

Modèle CCYC : ©DNE

Nom de famille (naissance) :

(Suivi s'il y a lieu, du nom d'usage)

Prénom(s) :

N° candidat :

N° d'inscription :



Liberté • Égalité • Fraternité
RÉPUBLIQUE FRANÇAISE

Né(e) le :

(Les numéros figurent sur la convocation.)

1.1

ÉVALUATION

CLASSE : Première

VOIE : Générale Technologique Toutes voies (LV)

ENSEIGNEMENT : ANGLAIS

DURÉE DE L'ÉPREUVE : 1h30

Niveaux visés (LV) : LVA B1-B2 LVB A2-B1

CALCULATRICE AUTORISÉE : Oui Non

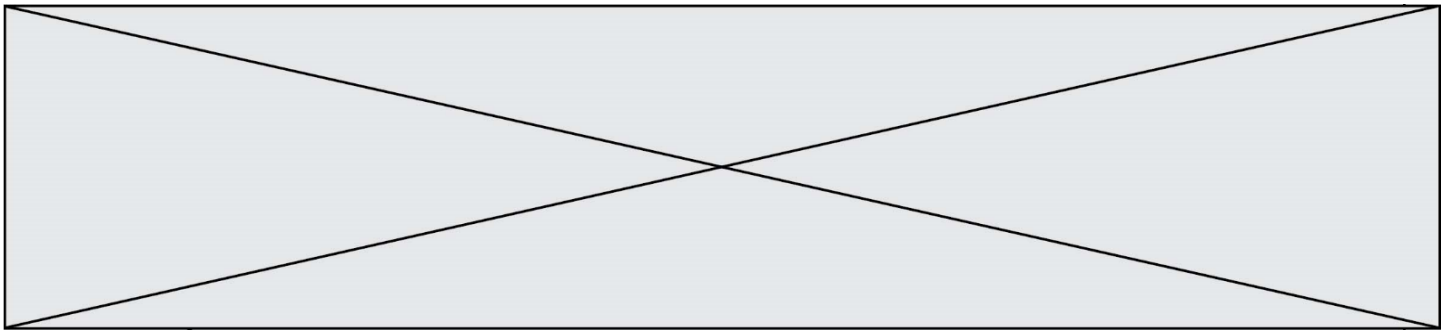
DICTIONNAIRE AUTORISÉ : Oui Non

Ce sujet contient des parties à rendre par le candidat avec sa copie. De ce fait, il ne peut être dupliqué et doit être imprimé pour chaque candidat afin d'assurer ensuite sa bonne numérisation.

Ce sujet intègre des éléments en couleur. S'il est choisi par l'équipe pédagogique, il est nécessaire que chaque élève dispose d'une impression en couleur.

Ce sujet contient des pièces jointes de type audio ou vidéo qu'il faudra télécharger et jouer le jour de l'épreuve.

Nombre total de pages : 4



Compréhension de l'écrit et expression écrite

Le sujet porte sur l'axe 4 du programme : **Citoyenneté et mondes virtuels**

Il s'organise en deux parties :

1. Compréhension de l'écrit ;

2. Expression écrite.

Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, ni citer votre nom, celui d'un camarade ou celui de votre établissement.

Texte :

Yes, AI could profoundly disrupt education. But maybe that's not a bad thing

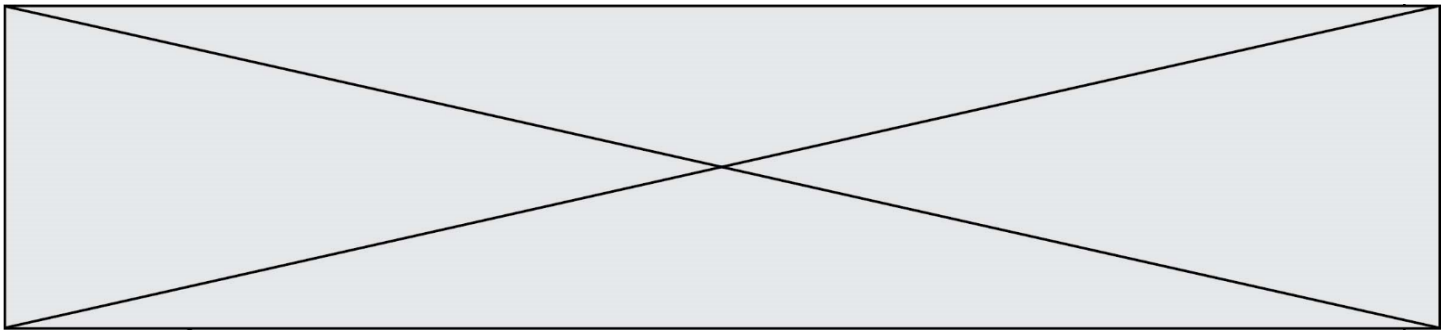
Education strikes at the heart of what makes us human. It drives the intellectual capacity and prosperity of nations. It has developed the minds that took us to the moon and eradicated previously incurable diseases. And the special status of education is why generative AI tools such as ChatGPT are likely to profoundly disrupt this sector.

