

SESSION ONE

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

COMPREHENSIVE EXAMINATION

IN

ENGLISH

SESSION ONE

Monday, January 26, 2004 — 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 report about writing How-To books, answer some multiple-choice questions, and write a response based on the situation described below. You will hear the report twice. You may take notes on the next page anytime you wish during the readings.

The Situation: Your school newspaper often publishes How-To articles (such as articles explaining how to play certain games or how to make or repair certain things). The editor has asked you to write a feature article offering student writers advice on writing successful How-To articles. In preparation for writing your feature article, listen to a report by Andy Gutelle, a writer of How-To sports books for children. Then use relevant information from the report to write your feature article.

Your Task: Write a feature article for your school newspaper offering student writers advice on writing successful How-To articles.

Guidelines:

Be sure to

- Tell your audience what they need to know about writing successful How-To articles
- Use specific, accurate, and relevant information from the report to support your discussion
- Use a tone and level of language appropriate for a feature article for your school newspaper
- Organize your ideas in a logical and coherent manner
- Indicate any words taken directly from the report 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.

- | | |
|---|---|
| <p>1 The speaker implies that his approach to writing a How-To book depends in part on</p> <ul style="list-style-type: none">(1) the deadlines imposed by his publishers(2) the intended audience for the book(3) his confidence in his writing skills(4) his familiarity with the subject <p>2 While researching soccer, the speaker initially avoided reading books that were similar to his intended book in</p> <ul style="list-style-type: none">(1) style(2) subject(3) audience(4) length <p>3 According to the speaker, his on-line research about soccer was most useful for</p> <ul style="list-style-type: none">(1) finding reliable information about his subject(2) discovering people’s interests in his subject(3) communicating with experts in his subject(4) locating suitable illustrations of his subject | <p>4 The speaker’s “unobtrusive measures,” consisted of his</p> <ul style="list-style-type: none">(1) organizing notes(2) practicing skills(3) observing participants(4) discussing techniques <p>5 The illustrator’s comment that the book’s “approach might be too British” reflects a concern that the</p> <ul style="list-style-type: none">(1) publisher might be biased(2) book might be expensive(3) information might be outdated(4) audience might be confused <p>6 According to the speaker, the task of having to rewrite his manuscript several times increased his feelings of</p> <ul style="list-style-type: none">(1) anticipation(2) confidence(3) frustration(4) fatigue |
|---|---|

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: Members of the governing body of your community are discussing ways to reduce juvenile crime. They have proposed a curfew for youths under the age of seventeen. You have decided to write a speech to deliver during the public comment portion of their next meeting in which you agree *or* disagree that a youth curfew is an effective way to reduce juvenile crime in your community.

Your Task: Using relevant information from *both* documents, write a speech to be given to members of the governing body of your community in which you agree *or* disagree that a youth curfew is an effective way to reduce juvenile crime in your community.

Guidelines:

Be sure to

- Tell your audience what they need to know about youth curfews
- Indicate whether you agree *or* disagree that a youth curfew is an effective way to reduce juvenile crime in your community
- Use specific, accurate, and relevant information from the text *and* the time line to support your opinion
- Use a tone and level of language appropriate for a speech for members of the governing body of your community
- 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

Teen Curfews

Over the past several years, concern about juvenile crime and teenagers' safety has led many U.S. cities to enact teen-curfew laws. Such laws make it illegal for youths under a certain age--usually 16 or 17--to be in public places during specified hours, usually between 11 p.m. or midnight and dawn.

5 While the overall crime rate has declined for the past four years in the U.S., the juvenile violent-crime rate, comprising murder, rape, robbery and aggravated assault, has climbed, except for 1995. In that year, the juvenile violent-crime rate declined slightly, but it did so for only the first time in almost 10 years. Between 10 1984 and 1994, the homicide-arrest rate for juveniles nearly tripled. Just under 2,800 juveniles were arrested for homicide in 1994, compared with 958 such arrests in 1984. The number of gun homicides by juveniles quadrupled between 1984 and 1994....

In response to high levels of juvenile crime, 146 of the nation's 200 largest cities now enforce teen curfews. Ninety of these municipalities have passed new curfew laws or have begun enforcing old ones since 1990. Including smaller cities and towns, about 1,000 communities now impose teen curfews.

