



**California
Subject
Examinations for
Teachers®**

TEST GUIDE

**SPANISH
SUBTEST II**

**Sample Questions and Responses
and Scoring Information**

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Sample Test Questions for CSET: Spanish Subtest II

Below is a set of multiple-choice questions and constructed-response questions that are similar to the questions you will see on Subtest II of CSET: Spanish. You are encouraged to respond to the questions without looking at the responses provided in the next section. Record your responses on a sheet of paper and compare them with the provided responses.

1. The works of which of the following writers are representative of the Latin American boom?
 - A. Octavio Paz
 - B. Horacio Quiroga
 - C. Julio Cortázar
 - D. Gabriela Mistral
2. Latin American literature witnessed the onset of chronicles as a result of which of the following events?
 - A. Mexican-American War
 - B. independence of America from Europe
 - C. Spanish Civil War
 - D. arrival of the Spaniards in the New World

Read the poem below, "Soneto XXIII" (1543) by Garcilaso de la Vega; then answer the two questions that follow.

En tanto que de rosa y azucena
se muestra la color en vuestro gesto,
y que vuestro mirar ardiente, honesto,
enciende el corazón y lo refrena;
y en tanto que el cabello, que en la vena
del oro se escogió, con vuelo presto,
por el hermoso cuello blanco, enhiesto,
el viento mueve, esparce y desordena;
coged de vuestra alegre primavera
el dulce fruto, antes que el tiempo airado
cubra de nieve la hermosa cumbre.
Marchitará la rosa el viento helado,
todo lo mudará la edad ligera,
por no hacer mudanza en su costumbre.

3. Which of the following best describes the principal theme of this poem?
 - A. inspiration to love a woman due to her astounding beauty
 - B. learning from past experiences to improve future life
 - C. encouragement to enjoy youth due to its imminent loss
 - D. enriching spirituality by getting rid of material goods
4. Which of the following literary techniques is used in the first stanza of this poem?
 - A. antithesis
 - B. metaphor
 - C. hyperbole
 - D. metonymy

5. **Read the passage below from *Paz en la guerra* (1897), a novel by Miguel de Unamuno; then answer the question that follows.**

En la monotonía de su vida gozaba Pedro Antonio de la novedad de cada minuto, del deleite de hacer todos los días las mismas cosas, y de la plenitud de su limitación. Perdía en la sombra, pasaba inadvertido, disfrutando, dentro de su pelleja como el pez en el agua, la íntima intensidad de una vida de trabajo, oscura y silenciosa, en la realidad de sí mismo, y no en la apariencia de los demás. Fluía su existencia como corriente de río manso, con rumor no oído y de que no se daría cuenta hasta que se interrumpiera.

In this passage, the writer's use of simile best conveys which of the following?

- A. the monotonous details of everyday life
- B. the significant existential reevaluation in the character
- C. the physical setting of the narration
- D. the tranquility of the character's life lived within himself
6. Which of the following best describes an important reason for the renaissance of Spanish literature during the early years of the twentieth century?
- A. a critical analysis of Spanish culture following the country's defeat in the Spanish-American War of 1898
- B. an interest in scientific realism in response to the ideas of Darwinism
- C. a spirit of optimism rooted in the economic prosperity following Spain's industrialization
- D. an assertion of national identity in support of the restored monarchy
7. Which of the following best describes the opposing social and political forces in the Spanish Civil War of the 1930s?
- A. landlords and the army against defenders of the Catholic Church
- B. liberal supporters of a republican government against conservative proponents of a fascist-oriented government
- C. nationalists and socialists against communists and anarchists
- D. conservative supporters of a monarchical government against radical proponents of a military dictatorship

