

総合社会情報研究科	受験番号		ふりがな	
総合社会情報 専攻			氏 名	

**博士後期課程 試 験 問 題** 日本大学大学院総合社会情報研究科

試 験 科 目 名	施 行 年 月 日
小 論 文	令和 5 年 2 月 1 8 日 (10 時 50 分より)

次の問題（１）（２）（３）から一つを選び、日本語 1、000 字程度で解答してください。なお、解答用紙の冒頭には、選んだ問題の番号を必ず明記してください。

- （１） 現在、世界の国々では、環境問題が深刻化していることや国際情勢が不安定な状況になっていることなどを要因として、政治分野でも経済分野でも政策の修正が進んでいます。このような状況について、各自が専攻する学問分野の知見を活用して論じてください。
- （２） 2020 年、大学入学共通テストから英語以外の外国語を廃止する提案がなされ、議論を呼びました。この案は結局撤回されたものの、今年また、ある大学が入学試験から英語以外の外国語受験を廃止することを表明しました。この廃止案について、賛成か反対かを明らかにしたうえで、理由について論じてください。
- （３） 過去 100 年間に登場した様々な科学技術の中から一つ取り上げ、それにより、人類社会がどのように変化したのか、そしてそれが、我々自身の発展、進歩、繁栄等にプラスの方向に作用していると言えるのか否か、あなた自身の専門分野を踏まえて論じてください。

解答は解答用紙に記入すること。

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試 験 科 目 名	施 行 年 月 日
英 語	令和 5 年 2 月 1 8 日 ( 9 時 1 5 分 より )

次の問題 (1) (2) (3) から一つを選び、解答してください。なお、解答用紙の冒頭には、選んだ問題の番号を必ず明記してください。

(1) 以下の英語を日本語に訳しなさい。

Toyota is expected to outline adjustments to its electric vehicle strategy to key suppliers early next year, as it races to narrow the gap on price and performance with industry leaders Tesla and BYD, two people with knowledge of the work said.

The leading Japanese automaker is expected to detail the EV plan changes through early 2026, communicating the adjustments to major suppliers, the people said on condition of anonymity as the information is confidential.

Toyota has been looking at ways to improve the competitiveness of EVs being planned for this decade, in part by speeding up the adoption of performance-boosting technologies for planned EVs, from electric drive systems — including motors — to the electronics that convert power from the grid to energy stored in batteries and more integrated heating and cooling systems, the people said.

The changes, however, might include delays to some of the EV development programs originally planned for the three-year period, one of the people said.

The changes would be for the successors to Toyota's first two EVs for major markets, the bZ4X and the Lexus RZ, and intended to close the gap with Tesla on cost and performance, the people said.

Toyota is set to convene a major powwow of suppliers in February, the first such global supplier convention since the pandemic.

Toyota said in a statement that it is "always actively discussing and working with key (suppliers and partners) on a variety of topics," to achieve carbon neutrality. But it said it had no new details to disclose on EV development projects.

【出典：The Japan Times. *Toyota to outline three-year EV plan changes to suppliers*. BY NORIHIKO SHIROUZU REUTERS Dec 12, 2022. より一部抜粋】

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解答は解答用紙に記入すること。

(2) 以下の英語を日本語に訳しなさい。

Because of the multilingual tradition in India – as in many other countries of the world – a number of methodological approaches have been established there to determine linguistic minorities on the one hand and to count languages and their speakers on the other. This is anything but an easy task, as the boundaries between languages are fluid, and hardly any objective criteria can be named to distinguish clearly between ‘languages’ and ‘variations’ – e.g. regional dialects or the variant which is spoken by members of a social class. In fact, all languages are amalgamations: compositions of means of expression, used by a group or within regions, in which the traces of other means of expression can always be found. Whether a language is considered to be a proper ‘language’ or a mere ‘dialect’ often depends more on political decisions than on linguistic criteria. This is well demonstrated by the recent ‘explosions’ of languages in Eastern European countries: e.g. ‘Czechoslovakian’ into ‘Czech’ and ‘Slovakian’, ‘Serbo-Croatian’ into ‘Serbian’ and ‘Croatian’. As long as the national unity of the former country was to be emphasized, the languages were considered as ‘one’. Now, that the countries are split up, the same languages are considered as ‘two’ – and each one has now to serve as proof of national identity and unity for ‘its own’ country.

