Concours national d'accès aux écoles de management (CNAEM), Maroc

Session 2025, filière ECS

Anglais

Durée : 2 heures

Ce que traite le sujet

- Section I : Critical Reading
- Section II : Translation
- Section III : Writing

Sujet reproduit sans retouche à partir de la page suivante.

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Concours National D'accès aux Ecoles de Management | Présidence CNAEM 2025

CNAEM 2025

Filière : **ECS/ECT**

Épreuve de : **Anglais**

Durée : **2 heures**

TEST INSTRUCTIONS AND GUIDELINES

Before answering the test questions, read the instructions carefully.

1. Make sure you have four printed pages.
2. The test is divided into three main sections:
   A. Section I: **Critical Reading**
   B. Section II: **Translation**
   C. Section III: **Writing**
3. Make sure your handwriting is clear. Illegible handwriting will affect the whole correction process and may even jeopardize your final score.

IMPORTANT

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

ii. Submitting a blank answer booklet will automatically disqualify the candidate.

SECTION 1: CRITICAL READING

Read the text below and answer the questions that follow:

The lesson begins with the basics: threading a needle. Over the next 30 minutes, students at Austin Community College (ACC) learn to mend shirts and fix frayed hems. This session, however, is not part of a traditional home economics curriculum. It is a free, one-day course called "Adulting 101", targeting individuals from their late teens to mid-40s, aiming to teach essential life skills.

For six years, ACC has run these programs to help participants navigate the complexities of adulthood—regardless of their official status as adults. Topics range from how to dress for a job interview to more complex matters like filing taxes, a timely skill as tax season approaches.

Similar initiatives are gaining traction across the U.S. Community colleges, libraries, and civic centers now offer "adulting" classes, and many courses are even available on YouTube. While universities have yet to widely adopt such programs, some parallels can be seen with the rise of financial literacy courses—once dismissed as too basic, now increasingly common even at prestigious institutions.

Adulting classes address noticeable deficiencies in American society, notably around home maintenance, personal relationships, and financial literacy. Compared with other countries, Americans spend less time on household chores, face higher divorce rates, and show limited understanding of basic financial concepts. In response, individuals like Traci Bakenhaster, who founded Adulting University, have taken action. Her programs teach practical skills such as CV writing and time management to teenagers, aiming to bridge this gap.

Raffi Grinberg, a former consultant at Bain & Company, developed and taught a version of "Adulting 101" at Boston College. Reflecting on his first day at Bain, Grinberg recounts how he and his peers, despite elite educations, found themselves bewildered when faced with real-world financial decisions. His experience led him to author *How to Be a Grown Up: The 14 Essential Skills You Didn't Know You Needed (Until Just Now)*, blending practical advice with a positive, business-school tone. His book helps readers grasp essentials like budgeting and interpersonal communication.

Rachel Weinstein, a psychotherapist, observed another dimension of the issue: the emotional impact. Young adults in therapy often compared themselves unfavorably to others' polished online personas, feeling inadequate and ill-prepared. In response, Weinstein founded the Adulting School in Maine, where informal classes tackled skills from money management to kitchen knife sharpening.

Why has the need for adulting classes grown? Part of the explanation lies in the shifting nature of adolescence. Today's youth spend substantial time on digital platforms—up to nine hours a day—often engaging with entertainment rather than life skills tutorials. Although social media offers DIY guides, the prevalence of screen time may delay the acquisition of practical, real-world abilities.

Some researchers suggest that broader cultural trends are at play. Keith Hayward, a sociologist at the University of Copenhagen, argues that Western society increasingly indulges youthful fantasies, fostering what he terms "infantilization." In his view, young adults today defer key responsibilities like marriage and homeownership, partly because adulthood has become more daunting. Compounding this, a generation gap persists; younger individuals often view elders as technologically incompetent, further eroding traditional intergenerational knowledge transfer.

However, critics who label today's youth as "immature" overlook several realities. Modern life is more complex than it was decades ago. Even basic skills like cooking have changed. In the past, many learned to cook by watching family members in the kitchen. Today, however, the abundance of ready-to-eat meals, food delivery apps, and fast-food culture means fewer young people develop culinary skills early on. Cooking, once an everyday activity, now often requires a conscious decision to learn and practice.

Rather than condemning young adults, it may be more appropriate to recognize their willingness to seek help. Enrolling in an "adulting" class suggests maturity, not immaturity. It signals a conscious effort to bridge knowledge gaps, even if doing so involves activities as seemingly mundane as learning how to sew on a button.

1. DISPLAYING COMPREHENSION

A. Answer the questions below <u>using your own words</u>. (Heavy reproduction of the text language will be penalized). (4 pts)

1) Considering the perspectives presented by Raffi Grinberg, Rachel Weinstein, and Keith Hayward, how does the text illustrate the tension between personal responsibility and structural societal changes in the development of adult skills?

2) Critically evaluate whether the text portrays adulting classes as a solution to the root problems identified, or merely a symptomatic response. Support your answer with examples from the text.

B. Summarize (1 pt.)

Summarize the paragraph below from the reading passage in approximately 15 words. (±10%).

"Adulting classes address noticeable deficiencies in American society, notably around home maintenance, personal relationships, and financial literacy. Compared with other countries, Americans spend less time on household chores, face higher divorce rates, and show limited understanding of basic financial concepts. In response, individuals like Traci Bakenhaster, who founded Adulting University, have taken action. Her programs teach practical skills such as CV writing and time management to teenagers, aiming to bridge this gap."

C. Commentary (4 pts)

Analyze the visual and symbolic meaning of the image. **Do not exceed 100-word paragraph. (+/- 10%) (4 pts)**

"It's better to walk alone than with a crowd going in the wrong direction."



SECTION 2: TRANSLATION

<u>Version:</u> (3 pts)

Translate the following passage from English into French.Your translation should aim to convey the meaning and feeling of the original English passage as naturally as possible in French. Consider how a native speaker of French would express these ideas.

1. “Witnessing other people successfully complete a task is another important source of self-efficacy. According to Bandura, "Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities to succeed."
2. Our responses and emotional reactions to situations also play an important role in self-efficacy. Moods, emotional states, physical reactions, and stress levels can all impact how a person feels about their personal abilities in a particular situation.[…]” .
3. People who are low in self-efficacy tend to see difficult tasks as threats they should avoid. Because of this, they also often avoid setting goals and have low levels of commitment to the ones they do make. When setbacks happen, they tend to give up quickly. Because they don't have much confidence in their ability to achieve, they are more likely to experience feelings of failure and depression. Stressful situations can also be very hard to deal with and those with low self-efficacy are less resilient and less likely to bounce back.

Retrieved from: https://www.verywellmind.com/what-is-self-efficacy-2795954

SECTION 3: WRITING

Choose ONE of the writing assignments below: (8 pts)

Topic 1:

Relying exclusively on the documents in the test paper, write a synthesis that reacts to the following statement:

"Mastering real-world skills and building self-confidence are key to thriving in adult life."

- Document 1: the reading text (p.2)
- Document 2: the poster (p.3)
- Document 3: the texts to translate on Theme (p 4)

Compulsory indications:

- Write your synthesis in 200- 250 words.
- Indicate the number of words between brackets at the end of your product (title included).
- Refer to the documents as (Doc1, Doc 2, Doc 3).

Topic 2:

Write a well-organized academic essay in which you explore the importance of soft skills for students and researchers working in today's digital societies.

Travailler les chapitres de ce sujet

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