



California  
Subject  
Examinations for  
Teachers®

# TEST GUIDE

## JAPANESE SUBTEST I

### Sample Questions and Responses and Scoring Information

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CS-TG-QR157X-02

## Sample Test Questions for CSET: Japanese Subtest I

Below is a set of multiple-choice questions and constructed-response questions that are similar to the questions you will see on Subtest I of CSET: Japanese. 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. In the genetic classification of languages, languages are classified according to:
  - A. geographical relationships between language populations.
  - B. standard ordering of the basic units of speech (subject, verb, object).
  - C. shared development from an earlier common language.
  - D. overlapping semantic categories of words.
2. A nonnative speaker who pronounces the Japanese words for *aunt* and *grandmother* in the same way is failing to:
  - A. use the proper accent pattern.
  - B. use the correct tongue position for pronunciation.
  - C. distinguish two different intonation patterns.
  - D. distinguish between a long and a short vowel sound.

3. The *-te* form of a verb, when used at the end of a sentence, would mean that the speaker is:
- A. giving a suggestion.
  - B. making a request.
  - C. asking for permission.
  - D. offering an apology.
4. The first five characters of katakana in the Gojū-on chart correspond to:
- A. the first five letters of the English alphabet.
  - B. the first five consonants of the English alphabet.
  - C. the five major English vowels.
  - D. the five short vowel sounds in English.
5. Traditionally, the *-sama* suffix in Japanese would be used when:
- A. talking about oneself to the president of one's own company.
  - B. talking to a senior manager about a customer.
  - C. talking about an office colleague to someone outside the company.
  - D. talking to a new acquaintance about one's parents or siblings.

6. **Complete the exercise that follows.**

The study of morphology is an important part of the study of language. Using your knowledge of linguistics, write a response, in either Japanese or English, in which you:

- define morphology; and
- explain two central concepts of morphology (e.g., morpheme, affix, inflectional vs. derivational morpheme, free vs. bound morpheme, root, stem, allomorph, back formation).

7. Rewrite each sentence below, transforming it according to the directions given. Your responses must be written in Japanese.

A. Rewrite the following sentence as a request for permission.

この映画を見ます。

B. Rewrite the following sentence, expressing a negative request.

ここで写真をとってはいけません。

C. Rewrite the following sentence in the active voice.

ウェイトレスに注文を聞かれました。

D. Combine the following sentences into a single sentence, transforming one of the original sentences into a modifying clause. Be sure to make all changes necessary for consistency and correctness.

私は車を運転しています。

その車は赤い色です。

8. Rewrite each sentence below, correcting the error in each sentence and providing a rationale (explanation) for each correction. Be sure that the corrected sentences retain the meaning of the original sentences. Your rewritten sentences must be written in Japanese. Your rationales may be written in either Japanese or English.

- A. 私の母はそちらにいらっしゃいますか。
- B. 昨日のコンサートは長かったけど、すてきでしたね。
- C. 前にすんでいた家は広かったし、きれいかったです。
- D. 暑いのでクーラーをつけてください。

**9. Use the information below to complete the exercise that follows.**

Mr. Kameyama, a young man in Japan, has just reported for work on the first day of his new job. He is waiting to talk to his new boss, Ms. Mizutani, about his work assignments and various office procedures. He also has a number of questions he wishes to ask his boss.


Write a response, in either Japanese or English, in which you:

- identify the sociolinguistic factors (e.g., age, gender, experience) that would influence a conversation between Mr. Kameyama and Ms. Mizutani; and
- discuss how these factors would likely affect such a conversation.



**Japanese Subtest I**

For questions 7 and 8, examinees would record their written responses on a two-page response sheet located in their answer document. The length of their response to each 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.

