

감독자인

## 2024학년도 2학기 대학원 영어시험

소 속 :
학위과정 :
학 번 :
성 명 :

숙명여자대학교 일반대학원

1. 시험일시 : 2024년 9월 13일(금) 10:00 - 11:40 (100분간)
2. 학위과정 : ① 석사

다음은 모두 한국어로 번역하세요.

1) Young innovators bring fresh ideas and a lot of energy. They also have a good understanding of their community, which helps them improve early learning services. With proper training and support, they can develop effective solutions for specific problems. They play a key role in supporting early childhood education and are working to create a better future with their innovative ideas. (30점)

2) Teachers can make it clear when and how students should use AI tools for their assignments. They can also change assignments to make it harder to cheat and to reduce the advantages of AI tools. This might mean looking at how students work on their projects, not just the final result, and asking for personal ideas, original arguments, or new data. Students should learn to check AI content for false or misleading information and be taught how to develop and share content responsibly. (30점)

3) Education fever is as intense as it has ever been. While the overall level of competition in four-year universities has decreased in recent years, this is more of a cause than an outcome of the introduction of an assessment approach that considers the complete picture of a subject, task, or individual rather than focusing on individual components. That is, many universities, especially less selective ones, have found it difficult to sustain exam-centered admissions due to the decreasing number of students applying amid falling birthrates. (40점)

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Translate the following passages into Korean.

1. In 1969, TIME MAGAZINE named anthropologist Margaret Mead the “Mother of the World.” This title stemmed in part from Mead’s work with young girls in various cultures around the world, but it also recognized the moral and intellectual status that she earned during her fifty-year career as the world’s most famous and respected anthropologist. In the course of her career, Mead became known as an expert on both a diverse group of cultures and on human culture generally - on the ways that humans beings form, maintain, and modify social relations. She refused to accept the common division of the world into “civilized” and “primitive” cultures, insisting instead that all cultures had things to learn from each other. (30)

2. History offers a great deal of evidence to support the argument that human beings are, by nature, quarrelsome and disposed to war. Early epic poems, such as the *Iliad*, celebrate the prowess of great warriors in glorious combat. The world’s major religious texts are replete with references to, and instructions for, warfare. Also, abundant historical evidence suggests that warfare has been carried out among the peoples of every continent in every historical period. The reality of war, however, has always been accompanied by the ideal of peace. Few societies have considered warfare desirable. Indeed, some of the most compelling art, literature, and philosophy has been produced in cultures so saturated with armed conflict that their greatest minds were enlisted to find ways to bring about peace. (30)

3. It is difficult to see why the problem of poverty has never been solved, even by societies that clearly have the resources to do so. Understanding this phenomenon means considering how the social mechanisms for distributing wealth and the social stratification that accompanies it seem “normal” to most people because they flow directly from cultural assumptions that can be very difficult to question. The Hindu notion of *karma*, for example, functions as part of an elaborate caste system in which social stratification plays a crucial role in religious duty. Many religions and philosophies that discourse materialism and encourage charity can also contribute to social forces that support the unequal distribution of wealth. (40)