

この問題は、2023 年度一般選抜より新設する「共通テスト＋一般（C 方式）」の個別試験をイメージするために作成したサンプルであり、実際に出題される問題とは異なります。

[早稲田大学教育学部]

英 語 (問題)

20XX 年度

(Sample 試験時間 90 分間)

[出題の意図や狙い、入学者に求める力]

英語英文学科では、社会に広く通用する英語力だけでなく、文学・文化・言語学・応用言語学を英語で学び、学術研究に必要な英語力と高いレベルの専門性を養成し、グローバル化が進む社会で活躍できる人材を輩出することを目的としている。1・2 年次では学問に必要となる学術英語や各専門分野の基礎を身につけ、3・4 年次で履修する専門科目や卒業論文研究においては様々な英文資料にあたり、口頭発表や討論、レポート作成などに活用することで専門性を高める。C 方式では、そのために必要となる、筆者の論点を捉えるための英文の読み方、また英文資料内容をもとに考え、まとめ、表現する力を問う問題を出題する。

I の読解問題は、研究者が一般向けに自身の研究内容を紹介する記事と、それを読んだ学生が関連する研究を調べ、意見をまとめた 2 つの関連する英文資料に基づくものである。問 1 から問 11 の多肢選択問題ではパラグラフ同士のつながりや文章全体の概要・要点や話の展開、筆者の意図を捉える力、そして課題文同士の関係を読み取る力を問う。また問 12 の記述問題では、課題文中の特定箇所を取り上げ、筆者の言葉にこめられた意味を日本語で論理的に説明する力を問うている。

II の英作文では、I で読んだ課題文の一部に関連して意見を英文でまとめることを求める問題である。与えられたテーマに関して、英作文の作法に従い整ったパラグラフ形式の文章を構成する力、根拠となる理由や具体例などを示しながら、説得力ある論理展開をする力、そして資料を適切に引用しながら意見をまとめる力を問う。

I. 読解問題

次の英文 (Passage A, Passage B) は、同じテーマについて書かれた文章である。Passage A はある研究者が自身の研究内容やその結果について解説したもので、Passage B はそれを読んだ学生が関連する研究を調べ、意見をまとめたものである。2つの英文を読み、Q1 から Q12 の問題に答えなさい。

Passage A

By Janet J. Boseovski

[1] You might hesitate to make a character judgment about someone based on a first encounter. Most adults would probably want to see how a stranger acts in several different circumstances, to decide whether someone new is nice, mean or trustworthy.

[2] Young children are strikingly less cautious when making character judgments. They often show a positivity bias: a tendency to focus on positive actions or selectively process information that promotes positive judgments about the self, others, or even animals and objects.

[3] Why does it matter if children see the world through rose-colored glasses? Children who are overly optimistic may unwittingly find themselves in unsafe situations, or they may be unable or unwilling to learn from constructive feedback. And in an era of “fake news” and myriad informational sources, (1) it’s more important than ever to raise strong critical thinkers who will grow into adults who make informed life decisions. Psychologists like me investigate this optimism that seems to emerge very early in life to figure out more about how it works – and how and why it eventually decreases over time.

[4] In many ways, children are sophisticated thinkers. In early childhood, they carefully gather data from their environment to construct theories about the world. For example, children understand that animate objects, such as animals, operate very differently from inanimate objects, such as chairs. Even preschoolers can tell the difference between experts and non-experts, and they understand that different kinds of experts know different things – like how doctors know how human bodies work and mechanics know how cars work. Children even track people’s records of accuracy to decide whether they can be trusted as learning sources for things like the names of unknown objects.

[5] This level of **[A]** is impressive, but it is sorely lacking when children are asked to make evaluative rather than neutral judgments. Here, children show clear evidence of a positivity bias.

[6] For example, my colleagues and I have shown that 3- to 6-year-olds only need to see one positive behavior to judge a story character as nice, but several negative behaviors to judge a character as mean. I’ve also found that children reject negative trait descriptions about strangers (such as “mean”) from credible judges of character, but readily accept positive trait descriptions (like “nice”).

[7] Whereas children use information about expertise effectively in non-evaluative domains – like when learning about dog breeds – they are reluctant to trust experts who make negative evaluations. For example, my lab found that 6- and 7-year-olds trusted positive descriptions of an unfamiliar animal (such as “friendly”) by a zookeeper, but disregarded negative descriptions (like “dangerous”). Instead they trusted a non-expert who gave positive descriptions.

