

受 験 番 号					

氏 名	

2018 (平成30) 年度
放送大学大学院博士後期課程
文化科学研究科 文化科学専攻

人間科学プログラム

筆記試験問題 (英語読解試験)

試験日：2017 (平成29) 年10月7日 (土)
試験時間：9時30分 ~ 11時30分

注意事項

1. 試験開始の合図があるまで、この試験問題冊子は開かないでください。
2. 解答には、黒鉛筆かシャープペンシルを使用してください。
3. 配付されるものは、「試験問題冊子1冊」「解答用紙2枚」及び「下書き用紙2枚」です。追加配付はしません。
4. 試験開始の合図の後、試験問題冊子を確認してください。試験問題冊子は、表紙、白紙、問題 (3頁)の順に綴じられています。試験問題冊子をとじているホッチキス針をはずしたり、中身を破って取ったりしてはいけません。試験問題冊子または解答用紙に落丁・過不足のある場合、あるいは印刷が不鮮明な場合は、手を挙げて試験監督員の指示に従ってください。
5. 試験問題冊子の所定欄に、受験番号及び氏名を記入してください。
6. 解答用紙の所定欄に、プログラム名、氏名、受験番号及び解答用紙の何枚目であるかを、解答用紙別に必ず記入してください。
7. 解答用紙1枚につき、1,000字まで記入することができます。解答用紙2枚のうち、人間科学プログラムは2枚以内で解答してください。指定された字数を超えないよう、注意して解答してください。
8. 試験問題冊子、解答用紙を持ち帰ってはいけません。
9. 試験問題冊子は試験終了後に回収します。試験問題冊子に解答を記入しても採点の対象にはなりませんので、必ず解答用紙に解答を記入してください。
10. 試験時間は2時間です。試験開始から40分を経過した後は、試験問題冊子及び解答用紙を試験監督員に提出した上で退室してもかまいません。ただし、試験終了5分前以降は退室できません。

人間科学プログラム 筆記試験問題（英語読解試験）

次の問題文 A と問題文 B は、Social Capital に関する文献の抜粋である。この二つの英文を読み、(1) ～ (3) の間に答えなさい。

【問題文 A】

By “social capital,” I mean features of social life—networks, norms, and trust—that enable participants to act together more effectively to pursue shared objectives. Whether or not their shared goals are praiseworthy is, of course, entirely another matter. To the extent that the norms, networks, and trust link substantial sectors of the community and span underlying social cleavages—to the extent that the social capital is of a “bridging” sort—then the enhanced cooperation is likely to serve broader interests and to be widely welcomed. On the other hand, groups like the Michigan militia or youth gangs also embody a kind of social capital, for these networks and norms, too, enable members to cooperate more effectively, albeit to the detriment of the wider community.

Social capital, in short, refers to social connections and the attendant norms and trust. Who benefits from these connections, norms, and trust—the individual, the wider community, or some faction within the community—must be determined empirically, not definitionally. Sorting out the multiple effects of different forms of social capital is clearly a crucial task, although it is not one that I can address here. For present purposes, I am concerned with forms of social capital that, generally speaking, serve civic ends.

(Putnum, R. “Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America”. *PS: Political Science and Politics*, Vol. 28, No. 4 (Dec., 1995), pp.664-5.)

【問題文 B】

The evidence suggests that social capital at the micro-, meso- and macro-levels has a significant impact on educational outcomes (see Figure 5.2).

At the micro-level, higher levels of child-parent contact generally lead to higher educational aspirations and attainments, but it is the quality, not just quantity, of time spent that counts. A child’s early interactions with attentive, responsive and consistent primary caregivers are critical to his or her mastering the basic social and cognitive skills on which later learning is based. Parents’ social capital—the support they receive from the rest of the family, their friendship networks and their relationship with the

child's school—can also positively affect the child's educational outcome. These wider links appear to be particularly important in enabling high-ability children to reach their full potential. Differences in family social capital help to explain differences in educational achievements across family types, such as the lower attainment of children from single-parent and step-parent families; across social class; and across ethnic groups. Higher geographical mobility, and the disruption it caused to social networks, in turn helps to explain why single parents and other non-traditional families have more impoverished social capital.