Advocates of curfews, including President Clinton (D), some members of Congress and many law-enforcement officials, say that they are an effective crime-fighting tool. They point to declining crime rates in cities with curfews as proof that curfews work.

Curfews are needed to keep juveniles from committing crimes, advocates say, but also to protect youths, who are increasingly the victims of violent crimes. According to the National Center for Juvenile Justice, based in Pittsburgh, Pa., the number of juveniles murdered in 1994 was 47% greater than the number 25 murdered in 1980.

Curfew backers argue that if fewer teens are on the streets, fewer crimes will be committed by and against juveniles. Curfews help overburdened parents who are not always able to supervise their children or keep them at home, advocates say, and also protect neglected teens whose parents play little or no role in their lives.

But teen-curfew laws have not been universally accepted. Some teens resent curfews, and civil-liberties groups have challenged the legality of curfew ordinances, claiming that they are unconstitutional. The American Civil Liberties Union (ACLU), many teenagers and some parents argue that the laws violate 35 minors' freedom of assembly as guaranteed by the First Amendment to the Constitution. They say that that right applies to people of all ages at all times.

Curfews have also been criticized for encroaching on the rights of parents to determine rules for their own children. Critics say that parents should be able to set restrictions within their families without government interference.

Others claim that curfews are ineffective, pointing to statistics showing that 40 most juvenile crimes occur between 3 p.m. and 6 p.m., usually right after school days end, and many teenagers have little to do then but loiter. The money spent on enforcing curfews could be better spent on after-school recreational or educational programs for teens, they say. Finally, some experts contend that 45 curfew laws are more strictly enforced in minority neighborhoods than in predominantly white areas, a practice that they believe can worsen racial tensions and is yet another example of authorities' distrust of minority residents, especially youths....

No nationwide study has been conducted on curfews' effectiveness in 50 reducing juvenile crime. But in several cities where curfews have been enforced, police departments have reported declines in juvenile crime rates. In Dallas,

Texas, where a curfew for youths under age 17 took effect in May 1994, violent crime by juveniles has decreased by 30.3%, according to Dallas police, while overall juvenile crime has decreased by 20.7%....

55 Regardless of such lower-crime developments in some cities, juvenile crime rates nationwide remain largely higher than in the past. Many law-enforcement officials are particularly disturbed by what today's trends will mean for the future. A September 1995 Justice Department study predicted that the number of juveniles arrested for violent crimes would double by the year 2010.

60 A parallel boom in the teenage population is also predicted. In 10 years, the 40 million children currently under 10 years old in the U.S. will become teenagers. The number of 14-to 17-year-old males is expected to rise 23% by 2005, and the overall under-18 population is expected to increase to 74 million in 2010, from 69 million in 1995.

65 The vast majority of those youths will be law-abiding, and most will have a strong base of parental support and influence that will keep them safe and away from crime. However, many analysts point out that an overall increase in the nation's youth population also means that more juvenile offenders will be preying on victims. Some analysts are quite pessimistic in their examinations of such trends. John DiIulio Jr., a leading crime expert and director of the Brookings Institution's Center for Public Management in Washington, D.C., describes what he sees as the future of juvenile crime:

75 *Americans are sitting on a demographic time bomb. The large population of 7-to 10-year-old boys growing up fatherless, Godless and jobless--and surrounded by deviant, delinquent and criminal adults--will give rise to a new and more vicious group of predatory street criminals than the nation has ever known.*

80 DiIulio's prediction that this group will become a new breed of "superpredators" has heightened concerns about juvenile crime and forced policy makers to seriously examine how best to approach it....

85 Other curfew advocates say that curfews provide an opportunity for teens who are at risk for becoming delinquents to get needed help. Gregory Bodenhamer, a community crime consultant in Portland, Ore., says that curfew laws are "one of the most dependable, least intrusive methods to identify and help children from the neglectful and chaotic families that produce most of the nation's young criminals."

