

La synthèse- Méthode

Repérer les points communs

- Après avoir établi le tableau synoptique, et bien hiérarchisé, vous devez repérer les points communs, les échos, les contradictions, les répétitions.
- Y a-t-il un exemple central ? Un ou des chiffres similaires ?
- Revenez alors au dessin ou graphique pour voir si vous ne pouvez pas tirer d'autres fils.
- Les textes tournent autour d'une même question: laquelle?

File 1 – Documents 4 to 6 – Entraînement à la synthèse

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PROPOSITION DE PLAN

- 1) A ubiquitous presence of AI / computers / robots in children's everyday life
 - a- Children are now completely surrounded by AI (Cartoon and The Economist)
 - b- Everything is tailored to their needs / individualized and desire, from leisure to school (all documents)
- 2) The impact on education
 - a- It looks positive because individualised teaching is better (documents 5 & 6)
 - b- Yet ANY individualised teaching is (document 4 & 5)
 - c- Socialisation and interactions are missing (all documents, especially 4)
- 3) Moderating their use or reversing the trend is necessary
 - a- Risk of dehumanization (cartoon + The WP)
 - b- Need for social relations and interactions (three texts, mainly)
 - c- Regulation and moderation are in order (The Economist 1 the WP)
 - d- Teachers should not be replaced but could be assisted (The Conversation)

Problématiser

Problématiser

- question soulevée dans l'accroche
- reformulée sous forme de **question problématique** à la fin de l'introduction
- Pas d'annonce de plan!!!
- Problématique: qu'est-ce que ça veut dire?
 - > tension
 - > question qui appelle une réponse, une résolution
 - > cette réponse est apportée par les trois phrases « mises bout à bout » en quelque sorte

Problématiser ce n'est pas:

- ❖ Poser une yes-no question fermée: *Is it possible to make more women enroll in STEM?*
- ❖ Poser une question qui appelle une énumération: *What are the effects of gender disparities?*
- ❖ Poser deux (ou trois !) questions: *Why do women remain so underrepresented and what solutions could help reduce this imbalance*
- ❖ Donc il ne s'agit pas d'annoncer un plan!

Problématiser ici

> Should humankind / worry about young generations' exposure to AI?

Alternatives

> How concerning is the omnipresence of AI in the children's lives and education?

> How impactful / How transformative ...

L'introduction

Rappels:

- CCINP: un seul mot pour les sources, qui doivent être soulignées, les dates et les personnes (ex/ Donald Trump = 1 mot). Un trait tous les 20 mots : une pénalité de 2/200 est appliquée en cas d'oubli. Il faut indiquer dans l'intro quel document est document 1, 2, 3, 4 (comptent pour un mot) et réutiliser cette annotation pour faire référence aux documents dans le corps de la synthèse.
- Centrale : un seul mot pour les sources, qui doivent être soulignées, et les personnes (ex/ Donald Trump = 1 mot). Il faut utiliser la source, l'auteur ou la nature du document pour y faire référence dans le corps de la synthèse.
- Dans l'exemple d'introduction ci-dessous : tous les mots en gras comptent pour un mot **À CCINP**

The AI revolution has conquered the whole world and has insinuated itself into children's lives, particularly in education. Screens are / ubiquitous in schools from an early age, as explained by **Sarah Schneider Kavanagh** in her opinion piece from **The Washington Post**, on **August 3, 2026**. Some schools / have even turned to full AI teaching, which needs to be assessed, as done by **Gerald K Le Tendre** in a study published in **The Conversation** in **July 2023**. In fact, children spend their whole lives surrounded by AI, which raises concern as argued in a leader from **The Economist** on **December 4, 2025**. To the extent that children seem to lose their humanity, as seen on the cover from **The Economist** issued on **December 4, 2025**. Should humankind / worry about young generations' exposure to AI?

(114 words: CCINP / 121 words: Centrale)

I/ AI has pervaded every nook and cranny of children's lives

- Children are confronted with AI from an early age with toys / games (The Economist). Actually, all the children's needs can be tended by robots (cover with robotic arms around the child)
- Goal: have a personalized experience (The Economist)
- Therefore, evolution in teaching methods, integrating AI: from reading methods (The Washington Post) to even full AI teaching with new Alpha schools (The Conversation)

II/ But the educational benefits are not so obvious...

