

# INFORMATION DOCUMENT

DEFINITION OF THE DOMAIN

GEOGRAPHY OF QUÉBEC AND CANADA

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Québec 

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## TABLE OF CONTENTS

	<b>Page</b>
<b>1. INTRODUCTION.....</b>	<b>1</b>
<b>2. PRINCIPLES GOVERNING THE PREPARATION OF A SUMMATIVE EVALUATION INSTRUMENT.....</b>	<b>2</b>
<b>3. REPRESENTATIVE ELEMENTS OF THE PROGRAM.....</b>	<b>3</b>
<b>3.1 Synthesis of Learning.....</b>	<b>3</b>
<b>3.1.1 Knowledge.....</b>	<b>3</b>
<b>3.1.2 Intellectual Skills.....</b>	<b>5</b>
<b>4. ORGANIZATION OF REPRESENTATIVE ELEMENTS OF THE PROGRAM, SELECTED FOR SUMMATIVE EVALUATION.....</b>	<b>7</b>
<b>4.1 Table of Dimensions.....</b>	<b>7</b>
<b>4.1.1 Dimensions.....</b>	<b>7</b>
<b>4.1.2 Categories of Dimensions.....</b>	<b>7</b>
<b>4.2 Interpretation of Results.....</b>	<b>10</b>
<b>5. ACKNOWLEDGMENTS.....</b>	<b>11</b>

## 1. INTRODUCTION

This definition of the domain describes and classifies the essential and representative elements of Secondary III Geography of Québec and Canada program for summative evaluation purposes. **As such, it gives an overview of the program, but should in no way replace the program itself.** The purpose of this definition of the domain is to ensure consistency between the program and all related summative measurement instruments.

By reason of its focus on synthesizing, a definition of the domain serves to consolidate teachers' understanding of the program and to clarify related procedures.

This definition of the domain has been organized as follows:

1. It lists the principles to be followed in preparing summative evaluation examination;
2. It synthesizes the program;
3. It brings together the representative elements of the program to be considered for the purposes of summative evaluation and it establishes dimensions by means of a table.

Consulting a definition of the domain constitutes a first step in developing a summative evaluation instrument. Subsequent steps include the specification of the examination and the specification and elaboration of items.

*This document invalidates and replaces document 16-3659-06A, Definition of the Domain, Geography of Québec and Canada, revised version (December 1986).*

## **2. PRINCIPLES GOVERNING THE PREPARATION OF A SUMMATIVE EVALUATION INSTRUMENT**

Certain principles must be taken into account when preparing for the summative evaluation to be carried out after completion of all the learning activities prescribed by the program. These principles derive from various aspects of the Geography of Québec and Canada program, including goals, teaching objectives, procedures and, especially, guiding principles.

1. Measurement focuses on a geographic space, a resource or an economic activity. These geographic facts are considered in accordance with the following geographic phenomena: location, area, distribution and composition. Furthermore, an economic activity is considered in terms of its development and the phenomena of production, marketing and consumption.
2. A measurement instrument leads students to consider the various relationships that exist between the human and physical elements related to a geographic space, resources or an economic activity.
3. Each item involves the measurement of at least one of the three intellectual skills involved in the geographic process: describing, analyzing and synthesizing. Technical skills, such as the use of maps or the locating of information in a table, are considered prerequisites for intellectual skills. Mastery of technical skills will not be evaluated as such, but rather as part of the students' ability to use them in describing, analyzing or synthesizing a geographic space, resources or an economic activity.
4. As often as possible, items make use of visual materials: maps, photographs, illustrations, tables or graphs.

### **3. REPRESENTATIVE ELEMENTS OF THE PROGRAM**

#### **3.1 Synthesis of Learning**

##### **3.1.1 Knowledge**

This section summarizes the learning content upon which students are to be tested.

The study of the program has enabled the student to understand the geographical characteristics of Québec and Canada and their organization.

For study purposes, the learning content has been organized into modules and units. However, summative evaluation may sometimes go beyond the limits of the module and measure students' ability to recognize relationships or necessary connections between elements of various modules.