<b>Seat 00712</b> Site 436B ATA 007 PM Form # 157 CS 09/18/2004	<b>ID# : 4-123-456-7</b> <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>	<b>Assignment</b> <b>1</b> <b>Response Sheet</b>
<b>157 JAPANESE SUBTEST I</b>		
<b>DIRECTIONS</b> 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. <b>RESPONSES WRITTEN IN THE TEST BOOKLET WILL NOT BE SCORED. DO NOT WRITE YOUR NAME ANYWHERE IN THIS SECTION.</b>		
<b>DO NOT WRITE OUTSIDE THESE MARGINS</b>		
Write your responses to Part I (A through D) on the lines below.		
A.		
B.		
C.		
D.		
<b>DO NOT WRITE OUTSIDE THESE MARGINS</b>		
 <small>41234567157W001</small>		
<b>W PAGE 3</b> <span style="float: right;"><small>STOP. END OF ASSIGNMENT 1.</small></span>		
<div style="display: flex; justify-content: space-around;"><div style="width: 20px; height: 20px; background-color: black;"></div><div style="width: 20px; height: 20px; background-color: black;"></div><div style="width: 20px; height: 20px; background-color: black;"></div><div style="width: 20px; height: 20px; background-color: black;"></div><div style="width: 20px; height: 20px; background-color: black;"></div><div style="width: 20px; height: 20px; background-color: black;"></div><div style="width: 20px; height: 20px; background-color: black;"></div><div style="width: 20px; height: 20px; background-color: black;"></div><div style="width: 20px; height: 20px; background-color: black;"></div><div style="width: 20px; height: 20px; background-color: black;"></div></div>		

**CONTINUE YOUR RESPONSES HERE.**

Write your responses to Part II (A through D) on the lines below.

A. Rewritten Sentence:

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Rationale:

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B. Rewritten Sentence:

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Rationale:

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C. Rewritten Sentence:

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Rationale:

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D. Rewritten Sentence:

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Rationale:

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DO NOT WRITE OUTSIDE THESE MARGINS

DO NOT WRITE OUTSIDE THESE MARGINS

DO NOT WRITE OUTSIDE THESE MARGINS

W PAGE 4

# Annotated Responses to Sample Multiple-Choice Questions for CSET: Japanese Subtest I

## General Linguistics

1. **Correct Response: C.** (SMR Code: 1.1) The genetic classification of languages assumes that certain languages are related because they have evolved from a common ancestral language; for example, French and Spanish are classified as Romance languages because they can be traced back to a form of Latin used in the Roman Empire. Sometimes, though, the shared ancestral language is not as easily identifiable, and then the genetic classification is based on hypothetical reconstructions of the earlier forms of languages.

## Linguistics of the Target Language

2. **Correct Response: D.** (SMR Code: 2.1) In Japanese, the word for *aunt* (おばさん) is pronounced *obasan*, and the word for *grandmother* (おばあさん [おばーさん]) is pronounced *obaasan*. The difference between the two spoken words is that the word for *aunt* has a short vowel sound, while the word for *grandmother* has a long vowel sound. Therefore, a speaker who pronounces the Japanese words for *aunt* and *grandmother* in the same way is failing to distinguish between a long and a short vowel sound.
3. **Correct Response: B.** (SMR Code: 2.1) In Japanese, using the *-te* form of a verb at the end of a sentence indicates that a speaker is asking someone to do something. For example, the verb *taberu* means *to eat*, while *tabete* means *please eat*.
4. **Correct Response: C.** (SMR Code: 2.3) The first five characters of katakana in the "Gojū-on" chart are あいうえお, or A, I, U, E, and O, which are the five major English vowels.
5. **Correct Response: B.** (SMR Code: 2.4) The *-sama* suffix is generally placed after a person's name to show respect. This suffix is used when referring to someone outside one's own "circle" (e.g., outside one's family or one's company). Of the options given, only option B, talking to a senior manager about a customer, meets these criteria.

