

SESSION ONE

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

COMPREHENSIVE EXAMINATION

IN

ENGLISH

SESSION ONE

Wednesday, January 23, 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 use of technology in studying leatherback turtles, 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: Your science teacher has asked each student in the class to select a special project that could benefit endangered animals. You have decided to write a letter to the Research and Exploration Committee of the National Geographic Society. The purpose of your letter is to persuade the Committee to provide funding for the use of technology in saving endangered animals. In preparation for writing your letter, listen to a speech by Peter Tyson, a science writer. Then use relevant information from the speech to write your letter.

Your Task: Write a letter to the Research and Exploration Committee of the National Geographic Society in which you persuade the Committee to provide funding for the use of technology in saving endangered animals. *Write only the body of the letter.*

Guidelines:

Be sure to

- Tell your audience what they need to know to help them understand why funding for technology is important in the preservation of endangered animals
- Use specific, accurate, and relevant information from the speech to support your argument
- Use a tone and level of language appropriate for a letter to the Research and Exploration Committee of the National Geographic Society
- 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.

- | | |
|---|---|
| <p>1 The speaker implies that ultrasound tests on sea turtles are becoming</p> <p>(1) dangerous (3) controversial
(2) lucrative (4) commonplace</p> <p>2 The principal purpose of the research at Playa Grande is to determine the most effective</p> <p>(1) conservation measures
(2) technological procedures
(3) medical tests
(4) feeding patterns</p> <p>3 According to the speaker, what characteristics make the leatherbacks unique among sea turtles?</p> <p>(1) behavior and personality
(2) speed and energy
(3) size and age
(4) color and patterning</p> | <p>4 According to the speaker, leatherback products used by humans include</p> <p>(1) leather (3) shell
(2) oil (4) bone</p> <p>5 The primary purpose of the speech is most likely to</p> <p>(1) protest current practice
(2) challenge a point of view
(3) evaluate multiple perspectives
(4) educate the public</p> <p>6 At the end of the speech the speaker indicates that declaring Playa Grande as a national park is a direct result of</p> <p>(1) media exposure
(2) Internet communication
(3) scientific research
(4) economic need</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: Several local teenagers have been injured while working in part-time jobs. As part of a project for your health class, you have decided to write a feature article for the school newspaper in which you discuss teenagers' work-related injuries and suggest some ways employers can help to reduce these injuries.

Your Task: Using relevant information from *both* documents, write a feature article for the school newspaper in which you discuss teenagers' work-related injuries and suggest ways employers can help reduce these injuries.

Guidelines:

Be sure to

- Tell the readers of the school newspaper what they need to know about teenagers' work-related injuries
- Suggest some ways employers can help to reduce these injuries
- Use specific, accurate, and relevant information from the text *and* the table to develop your discussion
- Use a tone and level of language appropriate for a feature article for the school newspaper
- 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 source
- Follow the conventions of standard written English

Workplace Injuries

o-
to
5 A 16-year-old crew cook in a fast-food restaurant was pushing a container of hot grease from the kitchen to the outside for filtration. When he reached to open the door, his foot slipped, the lid fell off, and hot grease spilled over much of his body. He sustained second- and third-degree burns to his ankles, arms, chest, and face and was hospitalized for two weeks. Scarring occurred on all the burned areas.

10 Work may be an integral part of the lives of many children and adolescents, but how safe is the workplace for children? Despite child labor laws that are intended to protect children from hazardous working conditions, many young workers face health and safety hazards on the job. In general, typical “teen jobs” cannot be assumed to be safe. Such factors as inexperience, developmental characteristics, and the need to balance school and work may place younger workers at greater risk than adults confronted with similar hazards.

15 The National Center for Health Statistics reports an occupational injury rate for 15- to 17-year-olds of 4.9 per 100 full-time-equivalent workers in 1996. The injury rate for all workers 16 years old and older in 1996, based on the same sample, was 2.8 per 100 full-time-equivalent workers.

20 The injury rates alone do not provide a sense of the consequences of occupational injuries for the injured adolescents or for the adolescent population in general. Adolescents who are injured seriously enough to miss work may also miss days of school.

25 Studies show remarkably consistent patterns of nonfatal occupational injuries by age. In general, studies at both the national and state levels find older adolescents to have more injuries than younger adolescents. The reasons behind this pattern are not entirely clear. Federal child labor laws and many state laws have stronger restrictions on the work that may be performed by those under the age of 16. Therefore, younger workers may be in less hazardous jobs. Or, because of limits on their hours of employment, they may simply have less exposure to situations in which they could be injured. Employers also may give older teens more responsibility and more hazardous tasks to perform than their younger counterparts are given. And older teens may be more likely to perceive themselves as mature and therefore attempt tasks for which they are unprepared.

35 Interviews with young workers demonstrate the prevalence of exposure to potential hazards at work. Of 300 Massachusetts high-school students who reported that they were currently working or had previously worked, 50 percent reported using cleaning chemicals at work, nearly 50 percent used case cutters, 37 percent used ladders, 19 percent used food slicers, and 13 percent used box crushers—despite the fact that child labor laws prohibit individuals under the age of 18 from operating either food slicers or box crushers. Twelve percent reported
40 working alone at night.

It seems clear that work may pose substantial safety risks for young workers. Identification of the factors that place children and adolescents at risk in the workplace is essential for developing effective preventive efforts.

The Work: Types of Jobs

45 Many of the industries that employ large numbers of children and adolescents—grocery stores, hospitals and nursing homes, and agriculture—have

higher-than-average injury rates for workers of all ages. Children and adolescents face the same workplace hazards faced by adults in similar occupations, ranging from hot grease, large machinery, and unstable ladders to pesticides and other toxic chemicals.