In fact, the language situation as reported from India is much more like an illustration of contemporary linguistic diversity in Europe than most European portrayals are. I would like to explain this by the example of a school (...). It is a totally normal, ordinary German school: a primary school with roughly 200 children. The school is located in the city of Hamburg and can be considered as an example for schools in urban areas in Europe today.

In this school, nearly 50% of the children have a monolingual background and a German passport; they come from families with long ancestral lines in Germany. The other half represents more than 15 nationalities with about 20 different home languages. Some of the children speak more than two languages, for instance because their parents have different language backgrounds. (...)

The diversity of languages and cultural experiences is an important aspect of their daily life for all children in that school, no matter whether they themselves are mono- or plurilingual. Independent of whether or not the school pays attention to it, diversity of languages and cultural backgrounds is a common element in the socialisation of all its children. This applies not only to our case-study school or other more exceptional schools, but for all societies which include immigrants and other minorities, and that means in fact, for all European societies.

【出典：Ingrid GOGOLIN. *Guide for the Development of Language Education Policies in Europe: From Linguistic Diversity to Plurilingual Education*. 2002.】

解答は解答用紙に記入すること。

(3) 以下の英文を読んで、続く問題に答えなさい。

①In many psychological experiments, data are collected on two groups of subjects; one group is exposed to certain specified experimental conditions, and the other serves as a control group. The question is whether there is a difference in the mean performance of the two groups, and if such a difference is observed, whether it holds for the population from which these groups of subjects have been sampled. Basically, we are asking whether a difference between two sample means reflects a true difference or whether this difference is simply the result of sampling error.

As an example, we will compare the scores on a reading test for a sample of first-grade boys with the score for a sample of first-grade girls. The boys score lower than the girls as far as mean performances are concerned, but there is a great deal of overlap; some boys do extremely well, and some girls do very poorly. Thus, we cannot accept the obtained difference in means without making ②a test of its statistical significance. Only then can we decide whether the observed differences in sample means reflect true differences in the population or are due to sampling error. If some of the brighter girls and some of the duller boys are sampled by sheer luck, the difference could be due to sampling error.

As another example, suppose that we have set up an experiment to compare the grip strength of right-handed and left-handed men. Table 1 presents hypothetical data from such an experiment. A sample of five right-handed men averaged 8 kilograms stronger than a sample of five left-handed men. In general, what can we infer from these data about left-handed and right-handed men? Can we argue that right-handed men are stronger than left-handed men? ③Obviously not, because the averages derived from most of the right-handed men would not differ from those from the left-handed men; the one markedly deviant score of 100 tells us we are dealing with an uncertain situation.

Now suppose that the results of the experiment were those shown in Table 2. Again, we find the same mean difference of 8 kilograms, but we are now inclined to ④have greater confidence in the results, because the left-handed men scored consistently lower than the right-handed men. Statistics provides a precise way of taking into account the reliability of the mean differences so that we do not have to depend solely on intuition to determine that one difference is more reliable than another.

Table 1. The Sample 1

Strength of Grip in Kilograms, Right-Handed Men	Strength of Grip in Kilograms, Left- Handed Men
40	40
45	45
50	50
55	55
100	60
Sum 290	Sum 250
Mean 58	Mean 50

Table 2. The Sample 2

Strength of Grip in Kilograms, Right-Handed Men	Strength of Grip in Kilograms, Left- Handed Men
56	48
57	49
58	50
59	51
60	52
Sum 290	Sum 250
Mean 58	Mean 50

【出典: Smith, E.E. et al. (Eds.). *Atkinson & Hilgard's introduction to psychology*, 14<sup>th</sup> Edition. Thomson

Learning. 2003 年】

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(裏面にも問題があります。)

問題 1 下線部①を日本語に訳しなさい。

問題 2 下線部②について、これが行わなければならない理由は何ですか。著者が文中で述べた内容を、日本語に訳して説明しなさい。

問題 3 下線部③について、なぜそう言えるのですか。文中で述べられた内容を参考にしながら、日本語で説明しなさい。

問題 4 下線部④について、なぜこの結果は信頼性が高いのですか。文中で述べられた理由を日本語訳して解答しなさい。

解答は解答用紙に記入すること。