

SESSION ONE

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

COMPREHENSIVE EXAMINATION

IN

ENGLISH

SESSION ONE

Tuesday, June 18, 2002 — 9:15 a.m. to 12:15 p.m., only

The last page of this booklet is the answer sheet for the multiple-choice questions. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now circle “Session One” and fill in the heading of each page of your essay booklet.

This session of the examination has two parts. Part A tests listening skills; you are to answer all six multiple-choice questions and write a response, as directed. For Part B, you are to answer all ten multiple-choice questions and write a response, as directed.

When you have completed this session of the examination, you must sign the statement printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the session and that you have neither given nor received assistance in answering any of the questions during the session. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part A

Overview: For this part of the test, you will listen to a speech about the Dust Bowl, answer some multiple-choice questions, and write a response based on the situation described below. You will hear the speech twice. You may take notes on the next page anytime you wish during the readings.

The Situation: For a school library exhibit recognizing National Environmental Awareness Month, your science class is writing essays about historical events that changed people’s attitudes toward the environment. You have decided to write your essay on the Dust Bowl that occurred in the Plains States from 1931 to 1939. In your essay, you will describe the Dust Bowl and explain how that event changed people’s attitudes about the environment. In preparation for writing your essay, listen to an excerpt from a television documentary on the Dust Bowl. Then use relevant information from the documentary to write your essay.

Your Task: Write an essay for a school library exhibit recognizing National Environmental Awareness Month in which you describe the Dust Bowl and explain how that event changed people’s attitudes about the environment.

Guidelines:

Be sure to

- Tell your audience what they need to know about the Dust Bowl and explain how that event changed people’s attitudes about the environment
- Use specific, accurate, and relevant information from the speech to support your explanation
- Use a tone and level of language appropriate for an essay for a school library exhibit
- Organize your ideas in a logical and coherent manner
- Indicate any words taken directly from the speech by using quotation marks or referring to the source
- Follow the conventions of standard written English

NOTES

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Multiple-Choice Questions

Directions (1–6): Use your notes to answer the following questions about the passage read to you. Select the best suggested answer and write its number in the space provided on the answer sheet. The questions may help you think about ideas and information you might use in your writing. You may return to these questions anytime you wish.

- | | |
|--|---|
| <p>1 The speaker implies that in 1931 the attitude of Southern Plains farmers toward the future was one of</p> <p>(1) acceptance (3) impatience
(2) curiosity (4) optimism</p> <p>2 According to the speaker, one condition that contributed to the disappearance of topsoil was a lack of</p> <p>(1) moisture (3) air
(2) sunlight (4) heat</p> <p>3 The speaker implies that when Dust Bowl conditions first appeared, the government's reaction was one of</p> <p>(1) distrust (3) indifference
(2) fear (4) anger</p> | <p>4 The speaker indicates that as a consequence of Hugh Bennett's arguments, farmers began to</p> <p>(1) install irrigation systems
(2) change planting methods
(3) obtain governmental loans
(4) leave their farms</p> <p>5 The speaker implies that soil conservation techniques were responsible for an increase in</p> <p>(1) available moisture (3) useable topsoil
(2) harvested wheat (4) Plains settlers</p> <p>6 According to the speaker, the Dust Bowl taught farmers to view the land as</p> <p>(1) fragile (3) powerless
(2) friendly (4) profitable</p> |
|--|---|

After you have finished these questions, turn to page 2. Review **The Situation** and read **Your Task** and the **Guidelines**. Use scrap paper to plan your response. Then write your response in Part A, beginning on page 1 of your essay booklet. After you finish your response for Part A, go to page 5 of your examination booklet and complete Part B.

Part B

Directions: Read the text and study the table on the following pages, answer the multiple-choice questions, and write a response based on the situation described below. You may use the margins to take notes as you read and scrap paper to plan your response.

The Situation: Your local Board of Education is proposing to start high school earlier in the day in order to accommodate an expanding schedule. You have been reading about adolescent sleep patterns in health class and believe that starting school earlier could have negative effects on high school students. You have decided to write a letter to the Board of Education arguing *against* their proposal to start high school earlier in the day, and explaining why you believe the Board's decision could have negative effects on high school students.

