

SESSION ONE

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

COMPREHENSIVE EXAMINATION

IN

ENGLISH

SESSION ONE

Monday, January 27, 2003 — 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 struggle of women to obtain voting rights in England, 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 social studies unit on the history of voting rights, your teacher has asked each student to prepare a report on an issue related to the struggle for voting rights in another country. You have decided to do your report on the social conditions that led women in England to seek the right to vote. In preparation for writing your report, listen to a speech delivered in 1908 by Emmeline Pankhurst. Then use relevant information from the speech to write your report.

Your Task: Write a report for your social studies class, in which you discuss the social conditions in England that led women there to seek the right to vote.

Guidelines:

Be sure to

- Tell your audience what they need to know about the social conditions in England that led women there to seek the right to vote
- Use specific, accurate, and relevant information from the speech to support your discussion
- Use a tone and level of language appropriate for a report for a social studies class
- 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 speaker
- 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.

- 1 The speaker refers to “our forefathers who fought for the vote” in order to emphasize the
 - (1) freedom of her ancestors
 - (2) peaceful nature of women
 - (3) value of the vote
 - (4) responsibilities of citizens
- 2 The speaker suggests that, due to the marriage laws, married women lacked
 - (1) emotional maturity
 - (2) financial security
 - (3) intellectual challenge
 - (4) social acceptance
- 3 The speaker implies that, when a working woman married, she was expected to
 - (1) choose a home
 - (2) support her parents
 - (3) design a budget
 - (4) quit her job
- 4 When the speaker says, “the married woman’s position is not a very secure one” and “no married woman exists as the mother of the child she brings into the world,” the speaker is emphasizing the
 - (1) limitations on women’s rights
 - (2) injustice of married men
 - (3) scarcity of unmarried men
 - (4) burdens of childless women
- 5 The quotation about “bright young girls expecting to get their living, and finding after their training is over that they can get nothing to do” is used to illustrate the
 - (1) high rate of unemployment
 - (2) unfairness of the marriage laws
 - (3) poor quality of women’s educations
 - (4) inequity in hiring practices
- 6 According to the speaker, how is voting related to women’s traditional duties in the home?
 - (1) Voting should come second to those duties.
 - (2) Voting requires sacrificing some of those duties.
 - (3) Voting is an extension of those duties.
 - (4) Voting will eventually eliminate those duties.

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 graphic 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: As part of a schoolwide project on significant events of the 20th century, your environmental science class is publishing a class book on significant natural disasters that occurred during that period. For your contribution to the book, you have decided to write an essay about Hurricane Mitch and the conditions and effects that made that hurricane a significant natural disaster of the 20th century.

Your Task: Using relevant information from *both* documents, write an essay for a class book on natural disasters of the 20th century in which you describe the conditions and effects that made Hurricane Mitch a significant natural disaster of the 20th century.

Guidelines:

Be sure to

- Tell your audience what they need to know about the conditions and effects that made Hurricane Mitch a significant natural disaster of the 20th century
- Use specific, accurate, and relevant information from the article *and* the graphic to develop your essay
- Use a tone and level of language appropriate for an essay in a class book on significant natural disasters of the 20th century
- 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 authors
- Follow the conventions of standard written English

Hurricane Mitch

On the morning of October 20, 1998, satellite images showed unorganized thunderstorm clusters developing over the southern Caribbean and northern Venezuela, which were associated with a weak tropical wave. As the clusters skirted the coast and headed west, meteorologists kept a vigilant eye. It was late
5 in the hurricane season, when the atmosphere-ocean system is primed for hurricane development over the southern Caribbean from tropical downpour-makers just like the ones drenching the South American coast that morning.

Thirty-six hours later, by the early morning of October 22, the clusters had become organized into a tropical depression. Before the day was out, Tropical
10 Storm Mitch was born, the 13th named storm of the season. Number 13 would be more than just unlucky for much of Central America—it was destined to become one of the strongest Atlantic hurricanes ever and one of the Western Hemisphere's greatest natural disasters of the 20th century....

