SUJET 1: Histoire - The British at war

**Document 1**

I have nothing to offer but blood, toil, tears and sweat... We have before us an ordeal of the most grievous kind. We have before us many long months of struggle and of suffering. You ask what is our policy? I will say it is to wage war by sea, land and air, with all our might, with all the strength that God can give us... to wage war against the monstrous tyranny, never surpassed in the dark and lamentable catalogue of human crime. That is our policy. You ask what is our aim? I can answer in one word: victory. Victory at all costs! Victory in spite of all terror! Victory out of a long hard road maybe... For without victory there is no survival. Let that be realized. No survival for the British Empire. No survival for all that the British Empire stood for. No survival for the urge and impulse of the ages that mankind will move forward towards its goal. But I take up my task with buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. At this time, I feel entitled to claim the aid of all. And I say: «Come then! Let us go forward together with our united strength!»

Winston CHURCHILL, Prime Minister, May 13 1940.

**Document 2:** Women called to meet wartime labour shortage - JU

Unmarried women in their twenties now face the call-up. Female conscription was announced today by Winston Churchill as one of the series of moves to combat a critical labour shortage. The government is also requiring married women up to the age of forty and single women in their thirties to register as labour which will be directed to the industries.

Single women in their twenties will be sent to join the police, fire services or to non-combat roles in the forces. Taking account of certain exemptions, the new conscription will cover nearly 1.7 million single women.

Westminster, December 4 1941, *Chronicle of Britain.*
Front page of *The Saturday Evening Post*, December 30 1939.

**QUESTIONS (8 points)**

**Question 1 (document 1)**

In what way does Winston Churchill encourage the British people to fight Germany?  

4 pts

**Question 2 (document 2)**

How were British women involved in the war effort?  

2 pts

**Question 3 (document 3)**

From the front page of the *Saturday Evening Post* explain the consequences of the war for children.  

2 pts

**PARAGRAPHE ARGUMENTÉ (10 points)**

From all three documents and from your own knowledge write a paragraph of fifteen to twenty lines in your own words showing how the whole country was involved in the war effort.
Propaganda and the call to arms in the First World War

Document 1: Horrible Stories of German Fiendishness

British war correspondents in Belgium have seen little murdered children with roasted feet. The tiny mites were hung over a fire before they were slain. This was done by German troops - men with children of their own at home, or with little brothers and sisters of the same age as the innocents they torture before killing.

At Tirlemont the Special Correspondent to The Times met a peasant woman who told him that her babes had been trampled to death under the hoofs of the Uhlans. As the Englishman was considering that he had only the woman’s word for this atrocity, he saw a little girl come staggering along the road, as if she were blind. He found that her eye and cheek were laid open. This had been done, not by a chance bullet, but by a deliberate thrust of an Uhlán’s lance, who charged upon the innocent child in sheer devilish sport.

The things done to Belgian girls and women, before their tortured, lifeless bodies with battered faces were thrown into a ditch, are so unspeakably dreadful that details cannot be printed.

The War Illustrated, September 5, 1914.

Document 2

Women of Britain come into the factories: poster, 1914.
Document 3: 5 reasons why Irishmen should join the army

1. The country is engaged in a just war.
2. We were pledged to defend the sacred rights and liberties of Belgium.
3. Had we not struck a blow for Belgium our name would have been disgraced among the nations of the world.
4. If the Germans came to Ireland they would be our masters and we should be at their mercy - what that mercy is likely to be can be judged by Germany's treatment of Belgium.
5. During the war thousands of Irish soldiers have upheld the reputation of Ireland as one of the great fighting races of the world. Never have Irish soldiers shown greater devotion, more splendid heroism, or more cheerful courage than they have displayed on the battlefields of Belgium. IRISHMEN! More MEN are wanted NOW.

ENLIST TO-DAY.

Recruitment poster, 1914.

QUESTIONS (8 points)

Question 1 (document 1)

In what way would this report influence public opinion? 2 pts

Question 2 (document 2)

What is the message given to British women in this poster? 2 pts

Question 3 (document 3)

How does the British government urge the Irishman reading the recruitment poster to enlist? 4 pts

PARAGRAPHE ARGUMENTÉ (10 points)

From all three documents and from your own knowledge write a twenty line paragraph in your own words to show how the British government used propaganda to call for total mobilisation of society in the First World War.
DIPLÔME NATIONAL DU BREVET
SESSION DE 2000
CORRIGÉ
OPTION INTERNATIONALE - Section Anglaise
HISTOIRE - GÉOGRAPHIE et ÉDUCATION CIVIQUE
Durée : 2 h 00 - Coefficient : 2

PREMIÈRE PARTIE : HISTOIRE (18 points)

◆ SUJET 1 : Histoire - The British at war

QUESTIONS (8 points)

Question 1 (document 1)
In what way does Winston Churchill encourage the British people to fight Germany?

Winston Churchill encourages the people of Britain to fight with all their energy against the enemy of mankind. He invites them to join him in a bloody battle in which self-sacrifice and great suffering should be the norm. The fight must bring the people together and they must recognise that the struggle will be a long and terrible one. There are no illusions in this text, there are no romantic visions and the harsh reality of the speech leaves little doubt but that the struggle will be the turning point for survival. In spite of this Churchill asks the British to hope, to believe in the combat which they must join and so fight for the very survival of their island and also for all the principles in which they believe.