8. In 1914, Mexican anthropologist Manuel Gamio wrote that Mexico did not constitute a nation in the European sense, but rather was made up of many small nations that differed in speech, economy, social organization, and psychology. Gamio's view of Mexico best describes which of the following aspects of Mexican society?
- A. the decentralized form of government in Mexico and the administrative autonomy given to regional officials
 - B. the different interests and goals of social classes within the rigid class structure of Mexican society
 - C. the resistance of the country's disparate geographical regions to uniting under a central government following independence
 - D. the existence of large populations of indigenous and mixed-blood people with diverse cultural traditions
9. The extensive use of rice, nuts, and figs, as well as spices such as saffron, cumin, and anise, reflect the influence of which of the following on Spanish cuisine?
- A. the trade that developed between Spain and the Americas
 - B. the proximity of both European and North African countries
 - C. the Muslim invaders who occupied Spain for 750 years
 - D. the diverse ethnic character of Spain's different regions
10. The poetry and prose of the modernist movement in Cuba, led by José Martí, most exemplifies which of the following cultural perspectives?
- A. an identification of the working class as the true soul of modern Cuba
 - B. a resistance to the political ideals and economic doctrines of the United States
 - C. a celebration of the amalgamation of native, African, and Spanish heritage
 - D. the nationalist determination to achieve independence from Spain

11. Read the poem below, "Rima XV" (1860) by Gustavo Adolfo Bécquer; then complete the exercise that follows.

Cendal flotante de leve bruma,
rizada cinta de blanca espuma,
rumor sonoro
de arpa de oro,
beso del aura, onda de luz:
eso eres tú.

Tú, sombra aérea, que cuantas veces
voy a tocarte te desvaneces
¡como la llama, como el sonido,
como la niebla, como el gemido
del lago azul!

En mar sin playas onda sonante,
en el vacío cometa errante,
largo lamento
del ronco viento,
ansia perpetua del algo mejor:
eso soy yo.

Yo, que a tus ojos, en mi agonía,
los ojos vuelvo de noche y día;
yo, que incansable corro, y demente,
¡tras una sombra, tras la hija ardiente
de una visión!

Using your knowledge of literature, write a response, in either Spanish or English, in which you:

- identify and discuss a significant theme of this poem; and
- describe the way in which the poet conveys the theme you have identified.

Be sure to give specific examples from the text to support your answer.

Sample Written Response Sheets for CSET: Spanish Subtest II

For question 11, examinees would record their written response on a two-page response sheet located in their answer document. The length of their response to this question is limited to the lined space available on the response sheet. A sample of the response sheet is provided below and on the next page.

Seat 00701 Site 436B ATA 007 PM Form # 106 CS 07/17/2004	ID# : 4-024-755-4 <small>DO NOT WRITE IN THIS BOX</small> <div style="display: flex; justify-content: space-around; height: 40px;"><div style="border: 1px solid black; width: 40px; height: 30px;"></div><div style="border: 1px solid black; width: 40px; height: 30px;"></div></div>	Assignment 1 Response Sheet
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DIRECTIONS


The directions and assignment are presented in your test booklet. Read them carefully before you begin to write. The lined page(s) of this response sheet are the only page(s) that will be scored for this assignment. RESPONSES WRITTEN IN THE TEST BOOKLET OR ANYWHERE ELSE IN THIS DOCUMENT WILL NOT BE SCORED. DO NOT WRITE YOUR NAME ANYWHERE IN THIS SECTION.

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M PAGE 3

GO ON TO THE NEXT PAGE.

CONTINUE YOUR RESPONSE HERE

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M PAGE 4

STOP. END OF ASSIGNMENT 1.

