



California  
Subject  
Examinations for  
Teachers®

# TEST GUIDE

## FRENCH SUBTEST II

### Sample Questions and Responses and Scoring Information

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## Sample Test Questions for CSET: French 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: French. 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. Which of the following poets were members of *La Pléiade*?
  - A. Hugo and Vigny
  - B. Boileau and La Fontaine
  - C. du Bellay and Ronsard
  - D. Baudelaire and Rimbaud
2. The development of classicism was influenced most by which of the following?
  - A. the Protestant Reformation
  - B. the reign of Louis XIV
  - C. the French Enlightenment
  - D. the death of Louis XVI

3. **Read the passage below from the preface to *Adolphe* (1816), a novel by Benjamin Constant; then answer the question that follows.**

Le succès de ce petit ouvrage nécessitant une seconde édition, j'en profite pour y joindre quelques réflexions sur le caractère et la morale de cette anecdote à laquelle l'attention du public donne une valeur que j'étais loin d'y attacher.

J'ai déjà protesté contre les allusions qu'une malignité qui aspire au mérite de la pénétration, par d'absurdes conjectures, a cru y trouver. Si j'avais donné lieu réellement à des interprétations pareilles, s'il se rencontrait dans mon livre une seule phrase qui pût les autoriser, je me considérerais comme digne d'un blâme rigoureux.

Mais tous ces rapprochements prétendus sont heureusement trop vagues et trop dénués de vérité, pour avoir fait impression. Aussi n'avaient-ils point pris naissance dans la société. Ils étaient l'ouvrage de ces hommes qui, n'étant pas admis dans le monde, l'observent du dehors, avec une curiosité gauche et une vanité blessée, et cherchent à trouver ou à causer du scandale, dans un sphère au-dessus d'eux.

In this passage, the writer's primary purpose is to:

- A. protest the exclusion of writers from society.
- B. disclaim responsibility for the social consequences of his novel.
- C. profess a sense of modesty and humility.
- D. take credit for the creation of a new literary genre.

Read the poem below, "Ma Bohème" (1870) by Arthur Rimbaud; then answer the two questions that follow.

Je m'en allais, les poings dans mes poches crevées ;  
 Mon paletot aussi devenait idéal ;  
 J'allais sous le ciel, Muse ! Et j'étais ton féal ;  
 Oh ! là là ! que d'amours splendides j'ai rêvées !

Mon unique culotte avait un large trou.  
 – Petit-Poucet rêveur, j'égrenais dans ma course  
 Des rimes. Mon auberge était à la Grande-Ourse.  
 – Mes étoiles au ciel avaient un doux frou-frou

Et je les écoutais, assis au bord des routes,  
 Ces bons soirs de septembre où je sentais des gouttes  
 De rosée à mon front, comme un vin de vigueur ;

Où, rimant au milieu des ombres fantastiques,  
 Comme des lyres, je tirais les élastiques  
 De mes souliers blessés, un pied près de mon cœur !

- |   |   |
|---|---|
| <p>4. Which of the following is a significant literary device used in this poem?</p> <p>A. metonymy</p> <p>B. enjambment</p> <p>C. personification</p> <p>D. onomatopoeia</p> | <p>5. This poem can best be described as a celebration of:</p> <p>A. the love of a woman.</p> <p>B. the cycle of nature.</p> <p>C. the comforts of home.</p> <p>D. the joys of freedom.</p> |
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6. The late twentieth century witnessed increased French concern about the nature of the country's collective identity. Referred to as *nombrilisme*, this impulse toward self-examination was primarily a:
- A. result of the conflicting domestic agendas of conservative and socialist politicians.
  - B. reaction to changes in the global role and status of France during the course of the twentieth century.
  - C. result of internal debates concerning the role that France should play in the European Union.
  - D. reaction to the introduction of diverse cultural perspectives by twentieth-century immigrants.
7. The population of France includes communities of people of varied ethnic origins. Which of the following best describes a major source of this ethnic diversity in modern France?
- A. French governmental policies after World War II encouraged immigration to compensate for heavy population losses.
  - B. Each of the distinct regions of France retains cultural links to countries from which their original settlers emigrated.
  - C. Because of its location at the center of Western Europe, France draws immigrants from most neighboring countries.
  - D. France's colonial empire created political and cultural ties that prompted immigration from diverse areas of the globe.

