



CONCOURS D'ACCES A LA FORMATION DE 3<sup>ème</sup> CYCLE du 27-10-2018  
FILIERE : « Sciences Biologiques »

**EPREUVE : Analyse d'articles**

(DUREE : 01 H 30 MIN / COEFFICIENT : 01)

**SUJET : 02**

**Consignes à respecter**

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**EXERCISE 1** ..... (06 points)

Abstracts from almost all fields of study are written in a very similar way. The types of information included and their order are very conventional. The box that follows shows the typical information format of an abstract.

**ORDER OF TYPICAL ELEMENTS INCLUDED IN AN ABSTRACT**

- B** = some **background** information
- P** = the principal activity (or **purpose**) of the study and its scope
- M** = some information about the **methodology** used in the study
- R** = the most important **results** of the study
- C** = a statement of **conclusion** or **recommendation**

1- Read the following abstract. Identify the sentences in the abstract that correspond to information elements B, P, M, R, and C in the preceding box.

**The Cardiac Insuficiency Bisoprolol Study II (CIBIS- II): a randomised trial**

**Abstract.** <sup>1</sup>In patients with heart failure,  $\beta$ -blockade has improved morbidity and ventricular function, but the impact on survival is uncertain) <sup>2</sup>(We investigated the efficacy of bisoprolol, a  $\beta_1$  selective adrenoceptor blocker in decreasing all-cause mortality in chronic heart failure. <sup>3</sup>In a multicentre double-blind randomised placebo-controlled trial in Euro

we enrolled 2647 symptomatic patients in New York Heart Association class III or IV, with left-ventricular ejection fraction of 35% or less receiving standard therapy with diuretics and inhibitors of angiotensin-converting enzyme. <sup>4</sup>We randomly assigned patients bisoprolol 1-25 mg (n = 1327) or placebo (n = 1320) daily, the drug being progressively increased to a maximum of 10 mg per day. <sup>5</sup>Patients were followed up for a mean of 1.3 years. <sup>6</sup>Analysis was by intention to treat. <sup>7</sup>CIBIS-II was stopped early, after the second interim analysis, because bisoprolol showed a significant mortality benefit. <sup>8</sup>All-cause mortality was significantly lower with bisoprolol than on placebo (156 [11.8%] vs 228 [17.3%] deaths with a hazard ratio of 0.66 (95% CI 0.54-0.81, p < 0.0001). <sup>9</sup>There were significantly fewer sudden deaths among patients on bisoprolol than in those on placebo (48 [3.6%] vs 83 [6.3%] deaths), with a hazard ratio of 0.56 (0.39-0.80, p = 0.0011). <sup>10</sup>Treatment effects were independent of the severity or cause of heart failure. <sup>11</sup> $\beta$ -blocker therapy had benefits for survival in stable heart-failure patients. <sup>12</sup>Results should not, however, be extrapolated to patients with severe class IV symptoms and recent instability because safety and efficacy has not been established in these patients.

- B = Sentence(s) number \_\_\_\_\_
- P = Sentence(s) number \_\_\_\_\_
- M = Sentence(s) number \_\_\_\_\_
- R = Sentence(s) number \_\_\_\_\_
- C = Sentence(s) number \_\_\_\_\_

2- Give 05 relevant keywords in French for the above Abstract.

**EXERCISE 2** ..... (07.5 points)

The introduction serves as an orientation for the readers, giving them the perspective they need to understand the detailed information coming in later sections. The introduction can be divided into five to six parts or stages.

In order to better understand the function of the introduction, let us begin by briefly looking at all five stages of an introduction. Read the text below and note it contains five distinct stages.

**USING MICROCOMPUTERS IN TEACHING**

Stage 1

During the past 40 years, the United States has experienced the integration of the computer into society. Progress has been made to the point that small, inexpensive computers with expanded capacities are available for innumerable uses. Many schools have purchased and are purchasing microcomputers for infusion into their directed learning programs.

Most individuals seem to agree that the microcomputer will continue to hold an important role in education. Gubser (1980) and Hinton (1980) suggested phenomenal increases in the number of computers both in the school and the home in the near future. Schmidt (1982) identified three types of microcomputer use in classrooms: the object of the course, a support tool,

Stage II

and a means of providing instruction. Foster and Kleene (1982) cite four uses of microcomputers in vocational agriculture: drill and practice, tutorial, simulation and problem solving.

The findings of studies examining the use of various forms of computer-assisted instruction (CAI) have been mixed. Studies by Hickey (1968) and Honeycut (1974) indicated superior results with CAI while studies by Ellis (1978), Caldwell (1980) and Belzer (1976) indicated little or no significant effect. Although much work has been done to

Stage III

date, more studies need to be conducted to ascertain the effects of microcomputer-assisted instruction in teaching various subjects in a variety of learning situations.

Stage IV

The purpose of this study was to ascertain the effect of using microcomputer-assisted instruction as compared to a lecture-discussion technique in teaching principles and methods of cost recovery and investment credit on agricultural assets to graduate students in agricultural education. This topic was

Stage V

identified as being of importance to teachers in providing them the necessary background to teach lessons in farm records.

1. Name each of the five stages?

Stage I Name = \_\_\_\_\_

Stage II Name = \_\_\_\_\_

Stage III Name = \_\_\_\_\_

Stage IV Name = \_\_\_\_\_

Stage V Name = \_\_\_\_\_

2. Why the writer put the five stages of the introduction in this particular order?

3. Do you think that this order of information could be used for introductions in other fields? Answer by yes or no: \_\_\_\_\_

4. Which stage is the longest? Can you see any reason for this?

EXERCISE 3..... (06.5 points)

Bellow, the typical form of results in research reports in many fields. As you can see, this section consists of three basic elements of information.

**RESULTS – Three Information Elements**

ELEMENT 1: a statement that *locates the figure(s) or table(s)* where the results can be found

ELEMENT 2: statements that present *the most important findings*

ELEMENT 3: statements that *comment* on the results

The following results section is from a paper in the field of microbiology. 1- Identify which information elements are found in each sentence number.

Title

<sup>1</sup>A total of 53 samples were examined. <sup>2</sup>Direct microscopic examination of the samples showed 20 different fungal strains, which were isolated by culture and identified to the level of genus and/or species (Table 1). <sup>3</sup>These findings show that fungi can tolerate adverse environmental changes in the vegetative form. <sup>4</sup>Table 2 shows the results of the physiological tests applied to the isolates. <sup>5</sup>None of the fungi strains was able to grow in culture media with 500 to 5000 mg L<sup>-1</sup> of anionic surfactant. <sup>6</sup>An inhibitory effect on fungal growth and activity might be expected from the anionic surfactant level found in the ponds (Tomlinson and Williams, 1975).

- Sentence 2: Elements \_\_\_\_\_
- Sentence 3: Elements \_\_\_\_\_
- Sentence 4: Elements \_\_\_\_\_
- Sentence 5: Elements \_\_\_\_\_
- Sentence 6: Elements \_\_\_\_\_

2 - What is the function of Sentence 1 in this example?

\_\_\_\_\_

3- Give a title in French for the above Abstract?

\_\_\_\_\_

\_\_\_\_\_