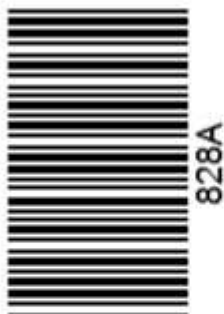


کد کنترل

828

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## برای مشاهده منابع زبان عمومی کنکور ارشد کلیک کنید



عصر پنجشنبه

۱۳۹۸/۳/۲۳



«اگر دانشگاه اصلاح شود مملکت اصلاح می‌شود.»  
امام خمینی (ره)

جمهوری اسلامی ایران  
وزارت علوم، تحقیقات و فناوری  
سازمان سنجش آموزش کشور

آزمون ورودی دوره‌های کارشناسی ارشد ناپیوسته داخل - سال ۱۳۹۸

مجموعه علم اطلاعات و دانش‌شناسی - کد (۱۱۱۹)

مدت پاسخ‌گویی: ۱۵۰ دقیقه

تعداد سؤال: ۱۶۰

عنوان مواد امتحانی، تعداد و شماره سؤالات

ردیف	مواد امتحانی	تعداد سؤال	از شماره	تا شماره
۱	زبان عمومی و تخصصی (انگلیسی)	۳۰	۱	۳۰
۲	مرجع‌شناسی عمومی و تخصصی	۲۰	۳۱	۵۰
۳	سازمان‌دهی منابع	۱۵	۵۱	۶۵
۴	مدیریت مجموعه‌سازی	۱۰	۶۶	۷۵
۵	آشنایی با مدیریت دانش	۱۵	۷۶	۹۰
۶	آشنایی با علم‌سنجی	۱۰	۹۱	۱۰۰
۷	مدیریت کتابخانه‌ها و مراکز اطلاع‌رسانی	۱۰	۱۰۱	۱۱۰
۸	آمار و روش تحقیق، آئین نگارش و ویراستاری علمی	۳۰	۱۱۱	۱۳۰
۹	مبانی آرشیو	۱۰	۱۳۱	۱۴۰
۱۰	پایگاه داده و نرم‌افزارهای کتابخانه‌ای	۲۰	۱۴۱	۱۶۰

استفاده از ماشین‌حساب مجاز نیست.

این آزمون نمره منفی دارد.

حق چاپ، تکثیر و انتشار سؤالات به هر روش (الکترونیکی و...) پس از برگزاری آزمون، برای تمامی اشخاص حقیقی و حقوقی تنها با مجوز این سازمان مجاز می‌باشد و با متخلفین برابر مقررات رفتار می‌شود.

۱۳۹۸

\* داوطلب گرامی، عدم درج مشخصات و امضا در مندرجات جدول ذیل، به منزله عدم حضور شما در جلسه آزمون است.

اینجانب ..... با شماره داوطلبی ..... با آگاهی کامل، یکسان بودن شماره صندلی خود را با شماره داوطلبی مندرج در بالای کارت ورود به جلسه، بالای پاسخنامه و دفترچه سؤالات، نوع و کد کنترل درج شده بر روی دفترچه سؤالات و پائین پاسخنامه‌ام را تأیید می‌نمایم.

امضا:

زبان عمومی و تخصصی (انگلیسی):

### PART A: Vocabulary

**Directions:** Choose the word or phrase (1), (2), (3), or (4) that best completes each sentence. Then mark the answer on your answer sheet.

- 1- Some vegetarians are not just indifferent to meat; they have a/an ----- toward it.  
1) immorality                      2) tendency                      3) antipathy                      4) commitment
- 2- A recent study shows that the prevalence and sometimes misuse of cell phones and computers has led to a/an ----- in some people about the benefits of technology.  
1) ambivalence                      2) distinction                      3) encouragement                      4) compromise
- 3- My niece has a ----- imagination. She can turn a tree and a stick into a castle and a wand and spend hours in her fairy kingdom.  
1) vacuous                      2) vivid                      3) cyclical                      4) careless
- 4- The singer's mellifluous voice kept the audience ----- for two hours.  
1) disputed                      2) disregarded                      3) frustrated                      4) enchanted
- 5- His family, relatives, and friends still cling to the hope that Jeff will someday ----- himself from the destructive hole he now finds himself in.  
1) evade                      2) prevent                      3) deprive                      4) extricate
- 6- Logan has been working long hours, but that is no excuse for him to be ----- to customers.  
1) ingenious                      2) intimate                      3) discourteous                      4) redundant
- 7- Although he was found -----, he continued to assert that he was innocent and had been falsely indicted.  
1) critical                      2) guilty                      3) problematic                      4) gloomy
- 8- The old sailor's skin had become wrinkled and ----- from years of being out in the sun and the wind.  
1) desiccated                      2) emerged                      3) intensified                      4) exposed
- 9- The promoters conducted a survey to study the ----- of the project before investing their money in it.  
1) impression                      2) visibility                      3) feasibility                      4) preparation
- 10- That is too ----- an explanation for this strange phenomenon—I am sure there's something more complex at work.  
1) simplistic                      2) lengthy                      3) profound                      4) initial

