SESSION ONE

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

COMPREHENSIVE EXAMINATION

IN

ENGLISH

SESSION ONE

Thursday, August 16, 2007 — 8:30 to 11:30 a.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 the coffee culture, 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 economics class has been studying the impact of national business chains. In preparation for a classroom debate, you have chosen to write a position paper pointing out the positive impact of national business chains on independent vendors. In preparation for writing your position paper, listen to an account by reporter Lynn Rothenberg about the coffee shop business. Then use relevant information from the account to write your position paper.

Your Task: Write a position paper for your economics class in which you discuss the positive impact national business chains have on independent vendors.

Guidelines:

Be sure to

- Tell your audience what they need to know about the positive impact of national business chains on independent vendors
- Use specific, accurate, and relevant information from the account to support your position
- Use a tone and level of language appropriate for a position paper for an economics 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 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 According to Dan Murphy of Uncommon Grounds, the basis for a successful business is a

(1) national reputation
(2) good location
(3) quality product
(4) well-trained staff

2 According to Lee Cohen, Starbucks must charge more than independent vendors because Starbucks spends more on

(1) real estate
(2) employee salaries
(3) advertising
(4) inventory

3 Creating a "half bagels/half coffee shop" and roasting "their own beans" are examples of how independent vendors have

(1) utilized new technology
(2) reinvested their profits
(3) influenced Starbucks' techniques
(4) adapted to competition

4 Some independent dealers like Lee Cohen have become competitive with large corporate chains by

(1) providing in-store computers
(2) marketing over the Internet
(3) lowering their budgets
(4) sponsoring community projects

5 Frank Figliomeni's coffee shop, Professor Java's, has succeeded by

(1) featuring a regional decor
(2) creating a hurried atmosphere
(3) meeting customer needs
(4) offering product-related classes

6 The account emphasizes that the modern coffee shop has encouraged American customers to value

(1) relaxation
(2) variety
(3) travel
(4) continuity

After you have finished these questions, turn back 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: Your technology class produces a monthly newsletter for the community on the importance of technology. You have decided to write an article for this month's issue on the history of the voting process and recommend *one* technological change that could improve the process.

Your Task: Using relevant information from ***both*** documents, write an article for your class's community technology newsletter in which you describe the history of the voting process and recommend *one* technological change that could improve the process.

Guidelines:

Be sure to

- Tell your audience what they need to know about the history of the voting process
- Recommend *one* technological change that could improve the voting process
- Use specific, accurate, and relevant information from the text ***and*** the graphic to support your recommendation
- Use a tone and level of language appropriate for an article for your technology class's community newsletter
- 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

…A new set of players in the election arena—computer scientists and cryptographers—are now developing systems to let people know that their votes have actually counted. It's a tricky task. The bedrock requirements of any decent voting system are security strong enough to prevent fraud and the anonymity of a secret vote. This makes verification a challenge, because using a simple digital audit trail to re-create what happened on Election Day would mean revealing who voted for whom (violating the principle of secret ballots). But election geeks are finding ways to help solve these puzzles.

The most-talked-about scheme was first conceived in the early 1990s by a graduate student named Rebecca Mercuri. It's now called verified voting (to the dismay of those with alternate ideas, who note that *their* schemes involve verification, too). The system is a kind of truth serum for touch-screen systems. After a ballot is cast, the choices are not only summarized on the screen but printed out on a piece of paper. The voter looks at the printout and has an opportunity to verify that the choices are actually the ones he or she cast. If so, the vote is approved, and the paper goes into a locked ballot box. (The voter isn't allowed to leave the booth with the printout in hand—it's displayed behind a transparent barrier—to prevent someone from running a vote-buying scheme.) If there's a recount, or if officials want to check the accuracy of the touch screen, the paper ballots are counted. One variation, the VoteMeter, replaces the printout with a readout on a palmtop device that stores ballots securely.

The Mercuri scheme has picked up a lot of momentum. Last year [2003] Rep. Rush Holt of New Jersey introduced a voter-verification bill that is now bottled up in committee. Just two weeks ago [March 15, 2004] New York Sen. Hillary Clinton and Florida Sen. Bob Graham unveiled a similar bill in the Senate. And California's secretary of State recently mandated that by 2006 all touch-screen systems should include printers that generate ballots for verification. Six other states have jumped on the paper-trail bandwagon, spurred in part by a campaign on the Internet called "The Computer Ate My Vote." Mercuri herself, who's now at the Kennedy School of Government, is concerned that the scheme might not be implemented correctly, and is now advocating that the actual count should be made not from the computers but from the printed-out ballots. "It's a case of 'Be careful what you wish for'," she says. "I asked myself, 'If these ballots are used to verify the results of machines we don't trust, why not use the ballots as the actual votes?' "