4 pts

Question 2 (document 2)
How were British women involved in the war effort?

British women were called up by conscription to fill the spaces left by the men who had gone off to the war. All categories of women were involved and needed to work in factories and other places to produce the weapons and foodstuffs which the men needed in their battle against the Germans. Women will be needed in all walks of life to do important jobs.

2 pts

Question 3 (documents 3)
From the front page of the Saturday Evening Post explain the consequences of the war for children.

The consequences of the war as far as children were concerned were often dramatic. Here a child is portrayed being sent away from the cities where the bombing was heaviest. The child wears a gas mask and is clutching on to an umbrella. There is a baggage ticket with the child's destination etc. The emphasis is of the child being bundled off to an unknown destination and that this is a new and distressing upset in their young lives.

2 pts
PARAGRAPH ARGUMENTÉ (10 points)

The whole country was involved in the war effort.

_The whole of Britain had to be involved if there were to be victory. Every man, woman and child had to do their bit if the country were to survive the ordeal. From the government down through the ranks of the armies to the women and children of Britain, the greatest effort and sacrifice was demanded and required. Every person had their place in this conflict._

◆ SUJET 2 : Histoire

Propaganda and the call to arms in the First World War

QUESTIONS (8 points)

Question 1 (document 1)

In what way would this report influence public opinion?

_Obviously the intention is to inflame public feeling against the Germans, feelings of revolt, anger, revenge and distrust. The emphasis is on the barbaric nature of the German cavalry’s attacks on innocent children. The message is clear: enlist in the army today to stop this kind of action happening in Belgium - and also to stop it from ever reaching Britain. Great Britain is the Guardian of the weak and innocent and she (and her soldiers) have a role to play in this conflict._

2 pts

Question 2 (document 2)

What is the message given to British women in this poster?

_The message here is a call to arms (in this case a call to work). British women are needed to produce aeroplanes and tanks and it is they who are now required to work in the factories (all of these are in the poster). The men have gone off to war (they are flying the planes which are passing overhead and they will be using the tanks which are in the background. In other words: women of Britain you are needed to help with the war effort. The poster appeals to women and offers them the joy of helping to win the war and gives them a useful role to play in society. There is a sentiment of liberation._

2 pts

Question 3 (document 3)

How does the British government urge the Irishman reading the recruitment poster to enlist?

_The British government urges the Irish to join up by flattering them and by putting them on their guard as far as the Germans are concerned. The poster appeals to their sense of pride and honour and warns them against disgracing their country. There is a religious slant to the poster suggesting it would be a sin not to defend the just cause. Ireland has now a reputation for the bravery and valour of her sons, the message is to keep that tradition alive. The poster develops a feeling of national pride and a sense of belonging to something greater than that which they are._

4 pts

PARAGRAPH ARGUMENTÉ (10 points): some guidelines

The British government used propaganda to call for total mobilisation of society in the First World War.

_The British government influenced and manipulated public opinion through the medias. Each social group was targeted with messages and arguments which would stir up patriotic feeling and the spirit of resistance. Men, women and children could all serve a purpose of one kind or another, whether it be military service, factory work, or other occupations. The Irish are called into service also to remind them of their allegiance and loyalty._

2/3
DIPLÔME NATIONAL DU BREVET
SESSION DE 2001

SUJET

OPTION INTERNATIONALE - Section Anglaise

HISTOIRE - GÉOGRAPHIE et ÉDUCATION CIVIQUE

Durée : 2 h 00 - Coefficient : 2

L’usage de la calculatrice et du dictionnaire n’est pas autorisé

Cette épreuve comporte 3 parties
Une première partie : Histoire et Géographie
Une deuxième partie : Éducation Civique
Une troisième partie : Repères chronologiques et spatiaux

PREMIÈRE PARTIE : HISTOIRE

⇒ Le candidat choisit l’un des deux sujets suivants

SUJET 1 : Fascists
- Questions (8 points)
- Paragraphe argumenté (10 points)

SUJET 2 : Marshall Plan
- Questions (8 points)
- Paragraphe argumenté (10 points)

DEUXIÈME PARTIE : ÉDUCATION CIVIQUE

⇒ Le candidat traite le sujet suivant

SUJET : Droit de vote et démocratie
- Questions (4 points)
- Paragraphe argumenté (8 points)

TROISIÈME PARTIE : REPÈRES CHRONOLOGIQUES ET SPATIAUX

SUJET : Le parcours du Paris-Dakar 2000-2001 (6 points)
⇒ Feuille à rendre obligatoirement avec votre copie d’examen

Maîtrise de la langue (orthographe et expression écrite) (4 points)
SUJET 1 : Fascists

Document 1

« The Fascists would strike without warning at night... They would beat their opponents with the manganello ¹. Peasants would be left chained naked to trees dozens of miles from their homes, while the attackers would file back into the city in the early morning singing:

They killed Giovanni Berta, Fascist of the Fascisti,
So vengeance, we'll take vengeance on all the Comunisti.

or:

To arms, to arms – We are the Fascisti, Death to Comunisti.

In fact the Communists were far from being the only targets. The violence was systematic: in two months four hundred labour exchanges, cooperatives, and Socialist clubs were destroyed, twenty town halls were invaded, sixty-eight regional and municipal councils were forced to resign. At least two hundred and fifty persons were killed, of whom only forty were Fascists.

