

Certificate in Co-operative Studies

History and Development of the Co-operative Movement

Higher Assessment - Teacher's Notes

Learning Outcome 1: Evaluate the contribution that the Fenwick Weavers Society, Robert Owen, Dr. William King and the Rochdale Society of Equitable Pioneers made to the development of the co-operative movement.

Performance Criteria 1.1:

Demonstrate a knowledge and understanding of:

- **why the Fenwick Weavers Society was established.**
- **why its contribution to the development of the co-operative movement is considered to be significant.**

Performance Criteria 1.2:

Demonstrate knowledge and understanding of the importance of Robert Owen's contribution to the co-operative movement.

Performance Criteria 1.3:

Demonstrate a knowledge and understanding of Dr. William King's contribution to the co-operative movement.

Performance Criteria 1.4:

Analyse the similarities and differences between the philosophical beliefs of Robert Owen and Dr. William King and the effect these differences had on the sustainability of early co-operatives.

Performance Criteria 1.5:

Demonstrate knowledge and understanding of:

- **why the Rochdale Society of Equitable Pioneers was established**
- **how it was influenced by the beliefs of Robert Owen and Dr. William King.**

Performance Criteria 1.6:

Evaluate the significance of the Rochdale Society of Equitable Pioneers' contribution to the development of the co-operative movement.

Justify conclusions reached with reference to the International Co-operative Alliance's Statement on the Co-operative Identity.

Assessment Strategy:

For learning outcome 1, students are required to show their knowledge and understanding of the main founders of the modern-day co-operative movement.

They are expected to show fluency and coherence and to be able to evaluate and analyse the significance of certain groups, or the similarities between them.

The same evidence can be used for all performance criteria in this learning outcome.

As a result, students are being asked to research and produce a short research project

Pupils should be given no more than 6 hours for research and write-up.

Presentation of this project is up to the individual, I but could be a written report of an investigation or a power-point presentation or any other format which encompasses all the points that are required for each performance criteria.

Students could be encouraged to produce a 5 minute presentation which could then be presented in front of the class or filmed in front of groups; however, filming is not essential.

Students should be encouraged to extend their writing skills as would be appropriate at Higher level.

Students should be encouraged to do their own research both in class time and at home.

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Higher Assessment - Student Guide

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Higher Assessment - Marking Scheme

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Justify conclusions reached with reference to the International Co-operative Alliance's Statement on the Co-operative Identity.

Please use this marking scheme as a guide only and not prescriptive, as some students may have researched different, but equally valid points.

Performance Criteria 1.1:

Students should identify important factors such as-

The Fenwick Weavers was first formed in 1769 by a group of weavers in the Ayrshire village of Fenwick.

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 establishing the co-operatives' principle ideas of fair-trade and supporting sustainable farming.

The contribution of the Fenwick Weavers to co-operation and the co-operative movement is significant. They developed the first consumer co-operative, arguably operated the first credit union, and provided a set of values and principles on which to base the operations of a co-operative society.

Profits were shared between the members making it a fair, democratic system.

Specifics could also include:

As with almost all co-operatives created during the Industrial Revolution, the Fenwick Weavers was established out of the villagers' need to improve their living and working conditions. The charter contained a number of principles about how the society should be run:

- honesty
- faithfulness to each other
- fair pricing
- majority decisions
- contributions to a poor fund
- member contribution of 2 shillings and 6 pence

The society was created for the purpose of purchasing materials and looms for the weavers but it soon evolved into something more valuable to the members and community. 'Records show the society quickly began lending money to needy members and their families - making it...the first recorded credit union.'

Performance Criteria 1.2:

Students identify important factors such as:

Robert Owen was born in Newtown, a small market town in Wales, in 1771.

He worked in a drapers and became interested in textile factories as a potential way of manufacturing cloth.

CONTRIBUTION TO THE CO-OPERATIVE MOVEMENT:

Work at New Lanark:

- purchased New Lanark factories and houses
- built a school and refused to employ children under 10 because he opposed the exploitation of children.
- opened a store where the people could buy goods of high quality at little more than wholesale cost. This eradicated the problem of adulterated food and the 'truck' system.
- sold quality goods and passed on the savings from the bulk purchase of goods to the workers
- sold products at a fair market price and used the profits to establish the Institute for the Formation of Character as well as a nursery for the villagers' children
- set up a savings institution.

'Father of Cooperative Movement':

- The principles of good quality produce for working people at a fair market price became the basis for the co-operative shops in Britain that continue to trade today.
- Any profit that was made was used to benefit the workers.

