HISTORY OF QUÉBEC AND CANADA

FROM CONFEDERATION TO THE PRESENT

HST-4017-2

DEFINITION OF THE DOMAIN FOR SUMMATIVE EVALUATION

JUNE 1998
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1. INTRODUCTION

This definition of the domain for summative evaluation describes and classifies the essential and representative elements of the History of Québec and Canada program and, more specifically, of module HST-4017-2: From Confederation to the Present. 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 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

<table>
<thead>
<tr>
<th>Orientations</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program presents the key phases in the history of Québec and Canada with a view to helping the students understand the contemporary period.</td>
<td>Only the key phases and major events of a period or society will be evaluated.</td>
</tr>
<tr>
<td>The program requires that the students approach the study of history from a global perspective.</td>
<td>The questions used for evaluation will seek to present an overall view of the history of Québec and Canada.</td>
</tr>
<tr>
<td>The program emphasizes a methodology based on the understanding of historical context and the ability to interpret historical phenomena objectively.</td>
<td>Whenever possible, the questions will be based on historical documents.</td>
</tr>
<tr>
<td>Students in this program are expected to understand the evolution of Québec society in the Canadian, North American and Western contexts.</td>
<td>Evaluation questions will ask the students to show the interdependence of the various aspects of society (territorial, economic, political, social or cultural).</td>
</tr>
</tbody>
</table>

The program also views the study of history as a way to develop the critical faculties of adult students, so that they can participate more fully in the important debates that characterize Québec today and take on their responsibilities as citizens. However, notwithstanding their undeniable importance, these general orientations will not be part of the summative evaluation of HST-4017-2.
3 CONTENT OF THE PROGRAM FOR PURPOSES OF SUMMATIVE EVALUATION

3.1 Themes

• Québec and Confederation
  
  – Reasons for the federation of several Canadian provinces
    - political impasse
    - economic problems
    - American threat
  
  – Principal debates
    - "Rep by pop"
    - development of East-West trade
    - construction of the intercontinental railway
  
  – Problems experienced during the early years of the new federation
    - world economic recession
    - territorial expansion
    - federal-provincial relations
  
  – The National Policy
    - content
    - consequences
  
  – Economic and social changes in Québec
    - industrialization
    - urbanization
    - migration
    - colonization of new regions

• Industrial Development from 1896 to 1939

  – Political situation
    - achievement of political autonomy
    - World War I and its political consequences

  – The second phase of industrialization in Québec
    - characteristics
    - effects

  – Social consequences of the second phase of industrialization
    - working conditions
    - the first Catholic trade unions
    - rapid urbanization
    - living conditions
– The Depression
  - causes
  - characteristics
  - solutions
  - principal reactions

• Contemporary Québec (from 1939 to the present)

– World War II
  - the war effort
  - political, economic and social impact

– Traditionalist features of the Duplessis era
  - continued influence of the Church
  - perpetuation of traditional values
  - role of the state

– Main policies of the Duplessis government
  - provincial autonomy
  - road-building, electricity for rural areas and agricultural credit
  - development of the Côte-Nord
  - favouritism
  - anti-union activities

– Main socioeconomic changes
  - economic situation after 1945
  - agriculture: an industrial sector
  - a consumer society
  - social change
  - the union movement: developments and new debates

– The Quiet Revolution
  - political changes
  - economic changes
  - social changes

– Period of consolidation (1966 to 1980)
  - political changes
  - economic changes
  - social changes

– Principal changes in Québec society (1980 to the present)
  - political changes
  - economic changes
  - social changes
3.2 Skills

• Understanding

Describing, as often as possible using historical documents, the characteristics of a historical fact in territorial, political, economic, social or cultural terms.

This skill is demonstrated by the following observable behaviours:

A) Situating a historical fact in time by placing it on a time line or by placing several facts in chronological order;

B) Situating a historical fact in space by locating it on a map or establishing its boundaries;

C) Describing a historical fact by considering a single aspect of society (territorial, political, economic, social or cultural).

• Analyzing

Establishing the relationships of causality, continuity or change between the elements of a major historical phase or of an aspect of society in a given phase usually by referring to historical documents.

This skill is demonstrated by the following observable behaviours:

A) Indicating one or more causes of a historical fact or key phase;

B) Indicating one or more consequences of a historical fact or key phase;

C) Identifying one or more elements of continuity or change between the events in a key phase;

D) Correlating the causes and the consequences of a historical fact or a key phase;

E) Correlating two aspects of society during a key phase.

• Synthesizing

Uniting in a whole the principal components of a historical event (key phase or aspect of society) usually by referring to historical documents.

