

# HISTORY

DIVISION OF LABOUR AND  
WORKERS' ORGANIZATIONS

HST-4012-2

DEFINITION OF THE DOMAIN  
FOR SUMMATIVE EVALUATION

MARCH 1996

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### **DEFINITION OF THE DOMAIN FOR SUMMATIVE EVALUATION**

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**DEFINITION OF THE DOMAIN FOR SUMMATIVE EVALUATION**

**HISTORY PROGRAM**

**DIVISION OF LABOUR AND WORKERS' ORGANIZATIONS**

**1. INTRODUCTION**

This definition of the domain for summative evaluation describes and classifies the essential elements of the *History* program and, more specifically, this course. As such, it gives 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 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

The program favours an approach that is based on the students' experience so as to help them better understand the situations that they encounter on a daily basis.

The program is also designed to present history by introducing the economic, political, social and cultural aspects of Québec and Canadian realities.

The program aims to help students acquire a basic knowledge of history in order to help them better understand the ongoing and changing relationships that exist among societies, past and present.

### Consequences

Evaluation items should be based on everyday situations whenever possible.

Evaluation instruments should include examples taken from Québec and Canadian current affairs.

Summative evaluation instruments are not designed to test students' theoretical knowledge of historical facts, events and phenomena. Rather, they make it possible to determine whether students understand these facts and events and whether they are able to analyze the relationships that exist among them.

The program is also intended to foster certain attitudes, such as a desire for research, a desire for greater social commitment and more critical judgment with regard to society. In addition, the program is intended to make students aware of the concept of relativism in history and help them to further develop their opinions. Although they are important, these orientations are not a part of summative evaluation.

### **3. CONTENT OF THE PROGRAM FOR THE PURPOSES OF SUMMATIVE EVALUATION**

#### **3.1. Themes**

- Emergence of the Working Class in Québec and Canada
  - From self-employment to factory work
  - Industrial Revolution
  - Factors that aided industrialization
  - The union movement at the end of nineteenth century
  - Labour legislation
  
- Introduction to Work Processes
  - Economic development from 1896 to 1929
  - Taylor and Ford : two new methods of work
  - Trades and Taylor's work methods in Québec
  - The union movement from 1896 to 1929
  - Social legislation
  
- Political and Economic Process of the Recognition of Workers' Organizations
  - Economic development from 1929 to 1959
  - Economic growth and the division of labour
  - Unions
  - Influence of union demands and grassroots movements on labour legislation
  
- Political and Economic Factors Affecting in Union Organizations Since 1960
  - Economic development since 1960
  - Unions
  - Division of labour and union demands
  - Labour legislation

### 3.2. Skills

- **Understanding**

Mostly on the basis of historical documents, students are asked to describe historical events, phenomena or facts. This skill is manifested by the following observable behaviours :

- A) identify the distinctive characteristics of a society, based on the following aspects : (economic or social);
- B) identify causes of a historical phenomenon or fact;
- C) describe the effect of a historical phenomenon.

- **Analyzing**

Mostly on the basis of historical documents or current affairs, establish relationships between cause and effect, similarities and differences, elements that change and those that remain constant, for the various aspects of a society. This skill is manifested by the ability to :

- A) specify the elements that change and those that remain constant throughout historical periods;
- B) establish relationships among historical phenomena and facts;
- C) place events in chronological order.



#### 4. TABLE OF DIMENSIONS

The preceding pages outlined the content (themes and skills). The following table demonstrates the relationship that exists between themes and skills.

<b>THEMES</b>	<b>EMERGENCE OF THE WORKING CLASS</b>	<b>INTRODUCTION TO WORK PROCESSES</b>	<b>RECOGNITION OF WORKERS' ORGANIZATIONS (1929-1959)</b>	<b>UNIONISM SINCE 1960</b>
<b>SKILLS</b>	<b>10%</b>	<b>20%</b>	<b>35 %</b>	<b>35%</b>
<b>UNDERSTANDING</b>  <b>70%</b>	Industrial growth - Factory work - Factors  Union Movement  Labour legislation or work organization	Economic development  Taylor's and Ford's methods of work  Taylorism in Québec  Union movement  Social legislation	Economic development  Labor  Labor legislation and grassroots movements	Economic development  Labor  Division of labour and union demands  Labour legislation
	(1) 6%	(2) 14%	(3) 25%	(4) 25%
<b>ANALYZING</b>  <b>30%</b>	- Economic development - Organization of labour - Labour - Labour legislation			
	(5)			30%

## 5. JUSTIFICATION OF CHOICES

The orientations of the program emphasize that the students should develop an understanding of the different aspects of the society in which they live by studying past societies.

Consequently, students do not study history to acquire a knowledge of historical events but rather to identify the relationships between elements that change and those that remain constant, thus making it possible to understand the ways in which a society evolves.

On the basis of the program's orientations, students will be expected to develop an understanding of historical events and phenomena and the ways in which they interrelate.

The skills have been weighted as follows :

UNDERSTANDING	70 %
ANALYZING	30%

In weighting the themes, greater emphasis has been placed on sections pertaining to the twentieth century, since the division of labour and unionism arose in Canada and Québec particularly at the beginning of the century.

Therefore, the themes have been weighted as follows :

EMERGENCE OF THE WORKING CLASS	10%
METHODS OF WORK	20%
RECOGNITION OF WORKERS' ORGANIZATIONS	35%
UNIONISM SINCE 1960	35%

## **6. OBSERVABLE BEHAVIOURS**

### **Dimension 1**

- Identifying the factors that led to the industrial Revolution.
- Identifying the particular characteristics of the union movement at the end of the nineteenth century.
- Identifying the particular characteristics of labour legislation at the end of the nineteenth century.

### **Dimension 2**

- Specifying the state of the economy before the 1929 stock-market crash.
- Identifying the particular characteristics of work devised by Ford and Taylor.
- Describing the effects of Taylorism on trades in Québec.
- Identifying the particular characteristics of the union movement at the beginning of the twentieth century.
- Identifying the factors that gave rise to social legislation.

### **Dimension 3**

- Specifying the state of the economy between 1929 and 1959.
- Identifying the particular characteristics of unions between 1929 and 1959.
- Identifying the specific characteristics of labour legislation between 1929 and 1959.
- Specifying the characteristics of working class struggles.

#### **Dimension 4**

- Specifying the state of the economy after 1960.
- Identifying the particular characteristics of unions after 1960.
- Identifying the specific characteristics of union demands.
- Specifying the characteristics of labour legislation since 1960.

#### **Dimension 5**

- Establishing relationships between industrialization and the union movement in the twentieth century.
- Listing in chronological order the various stages in the development of unionism.
- Establishing relationships between industrialization and labour legislation.
- Listing in chronological order the effects of economic development in the twentieth century.
- Specifying the elements that change and those that remain constant in work organization.

## **7. DESCRIPTION OF THE EXAMINATIONS**

### **7.1. Type of Examination**

The written summative examination should comprise objective and short-response items.

The examination should be given in a single, 90-minute session. Students should not have access to course notes or dictionaries during the examination.

### **7.2. Pass Mark**

The pass mark for the examination is set at 60 out of 100.

