



California
Subject
Examinations for
Teachers®

TEST GUIDE

KOREAN SUBTEST I

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: Korean 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: Korean. You are encouraged to respond to the questions without looking at the responses provided in the next section. Record your responses on a sheet of paper and compare them with the provided responses.

1. In the genetic classification of languages, languages are classified according to:
 - A. geographical relationships between language populations.
 - B. standard ordering of the basic units of speech (subject, verb, object).
 - C. shared development from an earlier common language.
 - D. overlapping semantic categories of words.
2. Which of the following words consists entirely of native Korean morphemes?
 - A. 노랑색
 - B. 산바람
 - C. 무명실
 - D. 비빔밥
3. Which of the following sentences is grammatically correct?
 - A. 학생이 세 명들이 운동장에서 놀고 있다.
 - B. 학생들이 세 명들이 운동장에서 놀고 있다.
 - C. 학생 세 명이 운동장에서 놀고 있다.
 - D. 세 명들이 학생들이 운동장에서 놀고 있다.

4. Use the examples below to answer the question that follows.

불, 뽕, 풀 bin, spin, pin

The examples above would be most useful in making which of the following comparisons between Korean and English?

- A. The voicing onset time is significantly shorter in Korean than in English for vowels that immediately follow a consonant.
- B. Korean does not allow consonant clusters in the onset of a syllable while English does.
- C. Whether consonants are lax or tense carries linguistic significance in Korean, while in English the voicing of consonants does so.
- D. Consonant geminates are not given full phonetic realization in English while they are in Korean.

5. An employee is talking to his supervisor at work. Which of the following would be the best way for the employee to suggest going out for a cup of coffee together sometime?

- A. 커피 한 잔 하십니까?
- B. 커피 한 잔 하실래요?
- C. 커피 한 잔 하지.
- D. 커피 한 잔 하자꾸나.

6. Complete the exercise that follows.

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

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

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

A. Transform the active sentence below into a passive sentence beginning with **민주가**.

진희가 민주한테서 사탕을 빼앗았다.

B. Rewrite the sentence below, transforming the underlined expressions into causative forms.

길이 넓으면 교통이 덜 복잡해 질 것이다.

C. Transform the sentence below from direct discourse to indirect discourse.

영애가 "내 영어 숙제 좀 도와 줘" 라고 말했다.

D. Combine the following two sentences into a complex sentence by using a relative clause modifying **과자**.

냉장고에 만두가 있다.

그 만두는 현수가 만들었다.

8. **Rewrite each sentence below, correcting all the errors while retaining the intended meaning. Your responses must be written in Korean.**
- A. 민정이는 예의가 매우 발르며 심지어 매우 굳은, 타에 모범이 되는 학생이다.
 - B. 이 지도는 도시 이름을 찾기는 무척 편리하므로, 고속도로 이름을 찾는 데는 별로 편리하지 않다.
 - C. 한국은 봄이 되면 방방곳곳에 진달래가 아주 많이 핀다.
 - D. 교감 선생님께 학생들을 교실에서 다들 빨리들 나가라고 명령하셨다.

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

Mr. Kim is visiting the home of Mr. and Mrs. Chang in Korea. Mr. Kim has been a friend of Mr. Chang for more than fifteen years; both are in their early thirties. Mrs. Chang asks Mr. Kim if he is thirsty, and if so, would he like some green tea.

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

- identify the sociolinguistic factors (e.g., age, gender, experience) that would influence a conversation between Mr. Kim and Mrs. Chang; and
- discuss how these factors would likely affect the conversation, providing examples to support your statements.

For questions 7 and 8, examinees would record their written responses on a two-page response sheet located in their answer document. The length of their response to each question is limited to the lined space available on the response sheet. A sample of the response sheet is provided below and on the next page.

