

Enseignement de spécialité « Langues, littératures et cultures étrangères et régionales »**ANGLAIS, MONDE CONTEMPORAIN****Epreuve écrite de terminale****Évaluation sommative: niveau 2 ou 3 - Fin de séquence - Coeff 1 ou 2 ou niveau 4 (coeff. 3)****DURÉE DE L'ÉVALUATION: 2h - 3h30****Attendus à moduler : selon la durée et si évaluation formative, sommative ou de compétence**

Le sujet porte sur la thématique « Relation au monde ».

Axes 1 (Puissance et influence) et 2 (Rivalités et interdépendances)

Ce document comprend

- le corrigé étape par étape
- une liste de rappels lexicaux (TO BE KNOWN)
- le sujet de synthèse
- la fiche de guidage méthodologique

Partie 1 (20 pts) Prenez connaissance du dossier proposé, composé des documents A, B et C non hiérarchisés, et traitez en anglais le sujet suivant (350-400 mots) :

CORRIGE

STEP 1: on the documents

- Read the instructions carefully and highlight the guidelines given (use a color code)
- Read the documents and highlight KEY pieces of information related to the guidelines (use the same color code)
- Visual document: take notes with different colors (same color code) around the doc mentioning ideas/facts/analysis that relate to the guidelines

Explain what the documents show about the **legacy of 9/11** in the United States. Make sure that you address:

- **psychological impact**
- **American foreign policy issues**
- **achievements and failures**

Document A:

[...] Future historians will regard 9/11 as a **date as important as the Japanese attack on Pearl Harbor on December 7, 1941**. The surprise attack on the US naval base in Hawaii killed some 2,400 American military personnel and destroyed or damaged 19 naval craft, including eight battleships. In both cases, however, **the main effect was on public psychology**.

For years, **President Franklin D. Roosevelt had tried to alert Americans to the Axis threat but had failed to overcome isolationism**. All that changed with Pearl Harbor. In the 2000 presidential election, George W. Bush advocated a **humble foreign policy** and warned **against the temptations of nation-building**. After the shock of 9/11, he declared a **“global war on terror”** and **invaded both Afghanistan and Iraq**. [...]

What 9/11 illustrates is that **terrorism is about psychology, not damage**. Terrorism is like **theatre**. With their powerful military, **Americans believe that “shock and awe” comes from massive bombardment**. For **terrorists, shock and awe comes from the drama** more than the number of deaths caused by their attacks. Poisons might kill more people, but **explosions get the visuals**. The **constant replay** of the falling Twin Towers on the world's television sets was Osama bin Laden's **coup**. [...]

[...] Some say that the **US achieved its goal**: There has **not been another major terrorist attack** on the US homeland on the scale of 9/11. Bin Laden and many of his top lieutenants were **killed**, and Saddam Hussein was **removed** (though his connection to 9/11 was always dubious). Alternatively, a case can be made that **bin Laden succeeded**, particularly if we consider that his beliefs included the value of religious martyrdom. The **jihadi movement** is fragmented, but it **has spread to more countries**, and the **Taliban have**

returned to power in Afghanistan – ironically, just before the 9/11 anniversary that President Joe Biden originally set as the target date for withdrawing US troops.[...]

Leaving Afghanistan will allow Biden to focus on his grand strategy of balancing the rise of China. For all the damage done to US soft power by the chaotic manner of the exit from Afghanistan, Asia has its own longstanding balance of power in which countries like Japan, India, and Vietnam do not wish to be dominated by China and welcome an American presence.[...]

At the same time, 20 years after 9/11, the problem of terrorism remains, and terrorists may feel emboldened to try again. If so, the task for US leaders is to develop an effective counter-terrorism strategy. Its core must be to avoid falling into terrorists' trap by doing great damage to ourselves. Leaders must plan to manage the psychological shocks at home and abroad.

Project Syndicate, What Difference Did 9/11 Make?, Sep 6, 2021, JOSEPH S. NYE, JR.