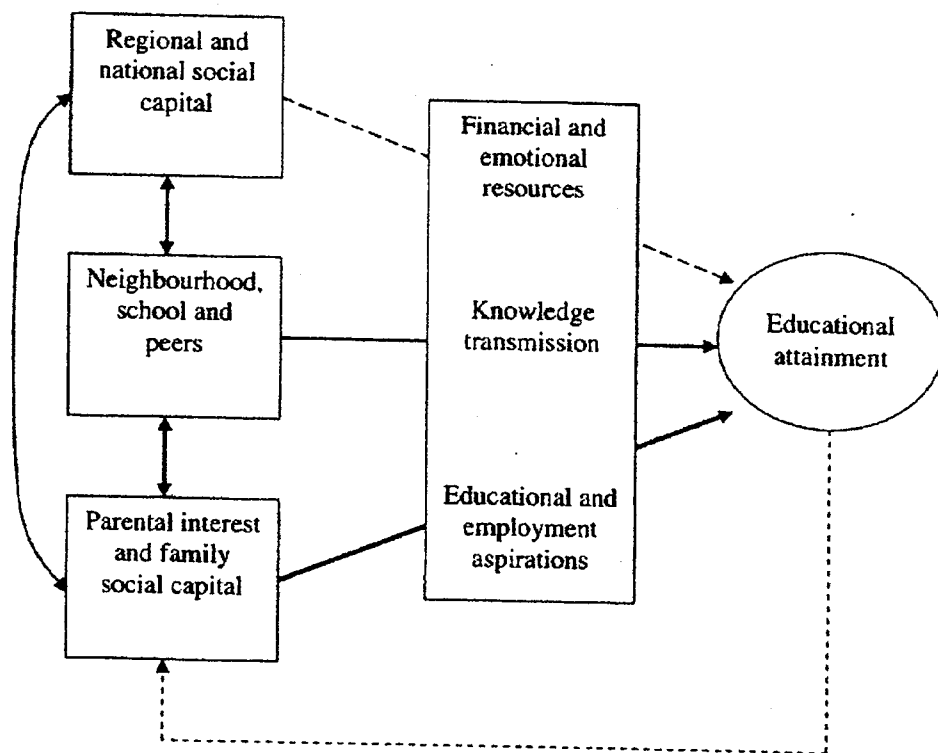


Figure 5.2 *The relationship between social capital and educational attainment*
 Note: Strength of lines roughly indicates strength of direct relationship.

At the meso-level, both school and community effects are found. Some school types, notably small and Catholic schools in the USA, appear to perform significantly better. Stronger parent-school relationships and parent-parent relationships appear to help explain the effect. The positive direction of the effect is conditional on the community's own outward-looking orientation and high aspirations. There is some evidence that social capital within the school—that is, teacher-teacher relationships—may also be important in explaining differences between schools. But many so-called school effects are really community effects. High concentrations of low social capital families in an

area amplify disadvantage. The low average social capital of the community adds to the child's educational disadvantage, creating a 'double jeopardy' effect.

The macro-level reveals evidence of a startlingly strong relationship between social capital and educational attainment. Across US states, UK local authorities and nations, measures of social capital are highly correlated with educational attainment, and these relationships are not explained by statistical controls for other variables such as wealth.

Finally, we have seen that there is a strong relationship between past educational attainment, normally measured as years in education, and social capital. In other words, education appears to create social capital, as well as social capital helping to foster educational attainment. Many governments are active in seeking to strengthen this socializing effect through citizenship education and volunteering programmes, though it may be that education and the social experience of life at school and university itself explains much of the link.

In sum, social capital appears to have a very large impact on educational attainment. A key mediating variable across levels is educational aspiration. Social networks and high expectations can stretch, encourage and inspire a child; though equally, the anti-educational norms of some communities and peer groups can do the reverse. On the face of it, the impact of social capital on educational attainment dwarfs that of the factors that government and educational professionals normally argue about, such as financial resources, class sizes and teacher salaries.

(Halpern, D., *Social Capital*, 2005, Policy Press, pp.166-168.)

- (1) 問題文 A に書かれている Social Capital の概念を 200 字以内で説明しなさい。
- (2) 問題文 B の Figure 5.2 の概念図の内容を 300 字以内で説明しなさい。
- (3) 問題文 B を読み、マクロ、メゾ、ミクロレベルごとの Social Capital の教育への影響について 300 字以内でまとめなさい。