In this definition of the domain, the principal learning content of the Geography of Québec and Canada program is presented according to the three organizing concepts of the program: geographic space, resources and economic activity.

The learning focuses presented here represent the main content that will be evaluated in the area of geography skills. However, students will not be able to successfully carry out the required tasks unless they know the geography of Québec and Canada and have mastered the main concepts related to geographic space, resources and economic activities.

In relation to the objectives outlined in the program, the following table presents a synthesis of geographical knowledge that students should have acquired by the end of Secondary III, in Geography of Québec and Canada.

**TABLE 1**

**TABLE OF GEOGRAPHIC KNOWLEDGE**

GEOGRAPHY OF QUÉBEC AND CANADA						
	QUÉBEC AND CANADA IN THE WORLD	MINERAL AND WATER RESOURCES	FOREST RESOURCES AND AGRICULTURE	ENERGY	POPULATION	THE REGIONS OF CANADA
GEOGRAPHICAL SPACE	<ul style="list-style-type: none"> <li>Administrative regions of Québec</li> <li>Canadian political divisions</li> <li>Major regions of Canada</li> <li>Territories of Québec and Canada in the world</li> </ul>	<ul style="list-style-type: none"> <li>North American physiographic regions</li> <li>Canadian physiographic regions</li> <li>Québec mining regions</li> <li>Mining centres</li> <li>Drainage basins in Canada</li> <li>Atlantic and Pacific fisheries</li> </ul>	<ul style="list-style-type: none"> <li>Climate zones</li> <li>Vegetation zones</li> <li>Agricultural zones</li> </ul>	<ul style="list-style-type: none"> <li>Drainage basins in Québec</li> <li>Fossil fuel producing areas</li> </ul>	<ul style="list-style-type: none"> <li>Population zones</li> <li>Metropolitan zones</li> </ul>	<ul style="list-style-type: none"> <li>The Pacific region</li> <li>The Prairies</li> <li>The Great Lakes–St. Lawrence region</li> <li>The Atlantic region</li> <li>The North</li> </ul>
RESOURCE		<ul style="list-style-type: none"> <li>Ore</li> <li>Water</li> </ul>	<ul style="list-style-type: none"> <li>Commercial forests</li> <li>Arable land</li> </ul>	<ul style="list-style-type: none"> <li>Hydroelectricity</li> <li>Fossil fuels</li> <li>Uranium</li> </ul>	<ul style="list-style-type: none"> <li>Population</li> </ul>	<ul style="list-style-type: none"> <li>Ore</li> <li>Fossil fuels</li> <li>Commercial forests</li> <li>Arable land</li> <li>Hydroelectricity</li> <li>Water</li> <li>Population</li> </ul>
ECONOMIC ACTIVITY		<ul style="list-style-type: none"> <li>Mineral production</li> <li>Steel industry</li> <li>Atlantic and Pacific fisheries</li> <li>Ocean and river transportation</li> </ul>	<ul style="list-style-type: none"> <li>Exploitation of commercial forests</li> <li>Pulp and paper industry in Québec</li> <li>Types of agriculture</li> </ul>	<ul style="list-style-type: none"> <li>Hydroelectric installations in Québec</li> <li>Production of hydroelectric power in Québec</li> <li>Aluminum industry</li> <li>Petroleum industry</li> <li>Natural gas industry</li> <li>Coal industry</li> <li>Production of nuclear energy</li> </ul>		<ul style="list-style-type: none"> <li>Pacific region                             <ul style="list-style-type: none"> <li>- lumber</li> <li>- specialized crops</li> <li>- fishing</li> </ul> </li> <li>Prairies                             <ul style="list-style-type: none"> <li>- mineral production</li> <li>- petroleum industry</li> <li>- natural gas and coal industries</li> <li>- grain production</li> <li>- extensive beef cattle farming</li> </ul> </li> <li>Great Lakes–St. Lawrence region                             <ul style="list-style-type: none"> <li>- mineral production</li> <li>- dairy farming</li> <li>- pulp and paper</li> <li>- hydroelectricity</li> </ul> </li> <li>Atlantic region                             <ul style="list-style-type: none"> <li>- mineral production</li> <li>- specialized crops</li> <li>- fishing</li> </ul> </li> <li>North                             <ul style="list-style-type: none"> <li>- mineral production</li> <li>- energy potential (fossil fuels)</li> </ul> </li> </ul>

### 3.1.2 Intellectual Skills

A reading of the goals, guiding principles and program objectives will reveal the intellectual skills to be developed among students enrolled in the Geography of Québec and Canada program.

