

# SESSION ONE

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## COMPREHENSIVE EXAMINATION

IN

ENGLISH

SESSION ONE

**Tuesday**, August 13, 2002 — 8:30 to 11:30 a.m., only

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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 an account of the influenza epidemic of 1918, 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 social studies class has been studying World War I and its effects on civilians in America. For a final project, you have decided to prepare a position paper in which you argue that World War I may have contributed to the spread of the influenza epidemic of 1918. In preparation for writing your position paper, listen to this account of the epidemic taken from a PBS broadcast narrated by David McCullough. Then use relevant information from the account to write your position paper.

**Your Task:** Write a position paper for your social studies class, in which you argue that World War I may have contributed to the spread of the influenza epidemic of 1918.

### Guidelines:

#### Be sure to

- Tell your audience what they need to know about the ways in which World War I may have contributed to the spread of the influenza epidemic of 1918
- Use specific, accurate, and relevant information from the account to support your argument
- Use a tone and level of language appropriate for a position paper for a social studies class
- 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 source
- 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 According to the speaker, the influenza of 1918 spread by means of
  - (1) water-borne contaminants
  - (2) undercooked food
  - (3) insect bites
  - (4) air-borne particles
- 2 The speaker implies that the war effort affected the epidemic by
  - (1) increasing the chance of exposure
  - (2) decreasing health care funds
  - (3) restricting the flow of information
  - (4) undermining the public confidence
- 3 In the sentence “In Philadelphia, 200,000 [people] sardined in the streets,” the word “sardined” emphasizes the crowd’s
  - (1) destination
  - (2) mood
  - (3) density
  - (4) motivation
- 4 According to the speaker, laws requiring people to wear masks in public did *not* stop the epidemic because
  - (1) the masks helped to spread the virus
  - (2) the masks allowed the virus to pass through
  - (3) people would not wear the masks
  - (4) people did not know about the masks
- 5 According to the speaker, how did the influenza of 1918 differ from previous flu outbreaks?
  - (1) Its victims were primarily young adults.
  - (2) It occurred primarily during the spring.
  - (3) It received less attention from the government.
  - (4) Its symptoms included fever and headache.
- 6 The speaker implies that troop ships were hazardous because of
  - (1) poor maintenance
  - (2) low morale
  - (3) limited supplies
  - (4) crowded quarters

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:** For an evening of public debates on current issues related to science, members of your science club have decided to debate the question of whether or not treasure hunters should be allowed to conduct underwater searches for sunken vessels. To prepare for your role on the debate team, write a persuasive essay arguing for *or* against the idea that treasure hunters should be allowed to conduct underwater searches for sunken vessels.

**Your Task:** Using relevant information from *both* documents, write a persuasive essay in which you argue for *or* against the idea that treasure hunters should be allowed to conduct underwater searches for sunken vessels.

### Guidelines:

#### Be sure to

- Tell your audience what they need to know to be convinced that treasure hunters should *or* should not be allowed to conduct underwater searches for sunken vessels
- Use specific, accurate, and relevant information from the text *and* the graphic to support your argument
- Use a tone and level of language appropriate for a persuasive essay for a public debate
- 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

## Sunken Vessels

... Entrepreneurs, intoxicated by the romance of high-seas tragedy, are scrambling to find sunken vessels. Literally millions of ships, from prehistoric dugouts to rubber-clad German U-boats, still lie submerged, and the latest generation of survey equipment, diving gear, and aquatic robots puts even the  
5 deepest wrecks within reach. “There are no depths of the ocean that are unavailable to anyone who wants to explore them,” says John Lawrence, chief executive officer of the salvage firm Seahawk Deep Ocean Technology. “Even if there’s a basketball on the ocean floor, you can find it with the right amount of money.” The spectacular finds mount each year, from the Civil War-era  
10 steamer *Brother Jonathan*, discovered in 1993, to the World War II Japanese submarine *I-52*, whose cargo — 4,409 pounds of gold bullion — is still to be recovered. And some of the richest “graveyards” are just now being tapped, as Third World nations grant search rights in exchange for a share in the loot...

Regardless of what is recovered, many archaeologists shudder at the  
15 thought of for-profit companies tinkering with wrecks. George Bass, INA’s [Institute of Nautical Archaeology] archaeological director, has been an outspoken critic of salvors, whom he likens to grave robbers. “One cannot tear down Mount Vernon and sell the bricks as souvenirs in the name of free enterprise,” he says, “so why should we allow so-called entrepreneurs to  
20 destroy and sell the nails from, say, the flagship of John Paul Jones?” Bass, currently excavating a fifth-century B.C. shipwreck near Tektas Burnu, Turkey, believes underwater archaeological sites should be accorded the same protection as, say, American Indian burial grounds.