This skill is demonstrated by the following observable behaviours:

A) Describing the evolution of a key phase by identifying its different steps;

B) Describing the organization of society in a given period in spatio-temporal, political, economic, social or cultural terms;

C) Describing the evolution of society in terms of one of these aspects during the same period.
4. TABLE OF DIMENSIONS

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

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>THEMES</th>
<th>QUÉBEC AND CONFEDERATION (from 1896 to 1939)</th>
<th>INDUSTRIAL DEVELOPMENT (from 1939 to the present)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDERSTANDING</td>
<td>D1</td>
<td>• Principal debates</td>
<td>D4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• British North America Act</td>
<td>• Second phase of industrialization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• National Policy</td>
<td>• Beginning of the Depression</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>D7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D2</td>
<td>• Reasons for federation</td>
<td>D8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Problems associated with growth</td>
<td>• World War II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• National Policy</td>
<td>• The Duplessis era</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Economic and social changes</td>
<td>• The Quiet Revolution</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td></td>
<td>• Period of consolidation</td>
</tr>
<tr>
<td>SYNTHESIZING</td>
<td>D3</td>
<td>• Evolution of society</td>
<td>D9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D6</td>
<td>• Organization of society</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td></td>
<td>• World War II</td>
</tr>
<tr>
<td></td>
<td>D4</td>
<td></td>
<td>• The Duplessis era</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• From the Quiet Revolution to the present</td>
</tr>
</tbody>
</table>
5. OBSERVABLE BEHAVIOURS

Dimension 1 (understanding)

– Situating the principal debates at the time of Confederation in time and space
– Describing the issues in the three constitutional conferences
– Describing the British North America Act
– Describing the National Policy
– Describing federal-provincial relations

Dimension 2 (analyzing)

– Identifying one or more reasons why the British North American colonies decided to federate
– Identifying one or more reasons for the National Policy
– Indicating one or more consequences of the National Policy
– Establishing ties between industrialization and social change between 1867 and the end of the 19th century

Dimension 3 (synthesizing)

– Describing the political, economic or social evolution of society from the origins of the British North America Act to 1896.

Dimension 4 (understanding)

– Situating Québec's second phase of industrialization in time
– Situating the Depression in time
– Describing the second phase of industrialization
– Describing the Depression that began in 1929

Dimension 5 (analyzing)

– Indicating one or more consequences of World War I
– Indicating one or more economic consequences of the second phase of industrialization
– Identifying elements of continuity or change between late 19th century industrialization
tion and the second phase of industrialization

- Indicating one or more social consequences of the second phase of industrialization
- Indicating one or more causes of the economic crisis of 1929
- Indicating one or more consequences of the Depression that began in 1929
- Indicating the solutions proposed by the state to counteract the effects of the Depression
- Indicating the principal reactions to the Depression

**Dimension 6 (synthesizing)**

- Describing the social, political and economic organization of society from the origins of the British North America Act to the Depression
- Describing the economic evolution of Québec society from 1867 to the Depression

**Dimension 7 (understanding)**

- Situating the Duplessis era in time
- Situating World War II in time
- Describing Canada's war effort
- Describing the traditionalist features of the Duplessis era
- Describing the principal policies of the Duplessis government
- Describing the period of economic growth that followed World War II
- Describing the Quiet Revolution
- Describing the period of consolidation
- Describing the period from 1980 to the present

**Dimension 8 (analyzing)**

- Indicating one or more political, economic or social consequences of World War II
- Identifying signs of economic or social change during the Duplessis era
- Identifying the political, economic or social changes that marked the Quiet Revolution
Identifying the political, economic or social changes that marked the period of consolidation

Identifying the political, economic or social changes that have marked the period from 1980 to the present

**Dimension 9 (synthesizing)**

- Describing the organization of society during the Duplessis era
- Describing the organization of society during the Quiet Revolution
- Describing the organization of society during the period of consolidation
- Describing the organization of society since 1980
- Describing Québec's political, economic or social evolution from World War II to the present

**Note:** No one examination necessarily covers all observable behaviours.
6. **EXPLANATION OF CONTENT AND WEIGHTING**

The objectives, orientations, and guiding principles of the program enable adult students to study history, not by memorizing a series of dates and events, but by achieving an understanding of the evolution of Québec and Canadian society through a focus on their key historical phases.

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

6.1 **Themes**

The themes are organized in terms of certain key phases in the history of Québec and Canada from the Confederation to the present.

These phases are weighted as follows:

- Québec and Confederation 30%
- Industrial development (from 1896 to 1939) 30%
- Contemporary Québec (from 1939 to the present) 40%

6.2 **Skills**

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

Students who understand should be able to situate in time and space and to describe the events and key phases in the history of Québec and Canada.

Students who can analyze should be able to infer from causes, consequences and elements of continuity and change, the interdependence of different aspects of society and the evolution of society.

Students who can synthesize should be able to weave together the components of society as it evolves through its key phases.

The skills are weighted as follows:

<table>
<thead>
<tr>
<th>UNDERSTANDING</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANALYZING</td>
<td>50%</td>
</tr>
<tr>
<td>SYNTHESIZING</td>
<td>20%</td>
</tr>
</tbody>
</table>
7. DESCRIPTION OF THE EXAMINATION

7.1. Type of Examination

The summative evaluation will involve a written examination, which will take place 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 Table of Skills and Themes

The two tables below illustrate the number and percentage of questions for each skill and each theme.

<table>
<thead>
<tr>
<th>PERCENTAGE AND NUMBER OF QUESTIONS FOR EACH SKILL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKILL</td>
</tr>
<tr>
<td>DESCRIBING</td>
</tr>
<tr>
<td>ANALYZING</td>
</tr>
<tr>
<td>SYNTHESIZING</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERCENTAGE AND NUMBER OF QUESTIONS FOR EACH THEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME</td>
</tr>
<tr>
<td>Québec and Confederation</td>
</tr>
<tr>
<td>Industrial development (from 1896 to 1939)</td>
</tr>
<tr>
<td>Contemporary Québec (from 1939 to the present)</td>
</tr>
</tbody>
</table>

7.3 Pass Mark

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