

**Q & A from the Secondary IV History of Québec and Canada Exam Session
- May 2022 and April 2023-**

Q. What are some ways to prepare for the exam at home?

- A. Start with the Exam Preparation video on this page :)
Of course, go to the content itself, whether it be a textbook, notes, etc.
Then try to look at some document-based questions. There are some great resources to try out here: <https://secondaryhistory.learnquebec.ca/toolkit>

Q. Are there past exams we can look at for practice?

- A. Authorized past exams can be viewed only at schools/school boards. Please contact your school board for more information.

Q. Is there anything specifically that we need to bring into the exam?

- A. It is easy for History. You can only bring an **HB** pencil. Preferably bring 2, just in case.

Q. Are there any other topics that are very often on exams?

Source: Information Document, Complementary Examination, History of Québec and Canada, Secondary IV, Ministère de l'Éducation, 2021

PERIOD	SOCIAL PHENOMENON
1840-1896	<i>The formation of the Canadian federal system</i>
1896-1945	<i>Nationalisms and the autonomy of Canada</i>
1945-1980	<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 historical knowledge that could be used in the June 2022 complementary examination is in line with the *Learning to Be Prioritized at the Secondary Level for the 2021-2022 School Year in the Context of the Pandemic*. Accordingly, this examination may address any historical knowledge relating to the first three periods and social phenomena presented in the table. With respect to the final period and social phenomenon, the knowledge that could be used is that which allows for the construction of the concepts of *Civil society*, *Neo-liberalism* and *Sovereignism*, namely:

- *Redefinition of the state's role*
- *Indigenous rights*
- *Globalization of the economy*
- *Québec's political status*
- *Gender equality*
- *Language issue*

All of the following periods and concepts listed below may be covered on the exam.

Some specific topics to be very familiar with in preparation for the exam are:

- Quebec Nationalism versus British Imperialism
- Hydroelectricity
- The roaring twenties
- The Great Depression
- The Quiet Revolution
- Referenda and Sovereignty
- Indigenous Rights

Q. Do you have any advice about tackling the exam in terms of the order of sections?

- A. I would suggest going over it in order, but you can essentially go in any order you want. If there is a question that you cannot answer, if you have looked at it for 5 minutes and you cannot figure it out, **circle the number and move on**. Come back to it after you have finished the questions that you are sure of.

Q. What tips can you give for answering multiple choice questions for this exam?

- Read carefully! Students must be very careful when doing these questions. Some students may think that it's much easier because you can just pick from the answers, but there are wrong answers among them, and each of these questions contains 4 choices all of the time.
- Take your time and really analyze the questions, really reading through every aspect of them, because sometimes a single word can change a question.
- Watch out for the word NOT, for example. With that "NOT" word, even though it's bolded and sometimes highlighted, sometimes students will just look at the question too quickly and then pick the statement that is true when in reality, the question is asking for the statement that's false.
- Eliminate the answers that are impossible first. Take a look at the answers and cross out the answers that are not possibly correct. This strategy will help limit your choices, and it makes it easier to pick out your answer.

Q. To what extent do you recommend we study intellectual operations?

- A. The list of intellectual operations can be found in the Ministère de l'Éducation guide for parents in Appendix I. (Shown below.)
When students answer all parts of the exam questions, and justify or explain their answers where required, they will be using the intellectual operations listed below.

APPENDIX I LIST OF INTELLECTUAL OPERATIONS AND EXPECTED BEHAVIOURS

INTELLECTUAL OPERATIONS	EXPECTED BEHAVIOURS	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. 	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. 	2 or 3
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. 	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. 	2 or 3
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.	2
Establish causal connections	The student must establish a logical connection between facts.	3

Source: Guide for Parents, Uniform Examinations, History of Québec and Canada, Secondary IV, Ministère de l'Éducation, 2021

Q. Can your answer for Part B refer to the time period of your choice?

A. No. The time period will be specified in the question.

Let's take a look at the sample for Part B in the presentation/video. In the sample question, you are asked to "Describe the period of major economic and social change

that occurred in Quebec in the **second half of the nineteenth century.**” So when you answer, you would be focused on the first phase of industrialization.

Final Tips:

- Go slowly and take your time. The exam is 3 hours long, and any student can have an additional 15 minutes to finish, if required. If additional time is permitted in a student’s IEP, then those exam conditions will be respected.
- Read all of the questions and documents carefully. Make sure to go through all of the documents at least once. It may be the second or third time reviewing all the documents when the student makes the connection.
- If you have spent more than than 5 minutes on a question from Part A and still can’t answer it, **circle it, skip it and go back to it later.**
- Once you are finished with the exam, go back and double check all of your answers. **Re-read, double check! Breathe 😊**