



California
Subject
Examinations for
Teachers®

TEST GUIDE

CANTONESE SUBTEST II

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: Cantonese 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: Cantonese. 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. All text presented in Traditional characters is followed by the same text presented in Simplified characters.

General Directions

This test consists of two sections: (1) a multiple-choice question section and (2) a constructed-response assignment section. Each question in the first section is a multiple-choice question with four answer choices. Read each question and answer choice carefully and choose the ONE best answer.

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will not be penalized for guessing.

The second section contains one or more constructed-response assignments. You will be asked to provide a written response to each assignment. Directions for the constructed-response assignment(s) appear immediately before the assignment(s).

You may work on the multiple-choice questions and the constructed-response assignment(s) in any order that you choose. Be sure to allocate your time carefully so you are able to complete the entire test within the testing session. You may go back and review your answers at any time during the testing session.

You may NOT use any type of calculator or reference materials during the testing session.

Read either the passage below from the fourteenth-century novel *Romance of the Three Kingdoms* (三國演義) [三国演义] by Luo Guanzhong (羅貫中) [罗贯中] presented in Traditional characters or the same passage presented below in Simplified characters. Then answer the two questions that follow.

[TRADITIONAL CHARACTERS]

滾滾長江東逝水，浪花淘盡英雄。是非成敗轉頭空，青山依舊在，幾度夕陽紅。

[SIMPLIFIED CHARACTERS]

滚滚长江东逝水，浪花淘尽英雄。是非成败转头空，青山依旧在，几度夕阳红。

1. The author's primary purpose in this passage is to:
 - A. evoke a vivid picture in the reader's eye.
 - B. convey a point of view to the reader.
 - C. impress the reader with elegant language.
 - D. create a sense of suspense or expectation in the reader's mind.

2. In this passage, the author's message is reinforced primarily through which of the following?
 - A. repetition
 - B. historical allusion
 - C. exaggeration
 - D. comparison

3. Poems written by the Chinese poet Wang Wei (王維) [王維] mainly addressed which of the following subjects?
- A. the serenity and beauty of nature
 - B. the realm of the immortals
 - C. worldly attachments
 - D. infinite love for humanity
4. In which of the following ways are the government of the Republic of China and the government of the People's Republic of China most similar?
- A. The chief executive in both governments is the president.
 - B. Both governments play a dominant role in the direction and support of the economy.
 - C. Both governments operate in a system of multiple political parties.
 - D. The reforms introduced by both governments since 1985 have liberalized the political system.
5. In traditional Chinese families, an extended household is more likely to include the father's parents than the mother's parents because:
- A. as head of the household, the father determines which family members will live under his roof.
 - B. a married woman becomes a member of her husband's family and assumes the responsibility of helping to support his parents.
 - C. as supervisor of her own household, a married woman cannot remain in her mother's home.
 - D. age considerations are a major determinant of kinship rights, and a husband's parents are generally older than his wife's parents.
6. Which of the following is a characteristic of both ancient and modern Chinese music?
- A. the importance of melodic repetition
 - B. the emphasis placed on the harmonious interrelationships between notes
 - C. the importance of rhythmic syncopation
 - D. the emphasis placed on improvisation and individual interpretation

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

For the assignments in this section of the test, you are to prepare written responses on the assigned topics.

Read each assignment carefully before you begin your responses. Think about how you will organize your responses. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses. **However, your final responses must be either typed into the on-screen response box(es) or written on the response sheet(s) and scanned using the scanner provided at your workstation.**

Instructions for scanning your response sheet(s) are available by clicking the “Scanning Help” button at the top of the screen.

Your responses to **Assignments 7, 8, and 9** will be evaluated based on the following criteria.

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

Your response to **Assignment 10** will be evaluated based on the following criteria.

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

Assignments 7 and 8: 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.

Assignments 9 and 10: Relevant Subject Matter Requirements

- Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures.
- Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution.
- Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the interrelationship between geography and political systems.
- Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures.
- Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures.
- Demonstrate an understanding of how cultural practices exemplify cultural perspectives.
- Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.
- Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives.

The assignments are intended to assess subject matter knowledge and skills, not writing ability. Your responses, however, must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field and may be written in the target language or English.

Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work. Please write legibly when using response sheets. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

Any time spent responding to the assignment, including scanning the response sheet(s), is part of your testing time. Monitor your time carefully. When your testing time expires, a pop-up message will appear on-screen indicating the conclusion of your test session. Only response sheets that are scanned before you end your test or before time has expired will be scored. Any response sheet that is not scanned before testing ends will NOT be scored.

7. Complete the exercise that follows.

Using your knowledge of literary and cultural texts and traditions, write a response, in either Chinese or English, in which you discuss the *Shi Jing* (Book of Poetry) (史經) [史经]. Include at least three important facts or ideas related to the *Shi Jing* (Book of Poetry) (史經) [史经].

8. Read either the passage below presented in Traditional characters or the same passage presented below in Simplified characters. Then complete the exercise that follows.

[TRADITIONAL CHARACTERS]

一個滿天星斗的夜裏，他看守著田地，手裏的扇子輕輕搖動。新出的稻穗一個挨一個，星光射在上面，有些發亮，像頂著一層水珠，有一點兒風，就沙拉沙拉地響。稻草人看著，心裏很高興。他想，今年的收成一定可以使他的主人——一位可憐的老太太——笑一笑了。她以前哪裏笑過呢？八九年前，她的丈夫死了。她想起來就哭，眼睛到現在還紅著；而且成了毛病，動不動就流淚。她只有一個兒子，娘兒兩個費苦力種這塊田，足足有三年，才勉強把她丈夫的喪葬費還清。沒想到兒子緊接著得了白喉，也死了。她當時昏過去了，後來就落了個心痛的毛病，常常犯。這回只剩她一個人了，老了，沒有氣力，還得用力耕種，又挨了三年，總算把兒子的喪葬費也還清了。可是接著兩年鬧水，稻子都淹了，不是爛了就是發了芽。她的眼淚流得更多了，眼睛受了傷，看東西模糊，稍微遠一點兒就看不見。她的臉上滿是皺紋，倒像個風乾的橘子，哪裏會露出笑容來呢！可是今年的稻子長得好，很壯實，雨水又不多，像是能豐收似的。所以稻草人替她高興：想到收割的那一天，她看見收下的稻穗又大又飽滿，這都是她自己的，總算沒有白受累，臉上的皺紋一定會散開，露出安慰的滿意的笑容吧。如果真有這一笑，在稻草人看來，那就比星星月亮的笑更可愛，更可珍貴，因為他愛他的主人。

稻草人正在想的時候，一個小蛾飛來，是灰褐色的小蛾。他立刻認出那小蛾是稻子的仇敵，也就是主人的仇敵。

[SIMPLIFIED CHARACTERS]

一个满天星斗的夜里，他看守着田地，手里的扇子轻轻摇动。新出的稻穗一个挨一个，星光射在上面，有些发亮，像顶着一层水珠，有一点儿风，就沙拉沙拉地响。稻草人看着，心里很高兴。他想，今年的收成一定可以使他的主人——一位可怜的老太太——笑一笑了。她以前哪里笑过呢？八九年前，她的丈夫死了。她想起来就哭，眼睛到现在还红着；而且成了毛病，动不动就流泪。她只有一个儿子，娘儿俩个费苦力种这块田，足足有三年，才勉强把她丈夫的丧葬费还清。没想到儿子紧接着得了白喉，也死了。她当时昏过去了，后来就落了个心痛的毛病，常常犯。这回只剩她一个人了，老了，没有气力，还得用力耕种，又挨了三年，总算把儿子的丧葬费也还清了。可是接着两年闹水，稻子都淹了，不是烂了就是发了芽。她的眼泪流得更多了，眼睛受了伤，看东西模糊，稍微远一点儿就看不见。她的脸上满是皱纹，倒像个风干的橘子，哪里会露出笑容来呢！可是今年的稻子长得好，很壮实，雨水又不多，象是能丰收似的。所以稻草人替她高兴：想到收割的那一天，她看见收下的稻穗又大又饱满，这都是她自己的，总算没有白受累，脸上的皱纹一定会散开，露出安慰的满意的笑容吧。如果真有这一笑，在稻草人看来，那就比星星月亮的笑更可爱，更可珍贵，因为他爱他的主人。

稻草人正在想的时候，一个小蛾飞来，是灰褐色的小蛾。他立刻认出那小蛾是稻子的仇敌，也就是主人的仇敌。

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

- identify a significant theme of this passage; and
- describe how the characterization of the scarecrow contributes to the theme you have identified.