Seat 00712 Site 436B ATA 007 PM Form # 160 CS 09/18/2004	ID# : 9-123-456-7 <small>DO NOT WRITE IN THIS BOX</small> <div style="display: flex; justify-content: space-around; height: 40px;"><div style="border: 1px solid black; width: 40px; height: 40px;"></div><div style="border: 1px solid black; width: 40px; height: 40px;"></div></div>	Assignment 1 Response Sheet
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DIRECTIONS

The directions and assignment are presented in your test booklet. Read them carefully before you begin to write. The lined page(s) of this response sheet are the only page(s) that will be scored for this assignment. **RESPONSES WRITTEN IN THE TEST BOOKLET WILL NOT BE SCORED. DO NOT WRITE YOUR NAME ANYWHERE IN THIS SECTION.**

DO NOT WRITE OUTSIDE THESE MARGINS

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

A. _____

B. _____

C. _____

D. _____

DO NOT WRITE OUTSIDE THESE MARGINS



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V PAGE 3

GO ON TO PART II ON THE NEXT PAGE.

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|||

|||

CONTINUE YOUR RESPONSES HERE.

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

A.

B.

C.

D.

DO NOT WRITE OUTSIDE THESE MARGINS

DO NOT WRITE OUTSIDE THESE MARGINS

DO NOT WRITE OUTSIDE THESE MARGINS

**DO NOT WRITE
IN THIS SPACE**

V PAGE 4

STOP. END OF ASSIGNMENT 1.

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

General Linguistics

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

Linguistics of the Target Language

2. **Correct Response: D.** (SMR Code: 2.1) The morphemes of the Korean language are primarily derived from both native Korean and Chinese origins. Native Korean morphemes typically differ from those of Chinese origin in the number of syllables they are composed of. Native Korean morphemes mainly consist of two or more syllables, while those of Chinese origin usually consist of only one syllable. Often within the Korean language, native Korean morphemes have been combined with those from Chinese origin to form Sino-Korean compound words.
3. **Correct Response: C.** (SMR Code: 2.2) In Korean grammar, a noun can be modified by placing a number adjective before the noun, creating a noun phrase (e.g., 세 학생). The number adjective can also be combined with a classifier to form a number phrase. The number phrase then comes before the noun with a genitive case particle in between (e.g., 세 명의 학생). Alternatively, a number phrase may follow a noun without a genitive case particle (e.g., 학생 세 명). The number phrase combined with the noun form a larger noun phrase to which a case particle such as -이 can then be attached. Although the plural particle -들 normally occurs to indicate an unspecific plurality of its noun, it is not compatible with a number modifier.
4. **Correct Response: C.** (SMR Code: 2.3) This response requires a comparison between Korean and English stop sounds. English stop sounds are perceived as either voiced or voiceless, as in *bin* and *pin*. Although *pin* has a significant puff of air in its aspiration, English classifies the /p/ in *pin* as well as the /p/ in *spin* as the same sound. Korean stop sounds are all voiceless and ㅍ and ㅑ contrast in terms of the aspiration feature. The glottalized ㅍᄀ also contrasts with the two voiceless stops. Standard phonological analysis distinguishes the glottalized stop and the default voiceless ㅍ in terms of tense/lax contrast.
5. **Correct Response: B.** (SMR Code: 2.4) The relationship between the two Korean speakers is the single most important factor in determining the speech level appropriate for a given situation. When an individual is addressing someone of a higher social ranking, a formal speech level is required. For example, the employee in this scenario will need to adopt a formal style of speech to address his supervisor. The formal styles of speech are marked mainly by verbal endings and honorific particles.

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

General Linguistics

Question #6 (Strong Response)

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

Question #6 (Weak Response)

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

Linguistics of the Target Language

Question #7 (Strong Response)

- A. 민주는 진희한테 사탕을 빼앗겼다.
- B. 길이 넓혀지면 교통이 덜 복잡해 질 것이다.
- C. 영애가 자기의 영어숙제를 도와달라고 말했다.
- D. 냉장고에 현수가 만든 만두가 있다.

Question #7 (Weak Response)

- A. 민주가 진희의 사탕을 빼앗았다.
- B. 길이 넓으면 교통이 덜 복잡해 질 것이다.
- C. 영애가 내 영어 숙제 좀 도와주라고 말했다.
- D. 냉장고에 있는 만두는 현수가 만들었다.

