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Explanations Regarding the Evaluation Tools

History of Québec and Canada
Secondary III and IV

585-304 and 585-404

2025-2026

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Ministère de l'Éducation

General information

Ministère de l'Éducation
1035, rue De La Chevrotière, 27^e étage
Québec (Québec) G1R 5A5
Telephone: 418-643-7095
Toll-free: 1-866-747-6626

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TABLE OF CONTENTS

Introduction	4
1. Part A.....	5
1.1 Evaluation tools	5
1.2 Explanation of the marking procedure	9
2. Part B.....	10
2.1 Rubric	10
2.2 Explanation of the marking procedure	11
3. Part C.....	13
3.1 Rubric	13
3.2 Explanation of the marking procedure	14

Introduction

This document presents explanations regarding the evaluation tools for the examinations in History of Québec and Canada. It is a supplement to the Information Document for the Secondary IV ministerial examination, which provides details on various aspects of the examination, including content and structure.

1. Part A

1.1 Evaluation tools

The questions in Part A are associated with the evaluation criterion *Appropriate use of knowledge*. They evaluate the student’s ability to perform intellectual operations. Pages 5 to 8 present the intellectual operations (in bold), the expected behaviours (in italics) and the evaluation tools associated with each of the expected behaviours.

Situate in time and space

- *The student must place facts or events in chronological order, taking into account chronological reference points.*

Situating in time and space	2 marks	0 marks
	The student situates all the facts in time.	The student does not situate all the facts in time.

- *The student must place facts or events on a timeline.*

Situating in time and space	1 mark	0 marks
	The student situates the facts in time.	The student does not situate the facts in time.

- *The student must classify facts or events according to whether they come before or after a chronological reference point.*

Situating in time and space	2 marks	0 marks
	The student situates all the facts in time.	The student does not situate all the facts in time.

- *The student must identify the location of a geographical feature, a fact, an event or a territory on a map.*

Situating in time and space	1 mark	0 marks
	The student situates the fact in space.	The student does not situate the fact in space.

OR

Situating in time and space	2 marks	0 marks
	The student situates the fact in space.	The student does not situate the fact in space.

OR

Situating in time and space	2 marks	0 marks
	The student situates the facts in space.	The student does not situate the facts in space.

Identify differences and similarities

- *The student must identify a difference with regard to one or more points of comparison.*

	2 marks	1 mark	0 marks
Identify differences and similarities	The student identifies the difference correctly.	The student identifies the difference to some extent.	The student identifies the difference incorrectly or does not identify it.

- *The student must identify a similarity with regard to one or more points of comparison.*

	2 marks	1 mark	0 marks
Identify differences and similarities	The student identifies the similarity correctly.	The student identifies the similarity to some extent.	The student identifies the similarity incorrectly or does not identify it.

- *The student must identify the specific point on which historical actors or historians disagree (divergence).*

	2 marks	1 mark	0 marks
Identify differences and similarities	The student correctly identifies the point of divergence between the points of view.	The student identifies the point of divergence to some extent or simply presents the two points of view.	The student incorrectly identifies the point of divergence between the points of view or does not identify it.

- *The student must identify the specific point on which historical actors or historians agree (convergence).*

	2 marks	1 mark	0 marks
Identify differences and similarities	The student correctly identifies the point of convergence between the points of view.	The student identifies the point of convergence between the points of view to some extent.	The student incorrectly identifies the point of convergence between the points of view or does not identify it.

- *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.*

Identify differences and similarities	The student correctly identifies the historical actor whose position is different	and presents the two positions correctly.	3 marks
		and presents one position correctly and the other position to some extent.	2 marks
		and presents the two positions to some extent. or and presents one position correctly and the other position incorrectly or not at all.	1 mark
		and presents, at most, a single position to some extent.	0 marks
	The student either incorrectly identifies the historical actor whose position is different or does not identify the actor at all.	0 marks	

- Notes:**
- A student who simply identifies the three historical actors and correctly presents the respective position of each without identifying the actor whose position is different and the actors whose positions are similar, receives 1 mark.
 - A student who presents the two positions correctly but does not identify the historical actor who presents a different position by name, receives 1 mark. For example: "The first historical actor thought that . . .".

Determine causes and consequences

- *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.*

For questions requiring a written answer:

Determine causes and consequences	2 marks	1 mark	0 marks
	The student determines the explanatory factor correctly.	The student determines the explanatory factor to some extent.	The student determines the explanatory factor incorrectly or does not determine it.

or

Determine causes and consequences	2 marks	1 mark	0 marks
	The student determines the consequence correctly.	The student determines the consequence to some extent.	The student determines the consequence incorrectly or does not determine it.

