

**Certificate in Co-operative Studies**

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

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

**Learning Outcome 2: Demonstrate knowledge and understanding of the context in which the early co-operatives were formed.**

**Performance Criteria 2.1:**

**Describe clearly working and living conditions in the early 18<sup>th</sup> century.**

**Performance Criteria 2.2:**

**Explain clearly why working and living conditions began to change around the middle of the 18<sup>th</sup> century.**

**Performance Criteria 2.3:**

**Describe clearly working and living conditions in the first half of the 19<sup>th</sup> century.**

**Performance Criteria 2.4:**

**Explain clearly how and why these changes led to a two tier system of capitalists and workers. Reference should be made to the 'truck' system.**

**Performance Criteria 2.5:**

**Discuss why the economic and social changes taking place at this time led to the development of the co-operative movement.**

**Assessment Strategy**

In order to achieve learning outcome 2, students will be required to give written evidence on:

- Working and living conditions in the early 18<sup>th</sup> century.
- Why these began to change around the middle of the 18<sup>th</sup> century.

History and Development of the Co-operative Movement (SCQF level 5)/Assessment  
Pack/Learning Outcome 2

- Working and living conditions in the first half of the 19<sup>th</sup> century.
- How these changes affected where most people worked and who they worked for.
- Why this resulted in a two tier system including 'truck' system.
- Why people formed co-operatives and what they gained from being part of a co-operative.

In order to achieve learning outcome 2 students will have to sit a silent exam, based around the criteria above.

The assessment will be based on sources and the students will have to use the sources to give the relevant information required by the question.

Time required for the assessment should be about an hour. This is similar to the timing for the National 4 learning outcome 2 assessment so should be useful if teaching a dual-level class.

Should the student fail to pass any part of the paper they should be given up to two opportunities for a re-sit.

The assessment will be based on all performance criteria for learning outcome 2.

**Certificate in Co-operative Studies**

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

**National 5 Assessment - Student Guide**

**Learning Outcome 2: Demonstrate knowledge and understanding of the context in which the early co-operatives were formed.**

**Performance Criteria 2.1:**

**Describe clearly working and living conditions in the early 18<sup>th</sup> century.**

**Performance Criteria 2.2:**

**Explain clearly why working and living conditions began to change around the middle of the 18<sup>th</sup> century.**

**Performance Criteria 2.3:**

**Describe clearly working and living conditions in the first half of the 19<sup>th</sup> century.**

**Performance Criteria 2.4:**

**Explain clearly how and why these changes led to a two tier system of capitalists and workers. Reference should be made to the 'truck' system.**

**Performance Criteria 2.5:**

**Discuss why the economic and social changes taking place at this time led to the development of the co-operative movement.**

**This assessment will be in the form of a written exam.**

**You will be given up to one hour to complete the paper.**

You will be asked to use sources to help you answer questions on things such as:

- Working and living conditions in the early 18<sup>th</sup> century.
- Why these began to change around the middle of the 18<sup>th</sup> century.
- Working and living conditions in the first half of the 19<sup>th</sup> century.
- How these changes affected where most people worked and who they worked for.
- Why this resulted in a two tier system including the 'truck' system.
- Why people formed co-operatives and what they gained from being part of a co-operative.

**Certificate in Co-operative Studies**

**National 5 Assessment**

**Learning Outcome 2**

Answer the following questions in full sentences.

**Source A** describes living and working conditions in 18<sup>th</sup> century Scotland.

**Source A**

Life for most of the population in the 1700s was that of a farmer. People lived in villages and small towns, working the land and relying upon the local community to provide for them. Housing was basic with families living in small farm cottages, whilst single men would live in a one-roomed bothy. Often damp and cold, they had no lighting and often no proper water supply.

