Tokushima 2015 Employment Exam (General Knowledge)

Question 1

Read the following essay and answer Questions (1) and (2).

When I was young, I first became familiar with Bach’s organ music through a performance of Schweitzer’s I had on an SP record. Rather than the record’s higher vocals, it was its lower ones that reverberated around with all the confusion of a whirlpool and made it difficult for me to pick up subtle harmonies. When I listened to it on CD, however, what struck me, and even more than the fact that I could hear each of voices quite distinctly, was that it was the first time I could say that I had truly heard the fundamentals of Bach’s organ music. The subtle distinctions manifest themselves and I came to understand Bach’s vocal harmonies and layering very well.

That understanding was genuinely and precisely just a (A). Yes, it’s natural that such a realisation gives birth to CD fans who say its better to listen to music in a studio where you can enjoy its absolute technical depths rather than go to a concert, however, I should warn you that when a CD’s precise sounds and reproducibility steal your heart, you lose sight of the fact that those sounds are filled with a type of (B).

Of course, when you go to a church or concert hall there’s reverberation and noise that takes away the clarity you get with a CD, but by that reasoning we also unintentionally take the sound of the CD to be the fundamental one. It must be said that if we focus solely on the sound of the CD, we overlook the fact that its actually quite feeble in comparison to hearing music in the flesh in a concert hall where we are drawn to the music, are enveloped by it, and at times both feel it deep inside and oppose it. This is what organ music and great compositions do. Solos on the other hand have the same reproducibility to that of CDs. Even conceding that solos are capable of minor distortions and vagueness, in actuality any music that rings so true has little possibility of giving rise to any great drama.

This effect is even stronger in the case of photographs. In churches, art galleries and the like, we stand directly in front of paintings, and at times move in toward them and at others step back from them. We shift our gaze from one focal point to another, ceaselessly exploring from details out to the whole picture, and the whole picture back into details again. Each of us looks at details in pictures according to what we perceive to be its qualities and what we like about it. What’s more, there are different perceptual factors impacting on how we view paintings, such as the colours and shapes that first catch our eye or others that fade into the background. Along with that there’s the physical substance of a painting and how it holds our gaze in a particular way, a way that is concrete and durable.

But then again, even though I say a painting holds our gaze, at the same time it also subordinates it. There are times when we don’t even notice how some aspects of a painting play on our vision to melt features together, all the while giving us some vague compulsion to focus on a particular area of the picture, and then at other times jarring our vision. Such perceptual tricks are not intended to stop us from appreciating the painting. On the contrary, visual resistance is used by artists to play upon our perception, generate distortions, interrupt our train of thought and open us up to a new way of seeing.

This in actuality is what makes viewing paintings such a pleasurable experience for us and the more we build up such viewing experiences the wider and deeper they become. It’s difficult to have this same type of experience with a photo. That’s not to say it’s impossible. Although photographs tend to be detailed reproducible images, you can probably find some aspects of them that play upon your perception. Nevertheless, it’s very difficult to produce a photo that can both simultaneously impact the viewer deep inside and at the same time make the viewer feel isolated and distant from it.

Which is the most appropriate pair of words that fit into (A) and (B). Choose one.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td>trick</td>
<td>universality</td>
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<tr>
<td>optical illusion</td>
<td>abstract</td>
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<tr>
<td>pitfall</td>
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<td>genuineness</td>
<td>spirituality</td>
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<td>notion</td>
<td>deterministic</td>
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**Question 17**

Each of the following five sentences explains an economic term. Which one is incorrect? Choose one.

1. NNP is determined by deducting the depreciation of fixed assets from the gross national product.
2. GDP indicates the total annual value of newly-produced domestic goods and services, and therefore deducts net foreign income from the gross national product.
3. The production, distribution and expenditure aspects of national income are referred to as *The Principle of Three Equivalence of National Income* because, theoretically, these three factors always coincide.
4. The ratio of savings to disposable household income is known as the savings rate, and this savings rate is generally higher in Japan than in other countries.
5. A Kondratiev wave is a mid-term economic cycle of at least a ten-years.

