

INFORMATION DOCUMENT

UNIFORM EXAMINATION

HISTORY OF QUÉBEC AND CANADA

Secondary IV

585-414

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August	2008
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INTRODUCTION

This document outlines the elements of the History of Québec and Canada program (585-414) that may be measured in the uniform examination for the purpose of certifying secondary school studies. The examination is an official evaluation of the student's acquisition of the knowledge and skills outlined in the History of Québec and Canada program. It also provides a means of gathering statistical data on student achievement.

Appendix D of this document illustrates the new evaluation grid for the essay question that is part of the examination.

This examination is developed by the Direction de l'évaluation in collaboration with teachers.

1 CONTENT OF THE EXAMINATION

The examination is based on the *Definition of the Domain* (document 16-3660-04A, April 1993) and the *Table of Dimensions* contained therein. This table, which is presented on the next page, describes the areas of essential knowledge—knowledge that may be evaluated by means of questions requiring the skills defined in the *Definition of the Domain* (Appendix A).

The *Table of Essential Knowledge* (Appendix B) specifies the content that may be the focus of an essay question. The recurrent themes (Appendix C) may also be the focus of the essay question.

The modules and the areas of knowledge continue to be weighted as in the *Definition of the Domain*.

Table of Dimensions

Knowledge	FRENCH RÉGIME (1534-1760)		BRITISH RULE (1760-1867)		CONTEMPORARY PERIOD (1867 TO THE PRESENT)			RECURRENT THEMES	ESSAY QUESTION
	The French Empire in America 12.5%	Canadian Society During the French Régime 12.5%	The Conquest and the Start of British Rule 12.5%	Early Stages of Parliamentary Government 12.5%	Québec and Confederation 15%	Industrial Development 15%	Contemporary Québec 20%		
DESCRIBING 30%	D1 – Occupation of the territory – Amerindian civilization	D4 – Settlement of the colony during the French régime – Sociopolitical structure of the colony	D7 – Aspects of the change of empire	D9 – The Constitutional Act – Events of 1837-1838 – Union of the two Canadas	D12 – Origins and terms of the British North America Act – Solution to Canada’s growth problems	D15 – Canada’s economic and political context – Second phase of Québec’s industrialization	D18 – Consequences of World War II – The Quiet Revolution and subsequent years	D23 The essay question may bear on any of the areas of essential knowledge in the program (Appendix B) or on any of the recurrent themes (Appendix C).	
ANALYZING 50%	D2 – Occupation of the territory – The fur trade – Amerindian civilization	D5 – Settlement of the colony during the French régime	D8 – The Conquest – The Province of Quebec and the American Revolution	D10 – Economic changes in Lower Canada – Events of 1837-1838 – Union of the two Canadas	D13 – Origins and terms of the British North America Act – Social and economic changes in Québec	D16 – Canada’s economic and political context – Second phase of Québec’s industrialization – The Depression	D19 – Consequences of World War II – Elements of change and traditionalism during the Duplessis era – The Quiet Revolution and subsequent years		
SYNTHESIZING 20%	D3 – The fur trade	D6 – Sociopolitical structure of the colony		D11 – Society in Lower Canada – Events of 1837-1838 – Union of the two Canadas	D14 – Québec society within Canada	D17 – Second phase of Québec’s industrialization – The Depression	D20 – Québec society during the Duplessis era – The Quiet Revolution and subsequent years		D22 – Territory – Immigration – Economic development – Development of democracy – Political organization – Industrial development – Unionization – Status of women

2 FORMAT OF THE EXAMINATION

The examination consists of 29 questions that evaluate the student's skills in relation to the entire History of Québec and Canada program.

2.1 Distribution of types of questions and marks in the examination

The examination is divided into three parts, each with a given type of question. The following table presents the distribution of types of questions and of marks in the examination.

Distribution of types of questions and of marks in the examination

PART OF THE EXAMINATION	TYPE OF QUESTION	NUMBER OF QUESTIONS	MARKS PER QUESTION	TOTAL MARKS
Part A	Multiple-choice	18	3	54
Part B	Short-answer	10	3	30
Part C	Essay question	1	16	16

The student's question booklet contains all three parts of the examination. The questions in parts A and B of the examination are presented in chronological order.

For Part A, the student uses a pre-identified answer sheet in the June and January examination sessions, but answers this part of the examination in the *Answer Booklet* in August. For Parts B and C, the student uses the *Answer Booklet* provided.

