2020年度

経済学部編入学試験

受験番号		フリガナ	
		氏名	

小　論　文（経済および経済学の基礎知識）

（70点）

問題

下記の2問中、1問を選択して解答しなさい。

（A）市場経済は効率的結果を導くという結論を、余剰概念に基づき、必要に応じて図を用いて説明しなさい.（キーワード：消費者余剰、生産者余剰、総余剰）

（B）戦後日本経済は、1950 年代後半~1970 年代初頭に、国際的にみて高い経済成長率を示しました。この高度経済成長を可能にした諸要因のうち重要と考える 3 つの要因を任意に選び、それらが 1990 年代以降どのように変化したのかを論じなさい。

採点欄

（裏面へ）

2020年度

経済学部編入学試験

受験番号		フリガナ	
		氏名	

小論文(一般教養)

(30点)

問題

次の2問のうちから1問を選んで、論じなさい。

(1) ネアンデルタール人は、約3万9千年前に絶滅したと考えられていた。しかし、2010年にスヴァンテ・ペーボらが発表した化石DNAに基づく研究論文は、私たち現生人類はアフリカを出てからユーラシアでネアンデルタール人と交雑しており、ある割合でネアンデルタール人の遺伝子を持っているという結論を出した。このことは、さまざまな問題を提起する。例に取れば、私たち自身が新しい生態系への侵入種であること、また、異なった文化、習慣を持つグループが出会った時に起こす競争など、どんな観点からでもあなたの考えを自由に論じなさい。

(2) 「ヘイトスピーチ」とされる言論を擁護するために「言論の自由」を持ち出す議論が見られます。それが不適切であることを、言論の自由の意味・意義を踏まえた上で、論じなさい。

採点欄

(裏面へ)

I　次の英文を読み、以下の設問に答えなさい。* の付いた語句には注があります。

[35 点]

Here's a hypothetical: A telescope detects an *asteroid between 100 and 300 meters in diameter racing through our solar system at 14 kilometers per second, 57 million kilometers from Earth. Astronomers estimate a 1 percent risk the space rock will collide (　A　) our planet on April 27, 2027. What should we do?

It's this potentially catastrophic scenario that 300 astronomers, scientists, engineers and emergency experts are applying their collective minds to this week in a Washington suburb, the fourth such international effort since 2013.

"We have to make sure people understand this is not about Hollywood," said NASA Administrator Jim Bridenstine as he opened the sixth International Planetary Defense Conference at the University of Maryland's campus in College Park. Countries represented include China, France, Germany, Israel, Italy, Russia and the United States.

The idea that the planet Earth may one day have to defend itself against an asteroid used to evoke what experts call a "giggle factor." But a *meteor that blew up in the atmosphere over Russia on Feb. 15, 2013, helped put an end to the scornful smiles. On that morning, a 20-meter asteroid appear out of nowhere over the southern Urals, exploding 23 kilometers above the town of *Chelyabinsk with such force that it shattered windows in thousands of buildings. A thousand people were injured by the broken pieces.

But "the positive aspect of Chelyabinsk is that it made the public aware , it made the political decision-makers aware," said Detlef Koschny, co-manager of the Planetary Defense Office of the European Space Agency (ESA).

(1)Only those asteroids whose orbit around our sun brings them within 50 million kilometers of our planet — defined as "near Earth" — are of interest. Astronomers are finding new ones each day: more than 700 so far this year, for a total of 20,001, said Lindley Johnson of NASA's Planetary Defense Coordination Office, which was created in 2016.

Among the most risky is a rock named 2000SG344: 50 meters in diameter, with a one in 2,096 chance in striking Earth within a hundred years, (　B　) the ESA.

The majority are very small, but 942 are more than 1 kilometer across, estimates astronomer Alan Harris.

The scientist told an audience that some large ones are probably still out there: "A fair fraction of the biggest ones are hiding … basically parked behind the sun." They are found mainly by two U.S. telescopes, one in Arizona and (　C　) in Hawaii. The ESA has built a telescope for this purpose in Spain and is planning others in Chile and Sicily. Many astronomers are demanding a space telescope because telescopes on the earth are (　D　) objects on the other side of the sun.

This week's exercise seeks to simulate global responses to a catastrophic *meteorite. The first step is aiming telescopes at the threat to precisely calculate its speed and *trajectory, following rough initial estimates. Then it boils down to two choices: try to change direction of the object or evacuate.

If it is less than 50 meters, the international consensus is to evacuate the threatened region. According to Koschny, it is possible to predict the country it will strike two weeks ahead. Days away from impact, it can be narrowed down to within hundreds of kilometers.

What about bigger objects? Trying to destroy them to pieces by nuclear missiles like in the movie "Armageddon" would be a bad idea, because it could just create smaller but still dangerous pieces.

The plan instead is to launch a device toward the asteroid to divert its trajectory — like a cosmic bumper car. NASA plans to test this idea out on a real asteroid 150 meters across in 2022 with the Double Asteroid Redirection Test (DART) mission.

