

早稲田大学 法学部  
2016 年度 入試問題の訂正内容

＜法学部 一般入試＞

**【英語】**

**問題冊子 9 ページ : IV-1**

設問に不十分なところがあり、適切な解答に至ることが困難であると判断して、解答の有無・内容にかかわらず、受験生全員に得点を与えることといたします。

以上

## 英 語

(問 題)

2016年度

〈H28101112〉

## 注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は2～10ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべて、HBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
  - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
  - (2) マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

マークする時	● 良い	⊗ 悪い	○ 悪い
マークを消す時	○ 良い	⊗ 悪い	○ 悪い

5. 記述解答用紙記入上の注意
  - (1) 記述解答用紙の所定欄（2カ所）に、氏名および受験番号を正確に丁寧に記入すること。
  - (2) 所定欄以外に受験番号・氏名を書いてはならない。
  - (3) 受験番号の記入にあたっては、次の数字見本にしたがい、読みやすいように、正確に丁寧に記入すること。

数字見本	0	1	2	3	4	5	6	7	8	9
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- (4) 受験番号は右詰めで記入し、余白が生じる場合でも受験番号の前に「0」を記入しないこと。

	万	千	百	十	一
(例) 3825番⇒		3	8	2	5

6. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
7. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
8. いかなる場合でも、解答用紙は必ず提出すること。

## READING/GRAMMAR SECTION

All answers must be indicated on the MARK SHEET.

### I Read the passage and answer the questions below.

① In the 1990s, Stephanie Coontz, an American social historian, noticed an increased number of questions from reporters and audiences asking her if the institution of marriage was falling apart. She didn't think it was, and was surprised by how everyone believed in a mythical Golden Age of Marriage and saw increasing divorce rates as evidence of the dissolution of this glorified past. She decided to write a book discrediting the notion and proving that the ways in which humans think about and construct marriages have always been in flux.

② What Coontz found was even more interesting than she'd originally expected. In her fascinating book, *Marriage, a History: From Obedience to Intimacy, or How Love Conquered Marriage*, she surveys 5,000 years of human habits, from the ancient past up until the present. She shows our matrimonial arrangements to be more complex and varied than could ever seem possible. Coontz had long known that the nuclear family model popular in the 1950s and 1960s—that is, a husband earning a salary and a housewife raising their children—had only been momentary. Like many historians, she couldn't understand how people had become so attached to an idea that had developed so late and been so short-lived.

③ For thousands of years, marriage had been a primarily economic and political contract between two people, negotiated and overseen by their families and communities. It took more than one person to make a farm or business thrive, and so a potential mate's skills, resources, thrift, and industriousness were valued as highly as personality and attractiveness. This was true of all social classes. In colonial America, wealthy merchants entrusted business matters to their wives while off at sea. Sailors, vulnerable to the unpredictability of seasonal employment, relied on their wives' steady income as domestic helpers in elite households. Two-income families were the norm.

④ Not until the 18<sup>th</sup> century did labor begin to be divided sharply by gender: wage-earning for the men and unpaid maintenance of household and children for the women. Coontz notes that as recently as the late 17<sup>th</sup> century, women's contributions to the family economy were openly recognized. Advice books back then urged husbands and wives to share domestic tasks. But as labor became separated, so did people's spheres of life experience—the workplace versus the home—the former based on reason and action, the latter on compassion and comfort. It was not until the postwar economic gains of the 1950s that a majority of American families could afford to live off a single breadwinner.

⑤ All of this was intriguing, but even more surprising to Coontz was the realization that those alarmed reporters and audiences might have recognized something important. Coontz still didn't think that marriage was falling apart, but she came to see that it was undergoing a transformation far more radical than anyone could have predicted. She concluded that our current attitudes and arrangements regarding marriage are without precedent. "Today, we are experiencing a historical revolution every bit as wrenching, far-reaching, and irreversible as the Industrial Revolution," she wrote.

⑥ With respect to what people want and expect from marriage and relationships, all the old ways have broken down. Firstly, Americans keep postponing marriage. In 1960, the average age of first marriage in the U.S. was 23 for men and 20 for women; now it is 28 and 26. Today, a smaller proportion of American women in their early 30s are married than at any other point since the 1950s. We're also marrying less. In 1997, 29 percent of "Generation X" was married; among today's "Millennials," that figure has dropped to 22 percent. (Compare that with 1960, when more than half of people aged between 18 and 29 had already married.) These numbers reflect major attitudinal shifts. According to one study, 44 percent of Millennials and 43 percent of Generation X think that marriage is becoming obsolete.

