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Information Document

MINISTERIAL EXAMINATION

History of Québec and Canada
Secondary IV

585-404

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INTRODUCTION

This document provides information on the Secondary IV ministerial examination in History of Québec and Canada. This examination is designed to evaluate the learning associated with the evaluation criteria *Appropriate use of knowledge*, *Coherent representation of a period in the history of Québec and Canada* and *Rigour of the interpretation*.¹

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](#) and the [History of Québec and Canada 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.

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. The Reference Document, which is accessible on a secure site of the Ministère, provides explanations on the evaluation of the learning associated with these criteria as well as examples of questions. To obtain this document, teachers are invited to contact their education consultant or the person responsible for educational services at their educational institution.

1. CONTENT AND STRUCTURE OF THE EXAMINATION

1.1 Parts of the examination

The examination has 23 questions and deals with the program content relating to the following four periods and social phenomena:

PERIOD	SOCIAL PHENOMENON
<i>1840-1896</i>	<i>The formation of the Canadian federal system</i>
<i>1896-1945</i>	<i>Nationalisms and the autonomy of Canada</i>
<i>1945-1980</i>	<i>The modernization of Québec and the Quiet Revolution</i>
<i>From 1980 to our times</i>	<i>Societal choices in contemporary Québec</i>

The examination is divided into three parts.

Part A:

- This part consists of 21 questions associated with the evaluation criterion *Appropriate use of knowledge*.
- The questions evaluate the student's ability to perform intellectual operations. They are grouped according to the 4 periods and social phenomena, which are presented in chronological order.

Part B:

- This part consists of 1 question associated with the evaluation criterion *Coherent representation of a period in the history of Québec and Canada*.
- The question evaluates the student's ability to produce a description.

Part C:

- This part consists of 1 question associated with the evaluation criterion *Rigour of the interpretation*.
- The question evaluates the student's ability to develop an explanation.

The table below presents the distribution of questions and the marks allocated for each part of the examination.

PERIOD/SOCIAL PHENOMENON PART	1840-1896 THE FORMATION OF THE CANADIAN FEDERAL SYSTEM	1896-1945 NATIONALISMS AND THE AUTONOMY OF CANADA	1945-1980 THE MODERNIZATION OF QUÉBEC AND THE QUIET REVOLUTION	FROM 1980 TO OUR TIMES SOCIETAL CHOICES IN CONTEMPORARY QUÉBEC	TOTAL
PART A	5 or 6 questions 9 to 14 marks	5 or 6 questions 9 to 14 marks	5 or 6 questions 9 to 14 marks	4 or 5 questions 7 to 12 marks	21 questions 44 marks
PART B	1 question on one of the periods 8 marks				1 question 8 marks
PART C	1 question on one of the social phenomena² 8 marks				1 question 8 marks
					23 questions 60 marks

2. The question in Part C does not relate to the same period/social phenomenon as the question in Part B.

1.1.1 Part A

The 21 questions in Part A are associated with the evaluation criterion *Appropriate use of knowledge*. They evaluate the student's ability to perform intellectual operations.

The table below presents the intellectual operations and the behaviours expected of the student. It also indicates, for each of the intellectual operations, the types of questions and the number of questions found in the examination as well as the number of marks allocated for each question related to an operation.

INTELLECTUAL OPERATIONS	EXPECTED BEHAVIOURS	TYPE OF QUESTION	NUMBER OF QUESTIONS	NUMBER OF MARKS
Situate in time and space	<ul style="list-style-type: none"> • The student must place facts or events in chronological order, taking into account chronological reference points. • The student must place facts or events on a timeline. • The student must classify facts or events according to whether they come before or after a chronological reference point. • The student must identify the location of a geographical feature, a fact, an event or a territory on a map. 	Multiple-choice questions	5	1 or 2
Identify differences and similarities	<ul style="list-style-type: none"> • The student must identify a difference with regard to one or more points of comparison. • The student must identify a similarity with regard to one or more points of comparison. • The student must identify the specific point on which historical actors or historians disagree (divergence). • The student must identify the specific point on which historical actors or historians agree (convergence). • The student must identify differences and similarities in historical actors' points of view or historians' interpretations. The historical actors may be individuals, groups of people, organizations or institutions. 	Questions requiring a written answer	2 or 3	2 or 3

INTELLECTUAL OPERATIONS	EXPECTED BEHAVIOURS	TYPE OF QUESTION	NUMBER OF QUESTIONS	NUMBER OF MARKS
Determine causes and consequences	<ul style="list-style-type: none"> The student must identify an explanatory factor, that is, a fact that explains a historical phenomenon and that may consist of events, interests, objectives, influences, geographical features or actions. The student must identify a fact that results from a historical phenomenon. 	<p>Questions to which the answer consists of document numbers and Questions requiring a written answer</p>	4 to 6	2
Determine changes and continuities	<ul style="list-style-type: none"> The student must identify a fact that shows a historical phenomenon has undergone change. The student must identify a fact that shows a historical phenomenon persists. The student must show that a historical phenomenon has undergone change or that it persists. 	<p>Questions requiring a written answer</p>	3 or 4	2 or 3
Establish connections between facts	<p>The student must associate facts with manifestations of these facts or descriptions that are related to them. The facts may consist of actions, events, measures, ideologies, economic activities, etc.</p>	<p>Questions to which the answer consists of document numbers</p>	2 or 3	2
Establish causal connections	<p>The student must establish a logical connection between facts.</p>	<p>Questions requiring a written answer</p>	2	3

1.1.2 Part B

The question in Part B is associated with the evaluation criterion *Coherent representation of a period in the history of Québec and Canada*. It evaluates the student's ability to produce a description highlighting cultural, economic, political, social and territorial elements of part or all of a period in the history of Québec and Canada.