Document B:

A review of U.S. public opinion in the two decades since 9/11 reveals how a badly shaken nation came together, briefly, in a spirit of sadness and patriotism; how the public initially rallied behind the wars in Afghanistan and Iraq, though support waned over time; and how Americans viewed the threat of terrorism at home and the steps the government took to combat it.

As the country comes to grips with the tumultuous exit of U.S. military forces from Afghanistan, the departure has raised long-term questions about U.S. foreign policy and America's place in the world. Yet the public's initial judgments on that mission are clear: A majority endorses the decision to withdraw from Afghanistan, even as it criticizes the Biden administration's handling of the situation. And after a war that cost thousands of lives – including more than 2,000 American service members – and trillions of dollars in military spending, a new Pew Research Center survey finds that 69% of U.S. adults say the United States has mostly failed to achieve its goals in Afghanistan. [...]

Today, after the tumultuous exit of U.S. troops from Afghanistan, a slim majority of adults (54%) say the decision to withdraw troops from the country was the right decision; 42% say it was the wrong decision. [...] For most who are old enough to remember, it is a day that is impossible to forget. In many ways, 9/11 reshaped how Americans think of war and peace, their own personal safety and their fellow citizens. And today, the violence and chaos in a country half a world away brings with it the opening of an uncertain new chapter in the post-9/11 era.

Pew research Center, Two decades later: the enduring legacy of 9/11, HANNAH HARTIG and CARROLL DOHERTY, September 2, 2021

x

Document C:

Book cover

Amnesty International = charity that defends people's rights and denounce atrocities around the world

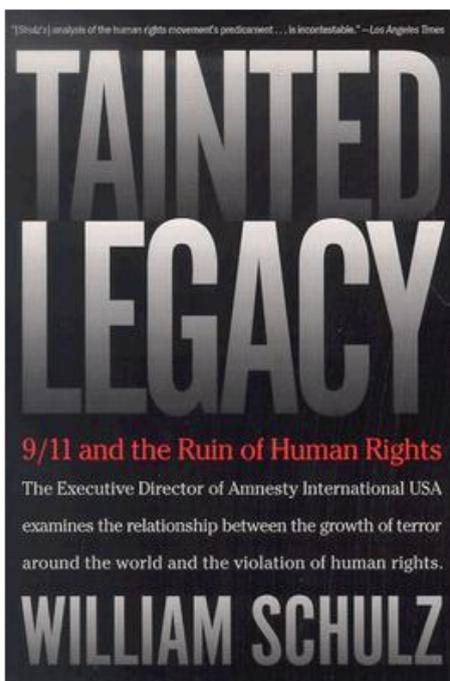
Tainted in the background : Mixed heritage - bad and good - truth hidden ; encourages readers to look deeper, behind the curtain
Legacy: center stage of the book cover

Tainted = negative word = scarred, impure,

Negative impact on the USA - negatively reflects of its position in the world

Collapse of the rights of men and women

Increase of terrorism // increase of disrespect for international laws protecting the rights of the people



3 colors

Black : power - may refer to power of terrorism - power of the "war on terror" = led by the US ;

Grey : professionalism, conventionality : echoes seriousness of the matter and the book

Red danger, blood, passion : the heritage of 9/11 is steeped, swept in blood and human rights violation - "a bloody war"

- **STEP 2:** on draft paper, reword the main elements for the documents (paraphrasing)
- In **green** : the words from the VOCABULARY Photocopies given to you (enrich vocabulary)