The Monster's Path

Mitch intensified as it drifted north on the 23rd and 24th, slowed by an upper
15 level ridge of high pressure. A turn to the west on the 25th signaled a change: In the next 34 hours Mitch's central pressure would fall 1.77 inches (60 mb)¹, bottoming out at 26.73 inches (905 mb) and tying Hurricane Camille for the fourth-lowest central pressure ever recorded in an Atlantic hurricane. It reached Category 5 intensity at 7:00 am on October 26—and maintained that strength for
20 an amazing 33 hours....

For two days Mitch paralleled the north coast of Honduras as it continued to move slowly to the west. Feeder bands of thunderstorms repeatedly raked the coast and moved inland, dumping incredible amounts of rain over Honduras and
25 Nicaragua. Onshore flow along the north coast of Honduras created waves 40 to 50 feet high. The already-torrential rain was enhanced as air was forced upwards by the highlands covering much of Honduras and Nicaragua.

Once onshore, Mitch meandered through the mountains of Honduras and continued to unload extreme amounts of rainfall. The water then cascaded down the steep slopes and was funneled into the narrow valleys, creating
30 unprecedented flooding. When the torrents exited the valleys along the north coast, mud-laden water spread over a wide area. In several locations banana plantation workers waited for two weeks on rooftops for the water to recede.

According to the National Climatic Data Center, estimated maximum total rainfall amounts over Honduras and Nicaragua ranged from 50 to 75 inches—and
35 in one report an incredible 25 inches fell in six hours! Most of the rain gauges were washed away so satellite data will have to be studied to fine-tune the estimates.

To make a desperate situation even worse, much of the steep terrain of Honduras and Nicaragua is covered with poorly consolidated volcanic soil.
40 Mudflows and landslides in this environment are deadly. In northwest Nicaragua, a mudslide traveled 13 miles down the slope of the Casitas Volcano, burying 10 communities. The death toll in this sparsely populated remote area is expected to reach 2,000....

¹mb – millibars – a unit of atmospheric pressure

The Making of a Disaster

What turned Mitch into such a monster?

45 The most important ingredient in Mitch’s recipe was very warm ocean water. The intense October sunshine made plenty available by heating most of the surface of the southern Caribbean Sea to nearly 86°F. The warm water quickly evaporated, yielding an unlimited supply of water vapor (high-octane hurricane fuel) to the atmosphere.

50 A second ingredient was a pre-existing surface disturbance that lifted this warm, moistened air, and, as the water vapor cooled and condensed, the energy captured from the sun was made available to the developing storm....

High above the evolving storm was a sprawling area of high pressure that provided two additional ingredients necessary for a monster hurricane: light
55 winds that allowed energy to be concentrated in the region and outflow aloft which supported the lift of the initial disturbance.

As Mitch rapidly strengthened north of Venezuela, a hurricane of epic proportions was born, which matured quickly and went on its deadly rampage.

Economic Impact

60 During the 1990s, the economies of many Central American countries were finally getting on their feet after the civil unrest of the 1980s. At this critical stage, even a minor disturbance could cause an infant economic recovery to stumble and fall. Mitch would prove to be a powerful giant for both Honduras and Nicaragua to wrestle with, however, leaving each nation’s economic system in ruins.

65 In Honduras, agriculture (mostly coffee and bananas) makes up 80 percent of all exports; as well, 60 percent of all jobs are due to agriculture. The figures are similar in Nicaragua. Banana growers estimate damage to the current crop is in the hundreds of millions of dollars and even worse, many of the young trees have been killed, making future yields questionable and putting jobs in jeopardy.
70 When the many Honduran “jornaleros” (day laborers) look out over the chaotic tangle of dead vegetation embedded in vast expanses of mud—which were once the productive north coast banana plantations—they have little hope of work in the near future.

75 Fortunately, the coffee crop was relatively unharmed. This was because coffee grows high on the slopes, well above the elevation where hundreds of small streams combined to concentrate four days of extreme rainfall into killer rivers. However, the “beneficios” (coffee processing plants) are nearly idle, because many mountain roads have disappeared, making it practically impossible to transport the harvest....