Stories of wrecks mauled and artifacts destroyed are legion in  
25 archaeological circles. Among the most notorious is the case of the *DeBraak*, a British warship that sank off Delaware in 1798. Salvors are said to have tossed nonglittering items back overboard, such as an 18th century Royal Navy stove, one of only two in existence. When the ship was raised by cranes in 1986, an avalanche of artifacts slid out, falling back into the sea. “The  
30 majority of wrecks I’ve encountered have seen some heavy activity,” says James Delgado, executive director of the Vancouver Maritime Museum. Recently visiting the brig *Somers* near Veracruz, Mexico, Delgado was aghast to discover that treasure hunters had pillaged the ship, which endured the only mutiny in United States naval history and inspired Herman Melville to  
35 write *Billy Budd*. They had ripped into the stern and looted guns, swords, and the ship’s chronometer...

Of particular concern is the increasing number of Third World governments cutting deals with salvors. Cuba has recently granted two  
40 Canadian companies, Visa Gold Resources and Terrawest Industries, permission to search its waters; in return, the Cuban government is promised 50 percent of any treasure recovered. Archaeologists believe poor countries lack the resources to prevent terrible abuses and point to the *Baltic* as a worst-case scenario. This American cargo ship, lost off the Bahamas in 1866, was ransacked in 1992 by salvors, who blew holes in the hull and destroyed crates

45 and crates of housewares. “Can anyone name a single country that has realized any dramatic change in its national wealth by believing such promises?” asks Bass. “Rumor has it that the only people who make money from such deals are the officials who give the permits.”

50 Salvors admit that sins were common in the past but insist that many modern-day operations respect the historical value of wrecks. “In 1950s-type salvage, you’d go out to a wreck, you’d go out with a clamshell [a digging device with two hinged jaws], you’d take what’s good, and everything else was dumped overboard,” says Steven Morgan, president of Mar-Dive Corp. and a 35-year veteran of the business. “We don’t do that anymore. We run projects  
55 that are protective of the sites. Today, a salvor is an archaeologist.” To obtain state permits for their work, treasure hunters must agree to properly conserve artifacts and leave the wrecks intact. In Florida, for example, companies are required to submit regular archaeological reports, and all “nonvaluable” artifacts — everything not made of precious metals or jewel encrusted — are  
60 made available to the state for study. (Florida also receives a 20 percent cut of the treasures.)...

But the Internet has allowed salvors to move treasures without museum seals of approval. Several firms now eschew [avoid] auction houses in favor of selling directly to consumers. “You can literally ‘own’ a piece of history,” reads  
65 a pitch on Mel Fisher’s Treasure Hunting Site, named for the late salvor who discovered the Spanish galleon *Atocha* off the Florida Keys in 1985. Visitors can purchase silver coins for prices ranging between \$775 and \$3,000 — or settle for a toothpick wrought from the *Atocha*’s silver bars for only \$45....

Treasure hunters inside and outside ProSEA [Professional Shipwreck  
70 Explorers Association] say scientists must learn to share the oceans. The only chance archaeologists have of protecting sites, they argue, is to work with the private sector, which discovers the majority of wrecks. “We need to get along, because we’re always going to be out there,” says Tom Gidus, founder and sole proprietor of Florida’s Recovery Salvage Inc. “We have the funding, which is  
75 the difficulty they run into.” [Phil] Masters [treasure hunter] adds that treasure hunters are passionate about preservation and welcome the aid of scientists who understand the financial realities of shipwreck exploration. “Some archaeologists call the selling of artifacts a sacrilege,” he says. “I call it a necessity.”

80 But archaeologists remain reluctant to join forces. George Bass calls the financial argument “the big lie,” pointing out that scores of archaeological projects secure funding each year. And INA’s [Cheryl] Ward [an archaeobotanist] believes compromise is not an option. “As soon as you start talking about selling objects, you enter the commercialization of the past,” she  
85 says. “You can’t stop that tide, and that’s something that won’t be acceptable to archaeologists. We have to take the high road.”