Annotated Responses to Sample Multiple-Choice Questions for CSET: Spanish Subtest II

Literary and Cultural Texts and Traditions

1. **Correct Response: C.** (SMR Code: 3.1) Julio Cortázar is the writer whose works are representative of the *nueva novela hispanoamericana* movement of the 1960s, a movement often referred to as the Latin American boom.
2. **Correct Response: D.** (SMR Code: 3.1) Chronicles are the writings of the early Spanish arrivals to the New World around the fifteenth century. Their purpose was to narrate their adventures, describe the new reality encountered, justify their actions, and take credit for their deeds and discoveries.
3. **Correct Response: C.** (SMR Code: 3.2) The first two stanzas describe youthful physical beauty and the third stanza is an exhortation to enjoy youth before it passes. The fourth stanza stresses the imminent passing of time. Therefore, a principal theme of this poem is to make the most of youth before it is lost.
4. **Correct Response: A.** (SMR Code: 3.2) The literary technique that structures the first stanza of the poem is antithesis, examples of which include *rosa* (rose) and *azucena* (white lily) and *enciende* (sets ablaze) and *refrena* (restrains).
5. **Correct Response: D.** (SMR Code: 3.2) The two similes used in the passage, "dentro de su pelleja como el pez en el agua" (inside its own skin like a fish in water) and "fluía su existencia como corriente de río manso" (his existence flowed like the current of a tame river), both express feelings of familiarity, tranquility, and internal peaceful content on the part of the character with regard to his life.

Cultural Analysis and Comparisons

6. **Correct Response: A.** (SMR Code: 4.1) Spain's defeat in the Spanish-American War was a major blow to the country's international prestige. In response, a group of Spanish intellectuals and writers known as the Generation of 1898 focused their energies on an analysis of the country's problems and destiny in an effort to promote a sense of national pride. Their work resulted in a major reinvigoration of Spanish literature.
7. **Correct Response: B.** (SMR Code: 4.1) Political changes in Spain during the Second Republic of the 1930s polarized the country politically. On the left, a group of liberals who supported republican government drew support from workers, agricultural laborers, intellectuals, and certain elements of the middle class. They were opposed by a group of conservative landowners, businesspeople, and army leaders. The conservatives' victory in the Civil War resulted in the creation of a fascist-oriented government.
8. **Correct Response: D.** (SMR Code: 4.1) Mexico is a multiethnic nation. The country's 56 distinct indigenous peoples (*pueblos indios*) form a sizable portion of the population, and 13 of Mexico's 31 states are considered "eminently indigenous" by the National Indigenous Institute. Within these areas, distinct patterns of speech, social institutions, and cultural identities remained strong into and throughout the twentieth century. Generations of intermarriage between indigenous and non-indigenous peoples has added to Mexico's rich cultural diversity.

9. **Correct Response: C.** (SMR Code: 4.2) The Muslim invaders who occupied areas of Spain from the eighth century to the end of the fifteenth century were bearers of a rich cultural heritage. Their influence on Spanish cuisine included the introduction of rice and spices, nuts, and fruits common to North Africa, along with new styles of food preparation such as marinating fish in a vinegary sauce and combining sweet and spicy foods.
10. **Correct Response: D.** (SMR Code: 4.3) The Cuban poet and essayist José Martí became involved at a young age in efforts to free Cuba from Spanish rule. Jailed and exiled for his activities, he died in 1895 during an invasion of Cuba that he had helped plan while living abroad. His writings strongly reflected his dedication to liberty and his determination to achieve Cuban independence.

Examples of Responses to Sample Constructed-Response Questions for CSET: Spanish Subtest II

Literary and Cultural Texts and Traditions *and* Cultural Analysis and Comparisons

Question #11 (Strong Response)

A significant theme of this poem is the constant search for a mysterious figure who represents the elusive ideal. In the last two lines of the poem, Bécquer explicitly refers to the elusive ideal as the daughter of an illusion/vision ("tras la hija ardiente / de una visión!"). Furthermore, in the last two lines of the third stanza, the poet describes himself as perpetually longing for something better ("ansia perpetua del algo mejor: / eso soy yo").

The way in which the poet conveys the theme is through a dialogue between the writer and the elusive ideal. The poem's metaphoric language contains the definitions and descriptions of two difference entities--the writer and what he searches for.