⑦ Even more significantly, women no longer need husbands to have children, nor do women have to

have children if they don't want to. Being a mother in a nuclear family need not be the defining feature of womanhood anymore; today, 40 percent of American children are born to single mothers. This isn't to say all those women preferred that path, but it has helped to reduce the stigma against single motherhood. Just as single motherhood is no longer a disgrace, motherhood itself is no longer compulsory. Since 1976, the percentage of women in their early 40s who have not given birth has nearly doubled.

⑧ Foremost among the reasons for all these changes in family structure are the gains in the women's movement. Over the past half century in the U.S., women have steadily caught up to—and are in some ways surpassing—men in education and employment. From 1970 to 2007, women's earnings grew 44 percent, compared with just six percent for men. It's true that, in 2008, women still earned just 77 percent of what men earned, but that figure doesn't account for the difference in hours worked, or the fact that women tend to choose lower-paying fields like nursing or education. A 2010 study of single, childless urban workers between the ages of 22 and 30 found that the women earned eight percent more than the men. Women are also more likely to go to college: in 2010, 55 percent of all college graduates aged between 25 and 29 were female.

[Adapted from Kate Bolick, "All the Single Ladies," *The Atlantic Monthly* (Nov. 2011).]

(1) Choose the best way to complete the following sentences about Paragraphs ① to ⑧.

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1 In Paragraph ① the writer mainly | 5 In Paragraph ⑤ the writer mainly |
| 2 In Paragraph ② the writer mainly | 6 In Paragraph ⑥ the writer mainly |
| 3 In Paragraph ③ the writer mainly | 7 In Paragraph ⑦ the writer mainly |
| 4 In Paragraph ④ the writer mainly | 8 In Paragraph ⑧ the writer mainly |

- A argues that the assignment of men to the workplace and of women to the home began just a few centuries ago.
- B cites the Industrial Revolution as a major historical cause behind the sweeping change in how people have come to regard marriage.
- C claims that sexual division of labor occurred because it helped to improve the financial welfare of many families, especially after World War II.
- D demonstrates how the gender gap has narrowed in some aspects of society, thus altering the way many households are now shaped.
- E describes how decisions regarding marriage have traditionally been driven by practical considerations, such as income optimization.
- F indicates that people's decisions to marry have been made quite apart from economic benefits that might be gained from the marriage.
- G introduces Stephanie Coontz's findings, which suggest that the marriage structure that was common in the mid-20<sup>th</sup> century has a rather short history.
- H offers data suggesting that younger Americans are increasingly discounting the value of marriage in their lives.
- I outlines the motivation behind Stephanie Coontz's investigation into whether or not the institution of marriage is breaking down.
- J overturns the popular idea that, as evidenced by the increase in the divorce rates, the social institution of marriage must be in a state of decline.
- K predicts that, in accordance with postwar trends, future generations will value marriage and motherhood less and less.
- L presents some data indicating that motherhood, in its various forms, is becoming a less significant and less socially expected part of female life.
- M tells us that the social practice of marriage is now changing in a way that is more profound than even an expert like Stephanie Coontz anticipated.

(2) Choose the ONE way to complete each of these sentences that is NOT correct according to the passage.

1 The division of labor by gender

- A contributed to economic growth in postwar America.
- B has pushed men to work for a wage while women stay at home.
- C is a more recent phenomenon than is often thought.
- D placed men and women into separate roles and worlds.
- E usually assigns women to domestic duties.

2 Members of Generation X

- A are less likely to discount the value of marriage than Millennials.
- B are more likely to remain single than their predecessors.
- C are older than Millennials.
- D have contributed to significant change in social trends regarding marriage.
- E were, in 1997, less likely to be married than today's Millennials.

3 Recently, women have

- A become no less likely than men to graduate from college.
- B come to earn more than men in certain cases.
- C grown far less likely than before to become mothers.
- D seen their incomes increase at a higher rate than men's incomes.
- E tended to marry earlier than their predecessors.

(3) Which one of the following sentences best sums up the author's argument in the passage?

- A History suggests that humans have long linked marriage with economic interests, whereas Stephanie Coontz's research shows this to be increasingly untrue nowadays.
- B Ideas about marriage and family structure have always changed along with social norms, but never more dramatically than they have lately.
- C Stephanie Coontz's work proves that women can only advance in society when they are freed from the restrictions of marriage, domesticity, and motherhood.
- D The emergence of the division of labor by gender has unexpectedly caused both men and women to devalue marriage over time.
- E The primary reason why marriage is becoming less socially relevant is because economic considerations have grown more important, especially among women.

(4) Choose the best way to complete each of these sentences, which relate to the underlined words in the passage.

1 Here "discrediting" means

- A disappearing.
- B disappointing.
- C discharging.
- D discouraging.
- E disproving.

