



# California Subject Examinations for Teachers®

## TEST GUIDE

### RUSSIAN SUBTEST II

### Sample Questions and Responses and Scoring Information

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## **Sample Test Questions for CSET: Russian Subtest II**

Below is a set of multiple-choice questions and constructed-response questions that are similar to the questions you will see on Subtest II of CSET: Russian. 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. Which of the following social issues in nineteenth-century Russia is most clearly reflected in Ivan Turgenev's novel *Отцы и дети*?
- A. the struggle of the individual to define himself against the vastness of the Russian state
  - B. the mistreatment of peasants at the hands of landowners
  - C. the attempt to find religious salvation within everyday life
  - D. the disagreement between followers of widely different philosophies of life

Read the excerpt below from *Евгений Онегин* (1833), a novel in verse by Aleksandr Pushkin; then answer the two questions that follow.

Вот, окружен своей дубравой,  
Петровский замок. Мрачно он  
Недавнюю гордится славой.  
Напрасно ждал Наполеон,  
Последним счастьем упоенный,  
Москвы коленапреклоненной  
С ключами старого Кремля:  
Нет, не пошла Москва моя  
К нему с повинной головою.  
Не праздник, не приемный дар,  
Она готовила пожар  
Нетерпеливому герою.  
Отселе<sup>1</sup>, в думу погружен,  
Глядел на грозный пламень он.

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<sup>1</sup>отселе = отсюда

2. The tone of this excerpt can best be described as:
  - A. proud.
  - B. mournful.
  - C. satiric.
  - D. angry.
  
3. Which of the following best describes Pushkin's use of a literary device to describe the city of Moscow?
  - A. Pushkin uses a simile to compare Moscow to a burning fire.
  - B. Pushkin uses a metaphor to create an image of Moscow as a sealed and impenetrable fortress.
  - C. Pushkin uses personification to stress that all of Moscow acted as one in its fight against Napoleon.
  - D. Pushkin uses alliteration to portray Moscow as a victim.

Read the passage below from *Весенние воды* (1871), a novel by Ivan Turgenev; then answer the two questions that follow.

Внезапно, среди глубокой тишины, при совершенно безоблачном небе, налетел такой порыв ветра, что сама земля, казалось, затрепетала под ногами, тонкий звездный свет задрожал и заструился, самый воздух завертелся клубом. Вихорь, не холодный, а теплый, почти знойный, ударил по деревьям, по крыше дома, по его стенам, по улице; он мгновенно сорвал шляпу с головы Санина, взвил и разметал черные кудри Джеммы. Голова Санина приходилась в уровень с подоконником; он невольно прильнул к нему – и Джемма ухватилась обеими руками за его плечи, припала грудью к его голове. Шум, звон и грохот длились около минуты... Как свая громадных птиц, помчался прочь взывавший вихорь... Настала вновь глубокая тишина.

Санин приподнялся и увидал над собою такое чудное, испуганное, возбужденное лицо, такие огромные, страшные, великолепные глаза – такую красавицу увидал он, что сердце в нем замерло, он приник губами к тонкой пряди волос, упавшей ему на грудь, – и только мог проговорить: О Джемма!

4. In this passage, details of setting primarily convey:
- A. the forward rush of history's events.
  - B. the turbulent emotions of the main characters.
  - C. the stifling boredom of the countryside.
  - D. the futility of human endeavor.
5. This passage most clearly describes:
- A. an evolving love affair.
  - B. a personal sacrifice.
  - C. a spiritual renewal.
  - D. an embarrassing social failure.

6. Which line on the chart below best matches a major geographical feature of Russia with a description of that feature's significance in Russian history?

| <b>Line</b> | <b>Feature</b>      | <b>Significance</b>  |
|-------------|---------------------|--|
| 1           | Dnieper River       | It has been a major avenue for population movement throughout Russian history. |
| 2           | West Siberian Plain | It has long been Russia's most productive agricultural region.                 |
| 3           | Ural Mountains      | They form the traditional boundary between Asian and European Russia.          |
| 4           | Eastern Highlands   | They provided the bulk of the resources for Russian industrialization.         |

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4
7. The opposition between Moscow and St. Petersburg in the nineteenth century can best be used to illustrate ideological differences between which of the following groups in Russia?
- A. monarchists and democrats
- B. Old Believers and the Orthodox Church
- C. Marxists and anarchists
- D. Slavophiles and Westernizers

