

<p style="text-align: center;">OPTION INTERNATIONALE DU BACCALAURÉAT SESSION 2019</p>
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SECTION : BRITANNIQUE

ÉPREUVE : HISTOIRE - GÉOGRAPHIE

DURÉE TOTALE : 4 HEURES

Le candidat a le choix entre deux sujets **A et B** qu'il doit traiter, selon son choix, dans leur totalité.

Pour l'un des sujets, dans la première sous-partie, le candidat rédige un sujet de composition en histoire parmi deux propositions au choix et dans la seconde sous-partie, il traite un exercice de géographie à partir de document(s).

Pour l'autre sujet, dans la première sous-partie, le candidat rédige une composition en géographie parmi deux propositions au choix et dans la seconde sous-partie, il traite un exercice d'histoire à partir de document(s).

Chacune des deux disciplines compte pour la moitié des points dans la note finale.

L'usage de la calculatrice et des dictionnaires est interdit.

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SUJET A

Le candidat devra traiter l'**UNE** des deux compositions
et faire l'**exercice – étude critique de document(s)**.

Les annexes (pages 5/12 et 7/12) SONT À RENDRE AVEC LA COPIE.

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HISTORY ESSAY

1 Britain from 1945 to 1990

Explain the reasons for the landslide victory of the Labour Party in the 1945 general election. How far do you agree with the view that Clement Atlee's government during the period 1945-1951 was a 'nation changing' government?

2 European Integration from 1948 to 2007

Explain why Britain refused to join the European Coal and Steel Community in 1951. "*French opposition, rather than British reluctance was the main reason why Britain did not join the EEC until 1973*" To what extent do you agree with this view?

GEOGRAPHY DOCUMENT

Hubs and flows in globalisation

(a) On the map outline provided, draw an annotated map to show the hubs and flows in globalisation. Produce a key for your map on the sheet provided.

You should produce the following;

- A **map** that uses an appropriate mixture of words, labels, and symbols (such as surfaces, lines and arrows, shapes and points).
- A **key** (legend) that includes the meaning of the symbols that you have used.
- A **short commentary** of no more than 15 lines, to justify the choices you have made in terms of analysis and representation. This should be done in the space provided.

Study Document A.

(b) Using your sketch map, Document A, and your own knowledge, evaluate the reasons that allowed global cities to become the driving force of globalisation.

Turn over for Document A

Document A

What cities dominate the modern world?

Economic, technological and networking changes brought about by globalization have made cities the center of our world. (...) Of course, mayors and urbanists still focus on the public square, the block and the sidewalk. (...) But cities have become global actors.

Demographics have played a role. A century ago, roughly 10 percent of the world's population lived in cities. Now, at a minimum, more than 50 percent of the world's population is urbanized, a number that is expected to grow to more than 60 percent by 2030.

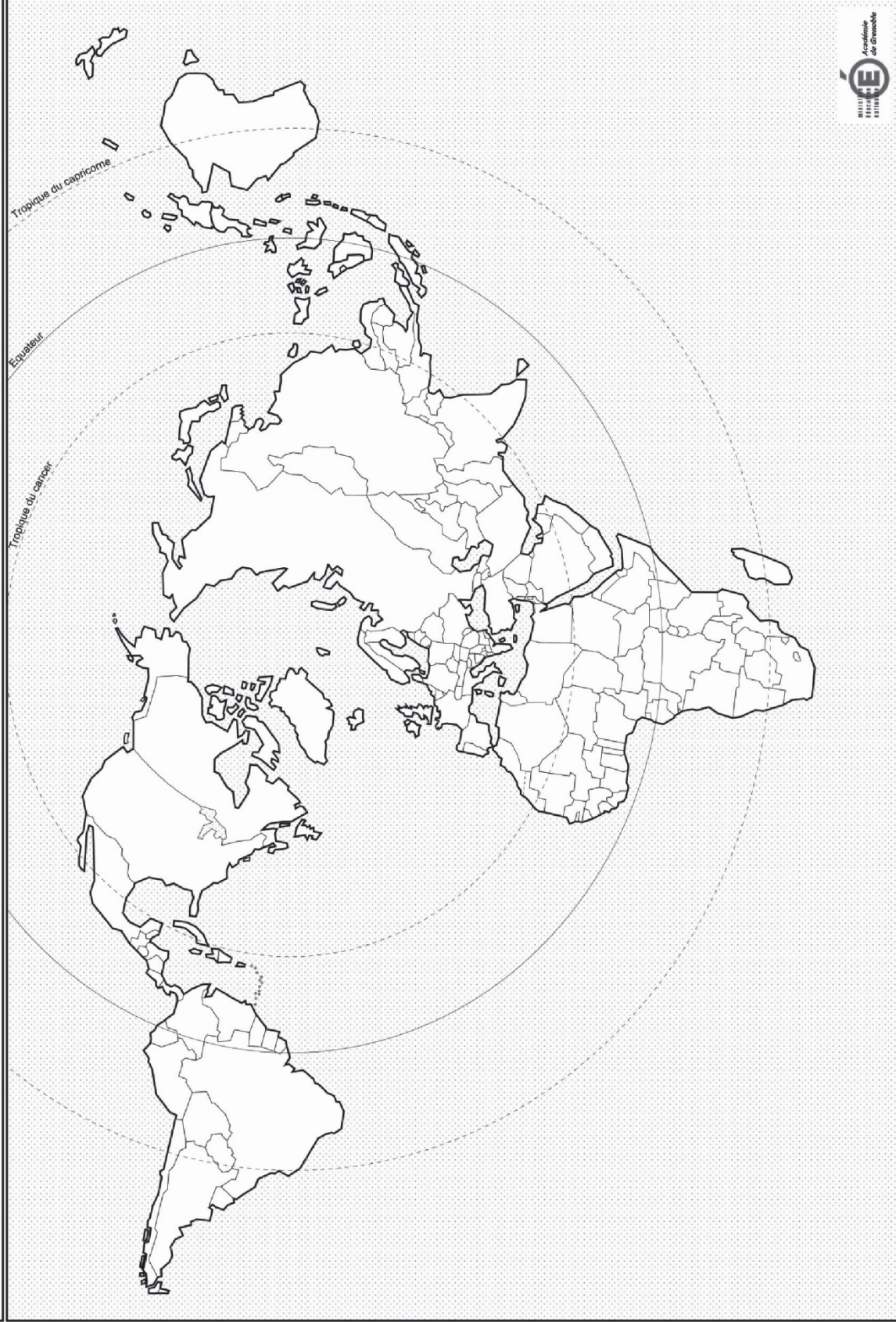
But numbers are only part of the explanation. They don't translate automatically into efficacy, organization and collective power. Rather, structural shifts in the global economy, changes in the nature of international challenges and improved intercity organizational techniques have all combined to elevate cities on the global stage. In other words, the global city today owes much to the landscape — for better and worse — of U.S.-led globalization.

