



# California Subject Examinations for Teachers®

## TEST GUIDE

### LANGUAGES OTHER THAN ENGLISH (ARABIC, ARMENIAN, CANTONESE, FARSI, FILIPINO, FRENCH, GERMAN, HMONG, JAPANESE, KHMER, KOREAN, MANDARIN, PUNJABI, RUSSIAN, VIETNAMESE)

### SUBTEST V

### Sample Questions and Responses and Scoring Information

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CS-TG-QR251X-01

## Sample Test Questions for CSET: LOTE Subtest V

Below is a set of sample test questions that are similar to the questions you will see on Subtest V of CSET: Arabic, Armenian, Cantonese, Farsi, Filipino, French, German, Hmong, Japanese, Khmer, Korean, Mandarin, Punjabi, Russian, or Vietnamese. Note that the questions in this test guide are presented as examples from *various* versions of Subtest V. All references to the culture of emphasis and country or countries of origin on the version of the test you take will correspond to the target language/culture of the test for which you registered. You are encouraged to respond to the sample test questions as if they refer to your culture of emphasis without looking at the sample responses provided in the next section. Record your responses on a sheet of paper and compare them with the provided responses.

1. **Use the information below to complete the assignment that follows.**

Geography plays a major role in the development of every culture.

Using your knowledge of the geography and culture of the Philippines, write a response, in English, in which you:

- identify one major geographic feature of the Philippines; and
- explain how this feature has influenced the social, political, and/or economic development of Filipino culture.

**2. Use the information below to complete the assignment that follows.**

In every culture, there are important individuals who have played a significant role in the historical development of that culture.

Using your knowledge of the history and culture of China, write a response, in English, in which you:

- identify one important individual in the historical development of China; and
- explain how this individual influenced the social, cultural, political, and/or economic development of China.

**3. Use the information below to complete the assignment that follows.**

Religious traditions and institutions are a central part of every culture.

Using your knowledge of Punjabi culture and the experience of members of Punjabi culture in the United States, write a response, in English, in which you:

- identify one important religious tradition or institution in Punjabi culture; and
- explain to what extent this tradition or institution has been maintained and/or modified by members of Punjabi culture in the United States.

**4. Use the information below to complete the assignment that follows.**

All cultures have rituals, rites, and celebrations to observe important occasions such as marriage, the birth of a child, birthdays, coming of age, and death.

Using your knowledge of Iran and the experience of members of Persian culture in the United States, write a response, in English, in which you:

- identify one traditional ritual, rite, or celebration in Iran; and
- explain how the maintenance or modification of this ritual, rite, or celebration has affected the experience of members of Persian culture in the United States.

5. **Use the information below to complete the assignment that follows.**

The development of cultural identity—the shared traditions and beliefs that define how members of a culture view themselves as part of a distinctive community—is influenced by numerous factors.

Using your knowledge of the Korean community in the United States, write a response, in English, in which you:

- identify one sociopolitical or sociocultural factor (e.g., nationalism, ethnic pride, physical characteristics, stereotypes, xenophobia, marginalization) that has significantly influenced the development of cultural identity among members of Korean culture in the United States; and
- explain how this factor has influenced the development of cultural, bicultural, and/or multicultural identity among members of Korean culture in the United States.

# Sample Written Response Sheet for CSET: LOTE Subtest V

For questions 1–5, examinees would record their written response to each question on a one-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.

<b>Seat 99901</b>	<b>ID# : 9-999-999-9</b>	<b>Assignment</b> <b>1</b> <b>Response Sheet</b>
<b>AM</b>		
Form # <b>CS XX/XX/2007</b>	Form Number	
	<b>SUBTEST V</b>	

**DIRECTIONS**  
The directions and the assignment are presented in your test booklet. Read them carefully before you begin to write. The lined page of this response sheet is the only page 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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STOP. END OF ASSIGNMENT 1

## Examples of Responses to Sample Questions for CSET: LOTE Subtest V

### Geographic and Historical Contexts

#### Question #1 (Strong Response)

The Philippines is an archipelago of more than 7,000 islands and islets. These islands, which are located about 500 miles off the coast of Asia, extend more than a thousand miles from north to south and approximately 700 miles from east to west.

