

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 18th and 19th century.

Performance Criteria 1.5:

Explain clearly-

- **Why the Rochdale Society of Equitable Pioneers was established.**
- **What its aims were.**

Performance Criteria 1.6:

Identify the main factors which contributed to the Rochdale Society becoming an inspiration and model for the world-wide modern co-operative movement.

Assessment Strategy:

In order to achieve performance criteria 1.5 and 1.6 students must give, clear written and / or oral explanations for each bullet point highlighted above. For PC1.6 they must also give evidence which demonstrates the importance of the contribution made by the Rochdale Society to the co-operative movement.

PC's 1.5 and 1.6 will therefore be achieved by completing a **solo talk**. This will be a similar assessment to that of National 4 to allow for greater ease of dual level classes.

Using the structured 'talk' sheets pupils will prepare a short presentation.

The talk could be presented in front of the whole class or videoed within small groups. It does not need to be a long presentation, but it must cover all of the points given in the marking guide.

Time should be given in class to write up the talk and to practise before the final presentation is given.

For write up, practise and presentation, about 2 hours will be required but can be worked in as best suits the classroom situation.

As you will know the students in front of you, you may decide how long you want each presentation to be. At the very least it should cover the performance criteria points.

‘Talk’ sheets should be retained for moderation purposes.

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National 5 Assessment - Student Guide

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

Performance Criteria 1.5:

Explain clearly-

- **Why the Rochdale Society of Equitable Pioneers was established.**
- **What its aims were.**

Performance Criteria 1.6:

Identify the main factors which contributed to the Rochdale Society becoming an inspiration and model for the world-wide modern co-operative movement.

You are asked to prepare and present a solo talk on the Rochdale Society of Equitable Pioneers.

Use the 'talk' sheet as your guide to make sure that you cover all the necessary points.

Your talk should include information on-

- Why the Rochdale Society of Equitable Pioneers was established.
- The aims of the Society.
- Why its contribution is important to the co-operative movement.

You must be prepared to present in front of a class or within small groups.

Make sure your 'talk' sheets are well written and neat as they will have to be kept.

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 18th and 19th century.

Performance Criteria 1.5:

Explain clearly-

- **Why the Rochdale Society of Equitable Pioneers was established.**
- **What its aims were.**

Performance Criteria 1.6:

Identify the main factors which contributed to the Rochdale Society becoming an inspiration and model for the world-wide modern co-operative movement.

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

As a result the following points are **essential** in order to achieve PC1.5.

1. Why was the Rochdale Society of Equitable Pioneers established?-

- The Rochdale Society was a small number of textile mill workers.
- The Society was set up with the hope of serving the community around them with goods that they couldn't usually afford, and/or improving living and working conditions.

2. What were the aims of the Rochdale Society of Equitable Pioneers?-

-The Rochdale Society was based upon 7 main principles / aims.

- These aims were:

Open Membership = everyone could join the Society and have a say

Democratic Control

Dividend on Purchase = money made was given back to society

Limited Interest on Capital

Political and Religious Neutrality = open to all

Cash Trading = no 'tic' meant that debts couldn't build up

Promotion of Education= commitment to communities.

(Make sure that students don't just list the aims but also explain what they mean).

Essential points for achieving PC1.6:

3. Why is the Rochdale Society of Equitable Pioneers regarded as the inspiration and model for the world-wide modern co-operative movement?

- By 1854, the British co-operative movement had taken up the Rochdale Principles / aims and over 1000 stores were open.
- By 1864 the North of England Co-operative Society, the group that would become the modern Co-op, was born out of the local successes.
- The Rochdale Principles / aims had changed the world forever, bringing a social conscience to business which echoes loud into the modern world, as all over the globe, co-operatives use the rules set down by those original pioneers as a basis for their own trading.

Other information that could be should be encouraged at National 5 in order to achieve PC's1.5 and 1.6:

- The Rochdale Principles were born out of the meetings of the Rochdale Society of Equitable Pioneers, a consumer organisation that was one of the world's first co-operatives.
- The idea of a co-operative is that the business is owned by its customers and everyone works together for a common goal, that of good service over the pursuit of profit.
- The Industrial Revolution was expanding and, as a result, more and more skilled workers were falling into poverty, their jobs taken by machines. The Rochdale Society aimed to help these people.
- Any other relevant information.

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.

A detailed talk with lots of information can also be used in order to help achieve performance criteria 1.1.

A useful website for additional information that could be used for research purposes is:

http://news.bbc.co.uk/local/manchester/hi/people_and_places/history/newsid_883800/8838778.stm

The Rochdale Society of Equitable Pioneers

Solo Talk

Introduction: Introduce yourself and your topic.

Point 1: When was the Rochdale Society established? For what reasons was it set up?

Point 2: Describe the main principles / aims of the Rochdale Society of Equitable Pioneers.

Point 3: Describe, in detail, the Rochdale Society of Equitable Pioneers' contribution to the world-wide, modern co-operative movement.

Solo Talk- Peer/ Self Assessment Check Sheet

Topic: The importance of the Rochdale Society of Equitable Pioneers

	Success Criteria	Can do	Nearly done	Not done
LIT 3 01a	<p>I learned, developed or practised my communication skills by:</p> <ul style="list-style-type: none"> -planning a talk. -giving a talk which lasted at least one minute -taking responsibility for my work by practising what I was going to say first. -showing respect for my audience by preparing and giving my speech as well as I could. 			
LIT 3 10a	<p>I feel confident enough to try to:</p> <ul style="list-style-type: none"> -speak clearly and loudly enough for everyone to hear me. -keep eye contact with the audience. -use my notes only when I needed them. 			
LIT 3 06a LIT 3 03a	<p>I tried to:</p> <ul style="list-style-type: none"> -capture the attention of the audience at the start by looking confident and prepared. -make the topic very clear to the audience at the start. -give a good ending to my talk. -give all the important points about my chosen topic. 			

Solo Talk- Teacher Check Sheet

STUDENT NAME:

Topic: The importance of the Rochdale Society of Equitable Pioneers

	Success Criteria	Can do	Nearly done	Not done
LIT 3 01a	The student has learned, developed or practised their communication skills by: -planning a talk. -giving a talk which lasted at least one minute -taking responsibility for their work by practising what they were going to say first. -showing respect for their audience by preparing and giving a speech as well as they could.			
LIT 3 10a	The student felt confident enough to try to: -speak clearly and loudly enough for everyone to hear. -keep eye contact with the audience. -use their notes only when they needed them.			
LIT 3 06a LIT 3 03a	The student tried to: -capture the attention of the audience at the start by looking confident and prepared. -make the topic very clear to the audience at the start. -give a good ending to their talk.			

History and Development of the Co-operative Movement (SCQF level 5)/Assessment
Pack/Learning Outcome 1/Performance Criteria 1.5-1.6

	Performance Criteria	Can do	Nearly done	Not done
Point 1	<p>The student can explain clearly:</p> <ul style="list-style-type: none"> • Why the Rochdale Society of Equitable Pioneers was established. 			
Point 2	<p>The student can explain clearly:</p> <ul style="list-style-type: none"> • What all of the Rochdale Society of Equitable Pioneers' aims were. 			
Point 3	<p>The student can explain clearly:</p> <ul style="list-style-type: none"> • Why the Rochdale Society of Equitable Pioneers was regarded as the inspiration for the world-wide, modern co-operative movement. 			