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

Session 2023, filière ECT

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.

Résumé des parties, chapitres de cours liés et autres années :
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ROYAUME DU MAROC
MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR, DE LA RECHERCHE SCIENTIFIQUE ET DE L'INNOVATION

المملكة المغربية
وزارة التعليم العالي و البحث العلمي و الإبتكار

جامعة سيدي محمد بن عبد الله بفاس
UNIVERSITÉ SIDI MOHAMED BEN ABDELLAH DE FES
المدرسة الوطنية للتجارة و التسيير فاس

Présidence du CNAEM 2023
المدرسة الوطنية للتجارة والتسيير بفاس
ÉCOLE NATIONALE DE COMMERCE ET DE GESTION DE FES

Concours National d'Accès aux Écoles de Management CNAEM 2023

CNAEM 2023

Filière : ECS/ECT

Épreuve de : Anglais

Durée : 2 heures

Before answering the test questions, read the instructions carefully.

- Make sure you have four printed pages.
- The test is divided into three independent sections:
  - Section I: **Critical Reading**
  - Section II: **Translation**
  - Section III: **Writing**
- Make your handwriting is clear.

NB. 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.

SECTION 1: CRITICAL READING

Read the texts below and answer the question that follows:

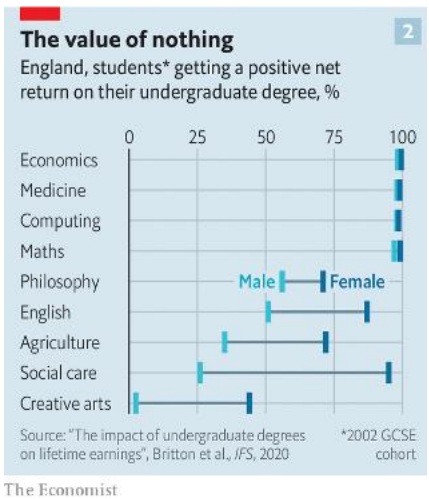
Is university worth it? That question once seemed a no-brainer. Governments have touted college as a boon for social mobility and economic growth. Yet as fees rise and graduate earnings stagnate, disillusionment is growing. A poll published by the *Wall Street Journal* on March 31st, 2023 suggests a crisis of confidence has worsened. If the rewards for the best performers are increasing, a troublingly high share of students see negative returns from their studies. New data sets can help track how much students taking specific courses, at specific institutions, earn in later life. Choice of subject and timely graduation matter hugely; choice of institution somewhat less so.

Since the 1980s, there has been a significant increase in the college-wage premium in the rich world, with university graduates earning much more than those without a bachelor's degree. However, recently, the wage premium in many countries has either stagnated or begun to fall, while tuition costs have gone up. In England, tuition has increased from nothing in the late 1990s to £9,250 ($11,000) per year, the highest in the rich world. In the United States, the average out-of-pocket fee paid by a bachelor's degree student has increased from $2,300 to $8,000 in real terms since the 1970s. Yet the average degree remains valuable. Abel, J & Deitz, R (2019) roughly estimated the annual financial return on the money that a typical American invests in a bachelor's degree. They conclude that the typical rate of return for a bachelor's degree is around 14%. That has dropped from a peak of 16% in the early 2000s. But it is still a princely sum. And it is well above the 8-9% that American graduates were recouping in the 1970s, before graduate wages, and tuition fees, began to soar. These calculations include not only fees but also the money individuals might expect to earn if they were working full-time instead.

The average hides a very wide range of outcomes, however. Until recently economists seeking to identify the winners and losers were mostly limited to surveys. The trend now is for governments, such as those of Britain and Norway, to put forward large, anonymised databases showing actual earnings for millions of university-goers. That makes it much easier to compare people like-for-like. The disaggregated data reveal that a high share of students graduate with degrees that are not worth their cost. In England 25% of male graduates and 15% of female ones will take home less money over their careers than peers who do not get a degree, according to the Institute for Fiscal Studies (IFS), a research outfit.

Dropping out without any qualification is an obvious way to make a big loss. Taking longer than usual to graduate also destroys value (because it eats up years that might otherwise have been spent earning full-time). Both these outcomes are common. Across the rich world less than 40% of people studying for undergraduate degrees complete their courses in the expected number of years. About one-quarter still have no qualifications three years after that.

Choosing the right subject is crucial to boosting earning power. Negative returns are likeliest for Britons who study creative arts (less than 10% of men make a positive return), social care and agriculture (see chart). By far the best-earning degrees in America are in engineering, computer science and business. Negative returns seem especially likely for music and the visual arts. Using America's available data to guess lifetime earnings by programme is a stretch. But Preston Cooper at FREOPP (2022), a think-tank, ventures that more than a quarter of bachelor's-degree programmes in America will lead to negative returns for most enrolled students. What you study generally matters more than where you do it. That comes with some specific conditions: the worst colleges and universities provide



students with little value, whatever they teach. But on average people who enroll in America's public universities get a better return over their lifetimes than students who go to its more prestigious private non-profit ones, reckon the Georgetown researchers.