For questions to which the answer consists of document numbers:

Determine causes and consequences	2 marks	1 mark	0 marks
	The student determines the two explanatory factors. (2 out of 2)	The student determines one of the explanatory factors. (1 out of 2)	The student does not determine any explanatory factors. (0 out of 2)

or

Determine causes and consequences	2 marks	1 mark	0 marks
	The student determines the explanatory factor and the consequence. (2 out of 2)	The student determines either the explanatory factor or the consequence. (1 out of 2)	The student determines neither the explanatory factor nor the consequence. (0 out of 2)

Establish connections between facts

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.

Establish connections between facts	2 marks	1 mark	0 marks
	The student establishes connections between all the facts. (2 out of 2)	The student establishes connections between some facts. (1 out of 2)	The student does not establish connections between the facts. (0 out of 2)

or

Establish connections between facts	2 marks	1 mark	0 marks
	The student establishes connections between all the facts. (4 out of 4)	The student establishes connections between some facts. (3 or 2 out of 4)	The student does not establish connections between the facts. (1 or 0 out of 4)

Determine changes and continuities

- The student must identify a fact that shows a historical phenomenon has undergone change.

	2 marks	1 mark	0 marks
Determine changes and continuities	The student determines the change correctly.	The student determines the change to some extent.	The student determines the change incorrectly or does not determine it.

- The student must identify a fact that shows a historical phenomenon persists.

	2 marks	1 mark	0 marks
Determine changes and continuities	The student determines the continuity correctly.	The student determines the continuity to some extent.	The student determines the continuity incorrectly or does not determine it.

- The student must show that a historical phenomenon has undergone change or that it persists.

Determine changes and continuities	The student indicates whether there was change or continuity	and presents facts that correctly show the change or continuity.	3 marks (or 2 marks [*])
		and presents facts that show the change or continuity to some extent.	2 marks (or 1 mark [*])
		and presents facts that show the change or continuity incorrectly or does not present any facts.	0 marks
	The student does not indicate whether there was change or continuity	but presents accurate facts.	2 marks (or 1 mark [*])
		but presents facts that are accurate to some extent.	1 mark (or 0 marks [*])
		and presents inaccurate facts or does not present any facts.	0 marks

* The student mentions a specific point in time that is either accurate to some extent or inaccurate, or mentions no specific point in time at all.

- Notes:**
- Each of the following is an example of a specific point in time: a date, a year, a span of time, a particular period or an event.
 - Adverbs such as *now* or *still*, used in place of specific points in time, are deemed to be accurate to some extent.
 - A student who indicates that there was both change and continuity must present facts that show the change and continuity correctly in order to receive 3 marks.

Establish causal connections

The student must establish a logical connection between facts.

Establish causal connections	The student provides details on the three elements	and correctly establishes two causal connections.	3 marks
		and correctly establishes one causal connection.	2 marks
		but does not correctly establish any causal connections.	1 mark
	The student provides details on two elements	and correctly establishes one causal connection.	2 marks
		but does not correctly establish any causal connections.	1 mark
	The student provides details on only one element or does not provide details on any of the elements.		0 marks

- Note:** Accept any equivalent wording if the connections established are logical and the student's answer reflects the meaning of the answer provided in the Marking Guide.

1.2 Explanation of the marking procedure

For questions requiring a written answer, the student's answer is:

- **correct** if it corresponds to the one provided in the answer key, that is, if it meets the following requirements:

- it is complete
- and**
- it presents accurate information
- and**
- it is written clearly, without ambiguity

Note: If the answer meets the above requirements, it is deemed correct **even if** it is worded differently from the answer provided in the answer key.

- **correct to some extent** if it reflects the meaning of the one provided in the answer key, **but** has one of the following weaknesses:

- it is incomplete
- or**
- it contains an inaccuracy
- or**
- it is vague, or the wording is ambiguous or unclear

- **incorrect** if it does not correspond to the one provided in the answer key

For all questions requiring a written answer, the marker must not accept an answer that is simply a verbatim copy of part of a text or the title of a document in the Document File. **However**, a student who answers a question by including part of a text or a title in the answer may receive marks for that question.

2. Part B

2.1 Rubric

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.

RUBRIC

Criterion: *Coherent representation of a period in the history of Québec and Canada*

Identifies the topic of the description					
The student identifies the topic correctly. 2 marks	The student identifies the topic to some extent. 1 mark	The student identifies the topic incorrectly or does not identify it. 0 marks	/2		
Provides details on connected elements					
First connection	The student provides correct details on the central element	and provides details on the other two elements.	3 marks		
		and provides details on one of the other two elements.	2 marks		
		but does not provide details on the other two elements.	1 mark		
	The student provides details on the central element that are correct to some extent	and provides details on the other two elements.	2 marks	/3	
		and provides details on one of the other two elements.	1 mark		
		but does not provide details on the other two elements.	0 marks		
	The student provides incorrect details or no details on the central element	but provides details on the other two elements.	1 mark		
		but provides details on one of the other two elements or does not provide any details on these elements.	0 marks		
		and provides details on the other two elements.	3 marks		
Second connection	The student provides correct details on the central element	and provides details on one of the other two elements.	2 marks		
		but does not provide details on the other two elements.	1 mark		
		and provides details on the other two elements.	2 marks		
	The student provides details on the central element that are correct to some extent	and provides details on one of the other two elements.	1 mark	/3	
		but does not provide details on the other two elements.	0 marks		
		but provides details on the other two elements.	1 mark		
	The student provides incorrect details or no details on the central element	but provides details on one of the other two elements or does not provide any details on these elements.	0 marks		
		Total			/8

