

令和 3 年 度

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小 論 文

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10 : 00 ~ 11 : 30

国 際 教 育 学 科  
学校推薦型選抜(一般)

注 意 事 項

1. 開始の合図があるまでこの冊子を開いてはいけません。
2. 合図があったら、最初に受験番号を小論文解答用紙の指定の欄に記入しなさい。
3. 解答は**横書き**で書きなさい。
4. 印刷の不鮮明な箇所があった場合は、すみやかに申し出てください。
5. 解答用紙は 2 部配付しますが、1 部だけ提出しなさい。残りの 1 部は下書きに使ってかまいません。
6. 冊子と下書きに用いた解答用紙は、持ち帰ってください。

I. 次の英文を読み、以下の設問に答えなさい。

Young children sit cross-legged on the mat as their teacher prepares to teach them about the weather, equipped<sup>1</sup> with pictures of clouds. Outside the classroom, lightning forks across a dark sky and thunder rumbles<sup>2</sup>. Curious children call out and point, but the teacher draws their attention back—that is not how the lesson target says they are going to learn about the weather. It could be a scene in almost any school. Children, full of questions about things that interest them, are learning not to ask them at school. Against a background of tests and targets, unscripted queries<sup>3</sup> go mainly unanswered and learning opportunities are lost.

Yet the latest American research suggests we should be encouraging questions, because curious children do better. Researchers from the University of Michigan investigated curiosity in 6,200 children. The researchers gauged<sup>4</sup> levels of curiosity when the children were babies, toddlers<sup>5</sup> and preschoolers<sup>6</sup>.

Reading, maths and behaviour were then checked in kindergarten (the first year of school), where they found that the most curious children performed best. In a finding critical to tackling<sup>7</sup> the stubborn<sup>8</sup> achievement gap between poorer and richer children, disadvantaged children had the strongest connection between curiosity and performance. Further, the researchers found that when it came to good school performance, the ability to stay focused and, for example, not be distracted<sup>9</sup> by a thunderstorm, was less important than curiosity—the questions children might have about that storm.

Teachers who concentrate on developing focus and good behaviour because of the links to good academic performance, now need to take on board that developing curiosity could be even more important. The study's lead researcher, Dr Prachi Shah, says: "Promoting curiosity in children, especially those from environments of economic disadvantage, may be an important, under-recognised

way to address the achievement gap. Promoting curiosity is a foundation for early learning that we should be emphasising more when we look at academic achievement.”

Children are born ( X ). The number of questions a toddler can ask can seem infinite<sup>10</sup>—it is one of the critical methods humans adopt to learn. In 2007, researchers logging questions asked by children aged 14 months to five years found they asked an average of 107 questions an hour. But research from Susan Engel finds questioning drops like a stone once children start school. When her team logged classroom questions, she found the youngest children in an American suburban elementary school asked between two and five questions in a two-hour period. Even worse, as they got older the children gave up asking altogether. There were two-hour stretches in fifth grade (year 6) where 10 and 11-year-olds failed to ask their teacher a single question. In one lesson she observed, a ninth grader raised her hand to ask if there were any places in the world where no one made art. The teacher stopped her mid-sentence with, “Zoe, no questions now, please; it’s time for learning.” Engel, who is professor of developmental psychology says: “When you visit schools in many parts of the world it can be difficult to remember they are full of active, intellectual children, because no one is talking about their inner mental lives. How well they behave, and how they perform seem much more important to many people in the educational communities. Often educational bureaucracies<sup>11</sup> have shunted<sup>12</sup> curiosity to the side.”

When teachers teach young children not to ask questions, it is not surprising that high-performing students studied by American researchers in 2013 were found to be less curious, because they saw curiosity as a risk to their results. The questions they asked were aimed at improving their results, whereas the questions asked by more curious students were aimed at understanding a topic more deeply.

Of course, some teachers do encourage and enhance curiosity — Engel says that in every school she visits there tends to be one teacher who is managing it. But it is usually down to an individual — rather than a systematic approach such as that introduced at Ilminster Avenue nursery school, in Bristol. Last September the nursery took the radical step of permanently removing most of its toys for two-year-olds and replacing them with a range of cardboard boxes, tin cans, pots and pans, old phones, kettles, computers and plumbing<sup>13</sup> supplies — anything with creative possibilities. The children took to the new objects immediately, making slides for building blocks with guttering<sup>14</sup>, dens<sup>15</sup> and spaceships with cardboard boxes and having conversations with imaginary people on old phones. Old keys were used to lock things away or unlock imaginary kingdoms. Most haven't asked for the toys back.

Matt Caldwell, the headteacher, says “School kills curiosity. When do children get to ask questions about things that interest them? As soon as they are at primary school they have to shut up and learn. It's not the fault of teachers. They have so many targets to meet.” Paul Howard-Jones, professor of neuroscience<sup>16</sup> and education says “Children should be prompted<sup>17</sup> and encouraged to ask questions even though that can be challenging for the teacher”. “We do need to find some time for questions during the day. There is not enough time in schools for creativity and following up on curiosity.”

