Information Document

MINISTERIAL EXAMINATIONS

Mathematics
Secondary IV

Cultural, Social and Technical Option	563-420
Technical and Scientific Option	564-420
Science Option	565-420

January 2026 – June 2026 – August 2026

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INTRODUCTION

This document provides information on the ministerial examinations for each of the three mathematics options offered in Secondary IV.

The Ministère de l'Éducation is responsible for developing examinations for the three examination sessions, that is, in January, June and August.

Each examination is based on the Framework for the Evaluation of Learning, the Progression of Learning and the Québec Education Program. Information gathered on examinations administered in previous years is also taken into account in the development of examinations. In addition, the Ministère enlists teachers and education consultants representing different schools to contribute to this process.

These examinations evaluate the development of the competency *Uses mathematical reasoning*. They focus on concepts and processes covered in each of the options that make up the Secondary IV Mathematics program.

Educational institutions must administer each ministerial examination in accordance with the official schedule.

For the 2025-2026 school year, the weighting assigned to the Secondary IV and V ministerial examinations will be 50% for the competency or competencies evaluated.

1. STRUCTURE OF THE EXAMINATIONS

Each examination is divided into three parts. The following table gives a breakdown of the types of tasks involved as well as the number of marks allotted.

Breakdown of the Types of Tasks and the Number of Marks Allotted in Each Examination

Examination Part	Type of Tasks	Number of Tasks	Marks Per Task	Total Marks
A	Multiple-choice questions	6	4	24
B	Short-answer questions	4	4	16
C	Situations involving applications	6	10	60

For the examination in each of the three options, the Ministère provides the following documents:

For the students:

- A Student Booklet containing the 16 questions in the examination.
  In this booklet, the student will record their answers to the questions in Part B and indicate the reasoning they used for each of the six situations involving applications in Part C. For the January and August examinations, the student must also record their answers to the questions in Part A in the Student Booklet.
- A scannable answer sheet (for the June examinations only)
  The student records their answers on this sheet for the questions in Part A.

For teachers:

- Marking Guide

For invigilators:

- Instructions for the Invigilator

2. CONTENT OF THE EXAMINATIONS

The questions in Parts A and B of the examinations are intended to evaluate mastery of mathematical concepts and processes.

Part C consists of 6 situations involving applications, which require the student to explain their mathematical reasoning and organize and apply mathematical concepts and processes in a clearly defined context. Because there are different aspects of reasoning, these tasks may involve a variety of different actions (e.g. choosing and using mathematical concepts and processes, justifying, proving, convincing, assessing, taking a position, comparing, deducing, generalizing).

The examinations are developed by taking into account the relative importance of the branches of mathematics in the examination for each option.

The following table presents the distribution of the marks for each branch of mathematics in the examinations for the three options for the 2025-2026 school year. This distribution is presented as percentage intervals that account for the possible differences among the examinations for the same option. These differences stem from the number of marks allotted for the different types of tasks.

Relative Importance of Each Branch of Mathematics in the Examinations for the 2025-2026 School Year

	ALGEBRA	STATISTICS AND PROBABILITY	GEOMETRY
Cultural, Social and Technical Option	From 28% to 36%	From 12% to 20%	From 46% to 54%
Technical and Scientific Option	From 36% to 48%	From 16% to 28%	From 32% to 44%
Science Option	From 48% to 54%	From 4% to 10%	From 38% to 44%

The situations involving applications in Part C are developed by taking into account the requirements associated with the tasks designed to evaluate the different aspects of mathematical reasoning. For the purpose of developing the ministerial examinations, these situations have been grouped into two categories.

Category I — Tasks in which the student must choose and carry out a set or series of operations to meet the requirements of the task by using the appropriate mathematical concepts and processes as well as appropriate strategies.

Category II — Tasks in which the student must draw on different aspects of reasoning to convince using mathematical arguments, to recognize a model and apply it, to prove a statement or property, to disprove a statement using a counterexample or to formulate a conjecture.

The following table presents the breakdown, by category, of the 6 situations involving applications in Part C of the examinations for the three options.

Distribution of the Situations Involving Applications in the Examinations

	Category I	Category II
Cultural, Social and Technical Option	5	1
Technical and Scientific Option	4	2
Science Option	4	2

3. CONDITIONS FOR ADMINISTERING THE EXAMINATIONS

It is forbidden to disclose any information about the content of a ministerial examination to anyone who is not directly involved in its administration. It is also forbidden to distribute, adapt or translate any examination document, in whole or in part, at any time or by any means whatsoever, including social media.

3.1 Examination dates

The January, June and August ministerial examinations will be administered in accordance with the official schedule.