2.2 Explanation of the marking procedure

For the observable element “Identifies the topic of the description”:

The topic of the description identified by the student is:

- **correct** if it corresponds to the one provided in the answer key, that is, if it meets the following requirements:
 - it is complete
 - and**
 - it presents accurate information
 - and**
 - it is written clearly, without ambiguity

Note: If the answer meets the above requirements, it is deemed correct **even if** it is worded differently from the answer provided in the answer key.

- **correct to some extent** if it reflects the meaning of the one provided in the answer key, **but** has one of the following weaknesses:
 - it is incomplete
 - or**
 - it contains an inaccuracy
 - or**
 - it is vague, or the wording is ambiguous or unclear
- **incorrect** if it does not correspond to the one provided in the answer key

For the observable element “Provides details on connected elements”:

The central element provided by the student is:

- **correct** if it corresponds to the one provided in the answer key, that is, if it meets the following requirements:
 - it is complete
 - and**
 - it presents accurate information
 - and**
 - it is written clearly, without ambiguity

Note: If the answer meets the above requirements, it is deemed correct **even if** it is worded differently from the answer provided in the answer key.

- **correct to some extent** if it reflects the meaning of the one provided in the answer key, **but** has one of the following weaknesses:
 - it is incomplete
 - or**
 - it contains an inaccuracy
 - or**
 - it is vague, or the wording is ambiguous or unclear
- **incorrect** if it does not correspond to the one provided in the answer key

The student has provided details on each of the other two elements if the details in the student's answer correspond to the details provided in the answer key, that is, if they meet the following requirements:

- they are complete
- and**
- they are accurate
- and**
- they are written clearly, without ambiguity

Note: If the answer meets the above requirements, it is deemed correct **even if** it is worded differently from the answer provided in the answer key.

3. Part C

3.1 Rubric

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.

RUBRIC
Criterion: *Rigour of the interpretation*

	Indicates the elements of the answer		Supports the elements of the answer with facts				
First element of the answer	The student indicates the element	correctly.	2 marks	The student supports the element	sufficiently.	2 marks	/4
		to some extent.	1 mark		to some extent.	1 mark	
	The student indicates the element incorrectly or does not indicate it.	0 marks		The student presents facts that are	insufficiently.	0 marks	
		0 marks			accurate and relevant.	1 mark	
Second element of the answer	The student indicates the element	correctly.	2 marks	The student supports the element	inaccurate.	0 marks	/4
		to some extent.	1 mark		to some extent.	1 mark	
	The student indicates the element incorrectly or does not indicate it.	0 marks		The student presents facts that are	accurate and relevant.	1 mark	
		0 marks			inaccurate.	0 marks	
Total					/8		

3.2 Explanation of the marking procedure

For the observable element “Indicates the elements of the answer”:

The element of the answer provided by the student is:

- **correct** if it corresponds to the one provided in the answer key, that is, if it meets the following requirements:
 - it is complete

and

 - it presents accurate information

and

 - it is written clearly, without ambiguity

Note: If the answer meets the above requirements, it is deemed correct **even if** it is worded differently from the answer provided in the answer key.

- **correct to some extent** if it reflects the meaning of the one provided in the answer key, **but** has one of the following weaknesses:
 - it is incomplete

or

 - it contains an inaccuracy

or

 - it is vague, or the wording is ambiguous or unclear
- **incorrect** if it does not correspond to the one provided in the answer key

For the observable element “Supports the elements of the answer with facts”:

- The facts that support the elements of the answer, that is, the explanations, are provided in the answer key.
- The element of the answer provided by the student is supported:
 - **sufficiently** if the facts presented explain it accurately. The student’s explanation corresponds to the one provided in the answer key.
 - **to some extent** if the facts presented explain it incompletely or vaguely, or if the facts contain inaccuracies. The student’s explanation **nonetheless** reflects the meaning of the one provided in the answer key.
 - **insufficiently** if the facts presented do not explain it. The student’s explanation does not correspond to the one provided in the answer key.
- A student who indicates the element of the answer incorrectly or who does not indicate it receives 0 marks for the observable element “Indicates the elements of the answer.” **However**, the student may receive 1 mark for the observable element “Supports the elements of the answer with facts” by presenting accurate, relevant facts.

