

UNIFORM EXAMINATION

Secondary Cycle Two

Information Document - June 2015 - August 2015 - January 2016

History and Citizenship Education

587-404

Secondary IV



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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 designed to evaluate 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. This year, some adjustments have been made to the explanation of the correction procedures. The procedures are explained in Section 5 of this document.

The Ministère de l'Éducation, du Loisir et du Sport is responsible for developing uniform examinations for the June, August and January examination sessions. Each examination is based on the Framework for the Evaluation of Learning, the Progression of Learning and the Québec Education Program. Information gathered on examinations administered in previous years is also taken into account.¹

In addition, MELS has encouraged the participation of the school system by inviting teachers and education consultants from different schools to contribute to the development and validation of these examinations.

1 STRUCTURE AND CONTENT

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

This examination has 22 questions and deals with the following four social phenomena: *Population and settlement*, *Economy and development*, *Culture and currents of thought* and *Official power and countervailing powers*. The following table presents the number of questions and the total marks for each type of question.

Distribution of questions and marks by type of question

TYPE OF QUESTION	NUMBER OF QUESTIONS	TOTAL MARKS
Short-answer question	21	38
Essay question	1	12
TOTAL	22	50

1. The *Highlights* document for the June 2014 uniform examination in History and Citizenship Education for Secondary IV will be posted on the secure Web site of the Direction de l'évaluation des apprentissages early in 2015, in French and English. The purpose of the document is to help teachers prepare students with regard to the learning required for the uniform examination.

1.1 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 the short-answer questions, while the fourth part contains the 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 QUESTION	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	two 1-mark questions five 2-mark questions	two 1-mark questions four 2-mark questions one 3-mark question		38
Essay question				one 12-mark question	12
TOTAL	13 marks (7 questions)	12 marks (7 questions)	13 marks (7 questions)	12 marks (1 question)	50

1.2 Examination documents

The examination consists of the following documents:

- the Question Booklet
- the detachable Answer Booklet, inserted in the Question Booklet
- the sheet (Diagram and Draft) for the essay question
- the Document File

The Document File presents about 10 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 timelines.

1.3 Short-answer questions

The 21 short-answer questions are associated with the evaluation criterion *Appropriate use of knowledge*. They require the student to draw on one or more elements of historical knowledge and they evaluate the performance of intellectual operations (see the tables on pages 5 and 6).

The following table describes each intellectual operation and indicates the number of marks allocated for it.

Description of the intellectual operations and the marks allocated for them

INTELLECTUAL OPERATION	DESCRIPTION	NUMBER OF MARKS
Establish facts	Identify relevant and accurate facts with the help of documents	1
Situate in time and space	- Place facts in chronological order - Place a fact or a set of facts on a timeline - Establish the precedence or posteriority of facts - Situate territories in time - Situate geographic elements or facts or territories in space	1 or 2
Make comparisons	- Identify similarities or differences - Identify a point of convergence or divergence	
Characterize a historical phenomenon	Identify characteristics	2
Determine explanatory factors and consequences	- Identify facts that explain a phenomenon - Identify facts resulting from a phenomenon	
Determine elements of continuity and changes	- Identify what remains unchanged over time - Indicate a change occurring over time	
Establish connections between facts	Interrelate facts	
Establish causal connections	Establish a logical connection between explanatory factors and consequences	3

1.4 Essay question

The essay question is associated with the evaluation criterion *Rigour of his/her historical reasoning*. It requires the student to draw on one or more elements of historical knowledge and it evaluates the student's ability to provide an explanation pointing out major social, political, economic, cultural and territorial changes that occurred in the past (see the tables on pages 5 and 6). The essay question respects the designated focus of the social phenomenon it deals with.

1.5 Requirements of the examination

The uniform examination requires that the student:

- master the historical knowledge and concepts necessary to analyze the documents and answer the questions
- analyze and use appropriately various kinds of documents
- perform intellectual operations
- develop an explanation pointing out major social, political, economic, cultural and territorial changes that occurred in the past

1.6 Connections between the evaluation focuses of the examination

The tables on pages 5 and 6 show the connections between the historical knowledge, the intellectual operations and the explanation pointing out major social, political, economic, cultural and territorial changes that occurred in the past. The historical knowledge is presented according to the order and terms used in the Progression of Learning for History and Citizenship Education, Secondary IV.

These tables also present the number of short-answer questions that can be asked about each social phenomenon per historical period. However, for one of the four social phenomena, the seven short-answer questions are replaced by the essay question.

The historical knowledge presented in the following tables is set out in the Progression of Learning for History and Citizenship Education (Secondary IV). In order to perform the intellectual operations and develop an explanation pointing out major social, political, economic, cultural and territorial changes that occurred in the past, the students must draw on this knowledge.

