CONCOURS COMMUN INP

ÉPREUVE MUTUALISÉE AVEC E3A-POLYTECH

ÉPREUVE COMMUNE - FILIÈRES MP - MPI - PC - PSI - TPC - TSI

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LANGUE VIVANTE A
ANGLAIS

Durée : 3 heures
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N.B. : le candidat attachera la plus grande importance à la clarté, à la précision et à la concision de la rédaction. 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.

RAPPEL DES CONSIGNES

- *Utiliser uniquement un stylo noir ou bleu foncé non effaçable pour la rédaction de votre composition ; d'autres couleurs, excepté le vert, bleu clair ou turquoise, peuvent être utilisées pour la mise en évidence des résultats.*
- *Ne pas utiliser de correcteur.*
- *Écrire le mot FIN à la fin de votre composition.*

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L'usage de toute machine (calculatrice, traductrice, etc.) est strictement interdit.

Rédiger en anglais et en 400 mots une synthèse des documents proposés, qui devra obligatoirement comporter un titre.
Vous indiquerez impérativement le nombre total de mots utilisés (titre inclus) et vous aurez soin d'en faciliter la vérification en mettant un trait vertical tous les vingt mots.
Des points de pénalité seront soustraits en cas de non-respect du nombre total de mots utilisés avec une tolérance de ± 10 %.
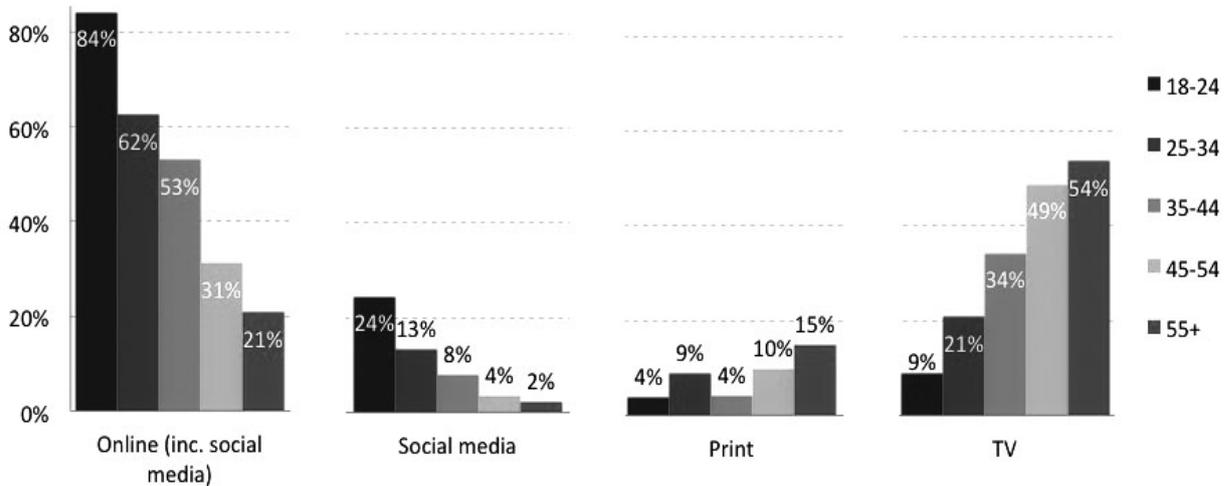
Concernant la présentation du corpus dans l'introduction, vous n'indiquerez **que la source et la date de chaque document**. Vous pourrez ensuite, dans le corps de la synthèse, faire référence à ces documents par « doc.1 », « doc. 2 », etc.

Ce sujet comporte les quatre documents suivants, qui sont d'égale importance.

- **Document 1 -** Main source of news, The Reuters Institute, 2022.

- **Document 2 -** Most Americans think they can spot fake news. (extrait et adapté de *CNN*, Ryan Prior, May 2021).

- **Document 3 -** How worried should you be about AI disrupting elections? (extrait et adapté de *The Economist,* September 2023).

- **Document 4 -** These Students Are Learning About Fake News and How to Spot It. (extrait et adapté de *The New York Times*, Alina Tugend, February 2020).