One consequence of this dispersed geographic organization is the tremendous linguistic diversity of the Philippines. Although most Filipinos are descended from Malay immigrants to the islands, together Filipinos speak eleven different languages with more than eighty minor languages. Because many of these languages are not mutually comprehensible, there has been considerable debate about doing more to create a national language that would be spoken by all Filipinos. If the nation had a more compact land area, where people from diverse groups interacted with one another on a regular basis, the country would likely have a common language that was used and understood by all its people.

The nation's dispersed geographic organization has also affected economic development in the Philippines. Here the big problem is transportation. The Philippines has rich deposits of many valuable minerals, but efforts to develop them have been hindered by the difficulty of transporting goods among the country's many islands. In recent decades, notable improvements have been made in the national transportation system. These include the construction of a major highway that connects all of the main islands with roads and ferries. As such improvements continue, the people of the Philippines will be able to overcome existing barriers to development and take full advantage of the many natural resources of their island republic.

**Question #2 (Strong Response)**

Confucius was the most influential thinker and social philosopher in Chinese history. He was born during the sixth century B.C.E. in what is now Shandong Province to a family of the lower aristocracy that had declined in wealth and status. Through his work as a magistrate, Confucius saw all too much of the chaos and social disorder of the times in which he lived, and his writings were designed to create a stable society led by virtuous people devoted to the public good.

The writings of Confucius had a strong impact on Chinese cultural and social development. One reason that his teachings were so widely accepted was that he drew on Chinese tradition to advocate familial loyalty, ancestor worship, and respect for elders. He also established guidelines for the five basic social relationships: ruler and subject, father and son, husband and wife, older brother and younger brother, and relations among members of the community. In all these relationships, he stressed the importance of obedience on the part of inferiors and the need for superiors to set a good example. These principles of social relations still have a powerful influence in Chinese culture today.

## Sociopolitical and Sociocultural Contexts

### Question #3 (Strong Response)

An important Punjabi religious institution is the *Gurudwara*. For Sikhs in the Punjab, the *Gurudwara* is the House of God, the dwelling place of the *Guru*. Although individual Sikhs can offer prayers to God at any time, group worship most often takes place in a *Gurudwara*. For Sikhs, congregational worship in a *Gurudwara* is much better than private prayer because it takes place amid the love and devotion of fellow believers.

The central object of worship in a *Gurudwara* is the *Guru Granth Sahib*, a sacred text that contains some 6,000 hymns of the Sikh *Gurus* and various saints from other religions. Sikhs give the *Guru Granth Sahib* the same reverence that they would a living *Guru*. Each morning, it is ritually opened, and each evening it is carefully wrapped before being put away for the night. On special occasions, such as the birthday of a *Guru*, members of the congregation take the *Guru Granth Sahib* in procession.

As is the case everywhere that Sikhs reside, those living in the United States have built *Gurudwaras* wherever they have established communities. The first American *Gurudwara* was constructed in Stockton, California, during the early twentieth century. Today, there are about fifty *Gurudwaras* in the state. Although primarily places of worship, *Gurudwaras* also serve important social purposes in Sikh communities. Daily offerings of food and money by members of the congregation are used to fund educational institutions and free kitchens known as *Guru Ka Langar*. Voluntarism is a hallmark of *Gurudwara* activities, as all Sikhs consider it an honor to be able to perform a service for the congregation. Even the wealthiest worshipers take on the most menial tasks to demonstrate the humility and equality that are central values of the Sikh religion.

**Question #4 (Strong Response)**

Among the most important celebrations in Persian culture is the Persian New Year, called Norooz. Beginning each year at the moment of the vernal equinox, Norooz is not only a celebration of the coming of spring, it is also an all-encompassing national ceremony that Iranians all over the world observe each year.

As with traditional Norooz celebrations in Iran, grass, mirrors, apples, coins, candles, goldfish, decorated eggs, money, new clothes, and bonfire jumping on the last day of the old year are all part of Norooz festivities in the United States. So is the Haft Seen, an elegant centerpiece or table setting containing seven items beginning with the letter "S" in the Persian alphabet, representing creations and immortals of ancient Persian culture.

