

ENSEA
—
ABIDJAN

ENSAE
—
DAKAR

ISSEA
—
YAOUNDÉ

ENEAM
—
COTONOU

BROCHURE D'INFORMATION
SUR LE CONCOURS DE RECRUTEMENT D'ÉLÈVES
INGÉNIEURS STATISTICIENS ÉCONOMISTES
(I S E)

Option Mathématiques

CAPESA

CENTRE D'APPUI AUX ÉCOLES DE STATISTIQUE AFRICAINES
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**CONCOURS DE RECRUTEMENT D'ÉLÈVES
INGÉNIEURS STATISTICIENS ÉCONOMISTES (ISE)
OPTION MATHÉMATIQUES**

I - ÉCOLES CONCERNÉES PAR CE CONCOURS

Le concours de recrutement d'élèves Ingénieurs Statisticiens Économistes Option Mathématiques est organisé pour les écoles suivantes :

ÉCOLE NATIONALE SUPÉRIEURE DE STATISTIQUE ET D'ÉCONOMIE APPLIQUÉE (ENSEA)

Avenue des grandes écoles, Cocody

08 BP 03 - ABIDJAN 08 (CÔTE-D'IVOIRE)

☎ : (225) 27 22 48 32 00 ou (225) 27 22 48 21 11 – Fax : (225) 27 22 44 39 88

e-mail : ensea@ensea.ed.ci – Site : www.ensea.ed.ci

INSTITUT SOUS-RÉGIONAL DE STATISTIQUE ET D'ÉCONOMIE APPLIQUÉE (ISSEA)

Rue Pasteur

BP 294 YAOUNDÉ (CAMEROUN)

☎ : (237) 222 22 01 34 – Fax : (237) 222 22 95 21

e-mail : contact@issea-cemac.org – Site : www.issea-cemac.org

ÉCOLE NATIONALE DE LA STATISTIQUE ET DE L'ANALYSE ÉCONOMIQUE PIERRE NDIAYE (ENSAE)

Immeuble ANSD

Rocade Fann Bel-Air Cerf-Volant

BP 116

DAKAR RP (SÉNÉGAL)

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ÉCOLE NATIONALE D'ÉCONOMIE APPLIQUÉE ET DE MANAGEMENT (ENEAM)

03 BP 1079

COTONOU (BÉNIN)

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II - OBJET DE LA FORMATION ISE

L'ENSEA d'Abidjan, l'ISSEA de Yaoundé, l'ENSAE Pierre NDIAYE de Dakar et l'ENEAM de Cotonou forment en trois ans des Ingénieurs statisticiens économistes dont le rôle consiste à créer, gérer et utiliser l'information statistique pour la préparation des décisions de nature économique ou sociale concernant la nation, la région ou l'entreprise.

L'Ingénieur statisticien économiste est appelé à organiser et réaliser des enquêtes, à dépouiller et analyser les résultats de ces enquêtes, plus généralement à rassembler les matériaux nécessaires à l'élaboration des comptes nationaux et des programmes de développement, et enfin à organiser, administrer et diriger un service à compétence statistique et économique.

Le diplôme d'Ingénieur Statisticien Economiste sanctionne un cycle d'enseignement d'un haut niveau théorique, qui comporte une double formation, statistique et économique.

III - MODE DE RECRUTEMENT

Le recrutement se fait par voie de concours.

Aucun candidat ne peut se présenter plus de trois fois au concours ISE (option économie et mathématiques confondues).

Le concours Option Mathématiques est ouvert aux candidats justifiant d'une inscription en 3^{ème} année de Licence de Mathématiques, ou bien dans une classe de Mathématiques Spéciales.

Les titulaires d'un diplôme d'Ingénieur des Travaux Statistiques ou d'un diplôme d'Analyste Statisticien (ou en dernière année de leurs études ITS ou AS) peuvent se présenter au concours Option Mathématiques.

L'admission d'un lauréat est soumise à l'obtention, selon le cas, de la Licence ou du diplôme ITS ou AS.