One issue that remains is politics, said Romana Kofler of the U.N. Office for Outer Space Affairs. "Who would be the decision-making authority?" she asked. "The consensus was to leave this aspect out."

The U.N. Security Council would likely be held, but it's an open question as to whether rich countries would finance an operation if they themselves (　E　) in the sights of 2000SG344 or another rock from space.

出典：Scientists ponder, what if an asteroid was about to hit Earth?　The Japan Times, April 30, 2019(JIJI)

*asteroid　小惑星　　*meteor　隕石、流星

*Chelyabinsk チェリャビンスク　ウラル山脈東麓にあるロシア連邦の都市

*meteorite　隕石　　*trajectory　軌道

1. 下線部(1)を和訳し、解答用紙に記入しなさい。

2. 本文の空欄（　A　）～（　E　）に入る最も適切な語句を選び、その番号を解答用紙に記入しなさい。

(A)　1　from　　2　of　　3　with　　4　on

(B)　1　according to　　2　due to　　3　because of　　4　different from

(C)　1　other　　2　another　　3　others　　4　the other

(D)　1　easy to detect　　2　unable to detect　　3　likely to detect
　　4　good at detecting

(E)　1　wouldn't　　2　were　　3　weren't　　4　would

3. 以下の (1) ～ (5) に関して、本文の内容に合致するものにはTを、合致しないものにはFを解答用紙に記入しなさい。

(1) 天文学者たちは、2027年4月27日にある小惑星が地球に衝突することをほぼ確実視している。

(2) メリーランド大学で開かれた第6回国際惑星防衛会議(International Planetary Defense Conference)に参加した中には欧米諸国以外にアジアの国もあった。

(3) 今までに発見された小惑星の数は2万を超え、その中で直径1キロメートル以上のものは数百を数える、と推定されている。

(4) 50メートル以下の隕石が落下する場合、落下地点からの避難が国際的な同意事項であるが、より大きい物体の場合は核ミサイルを用いて破壊するのが望ましい。

(5) 地球に甚大な被害を与えることが予想される隕石への対応は、国連の安全保障理事会の常任理事国が決定することになっている。

II　次の英文を読み、以下の設問に答えなさい。* の付いた語句には注があります。[35 点]

For many years people having trouble hearing encountered difficulties because it was believed that language could only be learned by (　A　) the spoken word. Ancient Greek philosopher Aristotle, for example, asserted that "Men that are deaf are in all cases also dumb." Under Roman law people who were born deaf were denied the right to sign a will as they were "presumed to understand nothing; because it is not possible that they have been able to learn to read or write."

Pushback against this prejudice began in the Renaissance. The first person credited with the creation of a formal *sign language for the people having trouble with hearing was Pedro Ponce de León, a 16th-century Spanish *Benedictine monk. His idea to use sign language was not a completely new idea. Native Americans used hand gestures to communicate with other tribes and to facilitate trade with Europeans. Christian monks used them to convey messages during vows of silence.

Inspired by the latter practice, Ponce de León adapted the gestures used in his *monastery to create a method for teaching the deaf to communicate, (　B　) the way for systems now used all over the world.

Building on Ponce de León's work, another Spanish cleric, priest and linguist Juan Pablo Bonet, continued exploring new communication methods. Bonet criticized some of the brutal methods that had been used to get deaf people to speak: "Sometimes they are put into *casks in which the voice booms and *reverberates. These violent measures are by no means to the purpose."

In 1620 he published the first surviving work on the education of people with a hearing disability. Bonet proposed that deaf people learn to pronounce words and progressively construct meaningful phrases. The first step in this process was what he called the demonstrative alphabet, a manual system in which the right hand made shapes to represent each letter. This alphabet, very similar to the modern sign language alphabet, was based on the Aretina score, a system of musical notation created by Guido Aretinus, an Italian monk in the Middle Ages, to help singers sight-read music. The deaf person would learn to associate each letter of the alphabet with a *phonetic sound. Bonet's approach combined oralism—using sounds to communicate—with sign language. The system had its challenges, especially when learning the words for (　C　) terms such as *conjunctions like "for," "nor," or "yet."

In 1755 the French Catholic priest Charles-Michel de l'Épée established a more comprehensive method for educating the deaf, which *culminated in the founding of the first public school for deaf children, the National Institute for Deaf-Mutes in Paris. Students came to the institute from all over France, bringing signs they had used to communicate with at home. Épée adapted these signs and added his own manual alphabet, creating a signing dictionary. Insistent that sign language needed to be a complete language, his system was complex enough to express *prepositions, conjunctions, and other grammatical elements. Épée is known as the father of the deaf for his work and his establishment of 21 schools.

