



California
Subject
Examinations for
Teachers®

TEST GUIDE

FRENCH SUBTEST III

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: French Subtest III

Below is a set of multiple-choice questions and constructed-response questions that are similar to the questions you will see on Subtest III 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.

Please note that at the actual test administration, you will hear rather than read the passages for the listening comprehension questions.

GENERAL DIRECTIONS

This portion of the test consists of six sections: (1) a listening comprehension section with multiple-choice questions, (2) a reading comprehension section with multiple-choice questions, (3) an oral expression section with constructed-response assignments, (4) a listening comprehension section with a constructed-response assignment, (5) a reading comprehension section with a constructed-response assignment, and (6) a written expression section with constructed-response assignments. The directions for each section appear before that section.

For sections containing multiple-choice questions, 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.



**DIRECTIONS FOR THE LISTENING COMPREHENSION
MULTIPLE-CHOICE QUESTIONS**

This section of the test contains multiple-choice questions that involve listening to an audio recording. Listen carefully to the recording. Each excerpt will be followed by one or more multiple-choice questions. Each multiple-choice question has four answer choices. After listening to an excerpt, read each question and answer choice carefully and choose the ONE best answer. Excerpts will vary in length. Unless otherwise indicated, each listening passage will be read twice.

The first recorded excerpt will begin playing automatically once you advance to the next screen. There will be 20 seconds of silence at the beginning of each recording. During these 20 seconds, you should familiarize yourself with the test question(s) presented on the screen.

Once the audio begins, you will not be able to pause, stop, or replay it. Therefore, listen carefully, then answer the question(s) on the screen. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You will not be able to go back and review your answers to questions in this section of the test. Once you move to the next question, you will not be able to go back to previous questions in this section. Therefore, be sure to select your answer carefully before you move to the next question. The next recorded excerpt will not begin playing until you advance to the next question.

Please be aware that the visual enhancements  and  are NOT available during this section of the test. Please DO NOT use these features until you have completed all listening items and proceeded to the remaining sections of the test.

(The examinee will hear and read on-screen:)

1. **Ecoutez attentivement le passage suivant. Vous l'entendrez deux fois.**

(The examinee will hear:)

(female): Cette baignoire est en fonte avec des fleurs peintes à la main et des robinets de style 1900. Bien que ce soit un article de luxe peu abordable, sa production fait vivre une fabrique dans la ville de Lille depuis plus d'un siècle. Cet objet commence à avoir un succès grandissant aux Etats-Unis.

Maintenant répondez à la question.

(The examinee will read on-screen:)

Laquelle des phrases suivantes décrit le mieux le résultat de la production de ces baignoires ?

- A. Les objets décorés de fleurs peintes sont à la mode.
- B. Un article de luxe est maintenant peu cher.
- C. Les Etats-Unis sont devenus un concurrent sur ce marché.
- D. Une fabrique à Lille en tire profit depuis longtemps.

(The examinee will hear and read on-screen:)

Ecoutez attentivement le passage suivant. Vous l'entendrez deux fois.

(The examinee will hear:)

(male): Je suis contre les réseaux sociaux ! Qu'ils soient ciblés sur les jeunes, les professionnels, les anciens amis, les rencontres, ou les centres d'intérêt, je trouve qu'ils présentent plus de dangers que d'avantages.

A la base, chacun se crée un profil. C'est le premier danger, car on ne sait pas du tout si la personne derrière ce profil est bien qui elle prétend être, ni si elle a de bonnes intentions.

Le deuxième danger, c'est que si l'on crée un profil véridique, on divulgue immédiatement trop d'informations qui peuvent être partagées à travers le réseau. Dans le meilleur des cas cela compromet votre vie privée et vous expose aux quolibets ou à l'embarras. Et au pire, cela peut compromettre votre sécurité personnelle et familiale.

Et pour moi, le danger le plus sournois c'est que sous prétexte que votre participation dans le réseau est gratuite, les propriétaires du réseau vous imposent un règlement visant à se faire de l'argent sur votre dos en vendant vos informations privées aux marchands les plus offrants.

J'ai entendu dire que « Ce n'est pas le réseau social en lui-même qui est dangereux, c'est l'utilisation que l'on en a », mais à mon avis, le seul moyen d'utiliser ces réseaux en toute sécurité, c'est de les éviter comme la peste !