A- At first, it seems that AI greatly helps in improving results:

- Alpha schools provide tutoring, which is shown to be better for education (The Conversation)
- No need for teachers or books anymore (The Economist)

B - Still, research has proved that AI teaching is not better than human teaching (The Conversation)

C - Furthermore, school is not just about teaching how to read and write:

- Individualization means loss of interaction and creation (The Washington Post)
- Today's society: more only children with no siblings to temper them (The Economist)
- Only confronted to one point of view, theirs with chatbots → echo chambers (The Economist)
- In the end, the child is on their own (cover)

III/ And so there is growing pressure to moderate the use of AI or even to reverse the trend

A) Children may become expressionless / robotic themselves (cover) and lose contact with physical books (The Washington Post)

B) Schools enable children to develop “relational intelligence” through work in groups (The Conversation); school is the place for interaction and socialization, through teaching debate, and be confronted with a diversity of points of view (The Washington Post & The Economist)

C) Regulation: age restriction on the use of chatbots (The Economist), Norway has taken back the tablets it had given to all students // some states / districts in the USA (The Washington Post)

D) AI should be developed for teachers to use it and improve their teaching methods not replace them (The Conversation)

The STEM industry needs to attract and retain more women

Although girls make up half of the under-20s in the U.S., the proportion of women occupying STEM positions remains low (, at around one fifth). An infographic on the diversity gap in high tech companies released by Boston Consulting Group in 2015 shows the stages at which women (, Blacks and Latinos) disappear along the education and start-up routes to these positions. Both drawing from their experiences, (graduate student) Rebecca Wang examined the strenuous transition from university to workplace in the Stanford Daily in January 2022 while Ginny Rometty, in a guest essay for The Economist published on March 8th 2023, refers to her career at IBM to list the best ways to increase women's access to tech jobs. Similarly, the authors of the opinion piece published in The Diplomatic Courier on February 10th 2023 made suggestions after examining the effects of and factors behind horizontal disparity. How impactful is gender disparity / the structural gender inequality in the tech industry? (129 – 140)

Les parties

Les parties

- ❖ Doivent être clairement organisées avec une logique interne visible
- ❖ Doivent être introduites par une phrase claire, courte qui annonce l'idée directrice (et donc tous les éléments de la partie doivent correspondre à celle-ci!)
- ❖ Evitez les « First » « Then » « Finally » >> la synthèse n'est pas une énumération mais une analyse logique d'un phénomène
- ❖ Ne doivent pas être une longue énumération
- ❖ Et en particulier sur le mode 1 argument = 1 document, les documents étant évoqués l'un à la suite de l'autre

IL FAUT CROISER LES DOCUMENTS – LA SYNTHÈSE EST TRANSVERSALE

- ❖ Doivent être physiquement séparées très nettement

Référence aux documents

According to *The Independent*...

According to the idea explored in *The Washington Post*...

In Cameron's words mentioned in *The Wall Street Journal*...

In the columnist's opinion ...

... as reported / stated in *The Economist*

... as highlighted / underlined / pointed out / emphasised / specified by the *New Statesman's* journalist

... as suggested by the graph / as the graph suggests...

... as confirmed by Miliband interviewed in *The Guardian*

... as illustrated by the cartoon / the humorous drawing published a few years ago

... as conveyed / expressed / implied in the passage taken from *The Grapes of Wrath*

... as referred **to** by the journalist from *The Sun* / ... as *The Sun's* journalist mentions...

The figures in the pie-

chart show that...

The statistics included in the *Times* article indicate / prove that...

The *New York Times* journalist explains / recalls that...

The *BBC News* article concludes / claims / argues that...

The *Chicago Tribune* article lists reasons for...

Conclusion? « Résolution »

Conventions (sanctions!)

❖ PAS DE CITATIONS

❖ Comptez les mots au fur et à mesure (repère obligatoire à CCINP)

❖ Pas d'éléments extérieurs au dossier, même en accroche

❖ Pas d'éléments subjectifs

❖ Aucun argument ne peut être avancé sans indiquer la source

❖ SOULIGNEZ LES TITRES

❖ Interdiction de faire référence à « document 1 » dans une synthèse centrale et s'il vous plaît ne vous contentez pas de « doc 1 » dans une CCINP