CSET®

California Subject Examinations for Teachers®

TEST GUIDE

GERMAN
SUBTEST I

Sample Questions and Responses
and Scoring Information

CS-TG-QR151X-04

Sample Test Questions for CSET: German Subtest I

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

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.

1. Knowledge of a language's derivational morphology would most likely help an individual:

    A. reproduce the language's phonemes correctly, even when they appear in unfamiliar words.

    B. recognize the language's gram-matical markers, such as those indicating verb tenses and cases.

    C. organize the language's words into syntactically correct phrases and sentences.

    D. understand how new words are created based on the language's lexical roots.

2. In the genetic classification of languages, languages are classified according to:

    A. geographical relationships between language populations.

    B. standard ordering of the basic units of speech (subject, verb, object).

    C. shared development from an earlier common language.

    D. overlapping semantic categories of words.

3. Which of the following responses to the question below best represents an example of indirect communication?

    "Asha, would you ask Geoff if he is coming to our party?"

    A. "I'm not asking him anything!"

    B. "I don't think I'll be seeing Geoff before then."

    C. "I'll ask him tonight at the soccer game."

    D. "I will, though I don't think he'll know his schedule yet."

4. According to Stephen Krashen's theory of comprehensible input, an individual's oral communication skills in a second language are most likely to develop in which of the following circumstances?

   A. The individual's errors in spoken language are corrected only if they interfere with the communication of meaning.

   B. The individual is exposed only to language structures and vocabulary with which he or she is wholly familiar and comfortable.

   C. The individual's errors in spoken communication are consistently corrected immediately after they occur.

   D. The individual is exposed to language structures that are just beyond his or her current level of competence within the language.

5. In standard German pronunciation (i.e., *Hochlautung* or *Standardlautung*), which of the following word elements always receives primary stress?

   A. an inseparable prefix such as *ge-* or *ver-*

   B. a separable prefix such as *auf-* or *ein-*

   C. the second component of a compound word

   D. an inflected verb or noun ending such as *-e* or *-en*

6. The past passive form of a verb in German consists of:

   A. the present tense of *sein* plus the verb's past participle.

   B. the present tense of *werden* plus the verb's past participle.

   C. the past tense of *sein* plus the verb's present participle.

   D. the past tense of *werden* plus the verb's past participle.

7. In German, when combining two sentences with a relative pronoun, which of the following best describes the position of the conjugated verb in the relative clause?

   A. first

   B. second

   C. third

   D. last

8. Which of the following adverbial particles would most likely be used in German to contradict a statement with which one disagrees?

   A. auch

   B. nur

   C. denn

   D. doch

9. **The sentence below contains grammatical errors. Select the response that corrects the errors.**

   Der Kanzler berichtete dem Journalisten, er habe der Initiative untergestützt, weil er so einem Programm wichtig findet.

   A. Der Kanzler berichtete dem Journalisten, er habe die Initiative unterstützt, weil er so ein Programm wichtig finde.

   B. Der Kanzler berichtete dem Journalisten, er ist die Initiative untergestützt, weil er so ein Programm wichtig findet.

   C. Der Kanzler berichtete dem Journalisten, er hat die Initiative unterstützt, weil er wichtig so ein Programm findet.

   D. Der Kanzler berichtete dem Journalisten, er habe die Initiative untergestützt, weil er so ein Programm wichtig finde.

10. Which of the following phrases, when used at the end of a question, best softens an inquiry about a sensitive subject?

    A. wenn ich fragen darf?

    B. sagen Sie mir?

    C. frage ich?

    D. würden Sie sagen?

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

This section of the test consists of three constructed-response assignments. The assignments can be found beginning on the next screen.

Read each assignment carefully and think about how you will organize your responses before you begin to type. 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 [Æ Symbol] 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.

For each assignment, you are to prepare a response of approximately, but not limited to, 100–200 words in the target language or English. You may use the word-count feature in the lower left-hand corner of the response box to monitor the length of your response.

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

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Assignment 11: Relevant Subject Matter Requirements
- Demonstrate an understanding of the nature, purposes, and uses of language.
- Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation.
- Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts.
- Demonstrate an understanding of theories of language acquisition and learning.

