

# INFORMATION DOCUMENT

## COMPLEMENTARY EXAMINATION

Secondary Cycle Two

### HISTORY AND CITIZENSHIP EDUCATION

Secondary IV

587-404

June 2011

Québec 

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Ministère de l'Éducation, du Loisir et du Sport, 2010

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## INTRODUCTION

The Ministère de l'Éducation, du Loisir et du Sport (MELS) is providing, for June 2011, a **complementary examination** in History and Citizenship Education for students in Secondary IV.

This document presents information concerning the complementary examination, which evaluates learning associated with the competency *Interprets social phenomena using the historical method*. It also presents the adjustments made to the intellectual operations and the table of historical knowledge.

The appendixes to the document provide an example of a short-answer question related to the intellectual operation *Establish connections between facts*, the rubric for the essay question, observations based on the analysis of 350 students' work on the June 2010 examinations and an example of an answer to the essay question.

MELS has already provided tools for the evaluation of the learning associated with the competencies *Examines social phenomena from a historical perspective*, and *Strengthens his/her exercise of citizenship through the study of history*, which is evaluated locally.

## 1 STRUCTURE AND CONTENT

The examination evaluates learning associated with the competency *Interprets social phenomena using the historical method*. It contains two types of tasks: short-answer questions and an essay question.

This examination has 20 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 TASKS | TOTAL MARKS |
|-----------------------|-----------------|-------------|
| Short-answer question | 19              | 38          |
| Essay question        | 1               | 12          |

### 1.1 Short-answer questions

The short-answer questions evaluate intellectual operations that draw on historical knowledge.

All the intellectual operations are evaluated in the short-answer questions. The table on the following page indicates the number of marks allocated for each intellectual operation and describes the adjustments made.

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 calls for one or more elements of historical knowledge related to a social phenomenon and it may deal with one or several periods. This historical knowledge is presented in the table on pages 5 and 6 of this document.

For some short-answer questions, a choice of answers will be proposed.

### Marks allocated for the intellectual operations

| INTELLECTUAL OPERATION                                                                                                                                                                                                                                                                                      | NUMBER OF MARKS |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Establish facts</b><br><i>Establish facts</i> will henceforth include <i>Identify points of view, beliefs, attitudes or values of actors or witnesses</i> , which is no longer considered an intellectual operation in itself.                                                                           | 1               |
| <b>Situate in time and space</b><br><i>Situate in time and space</i> will henceforth include <i>Situate a fact or a set of facts in time, Establish the precedence or posteriority of facts, Place facts in chronological order</i> , which are no longer considered intellectual operations in themselves. | 2               |
| <b>Characterize a historical phenomenon</b><br>The historical phenomenon may be characterized in terms of one or several aspects (territorial, political, social, economic and cultural) or in other terms.                                                                                                 |                 |
| <b>Make comparisons</b><br><i>Make comparisons</i> will henceforth include <i>Compare the interpretations of historians</i> , which is no longer considered an intellectual operation in itself.                                                                                                            |                 |
| <b>Determine explanatory factors and consequences</b><br><i>Determine explanatory factors and consequences</i> will henceforth include <i>Establish the interests of actors or witnesses</i> , which is no longer considered an intellectual operation in itself.                                           |                 |
| <b>Determine elements of continuity and changes</b>                                                                                                                                                                                                                                                         |                 |
| <b>Establish connections between facts</b><br>This intellectual operation is an addition to the intellectual operations evaluated last year (for an example, see Appendix I).                                                                                                                               | 3               |
| <b>Establish causal connections</b><br>Causal connections may be established between various aspects (territorial, political, social, economic and cultural) or between other things.                                                                                                                       |                 |
| <b>Characterize the evolution of a society</b><br>The evolution of a society may be characterized in terms of one or several aspects (territorial, political, social, economic and cultural) or in other terms.                                                                                             |                 |

### 1.2 Essay question

The essay question evaluates an explanation that demonstrates the evolution of Québec society during a specific period in its history.

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 may call for one or more elements of historical knowledge related to the social phenomenon concerned and it may deal 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 considered 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 | 1 question worth 1 mark<br>4 questions worth 2 marks each<br>1 question worth 3 marks | 1 question worth 1 mark<br>4 questions worth 2 marks each<br>1 question worth 3 marks | 1 question worth 1 mark<br>4 questions worth 2 marks each<br>1 question worth 3 marks | 1 question worth 2 marks  | <b>38</b>   |
| Essay question        |                                                                                       |                                                                                       |                                                                                       | 1 question worth 12 marks | <b>12</b>   |
| Total marks           | 12                                                                                    | 12                                                                                    | 12                                                                                    | 14                        | <b>50</b>   |

The examination consists of the following documents:

- the *Student Booklet* (containing the questions and the evaluation tools)
- a sheet for the diagram and draft of the essay question
- *Document File*