Along with these and other traditional expressions of Norooz, members of the Persian community in the United States have added several new ways of celebrating, such as cultural presentations at Persian centers around the country, concerts, parades, and special programs on Farsi-language television stations.

Norooz celebrations in the United States not only enable individuals and families to reconnect each year with their cultural heritage, they are also observed by Iranian Americans of many different traditions, from Zoroastrians, to Muslims, to Christians, and from many different ethnic and sociocultural backgrounds. Thus, the celebration of Norooz each year in the United States has become a powerful source of cultural unification as well as an opportunity for Iranians of all kinds to educate the non-Persian community about the history, arts, literature, customs, and traditions of Persian culture.

**Question #5 (Strong Response)**

One important factor in the formation of contemporary Korean-American identity is a cultural perspective that emphasizes the ethnic uniformity of the Korean people. From this perspective, all Koreans are part of a big family regardless of what they do, where they live, or what their political or ideological convictions might be. South Koreans, North Koreans, and people of Korean descent living in the United States all form part of a broad Korean community.

Together with this sense of shared ethnicity is an equally powerful nationalist pride in the long history of Korean civilization and the tremendous economic and political advances made by South Korea during the past several decades. This combined ethnic nationalism has given members of Korean culture in the United States a strong sense of self-respect as inheritors of a notable culture.

At the same time, Koreans have thoroughly integrated themselves as individuals and as a community in the culture of the United States. As a result, most Korean Americans can be said to have a truly bicultural identity. On one hand, they live in the same neighborhoods, send their children to the same schools, watch and read the same media, and have the same civic values that Americans of non-Korean descent do. At the same time, they take great pride in their shared heritage and ethnicity, an outlook that deeply informs their sense of themselves as individuals and as members of a distinctive cultural community.

## Scoring Information for CSET: LOTE Subtest V

There are five constructed-response questions in Subtest V of CSET: Arabic, Armenian, Cantonese, Farsi, Filipino, French, German, Hmong, Japanese, Khmer, Korean, Mandarin, Punjabi, Russian, and Vietnamese. 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 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 13–14). 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 Commission on Teacher Credentialing based on professional judgments and recommendations of California educators.

### Performance Characteristics for CSET: LOTE Subtest V

The following performance characteristics will guide the scoring of responses to the constructed-response questions on CSET: LOTE Subtest V.

<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 Geographic and Historical Contexts (The Geographic and Demographic Contexts)*

- Demonstrate knowledge of significant geographic and demographic features of the country or countries of origin.
- Demonstrate understanding of the effect of geographic factors on language variations within the culture of emphasis.
- Demonstrate understanding of immigration to and migration patterns within the United States (e.g., push/pull factors, refugee/immigrant issues, legal status), including the influence of economic globalization on immigration and migration patterns.
- Describe and explain settlement and/or resettlement patterns among members of the culture of emphasis in the country or countries of origin and in the United States.
- Analyze ways in which immigration and migration by members of the culture of emphasis have influenced historical and contemporary demographics in the United States.

***Relevant Subject Matter Requirements for Geographic and Historical Contexts  
(The Historical Context)***

- Identify major historical eras, movements, and developments of the country or countries of origin (e.g., the rise and decline of indigenous civilizations, periods of vigorous artistic and intellectual activity, colonization by foreign nations, war, struggles for independence) and analyze the influence of those historical events on different groups within the culture of emphasis.
- Recognize the primary social and political structures within the country or countries of origin and demonstrate understanding of the contributions of various groups, including indigenous populations, to the culture of emphasis.
- Demonstrate understanding of the beliefs and values of different groups, including indigenous groups, in the country or countries of origin.
- Demonstrate knowledge of the effects of various historical factors (e.g., economic, political, educational, social) on the language and culture of the country or countries of origin and recognize contemporary influences in the United States on the language and culture of members of the culture of emphasis.
- Analyze how historical developments in the United States (e.g., immigration patterns, civil rights movements) and contemporary features of U.S. society (e.g., youth culture, marriage laws, immigration legislation) have influenced the experience of members of the culture of emphasis within the United States.