Épée's standardized sign language quickly (　D　) across Europe and to the United States. In 1814 Thomas Hopkins Gallaudet, a minister from Connecticut who wanted to teach his nine-year-old neighbor with a hearing disability to communicate, went to France to train under Épée's successor, Abbé Sicard. Three years later, Gallaudet established the American School for the Deaf in his hometown of Hartford, Connecticut. Students from across the United States attended, and just as at Épée's school, they brought signs they used to communicate with at home. American Sign Language became a combination of these signs and those from French Sign Language.

Thanks to the (　E　) of formal sign languages, people with a hearing disability can access spoken language in all its variety. The world's many modern signing systems have different rules for pronunciation, word order, and grammar. (1)New visual languages can even express regional accents to reflect the complexity and richness of local speech.

出典：How monks helped invent sign language by Inés Antón Dayas, History National Geographic

*sign language：手話　*Benedictine：ベネディクト会の　*monastery：修道院
*cask(s)：貯蔵だる　*reverberate：反響する　*phonetic：発音に即した
*conjunction(s)：接続詞　*culminate：最高潮に達する　*preposition(s)：前置詞

1. 下線部(1)を和訳し、解答用紙に記入しなさい。

2. 本文の空欄(A)～(E)に入るもっとも適切な語を選び、その番号を解答用紙に記入しなさい。

(A) 1 ignoring	2 writing	3 transforming	4 hearing
(B) 1 blocking	2 paving	3 diverting	4 narrowing
(C) 1 exact	2 concrete	3 abstract	4 comprehensible
(D) 1 spread	2 widespread	3 increased	4 shrank
(E) 1 depression	2 detachment	3 development	4 decrease

3. 以下の(1)～(5)に関して、本文の内容に合致するものにはTを、合致しないものにはFを、解答用紙に記入しなさい

(1) 正式の手話を初めて作ったとされる人物はベネディクト会の修道士であった。
(2) ポンセ・デ・レオン(Ponce de León)の教えに則り、フアン・パブロ・ボネット(Juan Pablo Bonet)はろう者が会話できる方法を乱暴でない手段で模索した。
(3) ボネット(Bonet)は、ろう者の教育に関する現存する最古の本を出版し、手話と音を組み合わせた伝達システムを開発した。
(4) シャルル・ミシェル・ド・レペー(Charles-Michel de l'Épée)によって作られた、世界で初めての公立ろう学校には、世界中から学生が集まった。
(5) トマス・ホプキンス・ギャローデット(Thomas Hopkins Gallaudet)は、ヨーロッパでレペー(l'Épée)に直接師事し、アメリカ初の公立ろう学校を創立した。

III　以下の各日本文と英文がほぼ同じ意味になるように、空所に入るもっとも適切なものをそれぞれ一つ選び、その番号を解答用紙に記入しなさい。[10 点]

1. 彼は自分の提案を私たちが支持するのが当たり前だと思っていたようだ。
He seemed to take it (　　) that we would support his proposal.
1 by the way　2 for granted　3 beyond description　4 on his way

2. 決勝戦はその巨大な台風のために延期となった。
The final game was postponed (　　) the huge typhoon.
1 in accordance with　2 in addition to　3 in spite of　4 on account of

3. その新しい証拠は、事態をさらに混乱させただけだった。
The new evidence only confused the matter (　　).
1 far　2 besides　3 further　4 even

4. 地域の人びとが市に取り組んでほしいと考えている問題はたくさんある。
Local residents have many issues they want the city to (　　).
1 deal　2 address　3 dominate　4 charge

5. めずらしい流星群を一目見るために、ぜひ今週末町を訪れてください！
Visit the town this weekend to catch a (　　) of the rare meteor shower!
1 glimpse　2 see　3 flash　4 witness

IV. 次の各日本文とほぼ同じ意味になるように、かっこの中の語句を並べ替えてもっとも自然な英文を完成させるとき、かっこの中で 3 番目と 5 番目にくるものを選び、その番号を解答用紙に記入しなさい。[10 点]

1. 顕微鏡は小さなものの像を拡大するために用いられる。
A microscope (1 images　2 used　3 is　4 enlarge　5 of　6 to) small objects.

2. 人口の急速な増加のためにその都市の中で移動することが難しくなった。
Fast growth of the (1 more　2 it　3 to　4 difficult　5 made　6 population) move in the city.

3. 純粋な自然水は摂氏零度で凍る。
On the Celsius scale, (1 zero　2 natural　3 at　4 water　5 pure　6 freezes) degrees .

4. アメリカ人にとってパンは、日本人にとっての米のようなものである。
Bread is to (1 Japanese　2 Americans　3 to　4 is　5 rice　6 what).

5. 人前で話をすることになると、ジョンがクラスで一番だった。
John was the best in class (1 comes　2 speaking　3 when　4 it　5 to　6 in) public.

Ⅴ　次の日本文を英訳し、解答用紙に記入しなさい。[10 点]

このコンテストの目標は、人が重い荷物を運ぶのを手助けするロボットを作ることです。