

CONCOURS NATIONAL COMMUN

المملكة المغربية
Royaume du Maroc



Ministère de l'Éducation Nationale, de la Formation professionnelle,
de l'Enseignement Supérieur et de la Recherche Scientifique
Secrétariat d'État chargé de l'Enseignement Supérieur et de la Recherche Scientifique



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Institut National des Postes et Télécommunications INPT

CONCOURS NATIONAL COMMUN

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

Session 2019

Épreuve d'Anglais

Filières : **MP/PSI/TSI**

Durée **2** heures

TEST INSTRUCTIONS

Before looking at the test questions, read the instructions carefully.

- Make sure you have the right number of pages (8 pages) as mentioned on the first page.
- The exam is divided into three independent sections:
Section I: Critical Reading
Section II: Translation
Section III: Writing
- Use the exam sheets carefully. Only ONE set of exam sheets will be provided.
- You must write your answer in the space provided for each question. If you decide to change an answer, erase your old answer completely and write the new one.
- Enough space is provided for the answers to each item. **Do not exceed that space.**
- Make sure your handwriting is clear.

NB. You are not allowed to use any document, electronic device or communicate with anyone during the exam session. Evidence of cheating (during exam administration or paper correction) will automatically disqualify the candidate.

Read The Text Below and Answer the Questions that Follow:

Closing the 'digital divide' in 2019

1 “Half of World’s Population Now Online”. The headline will write itself in 2019 when, based on
2 estimates by the International Tele-communication Union (ITU), a UN agency, more than 50%
3 of humanity will have access to the internet.

4 Although the ITU is generous in how it defines being online (it includes anyone who has used
5 the global network of networks within the past three months); this will be an impressive
6 landmark. A decade ago, the fraction of humanity with internet access hovered around 20%.
7 Closing the “digital divide” between the rich world and the poor would seem to be an unalloyed
8 blessing, for economic development in particular. Studies suggest that a 10% increase in internet
9 penetration is correlated with a 1.35% increase in GDP for developing countries.

10 Naturally, the ITU and other organisations have plenty of ideas about how to push penetration
11 rates even higher—especially as the rise in internet access has slowed recently. The UN
12 Broadband Commission for Sustainable Development, in a report published in September 2018,
13 lists half a dozen recommendations for governments, including support for local digital
14 businesses and reducing taxes on telecoms equipment. The Alliance For Affordable Internet
15 (A4AI), an advocacy group, focuses on how the cost of access can be reduced, for instance by
16 fostering competition and clever allocation of wireless spectrum. It thinks that governments
17 should have the goal of bringing down costs to no more than 2% of average monthly income for
18 one gigabyte of data—a target that is so far met by only 24 countries of the 61 covered in the
19 group’s “Affordability Report” from 2018.

20 Big tech firms, too, are making efforts to bring more people online. Facebook’s Free Basics
21 programme, for instance, is now available in 65 countries. It gives smartphone owners access to
22 a limited selection of data-light websites and services, including Facebook and Whats-App, the
23 mobile messaging app it owns. These are “zero rated”, meaning they can be browsed for nothing.

24 Yet the internet and the social-media platforms built on top of it do not just have the potential to
25 boost growth and development. They can also cause serious trouble. This has been much talked
26 about in rich countries in the wake of the online misinformation campaigns that were a factor in
27 Americans electing Donald Trump as president and Britons voting for Brexit. But the
28 consequences in poor countries have been more worrying.

29 “The problems are the same as in the West, plus more,” says Sandy Parakilas of the Centre for
30 Humane Technology, another advocacy group. Users have often much less experience with other
31 media, so they tend to believe more readily what they come across online. They have less choice,
32 because the internet giants are often even more dominant in poor countries than elsewhere.
33 (Novice users of Facebook’s Free Basics scheme may be unaware that they are seeing only a tiny,
34 handpicked -selection of websites.) These countries also typically have weaker institutions that
35 can be more easily undermined by misinformation. And autocratic regimes are often the worst
36 offenders in spreading “fake news”.

37 In Myanmar Facebook has been misused to deepen the hatred of the Rohingya minority. In India
38 WhatsApp has had the most profound effect. The app, which boasts more than 200m users in the
39 country, has at times become a rumour mill. In 2017 seven men in the eastern state of Jharkhand
40 were murdered after rumours circulated on WhatsApp warning of kidnappers in the area.

41 So should efforts to get more people online be slowed down until they are better equipped to
42 handle the technology? Whatever the policy mix, the problems caused by more connectivity will
43 not go away quickly. “This is going to get worse before it gets better,” predicts Renata Avila of
44 the World Wide Web Foundation, a think-tank. Connectivity alone is not enough, she points
45 out: “We have to prepare people better for what to expect.”

Ludwig Siegele technology editor,

Retrieved from: <https://worldin2019.economist.com/digitaldivide>

SECTION 1: CRITICAL READING

COMPREHENSION

- 1.1 In your words, evaluate the effectiveness, efficiency and relevance of the strategies suggested in the text to close the digital divide.
- 1.2. Summarize the reading passage in a paragraph of no more than 56 words ($\pm 10\%$)

COMMENTARY

- 1.4. Comment on the statement below. **Do not exceed 75-word paragraph.**

“Being digitally competent is now a necessary part of modern life and no one can afford to be left behind.”

Retrieved from: <http://supportingcommunities.org>

SECTION 2: TRANSLATION

Theme:

Translate the extract below into English:

“Comme toute évolution technologique majeure, l’Intelligence Artificielle (IA) soulève des problématiques éthiques que ses promoteurs, tels Bill Gates, Elon Musk ou encore Stephen Hawking, ne négligent pas. Pour éviter toute dérive excessive, ils prônent un contrôle rigoureux des avancées et de leurs conséquences potentielles. Les perspectives positives de l’IA sont cependant nombreuses pour l’humanité et la planète”.

<https://e-rse.net/definitions/intelligence-artificielle>

Version:

Traduire en Français le passage suivant :

“I’m not sure anyone can expect anything more from Facebook at this point. Security researcher Brian Krebs estimated in March [2019] that Facebook had been storing passwords in this way since 2012. By now, we should all just keep any passwords even tangentially connected with our Facebook and Instagram accounts on a weekly flip schedule. Guard them with the zealotry with which you’d guard the nuclear football, because clearly Facebook isn’t going to”.

Retrieved from: (<https://thenextweb.com/facebook/2019/04/18/>)

SECTION 3: WRITING

Choose ONE of the topics below:

- 1 “Protect your planet even if they don’t”. Write a 4 paragraph **persuasive** essay in favour of this statement.
- 2 Should wealthy nations be required to share their wealth among poorer nations by providing such things as food and education? Or is it the responsibility of the governments of poorer nations to look after their citizens themselves? Write a 4 paragraph **argumentative** essay stating your attitude in favour of any of the opinions stated above.