Maintenant répondez aux deux questions qui suivent.

(The examinee will read on-screen:)

2. Lequel des adjectifs suivants décrit le mieux le ton de l'homme?

- A. objectif
- B. indigné
- C. ironique
- D. enthousiaste

(The examinee will read on-screen:)

3. Lequel des conseils suivants correspond le mieux à l'opinion de l'homme au sujet des réseaux sociaux ?

- A. Il faut les utiliser avec précaution.
- B. Il vaut mieux se créer un profil fantaisiste.
- C. Il faut respecter les règlements.
- D. Il vaut mieux s'abstenir d'y participer.

(The examinee will hear and read on-screen:)

4. **Ecoutez attentivement le passage suivant. Vous l'entendrez deux fois.**

(The examinee will hear:)

(female): On peut donc résumer l'article que vous avez lu en disant que Claude Lorrain est un des premiers artistes à étudier un paysage en fonction de l'intensité lumineuse du soleil et de ses reflets sur l'eau. Comparons ici son tableau avec celui de Monet. Vous voyez le même miroitement de l'eau et le même éclat du soleil. Vous verrez maintenant sur l'écran l'œuvre d'un autre artiste qui a peint 200 ans après Claude Lorrain. Cette œuvre retrouve la même délicatesse d'atmosphère et annonce l'art évanescents des peintres impressionnistes. Il est l'heure de terminer, je vous retrouve jeudi.

Maintenant répondez à la question.

(The examinee will read on-screen:)

Laquelle des phrases suivantes décrit le mieux la personne qui parle ?

- A. C'est une professeure d'histoire de l'art qui fait un cours.
- B. C'est une antiquaire qui vend des tableaux.
- C. C'est une guide qui fait visiter un musée.
- D. C'est une restauratrice de tableaux qui explique son travail.

(The examinee will hear and read on-screen:)

5. **Ecoutez attentivement la conversation suivante. Vous l'entendrez deux fois.**

(The examinee will hear:)

(male): Mais enfin, Laure, annoncer à tes parents que tu vas te marier, cela devrait te rendre heureuse !

(female): Tu ne connais pas mes parents ! Ils ont des idées bien rigides sur le mariage ! Et je crois bien que David, eh bien, ils vont le trouver, euh...

(male): Tu sais, ce qui est important, c'est que David et toi croyiez vraiment que votre décision est la bonne. Et puis, vous n'êtes plus des enfants. C'est à vous de décider !

Maintenant répondez à la question.

(The examinee will read on-screen:)

Dans cette conversation, Laure explique :

- A. que David ne s'entendra pas bien avec ses parents.
- B. que son ami estime qu'elle est trop jeune pour se marier.
- C. qu'elle et son mari vont bientôt avoir un enfant.
- D. que ses parents ne vont pas approuver sa décision.

**DIRECTIONS FOR THE READING COMPREHENSION
MULTIPLE-CHOICE QUESTIONS**

Each question in this section of the test 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.

6. **Lisez le texte ci-dessous ; puis répondez à la question qui suit.**

On connaît bien les avantages de préserver les domaines naturels tels que les forêts tropicales, ainsi que de protéger les espèces menacées. Ce qui est moins connu, c'est qu'éclaircir prudemment les forêts produit des arbres et une faune plus sains. Les forêts qui sont bien gérées résistent mieux au feu, aux dégâts de la glace et aux maladies. Quand on enlève sélectivement le bois mort, on favorise la nouvelle croissance des arbres. Il est vrai que les arbres complètement morts fournissent de l'habitat pour certains animaux. Les rapaces utilisent les arbres morts comme des centres d'observation et les pics y font leurs nids. Mais deux ou trois arbres morts par hectare de forêt suffisent largement. Il vaut mieux enlever la plupart des arbres morts afin de faire de la place aux jeunes arbres. Les arbres malades ou adultes doivent aussi être coupés sélectivement afin de contribuer à la santé et à la croissance globale de la forêt.

Selon ce texte, que peut-on conclure à propos de la gestion des forêts ?

- A. Enlever les arbres morts profite aux forêts.
- B. L'intervention humaine détruit les habitats naturels.
- C. Enlever les arbres d'une forêt désavantage les animaux.
- D. Les arbres malades peuvent être sauvés avec les soins nécessaires.

