



Original Text in French

# Guide for Parents

## **MINISTERIAL EXAMINATION**

History of Québec and Canada  
Secondary IV

585-404

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## INTRODUCTION

This guide is designed to inform parents about the Secondary IV ministerial examination in History of Québec and Canada. It presents the structure of the exam and the administration procedures, as well as examples of documents included in the Document File and sample questions.

The [Information Document](#), which provides complementary information, is also a recommended resource.

## SECTION 1 MINISTERIAL EXAMINATIONS

### NATURE AND OBJECTIVES OF THE EXAMINATIONS

The Secondary IV and V ministerial examinations are set by the Minister of Education for the certification of studies and for awarding the Secondary School Diploma. Every year, the Ministère organizes three exam sessions for these examinations: one in December/January, one in May/June and one in August.

Each ministerial examination is designed to evaluate the learning set out in the [Québec Education Program](#) and is based on the [Framework for the Evaluation of Learning](#).

As everyone enrolled in any given exam session must write the same examination, the dates and times indicated in the [official examination schedule](#) must be respected. Only the Minister may authorize changes to the set schedule.

### CONDITIONS FOR ADMINISTERING THE EXAMINATIONS

Educational institutions are the main entities responsible for making the necessary arrangements for the exams to take place (e.g. providing examination rooms), regardless of the education model (teaching provided at school or homeschooling).

To ensure equity and justice, the exam conditions must be the same for all candidates in Québec who write the exams. For this reason, the individuals designated to administer the examinations are given precise instructions to follow.

During an examination, it is forbidden for anyone to help the candidates in any way whatsoever by, for example, clarifying the task, providing additional information, explaining or translating words or expressions, or reformulating instructions. Examinations where a staff member has overstepped the boundaries of their role may be declared invalid by the Ministère.

Measures that adapt the conditions for administering ministerial examinations may be taken to enable candidates with specific needs to demonstrate their learning. In order to request special measures, please communicate with the educational institution responsible for administering the examination at the beginning of the school year or, in the context of homeschooling, when setting up the learning project. The educational institution will analyze the candidate's needs and determine which adaptive measures will be permitted, if any.

## **SECTION 2      OVERVIEW OF THE EXAMINATION FOR HISTORY OF QUÉBEC AND CANADA**

### **EVALUATION OF COMPETENCIES**

The Secondary IV History of Québec and Canada examination is designed to evaluate learning associated with the program's two competencies:

- Competency 1, *Characterizes a period in the history of Québec and Canada*
- Competency 2, *Interprets a social phenomenon*

### **SUMMARY OF THE EXAMINATION**

The History of Québec and Canada examination takes place in an exam room at a specific time, as set out in the [official examination schedule](#), and lasts 3 hours.

In the examination, candidates must answer 23 questions. To do this, they must analyze and use various kinds of documents appropriately and draw on their knowledge. The documents, which may be written or illustrated historical documents, writings by historians, diagrams, tables, illustrations, maps or timelines, are presented in a booklet called the Document File. Candidates must provide complete, clear answers that present accurate information.

The examination is divided into 3 parts:

- Part A: 21 multiple-choice or short-answer questions
- Part B: 1 question that requires completing a diagram
- Part C: 1 question that requires writing a text of approximately 150 words

## CONTENT OF THE EXAMINATION

The examination covers the program content relating to the four periods and social phenomena indicated in the table below. The table also presents the distribution of questions and the marks allocated for each part of the examination.

**DISTRIBUTION OF THE QUESTIONS AND MARKS FOR EACH PART OF THE EXAMINATION**

Period and social phenomenon					
Part	1840-1896 The formation of the Canadian federal system	1896-1945 Nationalisms and the autonomy of Canada	1945-1980 The modernization of Québec and the Quiet Revolution	From 1980 to our times Societal choices in contemporary Québec	Total
Part A	5 or 6 questions	5 or 6 questions	5 or 6 questions	4 or 5 questions	21 questions 44 marks
Part B	1 question on one of the periods				1 question 8 marks
Part C	1 question on one of the social phenomena <sup>1</sup>				1 question 8 marks
					<b>23 questions 60 marks</b>

The 21 questions in Part A are grouped according to the 4 periods and social phenomena, which are presented in chronological order.