90 Law-enforcement officials who favor curfew laws say that they are a straightforward, proactive and enforceable way to fight juvenile crime. They say that any infringements on juveniles' liberty will be outweighed by the safety benefits curfews will bring. "I'm sure that a lot of teenagers think this is too strict," [President] Clinton said in May 1996. "But they must also know that it's a dangerous world out there and these rules are being set by people who love them."...

95 Yet critics of teen-curfew laws say that they are simplistic solutions that sound appealing, especially to politicians who want to sound pro-family and tough on crime, but achieve very little. Many say that curfews cannot possibly reduce juvenile crime over the long run because most juvenile crimes occur in the afternoon hours when most juveniles are unsupervised. James Alan Fox, the dean of the College of Criminal Justice at Northeastern University in Boston, Mass., says, "The problem with curfew laws is that most kids, the good, the bad and the tired, are asleep at midnight."

100 Others say that curfews will not stop youths who are already engaged in criminal lifestyles. Arthur Spitzer, the legal director of the ACLU in Washington, D.C., says, "I find it very hard to believe that a curfew would have any significant

105 effect on teenagers who are selling drugs, stealing cars or carrying a gun. The very
thought that they would be deterred ... is laughable when these kids are facing
up to 10 years [in prison].”...

110 Yet defenders argue that curfews work by forcing youths to consider the
consequences of violating curfews. The laws are also effective, supporters say, in
influencing youths before they become potentially involved in criminal activity. In
many cities with curfews, they point out, curfew centers are staffed with trained
counselors who try to identify the problems at the root of a youth’s delinquency,
whether by aiding communication in families or by referring them to other social
services....

115 One of the most frequently heard points made in the debate over teen
curfews is that young people need positive activities to engage in. Many say that
after-school programs and organized sports leagues work to reduce crime
because they give teens a safe and constructive alternative during the afternoon,
when most juvenile crime takes place....

120 Some experts maintain that curfews alone cannot reduce juvenile crime.
Alfred Blumstein, a leading criminologist at Carnegie-Mellon University in
Pittsburgh, Pa., says that curfews must be augmented¹ by community centers
where young people can go to meet other teens in a safe atmosphere, play sports
and receive tutoring or counseling. “This would be a logical extension of curfews
125 that makes them positive and not just another rule for kids to break,” he advises.

— excerpted from “Teen Curfews”
Issues and Controversies, August 31, 2000

¹augmented — supplemented

Time Line

Milestones in Teen Curfews in the United States

- 1936** Police Athletic League (PAL) is founded in New York City to give teens a positive alternative to crime through sports and recreation.
- 1948** Chicago, Ill. enacts youth curfew.
- 1953** Boys and Girls Clubs of America are established in public housing projects. Clubs offer social, educational, career and leadership programs to disadvantaged youths.
- 1968** Phoenix, Ariz. enacts youth curfew.
- 1974** Congress passes the Juvenile Justice and Delinquency Prevention Act, which establishes the Office of Juvenile Justice and Delinquency Prevention (OJJDP). The OJJDP gives funding to states to create programs to combat juvenile crime.
- 1980s** In the mid-1980s, the juvenile violent-crime rate, which held steady throughout the 1970s and early 1980s, surges upward.
- 1989** In March, U.S. District Judge Charles Richey blocks implementation of a Washington, D.C. teen-curfew ordinance, saying the law raises “serious constitutional claims” for juveniles.
- 1990s** A majority of large cities begin passing teen-curfew ordinances or enforcing existing curfews.
- 1993** In November, U.S. Fifth Circuit Court of Appeals upholds a Dallas, Texas teen curfew. The court rules that the curfew is justified by the state’s “compelling interest” in curbing juvenile crime and protecting juveniles.
- 1995** In November, the American Civil Liberties Union (ACLU) files a lawsuit in U.S. District Court to challenge a new Washington, D.C. curfew law that was modeled after the recently upheld Dallas ordinance.
- 1996** In May, in a speech in New Orleans, La., President Clinton (D) endorses curfews as an effective way to combat juvenile crime.
- 1997** In June, the U.S. 9th Circuit Court of Appeals overturns a San Diego, Calif., ordinance that has prohibited teens from being on the street unaccompanied by an adult after curfew hours except in specified circumstances.... The district court had ruled in favor of the city, but the appeals court overturned that verdict and ruled that the statute as drafted was unconstitutionally vague.
- 1997** In December, a report by the National Council of Mayors concludes that cities that imposed youth curfews experienced significant decreases in juvenile crime....
- 1998** In June, a study on the impact of curfews on juvenile crime in California, released by the Justice Policy Institute, finds that curfews are more a public relations gimmick than an effective crime-fighting tool....
- 1999** In March, the U.S. Supreme Court declines to rule on a Charlottesville, Va. case in which the city’s curfew had been challenged by a group of parents and teenagers who contended that the statute both infringed on the parents’ right to raise their children as they believed best and on teens’ basic freedom of movement. The city, in turn, argued that it was within its rights in enacting legislation “to protect the welfare and safety of children.”...
- 1999** In June, a federal appeals court upholds a Washington, D.C., statute imposing a curfew on those younger than 17, forbidding them from being in a public place after 11:00 p.m. Sunday through Thursday or after midnight on Friday or Saturday unless accompanied by an adult. The law does allow certain exceptions, such as travel to and from work or for emergencies. The ruling of the appeals court overturns a lower court ruling that the law is unconstitutional because it violates the rights of law-abiding young people and interferes with parents’ right to raise their children as they see fit....
- 2000** In February, a survey released by the National League of Cities concludes that curfews are in fact an effective way of deterring some crime, although they do little to reduce hard core gang activity....
- 2000** In July, a federal district court judge rules that Indiana’s curfew law, passed in 1945, violates the Constitution’s Fourth Amendment protection against unreasonable search and seizure....

