

大 学	健 康 科	看 護	外国語	コミュニケーション英語Ⅰ・Ⅱ	100点
			選 択	「数学Ⅰ・A」, 化学基礎, 生物基礎, 「国語総合(古文・漢文を除く)・現代文B」から2科目選択*	各100点
	リハビリテーション	選 択	「コミュニケーション英語Ⅰ・Ⅱ」, 日本史B, 「数学Ⅰ・A」, 化学基礎, 生物基礎, 「国語総合(古文・漢文を除く)・現代文B」から2科目選択*	各100点	各100点
	子ども支援学部	選 択	「コミュニケーション英語Ⅰ・Ⅱ」, 日本史B, 「数学Ⅰ・A」, 化学基礎, 生物基礎, 「国語総合(古文・漢文を除く)・現代文B」から2科目選択*	各100点	各100点
短 大	保 育 ・ 栄 養	選 択	「コミュニケーション英語Ⅰ・Ⅱ」, 日本史B, 「数学Ⅰ・A」, 化学基礎, 生物基礎, 「国語総合(古文・漢文を除く)・現代文B」から2科目選択*	各100点	各100点

## ▶備 考

- \*化学基礎, 生物基礎2科目での受験は不可。
- ・選択科目は, 試験日当日問題を見てから受験科目を決められる。
- ・大学・短期大学部共通問題。
- ・家政学部造形表現学科の選抜方法には学力試験のみの選抜と実技試験のみの選抜があり, 1月26日は学力試験のみ。

# 英語

(健康科(看護)学部: 50分)  
(健康科(看護)学部以外: 2科目100分)

I 次の問い合わせ(問1～問10)の空欄に入れるのに最も適切なものを, ①～④の中からそれぞれ1つ選び, 解答番号①～⑩にマークしなさい。

問1 It rained ① that the soccer match had to be cancelled.

① much more ② so many more ③ so much ④ too many

問2 Sara asked me what our teacher ② about the test.

① had said ② saying ③ to be said ④ to say

問3 We can save a little money ③ an earlier flight.

① by taking ② have to take ③ so taking ④ must take

問4 ④ who left the front door open all night.

① Anybody knew ② Nobody knows ③ Somebody who knew  
④ Whoever knows

問5 Even if the math problem is complicated, you will eventually ⑤.

① figure it out ② figure out ③ get figured out ④ to figure out

問6 Our teacher suggested ⑥ together on the presentation.

① been working ② could be working ③ that we work ④ what to work

問7 Mia enjoyed the movie, but Mike thought it ⑦.

① was bored ② was boring ③ will be bored ④ will bore

問8 ⑧ we sit outside since it is so nice today?

① What will ② Where to ③ Why aren't ④ Why don't

問9 If you don't have an umbrella, you are welcome to borrow ⑨.

① its ② mine ③ my ④ yours

問10 We should cook dinner at home ⑩ going out to eat.

① because of ② due to ③ instead of ④ other than

## II 次の問い合わせに答えなさい。

問1 次の会話中の空欄に入れるのに最も適切なものを、①～④の中からそれぞれ1つ選び、

解答番号 ⑪ ~ ⑯ にマークしなさい。

(1) Mia: Is this the right room for Introduction to American Literature?

John: It is, but like me, you're really early. It doesn't start for thirty minutes.

Mia: ①, so I always like to get to class a bit early.

① I told you when I would get here

② I want to get the best seat in the class

③ Nobody told me you were in this class

④ Yeah, I'm not really interested in this topic

(2) Mike: Hi, I'm checking in today. The last name is Anderson.

Lisa: OK, I see your reservation here.... I apologize, but your room has not been cleaned yet.

Mike: That's no problem. ⑫

Lisa: Certainly, and we can text you when the cleaning staff is done.

① Could I leave my luggage here while I'm waiting?

② Could you suggest another hotel with rooms available?

③ Would it be OK if I cancelled my reservation?

④ Would you mind if I check in tomorrow instead?

(3) James: Hey, do you have a pen I can borrow? I thought I had one.

Grace: Um... let me look. Hang on. ⑯

James: Sure, that works for me. Thank you.

① Didn't you borrow one last week?

② Do you need it for this class?

③ Why did you forget your pen?

④ Would a pencil be OK?

(4) Amy: The view up here is really nice, but it's so crowded.

Greg: Yeah, this place is packed every weekend. It's the closest hiking trail to downtown.

Amy: ⑯ I'd like to have the trail more to ourselves.

① More people should know about this.

② Next time let's come here on a weekday.

③ We should drive here again.

④ You can tell people to leave.

問2 次の会話を読み、質問や問題の答えとして最も適切なものを、①～④の中からそれぞれ

1つ選び、解答番号 ⑯ ~ ⑰ にマークしなさい。

Brian: Hey, I just heard that the library is closing early this week. What should we do?