9. Complete the exercise that follows.

Chinese history and civilization have been greatly influenced by two great rivers: the Hwang He (黃河) [黄河] and the Chang Jiang (長江) [长江].

Using your knowledge of Chinese history and geography, write a response, in either Chinese or English, in which you describe the importance of these two rivers to the development of Chinese civilization.

10. **Complete the exercise that follows.**

Chinese history and civilization have been greatly influenced by two great rivers: the Hwang He (黃河) [黄河] and the Chang Jiang (長江) [长江].

Using your knowledge of Chinese history and geography, write a response, in either Chinese or English, in which you describe the importance of these two rivers to the development of Chinese civilization.

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

Literary and Cultural Texts and Traditions

1. **Correct Response: B.** (SMR Code: 3.2) The author's purpose in the passage is to convey a point of view. The author wants to help the reader see that all human endeavor is fleeting and insignificant when viewed from the perspective of the eternal things of nature, such as great rivers, tides, mountains, and sunsets.
2. **Correct Response: D.** (SMR Code: 3.2) The author's message is reinforced through the use of comparison. For example, the author notes that while the tides of the Chang Jiang come and go forever, human beings, and even heroes, perish with the passing time. Similarly, human success or failure matters not at all in the long run, while the mountains and sunsets go on into eternity.
3. **Correct Response: A.** (SMR Code: 3.1) Wang Wei was a poet who lived from A.D. 699 to 759 A.D. He wrote mainly quatrains that emphasized vivid descriptions of the beauty and peace of the natural world.

Cultural Analysis and Comparisons

4. **Correct Response: B.** (SMR Code: 4.1) Despite the growing influence of non-state enterprises in China since the move toward a market-oriented economy in the late 1970s, the government retains a dominant role in economic affairs, periodically reimposing central controls. A similar situation exists in Taiwan. Although a number of large government-owned banks and industrial firms have been privatized, the government continues to oversee investment and operate key industries.
5. **Correct Response: B.** (SMR Code: 4.2) In traditional China, responsibility for family continuity and the economic well-being of families made males the dominant partner in marital relationships—a superiority that was reinforced by legal codes and customary practices. Upon marriage, a woman entered her spouse's household, where she assumed responsibility for helping support her husband's parents.
6. **Correct Response: B.** (SMR Code: 4.3) The five-note structure (*do, re, mi, so, la*) of most traditional Chinese music strongly emphasized the creation of harmonious interrelationships between notes. Although Chinese music has never been static, this stress can still be heard in certain types of Chinese opera and the music of village bands.

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

Literary and Cultural Texts and Traditions

Question #7 (Score Point 3 Response)

[TRADITIONAL CHARACTERS]

《詩經》是中國最早的一部詩歌總集，產生于大約西周到春秋（公元前1046至256年間）。共收錄周代詩歌305篇。原稱“詩”或“詩三百”，漢代儒生始稱《詩經》。現存的《詩經》是漢朝毛亨所傳下來的，所以又叫“毛詩”。

《詩經》中的詩，當時都是能演唱的歌詞。按所配樂曲的性質，可分成風、雅、頌三類。“風”大部分是黃河流域的民歌，小部分是貴族加工的作品，共160篇。

“雅”包括小雅和大雅，共105篇。“雅”基本上是貴族的作品，只有小雅的一部分來自民間。“頌”是宮廷用於祭祀的歌詞，共40篇。一般來說，來自民間的歌謠，生動活潑，而宮廷貴族的詩作，相形見绌，詩味不多。

《詩經》是中國韻文的源頭，它形式多樣，但以四言為主；而《詩經》的語言是研究公元前11世紀到公元前6世紀漢語概貌的最重要的資料。

[SIMPLIFIED CHARACTERS]

《诗经》是中国最早的一部诗歌总集，产生于大约西周到春秋（公元前1046至256年间）。共收录周代诗歌305篇。原称“诗”或“诗三百”，汉代儒生始称《诗经》。现存的《诗经》是汉朝毛亨所传下来的，所以又叫“毛诗”。

