

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**COMPREHENSIVE EXAMINATION**

IN

**ENGLISH****SESSION ONE****Wednesday, June 16, 2010 — 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.

The use of any communications device is strictly prohibited when taking this examination. If you use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

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

## Part A

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

**The Situation:** Your history class has been discussing the loss of historic buildings as cities modernize. You have decided to write a letter to your congressional representative persuading him or her to support the preservation of Castle Garden. In preparation for writing your letter to your congressional representative, listen to an account by reporter Leslie Albrecht Huber about Castle Garden. Then use relevant information from the account to write your letter.

**Your Task:** Write a letter to your congressional representative persuading him or her to support the preservation of Castle Garden. **Write only the body of the letter.**

### Guidelines:

#### Be sure to

- Tell your audience what they need to know about the importance of preserving Castle Garden
- Use specific, accurate, and relevant information from the account to support your argument
- Use a tone and level of language appropriate for a letter to your congressional representative
- Organize your ideas in a logical and coherent manner
- Indicate any words taken directly from the account 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 As described in the account, Castle Garden was originally used for
  - (1) military protection
  - (2) municipal offices
  - (3) cargo storage
  - (4) farmers' markets
- 2 Before the creation of Castle Garden as the Emigrant Landing Depot, the immigrant experience could be characterized as
  - (1) easier for educated adults
  - (2) inexpensive for most travelers
  - (3) dangerous for confused newcomers
  - (4) enjoyable for most children
- 3 According to the account, how did the use of the Castle Garden site change the management of immigration?
  - (1) Landing hours were restricted.
  - (2) Arrival locations were consolidated.
  - (3) Registration was unnecessary.
  - (4) Currency was no longer exchanged.
- 4 According to the account, what was one result of the increased number of immigrants between the 1850s and 1880s?
  - (1) Shipbuilding developed as an industry.
  - (2) Local theaters declined in attendance.
  - (3) Federal officials took control of entry.
  - (4) Wall Street experienced a financial crisis.
- 5 Ironically, Castle Garden presently plays a role in United States immigration by serving as a
  - (1) medical clinic for New York City
  - (2) theater in New Jersey
  - (3) museum in Manhattan
  - (4) ticket booth for Ellis Island
- 6 As described in the account, how might the previous efforts to restore Castle Garden be characterized?
  - (1) They were funded with overseas capital.
  - (2) They were started at irregular intervals.
  - (3) They were delayed by natural disasters.
  - (4) They were prevented by nature conservationists.

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 to Part A, beginning on page 1 of your essay booklet. After you finish your response for Part A, go on to page 5 of your examination booklet and complete Part B.

## Part B

**Directions:** Read the text and study the chart 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 science class has been discussing the impact people have had on the environment. Your teacher has asked each student to submit an article for the science column of your school newspaper, identifying an impact people have had on the environment. You have decided to write an article about how people have introduced invasive species into the environment and how this has had a negative impact on the environment.

**Your Task:** Using relevant information from *both* documents, write an article for the science column of your school newspaper in which you explain how people have introduced invasive species into the environment and how this has had a negative impact on the environment.

### Guidelines:

#### Be sure to

- Tell your audience what they need to know about how people have introduced invasive species into the environment
- Explain the negative impact that invasive species have on the environment
- Use specific, accurate, and relevant information from the text *and* the chart to support your explanation
- Use a tone and level of language appropriate for an article for your 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 author
- Follow the conventions of standard written English

## Text

...Some call it the “blender effect,” others “a giant biology experiment with no one in charge.” What it boils down to is this: All over the world, in nearly every region and kind of ecosystem, animals and plants that evolved somewhere else are turning up where they’re not wanted—having been transported by us, inadvertently or intentionally. Burmese pythons are imported to Florida from Asia for the pet trade and end up being dumped in the Everglades by people who find that they don’t make such great pets after all. Pythons are generalists—long-lived, not too fussy about what they eat—so they survive, find one another, and breed.

10 Likewise, Western species pop up in the East. The red-eared slider turtle, native to the Mississippi Basin, has been shipped all over the world as a pet and for food. The turtle is spreading across Asia and southern Europe, devouring native frogs, mollusks<sup>1</sup>, and even birds.

15 Some alien species are beneficial. Most agricultural plants and animals in North America are aliens, for instance—native to Europe, South America, or elsewhere. Japanese oysters and clams are mainstays of the shellfish industry worldwide. But some transplants have an outsize effect on the ecosystems into which we deliver them. Ecologists call these “invasive species.”

20 It’s too soon to know how invasive the Burmese python will prove, but consider the case of the brown tree snake, a native of New Guinea and Australia. A few of them stowed away aboard military equipment after World War II and disembarked on the island of Guam. There they found no brown tree snake enemies and no brown tree snake rivals and tens of thousands of birds that had never known a terrestrial<sup>2</sup> predator. In this land of milk and honey the snakes have multiplied exponentially, reaching densities of up to 13,000 a square mile. Their venomous bites account for a disquieting number of emergency room visits; their climbing habits have caused more than 2,000 electrical outages; and 8 of Guam’s 11 native forest bird species have been wiped out.

