

# UNIFORM EXAMINATION

## Secondary Cycle Two

Information document - June 2012 - August 2012 - January 2013

## History and Citizenship Education

Secondary IV

587-404



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## INTRODUCTION

This information document contains information concerning the uniform examination in History and Citizenship Education for students in Secondary IV. This uniform examination is an official evaluation of the learning associated with the evaluation criteria *Appropriate use of knowledge* and *Rigour of his/her historical reasoning* for the purpose of certifying secondary school studies. The evaluation criteria are defined in the *Framework for the Evaluation of Learning*.

The appendixes to the document provide details on the intellectual operations as well as the rubric for the essay question.

## 1 STRUCTURE AND CONTENT

The examination contains two types of tasks: short-answer questions and an essay question.

This examination has 23 questions. The following table presents the distribution of types of tasks and of marks in the examination.

**Distribution of types of tasks and of marks in the examination**

TYPE OF TASK	NUMBER OF QUESTIONS	TOTAL MARKS
Short-answer question	22	43
Essay question	1	12

### 1.1 Short-answer questions

The short-answer questions are associated with the evaluation criterion *Appropriate use of knowledge*, and they evaluate the performance of intellectual operations. The table on the following page indicates the number of marks allocated for each intellectual operation.

The short-answer questions concern the following four social phenomena: *Population and settlement*, *Economy and development*, *Culture and currents of thought* and *Official power and countervailing powers*. Each question requires the student to draw on one or more elements of historical knowledge related to a social phenomenon and it deals with one or several periods. This historical knowledge is presented in the table on pages 5 and 6 of this document.

### Marks allocated for each intellectual operation

INTELLECTUAL OPERATION	NUMBER OF MARKS
<b>Establish facts</b>	1
<b>Situate in time and space</b>	2
<b>Characterize a historical phenomenon</b>	
<b>Make comparisons</b>	
<b>Determine explanatory factors and consequences</b>	
<b>Determine elements of continuity and changes</b>	
<b>Establish connections between facts</b>	
<b>Establish causal connections</b>	3
<b>Characterize the evolution of a society</b>	

### 1.2 Essay question

The essay question is associated with the evaluation criterion *Rigour of his/her historical reasoning*. It evaluates the student's ability to provide an explanation of major social, political, economic, cultural and territorial changes that occurred in the past.

The essay question concerns one of the following four social phenomena: *Population and settlement*, *Economy and development*, *Culture and currents of thought* or *Official power and countervailing powers*. This question requires the student to draw on one or more elements of historical knowledge related to the social phenomenon concerned and it deals with one or several periods.

The essay question respects the designated focus of the social phenomenon it deals with. The table on the following page presents the designated focuses of the social phenomena.

## Designated focuses of the social phenomena

SOCIAL PHENOMENON	DESIGNATED FOCUS
<i>Population and settlement</i>	<i>The effects of natural population change and migration on the formation of the population and the settlement of the territory</i>
<i>Economy and development</i>	<i>The effects of economic activity on the organization of the society and the territory</i>
<i>Culture and currents of thought</i>	<i>The influence of ideas on cultural expression</i>
<i>Official power and countervailing powers</i>	<i>The relationship between interest groups and official power</i>

### 1.3 Parts of the examination

The examination is divided into four parts, each dealing with one of the four social phenomena mentioned above. The social phenomena are not presented in a predetermined order. The first three parts contain short-answer questions, while the fourth part contains one short-answer question and one essay question. The following table presents the distribution of questions and the marks allocated for each part of the examination.

#### Distribution of questions and marks for each part of the examination

TYPE OF TASK	NUMBER OF QUESTIONS AND MARKS ALLOCATED				TOTAL MARKS
	PART 1	PART 2	PART 3	PART 4	
Short-answer question	two 1-mark questions four 2-mark questions one 3-mark question	one 1-mark question five 2-mark questions one 3-mark question	one 1-mark question five 2-mark questions one 3-mark question	one 2-mark question	<b>43</b>
Essay question				one 12-mark question	<b>12</b>
Total marks	13	14	14	14	<b>55</b>

**The examination has a different format than in previous years.** It consists of the following documents:

- the *Question Booklet* and the *Answer Booklet*
- a sheet (Diagram and Draft) for the essay question
- the *Document File*

The *Document File*, printed on letter-sized paper (8½" x 11"), presents about ten documents for each social phenomenon. It may contain historical documents (written or illustrated), texts by historians (contemporaries of the events or present-day historians), diagrams, tables, maps or time lines.