《诗经》中的诗，当时都是能演唱的歌词。按所配乐曲的性质，可分成风、雅、颂三类。“风”大部分是黄河流域的民歌，小部分是贵族加工的作品，共160篇。

“雅”包括小雅和大雅，共105篇。“雅”基本上是贵族的作品，只有小雅的一部分来自民间。“颂”是宫廷用于祭祀的歌词，共40篇。一般来说，来自民间的歌谣，生动活泼，而宫廷贵族的诗作，相形见绌，诗味不多。

《诗经》是中国韵文的源头，它形式多样，但以四言为主；而《诗经》的语言是研究公元前11世纪到公元前6世纪汉语概貌的最重要的资料。

Question #8 (Score Point 3 Response)

[TRADITIONAL CHARACTERS]

這段短文是作者所經歷的人生片段，描述寫作時那個時代的一個農婦生活，主題可見仁見智發揮。

- 1) 作者把稻草人擬人化，賦予了生命和感情，從他眼里去看田野裏的風景，夜間人們所看不到的田野美景。

稻草人描述夜間田野風景如下："一個滿天星斗的夜裏，他看守著田地，手裏的扇子輕輕搖動。新出的稻穗一個挨一個，星光射在上面，有些發亮，像頂著一層水珠，有一點兒風，就沙拉沙拉地響。"星光的亮光怎麼傳遞活力到新長出的稻穗；田野交響曲如何在風兒的指揮下沙拉沙拉地讓樂曲裏的音符跳躍出美妙的音樂；稻草人都看見，聽見了，他描述了如詩如畫的田野夜景。

- 2) 稻草人眼見農民的悲痛生活，他們是如何從困苦中去盼望好日子。他說出他看守田地的老太太悲慘命運和痛苦生活。她是一位從沒笑過的可怜老農婦。民不聊生可說是此短文的主要主題。

這位老農婦在八九年前先喪失了老伴，她和兒子花了三年的時間才把喪葬費還清。可是禍不單行，命運之神偏偏愛作弄可憐人，她唯一的獨生子竟也相繼得病去

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Question #8 (Score Point 3 Response) *continued*

[TRADITIONAL CHARACTERS]

世。她的眼睛哭傷了，看東西變模糊了，老了，沒力氣了，卻還得用力耕種來糊口維生。她又花了三年的時間才把兒子的喪葬費還清。接踵而來的兩年，家鄉竟鬧水災，稻子爛了，發了芽，幾乎無以為生。

後來終於峰回路轉，天公作美了，那年風調雨順，稻草人認為他的主人可以有個好收成，好盼頭了，她終將獲得些安慰吧。他認為收割的那天，一定可以看見老太婆的笑容。他想像著這一笑是從那布滿皺紋的臉龐中第一次散開來的，將會是最可愛珍貴無比的。老婦的生活再苦，總還有改善生活的盼望呢!

- 3) 稻草人非常忠心負責，他比牛勤勞，比狗還忠心盡職。

他不貪玩，不亂跑，靜靜地守著他的田野崗位，默默地搖著手裏的扇子工作，而且，他非常地愛他的主人。一隻小娥飛來，他認出是稻子的敵人，也是他主人的敵人，他也立刻把那隻灰褐色小娥當成他自己的敵人。大難臨頭，老農婦的希望又快破滅了，人生無常，真叫人感嘆啊!

[SIMPLIFIED CHARACTERS]

这段短文是作者所经历的人生片段，描述写作时那个时代的一个农妇生活，主题可见仁见智发挥。

- 1) 作者把稻草人拟人化，赋予了生命和感情，从他眼里去看田野里的风景，夜间人们所看不到的田野美景。

稻草人描述夜间田野风景如下:"一个满天星斗的夜里，他看守著田地，手里的扇子轻轻摇动。新出的稻穗一个挨一个，星光射在上面，有些发亮，像顶著一层水珠，有一点儿风，就沙拉沙拉地响。"星光的亮光怎么传递活力到新长出的稻穗;田野交响曲如何在风儿的指挥下沙拉沙拉地让乐曲里的音符跳跃出美妙的音乐;稻草人都看见，听见了，他描述了如诗如画的田野夜景。

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Question #8 (Score Point 3 Response) *continued*

[SIMPLIFIED CHARACTERS]

- 2) 稻草人眼见农民的悲痛生活，他们是如何从困苦中去盼望好日子。他说出他看守田地的老太太悲惨命运和痛苦生活。她是一位从没笑过的可怜老农妇。民不聊生可说是此短文的主要主题。