30 North America got its wake-up call with the arrival of the zebra mussel, a thumbnail-size mollusk native to the Black Sea that showed up in Lake St. Clair, Ontario, in 1988. Zebra mussels like to attach themselves to a hard surface, and they don’t mind a crowd. They’ll clump on rock, they’ll clump in pipe, and they’ll clump mussel-next-to-mussel-atop-mussel in astonishing congregations of as many as 70,000 individuals a square foot. Within two years zebra mussels tiled the shallows of the Great Lakes. Intake pipes from utilities and factories became choked with mussels. Lights dimmed. Ships’ rudders jammed. Businesses closed. Eradication proved impossible, and today the U.S. and Canada lose about 140 million dollars a year to the mussels.

40 Aggressive plants may be the most destructive of all invasive species. Mile-a-minute weed, *Mikania micrantha*, a perennial vine from Central and South America, was planted in India to camouflage airfields during World War II. Today it camouflages large swaths of southern Asia, overrunning forests and crops and smothering life under a green blanket.

45 “Before humans started moving around, the rate of species movement was a geologic rate<sup>3</sup>,” says Jim Carlton, an invasives expert who is the director of the Maritime Studies Program of Williams College and Mystic Seaport in Mystic, Connecticut. “Now we’re moving species faster and farther than they ever would or could have moved in nature.”

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<sup>1</sup>mollusks — shellfish

<sup>2</sup>terrestrial — pertaining to the earth

<sup>3</sup>geologic rate — very slow pace

50 That movement comes with a shocking price tag. The state of Florida spends  
50 million dollars every year controlling invasive plants. New York, New Jersey,  
Illinois, and the federal government have spent 175 million dollars battling the  
tree-killing Asian long-horned beetle. The 2001 hoof-and-mouth disease  
outbreak in England cost businesses there nearly four billion dollars. In all,  
55 experts estimate, invasives cost the U.S. alone more than 140 billion dollars  
yearly.

The less quantifiable<sup>4</sup> effects are no less terrible. The ecologist E. O. Wilson  
ranks invasive species second only to habitat destruction in the magnitude of the  
threat they pose. In removing natural barriers to species movements, Wilson says,  
60 we're changing the very nature of wild places, replacing unique animal and plant  
communities with a generic, impoverished hodgepodge<sup>5</sup> world of hardy  
generalists: a world not of Sumatran rhinos, golden turtles, Blackburnian  
warblers, and giant saguaro but merely one of cats, rats, crows, and West Nile  
virus. ...

65 Restricting the entry into the United States of alien species such as *Caulerpa*<sup>6</sup>  
and zebra mussels, already known to be invasive elsewhere, would be almost  
automatic, one would think. The reality is more complex—and far more difficult.  
In most countries, unless a species is on a short blacklist of noxious<sup>7</sup> weeds or  
injurious wildlife, or restricted under the Convention on International Trade in  
Endangered Species, you're free to import it. (Australia and New Zealand have  
70 abandoned this presumption of innocence in favor of a more effective “clean list”  
of approved species; species not on the list are denied entry.)

Further hampering prevention efforts in the U.S. is a lack of coordination  
between government agencies, and the fact that agencies have multiple,  
sometimes conflicting mandates. The U.S. Department of Agriculture keeps the  
75 noxious-weed list, but focuses primarily on protecting agriculture and the nursery  
trade, not wilderness. Thus it took the USDA five years to list melaleuca, the  
highly invasive Australian paperbark tree that had converted 500,000 acres of  
native Florida wetlands to forest.

80 The U.S. Fish and Wildlife Service regulates the trade in wild animals, but it's  
also charged with promoting industries like aquaculture<sup>8</sup> that are often  
responsible for introducing invasives. When three species of Asian carp escaped  
from catfish farms into the Mississippi River, Illinois petitioned the wildlife  
service to add Asian carp to the injurious wildlife list; aquaculturists lobbied  
against the listing. Three years later a decision is still pending. In the meantime,  
85 the U.S. and state governments are resorting to a nine-million-dollar electric  
barrier to keep Asian carp out of the Great Lakes. State departments of fish and  
game, for their part, are charged with protecting the environment from invasives,  
but they often manage alien game species such as feral pigs and exotic deer for  
hunters.

90 Some experts believe the answer is a well-funded national center for invasive  
species based on the Centers for Disease Control and Prevention model. Though  
Congress took a first step in 1999, establishing the National Invasive Species  
Council, it has remained underfunded.