3.2 Time allotted

The time allotted to this examination in the official schedule is 3 hours. According to the Administrative Guide for the Certification of Studies and Management of Ministerial Examinations, however, an additional 15 minutes must be allotted for each examination if necessary.

3.3 Preparation phase

One week before each examination, the teacher asks the students to prepare a memory aid on one letter-sized sheet of paper (8½ × 11). Both sides of the sheet may be used. This memory aid must be handwritten. Mechanical reproduction of this memory aid is forbidden. The student's name and the examination code must be indicated on the memory aid.

3.4 Performance phase

Authorized materials

- Memory aid prepared by the student prior to the examination
- Calculator (see Section 3.5)
- Ruler, set square, compass, protractor, graph paper

Administration of the examinations

- The invigilator explains the rules for taking the examination.
- The invigilator asks the students to read the instructions in the Student Booklet.
- Each student works alone.
- After the examination, the invigilator collects the graph paper, the memory aids and the documents distributed to the students.

In the interests of equity and justice, the examination must be administered under the same conditions to all students across Québec. It is thus forbidden for anyone to help students in any way, for example by clarifying a question or rewording instructions. Examinations in which a teacher or any other school staff member is deemed to have overstepped the boundaries of their role may be declared invalid by the Ministère.

During the examination, students are strictly forbidden to have in their possession any personal mobile device (smartphone, wireless headphones or earbuds, smartwatch, etc.).

Any student who is caught in possession of unauthorized materials during the examination will be expelled from the examination room for cheating and will receive a mark of 0% on the examination. This rule applies even if a student who is found in possession of a personal mobile device is not using the device or has turned it off.

3.5 Rules for using calculators

Prior to the examination, students must be duly informed, in writing, of the rules regarding the use of calculators during a ministerial examination.

Rules for using calculators

Calculators with or without a graphic display may be used during the ministerial examinations for Secondary IV mathematics.

Calculators with a computer algebra system (CAS) are permitted only if this system is disabled for the entire examination.

In the interest of fairness regarding applications in a computer, tablet or calculator, certain functions must be disabled or monitored. Further details are provided by the Direction de la sanction des études.

The data and programs stored in the calculator's memory must be deleted before the examination begins. Students must therefore have been given the opportunity beforehand to learn how to reset their calculator's memory. In addition, it is forbidden to store programs and data libraries in the calculator's memory during the examination.

User guides, memory expansion features or any other calculator accessories or peripherals are not allowed during the examination. Communication between calculators is also not permitted during the examination.

If, during the examination, a student is caught in possession of a calculator whose memory contains data or programs, this will be considered a form of cheating, and the student will receive a mark of 0% on the examination.

Students may not lend their calculator to other students or borrow one from them.

3.6 Adaptation measures

Measures that adapt the conditions for administering ministerial examinations may be taken to enable students with specific needs to demonstrate their learning. For further information on the implementation of these measures, please refer to the documents made available to schools by the Direction de la sanction des études.

4. MARKING PROCEDURES FOR THE EXAMINATIONS

4.1 Responsibility for marking the examinations

June examinations

The answers to the questions in Part A, which students must record on the scannable answer sheet, will be marked by the Ministère. Educational institutions are responsible for marking Parts B and C in accordance with the instructions provided by the Ministère in the Marking Guide.

January and August examinations

Educational institutions are responsible for marking all three parts of the uniform examinations in accordance with the instructions provided by the Ministère in the Marking Guide.

4.2 Marking tools

In marking the examination papers, teachers must refer to the instructions in the Marking Guide provided by the Ministère.

The situations involving applications in Part C of the examination are marked using the rubric found in the Appendix of this document. The five performance levels in this rubric, which are presented as brief descriptions, make it possible to evaluate student work in accordance with the criteria indicated.

The result obtained for the situations involving applications in Part C of the examination is determined using a weighting of the evaluation criteria.

The weighting of the evaluation criteria will vary according to the purpose and requirements of the situation involving applications. Both the Marking Guide and the Student Booklet will show the weighting for each situation involving applications.

Teachers should ensure that they have a common understanding of the requirements of these situations involving applications.

5. STUDENT'S RESULT ON THE EXAMINATION

June examinations

Once educational institutions have finished marking the questions in Part B and the situations involving applications in Part C, the scannable answer sheets and the Student Booklets must be sent to the Direction de la sanction des études in accordance with the established procedures. All calculations for determining the student's examination result are carried out by the Ministère.