Sandro Carosi, a pharmacist, soon became notorious in the Pisa area. He never went out without his Mauser ². One day he and two other squadristi went into an inn that was a meeting place for Socialist and Communist peasants. There was an uneasy silence. In the spirit of fun, Carosi lined a peasant against a wall, placed an apple on his head, and fired at it. He killed the peasant. No one dared to intervene, or even to testify in court, and Carosi continued his career. His invariable remark when he introduced himself was: ‘Sandro Carosi – fifteen political murders’.”

M. Gallo, Memoirs, 1934.

¹ manganello: a club (used to beat people).
² Mauser: a kind of rifle.
Document 2

« When I returned from the war, just like so many others, I hated politics and politicians, who, in my opinion, had betrayed the hopes of the soldiers, reducing Italy to a shameful peace and a series of humiliations. To struggle, to fight to return the country to Giolitti (pre- and post-WWI Italian Liberal leader)? No, better destroy everything in order to build everything up again from the bottom. Many at that time, even the most generous, tended towards Communist nihilism. And certainly, in my opinion, without Mussolini, three quarters of the youth of Italy returning from the trenches would have become Bolsheviks. They wanted a revolution at any cost. »

From The diary of Italo Balbo, a leading young Fascist, 1922.

QUESTIONS (8 points)

Question 1 (document 1)

Explain in your own words what methods were used by the fascists in the early 1920s and who their 'targets' were? 4 pts

Question 2 (document 2)

Explain in your own words how ex-soldiers felt about the post-war peace settlements and why they were tempted by 'nihilism'? 4 pts

(nihilism: belief that existing institutions have to be completely destroyed in order to make way for new institutions)

PARAGRAPHE ARGUMENTÉ (10 points)

From all two documents and from your own knowledge of the period write a paragraph of twenty lines in your own words explaining why so many Italians joined or supported Mussolini's newly-created Fascist Party between 1919 and 1922. 10 pts

+ 2 points pour l'orthographe et l'expression écrite
Document 2

"Europe's requirements for the next three to four years of foreign food and essential products – principally from America – are so much greater than her present ability to pay that she must have substantial additional help or face economic, social and political deterioration of a very grave nature...
Our policy is directed not against any country or doctrine but against hunger, poverty, desperation and chaos. Its purpose should be the revival of a working economy so as to permit the emergence of political and social conditions in which free institutions can exist..."

Document 3

"Two opposite political lines have formed.
On the one side the policy of the USSR and democratic countries directed towards undermining imperialism and strengthening democracy; on the other hand is the policy of the USA and England directed towards the strengthening of imperialism and the weakening of democracy...
The Truman-Marshal Plan is only a constituent part, the European, of the general plan of the world expansionist policy carried out by the United States in all parts of the world. The plan of economic and political enslavement of Europe by American imperialism is supplemented by plans for the economic and political enslavement of China, Indonesia, South America."

The Manifesto of Cominform, October 1947, (Cominform was the Communist Information Bureau set up in 1947 to spread Communist ideas world-wide).

QUESTIONS (8 points)

Question 1 (document 1)

Explain why western European countries felt threatened at the end of the Second World War. 3 pts

Question 2 (document 2)

Explain in your own words why the US thought it necessary to help Europe economically after the Second World War. 3 pts

Question 3 (document 3)

Explain in your own words what reasons were given by Cominform for rejecting the Marshall Plan. 2 pts

PARAGRAPHE ARGUMENTÉ (10 points)

From all three documents and from your own knowledge of the situation, write a paragraph (20 lines) explaining why the US proposed the Marshall Plan in 1947 and why the Soviet bloc rejected it.

+ 2 points pour l'orthographe et l'expression écrite
DIPLOMÉE NATIONAL DU BREVET
SESSION 2004

SUJET

Série Collège - Option Internationale - Section Anglaise
HISTOIRE - GÉOGRAPHIE et ÉDUCATION CIVIQUE

Durée : 2 h 00 - Coefficient : 2

L'usage de la calculatrice et du dictionnaire n'est pas autorisé

Cette épreuve comporte 3 parties
Une première partie : Histoire et Géographie
Une deuxième partie : Éducation Civique
Une troisième partie : Repères chronologiques et spatiaux

PREMIÈRE PARTIE : HISTOIRE ET GÉOGRAPHIE

❖ Le candidat choisit l'un des deux sujets suivants

SUJET 1 : Le Japon, une puissance mondiale avec des limites.
- Questions (8 points)
- Paragraphe argumenté (10 points)

SUBJECT 2: The United States and World War One
- Questions (8 Marks)
- Writing (10 Marks)

DEUXIÈME PARTIE : ÉDUCATION-CIVIQUE

❖ Le candidat traite le sujet suivant

SUBJECT: Citizens' Rights: Access for All in Public Places
- Questions (4 Marks)
- Writing (8 Marks)

TROISIÈME PARTIE : REPÈRES CHRONOLOGIQUES ET SPATIAUX

SUJET : Quand La Poste nous fait découvrir les régions françaises. (6 points)

❖ Feuille à rendre obligatoirement avec votre copie d'examen

Maîtrise de la langue (orthographe et expression écrite) (4 points)
**SUBJECT 2: The United States and World War One**

**Document 1:**

In those early days of the war the *Sunpapers*, like all the other American newspapers, were full of dispatches from Paris and London announcing vast and incredible French, Belgian and Russian victories. (.......) It was obvious from the start that American opinion was being influenced by the enormous propaganda flowing out of England, and that American officialdom, under the leadership of the Anglomaniacal Woodrow Wilson, was going the same way.


