

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 4** du programme : **Citoyenneté et mondes virtuels.**

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 vidéo

Titre : *More Schools Banning Cellphones*

Source : *NBC News, August 21, 2023*

- Texte 1

Teens and social media: How to nurture good digital citizens

More and more adolescents are opening social media accounts; last year, 67% of U.S. adolescents between 13 — 17 years old had TikTok, and 95% used YouTube, and are doing so at a younger age.

5 Social media has a lot of potential benefits for youth including entertainment, socialization, education, information and community, as well as potential harms, such as exposure to harmful, age-inappropriate content or contact with adults and negative interactions with peers. A key concept here is *potential*. Even though youth today are very familiar with technology, they won't magically extract all the benefits without scaffolding and support. We also can prevent these harms from happening.

10 One key factor that my colleagues and I highlighted in the recent American Psychological Association Health Advisory on social media use in adolescence is the need for fostering social media literacy and digital citizenship. We need to do a better job of preparing youth early on, before and as they open their social media accounts, and give them the skills and abilities they need to create, participate and use social media in a safe and meaningful way.

To this end, Common Sense Education developed digital citizenship materials for the United States, and there are several schools in Seattle and around the state of Washington that are already implementing and adapting these and other materials locally, showing promise of a positive impact on students. [...]

20 With our translation and adaptation of the Common Sense materials, we teach adolescents about a few key issues to promote *digital maturity*: media balance and well-being; privacy and security; digital footprint and online identities; relationships online; digital drama and cyberbullying; and news and media literacy. We have incorporated Social Media Test Drive, a hands-on, educational app that trains young adolescents on a simulated social media platform.

25 Older adolescents report more frequent positive *and* negative experiences on social media than younger adolescents. This is a clear indicator of the need to intervene *early*. Young adolescents are going through puberty and experiencing a lot of changes to their social lives and interests. They are very keen on getting their own phones and

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1.1

30 social media accounts.

At the same time, young adolescents are still more open to parental and teacher guidance (compared to older adolescents). Thus, it is the prime time to learn about digital citizenship and social media literacy to maximize positive online experiences.

The Seattle Times, May 19, 2023

- **Texte 2**

California Schools Will Require Students to Learn to Identify Fake News, Misinformation

Pushing back against the surge of misinformation online, California will now require all K-12¹ students to learn media literacy skills — such as recognizing fake news and thinking critically about what they encounter online.

5 Gov. Gavin Newsom last month signed Assembly Bill 873, which requires the state to add media literacy to curriculum frameworks for English language arts, science, math and history-social studies, rolling out gradually beginning next year. Instead of a stand-alone class, the topic will be woven into existing classes and lessons throughout the school year.

10 “I’ve seen the impact that misinformation has had in the real world — how it affects the way people vote, whether they accept the outcomes of elections, try to overthrow our democracy,” said the bill’s sponsor, Assembly member Marc Berman, a Democrat from Menlo Park. “This is about making sure our young people have the skills they need to navigate this landscape.”

15 The new law comes amid rising public distrust in the media, especially among young people. A 2022 Pew Research Center survey found that adults under age 30 are nearly as likely to believe information on social media as they are from national news outlets. Overall, only 7% of adults have “a great deal” of trust in the media, according to a Gallup poll conducted last year.

20 Media literacy can help change that, advocates believe, by teaching students how to recognize reliable news sources and the crucial role of media in a democracy.

25 “The increase in Holocaust denial, climate change denial, conspiracy theories getting a foothold, and now AI ... all this shows how important media literacy is for our democracy right now,” said Jennifer Ormsby, library services manager for the Los Angeles County Office of Education. “The 2016 election was a real eye-opener for everyone on the potential harms and dangers of fake news.”

www.kqed.org – November 11, 2023

¹ Primary and secondary education in the United States

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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 both documents, in English, focusing on the advantages and disadvantages of social media and the internet, what media literacy consists in and why it is important for young people to develop media literacy skills.

3. Expression écrite (10 points)

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

Sujet A

You are a student in an American school that bans the use of cell phones. At a student assembly, make a speech explaining to your schoolmates what you think of this ban.

Sujet B

In your opinion, how can young people acquire the skills they need to use social networks and the Internet in a healthy and responsible way?