

令和 5 年 度

小 論 文

13 : 30 ~ 15 : 10

文 学 部

国際教育学科

一般選抜(中期日程)

注 意 事 項

1. 合図があるまでこの冊子を開いてはいけません。
2. 合図があったら受験番号を解答用紙の指定の欄に記入しなさい。
3. 落丁、乱丁、印刷不明、汚れの箇所があった場合は、すみやかに申し出てください。
4. 解答は必ず解答用紙の指定された解答欄に記入しなさい。
5. この冊子は持ち帰ってください。

以下の英文を読んで、問に答えなさい。

Citizenship¹ became part of the national curriculum² in 2002 after the Crick report³ in the United Kingdom. But the subject has been abandoned and neglected in many schools, and academies⁴ do not have to follow the national curriculum.

Alex Thirkill, of the Beacon school in Banstead, Surrey, an academy, has taught citizenship and managed its teaching across his career. He said he was not surprised by the findings. “There was never a golden age of citizenship education. It was born on life support⁵,” he said. “As pressures on schools for results, and financial pressures, have grown it has become less and less important to schools. If you said to me 50% of schools weren’t covering political literacy, I would have thought that would be more accurate.”

The study also revealed that many teachers don’t feel prepared to give students the information they need. About 60% of those polled said they felt responsible for developing young people’s political literacy but the majority (79%) did not think their training or professional development had given them the skills to do so. Teachers of (1) were more likely to feel confident in this area than those with a background in STEM (Science, Technology, Engineering and Mathematics) subjects. However, 43% of science teachers said they had delivered political literacy teaching at least once in the last year.

There are other problems. “Teachers might avoid this responsibility because they fear difficult conversations and also the comeback,” said Weinberg. “They fear what parents or communities might do if they say the wrong thing to students; the politicisation⁶ of education has been noticeable in recent years.” Individual teachers worry they could be vilified⁷ on social media for comments made in class, taken out of context.

This anxiety about ramifications⁸ is also a consequence of the Prevent programme, according to Weinberg. He describes the policy of involving teachers in terror prevention as having “heightened teachers’ sensitivity to the discussion of controversial issues in the classroom”.

Inequality is a factor in patchy⁹ provision. “The differences between schools serving rich and less wealthy areas was really shocking to me,” said Weinberg. Students at private schools were more likely to receive a detailed grounding in political literacy than those at state schools. But Weinberg’s study found pupils at schools in the most deprived areas were much less likely to receive any political education than those in wealthier areas.

Simon Fell, the Conservative MP (Member of Parliament) for Barrow in Furness and a member of the parliamentary group that commissioned¹⁰ the report, said the findings demonstrated the urgency of “trying to get young people engaged in politics and showing that (3) matters to them”, and he said he believed the government should find ways to do that. Fell said this should not mean extra demands being imposed on teachers, but that the teacher training curriculum should be rewritten.⁽⁴⁾ “It’s on the Department for Education to be looking at this. . . to be funding the training of teachers so they are properly qualified to do this.”

But meanwhile, how to get this work embedded¹¹ into an already very busy curriculum? At St Birinus school, a boys’ comprehensive in Didcot, Oxfordshire, one member of staff coordinates all work on politics, from visits from MPs and holding shadow elections to, recently, a mock COP climate conference¹². The deputy headteacher¹³, Briony Bowers, said it had been easier for the school to manage this work when one teacher took the responsibility to pass on the curriculum and train the staff in how to deliver it, so “it’s not about individual teachers needing to feel like they have got that knowledge”.

But Bowers said that did not remove the main barriers to giving pupils a good political education: time and money. “There is this tendency to think schools can do everything, and we don’t have the capacity.”

Matteo Bergamini, the founder of Shout Out UK, said the consequences of not prioritising¹⁴ this type of education were showing. He pointed to statistics from the 2019 general election. “Only 47% of 18- to 24- year-olds turned out to vote. In 2018, just 2% of children in the UK were found to have the skills to establish whether a piece of online information is fake.

“This is why political literacy matters. If we don’t provide young people with the tools to understand the world around them — and how to change it — then we’re not just disenfranchising¹⁵ them, we are delegitimising¹⁶ our democratic process. Not providing those tools weakens our democracy.”
(5)

[Adapted from “We are weakening democracy: fears over lack of lessons in how government works” by Fearn, Hannah. *The Guardian (Online)*, London (UK): Guardian News & Media Limited. Jan 22, 2022. (<https://www.theguardian.com/education/2022/jan/22/we-are-weakening-democracy-fears-over-lack-of-lessons-in-how-government-works>)]

Copyright Guardian News & Media Ltd 2023

語注

- 1 citizenship シティズンシップ、市民性
- 2 curriculum [学校の]カリキュラム
- 3 Crick report イギリスの市民教育の方向性を提示した 1998 年の政府答申
- 4 academy 公費運営の独立学校、専門学校
- 5 on life support 生命維持装置につながれて
- 6 politicisation 政治問題化
- 7 vilify ~を中傷する、非難する
- 8 ramification 予期しない結果
- 9 patchy つぎはぎの、不完全な
- 10 commission ~を委任する、委託する
- 11 embedded 埋め込まれた、はめ込まれた
- 12 mock COP climate conference 気候変動枠組条約締約国会議(COP)を模した会議
- 13 deputy headteacher 副校長、教頭
- 14 prioritise ~を優先する
- 15 disenfranchise [人から]権利を奪う
- 16 delegitimise ~の合法性を認めない、否認する

問 1 空欄(1)に入る文脈上最も適切な単語を以下から一つ選びA～Dの記号で答えなさい。

- A. literature
- B. psychology
- C. humanities
- D. philosophy

問 2 下線部 comeback の文脈上の意味と最も近い意味の単語を以下から一つ選び
(2)
A～Dの記号で答えなさい。

- A. reflection
- B. remember
- C. repay
- D. response

問 3 空欄(3)に文脈上最も適切な単語一語を文中から選んで入れなさい。

問 4 下線部 the teacher training curriculum should be rewritten の理由を、本文の
(4)
内容に即して具体的に日本語で説明しなさい。

問 5 下線部 Not providing those tools weakens our democracy の理由を、本文の内
(5)
容に即して具体的に日本語で説明しなさい。

問 6 イギリスの教育の現状について、筆者はどのような主張を展開していますか。
100-150 words 程度の英語で要約しなさい。

問 7 2016 年から日本の選挙権年齢が 18 歳以上に引き下げられました。この状況を踏まえて、あなたは今後どのような教育が必要だと考えますか。その理由や具体例を含めて、100-150 words 程度の英語で論じなさい。