For the purposes of summative evaluation, intellectual skills have been divided into three synthesizing skills: **describing**, **analyzing** and **synthesizing**. These skills have been translated below into observable behaviours.

#### **DESCRIBING**

Listing the components of a geographic space, a resource or an economic activity, usually by means of visual materials.

In the Geography of Québec and Canada program, this skill involves the following observable behaviours:

- A) Characterizing a geographic space, resources or an economic activity by listing, qualifying or defining its physical or human elements;
- B) Locating a geographic space, resources or an economic activity by specifying its position or its situational components (longitude and latitude, borders, limits, landmarks).

## **ANALYZING**

Establishing a relationship between the physical and human elements of a geographic space, usually with the help of visual materials.

In the Geography of Québec and Canada program, this skill involves the following observable behaviours:

- A) Specifying, in detail, the factors that explain a geographic phenomenon or fact;
- B) Specifying the consequences or effects of a geographic phenomenon;
- C) Comparing geographic facts by bringing out their similarities and differences;
- D) Establishing a necessary connection between the components of a geographic phenomenon or between several geographic phenomena.

## **SYNTHESIZING**

Putting together the main interrelated components of a geographic phenomenon, usually with the help of visual materials.

In the Geography of Québec and Canada, this skill involves the following observable behaviours:

- A) Characterizing a geographic space in terms of an economic activity, taking into account at least three of the following phenomena: location, distribution, production, marketing and consumption.
- B) Showing the importance of resources for Québec and Canada, taking into account at least three of the following phenomena: location, distribution, production, marketing and consumption.
- C) Describing the **organization** of a region, taking into account at least three geographic phenomena or facts.

#### **4. ORGANIZATION OF REPRESENTATIVE ELEMENTS OF THE PROGRAM, SELECTED FOR SUMMATIVE EVALUATION**

Considering the orientation, goals, guiding principles and terminal objectives of the program, the representative elements selected for summative evaluation include knowledge, intellectual skills and technical skills.

Such knowledge and skills have been already stated and categorized. They must now be arranged in a table of two axes to form the dimensions that will be represented in an examination.

##### **4.1 Table of Dimensions**

###### **4.1.1 Dimensions**

A table of two axes illustrates the close relationship between intellectual skills and knowledge. The dimensions related to intellectual skills have been listed horizontally, and those related to the topics of the program have been listed vertically.

###### **4.1.2 Categories of Dimensions**

A relative importance has been assigned to each category of dimensions. A category includes all dimensions pertaining to a given skill or theme. For example, dimensions D3, D6, D9 and D12 constitute the category of dimensions for the skill of analyzing.

Following an examination of all tasks prescribed to attain the terminal and intermediate objectives of the program, according to their frequency and the limits of the geographical process, the following percentages have been assigned, reflecting relative importance:

40% for the category of dimensions related to the skill of describing;

40% for the category of dimensions related to the skill of analyzing;

20% for the category of dimensions related to the skill of synthesizing.

On the vertical axis of the table, in which knowledge is organized by module, the dimensions have a new relative importance. The following percentages are assigned:

10% for the category of dimensions related to Québec and Canada in the world;

20% for the category of dimensions related to mining and water resources;

20% for the category of dimensions related to forest resources and agriculture;

20% for the category of dimensions related to energy;

20% for the category of dimensions related to population;

10% for the category of dimensions related to regions of Canada.

Information or expected answers in a summative examination must take into account the relative importance of the dimensions, organized by category, as stated above.

