

令和2年度推薦入学試験（障害者特別入試）

筑波大学 人間学群障害科学類

「小論文」問題

試験実施日 令和元年11月28日（木）

実施時間 10:00～11:30

【解答上の注意】

1. 指示があるまで問題冊子を開いてはいけません。
2. 問題冊子1部、解答用紙3枚、下書き用紙3枚が配布されていることを確認しなさい。不備があるときは手を挙げなさい。
3. 解答には指定された解答用紙をそれぞれ使用しなさい。下書き用紙に記入された内容は採点の対象とはなりません。解答する際に十分注意しなさい。
4. 「始め」の合図があったら、3枚の解答用紙の所定の欄に、氏名と受験番号を忘れずに記入しなさい。
5. 問題冊子は表紙を除いて4ページまであります。
6. 質問のある場合や気分の悪くなった場合には、手を挙げなさい。

【解答用紙回収時の注意】

1. 終了の合図があったら直ちに筆記用具を置きなさい。
2. 3枚の解答用紙を問題番号順に重ねなさい。重ねたまま回収します。
3. 問題冊子と下書き用紙は回収しません。持ち帰りなさい。

令和2年度推薦入学試験 筑波大学 人間学群障害科学類 「小論文」問題

次の英文は、ベラルーシ (Belarus) における、障害のある幼児の生活について書かれた文章である。この英文を読んで以下の問題に答えなさい。

問題1

- (1) 下線部 (ア) を日本語に訳しなさい。
- (2) 下線部 (イ) を日本語に訳しなさい。

問題2 本文中では“early learning”の事例が紹介されていましたが、“social inclusion of children with disabilities”の推進のためにあなたは何が必要だと考えますか。本文の内容と関連させながら、具体例を挙げ、その理由も説明しなさい (800 字以内)。

〔英文〕

The first step in the process of the system is to identify the user's needs and requirements. This is done by conducting a series of interviews and workshops with the user. The second step is to design the system architecture, which involves defining the system's components and their interactions. The third step is to develop the system, which involves writing the code and testing the system. The fourth step is to deploy the system, which involves installing the system on the user's computer and providing training to the user.

After the system has been deployed, the user can begin using it. The system will automatically collect data from the user and store it in a database. The user can then access this data through a web interface. The system will also provide the user with a series of reports and charts that will help them understand their data. The system will also provide the user with a series of recommendations that will help them improve their performance. The system will also provide the user with a series of alerts that will help them stay on top of their work.

The system will also provide the user with a series of tools that will help them manage their work. These tools include a calendar, a task list, and a file manager. The system will also provide the user with a series of templates that will help them create documents and presentations. The system will also provide the user with a series of templates that will help them create reports and charts. The system will also provide the user with a series of templates that will help them create forms and surveys.

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[出典]

Olga Tsvetkova : Early learning changes Agatha's life. Small steps towards social inclusion of children with disabilities in Belarus : Photo Essay より一部改変
(<https://www.unicef.org/eca/stories/early-learning-changes-agathas-life>)

[註]

| | | | |
|----------------------------|-----------------|-----------|----------|
| inclusion | インクルージョン | splash | 飛び散らす |
| stigma | 汚名 | nap | 昼寝 |
| diagnose | 診断する | inclusive | インクルーシブな |
| cerebral palsy | 脳性まひ | | |
| atrophy of the optic nerve | 視神経萎縮 | | |
| crawl | はいはい | | |
| fitball | バランスボール | | |
| stiff | (筋肉の) こわばり | | |
| rattling sounds of chains | 鎖がジャラジ ヤラする音 | | |
| curiosity | 好奇心 | | |
| puppy | 子犬 | | |
| cuddling | 抱っこ | | |
| cognitive | 認知の | | |
| holistic | 包括的な | | |
| enthusiastic | 熱心な | | |
| nursery rhymes | 童謡 | | |