Dana: We could move our study group to the cafeteria. There's always space, and we can grab some drinks and snacks there, too.

Brian: Yeah, but it is pretty noisy. It gets really distracting there sometimes. Do you think we'll be able to concentrate?

Dana: That's a good point. I guess we could try to find an empty classroom.

Brian: That's a better idea. I know the arts building is usually open. I can go early and find us a space.

Dana: That sounds good. I'll text everyone in the group to let them know the plan.

Brian: Thanks, and would you remind everyone to bring their lecture notes, not just the textbook? A couple people didn't bring them last time.

Dana: No problem. Oh, I'll be a little late this time, though. I have to work until close at the coffee shop, but I'll come straight from work.

Brian: That's no problem. You always end up helping the group the most. Don't worry about it.

Dana: OK, see you on Thursday.

(1) What are the speakers mainly discussing? ⑯

① a friend's new job

② a new homework assignment

③ a plan to study with friends  
④ a problem with a librarian

(2) What is a problem with the school cafeteria? ⑯

① It closes early next week.  
② It is difficult to concentrate there.  
③ There are not enough tables.  
④ You can stay for only one hour.

(3) What will Dana remind people to do? ⑰

① arrive on time  
② bring their class notes  
③ choose a place to meet  
④ go to the library

問3 次の会話を読み、質問や問題の答えとして最も適切なものを、①～④の中からそれぞれ

1つ選び、解答番号 ⑯ ~ ⑳ にマークしなさい。

Cindy: Hi, we're new to the neighborhood and wanted to see what types of kids programs are offered here at the community center.

John: Of course. Well, most families are interested in our sports programs. In the spring and summer, we offer swimming and tennis lessons.

Cindy: Oh, that sounds good. What about in the fall?

John: During that time, students tend to be busy with school, so we don't offer as many sports programs then, but we do have a lot of educational programs — how old are your kids?

Cindy: Our son is twelve and our daughter is seven. Do your classes have age restrictions? I'd like the kids to be in the same class.

John: Yes, for some. For example, your son is old enough for our robotics class. The minimum age is ten, but some classes, such as the art class, have a minimum age of six. Kids of different ages are in the same class but work on different projects.

Cindy: That could be fun. It would give them a break from concentrating only on school work, but before I choose, I want to talk to them about all the options here. I might even come back with them.

John: That's a good idea. You're welcome to look in on any of the classes in session. Oh,

and we offer plenty of adult classes, too. We have some brochures at the front desk you can take.

Cindy: Thanks for all the information. I'm sure we'll find something here for everyone in the family.

John: Happy to help. We'll be here until 8:00 tonight and 6:00 on the weekend.

(1) Why does Cindy think an art class is a good choice? ⑯

① Her children can take the class together.  
② It is held at a convenient time.  
③ It will help students complete their schoolwork.  
④ The art class is the least expensive choice.

(2) Why is Cindy asking questions to John? ⑰

① Her children are bored during spring break.  
② The club placed an advertisement in the newspaper.  
③ The community center was recently built.  
④ The family just moved to the area.

(3) What will Cindy probably do next? ⑱

① enroll her children in some classes  
② go online to get more information  
③ speak to her family about the club  
④ take a practice class that afternoon

(4) What is the purpose of the fifth paragraph? ⑲

① To describe the economic reasons for later start times.

## III 次の英文を読んで、下の問い合わせに答えなさい。

In the United States, public school budgets are constantly being squeezed, and administrators must find creative ways to boost student achievement. While it is critical that schools incorporate technology in the classroom, this is often prohibitively expensive. As schools search for the means to purchase laptops and tablets for students, a simpler method for increasing student achievement should be implemented as soon as possible: begin the school day later.

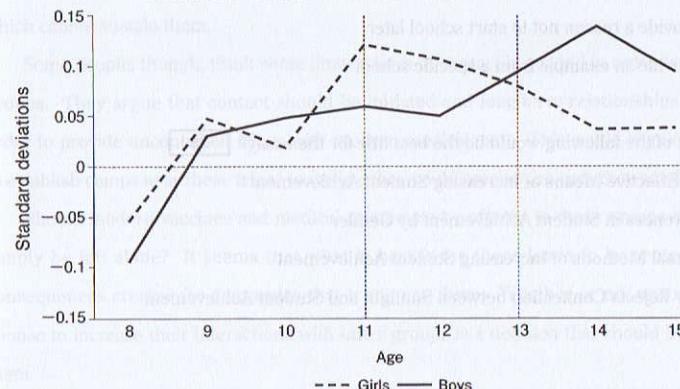
Numerous studies have shown that young people rarely get the eight to nine hours of sleep recommended by medical professionals. This can have a negative effect not only on students' ability to learn but also their physical and mental health, leading to such negative outcomes as anxiety and depression. Starting school later has been shown to increase the number of hours of sleep students get. That change, in turn, leads to improved test scores and healthier students. The improvement seems to be greatest at the onset of adolescence — therefore, the effects of changing school times are different for female and male students, who mature at different rates.