**Document 2:**

a) THE LUSITANIA TORPEDOED BY GERMAN PIRATES: THE HUNS CARRY OUT THEIR THREAT TO MURDER: FAMOUS CUNARDER SUNK OFF THE IRISH COAST


b) A CRIME THAT HAS STAGGERED HUMANITY: THE TORPEDOING OF THE LUSITANIA

Headline, *The Illustrated London News*, June 1915

**Document 3:**

![Cover of an American song sheet (1918)](image_url)
QUESTIONS (8 Marks)

Document 1:

Question 1: Explain the journalist's view of the French and British press reports (2 marks).

Question 2: What is H.L. Mencken's opinion of the American president and his administration? (1 mark)

Document 2 a and b:

Question 3: What event is described here. How is it described? (3 marks)

Document 3:

Question 4: Who exactly is Wilhelm? (1 mark)

Question 5: What important information does this document give us? (1 mark)

WRITING (10 Marks)

From all these documents and from your own knowledge, write between 15 and 20 lines to explain the United States' involvement in World War One.
DEUXIÈME PARTIE : ÉDUCATION CIVIQUE

◆ SUBJECT: Citizens’ Rights: Access for All in Public Places

Document 1:

Document 2:

Both sources: DNA (Dernières Nouvelles d’Alsace), March 12th 2004
Document 3:

According to a study carried out in France in 2001, 27% of town halls, 42.6% of post offices, 65.9% of cinemas and 71.1% of municipal museums are still inaccessible for people of reduced mobility. More than 1.4 million people have reduced mobility status in France.

Translated from DNA (Dernières Nouvelles d’Alsace), March 12th 2004

QUESTIONS (4 Marks)

Document 1:

Question 1: Describe and comment on this scene.

Document 2:

Question 2: What does this photo show us?

Document 3:

Question 3: What do these figures illustrate?

WRITING (8 Marks)

From all three documents and from your own knowledge, write between 10 and 15 lines on the subject of access to public places for all.
Subject 2: The United States and World War One

Questions

Document 1:

Q.1 (2 marks)

* LM considers the French and British press reports as propaganda, they are biased towards their own troops (1).
* His use of "vast and incredible...victories" (1) when referring to the French, Belgian and Russian troops is contrary to the major German victories at the outset of the war (Belgium neutralised, Tannenburg victory on the Eastern Front).

Q.2 (1 mark)

* The journalist writes that the U.S. president is "Anglomaniacal", i.e. very Anglophile or pro-Britain despite the fact that the U.S. is officially neutral. As a result his administration follows suit (1).

Q.3 (3 marks)

* The sinking of the Liner Lusitania off the coast of Ireland in early May, 1915, by German U-boats, (4 x 0.5 = 2) (drowning almost 1,200 passengers of whom 118 were from the U.S.A).
* The language (pirates, Huns, murder, crime) shows the British bias (4 x 0.25 = 1).

Q.4 (1 mark)

* It is Wilhelm II, the German emperor, nicknamed "Kaiser Bill" by the British press. (2 x 0.5)

Q.5 (1 mark)

* This document shows us that by 1918 the USA had joined the war against Germany and the Central Powers.

Writing

- Throughout the 19th Century the US had an isolationist policy, with its population made up of European (economic/political) immigrants, it did not want to get involved in this "European Civil War."

* The US government was officially neutral but after the sinking of the Lusitania in May 1915 by German U-boats (and the loss of over a hundred American lives) this policy became more difficult.
* Historically/culturally the political elites of US and Britain were very close.
* Woodrow Wilson was re-elected in 1916 on the ticket of keeping the US out of the War.
* However, by 1917, the idealist president was trying to end the war via diplomacy ("Peace without victory") and

* the country had had time to prepare for its involvement in the war and joined the Allied side (late 1917), once the Russian army had negotiated its withdrawal with Germany (Brest-Litovsk).

* The arrival of "fresh" American troops was the final turning point in what was called the Great War so, although US involvement was late and its victims limited compared to its European counterparts, it was vital to the outcome of the war.
* From this point onwards, the US became "world policeman", a role it tried to reject at first by refusing to join the League of Nations in its attempt to return to its pre-war policy of isolationism.
DEUXIÈME PARTIE : ÉDUCATION CIVIQUE (12 points)

SUBJECT: Citizens’ rights: Access for All in Public Places

QUESTIONS

Q.1 (1; 5 mark)

This person’s access to the pedestrian (zebra) crossing is hampered (blocked) by a car parked on the crossing! This is, of course, illegal (against the law) but the driver has respected neither the law, nor those whose mobility is reduced (people in wheelchairs, with prams or pushchairs (strollers), with Zimmer frames, etc.)

Q.2 (1; 5 mark)

Paying for (probably the carpark / a parking space) a space which has probably been “equipped” with a “blue zone” limited to those with permits for mobility difficulties is not easy! The ticket machines are positioned to suit the “average” (understand mobile) adult!

Q.3 (1 mark)

There is still a lot to improve in order to make public buildings accessible to all!