7. **Lisez le texte ci-dessous ; puis répondez à la question qui suit.**

Aux Etats-Unis, il existe des différences régionales quant au nombre d'animaux domestiques abandonnés, comme les chats et les chiens. Par exemple, certaines régions ont trois fois plus de chiens abandonnés que d'autres. Il y a plusieurs raisons possibles pour ces différences : les campagnes régionales de sensibilisation, l'argent disponible pour faire stériliser les animaux domestiques, et l'attitude générale vis-à-vis des animaux domestiques en tant que compagnons. Pourtant, il y a une bonne solution à la surpopulation des animaux domestiques. Dans les régions moins peuplées, les refuges d'animaux domestiques peuvent accueillir des animaux venant d'autres régions et les héberger jusqu'à ce qu'ils puissent être placés dans des foyers où ils seront aimés et appréciés.

Laquelle des phrases suivantes décrit le mieux le point de vue de cet auteur à propos de la gestion des animaux domestiques abandonnés ?

- A. Il faudrait revoir la réglementation concernant l'abandon des animaux domestiques.
- B. Il est souhaitable de déplacer les animaux abandonnés vers des régions où leurs chances d'être adoptés sont plus favorables.
- C. Il faudrait faire stériliser les animaux abandonnés pour éviter la surpopulation dans les régions les plus à risques.
- D. Il est impératif de changer l'attitude générale des gens vis-à-vis des animaux domestiques.

8. **Lisez le texte ci-dessous ; puis répondez à la question qui suit.**

Les chemins de Gironde sont jalonnés de mille et un vestiges qui traversent toutes les époques de notre histoire depuis l'âge préhistorique.

A côté des témoignages gallo-romains et mérovingiens, les empreintes les plus présentes et les plus nombreuses sont certainement celles que nous a laissées la période médiévale, fortement marquée par la présence anglaise.

De cette époque guerrière, la Gironde a gardé ses châteaux forts aux lignes sévères et ses imposantes bastides, cités protégées de remparts aujourd'hui si pittoresques. Eglises romanes et abbayes sont également au rendez-vous.

Plus récents, les monuments, les hôtels particuliers, les grandes esplanades de Bordeaux constituent un magnifique ensemble architectural du plus pur 18^{ème} siècle, savamment sauvegardé jusqu'à nos jours.

Selon ce texte, la Gironde moderne est remarquable à cause :

- A. de la guerre contre les Anglais.
- B. de la préservation des monuments anciens.
- C. des grandes places mérovingiennes.
- D. du grand nombre de remparts du 18^{ème} siècle.

Lisez le texte ci-dessous ; puis répondez aux deux questions qui suivent.

L'enseignement de la musique a depuis longtemps été considéré comme une composante souhaitable d'une formation complète. Cependant, ces dernières années, de nombreuses recherches ont été conduites afin de déterminer l'influence positive que peut avoir l'enseignement de la musique dans des matières telles que les mathématiques. Des études ont démontré que les élèves qui apprennent la musique ont, dans tous les niveaux, de meilleurs résultats en mathématiques.

La musique et les mathématiques se ressemblent sur de nombreux points. La base de la musique est le rythme, qui est lui-même fondé sur des modèles. La capacité qu'a le cerveau de reconnaître ces modèles est la clé de toute musique et une qualité essentielle en mathématiques. Certains chercheurs avancent la théorie selon laquelle l'aptitude séquentielle que l'on utilise en musique se compare à l'exercice physique. C'est une sorte d'échauffement mental qui permet au cerveau d'atteindre des objectifs plus élevés dans d'autres domaines d'apprentissage. Une étude a démontré que la relation mathématiques-musique fonctionne sous forme d'échange. Les personnes sachant lire la musique ont de meilleurs résultats en mathématiques et celles qui sont douées pour les mathématiques ont plus de facilité à lire la musique. L'étude permet de conclure que la lecture de la musique et l'apprentissage des mathématiques requièrent des aptitudes similaires.