<p>Paraphrase the documents -use synonyms and your own words</p>	<p>DOC A Article , project syndicate, sept 2021 What difference did 9/11 make</p>	<p>DOC B A survey sept 2021 Two decades later, the enduring legacy of 9/11</p>	<p>DOC C Book cover Amnesty International = charity that defends people's rights and denounce atrocities around the world 3 colors: black, red and grey Grey : professionalism, conventionality : echoes seriousness of the matter and the book</p>
<p>Catch</p>	<p>Origin of the word Terror from French Days of the Terror, 1793-94 6 "systematic use of terror as a policy"</p>		
<p>intro</p>	<p>Geopolitics –multilayered</p>	<p>An earthquake</p>	<p>An explicit critical view on a global issue</p>
<p>Driving Q</p>	<p>what may the inheritance of that dramatic event be?</p>		
<p>Theme given in the guidelines 9/11 legacy</p>	<p>A global issue Event comparable to Pearl Harbor, Jap Attack in Hawai, begin of WWII for US = tsunami / shock Ground- breaking</p>	<p>A trauma Day to remember for ever</p>	<p>Tainted legacy – tarnished stained Bad or undesirable quality Book : Tainted in the background - bad and good - truth hidden ; encourages readers to look deeper, behind the curtain</p>
<p>Point 1 of guidelines psy</p>	<p>Biggest impact on psyche : obsessive fear Terrorism scare tactics = psycho - drama Power of images – repetition - "speak more than a thousand words" (common saying) indiscriminate violence US need to : alleviate global and national psycho impact</p>	<p>Grief and nationalism; Changed people's conceptions on war and peace, individual and collective sense of security and American public opinion echoed political will : -war on terror - withdrawal in 2021 (but just)</p>	<p>Red danger, blood, passion : the heritage of 9/11 is steeped in blood</p>
<p>Point 2 of guidelines us foreign policy</p>	<p>Comparison with entry into WWII – Roosevelt / Bush Isolationism v. Interventionism Attacks by foreign forces led them to war and world stage US : superpower = "shock and awe" = threat = massive bombardment US turn its eyes to China – welcome the intervention US need to : sustainable solutions to fight extremism</p>	<p>War: 2000 deaths ; costly US withdrawal = questions US future diplomacy & role of US on the international stage</p>	<p>Black : power - may refer to power of terrorism - power of the " war on terror" = led by the US ; Axis of Evil – forces of darkness - extremism Negative impact on the USA – world status</p>

<p>Point 3 of guidelines – achiev and failures</p>	<p>Terrorists’s success = a “coup” / fundamentalism has increased Talibans regained control - Fanaticism might increase US success : thwart major attack in US, death of BL, Iraq Leader down Failures : US world policing role hurt / hegemony – no more global peace keeper</p>	<p>Americans critical of Govern’t’s crisis management But 69% say objective fulfilled in AFG</p>	<p>a bloody war” Increase of terrorism // increase of disrespect for international laws protecting the rights of the people Collapse of the rights of men and women Cf. Patriot ACT 2001: re-ignited debate between ned for security and respect of citizens’ basic freedoms</p>
<p>Conc Answer Driving question</p>	<p>controversial 9/11 and its consequences are. Its legacy is multilayered and multipolar, a historic event that may long be felt</p>		
<p>Branch out</p>	<p>no eradication of terrorism France, Spain new cold war? A multipolar world</p>	<p>Unforeseeable future</p>	<p>Future of human rights? Individual and collective freedoms at stake</p>

STEP 5: SYNTHESIS

September 9/11 – a terrorist attack on US soil by Al-Qaeda Islamic extremists - began a 20 year-long « war on terror » (President Bush, 2001). The origin of the word Terror goes back to the French Days of the Terror, 1793-94, and was imported into English in the sense of “systematic use of terror as a policy”. This can relate to both official government policies and the conspiracies led by extremist groups.

The three documents *submitted for analysis* all *relate to* a global geopolitical issue: the legacy of 9/11 from an American viewpoint. Doc A is an article published by the online media outlet Project Syndicate in September 2021 *entitled* “What difference did 9/11 make?” Doc B is an extract from a survey report from the Pew Research Center *titled* “Two decades later, the enduring legacy of 9/11”. Finally, Doc C is a book cover for “Tainted Legacy”, *published by* Amnesty International, a charity that defends people’s rights and denounce atrocities around the world.