8. French schools emphasize the development of students' ability to memorize, think analytically and clearly, and discuss abstract ideas. High intellectual performance is valued more than sporting or civic achievements. This educational philosophy is primarily a legacy of:
- A. France's determination to reclaim its place as Europe's leading center of intellectual achievement.
  - B. French mathematician Blaise Pascal's concept of "l'esprit de finesse."
  - C. the pedagogical devices created to export French ideas and culture to the countries of France's empire.
  - D. ideas about human learning developed by René Descartes and later French Enlightenment thinkers.
9. Bread is heavily subsidized by the French government to keep the price low. Which of the following best explains the origin of this subsidy?
- A. The political symbolism attached to bread since the French Revolution makes it politically advantageous for the government to ensure that the staple is available to all.
  - B. The Popular Front government of the 1930s instituted welfare policies designed to ensure that all families have adequate food resources.
  - C. As national consumption of bread has fallen with rising incomes, the government has had to provide farmers with ever greater amounts of economic assistance.
  - D. Social reform elements within French Catholicism have long made the provision of bread to the poor an important symbol of social justice.
10. Which of the following factors had the greatest influence on the songs of the *chansonniers* of Quebec during the second half of the twentieth century?
- A. nostalgia for the early French era of the *coureur de bois*
  - B. the quest for a francophone cultural and political identity
  - C. the growing multicultural character of the province
  - D. the rich folk culture surrounding the French-Canadian *habitant*

11. Read the poem below, "Le Chêne et le roseau" (1668) by Jean de La Fontaine; then complete the exercise that follows.

Le chêne un jour dit au roseau :  
« Vous avez bien sujet d'accuser la nature ;  
Un roitelet pour vous est un pesant fardeau ;  
Le moindre vent qui d'aventure  
Fait rider la face de l'eau,  
Vous oblige à baisser la tête ;  
Cependant que mon front, au Caucase pareil,  
Non content d'arrêter les rayons du soleil,  
Brave l'effort de la tempête.  
Tout vous est aquilon, tout me semble zéphyr.  
Encor si vous naissiez à l'abri du feuillage  
Dont je couvre le voisinage,  
Vous n'auriez pas tant à souffrir :  
Je vous défendrais de l'orage ;  
Mais vous naissez le plus souvent  
Sur les humides bords des royaumes du vent.  
La nature envers vous me semble bien injuste.  
—Votre compassion, lui répondit l'arbuste,  
Part d'un bon naturel ; mais quittez ce souci :  
Les vents me sont moins qu'à vous redoutables ;  
Je plie, et ne romps pas. Vous avez jusqu'ici  
Contre leur coups épouvantables  
Résisté sans courber le dos ;  
Mais attendons la fin. » Comme il disait ces mots,  
Du bout de l'horizon accourt avec furie  
Le plus terrible des enfants  
Que le Nord eût portés jusque-là dans ses flancs.  
L'arbre tient bon ; le roseau plie.  
Le vent redouble ses efforts,  
Et fait si bien qu'il déracine  
Celui de qui la tête au ciel était voisine,  
Et dont les pieds touchaient à l'empire des morts.

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

- identify and discuss the attitude of "Le Chêne"; and
- explain how the poet's use of register conveys the attitude you have identified.

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



**CONTINUE YOUR RESPONSE HERE**

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*STOP. END OF ASSIGNMENT 1.*

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

## Literary and Cultural Texts and Traditions

1. **Correct Response: C.** (SMR Code: 3.1) *La Pléiade* was a famous group of poets, led by Pierre de Ronsard and Joachim du Bellay, that formed under the reign of Henri II in mid-sixteenth-century France.
2. **Correct Response: B.** (SMR Code: 3.1) In France, the classical literary period was dominated by the works of Molière, La Fontaine, and Racine, among others, and was developed during the reign of Louis XIV (1643–1715).
3. **Correct Response: B.** (SMR Code: 3.2) The writer is using the preface of the second edition of his novel to add a few reflections on the morality of his tale and to counter the interpretations of a small group of discontents who have criticized the work. He rejects this calumny by casting aspersions on his critics. He then concludes that were his work guilty of producing the social consequences of which it is accused, he would be the first to blame himself. However, since this is not the case, he considers himself innocent.
4. **Correct Response: B.** (SMR Code: 3.2) Rimbaud's poem "Ma Bohème" makes extensive use of enjambment, that is, the continuation of the sense of a phrase beyond the end of the line of a verse. Use of enjambment occurs in lines 6, 10, 11, and 13.
5. **Correct Response: D.** (SMR Code: 3.2) In this poem, there are many references to the open sky, nature, unconstrained travel, and a dreamy state of mind. The narrator rises above material impoverishment and discomfort to celebrate his sense of freedom. Therefore, Rimbaud's "Ma Bohème" can be considered an ode to liberty.

## Cultural Analysis and Comparisons

6. **Correct Response: B.** (SMR Code: 4.1) During the course of the twentieth century, and particularly following World War II, France's traditional position as major world power became increasingly tenuous. At the same time, cultural changes resulting from globalization raised concerns about French national identity. One response was an introspective focus on the meaning of French identity called *nombrilisme*, which literally means "navel gazing."
7. **Correct Response: D.** (SMR Code: 4.1) Beginning in the seventeenth century, France established colonies in the Caribbean, Southeast Asia, and North and West Africa. French immigration policies have favored residents of former colonies and current territories. As a result, during the course of the twentieth century, increasing numbers of people from these diverse regions entered the country. Many of them settled in France permanently, establishing ethnic communities in the cities and towns where they live.
8. **Correct Response: D.** (SMR Code: 4.1) René Descartes' belief that intellect is humankind's most important characteristic was shared by French Enlightenment thinkers of the eighteenth century. Their emphasis on the importance of human reason and the need for critical inquiry in all fields of knowledge has had an enduring influence on the development of French education.