In 1999 a trio of computer scientists suggested a different method. It involves a doodad called a frog, for no particular reason other than that the term has no association with elections. A frog in this sense is a cheap form of digital storage that records votes. It might be a business-card-size piece of plastic with a bit of digital memory. After proving you're eligible to vote, you get a frog from an election official, who initializes it with the ballot appropriate to your precinct. (Bonus: there's no reason you can't get your home ballot if you're at some other location. It's possible to store information on a single CD that could generate any ballot in the country.) If you like, you could get the frog well in advance of Election Day, and use any computer you like to enter the votes. On Election Day itself, you take your frog into the booth and insert it into the official voting terminal, which reads the frog's content and displays your choices on the screen.

Then comes an "Is that your final answer?" moment: if you're happy with the selection, you press a button to make your vote official. If for some reason the

readout did not reflect your choice, or you change your mind, you can reprogram the frog. (This ability to alter the frog means that no one can give you a preprogrammed frog with the assurance that you'll stick with the choices.) After the vote is formally cast, the frog, well, croaks—the memory freezes, and the device takes no changes. You'll leave it behind in case a recount is necessary, but it couldn't be used to revote. Though no one has yet identified many warts in the system, the frog idea seems like a long shot. "It's an attractive method, but no one's picked up on it yet," says co-inventor David Jefferson.

The most sophisticated systems deliver verifiability without a cumbersome, possibly vulnerable, set of printed-out ballots (or discarded frogs). With clever cryptographic algorithms[1] and innovative viewing devices, it's possible to envision a process that provides specific proof *after the fact* that your vote was included in the total—without compromising the privacy of your selection.

Cryptographer David Chaum, who wrote the first papers on computer-based anonymous voting in the early 1980s, has been experimenting with such schemes. (He's behind the aforementioned VoteMeter.) His latest iteration is Votegrity, involving a device in addition to standard technology (like a touch screen). When you cast your vote, this device generates three images, or "stripes"—bar-code-like objects with encoded information. Each stripe contains your vote in encrypted form, but by some form of mathematical magic, when overlaid on top of each other, the stripes display your selections in plain language. As you vote, this readable output is projected on a small screen inside the voting booth so you can check it for accuracy. Then the paper is divided to separate the stripes, and voters may choose which one to take with them. That same image is stored digitally, and officials will use it to register the actual vote. The decryption process involves techniques to ensure that the votes counted are the same ones the voters saw in the booth.

Where's your verification? The codes are all posted to the Web, and using the encoded receipt and a serial number also printed on the paper, you can go online to check that your encrypted vote was tallied. (Of course, since the image is encrypted, no one can know how you voted.) "The Chaum system is the better ballot box," says Mercuri. "It's the first solution that proves to someone that his or her vote counts."…

Some say that the final frontier of elections is Internet voting. About 46,000 participants in this year's Michigan primary actually pulled virtual levers from cyberspace to cast their votes. But another much publicized venture, the Department of Defense's SERVE program (which would have allowed up to a million armed forces members and expats[2] to choose a president via a Web browser this year), was put on hold after a formal study by top computer scientists pretty much outlined the reasons that the Internet isn't nearly as good a place to vote as it is to buy books or Google one's blind date: the security is dicey, votes aren't secret (computers aren't closed off like voting booths) and, in a pinch, someone could screw up an Internet election by a denial-of-service attack. Most computer scientists interested in voting think that the foreseeable future still lies in polling places….

—Steven Levy
excerpted from "Ballot Boxes Go High Tech"
Newsweek, March 29, 2004

[1]cryptographic algorithms — coded procedures

[2]expats — people who live in a foreign country

Graphic

Voting Through the Ages

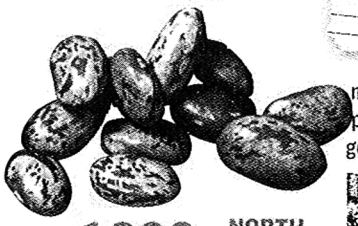
Choosing leaders is as old as democracy itself. While elections have become a lot more accurate over the centuries, today's systems are far from fail-safe, as the 2000 Florida recount revealed. A brief history:

500 B.C.

ATHENS Ancient Greeks voted by dropping clay balls into pots designated for each candidate.

50 B.C.

ROME Romans used beans or small balls to vote. The word ballot comes from the Italian for "little ball." The Roman Senate (above) submitted votes on writing tablets.

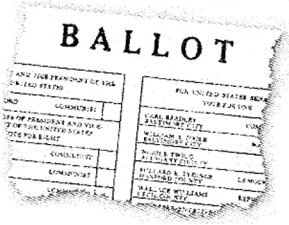


1600s

NORTH AMERICA Early settlers voted with corn kernels or beans. Public meetings, in which voters shouted out their choices, didn't offer much confidentiality, but remained popular into the 19th century. This 1852 painting shows a typically chaotic county election.

