



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^{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.*
- *Le non respect des limites indiquées sur la feuille Answer sheet sera sanctionné.*
- *CETTE ÉPREUVE COMPORTE DEUX FEUILLES A3: UNE FEUILLE (ENGLISH EXAM PAPER) AINSI QU'UNE FEUILLE-REPOSE (ASWER SHEET).*

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Digital and Media Literacy: A Plan of Action

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

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

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

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

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

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

Fortunately, only when digital and media literacy become a fundamental part of contemporary education both in and out of schools, teamwork, collaboration, reflection, ethics and 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