WRITING

Access to public places, such as a cinema, a tax office or a post office is a right, in theory. “In theory,” because laws exist to guarantee access to public buildings and yet, as the documents show, these laws are often ignored and/ or not enforced or respected. Of course, those who flout the law are not doing it “on purpose” or “are only there for a second”!

Needless to say, this is little consolation for the person in the wheelchair, or the person with a pushchair! If we focus on the issue, we can often see vehicles that are parked on the pavement, scooters that block a pavement and even bicycles… Everyone thinks, “Oh, so what ?!” Of course, this uncivilised behaviour increases the risks of these limited mobility road-users so the offence is all the more serious.

It all boils down to a matter of respect, for a minimum of consideration towards the other, whoever it may be, yet this seems to be a rather tall order for some citizens. More effort should be made to make these people conscious of the difficulties they impose on others. First, by enforcing existing legislation and showing an example and then, perhaps, by launching a publicity campaign to make society aware of others’ difficulties. Ultimately, it is up to each citizen to contribute by making an effort on a personal and individual level! There is still a lot of work to be done.
DIPLÔME NATIONAL DU BREVET
SESSION 2005
SUJET
Série Collège - Option Internationale – Section Anglaise
HISTOIRE - GÉOGRAPHIE et ÉDUCATION CIVIQUE
Durée : 2 h 00 - Coefficient : 2

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Une première partie : Histoire et Géographie
Une deuxième partie : Éducation Civique
Une troisième partie : Repères chronologiques et spatiaux

PREMIÈRE PARTIE : HISTOIRE ET GÉOGRAPHIE

⇒ Le candidat choisit l’un des deux sujets suivants

SUJET 1 : Les migrations internationales de travail et le développement.
- Questions (8 points)
- Paragraphe argumenté (10 points)

SUJET 2 : The Normandy landings
- Questions (8 points)
- Writing (10 points)

DEUXIÈME PARTIE : ÉDUCATION CIVIQUE

⇒ Le candidat traite le sujet suivant

SUBJECT : The role of the civics programme in schools
- Questions (4 points)
- Writing (8 points)

TROISIÈME PARTIE : REPÈRES CHRONOLOGIQUES ET SPATIAUX

SUJET : Le tour du monde réalisé par Phileas Fogg. (6pts)
⇒ Feuille à rendre obligatoirement avec votre copie d’examen

Maîtrise de la langue (orthographe et expression écrite) (4 points)
◆ SUBJECT – The role of the civics programme in schools

Document 1:

Towards the end of 2000, Jack McConnell announced five national priority areas for education. Priority number 4 focused on values and citizenship and echoed developments in England under Crick but with a distinctively Scottish interpretation, not least the emphasis on education for citizenship, rather than citizenship education. For this, schools were encouraged to work with parents to teach pupils respect for self and one another and to experience the duties and responsibilities of citizenship by supporting pupils to achieve the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition. In 2001, McConnell said: "Scottish education must increasingly enable young people to acquire a thorough knowledge and appreciation of international and global issues and the necessary skills to enable them to participate actively and responsibly in the affairs of the 21st Century."

N.B. Jack McConnell is the Scottish First Minister
Source: http://www.leeds.ac.uk/educol/documents/00003495.htm

Document 2:


Document 3:

"BULLYING"
QUESTIONS

1. From document one say what the main objectives are in the civics programme in Scottish schools. (2 points)
2. Describe document 2. (1 point)
3. What is the message for children in document 3? (1 point)

WRITING

From all three documents and from your own knowledge, write between 10 and 15 lines saying why civics education is an essential part of society. (8 points)
DIPLÔME NATIONAL DU BREVET

SESSION 2006

SUJET

Série Collège – Option internationale section anglaise

HISTOIRE - GÉOGRAPHIE et ÉDUCATION CIVIQUE

Durée : 2 h 00 - Coefficient : 2

L’usage de la calculatrice et du dictionnaire n’est pas autorisé

Cette épreuve comporte 3 parties
Une première partie : Histoire et Géographie
Une deuxième partie : Éducation Civique
Une troisième partie : Repères chronologiques et spatiaux

PREMIÈRE PARTIE : HISTOIRE ET GÉOGRAPHIE

⇒ Le candidat choisit l’un des deux sujets suivants.

SUBJECT 1: The Soviet Union in the interwar years

- Questions (8 marks)
- Writing (10 marks)

SUBJET 2 : L’Union européenne, une puissance économique, un faible poids politique

- Questions (8 points)
- Paragraphe argumenté (10 points)

DEUXIÈME PARTIE : ÉDUCATION CIVIQUE

⇒ Le candidat traite le sujet suivant.

SUBJECT: Immigration and Citizenship

- Questions (4 marks)
- Writing (8 marks)

TROISIÈME PARTIE : REPÈRES CHRONOLOGIQUES ET SPATIAUX

SUJET : A travers la vie de Victor Hugo (6 points)

⇒ Feuille à rendre obligatoirement avec votre copie d’examen.

Maîtrise de la langue (orthographe et expression écrite) (4 points)
SUBJECT 1: The Soviet Union in the Interwar Years

Document 1:

Long live industry and financial development! Fulfill the 5-year plan in four years!