80 Nicaragua offers an example of the magnitude of the economic problem. Gross Domestic Product (GDP) is the total value of goods and services that a country produces. Preliminary figures place the total damage in Nicaragua at \$1.36 billion, or 67 percent of the GDP—a monumental figure for a weak economy to overcome. If a natural disaster in the United States caused damage amounting to
85 67 percent of our GDP, the bill would be a staggering \$4.3 trillion. That is equivalent to 170 hurricane landfalls the magnitude of Andrew, the costliest natural disaster in United States history.

...[Mitch] brought Honduras and Nicaragua to a standstill, now wholly dependent on the generosity of the world for survival and eventual recovery.
90 Honduras estimates that Mitch wiped out 50 years of progress in four days. In the words of Edna Amador, general editor of La Prensa, San Pedro Sula, Honduras, “As you can see, the tragedy is bigger than anyone can imagine. No Honduran ever expected this to happen and now we are in God’s hands.”

— Mace Bentley and Steve Horstmeyer
excerpted from “Monstrous Mitch,”
Weatherwise, March/April 1999

GRAPHIC

Chart A

Deadliest Atlantic Hurricanes			
Year	Storm	Areas Hit	Deaths
1780	"The Great Hurricane"	Martinique St. Eustatius Barbados	22,000
1998	Mitch	Honduras Nicaragua	9,000+
1900	"Great Galveston Hurricane"	Galveston Island	8,000
1974	Fifi	Honduras	8,000
1930	Number 2	Dominican Republic	8,000

Source: National Climatic Data Center

Chart B

Most Intense Atlantic Hurricanes			
By Lowest Pressure			
Year	Storm	Pressure	Duration of Category 5 Status
1988	Gilbert	26.23"	18 hrs
1935	Florida Keys	26.34"	less than 6 hrs
1980	Allen	26.55"	24 hrs
1969	Camille	26.73"	24 hrs
1998	Mitch	26.73"	33 hrs
By Wind Speed			
Year	Storm	Wind	Duration of Maximum Wind
1969	Camille	195 mph	6 hrs
1980	Allen	195 mph	less than 6 hrs
1988	Gilbert	185 mph	12 hrs
1950	Dog	185 mph	12 hrs
1998	Mitch	180 mph	15 hrs

(adapted)

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 passage, the increase in severity of Tropical Storm Mitch was signaled by a movement from
- (1) low to high ocean waves
 - (2) unclear to clear satellite images
 - (3) unorganized to organized storm clusters
 - (4) high to low atmospheric temperatures
- 8 Lines 14 through 20 suggest that one measure of a hurricane’s strength is a decrease in
- (1) angle of direction
 - (2) speed of wind
 - (3) distance from the Equator
 - (4) pressure at the center
- 9 Accurate measures of rainfall from the hurricane were difficult to determine due to the
- (1) lack of personnel
 - (2) loss of equipment
 - (3) time of day
 - (4) position of satellites
- 10 In line 39, the phrase “poorly consolidated volcanic soil” refers to soil that is
- (1) loose
 - (2) wet
 - (3) fertile
 - (4) gritty
- 11 In lines 48 and 49, “high-octane hurricane fuel” refers to
- (1) strong solar gases
 - (2) complex surface disturbances
 - (3) intense October sunshine
 - (4) evaporated ocean water
- 12 Before Hurricane Mitch, the economy in Nicaragua and Honduras could best be described as
- (1) thriving
 - (2) fragile
 - (3) chaotic
 - (4) fluctuating
- 13 In Honduras, coffee exports were reduced because the hurricane destroyed the
- (1) factories
 - (2) ports
 - (3) crops
 - (4) roads
- 14 The information in Chart A implies that hurricanes are defined as “deadliest” in terms of
- (1) location of impact
 - (2) year of occurrence
 - (3) number of fatalities
 - (4) frequency of occurrence
- 15 According to Chart A, what was the second deadliest hurricane on record?
- (1) Hurricane Mitch
 - (2) the “Great Galveston Hurricane”
 - (3) Hurricane Fifi
 - (4) Hurricane Number 2
- 16 According to the information in Chart B, of the five most intense Atlantic hurricanes, Hurricane Mitch can be described as
- (1) having the fastest wind speed
 - (2) maintaining Category 5 status the longest
 - (3) having the highest pressure
 - (4) lasting the shortest period of time

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

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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 _____ |
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| | 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

Tear Here

Tear Here