

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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**DEFINITION OF THE DOMAIN
FOR
SUMMATIVE EVALUATION**

PROGRAM:

HISTORY OF QUÉBEC AND CANADA:

FROM CONFEDERATION TO THE PRESENT

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

Orientations

The program presents the key phases in the history of Québec and Canada with a view to helping the students understand the contemporary period.

The program requires that the students approach the study of history from a global perspective.

The program emphasizes a methodology based on the understanding of historical context and the ability to interpret historical phenomena objectively.

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

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.

Consequences

Only the key phases and major events of a period or society will be evaluated.

The questions used for evaluation will seek to present an overall view of the history of Québec and Canada.

Whenever possible, the questions will be based on historical documents.

Evaluation questions will ask the students to show the interdependence of the various aspects of society (territorial, economic, political, social or cultural).

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.

THEMES	QUÉBEC AND CONFEDERATION	INDUSTRIAL DEVELOPMENT (from 1896 to 1939)	CONTEMPORARY QUÉBEC (from 1939 to the present)
SKILLS	30%	30%	40%
UNDERSTANDING 30%	D1 <ul style="list-style-type: none"> • Principal debates • British North America Act • National Policy 	D4 <ul style="list-style-type: none"> • Second phase of industrialization • Beginning of the Depression 	D7 <ul style="list-style-type: none"> • World War II • The Duplessis era • The Quiet Revolution • Period of consolidation • From 1980 to the present
ANALYZING 50%	D2 <ul style="list-style-type: none"> • Reasons for federation • Problems associated with growth • National Policy • Economic and social - changes 	D5 <ul style="list-style-type: none"> • The political context • Second phase of industrialization • Beginning of the Depression 	D8 <ul style="list-style-type: none"> • World War II • The Duplessis era • The Quiet Revolution • Period of consolidation • From 1980 to the present
SYNTHESIZING 20%	D3 <ul style="list-style-type: none"> • Evolution of society 	D6 <ul style="list-style-type: none"> • Organization of society 	D9 <ul style="list-style-type: none"> • World War II • The Duplessis era • From the Quiet Revolution to the present

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 industrializa-

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:

UNDERSTANDING	30%
ANALYZING	50%
SYNTHESIZING	20%

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.

PERCENTAGE AND NUMBER OF QUESTIONS FOR EACH SKILL		
SKILL	PERCENTAGE OF QUESTIONS	NUMBER OF QUESTIONS
DESCRIBING	30%	6
ANALYZING	50%	10
SYNTHESIZING	20%	4

PERCENTAGE AND NUMBER OF QUESTIONS FOR EACH THEME		
THEME	PERCENTAGE OF QUESTIONS	NUMBER OF QUESTIONS
Québec and Confederation	30%	6
Industrial development (from 1896 to 1939)	30%	6
Contemporary Québec (from 1939 to the present)	40%	8

7.3 Pass Mark

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