1. Describe what life was like for the population of Scotland in 18<sup>th</sup> century. **4**

**Source B** describes the Industrial Revolution

**Source B**

During the 1800s the *Industrial Revolution* spread throughout Britain. The use of steam-powered machines led to a massive increase in the number of factories (particularly textile factories or mills). As the number of factories grew, people from the countryside began to move into the towns looking for better paid work.

2. Explain why working and living conditions began to change by the middle of the 18<sup>th</sup> century. **3**

**Source C** is about tenement housing in nineteenth century Dundee.

**Source C**

Large numbers of workers lived in tenements close to the mill or factory. Dundee had a reputation for poor housing. 70% of houses had one or two rooms. The average number of people living in a home was often eight. Families slept in box beds, often sharing four to a bed. Water, supplied from public wells, was often polluted.

3. Describe what life was like for the population of Scotland in the early 19<sup>th</sup> century. 4

**Source D** describes the 'truck system' and the two-tier society that existed in the 19<sup>th</sup> century.

**Source D**

The truck system was when an employer offered something of value (typically goods, food or housing) in exchange for labour, with the result being the same as if the labourer had been paid money and then spent the money on those necessities. This limited the workers' ability to choose how to spend their earnings and generally only benefited their employer. This system became widespread in the 18<sup>th</sup> and 19<sup>th</sup> centuries, as industrialisation left many poor, unskilled workers without other means to support themselves and their families, and employers who were willing to exploit them.

4. a.) Describe the 'truck system'. 2  
b.) Explain why a two-tier system existed in Britain in the 19<sup>th</sup> century. 1

**Source E** describes the development of the co-operative movement.

**Source E**

In 1844 the first modern co-operative business was established. It was set up because weavers faced miserable working conditions and low wages and they needed to be able to access good food and household goods at a lower price. Every customer of the shop became a member and so benefitted from fair prices and good quality food. They were also treated with honesty, openness and respect and had a share in the profits their custom contributed to.

- |    |   |          |
|----|---|----------|
| 5. | a.) Explain why people formed co-operatives.                    | <b>2</b> |
|    | b.) Describe what they gained from being part of a co-operative | <b>2</b> |

End of question paper

**Certificate in Co-operative Studies**

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

**National 5 Assessment - Marking Scheme**

1. Student uses Source A to describe that most people work on farms / in countryside etc.  
That housing was basic **and** families lived in small farm cottage or bothy.  
That conditions were damp and cold **and/or** no lighting (dark) **and/or** poor water supply.  
Any other points from source should also be accredited. **4 marks**
  
2. Student uses Source B to explain that steam-powered machines led to movement of people.  
Answer should state that people in the countryside were moving to towns **and** looking for better paid jobs.  
Reference should be made to the Industrial Revolution and the increase in the number of factories.  
Any other points that answer the question should be accredited. **3 marks**
  
3. Student uses Source C to state that many people worked in mills or factories.  
Student suggests that living conditions were cramped **and/or** poor **and** water supply polluted.  
Most people lived in one or two rooms / shared a bed etc.  
Any other relevant source information. **4 marks**



4. a.) Student describes the 'truck' system by giving evidence such as:
- employer gave food, housing or goods instead of money wages.
  - limited how the worker could spend their wages.
  - left worker without other means to support their family.
  - any other points from source. **2 marks**
- b.) Student explains why two-tier system existed by giving evidence such as:
- 'truck' system only benefited employer.
  - employers exploited poor workers by taking away their ability to choose what to spend their wages on.
  - any other points from source that answer question. **1 mark**
5. a.) Student uses Source D to explain that the needs of members was to be able to access food and goods at a lower price **and** weavers had low pay and poor working conditions. **2 marks**
- b.) Student describes that people gained the following things from being part of a co-operative:
- People benefited from fair prices **and** good food **and** having a share in profits.
  - Treated with honesty, openness and respect.
  - Any other points from source **2 marks**

**Students must gain at least half marks in each full question (parts 'a' and 'b' together) in order to achieve a pass at Learning Outcome 2.**