Standards that must be met to obtain marks are stated for some of the short-answer questions in Part B.

2.2 Distribution of questions by dimension, skill and area of knowledge

The following table shows the percentage of questions related to each skill and area of knowledge, and the distribution of the questions among the 23 dimensions. For the June 2008, August 2008 and January 2009 sessions, the students will be evaluated on all the dimensions that appear in the table.

Distribution of questions by dimension, skill and area of knowledge

	FRENCH RÉGIME (1534-1760)		BRITISH RULE (1760-1867)		CONTEMPORARY PERIOD (1867 to the present)			Recurrent themes*	Essay question**
	The French Empire in America	Canadian Society during the French Régime	The Conquest and the Start of British Rule	Early Stages of Parliamentary Government	Québec and Confederation	Industrial Development	Contemporary Québec		
	12.5%	12.5%	12.5%	12.5%	15%	15%	20%		
DESCRIBING 30%	D1 1	D4 1	D7 1	D9 1	D12 1	D15 2	D18 2		D23
ANALYZING 50%	D2 2	D5 2	D8 2	D10 2	D13 2	D16 2	D19 3	D21 1	1
SYNTHESIZING 20%	D3 1	D6 1		D11 1	D14 1	D17 1	D20 1	D22 1	

The number next to the letter D represents the dimension number. The other numbers indicate the number of questions per dimension.

* The question related to the recurrent themes (D21 or D22) replaces one of the fifteen questions used to measure the skill of analyzing or one of the six questions used to measure the skill of synthesizing.

** The essay question (D23) replaces two items in the *Table of Dimensions*.

2.3 Use of documents

Whenever possible, the examination questions refer to historical documents (written or illustrated), accounts written by historians (contemporaries of a given period or present-day historians), diagrams, tables, maps or time lines. During the school year, it is important to familiarize students with the study of various documents.

3 THE ESSAY QUESTION

The essay question allows students to demonstrate their ability to analyze historical documents, find information and organize and communicate in writing their explanation of a historical phenomenon, in response to an assigned question.

Correcting a sample of student essays for the June 2007 examination enabled us to make some general observations and identify the main difficulties students experience in answering an essay question.

In Step 2: (finding information):

- Most students write complete sentences.
- Some students are unable to find the information when a document does not provide it directly, but requires a certain amount of analysis.
- The students are capable of finding information in documents even if they have never seen them before.
- Some students recopy sentences from documents word for word.
- Some students present their information vaguely.

In Step 3: (write an essay):

- The students are capable of writing an essay of about 200 words in the allotted time.
- Most of the students address the assigned question explicitly, either in the introduction or in the conclusion.
- Students who write an introduction and a conclusion generally produce a better explanation of the historical phenomenon.
- Students who use elements of the Introduction (the lead-in to the question in Part C) generally demonstrate a better understanding of the historical phenomenon.
- Students who establish connections among the documents provided present a better explanation of the historical phenomenon.
- Some students have difficulty writing a well-organized essay.
- Some students simply recopy the information they found in Step 2, without trying to answer the assigned question.
- Some students have difficulty going beyond the documents. They are unable to provide explanations that answer the question.
- Some students present vague information in their essay or make sweeping general statements. Sometimes they make statements that are clearly incorrect.

In light of this correction of a sample of students' essays, and of the analysis of the students' results on the June 2007 examination, changes have been made to the evaluation grid for Step 3 of the essay question (student's final version).

Appendix D illustrates the new evaluation grid. In class, teachers can still use the example of an essay question presented in the Information Document for June and August 2007 and January 2008, but they must replace the evaluation grid in that example with the new one presented in Appendix E of this document.

4 ADMINISTRATION OF THE EXAMINATION

4.1 Examination dates

The June 2008 examination will be held on: June 16, from 9:00 a.m. to 11:30 a.m.

The August 2008 examination will be held on: August 4, from 1:00 p.m. to 3:30 p.m.

The January 2009 examination will be held on: January 15, from 9:00 a.m. to 11:30 a.m.

4.2 Duration of the examination

The duration of the examination is 2 hours and 30 minutes. An additional 10 minutes must be allowed beyond the duration set in the official timetable, as stipulated in section 3.6 of the *Administrative Manual for the Certification of Secondary School Studies, General Education, Youth Sector*, published by the Direction de la sanction des études.