A Communist Party poster designed by Yuri Pimenov (Moscow, 1930)

Document 2:

A Soviet cartoon comparing production figures for the USSR with capitalist countries (1932)
Document 3:

When Valentina Fedotova was a 21-year-old student nurse in Kiev, a neighbour betrayed her to the NKVD (secret police) and, after a “trial” lasting a few minutes, she was convicted of “betraying the Motherland”, an umbrella term that carried a range of charges and with which nearly all political prisoners were charged. A military tribunal sentenced her to ten years of forced exile. She is one of hundreds of gulag survivors perhaps thousands; their exact number is not known who are eligible for voluntary resettlement under an $80 million World Bank programme that was due to have been approved in Washington next week.

Meanwhile, President Putin has unveiled a monument in the Kremlin to 17 heroes of the Great Patriotic War, among them Joseph Stalin.

Giles Whittell: Hope for the abandoned, The Times, Friday, June 1st 2001

QUESTIONS: (8 marks)

Document 1:

Question 1: Describe this document. (2 marks)

Document 2:

Question 2: What world problem does this Soviet cartoon.
Illustrate and what does it tell us about the capitalist powers compared to the communist world? (2 marks)

Document 3:

Question 3: What phenomenon is being described here and why is it in the news in 2001? (2 marks)

Question 4: What point is the journalist making when he refers to a recent ceremony involving the current Russian head of state? (2 marks)

WRITING: (10 marks)

From all these documents and from your own knowledge of the period, write between 15 and 20 lines on the Soviet Union in the interwar years (1924-1939) comparing it with at least one other European country during the same period.
SUBJECT: Immigration and Citizenship

Document 1:

Canadian Government documents (date unknown)

Document 2:

Article entitled "Come Hither," The Economist, December 3rd 2005
Document 3:

As though Britain were not enough on immigrants, it began this week to subject some of them to a multiple-choice exam. (......)

Other countries' quizzes reveal a breezy confidence about what their nations stand for. America tests new citizens by drawing questions from a sample list of a 100 that is heavy on patriotism and constitutional principal. Seven questions are about the flag. Canada's test stresses civic duty: Give an example of how you can show responsibility by participating in your community.

Britain's effort is hesitant by comparison. Would-be citizens are tested on three chapters of the booklet, Life in the United Kingdom. Two potential questions: how much less are women paid than men? And how many young people have taken illicit drugs? The closest thing to patriotism is an assertion that the "nation works reasonably well".

The author explains that the national culture is poorly defined, thanks to the lack of revolutionary heritage or a constitution. Britishness, he says, consists mostly of living in Britain. Instead of ideals, the nation has (unwritten) rules.

Citizenship: Quizzical: Britain tests its immigrants and the notion of Britishness. The Economist, November 5th 2005

QUESTIONS: (4 marks)

Document 1:

Question 1: What impression(s) do you get of immigration and citizenship as shown in these documents? (1 marks)

Document 2:

Question 2: What does this photograph show? Where exactly do you think it is? (1 marks)

Document 3:

Question 3: What news is given in this article? (1 mark)

Question 4: What explains the difference between the questions put to potential immigrants to the US and the UK? (1 mark)

WRITING: (8 marks)

From all three documents and your own knowledge, write between 10 and 15 lines on the subject of immigration and citizenship, past and present.
◆ SUBJECT 1 – The Soviet Union in the interwar years

QUESTION (8 marks)

DOCUMENT 1:

Question 1: Describe this document. (2 marks)

*Propaganda poster praising the benefits of the economic plan and accelerated industrialisation of the state (slogan). (1 mark)
*Background: Factories: train represents dynamic progress: the three workers are tugging against the inertia of the old régime personified in the nobility, the church and the merchant classes. (1 mark)

DOCUMENT 2:

Question 2: What world problem does this Soviet cartoon illustrate and what does it tell us about the capitalist powers compared to the communist world? (2 marks)

*Economic recession after the Wall Street Crash in 1929 (1 mark)
*While the capitalist world’s production figures plummet after 1929, the Soviet Union’s figures soar after 1930 after a steady increase in the late 20’s. (1 mark)

DOCUMENT 3:

Question 3: What phenomenon is being described here and why is it in the news in 2001? (2 marks)

*The arrest and accusation of innocent citizens to form the workforce of Stalin’s work camps (gulags) (1 mark)
*The World Bank intends to give compensation to surviving victims. (1 mark)

Question 4: What point is the journalist making when he refers to a recent ceremony involving the current Russian head of state? (2 marks)

*Despite proof of gulags, Stalin is still considered a hero in modern Russia! (2 marks)
WRITING (10 marks)

From all these documents and from your own knowledge of the period, write between 15 and 20 lines on the Soviet Union in the interwar years (1924-1939) comparing it with at least one other European country during the same period.

After negotiating withdrawal from WW1, Tsarist Russia collapsed into Civil War until 1921 when the Red Russians or Bolsheviks beat the White Russians who were not for total Revolution. WW, civil war and the flu' pandemic mean that we shall never know how many Russian victims there were.

The revolutionary leader, Lenin, died in 1924 and, despite his warnings, Josef Stalin (or man of steel) became the Soviet leader. He was determined to bring his country into the 20th century by working on massive industrialisation and conforming to a strict economic plan. The miner, Stakhanov, became a national hero for his achievements in the workplace and he was used in Soviet propaganda to encourage workers' efforts.

Meanwhile the Kulaks, the farmers who had gained a small holding after the revolution, had their land confiscated by the state which had collective farming instead to feed the growing urban masses. The Kulaks, and any others who did not conform to state directives were arrested, tried, accused and exiled to work camps in Siberia where many died.