Document 1 - Main source of news

MAIN SOURCE OF NEWS (by age group)

Legend: 18-24, 25-34, 35-44, 45-54, 55+

Online (inc. social media): 84%, 62%, 53%, 31%, 21%
Social media: 24%, 13%, 8%, 4%, 2%
Print: 4%, 9%, 4%, 10%, 15%
TV: 9%, 21%, 34%, 49%, 54%

Q4. You say you've used these sources of news in the last week, which would you say is your MAIN source of news?
Base: Base: All 18-24s/25-34s/35-44s/45-54s/55+ who have used a news source in the last week: UK= 220/271/353/392/714

Reuters Institute
for the Study of Journalism

NOTE: In each 'source of news' category the results are presented in ascending age brackets: the first bar corresponds to 18-24 year olds, the second to 24-34 year olds, the third to 35-44 year olds, etc.

The Reuters Institute, 2022

Document 2 - Most Americans think they can spot fake news

As many as three in four Americans overestimate their ability to spot false headlines – and the worse they are at it, the more likely they are to share fake news, researchers reported. Republicans are more likely to fall for fake news than Democrats are.

The research team showed study volunteers headlines presented in the format of how news articles would look if they appeared in a Facebook feed. They were also asked to rate their ability to determine whether stories were true. "We show that overconfident individuals are more likely to visit untrustworthy websites in behavioral data; to fail to successfully distinguish between true and false claims about current events in survey questions; and to report greater willingness to like or share false content on social media, especially when it is politically congenial," the team wrote.

"In all, these results paint a worrying picture: The individuals who are least equipped to identify false news content are also the least aware of their own limitations and, therefore, more susceptible to believing it and spreading it further," they added.

About 90% of the participants told researchers they believed they were above average in their ability to sniff out fake stories. Though Americans believe confusion caused by false news is extensive, relatively few indicate having seen or shared it. If people incorrectly see themselves as highly skilled at identifying false news, they may unwittingly be more likely to consume, believe and share it, especially if it conforms to their worldview.

Ryan Prior, *CNN*, May 2021

Document 3 - How worried should you be about AI disrupting elections?

Politics is supposed to be about persuasion; but it has always been stalked by propaganda. Campaigners dissemble, exaggerate [...]. They transmit lies, ranging from bald-faced to white, through whatever means are available. Anti-vaccine conspiracies were once propagated through pamphlets instead of podcasts. A century before covid-19, anti-maskers in the era of Spanish flu waged a disinformation campaign. Because people are not angels, elections have never been free from falsehoods and mistaken beliefs.

But as the world contemplates a series of votes in 2024, something new is causing a lot of worry. In the past, disinformation has always been created by humans. Advances in generative artificial intelligence (AI) – with models that can spit out sophisticated essays and create realistic images from text prompts – make synthetic propaganda possible. The fear is that disinformation campaigns may be supercharged in 2024, just as countries with a collective population of some 4bn – including America, Britain, India, Indonesia, Mexico and Taiwan – prepare to vote. How worried should their citizens be?

It is important to be precise about what generative-AI tools like ChatGPT do and do not change. Before they came along, disinformation was already a problem in democracies. The corrosive idea that America's presidential election in 2020 was rigged brought rioters to the Capitol on January 6th – but it was spread by Donald Trump, Republican elites and conservative mass-media outlets using conventional means.

What could large-language models change in 2024? One thing is the quantity of disinformation: if the volume of nonsense were multiplied by 1,000 or 100,000, it might persuade people to vote differently. A second concerns quality. Hyper-realistic deepfakes could sway voters before false audio, photos and videos could be debunked. A third is microtargeting. With AI, voters may be inundated with highly personalised propaganda at scale. Networks of propaganda bots could be made harder to detect than existing disinformation efforts are. Voters' trust in their fellow citizens, which in America has been declining for decades, may well suffer as people begin to doubt everything.

This is worrying, but there are reasons to believe AI is not about to wreck humanity's 2,500-year-old experiment with democracy. Many people think that others are more gullible than they themselves are. In fact, voters are hard to persuade […]. The multi-billion-dollar campaign industry in America that uses humans to persuade voters can generate only minute changes in their behaviour.