Your Task: Using relevant information from *both* documents, write a letter to the Board of Education in which you argue *against* their proposal to start high school earlier in the day, and explain why you believe the Board's decision could have negative effects on high school students. **Write only the body of the letter.**

Guidelines:

Be sure to

- Tell your audience what they need to know to persuade them that starting high school earlier in the day could have negative effects on high school students
- Use specific, accurate, and relevant information from the article *and* the table to develop your letter
- Use a tone and level of language appropriate for a letter to the Board of Education
- Organize your ideas in a logical and coherent manner
- Indicate any words taken directly from the text by using quotation marks or referring to the author
- Follow the conventions of standard written English

Adolescent Sleep Patterns

5 A Brown University sleep researcher has some advice for people who run high schools: Don't start classes so early in the morning. It may not be that the students who have nodded off at their desks are lazy. And it may not be that their parents have failed to enforce bedtime. Instead, it may be that biologically these sleepyhead students simply can't handle the early hour.

"These kids may be being asked to function at the wrong time for their bodies," says Mary A. Carskadon, a professor of psychiatry and human behavior at Brown's School of Medicine.

10 Carskadon, who is considered the pre-eminent researcher looking at behavioral, psychological, and other aspects of adolescent sleep, is trying to understand more about the effects of early school schedules on teenagers. And, at a more basic level, she and her colleagues are trying to learn more about how the biological changes of puberty affect sleep needs and patterns.

15 Carskadon, who is also the director of chronobiology and of the sleep research laboratory at E.P. Bradley Hospital here, says her work suggests that teenagers may need more sleep than they did before puberty, not less, as commonly thought.

20 Sleep patterns change during adolescence, as any parent of a teenager can testify. Most adolescents prefer to stay up later at night and sleep later in the morning. But it's not just a matter of choice—their bodies are going through what researchers call a "delayed phase preference."

25 All of this makes the transition from middle school to high school—which may start one hour earlier in the morning—all the more troublesome, Carskadon says. With their increased need for sleep and their internal clocks set on "sleep late, rise late" mode, adolescents are up against a double whammy when it comes to trying to be up by 5 or 6 a.m. for a 7:30 a.m. first bell. A nap, be it on a desktop or wherever, may be their body's way of saying, "I need a timeout."

30 To hear Carskadon and her colleagues talk about it, sleep seems to be the Rodney Dangerfield of human biology: It doesn't get any respect. They say the importance of sleep is too often overlooked. That is odd, they think, for an activity that consumes some one-third of our lives.

"There's no concept that sleep plays an important role," Carskadon says. "It's the last thing people think about."

35 Indeed, sleep isn't even mentioned in the Carnegie Corporation's otherwise comprehensive book on adolescent development, *At the Threshold: The Developing Adolescent*.

People need to think of sleep as "one of the fundamental foundations for good health," Carskadon argues. "It helps to set the clock, helps to give synchrony to the day."

40 Amy R. Wolfson, an assistant professor of psychology at the College of the Holy Cross in Worcester, Massachusetts, has been working with Carskadon on the study of students making the transition from 9th to 10th grade. Early results from the small group of 15 students studied last year show that the teenagers were getting significantly less sleep in 10th grade than they did the year before. As 9th graders in junior high, the students' day began at 8:25 a.m. As 10th graders starting high school, they had to be at school at 7:20.

45 According to the study, which has continued with another group this year, these
high school students weren't staying up later. In fact, they were going to sleep at
about the same time as before. But the sleep deficit caused by having to get up ear-
lier puts them at significant risk of schooltime sleepiness. And that means not only
50 are students missing out on classroom lessons, but they may be at risk of nodding
off behind the wheel of a car.

During the study, students who were keeping their regular weekday schedules
were given nap tests to test for "sleep latency." They were asked several times dur-
ing a day to close their eyes and try to fall asleep. The researchers gave them about
15 or 20 minutes to fall asleep and timed the students to see how long it would take
55 them to do so.

It turns out, Wolfson says, it didn't take long. On average, it took the 9th graders
just 9.5 minutes to fall asleep. When they began 10th grade, they were snoozing in
an average 8.4 minutes. The sleepest 9th grader took 5.1 minutes to fall asleep,
while the most tired 10th grader was able to nod off in as little as 1.8 minutes.

60 All together, four of the 10th-grade students were able to fall asleep in less than
five minutes. And, in a finding that still impresses the researchers, one of those
went right into REM sleep, usually the last stage of sleep. Someone who falls into
REM sleep that easily is sleep-deprived, Wolfson says.

The researchers say younger children tend not to fall asleep when they are given
65 such a chance. But the difference is these students were all well into puberty. The
teenagers' bodies, they say, were desperately trying to make up for a sleep deficit.

Regardless of their age, "People shouldn't be falling asleep so quickly like that
during the day," Wolfson says. "These kids are likely to be the ones falling asleep in
class."

