

INFORMATION DOCUMENT

COMPLEMENTARY EXAMINATION

ECONOMICS

Secondary V
602-514

JUNE 1999

Québec 

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Direction de la formation générale des jeunes

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<http://www.meq.gouv.qc.ca/DFGJ>

1. PURPOSE OF THE EXAMINATION

The complementary examination in Economics is offered as a service to school boards and private schools who want to use it as a comprehensive examination to assess student learning with respect to the objectives of the Economics (602-514) program.

2. TARGET POPULATION

The examination is intended for students enrolled in the Secondary V Economics (602-514) course.

3. DEVELOPMENT OF THE EXAMINATION

The examination is developed by the ministère de l'Éducation (Direction de la formation générale des jeunes) in collaboration with teachers and education consultants.

4. CONTENT OF THE EXAMINATION

4.1 Definition of the Domain

The examination is based on the *Definition of the Domain* (document 16-3661-08A, May 1993) and the table of dimensions contained therein. The table is presented on the following page.

4.2 Number of Items

The examination consists of 30 items which evaluate the student's competency in relation to the entire program.

The table of dimensions (Table 1) is used to determine the number of items that will be testing each skill and each area of knowledge. Tables 2 and 3 outline this distribution.

4.3 Distribution of Items among the Dimensions

Table 4 presents the distribution of the items among the 19 dimensions specified in the definition of the domain. For the June 1999 complementary examination, the student will be evaluated on all the dimensions.

TABLE 1
Table of Dimensions

Knowledge	Bases of the Organization of a Mixed Economy 15%	Production 30%		Consumption 25%		Role of Government 20%	International Economic Relations 10%
		Human Resources	Business	Distribution of Income	Credit		
DESCRIBING 30%	(D1) - Scarcity - Determination of prices and salaries: market economies and collectivist economies	(D4) - Labour force - Unionization	(D6) - Financing - Size - Operation			(D14) - Redistribution of government income (D15) - Government legislation	(D17) - Developing countries
ANALYZING 40%	(D2) - Scarcity - Determination of prices and salaries: market economies and collectivist economies	(D5) - Labour force - Unionization (D8)	(D7) - Financing - Size - Operation	(D10) - Expenses - Savings - Role of financial institutions	(D12) - Using consumer credit - Debt - Role of financial institutions	(D16) - Government and economic stability	(D18) - Bases
PROBLEM-SOLVING 30%	(D3) - Scarcity - Determination of prices and salaries: market economies and collectivist economies		(D9) - Financing - Size - Operation	(D11) - Expenses - Savings - Role of financial institutions	(D13) - Using consumer credit - Debt - Role of financial institutions		(D19) - Bases

TABLE 2
Number of Items per Skill

SKILL	PERCENTAGE	NUMBER OF ITEMS
DESCRIBING	30	9
ANALYZING	40	12
PROBLEM-SOLVING	30	9

TABLE 3
Number of Items per Area of Knowledge

AREA OF KNOWLEDGE	PERCENTAGE	NUMBER OF ITEMS
BASES OF THE ORGANIZATION OF A MIXED ECONOMY	15	4
PRODUCTION	30	9
CONSUMPTION	25	8
ROLE OF GOVERNMENT	20	6
INTERNATIONAL ECONOMIC RELATIONS	10	3

TABLE 4
Number of Items per Dimension*

Skill	Knowledge Bases of the Organization of a Mixed Economy 15%	Production 30%		Consumption 25%		Role of Government 20%	International Economic Relations 10%
		Human Resources	Business	Distribution of Income	Credit		
DESCRIBING 30%	D1 1	D4 2	D6 2			D14 2 D15 1	D17 1
ANALYZING 40%	D2 2	D5 1	D7 1	D10 2	D12 2	D16 3	D18 1
		D8 1					
PROBLEM-SOLVING 30%	D3 1		D9 2	D11 2	D13 2		D19 1

* The number in bold represents the dimension number. The other numbers indicate the number of items per dimension.

4.4 Types of Items

The examination is made up of two types of items:

- Multiple-choice questions: 22
(answer chosen from among four suggestions)
- Questions requiring short written answers: 8
Standards required to obtain marks are stated for some of these questions.

5. FORMAT OF THE EXAMINATION

The examination is presented in two parts:

- Part A: multiple-choice questions
- Part B: questions requiring short written answers

The student can answer the questions in Part A on an answer sheet provided by the school board or private school. The answers for Part B must be written in the answer booklet provided.

6. DATE AND DURATION OF THE EXAMINATION

The examination is to be administered on the date indicated in the official examination timetable for June 1999 or later. The duration of the examination is two hours.