IV - CONDITIONS D'ÂGE

Les candidats doivent être nés après le 31 décembre 1999, à l'exception des candidats fonctionnaires ou assimilés : ces derniers doivent appartenir aux administrations ou organismes du système statistique national et satisfaire l'âge limite en vigueur dans leur pays.

V - ORGANISATION DU CONCOURS

Des centres d'examen sont ouverts dans la plupart des pays d'Afrique subsaharienne. Les principales informations relatives au concours figurent dans l'Avis de concours diffusé au quatrième trimestre de l'année précédant le concours.

VI - DATES DU CONCOURS

Le concours ISE Option Mathématiques ne comporte que des épreuves écrites qui auront lieu les jeudi 9 et vendredi 10 avril 2026. En voici les durées et coefficients :

ÉPREUVE	COEFFICIENT
ORDRE GÉNÉRAL Durée : 4 Heures	15
1 ^{ème} COMPOSITION DE MATHÉMATIQUES Durée : 4 Heures	35
2 ^{ème} COMPOSITION DE MATHÉMATIQUES Durée : 4 Heures	30
CONTRACTION DE TEXTE Durée : 3 Heures	15
ANGLAIS Durée : 1 Heure	05

Remarques importantes :

- Une nouvelle épreuve d'anglais est organisée à partir de la session 2026. Elle concerne les concours ISE option économie et option mathématiques. Elle prendra la forme d'un QCM. Le sujet est identique pour le concours ISE option économie et le concours ISE option mathématiques. L'épreuve est composée d'un sujet et d'une feuille de réponses séparée sur laquelle le candidat coche ses réponses. Vous trouverez en annexes un exemple de sujet et un exemple de feuilles de réponse.
- Le programme de mathématiques a été mis à jour.

Les convocations sont adressées par le responsable du centre d'examen aux candidats relevant de son centre.

VII - DOSSIER D'INSCRIPTION

Les candidats au concours doivent constituer un dossier d'inscription.

Ce dossier est disponible dans les Directions de la Statistique de la plupart des pays d'Afrique subsaharienne, dans les Écoles ou Instituts de formation statistique et au CAPESA. Il devra être déposé au plus tard le 31 janvier, complet et parfaitement renseigné, au centre d'examen où le candidat passera les épreuves.

VIII - PROCLAMATION DES RÉSULTATS

Les copies d'examen sont envoyées dès la fin du concours au CAPESA qui en assure la correction.

Le jury du concours se réunit au plus tard le 30 juin. Les candidats reçus sont informés de leur succès par courriel au cours de la première quinzaine de juillet. Les résultats sont affichés dans les écoles et présentés sur le site web du CAPESA au plus tard une semaine après les délibérations du jury ou le premier jour ouvrable suivant cette réunion. Aucune note n'est communiquée aux candidats.

IX - BOURSES D'ÉTUDES

Les lauréats pourront adresser des demandes de bourse à leur gouvernement en sollicitant l'appui des Directions nationales de la Statistique ou, par leur intermédiaire, à d'autres organismes de coopération multilatéraux ou bilatéraux.

X - PROGRAMME DE MATHÉMATIQUES DU CONCOURS ISE OPTION MATHÉMATIQUES

Le programme correspond à celui de classes préparatoires MPSI et MP en France. Les détails sont accessibles via les liens suivants et sont également disponible sur le site du Capesa :

- [Programme de mathématiques en MPSI](#)
- [Programme de mathématiques en MP](#)

XI - CONSEILS POUR LES AUTRES ÉPREUVES

A - Ordre général

L'épreuve d'ordre général consiste dans le développement d'un sujet d'ordre général n'impliquant pas la connaissance d'œuvres littéraires déterminées. Elle demande une excellente maîtrise de la langue française écrite (orthographe, expression, concision et clarté).

Cette épreuve nécessite de procéder avec méthode et rigueur, tant du point de vue du fond que de la forme. Les conseils qui suivent reflètent les lacunes et défauts les plus couramment observés dans les copies des candidats.

