

# DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

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Diversified Basic Education Program

History of Québec and Canada

HISTORY OF QUÉBEC AND CANADA: 1760-1840

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## Introduction

The Definition of the Evaluation Domain (DED) ensures consistency between a course and the related evaluation instruments. The DED is used to select, organize and describe the essential and representative elements of a course. The DED is based on the program of study and the course, but should by no means replace them in the planning of instructional activities.

All the DEDs produced after June 30, 2014, by the Ministère de l'Éducation (MEQ) are prescriptive. Consequently, they are the reference documents to be used in the development of all examinations, be they ministerial examinations or those developed by adult education centres or by Société GRICS (BIM). The DEDs thus serve as a model for preparing multiple equivalent versions of examinations that are valid across the province.<sup>1</sup>

Since the development of evaluation instruments for this course is the responsibility of authorized educational institutions, the prototype examination provided by the Ministère may be used as is, be modified or be used as an example for the development of new versions.

Any new version of the examination or modifications of the prototype examination must bear the logo of the institution that developed it.

At no time may the ministerial and prototype examinations produced by the Ministère be used as evaluation to support learning or as classroom practice exercises.

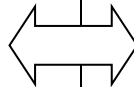
Furthermore, as set out in the *Policy on the Evaluation of Learning*, adult learners must know what they will be evaluated on and what is expected of them.<sup>2</sup> The DEDs, along with the tools and rubrics in the appendix, are recommended for this purpose.

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1. Québec, Ministère de l'Éducation du Québec, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 47.  
2. Ibid., 9.

## Evaluation Content

General Information	
<p><b>Subject Area</b></p> <ul style="list-style-type: none"> <li>• Social Sciences</li> </ul>	<p><b>Program of Study</b></p> <ul style="list-style-type: none"> <li>• History of Québec and Canada</li> </ul> <p><b>Course</b></p> <ul style="list-style-type: none"> <li>• History of Québec and Canada: 1760-1840</li> </ul>
Essential Elements Targeted by the Evaluation	
<p><b>Subject-Specific Competencies</b></p> <ol style="list-style-type: none"> <li>1. Characterizes a period in the history of Québec and Canada</li> <li>2. Interprets a social phenomenon</li> </ol>	<p><b>Categories of Knowledge</b></p> <ul style="list-style-type: none"> <li>• The items of prescribed knowledge are grouped according to the different periods and social phenomena to be studied.</li> </ul>
Evaluation Criteria	
<p><b>Evaluation Criterion for Know-How</b></p> <ul style="list-style-type: none"> <li>• Appropriate use of knowledge</li> </ul> <p><b>Evaluation Criterion for Competency 1</b></p> <ul style="list-style-type: none"> <li>• Coherent representation of a period in the history of Québec and Canada</li> </ul> <p><b>Evaluation Criterion for Competency 2</b></p> <ul style="list-style-type: none"> <li>• Rigour of the interpretation</li> </ul>	<p><b>Proficiency in Subject-Specific Knowledge</b></p> <p>Proficiency in subject-specific knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competencies.</p>



## Explanation of the Evaluation Content

### Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

#### Information Clarifying the Evaluation Criteria

##### *Appropriate use of knowledge*

This criterion evaluates the adult learner's ability to perform intellectual operations (that is, know-how related to the key features of the competencies). The examination takes into account the following intellectual operations:

- Situate in time and space
- Identify differences and similarities
- Determine causes and consequences
- Determine changes and continuities
- Establish connections between facts
- Establish causal connections

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

This criterion evaluates the adult learner'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.

##### *Rigour of the interpretation*

This criterion evaluates the adult learner's ability to develop an explanation highlighting major cultural, economic, political, social and territorial changes relating to a social phenomenon.

### Proficiency in Subject-Specific Knowledge

Proficiency in subject-specific knowledge is assessed through the evaluation of the subject-specific competencies, using tasks related to the evaluation criteria.