7. CORRECTION PROCEDURES

Correction of the examination is the responsibility of the school board or private school. However, the Ministère provides an answer key and a marking guide.

8. AUTHORIZED MATERIAL

Any tables, graphs, sections of laws or charts necessary to carry out the required tasks are provided in the examination. The use of textbooks, statistical tables or course notes is forbidden. The use of any type of calculator is also forbidden.

APPENDICES

REPRESENTATIVE ELEMENTS
OF THE
ECONOMICS PROGRAM
FOR PURPOSES OF SUMMATIVE EVALUATION

APPENDIX I

SYNOPTIC TABLE OF KNOWLEDGE

ECONOMIC ORGANIZATION OF SOCIETY	ORGANIZATION OF PRODUCTION	HUMAN RESOURCES	CONSUMPTION	FINANCIAL INSTITUTIONS AND MONEY	GOVERNMENT AND PUBLIC FINANCES	THE INTERNATIONAL ECONOMY
<p>The Bases of Economic Organization</p> <ul style="list-style-type: none"> • Needs/services • Scarcity • Mechanisms for determining prices <p>Characteristics of Socio-Economic Organization</p> <ul style="list-style-type: none"> • Economic factors • Division of labour • Gross domestic product (GDP) 	<p>Business and Production</p> <ul style="list-style-type: none"> • Setting up a business • Operating a business • Criteria of business efficiency <p>Forms of Business Ownership and Organization</p> <ul style="list-style-type: none"> • Private businesses • Cooperatives • Publicly owned companies <p>Importance and Size of Businesses</p> <ul style="list-style-type: none"> • Small and medium-sized businesses • Large companies 	<p>The Labour Force</p> <ul style="list-style-type: none"> • Characteristics of the labour force • Unemployment • Cost of labour <p>The Labour System</p> <ul style="list-style-type: none"> • Unionization • Union structures • Labour contracts • Role of the government 	<p>Consumption</p> <ul style="list-style-type: none"> • Determining factors including advertising • Ways of protecting the consumer • Important consumer protection legislation • Consumer protection agencies and organizations <p>Consumer Credit</p> <ul style="list-style-type: none"> • Use of consumer credit • Debt • Overindebtedness <p>Savings</p> <ul style="list-style-type: none"> • Types of savings 	<p>Savings and Loans Institutions</p> <ul style="list-style-type: none"> • Chartered banks • Caisses populaires and credit unions <p>Money</p> <ul style="list-style-type: none"> • Creation of money • Monetary policy • Inflation 	<p>Role of the Government in the Economy</p> <ul style="list-style-type: none"> • Allocation of resources • Redistribution of income • Economic stability and growth (fiscal policy) <p>The Government's Budget</p> <ul style="list-style-type: none"> • Taxation • Expenditures • Public debt 	<p>International Economic Relations</p> <ul style="list-style-type: none"> • Bases of foreign trade • Balance of payments • Exchange rates <p>Economy of Developing Countries</p> <ul style="list-style-type: none"> • Characteristics • Relations with industrialized nations <p>Principal Economic Systems</p> <ul style="list-style-type: none"> • Collectivist economies • Mixed economies

APPENDIX II

INTELLECTUAL SKILLS AND OBSERVABLE BEHAVIOURS

DESCRIBING

Describing: generally using concrete examples, listing the components of an economic phenomenon or organization.

This skill is demonstrated in the Economics program by the following observable behaviours:

- A) describing an economic phenomenon, activity, factor or organization by describing or defining its components;
- B) defining the role or goal of an economic organization.

ANALYZING

Analyzing: generally using concrete examples, establishing a relationship of causality, similarity, contrast, interdependence or quality (positive or negative aspects of an element) among the elements of an economic phenomenon, activity, organization or fact.

This skill is demonstrated in the Economics program by the following observable behaviours:

- A) establishing relationships of interdependence among the components of an economic fact;
- B) identifying the causes or consequences of an economic phenomenon, activity, organization or fact;
- C) identifying the reasons for or effects of the operation of one or more economic factors;
- D) comparing and contrasting economic phenomena, activities, factors, organizations or facts;
- E) deducing the advantages and disadvantages of an economic phenomenon, activity, organization or fact.

PROBLEM-SOLVING

Problem-solving: for an economic situation that is problematic or that requires making a decision, suggesting one or more possible solutions.

This skill is demonstrated in the Economics program by the following observable behaviours:

- A) providing one or more solutions to an economic problem in light of suggested or selected criteria;
- B) identifying the criteria used to arrive at a decision.