20 years later, in a much troubled world, it is indeed worthwhile to adopt a critical approach: what may the inheritance of that dramatic event be? Focusing on the views expressed in the three documents, we will **first** refer to the psychological impact. **Then**, we shall expose the implications for American foreign policy. **Last but not least**, we will endeavour to illustrate how the documents assess the achievements and failures of the last 20 years.

First and foremost, the impact on the American psyche is undeniable. The terrorist scare tactics are based on a dramatic use of powerful images. Indeed, pictures can speak more than a thousand words. **Doc B** highlights the unforgettable aspect of that doomed day: 9/11 has led to grief and nationalism. **In addition**, it has changed people’s conceptions of war and peace, individual and collective sense of security. American public opinion has echoed the political will in the aftermath of 9/11, war on terror, as well as the recent withdrawal from Afghanistan. **Doc C** is based on the use of three colors: black, grey, and red. Red symbolizes danger, blood but also passion. It reminds us that the heritage of 9/11 is steeped in blood. In fact, **Doc A** insists on the need to alleviate global and national psychological impacts.

Next, the documents show the conundrum of American foreign policy. **Doc A** compares 9/11 to Pearl harbour, two ground-breaking events in American history, which led to a change in public opinion and foreign political intervention, from isolationism (“against the temptations of nation-building”, **Doc A**) to interventionism (“war on terror”), often based on “massive bombardment”. In **doc. C**, the color Black may be interpreted as a reference to power, the power of influence and “duty to intervene” of the USA (based on the concept of Manifest Destiny), as in the turn taken by President Biden intervening in Asia to counterbalance the growing influence of China. Black might **as well** point to the darkness of the Axis of Evil of extremism. **However**, **Doc B** and **C** question American future diplomacy with the withdrawal from Afghanistan (**Doc. B**) and its role on the international stage.

In the end, the **documents** allow us to weigh the pros and cons. On the one hand, **doc A** claims that the last 20 years have been a success for the USA (**e.g.** thwarting major attacks on US soil, death of Bin Laden and S. Hussein). **Doc B** mentions that 69% of Americans think that the objective was fulfilled in Afghanistan. On the other hand, **doc. A** also refers to 9/11 as a terrorist “coup” (successful political grabbing of power); fundamentalism has increased, Taliban have regained control. “Terrorism remains”. **Doc. B** shows that some Americans “criticize the handling of the situation”. **Doc C** insists on the word “tainted”, looming in the

background of the cover and invites the readers to seek the hidden truth of a questionable historical collective experience. The grey letters mean to influence, playing with unconscious perceptions of professionalism, while the book cover emphasizes the collapse of international laws (we can refer to the US 2001 Patriot Act which has impacted citizens' basic freedoms).

To conclude, the three documents show how controversial 9/11 and its consequences have been. Its legacy is multilayered and multipolar, a historic event whose impact may long be felt. There was after all no eradication of terrorism globally (**i.e.** France 2015). In front of us *lies* an unforeseeable future: will fanaticism strike again? What will happen to women in Afghanistan? What will happen to individual and collective freedoms? Will there be a new cold war?

768 WORDS

TO BE KNOWN

i.e. and e.g.

i.e. is an abbreviation for the phrase *id est*, which means "that is." *I.e.* is used to restate something said previously in order to clarify its meaning.

E.g. is short for *exempli gratia*, which means "for example." *E.g.* is used before an item or list of items that serve as examples for the previous statement.

conundrum: an intricate and difficult problem

Verbs to refer to documents

entitled - entitled - called - published

submitted for analysis - examine - analyse - study - relate to - expose - account for - illustrate - demonstrate - encapsulate - highlight - emphasize - symbolize - be based on - insist on - show - question (remettre en cause) - claim - endeavour to -

To lie and to lay

Grammar > Easily confused words > Lay or lie?

from [English Grammar Today](#)

The verb *lay* means 'to put something down carefully in a flat position'. It must have an object. It is a regular verb, but note the spelling of the past simple and *-ed* form: *laid* not *layed*:

Shall I lay the tray on the bed?

