

ROYAUME DU MAROC

MINISTERE DE L'EDUCATION NATIONALE,
DE L'ENSEIGNEMENT SUPERIEUR,
DE LA FORMATION DES CADRES ET
DE LA RECHERCHE SCIENTIFIQUE

PRESIDENCE DU CONCOURS NATIONAL COMMUN 2009

INSTITUT NATIONAL DE
STATISTIQUE ET D'ECONOMIE APPLIQUEE
(INSEA)

CONCOURS NATIONAL COMMUN D'ADMISSION
AUX GRANDES ECOLES D'INGEGNIEURS
OU ASSIMILEES

EDITION 2009

EPREUVE D'ANGLAIS

FILIERES MP / PSI / TSI / BCPST

Durée de l'épreuve : 2 heures

Notes à lire par le candidat

- *Le candidat doit obligatoirement utiliser la feuille-réponse, (ANSWER- SHEET), pour ses réponses.*
- *Chaque candidat n'a droit qu'à une seule «ANSWER-SHEET». Aucune feuille à carreaux, commune aux autres épreuves, ne sera acceptée.*
- *Le candidat doit écrire son nom de famille, prénom, centre et numéro d'examen dans la partie réservée à ceci en haut de la 1^{ère} page de la feuille-réponse, avant de commencer à rédiger, pour valider sa feuille de composition.*
- *L'usage de toutes machines (calculatrice, traductrice, etc.) ou dictionnaire est strictement interdit.*
- *Si un candidat est amené à repérer ce qui peut lui sembler être une erreur d'énoncé, il le signalera sur sa copie et devra poursuivre sa composition en expliquant les raisons des initiatives qu'il a été amené à prendre.*
- **CETTE EPREUVE COMPREND DEUX FEUILLES A3: UNE FEUILLE-SUJET (ENGLISH EXAM PAPER) AINSI QU'UNE FEUILLE-REPONSE (ASWER-SHEET).**

SECTION ONE: Reading Comprehension & Translation

1 Africa won its liberation through the efforts of the young. Across the African continent, the moment of
2 independence represented many things. It was the winning of the national sovereignty and the promise that the continent
3 could unshackle itself from the chains of colonial rule and achieve the social and economic development for which its
4 people had yearned. But national independence manifested something else too, something that is easily overlooked with
5 the passage of almost half a century. The social and political movements that struggled against colonial and racist rule
6 were overwhelmingly parties of the young.

7 Youth have rights as well as obligations, though they are too often forgotten in a social order built around
8 gerontocrats and welfare agenda focused on children. Rights are realized through a combination of government action,
9 social functioning and citizens' mobilization. Governmental commitments are important, but political change that
10 emancipates people is the essential component of successful social progress. For young people to realize their rights,
11 they need to enjoy their civil and political liberties, organize themselves, demonstrate their readiness to act, and in turn
12 this means that they need to take on leadership roles. Leadership roles exist at all levels of society from family,
13 community and school to the national political stage. Young people should have roles at all of these levels, but of
14 necessity the greatest focus must be on their leadership of social and political movements.

15 Efforts to generate social change, especially with regard to youth, must be what young people are already doing
16 for themselves. Many young people in Africa are bewildered, demoralized and exploited. Many see no future for them in
17 the African continent and instead aspire to leave to seek a new life in Europe or America. Yet at the same time, young
18 people are the principal actors in Africa's social and political creativity today. Under the onslaught of a range of
19 adversities—HIV/AIDS, unemployment, political repression, conflict, and the collapse of social values—young people
20 are actively fashioning new social orders. Most of these emergent social networks, organizations and belief systems are
21 poorly understood.

22 Leadership roles by young people themselves will be essential if any movement is to prove effective and
23 sustainable. The participation rights of young people need to be taken seriously, so that they are more adequately
24 represented in legislatures and other mechanisms for ensuring that citizens' voices are heard and taken into account.
25 Institutions that represent the young, and that deal with the young, need their capacities enhanced. Young people, aged
26 over 16 for example, could be granted the vote and those slightly older (perhaps 21) could be given the right to run for
27 elected public office. This would be a very powerful symbol of the emancipation of youth, and, more importantly, a
28 means of channeling their political energies into strengthening democracy. Mechanisms for delivering services to the
29 young, ranging from schools and clinics to banks and micro-credit institutions, need strengthening with greater and more
30 effective participation by their young clients and stakeholders. Civil society organizations, schools and universities,
31 government departments, and regional organizations should all become concerned with young people, both reaching out
32 to them and providing opportunities for learning and leadership within them.