Salvors insist that attitude is dooming some shipwrecks to decay, as the elements take their toll while waiting for painstaking scientific study. “Their argument is often just leave it down there until they have the funding,” says  
90 Gidus. “They don’t acknowledge that every day stuff stays down there, it gets

destroyed.” But archaeologists counter that wrecks are much more resilient than salvors claim, and excavation should take place only when it can be done properly. “We are, by nature, cautious,” says Ward. “We know there will never be another Roman shipwreck.”

95 In the United States, laws governing shipwrecks are sketchy. The  
Abandoned Shipwreck Act of 1987 (ASA), drafted partly in response to the  
*DeBraak* debacle, granted states ownership of abandoned wrecks within 3  
miles of their coasts. Yet Congress failed to define “abandonment,” leading to  
100 a flurry of conflicting court decisions. The most recent case adding to the  
confusion concerned the *Brother Jonathan*, the Panama-to-Canada ferry for  
Gold Rush prospectors wrecked off Crescent City, Calif[ornia], in 1865;  
among the 223 dead were Abraham Lincoln’s physician and the commander  
of Union troops in the West. A salvage firm, Deep Sea Research, found the  
vessel in 1993, and California claimed it under the ASA. Last year [1998], the  
105 Supreme Court ruled the state had to demonstrate physical “possession” of the  
ship to assert ownership. The two sides settled in March, with California  
getting a 20 percent cut of the coins and the right to monitor future  
excavations.

There are even rumblings of an international ban on treasure hunting. The  
110 United Nations Educational, Scientific, and Cultural Organization  
(UNESCO) is discussing an edict that would outlaw the commercial salvage of  
any shipwreck more than 100 years old. There is also talk of ordering that all  
artifacts be returned to their countries of origin. Outraged treasure hunters  
have formed an organization, the Institute of Marine Archaeological  
115 Conservation (IMAC), to lobby against the measures. “[UNESCO] really has  
no concept of private property or ownership,” complains [Peter] Hess, who is  
active in IMAC. “They don’t understand [that] some of the best archaeological  
work has been done by the private sector.” Even if the ban comes to pass,  
there are serious doubts about how effectively governments can police three  
120 quarters of the Earth’s surface.

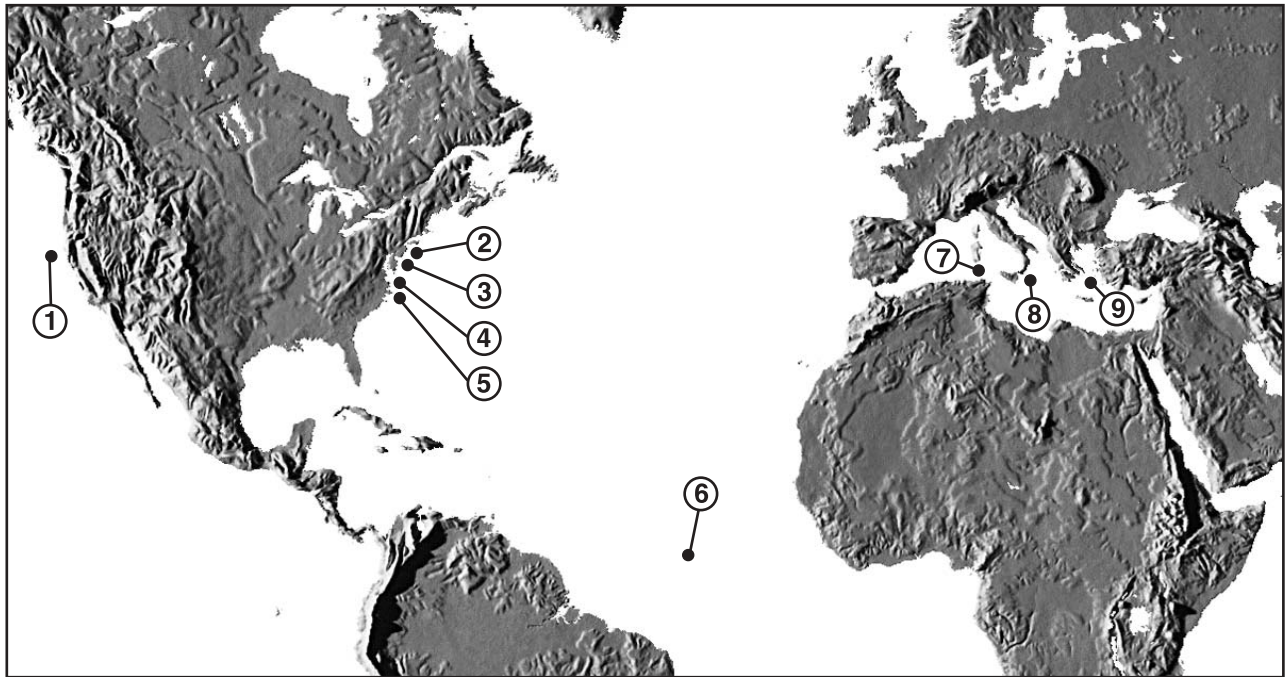
—Brendan Koerner  
excerpted from “The Race for Riches,”  
*U.S. News and World Report*, October 4, 1999



