



ROYAUME DU MAROC

المملكة المغربية

Présidence du concours National commun  
Ecole Nationale Supérieure de l'Informatique et d'Analyse des Systèmes



## CONCOURS NATIONAL COMMUN

d'Admission dans les Établissements de Formation  
d'Ingénieurs et Établissements Assimilés

Filières : **MP/PSI/TSI/BCPST**

**Épreuve d'Anglais**

**Durée 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(s), centre et numéro d'examen dans la partie réservée à ceci en haut de la 1<sup>ère</sup> 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.*
- *Le non respect des limites indiquées sur la feuille Answer sheet sera sanctionné.*
- *CETTE EPREUVE COMPORTE DEUX FEUILLES A3: UNE FEUILLE (ENGLISH EXAM PAPER) AINSI QU'UNE FEUILLE-REPOSE (ASWER SHEET).*

### Digital and Media Literacy: A Plan of Action

1 The time to bring digital and media literacy into the mainstream of developing communities is  
2 extremely imperative. People worldwide need the ability to access, analyze and engage in critical  
3 thinking about the array of the messages they receive and send in order to make informed decisions  
4 about the everyday issues they face regarding health, work, politics and leisure. Most well-informed  
5 families live in "constantly connected" homes with more than 500 TV channels, broadband Internet  
6 access, and mobile phones offering on-screen, interactive activities at the touch of a fingertip. In an  
7 age of information overload, people need to allocate the scarce resource of human attention to quality,  
8 high-value messages that have relevance to their lives.

9 Today full participation in contemporary culture requires not just consuming messages, but  
10 also creating and sharing them. To **fulfill** the promise of digital citizenship, modern citizens must  
11 acquire multimedia communication skills that include the ability to compose messages using language,  
12 graphic design, images, and sound, and know how to use these skills to engage in the civic life of their  
13 communities. These competencies must be developed in formal educational settings, especially in  
14 higher education, as well as *informal settings*. The inclusion of digital and media literacy in formal  
15 education can be a bridge across *digital divides* and cultural enclaves, a way to energize learners and  
16 make connections across subject areas, and a means for providing more equal opportunities in digital  
17 environments.

18 There is growing force to support the integration of digital and media literacy into education.  
19 In America for instance, the U.S. Department of Education's 2010 technology plan, "Transforming  
20 American Education: Learning Powered by Technology," notes, "Whether the domain is English  
21 language arts, mathematics, sciences, social studies, history, art, or music, 21st-century competencies  
22 and expertise such as critical thinking, complex problem solving, collaboration, and multimedia  
23 communication should be woven into all content areas. These competencies are necessary to become  
24 both expert educators and learners, which we all must be if we are to adapt to our rapidly changing  
25 world over the course of our lives, and that involves developing deep understanding within specific  
26 content areas and making the connections between them".

27 At the heart of this impetuous is the recognition that we must work to promote people's  
28 capacity to simultaneously empower and protect themselves and their families as everyday lives  
29 become more saturated and enmeshed with information. Information needs are both personal and  
30 civic. We look to digital and media literacy to help us more deeply engage with ideas and information  
31 to make decisions and participate in cultural life.

32 Rather than viewing **empowerment** and protection as an either-or proposition, they must be  
33 seen as two sides of the same coin. Because mass media, popular culture and digital technologies  
34 contribute to shaping people's attitudes, behaviors and values, not only in childhood but across a  
35 lifetime, there is a public interest in addressing *potential harms*. For healthy development, *children  
36 and youth need privacy*, physical and psychological safety, and freedom from exposure to  
37 **objectionable**, disturbing or inappropriate material. At the same time, media and technology can  
38 empower individuals and groups. People gain many personal, social and cultural benefits from making  
39 wise choices about information and entertainment, using digital tools for self-expression and  
40 communication, and participating in online communities with people around the neighborhood and  
41 around the world who share their interests and concerns.

42 To strengthen digital citizenship and make digital and media literacy part of mainstream  
43 education in developing communities, a series of key steps, both large and small, should be adopted to  
44 bring digital and media literacy into the public eye. Each step should provide specific concrete  
45 programs and services to meet the diverse needs of active citizens, young and old, and build the  
46 capacity for digital and media literacy to thrive as a community education movement.