## 1.4 Historical knowledge by social phenomenon

The table below presents the historical knowledge that may be considered within the framework of the uniform examination. It includes historical knowledge related to the object of interpretation, concepts and designated focuses of the social phenomena in the program. It also takes into account the *Progression of Learning in Secondary School: History and Citizenship Education, Secondary III and IV*.

<b>Population and settlement</b>			
<b>First occupants (around 1500)</b>	<b>French régime (1608-1760)</b>	<b>British rule (1760-1867)</b>	<b>Contemporary period (1867 to the present)</b>
<ul style="list-style-type: none"> <li>• <i>The origins of the Native Americans</i></li> <li>• <i>The presence of three Native linguistic groups in northeastern America in the 16th century</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The effects of the European presence on the Amerindians</i></li> <li>• <i>The seigneurial system as a factor in the settlement and occupation of the territory</i></li> <li>• <i>Jean Talon and his successors' policies to promote a high birth rate and immigration</i></li> <li>• <i>The demographic and social characteristics of the population</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The impact of the change of empire on the composition of the population</i></li> <li>• <i>The occupation and organization of the territory after the arrival of the Loyalists</i></li> <li>• <i>The impact of immigration and the birth rate on the demographic and social composition of the population in the first half of the 19th century</i></li> <li>• <i>Emigration and colonization movements beginning in the 1830s and 1840s</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Migration and colonization in the late 19th century</i></li> <li>• <i>The waves of immigration and the evolution of the birth rate in Québec in the 20th century</i></li> <li>• <i>The occupation of the Québec territory in the 20th century</i></li> <li>• <i>The social and territorial conditions of the Native population</i></li> <li>• <i>Current demographic issues such as the aging of the population, immigration, the birth rate and regional disparities</i></li> </ul>
<b>Economy and development</b>			
<b>First occupants (around 1500)</b>	<b>French régime (1608-1760)</b>	<b>British rule (1760-1867)</b>	<b>Contemporary period (1867 to the present)</b>
<ul style="list-style-type: none"> <li>• <i>Native <b>people's</b> exploitation of the territory and trade networks</i></li> <li>• <i>The beginning of European resource exploitation</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The fur trade and its consequences for the colony</i></li> <li>• <i>The characteristics of agricultural activity</i></li> <li>• <i>Measures to promote economic diversification</i></li> <li>• <i>Obstacles to the economic development of the colony</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Elements of continuity and changes in the colonial economy following the change of empire</i></li> <li>• <i>Economic changes in the first half of the 19th century</i></li> <li>• <i>The change from protectionist measures to economic liberalism</i></li> <li>• <i>The role of agroforestry in the colonization movements</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The first phase of industrialization and its social consequences</i></li> <li>• <i>The second phase of industrialization and the growth of cities in the early 20th century</i></li> <li>• <i>The consequences of the Depression and the Second World War for Québec society</i></li> <li>• <i>Prosperity and mass consumption in the postwar period</i></li> <li>• <i>State intervention in the economy since the 1960s</i></li> <li>• <i>The impact of globalization on Québec's economy</i></li> </ul>

