Le DNBI
Diplôme national du brevet international
Epreuve Histoire-Géographie

EPREUVE = UN ORAL

- Calendrier : début juin
- Durée :
  - *15 minutes de préparation*
  - *10 minutes de présentation*
  - *5 minutes d'entretien avec l'examinateur pour vérifier les connaissances et la compréhension des documents*
- Jury : un/une professeur/e d'histoire-géographie en anglais du lycée mais pas le/la professeur/e de l'année de 3e
- Note sur 20
- Admissibilité 10/20
- Sujet :
  - *Deux sujets posés portant sur des parties du programme étudiées en anglais au cours de l'année de 3e.*
  - *Le/la candidat/e choisit librement l'un des deux sujets proposés.*
  - *Constitution du sujet* :
    - Consigne-problématique
    - Deux documents de nature différente : texte – iconographie – statistiques – carte

METHOD – what to do during the 15 minutes preparation time

- Breaking down the subject
  - *The Five Ws: When? Where? Who? What? Why?*
  - *Key words*
- Analysing the documents.
  - *Describe = Extracting the information*
    - Quotes
    - Descriptions of the cartoon or of the picture
    - Numbers from the tables or the graphs
  - *Explain = Confronting the documents to your knowledge.*
    - Each information extracted from the document must be explained, clarified by precise knowledge: vocabulary, dates, events, examples.
- Planning your presentation – preparing a detailed plan of thoughts.
  - *Key ideas*
  - *Arguments*
  - Describe = extract from the documents + explain = knowledge.
- Preparing a brief introduction BFI style.
  - *Context*
  - *Statement – question*
  - *Preview of arguments – plan of thoughts*
- Preparing a short conclusion.
  - *The big picture: the most valuable element and why*

CRITERES D'EVALUATION

- **Connaissances d'histoire-géographie**
  - *Localisation dans le temps et dans l'espace*
  - *Connaissances précises*
  - *Vocabulaire spécifique maîtrisé*

    = 20 points
- **Compétences histoire-géographie**
  - *Analyse des documents*
  - *Mise en relation connaissances et documents*
  - *Exposé structure*

    = 20 points
- **Expression orale**
  - *Langue correcte*
  - *Débit correct*
  - *Capacité à interagir*

    = 10 points

EXAMPLE OF SUBJECT

Guideline: Why did the USA get involved in European affairs after WWII?

Source 1: *The Marshall Plan*

'I need not tell you gentlemen that the world situation is very serious. (…) In considering the requirements for the rehabilitation of Europe the physical loss of life, the visible destruction of cities, factories, mines, and railroads was correctly estimated, but it has become obvious during recent months that this visible destruction was probably less serious than the dislocation of the entire fabric of European economy. (…) Long-standing commercial ties, private institutions, banks, insurance companies and shipping companies disappeared, through the loss of capital, absorption through nationalization or by simple destruction. (…) It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any country or doctrine but against hunger, poverty, desperation, and chaos. Its purpose should be the revival of working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist.'

Source: Secretary of State George C. Marshall, Congressional Record, 30 June 1947.

Source 2: *The Story of Harry Truman,* a comic book released for the 1948 presidential election