**Question 18**

Each of the following five sentences explains a body of the United Nations. Which one is incorrect? Choose one.

6. UNCTAD is a body that was established with the aim of resolving the disparity in wealth between developed and developing nations though the easing of trade restrictions, and so on.
7. UNHCR is a body that was established for the purpose of protecting refugees, and Sadako Ogata has served as its High Commissioner.
8. UNICEF is a United Nations body that aims to realise world peace through culture, science and education.
9. The WTO is a body that was established to implement an agreement made at the Uruguay Round.
10. The WHO is a body that was established with the aim of advancing international public health.

**Question 20**

Where \( x = 1 + \sqrt{5} \) and \( y = 1 - \sqrt{5} \), which of the following five answers is the correct value of \( x^3 + y^3 \)? Choose one.

1. -28  
2. -16  
3. 8  
4. 16  
5. 32

**Question 21**

In the triangle pictured below, A is the apex, BC is a vertical straight line and D intersects BC. When AB = 6 cm and BC = 10 cm, which of the following answers is the correct length of BD. Choose one.

1. 3.4  
2. 3.5  
3. 3.6  
4. 3.7  
5. 3.8
**Question 24**

As shown in the following illustration, the slope of A to the ground is $60^\circ$, and the slope of B to the ground is $30^\circ$. The small balls fall from the same height on both slopes, but the speeds at which each reaches the ground is $V_A$ and $V_B$ respectively. Which of the following five answers indicates the correct relationship between $V_A$ and $V_B$? That is, providing that you ignore air resistance and friction.

1. $V_A = \frac{1}{2} V_B$
2. $V_A = V_B$
3. $V_A = \frac{\sqrt{3}}{2} V_B$
4. $V_A = 2V_B$
5. $V_A = \frac{3}{2} V_B$

**Question 40**

The following sentence is from “Chapter 1 Student Guidance Meaning and Principles, Section 1 Meaning and Topics” of the “Student Guidance Outline” (Ministry of Education, Culture Sports, Science and Technology, March 2010)

Choose one of the five combinations below to fill in ( A ) to ( D ).

Engendering a sense of self guidance includes ( A ), every aspect of school life, and opportunity. Student guidance is needed during lesson and holiday time, after doing as one pleases, during club activities, regionally, and even in ( B ). The need doesn’t stop at dealing with problematic behaviours when you observe them. The cultivation of self-guidance based on stepped levels of development should take into consideration each particular school’s level and years, the age and structure of ( C ) and their degree of sociability. It’s requested that student guidance be structured and ( D ) according each student’s level of competence in.

Key:

1. student consultation  2. academic guidance  3. experience-based activities  4. pastoral activities
5. spirituality  6. self-motivation  7. planned  8. regional promotions

1. 1 2 3 4
2. 1 2 3 4
3. 1 2 3 7
4. 2 3 4 7
5. 2 3 4 7
2 x Pedagogy Questions

Question 31

The following paragraph explains Open Schools. Choose one of the five combinations below to fill in ( A ) to ( D ).

Respect the child’s ( A ) and shape the advancement of each child’s education individually and according to their capabilities and interests, or be called a school that carries out this kind of education. So as to deliver individualisation thoroughly and to provide flexibility in education, an open space school should dismantle all school years and academic levels and architect a school environment without classroom walls.

Commencing in the 1930s in ( B ), Open Schools first took root in kindergartens and gradually spread to schools. It drew wide attention and in 1967 there were calls in the ( C ) encouraging it be taken up. In the second half of the 1960’s ( D ) was introduced and spread quickly, and its advent heightened the opportunity to engage in education engineering and reform.


Question 39

In the Law Promoting the Prevention of Bullying proclaimed on the 28th Jun 2013, which of the following is not an indicator that the recommended policy measures have been implemented in a school? Choose one.

1. The completion of morals education
2. The implementation of measures for early identification
3. The establishment of a counselling system
4. A guarantee to provide staff to carry out bullying prevention, etc.
5. The promotion of a policy that tackles online bullying