- Analyser avec soin le sujet afin d'en comprendre correctement le sens et de saisir l'étendue du domaine concerné.
- Rassembler les idées à développer, s'assurer de leur cohérence et préparer un plan structuré.
- Rédiger en prenant soin d'expliquer et de fournir des arguments, ce qui va bien au-delà d'un simple catalogue d'idées.
- Veiller à la qualité de l'expression : justesse du vocabulaire, syntaxe des phrases correcte, expression précise et concise, orthographe soignée.
- Relire et corriger les fautes éventuelles.

Les candidats sont invités à consulter les remarques et recommandation du jury des dernières sessions du concours pour recueillir davantage de conseils (cf le site web du CAPESA).

B - Contraction de texte

L'épreuve de contraction de texte est destinée à faire apparaître la précision et la densité de style du candidat ainsi que son aptitude à la synthèse.

Elle impose notamment la contrainte de résumer le texte en un nombre de mots fixé, à 10 % près. Elle demande aussi une bonne compréhension et un travail pour dégager les idées importantes puis en faire une synthèse équilibrée. Voici quelques conseils.

- Lire attentivement le texte pour relever les idées les plus importantes, sans se perdre dans les détails. Cela nécessite une bonne compréhension des thèses présentées et du fil conducteur du texte.

- Construire et rédiger le résumé sans tomber dans l'erreur qui consiste à recopier et juxtaposer des passages du texte.

- Veiller à la qualité de l'expression : syntaxe, vocabulaire adapté, mots de liaison (entre les phrases ou les idées exprimées) bien choisis, orthographe soignée.

- Relire la copie afin de remédier aux erreurs les plus grossières : mots oubliés, phrases incorrectes, fautes d'orthographe.

Les candidats sont invités à consulter les remarques et recommandation du jury des dernières sessions du concours pour recueillir davantage de conseils (cf le site web du CAPESA).

ANNEXES

**Exemple de sujet de la nouvelle épreuve d'anglais et
feuille de réponses**

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ET DE MANAGEMENT
ENEAM – COTONOU

AVRIL 20xx
CONCOURS INGÉNIEURS STATISTICIENS ÉCONOMISTES
ISE Option Mathématiques
COMPOSITION D'ANGLAIS
(Durée de l'épreuve : 1 heure)
Épreuve blanche

*Les réponses aux questions sont à donner exclusivement sur la feuille de réponses jointe à l'énoncé.
Seule la feuille de réponses devra être rendue en fin d'épreuve.*

Chaque question admet une seule bonne réponse. Chaque bonne réponse est créditée d'un point, chaque mauvaise réponse de 0 point. Il y a en tout 75 questions. La note sera ramenée sur 20.

I. Vocabulaire (20 questions)

Complétez la phrase en sélectionnant le meilleur choix parmi les réponses proposées.

1. Before the hurricane, the government _____ residents about the potential danger.
 - A. bothers
 - B. prevents
 - C. recommends
 - D. warns

2. We can't write a report without _____ sources of information.
 - A. believable
 - B. intuitive
 - C. reliable
 - D. uncertain

3. The store is offering a 20% _____ on all winter clothing this weekend.
 - A. bonus
 - B. discount
 - C. premium
 - D. surcharge

4. The ability to listen to directions and _____ to studying is a very necessary part of succeeding at school.
- A. commit
 - B. concentrate
 - C. employ
 - D. obey
5. The company falsely _____ that its products were recyclable.
- A. called
 - B. claimed
 - C. petitioned
 - D. requested
6. Many people are worried about books being _____ in public libraries.
- A. banned
 - B. boycott
 - C. defended
 - D. released
7. We need to plan _____ if we want to finish the project on time.
- A. above
 - B. ahead
 - C. onwards
 - D. previously
8. Do you have any _____ for me about how to cook healthy meals?
- A. advice
 - B. announcements
 - C. caution
 - D. opinion
9. She was not _____ of the time, so she missed the bus
- A. awake
 - B. aware
 - C. careful
 - D. sensitive
10. The sports team came _____ to winning the tournament, but they lost in the final game.
- A. clearly
 - B. close
 - C. nearby
 - D. practically