To many, a growing focus on the financial returns to higher education is crude. Graduates in public service are bound to earn less than those on Wall Street, for example. On the other hand, many disciplines are worth studying for their own sake. Yet students frequently tell pollsters that improving their earning power is a priority. Good returns are vital to the poorest learners, for whom the financial burden of degrees is highest. Today bad degrees are surprisingly common. Only a combination of better information, market forces and smarter policy can reduce their prevalence.

Adapted from: The Economist Newspaper Limited, 2023

1. DISPLAYING COMPREHENSION

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

1.1. Analyze then evaluate the arguments put forth by the author to explain the crisis of confidence in the university degree both in the US and Britain in ensuring positive return and boosting earning power.

1.2. Based on the text, explain how higher education institutions can regain their glamorous image and guarantee that students can optimize the money spent on their degrees.

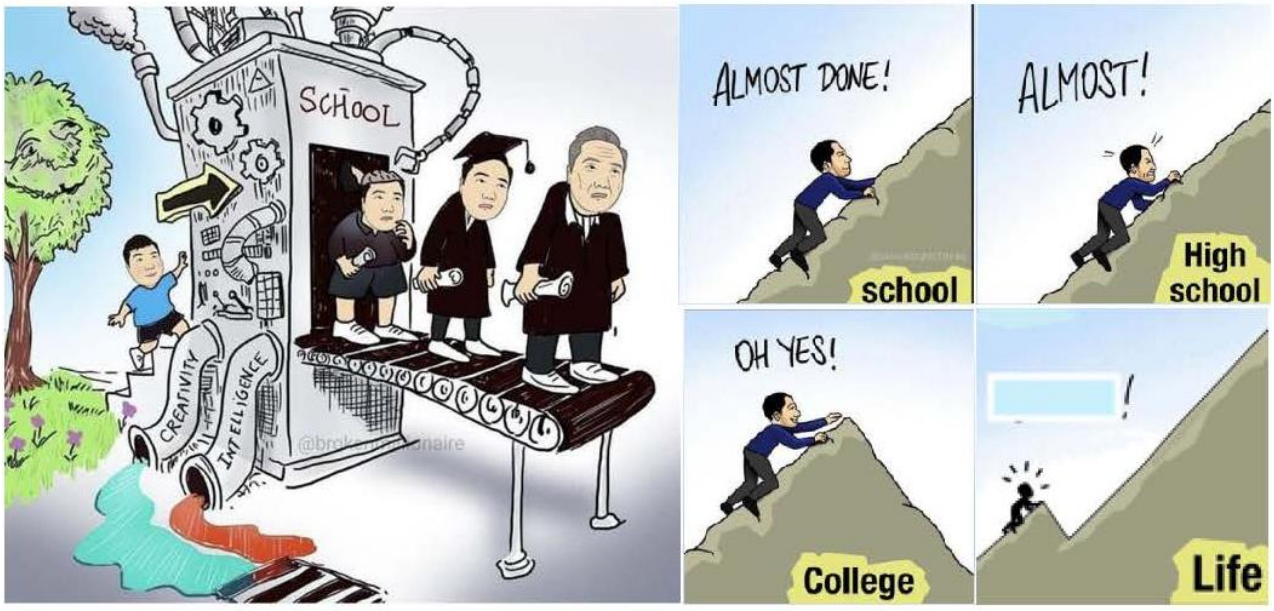
B. Summarize

1.3. Summarize the text in no more than 70 words. (+/-10%)

2. COMMENTING

Comment on the following poster. Do not exceed 100-word paragraph. (+/- 10%) (4 pts)

Education system: Issues and Challenges



https://twitter.com/qhostsecpak

SECTION 2: TRANSLATION

Version: *Translate the following passage from English into French.* (2 pts)

"Comparing key findings from the 2016 and 2019 Education Pays report, we see that the results are consistent through the years when it comes to income. For example, in 2018, the median salary of full-time, year-round workers aged 25 and older with a bachelor's degree is $65,400—$24,900 more than the median salary of individuals who possess a high school diploma (Ma et al., 2019). In the previous report, the median earnings of bachelor's degree holders were $24,600 higher than those of high school graduates (Ma et al., 2016)."

Retrieved from: https://research.com 2022

SECTION 3: WRITING

Choose ONE of the writing assignments below:

Topic 1: Relying exclusively on the documents in the test paper, write a synthesis that reacts to the following question:

"Is education about making a living, or is it about how to make a life?"

- Document 1: the reading text (pp.2-3)
- Document 2: the poster (p.3)
- Document 3: the text to translate on Version (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:

"To create wealth in a dynamic society requires coping with technological progress in local and global environments". *In the form of an argumentative essay, discuss this statement taking into consideration the recent developments in the fields of technology and business.*

Travailler les chapitres de ce sujet

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