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DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

Regional Geography of Québec

REGIONAL GEOGRAPHY OF QUÉBEC 1

GGR-5101-2

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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 the 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.¹

Authorized educational institutions are responsible for the development of evaluation instruments for this course.

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.² The DEDs, along with the tools and rubrics in the Appendix, are recommended for this purpose.

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>Subject Area</p> <ul style="list-style-type: none"> • Social Sciences 	<p>Program of Study</p> <ul style="list-style-type: none"> • Regional Geography of Québec <p>Course</p> <ul style="list-style-type: none"> • Regional Geography of Québec 1
Essential Elements Targeted by the Evaluation	
<p>Subject-Specific Competencies</p> <ol style="list-style-type: none"> 1. Understands the organization of an administrative region 2. Interprets an issue at play in an administrative region 	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> • The items of prescribed knowledge are grouped according to the different themes to be studied. <ul style="list-style-type: none"> ○ Population ○ Economy
Evaluation Criteria	
<p>Evaluation Criterion for Know-How</p> <ul style="list-style-type: none"> • Appropriate use of knowledge <p>Evaluation Criterion for Competency 1</p> <ul style="list-style-type: none"> • Coherent representation of the organization of a territory <p>Evaluation Criterion for Competency 2</p> <ul style="list-style-type: none"> • Establishment of the dynamics of a territorial issue 	<p>Proficiency in Subject-Specific Knowledge</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 wording of the criteria presented here differs from the wording in the program of study. It has been modified to reflect the current orientations.

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 a territory
- Characterize a territory
- Identify differences and similarities
- Determine causes and consequences
- Establish connections between facts
- Establish causal connections

Coherent representation of the organization of a territory

This criterion evaluates the adult learner's ability to produce a description highlighting distinctive elements of the organization of part or all of the administrative region's territory.

Establishment of the dynamics of a territorial issue

This criterion evaluates the adult learner's ability to develop an explanation highlighting the dynamics of a territorial issue for the administrative region.

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

Competency 1, *Understands the organization of an administrative region*, and Competency 2, *Interprets an issue at play in an administrative region*: 100%

Knowledge

The examination must cover the majority of the knowledge to be acquired for each of the two themes.

The administrative region covered in the objects of study and the objects of interpretation must be the same as the region presented to the adult learner during their learning.

Theme and designated focus	Object of study	Object of interpretation	Geographical knowledge related to each theme
<p>Population</p> <p>with a focus on population vitality</p>	<p>Sociodemographic organization</p>	<p>Dealing with the aging of the population</p>	<ul style="list-style-type: none"> • Natural increase • Citizen involvement • Location and natural environment • Migration • Rural and urban populations • Social profile • Population structure
<p>Economy</p> <p>with a focus on resource diversity</p>	<p>Economic organization</p>	<p>Developing the regional economy</p>	<ul style="list-style-type: none"> • Economic activities • Economic development • Infrastructure • Location and natural environment • Standard of living • Workforce profile • Technological research and innovation • Distribution of business activities

Specifications for the Evaluation Instruments

Examination: Number of Parts, 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 the organization of a territory* and *Establishment of the dynamics of a territorial issue*.

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 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 distinctive elements of the organization of part or all of the administrative region's territory
- develop an explanation highlighting the dynamics of a territorial issue for the administrative region
- 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 both themes.

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 ³	NUMBER OF MARKS
Situate a territory	The adult learner must identify the location of a geographical feature or a territory on a map.	1 or 2
Characterize a territory	The adult learner must highlight the specific characteristics of a territory.	2
Identify differences and similarities	The adult learner must identify a difference with regard to one or more points of comparison.	2
	The adult learner must identify a similarity with regard to one or more points of comparison.	2
	The adult learner must identify the specific point on which two actors or two geographers disagree (divergence).	2
	The adult learner must identify the specific point on which two actors or two geographers agree (convergence).	2
	The adult learner must identify differences and similarities with regard to actors' points of view or geographers' interpretations. The actors may be individuals, groups of people, organizations or institutions.	3
Determine causes and consequences	The adult learner must identify an explanatory factor, that is, a fact that explains a phenomenon. The explanatory factor may consist of events, interests, objectives, influences, geographical features or actions.	2
	The adult learner must identify a fact that results from a phenomenon.	2
Establish connections between facts	The adult learner 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 adult learner must establish a logical connection between facts.	3

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

Part 2: Coherent representation of the organization of a territory

The task evaluates the adult learner's ability to produce a description highlighting distinctive elements of the organization of part or all of the administrative region's territory.

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
Identifies the topic of the description	The adult learner must identify the topic of the description. To do this, the adult learner must identify the phenomenon (e.g. a fact, a natural or human factor, a natural or cultural characteristic, a territory) to be described in relation to part or all of an administrative region.	2
Provides details on connected elements	The adult learner must provide details on the connected elements related to the topic of the description. To do this, the adult learner must identify facts that are interrelated.	6

Part 3: Establishment of the dynamics of a territorial issue

The task evaluates the adult learner's ability to develop an explanation highlighting the dynamics of a territorial issue for the administrative region.

