

2025 年度

大阪樟蔭女子大学大学院  
人間科学研究科修士課程

英語 / 小論文

# 英語 / 小論文

※英語または小論文から1科目を選択して○をつけてください。

専攻	臨床心理学 専攻
受験番号	
氏名	

注意：受験番号、氏名を記入すること。

【 II期：2025年2月22日実施】

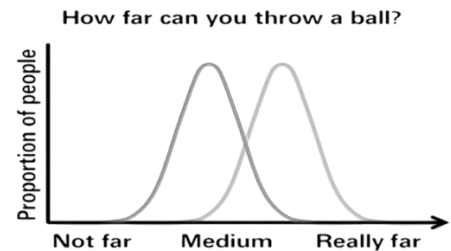


## 英語問題 1

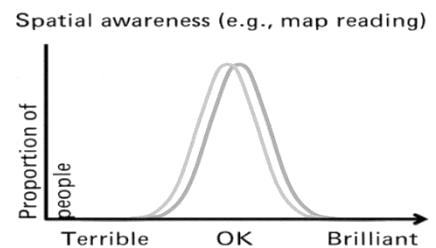
I. 以下は、TED(講演配信サイト)上で心理学者の Ben Ambridge 氏がおこなった講演の一部です。これを読んで問いに答えなさい。

[A] You've heard of your IQ, your general intelligence, but what's your Psy-Q? How much do you know about what makes you tick, and how good are you at predicting other people's behavior or even your own? And <sup>(a)</sup>how much of what you think you know about psychology is wrong? Let's find out by counting down the top myths of psychology.

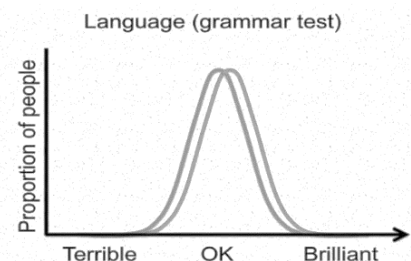
You've probably heard it said that when it comes to their psychology, it's almost as if men are from Mars and women are from Venus. But how different are men and women, really? To find out, let's start by looking at something on which men and women really do differ and plotting some psychological gender differences on the same scale. One thing men and women do really differ on is how far they can throw a ball. So if we look at the data for men here, we see what is called a normal distribution curve. A few men can throw a ball really far, a few men, not far at all, but most, a kind of average distance. And women share the same distribution as well, but actually, there's quite a big difference. In fact, the average man can throw a ball further than about 98 percent of all women.



Now let's look at what some psychological gender differences look like on the same standardized scale. Any psychologist will tell you that men are better at spatial awareness than women – things like map-reading, for example – and it's true. But let's have a look at the size of this difference. It's tiny; the lines are so close together, they almost overlap. In fact, the average woman is better than 33 percent of all men, and of course, if that was 50 percent, then the two genders would be exactly equal. It's worth bearing in mind that this difference and the next one I'll show you are pretty much the biggest psychological gender differences ever discovered in psychology.



Here's the next one. Any psychologist will tell you that women are better with language and grammar than men. Here's performance on the standardized grammar test. There, the women. There go the men. Again, yes, women are better on average, but the lines are so close that 33 percent of men are better than the average woman. And again, if it was 50 percent, that would represent complete gender equality. So it's not really a case of Mars and Venus. It's more a case of, if anything, Mars and Snickers: basically the same, but one's maybe slightly nuttier than the other.



<中略>

[B] Have you heard of the idea of the Mozart effect? The idea is that listening to Mozart makes you smarter and improves your performance on IQ tests. Now again, what's interesting about this myth is that although it's basically a myth, there is a grain of truth to it. So the original study found that participants who were played Mozart music for a few minutes did better on a subsequent IQ test than

participants who simply sat in silence. But <sup>(b)</sup>a follow-up study recruited some people who liked Mozart music and then another group of people who were fans of the horror stories of Stephen King. And they played the people the music or the stories. The people who preferred Mozart music to the stories got a bigger IQ boost from the Mozart than the stories, but the people who preferred the stories to the Mozart music got a bigger IQ boost from listening to the Stephen King stories than the Mozart music. So the truth is that listening to something that you enjoy perks you up a bit and gives you a temporary IQ boost on a narrow range of tasks. There's no suggestion that listening to Mozart, or indeed Stephen King stories, is going to make you any smarter in the long run.