70 Natalie Burrows was one of the students who participated in the last year's
school-transition study. Natalie, who started the 11th grade at East Providence
High School this fall, knows how hard it was to go from her 9th-grade schedule to
her 10th-grade schedule. She has always been a night person, even as a young child.
In junior high, she couldn't go to sleep before 1 a.m. or 2 a.m.

75 Then, the high school change came. In junior high, she had to be at school by 8
a.m. In senior high, that moved up to 7:15 a.m. "The fact that I stayed up late had
more of an effect because I had to get up earlier—the first hours of school I'd be
dead," she recalls. "Going toward lunchtime I was fine. It was just that first hour-
and-a-half that was terrible."

80 Carskadon has made researching adolescent sleep the centerpiece of her 25-year
career. But a turning point of sorts came for her and her team when they analyzed
the results of a study of 6th-grade students and their sleeping and waking patterns
and preferences. That's when they uncovered their first real indication that biol-
ogy—specifically puberty—could explain the delayed-phase preference among ado-
85 lescents. The researchers found that among the 6th graders—who were 11 to 12
years old—puberty had a significant influence on the change to the pattern of sleep-
ing late and rising late. Psychosocial factors such as academic demands and peer-
group influences had far less to do with that shift than the researchers had expected.

The results of this study "gave us the first concrete evidence for trying to look at
90 the biological side," says Carskadon, whose research is supported by the National
Institute of Mental Health.

To understand the changes that biology may have on the body's internal clock, Carskadon and her colleagues observed students in her sleep laboratory at Butler Hospital, a Brown-affiliated psychiatric center. To be able to focus on the changes
95 puberty alone brings to children's sleep, the researchers studied boys and girls who are all about the same age—11, 12, or 13—but who are at different stages of puberty.

By having the students follow first their own sleep schedule and then a pre-
scribed one, both at home and in the lab, the researchers try to get the children's
100 body clocks operating on what Carskadon calls "free run." That way, the scientists can learn what sleep schedule the young bodies would choose without any of the outside influences of family, school, friends, or cues given by daylight.

To know what time the body thinks it is, the researchers take saliva samples dur-
ing the students' waking hours. An analysis of the saliva reveals the level of a brain
105 hormone called melatonin. Its presence is linked to the regulation of the body's internal sleep clock.

As the last group of subjects was waking up in the lab one day, the teenagers
seemed oblivious to the hour—noon—or the brilliant sunshine outside. The four
students, all boys, were propped up in their beds in four single rooms that resem-
110 bled those in a college dormitory, albeit windowless ones. They were to remain in bed, awake, for the next 34 hours. But they didn't seem to mind. They played games like Connect Four and Monopoly and watched videos with college-student volun-
teers.

It may have seemed like a weird kind of camp to the students, but the researchers
115 and the electronic monitors were constantly on the watch. Video cameras beamed the boys' images back to the researchers' workstations. The wire leads taped to their faces connected to polygraphs that recorded the activity of their brains, hearts, muscles, and eyes as red-ink peaks and valleys.

While they were awake, the subjects took tests to check their alertness and abil-
120 ity to perform simple tasks. These tests get at when it is their bodies want them to sleep.

It was the fact that the school-transition group had performed poorly on these
same kinds of tasks that gave Carskadon and Wolfson insight into the effects of an
early school schedule. It became clear that when the biology of phase delay butts
125 up against a school schedule, the kids suffer.

Based on the research Carskadon and her colleagues have done, maybe admin-
istrators should take student sleep into consideration, says John A. Lammel, the
director of high school services at the National Association of Secondary School
Principals. But he cautions: "The reality is that sometimes you have to go when
130 buses are available, you have to go when parents are available." Schools also have to set a schedule that gets in the instructional hours prescribed by the state, he says.

"We don't want to discount optimum learning conditions or optimum learning
times," Lammel says. But it's a challenge to find the proper balance.