*A wonderful wooden floor has been **laid** in the dining room.*

Not: ... ~~floor has been layed~~ ...

Lie is a verb which means 'to be in or put yourself into a flat position'. It is an irregular verb and it doesn't take an object. The *-ing* form is *lying* and the past simple is *lay*. The *-ed* form, *lain*, is very formal and is rarely used:

*I love to **lie** on a beach and read.*

*She **lay** on the bed and gazed at the ceiling, daydreaming.*

*The dog was **lying** by the gate waiting for me to come home.*

Lie can also mean 'say something which is not true'. In this case, it is a regular verb:

Historic or historical?

Grammar > Easily confused words > Historic or historical?

from English Grammar Today

Historic means 'important or likely to be important in history':

*I feel that this is a **historic** moment for our country.*

*When the Berlin wall came down, it was a **historic** occasion.*

Historical means 'related to the study of things from the past':

*I love reading **historical** novels.*

*Archaeologists found a large number of **historical** objects when they excavated the field.*

Enseignement de spécialité « Langues, littératures et cultures étrangères et régionales

»

ANGLAIS, MONDE CONTEMPORAIN**Epreuve écrite de terminale****Évaluation sommative niveau 1 - Fin de séquence - Coeff 1****DURÉE DE L'ÉVALUATION: 2h**

Le sujet porte sur la thématique « Relation au monde ».

Partie 1 (20 pts) Prenez connaissance du dossier proposé, composé des documents A, B et C non hiérarchisés, et traitez en anglais le sujet suivant (350-400 mots) :

Explain what the documents show about the legacy of 9/11 in the United States. Make sure that you address:

- psychological impact
- American foreign policy issues
- achievements and failures

Document A:

[...] Future historians will regard 9/11 as a date as important as the Japanese attack on Pearl Harbor on December 7, 1941. The surprise attack on the US naval base in Hawaii killed some 2,400 American military personnel and destroyed or damaged 19 naval craft, including eight battleships. In both cases, however, the main effect was on public psychology.

For years, President Franklin D. Roosevelt had tried to alert Americans to the Axis threat but had failed to overcome isolationism. All that changed with Pearl Harbor. In the 2000 presidential election, George W. Bush advocated a humble foreign policy and warned against the temptations of nation-building. After the shock of 9/11, he declared a “global war on terror” and invaded both Afghanistan and Iraq. [...]

What 9/11 illustrates is that terrorism is about psychology, not damage. Terrorism is like theatre. With their powerful military, Americans believe that “shock and awe” comes from massive bombardment. For terrorists, shock and awe comes from the drama more than the number of deaths caused by their attacks. Poisons might kill more people, but explosions get the visuals. The constant replay of the falling Twin Towers on the world’s television sets was Osama bin Laden’s coup. [...]

[...] Some say that the US achieved its goal: There has not been another major terrorist attack on the US homeland on the scale of 9/11. Bin Laden and many of his top lieutenants were killed, and Saddam Hussein was removed (though his connection to 9/11 was always dubious). Alternatively, a case can be made that bin Laden succeeded, particularly if we consider that his beliefs included the value of religious martyrdom. The jihadist movement is fragmented, but it has spread to more countries, and the Taliban have returned to power in Afghanistan – ironically, just before the 9/11 anniversary that President Joe Biden originally set as the target date for withdrawing US troops.[...]

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At the same time, 20 years after 9/11, the problem of terrorism remains, and terrorists may feel emboldened to try again. If so, the task for US leaders is to develop an effective counter-terrorism strategy. Its core must be to avoid falling into terrorists' trap by doing great damage to ourselves. Leaders must plan to manage the psychological shocks at home and abroad.

