



# Instituto Rio Branco

## Concurso Público Admissão à Carreira de Diplomata

# PROVA OBJETIVA — 1.<sup>a</sup> FASE

## Segunda Etapa

### TARDE

### CADERNO C

#### LEIA COM ATENÇÃO AS INSTRUÇÕES ABAIXO.

- 1 Ao receber este caderno, confira atentamente se o tipo de caderno — **Caderno C** — coincide com o que está registrado em sua folha de respostas e no rodapé de cada página numerada deste caderno. Em seguida, verifique se ele contém **quarenta e uma questões**, correspondentes à **segunda etapa** da prova objetiva, corretamente ordenadas de **40 a 80**.
- 2 Quando autorizado pelo chefe de sala, no momento da identificação, escreva, no espaço apropriado da folha de respostas, com a sua caligrafia usual, a seguinte frase:  
*Entre as dificuldades se esconde a oportunidade.*
- 3 Caso o caderno esteja incompleto, tenha qualquer defeito, ou haja divergência quanto ao tipo de caderno, solicite ao fiscal de sala mais próximo que tome as providências cabíveis, pois não serão aceitas reclamações posteriores neste sentido.
- 4 Não serão distribuídas folhas suplementares para rascunho.
- 5 Você encontrará dois tipos de questões objetivas: múltipla escolha e CERTO ou ERRADO. Nas questões do tipo múltipla escolha, marque, em cada uma, a única opção correta (A, B, C, D ou E), de acordo com o respectivo comando. Nas questões do tipo CERTO ou ERRADO, que têm quatro itens cada, marque, para cada item: o campo designado com o código **C**, caso julgue o item CERTO, ou o campo designado com o código **E**, caso julgue o item ERRADO.
- 6 Recomenda-se não marcar ao acaso: em cada questão do tipo múltipla escolha e em cada item do tipo CERTO ou ERRADO, se a resposta divergir do gabarito oficial definitivo, o candidato receberá pontuação negativa, conforme consta em edital.
- 7 Não utilize borracha, lápis, lapiseira (grafite) e(ou) qualquer material de consulta que não seja fornecido pelo CESPE/UnB.
- 8 Durante a prova, não se comunique com outros candidatos nem se levante sem autorização de um fiscal de sala.
- 9 A duração da segunda etapa da prova objetiva é de **três horas e trinta minutos**, já incluído o tempo destinado à identificação — que será feita no decorrer da aplicação — e ao preenchimento da folha de respostas.
- 10 Você deverá permanecer obrigatoriamente em sala por, no mínimo, **uma hora** após o início da prova e poderá levar este caderno de prova somente no decurso dos últimos **quinze minutos** anteriores ao horário determinado para o término desta etapa.
- 11 Ao terminar a prova, chame o fiscal de sala mais próximo, devolva-lhe a sua folha de respostas e deixe o local de prova.
- 12 A desobediência a qualquer uma das determinações constantes no presente caderno ou na folha de respostas poderá implicar a anulação de sua prova.

#### OBSERVAÇÕES

- Não serão objeto de conhecimento recursos em desacordo com o estabelecido em edital.
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Universidade de Brasília

# FOLHA DE RASCUNHO

QUESTÃO / RESPOSTA	
40	(A) (B) (C) (D) (E)
41	(A) (B) (C) (D) (E)
42	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
43	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
44	(A) (B) (C) (D) (E)
45	(A) (B) (C) (D) (E)
46	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
47	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
48	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
49	(A) (B) (C) (D) (E)
50	(A) (B) (C) (D) (E)

QUESTÃO / RESPOSTA	
51	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
52	(A) (B) (C) (D) (E)
53	(A) (B) (C) (D) (E)
54	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
55	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
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	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
58	(A) (B) (C) (D) (E)
59	(A) (B) (C) (D) (E)
60	(A) (B) (C) (D) (E)

QUESTÃO / RESPOSTA	
61	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
62	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
63	(A) (B) (C) (D) (E)
64	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
65	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
66	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
67	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)

QUESTÃO / RESPOSTA	
68	(A) (B) (C) (D) (E)
69	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
70	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
71	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
72	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
73	(A) (B) (C) (D) (E)

QUESTÃO / RESPOSTA	
74	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
75	(A) (B) (C) (D) (E)
76	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
77	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
78	(A) (B) (C) (D) (E)
79	Item 1 (C) (E)
	Item 2 (C) (E)
	Item 3 (C) (E)
	Item 4 (C) (E)
80	(A) (B) (C) (D) (E)

## PROVA OBJETIVA – SEGUNDA ETAPA

This text refers to questions 40 to 43.