2 Here "thrive" means

- A to break.
- B to decline.
- C to economize.
- D to flourish.
- E to survive.

3 Here "breadwinner" means someone within a household who

- A earns the income.
- B manages the budget.
- C prepares the meals.
- D remains unmarried.
- E works at home.

4 Here "without precedent" refers to something that

- A has held true over time.
- B has never occurred before.
- C is no different from anything else.
- D is seldom successful.
- E is unlikely to be repeated again.

5 Here "obsolete" means

- |              |              |             |
|--------------|--------------|-------------|
| A difficult. | B important. | C outdated. |
| D popular.   | E useful.    |             |

**II Read the passage and answer the questions below.**

※この問題は、著作権の関係により掲載ができません。

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[Adapted from Kurt Squire, *Video Games and Learning* (2011).]

(1) Choose the ONE way to complete each of the following sentences that is CORRECT according to the passage.

1 The author

- A found out a lot about European geography through playing video games.
- B learned some unethical practices from video games that helped him in his studies.
- C nearly lost his ship in a game because he didn't know geography well enough.
- D played video games about pirating more than 30 years ago.
- E usually prepared well for history classes at high school.

2 The video game *Pirates!*

- A allows players to learn French, Dutch, Spanish, and English as they play.
- B for Nintendo Wii is not as good as the version originally released for the Commodore 64 computer.
- C guides players to recreate the events that took place over a 180 year period in the Caribbean.
- D is a game designed to teach players about how the Dutch outsmarted the Spanish.
- E requires players to make strategic decisions about which ports to attack.

3 The author's high school history teacher

- A assumed that students should be responsible for their own learning.
- B didn't think that anyone would read the textbook before class.
- C used an original method of teaching that encouraged students to ask questions in class.
- D waited until students understood the topic well enough before giving a test.
- E was not impressed that the author knew so much about the topic discussed in class.

4 Video games

- A are considered trivial by many, and have very limited educational potential.
- B have started to be used for learning purposes in the last decade.
- C must have an educational design in order to become a medium for learning.
- D need to be an integral part of classes to make them beneficial to learning.
- E require players to solve problems, and thus have productive intellectual value.

(2) Choose the FOUR statements that are NOT true according to the passage. You may NOT choose more than FOUR statements.

- A Even though the Spanish outnumber the Dutch in the late 1500s in the *Pirates!* game, through collaborating with the French and the English, it is possible to plunder the Spanish.
- B Games have had an enormous social, economic, and cultural impact over the years, but the size and cultural influence of the baby boomer generation is causing games to be continually treated as trivial.
- C Most new players of *Pirates!* try to attack Panama very early in the game, but the attack is unlikely to succeed because it is close to the Spanish Main and has very strong defenses.
- D Players can become far more deeply engaged in video games if they are used in every single class, because gaming communities have shown that games can push players from consumption to production.
- E Studying video games enables us to examine their design principles such as how they use time, provide overlapping goals, construct open-ended problems, and maintain open social horizons.
- F The author was able to learn a lot of important information about Spanish colonization in the Caribbean, including the names of ships, trading bases, and famous pirates, as a result of the video game he played.
- G The underlying rules in the game *Pirates!* encourage players to think like a pirate, meaning that some of the best results are gained from behavior such as betraying the Dutch and the French.







**WRITING SECTION**

All answers must be written in English in the spaces provided on the ANSWER SHEET.

VI Translate the Japanese prompts in the following dialogue into natural English. You MUST use ALL the English words provided after each Japanese prompt, in the form and order they appear.

A : How was your trip to Europe?

B : 1 (最高に楽しい経験でした : enjoyable / experience / ever / had).

A : What did you do?

B : 2 (おもに街を観光しました : spent / my / sightseeing).

A : I'm going to Europe, too. 3 (どの都市がお勧めですか : city / would / visiting)?

B : I would say Prague or Barcelona.

VII Although boxing has a history of over a hundred years as an Olympic sport, some people argue that boxing and other sports based on physical violence should have no place in the Olympics. Do you agree with this statement? Write a paragraph giving one or more convincing reasons to support your position.

[以下余白]

# 英語記述解答用紙

〔注意〕 受験番号・氏名は右上の2つの欄に書き入れなさい。

〈2016 H28101112〉

受験番号	万	千	百	十	一
氏名					

〔注意〕 所定の欄以外に番号・氏名を書いてはならない。

英語

〈2016 H28101112〉

受験番号	万	千	百	十	一
氏名					

〔注意〕 所定の欄以外に番号・氏名を書いてはならない。

VI

1 \_\_\_\_\_

1

2 \_\_\_\_\_

2

3 \_\_\_\_\_ ?

3

VII

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4

1

2

3

4