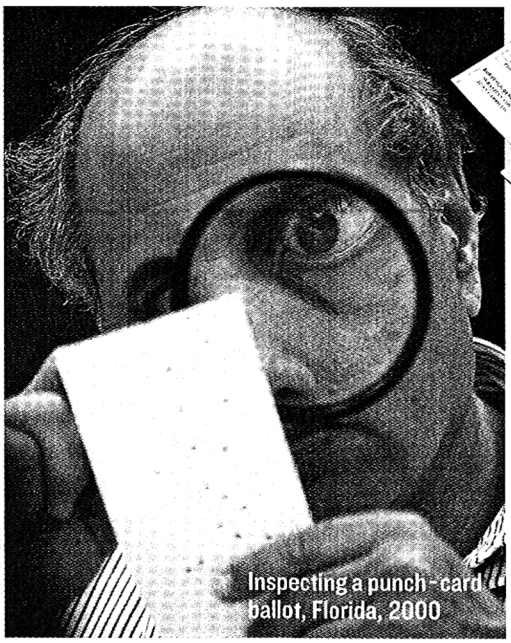
1800s

Paper Ballots Looking for increased privacy, more voters began marking their choices on pieces of paper. The government later created standardized ballots. Politicians like Boss Tweed (below left) were notorious for rigging counts.



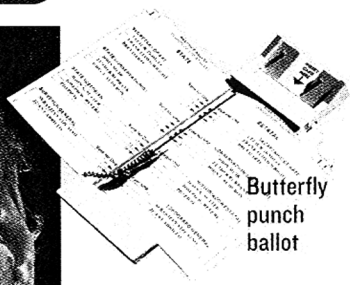
1892

Lever Machines These mechanical booths are tougher to tamper with than ballot boxes. But they leave no paper record of how people vote, so it's hard to go back and recount contested elections.



1960s

Punch Cards Voters punch holes near their candidates' names on these machine-read ballots. If they don't press hard enough, the cards are difficult to interpret, producing the kind of disputes that plagued the 2000 Florida recount.



Butterfly punch ballot

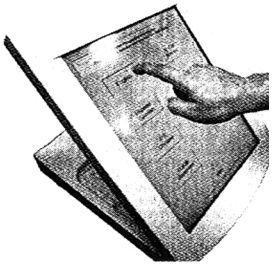
1960s

Optical Scans Voters pick candidates by filling in blanks, as they would on a standardized test. The method has one of the best track records for reliability among voting technologies.

2004

Electronic Voting Millions of voters will use these modified PCs in the November elections. They guard against voter mistakes, but don't all provide a paper trail to double-check accuracy.

–JOSH ULICK



Sources: (adapted) Douglas Jones, University of Iowa; PBS/ *Newsweek*, March 29, 2004

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, two important considerations for any voting system are

(1) speed and accuracy
(2) honesty and privacy
(3) convenience and cost
(4) simplicity and efficiency

8 The "truth serum" (line 12) in touch-screen voting systems is provided by

(1) voter signatures
(2) fingerprint identities
(3) paper records
(4) curtained booths

9 According to the text, one result of "The Mercuri scheme" (line 22) has been an increase in

(1) legislative action
(2) candidate debate
(3) voter participation
(4) voter education

10 The "frog" (line 37) voting system takes advantage of

(1) easy text manipulation
(2) environmentally safe components
(3) quick voter recognition
(4) inexpensive memory capacity

11 David Chaum incorporated "stripes" (line 67) into his voting system both to assure that the vote has been counted and to

(1) enhance screen visibility
(2) protect voter identity
(3) facilitate manual use
(4) speed vote tallies

12 According to the text, one hindrance to the development of Internet voting is

(1) expensive software
(2) computer inaccessibility
(3) complex programs
(4) security concerns

13 The primary focus of the graphic is that voting

(1) has a long history
(2) began in America
(3) was seldom successful
(4) is now widely practiced

14 According to the graphic, the word "ballot" originally referred to a

(1) popular politician
(2) famous country
(3) campaign strategy
(4) polling method

15 According to the graphic, one of the most reliable voting methods utilizes

(1) mechanical booths
(2) punch cards
(3) optical scans
(4) electronic voting

16 According to the graphic, lever machines present difficulties in

(1) verification
(2) storage
(3) transportation
(4) confidentiality

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.

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

COMPREHENSIVE EXAMINATION IN ENGLISH

SESSION ONE

Thursday, August 16, 2007 — 8:30 to 11:30 a.m., only

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	

ANSWER SHEET

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

COMPREHENSIVE ENGLISH SESSION ONE