

令和 3 年度

小 論 文

13 : 30 ~ 15 : 10

文学部国際教育学科
一般選抜(中期日程)

注 意 事 項

1. 合図があるまでこの冊子を開いてはいけません。
2. 合図があったら受験番号を解答用紙の指定の欄に記入しなさい。
3. 落丁、乱丁、印刷不明、汚れの箇所があった場合は、すみやかに申し出てくだ
さい。
4. 解答は必ず解答用紙の指定された解答欄に記入しなさい。
5. この冊子は持ち帰ってください。

以下の英文を読んで、問に答えなさい。

In his treatise¹ on the future of humanity, 21 Lessons for the 21st Century, the philosopher-historian Yuval Noah Harari offers the young people of today some advice. In order to survive and thrive² in adulthood, they should not rely on traditional academic skills such as solving equations³ or learning computer code. These will soon become obsolete in a world in which computers can perform such techniques more quickly and accurately than humans. All information-based jobs, in fields as diverse as journalism and medicine, will be under threat by 2050.

Instead, Harari predicts that the key skills they need to survive and thrive in the 21st century will be emotional intelligence (it is still difficult to imagine a computer caring for a sick person or a child), and the ability to deal with change. If we can predict nothing else about the future, we know that it is going to involve a rapidly accelerating⁴ pace of change, from the growth of AI to a warming climate. Coping with this level of uncertainty will require adaptability and psychological resilience⁵. These are best fostered by an education system that prioritises not traditional academic learning but rather “the four Cs”: critical thinking, communication, collaboration and creativity.

None of this will come as news to the parents of today, who instinctively prioritise the emotional and physical health of their children over academic results. A survey released earlier last week by the Youth Sport Trust charity showed that 62% of parents with children aged 18 or under feel that the wellbeing of school pupils is more important than academic attainment. Another recent study by the ethnographers Bad Babysitter into the childcare sector in the US identified a similar cultural shift, away from parents aspiring⁶ to “the reassured child”, who is rewarded with prizes and certificates, towards “the resilient child”. “Being adaptive,” remarked the researchers, “is a 21st-century skill.” Young people themselves are, of course, also questioning the value of an education system with priorities that seem out of whack with⁷ the world around them. As one motto⁸ from the school climate strike had it, “No school on a dead planet”.

It should worry all of us that our education system currently points in exactly the opposite direction. Since the inglorious reign of Michael Gove⁹ at the Department for Education, the Tories¹⁰ have doggedly¹¹ stuck to his outdated vision of children as vessels to be filled with facts. It is bizarre¹², in a world in which we can look up any fact on the internet within seconds, that this should be the priority. Where we need creativity, we have a 28% decline in uptake of creative subjects at GCSE¹³ since 2014, thanks to an emphasis on the rote learning of useless information.

Where we urgently need to promote physical health, we get cuts to physical education provision, with 51,600 hours of PE¹⁴ lost from timetables in English state-funded secondary schools between 2010 and 2017. Meanwhile, one in five children in year 6 (aged 10-11) was obese¹⁵ in 2018-19. Obesity is one of the biggest public health threats facing the UK, and the biggest human-generated burden on the economy after smoking.

Most worryingly, where we need a major drive towards psychological resilience, we get a dramatic decline in mental health among both children and teachers. Rather than schools supporting good mental health, the evidence is that an emphasis on exams and academic attainment is having a detrimental¹⁶ effect. Research released last week by the departments of health and education in Northern Ireland found that the pressure to achieve at school is one of the biggest (4) to children's mental health. The pressure is getting to teachers, too, with 5% reporting lasting psychological problems, up from just 1% in the 1990s. This is hardly a picture of an environment likely to build resilience.

The private sector, on the other hand, finds itself having to be more responsive to the priorities of parents. It helps, of course, that private schools have the resources to give teachers mental health training, and to invest in facilities for sports and arts. In fact, private schools increasingly compete to attract parents with ever-more blinging¹⁷ facilities (there are now more theatres in London's private schools than there are in the West End).

There are undoubtedly excellent wellbeing initiatives within the state education system. Schools are having to invest in mental health support, and mindfulness is taught in many places. The new curriculum also emphasises teaching children about mental health (although needless to say this is not backed up with the necessary resources). What is missing, however, is a commitment to putting mental and physical wellbeing at the very heart of education.

In 2005, Jamie Oliver¹⁸ created a cultural shift by pointing out that it was counterproductive for schools to serve their students junk food.⁽⁵⁾ But this only scratched the surface of what it would really mean for schools to prioritise mental and physical health, and promote resilience.

To create a system that equips young people to face the challenges of the 21st century, we need to look at every aspect of what they do at school. This means teaching children to understand their minds and bodies, encouraging them to have contact with nature, helping them to negotiate relationships with others, fostering excellent communication skills, and nurturing¹⁹ (6). Philosophers know this, and parents know it; it's about time policymakers caught up.

[Adapted from “Instead of rote learning useless facts, children should be taught wellbeing” by Alice O’Keeffe, Mar 2, 2020, The Guardian (<https://www.theguardian.com/commentisfree/2020/mar/02/instead-rote-learning-useless-facts-children-need-taught-wellbeing>)]

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語注

- 1 treatise 論文、論説
- 2 thrive 繁栄する、成功する
- 3 equation 方程式
- 4 accelerate 加速する
- 5 resilience 回復力、立ち直る力
- 6 aspire 熱望する、切望する
- 7 out of whack with ~と一致しない、~と合わない
- 8 motto 標語、モットー
- 9 Michael Gove 英国保守党の政治家
- 10 Tories トーリー党、(英国の)保守党
- 11 doggedly 執拗に、頑強に
- 12 bizarre 奇妙な、風変わりな
- 13 GCSE (英国の)一般中等教育修了証〔試験〕
- 14 PE (=Physical Education) 体育
- 15 obese 肥満の、太り過ぎの
- 16 detrimental 有害な
- 17 blinging 派手な、見せびらかすための
- 18 Jamie Oliver 英国の有名シェフ
- 19 nurture 育てる、養成する

問 1 下線部(1) obsolete の文脈上の意味と最も近い意味の単語を以下から一つ選び

A～Dの記号で答えなさい。

- A. traditional
- B. diverse
- C. lasting
- D. outdated

問 2 下線部② a similar cultural shift とは、生徒に関して何から何へ shift したのか、その具体的な内容に最も近い説明を以下から一つ選び A～D の記号で答えなさい。

- A. from welfare to education
- B. from academic ability to health and happiness
- C. from emotional intelligence to artificial intelligence
- D. from physical strength to mental resilience

問 3 下線部③ “No school on a dead planet” の意味を、単なる和訳ではなく英文の内容が分かるように具体的に説明しなさい。

問 4 (4) に、文脈上最も適切な単語一語を文中から選んで入れなさい。

問 5 下線部⑤ it was counterproductive for schools to serve their students junk food. の英文の内容を、なぜそう言えるのかその理由もわかるように、具体的に日本語で説明しなさい。

問 6 (6) に、21 世紀の学びに必要な 4 つの C (“the four Cs”) のうち、文脈上最も適切な単語一語を入れなさい。

問 7 この記事の筆者は、現在の子どもたちに特に何を教えるべきだと主張していますか。その理由を含めて筆者の考えを、150-200 字の範囲の 日本語 で説明しなさい。

問 8 あなたが教師だった場合、子どもの幸福を増進するためにどのような教育を行いますか。その理由や具体例を含めて、100-150 words の範囲の 英語 で論じなさい。