[出典]

Adapted from Wendy Berliner (2020, January 28). ‘Schools Are Killing Curiosity’ : Why we need to stop telling children to shut up and learn. *The Guardian*. Retrieved from

[https://www.theguardian.com/education/2020/jan/28/schools-killing\\_curiosity-learn](https://www.theguardian.com/education/2020/jan/28/schools-killing_curiosity-learn)

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語注

- 1 equip 備え付ける・据え付ける
- 2 rumble ゴロゴロ鳴る
- 3 query 質問
- 4 gauge 測定する
- 5 toddlers 幼児
- 6 preschoolers 幼稚園児・未就学児童
- 7 tackling (問題などに)取り組む
- 8 stubborn 頑固な、断固とした
- 9 distract 気を散らす、そらす
- 10 infinite 無限の
- 11 bureaucracy (官僚式に)煩雑な手続き、官僚社会
- 12 shunt ~を追いやる
- 13 plumbing 配管
- 14 guttering みぞ溝
- 15 den 隠れ家
- 16 neuroscience 神経科学
- 17 prompt 促す、駆り立てる

問 1 本文の中で記述されていることと最も合致するものを、以下の(a)~(f)の中から一つ選び、その記号を書きなさい。

- (a) Students are encouraged to ask questions at school when they are young.
- (b) For good school performance, children's ability to stay focused is considered the most important in many schools.
- (c) The importance of children asking questions is well-recognized among not only researchers but also teachers.
- (d) Older children are more likely to ask questions to understand a topic in a deeper level.
- (e) Children's good behaviors and school performance are valued higher than promoting children's curiosity in schools.
- (f) There are gender differences in school performance and attitudes toward learning.

問 2 ( X )に入る文脈上最も適切な言葉を以下の選択肢から 1 つ選んで記号を書きなさい。

- (a) interesting
- (b) curious
- (c) educational
- (d) imaginary
- (e) critical

問 3 本文の内容を日本語 200~300 字で要約しなさい。

問 4 本文に書かれたテーマについて、これまでの学校での経験を踏まえて、例を挙げながら自分の意見とその理由を 200 words から 250 words 程度の英文でまとめなさい。

II. 子どもについて書かれている以下の2つの文章を読み、問いに答えなさい。

[A]

A child's world is fresh and new and beautiful, full of wonder and excitement. It is our misfortune that for most of us that clear-eyed vision, that true instinct for what is beautiful and awe<sup>1</sup>-inspiring, is dimmed<sup>2</sup> and even lost before we reach adulthood. If I had influence with the good fairy who is supposed to preside<sup>3</sup> over the christening<sup>4</sup> of all children, I should ask that her gift to each child in the world be a sense of wonder so indestructible<sup>5</sup> that it would last throughout life, as an unfailing antidote<sup>6</sup> against the boredom<sup>7</sup> and disenchantments<sup>8</sup> of later years, the sterile<sup>9</sup> preoccupation<sup>10</sup> with things that are artificial, the alienation<sup>11</sup> from the sources of our strength.

-Adapted from Rachel Carson. (1956). *The Sense of Wonder*.  
*Reprinted from "The sense of wonder" by Rachel Carson. ©1956 by Rachel Carson. Used by permission of HarperCollins Publishers.*

[B]

The seeds of knowledge, of virtue, and of piety<sup>12</sup> are naturally implanted in us; but the actual knowledge, virtue, and piety are not so given. These must be acquired by prayer, by education, and by action. He gave no bad definition who said that man was a "teachable animal." And indeed it is only by a proper education that he can become a man.

-Adapted from John Amos Comenius. (1895). *The Great Didactics*.  
(English translation. Originally published in Latin in the 1630's.)

語注

- 1 awe 畏敬(の念)、畏怖
- 2 dim 薄暗くなる、霞む
- 3 preside 支配する、総括する
- 4 christen ～に洗礼式を施す
- 5 indestructible 破壊できない
- 6 antidote 解毒剤
- 7 boredom 退屈
- 8 disenchantment (幻想・盲信が)打ち碎かれること、(魔法や呪いが)解かれること
- 9 sterile 不毛の、想像力がない、創造性・活力がない
- 10 preoccupation 没頭、夢中にさせるもの、最大の関心ごと
- 11 alienation 疎外
- 12 piety 信心深さ、敬虔

問 1 文章Aにおいて、子どもはどのように描かれているか。50字程度の日本語で端的に書きなさい。

問 2 文章Bにおいて、子どもはどのように描かれているか。50字程度の日本語で端的に書きなさい。

問 3 文章AとBで描かれている子ども観の違いを示しつつ、あなたはどちらの文章の子ども観を支持するか、理由とともに80～100 wordsの英語で書きなさい。