### Weighting

The weighting for the evaluation of the competencies is determined in accordance with the *Framework for the Evaluation of Learning* in general education in the youth sector.

Competency 1, *Characterizes a period in the history of Québec and Canada*, and Competency 2, *Interprets a social phenomenon*: 100%

**Knowledge**

The examination must cover the majority of the knowledge to be acquired for each of the two periods and the social phenomena.

Periods	Social phenomena	Knowledge related to the periods and social phenomena
1760-1791	<b>The Conquest and the change of empire</b>	<ul style="list-style-type: none"> <li>• Military regime</li> <li>• Royal Proclamation</li> <li>• Status of Indians</li> <li>• Instructions to Governor Murray</li> <li>• Protest movements</li> <li>• <i>Quebec Act</i></li> <li>• American invasion</li> <li>• Loyalists</li> <li>• Colonial economy</li> <li>• Sociodemographic situation</li> <li>• Catholic Church</li> <li>• Anglican Church</li> </ul>
1791-1840	<b>The demands and struggles of nationhood</b>	<ul style="list-style-type: none"> <li>• <i>Constitutional Act</i></li> <li>• Parliamentary debates</li> <li>• Nationalisms</li> <li>• Liberal and republican ideas</li> <li>• Population</li> <li>• Rebellions of 1837-1838</li> <li>• Capital and infrastructure</li> <li>• Agriculture</li> <li>• Fur trade</li> <li>• Timber trade</li> <li>• Migratory movements</li> <li>• British-American War of 1812</li> <li>• Anglican Church</li> <li>• Durham Report</li> </ul>

## Specifications for the Evaluation Instruments

### Examination : Number of Parts, Sections, Procedure and Duration

The examination consists of three parts that must be administered during the same evaluation session.

The examination evaluates the criteria *Appropriate use of knowledge*, *Coherent representation of a period in the history of Québec and Canada* and *Rigour of the interpretation*.

The total duration of the examination must not exceed 180 minutes.

The examination consists of the following documents:

- the *Adult's Booklet*
- the *Document File*
- the *Marking Guide*
- the *Instructions for Administering the Examination*

### Examination Content

#### Examination Requirements

The examination requires that the adult learner:

- 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 facts

#### Part 1: Appropriate use of knowledge

The tasks evaluate the adult learner's ability to perform intellectual operations (that is, know-how related to the key features of the competencies). The various intellectual operations must be equally distributed in Part 1.

All the tasks must make reference to the *Document File* included in the examination. The tasks must target items of prescribed knowledge from the two periods and the social phenomena being studied.

The table below presents the intellectual operations and the behaviours expected of the adult learner. It also indicates the number of marks allocated for each of the operations.



INTELLECTUAL OPERATIONS	EXPECTED BEHAVIOURS <sup>3</sup>	NUMBER OF MARKS
<b>Situate in time and space</b>	<ul style="list-style-type: none"> <li>• The adult learner must place facts in chronological order, taking into account chronological reference points.</li> <li>• The adult learner must place a fact or a set of facts on a timeline.</li> <li>• The adult learner must classify facts according to whether they come before or after a chronological reference point.</li> <li>• The adult learner must identify the location of a geographical feature, a fact or a territory on a map.</li> </ul>	1 or 2
<b>Identify differences and similarities</b>	<ul style="list-style-type: none"> <li>• The adult learner must indicate what is different with regard to one or more objects of comparison.</li> <li>• The adult learner must indicate what is similar with regard to one or more objects of comparison.</li> <li>• The adult learner must indicate the specific point on which two historical actors or two historians disagree (divergence).</li> <li>• The adult learner must indicate the specific point on which two historical actors or two historians agree (convergence).</li> <li>• The adult learner must show differences and similarities with regard to historical actors' points of view or historians' interpretations. The historical actors may be individuals, groups of people, organizations or institutions.</li> </ul>	2 or 3
<b>Determine causes and consequences</b>	<ul style="list-style-type: none"> <li>• The adult learner must indicate an explanatory factor, that is, a fact that explains a historical phenomenon (the explanatory factor may consist of events, interests, objectives, influences, geographical features or actions).</li> <li>• The adult learner must indicate a fact that results from a historical phenomenon.</li> </ul>	2
<b>Determine changes and continuities</b>	<ul style="list-style-type: none"> <li>• The adult learner must indicate a fact that shows that a historical phenomenon changes.</li> <li>• The adult learner must indicate a fact that shows that a historical phenomenon persists.</li> <li>• The adult learner must show that a historical phenomenon changes or persists.</li> </ul>	2 or 3
<b>Establish connections between facts</b>	The adult learner must associate forms of expression or descriptions with facts that are related to them. The facts may consist of actions, events, measures, ideologies, economic activities, etc.	2
<b>Establish causal connections</b>	The adult learner must establish a logical connection between facts.	3