# Examples of Responses to Sample Constructed-Response Questions for CSET: Japanese Subtest I

## General Linguistics

### Question #6 (Strong Response)

Morphology is the study of the parts of words and how those parts combine. One central concept of morphology is the difference between a bound and a free morpheme; a bound morpheme cannot stand on its own, but a free morpheme can. Another central concept of morphology is the idea of an affix. An affix is a bound morpheme that gets attached to a word; it can be attached at the beginning or end of a root word. When it is attached to the beginning of the word, it is called a prefix, and when it is attached to the end of a word, it is called a suffix. The word unthinkable contains examples of free and bound morphemes and of affixes. It has a free morpheme (think) and two bound morphemes that are affixes (the prefix -un and the suffix -able).

### Question #6 (Weak Response)

Morphology is about the parts of words. One concept which is important in morphology is bound and free morphemes. Another concept is compounds, where two nouns go together to make a word.

## Linguistics of the Target Language

### Question #7 (Strong Response)

- A. この映画を見てもいいですか。
- B. ここで写真をとってはいけませんか。
- C. ウェートレスは注文を聞きました。
- D. 私は赤い車を運転しています。

### Question #7 (Weak Response)

- A. この映画を見たいけど、いいですか。
- B. ここで写真をとってはいけないんですか。
- C. ウェートレスに注文を言いました。
- D. 私は赤い色の車を運転しています。

## Question #8 (Strong Response)

A. 私の母はそちらにおりますか。

**Rationale:**

「母」という存在は身内で「あるので」、この場合は尊敬語を使う必要はない。そのため、身内の格を下げて言う謙譲語、つまりこの場合は「おりますか」を使うのが適当である。

B. 昨日のコンサートは長かったけど、すてきでしたね。

**Rationale:**

「長い」という単語、また、大体の動詞の語尾が「い」である場合その後に抜の音「つ」が続く場合、「長かった」とするのが良い。

C. 前にすんでいた家は広かったし、きれいでした。

**Rationale:**

「きれい」は形容詞なので、動詞のように時制によって変化させる必要はない。変わりに、「です」を過去形にする必要があるので、「でした」とするのが適当。

D. 暑いのでクーラーをつけて下さい。

**Rationale:**

「ついて」は自動詞であるが、クーラーは無生物主語であるため、「つける」の他動詞を使うべきである。

Question #8 (Weak Response)

A. 私の母は、そちらにおじゃましていますか。

**Rationale:**

「いらっしゃいます」と言うのは、人を迎えている人の方が言う言葉で「おじゃましていますか？」が聞く時には、よいから。

B. 昨日のコンサートは、長かったけど、すてきでしたね。

**Rationale:**

「長い」とは形容詞なのでここでは「長かった」で説明する。

C. 前に住んでいた家は、広くてキレイでした。

**Rationale:**

家の説明をしている単語「広い」「キレイ」を二つ共に言うのならば広くてキレイとつなげるべき。また「きれかった」と言う文は不適切。

D. 暑いのでクーラーをつけてください。

**Rationale:**

スイッチなどを動かしても5う時、「つける」と言う単語を使います。またこの時は、人に頼んでいるので「つける」の丁寧い語「つけて」にくださいを付けます。

**Question #9 (Strong Response)**

まず初めに、カメヤマさんは部下であり、ミズタニさんは彼の上司であるという、社会的立場から、彼が尊敬語を用いて彼女に接する必要があるというのは明らかである。

また、彼が多くの質問を抱えていることから、用件を端的にまとめて話すべきであろう。

性別についてだが、現代社会では男女の地位の差というものは、以前に比べて格段に減少してきているため、上司が女性であるからといって、また、部下が男性であるからといって、尊敬語を男性が用いなければいけないということに変わりはないのである。

カメヤマさんが尊敬語を用いることによって、ミズタニさんは改く質問に応じてくれるだろう。そうでなくても、カメヤマさんは、腰を低くしているべきである。

**Question #9 (Weak Response)**

亀山さんは、彼の新しい仕事の初日に、彼の仕事について報告した。そして、彼は、今、彼の新しい上司である水谷さんに、彼の新しい仕事内容と、さまざまな、事務の手順を聞きたいと待っている。彼は、また、彼女にいくつかの質問をしたいと考えている。

# Scoring Information for CSET: Japanese Subtest I

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 are four constructed-response questions in Subtest I of CSET: Japanese. Each of these constructed-response questions is designed so that a response can be completed within a short amount of time—approximately 10–15 minutes. Responses to the Linguistics of the Target Language (Transformation and Error Analysis) constructed-response questions are scored by qualified California educators. Responses to the General Linguistics and remaining Linguistics of the Target Language constructed-response questions are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your responses while focusing on the performance characteristics that have been identified as important for this subtest (see below and pages 17–18). Each response will be assigned a score based on an approved scoring scale (see pages 17–18).