When WW2 broke out, the USSR was in no position to fight so Stalin struck a deal, the non-aggression pact with Hitler, his direct enemy in strictly political terms. Indeed, while Russia had turned to Communism under a dictator, Germany was also reunited by an aggressively nationalistic central power under the Nazis which also dispensed with its political enemies or any person not considered viable for the state by sending them to work/death camps.

(Or US : Roosevelt's New Deal, etc., UK : national/coalition govt., Italy : Fascism under Mussolini, blackshirts, centralised dictatorship, etc., Spain : Popular Front, then Franco's coup d'etat and collaboration with other Fascist states, etc., France : Popular Front, etc.)

◆ SUJET 2 – L'Union européenne, une grande puissance économique, un faible poids politique

QUESTIONS (8 points)

Question 1 : documents 1 et 2 (4 points)
Eléments montrant la puissance industrielle de l'UE :
- elle produit 29% de la production mondiale d'automobiles / UE dépasse les deux autres centres de la Triade pour la production d'automobiles (doc. 1). (= 1 point)
- elle concurrence les Etats-Unis pour l'acier / les avions (doc. 2). (= 1 point)
Elément montrant la puissance agricole de l'UE : elle produit 22% de la production mondiale de blé / UE dépasse les Etats-Unis pour la production de blé (doc. 1). (= 1 point)
Elément montrant la puissance commerciale de l'UE : elle réalise 40% des échanges mondiaux / elle est au premier rang du commerce mondial (doc. 2). (= 1 point)

Question 2 : documents 2 et 3 (2 points)
Deux exemples du manque d'unité de l'UE :
- « L'Europe parle rarement d'une seule voix .... communautaire. » (doc 2) (= 1 point)
- les divisions politiques entre les pays opposés à l'intervention américaine en Irak, les pays favorables à l'intervention américaine en Irak et les pays neutres (doc 3) (1 point)
DEUXIÈME PARTIE : ÉDUCATION CIVIQUE (12 points)

◆ SUBJECT : Immigration and Citizenship

QUESTIONS (4 marks)

DOCUMENT 1 :

Question 1 : What impression(s) do you get of immigration and citizenship as shown in these documents? (1 mark)

*Very positive : Jump to it/the chance of a lifetime

DOCUMENT 2 :

Question 2 : What does this photograph show? Where exactly do you think it is? (1 mark)

*A US border; Mexico/US

DOCUMENT 3 :

Question 3 : What news is given in this article? (1 mark)

*The British government has just introduced a test for immigrants

Question 4 : What explains the difference between the questions put to potential immigrants to the US and the UK? (1 mark)

*While the US has a revolutionary past (fight for independence) with the flag as a symbol of the new state, Britain became the country it is through gradual reform. It does not even have a written constitution!

WRITING (8 marks)

From all three documents and your own knowledge, write between 10 and 15 lines on the subject of immigration and citizenship, past and present.

Immigration has always existed: People move to better their lives (economic: Cf. Vikings, Huns, ....). There are also people who move because of political or religious persecution.

Every economy needs immigrant workers who are prepared to do ill paid jobs often shunned by nationals. Today, unemployment is high in some of the developed world and people and some politicians put the blame on these immigrants but this argument does not stand up when scrutinised! The focus is put on illegal immigrants but some states, like the US, actually benefit from this black economy and are prepared to turn a blind eye to the situation.

Citizenship is the next step after successful immigration. What citizenship means changes from one state to another. Language, customs and patriotic feelings are all different aspects of it. Problems arise when people have immigrant status despite being part of a country, (sometimes since their birth!) as they are not given full citizens’ rights, e.g. a vote and this can lead to a sentiment of isolation. Some European states are currently considering giving the vote in local elections, at least.
DEUXIÈME PARTIE : ÉDUCATION CIVIQUE

SUBJECT: CIVIL RIGHTS

DOCUMENT ONE: Rosa Parks 1955

"We didn't have any civil rights. It was just a matter of survival, of existing from one day to the next. I remember going to sleep as a girl hearing the Klan ride at night and hearing a lynching and being afraid the house would burn down." In the same interview, she cited her lifelong acquaintance with fear as the reason for her relative fearlessness in deciding to appeal her conviction during the bus boycott. "I didn't have any special fear," she said. "It was more of a relief to know that I wasn't alone."

http://www.achievement.org/autodoc/page/par0bio-1

DOCUMENT TWO: JUDGEMENT

After trial on the merits and careful consideration of the evidence therein adduced and after oral arguments and submission of briefs by all parties, the Court, being fully advised in the premises, found in an opinion handed down on June 5, 1956, that the enforced segregation of Negro and white passengers on motor buses operating in the City of Montgomery as required by Section 301 (31a, 31b and 31c) of Title 48, Code of Alabama, 1940, as amended, and Sections 10 and 11 of Chapter 6 of the Code of the City of Montgomery, 1952, violates the Constitution and laws of the United States.


QUESTIONS (4 Points)

Question 1

Describe the early childhood of Rosa Parks as she presents them in DOCUMENT ONE. (1 point)

Question 2

What reason does Rosa Parks give in DOCUMENT ONE for her decision to refuse to leave her bus seat to a white person? (2 points)

Question 3

What is the key to the judgement that ended segregation on public transport as seen in DOCUMENT TWO? (1 point)

WRITING (8 Points)

From all documents and from your own knowledge write in fifteen lines to explain how segregation on public transport in the United States was brought to an end through the case of Rosa Parks and people like her.