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3. The majority of the expected behaviours must be covered in Part 1.

Part 2: Coherent representation of a period in the history of Québec and Canada

The task evaluates the adult learner'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 task must make reference to the *Document File* included in the examination.

The table below presents the observable elements associated with the evaluation of a description. Details on the observable elements are provided in the Expected Behaviours column. The table also indicates the number of marks allocated for this task.

OBSERVABLE ELEMENTS	EXPECTED BEHAVIOURS	NUMBER OF MARKS
<b>Identifies the topic of the description</b>	The adult learner must identify the topic of the description. To do this, the adult learner 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.	8
<b>Provides details on connected elements</b>	The adult learner must provide details on the connected elements related to the topic of the description. To do this, the adult learner must indicate facts that are interrelated.	

Part 3: Rigour of the interpretation

The task evaluates the adult learner's ability to develop an explanation highlighting major cultural, economic, political, social and territorial changes relating to a social phenomenon

The task must make reference to the *Document File* included in the examination. The task in Part 3 does not relate to the same period or social phenomenon as the task in Part 2.

The table below presents the observable elements associated with the evaluation of an explanation. Details on the observable elements are provided in the Expected Behaviours column. The table also indicates the number of marks allocated for this task.

OBSERVABLE ELEMENTS	EXPECTED BEHAVIOURS	NUMBER OF MARKS
<b>Indicates the elements of the answer</b>	The adult learner must indicate the elements of the answer. To do this, the adult learner must: <ul style="list-style-type: none"><li>• indicate causes and consequences</li><li><b>or</b></li><li>• indicate changes and continuities</li></ul>	8
<b>Supports the elements of the answer with facts</b>	The adult learner must support the elements of the answer with facts. To do this, the adult learner must: <ul style="list-style-type: none"><li>• indicate facts that illustrate them, such as manifestations, actions or statistical data</li><li><b>or</b></li><li>• indicate facts that explain them</li></ul>	

### Role of the Documents in the Document File

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

#### **Description of the role of the documents for the questions in Part 1**

The documents relating to Part 1 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 adult learner in developing the answer by indicating 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 adult learner 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 adult learner 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 adult learner 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 2**

Before answering the question in Part 2, the adult learner must select only those documents in the *Document File* that relate to the period and territory concerned. The adult learner is instructed to select the documents first, before answering the question.

ROLE	DESCRIPTION
The documents contribute to the production of a description.	The documents guide the adult learner in determining the topic of the description. <b>or</b> The documents enable the adult learner 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 3**

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

**Information-Gathering Tool**

The *Adult's Booklet* is the information-gathering tool.

**Authorized Materials**

No materials are authorized.

**Assessment Tools**

The questions in Part 1 are marked by referring to the answer key and explanation of the marking procedure provided in the *Marking Guide*.

The questions in Parts 2 and 3 are marked by referring to the answer key, rubric and explanation of the marking procedure provided in the *Marking Guide*.

**Pass Mark**

The pass mark is 60%.

**Retakes**

The adult learner must retake the entire examination.