These questions evaluate the candidate's ability to perform intellectual operations, that is, know-how related to the key features of the competencies. They cover the program content relating to the four periods and social phenomena.

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1. The question in Part C does not relate to the same period and social phenomenon as the question in Part B.

In answering the exam questions, the candidate is called upon to:

- situate in time and space (e.g. place facts or events in chronological order, place facts or events on a timeline, or identify the location of a geographical feature, a fact, an event or a territory on a map)
- identify differences and similarities (e.g. identify the specific point on which historical actors or historians disagree or agree, or identify differences or similarities in historians' interpretations)
- determine causes and consequences (e.g. identify a fact that explains a historical phenomenon or identify a fact that results from a historical phenomenon)
- determine changes and continuities (e.g. identify a fact that shows a historical phenomenon has undergone change or identify a fact that shows a historical phenomenon persists)
- establish connections between facts (e.g. associate facts with manifestations of these facts or descriptions that are related to them)
- establish causal connections (e.g. establish a logical connection between facts)

The list of intellectual operations and the expected behaviours associated with them are presented in Appendix I. The appendix also presents, for each of the intellectual operations, the types of questions and the number of questions found in the examination as well as the number of marks allocated for each question.

The question in Part B evaluates the candidate's ability to produce a description highlighting cultural, economic, political, social and territorial elements of part or all of a period in the history of Québec and Canada.

The question in Part C evaluates the candidate's ability to develop an explanation highlighting major cultural, economic, political, social and territorial changes relating to a social phenomenon.

## **AUTHORIZED AND UNAUTHORIZED MATERIALS**

### **Authorized materials**

No materials are authorized.

### **Unauthorized materials**

- No reference documents (atlases, dictionaries, textbooks, notes, workbooks, etc.) are permitted.
- No digital tools (digital dictionary, word-processing software, etc.) are permitted.

Candidates are also strictly forbidden to have **in their possession** any digital device (smartphone, wireless headphones or earbuds, smartwatch, etc.) that can be used to communicate, access the Internet, translate text, or create, save or consult data.

## **SECTION 3      STEPS IN THE EXAMINATION FOR HISTORY OF QUÉBEC AND CANADA**

### **WRITING THE EXAMINATION**

Upon arrival in the examination room, each candidate receives the following documents:

- Question Booklet
- Answer Booklet
- Document File

Working alone, candidates have 3 consecutive hours to answer all the questions in the examination. The examination consists of 23 questions and is divided into 3 parts. Candidates can start with any part they like.

Candidates use the Document File to answer the questions. The Document File presents a selection of numbered documents and is divided into the same three parts as the examination.

Examples of documents included in the Document File are provided on pages 7 to 9.

#### **Part A**

Part A consists of 21 multiple-choice or short-answer questions. To answer these questions, each candidate consults the corresponding part of the Document File.

There are two types of short-answer questions: some that require the candidate to write the numbers of the documents selected in the Document File and some that require the candidate to write a few sentences drawing on one or more documents in the Document File.

The candidate writes their answers in the Answer Booklet.

Sample questions for Part A are provided on pages 10 and 11.

#### **Part B**

Part B consists of a single question. The candidate must produce a description highlighting cultural, economic, political, social and territorial elements of part or all of a period in the history of Québec and Canada. To do this, the candidate selects from Part B of the Document File only those documents that relate to the period and territory addressed by the question. Then, using the documents selected, the candidate completes the diagram in the Answer Booklet.

A sample question and diagram for Part B are provided on pages 11 and 12.

## Part C

Part C consists of a single question. The candidate must develop an explanation (a text of approximately 150 words) highlighting major cultural, economic, political, social and territorial changes relating to a social phenomenon.

The candidate consults Part C of the Document File. The documents in Part C will help the candidate develop their explanation. The candidate can use the diagram in the Answer Booklet to record information before writing their text in the space provided, immediately below the diagram. **Only the text will be marked.**

A sample question for Part C is provided on page 13.

If after 3 hours a candidate has not finished writing the examination, 15 more minutes may be allotted, as specified in the [Administrative Guide for the Certification of Studies and Management of Ministerial Examinations](#).

At the end of the examination, candidates must hand in to the examiner all the exam documents before leaving the examination room.