### Oriana, the agitator

1 Oriana Fallaci, the Italian writer and journalist best  
known for her abrasive tone and provocative stances, was for  
two decades, from the mid-nineteen-sixties to the  
4 mid-nineteen-eighties, one of the sharpest political  
interviewers in the world. Her subjects were among the  
world's most powerful figures: Yasser Arafat, Golda Meir,  
7 Indira Ghandi, Haile Selassie, Deng Xiaoping. Henry  
Kissinger, who later wrote that his 1972 interview with her  
was "the single most disastrous conversation I have ever had  
10 with any member of the press," said that he had been flattered  
into granting it by the company he'd be keeping as part of  
Fallaci's "journalistic pantheon." It was more like a collection  
13 of pelts: Fallaci never left her subjects unskinned.

Her manner of interviewing was deliberately  
unsettling: she approached each encounter with studied  
16 aggressiveness, made frequent nods to European  
existentialism (she often disarmed her subjects with bald  
questions about death, God, and pity), and displayed a  
19 sinuous, crafty intelligence. It didn't hurt that she was *petite*  
and beautiful, with perfect cheekbones, straight, smooth hair  
that she wore parted in the middle or in pigtails; melancholy  
22 blue-grey eyes, set off by eyeliner; a cigarette-cured voice;  
and an adorable Italian accent. During the Vietnam War, she  
was sometimes photographed in fatigues and a helmet; her  
25 rucksack bore handwritten instructions to return her body to  
the Italian Ambassador "if K.I.A." In these images she looked  
slight and vulnerable as a child. Her essential toughness never  
28 stopped taking people — men, especially — by surprise.

Fallaci's journalism was infused with a "mythic sense  
of political evil", an almost adolescent aversion to power,  
31 which suited the temperament of the times. "Whether", she  
would say, "it comes from a despotic sovereign or an elected  
president, from a murderous general or a beloved leader, I see  
34 power as an inhuman and hateful phenomenon... I have  
always looked on disobedience towards the oppressive as the  
only way to use the miracle of having been born." In her  
37 interview with Kissinger, she told him that he had become  
known as "Nixon's mental wet nurse," and lured him into  
boasting that Americans admired him because he "always  
40 acted alone" — like "the cowboy who leads the wagon train  
by riding ahead alone on his horse, the cowboy who rides all  
alone into the town." Political cartoonists mercilessly  
43 lampooned this remark, and, according to Kissinger's  
memoirs, the quote soured his relations with Nixon (Kissinger  
claimed that she had taken his words out of context). But the  
46 most remarkable moment in the interview came when Fallaci  
bluntly asked him, about Vietnam, "Don't you find, Dr.  
Kissinger, that it's been a useless war?", and he began his  
49 reply with the words, "On this, I can agree."

Internet: <www.newyorker.com> (adapted).

### QUESTÃO 40

From the previous text, it can be inferred that Oriana Fallaci

- A seemed at times defenceless, vulnerable, and child-like.
- B had just quit smoking cigarettes.
- C tried deliberately to use the music-like quality of her mother tongue to lure her interviewers.
- D grew tired of the Vietnam War.
- E had become a close friend of the Italian Ambassador in Hanoi at the time of the war.

### QUESTÃO 41

In the fragment, "lured him into boasting that Americans admired him" (l.38-39), the words "lured" and "boasting" mean, respectively,

- A **pressed** and **stating**.
- B **tempted** and **denying**.
- C **enticed** and **bragging**.
- D **challenged** and **acknowledging**.
- E **coerced** and **showing off**.

### QUESTÃO 42

Based on the text, judge — right (C) or wrong (E) — the items below.

- ❶ ( ) The highly professional sense of Fallaci as a journalist in search of truth made her avoid any sort of tricks in approaching her interviewees, both powerful figures and common people.
- ❷ ( ) Fallaci had either been a heavy smoker or had smoked for a long time.
- ❸ ( ) Fallaci exploited Kissinger's somewhat big ego to trick him into making some public statements he would later regret.
- ❹ ( ) Kissinger seems to suggest that Fallaci was not entirely professionally ethical or honest when dealing with the interview he had granted her.

### QUESTÃO 43

Based on the text, judge — right (C) or wrong (E) the following items.

