

令和 7 年度 A O 入 試 問 題 集 (教育学部)

公表期限：2028 年 3 月末

東北大学アドミッション機構

令和 7 年度（2025 年度）東北大学

AO 入試（総合型選抜）Ⅱ期

筆記試験①問題

令和 6 年 11 月 2 日

志願学部	試験時間	ページ数
文学部 教育学部 法学部	10：30～11：30 (60 分)	11 ページ

注意事項

1. 試験開始の合図があるまで、この「問題冊子」、「解答用紙」を開いてはいけません。
2. この「問題冊子」は 11 ページあります。ページの脱落、印刷不鮮明の箇所などがあった場合には申し出てください。ホチキスは外さないでください。
3. 「問題冊子」の他に、「解答用紙」を配付します。
4. 解答は、必ず黒鉛筆（シャープペンシルも可）で記入し、ボールペン・万年筆などを使用してはいけません。
5. 「解答用紙」の受験記号番号欄（1 枚につき 1 か所）には、忘れずに受験票と同じ受験記号番号をはっきりと判読できるように記入してください。
6. 解答は、必ず「解答用紙」の指定された箇所に記入してください。
7. 特に指示がある場合以外は、日本語で記入してください。
8. 解答に字数の指定がある場合は、句読点、数字、アルファベット、記号も 1 字として数えてください。
9. 試験終了後は「解答用紙」を回収しますので、持ち帰ってはいけません。「問題冊子」は持ち帰ってください。

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1 次の英文を読み、以下の問いに答えなさい。

“Sorry, I’m deaf,” I say. I gesture to the apparatus in my ear – the universal sign for my hearing aids not working quite as well as they should, hoping the mildly annoyed waiter in front of me repeats his question with a little less visible frustration.

I’m in a burrito bar trying to order dinner, but this kind of exchange can occur in any customer service scenario. Harried staff want to get the orders in, and customers behind me are hungry. Hearing people perhaps don’t notice how *frenzied daily communication is in our fast-moving society. But it has a significant impact on deaf people like me, who regularly struggle to access information.

Too often I find myself apologising for the communication breakdown. I say sorry in the hope that my basic good manners will eliminate the *exasperation of the hearing person in front of me. (1) It usually does, and we’re soon fumbling for another way to communicate, but (2) isn’t it troubling that the *oh-so British institution of politeness extends to deaf people apologising for the very inaccessibility that discriminates against them?

I didn’t always think this way. When I was first (I) having to wear hearing aids as a teenager, challenging systemic discrimination would have felt *insurmountable. Self-conscious, I hid the tech underneath my curly blonde hair, and avoided questions about an identity I was yet to understand myself. A quick “sorry” to move things on was (3) so much easier. It never got any less awkward to utter, only compounding the shame I already felt around my deafness. But connecting with other young deaf people through the National Deaf Children’s Society helped my identity to blossom – and my confidence with it.

It opened my eyes to the *myriad ways in which deaf people are shut out of the conversation. It helped me see that my limited British Sign Language (BSL) skills were still an achievement – I was at least doing something to break down the communication barrier, which is more than can be said for most hearing people. My new deaf friends encouraged me to stop apologising for being inclusive, and even more, made me realise I had to stop saying sorry for being myself – my communication needs are nothing to be sorry for.

Part of learning how to stop apologising came through a greater understanding of the social model. That (4) it isn’t my own condition(s) as a deaf and disabled person that disables me, but rather the world we live in. In the burrito bar, for example, the masked staff members and loud music made my deafness disabling.

Of course, there are other ways I could have detailed my access needs without an apology: “I’m deaf, could you repeat that please,” being one of them. But transitioning to

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that script as a deaf person – never mind an autistic one, who swears by routines – hasn't been easy. Unlearning remains an ongoing process, and an uncomfortable one at that.

I hope that in the long term I'll be able to shed the shame and embarrassment I carry as a result of apologising, as I learn to advocate for myself more confidently. But ultimately, more work has to be done by hearing and non-disabled people to remove these barriers so I don't have to feel bad about asking for something to be repeated, or have to ask for conversations to move towards accessible formats such as written communication. We need to shift the narrative that (II).

But as we work in that direction, I'm done saying sorry.

