

SOCIAL STUDIES

INDUSTRIALIZATION AND URBANIZATION IN QUÉBEC

SST-4022-2

DEFINITION OF THE DOMAIN
FOR SUMMATIVE EVALUATION

JULY 1998

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**DEFINITION OF THE DOMAIN
FOR
SUMMATIVE EVALUATION**

PROGRAM:

SOCIAL STUDIES

INDUSTRIALIZATION AND URBANIZATION 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-4022-2: Industrialization and Urbanization 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

The program integrates elements of several disciplines: history, geography, economics and political science.

The program requires that the students approach the field of social studies from a global perspective.

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.

Students in this program are expected to understand the evolution of Québec society in the Canadian and North American contexts.

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-4022-2.

Consequences

Only historical, geographic, socioeconomic or sociopolitical themes will be evaluated.

The questions used for evaluation will seek to present an overall view of Québec society.

Whenever possible, the questions will be based on documents dealing with current events.

Evaluation questions will ask the students to show the interdependence of the various aspects of society (geographic, economic, political and social) at the national and international levels.

3. CONTENT OF THE PROGRAM FOR PURPOSES OF SUMMATIVE EVALUATION

3.1 Themes

- **Québec's Geographical Position**
 - Boundaries:
 - maritime
 - land
 - Characteristics of Québec's geographical position:
 - direct access to the Atlantic
 - importance of the St. Lawrence River
 - proximity of markets

- **Aspects of Physical Geography**
 - Climates
 - Vegetation
 - Physiographic regions
 - Hydrographic basins
 - Natural resources

- **Aspects of Human Geography**
 - Factors affecting settlement
 - Population cluster
 - Québec-Windsor corridor

- **Relationships between Aspects of Québec's Physical and Human Geography and Their Effect on Economic Development**
 - Factors influencing economic development
 - Sectors of economic activity:
 - primary
 - secondary
 - tertiary

- **Importance for the economy of Various Types of Businesses**

- Types of business:
 - private
 - public
 - mixed
- Size and economic importance of enterprises:
 - small and medium-sized firms
 - large firms

- **Characteristics of Québec Trade**

- The Québec market:
 - exports
 - imports
 - trade balance
 - advantages and disadvantages
- International trade:
 - free trade
 - trade agreements

- **Role of the Government in the Economy**

- Distribution of resources:
 - consumers
 - producers
 - employers
 - legislators
- Redistribution of incomes:
 - income tax and other taxes
 - transfer payments
- Stabilization and economic growth:
 - economic fluctuation
 - stabilizing role
 - role during growth periods
- Economic intervention:
 - monetary policy
 - fiscal policy
 - annual deficit
 - public debt

- **Organization of labour**
 - Characteristics of the labour force:
 - unemployment rate
 - labour-force participation rate
 - employment-population ratio
 - Unemployment:
 - causes
 - corrective measures
 - Labour legislation and working conditions
 - *Act Respecting Labour Standards*
 - *Labour Code*
 - Commission de la santé et de la sécurité au travail
(*work Health and Safety board*)
 - Unionization of the labour force:
 - role of unions
 - unionization rate
 - Consequences of technological change:
 - productivity
 - labour
 - Globalization:
 - competition

- **Influence of Québec's Economic Organization on Its Society**
 - Urbanization
 - Living conditions
 - Social problems
 - Environmental problems
 - New needs

3.2 Skills

- **Understanding**

Describing the characteristics of a geographical, historical, political, economic or social 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 components of given phenomena or realities.

This skill is demonstrated by the following observable behaviours:

- A) Indicating the factors that influence a circumstance or social phenomenon;
- B) Indicating the advantages and disadvantages of a given social reality or phenomenon;
- C) Indicating the interaction between two circumstances or social phenomena.
- D) Indicating the interdependence between two social realities or phenomena.

- **Synthesizing**

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

This skill is demonstrated by the following observable behaviour:

Describing the socioeconomic organization of Québec by interrelating at least three aspects of society.

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	GEOGRAPHY AND ECONOMIC DEVELOPMENT 40%	SOCIOECONOMIC STRUCTURE AND ORGANIZATION 60%
UNDERSTANDING 25%	<ul style="list-style-type: none"> • Geographical position • Physical geography • Human geography • Economic development • Sectors of economic activity (1) 10%	<ul style="list-style-type: none"> • Types of businesses • Small, medium-sized and large firms • Québec trade • Role of government • Organization of labour (4) 15%
ANALYZING 50%	<ul style="list-style-type: none"> • Physical geography • Human geography • Factors influencing economic development (2) 20%	<ul style="list-style-type: none"> • Québec trade • Role of government • Organization of labour • Consequences of economic organization (5) 30%
SYNTHESIZING 25%	<ul style="list-style-type: none"> • Organization of natural, human and financial resources (3) 10%	<ul style="list-style-type: none"> • Economic organization of Québec society • Structure • Problems • Needs (6) 15%

5. OBSERVABLE BEHAVIOURS

Dimension 1

- Situating Québec by indicating its land and sea boundaries.
- Describing the geographical location of Québec, taking into account the economic advantages of that location.
- Describing Québec in terms of its physical geography.
- Describing the sectors of economic activity.

Dimension 2

- Describing the interaction among the components of Québec's physical geography.
- Indicating geographical, historical or economic factors that have influenced the settlement of Québec's territory.
- Indicating factors that have influenced Québec's economic development.
- Explaining the links between the factors influencing economic development and the concentration of the population in the Québec-Windsor corridor.

Dimension 3

- Describing the economic organization of Québec society, indicating the relations between natural, human and financial resources.

Dimension 4

- Describing the organization of the different types of business in Québec.
- Describing small, medium-sized and large firms in Québec.
- Describing the Québec market in terms of its principal exports and imports.
- Describing the balance of trade by indicating whether there is a trade deficit, an equilibrium, or a trade surplus.
- Describing the various means the state may use to intervene in the economy.
- Describing Québec's labour force in terms of the unemployment rate, labour-force participation rate and employment-population ratio.
- Describing labour legislation in Québec in terms of the working conditions it has produced.
- Describing the union movement in Québec.

Dimension 5

- Indicating the advantages and disadvantages of the Québec market.
- Indicating the advantages and disadvantages for Québec of active participation in the globalization of markets.
- Indicating the links between state intervention and economic development.
- Describing the effect of technological change on productivity or on the labour force.
- Indicating the links between urbanization, living conditions, social problems and environmental problems.
- Indicating links between economic organization and new social needs.

Dimension 6

- Describing Québec's economic organization as regards business, labour and the role of the state.

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 synthesize 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 the themes and skills are presented 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:

- Geography and economic development 40%
- Socioeconomic structure and organization 60%

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 Québec's socioeconomic organization, relating at least three different social phenomena.

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.