ORTOGRAPHY AND PRESENTATION: 1 P.
DIPLOME NATIONAL DU BREVET
SESSION 2009
SUJET
Série Collège - Option Internationale - Section Anglaise
HISTOIRE - GÉOGRAPHIE et ÉDUCATION CIVIQUE
Durée : 2 h 00 - Coefficient : 2

Cette épreuve comporte 3 parties
Une première partie : Histoire et Géographie
Une deuxième partie : Éducation civique
Une troisième partie : Repères chronologiques et spatiaux

PREMIÈRE PARTIE : HISTOIRE ET GÉOGRAPHIE
UNIQUEMENT HISTOIRE

SUBJECT: The Cold War

- Questions (8 Points)
- Writing (10 Points)
- Orthography and Presentation (2 Points)

DOCUMENT ONE: The Evil Empire

« In your discussions of the nuclear freeze proposals, I urge you to beware the temptation of pride, the temptation of blithely declaring yourselves above it all and label both sides equally at fault, to ignore the facts of history and the aggressive impulses of an evil empire, to simply call the arms race a giant misunderstanding and thereby remove yourself from the struggle between right and wrong and good and evil. »

1982 speech by President Ronald Reagan, given to the House of Commons

DOCUMENT TWO: Gorbachev's last speech as Soviet Premier

« We live in a new world. The Cold War has ended, the arms race has stopped, as has the insane militarization which mutilated our economy, public psyche and morals. The threat of a world war has been removed. Once again I want to stress that on my part everything was done during the transition period to preserve reliable control of the nuclear weapons. We opened ourselves to the world, gave up interference into other people's affairs, the use of troops beyond the borders of the country, and trust, solidarity and respect came in response. »

1991 Mikhail S. Gorbachev president of the Union of Soviet Socialist Republics (USSR)
http://www.publicpurpose.com/lib-gorb911225.htm
DOCUMENT THREE: Cold War Europe

COLD WAR EUROPE, 1945–89


QUESTIONS (8 points)

DOCUMENT ONE

QUESTION 1. In your opinion what is the “nuclear freeze” referred to in Document One? 1 point

QUESTION 2. In Document One what is President Ronald Reagan referring to when he talks about the “evil empire” to the Soviets in 1992? 2 points

DOCUMENT TWO

QUESTION 3. DOCUMENT TWO also shows how Soviet perception of the Western world has changed, explain. 1 point

QUESTION 4. How does the speech made by Soviet Premier Gorbachev in DOCUMENT TWO explain how Soviet mentality has evolved? 2 points

QUESTION 5. How does DOCUMENT THREE illustrate the Soviet Union’s encroachment on Europe? 2 points

WRITING
From all three documents and from your own knowledge write fifteen to twenty lines on how the Cold War evolved from Reagan’s speech to the speech given by Gorbachev.
◆ SUBJECT 2 – The Normandy landings

Document one:

One of the Allied gliders used during the Normandy landings on June 6 1944

Document two:

Evening Despatch

INVASION GOING WELL: TANKS ASHORE
ALLIES HAVE FOOTHOLD: SLASHING INLAND
Churchill reveals ALL TO PLAN—AND WHAT A PLAN
11,000 planes and 4,000 ships engaged

Our invasion is "proceeding to plan—and what a plan." This is what a confident Mr. Churchill told the House of Commons to-day in a brief review of the landings in Northern France which began soon after dawn.

As another armada of "fortyseven" of 1,000 ships, with several thousand smaller craft, have crossed the Channel, 300 miles away, about 100,000 men in three great legions have crossed the Channel.

Dawn for greatest ever armada

FRONT PAGE OF THE EVENING DESPATCH 6 JUNE 1944
Document three:

Soldiers, Sailors, and Airmen of the Allied Expeditionary Force!

You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hope and prayers of liberty-loving people everywhere march with you. In company with our brave Allies and brothers-in-arms on other Fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world. Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened. He will fight savagely.

But this is the year 1944! Much has happened since the Nazi triumphs of 1940-41. The United Nations have inflicted upon the Germans great defeats, in open battle, man-to-man. Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our Home Fronts have given us an overwhelming superiority in weapons and munitions of war, and placed at our disposal great reserves of trained fighting men. The tide has turned! The free men of the world are marching together to Victory! I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than full Victory!

Source: ourdocuments.gov
Transcript of General Dwight D. Eisenhower's Order of the Day (1944)

QUESTIONS

1. From document one say how the Allies initiated the Normandy landings. (1 point)
2. Explain how the effect of surprise was obtained by this method and what additional advantages could be drawn from using gliders. (2 points)
3. Describe document two and comment on the message the Allied press is trying to convey. (2 points)
4. Do you think that events on the beaches justified this point of view? (1 point)
5. What effect did General Eisenhower wish to create with his message (document three) to the Allied armed forces on 6 June 1944? (2 points)

ESSAY: Choose ONE of the following essay questions

1. From all three documents and from your own knowledge write a short essay of fifteen to twenty lines showing, in your own words, how the Allies prepared for the 6 June 1944 landing and say how realistic their expectations were. (10 points)

2. From all three documents and from your own knowledge explain the difficulties the Allies had to face on D-Day, 6 June 1944. You should write from fifteen to twenty lines in your own words. (10 points)