Any (5) _____, if I can encourage hearing people to reconsider their position as the default. By exposing our *ableist attitudes and infrastructure, I can encourage non-disabled people to think about how we view deaf and disabled people in our society, and sit with their own unease. I hope my advocacy will help change societal perspectives. Deaf people deserve better – and, at the very least, a more comfortable burrito dinner.

(Liam O'Dell, "I'm done saying sorry for being deaf – I want to change how society treats people like me," *The Guardian*, November 25, 2022 より一部改変) (Copyright Guardian News & Media Ltd 2025)

*frenzied 取り乱した

*exasperation 怒り

*oh-so すごく, とても

*insurmountable 克服できない

*myriad 無数の

*ableist 健常者優位主義的な

問1 下線部(1)はどのようなことを意味しているか、本文に即して説明しなさい。

問2 下線部(2)で筆者が言いたいことはどのようなことか、次の(A)～(D)の中から最も適切なものを1つ選び、記号で答えなさい。

(A) Being able to communicate well by apologising is the British way of courtesy.

(B) For a deaf person to apologise is to discriminate against able-bodied people.

(C) It would not be a problem for a deaf person who cannot communicate well to apologise.

(D) It is not necessary to apologise for the inability of deaf people to communicate effectively.

問3 空欄 (I) に入る最も適切なものを次の (A)～(D)の中から1つ選び、記号で答えなさい。

- (A) doing away with (B) coming to terms with
(C) making up for (D) getting out of

問4 下線部(3) が意味することを説明した以下の文章の空欄 (あ) と (い) に適切な日本語を入れなさい。

「(あ) ことより (い) ことのほうがはるかに簡単である。」

問5 下線部(4)を日本語に訳しなさい。

問6 空欄 (II) に入る最も適切なものを次の (A)～(D)から選び記号で答えなさい。なお文中の accessibility とは「物理的環境, 輸送機関, 情報及びその他のサービスにアクセスできること」を指す。

- (A) deaf people are responsible for accessibility
(B) deaf people are not responsible for accessibility
(C) both hearing and deaf people are responsible for accessibility
(D) neither hearing people nor deaf people are responsible for accessibility

問7 下線部(5) の () 内に, 文脈に合うように以下の ①～⑥の語を最も適切な順序に並び替えて入れるとき, (ア)(イ)(ウ) に入る語の番号を答えなさい。同じ選択肢を複数回使用しないこと。

Any (ア)() (イ)() (ウ)(), if I can encourage hearing people to reconsider their position as the default.

- ① is ② discomfort ③ it ④ feel ⑤ worth ⑥ I

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2 次の英文を読み、以下の問いに答えなさい。

650 million women and girls alive today were married before their 18th birthday. That's one of the startling figures contained in a 2021 UNICEF report about child marriage. Africa's *sub-Saharan region is home to nine of the ten countries with the highest rates of child marriage in the world.

Ingrained traditions and cultural practices typically entrench such early marriages. State or customary laws in 146 countries allow girls younger than 18 to marry with the consent of their parents or other authorities. In 52 nations, girls under 15 can marry with parental consent.

Early marriage among boys is also widespread, though the numbers are far lower than they are for girls and young women.

And ⁽¹⁾ it is girls and young women who pay the heaviest costs for early marriage. Girls who marry before 18 are more likely to be subjected to domestic violence and less likely to continue schooling than their peers. They have worse economic and health outcomes, a burden they almost inevitably pass on to their children.

Early marriage has been linked to poorer cognitive development and *stunting among the children of such women.

Today, the practice is declining thanks to national and international policies, global treaties and, since 2016, the UNFPA-UNICEF Global Programme to End Child Marriage. But gains have been slow in sub-Saharan Africa.

⁽²⁾ What is it that drives the practice in the region? That's what we examined in a recent study. Using statistical analysis, we looked at the socio-economic and *demographic determinants of early marriage among young women the Democratic Republic of Congo (DRC), Malawi, Mali and Niger. Each of the four countries has sought to introduce measures to discourage early marriage, but their challenges remain formidable.

We explored several possible explanations and *variables: age at first intercourse, education and literacy, women's current age, region and type of place of residence, family wealth index, ethnicity, employment status, and even mass media exposure.

One factor stands out across the four countries in our study: education. Women without formal education are more likely to marry early than those who completed secondary or higher education.

The four countries have a great deal in common, including high poverty levels and substantial under-15 and rural populations.