这位老农妇在八九年前先丧失了老伴，她和儿子花了三年的时间才把丧葬费还清。可是祸不单行，命运之神偏偏爱作弄可怜人，她唯一的独生子竟也相继得病去世。她的眼睛哭伤了，看东西变模糊了，老了，没力气了，却还得用力耕种来糊口维生。她又花了三年的时间才把儿子的丧葬费还清。接踵而来的两年，家乡竟闹水灾，稻子烂了，发了芽，几乎无以为生。

后来终于峰回路转，天公作美了，那年风调雨顺，稻草人认为他的主人可以有个好收成，好盼头了，她终将获得些安慰吧。他认为收割的那天，一定可以看见老太婆的笑容。他想像著这一笑是从那布满皱纹的脸庞中第一次散开来的，将会是最可爱珍贵无比的。老妇的生活再苦，总还有改善生活的盼望呢!

- 3) 稻草人非常忠心负责，他比牛勤劳，比狗还忠心尽职。

他不贪玩，不乱跑，静静地守著他的田野岗位，默默地摇着手里的扇子工作，而且，他非常地爱他的主人。一只小娥飞来，他认出是稻子的敌人，也是他主人的敌人，他也立刻把那只灰褐色小娥当成他自己的敌人。大难临头，老农妇的希望又快破灭了，人生无常，真叫人感叹啊!

Cultural Analysis and Comparisons (Short [Focused]-Response Question)**Question #9 (Score Point 3 Response)**

[TRADITIONAL CHARACTERS]

李白曰：君不見黃河之水天上來，奔流到海不復還。黃河發源於青海巴顏喀拉山北麓。黃河是中國第二大河，幹流五千四百多公里，流經青海、四川等九個省份。沿途匯集了三十多條支流和無數溪川，流域面積達七萬五千多平方公里。中游段流經廣大的黃土高原地區，許多支流夾帶大量泥沙匯入。

歷史上，黃河流域經常泛濫成災。河水夾帶到下游的泥沙，沖積展的河口三角洲。

黃河流域居民占中國總人口四分之一，耕地約占全國四成。黃河流域是中華民族的搖籃。遠在五、六十萬年前，那里的氣候比現在暖和濕潤得多，黃土質地松疏利於耕種，適宜人類居住。五千多年前，黃河中下游地區就有人類生產彩陶，即所說的仰韶文化。秦、漢、唐、宋等的輝煌王朝都發育和建立在黃河流域。那有人稱中國古代文明為黃河文明。

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Question #9 (Score Point 3 Response) *continued*

[TRADITIONAL CHARACTERS]

長江是中國最大河，源於青藏高原唐古拉山脈。經青藏十個省、市、區，在上海以東注入東海。長江可分為三大段：四川宜賓以上為上游、宜賓至湖北宜昌為中游、宜昌以下為下游。

流域面積一百八十余萬平方公里。流域大部分處於亞熱帶季風氣候區，雨量充沛，水量也居世界第三位。

由於土地肥沃，灌溉便利，長江流域灌溉面積占全國的三成左右。人口占全國三分之一。而水稻產量占全國七成以上。

長江流域不但是現代中國重要的經濟發達地區，而且兩岸有許多名山大澤，風光秀麗。中華民族的搖籃雖在黃河流域，但周武王滅殷後，黃河、長江兩流域便成為中國歷史文化發展的重心。沿江有眾多名城，如南昌、成都、上海等。這些城市都是歷史文化名城，還是現代重要的。兩岸有許多名勝古跡，是了解中國歷史的珍貴資料。

Question #9 (Score Point 3 Response)

[SIMPLIFIED CHARACTERS]

李白曰：君不見黃河之水天上来，奔流到海不复还。黃河發源于青海巴顏喀拉山北麓。黃河是中國第二大河，干流五千四百多公里，流经青海、四川等九個省份。沿途汇集了三十多条支流和无数溪川，流域面积达七万五千多平方公里。中游段流经广大的黄土高原地区，许多支流夹带大量泥沙汇入。