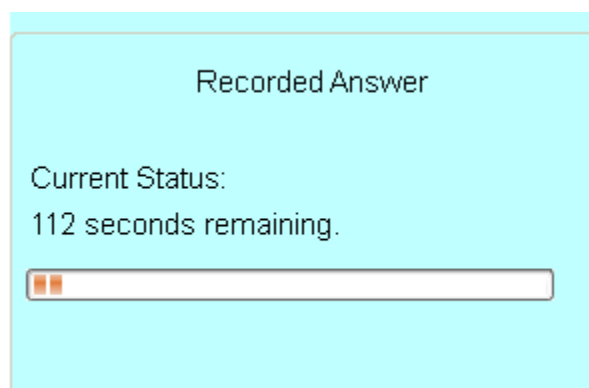
9. Laquelle des phrases suivantes décrit le mieux ce que l'auteur de ce texte laisse supposer au sujet de la relation entre la musique et les mathématiques ?
- A. L'enseignement de la musique aide les élèves à développer leurs aptitudes en mathématiques.
 - B. Jouer de la musique est difficile sans posséder de bases solides en mathématiques.
 - C. Les mathématiques et la musique sont des matières difficiles pour un élève moyen.
 - D. Reconnaître les modèles en mathématiques peut aider à lire la musique.
10. Quel rapport entre la musique et l'exercice physique est souligné par l'auteur de ce texte ?
- A. L'apprentissage de la musique demande les mêmes efforts que l'exercice physique.
 - B. La relation mathématiques-musique se compare à un sport d'équipe.
 - C. La musique est comme un exercice d'assouplissement pour le cerveau.
 - D. Le rythme est essentiel tant dans la musique que dans l'exercice physique.

(The examinee will hear and read on-screen:)

DIRECTIONS FOR THE ORAL EXPRESSION CONSTRUCTED-RESPONSE ASSIGNMENTS

For this section of the test, you will record spoken responses to two assignments presented on-screen. You must respond to the assignments in the target language.

At the conclusion of these directions, the test will automatically advance and the first speaking assignment will be presented on the next screen. You will have two minutes to review the assignment and consider your response. You will be notified when the two minutes is complete. Then watch the screen as the test advances and the first recording box is presented. **You will have two minutes to record your response.** Do NOT begin speaking until the screen advances and you see a Recorded Answer box presented on-screen. A sample of the Recorded Answer box appears below.



Monitor your recording time by referring to the Recorded Answer box. The time in the Recorded Answer box will count down from 120 seconds (2 minutes) and the status bar will fill as your recording time progresses.

When the two minutes is completed, the current status on the Recorded Answer box will change to "completed," indicating the conclusion of the first speaking assignment. You will automatically be advanced to the next screen, where the second assignment will be presented. If you finish your response before the end of the two minutes, you may advance to the second assignment by clicking the **Next** button. If you advance to the second assignment with recording time remaining, you will NOT be able to return to the first assignment.

Your responses 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

Relevant Subject Matter Requirements

- Construct connected oral discourse that communicates a message effectively.
- Construct connected oral discourse that demonstrates a wide range of vocabulary.
- Construct connected oral discourse that demonstrates idiomatic expressions.
- Construct connected oral discourse that demonstrates linguistic structures.

You may use the erasable notebooklet provided to make notes; however, **you will be scored only on the recorded responses**. You will have only **ONE** opportunity to record your response to each assignment. Be sure that your microphone is in a downward position near your mouth before you begin speaking.

(The examinee will hear and read on-screen:)

11. **Read the assignment below. You will have 2 minutes to review this assignment and consider your response, and then 2 minutes to record your final response. You will be told when the review time is over and the recording is about to begin. Begin reading the assignment and considering your response now.**

(The examinee read on-screen:)

Imagine that while living in a country associated with French for the summer you are asked by an acquaintance about similarities and differences between the United States and his country. Speaking in French, compare the two cultures.

In your response you **must** include, but are not limited to, the following topics:

- a description of one way in which the culture of the United States and the culture of the country in which your acquaintance lives are similar;
- a description of one way in which the culture of the United States and the culture of the country in which your acquaintance lives are different; and
- an analysis of the reasons for the similarity and difference you have identified.

(The examinee will have two minutes to study the assignment above; then two minutes to respond.)

(The examinee will hear and read on-screen:)

12. **Read the assignment below. You will have 2 minutes to review this assignment and consider your response, and then 2 minutes to record your final response. You will be told when the review time is over and the recording is about to begin. Begin reading the assignment and considering your response now.**

(The examinee read on-screen:)

Speaking in French, describe an experience in which you or someone you know was presented with a personal challenge.