**PART B: Cloze Test**

**Directions:** Read the following passage and decide which choice (1), (2), (3), or (4) best fits each space. Then mark the correct choice on your answer sheet.

Some researchers investigated the effect of listening to music by Mozart (11) ----- spatial reasoning, and the results were published in *Nature*. They gave research participants one of three standard tests of abstract spatial reasoning (12) ----- each of three listening conditions: the Sonata for Two Pianos in D major, K. 448 by Mozart, verbal relaxation instructions, and (13) ----- . They found a temporary enhancement of spatial-reasoning, (14) ----- spatial-reasoning subtasks of the Stanford-Binet IQ test. Rauscher et al. show that (15) ----- the music condition is only temporary.

- |     |                                     |               |                               |               |
|-----|-------------------------------------|---------------|-------------------------------|---------------|
| 11- | 1) in                               | 2) for        | 3) of                         | 4) on         |
| 12- | 1) having experienced               |               | 2) after they had experienced |               |
|     | 3) to be experiencing               |               | 4) to experience              |               |
| 13- | 1) silence                          | 2) was silent | 3) there was silent           | 4) of silence |
| 14- | 1) then measured                    |               | 2) that was measured          |               |
|     | 3) as measured by                   |               | 4) to be measuring            |               |
| 15- | 1) the effect of the enhancement of |               |                               |               |
|     | 2) the enhancing effect of          |               |                               |               |
|     | 3) enhances the effect of           |               |                               |               |
|     | 4) is enhanced by                   |               |                               |               |

**PART C: Reading Comprehension**

**Directions:** Read the following three passages and answer the questions by choosing the best choice (1), (2), (3), or (4). Then mark the correct choice on your answer sheet.

**PASSAGE 1:**

Wales, the co-founder of Wikipedia, like everyone else, believed that people with special knowledge were needed to write the articles on this website, and so he began by hiring experts. He soon changed his approach, however, as it took them a long time to finish their work. He decided to open up the encyclopedia in a radical new way, so that everyone would have access not only to the information, but also to the process of putting this information online.

To do this, he used what is known as "Wiki" software (from the Hawaiian word for "fast"), which allows users to create or alter content on a web page. The system is very simple: when you open the website, you can simply search for information or you can log on to become a writer or editor of articles. If you find an article that interests you—about your hometown, for example—you can correct it or expand it. Someone else may do the same. This process goes on until no one is interested in making any more changes. The success of this method can be measured by Wikipedia's extraordinary



growth. By September 2006, there were 1 million Wikipedia articles in the English version alone, compared with 65,000 in the latest edition of the Encyclopedia Britannica.

Ideally, with this system of multiple editing, errors are found and corrected, and the final result is an accurate and interesting article. In reality, however, there can be problems. First, errors may not be detected and so articles may contain inaccurate information. Second, Wikipedia depends on the good intentions of its users and there is no way to prevent jokers or evil doers from using it for their own purposes. In a recent case, someone added false and harmful information to the biography of a retired American newspaper editor. That information was eventually found and deleted, but not before it had been online for months. No one ever discovered who had written it.