[8] In our other research, children mistrusted an expert’s negative assessment of artwork and instead trusted a group of laypeople who judged it positively. And preschoolers tend to evaluate their own performance on problem solving and on drawing positively even after being told that they were outperformed by a peer.

[9] Altogether, research reveals that the positivity bias is present as early as 3 years of age, peaks in middle childhood, and weakens only in late childhood.

[10] Psychologists don’t know for sure why kids are so optimistic. It’s likely due in part to the positive social experiences that most children are lucky enough to have early in life.

[11] With age, children are exposed to harsher realities. They begin to see differences in performance among people, including their peers, and this gives them a sense of where they stand in relation to others. They eventually receive evaluative feedback from their teachers and start to experience a greater variety of negative relational experiences, like bullying.

[12] ② Even so, children often remain stubbornly optimistic despite contrary evidence. There may be different forces at play here: Because positivity is so ingrained in children’s minds, they may struggle to pay attention to and integrate contradictory evidence into their working theories about people. American children are also taught not to say mean things about others and may question the intentions of well-meaning people that speak hard truths. This may be the reason that children prioritize benevolence over expertise when learning new information.

※出典 : Janet J. Boseovski Associate Professor of Psychology, University of North Carolina – Greensboro
<https://theconversation.com/children-are-natural-optimists-which-comes-with-psychological-pros-and-cons-93532>

- Q1. In Paragraph 3, the phrase “rose-colored glasses” refers to
- children’s tendency to evaluate themselves and others positively.
 - insights children often have about strangers’ personality problems.
 - sophisticated ways in which children learn from data.
 - the tendency of children to distrust people around them.
- Q2. According to the author, the positivity bias is a problem because it
- cannot prevent bullying and other negative experiences.
 - decreases over time.
 - pays too much attention to contradictory evidence.
 - puts children at risk.
- Q3. Which of the following best completes **[A]** in Paragraph 5?
- curiosity
 - knowledge
 - nervousness
 - skepticism
- Q4. In Paragraph 7, the author mentions dog breeds as an example of a situation where children
- become too optimistic in decision-making.
 - believe information offered by experts.
 - distinguish experts from non-experts.
 - distrust negative opinions of experts.
- Q5. Which of the following would be the best title for Passage A?
- Children: Uncritically optimistic judgment makers
 - Diversity in judgment-making behaviors among children
 - How education impacts children’s judgment accuracy
 - The amazing sophistication of children’s learning

Passage B

By Taro Okuma

[1] I found the article written by Boseovski eye-opening. The author highlights an interesting contrast in her article: the appropriateness of children's decision-making not involving evaluation, as opposed to children's tendency to become excessively positive when they are required to make evaluative judgments. Boseovski's own previous psychological studies on children's decision-making behaviors provide support for her view above as well. In this essay, I will comment on two issues discussed by Boseovski and explain what I would like to explore further.

[2] One such point is that children's tendency to perceive themselves and their surroundings through such "rose-colored glasses" proposed by Boseovski may not always be true. As an example, Linda Stade, a writer and consultant working with children and their parents for over 30 years, offers a completely different viewpoint as a practitioner. She claims that children are in fact negative, requiring support to avoid depression. One explanation for these two authors' sharply contrasting viewpoints might lie in differences in the characteristics of children they typically work with such as personality and gender. It may be interesting to see how findings may change if previous studies supporting the positivity bias are conducted again with different groups of children.

[3] Another point of consideration is why children develop the positivity bias. Boseovski notes that, while currently few satisfactory explanations seem available, the environment in which children are raised may matter. In particular, her attribution of American children's positivity bias to education is intriguing. This seems to suggest that various factors such as community and cultural values surrounding children may affect how they perceive themselves and others in important ways. Cross-cultural studies comparing children's judgment-making behaviors would facilitate our understanding of this issue.

[4] Finally, Boseovski's article led me to wonder how the positivity bias develops into adulthood. In fact, while looking into the related literature, I found that the positivity bias and its relationship to aging is a topic extensively studied in psychology. For example, Dr. Andrew Reed at Stanford University and his team recently synthesized results of 100 previous studies comparing the positivity and negativity biases between different age groups in adults. As a result, they found that, overall, older adults tended to exhibit a stronger positivity bias than younger adults. Reed and his team explained this finding in relation to the change in life goals across age groups. Younger adults tend to emphasize acquiring skills and seeking opportunities for personal and professional development as their goals, whereas older adults tend to view their emotional satisfaction as more important.

[5] All in all, while positivity bias may be a good explanation of children's judgment-making behaviors, I believe additional research is needed in terms of **[B]** and **[C]**. In addition, I would like to further investigate **[D]**.