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 and Scoring Scales for CSET: Japanese Subtest I

### A. LINGUISTICS OF THE TARGET LANGUAGE (TRANSFORMATION AND ERROR ANALYSIS)

**Performance Characteristics.** The following performance characteristic will guide the scoring of responses to the Linguistics of the Target Language (Transformation and Error Analysis) constructed-response questions on CSET: Japanese Subtest I.

<b>SUBJECT MATTER KNOWLEDGE</b>	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
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*Relevant Subject Matter Requirements for Linguistics of the Target Language  
(Transformation and Error Analysis)*

- Demonstrate an understanding of the morphology of the target language.
- Demonstrate an understanding of the syntax of the target language.
- Demonstrate an understanding of the semantics of the target language.
- Identify, analyze, and correct grammatical and mechanical errors in the target language.

**Transformation: Tasks 1–4**

For the four tasks, a "Correct" response is described by the following:

The candidate's response correctly transforms the sentence as instructed, i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed.

**Error Analysis: Tasks 5–12**

For the eight tasks, a "Correct" response is described by the following:

The candidate's response acceptably corrects the syntactic or linguistic error found in the sentence, i.e., the response has located and corrected the error of language structure found within the sentence and has retained the original meaning.

The candidate's response, i.e., the provided rationale, correctly states the syntactic or linguistic reason(s) for the correction of the identified error contained in the sentence.

**Scoring Scale.** Scores will be assigned to the Linguistics of the Target Language (Transformation and Error Analysis) constructed-response questions on CSET: Japanese Subtest I as a composite score according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	10–12 tasks correct
2	6–9 tasks correct
1	0–5 tasks correct

**B. GENERAL LINGUISTICS AND REMAINING LINGUISTICS OF THE TARGET LANGUAGE**

**Performance Characteristics.** The following performance characteristics will guide the scoring of responses to the General Linguistics and remaining Linguistics of the Target Language constructed-response questions on CSET: Japanese Subtest I.

<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.

***Relevant Subject Matter Requirements for General Linguistics***

- Demonstrate an understanding of the nature, purposes, and uses of language.
- Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation.
- Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts.
- Demonstrate an understanding of theories of language acquisition and learning.

***Relevant Subject Matter Requirements for Linguistics of the Target Language***

- Demonstrate an understanding of the phonology of the target language.
- Demonstrate an understanding of the orthography of the target language.
- Demonstrate an understanding of the morphology of the target language.
- Demonstrate an understanding of the syntax of the target language.
- Demonstrate an understanding of the semantics of the target language.
- Describe changes that occur in the target language over time.
- Analyze and contrast linguistic structures of the target language and English.
- Compare and contrast particular words, idioms, and inflections in the target language and English.

**Scoring Scale.** Scores will be assigned to each response to the General Linguistics and remaining Linguistics of the Target Language constructed-response questions on CSET: Japanese Subtest I according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
<b>3</b>	<p><b>The "3" response reflects a 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 an accurate application of relevant subject matter knowledge.</li> <li>• There is appropriate and specific relevant supporting evidence.</li> </ul>
<b>2</b>	<p><b>The "2" 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>• There is acceptable relevant supporting evidence.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a limited 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 only partially or not achieved.</li> <li>• There is limited or no application of relevant subject matter knowledge.</li> <li>• There is little or no relevant supporting evidence.</li> </ul>
<b>U</b>	<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>B</b>	<p><b>The "B" (Blank) is assigned to a response that is blank.</b></p>