## **APPENDIX – TOOLS AND RUBRICS**

**Part 1**

The questions in Part 1 are associated with the evaluation criterion *Appropriate use of knowledge*. They evaluate the adult learner’s ability to perform intellectual operations.

The following pages 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 adult learner must place facts in chronological order, taking into account chronological reference points.*

<b>Situate in time and space</b>	2 marks	0 marks
	The adult learner situates all the facts in time. (3 out of 3)	The adult learner does not situate all the facts in time. (2, 1 or 0 out of 3)

- *The adult learner must place a fact or a set of facts on a timeline.*

<b>Situate in time and space</b>	1 mark	0 marks
	The adult learner situates the facts in time.	The adult learner does not situate the facts in time.

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

<b>Situate in time and space</b>	2 marks	1 mark	0 marks
	The adult learner situates all the facts in time. (4 out of 4)	The adult learner situates some facts in time. (3 or 2 out of 4)	The adult learner does not situate the facts in time. (1 or 0 out of 4)

- *The adult learner must identify the location of a geographical feature, a fact or a territory on a map.*

<b>Situate in time and space</b>	1 mark	0 marks
	The adult learner situates the fact in space.	The adult learner does not situate the fact in space.

OR

<b>Situate in time and space</b>	2 marks	0 marks
	The adult learner situates the fact in space.	The adult learner does not situate the fact in space.

OR

<b>Situate in time and space</b>	2 marks	1 mark	0 marks
	The adult learner situates the two facts in space. (2 out of 2)	The adult learner situates one of the facts in space. (1 out of 2)	The adult learner does not situate the facts in space. (0 out of 2)

**Identify differences and similarities**

- The adult learner must indicate what is different with regard to one or more objects of comparison.

<b>Identify differences and similarities</b>	2 marks	1 mark	0 marks
	The adult learner correctly identifies the difference.	The adult learner identifies the difference to some extent.	The adult learner identifies the difference incorrectly or does not identify it.

- The adult learner must indicate what is similar with regard to one or more objects of comparison.

<b>Identify differences and similarities</b>	2 marks	1 mark	0 marks
	The adult learner correctly identifies the similarity.	The adult learner identifies the similarity to some extent.	The adult learner identifies the similarity incorrectly or does not identify it.

- The adult learner must indicate the specific point on which two historical actors or two historians disagree (divergence).

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

- The adult learner must indicate the specific point on which two historical actors or two historians agree (convergence).

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

- The adult learner must show differences and similarities with regard to historical actors' points of view or historians' interpretations. The historical actors may be individuals, groups of people, organizations or institutions.

<b>Identify differences and similarities</b>	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. <b>or</b> 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 adult learner either incorrectly identifies the historical actor whose position is different or does not identify the actor at all.	0 marks

- Note:** — An adult learner who simply identifies the three historical actors and correctly presents their respective positions without identifying the actor whose position is different and the actors whose positions are similar, receives 1 mark.





**Determine causes and consequences**

- *The adult learner must indicate an explanatory factor, that is, a fact that explains a historical phenomenon (the explanatory factor may consist of events, interests, objectives, influences, geographical features or actions).*
- *The adult learner must indicate a fact that results from a historical phenomenon.*

<b>Determine causes and consequences</b>	2 marks	1 mark	0 marks
	The adult learner determines the explanatory factor correctly.	The adult learner determines the explanatory factor to some extent.	The adult learner determines the explanatory factor incorrectly or does not determine it.

OR

<b>Determine causes and consequences</b>	2 marks	1 mark	0 marks
	The adult learner determines the consequence correctly.	The adult learner determines the consequence to some extent.	The adult learner determines the consequence incorrectly or does not determine it.