The table below presents the observable elements associated with the evaluation of a description. Details on the observable elements are provided in the column outlining the expected behaviours.

OBSERVABLE ELEMENTS	EXPECTED BEHAVIOURS
Identifies the topic of the description	The student must identify the topic of the description. To do this, the student must identify the historical phenomenon (e.g. a fact, event, period, situation or set of circumstances) to be described in relation to part or all of a period in the history of Québec and Canada.
Provides details on connected elements	The student must provide details on the connected elements related to the topic of the description. To do this, the student must identify facts that are interrelated.

1.1.3 Part C

The question in Part C is associated with the evaluation criterion *Rigour of the interpretation*. It evaluates the student's ability to develop an explanation highlighting major cultural, economic, political, social and territorial changes relating to a social phenomenon.

The table below presents the observable elements associated with the evaluation of an explanation. Details on the observable elements are provided in the column outlining the expected behaviours.

OBSERVABLE ELEMENTS	EXPECTED BEHAVIOURS
Indicates the elements of the answer	The student must indicate the elements of the answer. To do this, the student must: <ul style="list-style-type: none"> • identify causes and consequences or <ul style="list-style-type: none"> • identify changes and continuities
Supports the elements of the answer with facts	The student must support the elements of the answer with facts. To do this, the student must: <ul style="list-style-type: none"> • identify facts that illustrate them, such as manifestations, events, actions or statistical data or <ul style="list-style-type: none"> • identify facts that explain them

1.2 Examination documents

The examinations consist of the following materials:

- the Question Booklet
- the Answer Booklet
- the Document File
- the Marking Guide

1.3 Role of the documents in the Document File

The Document File is divided into three parts that correspond to the different parts of the examination. The Document File consists of written or visual historical documents, writings by historians, diagrams, tables, illustrations, maps and timelines. The following tables identify and describe the role played by the documents in each part.

Description of the role of the documents for the questions in Part A

The documents relating to Part A are presented by period and social phenomenon in the Document File.

ROLE	DESCRIPTION
The document suggests avenues for answering the question.	The document guides the student in developing the answer by providing reference points in space and time, for example. The document may or may not be mentioned in the question.
The document places the question in context.	The document guides the student in developing the answer by indicating the historical context referred to in the question. The document may or may not be mentioned in the question.
The document is part of the question.	The document provides the student with information required for answering the question. The document is mentioned in the question.
The document constitutes the answer to the question.	The document provides information that enables the student to select it as the answer to the question. The expected answer consists of one or more document numbers. The document is not mentioned in the question.

Description of the role of the documents for the question in Part B

To answer the question in Part B, the student must select from the corresponding part of the Document File only those documents that relate to the period and territory addressed by the question. The student is provided with instructions to this effect.

ROLE	DESCRIPTION
The documents contribute to the production of a description.	The documents guide the student in determining the topic of the description. or The documents enable the student to provide details on the connected elements related to the topic of the description.

Description of the role of the documents for the question in Part C

To answer the question in Part C, the student may use all of the documents in the corresponding part of the Document File.

ROLE	DESCRIPTION
The documents contribute to the development of an explanation.	The documents guide the student in establishing the elements of the answer. or The documents enable the student to illustrate or explain the elements of the answer (depending on what the instructions specify).

1.4 Examination requirements

The examination requires that the student:

- master the historical knowledge and concepts necessary to analyze the documents and answer the questions
- analyze and use various kinds of documents appropriately
- perform intellectual operations
- produce a description highlighting cultural, economic, political, social and territorial elements of part or all of a period in the history of Québec and Canada
- develop an explanation highlighting major cultural, economic, political, social and territorial changes relating to a social phenomenon
- provide complete, clear answers that present accurate information

2. CONDITIONS FOR ADMINISTERING THE EXAMINATION

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.

Furthermore, 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.

2.1 Date and time allotted

The dates for the January, June, and August examinations are set out in the [official schedule](#).

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 if necessary.

2.2 Unauthorized materials

During the examination, students may not use any reference documents (atlases, dictionaries, textbooks, notes, workbooks, etc.) or digital tools.

In addition, 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.

2.3 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.

3. MARKING PROCEDURES FOR THE EXAMINATION

3.1 Responsibility for marking the examination

For each session, educational institutions are responsible for marking all three parts of the examination in accordance with the procedures set out by the Ministère in the accompanying Marking Guide.

For the June session only, once educational institutions have finished marking the examination, the Answer Booklets must be sent to the Direction de la sanction des études in accordance with the established procedures.

For the January and August sessions, educational institutions must keep the Answer Booklets for a minimum of one year.

3.2 Marking tools

The Marking Guide contains an answer key for all three parts (A, B and C) of the examination, as well as an explanation of the marking procedure. In addition, there are separate rubrics for Part B and Part C.

Teachers may also refer to the [*Explanations Regarding the Evaluation Tools*](#).

It should be noted that forming marking committees contributes to a common understanding of the marking procedures.

4. RESULT ON THE EXAMINATION

The 21 questions in Part A are worth a total of 44 marks. Each question is worth 1 mark, 2 marks or 3 marks. The questions in Part B and Part C are worth 8 marks each.

The result of the examination is out of 60.

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