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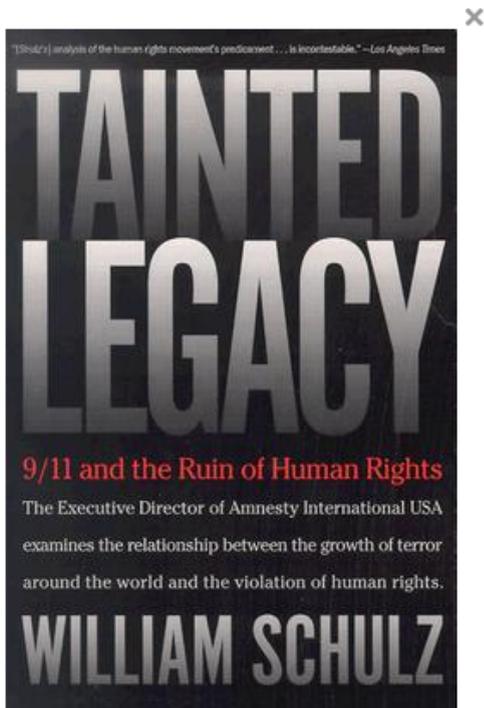
As the country comes to grips with the tumultuous exit of U.S. military forces from Afghanistan, the departure has raised long-term questions about U.S. foreign policy and America's place in the world. Yet the public's initial judgments on that mission are clear: A majority endorses the decision to withdraw from Afghanistan, even as it criticizes the Biden administration's handling of the situation. And after a war that cost thousands of lives – including more than 2,000 American service members – and trillions of dollars in military spending, a new Pew Research Center survey finds that 69% of U.S. adults say the United States has mostly failed to achieve its goals in Afghanistan. [...]

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Pew research Center, Two decades later: the enduring legacy of 9/11, HANNAH HARTIG and CARROLL DOHERTY, September 2, 2021

Document C:



SYNTHESIS METHOD - TRAINING LEVEL 1
RECOMMENDED DURATIONS FOR 2H OR 3.5 HOURS

STEP 1: on the documents (15 min - 30 mn)

- Read the instructions carefully and highlight the guidelines given (use a color code)
- Read the documents and highlight KEY pieces of information related to the guidelines (use the same color code)
- Visual document: take notes with different colors (same color code) around the doc mentioning ideas/facts/analysis that relate to the guidelines

STEP 2: on draft paper (30-35 min - 1h)

Paraphrase the documents -use synonyms and your own words	DOC A	DOC B	DOC C
Theme given in the guidelines			
Point 1 of guidelines			
Point 2 of guidelines			
Point 3 of guidelines			

STEP 3 (5-10 min)

To check, highlight in the table the different ideas using the color code related to the guideline

STEP 4 : on draft paper (5-10 min)

Write your introduction

Catch

Phrase a Driving question that relates to the theme given in the guidelines

Present **very briefly** the documents

Announce your outline (based on points given in guidelines)

STEP 5: write the synthesis (40 mn - 1h15):

Present it in 3 paragraphs : intro ; body ; conclusion

Write your synthesis using the notes taken in the table. **Refer to the documents** (ex: xxxx (doc A) ; As seen in Doc B ; as Doc C illustrates..)

Check the LINKING WORD table to make sure you use linking words

Linking words

To begin / start with First of all Secondly / Thirdly Then / Next Finally In the end To conclude / sum up	Moreover Furthermore What's more Therefore / Thus Besides Also That's why	However ... whereas... Contrary to Unlike Although Nevertheless For example / instance	On the one hand... On the other hand... I agree / disagree with As far as I'm concerned Because of / due to... instead of as long as
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SET 6: write your conclusion **(5 - 10 min)**

Answer the driving question briefly

Branch out: mention a point / theme / issue you might find interesting to develop

STEP 7: read over to check grammar and spelling **(10 - 15 min)**