The task must make reference to the *Document File* included in the examination. The task in Part 3 does not relate to the same theme 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
Indicates the elements of the answer	The adult learner must indicate the elements of the answer. To do this, the adult learner must identify causes and consequences.	4
Supports the elements of the answer with facts	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"> • identify facts that illustrate them, such as manifestations, actions or statistical data or • identify facts that explain them 	4

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 geographical sketches of landscapes, thematic maps, aerial photographs, satellite images, written documents, graphs and tables. 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 theme 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 providing 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 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 presents 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

For Part 2, the adult learner must select only those documents in the *Document File* that relate to the question. 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. or 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. or 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 a territory

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

Situate a territory	1 mark	0 marks
	The adult learner situates the territory.	The adult learner does not situate the territory.

or

Situate a territory	2 marks	0 marks
	The adult learner situates the territory.	The adult learner does not situate the territory.

or

Situate a territory	2 marks	1 mark	0 marks
	The adult learner situates the two territories. (2 out of 2)	The adult learner situates one of the territories. (1 out of 2)	The adult learner does not situate the territories. (0 out of 2)

Characterize a territory

- *The adult learner must highlight the specific characteristics of a territory.*

For questions requiring a written answer:

Characterize a territory	2 marks	1 mark	0 marks
	The adult learner correctly characterizes the territory.	The adult learner characterizes the territory to some extent.	The adult learner characterizes the territory incorrectly or does not characterize it.

For questions to which the answer consists of document numbers:

Characterize a territory	2 marks	1 mark	0 marks
	The adult learner identifies the characteristics of the territory. (2 out of 2)	The adult learner identifies certain characteristics of the territory. (1 out of 2)	The adult learner does not identify the characteristics of the territory. (0 out of 2)

or

Characterize a territory	2 marks	1 mark	0 marks
	The adult learner identifies the characteristics of the territory. (3 out of 3)	The adult learner identifies certain characteristics of the territory. (2 out of 3)	The adult learner does not identify the characteristics of the territory. (1 or 0 out of 3)

or

Characterize a territory	2 marks	1 mark	0 marks
	The adult learner identifies the characteristics of the territory. (4 out of 4)	The adult learner identifies certain characteristics of the territory. (3 or 2 out of 4)	The adult learner does not identify the characteristics of the territory. (1 or 0 out of 4)

Identify differences and similarities

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

Identify differences and similarities	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 identify a similarity with regard to one or more points of comparison.*

Identify differences and similarities	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 identify the specific point on which two actors or two geographers disagree (divergence).*

Identify differences and similarities	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 identify the specific point on which two actors or two geographers agree (convergence).*

Identify differences and similarities	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 identify differences and similarities with regard to actors' points of view or geographers' interpretations. The actors may be individuals, groups of people, organizations or institutions.*

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

Note: An adult learner who simply identifies the three 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.

Determine causes and consequences

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

For questions requiring a written answer:

	2 marks	1 mark	0 marks
Determine causes and consequences	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

	2 marks	1 mark	0 marks
Determine causes and consequences	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 document numbers:

	2 marks	1 mark	0 marks
Determine causes and consequences	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

	2 marks	1 mark	0 marks
Determine causes and consequences	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)

Establish connections between facts

- The adult learner 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 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

Establish connections between facts	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

Establish connections between facts	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.

Establish causal connections	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 reflects the meaning of the answer provided in the *Marking Guide*.

Part 2

The question in Part 2 is associated with the evaluation criterion *Coherent representation of the organization of a territory*. This criterion evaluates the adult learner's ability to produce a description highlighting distinctive elements of the organization of part or all of the administrative region's territory.

Rubric
Criterion: *Coherent representation of the organization of a territory*

Identifies the topic of the description			
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	/2
Provides details on connected elements			
First connection	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
Second connection	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
Total			/8

Part 3

The question in Part 3 is associated with the evaluation criterion *Establishment of the dynamics of a territorial issue*. This criterion evaluates the adult learner's ability to develop an explanation highlighting the dynamics of a territorial issue for the administrative region.

Rubric
Criterion: *Establishment of the dynamics of a territorial issue*

	Indicates the elements of the answer	Supports the elements of the answer with facts	
First element of the answer	correctly. 2 marks	The adult learner supports the element sufficiently. 2 marks	/4
	The adult learner indicates the element to some extent. 1 mark	to some extent. 1 mark	
		insufficiently. 0 marks	
	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	
Second element of the answer	correctly. 2 marks	The student supports the element sufficiently. 2 marks	/4
	The adult learner indicates the element to some extent. 1 mark	to some extent. 1 mark	
		insufficiently. 0 marks	
	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	
Total			/8