历史上，黃河流域经常泛滥成灾。河水夹带到下游的泥沙，冲积展的河口三角洲。

黃河流域居民占中國总人口四分之一，耕地约占全國四成。黃河流域是中華民族的搖籃。遠在五、六十萬年前，那里的气候比现在暖和湿润得多，黄土质地疏松利于耕种，适宜人类居住。五千多年前，黃河中下游地区就有人类生产彩陶，即所说的仰韶文化。秦、汉、唐、宋等的辉煌王朝都发育和建立在黃河流域。那有人称中国古代文明为黃河文明。

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Question #9 (Score Point 3 Response) *continued*

[SIMPLIFIED CHARACTERS]

长江是中国最大河，源于青藏高原唐古拉山脉。经青藏十个省、市、区，在上海以东注入东海。长江可分为三大段：四川宜宾以上为上游、宜宾至湖北宜昌为中游、宜昌以下为下游。

流域面积一百八十余万平方公里。流域大部分处于亚热带季风气候区，雨量充沛，水量也居世界第三位。

由于土地肥沃，灌溉便利，长江流域灌溉面积占全国的三成左右。人口占全国三分之一。而水稻产量占全国七成以上。

长江流域不但是当代中国重要的经济发达地区，而且两岸有许多名山大泽，风光秀丽。中华民族的摇篮虽在黄河流域，但周武王灭殷后，黄河、长江两流域便成为中国历史文化发展的重心。沿江有众多名城，如南昌、成都、上海等。这些城市都是历史文化名城，还是现代重要的。两岸有许多名胜古迹，是了解中国历史的珍贵资料。

Cultural Analysis and Comparisons (Extended-Response Question)

Question #10 (Score Point 4 Response)

[TRADITIONAL CHARACTERS]

儒家，是先秦時以孔子為代表的一個思想流派。其主張禮治，強調三綱五常的社會倫理關係，即父為子綱，君為臣綱，夫為妻綱，和仁、義、禮、智、信。“儒”本來是指殷商時代（公元前1600-1046）主要以治喪相禮為職業的一個社會階層。這個階層收入比較低，但脫離直接的體力勞動，專門從事治喪禮儀，使得治喪禮儀的形式發展得越來越繁瑣複雜。經過長期的發展，這些禮儀喪慶逐漸提升，成為社會規範。而有些從事這個行業的人們變成為典禮官，或變成對這些繁文縟節的典禮和社會秩序進行闡釋的學者。孔子是儒家的創始人和儒家思想的代表人物。

孔子生于公元前551年魯國的昌平鄉（今山東省曲阜）。孔子一生勤奮好學，他曾經說，“三人行，必有我師焉”。相傳孔子有三千弟子。一生致力於教育。整理《詩》《書》等古籍。《論語》集儒家思想之大成，是其弟子將其思想言論匯集而成，對后世產生深遠的影響。

經過上千年的發展，儒家的思想博大精深，歸納起來可以有以下內容：

- 1、天命觀，孔子認為天命主宰人的生死命運，也決定社會的治亂；
- 2、因此，“三綱”所限定的社會倫理關係是天命，是不可變更的。“三綱”即：父為子綱，君為臣綱，夫為妻綱，在中國成了最基本的社會倫理關係，忠孝的倫理是基于這種社會關係之上的；
- 3、孔子主張中庸之道。中庸之道是孔子立身行事的最高標準。要文質彬彬。中庸之道主張處理事務時，既不能太過，又不能不及；
- 4、因此，他又主張“仁愛”。在維持穩定的社會關係的同時，統治者要施行關愛。他說，要“文質彬彬”，“德刑并用”，“寬猛相濟”。“仁愛”是中國傳統思想中的最重要的範疇。
- 5、同樣為了維持穩定的社會關係，孔子注重社會倫理道德，即仁義忠孝的倫理觀念。儒家思想在春秋戰國時期得到發展，但只有到漢代以後（公元前206年至公元220年）才成為占統治地位的思想。

Question #10 (Score Point 4 Response)

[SIMPLIFIED CHARACTERS]

儒家，是先秦时以孔子为代表的的一个思想流派。其主张礼治，强调三纲五常的社会伦理关系，即父为子纲，君为臣纲，夫为妻纲，和仁、义、礼、智、信。“儒”本来是指殷商时代（公元前1600-1046）主要以治丧相礼为职业的一个社会阶层。这个阶层收入比较低，但脱离直接的体力劳动，专门从事治丧礼仪，使得治丧礼仪的形式发展得越来越繁琐复杂。经过长期的发展，这些礼仪丧庆逐渐提升，成为社会规范。而有些从事这个行业的人们变成典礼官，或变成对这些繁文缛节的典礼和社会秩序进行阐释的学者。孔子是儒家的创始人和儒家思想的代表人物。