## ***Culture and currents of thought***

<b>First occupants (around 1500)</b>	<b>French régime (1608-1760)</b>	<b>British rule (1760-1867)</b>	<b>Contemporary period (1867 to the present)</b>
<ul style="list-style-type: none"> <li>• <i>The transmission of a world view through beliefs, myths and rituals among the Native peoples</i></li> <li>• <i>The values and way of life underlying social relations among the Native peoples</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The influence of absolutism and Catholicism on social and political institutions in the colony</i></li> <li>• <i>The independent spirit and adaptability of the Canadiens</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Signs of attachment to the British Empire in the colony</i></li> <li>• <i>The influence of liberal ideas on political institutions and on the formation of public opinion up to 1848</i></li> <li>• <i>The opposition between ultramontanists and anticlerical liberals after 1840</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Québec society between modernism and traditionalism up to 1960 (capitalism, agriculturism, Americanism, nationalisms, feminism and secularism)</i></li> <li>• <i>The opposition between imperialists and nationalists at the turn of the 20th century</i></li> <li>• <i>The influence of currents of thought in Québec between 1929 and 1945 (cooperatism, socialism and fascism)</i></li> <li>• <i>Currents of thought during the period of major change in Québec society beginning in 1960 (nationalisms, feminism, secularism and Aboriginalism)</i></li> <li>• <i>Currents of thought in the context of globalization (neoliberalism)</i></li> </ul>

## ***Official power and countervailing powers***

	<b>French régime (1608-1760)</b>	<b>British rule (1760-1867)</b>	<b>Contemporary period (1867 to the present)</b>
	<ul style="list-style-type: none"> <li>• <i>Power relations between the mother country and the colony</i></li> <li>• <i>Power relations between the colonial authorities and the Amerindian nations</i></li> <li>• <i>Power relations between the state and the Church</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Power relations between the state and the Church</i></li> <li>• <i>Power relations between the governor and the British merchants in the colony</i></li> <li>• <i>Power relations between the governor and the legislative assembly between 1792 and 1848</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Power relations between the state and interest groups (the Church, financial circles, the unions and nationalist movements) from 1867 to the present</i></li> <li>• <i>Power relations between the state and interest groups (feminist movements and the media) from 1900 to the present</i></li> <li>• <i>Power relations between the state and interest groups (Native peoples, language groups, environmentalist groups and movements for social justice) from 1960 to the present</i></li> <li>• <i>The characteristics of federal-provincial power relations from 1867 to the present</i></li> </ul>

## **2 CONDITIONS GOVERNING THE ADMINISTRATION OF THE EXAMINATION**

### **2.1 Dates**

The June 2012 examination will be held on: June 15, from 9:00 a.m. to 12 noon.

The August 2012 examination will be held on: July 30, from 1:00 p.m. to 4.00 p.m.

The January 2013 examination: date to be determined<sup>1</sup>

### **2.2 Duration**

The duration of this examination on the official schedule is 3 hours. According to the *Administrative Manual for the Certification of Studies and Management of Ministerial Examinations*, an additional period of 15 minutes must be granted.

### **2.3 Unauthorized materials**

During the examination, students do not have the right to use any reference documents, such as atlases, dictionaries, textbooks, notes or exercise books.

The use of electronic devices or any communications device (cellular telephone, MP3 player, camera, etc.) is strictly forbidden during the examination. Any student who violates this rule will be expelled from the examination room and shall be deemed to have cheated on the examination.

### **2.4 Measures adapting the conditions for administering ministerial examinations**

To demonstrate their learning, students with special needs may be provided with measures adapting the conditions for administering ministerial examinations. For further information on the implementation of these measures, please refer to the documents made available to schools by the Direction de la sanction des études.

## **3 CORRECTION PROCEDURES**

### **3.1 Responsibility for correction**

Educational institutions are responsible for correcting this examination in accordance with the terms and conditions established by MELS in the *Marking Guide* that accompanies the examination. It is suggested that correction committees be formed.

### **3.2 Description of the evaluation tools**

The short-answer questions are corrected using a correction key provided by MELS.

The essay question is corrected using a correction key and a rubric provided by MELS (see Appendix II). This rubric focuses on the criterion *Rigour of his/her historical reasoning*.

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<sup>1</sup> Check the examination schedule at the following address: [www.mels.gouv.qc.ca/sanction/horaires.htm](http://www.mels.gouv.qc.ca/sanction/horaires.htm) (in French only).

#### **4 COMPILATION OF THE SUBJECT MARK AND PASS MARK**

In History and Citizenship Education, the subject mark is based on the school mark (50%) and the mark on the uniform examination (50%). The *Framework for the Evaluation of Learning* defines the criteria on which the students' marks should be based.

The student will be granted the credits for the program if his/her subject mark is at least 60%. The educational institution must submit the subject result to the Direction de la sanction des études.