11. After years of hard work and dedication, she truly _____ the promotion.
- A. avoids
 - B. deserves
 - C. interrupts
 - D. requests
12. Sales have been increasing _____ over the past six months.
- A. gradually
 - B. hasty
 - C. loosely
 - D. rarely
13. He worked at a fast _____ to finish the project before the deadline.
- A. count
 - B. method
 - C. pace
 - D. way
14. We will _____ the bill so that everyone pays the same amount.
- A. borrowed
 - B. charged
 - C. reduce
 - D. split
15. She prefers working independently, _____ her colleague enjoys team projects.
- A. although
 - B. therefore
 - C. unless
 - D. whereas
16. The product was _____ recognized as one of the best in the market.
- A. fairly
 - B. hardly
 - C. mainly
 - D. widely
17. You need to show your student ID as _____ that you belong to the university.
- A. act
 - B. paper
 - C. proof
 - D. record
18. The _____ of the donations arrived in the first week after the disaster.
- A. bulk
 - B. lack
 - C. piece
 - D. Part

19. The _____ of the report is limited to data collected in the past year.
- A. result
 - B. scope
 - C. summary
 - D. topic
20. The applicant's income was just below the _____ for receiving financial aid.
- A. amount
 - B. grade
 - C. maximum
 - D. threshold

II. Grammaire (30 questions)

Complétez la phrase avec le meilleur choix parmi les réponses proposées.

21. That was _____ movie I've ever seen!
- A. funnier
 - B. most funny
 - C. the funnier
 - D. the funniest
22. She has a friend _____ father is a famous musician.
- A. where
 - B. which
 - C. who
 - D. whose
23. The book _____ I borrowed from the library is very interesting.
- A. where
 - B. which
 - C. who
 - D. whose
24. She _____ the song beautifully.
- A. sings
 - B. is sung
 - C. sings
 - D. was sung
25. He _____ to school by bike this morning.
- A. ridden
 - B. ride
 - C. rides
 - D. rode

26. Yesterday, she _____ her keys at home.
- A. leave
 - B. leaves
 - C. leaved
 - D. left
27. When _____ you _____ to specialize in mathematics?
- A. do.... decide
 - B. do....decided
 - C. did..... decide
 - D. did....decided
28. She was upset because she _____ not _____ a clear answer to the problem
- A. could..... find
 - B. could....found
 - C. could....founded
 - D. could....to find
29. What are you _____ to the party tonight?
- A. wear
 - B. wearing
 - C. wore
 - D. worn
30. Have you _____ been to a foreign country before?
- A. ever
 - B. finally
 - C. still
 - D. yet
31. She has so _____ experience that she was offered the job immediately.
- A. few
 - B. many
 - C. much
 - D. some
32. Only a _____ students passed the advanced exam, so the teacher offered extra help.
- A. few
 - B. little
 - C. many
 - D. much

33. Do you have any candy to share with me?

- A. No, we don't have some.
- B. No, we don't have none.
- C. Yes, we do have any.
- D. Yes, we do have some.

34. I hope to be rich _____

- A. anyhow
- B. anytime
- C. someday
- D. sometimes

35. _____ old is your brother?