Assignments 12 and 13: Relevant Subject Matter Requirements
- Demonstrate an understanding of the phonology of the target language.
- Demonstrate an understanding of the orthography of the target language.
- Demonstrate an understanding of the morphology of the target language.
- Demonstrate an understanding of the syntax of the target language.
- Demonstrate an understanding of the semantics of the target language.
- Describe changes that occur in the target language over time.
- Analyze and contrast linguistic structures of the target language and English.
- Compare and contrast particular words, idioms, and inflections in the target language and English.

Be sure to write about the assigned topic. You may not use any reference materials. Your responses must be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review what you have written to ensure that you address all aspects of the assignment and make any changes you think will improve your responses.

11. **Complete the exercise that follows.**

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

    • define morphology; and

    • explain two central concepts of morphology (e.g., morpheme, affix, inflectional vs. derivational morpheme, free vs. bound morpheme, root, stem, allomorph, back formation) and provide one example of each.

12.   **Complete the exercise that follows.**

To demonstrate your understanding of German morphology, write a response, in either German or English, in which you:

*   explain the formation of *wo-* compound words;

*   describe how *wo-* compound words are used in a sentence; and

*   explain one restriction on the use of *wo-* compound words.

Be sure to give specific examples to support your answer.

13. **Complete the exercise that follows.**

    To demonstrate your understanding of the linguistic structures of German and English, write a response, in either German or English, in which you:

    • compare the formation of the present perfect tense in English and in German; and

    • explain one way in which the present perfect tense is used differently in German than it is in English.

    Be sure to give specific examples to support your answer.

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

General Linguistics

1. **Correct Response: D.** (SMR Code: 1.1) Derivational morphology focuses on ways in which morphemes can be combined in order to form new stems or words. For example, the root noun *child* can combine with the adjectival morpheme *-ish* to become a new adjective, *childish*. The addition of derivational morphemes does not always change the syntactic category of a word; for example, the adjective *happy* can combine with the prefix *un-* to form a new adjective, *unhappy*. Understanding the principles of a language's derivational morphology aids in understanding how roots and morphemes such as these can combine to form new words.

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

3. **Correct Response: B.** (SMR Code: 1.2) In indirect communication, a meaning is expressed that is not stated in the actual content of the message. In response B, the speaker does not directly answer the question posed to her; however, by saying that she will not see Geoff before the party, she expresses to her interlocutor that she will not ask him about it. All of the other responses, on the other hand, contain a direct response to the request.

4. **Correct Response: D.** (SMR Code: 1.3) Stephen Krashen's theory of comprehensible input posits that oral communication skills develop best when language learners are exposed to language structures that are just beyond their level of comfort within the second language (i.e., at the $i + I$ level, where i represents the learners' current second-language level).

Linguistics of the Target Language

5. **Correct Response: B.** (SMR Code: 2.1) A rule of standard German pronunciation dictates that a separable prefix such as *auf-* or *ein-* always receives primary stress.

6. **Correct Response: D.** (SMR Code: 2.1) The simple past tense in the passive voice always consists of the past tense form of *werden* (e.g., *wurde*) plus the verb's past particle (e.g., *gebaut*).

7. **Correct Response: D.** (SMR Code: 2.1) A rule of standard German syntax dictates that when two sentences are combined with a relative pronoun, the conjugated verb will always be in last position in the relative clause.

8. **Correct Response: D.** (SMR Code: 2.1) Of the four adverbial particles given, only *doch* is used in German to express a sense of disagreement.

9. **Correct Response: A.** (SMR Code: 2.2) Only in response A are all of the errors appropriately corrected. The presence of indirect speech requires the combination of *habe* (Konjunktiv I) and *unterstützt* (third person present tense). Response A also corrects the verb form *findet*, changing it to *finde*, and corrects a gender ascription error by changing *einem Programm* to *ein Programm*.

10. **Correct Response: A.** (SMR Code: 2.4) Of the four phrases given, only *wenn ich fragen darf* is correctly used at the end of a question in order to soften an inquiry about a sensitive subject.

