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前期日程

小論文 I

(医学部保健学科)

注 意 事 項

1. 試験開始の合図があるまで、この問題冊子を開いてはいけません。
2. 問題冊子は1冊(5頁)、解答用紙は4枚、下書用紙は1枚です。落丁、乱丁、印刷不鮮明の箇所等があった場合には申し出てください。
3. 氏名と受験番号は解答用紙の所定の欄に記入してください。
4. 解答は指定の解答用紙に記入してください。
5. 解答用紙は持ち帰ってはいけません。
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次の英文を読み、設問に日本語で答えなさい。

All it takes is one bright idea, and Beau Jessup's creative concept has gone global, making the English teenager millions of dollars. Her business has helped give Western-style names to more than 600,000 Chinese children. It began when Jessup, 19, was on a trip to China, and one of her father's business colleagues asked for her advice. "One of his business colleagues asked me to suggest an English name for her baby girl," Jessup said. "I asked her to describe her baby girl a bit more to me, so I could make a more informed decision." She told me her daughter was elegant and beautiful, and she wanted her to surprise people with the things that she could achieve. "I came up with the name Eliza, based on Eliza Doolittle from Pygmalion."

Jessup went on to develop a website, Special Name, at just 16 years of age. The site takes personality traits that parents want for their babies, and matches them with an appropriate name. "I came up with the design, but I paid someone else to design the website," Jessup said. "I had to borrow some money from my parents, which I'm very aware I'm very privileged to be able to do that." I had to figure out the type of algorithm that would be most appropriate for that kind of service. "It took months to create the database with names." Parents have 12 characteristics they can choose from, including athleticism, intelligence, and confidence. They then pick five they want their child to have.

Each name in the database has five characteristics attached to it, which gets matched to what the user chooses, and then three names are suggested from that. The most common characteristic chosen by Chinese parents for a boy is honesty, while for girls, they value intelligence. Currently, 4,000 names are in the database. Jessup is hoping to add a feature that will allow parents to select the first letter they want their child's name to have.

Chinese parents want their children to have a Western name so they can be used when they're studying abroad. "English names are becoming increasingly important in China, due to globalisation and greater connectivity with the West," Jessup said. "Also, you can't have Chinese characters in an email address. You need letters, essentially."

(The Morning Show, April 4, 2019 より一部改変して引用)

(注) informed decision	十分な情報を得たうえでの決定
algorithm	算法
athleticism	運動能力

問 1 下線部(1)をきっかけとして Jessup がどのようなことを行ってお金をもうけたか、答えなさい。

問 2 下線部(2)のサービスを利用する際に親が行うことは何か、答えなさい。

問 3 最も多くの中国人の親が女の子に望む特徴は何か、答えなさい。

問 4 Jessup が追加したいと考えているサービスはどのようなものか、答えなさい。

2 次の英文を読み、設問に日本語で答えなさい。

Almost 70 percent of elementary and junior high schools that have consultation programs for LGBT or other sexual minority children or staff capable of offering such services did not inform their pupils or students⁽¹⁾ about their own guidance systems, according to a university study.

This situation found by a university research team in Shizuoka runs counter to an instruction from the education ministry that schools across the nation should improve their LGBT consultation programs.

Associate professor Akio Honda, who conducted the survey with his research team, sees the result as a reflection of a lack of support for frontline teachers who need knowledge and experience in offering such consultations.

In 2015 the education ministry instructed boards of education throughout Japan to form teachers' support teams that can advise sexual minority children. The ministry⁽²⁾ introduced efforts by individual schools such as offering a choice of uniforms matching a child's sexual identity or introducing toilets for either sex, but has not provided teachers with detailed guidelines on how to support LGBT kids.

The university research team sent questionnaires to 5,500 randomly selected elementary and junior high schools about their programs to support sexual minority children. Two sets of questions were asked — one about school-wide measures and the other on programs for specific students. Of the elementary schools, 831, or 22 percent, responded to both questions, while 495 and 500 junior highs, or 28 percent each, answered the first and second questions, respectively.

When asked about school-wide programs in the first set of questions, 660 elementary schools, or 79 percent of the respondents, said that they have staff members capable of offering consultations for LGBT and other sexual

minority children. The figure was 441, or 89 percent, among junior high schools. However, 69 percent of those schools, or 466 elementary and 296 junior highs, did not inform pupils and students about the existence of such staff.

As much as 80 percent of responding schools answered that school officials and teachers share the understanding that they should offer special consideration for sexual minority children. But only 220 elementary and 103 junior highs that responded, or 26 percent and 21 percent respectively, said they conducted training sessions on that subject for their staff members.

Meanwhile, the elimination of different treatment of children by sex, such as student lists not divided between boys and girls or the use of sex-neutral honorifics, differed substantially between elementary and junior high schools.

When asked about programs for specific students and pupils, more than 50 percent of the elementary schools that responded said they accept choices of hairdos and outfits based on the children's sexual identities, while the figure was between 30 and less than 40 percent among junior highs. This is because children enter puberty during junior high years and sexual differentiation tends to get stronger.

Associate professor Honda says elementary and junior high school students begin to realize their sexual orientations and sexual minorities among them tend to become targets of bullying or stop attending schools, adding that teachers and other school staff should try to be supportive of such children.

(Mainichi Japan, September 3, 2018 より一部改変して引用)

(注) LGBT	Lesbian, Gay, Bisexual, Transgender の頭文字で、性的少数者の総称
run counter	逆行する
frontline	第一線の

boards of education	教育委員会
elimination	排除
sex-neutral honorifics	性別に中立な敬称
hairdos and outfits	ヘアスタイルと服装
sexual identities	性的アイデンティティ 自分が思っている性別
puberty	思春期
bullying	いじめ

問 1 下線部(1)が示す，児童生徒に知らせていなかった自校の guidance systems とはどのような内容か，2点に分けて答えなさい。

問 2 下線部(2)の The ministry が，個々の学校による努力として紹介したことを2点答えなさい。

問 3 下線部(2)の The ministry が，行わなかったことを答えなさい。

問 4 児童生徒の性的アイデンティティに基づいて，ヘアスタイルや服装の選択を受け入れると回答した割合が，小中学校で異なる理由を答えなさい。