5 CORRECTION OF THE EXAMINATION

The examination is corrected in the following manner:

- Part A: Correction is the responsibility of the MELS, except for the August examination, which is corrected by the school board or private school.
- Part B: Correction is the responsibility of the school board or private school; a correction key is provided by the MELS.
- Part C: Correction is the responsibility of the school board or private school; an evaluation grid, a correction key and the necessary instructions are provided by the MELS.

APPENDIXES

INTELLECTUAL SKILLS AND OBSERVABLE BEHAVIOURS ACCORDING TO THE *DEFINITION OF THE DOMAIN*

DESCRIBING

Usually with the help of historical documents, listing the elements (characteristics, time and space factors) of a historical phenomenon

This skill is demonstrated by the following observable behaviours:

- A. Describing a historical phenomenon in terms of a single aspect of society (political, economic, social, cultural or geographic)
- B. Situating in time a historical phenomenon by placing it chronologically or placing it on a time line
- C. Situating in space a historical phenomenon by identifying where it took place or locating it on a map

ANALYZING

Usually with the help of historical documents, establishing a relationship of causality, similarity, contrast, continuity or change, between the elements of a historical phenomenon or between different aspects of society connected with a historical phenomenon

This skill is demonstrated by the following observable behaviours:

- A. Specifying the causes and effects of an event or turning point in history
- B. Identifying elements of continuity or change between events at one or several turning points in history
- C. Comparing or contrasting several interpretations or versions of an event or turning point in history. The interpretations may be made by historians, observers, or people who actually participated in these events
- D. Identifying the relationship between two aspects of society at a turning point in history

SYNTHESIZING

Usually with the help of historical documents, presenting the major components of a historical phenomenon (turning point or society) as interrelated elements

This skill is demonstrated by the following observable behaviours:

- A. Describing different aspects of the organization of a society at a given point in time
- B. Describing the development of a turning point in history by showing how the different stages are linked together
- C. Describing the evolution of a society in terms of one or more of its aspects in one or more periods

TABLE OF ESSENTIAL KNOWLEDGE

FRENCH RÉGIME (1534-1760)		BRITISH RULE (1760-1867)		CONTEMPORARY PERIOD (1867 TO THE PRESENT)		
The French Empire in America	Canadian Society During the French Régime	The Conquest and the Start of British Rule	Early Stages of Parliamentary Government	Québec and Confederation	Industrial Development (1896-1929)	Contemporary Québec
<p>Occupation of the Territory</p> <ul style="list-style-type: none"> – Reasons for exploration – Cartier’s voyages – Geographic conditions – French explorations in America <p>The Fur Trade</p> <ul style="list-style-type: none"> – Concepts of colonization – Mercantilism – Territorial and military consequences <p>Amerindian Civilization</p> <ul style="list-style-type: none"> – Sociocultural organization of the Amerindians – Mutual influences 	<p>Settlement in the St. Lawrence Valley</p> <ul style="list-style-type: none"> – Factors affecting settlement – Seigneurial system <p>Sociopolitical Structure of the Colony</p> <ul style="list-style-type: none"> – Relations between the mother country and the colony – Royal government – Social groups – Role of the Church 	<p>The Conquest</p> <ul style="list-style-type: none"> – Causes – Major effects of the change of empire <p>The Province of Quebec and the American Revolution</p> <ul style="list-style-type: none"> – The Québec Act – Geographical shift of the fur trade – Arrival of the Loyalists 	<p>Society in Lower Canada (1791-1840)</p> <ul style="list-style-type: none"> – The Constitutional Act – Economic changes – Social changes <p>Events of 1837-1838</p> <ul style="list-style-type: none"> – Conflict between the <i>Patriotes</i> and the business class – Stages in and reactions to the confrontation <p>Union of the Two Canadas</p> <ul style="list-style-type: none"> – The Durham Report – Political changes – Economic changes 	<p>Origins and Terms of the British North America Act</p> <ul style="list-style-type: none"> – Causes – Steps – Characteristics of the Canadian political system <p>Evolution of Québec Within the New Canadian Context (1867-1896)</p> <ul style="list-style-type: none"> – Canada’s growth problems and the National Policy – Economic changes – Social changes 	<p>Canada’s Economic and Political Context (1896-1929)</p> <ul style="list-style-type: none"> – Economic expansion – Tensions between British imperialism and Canadian nationalism <p>The Second Phase of Québec’s Industrialization</p> <ul style="list-style-type: none"> – Characteristics – Social changes <p>The Depression</p> <ul style="list-style-type: none"> – Economic and social effects of the Depression – Reactions to the Depression 	<p>World War II</p> <ul style="list-style-type: none"> – Québec’s participation in the war effort – The conscription crisis <p>Québec Society During the Duplessis Era</p> <ul style="list-style-type: none"> – Elements of change in Québec society – Traditional elements in Québec society – Policies of the Duplessis government <p>The Quiet Revolution and Subsequent Years</p> <ul style="list-style-type: none"> – Principal changes in Québec – Québec’s cultural diversity – Major issues since the Quiet Revolution

