

2021학년도 수시모집 면접시험
학생부종합 활동우수자 전형
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※ You have 20 minutes for reviewing questions and preparing answers, and 10 minutes for interview.

【Question 1】

[A]

A runaway trolley* is heading down the tracks toward five workers who will all be killed if the trolley proceeds on its present course. Adam is standing next to a large switch that can divert the trolley onto a different track. The only way to save the lives of the five workers is to divert the trolley onto another track that only has one worker on it. If Adam diverts the trolley onto the other track, this one worker will die, but the other five workers will be saved.

* trolley: a public transport vehicle that travels along rails

[B]

When it comes to automotive technology, self-driving cars are all the rage. Standard features on many ordinary cars include intelligent cruise control, parallel parking programs, and even automatic overtaking—features that allow you to sit back and let a computer do the driving. So it'll come as no surprise that many car manufacturers are beginning to think about cars that take the driving out of your hands altogether. And that raises some difficult issues. How should the car be programmed to act in the event of an unavoidable accident? Should it minimize the loss of life, even if it means sacrificing the occupants, or should it protect the occupants at all costs? Should it choose between these extremes at random? The answers to these ethical questions are important because they could have a big impact on the way self-driving cars are accepted in society. Who would buy a car programmed to sacrifice the owner?

(Question 1-1) Summarize [A]. Should Adam flip the switch to divert the trolley onto another track that only has one worker on it? Why do you think so?

(Question 1-2) Summarize [B]. In the event of an unavoidable accident, should a self-driving car be programmed to protect the driver at all costs, or should it minimize the loss of life even if it means sacrificing the driver? Why do you think so?

Question 1 translation

[A]: The Guardian: 2016.12.12, "The trolley problem: would you kill one person to save many others?"

제어가 안 되는 트롤리가 다섯 명의 작업자가 일하고 있는 선로로 빠른 속도로 내려가고 있다. 이대로 계속 간다면 이 다섯 명은 모두 트롤리에 치여 죽게 된다. Adam은 이 트롤리의 선로를 변경하게 하는 스위치 바로 옆에 서 있다. 이 다섯 명을 살리는 유일한 방법은 그 스위치를 눌러 트롤리가 한 명의 작업자가 있는 다른 선로로 가게 해 이 한 명만 죽게 하는 방법뿐이다.

[B]: MIT Technology Review: 2015.10.22, "Why Self-Driving Cars Must Be Programmed to Kill"

자동차 기술에 관해서는 자율주행차가 유행이다. 많은 일반 자동차의 기본 기능에는 크루즈 컨트롤, 평행 주차 프로그램은 물론 자동 추월까지 포함된다. 이런 기능들은 운전자로 하여금 편안하게 앉아 컴퓨터가 운전을 할 수 있게 한다. 따라서 많은 자동차 생산업체들이 당신을 운전에서 완전히 벗어나게 해 주는 자동차에 대해 생각하기 시작했다는 것은 놀라운 일이 아니다. 동시에 이러한 사실은 몇 가지 복잡한 문제를 제기한다. 피할 수 없는 사고가 발생할 경우 자율주행차는 어떤 대처를 하도록 설계되어야 할까? 차 안에 있는 사람을 희생시키더라도 다른 많은 사람들을 구해야 할까? 아니면 무조건 차 안에 있는 사람을 구해야 할까? 그게 아니라면 이 두 가지 중 임의로 선택하게 해야 할까? 이러한 윤리적 질문에 대한 대답은 자율주행차가 사회에 수용되는 방식에 큰 영향을 미칠 수 있기 때문에 중요하다. 자동차 소유주를 희생하도록 설계된 차를 누가 산단 말인가?

Question 1-1 guideline:

Good answers: The student clearly understands the contents and fully describes the story. In addition, the student takes one position out of the two choices, and logically and persuasively explains about his/her choice. (Possible answers and follow-up questions: "I will flip the switch because killing one person is better than killing five people." Okay, then what if the one person is your family or someone you love? / "I will not flip the switch, because I don't want to be involved in killing someone." Okay, but by killing one person you can save five! / Who should be saved instead of others if a choice is given to you? Old people, young people, kids, babies, men, women, pregnant women, criminals, your pets, etc.)

Mediocre answers: The student does not fully understand or describe the story. The student's explanation of his/her choice is not completely logical or persuasive.

Bad answers: The student fails to understand or describe the story. The student's explanation of his/her choice is not persuasive and does not make sense.

Question 1-2 guideline:

Good answers: The student clearly understands and fully describes the contents. In addition, the student takes one position out of possible choices, and logically and persuasively expresses his/her opinion. (Possible answers and follow-up questions: "The car should protect as many people as possible." Okay, then is it okay if the car sacrifices only you (driver) and save many pedestrians? Are you willing to buy a car that is programmed to sacrifice the driver to save other people? / "The car should protect the driver first." Okay, then what if many pedestrians will be killed to save only you? Is that morally good? / How can a society reach an agreement?

For example, the manufacturers want to sell a car and the consumers want to purchase a car that is programmed to protect the driver (and occupants) first, but so many people as pedestrians will think that killing only the driver (and occupants) is better than killing many pedestrians.)

Mediocre answers: The student does not fully understand or describe the contents. The student's opinion is not completely clear, logical, or persuasive.

Bad answers: The student fails to understand or describe the story. The student's opinion is not clear, logical, or persuasive.

