

令和 4 年度

小 論 文

10 : 00 ~ 11 : 30

国 際 教 育 学 科
学校推薦型選抜(一般)

注 意 事 項

1. 開始の合図があるまでこの冊子を開いてはいけません。
2. 合図があったら、最初に受験番号を小論文解答用紙の指定の欄に記入しなさい。
3. 解答は横書きで書きなさい。
4. 印刷の不鮮明な箇所があった場合は、すみやかに申し出てください。
5. 解答用紙は2部配付しますが、1部だけ提出しなさい。残りの1部は下書きに使ってかまいません。
6. 冊子と下書きに用いた解答用紙は、持ち帰ってください。

I . 次の英文を読み、以下の問いに答えなさい。

Concerns about the harm caused by “too much” screen time — particularly when it is spent on social media — are widespread. But working out what a “healthy” amount might be is far from easy. Apple’s Tim Cook recently said he would not want his nephew on a social network, while child health experts wrote to Facebook warning excessive use of digital devices and social media “is (X) to children and teens”.

There are many other such examples. Some negative experiences on social media — like bullying¹, or becoming worried about how your appearance compares to others — can and do affect some children and young people. However, this does not mean that technology use in general is harmful and it is difficult to make claims about how it will affect different people. Indeed, some studies suggest that using social media can bring benefits, or have no effect on wellbeing at all.

Consider the picture painted by a Unicef review of existing research into the effects of digital technology on children’s psychological wellbeing, including happiness, mental health and social life. Rather than stating that social media was harmful, it suggested a more complex effect. The Unicef report highlighted a 2017 study by my colleagues at the University of Oxford that examined 120,000 UK 15-year-olds. Among those teenagers who were the lightest users, it was found that increasing the time spent using technology was linked to improved wellbeing — possibly because it was important for keeping up friendships. In contrast, among the heaviest users of technology, any increase in time was linked to lower levels of wellbeing. The researchers suggested that for those teens, technology use might get in the way of taking part in other important

activities.

The point at which the use of technology flips from having a positive effect to a negative effect was different for each category at which the researchers looked. For example, more than two hours of smartphone use on a weekday, and more than four hours on a weekend day, was linked to lower wellbeing. This effect, however, was small and only predicted 1% of a teenager's wellbeing. The researchers suggested that the positive effect of regularly eating breakfast, or getting a proper night's sleep, was three times stronger. Overall, the Unicef study suggested that some screen time could be good for children's mental wellbeing. "Digital technology seems to be beneficial for children's social relationships," it said. The impact on physical activity levels, however, was "inconclusive²".

In contrast to the authors of the Oxford study, Dr. Twenge recommends less screen time for children. "Half an hour, an hour a day, that seemed to be the sweet spot for teen mental health in terms of electronic devices," she said. A broader look at evidence provided by some other high quality studies again suggests the story is not clear-cut. An early study in 2013 looked at how the television and video game habits of 11,000 UK five-year-olds affected them two years later. It is one of few studies actually tracing the effects of technology over time. It suggested that, compared with children who watched one hour of television or less on a weekday, a small increase in conduct problems was seen among those who watched more than three hours each day. Playing electronic games, however, was not seen as leading to a greater risk of hyperactivity³, or friendship or emotional problems. So how much time should we, or our children, spend looking at screens?

It is difficult to be precise as different people spend time online in such different ways. Research about social media can sometimes help us navigate⁴ the

debate, but concrete evidence does not yet exist. This situation could improve significantly as more research is conducted in the coming years. But for now, we will need to rely on our judgements to decide about just how much time we — and our children — spend on social media.

Adapted from Amy Orben (2018. February 23). ‘The trouble knowing how much screen time is ‘too much’’, *BBC news*. Retrieved from <https://www.bbc.com/news/technology-42907037>

注釈

- 1 bullying いじめ
- 2 inconclusive 決定的ではない
- 3 hyperactivity 活発性過度、活動過剰
- 4 navigate 舵取りをする

問 1 本文の中で記述されていることと合致するものを、以下の(A)~(E)の中から1つ選び、その記号を書きなさい。

- (A) Research findings on appropriate screen time are consistent across experts.
- (B) Longer screen time has a greater effect on teenagers' wellbeing than healthy eating and sleeping habits.
- (C) Adults often worry that excessive Internet use can cause bullying and hyperactivity.
- (D) The relationship between screen time and well-being of teenagers is well-documented and it navigates appropriate use of technology.
- (E) It is difficult to decide appropriate screen time for teenagers because people use technology in different ways.

問 2 (X)に最も適切な言葉(英単語)を、下記の選択肢(A)~(D)の中から1つ選んで記号で答えなさい。

- (A) sufficient
- (B) harmful
- (C) negative
- (D) hopeful

問 3 本文の内容を日本語 200~300 字で要約しなさい。

問 4 本文に書かれたテーマについて、自分の意見とその理由を 200 words から 250 words 程度の英文でまとめなさい。

Ⅱ. 経験について書かれている以下の2つの文章を読み、問いに答えなさい。

[A]

Let us then suppose the mind to be, as we say, white paper, void of¹ all characters, without any ideas; Whence has it² all the materials of reason and knowledge? To this I answer in one word, from experience; in that all our knowledge is founded, and from that it ultimately derives itself.

-Adapted from John Locke. (1847). *An Essay Concerning Human Understanding*. Philadelphia, U.S.A: Kay and Troutman. (原著は1690年頃に出版)

[B]

The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. Experience and education cannot be directly equated to each other. For some experiences are miseducative³. Any experience is miseducative that has the effect of arresting⁴ or distorting⁵ the growth of further experience. An experience may be such as to engender⁶ callousness⁷; it may produce lack of sensitivity⁸ and of responsiveness⁹. Then the possibilities of having richer experience in the future are restricted.

-Adapted from John Dewey. (1938). *Experience and Education*.

語注

- 1 void of に欠けている
- 2 whence has it ～をどこから獲得するのか
- 3 miseducative 非教育的、反教育的
- 4 arrest 阻む、止める
- 5 distort 曲げる、歪曲する
- 6 engender 新たに生み出す
- 7 callousness 冷淡さ、非人情
- 8 sensitivity 感受性、思いやり
- 9 responsiveness 応答すること、応答するための敏感さ

問 1 文章Aにおいて、経験はなぜ重要だと語られているか。50字程度の日本語で端的に書きなさい。

問 2 文章Bにおいて、経験はどのように論じられているか。50字程度の日本語で端的に書きなさい。

問 3 あなたは子どもの成長においてどのような経験が重要だと思うか、理由とともに自分の言葉で 80～100 words の英文で書きなさい。