— Millicent Lawton

TABLE

**Sleep Time, Bedtime, and Rise Time for Students
Getting Different Grades in Two States**

Sleep/Wake Variables	Students Earning A's	Students Earning B's	Students Earning C's	Students Earning D's/F's
School-night Total Sleep Time • Rhode Island • Minnesota	7 hr 35 min 7 hr 39 min	7 hr 33 min 7 hr 26 min	7 hr 18 min 7 hr 15 min	6 hr 48 min 7 hr 5 min
School-night Bedtime • Rhode Island • Minnesota	10:27 p.m. 10:34 p.m.	10:32 p.m. 10:46 p.m.	10:52 p.m. 10:59 p.m.	11:22 p.m. 11:13 p.m.
School-day Rise Time • Rhode Island • Minnesota	6:02 a.m. 6:13 a.m.	6:05 a.m. 6:13 a.m.	6:10 a.m. 6:15 a.m.	6:09 a.m. 6:21 a.m.
Weekend Sleep Time • Rhode Island • Minnesota	9 hr 15 min 9 hr 4 min	9 hr 14 min 9 hr 1 min	8 hr 50 min 8 hr 55 min	9 hr 9 hr 22 min
Weekend Bedtime • Rhode Island • Minnesota	12:06 a.m. 12:41 a.m.	12:29 a.m. 1:04 a.m.	1:09 a.m. 1:36 a.m.	1:33 a.m. 1:47 a.m.
Weekend Rise Time • Rhode Island • Minnesota	9:21 a.m. 9:44 a.m.	9:43 a.m. 10:04 a.m.	9:59 a.m. 10:26 a.m.	10:33 a.m. 11:00 a.m.

Sample Size	Students Earning A's	Students Earning B's	Students Earning C's	Students Earning D's/F's
Rhode Island	1238	1371	390	61
Minnesota	4017	1988	778	150

Source: School Start Time Study. Minneapolis, MN: Center for Applied Research and Education Improvement

Multiple-Choice Questions

Directions (7–16): Select the best suggested answer to each question and write its number in the space provided on the answer sheet. The questions may help you think about ideas and information you might want to use in your writing. You may return to these questions anytime you wish.

- 7 According to the article, the idea that adolescents need more sleep than younger children is contrary to
- (1) common belief
 - (2) scientific research
 - (3) adolescent reports
 - (4) historical records
- 8 In line 20, the term “delayed phase preference” refers to a
- (1) personal choice
 - (2) school transition
 - (3) biological change
 - (4) research approach
- 9 According to the article, the study of students moving from 9th to 10th grade showed that 10th graders
- (1) earned lower grades than 9th graders
 - (2) slept less than 9th graders
 - (3) started school later than 9th graders
 - (4) stayed up later than 9th graders
- 10 The speed with which an individual falls asleep is referred to in the article as
- (1) REM sleep
 - (2) sleep deprivation
 - (3) sleep latency
 - (4) internal clock
- 11 What technique does the writer use in lines 70 through 74?
- (1) statistical proof
 - (2) anecdotal evidence
 - (3) rhetorical questions
 - (4) literary allusion
- 12 The main purpose of the research at Butler Hospital was to determine
- (1) how long the students could stay awake
 - (2) how well the students adjusted to sleeplessness
 - (3) the students’ strategies for falling asleep
 - (4) the students’ natural sleep patterns
- 13 According to the article, one implication of Carskadon’s research is that high school administrators should consider
- (1) setting later start times
 - (2) offering daily exercise classes
 - (3) providing rest periods
 - (4) setting earlier closing times
- 14 According to the table, students who get better grades tend to
- (1) get up later on weekends
 - (2) go to bed later on weekends
 - (3) go to bed earlier on school nights
 - (4) get up later on school days
- 15 In comparison to Rhode Island students, Minnesota students tend to
- (1) get more sleep
 - (2) get up earlier
 - (3) go to bed earlier
 - (4) go to bed later
- 16 Which statement is supported by the information in the table?
- (1) Students with higher grades tend to get more sleep on school nights.
 - (2) Most students get more sleep on school nights than on weekend nights.
 - (3) Minnesota students tend to get up earlier on school days than Rhode Island students.
 - (4) More Rhode Island students participated in the study than did Minnesota students.

After you have finished these questions, turn to page 5. Review **The Situation** and read **Your Task** and the **Guidelines**. Use scrap paper to plan your response. Then write your response to Part B, beginning on page 7 of your essay booklet.

COMPREHENSIVE EXAMINATION IN ENGLISH

SESSION ONE

Tuesday, June 18, 2002 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Session One – Essay A _____
 Essay B _____

Session Two – Essay A _____
 Essay B _____

Total Essay Score

Session One –
 A–Multiple Choice _____
 B–Multiple Choice _____

Session Two –
 A–Multiple Choice _____

Total Multiple Choice

Final Score

Tear Here

Student Sex: Male Female

School Grade Teacher

Write your answers to the multiple-choice questions for Part A and Part B on this answer sheet.

Part A	Part B
1 _____	7 _____
2 _____	8 _____
3 _____	9 _____
4 _____	10 _____
5 _____	11 _____
6 _____	12 _____
<input type="text"/>	13 _____
	14 _____
	15 _____
	16 _____
	<input type="text"/>

HAND IN THIS ANSWER SHEET WITH YOUR ESSAY BOOKLET,
SCRAP PAPER, AND EXAMINATION BOOKLET.

Your essay responses for Part A and Part B should be written in the essay booklet.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