【Question 2】

[A]

As countries around the world reopen their economies amid ongoing novel coronavirus outbreaks, governments are increasingly embracing what remains in some places a divisive public health measure: mandatory masks. In France, face coverings will be required in all public enclosed spaces as of Monday. England is set to begin enforcing new rules that make masks mandatory inside supermarkets and other shops, effective Friday. Health researchers say more evidence is emerging to support what some policymakers and experts have maintained all along: Masks work. Although it is difficult to isolate mask use as the key factor in a country's success so far, many countries where masks were in wide, early use have fared better than those that resisted the broad adoption of face coverings.

[B]

Crowds of protesters gathered in the Spanish capital on Sunday to voice their opposition to the mandatory use of face masks and other measures imposed to contain the spread of coronavirus. People were pictured chanting slogans and holding placards in Plaza Colón in Madrid's city centre. The mandatory use of face masks was initially introduced in May for those travelling on public transport, and was later expanded to the rest of the country. The protest comes two days after the government introduced new restrictions, including a ban on smoking in public. Spain has seen a surge in new infections since lifting its three-month lockdown in late June. The national death toll stands at more than 28,600 people.

(Question 2-1) Summarize [A]. What is the main argument of [A]? What can be important measures to contain the spread of coronavirus? ([A]의 내용을 요약하시오. [A]의 중심 주장은 무엇인가? 코로나바이러스 확산 방지를 위해 필요한 주요 조치들에는 어떤 것들이 있는가?)

(Question 2-2) Summarize [B]. What is your opinion on the protesters? Why do you think so? ([B]의 내용을 요약하시오. 시위자들에 대한 본인의 의견을 말하고 그 이유를 설명하시오.)

Question 2 translation

Translation:

[A] The Washington Post: 2020.7.20, "Unlike the United States, more and more countries are making masks mandatory"

[A] 세계 많은 국가들이 신종 코로나바이러스가 지속되는 가운데 경제활동을 재개함에 따라 각국 정부는 일부 지역에서 여전히 논쟁거리인 공중보건 조치를 점점 더 수용하고 있다. 이 조치는 바로 마스크 착용 의무화이다. 프랑스에서는 월요일부터 실내 공공장소에서의 안면 커버가 의무화된다. 영국에서도 금요일부터 슈퍼마켓과 기타 가게들 안에서의 마스크 착용이 강제된다. 보건 관련 연구자들은 일부 정책입안자들과 전문가들이 줄곧 유지해 오던 입장에 대한 더 많은 증거들이 나오고 있다고 말하는데 이는 바로 마스크 착용이 중요하다는 것이다. 마스크 착용을 특정 국가의 방역 성공 여부를 평가하는 유일한 잣대로 삼는 것에는 무리가 있지만, 일찌감치 마스크가 널리 사용된 국가들의 경우 그렇지 않은 국가들보다 방역에 있어 좋은 성과를 보이고 있다.

[B] BBC News: 2020.8.16, "Coronavirus: Hundreds gather in Madrid for anti-mask protest"

[B] 일요일에 시위 군중들은 스페인 수도에 모여 코로나바이러스 확산 방지를 위해 도입된 안면 마스크 착용 의무화 및 기타 조치에 반대를 표명했다. 그들은 마드리드 도심 콜론 광장에서 플래카드를 들고 구호를 외쳤다. 안면 마스크 착용 의무화는 5월에 대중교통 이용자를 대상으로 처음 도입되었으며 그 후 전국적으로 확대되었다. 이번 시위는 정부가 공공장소에서의 흡연 금지를 포함한 새로운 규제들을 도입한 지 이틀 만에 발생한 것이다. 스페인의 경우 3개월에 걸친 제한조치들을 6월 말에 해제한 이후 신규 감염이 급증하고 있으며, 사망자 수는 28,600명에 이른다.

Question 2-1 guideline

Good answers: The student clearly understands the contents and fully explains them. In addition, the student clearly points out that the main argument is about the importance of using facial mask. Also, he/she talks about other important measures to contain the spread of coronavirus and persuasively explains why these measures are important. (Other measures to be considered: social distancing, lockdown, curfew, online teaching, working at home, no eating at restaurants/cafes, better tracking and quarantine systems, better hospital service, more tests, limiting social gathering, stricter government regulations, and so on. – If the student does not answer enough, ask the student what he/she can do in daily life.)

Mediocre answers: The student does not fully understand or describe the contents. The student's explanation of the importance of using mask is not complete. He/she does not talk about many other important measures.

Bad answers: The student fails to understand or describe the contents. The student fails to point out the importance of facial mask. He/she fails to talk about other important measures.

Question 2-2 guideline

Good answers: The student clearly understands the contents and fully describes them. Also, the student expresses his/her opinion clearly, logically, and persuasively. (If the student simply says

that the protesters are bad, ask the student about possible reasons behind this kind of protest (Possible reasons: individualism is important, each individual's choice is important, the government's direct intervention is not preferable, it's violation of people's rights, it's bad for economy, the government exaggerates the danger of coronavirus, I don't trust the government (before they said wearing mask is not important), the regulations imposed are too much, wearing mask is not going to stop the spread of coronavirus, and so on.)

Mediocre answers: The student does not fully understand or describe the contents. The student's opinion is rather limited. The student does not understand enough about why they protest.

Bad answers: The student fails to understand or describe the contents. The student does not have a clear opinion and does not try to think from the protesters' point of view.