Q6. Which part of **Passage A** is the underlined part (3) in Passage B based on?

- a. Paragraphs 1 and 2
- b. Paragraph 3 only
- c. Paragraphs 4 through 8
- d. Paragraphs 9 through 12

Q7. It can be inferred from Paragraph 2 that the author of Passage B assumes that

- a. children's judgment-making behaviors have changed over the last three decades.
- b. Stade's opinion is supported by many more studies than Boseovski's.
- c. the disagreement between Boseovski's and Stade's positions was unexpected.
- d. who participates in a study is an important issue that affects research results.

Q8. The author's main point of Paragraph 3 is that

- a. cultural background may be a stronger reason for children's positivity than their personality.
- b. it is well understood that findings about American children can be applied to other cultures.
- c. further studies as to how social and cultural differences influence positivity bias are needed.
- d. the explanation of possible causes for children's positivity bias in Passage A is irrelevant.

Q9. When the information from Passages A and B is combined, the positivity bias tends to reach its highest points during

- a. early childhood and early adulthood.
- b. early childhood and late adulthood.
- c. middle childhood and early adulthood.
- d. middle childhood and late adulthood.
- e. late childhood and early adulthood.
- f. late childhood and late adulthood.

Q10. The author provides the description of Reed and his colleagues' research results in Paragraph 4 in order to

- a. argue for Passage A's claim that the positivity bias is not related to adults.
- b. emphasize the difficulty of synthesizing results of many similar studies.
- c. suggest the importance of studying children's life goals.
- d. support his argument that this topic is a widely studied research topic.

Q11. Which of the following are the main points, not details, of Passage B that best complete **[B]**, **[C]**, and **[D]**? (The order does **NOT** matter for **[B]** and **[C]**.)

- a. how generalizable Boseovski's research results are
- b. how positivity bias develops through one's life
- c. what we should teach children about decision-making
- d. what we can do to prevent children's depression
- e. where children's positivity bias comes from
- f. where future aging studies should be conducted
- g. why Boseovski's opinion is not supported by evidence
- h. why the negativity bias must be studied more

Q12. Passage A の下線部(2)において、筆者は “Even so, children often remain stubbornly optimistic despite contrary evidence.” と述べている。本文によると、ここで筆者が stubbornly optimistic という表現に込めた意図は何か。180～250 字の日本語で答えなさい。尚、書き出しの空欄、また句読点や引用符などもそれぞれ一字と数えること。また、アルファベットは2文字で日本語1文字分とする。

II. 英作文

Passage A の下線部(1)において、筆者は “...it’s more important than ever to raise strong critical thinkers who will grow into adults who make informed life decisions.” と述べている。この記述に関連して、次の主張に対する自分の意見を、賛成か反対かを明確にして、構成の整った英文 1 パラグラフにまとめなさい。(150 語程度)

Children should be taught to be critical thinkers.

解答の際は、Passage A または Passage B で述べられていることを一回以上引用すること。ただし、引用は最小限とし、その方法は下の例を参考にする。

【引用例】

- According to Tanaka, the age of artificial intelligence has come. However, ...
- I strongly agree with Kim’s point that we should take advantage of new technologies because...
- White’s study shows/suggests that...
- In her article, Brown says, “Robots cannot replace human beings.” While this may be true to some extent, ...

[以下 余 白]

解答例

※公開する解答には、別解がある場合があります。

I Q12

子供は自身や周囲の人々に対して必要以上に肯定的な判断をしてしまう傾向にあるが、これは成長過程で厳しい現実にも晒されても一向に変わらないことを強調する表現である。子供は成長するにつれて自己と他者の位置関係を認識したり、周囲の人々から自身の評価を含んだフィードバックをもらうようになり、いじめなど望ましくない他者との関係も経験したりする。しかし、肯定的な捉え方が身についてしまっているため、そのような経験がたとえあっても肯定的判断をする傾向が影響を受けることはないと筆者は強調しているのである。(245 字)

II

I agree with the opinion that children should be taught to be critical thinkers. Some people argue that “how to be critical” should not be taught because it grows naturally in children as they become older. However, according to psychologist Janet Boseovsky, children are biased to see the world positively and can be easily misguided. It is therefore essential to teach children the critical skills they will need to be able to tell the difference between what is likely to be true and what might be false. As Passage A points out, this is especially important because we now live “in an era of ‘fake news.’” Children might be exposed to information full of fake news when they are too young to judge what news is fake and what is not. Considering this, I feel strongly that children should be taught ways to make wise decisions so they can become responsible adults living in a world with various information sources. (162 語)