**TABLE 2**

**TABLE OF DIMENSIONS**

GEOGRAPHY OF QUÉBEC AND CANADA						
	QUÉBEC AND CANADA IN THE WORLD	MINERAL AND WATER RESOURCES	FOREST RESOURCES AND AGRICULTURE	ENERGY	POPULATION	THE REGIONS OF CANADA
	10%	20%	20%	20%	20%	10%
DESCRIBING 40%	<b>D1</b> <ul style="list-style-type: none"> <li>• Administrative regions of Québec</li> <li>• Canadian political divisions</li> <li>• Major regions of Canada</li> <li>• Territories of Québec and Canada in the world</li> </ul>	<b>D2</b> <ul style="list-style-type: none"> <li>• Physiographic regions</li> <li>• Drainage basins in Canada</li> <li>• Atlantic and Pacific fisheries</li> <li>• Mining regions</li> <li>• Steel industry</li> <li>• Mineral production</li> <li>• Ocean and river transportation</li> </ul>	<b>D5</b> <ul style="list-style-type: none"> <li>• Climate zones</li> <li>• Vegetation zones</li> <li>• Agricultural zones</li> <li>• Commercial forests in Canada</li> <li>• Pulp and paper industry in Québec</li> <li>• Types of agriculture</li> </ul>	<b>D8</b> <ul style="list-style-type: none"> <li>• Drainage basins in Québec</li> <li>• Fossil fuels</li> <li>• Production of hydroelectric power in Québec</li> <li>• Petroleum industry/Natural gas industry/Coal industry</li> <li>• Nuclear energy and other forms of energy</li> </ul>	<b>D11</b> <ul style="list-style-type: none"> <li>• Population zones</li> <li>• Metropolitan regions</li> <li>• Population</li> </ul>	
ANALYZING 40%		<b>D3</b> <ul style="list-style-type: none"> <li>• Drainage basins in Canada</li> <li>• Atlantic and Pacific fisheries</li> <li>• Mineral production</li> <li>• Steel industry</li> <li>• Ocean and river transportation</li> </ul>	<b>D6</b> <ul style="list-style-type: none"> <li>• Climate and vegetation zones</li> <li>• Agricultural zones</li> <li>• Commercial forests in Canada</li> <li>• Pulp and paper industry in Québec</li> <li>• Types of agriculture</li> </ul>	<b>D9</b> <ul style="list-style-type: none"> <li>• Fuels</li> <li>• Production of hydroelectric power in Québec</li> <li>• Petroleum industry/Natural gas industry/Coal industry</li> <li>• Aluminum industry</li> </ul>	<b>D12</b> <ul style="list-style-type: none"> <li>• Population zones</li> <li>• Metropolitan regions</li> <li>• Population</li> </ul>	
SYNTHESIZING 20%		<b>D4</b> <ul style="list-style-type: none"> <li>• Mineral production</li> <li>• Steel industry</li> <li>• Atlantic and Pacific fisheries</li> </ul>	<b>D7</b> <ul style="list-style-type: none"> <li>• Commercial forests in Canada</li> <li>• Pulp and paper industry in Québec</li> <li>• Dairy farming in Québec</li> <li>• Grain production in the Prairies</li> </ul>	<b>D10</b> <ul style="list-style-type: none"> <li>• Production of hydroelectric power in Québec</li> <li>• Petroleum industry/Natural gas industry</li> <li>• Energy situation</li> </ul>		<b>D13</b> <ul style="list-style-type: none"> <li>• The Pacific region</li> <li>• The Prairies</li> <li>• The Great Lakes–St. Lawrence region</li> <li>• The Atlantic region</li> <li>• The North</li> </ul>

## **4.2 Interpretation of Results**

The definition of the domain is a basic document to be used in preparing a summative examination, and in interpreting students' results.

Considering the limited number of items related to each dimension, interpretation must be made according to the category of dimensions, if it is to be valid. The competence of students in Geography of Québec and Canada is to be evaluated in terms of the three intellectual skills and the six themes of the program. Such an interpretation will help identify the strengths and weaknesses of students and assist in using the evaluation results later in the classroom.

When an examination is being prepared, the minimum performance standard established will enable examiners to distinguish students who are competent in the program as a whole from those who are not.

## **5. ACKNOWLEDGEMENTS**

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We hope that this information document will contribute to educational development in the Geography of Québec and Canada program and that the principal beneficiary will continue to be the student.

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