Examples of Strong Responses to Sample Constructed-Response Questions for CSET: German Subtest I

General Linguistics

Question #11 (Score Point 3 Response)

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

Linguistics of the Target Language

Question #12 (Score Point 3 Response)

Wörter wie „wovon", „womit" oder „worunter" gehören zu den Pronominaladverbien, bzw. Präpositionaladverbien. Dabei wird das Adverb „wo" mit einer Präposition verbunden: „wo" und „für" werden zu „wofür". „Wo" bezeichnet dabei nicht einen Ort, sondern eine Sache. Fängt die Präposition mit einem Vokal an, wird ein „r" zwischen Pronomen und Präposition eingefügt, um das Aussprechen zu erleichtern: „wo" und „auf" werden zu „wo+r+auf", also zu „worauf". Die Pronominaladverbien ersetzen Verbindungen von Präpositionen und Personal-, Demonstrativ-, Interrogativ- oder Relativpronomen und beziehen sich auf eine Sache oder Idee. „Ich habe von Booten geträumt" wird zu „Wovon hast Du geträumt?". Die Präposition „von" und das Interrogativpronomen „was" werden durch das Pronominaladverb „wovon" ersetzt. Pronominaladverbien mit „wo-" können auch Präposition und Relativpronomen ersetzen. „Über das Buch wird am meisten geredet" wird zu „Das Buch, worüber am meisten geredet wird". In der Umgangssprache wird statt Pronominaladverbien jedoch häufiger die Verbindung von Präposition und Pronomen verwandt: „Das Buch, über das am meisten geredet wird". Pronominaladverbien mit „wo-" können weder in Fragesätzen noch in Relativsätzen benutzt werden, wenn sie sich auf eine Person beziehen. In diesem Fall wird ebenfalls eine Kombination von Präposition und Pronomen benutzt. „Sie interessiert sich für Klaus" wird zu „Für wen interessiert sie sich?" und <u>nicht</u> „Wofür interessiert sie sich?", da sonst Klaus zu einer Sache werden würde.

Question #13 (Score Point 3 Response)

> Das englische „Present Perfect" bzw. das deutsche „Perfekt", auch „vollendete Gegenwart" genannt, werden aus einem Hilfsverb und dem „Partizip Perfekt" gebildet. Im Englischen geschieht dies mit dem Hilfsverb „have/has" und entweder einem regelmäßigen, „schwachen" Verb (play) oder einem unregelmäßigen, „starken" Verb (win): "I have played football" or "I have won the match". Dagegen kann das deutsche Perfekt sowohl mit „haben" als auch mit „sein" gebildet werden, wobei die meisten Verben das Hilfsverb „haben" verlangen. Dabei handelt es sich entweder um a) transitive, b) reflexive, c) modale oder d) unpersönliche Verben: a) „Ich habe Saft getrunken", b) „Ich habe mich darüber gewundert", c) „Er hat es nicht gekonnt" und d) „Es hat geregnet". Intransitive Verben und solche, die Bewegung oder den Übergang von einem Zustand zum anderen andeuten werden mit dem Hilfsverb „sein" gebildet. Zum Beispiel: „Ich bin glücklich gewesen", „Ich bin langsam gelaufen" und „Ich bin ruhig eingeschlafen". Im Unterschied zum Englischen kann das deutsche Perfekt in der Umgangssprache auch für vollständig abgeschlossene Ereignisse der Vergangenheit benutzt werden, egal wie lange sie her sind. Im Englischen müsste man in diesem Fall das „Simple Past Tense" verwenden. Zum Beispiel: „Wir <u>haben</u> vor zehn Jahren in München <u>gewohnt</u>" im Gegensatz zu: "We <u>lived</u> in Munich ten years ago".

Scoring Information for CSET: German Subtest I

Responses to the multiple-choice questions are scored electronically. Scores are based on the number of questions answered correctly. There is no penalty for guessing.

There are three constructed-response questions in Subtest I of CSET: German. 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 page 17). Each response will be assigned a score based on an approved scoring scale (see page 18).

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: German Subtest I

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

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 General Linguistics

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

Relevant Subject Matter Requirements for Linguistics of the Target Language

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

Scoring Scale for CSET: German Subtest I

Scores will be assigned to each response to the constructed-response questions on CSET: German Subtest I according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	**The "3" response reflects a command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.** • 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	**The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.** • 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	**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.** • 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	**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.**