J.11 MODERN JAPANESE 3

Answer all questions

Write your number not your name on the cover sheet of each Answer Book.

STATIONERY REQUIREMENTS
20 Page Answer Book x 1
Rough Work Pad

SPECIAL REQUIREMENTS
none

You may not start to read the questions printed on the subsequent pages of this question paper until instructed that you may do so by the Invigilator.
1 Translate the following passage into Japanese (kanji and kana): [35 marks]

More than twenty years have gone by since the second World war began, fifteen since it ended. Those who lived through it still feel it as part of their immediate experience. One day they suddenly realize that the second World war, like its predecessor, has passed into history. This moment comes for a university teacher when he has to remind himself that his students were not born when the war started and cannot remember even its end. The second World war is as remote to them as the Boer war was to him; they may have heard anecdotes of it from their parents, but more likely, they have to learn of it from books if they learn at all. The great figures have left the scene. Hitler, Mussolini, Stalin, and Roosevelt are dead; Churchill has withdrawn from leadership; only de Gaulle is having a second innings. The second World war has ceased to be ‘today’ and has become ‘yesterday’. This makes new demands on historians. Contemporary history, in the strict sense, records events while they are still hot, judging them from the moment and assuming a ready sympathy in the reader. No one will depreciate such works with the great example of Sir Winston Churchill before him. But there comes a time when the historian can stand back and review events that were once contemporary with the detachment that he would show if he were writing of the Investiture conflict or the English civil war. At least, he can try.

Boer war ボーア戦争
Investiture conflict 叙任権闘争
English civil war 大内乱

Summarise in Japanese (kanji and kana) the following passage: [30 marks]

1985年 1・0％→2009年 5・0％……。電卓をたたいて、日本の海外留学生の数をその年の18歳人口の数で割ってみた。若者のうち留学する比率の「違い」をずっと比べてきたのだ。
四半世紀ほどに5倍に増えている。留学者の実数も1万5500人余りから6万人に増えた。
確かにここ数年の留学生は、04年の8万3500人をピークに減少傾向はある。この間、中国や韓国ではぐっと増えた。日本の若者の内向き志向が指摘され、グローバル人材の確保が経済界では話題に上る。だが、ジャパン・アズ・No.1といわれた80年代に比べれば、留学経験者は実数でも比率でも増えている。
むしろ海外留学さえしたら「篠（はく）がつく」時代ではないといえる。何を学んできたかが問われる時代なのだ。
最近、来日した米デューク大学フューコア・スクール・オブ・ビジネスのウィリアム・ボールディング学部長は「様々な学生がチームを組んで学ぶのがうちの特徴。イノベーションは他者との協調、協力から生まれる」と話す。
卒業生には、亡くなったスティーブ・ジョブズ氏に代わってアップル最高経営責任者になったティム・クック氏らがいる。ボールディング氏は言う。「リーダー像が変わった。解は米国だけにあるわけではない。多様な文化や価値を持ったチームの中から、新たな価値を見だすリーダーが必要になっている」
アップルのビジネスモデルは、世界に散らばったアイデア、製造、物流を効率的に束ねるものだ。決して1人のリーダーの力だけでは成り立たない。ボールディング氏によると、チームワーク重視の教育は20年前は受け入れられにくかったが、今はその重要性が理解され始めた、という。
米国の一極支配が崩れ、欧州も一体感を失いつつある。カリスマ的な「偉大なリーダー」に世界や組織を引っ張って欲しいという誘惑に満ちている。だが、価値観が複雑化し、一方で多くの勢力がフラット化した世界は「偉大なリーダー」の出番を少なくしているのではないか。

(TURN OVER)
3 Write a note in **Japanese (kanji and kana)** for your friend Yukiko who will be coming to stay in your flat while you are away, following the instructions below. [35 marks]

Welcome her to your place and tell her to make herself at home and to feel free to use the kitchen and other rooms, including your study. One thing you would like to mention in particular concerns your elderly neighbour Mr Kato. You have been helping him whenever he needed any help and you have already told him that he could count on your friend while you are away. Give her some information about Mr Kato such as his age and health condition, and also tell her what kind of help you have been giving him. When your friend leaves finally, you want her to leave the key with Mrs Hayashi on the 3rd floor.

**END OF PAPER**