- ❶ ( ) Although fascinated by power, Fallaci was more lenient with democratically elected politicians.
- ❷ ( ) Fallaci, in her interview with Kissinger, praised President Nixon to constraint Kissinger.
- ❸ ( ) Kissinger believed he rightfully belonged to the very select group of world politicians Fallaci had already interviewed.
- ❹ ( ) One of the basic criteria Fallaci adopted to handpick her interviewees was gender-based: half of them had to be necessarily women politicians.

This text refers to questions 44 to 47.

### Amartya Sen

1 Freedom, in the eyes of Amartya Sen, the famous  
Indian economist and philosopher, does not consist merely of  
being left to our own devices. It also requires that people have  
4 the necessary resources to lead lives that they themselves  
consider to be good ones. The focus on the individual has led  
some critics to accuse Sen of “methodological individualism”  
7 — not a compliment. Communitarian opponents, in particular,  
think that he pays insufficient regard to the broader social  
group. In response, he — usually an unfailingly courteous  
10 writer — becomes a bit cross, pointing out that “people who  
think, choose and act” are simply “a manifest reality in the  
world”. Of course communities influence people, “but  
13 ultimately it is individual valuation on which we have to draw,  
while recognising the profound interdependence of the  
valuations of people who interact with each other”.

16 Nor is Sen easily caricatured as an egalitarian:  
“capabilities”, for example, do not have to be entirely equal.  
He is a pluralist, and recognises that even capabilities cannot  
19 always trump other values. Liberty has priority, Sen insists,  
but not in an absurdly purist fashion that would dictate  
“treating the slightest gain of liberty — no matter how small  
22 — as enough reason to make huge sacrifices in other  
amenities of a good life — no matter how large”.

Throughout, Sen remains true to his Indian roots. One  
25 of the joys of his recently published book entitled **The Idea  
of Justice** is the rich use of Indian classical thought — the  
debate between 3rd-century emperor Ashoka, a liberal  
28 optimist, and Kautilya, a downbeat institutionalist, is much  
more enlightening than, say, a tired contrast between Hobbes  
and Hume.

31 Despite these diverting stories, the volume cannot be  
said to fall into the category of a “beach read”: subtitles such  
as “The Plurality of Non-Rejectability” provide plenty of  
34 warning. But for those who like their summer dinner tables to  
be filled with intelligent, dissenting discourse, the book is  
worth the weight. There is plenty here to argue with. Sen  
37 wouldn’t have it any other way.

Internet: <<http://entertainment.timesonline.co.uk>> (adapted).

#### QUESTÃO 44

Based on the text above, it can be said that the relationship  
established between the ideas of “unfailingly courteous” (ℓ.9) and  
“cross” (ℓ.10) is one of

- A contrast.
- B reiteration.
- C inclusion.
- D result.
- E addition.

#### QUESTÃO 45

In the fragment, “even capabilities cannot always trump other  
values” (ℓ.18-19), the verb “trump” means

- A to be bracketed with.
- B to foster.
- C to vie against.
- D to prevail over.
- E to hold on to.

#### QUESTÃO 46

According to the text, judge — right (C) or wrong (E) — the  
items below.

- ① ( ) South-east Asian classical economics rather than  
European philosophy laid the main theoretical and  
practical foundation for Sen’s theses.
- ② ( ) Communitarian opponents make up the largest and  
most vocal group of Sen’s critics.
- ③ ( ) Sen’s work, although focused on the individual and on  
the idea of liberty, does not lose sight of the inherent  
dynamics of the different communities.
- ④ ( ) Sen dismisses out of hand the ideas advanced by  
English philosophers of the XVII and XVIII centuries.

#### QUESTÃO 47

Based on the text, judge — right (C) or wrong (E) the following  
items.

- ① ( ) Communitarians’ major objection against Sen is based  
on his vigorous defence of unmitigated individualism.
- ② ( ) Sen finds the theses put forward by Ashoka and  
Kautilya to be more ground-breaking and insightful  
than those proposed by some major Western  
philosophers 14 or 15 centuries later.
- ③ ( ) Even Sen’s followers resent the sheer lack of purism  
in his championing of freedom.
- ④ ( ) Despite having a usually gentle disposition, Sen often  
flies into a nasty temper whenever any of his ideas are  
challenged.

This text refers to questions 48 to 51.

1 “For heaven’s sake,” my father said, seeing me off at the airport, “don’t get drunk, don’t get pregnant — and don’t get involved in politics.” He was right to be concerned.  
4 Rhodes University in the late 1970s, with its Sir Herbert Baker-designed campus and lush green lawns, looked prosperous and sedate. But the Sunday newspapers had been  
7 full of the escapades of its notorious drinking clubs and loose morals; the Eastern Cape was, after the riots of 1976, a place of turmoil and desperate poverty; and the campus was thought  
10 by most conservative parents to be a hotbed of political activity.

