

平成23年度 大学院博士(前期)課程入学者選抜学力試験

英 語 [90分]

注 意 事 項

1. 試験開始の合図があるまで、この問題冊子を開かないでください。
2. 問題は1ページから6ページにあります。ページ番号のついていない紙は下書き用紙です。
3. 解答用紙は2枚に分かれているので、すべての解答用紙の所定欄に受験番号と氏名をはっきりと記入してください。
4. 解答冊子の表紙の所定欄に受験番号と氏名をはっきりと記入してください。
5. 下書き用紙2枚が解答用紙と一緒にあります。
6. 試験中に問題冊子の印刷不明瞭、ページの落丁・乱丁および解答用紙の汚れ等に気がついた場合は、静かに手を上げて監督員に知らせてください。
7. 試験終了後、問題冊子および下書き用紙は持ち帰ってください。
8. 問題ごとならびに問いごとに配点が記されています。

I Reading Comprehension

Read the article below and answer the following questions. (配点 60 点)

Developing entrepreneurs^[注 1] : a conflicting paradox in Japan

The Wall Street Journal^[1] recently reported the story of an American high school student, Diane Keng, who by day, attends school classes, in the afternoon practices badminton in her school club, and in between eating and sleeping has launched three Internet companies, the latest being MyWeboo.com. Keng said that her age, her gender, and her lack of experience do not deter her from “going after what she wants.”

How different this is to the experience of students in Japan.

The World Economic Forum’s annual Global Information Technology Report is the world’s most comprehensive^[注 2] and authoritative^[注 3] international assessment of the impact of ICT (Information and Communication Technology) on the development process and the competitiveness of nations. It covers 133 economies worldwide. The Report lists Japan as 21st, behind Singapore (1), Hong Kong (8), Taiwan (11), and South Korea (15). The U.S. and the United Kingdom ranked 5th and 13th, respectively.^[2]

Japan, however, fared much better in the Global Competitiveness Report, placing 8th, with Singapore (3) as the only other Asian country outperforming ① it on the scale. Simply put, competitive economies are those that have in place factors that drive the productivity enhancements^[注 4] on which their present and future prosperity is built. Japan scored exceptionally well, either first or second, on such measures as capacity for innovation, company spending on research and development (R&D), availability of scientists and utility patents.^[3]

[注 1] 企業家，起業家

[注 2] 広範囲にわたる；多くのものを含む，包括的な

[注 3] 資料・方法などが 権威ある，信頼できる

[注 4] 高めること，強化すること

② Ironically, Japan did not perform so well across all measures for technological readiness, apart from technology absorption^[注 5], which was ranked 2nd. The ability for an economy to adopt existing technologies to enhance the productivity of its industries in today's globalized world has increasingly become an important element if societies are to compete and prosper. In particular, ICTs have evolved into “general purpose tools” facilitating important and necessary crossovers into other areas in society. Therefore, access to and usage of ICT are essential components of an economy's overall level of technological readiness. In this context, the level of technology available to firms in a country needs to be distinguished from the country's ability to innovate and expand the frontiers of knowledge.

Japan also received a mediocre^[注 6] ranking on higher education and training, with the quality of education being ranked 31st, and quality of math and science at 25th on the global scale. Quality higher education and training is also crucial for economies that want to move up the value chain beyond simple production of products. Today it is necessary that societies nurture^[注 7] the well-educated workers who are able to adapt rapidly to their changing environment.

Notwithstanding, overall, Japan remained relatively stable (7th to 8th), mainly because Japan continues to enjoy a major competitive edge in the areas of business sophistication and innovation at the company level. Furthermore, Japan benefits from the strong availability of scientists and engineers and high company spending on R&D (2nd on both measures).

What can we make of this conflicting situation? On the one hand Japan's capacity for innovation ranks ③ second to none, and yet the education and technological measures that can enhance the innovation are not performing as well. Although many questions could additionally be asked as to why innovation is not trickling up or down the societal chain, the data seems to support the evidence that innovation is not encouraged in formal educational practices in Japan.

