

SOCIAL STUDIES

DEMOCRACY AND CULTURE IN QUÉBEC

SST-4023-2

DEFINITION OF THE DOMAIN
FOR SUMMATIVE EVALUATION

JULY 1998

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**DEFINITION OF THE DOMAIN
FOR
SUMMATIVE EVALUATION**

PROGRAM:

SOCIAL STUDIES

DEMOCRACY AND CULTURE IN QUÉBEC

1. INTRODUCTION

This definition of the domain for summative evaluation describes and classifies the essential and representative elements of the *Social Studies* program—specifically for course SST-4023-2: Democracy and Culture in Québec. It presents an overview of the program, but should by no means replace the program itself. The purpose of defining the domain is to ensure that all summative evaluation instruments are consistent with the overall program.

The goal of the definition of the domain for summative evaluation is to prepare examinations that are valid from one version to another, from year to year, and from one school board to another, taking into account the responsibilities shared by the ministère de l'Éducation and the school boards.

2. PROGRAM ORIENTATIONS AND CONSEQUENCES FOR SUMMATIVE EVALUATION

Orientations	Consequences
The program integrates elements of several disciplines: history, geography, economics and political science.	Only historical, geographic, socioeconomic or sociopolitical themes will be evaluated.
The program requires that the students approach the field of social studies from a global perspective.	The questions used for evaluation will seek to present an overall view of society.
The program favours an approach that helps students to understand the context in which social trends or events occur and to interpret social phenomena objectively.	Whenever possible, the questions will be based on documents dealing with current events.
Students in this program are expected to understand the evolution of Québec society in the Canadian and North American contexts.	Evaluation questions will ask the students to show the interdependence of the various aspects of society (geographic, economic, political, social and cultural) at the national and international levels.
The program is also based on the premise that social studies develop students' critical faculties, enabling them to participate more fully in the important debates under way in Québec today and to take on their responsibilities as citizens. However, notwithstanding their undeniable importance, these general orientations will not be part of the summative evaluation of SST-4023-2.	

3. CONTENT OF THE PROGRAM FOR PURPOSES OF SUMMATIVE EVALUATION

3.1 Themes

- **Political Institutions**
 - Canadian federalism:
 - distribution of powers
 - Division of government powers:
 - legislative institutions
 - executive institutions
 - judicial institutions
 - Electoral process:
 - right to vote
 - voting procedure
- **Intellectual movements**
 - Foundations of the major ideologies: conservatism, liberalism, social democracy, socialism:
 - role of government: political
 - ownership of the means of production: economic
 - individual and collective rights: social
 - Nationalism:
 - Québécois
 - Canadian
 - Native
 - Leaders:
 - traditional elite: clergy, bourgeoisie, prominent citizens
 - new elite: business community, intellectuals, unions, women's movement

- **International Relations**
 - Canadian foreign policy:
 - determining factors
 - Québec's international relations:
 - constitutional limit
 - participation in *la francophonie*
- **Québec's Population**
 - Growth factors:
 - natural increase
 - immigration
 - Ethnic composition:
 - French
 - British
 - Native origin (Amerindian, Métis, Inuit)
 - other
 - Linguistic composition:
 - French
 - English
 - other
- **Sociocultural Change from 1900 to 1960**
 - Traditionalist society: 1900 to 1945:
 - characteristics
 - influences
 - main themes
 - cultural expression
 - Contrasting currents: 1945 to 1960:
 - characteristics
 - influences
 - main themes
 - cultural expressions
 - Continuity and change: 1900 to 1960:

- **Sociocultural Change from 1960 to 1980**
 - From the Quiet Revolution to the Referendum: 1960 to 1980:
 - characteristics
 - world influences
 - main themes
 - cultural expressions
 - Continuity and change: 1960 to 1980:
- **Sociocultural Change from 1980 to the Present**
 - Internationalization: 1980 to the present:
 - characteristics
 - world influences
 - main themes
 - cultural expressions
 - Continuity and change: 1980 to the present:

3.2 Skills

- **Understanding**

Describing the characteristics of a geographical, historical, political, economic social or cultural phenomenon or reality.

This skill is demonstrated by the following observable behaviours:

- A) Locating a phenomenon on a map or indicating the boundaries;
- B) Describing a reality or phenomenon by considering one or more of its components.

- **Analyzing**

Establishing the relationships of causality, comparison and interdependence between the geographical, historical, political, economic and social components of given phenomena or realities.

This skill is demonstrated by the following observable behaviours:

- A) Comparing the elements that shape or determine a social reality or phenomenon;
- B) Indicating the factors that influence a social reality or phenomenon;
- C) Indicating the similarities and differences between social realities or phenomena;
- D) Identifying the elements of continuity or change in circumstances or social phenomena;
- E) Indicating the interdependence between two social realities or phenomena.

- **Synthesizing**

Describing the organization of Québec society by indicating the geographical, historical, political, economic, social and cultural relationships between various realities or phenomena.

