別紙解答用紙に解答すること。

1. 次の英文を読んで（1）〜（3）に**日本語で**答えなさい（いずれも字数制限なし）。

Before the printing press, knowledge spread orally and handwritten books were available only to wealthy elites. The printing press allowed for the mass production of printed books, making written information widely available, and encouraging and incentivizing the wide development of reading skills. Still, the production of books remained in the hands of the few, not the many.

Texts were usually, at the least, carefully curated if not requiring authoritative endorsement. Digital technologies created another revolution of the written word in the 21st century. Suddenly, everyone could become a journalist or a publisher. Literacy in the 20th century was about extracting and processing pre-coded information; in the 21st century, it is about constructing and validating knowledge. In the past, teachers could tell students to look up information in an encyclopedia, and to rely on that information as accurate and true. Nowadays, Google presents them with millions of answers, and nobody tells them what's right or wrong and true or not true. The more knowledge technology allows us to search and access, the more important it becomes to develop deep understanding and the capacity to navigate ambiguity, to triangulate [1] viewpoints, and to make sense of content.

The fact that advancements in reading literacy have fallen sharply behind the evolution of the nature of information has profound consequences in a world where virality seems sometimes privileged over quality in the distribution of information. In the "post-truth" climate in which we now find ourselves, assertions that "feel right" but have no basis in fact become accepted as fact. Algorithms that sort us into groups of like-minded individuals create social media echo chambers that amplify our views, and leave us insulated from opposing arguments that may alter our beliefs. These virtual bubbles homogenize opinions and polarize our societies; and they can have a significant and adverse impact on democratic processes. Those algorithms are not a design flaw; they are how social media work. There is scarcity of attention, but an abundance of information. We are living in this digital bazaar where anything that is not built for the network age is cracking apart under its pressure.

The question is then: how can we live successfully in this new world of information? To what extent do we approach this issue from a consumer protection angle; that is, working on it from the supply side? Or do we approach it from a skills or demand side angle; that is, strengthening people's capacity to better navigate information?

1) triangulate: to divide an area into triangles in order to measure it or draw a map of it
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p138,1.1〜1.33.（一部略）

（1）第 1、2 パラグラフをまとめて日本語で要約しなさい。
（2）下線部はどういうことを指しているのか。第 3 パラグラフに基づきながら日本語で説明しなさい。
（3）第 4 パラグラフに示されている Questions のうち 1 つを選び、それに対する自分なりの答えを日本語で論じなさい。答えの根拠・理由も必ず説明すること。

両面印刷

2. 以下の図表は、参議院選挙における投票率の推移を年代別に示したものである。
　これらの図表に関する（1）（2）の問いに答えなさい（いずれも字数制限なし）。

参議院議員通常選挙における年代別投票率（抽出）の推移
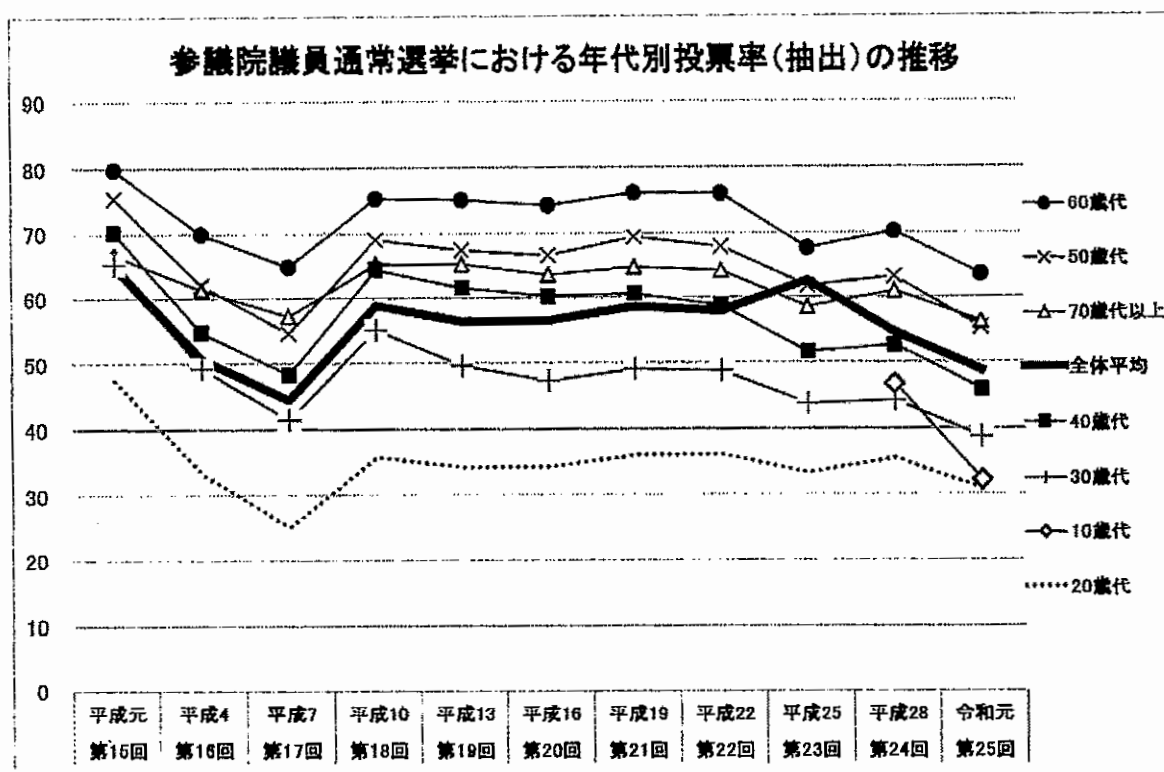
年	H元	H.4	H.7	H.10	H.13	H.16	H.19	H.22	H.25	H.28	R.1
回	15	16	17	18	19	20	21	22	23	24	25
10歳代										46.78	32.28
20歳代	47.42	33.35	25.15	35.81	34.35	34.33	36.03	36.17	33.37	35.60	30.96
30歳代	65.29	49.30	41.43	55.20	49.68	47.36	49.05	48.79	43.78	44.24	38.78
40歳代	70.15	54.83	48.32	64.44	61.63	60.28	60.68	58.80	51.66	52.64	45.99
50歳代	75.40	62.00	54.72	69.00	67.30	66.54	69.35	67.81	61.77	63.25	55.43
60歳代	79.89	69.87	64.86	75.24	75.05	74.21	76.15	75.93	67.56	70.07	63.58
70歳代以上	66.71	61.39	57.20	65.22	65.24	63.53	64.79	64.17	58.54	60.98	56.31
全体	65.02	50.72	44.52	58.84	56.44	56.57	58.64	57.92	52.61	54.70	48.80

※① 　この表のうち、年代別の投票率は、全国の投票区から、回ごとに 142〜188 投票区を抽出し調査したものです。

※② 　10 歳代の投票率は、H28 は全数調査による数値です。

　データ出所：総務省（2019）「国政選挙における年代別投票率の推移について」（令和元年 9 月）（一部加工）

（1）これらの図表からわかることを日本語で説明しなさい。

（2）（1）で説明した内容をふまえながら、日本における投票率に関する問いを立て、その問いに対する自分なりの答えを日本語で論述しなさい。

以上

両面印刷