Studies generally agree that later start times have a positive effect on test scores. Some studies have also found additional benefits, one of which is a connection between later start times and reduced absences. However, these results have not been replicated in other studies, and experts disagree as to whether it is start times or other factors that are responsible for these findings. However, even without this additional benefit, later start times remain the most efficient means of improving student achievement.

What seems to be most important is not simply hours of sleep but the amount of daylight students have while awake. To study whether there is a correlation between sunlight and achievement, one group of researchers studied students at schools in two time zones. Although the schools started at the same time, because of their locations, one group of students started while it was still dark; the other started after the sun had risen. Students in the latter school had improved test scores when compared to students in the other school.

While this seems a simple fix, changing school start times has been a divisive issue. Some groups state that such a change will present a hardship to single-parent households or those with parents who do not have flexible working hours. For these families, a later start time could lead to issues concerning getting students to school on time or force children to be left at home unattended. This is an issue that needs to be dealt with, but creative solutions, such as having school playgrounds open earlier, could help.

## Effect on math test scores of starting school one hour later



## 問1 Why does the author mention computers in the first paragraph? (21)

- ① to describe an expensive way of improving students' skills
- ② to describe how students study from home
- ③ to explain a problem with the essay's proposal
- ④ to explain how research was conducted

## 問2 In addition to more sleep, what factor described in the essay affects student achievement? (22)

- ① amount of sunlight
- ② class length
- ③ school closing times
- ④ teachers' experience

## 問3 According to the text and graph, what is a reason for the differences in math scores at age 11? (23)

- ① Fewer girls than boys were in the study.
- ② Girls generally mature earlier than boys.
- ③ Girls generally take more challenging math classes.
- ④ The study measured boys' and girls' achievement differently.

## 問4 What is the purpose of the fifth paragraph? (24)

- ① to describe the economic reason for later start times

- ② to explain why a study was not well designed
- ③ to provide a reason not to start school later
- ④ to provide an example from a specific school

問5 Which of the following would be the best title for the essay? 25

- ① Cost-Effective Means of Increasing Student Achievement
- ② Differences in Student Achievement by Gender
- ③ Informal Methods of Increasing Student Achievement
- ④ Study Rejects Connection between Sunlight and Student Achievement

IV 次の英文を読んで、下の問いに答えなさい。

Today, getting in touch with almost anyone around the globe is as easy as opening an app on your phone. With communication so simple, it may seem unbelievable that there are still numerous societies that are defined as “uncontacted.” However, this term, while commonly used, is easily misunderstood. Uncontacted tribes are aware other societies exist, but they have chosen to limit their interactions with individuals outside of their communities. Most of these groups are found in the rain forests of South America; however, they do live in other places as well.

Many of these tribes choose to avoid contact due to the consequences of interactions with previous generations of settlers, who took their land or enslaved their ancestors. Since those times, governments, academics, and nonprofit organizations have developed a number of different plans to protect these groups. However, the populations of many uncontacted tribes are decreasing and it is unlikely their numbers will return to those of even thirty years ago.

In the 1970s, it was common for governments to follow a policy of assimilation\*. Uncontacted tribes were often pressured to leave their homelands and give up their traditions in order to become part of the dominant culture. However, due to a lack of interaction with other people, many members of these groups lack immunity to diseases for which other groups have built up a tolerance or are regularly vaccinated for. This has led to widespread illness and death among many of these groups following efforts at assimilation.

Since the 1980s, it has been the policy of some governments in South America to set aside lands for these groups and avoid contact — unless initiated by these people themselves. However, in practice this has not always yielded positive results, as a variety of businesses with economic interests in developing these areas — gas companies, farmers, ranchers — find much

of this land perfect for their uses and work to push these people to smaller and smaller areas which cannot sustain them.

Some people, though, think some limited form of contact is needed in order to protect these groups. They argue that contact should be initiated and long-term relationships developed in order to provide uncontacted tribes with modern medical care. This would require aid workers to establish camps near these tribes to ensure they could receive the care they need.

Should modern vaccines and medical treatments be offered to these groups or should they simply be left alone? It seems that what is best is for these lands to be protected and real consequences created for companies that try to use them. Whether or not uncontacted tribes choose to increase their interactions with other groups is a decision that should be left solely to them.