First and foremost, financial and technological innovations have turned some cities into hubs of the global economy. Since the early 1970s, finance has increased as a percentage of global economic activity, and national governments have focused on maintaining openness, competition and the movement of capital, goods and services. It favored geographic spaces dense with legal, commercial, financial and even cultural expertise. (...)

*Source: Adapted from The Washington Post online, 13th of February 2018.
https://www.washingtonpost.com/news/made-by-history/wp/2018/02/13/why-cities-dominate-the-modern-world/?noredirect=on&utm_term=.f5d715e1cdde*

Annexe à rendre avec copie / Hand in with your answer booklet.

Title :



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SUJET B

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GEOGRAPHY ESSAY

1 Urban trends, issues of urbanisation and migration

Explain the causes of rural-to-urban migration. Assess the challenges and opportunities of urbanisation for countries at different stages of development.

2 Demographic issues

Explain the demographic issues that have affected a country that you have studied. Using at least two case studies of your choice, evaluate how demographic issues have different impacts on the economies of both low-income countries (LICs) and high-income countries (HICs).

HISTORY DOCUMENT

Britain from 1945 to 1990

Study Documents A and B

- (a)** How useful are Documents A and B for understanding the historical importance of Margaret Thatcher?

- (b)** Using Documents A and B and your own knowledge, evaluate Margaret Thatcher's success in putting an end to what she called "*the decline of Britain*" during the period 1979-1990.

Document A is on the next page

Document A

Newspaper report of Mrs Thatcher's speech to Conservative Members of Parliament, July 1984

The Prime Minister last night drew a parallel between the Falklands War and the dispute in the mining industry. Speaking at a private meeting of the 1922 Committee* of Conservative backbench MPs at Westminster, Mrs Thatcher said that at the time of the conflict they had had to fight the enemy without; but the enemy within, much more difficult to fight, was just as dangerous to liberty. Of the tactics of the miners' leader, she said that the country was witnessing an attempt to undermine democracy, and that violence and intimidation were a scar across the country's face. (...)

She surprised and pleased some Conservatives by saying that, once the disputes were resolved, the Government should seek a good working relationship with the trade unions. She did not enlarge on this and her meaning was not plain.

On the miners, Mrs Thatcher was unbending. She said that the message she was receiving from all quarters was that militancy must not win. She compared the industrial scene with the winter of discontent in 1978-79, the last year of the Government led by Mr James Callaghan, but said that the difference then was that Labour had given in and had become the puppet of the unions. (...)

Mrs Thatcher was warmly received, but not all who heard her were impressed by her 30-minute speech. Some thought it brave, others described it as strident. All agreed that its tone was uncompromising.

Mrs Thatcher said she hoped that MPs would not find themselves recalled from their summer recess, which starts on August 1, for the proclamation of a state of emergency, but she gave the impression that such a development would not surprise her.

Source: Adapted from an article published in The Times, 20 July 1984.

*The 1922 Committee is the name given to the parliamentary group of Conservative backbenchers, i.e. MPs who are not members of the government.

Turn over for Document B

Document B

Mrs Thatcher 'rolls-up' Keynesian Economics



Source: Cartoon by Kal, published in The Economist magazine, April 2013.

The man being rolled up in the carpet is the famous economist, John Maynard Keynes
The 'historic figures' include Ronald Reagan, Winston Churchill, Stalin and Charles de Gaulle