No candidates may leave the examination room before at least half the time allotted for the exam has elapsed. Any candidate who has a good reason to leave the examination room must be accompanied by an authorized person designated by the educational institution.

## MARKING

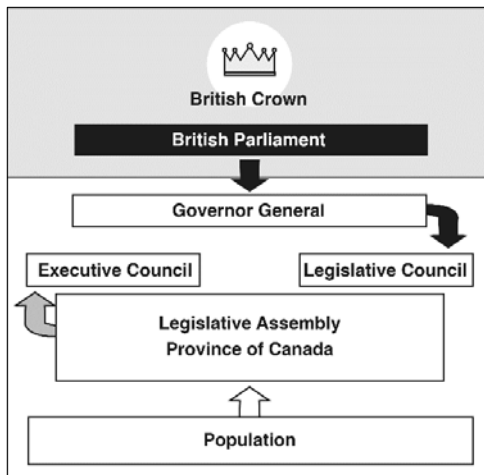
The examination is graded using the Marking Guide provided by the Ministère. This guide contains an answer key and explanation of the marking procedure for each of the three parts of the examination (A, B and C). In addition, there are separate rubrics for Part B and Part C. These rubrics can be found in Appendices II and III.

## SECTION 4 EXAMPLES OF DOCUMENTS INCLUDED IN THE DOCUMENT FILE AND OF QUESTIONS IN HISTORY OF QUÉBEC AND CANADA

The examples below illustrate the types of documents included in the Document File of a Secondary IV History of Québec and Canada examination.

### SAMPLE DOCUMENTS

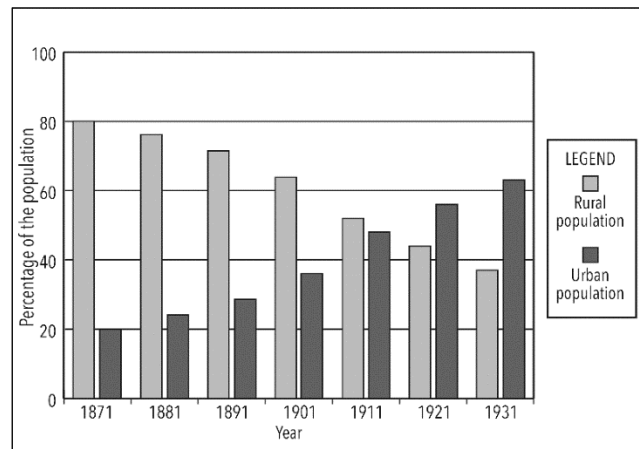
#### Chart



Ministère de l'Éducation (MEQ).

#### Graph

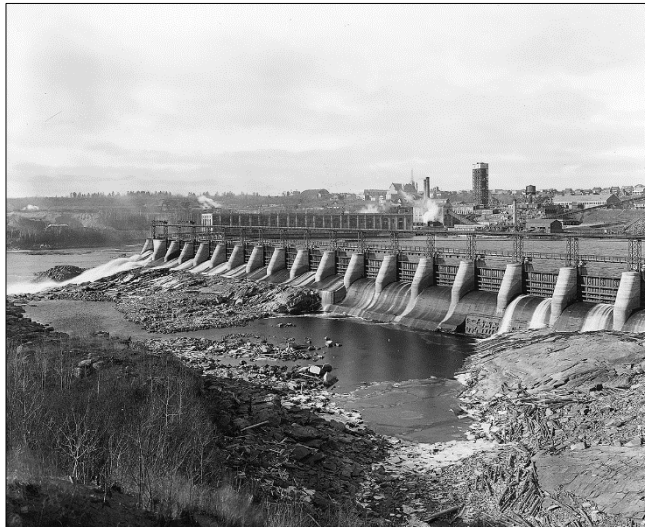
Distribution of the population of Québec



MEQ, based on Christophe Horguelin et al., *Panoramas: History and Citizenship Education*, Secondary Cycle Two, Year 2 (Montréal: Graficor, 2010), student textbook 1, 68.

#### Photograph

Hydroelectric dam in Shawinigan, 1917



Wm. Notman & Son/© McCord Museum/VIEW-17248. [Detail]

#### Poster

Canadian recruitment poster



Library and Archives Canada/C-033446.