Performance Criteria 1.3:

Students should identify important factors such as:

Dr William King (1786 -1865) was a social reformer active in England in the 1800's.

King was a passionate believer in the role co-operatives could play in the development of a self-sustaining community.

He shared many beliefs with Robert Owen but his methods of how to achieve the creation of co-operative communities were grounded in realism rather than idealism.

In 1827, Dr King organised a consumer society in Brighton.

He used this opportunity to develop a number of guidelines by which consumer co-operatives should operate.

These included:

- the provision that members should pay cash for all merchandise
- the co-operative should adopt democratic principles of governance
- the society should do what it could to publicise the movement.

King also stressed the importance of voluntary membership, now one of the co-operative principles.

His greatest contribution to the consumer co-operative movement came in the form of his publication *The Co-operator*.

Published (at his own expense) between 1828 and 1830, the journal's 28 editions provided information, resources and inspiration for the growing consumer co-operative movement.

Performance Criteria 1.4:

Students should analyse similarities and differences between Robert Owen and Dr. William King by giving evidence such as:

Similarities -

Based on the same beliefs of power to the workers; fair pricing etc.

Differences -

King accepted Robert Owen's beliefs but disagreed with him on how to raise finance for the co-operative.

Inspired by mutual organisations that provided money for members in times of illness and death, King believed that capital should come from the members and from the generation of a trade surplus.

Unlike Owen, King believed strongly in the role a co-operative store could play in the creation of a self-sustaining co-operative community.

Effect -

As a result of the work of Robert Owen and William King, the co-operative movement in the form of consumer societies experienced enormous growth in the early 1800s followed by a drop as a result of a split in the way people thought co-operatives should be run.

Both philosophies were adopted, therefore there was no coherent structure across all co-operatives.

The first annual meeting of co-operatives occurred in 1830 in Manchester and it was estimated that there were around 300 co-operatives operating in England by 1830, many co-operatives based in Dr. King's Brighton Co-operative Trading Association.

As the decade progressed, there was a lull amongst the first generation of

co-operatives, with many ceasing to trade by 1840. Member loyalty was low and with little financial gain to be earned, members sought to break up their societies in order to access the capital.

Many of these co-operatives were followers of Robert Owen and believed in the creation of self-sustaining co-operative communities. This often resulted in limited membership and the accumulation of large amounts of capital, with no mechanism to distribute it to members.

Performance Criteria 1.5:

Students should identify important factors such as-

Why was the Rochdale Society of Equitable Pioneers established?

- The Rochdale Society was a small number of textile mill workers who wanted to help alleviate the problems of poverty and high pricing amongst workers in Manchester.
- The Society was set up with the hope of serving the community around them with goods they couldn't usually afford, and/or improving living and working conditions.

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

These aims were:

- Open Membership = everyone could join 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.

How it was influenced by Robert Owen and William King:

- The society was based on a combination of Robert Owen's ideals and William King's co-operative business practices.
- Owen provided the philosophical, moral and social foundation of co-operation, while King described and implemented a number of business practices that were essential to the success of co-operative societies.
- The Rochdale Pioneers also analysed previous co-operative successes and failures.

Performance Criteria 1.6:

Students should identify important factors such as:

Significance of Rochdale Society's contribution to the development of the co-operative movement:

The Rochdale Principles/ aims had changed the world forever, bringing a social conscience to business which echoes loudly in 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.

Rochdale was not Britain's first co-operative. It was however, the first to establish a sustainable, viable business based on co-operative principles.

The International Co-operative Alliance has adopted Rochdale's principles as the important standards co-operatives should adhere to throughout the world.

It was the first co-operative to adopt ideas and principles such as democracy, mutuality, equality and economy.

It was the first co-operative to establish a successful contrast to the capitalist model of enterprise.

The business model developed by the Rochdale Pioneers spread quickly from 19th century Britain and its influence can be seen in such diverse countries as India, Kenya, Venezuela and South Korea showing a real international demographic to their enterprise.

The Rochdale Society of Equitable Pioneers is therefore rightly regarded as the inspiration and model of the modern co-operative movement.

MARKS - no specific marks are awarded but students **MUST** identify, at the very least, the points given in each performance criteria. If they fail to do this they cannot achieve the full learning outcome.

In a situation where students do not achieve the learning outcome first time, two chances at a re-sit must be given.

Please feel free to apportion marks for your own marking and assessment purposes if this is useful, however a simple pass/ fail of each performance criteria will be sufficient.

Please retain all projects for moderation purposes.