\*同化、順応

問1 In the first paragraph, why does the author mention cell phone apps? 26

- ① to demonstrate a way that people often miscommunicate
- ② to describe how easy communication can be now
- ③ to explain something wanted by uncontacted tribes
- ④ to show how research on uncontacted tribes was completed

問2 According to the author, what is most likely to happen to these groups in the future? 27

- ① Homes will be built for these groups.
- ② More groups will be discovered.
- ③ Their numbers will continue to decline.
- ④ They will refuse to contact people near them.

問3 What type of policy concerning uncontacted tribes is described in paragraph 3? 28

- ① building modern housing where they live
- ② encouraging them to live healthier lives
- ③ forcing them to become part of other cultures
- ④ teaching about their culture in schools

問4 What negative effect can occur when uncontacted groups meet with others? 29

- ① Their land is unprotected.
- ② They are not able to communicate.
- ③ They can become ill.

④ They do not want to return home.

問5 Which of the following is currently being done to help uncontacted tribes? 30

- ① trying to protect their land from other people
- ② passing laws that provide the groups with money
- ③ providing communication equipment so they can ask for help
- ④ training people in these groups in modern medical methods

V 次の日本文と英文がほぼ同じ意味になるように、下の語句を並べかえて空欄を補い、文を完成させなさい。その際、それぞれ3番目と6番目に来る番号を選び、解答番号 31 ~ 40 にマークしなさい。なお、文頭に来る語も小文字となっています。

問1 このプロジェクトを完成させるには、十分すぎるほどの時間だろう。

That 31 32 project.  
 ① than ② to ③ enough time ④ finish ⑤ be more ⑥ this ⑦ will

問2 図書館を出るのが遅かったので、私が最後の一人になってしまった。

It was 33 34 the library.  
 ① that ② so late ③ last ④ I was ⑤ to leave ⑥ the ⑦ person

問3 今週の勉強会に参加できると思いますか。

Do you 35 36 study group?  
 ① be ② you ③ think ④ will ⑤ this week's ⑥ to join ⑦ able

問4 サイモンは上司に仕事を早く切り上げて帰っても良いか尋ねた。

Simon 37 38 early.  
 ① if ② work ③ his ④ he could ⑤ asked ⑥ boss ⑦ leave

問5 彼らがしたいことは、今日中にそのプロジェクトを終わらせることです。

What 39 40 today.  
 ① finish ② the project ③ is ④ do ⑤ to ⑥ want ⑦ they

# 日本史

(2科目 100分)

I 世界の中の日本に関する次の文章を読み、下記の問1~10に答えなさい。

古代の東アジアでは、周辺諸国は中国の皇帝に臣従して朝貢し、それに対して皇帝が周辺諸国 ① 王を冊封していた。唐の勢力が拡大すると、周辺諸国では唐に倣った中央集権国家の建設が進み、日本列島では大王家を巻き込んだ政変を経て、天皇を中心とする中央集権国家が形成された。②

唐の衰退・滅亡を受けて周辺諸国では独自の文化が形成され、日本においても日本独自の文字が用いられるようになった。『土佐日記』を著した ア は、かな文字を用いて旅の様子を記録した。宋が中国を統一すると東アジア通商圏が形成され、日本では商人による交易が活発 ③ に行われた。その後、モンゴル族による支配の拡大は、ユーラシア大陸の東西にまたがる大帝国を形成し、アジアとヨーロッパの文化交流を促した。④

元の支配を排した明は、海禁政策を実施して周辺諸国との交易を管理下に置いて統制した。これにより明との交易は朝貢形式のみが認められたため、日本は明の冊封を受けて朝貢貿易を行った。しかし、スペインとポルトガルによる東アジア通商圏への参入により、明を中華とする通商圏はその形を変化させていった。そのような情勢の中、日本国内を統一した豊臣秀吉は、日本を中心とする新たな国際秩序の形成をめざして東アジア諸国やヨーロッパ諸国のアジアの拠点に対して服属と入貢を求めた。そして江戸幕府においても日本を中華とする思想のもと、日本独自の外交関係が構築された。⑤

近代化を進めた欧米諸国による海外進出は、日本を含む東アジア諸国にも影響を与え、日本 ⑥ は欧米諸国による圧力を受けながら開港することとなった。その後日本は周辺の国や地域へ進出し、欧米諸国と同じように植民地を獲得するようになった。しかし、アジア・太平洋戦争において日本が降伏すると、戦前に日本が獲得した国や地域の多くは連合国によって統治されることとなった。戦後、一部の地域は日本へ返還されたが、イ などは未だ返還されていないままとなっている。⑦

問1 空欄 ア イ に入る語句の組合せとして正しいものを、次の①~④のうちから一つ選べ。①

- ① ア 紫式部 イ 小笠原諸島
- ② ア 紫式部 イ 拗捉島
- ③ ア 紀貫之 イ 小笠原諸島
- ④ ア 紀貫之 イ 拗捉島