The *Document File* is printed on legal-size (8½" x 14") sheets and 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 in this examination. It includes historical knowledge related to the object of interpretation, concepts and designated focuses of the social phenomena in the program. This complementary examination does not cover all the historical knowledge presented in the table. Elements that differ from those in last year's table are in boldface. Other adjustments may be made next year.

| <b>Population and settlement</b>                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>First occupants<br/>(around 1500)</b>                                                                                                                                                                | <b>French régime<br/>(1608-1760)</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>British rule<br/>(1760-1867)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Contemporary period<br/>(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 first settlements</i></li> <li><i>The <b>effects</b> of the <b>European presence on the Amerindians</b></i></li> <li><i>The seigneurial system as a factor in the settlement and <b>occupation</b> 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 <b>occupation</b> 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 <b>occupation</b> 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<br/>(around 1500)</b>                                                                                                                                                                | <b>French régime<br/>(1608-1760)</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>British rule<br/>(1760-1867)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Contemporary period<br/>(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> <li><i>The beginning of industrialization</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 acceleration of industrialization and urbanization 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> |

N.B.: The element of historical knowledge *The impact of the chartered companies on settlement*, which was previously included in the social phenomenon *Population and settlement* is now included in the element of historical knowledge *The fur trade and its consequences for the colony* in the social phenomenon *Economy and development*.

| <b>Culture and currents of thought</b>                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>First occupants<br/>(around 1500)</b>                                                                                                                                                                                                                  | <b>French régime<br/>(1608-1760)</b>                                                                                                                                                                                                                                                  | <b>British rule<br/>(1760-1867)</b>                                                                                                                                                                                                                                                                                                                  | <b>Contemporary period<br/>(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>• <b><i>The independent spirit and adaptability of the Canadiens</i></b></li> </ul>                                           | <ul style="list-style-type: none"> <li>• <i>Signs of attachment to the British Empire <b>in the colony</b></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 (<b>neoliberalism</b>)</i></li> </ul> |
| <b>Official power and countervailing powers</b>                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                           | <b>French régime<br/>(1608-1760)</b>                                                                                                                                                                                                                                                  | <b>British rule<br/>(1760-1867)</b>                                                                                                                                                                                                                                                                                                                  | <b>Contemporary period<br/>(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 Date**

The examination will be held on June 13, 2011 from 9:00 a.m. to noon.<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 Secondary School Studies*, 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 dictionaries, textbooks, notes or exercise books.

### **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.

### **2.5 Reproduction**

Educational institutions are responsible for the reproduction of the documents that make up this complementary examination (*Student Booklet*, *Document File* and *Administration and Marking Guide*).

## **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 *Administration and 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> See the examination schedule for June 2011 at the following address: [www.mels.gouv.qc.ca/sanction/horaires.htm](http://www.mels.gouv.qc.ca/sanction/horaires.htm)

#### **4 USING THE COMPLEMENTARY EXAMINATION RESULTS**

Educational institutions are responsible for establishing how the results obtained on the complementary examination will be used. Educational institutions are encouraged to take these results into account when establishing the student's overall subject mark.

For the competency *Interprets social phenomena using the historical method*, the result obtained on the complementary examination may be combined with the result for this competency established in the competency report, in a proportion determined by the educational institution.

**Results obtained on the complementary examination are not to be submitted to the Direction de la sanction des études.**

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

The subject mark is based on the result obtained for each competency, weighted in accordance with the conversion tables applied during the 2010-2011 school year. For History and Citizenship Education, the competencies will be weighted as follows:

- Competency 1: 20%
- Competency 2: 60%
- Competency 3: 20%

The student passes if he or she obtains a subject mark of at least 60%. This subject mark should be sent to the Direction de la sanction des études by the educational institution.

## APPENDIX I

### Example of a question related to the intellectual operation *Establish connections between facts*

- The table below presents economic activities that contributed to the organization of the society and territory of Québec.

Using the documents on *Economy and development*, place the number of the document corresponding to each economic activity in the appropriate space.

| ECONOMIC ACTIVITY                            | DOCUMENT<br>NUMBER   |
|----------------------------------------------|----------------------|
| Trade around 1500                            | <input type="text"/> |
| The fur trade in the 17th and 18th centuries | <input type="text"/> |
| Logging in the 19th century                  | <input type="text"/> |
| Industrial production in the 20th century    | <input type="text"/> |

| Establish<br>connections<br>between facts. | Assessment                                                                   |                                                                               |                                                                                                                                                     |
|--------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | 2 marks                                                                      | 1 mark                                                                        | 0 marks                                                                                                                                             |
|                                            | The student places the numbers of all 4 documents in the appropriate spaces. | The student places the numbers of 3 or 2 documents in the appropriate spaces. | The student places the number of only one document in the appropriate space or does not enter the number of any document in the appropriate spaces. |

## APPENDIX II

### Rubric for the essay question

This appendix presents the adjustments made to last year's rubric for the essay question.