This skill is demonstrated by the following observable behaviours:

- A) Describing the political evolution of Québec society by interrelating at least two social phenomena;
- B) Describing sociocultural change in Québec by interrelating at least two social realities or phenomena.

4. TABLE OF DIMENSIONS

In the preceding pages, the content (themes and skills) has been described. The table below presents specific associations between the themes and skills.

THEMES SKILLS	POLITICAL CHANGES IN QUÉBEC FROM 1900 TO THE PRESENT (50%)	SOCIOCULTURAL CHANGES IN QUÉBEC FROM 1900 TO THE PRESENT (50%)
UNDERSTANDING 25%	• Canadian federalism • Division of government powers • Electoral process • Nationalism (1) 10%	• Factors influencing population growth • Ethnic and linguistic composition (4) 15%
ANALYZING 50%	• Major ideologies • Nationalism • Leaders • Canadian foreign policy (2) 25%	• Traditionalist society and contrasting currents (1900 to 1960) • From the Quiet Revolution to the Referendum (1960 to 1980) • Internationalization (1980 to the present) (5) 25%
SYNTHESIZING 25%	• Nationalism • Québec's international relations (3) 15%	• Sociocultural change (6) 10%

5 OBSERVABLE BEHAVIOURS

Dimension 1

- Characterizing Canadian federalism in terms of the distribution of powers among the different levels of government: federal, provincial or shared.
- Characterizing the composition, role or operation of the legislative, executive and judicial institutions.
- Characterizing representative democracy by referring to the exercising of the right to vote or the voting procedure used in Québec.
- Characterizing Québec, Canadian and Native nationalism.

Dimension 2

- Indicating the similarities and differences between the major ideologies from a political, economic and social point of view.
- Comparing Québec, Canadian and Native nationalism.
- Indicating the relationships between the traditional or the new elite in Québec and the major ideologies.
- Indicating the factors which determine Canadian foreign policy.

Dimension 3

- Describing the evolution of Québec nationalism in terms of its relationship with three major ideologies: conservatism, liberalism and social democracy.
- Describing the Québec's international relations by indicating the relationship between its desire to on the international scene assert itself and the creation of delegations general or of the ministères des Affaires intergouvernementales, de l'Immigration and des Communautés culturelles (Ministries of intergovernmental Affairs and Immigration and cultural Communities).

Dimension 4

- Describing the factors influencing the growth of the Québec population: natural increase and immigration.
- Characterizing Québec's main ethnic or linguistic groups.

Dimension 5

- Indicating the characteristics and influences that contributed to sociocultural change in Québec from 1900 to 1960, from 1960 to 1980 or from 1980 to the present.
- Indicating the main themes with cultural expressions, for the periods 1900 to 1960, 1960 to 1980 and 1980 to the present.
- Indicating in Québec's sociocultural evolution in terms of elements of continuity and change.

Dimension 6

- Describing Québec's sociocultural evolution by interrelating the characteristics, influences and themes that marked the periods from 1900 to 1960, from 1960 to 1980 and from 1980 to the present.
- Describing Québec's sociocultural evolution by interrelating the characteristics, influences and themes that marked the three periods in question.

Note: No single examination necessarily covers all observable behaviours.

6 EXPLANATION OF CONTENT AND WEIGHTING

The objectives, orientations, and guiding principles of the program should enable students to achieve a synthesis of elements from several disciplines, which is why the program's themes are all presented as interdependent. The aim is to foster a coherent view of the social sciences and the humanities, and more particularly of the industrialization and urbanization of Québec.

This approach associates the knowledge to be acquired with the intellectual skills to be developed. It is for this reason that the definition of the domain presents themes and skills in a single table.

The themes are organized in terms of factors that have played a major role in the evolution of Québec society since 1900.

These factors are weighted as follows:

- | | |
|--|-----|
| – Political changes in Québec since 1900 | 50% |
| – Sociocultural changes in Québec since 1900 | 50% |

There are three levels of intellectual skills: understanding, analyzing and synthesizing.

Students who understand should be able to spatially locate and describe certain aspects of Québec society.

Students who can analyze should be able to infer from elements and indicators the advantages and disadvantages of certain situations characteristic of Québec society.

Students who can synthesize should be able to weave together aspects of the organization of Québec society, on the basis of its political and sociocultural evolution.

The skills are weighted as follows:

UNDERSTANDING	25%
ANALYZING	50%
SYNTHESIZING	25%

7. DESCRIPTION OF THE EXAMINATION

7.1 Type of Examination

The summative evaluation consists of a written examination, to be administered in a single sitting of 90 minutes. Students should not be allowed to use course notes, textbooks or other reference materials.

The examination will include two types of questions:

- multiple-choice questions
- free-response questions

Performance standards have been set for certain questions.

7.2 Pass Mark

To pass the course, students must obtain 60 out of 100 on the examination.