- A. How
- B. What
- C. When
- D. Which

36. If I _____ more time and money, I would travel the world.

- A. had
- B. have
- C. will have
- D. would have

37. He must _____ at home; his car is in the driveway.

- A. be
- B. being
- C. have been
- D. to be

38. I look forward to _____ from you soon.

- A. be heard
- B. hear
- C. hearing
- D. have heard

39. Not only _____ late, but he also forgot his homework.

- A. did he arrive
- B. he arrived
- C. he did arrive
- D. he has arrived

40. She said she _____ the project before the deadline.
- A. finish
 - B. had finish
 - C. has finished
 - D. would finish
41. Before _____ to school, I make sure to eat breakfast
- A. go
 - B. going
 - C. to go
 - D. went
42. What types of activities are you interested _____ this weekend?
- A. at doing
 - B. by doing
 - C. in doing
 - D. to do
43. The students were _____ because the teacher gave _____ instructions
- A. confusing ... confusing
 - B. confusing ... confused
 - C. confused ... confusing
 - D. confused ... confused
44. When did you start learning the guitar? _____
- A. During five years.
 - B. Five years ago.
 - C. For five years.
 - D. Since five years.
45. They _____ at the new gym once a week since January.
- A. are working out
 - B. had worked out
 - C. have been working out
 - D. were working out
46. As soon as dinner _____, they will go on a walk
- A. be finished
 - B. is finished
 - C. is finishing
 - D. will be finished
47. Rarely _____ such an impressive performance by a newcomer.
- A. have I seen
 - B. did I saw
 - C. I have seen
 - D. I saw

48. You _____ her something — she looked really upset when she left.
- A. could tell
 - B. may tell
 - C. must have told
 - D. should tell
49. She apologized for _____ the deadline.
- A. having missed
 - B. miss
 - C. missed
 - D. to miss
50. The manager insisted that no one _____ the information until it was officially released.
- A. share
 - B. shared
 - C. shares
 - D. will share

III. Compréhension écrite (25 questions)

Répondez à la question en choisissant la meilleure réponse en fonction des informations présentées dans le texte.

Text 1

Technology is changing the way students learn. Schools are now using digital tools like tablets and interactive whiteboards. These tools make learning more engaging and personalized. Students can access online resources and learn at their own pace.

However, there are also challenges. Not all students have equal access to technology, which can create gaps in learning opportunities. Additionally, too much screen time can affect students' health and attention.

Balancing technology with traditional teaching methods can help create an effective learning environment for all students.

51. What is impacting how students learn?
- A. Books
 - B. Parents
 - C. Teachers
 - D. Technology
52. What is a problem mentioned with using technology?
- A. Health issues
 - B. Students prefer traditional methods
 - C. Teachers don't like technology
 - D. Too many books

53. How does technology make learning more engaging according to the text?
- A. By making learning less interesting
 - B. By providing interactive tools and tailor-made resources
 - C. By reducing the use of digital tools
 - D. By using only traditional methods
54. How can balancing technology with traditional methods help students?
- A. By creating a successful learning environment
 - B. By making education for all more readily available
 - C. By making learning less flexible
 - D. By reducing the use of inaccessible digital tools
55. What societal issue does the text highlight regarding the use of technology in education?
- A. The digital divide
 - B. The lack of interest from students in using technology
 - C. The over-reliance on digital tools
 - D. The resistance from teachers

Text 2

The field of mathematics has traditionally been dominated by men, but recent efforts are changing this trend. Schools and educational programs are now focusing on encouraging young women to pursue mathematics. Research shows that women perform just as well as men in math when given the right support and opportunities.

One key factor is the role of teachers and mentors. Female role models in mathematics can inspire girls to believe in their abilities. Additionally, inclusive classroom environments that challenge stereotypes can make a significant difference.

However, there are still challenges to overcome. Societal biases and stereotypes can discourage young women from pursuing studies in math. Addressing these issues requires a collective effort from educators, parents, and society as a whole.

By providing equal opportunities and support, we can ensure that women excel in mathematics and contribute to the field.

56. Mathematics has long been dominated by?
- A. Children
 - B. Men
 - C. Teachers
 - D. Women
57. What does research show about women's performance in math?
- A. Young women are not interested in math.
 - B. Young women need more homework than young men to succeed.
 - C. Young women perform just as well as young men.
 - D. Young women perform worse than young men.