Question #8 (Strong Response)

- A. 민정이는 예의가 매우 바르며 심지어 매우 굳은, 타에 모범이 되는 학생이다.
- B. 이 지도는 도시 이름을 찾기에는 무척 편리하지만, 고속도로 이름을 찾는 데는 별로 편리하지않대.
- C. 한국은 봄이 되면 방방곡곡에 진달래가 아주 많이 핀다.
- D. 교감 선생님께서 학생들에게 교실에서 다들 빨리 나가라고 명령하셨다.

Question #8 (Weak Response)

- A. 민정이는 애의가 매우 발르고 심지어 매우 굳은 타에 모범이 되는 학생이다.
- B. 이 지도는 도시 이르믈 찾기에는 무척 펼리하지만, 고속도로 이르믈 찬는대는 별노 편리하지안데.
- C. 한국은 보미되어서 방방곳곳에 진달내가 아주 마니 핀다.
- D. 교감 선생님한테 학생들이 교실에서 다들 빨리 나가라고 명령했다.

Question #9 (Strong Response)

There are several sociolinguistic factors involved with the conversation that will take place between Mr. Kim and Mrs. Chang. Because Mr. Kim is a stranger to Mrs. Chang, a polite manner of language will be used. Also, because she is the wife of his friend, a respectable distance between the two will be laid out to honor the marriage.

Here is a conversation that would likely take place:

Mrs. Chang: 김선생님 목마르시죠? 녹차 좀 드릴까요? (Are you thirsty, Mr Kim? Can I bring you some green tea?)

Mr. Kim: 네, 감사합니다. 좀 주세요. (Yes, thank you. I would enjoy some.)

In Korea especially, there are wide divides between males and females and particularly when they are older. It is quite uncommon to see friends of the opposite sex in the adult world and somewhat taboo. Therefore even in an amiable environment, such conversations would be tinted with an air of distance and careful respect.

Question #9 (Weak Response)

Mr. Kim and Mr. and Mrs. Chang live in Korea. Assuming that they grew up in Korea, they are most likely more proficient in speaking Korean than any other language. As a result, they are likely to speak in Korean rather than any other language.

Again, assuming that they have been raised immersed in Korean culture, they are all likely to enjoy green tea. Consequently, Mrs. Chang is likely to have green tea in her house. Thus, she would not be surprised by the fact that Mr. Kim would want tea, and the effect of this request on the larger conversation would be very small.

Since they are in their early thirties, comfortable in adulthood, if Mr. Kim is not well acquainted with Mrs. Chang, then they will use the formal form of speech when conversing with each other. If they had met earlier in life, perhaps in their early twenties, then they would speak with the familiar form of speech to each other.

Scoring Information for CSET: Korean Subtest I

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

There are four constructed-response questions in Subtest I of CSET: Korean. Each of these constructed-response questions is designed so that a response can be completed within a short amount of time—approximately 10–15 minutes. Responses to the Linguistics of the Target Language (Transformation and Error Analysis) constructed-response questions are scored by qualified California educators. Responses to the General Linguistics and remaining Linguistics of the Target Language constructed-response questions are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your responses while focusing on the performance characteristics that have been identified as important for this subtest (see below and pages 16–17). Each response will be assigned a score based on an approved scoring scale (see pages 16–17).

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: Korean Subtest I

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

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

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

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

Transformation: Tasks 1–4

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

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

Error Analysis: Tasks 5–12

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

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

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

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

B. GENERAL LINGUISTICS AND REMAINING LINGUISTICS OF THE TARGET LANGUAGE

Performance Characteristics. The following performance characteristics will guide the scoring of responses to the General Linguistics and remaining Linguistics of the Target Language constructed-response questions on CSET: Korean 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. Scores will be assigned to each response to the General Linguistics and remaining Linguistics of the Target Language constructed-response questions on CSET: Korean Subtest I 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>