The Nationalist policy of forced removals meant  
13 thousands of black people had been moved from the cities into the nearby black “homelands” of Transkei and Ciskei, and dumped there with only a standpipe and a couple of huts  
16 for company; two out of three children died of malnutrition before the age of three. I arrived in 1977, the year after the Soweto riots, to study journalism. Months later, Steve Biko  
19 was murdered in custody. The campus tipped over into turmoil. There were demonstrations and hunger strikes.

For most of us, Rhodes was a revelation. We had been  
22 brought up to respect authority. Here, we could forge a whole new identity, personally and politically. Out of that class of 1979 came two women whose identities merge with the  
25 painful birth of the new South Africa: two journalism students whose journey was to take them through defiance, imprisonment and torture during the apartheid years.

28 One of the quietest girls in the class, Marion Sparg, joined the ANC’s military wing, Umkhonto we Sizwe (MK), and was eventually convicted of bombing two police stations.  
31 An Asian journalist, Zubeida Jaffer, was imprisoned and tortured, yet ultimately chose not to prosecute her torturers.

Today you can trace the footprints of my classmates  
34 across the opposition press in South Africa and the liberal press in the UK — The Guardian, the Observer and the Financial Times. Even the Spectator (that’s me). Because  
37 journalism was not a course offered at “black” universities, we had a scattering of black students. It was the first time many of us would ever have met anyone who was black and  
40 not a servant. I went to hear Pik Botha, the foreign minister, a Hitlerian figure with a narrow moustache, an imposing bulk and a posse of security men. His reception was suitably  
43 stormy, even mocking — students flapping their arms and saying, “Pik-pik-pik-P-I-I-I-K!”, like chattering hens.

46 But students who asked questions had to identify themselves first. There were spies in every class. We never worked out who they were, although some of us suspected the friendly Afrikaans guy with the shark’s tooth necklace.

Janice Warman. *South Africa’s Rebel Whites*.  
In: *The Guardian Weekly*, 20/11/2009 (adapted).

#### QUESTÃO 48

Based on the text, judge — right (C) or wrong (E) — the items below.

- ① ( ) Of the three journalism students mentioned in the text, it can be said that the most self-effacing and reserved of them all turned out to be the one to deliver a most violent blow against the apartheid security apparatus.
- ② ( ) The university the author attended can be described as a place where neither the teaching staff nor school officials exacted blind obedience from students.
- ③ ( ) The author clearly underscores the striking resemblance the Nationalist Party of South Africa bears to its Nazi counterpart.
- ④ ( ) Students decided to burlesque Botha’s performance as an ineffectual and chicken-hearted foreign minister by doing a ludicrous and crude imitation of a bird.

#### QUESTÃO 49

The author creates in the reader’s mind the distinct impression that her father was

- A an overprotective and controlling individual who wanted to be an integral part in all aspects of his daughter’s life.
- B prudish parent who persistently demanded that his daughter be or appear to be very prim, proper, modest and righteous at all times.
- C a paranoid father who refused to let go, and clamped her down with hard and fast rules and strict discipline.
- D a doting father whose motto could very well be “Spare the rod, spoil the child”.
- E a caring parent who was well-aware of the peculiar atmosphere that pervaded college campuses in the late ‘70s: permissive, in a state of constant political unrest, and overindulgent in terms of drinking.

#### QUESTÃO 50

The overall view the author outlines of late ‘70s South Africa is

- A unduly optimistic, coloured by the typically unattainable idealism of young people.
- B predictably hopelessly distorted by the author’s white middle-class background and petit bourgeois values.
- C inherently flawed and, therefore, pointless for it fails to place the country in a broader regional, African, or world context.
- D basically descriptive and provides information about a politically, socially, and racially unequal and unfair society poised on the verge of momentous changes.
- E oddly detached and unemotional due, perhaps, to the fact that she can only sympathize with the oppressed black population’s plight up to a point.

#### QUESTÃO 51

In the text,

- ① ( ) “hotbed” (l.10) is synonymous with **breeding ground**.
- ② ( ) “tipped over” (l.19) can be replaced by **was plunged**.
- ③ ( ) “scattering” (l.38) can be paraphrased as **an unruly mob**.
- ④ ( ) “posse” (l.42) and **entourage** are interchangeable.