58. What can make a significant difference to inspire young women to believe in their mathematical abilities?
- A. More parental pressure
 - B. Stricter classroom rules
 - C. Supportive environments
 - D. Using more technology
59. What challenges still need to be overcome for young women in mathematics?
- A. Engrained prejudices and clichés
 - B. Lack of interest from boys
 - C. Too many resources available
 - D. Too much support from teachers
60. What can ensure that girls excel in mathematics?
- A. Focusing only on traditional methods
 - B. Increasing homework
 - C. Providing equal opportunities and support
 - D. Reducing the use of technology
61. How do female role models contribute to girls' success in mathematics?
- A. By increasing competition
 - B. By inspiring confidence and belief in their abilities
 - C. By providing more homework
 - D. By reducing the use of technology

Text 3

The European Union (EU) places a strong emphasis on protecting and promoting human rights. The EU Charter of Fundamental Rights ensures that all citizens have access to basic freedoms and protections. These rights include freedom of speech, the right to education, and protection from discrimination.

The European Court of Human Rights plays a crucial role in upholding these rights. Citizens can appeal to the court if they believe their rights have been violated. This system helps ensure that justice is served and that human rights are respected across all EU member states.

However, there are challenges. Issues such as migration, data privacy, and the rise of nationalism are testing the EU's commitment to human rights. Addressing these challenges requires ongoing efforts from both EU institutions as well as member states. By continuing to prioritize human rights, the EU will maintain its role as a global leader in promoting justice and equality.

62. What document ensures basic freedoms and protections for EU citizens?
- A. The EU Charter of Fundamental Rights
 - B. The EU Economic Charter
 - C. The EU Education Charter
 - D. The EU Technology Charter

63. What role does the European Court of Human Rights play?
- A. It creates new laws.
 - B. It focuses only on economic issues.
 - C. It promotes technology.
 - D. It upholds human rights.
64. How does the EU ensure that human rights are respected across all member states?
- A. By focusing on educational programs
 - B. By ignoring unimportant human rights issues
 - C. By promoting only technological advancements
 - D. Through its courts and founding documents.
65. What ongoing efforts are required to address human rights challenges in the EU?
- A. Economic development efforts coupled with judicial reforms
 - B. Efforts from EU institutions
 - C. Efforts from EU institutions and member countries
 - D. Efforts from member states

Text 4

In today's interconnected world, tolerance serves as the crucial bridge between our remarkable diversity and our need for collective stability. Rather than forcing homogeneity or accepting fragmentation, tolerance allows different cultures, religions, and political systems to coexist while working toward common goals.

When practiced effectively, tolerance transforms potential friction points into opportunities. It enables societies to understand different perspectives not as threats but as alternative approaches shaped by unique historical and social contexts. This understanding doesn't require abandoning one's values—rather, it creates space to recognize the internal logic within different worldviews.

Tolerant societies harness diversity as a source of innovation, drawing on multiple traditions to solve complex problems. Tolerance also builds resilience by preventing the dangerous cycle where difference triggers fear, fear breeds hostility, and hostility escalates to conflict. Without this bridge of tolerance, diversity becomes weaponized—feeding cycles of mistrust that undermine both local and global stability. With it, we create the foundation for a world where differences enrich rather than divide us.

66. According to the text, what is the main role of tolerance in our world?
- A. Eliminating cultural differences
 - B. Imposing a dominant culture while respecting others
 - C. Linking diversity and collective stability
 - D. Promoting community isolation
67. According to the text, what does tolerance transform?
- A. Friction into opportunity
 - B. Religion into culture
 - C. Respect into dominance
 - D. Uniformity into homogeneity

68. What does recognizing "the internal logic within different worldviews" mean according to the text?

- A. Accepting all cultural practices without question means ceding some personal values
- B. Adopting other cultures' values as superior to one's own
- C. Establishing a universal set of moral principles
- D. Understanding that different perspectives have their own coherence without abandoning one's values

69. According to the author, what is the relationship between personal values and tolerance?

- A. Personal values and tolerance are incompatible
- B. Personal values are more important than tolerance
- C. Tolerance does not require abandoning one's personal values
- D. Tolerance requires abandoning personal values

Text 5

Data science is a multidisciplinary field that blends mathematics, statistics, computer science, and domain-specific knowledge to analyze and interpret complex data. Its goal is to uncover hidden patterns, derive insights, and support decision-making through data-driven approaches. As organizations across industries generate vast amounts of data daily, data science has become an essential tool for turning raw data into meaningful information.

