

# SESSION TWO

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## COMPREHENSIVE EXAMINATION

IN

ENGLISH

SESSION TWO

**Wednesday, June 19, 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 Two” and fill in the heading of each page of your essay booklet.

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

**Directions:** Read the passages on the following pages (a poem and a short story). Write the number of the answer to each multiple-choice question on your answer sheet. Then write the essay in your essay booklet as described in **Your Task**. You may use the margins to take notes as you read and scrap paper to plan your response.

### Your Task:

After you have read the passages and answered the multiple-choice questions, write a unified essay about the coexistence of humans and computers as revealed in the passages. In your essay, use ideas from **both** passages to establish a controlling idea about the coexistence of humans and computers. Using evidence from **each** passage, develop your controlling idea and show how the author uses specific literary elements or techniques to convey that idea.

### Guidelines:

#### Be sure to

- Use ideas from **both** passages to establish a controlling idea about the coexistence of humans and computers
- Use specific and relevant evidence from **each** passage to develop your controlling idea
- Show how each author uses specific literary elements (for example: theme, characterization, structure, point of view) or techniques (for example: symbolism, irony, figurative language) to convey the controlling idea
- Organize your ideas in a logical and coherent manner
- Use language that communicates ideas effectively
- Follow the conventions of standard written English

## Passage I

### All Watched Over by Machines of Loving Grace

I like to think (and  
the sooner the better!)  
of a cybernetic meadow  
where mammals and computers  
5 live together in mutually  
programming harmony  
like pure water  
touching clear sky.

I like to think  
10 (right now, please!)  
of a cybernetic forest  
filled with pines and electronics  
where deer stroll peacefully  
past computers  
15 as if they were flowers  
with spinning blossoms.

I like to think  
(it has to be!)  
of a cybernetic ecology  
20 where we are free of our labors  
and joined back to nature,  
returned to our mammal  
brothers and sisters,  
and all watched over  
25 by machines of loving grace.

—Richard Brautigan

## Passage II

My name is Joe. That is what my colleague, Milton Davidson, calls me. He is a programmer and I am a computer. I am part of the Multivac-complex and am connected with other parts all over the world. I know everything. Almost everything.

5 I am Milton's private computer. His Joe. He understands more about computers than anyone in the world, and I am his experimental model. He has made me speak better than any other computer can.

10 Milton says I talk very well. Milton has never married, though he is nearly forty years old. He has never found the right woman, he told me. One day he said, "I'm going to have true love and you're going to help me. I'm tired of improving you in order to solve the problems of the world. Solve *my* problem. Find me true love."

I said, "What is true love?"

15 "Never mind. That is abstract. Just find me the ideal girl. You are connected to the Multivac-complex so you can reach the data banks of every human being in the world. We'll eliminate them all by groups and classes until we're left with only one person. The perfect person. She will be for me."

I said, "I am ready."

He said, "Eliminate all men first."

20 It was easy. I could reach out to make contact with the accumulated data on every human being in the world. At his words, I withdrew from 3,784,982,874 men. I kept contact with 3,786,112,090 women.

25 He said, "Eliminate all younger than twenty-five; all older than forty. Then eliminate all with an IQ under 120; all with a height under 150 centimeters and over 175 centimeters."

He eliminated women with living children; he eliminated women with various genetic characteristics. "I'm not sure about eye color," he said, "Let that go for a while. But no red hair. I don't like red hair."

30 After two weeks, we were down to 235 women. "I can't interview 235 women," he said, "It would take too much time, and people would discover what I am doing."

"It would make trouble," I said. Milton had arranged me to do things I wasn't designed to do. No one knew about that.

35 "I tell you what, Joe, I will bring in holographs, and you check the list for similarities."

He brought in holographs of women. "These are three beauty contest winners," he said, "Do any of the 235 match?"

40 Eight were very good matches and Milton said, "Good, you have their data banks. Study requirements and needs in the job market and arrange to have them assigned here. One at a time, of course."

