

Modèle CCYC : ©DNE Nom de famille (naissance) : (Suivi s'il y a lieu, du nom d'usage)	
Prénom(s) :	
N° candidat :	
Né(e) le :	
	N° d'inscription :

(Les numéros figurent sur la convocation.)

1..1

Compréhension de l'oral, de l'écrit et expression écrite

L'ensemble du sujet porte sur l'**axe 6** du programme : **Innovations scientifiques et responsabilité**

Il s'organise en trois parties :

- 1. Compréhension de l'oral ;**
- 2. Compréhension de l'écrit ;**
- 3. 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.

Vous disposez tout d'abord de **cinq minutes** pour prendre connaissance de **la composition** de l'ensemble du dossier et des **consignes** qui vous sont données.

Vous allez entendre trois fois le document de la partie 1 (compréhension de l'oral).

Les écoutes seront espacées d'une minute.

Vous pouvez prendre des notes pendant les écoutes.

À l'issue de la troisième écoute, vous organiserez votre temps (**1h30**) comme vous le souhaitez pour rendre compte **en français** du document oral et pour traiter **en anglais** la compréhension de l'écrit (partie 2) et le sujet d'expression écrite (partie 3).

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Les documents :

- Document audio

Titre : The risks and benefits of artificial intelligence

Source : NPR - Novembre 21st, 2023

- Texte

Don't Ban ChatGPT in Schools. Teach With It.

ChatGPT is new — it was released in late November — but it has already sent many educators into a panic. [...]

Cheating is the immediate, practical fear, along with the bot's propensity to spit out wrong or misleading answers. But there are existential worries, too. One high school teacher told me that he used ChatGPT to evaluate a few of his students' papers, and that the app had provided more detailed and useful feedback on them than he would have, in a tiny fraction of the time.

"Am I even necessary now?" he asked me, only half joking.

Some schools have responded to ChatGPT by cracking down. New York City public schools, for example, recently blocked ChatGPT access on school computers and networks, citing "concerns about negative impacts on student learning, and concerns regarding the safety and accuracy of content." Schools in other cities, including Seattle, have also restricted access. [...]

It's easy to understand why educators feel threatened. [...] There are legitimate questions about the ethics of A.I.-generated writing, and concerns about whether the answers ChatGPT gives are accurate. (Often, they're not.) [...]

But after talking with dozens of educators over the past few weeks, I've come around to the view that banning ChatGPT from the classroom is the wrong move.

Instead, I believe schools should thoughtfully embrace ChatGPT as a teaching aid — one that could unlock student creativity, offer personalized tutoring, and better prepare students to work alongside A.I. systems as adults. Here's why.

The first reason not to ban ChatGPT in schools is that, to be blunt, it's not going to work.

Sure, a school can block the ChatGPT website on school networks and school-owned

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1.1

25 devices. But students have phones, laptops and any number of other ways of accessing it outside of class. [...]

Some teachers have high hopes for tools such as GPTZero, a program built by a Princeton student that claims to be able to detect A.I.-generated writing. But these tools aren't reliably accurate, and it's relatively easy to fool them by changing a few words, or using a different A.I. program to paraphrase certain passages. [...]

The second reason not to ban ChatGPT from the classroom is that, with the right approach, it can be an effective teaching tool. [...]

It could write personalized lesson plans for each student and generate ideas for classroom activities. It could serve as an after-hours tutor or a debate sparring partner. It could be used as a starting point for in-class exercises, or a tool for English language learners to improve their basic writing skills. [...]

I also don't believe that educators who are reflexively opposed to ChatGPT are being irrational. This type of A.I. really is disruptive — to classroom routines, to longstanding pedagogical practices, and to the basic principle that the work students turn in should reflect cogitation happening inside their brains, rather than in the latent space of a machine learning model hosted on a distant supercomputer.

But the barricade has fallen. Tools like ChatGPT aren't going anywhere; they're only going to improve, and barring some major regulatory intervention, this particular form of machine intelligence is now a fixture of our society. [...]

That's the biggest reason not to ban it from the classroom, in fact — because today's students will graduate into a world full of generative A.I. programs. They'll need to know their way around these tools — their strengths and weaknesses [...] — in order to work alongside them. To be good citizens, they'll need hands-on experience to understand how this type of A.I. works, what types of bias it contains, and how it can be misused and weaponized.

This adjustment won't be easy. Sudden technological shifts rarely are. But who better to guide students into this strange new world than their teachers?

Kevin Roose, *The New York Times*, January 12th, 2023.

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1. Compréhension de l'oral (10 points)

En rendant compte, en français, du document, vous montrerez que vous avez identifié et compris :

- la nature et le thème principal du document ;
- la situation, les événements, les informations ;
- les personnes (ou personnages), leur fonction ou leur rôle et, le cas échéant, leurs points de vue et la tonalité (comique, ironique, lyrique, polémique, etc.) de leurs propos ;
- les éventuels éléments implicites ;
- le but, la fonction du document (relater, informer, convaincre, critiquer, dénoncer, divertir, etc.).

2. Compréhension de l'écrit (10 points)

Give an account of the document, in your own words and **in English**.

3. Expression écrite (10 points)

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

Sujet A

Do you think that technology can bring more good than bad? Justify your answer with precise examples.

Sujet B

On October 30th, 2023, President Biden signed an executive order¹ on “safe, secure and trustworthy artificial intelligence”. He said: “One thing is clear: to realize the promise of A.I. and avoid the risks, we need to govern this technology, there’s no other way around it, in my view.”

Do you believe that it is the government’s responsibility to control the development and the use of A.I.?

¹ An executive order : un décret