In each country, around 50% of people are younger than 15, and around half of the countries' respective populations live in rural areas (a full 84% in the case of Malawi).

Among the four countries in our study, Niger has the highest child marriage *prevalence worldwide – 76% of girls are married before the age of 18. The rates stand at 52% in Mali, 42% in Malawi, and 37% in the DRC.

For our analysis, we turned to the most recently available demographic and health surveys from each of the four countries. We then applied a framework that seeks to describe the important social-cultural and cognitive variables and their interrelationships that underlie behaviours and decisions around reproductive health.

The answers we found as to why early marriage is so commonplace in these countries were not always clear-cut. What's more, there were ⁽³⁾ lots of statistical variations across the four countries and contradictions, as was to be expected.

For example, the average age of first marriage ranged from 15.3 in Niger to 17.1 in Malawi. There was also a range in the percentage of women from the poorest wealth category in the countries who had been married by 18: Niger (90.9%), Mali (80%), DRC (70.3%), Malawi (63.1%).

Rates of early marriage dropped among women from richer categories, but were still high: Niger (72.7%), Mali (65.4%), DRC (60.3%) and Malawi (42.5%).

The study also showed that young women living in rural areas were likely to marry earlier than those from urban areas.

These variations' social, economic, and cultural *underpinnings are likely complex and would need some unpacking. In some cultures, for example, girls are married off young as they are considered to be more likely to be virgins still and can thus fetch a higher payment of what's known as the bride price.

Amid the many statistical variables that emerged, we were especially struck by

(4) the relationship between educational levels and average age at first marriage.

We found that the average age at first marriage in Niger, Mali, DRC, and Malawi increased from young people with no education (15.1, 15.4, 16.2, and 16.4, respectively) to those with secondary and higher education (17.0, 16.6, 17.1 and 18.5 in that order).

In addition, we saw that the highest prevalence of early marriage (by 18 years) was found among young women with no education (90.6%, 80.3%, 70.9%, and 70.3%). It was lowest among women with secondary and higher education (64.2%, 62.9%, 58.9%, and 30.2%).

Malawi is the only one of the four countries where school education is universal, accessible and compulsory.

Education offers young women opportunities in life. In some African cultures, (ア), allowing girls to finish or even attend school is discouraged as it is feared that an educated girl is less likely to get a husband or be a good wife.

In Malawi, less than 15% of women have any secondary school education, and 42% of girls are married before the age of 18 – the twelfth highest rate of child marriage in the world.

There is an urgent need for governments in these countries to introduce programmes that promote delaying the age at which girls first have sex and to equip adolescents with knowledge about responsible and safer sex.

Policymakers should also work to promote prolonged enrolment in school for adolescent girls. And, crucially, laws are needed – and must be enforced – that criminalise child marriages.

(Sathiya Susuman Appunni, “Child marriage comes with a heavy cost for young girls in Africa – but there’s one clear way out,” *The conversation*, September 27, 2022 より一部改変)

*sub-Saharan アフリカ大陸のサハラ砂漠より南にある地域の総称

*stunt 発育阻害

*demographic 人口統計の

*variable 変数

*prevalence 流行, 横行

*underpinning 基礎, 基盤

問 1 下線部(1)はどのようなことを意味しているか，説明しなさい。

問 2 下線部(2)の問いに対する答えを求めて筆者たちは調査を行ったが，最新の結果で明らかになった要因のうち，特に目立つものは何か。本文中の単語 1 語で答えなさい。

問 3 下線部(3)で指摘されているようなことは，どのような点に現れていると筆者は述べているか。本文に即して 3 点，指摘しなさい。

問 4 下線部(4)に関して，筆者たちはどのようなことを発見したか。本文に即して 2 点，簡潔に説明しなさい。

問 5 空欄 (ア) に入る最も適切な語を次の (A)～(D)の中から 1 つ選び，記号で答えなさい。

(A) consequently (B) therefore (C) whatever (D) however

問 6 本文の内容から正しいと判断できる英文を次の 1～6の中から 2 つ選び番号で答えなさい。ただし英文中の the four countries surveyed とは，the Democratic Republic of Congo (DRC), Malawi, Mali, Niger を指す。

1 There are countries in the world where the law guarantees that girls under the age of 15 can get married if they consent.