47 **Fortunately**, only when digital and media literacy become a fundamental part of  
48 contemporary education both in and out of schools, teamwork, collaboration, reflection, ethics and  
49 social responsibility among all social actors will flourish.

Adapted from:

Hobbs R. (2010). Digital and Media Literacy: A Plan of Action. *The communication and society program*. The Aspen Institute.

**Section One: Reading Comprehension and Commentary****Task One: Reading Comprehension**

In your own words, answer the following questions. Do not exceed the space given.

- 1- Give one suitable **synonym** to each of the following words:  
(a) *To fulfill* (line 10); (b) *empowerment* (line 32);  
(c) *objectionable* (line 37); (d) *Fortunately* (line 47)
- 2- Give 2 examples of the “*informal settings*” the author alludes to in paragraph 2.
- 3- List 2 “*potential harms*” the author hints at in paragraph 5
- 4- Explain what is meant by the expression “*digital divides*” in line 15.
- 5- What does the writer mean by the phrase “*children and youth need privacy*” in paragraph 5?
- 6- According to the author, what is the major similarity between *media consumers* and *school learners*? Explain briefly.

**Task Two: Commentary**

1. In a short paragraph, comment on the following assumption. Do not exceed the space given.

The author assumes that “*an effective digital literate citizen is a person who produces rather than only consumes information.*”

2. In a short paragraph, comment on the following citation. Do not exceed the space given.

“*Local young people are not well-prepared to participate actively in the make up of their modern communities.*”

**Section Two: Translation and Essay Writing****Task One: Translation**

1- Thème: In no more than 50-word paragraph translate the main idea of the following extract into English:

Mme Van Grunderbeeck distingue trois niveaux d'analphabétisme en pays industrialisés de celui que l'on retrouve dans les pays en voie de développement. Elle situe en premier niveau, les analphabètes complets qui forment 7 % de la population canadienne. C'est en quelque sorte le noyau dur de l'analphabétisme en pays industrialisés. Incapables de lire la plupart des documents écrits courants, ils ne reconnaissent que les éléments de base, soit leur permis de conduire ou l'étiquette d'un mode d'emploi. Ce groupe comprend aussi les gens souffrant d'incapacités intellectuelles. Le deuxième niveau, évalué à 9 %, regroupe les analphabètes dits fonctionnels et les dyslexiques. Ils peuvent reconnaître les mots, mais avouent avoir de la difficulté à comprendre le matériel de lecture usuel. Dans une classe, ils seraient au même niveau que les élèves du deuxième cycle de l'école primaire. Le troisième degré, estimé à 22 % de la population, réunit ceux qui peuvent lire, mais dans un nombre limité de situations. «Il faut que le matériel soit court et les tâches à effectuer très simples. Ces personnes ne lisent pas à la maison et évitent les situations de lecture», explique la spécialiste. «De manière générale, le taux (un total de 38 %) est assez stable depuis les 30 dernières années. Mais ce qui m'inquiète de plus en plus, c'est l'analphabétisme chez les jeunes», ajoute-t-elle.

*D'après l'institut du nouveau monde*

**2- Version:** Translate the following extract into French.

“We need a clear citizens’ vision of the way the Net ought to grow, a firm idea of the kind of media environment we would like to see in the future. If we do not develop such a vision for ourselves, the future will be shaped for us by large commercial and political powerholders<sup>1</sup>.” If the online environment is not considered as substantially different from the offline one, educators run the risk of applying preconceived notions not only of citizenship<sup>2</sup>, citizenship education, freedom of expression, and commercial and public space to the online environment, thus, limiting its potential and young people’s preparation for it.

D’après O’Brien J. (2008). *From Kansas University*

**Aide à la traduction :**

<sup>1</sup>commercial and political powerholders : détenteurs du pouvoir commercial et politique

<sup>2</sup>citizenship: citoyenneté

**Task Two: Essay Writing**

**Write a four-paragraph essay arguing for OR against ONE of the following topics.  
Demonstrate your adequate use of English.**

**Topic 1:** “*Educated people are hardly influenced by digital media. Only poor-culturally equipped citizens are badly manipulated.*”

Or

**Topic 2:** “*Today’s rapidly-developing societies require that efficient digitacy use and media literacy awareness have become an integral part of education in and out of schools.*”

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