

平成 22 年度 入学 試験 問題

外 国 語

英 語

150 点 満 点

(聞き取りテストは別記)

《配点は、学生募集要項に記載のとおり。》

(注 意)

1. 問題冊子および解答冊子は係員の指示があるまで開かないこと。
2. 問題冊子は表紙のほかに 6 ページ、解答冊子は表紙のほかに 12 ページある。
3. 問題は全部で 3 題ある(1～5 ページ)。ただし、総合人間学部及び医学部(医学科)志願者は、このほかに聞き取りテスト(6 ページ)を行うので指示に従うこと。
4. 筆答開始後、解答冊子の表紙所定欄に学部名・受験番号・氏名をはっきり記入すること。表紙には、これら以外のことを書いてはならない。
5. 解答は、すべて解答冊子の指定された箇所に記入すること。
6. 解答に関係のないことを書いた答案は無効にすることがある。
7. 解答冊子は、どのページも切り離してはならない。
8. 問題冊子は持ち帰ってもよいが、解答冊子は持ち帰ってはならない。

I

次の文章の下線をほどこした部分(1)~(3)を和訳しなさい。

(50点)

We have all heard of experts who fail basic tests of sensory selection in their own field: wine snobs who cannot tell red from white wine, or art critics who see deep meaning in random lines drawn by a computer. We delight in such stories since anyone who pretends to be an authority is an easy target. But what if we shine the spotlight on choices we make about everyday things? Experts might be forgiven for being wrong about the limits of their skills as experts, but could we be forgiven for being wrong about the limits of our skills as experts on ourselves?

We have been trying to answer this question using techniques from magic performances. Rather than playing tricks with alternatives presented to participants, we secretly changed the outcomes of their choices, and recorded how they reacted. For example, in an early study we showed our volunteers pairs of pictures of faces and asked them to choose the most attractive from each pair. In some trials, immediately after they made their choice, we asked people to explain the reasons behind their choices.

Unknown to them, we sometimes used a card trick to exchange one face
(1) for the other so they ended up with the one they did not choose. Common
sense tells us that all of us would notice such a big change in the outcome of a
choice. But the result showed that in 75% of the trials our participants were blind to the mismatch, even offering ‘reasons’ for their ‘choice’.

We called this effect ‘choice blindness’, echoing change blindness, the phenomenon identified by psychologists where a remarkably large number of people fail to spot a major change in their environment. Recall the famous experiments involving three participants X, Y and Z. X asks Y for directions and while Y is struggling to help, X is switched for Z — and Y fails to notice. Researchers are still pondering the full implications, but it does show how little information we use in daily life, and challenges the idea that we know what is

going on around us.

When we set out, we aimed to contribute to the enduring, complicated debate about self-knowledge and intention. For all the intimate familiarity we feel we have with decision-making, it is very difficult to know about it from the 'inside': one of the great barriers for scientific research is the nature of subjectivity.

As anyone who has ever been in a verbal disagreement can confirm, people tend to give elaborate justifications for their decisions, which we have every reason to believe are nothing more than rationalizations after the event. To prove such people wrong, though, is an entirely different matter: who are you to say what my reasons are?

However, with choice blindness we drive a large wedge between intentions and actions in the mind. As our participants give us verbal explanations about choices they never made, we can show them beyond doubt — and prove it — that what they say cannot be true. So our experiments offer a unique window into the story-telling we do to justify our past actions, which would otherwise be very difficult to obtain.

II

次の文章の下線をほどこした部分(1)～(4)を和訳しなさい。

(50点)

The distribution of educational opportunity plays a key role in shaping human development prospects. Within countries, governments and people increasingly recognize that unequal opportunities for education are linked to inequalities in income, health and wider life chances. And what is true within countries is true also between countries. Large global gaps in education reinforce the extreme divides between rich and poor nations in income, health and other aspects of human development.

The full extent of the gulf in opportunities for education is not widely appreciated. Education is a universal human right. However, enjoyment of that right is heavily conditioned by birth and inherited circumstance. Access to education is greatly influenced by where one is born and by other factors over which children have no control, including parental income and nationality.

From a global perspective, being born in a developing country is a strong indicator for reduced opportunity. School achievement, measured in terms of the average number of years or grade reached in education, is one (admittedly limited) measure of global inequality. While almost all member countries of the Organisation for Economic Co-operation and Development (OECD) have attained universal school achievement to grade 9, most countries in developing regions are far from this position. At age 16, over 80% of the population of the OECD countries is in secondary school while one-quarter of sub-Saharan* Africa's population is still in primary school. Four years later, at age 20, around 30% of the OECD population is in post-secondary education. The figure for sub-Saharan Africa is 2%.

Striking as they are, these figures tell only part of the story. One way of thinking about unequal opportunity is to consider the chance that a child born in one country will achieve a given level of education relative to a child born somewhere else. The results are revealing. They show that children in

countries such as Mali and Mozambique have less chance of completing primary school than children in France or the United Kingdom have of reaching higher education. The gulf in attainment is not restricted to sub-Saharan Africa. Around one in five pupils entering primary school in Latin America and in South and West Asia does not survive to the last primary grade.

Global inequalities in education mirror inequalities in income. The association is not coincidental. While the relationship between education and wealth creation is complex, knowledge has an important influence on economic growth and productivity. In an increasingly knowledge-based international economy, differences in educational opportunities are taking on more importance. There is a growing sense in which today's inequalities in education can be seen as a predictor for tomorrow's inequalities in the global distribution of wealth, and in opportunities for health and employment. ⁽⁴⁾ The fact that in half the countries of sub-Saharan Africa the survival rate to the last grade of primary school is 67% or less is not irrelevant to prospects for overcoming the region's marginalization in the global economy.

*sub-Saharan サハラ以南の

Ⅲ 次の文章(1), (2)を英訳しなさい。

(50点)

(1) 子供のころには列車での旅行というのは心躍るものであった。年に一度、夏休みに祖父母の家に行くときには、何時間も列車に乗ると考えただけでわくわくした。今では長距離列車を見ても、子供のころのように気分が高まることはないが、大きな駅のホームに日本各地に向かうさまざまな列車が並んでいる光景は鮮明に覚えているし、発車の瞬間の独特の高揚感を思い出すこともある。

(2) 私たちは漠然と犬やイルカを賢いと思っているが、動物の賢さを測る客観的な基準に基づいてそう判断しているわけではない。そういった動物の場合、人間の命令によく従うほど、頭が良いように見えるだけではないだろうか。人間の場合には種々のいわゆる客観テストなるものがあるが、それも結局、出題者の指示によく従うことが高得点に結びついているのかもしれない。

総合人間学部および医学部(医学科)志願者以外の問題は、このページで終わりである。

以下は、総合人間学部および医学部(医学科)志願者のみの問題である。

IV テープの音声を聞いて、Section 1、Section 2の問題に答えなさい。音声を聞いている間、メモをとったり解答を記入したりしてもよい。

総合人間学部(50点)

医学部(医学科)(30点)

Section 1

Section 2

- (1) According to the report, what cannot solve China's problems with water?
- (2) What is the Chinese government's policy regarding grain?
- (3) How much more water do Chinese industries use compared to those in developed nations?
- (4) How has the Chinese government tried to solve water problems in the past?
- (5) What does the World Bank say about the North China Plain?

問題は、このページで終わりである。