

九州情報大学大学院

経営情報学研究科

経営情報学専攻（博士前期課程）

2025年度（令和7年度）入学試験
秋期募集

外国語（英語）問題

2問のうち1問を選び、解答用紙に解答しなさい。

※英和辞典を使用しても良い。但し、紙の辞書に限る。

解答時間

60分間

第1問 次の英文を日本語に訳しなさい。

A key characteristic of taxation in modern tax systems is that taxation is 'parametric': in other words, it is governed by legislation which defines in advance the basis of individual tax liability. Typically, such legislation will define the tax base—in other words, the aspects of economic activity on which the tax will be charged, such as income, spending, or the value of property—and will specify how an individual's tax liability will be calculated, in a clear and predictable way. This has not always been a characteristic of taxation. At many times in the past taxes have been levied which have been arbitrary, and not based on clear and stable principles. If undertaken once only, economic confiscation of this sort may cause little economic harm, apart from the loss that taxpayers suffer through the resources which are confiscated. But regular confiscation can exert a chilling effect on economic activity—once people begin to believe that there is little point in doing anything if the fruits of their enterprise will merely provoke further confiscation. And arbitrary taxation—taxation which is not precisely governed by a legal framework specifying how liability to tax should be calculated—can offer undesirable scope for corruption to take hold.

(出典) Stephen Smith, *Taxation* (Oxford University Press, 2015)

第2問 次の英文を日本語に訳しなさい。

The massive uptake in the development and deployment of large-scale Natural Language Generation (NLG) systems in recent months has yielded an almost unprecedented worldwide discussion of the future of society. The ChatGPT service which serves as Web front-end to GPT-3.5 and GPT-4 was the fastest-growing service in history to break the 100 million user milestone in January and had 1 billion visits by February 2023. Driven by the upheaval that is particularly anticipated for education and knowledge transfer for future generations, we conduct the first independent, systematic study of AI-generated language content that is typically dealt with in high-school education: argumentative essays, i.e. essays in which students discuss a position on a controversial topic by collecting and reflecting on evidence (e.g. ‘Should students be taught to cooperate or compete?’). Learning to write such essays is a crucial aspect of education, as students learn to systematically assess and reflect on a problem from different perspectives. Understanding the capability of generative AI to perform this task increases our understanding of the skills of the models, as well as of the challenges educators face when it comes to teaching this crucial skill. While there is a multitude of individual examples and anecdotal evidence for the quality of AI-generated content in this genre this paper is the first to systematically assess the quality of human-written and AI-generated argumentative texts across different versions of ChatGPT.

出典 : Herbold, S., Hautli-Janisz, A., Heuer, U., Kikteva, Z., & Trautsch, A. (2023). A large-scale comparison of human-written versus ChatGPT-generated essays. *Scientific reports*, 13(1), 18617.