make someone tick: (人を)動かす、Mars and snickers: Mars 社が販売しているピーナッツ入りチョコレート菓子 (Snickers) に引っ掛けたしゃれ、nutty: 木の実の風味がある、perk: 元気づかせる

(1) [A]の下線部分(a)を日本語に訳しなさい。

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(2) [A]では、3つの特性に関する性差について述べています。各特性とそれに関する性差についてどのように述べているのか、簡単に説明しなさい。

・一つ目の特性について

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・二つ目の特性について

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・三つ目の特性について

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(3) [B]下線部(b)の”a follow-up study”の内容について説明しなさい。

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## 英語問題 2

II. 次の文章を読んで、以下の問いに答えなさい。

Between the ages of five and seven most youngsters in our society achieve notable expressiveness in their drawings. Having mastered the basic steps of drawing and learned to produce acceptable likenesses of common objects about them, they go on to produce works that are lively, organized, and almost unfailingly pleasing to behold. No longer a simple heaping or stringing out of the elements, their drawings come to possess balance and harmony; the various elements unite, yielding a work that is often remarkable for its grace, rhythm, and expressiveness. One feels that the child is speaking directly through his drawings, that each line, shape, and form conveys the inner feelings as well as explicit themes of the young child. Indeed, the child himself often seems most at home in expressing himself through his drawings; and many hours that most children spend putting marker to paper and turning out one drawing after another suggest the important role played by artistic production in the life of the child.

This eruption of artistry at the threshold of school represents for me the central fact—and the central enigma—of artistic development. One can speak without exaggeration of a flowering of capacities during this period. The expressive forms, lively colors, and stunning compositions bespeak a consciousness that is heightened. Moreover, even if this artistic flair emerges most clearly in the child's visual products, it is by no means restricted to the realm of graphic experience and expression.

\* acceptable likenesses…似ていると認められるもの \* string out…並べる

\* enigma…謎 \* stunning…驚くような

(Gardner 著『Artful Scribbles』より一部改変)

(1) 下線部\_\_\_\_を日本語に訳しなさい。

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(2) 二重下線部        を引いた最後の一文の後、著者である Gardner はこの時期の子どもが開花させる能力や興味として幾つかの例を挙げている。その例として、下線部までの文意から考えた時、最も 不適切 と考えられる能力を一つ選びなさい。

- ① singing capacities
- ② accurate calculation ability
- ③ inclination to dance gracefully
- ④ ability to tell a story

解答	
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(3) 5～7歳頃の子どもの描画表現について述べた以下の a)～e) の5つの文章について、上記の全文の内容の趣旨と一致するものを○、一致しないものを×としたとき、正しい組み合わせは下記の①～⑤のどれか、選びなさい。

- a) この時期の子どもの絵画表現力は、目に見えない形で少しずつゆっくりと発達していく。
- b) この時期の子どもは、しばしば幾つかの単純な図形を組み合わせた形式的な絵を描くようになる。
- c) この時期に、子どもはなぜか絵の用紙の中心に自分自身を描くようになる。
- d) この時期の子どもにとって、絵に自分の感情を表現することはまだ技術的に困難である。
- e) この時期の多くの子どもは、日常の中で絵を描くことに沢山の時間を使う。

- ① a) ○    b) ○    c) ×    d) ×    e) ×
- ② a) ○    b) ×    c) ×    d) ○    e) ○
- ③ a) ×    b) ○    c) ○    d) ○    e) ×
- ④ a) ×    b) ×    c) ×    d) ×    e) ○
- ⑤ a) ×    b) ×    c) ○    d) ×    e) ○

解答	
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## 小論文

多様性が尊重される社会における心の支援について、自由にテーマを設定し、あなたの考えを800字程度で論じなさい。





