



# HULL ADULT EDUCATION CENTRE

## STANDARDS AND PROCEDURES

### For EVALUATIONS FOR CERTIFICATION And COURSE SYLLABUS

**SUBJECT/DEPARTMENT: ECONOMICS, HISTORY, COMPUTERS,  
GEOGRAPHY: OPTIONS**

**TEACHERS RESPONSIBLE FOR EXAM INVIGILATION: MARTIN  
SCHEINBERG**

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## STANDARDS IN ORDER OF THE ASSESSMENT PROCESS<sup>1</sup>

### STEP 1 : PROCEDURES BEFORE THE EXAM

1.1 Criteria/evidence of support learning required for student to write the evaluation for certification: **Students must complete all module tests.**

1.2 Special exam conditions<sup>2</sup>: **The Centre's administration is authorized to implement the measures below for adults with special needs. A report analyzing the adult's situation must be included in the adult's file. The relevance of the measure in terms of the adult's specific need, as recognized by WQSB Complementary Services personnel, must be indicated in the adult's file.**

- **The adult must use this measure regularly and the adult must have been involved in the decision to use this measure.**
- **A tool must never perform the task for the adult.**
- **The adult must be continuously monitored so that it can be confirmed on his or her final copy that he or she has used the authorized measure.**

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<sup>1</sup> **LOOK FOR ANY SANCTIONS RELATED TO "GEA" (GENERAL EDUCATION ADULT) IN *Administrative Guide for the Certification of Studies and Management of Ministerial Examinations*, Chapter 4 "Evaluation of Scholastic Learning" and Chapter 5 "Support Measures for the Evaluation of Learning" in [http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/dpse/sanction/Guide-sanction-2015\\_ang.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/sanction/Guide-sanction-2015_ang.pdf)**

<sup>2</sup> Refer to 5.2.2 "Support Measures" in *ibid.*  
or 5.2.2 "Mesures d'adaptation pour l'évaluation des apprentissages" *Guide intégré 2015*

- Extending the time allotted for the examination by up to one third of the time normally allowed. the examination must, however, be administered in a single day and certain arrangements must be made to ensure that the time is extended without the adult coming into contact with other adult learners during lunchtime or breaks.
- Allowing the presence of an attendant (interpreter, invigilator, etc.) who provides the adult with the necessary assistance relative to the specific needs identified in the adult's file. the attendant must not ask any leading questions, clarify questions by explaining them, make suggestions that might influence the adult's answers, correct spelling or grammar or make any changes whatsoever to the adult's answers.
- The attendant may read an examination to the adult, except when the reading competency is being evaluated in the language of instruction.
- Allowing students to use a reading aid (e.g. voice synthesizer) and a writing aid (e.g. grammar and spelling software, word prediction software) for the ministerial examinations (including reading comprehension examinations in the language of instruction).
- Any voice recognition function must be de-activated for the duration of the examination that evaluates the writing competency.
- Allowing adults to use a computer, while respecting certain conditions: limiting internet access (except for those examinations where such access is permitted), prohibiting communication between the different workstations on a network, providing technical assistance before and during the examination session, ensuring that documents are saved several times throughout and providing a final printed copy of the examination in 12-point font. this copy must include a footer indicating the adult's name and permanent code, the invigilator's name, the examination course code and the date of the examination.
- Allowing adults to use various writing implements.
- Allowing adults to give their answers using a tape recorder.
- Allowing adults to use a reading aid such as a monitor, magnifying glass or inclined reading stand.
- Allowing adults to take the examination in an isolated location, with supervision.

1.3 Identification of the student's name and student number and date of examination on all student booklets and mark summaries of all exams. Mandatory on all exams.