Data scientists use a variety of tools and techniques, including programming languages like Python and R, data visualization libraries, machine learning models, and cloud computing platforms. Their work involves collecting, cleaning, and transforming data, followed by exploratory analysis, model building, and communicating results through reports or dashboards.

Applications of data science are diverse—ranging from predicting consumer behavior in marketing, detecting fraud in finance, and personalizing healthcare treatments to improving logistics and supply chains. It also plays a significant role in artificial intelligence development.

As the digital world expands, the need for skilled data scientists continues to grow. Their ability to turn data into strategic insights makes them vital contributors to innovation, efficiency, and competitive advantage in today's fast-paced, data-rich environment.

70. What do data scientists do with raw data?

- A. They clean and organize it
- B. They guess what it means
- C. They throw it away
- D. They use it without changing anything

71. What tools do data scientists often use?

- A. Clouds and lightning
- B. Dashboards and steering wheels
- C. Library books and magazines
- D. Programming languages and models

72. Which industry can use data science?

- A. Only education
- B. Only the financial industry
- C. Only the movie industry
- D. Many different industries

73. Which of the following is NOT mentioned by the text as a data science application?

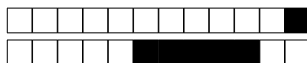
- A. Building houses
- B. Detecting fraud
- C. Personalizing healthcare
- D. Predicting customer behavior

74. Why is data science considered important for businesses today?

- A. It contributes to customers' insightfulness
- B. It helps businesses make better decisions
- C. It is a popular trend
- D. It replaces customer service

75. How does data science contribute to competitive advantage?

- A. By enabling smarter, faster decisions through insights
- B. By offering discounts
- C. By reducing the need for employees
- D. By replacing human workers with robots



FEUILLE DE RÉPONSES
COMPOSITION D'ANGLAIS
Concours ISE Option Mathématiques

Centre d'examen :

Nom et prénom :

.....

Date de naissance :

← **Codez votre numéro de candidat ci-contre**

Par exemple, pour le numéro 8, noircir les cases 008 de la façon suivante :
0 dans la première colonne, 0 dans la seconde et 8 dans la troisième.

Attention : les cases doivent être noircies et non simplement cochées.

Exemple de case **bien noircie** : ☐

Exemples de cases non ou **mal noircies** : ☐ ☒ ☒

Pour chaque question, noircir avec soin la bonne réponse. En cas d'erreur, utiliser du blanc correcteur pour effacer complètement la case cochée à tort (ne pas tenter de redessiner la case après effacement).