33 The process of creating and developing young people's leadership cannot be directed. It can only be
34 encouraged, most importantly by providing the right domestic environment. Another mechanism that can help is
35 regionally and internationally networking youth organizations so that they can provide new platforms for progressive
36 leadership. Young people have some specific requirements, but like older citizens, they fundamentally require the
37 freedom to organize and participate as they see fit.

Abridged from an article on Youth & Leadership by Feldmussen, J. F. (2009)

I- Comprehension Questions

Task One: Select and cross the letter corresponding to the most appropriate answer

1. The word "yearned" in line 4 means almost the same as:
A. gained B. desired C. envisioned D. contracted
2. The word "overwhelmingly" in line 6 means almost the same as:
A. tremendously B. significantly C. deeply D. alarmingly
3. The word "onslaught" in line 18 means almost the same as:
A. problem B. difficulty C. assault D. dilemma
4. The expression "see fit" in line 37 means almost the same as:
A. consider suitable B. believe typical C. plan adequate D. pretend feasible

Task Two: Select and cross the choice that best completes the meaning of the following ideas

1. In paragraph 3, the author cites a series of misfortunes to describe the:
A. new responsibilities young people are assuming B. social problems governments are controlling
C. conflicts social movements are engaged in D. atrocities old people are enduring
2. According to the author, many young people are harnessed in Africa because ...
A. they see no progress in the future B. they want to be decision-makers
C. they prefer to immigrate to Europe or America D. they are not active and creative

3. According to the author, the effective participation of young people as future leaders entails ...
 - A. the recognition of their role by the general public
 - C. their determination to act
 - B. the involvement of their clients and stakeholders
 - D. their maturity in assuming responsibility
4. The author considers that the progress of democracy in Africa depends primarily on ...
 - A. the power of local governments
 - C. the liberation of young people
 - B. the active role of social and political actors
 - D. the emancipation of people

Task Three: Select and cross the letter corresponding to the most appropriate answer

1. In paragraph 4, lines 22–32, the author mentions all of the following ideas **EXCEPT**
 - A. how young people should perform their social and political rights.
 - B. how young people should be involved in decision making.
 - C. why youth do not participate in the social and political makeup of their communities.
 - D. what leadership roles should be attributed to young people to be effective citizens.
2. According to the passage, the author believes in all of the following ideas **EXCEPT**
 - A. The participation of youth in communal elections is a prerequisite to the progress of democracy.
 - B. Empowering youth to take leading roles in their communities is a true sign of progressive leadership.
 - C. Local, regional, and international networks are guiding youth towards effective leadership.
 - D. Disempowering young people can only weaken Africa's social and political creativity.

Task Four: Fill in the chart with information from the text. Answer in a NOTE FORM.

	Youth leadership roles		Networks where youth should enact those roles
1.	2.

Task Five: Answer concisely the following questions. Do not exceed the space given.

1. In your own words, what does the author mean by "a very powerful symbol of the emancipation of youth" (line 27)? Explain.
2. The author brings up many fields where young people can exercise real leadership in their communities. Which is, in your opinion, the most important social role young people can excel in? Explain your choice.

II- Translation

Task One: Translate the following sentence into English

« Depuis 1990, les Rapports sur le développement humain ont exploré annuellement des thèmes tel que la pauvreté, le genre, la démocratie, les droits humains, la mondialisation, la liberté culturelle, l'accès à l'eau et le changement climatique. »

http://hdr.undp.org/en/media/HDR_2009_FR_pre.pdf

Task Two: Translate the following sentences into French

"The real wealth of a nation is its people. And the purpose of development is to create an enabling environment for people to enjoy long, healthy and creative lives. This simple but powerful truth is too often forgotten in the pursuit of material and financial wealth."

http://hdr.undp.org/en/media/hdr_1999_front.pdf

SECTION TWO: Language and Writing

I- Essay writing:

Write a 'four-paragraph essay' on the following topic:

Young people are said to have lost many of the traditional values of older generations. This does not matter because the old social values are no longer relevant in the modern world.

Discuss the above statement with reference to two social values. Support your argument(s) with examples related to human sustainable development.