In your response you **must** include, but are not limited to, the following information:

- a description of the challenge with which you or someone you know was presented; and
- an analysis of how effectively you or someone you know met that challenge.


(The examinee will have two minutes to study the assignment above; then two minutes to respond.)

**DIRECTIONS FOR SECTION THREE: LISTENING COMPREHENSION
CONSTRUCTED-RESPONSE ASSIGNMENT**

This section of the test consists of a listening comprehension assignment. You will listen to an audio recording of a passage. The listening passage will be read twice. After you have heard the passage twice, you will respond in writing to the assignment presented. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Your response may be written in either English or the target language. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. **However, your final response to the assignment must be typed in the response box provided for the assignment.**

Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access these characters,

click on the  button that appears in the upper left corner of the screen. Using the mouse, click on the character you wish to include in your response and then select "**Insert.**" The character will be inserted where the cursor is positioned in the response box.

Your response to the listening comprehension assignment in this section 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

Relevant Subject Matter Requirements

- Demonstrate an understanding of the main ideas and significant details of oral messages in a variety of authentic contexts.
- Make deductive and inductive inferences based on information contained in oral messages.
- Analyze and evaluate oral messages in relation to their purpose, context, and point of view.

Please be aware that the visual enhancements  and  are NOT available during this section of the test. Please DO NOT use these features until you have completed all listening items and proceeded to the remaining sections of the test.

(The examinee will hear and read on-screen:)

13. Ecrivez une réponse, en français ou en anglais, dans laquelle :
- vous identifiez trois éléments de la position de la femme sur la Saint-Valentin ; et
 - vous résumez la réaction de l'homme.

(The examinee will hear:)

Ecoutez attentivement la conversation suivante. Après l'avoir écoutée deux fois, répondez à l'exercice dans votre cahier d'examen.

(female): La Saint-Valentin ? Ça me laisse froide. C'est une tradition qui est devenue une affaire commerciale en France. Son sens véritable s'est perdu. Dès le mois de janvier les publicités dans les magazines et les grandes surfaces proposent des idées de cadeaux qui nous poussent à la consommation. C'est un moyen de plus de nous faire dépenser de l'argent : bijoux, fleurs, parfums, dessous féminins, annonces dans le journal. Les femmes sont peut-être des romantiques, mais pas à ce point. Pour moi, un baiser, une pensée, un sourire ou un geste comptent beaucoup plus et ne coûtent rien.


(male): Mais, attends ! Sur le plan personnel je suis bien d'accord, mais tu ne considères pas le point de vue du commerçant. Mon frère est fleuriste, et il m'a dit que ça devient de plus en plus important sur le chiffre d'affaires de l'année ; il y a quinze ans, on ne le sentait pas et maintenant ça devancerait même le 1^e mai. Pour lui, c'est une très bonne chose.

**DIRECTIONS FOR THE READING COMPREHENSION
CONSTRUCTED-RESPONSE ASSIGNMENT**

For the constructed-response assignment in this section, you are to prepare a written response.

Your response may be written in either English or the target language. Read the assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. **However, your final response to the assignment must be typed in the response box provided for the assignment.**

Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access these characters,

click on the  button that appears in the upper left corner of the screen. Using the mouse, click on the character you wish to include in your response and then select "**I**nsert." The character will be inserted where the cursor is positioned in the response box.

Your response 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

Relevant Subject Matter Requirements

- Demonstrate an understanding of the main ideas and significant details of written texts.
- Make deductive and inductive inferences based on information contained in written texts.
- Apply critical reasoning skills to written texts.

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

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

14. Lisez le texte ci-dessous ; puis complétez l'exercice qui suit.

Beaucoup d'étudiants expriment un grand intérêt à poursuivre une carrière en journalisme, mais malheureusement les qualités personnelles qu'exige cette profession ne sont pas données à tout le monde. Un bon reporter doit maintenir un équilibre délicat lors des entretiens qu'il entreprend. Il est important de gagner la confiance des personnes interviewées pour qu'elles acceptent de parler franchement et ainsi d'offrir des renseignements essentiels au reporter. Ceci exige un intérêt sincère dans la vie des autres. De plus, il est indispensable de bien écouter qui que ce soit dans une interview, afin de remarquer les détails. En général, les reporters expérimentés peuvent établir un bon rapport avec les autres et réussissent à les encourager à parler librement pendant l'entrevue, tout en leur faisant comprendre clairement que tout ce qui est divulgué risque d'être imprimé. Afin d'accomplir cette tâche, les reporters doivent créer une atmosphère de confiance qui sera respectée par la suite. Par exemple, ils ne doivent jamais profiter des remarques dites « confidentielles ». Bien que la pratique d'interroger quelqu'un d'une façon agressive soit acceptable, les journalistes doivent maintenir un respect sain et discret pour la vie privée. En somme, il s'agit d'intégrité individuelle. Ceux qui en manquent pourront sans doute jouir glorieusement, mais brièvement, d'un reportage exclusif, mais ce sera en fin de compte au détriment de leur réputation dans le domaine journalistique.

