

受 験 番 号					

氏 名	

2017(平成29)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：2016（平成28）年10月2日（日）
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、この問題冊子は開かないでください。
2. 解答には、HB又はBの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、「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、問題冊子を確認してください。**問題冊子は、表紙、白紙、問題（3頁）**の順に綴じられています。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。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. 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、所属を希望するプログラム名、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. 問題冊子、解答用紙及び下書き用紙を持ち帰ってはいけません。
9. 問題冊子は試験終了後に回収します。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、問題冊子、解答用紙及び下書き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）

次の英文は、経済学者のジェームズ・J・ヘクマンの著書 *Giving Kids a Fair Chance* (2013) からの引用である。これを読み、(1)～(3)の問いに答えなさい。

Experiments that enrich the early environments of disadvantaged children provide powerful evidence against arguments of genetic determinism. They show that enhancements of family environments can cause improvements in children's outcomes, and they underscore the role of non-cognitive skills as channels of improvement.(1)

The most reliable data come from experiments that substantially enrich the early environments of children living in disadvantaged families. Two of these investigations, the Perry Preschool Project and the Abecedarian Project, are particularly revealing because they use a random assignment design and continue to follow the children into their adult years.

These studies demonstrate substantial positive effects of early environmental enrichment on a range of cognitive and non-cognitive skills, school achievement, job performance, and social behaviors—effects that persist long after the interventions have ended. Other studies—such as the Nurse-Family Partnership, which visits pregnant girls and teaches them prenatal health practices and parenting—support these conclusions.

Perry was an intensive preschool curriculum administered to 58 low-income black children in Ypsilanti, Michigan, between 1962 and 1967. The treatment consisted of a daily 2.5-hour classroom session on weekday mornings and a weekly 90-minute home visit by the teacher on weekday afternoons. The curriculum was geared to the children's age and capabilities, emphasizing child-initiated activities that focused on fostering non-cognitive traits. Staff encouraged children to engage in play activities that had children plan, do, and review tasks each day. The reviews were collective and taught the children important social skills. The length of each preschool year was 30 weeks. The control and treatment groups have been followed through age 40.

The Abecedarian Project studied 111 disadvantaged children born between 1972 and 1977 whose families scored high on a risk index. The mean age at entry was 4.4 months. The program was a year-round, full-day intervention that continued through age eight. The children were followed through age 21, and an age 30 follow-up study appeared earlier this year. Abecedarian was more intensive than Perry. The initial infant-to-teacher ratio was 3:1, though it grew to 6:1 as the kids progressed through the program. Infants in the control group received an iron-fortified formula for 15 months

and diapers as needed to create an incentive for participation. Many of the children in the control group were enrolled in preschool or kindergarten. During the first three primary school years, a home-school teacher would meet with the parents of children who were in the test group and help the parents provide supplemental educational activities at home. The teacher provided an individually tailored curriculum for each child. This home-school teacher also served as a liaison between the ordinary teachers and the family, and she would interact with the parents and the teachers about every two weeks. She would also help the parents find employment, navigate the bureaucracy of social services agencies, and transport children to appointments, all of which could improve parents' ability to raise their kids.

Both Perry and Abecedarian showed consistent patterns of successful outcomes for treatment group members compared with control group members. Among Perry participants, an initial increase in IQ disappeared gradually over four years following the intervention. Such IQ fadeouts have been observed in other studies. But the main effects of the Perry remained, and they involve non-cognitive traits. Even though they were no brighter than the controls as measured by IQ tests, the Perry treatment group did better than the control group on achievement tests at age fourteen because the adolescent treatment group members were more engaged in school and learned more. Positive effects were also documented for a wide range of social behaviors. At the oldest ages studied (40 years for Perry; 30 for Abecedarian), treated individuals scored higher on achievement tests, attained higher levels of education, required less special education, earned higher wages, were more likely to own a home, and were less likely to go on welfare or be incarcerated than controls.

The estimated rate of return (the annual return per dollar of cost) to the Perry Project is 6-10 percent (higher than the 5.8 percent returns on stock market equity received from the end of World War II through 2008). This estimate is conservative because it ignores economic returns to health and mental health, which are currently being estimated.

Well-executed early interventions are very promising. What about those that come later in life? Their success depends importantly on the quality of earlier interventions. Skills beget skills and capabilities foster future capabilities. Early mastery of a range of cognitive, social, emotional competencies makes learning at later ages more efficient and therefore easier and more likely to continue.(2)

問

- (1) 下線部 (1) を全訳しなさい。
- (2) the Perry Preschool Project (ペリー・プロジェクト) と the Abecedarian Project (ABC プロジェクト) の共通点と相違点について、400 字以内にまとめなさい。
- (3) 下線部 (2) を全訳しなさい。