5 This isn't a reflection of their intelligence, but of our failure to build education systems that nurture and value our unique human intelligence.

We are being duped into believing these AI tools are far more intelligent than they really are. A tool like ChatGPT has no understanding or knowledge. It merely collates bits of words together based on statistical probabilities to produce useful texts. It is an
10 incredibly helpful assistant.

But it is not knowledgable, or wise. It has no concept of how any of the words it produces relate to the real world. The fact that it can pass so many forms of assessment merely reflects that those assessments were not designed to test knowledge and understanding but rather to test whether people had collected and
15 memorised information.

AI could be a force for tremendous good within education. It could release teachers from administrative tasks, giving them more opportunities to spend time with students.



20 However, we are woefully¹ equipped to benefit from the AI that is flooding the market. It does not have to be like this. There is still time to prepare, but we must act quickly and wisely. [...]

Staying ahead of AI will mean radically rethinking what education is for, and what success means. Human intelligence is far more impressive than any AI system we see today. We possess a rich and diverse intelligence, much of which is unrecognised by our current education system. [...]

25 Our education system should recognise the unique aspects of human intelligence. At school, this would mean a focus on teaching high-level thinking capabilities and designing a system to supercharge our intelligence. Literacy² and numeracy remain fundamental, but now we must add AI literacy. Traditional subject areas, such as history, science and geography, should become the context through which critical
30 thinking, increased creativity and knowledge mastery are taught. Rather than teaching students only how to collate and memorise information, we should prize their ability to interpret facts and weigh up the evidence to make an original argument.

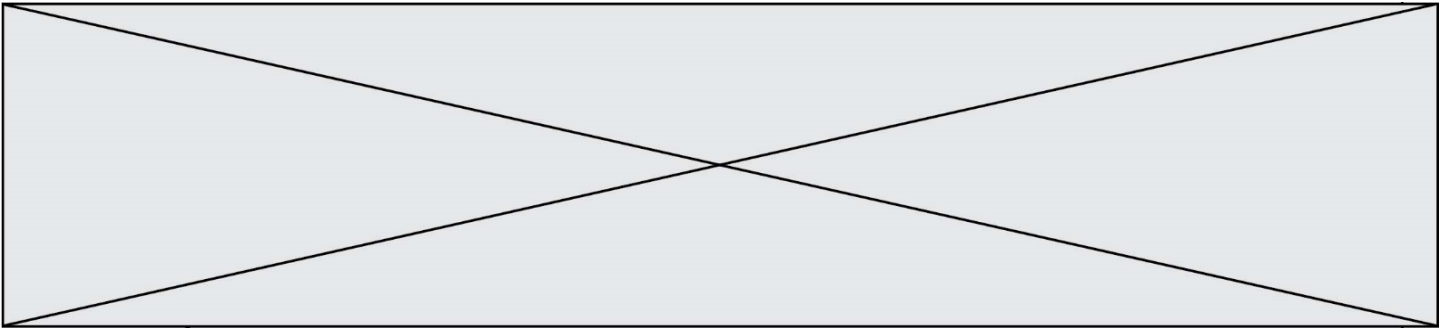
35 Failure to change isn't an option. Now these technologies are here, we need humans to excel at what AI *cannot* do, so any workplace automation complements and enriches our lives and our intelligence.

This should be an amazing opportunity to use AI to become much smarter, but we must ensure that AI serves us, not the other way round. This will mean confronting the profit-driven imperatives of big tech companies [...]. It will also mean carefully considering what types of tasks we're willing to offload to AI. [...]

Rose Luckin, *The Guardian*, 14th July 2023.

¹ Woeful: deplorable.

² Literacy: the ability to read and write.



1. Compréhension de l'écrit (10 points)

Give an account of the text, **in English** and in your own words, focusing on the role of education in our lives, on the nature and usefulness of artificial intelligence and on the coexistence of humans and AI. Also, give an account of the type of the text and its purpose.

2. Expression écrite (10 points)

Vous traiterez **en anglais**, et en 120 mots minimum, **l'un des deux sujets suivants au choix** :

Sujet A

React to a negative post on a social media platform about the growing impact of AI on the field of education.

Sujet B

Discuss the following sentence: *"This should be an amazing opportunity to use AI to become much smarter, but we must ensure that AI serves us, not the other way round"* (lines 36-37).