Tools to produce believable fake images and text have existed for decades. Although generative AI might be a labour-saving technology for internet troll farms, it is not clear that effort was the binding constraint in the production of disinformation. New image-generation algorithms are impressive, but without tuning and human judgment they are still prone to produce pictures of people with six fingers on each hand, making the possibility of personalised deepfakes remote for the time being. […]

Social-media platforms, where misinformation spreads, and AI firms say they are focused on the risks. OpenAI, the company behind ChatGPT, says it will monitor usage to try to detect political-influence operations. Big-tech platforms, criticised both for propagating disinformation in the 2016 election and taking down too much in 2020, have become better at identifying suspicious accounts […].

Although it is important to be mindful of the potential of generative AI to disrupt democracies, panic is unwarranted. Before the technological advances of the past two years, people were quite capable of transmitting all manner of destructive and terrible ideas to one another. The American presidential campaign of 2024 will be marred by disinformation about the rule of law and the integrity of elections. But its progenitor will not be something newfangled like ChatGPT. It will be Mr Trump.

The Economist, September 2023

Document 4 - These Students Are Learning About Fake News and How to Spot It

The students sit at desks in groups of four, watching videos about the recent bush fires in Australia. One shows an apocalyptic landscape in flames, the other a tourist paradise, with assurances that much of the continent is safe. Instead of dismissing both as fake news, the eighth graders know what questions to ask to tease out the nuances: Who put out the videos? What does each source have to gain? How big is Australia? Could both videos be true?

It is no wonder these students at Herbert S. Eisenberg Intermediate School 303 in […] Brooklyn approach their task with such sophistication. They have been studying news literacy since sixth grade in one of the only schools in the country to make the subject part of an English language arts curriculum that all students must take for an hour a week for three years. News, or media, literacy – how to critically understand, analyze and evaluate online content, images and stories – is not new. But it has taken on urgency in the last few years as accusations of fake news and the reality of disinformation permeate the internet and people – especially young ones – spend hours and hours a day looking at screens. […]

Research has shown that an inability to judge content leads to two equally unfortunate outcomes: People believe everything that suits their preconceived notions, or they cynically disbelieve everything. Either way leads to a polarized and disengaged citizenry. Other recent research suggests that while so-called digital natives – preteens and teenagers – are technically savvy, most of them fail when it comes to assessing the veracity of news articles and images. […] The issue is being attacked by dozens of organizations offering information and curriculums on the subject. According to Media Literacy Now, 14 states require some sort of media literacy education in elementary and secondary schools. […]

In addition, several universities are working with middle and high schools and providing news literacy curriculums to them at no charge. College is too late to begin the lessons […]. Increasingly, students are arriving at college with bad digital citizenship habits: They are outsourcing their judgement to their peers and to technology. Young people are not alone in their online illiteracy. A study last year found that those 65 and older shared more fake news during the 2016 election than younger adults. […]

Stanford developed the curriculum, Civic Online Reasoning for middle and high school students. […] Researchers focused on two major skills. The first is lateral reading. It encourages readers who come to an unfamiliar website to refrain from exploring the site more deeply until they have opened other tabs and found other websites to help them determine the authenticity or reliability of the newly discovered site. The other skill is click restraint. Ideally, users would resist the impulse to click on the first results that appear in say, a Google search, until they have scanned the full list for credibility and then click selectively. […]

Robert White, a […] teacher at a high school in Lincoln, Neb., […] says it works. "Most students believed what they saw on a news site, any news site," Mr. White said. "By the end of the semester, I could see a lot of change – they questioned any media source and did fact-checking. I now have students fact-checking me." […] Students are taught to know the "neighborhood" they're reading in: is it journalism, entertainment, promotion, raw information or advertising? […] Are sources independent, are there multiple sources, do they verify evidence, and are they authoritative, informed and named sources? "This generation is very disillusioned by news – everything is fake news," said White. "News literacy is really empowering for young people." […] Students at I.S. 303, who are fast becoming more proficient than some adults in evaluating online content, now see a need to teach their peers and parents. "My mom doesn't watch the news all that much, but sometimes she'll read something, and she'll automatically believe it and tell me about it," said Nafisa Patwary, a seventh grader. "And I'll help her fact check."

Alina Tugend, *The New York Times*, February 2020

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