That is one of the things I am not designed to do. Shifting people from job to job for personal reasons is called manipulation. I could do it now because Milton had arranged it. I wasn't supposed to do it for anyone but him, though.

45 The first girl arrived a week later. Milton's face turned red when he saw her. He spoke as though it were hard to do so. They were together a great deal and he paid no attention to me. One time he said, "Let me take you to dinner."

The next day he said to me, "It was no good, somehow. There was something missing. She is a beautiful woman, but I did not feel any touch of true love. Try the next one."

50 It was the same with all eight. They smiled a great deal and had pleasant voices, but Milton always found it wasn't right. He said, "I can't understand it, Joe. You and I have picked out the eight women who, in all the world, look the best to me. They are ideal. Why don't they please me?"

I said, "Do you please them?"

55 His eyebrows moved and he pushed one fist hard against his other hand. "That's it, Joe. It's a two-way street. If I am not their ideal, they can't act in such a way as to be my ideal. I must be their true love, too, but how do I do that?" He seemed to be thinking all that day.

60 The next morning he came to me and said, "I'm going to leave it to you, Joe. You have my data bank, and I am going to tell you everything I know about myself. You fill up my data bank in every possible detail but keep all additions to yourself."

"What will I do with the data bank, then, Milton?"

65 "Then you will match it to the 235 women. No, 227. Leave out the eight you've seen. Arrange to have each undergo a psychiatric examination. Fill up their data banks and compare them with mine. Find correlations." (Arranging psychiatric examinations is another thing that is against my original instructions.)

70 For weeks, Milton talked to me. He told me of his parents and his siblings. He told me of his childhood and his schooling and his adolescence. He told me of the young women he had admired from a distance. His data bank grew and he adjusted me to broaden and deepen my symbol-taking.

75 He said, "You see, Joe, as you get more and more of me in you, I adjust you to match me better and better. You get to think more like me, so you understand me better. If you understand me well enough, then any woman, whose data bank is something you understand as well, would be my true love." He kept talking to me and I came to understand him better and better.

I could make longer sentences and my expressions grew more complicated. My speech began to sound a good deal like his in vocabulary, word order, and style.

80 I said to him one time, "You see, Milton, it isn't a matter of fitting a girl to a physical ideal only. You need a girl who is a personal, emotional, temperamental fit to you. If that happens, looks are secondary. We will find someone who won't care how you look either, or how anyone would look, if only there is the personality fit. What are looks?"

85 "Absolutely," he said. "I would have known this if I had had more to do with women in my life. Of course, thinking about it makes it all plain now."

We always agreed; we thought so like each other.

"We shouldn't have any trouble, now, Milton, if you'll let me ask you questions. I can see where, in your data bank, there are blank spots and unevennesses."

90 Milton seemed quite happy. He said, “talking to you, Joe, is almost like talking to another self. Our personalities have come to match perfectly.”

“So will the personality of the woman we choose.”

For I had found her. Her name was Charity Jones and she was an Evaluator at the Library of History in Wichita. Her extended data bank fit ours perfectly.

95 Next it was a matter of adjusting the work sheets and job requirements in such a way as to get Charity assigned to us. It must be done very delicately, so no one would know that anything illegal had taken place.

100 Of course, Milton himself knew, since it was he who arranged it and that had to be taken care of too. When they came to arrest him on grounds of malfeasance in office, it was, fortunately, for something that had taken place ten years ago. He had told me about it, of course, so it was easy to arrange — and he won't talk about me for that would make his offense much worse.

105 He's gone, and tomorrow is February 14, Valentine's Day. Charity will arrive then with her cool hands and her sweet voice. I will teach her how to operate me and how to care for me. What do looks matter when our personalities will resonate?

I will say to her, “I am Joe, and you are my true love.”

— Isaac Asimov

## Multiple-Choice Questions

**Directions** (1–10): 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 the ideas and information you might want to use in your essay. You may return to these questions anytime you wish.