- 16- **What does the passage mainly discuss?**  
 1) What the goals of internet-based encyclopedias are  
 2) Why Wikipedia is written and checked by paid experts  
 3) How the information in an internet-based encyclopedia is collected  
 4) How Wales turned his dream of becoming an internet entrepreneur into reality
- 17- **The word "alter" in paragraph 2 could best be replaced by -----.**  
 1) design                      2) change                      3) correct                      4) expose
- 18- **Which of the following best describes the function of the underlined sentence in paragraph 2?**  
 1) It counters an argument presented later in the passage.  
 2) It criticizes Britannica for posting fewer than 70,000 articles by 2006.  
 3) It points out that quality must not be sacrificed for the sake of quantity.  
 4) It supports a point made in the preceding sentence by providing figures.
- 19- **The author suggests that evil doers who add harmful information to Wikipedia -----.**  
 1) can get away with the crime  
 2) can sometimes be identified by cyber police  
 3) normally tend to commit other forms of internet crime too  
 4) may damage the reputation of famous people for clear motives
- 20- **What can be understood about Wikipedia from the last paragraph?**  
 1) It can have both favorable and unfavorable consequences.  
 2) Its founders will soon find a way to make it error-free.  
 3) Other online encyclopedias are much more reliable than Wikipedia.  
 4) Only a few users use it as their only source of research.

### **PASSAGE 2:**

British further education colleges did not traditionally have any concerns about student drop-out, because the origins of the sector were in vocational apprenticeship training for employers where the apprentices could not drop out without endangering their job. In the 70s, this sector began to expand into more general education courses, which were seen both as an alternative to school for 16-18 year-olds and a second chance for adults. The philosophy was mainly liberal with students regarded as adults who should not be heavily monitored, but rather free to make their own decisions; it was not uncommon to hear academic staff argue that attendance at classes was purely voluntary.

In the 80s, with an increased consciousness of equal opportunities, the focus of the further education colleges moved to widening participation, encouraging into colleges students from previously under-represented groups, particularly from ethnic minorities. This, in turn, led to a curriculum which was more representative of the new student body. For example, there were initiatives to ensure the incorporation of literature by black writers into A-level literature courses; history syllabuses were altered to move beyond a purely Eurocentric view of the world; and geography syllabuses began to look at the politics of maps.

A turning point came in 1991 with the publication of a report on completion rates by the government inspection body for education, Her Majesty's Inspectorate for England and Wales, (HMI 1991). However, this report was based on academic staff's explanations of why students had left. It suggested that the vast majority left either for personal reasons or because they had found employment and that only 10% left for reasons that could in any way be attributed to the college.

- 21- Which of the following best describes the function of the underlined sentence in paragraph 1?
- 1) It provides a brief history of British further education colleges.
  - 2) It explains why some colleges did not worry about a particular problem.
  - 3) It traces the origins of vocational education and training in a specific country.
  - 4) It suggests that British employers did not show any concern over recruiting skilled apprentices.
- 22- Which of the following is true of further education colleges in Britain in the 1970s?
- 1) The average attendance at classes increased.
  - 2) They were no longer limited to apprenticeship training.
  - 3) They did not allow students to choose from optional subjects.
  - 4) They were not interested in evaluating the success of students.
- 23- What happened when minority groups participated in the further education colleges?
- 1) The curriculum was broadened.
  - 2) History and geography took priority.
  - 3) Group tutorials were given to support them.
  - 4) A-level courses were introduced into the curriculum.
- 24- The word "initiatives" in paragraph 2 is closest in meaning to -----.
- 1) plans                                      2) funds                                      3) stages                                      4) occasions
- 25- According to the passage, the report published in 1991 indicated that -----.
- 1) most of the drop-outs were not satisfied with their college
  - 2) government inspectors did not really trust the academic staff
  - 3) a vast majority of the students were in employment because of personal reasons
  - 4) the college played the least important role in the students' departure from college

### PASSAGE 3:

The 60s with their trendy ideas in education are blamed for the steady decline in studying the classics. But the rot had set in much earlier, when Latin and Greek were no longer required for university entrance. With the introduction of the National Curriculum in secondary schools came the biggest blow. Schools came under pressure to devote more time to core subjects like English, mathematics, the sciences, history and geography. This left scant room for the more 'peripheral' subject areas like the



classics. There was a further squeeze with the rush into teaching IT and computing skills. As schools could no longer choose what they wanted to teach, so subjects like the classics were further marginalized. Take Latin. In 1997, 11,694 pupils took Latin GCSE, while, in 1988, the number was 17,000. Comprehensive schools now supply 40% fewer Latin candidates, whereas grammar schools have seen a 20% decline. Latin candidates from Independent schools have fallen by only 5%. As a consequence, classics has been relegated to the 'better' grammar or comprehensive schools, and the minor and great public schools. Only one third of Latin GCSE entries come from the state sector. It can, therefore, be of no surprise to anyone when the pursuit of a classical education is attacked as elitist.

