

**Certificate in Co-operative Studies**

**History and Development of the Co-operative Movement**

**National 5 Assessment - Teacher's Notes**

**Learning Outcome 1: Investigate when, where and how co-operatives started and how they developed during the 18<sup>th</sup> and 19<sup>th</sup> century.**

**Performance Criteria 1.3:**

**Describe clearly -**

- **Why the Fenwick Weavers Society was established.**
- **The principles on which the society was based.**

**Performance Criteria 1.4:**

**Explain clearly why the Fenwick Weavers Society became the founders of the co-operative movement.**

**Comment on the similarities between the Fenwick Weavers Society and co-operative enterprises today.**

**Assessment Strategy:**

Evidence for performance criteria 1.3 and 1.4 has to be in the form of written or oral evidence.

In order to meet these criteria (and also work towards achieving Performance Criteria 1.1), the assessment should be in the form of a **detailed poster presentation**.

Using class work and / or individual research, students should use the information gathered to design and create a poster presentation giving details about each of the above points.

This assessment is similar to the National 4 performance criteria 1.2 assessment, so as to aid dual class teaching. The main difference is the addition of PC1.4 which is a comment on the similarities between the Fenwick Weavers and co-operative enterprises today.

Relevant pictures and drawings should be encouraged to help visualise the importance of the Fenwick Weavers.

The poster should be at least A3 in size so as to accommodate a relevant amount of detail. Overall layout is up to the individual (e.g. mind map, bullet points or continuous prose).

Posters should be completed individually.

Time allowed for completion of assessment - 1 hour and 15 minutes.

This assessment can be done as a continuous part of a lesson or as a silent assessment.

Where it is being done as part of on-going class work, the time limit must not be exceeded.

If looking for web-sites as an aid to teaching and learning or for research purposes the following have proved useful:

[http://www.futuremuseum.co.uk/Collection.aspx/the\\_fenwick\\_weavers\\_society\\_the\\_first\\_co\\_op/](http://www.futuremuseum.co.uk/Collection.aspx/the_fenwick_weavers_society_the_first_co_op/)

<http://www.ltscotland.org.uk/scotlandshistory/jacobitesenlightenmentclearances/fenwickweavers/index.asp>

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**National 5 Assessment - Student Assessment Help Sheet**

**Learning Outcome 1: Investigate when, where and how co-operatives started and how they developed during the 18<sup>th</sup> and 19<sup>th</sup> century.**

**Performance Criteria 1.3:**

**Describe clearly-**

- **Why the Fenwick Weavers Society was established.**
- **The principles on which the society was based.**

**Performance Criteria 1.4:**

**Explain clearly why the Fenwick Weavers Society became the founders of the co-operative movement.**

**Comment on the similarities between the Fenwick Weavers Society and co-operative enterprises today.**

For this assessment you are required to create a **detailed poster presentation** about the Fenwick Weavers.

You must give details on-

- Why the Fenwick Weavers Society was established.
- What principles the society was based on (you should have details of their pledge).
- Why they became founders of the co-operative movement.
- The similarities between the Fenwick Weavers and co-operative enterprises today.

All poster presentations must be completed individually.

History and Development of the Co-operative Movement (SCQF level 5)/Assessment  
Pack/Learning Outcome 1/Performance Criteria 1.3-1.4

You can add pictures or drawings so long as they are labelled and relevant.

Posters should be on at least A3 paper but overall layout is up to you. You could, for example, create a large, detailed mind map.

Time allowed for completion of assessment - 1 hour and 15 minutes.

**Certificate in Co-operative Studies**

**History and Development of the Co-operative Movement**

**National 5 Assessment - Marking Scheme**

**Learning Outcome 1: Investigate when, where and how co-operatives started and how they developed during the 18<sup>th</sup> and 19<sup>th</sup> century.**

**Performance Criteria 1.3:**

**Describe clearly-**

- **Why the Fenwick Weavers Society was established.**
- **The principles on which the society was based.**

**Performance Criteria 1.4:**

**Explain clearly why the Fenwick Weavers Society became the founders of the co-operative movement.**

**Comment on the similarities between the Fenwick Weavers Society and co-operative enterprises today.**

As this course may possibly be taught with National 4 and National 5 students in the same class there has to be room for progression.

The following information is **essential** in order to achieve PC's 1.3 and 1.4.

- The Fenwick Weavers was first formed in 1769.
- The Fenwick Weavers Society was established to promote high standards in weaving.
- They bought supplies of oatmeal to sell at discount to its members in a shop.

- **The Fenwick Weavers were the first consumer co-operative.**
- **They provided a set of values and principles on which to base their operations.**
- The principles of the Fenwick Weavers took the form of a pledge.
- Their pledge was “...to make good and sufficient work and extract neither higher nor lower prices than are accustomed.”
- Their contribution was vital in beginning the co-operative’s principle ideas of fair-trade and supporting sustainable farming.
- The Fenwick Weavers set up an emigration society.
- Many members took their ideas to countries such as New Zealand, Australia and the Americas.
- Profits were shared between the members making it a fair and democratic system.

The following information should be encouraged but is **not essential** for achieving PC’s1.3 and 1.4:

- 15 weavers from Fenwick in Ayrshire founded world’s first cooperative.
- Until this point the tradesmen and farmers had, like other workers, been dependent on the patronage of landlords and the aristocracy.
- The newly formed society started off by sharing equipment.
- The weavers also bought books and started a library.

The following information is essential for the second part of PC1.4:

Students should refer to the co-operative values and principles and benefits to the members.

Students should draw on information they have already given about the Fenwick Weavers and perhaps add one or two statements such as:

Anyone is allowed to be part of a co-operative so long as they are working for the greater good.

All members have a say in how things are run and all have a share of the profits.

It is a democratic, member controlled organisation which benefits the workers as they have a greater say and a fair share of things.

If the assessment is detailed enough with dates and places, it can be used as evidence to help achieve Performance Criteria 1.1.

A specific mark is not necessary but can be given at the teacher's discretion.

Each element of the performance criteria must be passed before the full learning outcome can be given.

In the event that a student does not pass, they are entitled to 2 re-sit opportunities.