[注 5] 吸収；統合，併合，同化

[注 6] 並みの，可もなく不可もない，二流の

[注 7] 成長期の青少年などを育てる，養育する；人を育成する；計画などを助成する；感情などをはぐくむ

④ Japan needs to address^[注 8] the shortcomings on the technological and educational measures if it is to keep its strong position on competitiveness measures^[注 9] in the future. Ninety to ninety-five percent of all new products fail, so “it is important that students must focus on doing their research and solving a real consumer need.” Education can help to develop the entrepreneurial spirit. However, developing an entrepreneurial mentality is different from traditional school activities like clubs or festivals. Those activities have a role, but “there needs to be a place for those kids who are entrepreneurs and are a little bit eccentric and who are willing to push the envelope... If they’re going to fail, they might as well fail when they are young.” [4]

[1] G. A. Fowler, Teenage Entrepreneurs, *The Wall Street Journal*, May 11th, 2010,

<http://finance.yahoo.com/career-work/article/109472/teenage-entrepreneurs?mod=career-work>

[2] The Global Information Technology Report,

<http://www.weforum.org/en/initiatives/gcp/Global%20Information%20Technology%20Report/index.htm>

[3] The Global Competitiveness Report,

<http://www.weforum.org/en/initiatives/gcp/Global%20Competitiveness%20Report/index.htm>

[4] C. Schmidt, quoted in [1]

[注 8] 問題などに 取り組む, 解決のために努力する

[注 9] 基準, 尺度, 判断の手がかり; 行動, 処置; 方策, 手段

問1 What does ① it refer to? Choose the best answer from the following.

(配点 3 点)

- (A) the workplace environment
- (B) Global Competitiveness Report
- (C) Japan
- (D) all of the above

問2 What does ② ironically suggest in the context of the text? Choose the best answer from the following. (配点 4 点)

- (A) it is no surprise that Japan ranked well on both reports
- (B) it is a surprise that Japan's ranking for technological readiness was low
- (C) it is no surprise that Japan's ranking for technology was higher than expected
- (D) it is a surprise that Japan ranked second for its technology innovation

問3 What does ③ second to none refer to and mean in the context of the article? Choose the best answer from the following: (配点 3 点)

- (A) Japan's capacity for innovation is the best
- (B) Japan's capacity for innovation is the second best
- (C) Japan's education and technological measures are best
- (D) Japan's education and technological measures are second best

問4 What seems to be the **main goal** of this article? Choose the best answer from the following: (配点 5 点)

- (A) To improve Japan's ranking on the Global Information Technology Report
- (B) To improve Japan's ranking over other Asian countries
- (C) To prove that Japanese students are not as good as American students
- (D) To highlight the need to change educational practices

問5 What conflicting dichotomy or dichotomies^[注 10] is/are presented in the article? Choose the best answer from the following. (配点 5 点)

- (A) Japan ranked well on global competitiveness but performed poorly on technology and educational measures.
- (B) Japan ranked well for innovation at the company level but there is little evidence that entrepreneurial practices were being encouraged in education.
- (C) Japan ranked poorly on educational quality and technology measures but still maintained its relative overall ranking in 2009.
- (D) All of the above.

問6 Judge **true** or **false** for each statement below, according to the text. (配点 20 点)

- (A) From the data provided in the text, the Global Information Technology Report ranked the United Kingdom ahead of Taiwan but behind South Korea.
- (B) Japan maintained its competitive edge because of the innovation taking place in higher education.
- (C) Quality higher education is a necessary factor if countries want to move away from a product production-reliant based economy.
- (D) Countries that adopt existing technologies to improve productivity increase their potential to compete and prosper in the global market.

問7 **Translate** the underlined sentence ④ into Japanese. (配点 20 点)

[注 10] 2 分, 2 分法 [論]

II Academic Skills

Using the article and the following data, answer the question below. (配点 40 点)

著作権保護のため図表

(“The Global Competitiveness Report 2009-2010 © 2009 World Economic Forum” の 2.1: Country/Economy Profiles の Japan)
は省略してあります

(<http://gcr.weforum.org/gcr09/>より)

Analyze Japan’s global competitiveness and its potential to be a more effective and competitive economy in the future. Write your answer in English within 90-120 words.

問題は、このページで終了である。

[注 11] 道路・鉄道などの 基幹施設, インフラストラクチャー; 経済 基盤

[注 12] 効率的な働き をする能力 ; 能率