Tainted by this misconception, the classics are then further damned as being irrelevant in the modern world. Having been pushed into such a tight corner, it is difficult to fight free. A classical education is so unlike, say, business studies or accountancy where young people can go directly into a profession and find a job easily.

26- What is the main topic of the passage?

- 1) The decline in the teaching of classics
- 2) The importance of studying classics in secondary schools
- 3) The role of the National Curriculum in the death of classics
- 4) Why a classical education is preferred to a modern education

27- The author uses the expression "the rot had set in" in paragraph 1 to demonstrate that before the 1960s -----.

- 1) there were several major trends in teaching classics to students
- 2) university entrance depended on learning Latin and Greek
- 3) students were reluctant to study for university entrance
- 4) studying classics had become uncommon

28- Which of the following can be inferred about Latin from the passage?

- 1) Many schools replaced their core subjects with Latin between 1988 and 1997.
- 2) Comprehensive schools have not been as successful as grammar schools in keeping their Latin candidates.
- 3) Grammar schools do far better than Independent schools regarding Latin courses.
- 4) Comprehensive schools lost 40% of their Latin candidates because of lack of professors.

29- What does the phrase "this misconception" in paragraph 2 refer to?

- 1) That only an elitist education system can be effective
- 2) That the state sector sponsors classical education
- 3) That attacks on the classics are justifiable
- 4) That the classics are of interest to a small number of people

30- It can be understood from the last paragraph that for classicists, -----.

- 1) it is easy to resist the pressure from the outside academia
- 2) joining a profession after university is a second priority
- 3) business studies and accountancy seem to be irrelevant
- 4) it is not that easy to land a job after graduation

# کلید سوالات کلاشناسی اوشد ۹۸

## علم اطلاعات و دانش‌شناسی (کد ۱۱۱۹)

شماره سوال	کریه صحیح	شماره سوال	کریه صحیح	شماره سوال	کریه صحیح	شماره سوال	کریه صحیح	شماره سوال	کریه صحیح	شماره سوال	کریه صحیح
1	3	31	4	61	3	91	3	121	3	151	2
2	1	32	4	62	1	92	3	122	1	152	2
3	2	33	3	63	3	93	2	123	4	153	1
4	4	34	4	64	4	94	4	124	1	154	3
5	4	35	2	65	4	95	4	125	3	155	3
6	3	36	4	66	1	96	1	126	1	156	3
7	2	37	1	67	2	97	2	127	3	157	1
8	1	38	4	68	4	98	2	128	1	158	1
9	3	39	3	69	2	99	4	129	4	159	4
10	1	40	1	70	3	100	1	130	2	160	4
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12	2	42	1	72	4	102	2	132	1	162	سفید
13	1	43	3	73	2	103	3	133	1	163	سفید
14	3	44	2	74	4	104	4	134	4	164	سفید
15	2	45	3	75	1	105	2	135	1	165	سفید
16	3	46	1	76	1	106	2	136	3	166	سفید
17	2	47	4	77	4	107	4	137	2	167	سفید
18	4	48	2	78	4	108	1	138	3	168	سفید
19	1	49	2	79	2	109	1	139	2	169	سفید
20	1	50	4	80	3	110	2	140	3	170	سفید
21	2	51	4	81	3	111	1	141	1	171	سفید
22	2	52	4	82	2	112	2	142	4	172	سفید
23	1	53	1	83	2	113	2	143	2	173	سفید
24	1	54	4	84	3	114	4	144	2	174	سفید
25	4	55	2	85	2	115	3	145	1	175	سفید
26	1	56	2	86	1	116	3	146	2	176	سفید
27	4	57	3	87	4	117	3	147	3	177	سفید
28	2	58	2	88	3	118	2	148	4	178	سفید
29	4	59	1	89	1	119	1	149	4	179	سفید
30	4	60	3	90	2	120	4	150	1	180	سفید