Establish facts Situating in time and space Characterize a historical phenomenon Performance of intellectual operations Make comparisons Determine explanatory factors and consequences Determine elements of continuity and changes Establish connections between facts Establish causal connections			
Population and settlement			
First occupants (around 1500)	French régime (1608-1760)	British rule (1760-1867)	Contemporary period (1867 to the present)
- Demography - Territory	- Demography - Effects of the European presence on the Amerindians - French territory in North America	- Demography - Migration flows - Effects of migration flows - Amerindian population	- Demography - Migration flows - Effects of migration flows - Cities and regions - Relations with the Native peoples
0 or 1 question	1 or 2 questions	1 or 2 questions	2 or 3 questions
Economy and development			
First occupants (around 1500)	French régime (1608-1760)	British rule (1760-1867)	Contemporary period (1867 to the present)
- Trade networks - European fishing grounds	- Organization of the economy in New France - Economy based on fur - Agriculture - Craft activities - Attempts at economic diversification	- Economy based on fur - Economy based on timber - Agriculture - Effects of economic activity on transportation development - Economic policies	- Exploitation of resources and opening of new regions - Industrial development - Urban expansion - Socioeconomic context of working-class life - Economic cycles - Economic policies
0 or 1 question	1 or 2 questions	1 or 2 questions	2 or 3 questions
Explanation pointing out major social, political, economic, cultural and territorial changes that occurred in the past			

Performance of intellectual operations			
Establish facts Situates in time and space Characterize a historical phenomenon	Make comparisons Determine explanatory factors and consequences Determine elements of continuity and changes		Establish connections between facts Establish causal connections
Culture and currents of thought			
First occupants (around 1500)	French régime (1608-1760)	British rule (1760-1867)	Contemporary period (1867 to the present)
• Spirituality • Relationship with nature • Communication and trade	• Divine right of kings • Catholicism • Independent spirit and adaptability of the <i>Canadiens</i>	• Imperialism • Liberalism • Ultramontanism • Anticlericalism	• Imperialism • Capitalism • Socialism • Agriculturism • Nationalisms • Secularism • Cooperatism • Fascism • Feminism • Americanism • Neoliberalism • Aboriginalism
0 or 1 question	1 or 2 questions	1 or 2 questions	2 or 3 questions
Official power and countervailing powers			
	French régime (1608-1760)	British rule (1760-1867)	Contemporary period (1867 to the present)
	• Power relations between the Amerindians and the administrators of the colony • Power relations between the administrators of the colony and the mother country • Power relations between Church and State	• Power relations between Church and State • Power relations between British merchants in the colony and the governor • Power relations between the legislative assembly and the governor • Power relations between the Native peoples and the British authorities	• Power relations between Church and State • Power relations between financial circles and the State • Power relations between Native peoples and the State • Power relations between unions and the State • Power relations between feminist groups and the State • Power relations between the media and the State • Power relations between linguistic groups and the State • Power relations between nationalist movements and the State • Power relations between environmentalist groups and the State • Power relations between movements for social justice and the State • Federal-provincial power relations
	2 questions	2 questions	3 questions
Explanation pointing out major social, political, economic, cultural and territorial changes that occurred in the past			

2 CONDITIONS GOVERNING THE ADMINISTRATION OF THE EXAMINATION

2.1 Dates

The June 2015 examination will be held on: June 15, from 9:00 a.m. to 12 noon.

The August 2015 examination: date to be determined.²

The January 2016 examination: date to be determined.

2.2 Duration

On the official schedule, the duration of this examination 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 if it is required.

2.3 Unauthorized materials

During the examination, students may not use any reference documents (atlases, dictionaries, textbooks, notes, workbooks, etc.) and are strictly forbidden to have in their possession any electronic device (portable media player, smart phone, etc.) that can be used to surf the Internet, translate texts, create or save data, or send or receive information and messages.

Any student who violates this rule will be expelled from the examination room and will be considered to have cheated on the examination.

2.4 Measures adapting the conditions for administering ministerial examinations

Measures that adapt the conditions for administering ministerial examinations may be taken to enable students with specific needs to demonstrate their learning. 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 The dates of the August 2015 and January 2016 examination sessions will be posted on the MELS Web site.

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 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. This rubric focuses on the criterion *Rigour of his/her historical reasoning*.

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 examination is worth a total of 50 marks. It is this result, expressed as a mark out of 50, that should be sent to the Direction de la sanction des études.

The Framework for the Evaluation of Learning provides guidelines for determining students' results, which will be communicated in the provincial report card. The student will be granted the credits for the program if his/her subject mark is at least 60%.