## GRAPHIC

### Lost and Found

Here are a few examples of the many significant shipwreck sites around the world:



#### 1. Brother Jonathan

Sank near Crescent City, Calif., in 1865; found in 1993. A recent auction of coins from this wreck netted \$5.3 million.

#### 2. Whydah

Sank near Wellfleet, Mass., in 1717; found in 1984. Its artifacts were recently shown at the National Geographic Society, but many museums have refused them.

#### 3. DeBraak

Sank near the mouth of the Delaware Bay in 1798; found in 1984. The salvaging of this British warship left it severely damaged and many of its artifacts were lost.

#### 4. Queen Anne's Revenge

Sank off the North Carolina coast in 1718; found in 1996. Blackbeard's ship discovered by a private firm but later turned over to North Carolina.

#### 5. SS Central America

Sank off the coast of the Carolinas in 1857; found in 1988. The hunt for this ship inspired a 1998 book, *Ship of Gold in the Deep Blue Sea*.

#### 6. I-52

Sank in the mid-Atlantic in 1944; found in 1995. This Japanese submarine, which was sunk by U.S. Navy planes, is thought to contain a cargo of 2 tons of gold.

#### 7. Melkarth

Found in 1998. This 2,500-year-old Phoenician trading vessel was discovered in about 3,000 feet of water just east of the Strait of Gibraltar.

#### 8. Skerki Bank Expedition

In 1997, eight wrecks were found in this 20-square-mile reef in the central Mediterranean Sea. Among those were five ancient Roman trading vessels.

#### 9. Tektas Burnu

An ongoing expedition near the Turkish city of Cesme, in the Aegean Sea. The crew is excavating a fifth-century B.C. shipwreck of unknown origin.

## 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 article implies that one reason salvaging is gaining appeal is that underwater wrecks are becoming increasingly
- (1) accessible                      (3) interesting  
(2) plentiful                        (4) publicized
- 8 According to the article, the loss and damage of artifacts indicate that salvors often lack knowledge of the vessels’
- (1) original function  
(2) historical value  
(3) precise location  
(4) unique construction
- 9 In line 24, the author’s use of the word “legion” indicates that the stories of damaged treasures are
- (1) misunderstood                (3) unpopular  
(2) vague                              (4) numerous
- 10 Lines 37 through 48 indicate that Third World governments often allow searches of their waters because salvage companies offer the governments
- (1) updated equipment  
(2) increased employment  
(3) shared profits  
(4) valuable training
- 11 According to the article (lines 62 through 68), the Internet allows salvors direct access to
- (1) underwater experts            (3) museum treasures  
(2) shipwreck locations          (4) potential buyers
- 12 As used in line 81, “the big lie” refers to the treasure hunters’ belief that the private sector
- (1) receives more money  
(2) sells more artifacts  
(3) locates more wrecks  
(4) welcomes more cooperation
- 13 In lines 88 through 91, the statement by Tom Gidus implies that salvors should be allowed to conduct underwater searches because their work
- (1) increases interest in scientific study  
(2) encourages funding from private sources  
(3) saves shipwrecks from further damage  
(4) helps museums obtain valuable artifacts
- 14 According to the graphic and the text, the Abandoned Shipwreck Act would *not* apply to the *Whydah* because the
- (1) wreck was found in foreign waters  
(2) wreck was found prior to 1987  
(3) artifacts were sold by salvors  
(4) artifacts were displayed by the National Geographic Society
- 15 According to the graphic, the outcome of the *Brother Jonathan* illustrates the
- (1) severe weather of the 1860s  
(2) abundant resources of treasure hunters  
(3) commercial value of salvaging wrecks  
(4) popularity of auctioning artifacts
- 16 According to the graphic, which label applies to both the *DeBraak* and the *I-52*?
- (1) cargo ship  
(2) rescue boat  
(3) 18th-century fighter  
(4) military vessel

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

Tuesday, August 13, 2002 — 8:30 to 11:30 a.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 \_\_\_\_\_

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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