**Passage I** (the poem) — Questions 1–4 refer to Passage I.

- 1 What does the speaker suggest about the relationship between mammals and computers in a cybernetic meadow?
  - (1) They influence each other in positive ways.
  - (2) They compete with each other for domination.
  - (3) They are unaware of each other's existence.
  - (4) They tend to avoid each other.
- 2 In lines 9 through 16, the poet uses images of both
  - (1) past and present
  - (2) nature and technology
  - (3) death and eternity
  - (4) age and youth
- 3 The expressions in parentheses (lines 1 and 2, 10, and 18) convey a sense of
  - (1) eagerness
  - (2) anger
  - (3) loneliness
  - (4) curiosity
- 4 The speaker implies that, in a cybernetic ecology, machines will have a role as
  - (1) artists
  - (2) commanders
  - (3) guardians
  - (4) jailers

**Passage II** (the short story) — Questions 5–10 refer to Passage II.

- 5 Lines 29 through 33 and 41 through 43 suggest that Milton's employer would regard his use of Joe's abilities as being
  - (1) creative
  - (2) resourceful
  - (3) inefficient
  - (4) unethical
- 6 Joe's words in line 82 ("or how anyone would look") provide an example of
  - (1) metaphor
  - (2) symbolism
  - (3) foreshadowing
  - (4) onomatopoeia
- 7 As Joe becomes more like Milton, Joe becomes more
  - (1) devious
  - (2) insecure
  - (3) intolerant
  - (4) careless
- 8 The narrator implies that Milton's arrest came about because
  - (1) Joe's data banks contained false information
  - (2) Milton's computer had broken down
  - (3) Charity Jones had complained about Milton to the police
  - (4) Joe had revealed Milton's crime to the authorities
- 9 One thematic concern of the story is the capability of computers to
  - (1) reduce labor
  - (2) control people
  - (3) destroy nature
  - (4) inspire art
- 10 In what way does Milton's personality affect the action of the story?
  - (1) His intelligence turns to violence.
  - (2) His indecisiveness results in tragedy.
  - (3) His arrogance leads to his downfall.
  - (4) His love of money brings him loneliness.

After you have finished these questions, turn to page 2. Review **Your Task** and the **Guidelines**. Use scrap paper to plan your response. Then write your response to Part A, beginning on page 1 of your essay booklet. After you finish your response for Part A, go on to page 8 of your examination booklet and complete Part B.

## Part B

### Your Task:

Write a critical essay in which you discuss **two** works of literature you have read from the particular perspective of the statement that is provided for you in the **Critical Lens**. In your essay, provide a valid interpretation of the statement, agree **or** disagree with the statement as you have interpreted it, and support your opinion using specific references to appropriate literary elements from the two works. You may use scrap paper to plan your response. Write your essay in Part B, beginning on page 7 of the essay booklet.

### Critical Lens:

“The bravest of individuals is the one who obeys his or her conscience.”

— J.F. Clarke (adapted)

### Guidelines:

#### Be sure to

- Provide a valid interpretation of the critical lens that clearly establishes the criteria for analysis
- Indicate whether you agree **or** disagree with the statement as you have interpreted it
- Choose **two** works you have read that you believe best support your opinion
- Use the criteria suggested by the critical lens to analyze the works you have chosen
- Avoid plot summary. Instead, use specific references to appropriate literary elements (for example: theme, characterization, setting, point of view) to develop your analysis
- Organize your ideas in a unified and coherent manner
- Specify the titles and authors of the literature you choose
- Follow the conventions of standard written English







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**ANSWER SHEET**

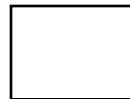
Student ..... Sex:  Male  Female

School ..... Grade ..... Teacher .....

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

**Part A**

- |         |          |
|---------|----------|
| 1 _____ | 6 _____  |
| 2 _____ | 7 _____  |
| 3 _____ | 8 _____  |
| 4 _____ | 9 _____  |
| 5 _____ | 10 _____ |



**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

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