9. **Correct Response: A.** (SMR Code: 4.2) Long a staple of life in France, during the French Revolution bread became a symbol of the basic human right to sustenance. This was in part a response to an alleged remark of Queen Marie-Antoinette who, after being told that the people had no bread, reportedly said, "let them eat cake." Since 1789, the French government has subsidized the cost of bread to ensure its availability to the poorest of families.
10. **Correct Response: B.** (SMR Code: 4.3) The French-Canadian singer-songwriters known as *chansonniers* not only drew heavily on regional folk traditions, but also celebrated the distinctive features of Quebecois society through their poetic and musical creativity. During the second half of the twentieth century, their music became an important expression of the search for Quebec's cultural and political identity in a changing world.

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

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

#### Question #11 (Strong Response)

In the fable "Le Chêne et le roseau," La Fontaine contrasts the attitudes of the two main characters through their use of language and register. The character of the "Chêne" displays an attitude of superiority and conceit that contrasts with the humility of the "roseau". He compares himself to mountains in terms of his size. He also sees himself as a protector of all things and is proud of his strength and power. He tells the "roseau" that his best refuge would be "...à l'abri du feuillage / Dont je couvre le voisinage, / ....Je vous défendrais de l'orage". The use of the word "couvre" in line 12 shows the sense of dominion felt by the "Chêne" as well as his feeling of self-importance in being able to protect weaker beings such as the "roseau".

Like a king, the "Chêne" also feels that he is invincible. He contrasts the effect of the wind on him with its effect on the "roseau" to underline his strength and ability to withstand attacks from outside forces when he states in line 10, "Tout vous est aquilon, tout me semble zéphyr". He is ultimately unable to see his own vulnerability as a result of his attitude of superiority.

La Fontaine demonstrates the contrast in attitude between the two characters through the use of register change. He employs a pompous speaking style characterized by complex poetic imagery and hyperbole to make simple concepts more important, thereby inflating his own self-importance. For example, instead of simply describing the fact that the "roseau" bows down in the wind, he states "le moindre vent...vous oblige à baisser la tête" (lines 4-6).

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Question #11 (Strong Response)

The style of speech given by the "Chêne" is also marked by complex syntax and sentence structure that reinforces the high register and attitude of superiority. He uses long subordinated clauses that create complicated sentences that accentuate his superior attitude. For example, when the "Chêne" compares himself to the mountains, he says "Cependant que mon front, au Caucase pareil, / Non content d'arrêter les rayons de soleil, / Brave l'effort de la tempête" (lines 7-9). The elevated register of the "Chêne" is further contrasted by the simple, direct language of the "roseau", which is unaffected and more colloquial. The "roseau" places the "Chêne" on his level as a peer when he says "...attendons la fin" (line 24) and chooses instead to state his ideas simply, for example, "Je plie, et ne romps pas" (line 21).

**Question #11 (Weak Response)**

"Le Chêne et le roseau" by Jean de La Fontaine shows the attitude of the author toward society. The chêne is accusing the roseau of being jealous of him. He is trying to defend himself when he says "défendrais", but the chêne has to give in and "baisser la tête" to the roseau. There is a big storm that comes through and the leaves and branches are all broken. There is also a flood which threatens everyone. The chêne thinks it is unfair to be treated in this way. He thinks that if he travels around the kingdom, he may find support in other regions like the north, but no matter where he goes, he only encounters fury and hatred. There are some children who are cruel to the chêne because they don't respect him.

This shows the struggle between the classes at the time this piece of literature was written. La Fontaine believed that it was important for people to treat each other as equals and used this poem to criticize society. The chêne is suggesting that he and the roseau work together to fight against the storm, but the roseau refuses. The roseau shows no compassion for others and so the plan is destined to fail. The wind gets stronger and everyone eventually dies and goes to the "empire des morts". This clearly shows that La Fontaine felt that his society was doomed to remain separated by class and prejudice.

## Scoring Information for CSET: French 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: French. 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 15).

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: French Subtest II

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

<b>PURPOSE</b>	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
<b>SUBJECT MATTER KNOWLEDGE</b>	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
<b>SUPPORT</b>	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.
<b>DEPTH AND BREADTH OF UNDERSTANDING</b>	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: French Subtest II

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

SCORE POINT	SCORE POINT DESCRIPTION
4	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial and accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects a comprehensive understanding of the assignment.</li> </ul>
3	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a largely accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequate understanding of the assignment.</li> </ul>
2	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is limited accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited understanding of the assignment.</li> </ul>
1	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is weak; there are no or few relevant examples.</li> <li>• The response reflects little or no understanding of the assignment.</li> </ul>
U	<p><b>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.</b></p>
B	<p><b>The "B" (Blank) is assigned to a response that is blank.</b></p>