Maintenant écrivez une réponse, en français ou en anglais, dans laquelle :


- vous identifiez deux qualités que l'auteur de ce texte considère nécessaires dans la formation d'un bon reporter ; et
- vous résumez le conflit des priorités, citées dans ce texte, auquel les journalistes font face.

**DIRECTIONS THE FOR WRITTEN EXPRESSION
CONSTRUCTED-RESPONSE ASSIGNMENTS**

For each constructed-response assignment in this section, you are to prepare a written response **in the target language**.

Read each assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses. **However, your final response to each assignment must be typed in the response box provided for the assignment.**

Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access these characters,

click on the  button that appears in the upper left corner of the screen. Using the mouse, click on the character you wish to include in your response and then select "**I**nsert." The character will be inserted where the cursor is positioned in the response box.

For **Assignment 15**, your response 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

For **Assignment 16**, your response 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

Relevant Subject Matter Requirements

- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given audience.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given purpose.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given occasion.
- Compose a well-organized passage in the target language demonstrating command of a wide range of vocabulary.
- Compose a well-organized passage in the target language demonstrating command of idiomatic expressions.
- Compose a well-organized passage in the target language demonstrating command of linguistic structures.

Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work. 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. Your responses should be written for an audience of educators and must be written in the target language.

15. **Complete the exercise that follows.**

Proposed: That as a condition of graduation from high school, students in the United States be required to devote 50 hours to community service activities.

Writing in French, write a response in which you take a position for or against the proposal stated above and explain your position.

16. **Complete the exercise that follows.**

In the history of every culture, there are historical events or movements critical to its development and evolution. Writing in French, identify and discuss such an event or movement in the history of a country associated with French.

In your response you **must** include, but are not limited to, the following topics:

- the identification of a historical event or movement of particular importance in the development and evolution of a culture associated with French;
- a description of the context or circumstances in which the historical event or movement occurred; and
- an analysis of the impact of the event or movement you have identified on the development and evolution of the culture.

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

Language and Communication: Listening Comprehension

1. **Correct Response: D.** (SMR Code: 5.2) The passage states that the production of expensive, luxury bathtubs has supported a factory in Lille for over a century. It is thanks to the sale of this luxury item that the factory has run profitably for so long.
2. **Correct Response: B.** (SMR Code: 5.2) The speaker states from the beginning that he is against social networks because they present more dangers than advantages. He goes on to enumerate major dangers but does not refer to any potential advantages and his tone grows in indignation as the passage progresses. He emphasizes the last danger by stating that it's the most insidious and concludes that social networks should be avoided "like the plague".
3. **Correct Response: D.** (SMR Code: 5.3) The speaker enumerates dangers that threaten people who join social networks. He does not offer any solutions or advice for users to protect themselves from those dangers other than avoiding participating in any networks.
4. **Correct Response: A.** (SMR Code: 5.3) The speaker begins by summarizing an article about Claude Lorrain that her audience has read, then discusses Lorrain's paintings with the use of images on a screen, and closes by saying that it is time to finish and she will see her audience again on Thursday. These facts suggest that this venue is most likely an art history class for which students have read preliminary readings to support the artworks studied in class. Therefore, the speaker presenting this information is most likely an art history professor.
5. **Correct Response: D.** (SMR Code: 5.3) In conversation with a male friend, Laure expresses that her parents may not be pleased about her decision to marry. She states that they have rigid ideas about marriage and, although she does not complete her sentence, begins to express concern that they may not be accepting of David as her husband.