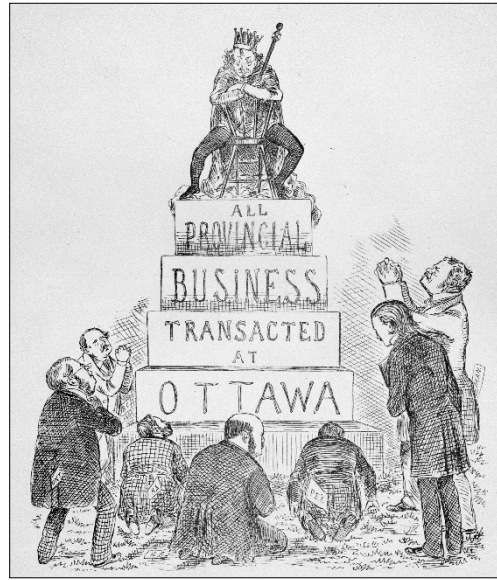
## Table

**Origin of immigrants admitted to Québec, by country of birth, 2008-2012**

Rank	Country
1	Morocco
2	Algeria
3	France
4	China
5	Haiti
6	Colombia
7	Lebanon
8	Cameroon
9	Philippines
10	Egypt

MEQ, based on the Institut de la statistique du Québec, 2013.

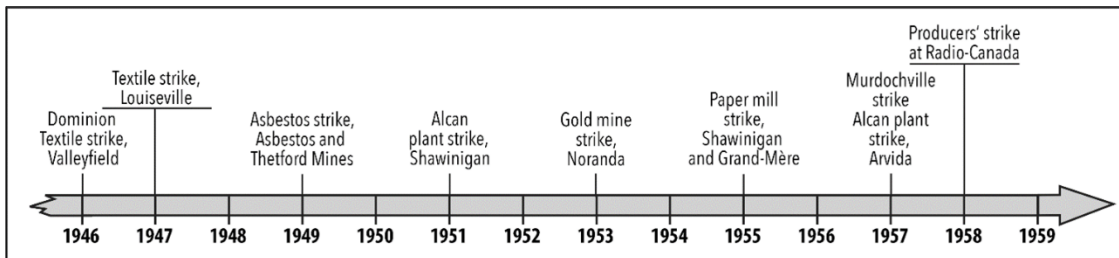
## Cartoon



Library and Archives Canada/C-078864.

## Timeline

### Main labour conflicts in Québec



MEQ, based on Julie Charette et al., *Périodes: De 1840 à nos jours, History of Québec and Canada, Secondary IV* (Anjou: Les Éditions CEC, 2017), student textbook, 259.

## Map



MEQ.

### Excerpt from a school textbook

During the post-war years, Indigenous children were still subjected to a policy of assimilation, and several Indian residential schools were opened in Québec. Resource exploitation in certain regions of Québec further disrupted the traditional way of life of the Indigenous peoples living there.

Sylvain Fortin et al., *Reflections.qc.ca: 1840 to Our Times*, History of Québec and Canada, Secondary IV (Montréal: Chenelière Éducation, 2018), student textbook, 220.

### Excerpt from a historical account

In the 1960s and 1970s francophone intellectuals . . . acceded to political power in both Ottawa and Québec City. The product of classical colleges, these doctors, teachers, journalists, engineers, and public administrators rejected traditional Catholic values in favour of secularism.

John Dickinson and Brian Young, *A Short History of Quebec*, 3rd ed. (Montréal and Kingston: McGill-Queens University Press, 2003), 305.

### Excerpt from a quotation by a historical actor

Tomorrow the bill will be submitted to the Legislature<sup>1</sup> for the fifth time . . . . A just and legitimate demand which, if it is finally granted, will place the women of Québec on an equal footing with their sisters in the eight other provinces of Canada.

Idola Saint-Jean, 1931

1. Legislature: parliament

Quoted in Paul Terrien, *Les grands discours de l'histoire du Québec*, 2nd ed. (Québec: PUL, 2018), 288. [Translation]

### Excerpt from a newspaper article

Yesterday, Québec voters clearly rejected the Lévesque government's sovereignty-association project as a solution to the constitutional problem.