5 EXPLANATION OF THE CORRECTION PROCEDURES

This year, some adjustments have been made to the explanation of the correction procedures for the uniform examination. These explanations are presented below. They are also presented in Section 4 of the Marking Guide of each examination. The rubric for the essay question is presented in the appendix.

5.1 Explanation of the correction procedures for the short-answer questions

For questions requiring a written answer:

- The student's answer is **correct** if it corresponds to the answer provided in the correction key, that is to say, if it meets the following requirements:
 - It is complete.

and

 - It presents accurate information.

and

 - It is written clearly, without ambiguity.

Note. An answer that satisfies the above requirements **but** is not formulated in the same way as the answer provided in the correction key is also a correct answer.

- The student's answer is **more or less correct** if it corresponds to the meaning of the answer provided in the correction key, **but** has one of the following weaknesses:
 - It is incomplete.

or

 - It contains an inaccuracy.

or

 - It is vague, or the wording is ambiguous or unclear.

Note. For questions worth 1 mark, the student receives 0 marks for an answer that is more or less correct.

- The student's answer is **incorrect** if it does not correspond to the answer provided in the correction key.
- The corrector may not accept an answer that is merely a verbatim copy of part of a text or the title of a document in the Document File. However, a student who answers a question correctly by integrating part of a text or a title into the answer may receive marks for that question.

5.2 Explanation of the correction procedures for the essay question

For the observable element "Indicates the elements of the answer:"

- The element of the answer provided by the student is **correct** if it corresponds to the one provided in the correction key, that is to say, if it meets the following requirements:
 - It is complete.

and

 - It presents accurate information.

and

 - It is written clearly, without ambiguity.

Note. An answer that satisfies the above requirements **but** is not formulated in the same way as the answer provided in the correction key is also a correct answer.

- The element of the answer provided by the student is **more or less correct** if it corresponds to the meaning of the one provided in the correction key, **but** has one of the following weaknesses:
 - It is incomplete.

or

 - It contains an inaccuracy.

or

 - It is vague, or the wording is ambiguous or unclear.

- If the element of the answer is **incorrect** or if it is **not indicated**, the student obtains 0 marks out of 4. The element of the answer provided by the student is incorrect if it does not correspond to the one provided in the correction key.

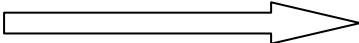
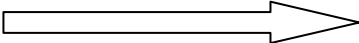
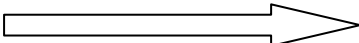
For the observable element “Supports the elements of the answer with facts:”

- The facts that support the elements of the answer, that is the illustrations or explanations (depending on the instructions), are provided in the correction key.
- The element of the answer provided by the student is supported **appropriately** if the facts presented correctly illustrate or explain it. The student’s illustration or explanation corresponds to the one provided in the correction key.
- The element of the answer provided by the student is supported **more or less appropriately** if the facts presented illustrate or explain it incompletely or vaguely or if the facts contain inaccuracies. The student’s illustration or explanation **nonetheless** corresponds to the meaning of the one provided in the correction key.
- The element of the answer provided by the student is supported **inappropriately** if the facts presented do not illustrate or explain it. The student’s illustration or explanation does not correspond to the one provided in the correction key.

APPENDIX

RUBRIC FOR THE ESSAY QUESTION

Criterion: Rigour of his/her historical reasoning

	Indicates the elements of the answer			Supports the elements of the answer with facts			
First element of the answer	The student indicates the element of the answer	correctly.	2 marks	The student supports the element of the answer	appropriately.	2 marks	/4
		more or less correctly.	1 mark		more or less appropriately.	1 mark	
					inappropriately.	0 marks	
	The student indicates the element of the answer incorrectly or does not indicate it.			0 marks			
Second element of the answer	The student indicates the element of the answer	correctly.	2 marks	The student supports the element of the answer	appropriately.	2 marks	/4
		more or less correctly.	1 mark		more or less appropriately.	1 mark	
					inappropriately.	0 marks	
	The student indicates the element of the answer incorrectly or does not indicate it.			0 marks			
Third element of the answer	The student indicates the element of the answer	correctly.	2 marks	The student supports the element of the answer	appropriately.	2 marks	/4
		more or less correctly.	1 mark		more or less appropriately.	1 mark	
					inappropriately.	0 marks	
	The student indicates the element of the answer incorrectly or does not indicate it.			0 marks			
Total							/12



A word cloud featuring the words: Achieve, Share, Read, Learn, Succeed, Exercise, Persevere, and Share. The words are arranged in a dense, overlapping pattern, with some words appearing larger and more prominent than others.

Éducation,
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Québec

