

# 令和4年度入学者一般選抜入学試験問題

(A日程 国際経済学部)

## 英 語

### 注意事項

- 1 試験時間は、午前10時から午前11時30分までである。
- 2 試験開始の合図があるまで、問題冊子を開かないこと。
- 3 この試験では、問題冊子（7ページ）、解答用紙2枚及び下書き用紙1枚を配付する。
- 4 試験開始の合図があつてから、解答用紙に受験番号を必ず記入すること（氏名の記入は不要）。解答用紙は2枚あるので、必ず2枚すべてに記入すること。
- 5 解答は、解答用紙の所定の欄に横書きで記入すること。所定の解答欄以外に記入した解答は無効である。
- 6 問題冊子及び解答用紙にページの欠落や印刷不鮮明な部分等がある場合は、手をあげて、試験監督者がそばに来てからその旨申し出ること。
- 7 原則として、試験時間中の途中退室は認めない。  
ただし、具合が悪くなった場合、トイレに行きたくなった場合等は、手をあげて、試験監督者がそばに来てからその旨申し出ること。
- 8 試験終了の合図があつたら直ちに筆記用具を置くこと。
- 9 試験終了の合図があつて筆記用具を置いたら、机の上に問題冊子と下書き用紙を重ねて置き、その上に表にした解答用紙を問①の解答用紙が上になるように重ねて置くこと。
- 10 試験監督者の許可があるまで退室しないこと。

※ 解答は解答用紙に書きなさい。

1 Read the following article and answer the questions below.

### The secret to Finnish education: Trust

- 1 Finland has consistently been one of the most successful countries in global education rankings. For some, its name has become synonymous with educational excellence. While Finland is not alone in achieving world-class educational standards, what makes the country unique is that all of its schools are, effectively, elite schools\*: performance differences between Finnish schools account for just 5% of the total variation in student performance.
- 2 This means parents can rely on quality schooling wherever they enrol\* their children. The Finnish system is based on the assumption that all students can succeed, irrespective of their social background, and that all schools, no matter where they are located\*, should be of high quality.
- 3 Finland also shows that there are different paths to success. This is a system where students spend less time in school than in many of the highly competitive Asian systems. Finnish schools also tend to assign little homework and no longer have to undergo school inspections.
- 4 Finland has turned teaching into a sought-after\* career with high social status. It is difficult to get into teacher training courses, which are in high demand. In fact, only about one in ten applicants\* is accepted on average. Those who don't succeed often turn to law or medical school instead, which indicates the prestige of the teaching profession. It is a job for people with master's degrees, appealing to the brightest graduates. Once teachers are deployed\* to schools, they are expected to continuously upgrade\* their skills—professional development is compulsory\*. While not particularly highly paid (per-pupil budgets and teachers' salaries are mid-range\*, by European standards), teaching is seen as an important and well-respected profession, and teachers are trusted and given great independence.
- 5 The significant investment Finnish leaders make in the professional development of their teachers is a critical part of the equation\*. Prospective\* teachers undergo rigorous\* preparation and, once certified\*, are given exceptional decision-making authority over things like curriculum\* and assessment. Finnish teachers command the same level of trust and autonomy\* that professionals in other fields do, such as medicine or law.

6 Some argue that this unusual trust-based culture makes it impossible to derive any real lessons from Finland. But, that trust is at least as much the fruit of policy decisions as it is a cultural pre-condition\*. The respect teachers have historically enjoyed in Finland creates a solid base on which to build reforms, as well as creating a virtuous circle of productive\* and innovative\* learning environments. The government's trust, coupled with teachers' status as university graduates from highly selective\* programmes, empowers\* teachers to pursue their profession in ways that deepen the trust accorded them by parents and others in the community. In turn, the high level of policy coherence\*, meaning that decisions will be followed through\* across electoral\* cycles and political administrations, reinforces\* the trust Finnish teachers have in their education leaders.

7 Finland's success in education did not happen overnight\*: it took many decades to achieve. It slowly and deliberately built itself into an education superpower\* through a series of reforms and in response to changing economic needs. In the late 1960s, shortly before Finland joined the OECD\*, there was a decision to move to a comprehensive system, making high-quality education available to all students, not just to the few selected for grammar schools\*. Implementation\* was not complete until the late 1970s. To make the transition\* successful, and to allay\* concerns about the changes, there was an accompanying drive to significantly improve the quality of teaching, notably\* by transferring teacher training to the universities and making it much more rigorous.

8 The economic context also served as impetus\* for change. In the early 1990s, Finland lurched\* into a deep recession\*. Unemployment figures reached nearly 20%, GDP\* was falling and public debt rising. Education offered a means of reshaping\* Finland's economy, with a shift away from old industries such as pulp and rubber towards technology and the growing global market in telecommunications. The number of Finns\* working in research and development grew rapidly, in tandem with the rise of companies such as Nokia, which went from a 19th-century pulp-mill\* business to becoming one of the biggest names in mobile phones in the late 20th century and now a 21st-century leader in telecommunications systems.