孔子生于公元前551年鲁国的昌平乡（今山东省曲阜）。孔子一生勤奋好学，他曾经说，“三人行，必有我师焉”。相传孔子有三千弟子。一生致力于教育。整理《诗》《书》等古籍。《论语》集儒家思想之大成，是其弟子将其思想言论汇集而成，对后世产生深远的影响。

经过上千年的发展，儒家的思想博大精深，归纳起来可以有以下内容：

- 1、天命观，孔子认为天命主宰人的生死命运，也决定社会的治乱；
- 2、因此，“三纲”所限定的社会伦理关系是天命，是不可变更的。“三纲”即：父为子纲，君为臣纲，夫为妻纲，在中国成了最基本的社会伦理关系，忠孝的伦理是基于这种社会关系之上的；
- 3、孔子主张中庸之道。中庸之道是孔子立身行事的最高标准。要文质彬彬。中庸之道主张处理事务时，既不能太过，又不能不及；
- 4、因此，他又主张“仁爱”。在维持稳定的社会关系的同时，统治者要施行关爱。他说，要“文质彬彬”，“德刑并用”，“宽猛相济”。“仁爱”是中国传统思想中的最重要的范畴。

- 5、同样为了维持稳定的社会关系，孔子注重社会伦理道德，即仁义忠孝的伦理观念

儒家思想在春秋战国时期得到发展，但只有到汉代以后（公元前206年至公元220年）才成为占统治地位的思想。

Scoring Information for CSET: Cantonese 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.

Responses to constructed-response questions are scored by qualified California educators using focused holistic scoring.

Because the constructed-response questions on CSET: Cantonese Subtest II are of two types—one type requiring a short (focused) response taking approximately 10–15 minutes to complete, and another type requiring an extended response taking approximately 30–45 minutes to complete—two sets of performance characteristics and two scoring scales will be used to score responses to the constructed-response questions. Scorers will judge the overall effectiveness of your responses while focusing on the appropriate performance characteristics that have been identified as important for this subtest (see below and pages 23 and 24). Each response will be assigned a score based on an approved scoring scale (see pages 23 and 25).

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 and Scoring Scales for CSET: Cantonese Subtest II

A. SHORT (FOCUSED)-RESPONSE QUESTIONS

Performance Characteristics. The following performance characteristics will guide the scoring of responses to the short (focused)-response constructed-response questions on CSET: Cantonese 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.

Relevant Subject Matter Requirements for Literary and Cultural Texts and Traditions

- 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.

Relevant Subject Matter Requirements for Cultural Analysis and Comparisons

- Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures.
- Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution.
- Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the relationship between geography and political systems.
- Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures.
- Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures.
- Demonstrate an understanding of how cultural practices exemplify cultural perspectives.
- Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.
- Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives.

Scoring Scale. Scores will be assigned to each response to the short (focused)-response constructed-response questions on CSET: Cantonese Subtest II according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	<p>The "3" response reflects a command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is an accurate application of relevant subject matter knowledge. • There is appropriate and specific relevant supporting evidence.
2	<p>The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</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. • There is acceptable relevant supporting evidence.
1	<p>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</p> <ul style="list-style-type: none"> • The purpose of the assignment is only partially or not achieved. • There is limited or no application of relevant subject matter knowledge. • There is little or no relevant supporting evidence.
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>

B. EXTENDED-RESPONSE QUESTION

Performance Characteristics. The following performance characteristics will guide the scoring of responses to the extended-response constructed-response question on CSET: Cantonese 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 for Cultural Analysis and Comparisons

- Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures.
- Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution.
- Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the relationship between geography and political systems.
- Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures.
- Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures.
- Demonstrate an understanding of how cultural practices exemplify cultural perspectives.
- Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.
- Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives.

Scoring Scale. Scores will be assigned to each response to the extended-response constructed-response question on CSET: Cantonese 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 World Languages.</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 World Languages.</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 World Languages.</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 World Languages.</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>