

E3A-Polytech 2024 : corrigé d'anglais

Proposition de corrigé — non officielle. Synthèse en anglais de l'épreuve 2024 sur les médias, la désinformation et l'intelligence artificielle.

[Sujet officiel](#) · [Annales de ce concours ou examen](#)

Synthèse proposée

Learning to trust news critically

The Reuters Institute (2022), CNN (May 2021), The Economist (September 2023) and The New York Times (February 2020) examine how people access and assess information. Together they suggest that reliable public debate depends less on confidence alone than on habits of verification, especially as technology changes the production of news. Access already varies strongly by age. The British chart in doc.1 shows online sources dominating among younger respondents, while television matters more to older groups. Social media accounts for twenty four percent of the youngest group's main news source, against two percent among those over fifty five. However, online access does not establish whether someone can recognise misleading content. Indeed, doc.2 describes a gap between confidence and ability among American participants. Many overestimate their skills, with the least capable often least aware of their limitations. Politically appealing claims can encourage belief and sharing. The problem is therefore not only the supply of false information: users' judgments and motivations also help it circulate. Artificial intelligence may intensify this difficulty. According to doc.3, it can increase the volume and plausibility of fabricated material and facilitate targeted persuasion during elections. It might also weaken trust in genuine evidence by making everything seem potentially artificial. Yet disinformation predates these tools, and producing content does not guarantee changing votes. The article consequently questions predictions of inevitable democratic collapse rather than dismissing the risks. Education offers a response, provided it teaches investigation rather than either automatic belief or universal suspicion. In doc.4, pupils repeatedly practise media literacy instead of receiving a single warning about unreliable websites. Being familiar with digital devices is not enough, and vulnerability is not confined to the young. Checking who produced a claim, comparing independent sources and reading beyond the first result can make evaluation more deliberate. These approaches address different parts of the same problem. Age influences where news is encountered, confidence can conceal weak judgment, and new tools expand the possibilities of deception. Verification skills can limit these vulnerabilities without promising perfect protection. The shared challenge is to preserve justified trust: readers need reasons for accepting information, but also ways to question it without concluding that no source can be believed. This requires sustained learning and caution about both alarming technological predictions and comforting assumptions about personal competence.

Nombre de mots, titre inclus : 383.

Lecture du dossier

La synthèse distingue les données britanniques du graphique et l'enquête américaine. La catégorie « online » inclut les réseaux sociaux : il ne faut pas additionner ces deux séries. Elle relie les quatre pièces à une même question : comment maintenir une confiance justifiée face à la désinformation ?