Pierre Gravel, "NON C'est la réponse de 59,5% des Québécois dont une majorité de francophones," *La Presse*, May 21, 1980, 1. [Translation]

### Excerpt from an official document

And be it enacted that from and after the said reunion of the said . . . Provinces, . . . all written or printed proceedings and reports of committees of the said Legislative Council and Legislative Assembly respectively, shall be in the English language only.

Excerpt from Article 41 of the *Act of Union*

Quoted in Sylvain Fortin et al., *Panoramas*, History and Citizenship Education, Secondary Cycle Two, Year 1 (Montréal: Graficor, 2009), student textbook B, 39.



**SHORT-ANSWER QUESTION THAT DOES NOT SPECIFY THE DOCUMENT(S) TO BE USED**

The candidate must answer a question by referring to the document(s) in the Document File that provide relevant information. For example, the candidate must establish a logical connection between facts.

Explain how the U.S. government's response to accusations by the American softwood lumber industry in the early 21st century led to action by the Canadian government.

Answer the question, providing details on the elements below and establishing connections between them.

- An accusation against Canada by the American softwood lumber industry
- The U.S. government's response
- An action taken by the Canadian government

**SHORT-ANSWER QUESTION THAT SPECIFIES THE DOCUMENT TO BE USED**

The candidate must answer a question by referring to a document in the Document File. For example, the candidate must identify the specific point on which two historical actors or two historians agree.

Document 1 presents the points of view of two historical actors in the late 19th century. On what specific point do they agree?

**Part B**

In the second half of the 19th century, Québec experienced socio-economic development that was due, in particular, to technological innovation and the availability of a labour force.

**Describe the period of major economic and social change that occurred in Québec in the second half of the 19th century.**

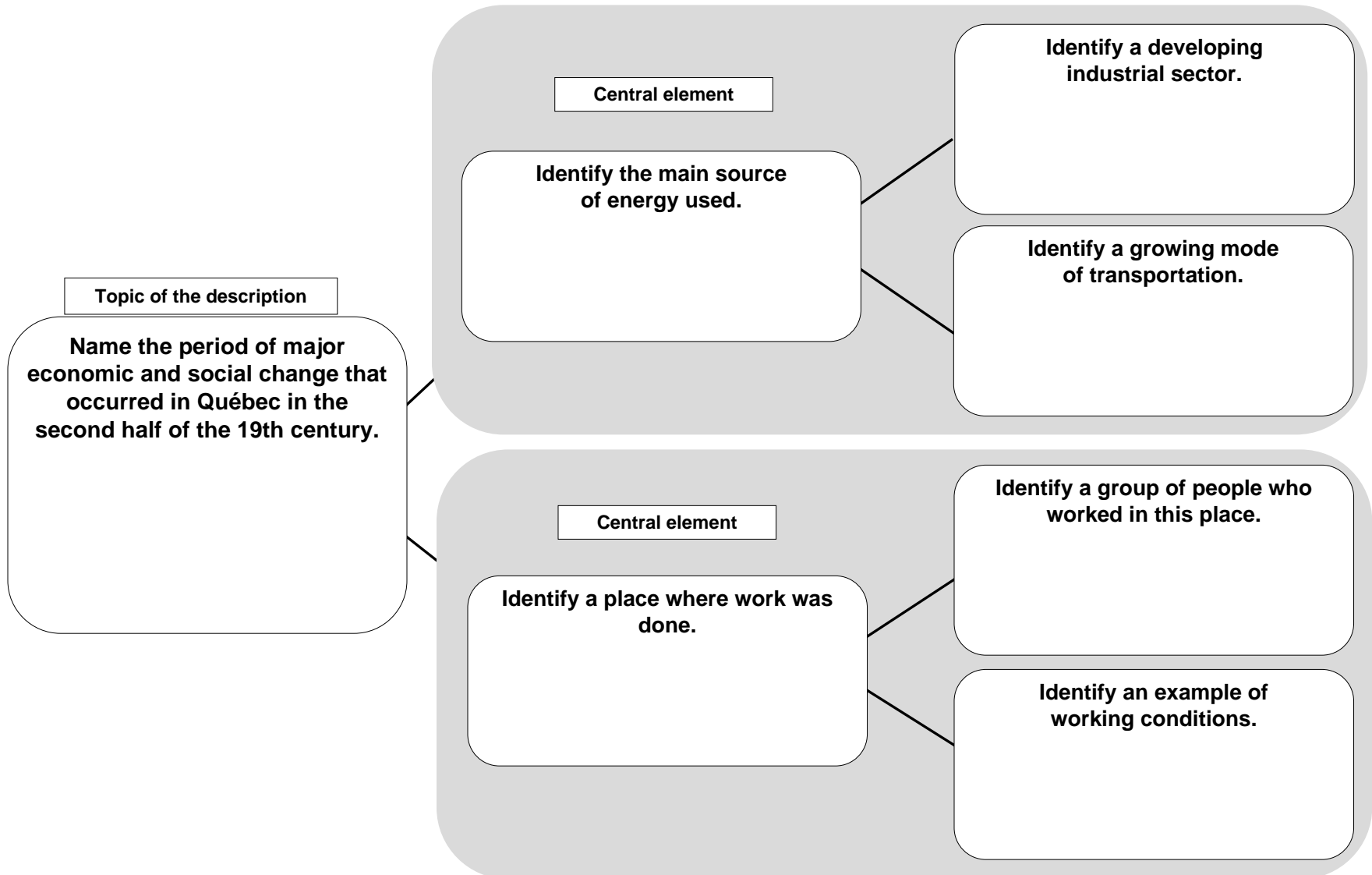
Steps:

- Consult the Document File and the diagram in the Answer Booklet.
- In the Document File, select only those documents that relate to the question.
- Complete the diagram in the Answer Booklet using the documents you have selected.

**Part B (cont.)**

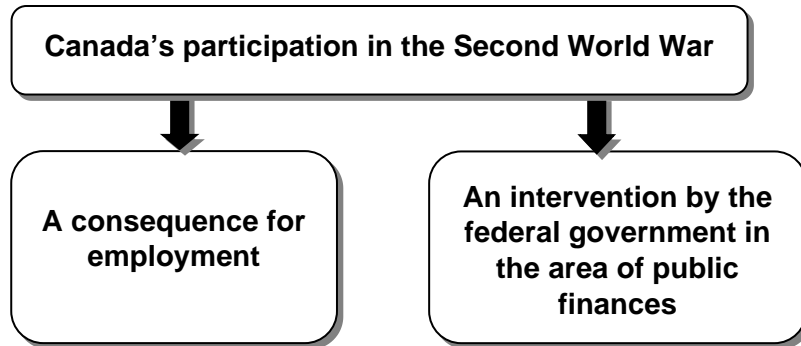
**Describe the period of major economic and social change that occurred in Québec in the second half of the 19th century.**

Complete the diagram below.



## Part C

On September 10, 1939, Canada declared war on Germany and entered the Second World War alongside Great Britain and France. Canada's participation in this war had economic consequences both in Québec and the rest of the country.



**Explain the economic consequences of Canada's participation in the Second World War.**

In your text, you must:

- identify a consequence of Canada's participation in the Second World War for employment and explain why it occurred
- identify an intervention by the federal government in the area of public finances and explain why the government intervened

Steps:

- Consult the Document File.
- Complete the diagram in the Answer Booklet.
- Write a text of approximately 150 words in the Answer Booklet.

Note: Only the text will be marked.

## APPENDIX I LIST OF INTELLECTUAL OPERATIONS AND EXPECTED BEHAVIOURS

INTELLECTUAL OPERATIONS	EXPECTED BEHAVIOURS	TYPE OF QUESTION	NUMBER OF QUESTIONS	NUMBER OF MARKS
<b>Situate in time and space</b>	<ul style="list-style-type: none"> <li>• The student must place facts or events in chronological order, taking into account chronological reference points.</li> <li>• The student must place facts or events on a timeline.</li> <li>• The student must classify facts or events according to whether they come before or after a chronological reference point.</li> <li>• The student must identify the location of a geographical feature, a fact, an event or a territory on a map.</li> </ul>	Multiple-choice questions	5	1 or 2
<b>Identify differences and similarities</b>	<ul style="list-style-type: none"> <li>• The student must identify a difference with regard to one or more points of comparison.</li> <li>• The student must identify a similarity with regard to one or more points of comparison.</li> <li>• The student must identify the specific point on which historical actors or historians disagree (divergence).</li> <li>• The student must identify the specific point on which historical actors or historians agree (convergence).</li> <li>• The student must identify differences and similarities in historical actors' points of view or historians' interpretations. The historical actors may be individuals, groups of people, organizations or institutions.</li> </ul>	Questions requiring a written answer	2 or 3	2 or 3