II- Language: Multiple Choice Questions

Task One: Each sentence below has one blank indicating that something has been omitted. Beneath the sentence are four choices labeled A through D. Choose the appropriate answer that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

- World governments _____ many of the problems that developing countries are facing if they used the existing technology and the targeted financial resources more efficiently.
A. could resolve B. had resolved C. did resolve D. resolved
- People in big cities appear _____ and more bearing the burnt of the financial crisis than villagers in emergent economies.
A. to have more affected B. to have been more affected C. to be more affecting D. to have more affecting
- The global impact of high-speed forms of transportation and the increasing movement of people around the world _____ it possible for infectious diseases to move faster around the world.
A. have made B. made C. make D. will make
- "Poor countries cannot _____ until they are wealthy before they invest in their people," said Jeffrey Sachs. "This is the wrong way round."
A. afford to wait B. afford to be waiting C. afford to waiting D. afford waiting

Task Two: Each sentence contains an error or no error at all (Choice D). Remember, your correct answer is actually identifying what is wrong with the sentence. If there is nothing wrong, then your answer will be D, No error.

- Today's global economy is widening the gap of social inequalities creating a system of the haves and the have-nots.
A. Punctuation B. Spelling C. Grammar D. No error
- In order to survive in the business world of today, national cooperate must adopt a competitive stance.
A. Punctuation B. Spelling C. Grammar D. No error
- It will be estimated that only 21 percent of the world's land surface is cultivatable and that only 7.6 percent is actually under cultivation.
A. Punctuation B. Spelling C. Grammar D. No error
- Sustainable development is the key word today; unless we haven't a fear psychosis towards our dangerous future we cannot help ourselves but continue to destroy our environment.
A. Punctuation B. Spelling C. Grammar D. No error

Task Three: Part of each sentence is underlined. Following the sentence, four versions of the underlined portion are presented. Choice A repeats the original; the other choices are different. If you think a better choice is found in B-D, then choose one of those. If the sentence is correct as stated, your answer will be A.

- However angry you may get at what someone has done to you, the police always advise you not to take the law into your own hands.
A. However B. Whatever C. Wherever D. Whoever
- Obviously, access to information technology will be of little benefit to people despite they learn how to use it.
A. despite B. nevertheless C. unless D. although
- If new information and communication technologies were efficiently exploited by learners and educators, they will better serve the development of education.
A. will better serve B. would better serve C. would have better served D. would better have served
- Diseases don't respect neat geographical boundaries, natural catastrophes don't, neither. These are the shared responsibilities of an increasingly inter-dependent world.
A. natural catastrophes don't, neither. B. also don't natural catastrophes.
C. neither natural catastrophes do. D. nor do natural catastrophes.

Task Four: Part of each sentence is underlined. Following the sentence, versions of the underlined portion are presented. Choose the appropriate answer which best improves each of the following sentences. If the portion of the sentence is correct as it is, then your answer will be A.

- Behind most successful public administration stands an effective leader and, of course, outstanding stuff that is proud of its administration and willing to do what it takes to make it the best.
A. and, of course, outstanding stuff that is proud B. and, of course, a proud stuff that is outstanding
C. and, of course, an outstanding stuff that is proud D. and of course, an outstandingly proud stuff
- "Climate change is one of the greatest challenges facing humanity and it is the most vulnerable populations in the world who are most immediately at risk." Michael R. Bloomberg, Mayor of the City of New York.
A. and it is the most vulnerable populations in the world B. , and it is the most world's vulnerable populations
C. , and it is the world's most vulnerable populations D. and it is the populations of the world's most vulnerable
- Heart disease now kills more women than men, so women need to be their own advocates, knowing their risk factors and to ask their doctors about tests and treatments.
A. knowing their risk factors and to ask their doctors about B. to know their risk factors and to ask their doctors about
C. to know their risk factors and to ask about their doctors D. know their risk factors and ask about their doctors
- The more people who are infected by the Mexican swine flu, the severe cases more likely there will be and even deaths.
A. the severe cases more likely there will be B. the more severe cases there likely will be
C. there will be the more likely severe cases D. the more likely there will be severe cases

<u>Nom et prénom du candidat:</u>	<u>Centre d'examen:</u>	<u>Numéro d'examen du candidat</u>	<u>Réservé à l'administration</u>
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↑ **Partie à remplir par le candidat** ↑

<u>Nom du correcteur:</u>	<u>Note globale:</u> /20	<u>Réservé à l'administration</u>
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CNC 2009