## APPENDIX I

### Details on the intellectual operations

INTELLECTUAL OPERATION	DETAILS
<b>Establish facts</b>	<ul style="list-style-type: none"> <li>• The student's ability to identify relevant and accurate facts in documents.</li> </ul>
<b>Situate in time and space</b>	<ul style="list-style-type: none"> <li>• The student's ability to place facts in chronological order</li> <li>• The student's ability to place a fact or a set of facts on a time line</li> <li>• The student's ability to establish the precedence or posteriority of facts</li> <li>• The student's ability to situate territories in time</li> <li>• The student's ability to situate geographic elements or facts or territories in space</li> </ul>
<b>Characterize a historical phenomenon</b>	<ul style="list-style-type: none"> <li>• The student's ability to identify characteristics</li> </ul>
<b>Make comparisons</b>	<ul style="list-style-type: none"> <li>• The student's ability to identify similarities or differences</li> <li>• The student's ability to identify a point of convergence or divergence</li> </ul>
<b>Determine explanatory factors and consequences</b>	<ul style="list-style-type: none"> <li>• The student's ability to identify facts that explain a phenomenon</li> <li>• The student's ability to identify facts resulting from a phenomenon</li> </ul>
<b>Determine elements of continuity and changes</b>	<ul style="list-style-type: none"> <li>• The student's ability to identify what remains unchanged over time</li> <li>• The student's ability to indicate a change occurring over time</li> </ul>
<b>Establish connections between facts</b>	<ul style="list-style-type: none"> <li>• The student's ability to interrelate facts</li> </ul>
<b>Establish causal connections</b>	<ul style="list-style-type: none"> <li>• The student's ability to establish a logical connection between explanatory factors and consequences</li> </ul>
<b>Characterize the evolution of a society</b>	<ul style="list-style-type: none"> <li>• The student's ability to summarize the evolution of a historical phenomenon</li> </ul>

## APPENDIX II

### Rubric for the essay question

#### Criterion: *Rigour of his/her historical reasoning*

Observable element	Assessment levels									
SUPPORTS THE ELEMENTS OF THE ANSWER WITH FACTS <sup>1</sup>	The student supports all the elements of the answer <sup>2</sup> with facts that are relevant <sup>3</sup> and . . .	The student supports most of the elements of the answer with facts that are relevant and . . .	The student supports few of the elements of the answer with facts that are relevant and . . .	The student presents only the elements of the answer, providing no factual support.	The student presents only some elements of the answer, providing no factual support.	The student presents only facts, <sup>5</sup> which are . . .				
	accurate 10 marks	 often accurate <sup>4</sup> 9 marks	accurate 8 marks	 often accurate 7 marks	accurate 6 marks	 often accurate 5 marks	The student presents only the elements of the answer, providing no factual support.	The student presents only some elements of the answer, providing no factual support.	The student presents only facts, <sup>5</sup> which are . . .	accurate 2 marks
PROVIDES AN APPROPRIATE CONCLUSION	The student answers the question appropriately and establishes a connection with his/her explanation.			The student answers the question appropriately.						
	2 marks			1 mark						
<b>Mark: /12</b>										

**Notes: — A student who does not write an answer or whose answer is not relevant will receive 0 marks.**

**— A student who does not write a conclusion or whose conclusion is incorrect will receive 0 marks for the observable element *Provides an appropriate conclusion*.**

1. In order to obtain full marks, the student must formulate clearly all the required elements of the answer and illustrate each one with facts. For example, a student who presents all the elements of the answer, but supports only one of them with relevant facts, obtains 5 or 6 marks, depending on the accuracy of the facts.
2. The student's answer must contain the elements of the answer. These elements are presented in the correction key. The rubric accompanying the examination indicates the number of elements of the answer corresponding to each assessment level.
3. The facts are relevant only when they illustrate the elements of the answer appropriately. Examples of facts are presented in the correction key.
4. The facts are considered to be "often accurate" when they contain a few errors or inaccuracies.
5. If the student merely presents a series of facts taken from the *Document File*, without clearly formulating the elements of the answer expected, he or she cannot receive more than 2 marks.