INTELLECTUAL OPERATIONS	EXPECTED BEHAVIOURS	TYPE OF QUESTION	NUMBER OF QUESTIONS	NUMBER OF MARKS
<b>Determine causes and consequences</b>	<ul style="list-style-type: none"> <li>The student must identify an explanatory factor, that is, a fact that explains a historical phenomenon and that may consist of events, interests, objectives, influences, geographical features or actions.</li> <li>The student must identify a fact that results from a historical phenomenon.</li> </ul>	<p>Questions to which the answer consists of document numbers and</p> <p>Questions requiring a written answer</p>	3 to 5	2
<b>Determine changes and continuities</b>	<ul style="list-style-type: none"> <li>The student must identify a fact that shows a historical phenomenon has undergone change.</li> <li>The student must identify a fact that shows a historical phenomenon persists.</li> <li>The student must show that a historical phenomenon has undergone change or that it persists.</li> </ul>	Questions requiring a written answer	3 or 4	2 or 3
<b>Establish connections between facts</b>	The student must associate facts with manifestations of these facts or descriptions that are related to them. The facts may consist of actions, events, measures, ideologies, economic activities, etc.	Questions to which the answer consists of document numbers	2 or 3	2
<b>Establish causal connections</b>	The student must establish a logical connection between facts.	Questions requiring a written answer	2	3

## APPENDIX II RUBRIC FOR PART B

Criterion: *Coherent representation of a period in the history of Québec and Canada*

Identifies the topic of the description			
The student identifies the topic correctly. 2 marks	The student identifies the topic to some extent. 1 mark	The student identifies the topic incorrectly or does not identify it. 0 marks	/2
Provides details on connected elements			
<b>First connection</b>	The student provides correct details on the central element	and provides details on the other two elements.	3 marks
		and provides details on one of the other two elements.	2 marks
		but does not provide details on the other two elements.	1 mark
	The student provides details on the central element that are correct to some extent	and provides details on the other two elements.	2 marks
		and provides details on one of the other two elements.	1 mark
		but does not provide details on the other two elements.	0 marks
	The student provides incorrect details or no details on the central element	but provides details on the other two elements.	1 mark
		but provides details on one of the other two elements or does not provide any details on these elements.	0 marks
	<b>Second connection</b>	The student provides correct details on the central element	and provides details on the other two elements.
and provides details on one of the other two elements.			2 marks
but does not provide details on the other two elements.			1 mark
The student provides details on the central element that are correct to some extent		and provides details on the other two elements.	2 marks
		and provides details on one of the other two elements.	1 mark
		but does not provide details on the other two elements.	0 marks
The student provides incorrect details or no details on the central element		but provides details on the other two elements.	1 mark
		but provides details on one of the other two elements or does not provide any details on these elements.	0 marks
<b>Total</b>			<b>/8</b>

## APPENDIX III RUBRIC FOR PART C

Criterion: *Rigour of the interpretation*

	Indicates the elements of the answer		Supports the elements of the answer with facts			
<b>First element of the answer</b>	The student indicates the element	correctly.	2 marks	The student supports the element	sufficiently.	2 marks
		to some extent.	1 mark		to some extent.	1 mark
					insufficiently.	0 marks
	The student indicates the element incorrectly or does not indicate it.		0 marks	The student presents facts that are	accurate and relevant.	1 mark
					inaccurate.	0 marks
<b>Second element of the answer</b>	The student indicates the element	correctly.	2 marks	The student supports the element	sufficiently.	2 marks
		to some extent.	1 mark		to some extent.	1 mark
					insufficiently.	0 marks
	The student indicates the element incorrectly or does not indicate it.		0 marks	The student presents facts that are	accurate and relevant.	1 mark
					inaccurate.	0 marks
<b>Total</b>						<b>/8</b>