EPREUVE D'ANGLAIS

DUREE : 02H

Answer-sheet

Notes à lire par le candidat

- Le candidat doit obligatoirement utiliser la feuille- réponse, (ANSWER- SHEET), pour ses réponses.
- Chaque candidat n'a droit qu'à une seule « ANSWER-SHEET ». Aucune feuille a carreaux, commune aux autres épreuves, ne sera acceptée.
- Le candidat doit écrire son nom de famille, prénom, centre et numéro d'examen dans la partie réservée à ceci en haut de cette page, avant de commencer à rédiger, pour valider sa feuille de composition.
- Pour la 'SECTION Translation, les phrases citées en anglais doivent être traduites en français, et celles citées en français doivent être traduites en anglais comme indiqué dans l'épreuve.
- L'usage de toutes machines (calculatrice, traductrice, téléphone portable, etc.) est strictement interdit.
- L'usage du dictionnaire est interdit.
- Si un candidat est amené à repérer ce qui peut lui sembler être une erreur d'énoncé, il le signalera sur sa copie et devra poursuivre sa composition en expliquant les raisons des initiatives qu'il a été amené à prendre.
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DO NOT WRITE ABOVE THIS LINE

SECTION ONE: Reading Comprehension & Translation

I- Comprehension Questions

Task One: Select and cross the letter corresponding to the most appropriate answer

1. A B C D 2. A B C D 3. A B C D 4. A B C D /1

Task Two: Select and cross the letter corresponding to the most appropriate answer

1. A B C D 2. A B C D 3. A B C D 4. A B C D /1

Task Three: Select and cross the letter corresponding to the most appropriate answer

1. A B C D 2. A B C D /1

Task Four: Fill in the chart with information from the text. Answer in a NOTE FORM.

	Youth leadership roles		Networks where youth should enact those roles
1.	2.

/1

Task Four: Answer concisely the following questions. Do not exceed the space given.

1. In your own words, what does the author mean by "a very powerful symbol of the emancipation of youth" (line 27)? Explain.

1.
.....
.....
.....
.....

/1

2. The author brings up many fields where young people can exercise real leadership in their communities. Which is, in your opinion, the most important social role young people can excel in? Explain your choice.

2.
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.....
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.....
.....
.....

/2

DO NOT WRITE ABOVE THIS LINE

II- Translation

Task One: Translate the sentence into English

1.

/1.5

Task Two: Translate the sentences into French

2.

/1.5

SECTION TWO: Language & Writing

I- Language: Multiple Choice Questions

Instruction: Put a cross (X) on the letter corresponding to the most appropriate answer. Follow the instructions.

Identify the error in the following example:

00. "We build too many walls; and not enough bridges." Isaac Newton

A. Capitalization

B. Punctuation

C. Spelling

D. Grammar

00. A B C D

No answer, wrong or more than one answer = 00 mark

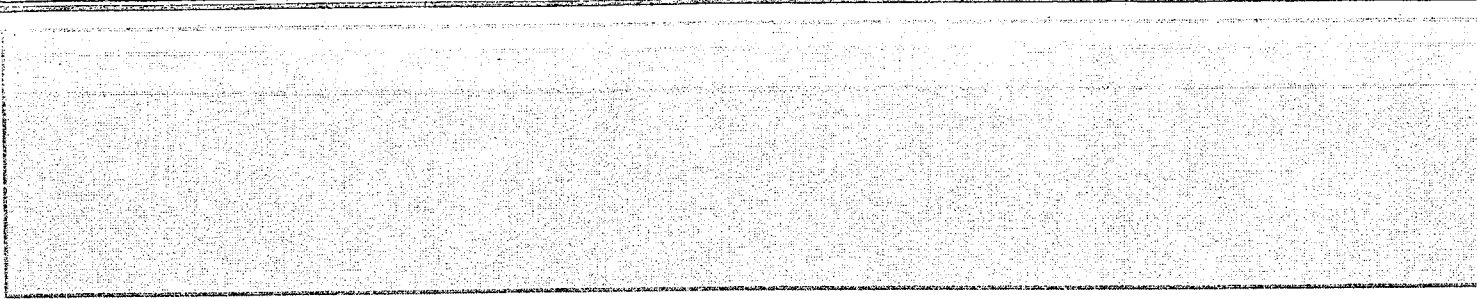
01. A B C D
 02. A B C D
 03. A B C D
 04. A B C D

05. A B C D
 06. A B C D
 07. A B C D
 08. A B C D

09. A B C D
 10. A B C D
 11. A B C D
 12. A B C D

13. A B C D
 14. A B C D
 15. A B C D
 16. A B C D

/4



DO NOT WRITE ABOVE THIS LINE

II- Essay writing:
Write a 'four-paragraph essay'

A series of horizontal dotted lines provided for writing the essay.