For questions to which the answer consists of one or more document numbers:

<b>Determine causes and consequences</b>	2 marks	1 mark	0 marks
	The adult learner determines the two explanatory factors. (2 out of 2)	The adult learner determines one of the explanatory factors. (1 out of 2)	The adult learner does not determine any explanatory factors. (0 out of 2)

OR

<b>Determine causes and consequences</b>	2 marks	1 mark	0 marks
	The adult learner determines the explanatory factor and the consequence. (2 out of 2)	The adult learner determines either the explanatory factor or the consequence. (1 out of 2)	The adult learner determines neither the explanatory factor nor the consequence. (0 out of 2)

### Determine changes and continuities

- The adult learner must indicate a fact that shows that a historical phenomenon changes.

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

- The adult learner must indicate a fact that shows that a historical phenomenon persists.

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

- The adult learner must show that a historical phenomenon changes or persists.

Determine changes and continuities	The adult learner 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 adult learner 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 adult learner mentions a specific point in time that is either inaccurate or accurate to some extent 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 considered to be accurate to some extent.
  - An adult learner 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 connections between facts**

*The adult learner must associate forms of expression or descriptions with facts that are related to them. The facts may consist of actions, events, measures, ideologies, economic activities, etc.*

<b>Establish connections between facts</b>	2 marks	1 mark	0 marks
	The adult learner establishes connections between all the facts. (2 out of 2)	The adult learner establishes connections between some facts. (1 out of 2)	The adult learner does not establish connections between the facts. (0 out of 2)

OR

<b>Establish connections between facts</b>	2 marks	1 mark	0 marks
	The adult learner establishes connections between all the facts. (3 out of 3)	The adult learner establishes connections between some facts. (2 out of 3)	The adult learner does not establish connections between the facts. (1 or 0 out of 3)

OR

<b>Establish connections between facts</b>	2 marks	1 mark	0 marks
	The adult learner establishes connections between all the facts. (4 out of 4)	The adult learner establishes connections between some facts. (3 or 2 out of 4)	The adult learner does not establish connections between the facts. (1 or 0 out of 4)

**Establish causal connections**

*The adult learner must establish a logical connection between facts.*

<b>Establish causal connections</b>	The adult learner 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 adult learner provides details on two elements	and correctly establishes one causal connection.	2 marks
		but does not correctly establish any causal connections.	1 mark
		The adult learner 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 adult learner’s answer corresponds to the meaning of the answer indicated in the *Marking Guide*.

**Part 2**

The question in Part 2 is associated with the evaluation criterion *Coherent representation of a period in the history of Québec and Canada*. It evaluates the adult learner'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***

<b>Identifies the topic of the description</b>			
The adult learner identifies the topic correctly.  2 marks	The adult learner identifies the topic to some extent.  1 mark	The adult learner identifies the topic incorrectly or does not identify it.  0 marks	<b>/2</b>
<b>Provides details on connected elements</b>			
<b>First connection</b>	The adult learner provides 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 adult learner does not provide 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.	0 marks
<b>Second connection</b>	The adult learner provides 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 adult learner does not provide 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.	0 marks
<b>Total</b>			<b>/8</b>

**Part 3**

The question in Part 3 is associated with the evaluation criterion *Rigour of the interpretation*. It evaluates the adult learner’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	
<b>First element of the answer</b>	correctly. 2 marks	sufficiently. 2 marks	<b>/4</b>
	The adult learner indicates the element	The adult learner supports the element	
	to some extent. 1 mark	to some extent. 1 mark	
	The adult learner indicates the element incorrectly or does not indicate it. 0 marks	The adult learner presents facts that are	
		accurate and relevant. 1 mark	
		inaccurate. 0 marks	
<b>Second element of the answer</b>	correctly. 2 marks	sufficiently. 2 marks	<b>/4</b>
	The adult learner indicates the element	The adult learner supports the element	
	to some extent. 1 mark	to some extent. 1 mark	
	The adult learner indicates the element incorrectly or does not indicate it. 0 marks	The adult learner presents facts that are	
		accurate and relevant. 1 mark	
		inaccurate. 0 marks	
<b>Total</b>			<b>/8</b>