Language and Communication: Reading Comprehension

6. **Correct Response: A.** (SMR Code: 6.1) The author of this passage suggests on several occasions that good forest management involves the pruning and removal of dead trees. This technique of selective clearing promotes a healthy forest by encouraging new growth.
7. **Correct Response: B.** (SMR Code: 6.2) The author identifies reasons why people abandon their pets and considers ways to protect these animals. This concern is also manifested in the author's description of his potential solution for addressing or managing this situation. The solution would consist in sending animals to shelters in less populated regions where they can be cared for until a new home is found for them.
8. **Correct Response: B.** (SMR Code: 6.2) The Gironde region in France has architectural artifacts from the Gallo-Roman, Merovingian, and particularly medieval periods. It also enjoys an impressive array of eighteenth-century architecture. Therefore, the region is remarkable because of the conservation of ancient monuments.

9. **Correct Response: A.** (SMR Code: 6.2) The author refers to research studies that have shown that students who study music consistently receive better results in mathematics. The author supports these studies by arguing that since the basis of music is rhythm, which is founded on models, the brain's ability to recognize these models in a musical context involves essential mathematical skills. Therefore, the author implies that teaching music to students helps to develop their mathematical abilities.

10. **Correct Response: C.** (SMR Code: 6.3) The author refers to a theory according to which the sequential skill used in music is comparable to physical exercise. The author clarifies this by stating that it is a kind of mental warm-up exercise that allows the brain to reach higher objectives in other learning disciplines.

Examples of Strong Responses to Sample Constructed-Response Questions for CSET: French Subtest III

Language and Communication: Oral Expression

Question #11

A strong response to this oral expression constructed-response assignment would address the assigned topic in the target language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

Examples that might be mentioned in a response to question #11 could include:

- a discussion and analysis of the similarities or differences in the way in which each culture's educational system is structured
- a discussion and analysis of the similarities or differences in the political structure of each culture
- a discussion and analysis of the similarities or differences in the literary arts of each culture
- a discussion and analysis of the similarities or differences in the way in which members of each culture view their native language

Question #12

A strong response to this oral expression constructed-response assignment would address the assigned topic in the target language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

Examples that might be mentioned in a response to question #12 could include:

- a challenge related to a project completed for work or school and the steps taken to meet the challenge
- a challenge that arose in a person's education; to meet this challenge, the person may have engaged a tutor, worked long hours, met with a professor or teacher, etc.
- a challenge related to making a change in lifestyle and the steps taken to meet the challenge
- a challenge related to making a large presentation and the steps taken to meet the challenge

Language and Communication: Listening Comprehension**Question #13 (Score Point 3 Response)**

La femme qui parle n'aime pas la Saint-Valentin parce que cette fête est devenue trop commerciale. Elle trouve que le vrai sens de la Saint-Valentin est perdu à cause des publicités qui poussent les gens à dépenser beaucoup d'argent. Elle préfère un geste qui ne coûte rien comme un baiser ou un sourire au lieu de recevoir un objet impersonnel comme un bouquet de fleurs ou un parfum.

Pour sa part, l'homme est d'accord avec l'opinion de la femme, mais il voit aussi le point de vue des commerçants qui comptent sur l'argent que rapporte la Saint-Valentin.

Language and Communication: Reading Comprehension**Question #14 (Score Point 3 Response)**

Good reporters need to have personal integrity and need to be able to establish rapport with the interviewees by creating an atmosphere of trust. They need to have a sincere interest in other people's lives and, most importantly, be able to listen carefully, no matter who is being interviewed.

Reporters face several challenging and conflicting tasks. They need to create the hand of trust, but still make it clear that all remarks may appear in print (unless they're clearly "confidential"). They must maintain their own integrity and reputation, while attempting to obtain exclusive information. Being aggressive and insensitive may bring them brief glory but it may also seriously harm their journalistic reputations.

**Language and Communication: Written Expression
(Short [Focused]-Response Question)**

Question #15 (Score Point 3 Response)

Il est difficile de prendre une décision pour ou contre l'idée proposée. Il y a certains avantages pour le service obligatoire dans la communauté pour tous les élèves. Par exemple, cela forcerait les étudiants à penser au bien-être des autres, à aider les différentes institutions de la communauté, ça les aiderait à être plus disciplinés et à mieux utiliser leur temps libre. Ça leur permettrait aussi d'expérimenter dans différentes carrières.