**Martin Scheinberg**

1.4 Student's name **MUST** appear on course attendance list on the date s/he writes the course exam. **Martin Scheinberg**

1.5 Sequencing of exam parts: **Are written following completion of a given portion of the course. Sequencing dependent upon specific exam instructions.**

1.6 Prescribed time for administering exam: **Dependent on the specific exam requirements.**

Procedures to follow if exam is longer than 120 minutes: **Depending on the specification of time allowed for each exam part. Evaluations for certification may be administered over two class periods.**

1.7 Exam only conditions, if applicable:

**If formally requested, and student has acquired the competencies set as the course objectives.**

1.8 Confidentiality of materials:

Designated area(s) for exam writing:

**All competencies to be evaluated are done in immediate proximity to and direct supervision of the teachers.**

1.9 Theft or disappearance of Ministerial exam materials:

**Should a ministerial examination be stolen, the educational institution must:**

- **promptly notify the person in charge of the certification of studies and administration of ministerial examinations of the situation**
- **promptly notify the director of the direction de la sanction des études, who, after discussion with the educational institution, will decide on the immediate course of action**
- **send a written report to the director of the direction de la sanction des études describing the causes and circumstances of the theft**
- **when a breach in confidentiality is brought to the attention of a staff member of a school or centre, use of this ministerial examination for the purposes of evaluation of learning must stop immediately.**

Local exam materials:

- **A written report will be sent to the centre director, and then exam will be altered.**

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## **STEP 2: Procedures DURING THE EVALUATION PROCESS**

2.1 Authorized materials allowed during examinations: **Pen and exam. Computer for computer exams.**

2.2 Use of electronic devices and cellphones: **Not permitted**

2.3 Academic offences

Cheating:

- **When a candidate is discovered cheating or deliberately assisting another person, his or her copy is confiscated and s/he is asked to leave the room. the fail code or mark of 0 will be transmitted to the Ministry.**

- The Centre will then determine whether or not, and under what conditions, the evaluation may be retaken. the student may be suspended from the centre subject to administrative discretion.

Plagiarism:

Plagiarism will have the same consequences as cheating.

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### STEP 3: Procedures after the evaluation process:

3.1 Materials to be collected from student: All adult booklets, resource booklets and notes will be collected.

3.2 Marking and recording exam results:

Exams will be marked in accordance with the rules for each examination. correction keys (criterion-referenced rubrics) will be used in their entirety and observation and marking instructions from the examiner's booklet will be followed.

3.3 Copyright procedures for exam materials, if applicable:

- If required, a mandatory copy log (literary works) will be submitted to Copibec for each specified period:
  - Per 1 (July 1st – Nov 30th);
  - Per 2 (Dec 1st – March 31st);
  - Per 3 (April 1st – June 30th).

3.4 Student performance criteria: 60% overall

3.5 Transmission of results:

- Deadline for transmission to office: Five working days
- Format of Academic Results sheet: HAEC student results template
- Failure: Submit the mark and write *échec*
- Course Complete: Once student has completed the entire program, indicate "course complete" on mark template.
- Abandon: AD

3.6 Confidentiality of results:

- At no time will examinations (current or obsolete) be used as evaluation to support learning or as classroom practice exercises or for pretest purposes.
- No information related to the content of the examinations will be divulged to students *before* the examinations are administered.
- In order to ensure the integrity of the examinations, copies of examinations and related materials (e.g. answer sheets, work sheets, evaluation forms) must never be corrected, shown, given to students or reviewed in their presence *after* a ministerial examination has been administered. This is to ensure confidentiality

- and equity of the evaluation in the event that it is used again for a retake, as there are a limited number of versions of examinations available.
- Exams will be carried in sealed envelopes or boxes and stored in a locked cabinet.
  - Teachers will inform the student of his or her results and advise which evaluation criteria they have failed without compromising the confidentiality of the exam.