***Relevant Subject Matter Requirements for Sociopolitical and Sociocultural Contexts  
(The Sociopolitical Context)***

- Compare governmental systems (e.g., democratic, totalitarian, theocratic) and legal systems (e.g., judicial systems, civil liberties, due process rights) of the country or countries of origin and the United States.
- Demonstrate understanding of the distribution of political power and the nature of citizen participation in the country or countries of origin and analyze the ways in which this political tradition has influenced the involvement of members of the culture of emphasis in U.S. civic life.
- Demonstrate understanding of how the sociopolitical context of the country or countries of origin interacts with and affects demographics, roles, and status in those countries and analyze the influence of such factors on members of the culture of emphasis in the United States (e.g., transnationalism, dual citizenship, repatriation).
- Demonstrate knowledge of economic systems (e.g., agrarian, industrial, capitalist, socialist), workforce composition, class structure, and access to economic opportunities in the country or countries of origin and analyze the ways in which these systems and structures have influenced the experience of members of the culture of emphasis in the United States.
- Demonstrate understanding of the religious traditions and institutions within the country or countries of origin and the influence of these traditions and institutions in immigrant and ethnic communities in the United States.
- Demonstrate knowledge of the educational system of the country or countries of origin (e.g., school structures, compulsory education laws, access and availability), recognize how cultural and social traditions affect educational practices in the country or countries of origin (e.g., oral tradition, rote learning), and analyze the influence of those systems and practices on the educational experience of members of the culture of emphasis in the United States.

***Relevant Subject Matter Requirements for Sociopolitical and Sociocultural Contexts  
(The Sociocultural Context)***

- Demonstrate and apply knowledge of verbal and nonverbal elements of communicative competence (e.g., register, discourse patterns, forms of address, respect, greetings, turn-taking, eye contact, kinesthetic cues and proxemics) among members of the culture of emphasis and analyze how traditional patterns of communication have been maintained and/or modified in the United States.
- Compare socialization patterns and practices (e.g., family, school, peer groups, mass media) in the country or countries of origin and in the United States and analyze how traditional patterns of socialization have been preserved and/or modified in the United States.
- Demonstrate understanding of how roles and status of individuals (e.g., economic, racial, gender, ethnic, social class, age, educational level) influence social relationships in the country or countries of origin and how those factors affect the process of acculturation in the United States.
- Demonstrate understanding of features and practices of daily life in the country or countries of origin (e.g., shelter, work, food, marriage and family life, leisure activities, rites and celebrations, health and medical practices) and describe how these practices have been preserved and/or modified in the United States.
- Demonstrate knowledge of the humanities and arts (e.g., literature, visual/performing arts, folk and oral traditions, popular culture) in the country or countries of origin and their influence on the arts and popular culture of the United States.

***Relevant Subject Matter Requirements for Sociopolitical and Sociocultural Contexts  
(Crosscultural, Intercultural, and Intracultural Contexts)***

- Demonstrate knowledge of diversity (e.g., language, social class, education, traditions) within the culture of emphasis in the country or countries of origin and in the United States.
- Demonstrate understanding of crosscultural, intercultural, and intracultural interactions (e.g., conflict, harmony, interdependence) in the country or countries of origin and between members of the culture of emphasis and other groups in the United States.
- Demonstrate understanding of sociopolitical and sociocultural factors (e.g., nationalism, legislation, ethnic pride, physical characteristics, stereotypes, xenophobia, marginalization) that influence the development of cultural, bicultural, and multicultural identity among members of the culture of emphasis in the United States.
- Demonstrate knowledge of the contributions of members of the culture of emphasis to the social, economic, artistic, intellectual, and political life of the United States.

## Scoring Scale for CSET: LOTE Subtest V

Scores will be assigned to each response to the constructed-response questions on CSET: LOTE Subtest V 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 Subtest V.</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 Subtest V.</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 Subtest V.</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, primarily in a language other than 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>