Par contre, il y aurait plusieurs inconvénients à participer à ce genre d'activité; tout d'abord il y a beaucoup d'étudiants qui travaillent et qui n'ont pas le temps, ou alors ils n'ont pas de moyen de transport, ou bien ils sont égoïstes et ne s'intéressent pas aux problèmes des autres.

En fin de compte, l'idée de service de travail dans la communauté semble une bonne idée mais peu pratique pour la population générale des étudiants d'aujourd'hui.

**Language and Communication: Written Expression
(Extended-Response Question)****Question #16 (Score Point 4 Response)**

Le siècle des lumières est identifié surtout par des idéologies humanistes et démocratiques en France au 18e siècle.

L'oppression et les injustices de la monarchie ont contribué aux idées de liberté politique et sociale qui vont donner naissance à la bourgeoisie et élever les conditions des "droits de l'homme" du peuple français. Certains philosophes et écrivains français, dont Voltaire, Diderot, Rousseau, Beaumarchais, étaient les antagonistes de l'établissement monarchiste qui continuait à limiter liberté et égalité aux citoyens. Beaumarchais a souvent critiqué le droit divin accordé au roi en notant que seulement le hasard de la naissance sépare le roi du paysan. Voltaire croyait que l'individu avait la capacité de penser et de développer son esprit pour améliorer ou changer sa condition de vie.

Le siècle des lumières était donc une époque historique qui a aidé à répandre à travers l'Europe et l'Amérique l'idéologie française de liberté, des droits de l'homme et de la justice.

En France il est évident que ces idées démocratiques représentaient une force dynamique et explosive qui a encouragé la population française à se révolter contre la monarchie en 1789. Les droits humains, en particulier égalité pour tous et liberté d'expression étaient considérés fondamentaux pour l'établissement d'une société juste et libre.

Scoring Information for CSET: French Subtest III

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: French Subtest III are of two types—one type requiring a short (focused) response taking approximately 10–15 minutes (for written responses) or 2 minutes (for oral responses) 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 31 and 33). Each response will be assigned a score based on an approved scoring scale (see pages 31, 32, and 34).

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: French Subtest III

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: French Subtest III.

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 Listening Comprehension

- Demonstrate an understanding of the main ideas and significant details of oral messages in a variety of authentic contexts.
- Make deductive and inductive inferences based on information contained in oral messages.
- Analyze and evaluate oral messages in relation to their purpose, context, and point of view.

Relevant Subject Matter Requirements for Reading Comprehension

- Demonstrate an understanding of the main ideas and significant details of written texts.
- Make deductive and inductive inferences based on information contained in written texts.
- Apply critical reasoning skills to written texts.

Relevant Subject Matter Requirements for Written Expression

- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given audience.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given purpose.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given occasion.
- Compose a well-organized passage in the target language demonstrating command of a wide range of vocabulary.
- Compose a well-organized passage in the target language demonstrating command of idiomatic expressions.
- Compose a well-organized passage in the target language demonstrating command of linguistic structures.

Relevant Subject Matter Requirements for Oral Expression

- Construct connected oral discourse that communicates a message effectively.
- Construct connected oral discourse that demonstrates a wide range of vocabulary.
- Construct connected oral discourse that demonstrates idiomatic expressions.
- Construct connected oral discourse that demonstrates linguistic structures.

Scoring Scale. Scores will be assigned to each response to the short (focused)-response constructed-response questions on CSET: French Subtest III 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.

continued on next page

For Listening Comprehension and Reading Comprehension:

U	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	The "B" (Blank) is assigned to a response that is blank.

For Written Expression:

U	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language, or does not contain a sufficient amount of original work to score.
B	The "B" (Blank) is assigned to a response that is blank.

For Oral Expression:

U	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, inaudible/incomprehensible, not in the target language, or does not contain a sufficient amount of original work to score.
B	The "B" (Blank) is assigned to a response that is blank.

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: French Subtest III.

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 Written Expression

- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given audience.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given purpose.
- Compose a well-organized passage in the target language employing styles and levels of diction appropriate for a given occasion.
- Compose a well-organized passage in the target language demonstrating command of a wide range of vocabulary.
- Compose a well-organized passage in the target language demonstrating command of idiomatic expressions.
- Compose a well-organized passage in the target language demonstrating command of linguistic structures.

Scoring Scale. Scores will be assigned to each response to the extended-response constructed-response question on CSET: French Subtest III 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 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>