### 3.7 Storage of written exams:

- Storage location of marked exams: **under lock & key in administrative office.**
  - Length of time to store written exams: **Three years**
  - Shredding/disposal of written exams: **Shredding is done annually at the end of school year by a certified company**
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## **Step 4: Procedures FOR EVALUATION RETAKES**

### 4.1 Entitlement to retakes:

- **Yes, for History and Computers, when exam counts for 100% of grade.**
- **No, for Economics and geography where written assignments and average of all exams count towards final grade.**

### 4.2 Remediation process before first, second, third retake:

- **Student must indicate proficiency to teacher either orally or by completing additional pre-tests.**

### **Teachers responsible for preparing *HAEC Standards & Procedures*:**

School Year: 2017-2018

Name(s): Martin Scheinberg

Signatures:



Director: Scott Cavers

Date: August 30th, 2017

## **Economics Description**

**Economics is essentially the study of money. The course first looks at the roles played by different forms of business organizations as well as the laws of supply and demand. It then goes on to look at how a business is set up, operated and how its level of success can be measured. We then look at the labour force and unions followed by consumption and things that influence our buying habits such as advertisement. We then look at such practical topics as credit, mortgages, debt and investments. The course then examines financial institutions (banks, Caisses populaires) and then looks at Government & Public finances (ie. taxation). Finally we will be examining the international economy and will delve into such relevant issues as foreign exchange and characteristics of less developed countries.**

**The course itself is actually two courses in one. The first half is three credits and consists of three tests and one assignment. The second half is two credits and consists of two tests and one assignment.**

## Spanish Course Description

Spanish is the second most spoken language in North America and is thus very useful to learn. This course is an introduction to the language and assumes that the student knows nothing about Spanish. The course begins with the alphabet and some basic phrases. It then proceeds to cover the basic grammar as well as the present tense of many verbs.

Students who take this course have to be willing to talk as it's impossible to learn a course simply by listening to the teacher. Therefore, students will be expected to converse and repeat the pronunciation of letters, words and sentences when asked.

There are a wide range of excellent Spanish exercises on the internet and students will have the opportunity to work on them on computers and on the Smart Board.

The final grade will be averaged from several tests, one or two oral assignments and a very short written assignment.

## **Course Description**

### **International relations/Geography**

**International relations is, as the name would suggest, the study of relationships between various nations. The course primarily focuses upon current events and the state of the world since 9-11. Hence we will look at such issues as Canadian-U.S. relations, 9-11, the war in Afghanistan etc. In addition we will examine key organizations like the U.N and NATO.**

**In order to properly understand where we are today, the course first examines global geography and how the map of the world has changed over time. In addition the course looks at the history of the world from 1945-present and how we moved from the Cold War ( the period in which the U.S. and the USSR competed for nuclear superiority and brought the world to the brink of nuclear war) to the post 9-11 period (in which Canada, the U.S. and our allies are fighting terrorism in the middle east and at home).**

**We also look at a few historical movies, followed by documentaries on the same subject in order to see how Hollywood often fictionalizes historical events. Evaluation is based on your grades for several assignments (one of which will be a Power Point presentation) and exams.**

## **History Of Quebec And Canada** **Course Description**

**The History of Quebec and Canada examines the evolution of our history from the period of pre-European contact with the natives until the present. We begin by looking at Native Society and some of the key similarities and differences between the three native linguistic groups, the Algonquians, Crees, and Iroquoians. We then look at how the native way of life was changed by the arrival of the Europeans. The course then examines the Society of New France and the War for the continent with the English, which results in the French defeat at the Plains of Abraham and the creation of a new British North American society. We then look at the period from 1760-1867 in which the map of North America changes frequently, following several constitutions and the American Revolution.**

**The second part of the course begins in 1867 with the creation of Canada and examines the early years of Confederation in which there was a constant threat of American Invasion. We then look at how Canada was affected by three of the most important events of the twentieth century (World War I, The Great Depression and World War II). We then examine Quebec in the 1960's and 1970's and look at the beginnings of the separatist movement, which is still very strong today. Finally, we look at the post 1980 period which saw Canada blossom into a prosperous, Multicultural society.**

**This course is essentially two courses in one as there is a final exam at the end of each part of the course. Many students who have trouble passing history at high school find it easier to pass in Adult ed. Since there is basically half as much material to study as there is on the secondary final. The students also do a number of printed and computerized review exams and exercises.**