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

| Observable element                             | Assessment levels                                                                                                                 |                             |                                                                                                |                |                                                                                               |                                                 |                                                                                     |         |                                                                                      |        |                                                               |                |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------|--------|---------------------------------------------------------------|----------------|
| SUPPORTS THE ELEMENTS OF THE ANSWER WITH FACTS | The student supports <sup>1</sup> all the elements <sup>2</sup> of the answer 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                                                                                                                          | often accurate <sup>4</sup> | accurate                                                                                       | often accurate | accurate                                                                                      | often accurate                                  |                                                                                     |         |                                                                                      |        | accurate                                                      | often accurate |
|                                                | 10 marks                                                                                                                          | 9 marks                     | 8 marks                                                                                        | 7 marks        | 6 marks                                                                                       | 5 marks                                         | 4 marks                                                                             | 3 marks | 2 marks                                                                              | 1 mark |                                                               |                |
| 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                                          |                                                                                     |         |                                                                                      |        |                                                               |                |
| Mark: /12                                      |                                                                                                                                   |                             |                                                                                                |                |                                                                                               |                                                 |                                                                                     |         |                                                                                      |        |                                                               |                |

**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. To support an element of the answer, the student **must formulate it clearly** and **illustrate it with facts**. The absence of either the element of the answer or the facts must be taken into consideration in determining the assessment level. 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 are provided in the correction key.
4. The facts are considered to be "often accurate" when they contain a few errors or inaccuracies.
5. The student presents "only facts" when he or she merely presents a series of facts taken from the *Document File*, without clearly formulating the elements of the answer expected.

Note: Further adjustments may be made to the rubric between the publication of the *Information Document* and the administration of the June 2011 complementary examination.

## APPENDIX III

### Observations based on the analysis of students' examination papers

This appendix presents observations based on the analysis of the work of 350 students on the June 2010 complementary examination. These observations are designed to help educational institutions evaluate student learning.

#### 1. Observations on the short-answer questions

- Many students have difficulty with chronology (difficulty associating centuries with years or the content with the right period). This difficulty is apparent throughout the examination, and not only in the questions about chronology.
- The students have difficulty establishing a comprehensive view of the facts or summarizing the information provided by the documents in order to formulate their answers. Often they dwell on details in the documents (statistical data, elements of images, etc.) without being able to explain, characterize or find similarities.
- The students often select documents on the basis of key words—without taking into account the historical context or meaning of the documents. As a result, they tend to use written documents more than visual documents.
- The students have more difficulty with certain subjects addressed in the social phenomenon *Culture and currents of thought* and with certain concepts, such as *demography*, *institution*, *migratory movement*, *cultural expression*, *liberalism* and *colony*.

#### 2. Observations on the essay question

- The majority of the students wrote an introduction and a conclusion. However, they had difficulty giving their essays a structure—organizing their information.
- Most of the students did not clearly indicate the elements of the answer (change or continuity) in their essays, except in the conclusion. The elements of the answer were often implicit in the essays. Neither did the students indicate the aspects of society (economic, social and territorial) dealt with. It is therefore extremely difficult to determine their positions.
- Although the facts presented by the students made up the bulk of their essays, they did not support the elements of the answer (change or continuity).

## APPENDIX IV

### Example of an answer to the essay question

The essay below is an example of an answer to the essay question on the June 2010 complementary examination. It presents the aspects of society (in bold), as well as the elements of the answer (underlined) and facts that support the elements of the answer (in italics). The conclusion presents the answer to the question posed (underlined twice) and establishes a connection with the explanation (in brackets).

#### After 1760, was there more continuity or more change in the colony's fur trade?

After 1760, there were both changes and elements of continuity in the fur trade.

There was continuity regarding the **territorial aspect**. *Between 1713 and 1783, the furs came from the west and the northwest of the huge territory, which necessitated long voyages. In addition, trading posts established throughout the territory made it possible to conduct the fur trade.*

There were some changes regarding the **social aspect**. From 1713 to 1783, the main actors in the trading process were the Amerindians and the *Canadiens*. However, *the British merchants who settled in the colony after 1760 played an increasing role in the fur trade, whereas previously most of the merchants had been Canadiens.*

There was continuity regarding the **economic aspect**. *From 1713 to 1760 and from 1760 to 1783, the fur trade was the most important activity in the colony. In 1739, furs represented 70% of exports, and in 1770, the figure was 76%, which shows that they remained important. Also, the economic policy of the mother country did not change from one period to the other. The French state, like the British state, practised mercantilism: furs served the needs of the mother country.*

In conclusion, there was more continuity than change in the fur trade [because even if the change of empire led to a change in the actors involved, the resources of the territory were exploited in the same way. The fur trade continued to be the most important economic activity and to serve the needs of the mother country].

Note: In the June 2011 complementary examination, the instructions will state explicitly that the elements of the answer must be clearly formulated in the essay. In addition, terms such as *aspect*, *element of the answer* or *fact* will be written on the sheet to be used for the draft, to help the students organize their essays.