DESCRIPTIONS OF THE RECURRENT THEMES

RECURRENT THEME	DESCRIPTION
Territory	The main territorial changes since the first settlers arrived in the St. Lawrence Valley
Immigration	The main waves of immigration since the arrival of the French in New France
Economic development	Exploitation of resources (fur, timber and wheat) until the middle of the 19th century Successive control of Québec's economy after 1867 by: the British, the Americans, the Québec government and a Francophone business community
Development of democracy	The steps involved in the achievement of a democratic parliamentary system
Political organization	Constitutional changes from the Royal Proclamation to the patriation of the Constitution in 1982
Industrial development	The phases of industrialization in Québec (1867-1896 and 1896-1929) and the development of mining after World War II
Union movement	The growth of the union movement in Québec since the first phase of industrialization
Status of women	The evolution of the status of women since World War I

**ANNOTATED EVALUATION GRID FOR STEP 3
OF THE ESSAY QUESTION (STUDENT'S FINAL VERSION)**

This appendix illustrates and explains the evaluation grid for Step 3 of the essay question.

In Step 2 the student finds information in the documents provided. Depending on the historical phenomenon addressed, the information may concern the space-time framework, the context, the actors, the actions, the interests and points of view of the actors, the causes, the consequences, the elements of change and continuity, etc.

The student uses the information he/she has found, interrelating elements of information in order to answer the assigned question. The answer constitutes an explanation.

CRITERION		ASSESSMENT SCALE				MARKS	
Student's ability to produce an explanation that answers an assigned question	The student's essay is off the topic.	The student provides no explanation; his/her essay merely presents information found in the documents.	The student provides an inadequate explanation, choosing appropriate elements of information some of the time and establishing few relevant connections among them.	The student provides a satisfactory explanation, choosing appropriate elements of information and establishing generally relevant connections among them.	The student provides a very satisfactory explanation , choosing appropriate and detailed elements of information and establishing complex and relevant connections among them.	The student establishes a complex connection when he/she points out the relationship between several elements of information.	
	or						
	The student does not write an essay.	0 marks	1-2 marks	3-4 marks	5-6 marks		7-8 marks
			His/her explanation demonstrates a partial understanding of the historical phenomenon .	His/her explanation demonstrates a good understanding of the historical phenomenon.	His/her explanation demonstrates an in-depth understanding of the historical phenomenon.		
Student's mark on Step 3						/8	
Student's mark on Step 2						/8	
Total						/16	

The historical phenomenon is the theme addressed in the essay question. The essential knowledge (Appendix B) and the recurrent themes (Appendix C) in the program constitute historical phenomena.

**EVALUATION GRID FOR STEP 3 OF
THE ESSAY QUESTION (STUDENT'S FINAL VERSION)**

Presented on the next page is a non-annotated version of the evaluation grid for Step 3 of the essay question. This grid can be used with the example of an essay question provided in the Information Document for June and August 2007 and January 2008.

CORRECTORS' EVALUATION GRID FOR STEP 3

CRITERION	ASSESSMENT SCALE					MARKS						
Student's ability to produce an explanation that answers an assigned question	The student's essay is off the topic. or The student does not write an essay.	The student provides no explanation; his/her essay merely presents information found in the documents.	The student provides an inadequate explanation, choosing appropriate elements of information some of the time and establishing few relevant connections among them. His/her explanation demonstrates a partial understanding of the historical phenomenon.	The student provides a satisfactory explanation, choosing appropriate elements of information and establishing generally relevant connections among them. His/her explanation demonstrates a good understanding of the historical phenomenon.	The student provides a very satisfactory explanation, choosing appropriate and detailed elements of information and establishing complex and relevant connections among them. His/her explanation demonstrates an in-depth understanding of the historical phenomenon.	0 marks	1-2 marks	3-4 marks	5-6 marks	7-8 marks		
	Student's mark on Step 3											/8
	Student's mark on Step 2											/8
	Total										/16	