2 Early marriage is also declining in sub-Saharan African countries.

3 No efforts are being made to reduce early marriage in the four countries surveyed.

4 One common feature among the four countries surveyed is the concentration of population in urban areas.

5 In sub-Saharan Africa, young women living in rural areas tend to marry men living in urban areas.

6 The author believes that early marriage should be treated as an illegal act.

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令和 7 年度（2025 年度）東北大学

AO 入試（総合型選抜）Ⅱ期

筆記試験②問題

令和 6 年 11 月 2 日

志願学部	試 験 時 間	ページ数
教 育 学 部	13 : 00～14 : 30 (90 分)	7 ページ

注 意 事 項

1. 試験開始の合図があるまで、この「問題冊子」、「解答用紙」を開いてはいけません。
2. この「問題冊子」は 7 ページあります。ページの脱落、印刷不鮮明の箇所などがあった場合には申し出てください。ホチキスは外さないでください。
3. 「問題冊子」の他に、「解答用紙」、「メモ用紙」を配付します。
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7. 特に指示がある場合以外は、日本語で記入してください。
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「問題冊子」、「メモ用紙」は持ち帰ってください。

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近年、子どもの貧困が大きな問題となっているが、親が複数の職場を掛け持ちしなければ十分な収入が得られない場合、共食は難しいだろう。孤食は「共食を大事にしなくなった人」「子どもの食事をないがしろにしている家庭（あるいは母親）」の問題ではなく、恒常的な長時間労働，ワークライフバランスの欠如，貧困といった社会の病を背景にしている。このことを忘れてはならないだろう。

（出典：外山 紀子 「家族と共食」 外山 紀子・長谷川 智子・佐藤 康一郎 編 『若者たちの食卓 自己、家族、格差、そして社会』 ナカニシヤ出版，2017 年，106-107 頁より作成。）

【設問】

問 1

下線部（1）に「孤食・共食の状況は家族機能をよく代表するのである」とあるが、この筆者の主張はどのような根拠に基づいているか。本文の内容に基づいて 100 字程度で説明しなさい。

問 2

下線部（2）に「調査で示されたことは関連性であって因果ではないこと」とあるが、これはどのような意味だと考えられるか。本文の内容に基づいて 120 字程度で具体的に説明しなさい。

問 3

示されている図は、社会生活基本調査に基づく小学生・中学生の共食・孤食の状況を表したものである。この図からどのようなことが読み取れるか説明しなさい。

問 4

近年の日本国内の孤食に関して、今後解決すべき問題としてどのようなものが挙げられるか。また、その解決のために日本の学校や教育者にはどのような役割やあり方が期待されるか。文章および図の内容をふまえ、あなたの考えを 400 字程度で述べなさい。

令和7年度AO入試（総合型選抜）Ⅲ期面接試験

令和7年2月10日

（試問B）

課 題 論 文

教 育 学 部

作 成 時 間
10 : 00～11 : 00
(60 分)

注 意 事 項

1. **開始の合図があるまで、この問題冊子、答案紙を開いてはいけない。**
2. この問題冊子は3ページである。下書き用紙は別に配付する。下書き用紙は8ページである。なお、ページの脱落、印刷不鮮明の箇所などがあつた場合には申し出ること。
3. 解答は、かならず**黒鉛筆**（シャープペンシルも可）で記入し、ボールペン・万年筆などを使用してはいけない。
4. **答案紙は1枚である。答案紙の受験記号番号欄には、忘れずに受験票と同じ受験記号番号をはっきりと判読できるように記入すること。**
5. 解答は、必ず**答案紙の指定された箇所**に記入すること。
6. **答案紙を持ち帰ってはいけない。**
7. 終了後は、この問題冊子と下書き用紙を持ち帰ること。

問題

現代社会では人工知能（AI）が急速に発達しています。人工知能は医師が患者の病気を診断する際の支援や自動車の自動運転などで利用され、人間社会にメリットをもたらしています。他方、人間の仕事が人工知能に取って代わられて失業したり、人工知能を使ってフェイク・ニュースやフェイク動画が作られ、誤った情報が社会に拡散されたりするなどのデメリットも指摘されています。

以上を踏まえ、人工知能の導入が学校教育にもたらすメリットとデメリットについて具体例を用いて述べ、さらに、学校で教師や生徒たちが人工知能を有益に利用するにはどうすればよいか、他の人も納得するようにあなたの考えを説明しなさい。