9 And yet, at a time when the kinds of things that are easy to teach and test have also become easy to digitise\* and automate\*, the Finnish school system faces important challenges. Over the last decade, Finland has slipped on the OECD's Programme for International Student Assessment (PISA) rankings, both in absolute terms but also because other education systems,

notably in Asia, have rapidly improved. Moreover, as successful as Finnish schools are, youth unemployment is high, signalling that Finland needs to work harder to realign\* its education system with a rapidly changing world. Given Finland's track record of change, there is good reason to hope that in the digital age, it can aim for top of the class again.

Source: Andreas Schleicher (2019), "The secret to Finnish education: Trust," *OECD Observer*, March 6, 2019.

- \* elite school : 難関校
- \* enrol : 入学させる (enroll)
- \* be located : 位置する、ある
- \* sought-after : 人気のある、引く手あまたの
- \* applicant : 志願者、応募者
- \* deploy : 配置につかせる、動員する
- \* upgrade : アップグレードする、改良する
- \* compulsory : 義務的な、必修の
- \* mid-range : 中くらいの
- \* equation : 方程式、等式
- \* prospective : 将来の
- \* rigorous : 厳しい、厳格な
- \* certify : 認定する、免許状を与える
- \* curriculum : 教育課程、カリキュラム
- \* autonomy : 自律性、自主性
- \* pre-condition : 前提条件 (precondition)
- \* productive : 生産的な、実りの多い
- \* innovative : 革新的な、刷新的な
- \* selective : えり抜きの
- \* empower : 権限や権能を与える
- \* coherence : 筋が通っていること、首尾一貫性
- \* follow through : 最後まで遂行する
- \* electoral : 選挙の
- \* reinforce : より強固にする、強化する
- \* overnight : 一夜のうちに、急に、突然に
- \* superpower : 超大国
- \* OECD : 経済協力開発機構 (Organisation for Economic Co-operation and Development)
- \* grammar school : グラマースクール (大学進学準備の教育をする中等学校)
- \* implementation : 実施、履行

- \* transition : 移行、変遷
- \* allay : 和らげる、解消する
- \* notably : 特に
- \* impetus : 押し進める力、刺激
- \* lurch : 急に傾く、よろめく
- \* recession : 景気後退、(一時的) 不景気
- \* GDP : 国内総生産 (gross domestic product)
- \* reshape : 作り変える
- \* Finn : フィンランド人
- \* pulp mill : パルプ工場、パルプミル
- \* digitise : デジタル化する (digitize)
- \* automate : オートメーション化する
- \* realign : 再編成する

From the choices A to D, choose the most appropriate answer to the questions below.

- (1) Which of the following is NOT a good substitute for the phrase “synonymous with” in paragraph 1?
  - A. adjustable to
  - B. equivalent of
  - C. identical to
  - D. interchangeable with
  
- (2) The phrase “irrespective of” in paragraph 2 is closest in meaning to which of the following?
  - A. not approaching
  - B. not considering
  - C. not forecasting
  - D. not respecting
  
- (3) According to paragraph 4, which of the following is NOT true about Finland’s teaching profession?
  - A. It is an appealing career choice with high social status.
  - B. Teachers are paid exceptionally well by European standards.
  - C. Admission to teacher training courses is more competitive than medical schools.
  - D. Professional development is required for teachers.
  
- (4) In paragraph 5, the word “equation” is used to mean:
  - A. difficulty
  - B. mathematics
  - C. schooling
  - D. system
  
- (5) What is mentioned about trust for teachers in paragraph 6?
  - A. It is more a result of culture than history in Finland.
  - B. It is a result of high-level university programs for teachers and government policies that do not change suddenly.
  - C. It is a result of innovative learning environments.
  - D. It is a result of teachers’ status and their power to work with administrations to create effective public policies.

- (6) Which of the following is the most appropriate conjunction (接続詞) to put after the colon (:) in paragraph 7?
- A. although
  - B. furthermore
  - C. instead
  - D. therefore
- (7) The phrase “in tandem with” in paragraph 8 is closest in meaning to which of the following?
- A. at the same time as
  - B. changing to
  - C. the same as
  - D. working against
- (8) In paragraph 9, why did the author mention the challenges in the Finnish school system?
- A. to compare the problems faced by school systems in Asia
  - B. to show the efficiency of the Finnish school system
  - C. to show the failure of the Finnish school system
  - D. to show the need for change in the Finnish school system
- (9) Which of the following is NOT mentioned as a contribution to Finland’s success in providing quality education?
- A. the demand by Finnish parents to improve the quality of education in Finland
  - B. the economic conditions of Finland in the 1990s
  - C. the positive attitude towards contribution of teachers in Finnish society
  - D. the strong beliefs about the ability of individual students in Finland
- (10) Which of the following best describes the author’s view towards the Finnish education system?
- A. The author is disappointed with the Finnish education system.
  - B. The author neither approves nor disapproves of the Finnish education system.
  - C. The author is nervous about the Finnish education system.
  - D. The author is confident about the Finnish education system.

2

Write a paragraph between 120 and 150 words in English to answer the following question. (語数を記入する必要はありません。)

**Question:** If you could make ONE CHANGE to your hometown, what would it be? In your own words, give at least two reasons for making that change.