50 Young workers are congregated in jobs that are characterized by the absence of opportunities for significant promotion within the firm, high turnover, little on-the-job training, limited scope for worker discretion or application of skill, heightened job insecurity, wide variation and uncertainty in hours, low pay, and few
55 benefits. Jobs with these characteristics are, in general, more dangerous than those without them. For example, one study found that incidence of occupational injuries and illnesses positively associated with authoritarian work structures and negatively associated with on-the-job training, promotion opportunity, and job security.

The Work Environment

60 Health and safety training for workers is considered an essential component of comprehensive occupational health-and-safety programs. Studies of adult workers suggest that safety training may reduce injuries and acute illness among young or inexperienced workers. It is reasonable to assume that lack of training could affect working children and adolescents, who are by definition inexperienced, to a greater extent than adults. Recent, consistent evidence shows that young workers
65 do not receive adequate health and safety training at work. General surveys of working youth find that about half of the young workers surveyed report no such training. Of 180 students interviewed in California, few had received any information about job safety from anyone at their workplaces or schools.

70 In one survey of 14- to 16-year-olds who were treated in hospital emergency rooms for occupational injuries, 54 percent of the respondents reported no safety training at all. These youngsters were much more likely to have serious injuries— involving eight or more days of restricted activity—than were those who had received such training.

75 The structure of some work settings may be inappropriate for teens. One study noted a lack of adult supervision of young people on the job: The average young worker spent only 12 percent of his or her time in the presence of a supervisor.

80 One survey found that 80 percent of work-related injuries suffered by adolescents occurred when no supervisor was present. Some work schedules, such as those involving long or unusually late or early hours, may contribute to fatigue in adolescents, and fatigue is associated with an increased likelihood of injury. Working alone or late at night may also be a risk factor for work-related assaults associated with robberies.

85 Another issue that is just beginning to be recognized is the assignment of youths to jobs other than the ones they were hired to perform. For example, a cashier in a fast-food restaurant may also regularly be asked to cook or clean. Anecdotal reports indicate that when there is a shortage of staff, young workers are often assigned to fill in on a variety of tasks for which they have had no preparation. Even if all the tasks are age-appropriate and performing them provides opportunities to explore new responsibilities, the assignment of a multiplicity of
90 tasks has important implications for job-skills training and health and safety training.

— National Academy Press

TABLE

**Work injuries and illnesses involving days away from work
for children under age 18—New York and neighboring states**

State	Estimated frequency	Median days away from work	Frequent industries (% total cases)	Frequent events and exposure (% total cases)
Connecticut	220	4	Grocery stores (33%) Eating and drinking places (28%)	Fall on same level (24%) Overexertion in lifting (11%)
Massachusetts	519	4	Eating and drinking places (32%) Grocery stores (22%) Department stores (10%)	Overexertion in lifting (20%) Struck by slipping handheld object (10%)
New Jersey	248	3	Grocery stores (27%)	Fall on same level (28%) Overexertion in lifting (16%) Caught in running equipment or machinery (13%)
New York	1,060	6	Eating and drinking places (34%) Grocery stores (32%) Hospitals (10%)	Caught in or compressed by equipment or objects (15%) Contact with hot objects or substances (13%) Fall on same level (13%)
Pennsylvania	719	3	Eating and drinking places (27%) Grocery stores (16%)	Fall on same level to floor, walkway, etc. (25%) Overexertion in lifting (13%) Struck by slipping handheld object (10%)
Vermont	24	1	Hotels and motels (27%)	Fall on same level to floor, walkway, etc. (27%) Exposure to sun (22%) Struck by slipping handheld object (21%)

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 story of the 16-year-old at the beginning of the text is used to illustrate the
- (1) reasons teens work
 - (2) inexperience of teen workers
 - (3) dangers teen workers face
 - (4) need for more teen workers
- 8 The text implies that, compared to adults, teenagers are more likely to
- (1) recover quickly from injuries
 - (2) report injuries to officials
 - (3) exaggerate the seriousness of injuries
 - (4) become injured at work
- 9 According to the text, one serious consequence of teen work-related injuries is
- (1) absence from school
 - (2) loss of jobs
 - (3) a shortage of workers
 - (4) an increase in hospital costs
- 10 The text implies that one reason that younger adolescents have fewer workplace injuries than older adolescents is because younger adolescents
- (1) work more slowly
 - (2) work fewer hours
 - (3) receive better training
 - (4) take fewer breaks
- 11 The text cites the use of food slicers as an example of the
- (1) limits of technology
 - (2) carelessness of young workers
 - (3) violation of child labor laws
 - (4) lack of special training programs
- 12 In line 51, the term “high turnover” refers to the number of
- (1) products or services sold
 - (2) raises and bonuses given
 - (3) accidents that occur
 - (4) employees that leave
- 13 The example of the cashier who is asked to cook (lines 84 and 85) is used to illustrate a problem with
- (1) customer relations
 - (2) hygiene regulations
 - (3) job assignments
 - (4) working hours
- 14 According to the table, most work-related injuries to workers under 18 occur in grocery stores and
- (1) eating and drinking places
 - (2) hotels and motels
 - (3) factories
 - (4) hospitals
- 15 In most of the states shown on the table, the most common injuries to young workers are caused by
- (1) falls
 - (2) burns
 - (3) machinery
 - (4) glass
- 16 The differences in “Median days away from work,” as shown on the table, are probably due to the
- (1) workplace in which the injury occurred
 - (2) seriousness of the injury
 - (3) cause of the injury
 - (4) year in which the injury occurred

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.

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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 _____

13 _____

14 _____

15 _____

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