Sources: (adapted) “Milestones in Teen Curfews in the U.S. (sidebar),”
Issues and Controversies, August 29, 1996
and “Teen Curfews,” *Issues and Controversies*, August 31, 2000

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 The first paragraph implies that the primary purpose of a teen curfew law is to ensure that teenagers
- (1) get adequate nutrition
 - (2) attend school
 - (3) receive legal advice
 - (4) stay home at night
- 8 The statistics cited in the second paragraph are used to illustrate
- (1) the causes of youth violence
 - (2) a plan for crime prevention
 - (3) an increase in juvenile crime
 - (4) the effectiveness of teen curfews
- 9 According to the text, civil-liberties groups claim that curfews are illegal because teenagers have the right to
- (1) vote on curfew ordinances
 - (2) gather in public
 - (3) own property
 - (4) hold jobs
- 10 As used in line 37, “encroaching” most nearly means
- (1) increasing recreation
 - (2) enforcing laws
 - (3) reducing crimes
 - (4) exceeding limits
- 11 According to Gregory Bodenhamer, one benefit of curfew laws is that they
- (1) permit early intervention in lives of at-risk youths
 - (2) impose punishment on parents of delinquents
 - (3) provide communities with crime statistics
 - (4) encourage teenagers to identify career interests
- 12 The author develops the text primarily by providing
- (1) descriptions of curfew programs
 - (2) arguments of advocates and critics
 - (3) interviews with mayors and judges
 - (4) anecdotes by teen participants
- 13 According to the time line, the first organization formed to offer teenagers alternatives to crime was the
- (1) Police Athletic League
 - (2) Office of Juvenile Justice and Delinquency Prevention
 - (3) Boys and Girls Clubs of America
 - (4) National League of Cities
- 14 According to the time line, a sharp increase in the violent crime rate for juveniles occurred during the
- (1) 1950s
 - (2) 1960s
 - (3) 1970s
 - (4) 1980s
- 15 The time line entries for December 1997, June 1998, and February 2000 offer differing conclusions about the
- (1) legality of curfews
 - (2) popularity of curfews
 - (3) effectiveness of curfews
 - (4) future of curfews
- 16 The time line entries for 1989 and 1993 reveal a conflict between the
- (1) cost of enforcement and benefit to society
 - (2) rights of juveniles and interests of the state
 - (3) rights of parents and interests of politicians
 - (4) protection of the accused and rights of prosecutors

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 9 of your essay booklet.

COMPREHENSIVE EXAMINATION IN ENGLISH

SESSION ONE

Monday, January 26, 2004 — 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 _____

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16 _____

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