In the first stanza, the writer uses a series of ethereal images to address this ideal. The images highlight the ideal's delicate, intangible, and fleeting nature. In lines 1 and 2, for example, the writer refers to it as "Cendal flotante de leve bruma, / rizada cinta de blanca espuma." Like sea mist and foam, the ideal is a fleeting phenomenon that will not last forever. In line 6, the writer directly addresses the ideal; its true identity is never revealed.

The last stanza fully develops the speaker's pain and suffering ("agonía" in line 18). Amidst his anguish, he is constantly turning toward the eyes of the other ("ojos vuelvo de noche y día" in line 19). In line 20, he reveals his obsession with "la hija ardiente" who is "una visión" (line 21). At the end of the poem the reader is left wondering whether the elusive ideal, "tú," exists in reality or only in the poet's desire to encounter something better.

Question #11 (Weak Response)

This poem is about a man who is searching for a missing woman. Throughout the poem, the man is looking for the woman, but he cannot find her.

The poet describes the man and the woman. In the first paragraph, the poet compares the woman to things found in nature, for example, gold, light, and sound.

In the second paragraph, the woman is hiding from the man because she is a shadow in the blue lake. The man tries to touch the woman, but she runs away like a flame, like a sound.

In the third paragraph, the poet describes the man as an empty beach. He is walking around the beach searching for the woman. As he is searching for the woman, he is crying and looking for something better. A star appears over the beach, which symbolizes hope.

In the last paragraph the man tries to look at the woman, but she goes away. The woman hides behind a shadow and then bursts in flames and vanishes.

Scoring Information for CSET: Spanish Subtest II

Responses to the multiple-choice questions are scored electronically. Scores are based on the number of questions answered correctly. There is no penalty for guessing.

There is one constructed-response question in Subtest II of CSET: Spanish. The constructed-response question is designed so that a response can be completed within approximately 30–45 minutes. Responses to the constructed-response question are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your response while focusing on the performance characteristics that have been identified as important for this subtest (see below). Each response will be assigned a score based on an approved scoring scale (see page 13).

Your performance on the subtest will be evaluated against a standard determined by the California Commission on Teacher Credentialing based on professional judgments and recommendations of California educators.

Performance Characteristics for CSET: Spanish Subtest II

The following performance characteristics will guide the scoring of responses to the constructed-response question on CSET: Spanish Subtest II.

PURPOSE	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
SUPPORT	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.
DEPTH AND BREADTH OF UNDERSTANDING	The degree to which the response demonstrates understanding of the relevant CSET subject matter requirements.

Relevant Subject Matter Requirements

- Demonstrate an understanding of major movements, genres, writers, and works in the literature of the target language.
- Demonstrate an understanding of the historical, social, and cultural influences on works of literature in the target language.
- Use knowledge of the literary and cultural traditions of the target culture to interpret changes in that culture over time.
- Demonstrate an understanding of the ways in which literary and intellectual works and movements of cultures associated with the target language both reflected and shaped those cultures.
- Analyze and interpret a wide range of literary and cultural texts.
- Evaluate the use of language to convey meaning, to inform, to persuade, or to evoke reader response.
- Analyze the elements of literary works.
- Interpret the use of rhetorical and literary techniques.

Scoring Scale for CSET: Spanish Subtest II

Scores will be assigned to each response to the constructed-response question on CSET: Spanish Subtest II according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial and accurate application of relevant subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects a comprehensive understanding of the assignment.
3	<p>The "3" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequate understanding of the assignment.
2	<p>The "2" response reflects a limited command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is limited accurate application of relevant subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited understanding of the assignment.
1	<p>The "1" response reflects little or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for Languages Other Than English.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no accurate application of relevant subject matter knowledge. • The supporting evidence is weak; there are no or few relevant examples. • The response reflects little or no understanding of the assignment.
U	<p>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or English, or does not contain a sufficient amount of original work to score.</p>
B	<p>The "B" (Blank) is assigned to a response that is blank.</p>