<sup>4</sup>quantifiable — able to be measured

<sup>5</sup>generic, impoverished hodgepodge — a more uniform, less plentiful mix

<sup>6</sup>*Caulerpa* — *Caulerpa taxifolia* is the aquarium strain of a tropical seaweed

<sup>7</sup>noxious — injurious or harmful to health

<sup>8</sup>aquaculture — raising fish in enclosed ponds

95 “As a society we’ve adopted an exclusively reactive mode,” says David Lodge, an ecologist at the University of Notre Dame. “Invasives aren’t like other forms of pollution. They don’t stop spreading when you stop releasing them. They grow, and they grow in an accelerating manner. Doing nothing to prevent them is a particularly damaging policy.” ...

— Susan McGrath  
excerpted from “Attack of the Alien Invaders”  
*National Geographic*, March 2005



## Chart

<b>Losses Due to Invasive Species</b>		
<b>Ecosystem</b>	<b>Typical Sources of Invasive Species</b>	<b>Examples of Invasive Species' Impacts</b>
Agroecosystems <sup>1</sup>	Intentional introductions for crops, livestock, and horticulture; accidental transport of pests and diseases.	–The Asian gypsy moth and nun moth are projected to cost \$35 to \$58 billion in tree losses in the United States over 50 years.
Coastal	Through ballast water <sup>2</sup> ; intentional introductions for aquaculture, fish stocking, and ornamental uses; species migrations via artificial canals.	–Leidy's comb jelly, native to the western Atlantic, led to the collapse of the anchovy fishing industry in the Black Sea.
Forests	Exotic tree species spread from forest plantations; horticultural introductions; transport of insect pests via traded forest products and other goods.	–South Africa will need to spend about \$900 million in the next 20 years to control invasive trees and plants that consume about 3.3 billion cubic meters of water annually. –In the eastern United States, native fir and hemlock forests are threatened by several species of adelgid, a tiny aphid-like insect.
Freshwater	Fish, higher plants, invertebrates, and microscopic plants accidentally introduced through shipping, commerce, and aquaculture; intentional introductions for fishing.	–Canada and the United States have spent \$8 million since 1991 to control sea lampreys, which have invaded the Great Lakes, plus \$12 million attempting to restore lake trout, one of the freshwater fish the sea lamprey eats. –Water hyacinth, native to the Amazon, has spread through rivers and lakes on every continent except Europe. It clogs waterways and infrastructure, reduces light and oxygen in freshwater systems, and causes changes in water chemistry and species assemblages <sup>3</sup> .
Grasslands	Intentional introductions for game hunting, improved rangeland productivity, and agriculture.	–In Australia, a grass native to the Caribbean called <i>Parthenium</i> invades pasture as well as cropland and causes allergic reactions in livestock and humans. –In Canada, crested wheatgrass, native to Asia, ( <i>Agropyron cristatum</i> ), displaces native species and, in turn, reduces nutrient content and organic matter in soil.

Source: (adapted) World Resources Program and Amy Wagener, "Bioinvasions: Stemming the Tide of Exotic Species," *EarthTrends*, July 2001

<sup>1</sup> Agroecosystems — scientifically engineered agricultural ecosystems

<sup>2</sup> ballast water — seawater taken in or let out of a ship to improve its stability

<sup>3</sup> assemblages — groupings

## 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 text, Burmese pythons were brought to the United States to be used for
- (1) zoo attractions
  - (2) pets
  - (3) gourmet ingredients
  - (4) shoes
- 8 As used in line 7, “generalists” most nearly means species that are
- (1) adaptable
  - (2) unusual
  - (3) native
  - (4) harmless
- 9 Lines 14 through 17 are most likely included in the article to show that some species from other countries can be
- (1) territorial
  - (2) decorative
  - (3) parasitic
  - (4) advantageous
- 10 According to the text, zebra mussels transported by ships from the Black Sea to the Great Lakes have
- (1) provided food for local fish
  - (2) fertilized nearby wetlands
  - (3) caused financial loss
  - (4) ruined lakefront views
- 11 According to the text, the estimated annual cost of all invasive species in the United States is approximately
- (1) 50 million dollars
  - (2) 175 million dollars
  - (3) 4 billion dollars
  - (4) 140 billion dollars
- 12 The purpose of Australia and New Zealand’s “clean list” is to
- (1) deny entry to unapproved species
  - (2) enforce treaty regulations
  - (3) impose penalties for importation
  - (4) promote tolerance of nonnative species
- 13 According to the chart, a typical source of some invasive species has been their intentional introduction for
- (1) research
  - (2) farming
  - (3) manufacturing
  - (4) education
- 14 According to the chart, one impact on South African forest ecosystems by invasive trees and plants will be increased
- (1) water consumption
  - (2) revenue
  - (3) species assemblages
  - (4) oxygen
- 15 A common source of invasive species introduction into freshwater ecosystems is
- (1) agriculture
  - (2) forestry
  - (3) hunting
  - (4) shipping
- 16 An example of a detrimental introduction of invasive species to a grassland’s ecosystem is
- (1) native firs
  - (2) water hyacinth
  - (3) crested wheatgrass
  - (4) Caribbean trout

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

Wednesday, June 16, 2010 — 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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3 \_\_\_\_\_

9 \_\_\_\_\_

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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

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