QUESTION 01 : ☐ A ☐ B ☐ C ☐ D

QUESTION 02 : ☐ A ☐ B ☐ C ☐ D

QUESTION 03 : ☐ A ☐ B ☐ C ☐ D

QUESTION 04 : ☐ A ☐ B ☐ C ☐ D

QUESTION 05 : ☐ A ☐ B ☐ C ☐ D

QUESTION 06 : ☐ A ☐ B ☐ C ☐ D

QUESTION 07 : ☐ A ☐ B ☐ C ☐ D

QUESTION 08 : ☐ A ☐ B ☐ C ☐ D

QUESTION 09 : ☐ A ☐ B ☐ C ☐ D

QUESTION 10 : ☐ A ☐ B ☐ C ☐ D

QUESTION 11 : ☐ A ☐ B ☐ C ☐ D

QUESTION 12 : ☐ A ☐ B ☐ C ☐ D

QUESTION 13 : ☐ A ☐ B ☐ C ☐ D

QUESTION 14 : ☐ A ☐ B ☐ C ☐ D

QUESTION 15 : ☐ A ☐ B ☐ C ☐ D

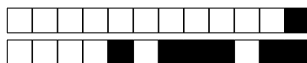
QUESTION 16 : ☐ A ☐ B ☐ C ☐ D

QUESTION 17 : ☐ A ☐ B ☐ C ☐ D

QUESTION 18 : ☐ A ☐ B ☐ C ☐ D

QUESTION 19 : ☐ A ☐ B ☐ C ☐ D

QUESTION 20 : ☐ A ☐ B ☐ C ☐ D



QUESTION 21 : ☐A ☐B ☐C ☐D

QUESTION 22 : ☐A ☐B ☐C ☐D

QUESTION 23 : ☐A ☐B ☐C ☐D

QUESTION 24 : ☐A ☐B ☐C ☐D

QUESTION 25 : ☐A ☐B ☐C ☐D

QUESTION 26 : ☐A ☐B ☐C ☐D

QUESTION 27 : ☐A ☐B ☐C ☐D

QUESTION 28 : ☐A ☐B ☐C ☐D

QUESTION 29 : ☐A ☐B ☐C ☐D

QUESTION 30 : ☐A ☐B ☐C ☐D

QUESTION 31 : ☐A ☐B ☐C ☐D

QUESTION 32 : ☐A ☐B ☐C ☐D

QUESTION 33 : ☐A ☐B ☐C ☐D

QUESTION 34 : ☐A ☐B ☐C ☐D

QUESTION 35 : ☐A ☐B ☐C ☐D

QUESTION 36 : ☐A ☐B ☐C ☐D

QUESTION 37 : ☐A ☐B ☐C ☐D

QUESTION 38 : ☐A ☐B ☐C ☐D

QUESTION 39 : ☐A ☐B ☐C ☐D

QUESTION 40 : ☐A ☐B ☐C ☐D

QUESTION 41 : ☐A ☐B ☐C ☐D

QUESTION 42 : ☐A ☐B ☐C ☐D

QUESTION 43 : ☐A ☐B ☐C ☐D

QUESTION 44 : ☐A ☐B ☐C ☐D

QUESTION 45 : ☐A ☐B ☐C ☐D

QUESTION 46 : ☐A ☐B ☐C ☐D

QUESTION 47 : ☐A ☐B ☐C ☐D

QUESTION 48 : ☐A ☐B ☐C ☐D

QUESTION 49 : ☐A ☐B ☐C ☐D

QUESTION 50 : ☐A ☐B ☐C ☐D

QUESTION 51 : ☐A ☐B ☐C ☐D

QUESTION 52 : ☐A ☐B ☐C ☐D

QUESTION 53 : ☐A ☐B ☐C ☐D

QUESTION 54 : ☐A ☐B ☐C ☐D

QUESTION 55 : ☐A ☐B ☐C ☐D

QUESTION 56 : ☐A ☐B ☐C ☐D

QUESTION 57 : ☐A ☐B ☐C ☐D

QUESTION 58 : ☐A ☐B ☐C ☐D

QUESTION 59 : ☐A ☐B ☐C ☐D

QUESTION 60 : ☐A ☐B ☐C ☐D

QUESTION 61 : ☐A ☐B ☐C ☐D

QUESTION 62 : ☐A ☐B ☐C ☐D

QUESTION 63 : ☐A ☐B ☐C ☐D

QUESTION 64 : ☐A ☐B ☐C ☐D

QUESTION 65 : ☐A ☐B ☐C ☐D

QUESTION 66 : ☐A ☐B ☐C ☐D

QUESTION 67 : ☐A ☐B ☐C ☐D

QUESTION 68 : ☐A ☐B ☐C ☐D

QUESTION 69 : ☐A ☐B ☐C ☐D

QUESTION 70 : ☐A ☐B ☐C ☐D

QUESTION 71 : ☐A ☐B ☐C ☐D

QUESTION 72 : ☐A ☐B ☐C ☐D

QUESTION 73 : ☐A ☐B ☐C ☐D

QUESTION 74 : ☐A ☐B ☐C ☐D

QUESTION 75 : ☐A ☐B ☐C ☐D