January and August examinations

The preliminary result obtained for Part C of the examination consists of the sum of the results obtained for the situations involving applications. This result is expressed as a mark out of 600. The final result for Part C, expressed as a mark out of 60, is calculated by dividing the preliminary result by 10 and rounding the quotient to the nearest whole number.

The final result for Part C must be added to the results for Parts A and B in order to calculate the total examination mark.

Details on how to send the results for these examinations are specified by the Direction de la sanction des études.

APPENDIX RUBRIC FOR THE SITUATIONS INVOLVING APPLICATIONS

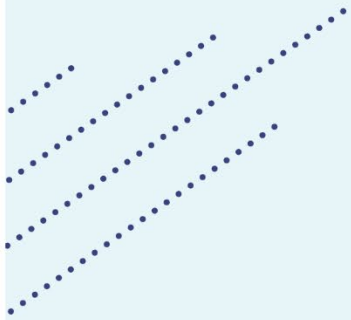
		OBSERVABLE INDICATORS				
		LEVEL A	**LEVEL B**	**LEVEL C**	**LEVEL D**	**LEVEL E**
EVALUATION CRITERIA	**Cr. 3** **Proper implementation of mathematical reasoning suited to the situation**	The *student . . .* • chooses appropriate concepts and processes and uses actions, strategies, hypotheses, assumptions, etc. that make it possible to meet the requirements of the situation	*The student . . .* • chooses appropriate concepts and processes and uses actions, strategies, hypotheses, assumptions, etc. that make it possible to meet most of the requirements of the situation	*The student . . .* • chooses appropriate concepts and processes and uses actions, strategies, hypotheses, assumptions, etc. that make it possible to meet some of the requirements of the situation	*The student . . .* • chooses appropriate concepts and processes and uses actions, strategies, hypotheses, assumptions, etc. that make it possible to: – meet few of the requirements of the situation OR – partially meet some of the requirements of the situation	*The student . . .* • chooses concepts and processes and uses actions, strategies, hypotheses, assumptions, etc. that make it possible to partially meet one of the requirements of the situation
	Cr. 2* **Correct use of appropriate mathematical concepts and processes**	• applies the required concepts and processes appropriately to meet the requirements of the situation	• applies the required concepts and processes appropriately to: – meet the requirements of the situation, but makes one or more minor mistakes OR – meet most of the requirements of the situation, and may or may not make minor mistakes	• applies some of the required concepts and processes appropriately to meet the requirements of the situation, and may or may not make minor mistakes	• applies few of the required concepts and processes appropriately to meet the requirements of the situation, and may or may not make minor mistakes	• does not apply any of the required concepts and processes appropriately to meet the requirements of the situation
	Cr. 4 **Proper organization of the steps in an appropriate procedure**	• shows clear and organized work that is in keeping with the rules and conventions of mathematical language	• shows clear work, although some elements are implicit, and makes few or no mistakes regarding the rules and conventions of mathematical language	• shows work that lacks clarity because it is incomplete or includes several mistakes regarding the rules and conventions of mathematical language	• shows work that consists of confusing or isolated elements that may include mistakes regarding the rules and conventions of mathematical language	• shows little work
	Cr. 5 **Correct justification of the steps in an appropriate procedure**	• uses appropriate arguments to justify or support the statements, conclusions or results that need to be justified or supported	• uses appropriate arguments to justify or support most of the statements, conclusions or results that need to be justified or supported	• uses appropriate arguments to justify or support some of the statements, conclusions or results that need to be justified or supported	• uses appropriate arguments to justify or support few of the statements, conclusions or results that need to be justified or supported	• does not justify or support the statements, conclusions or results with appropriate arguments
	Cr. 1** **Formulation of a conjecture suited to the situation**	• formulates one or more appropriate conjectures that account for every aspect of the situation	• formulates one or more appropriate conjectures that account for most of the aspects of the situation	• formulates one or more partially appropriate conjectures that account for certain aspects of the situation	• formulates one or more largely inappropriate conjectures that account for few aspects of the situation	• formulates one or more inappropriate conjectures

* – *To apply a concept or process appropriately* means that the student must apply it without making a conceptual or procedural error.

– The student may fail to apply a concept or process that is required to carry out all the steps in a line of reasoning and that was not part of the learning prescribed for an academic level lower than the level for which the examination is designed. In such cases, the student is considered to have made a conceptual or procedural error.

– The student is considered to have made a minor mistake if there is an error in the application of a concept or process that was part of the learning prescribed for an academic level lower than the level for which the examination is designed.

** – The student may be required to make conjectures (hypotheses, assumptions, etc.) at different stages in their line of mathematical reasoning. Criterion 3 will be used to evaluate these conjectures, but the written work involved in making these conjectures may not always be fully shown.



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