8. The rise of the social group known as the "New Russians" best illustrates which of the following developments in post-Soviet Russia?
- A. the democratic election of public officials at all levels of government
  - B. the emergence of a society in which leisure activities are no longer subject to state oversight
  - C. the removal of barriers obstructing contact with Western societies
  - D. the emergence of a society in which wealth is a major determinant of social status
9. Basic Russian dishes such as *плов*, *шашилык*, and *брынза* illustrate the influence of which of the following peoples on Russian cultural development?
- A. the peoples of Ukraine and Belarus
  - B. the Komi, Yakuts, and Finno-Ugrian peoples of the north
  - C. the peoples of Central Asia and the Caucasus
  - D. the Baltic peoples of Latvia, Estonia, Lithuania
10. Before the eighteenth century, which of the following most influenced the work of Russian painters?
- A. the artistic masterpieces of the Italian Renaissance
  - B. the artistic sensibilities of the landed aristocracy
  - C. the art and craftwork of Mongolia and Central Asia
  - D. the religious painting of Constantinople



### CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

For the constructed-response assignment in this section, you are to prepare a written response. The assignment can be found beginning on the next screen.

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

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

Your 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*

- Demonstrate an understanding of major movements, genres, writers, and works in the literature of the target language.
- Demonstrate an understanding of the historical, social, and cultural influences on works of literature in the target language.
- Use knowledge of the literary and cultural traditions of the target culture to interpret changes in that culture over time.
- Demonstrate an understanding of the ways in which literary and intellectual works and movements of cultures associated with the target language both reflected and shaped those cultures.
- Analyze and interpret a wide range of literary and cultural texts.
- Evaluate the use of language to convey meaning, to inform, to persuade, or to evoke reader response.
- Analyze the elements of literary works.
- Interpret the use of rhetorical and literary techniques.

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 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. Please write legibly when using response sheets. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

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

11. Read the passage below, adapted from *Герой нашего времени* (1837), a novel by Mikhail Lermontov; then complete the exercise that follows.

Послушайте, Максим Максимыч, —отвечал [Печорин],— у меня несчастный характер: воспитание ли меня сделало таким, бог ли так меня создал, не знаю; знаю только, что если я являюсь причиною несчастья других, то и сам не менее несчастлив. Разумеется, это им плохое утешение — только дело в том, что это так. В первой моей молодости, с той минуты, когда я вышел из опеки родных, я стал наслаждаться бешено всеми удовольствиями, которые можно достать за деньги, и, разумеется, удовольствия эти мне опротивели. Потом пустился я в большой свет, и скоро общество мне также надоело; влюблялся в светских красавиц и был любим, — но их любовь только раздражала мое воображение и самолюбие, а сердце осталось пусто... Я стал читать, учиться — науки также надоели; я видел, что ни слава, ни счастье от них не зависят нисколько, потому что самые счастливые люди — невежды, а слава — удача, и чтоб добиться ее, надо только быть ловким. Тогда мне стало скучно... Вскоре перевели меня на Кавказ: это самое счастливое время моей жизни. Я надеялся, что скука не живет под чеченскими пулями, — напрасно: через месяц я так привык к их жужжанию и к близости смерти, что, право, обращал больше внимания на комаров, — и мне стало скучнее прежнего, потому что я потерял почти последнюю надежду. Когда я увидел Бэлу в своем доме, когда в первый раз, держа ее на коленях, целовал ее черные локоны, я, глупец, подумал, что она ангел, посланный мне сострадательной судьбою... Я опять ошибся... Если вы хотите, я ее еще люблю, я ей благодарен за несколько минут довольно сладких, я за нее отдам жизнь, — только мне с нею скучно... Глупец я или злодей, не знаю; но то верно, что я также очень достоин сожаления, может быть больше, нежели она: во мне душа испорчена светом, воображение беспокойное, сердце ненасытное; мне все мало; к печали я так же легко привыкаю, как к наслаждению, и жизнь моя становится пустее день ото дня.

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

- give a brief summary of the passage;
- describe the mood of the narrator; and
- discuss one way in which the author uses repetition to establish the mood of the narrator.

Be sure to cite specific examples from the text to support your answer.

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

## Literary and Cultural Texts and Traditions

1. **Correct Response: D.** (SMR Code: 3.1) Turgenev's novel *Отцы и дети* is largely concerned with the clash between the ideas of the nihilist Bazarov and the more conservative ideas of an older generation of the intelligentsia. As much as the novel depicts differences between generations, it also very strongly depicts differences between different philosophies of life.
2. **Correct Response: A.** (SMR Code: 3.2) In this passage, the narrator talks with pride about how Moscow resisted Napoleon's invasion and thwarted Napoleon's plans of capturing the city.
3. **Correct Response: C.** (SMR Code: 3.2) Pushkin personifies Moscow ("...не пошла Москва моя / К нему с повинной головою. / ... / Она готовила пожар"), making the city itself an active participant in the events described. This helps underscore the idea that all of Moscow acted together in resisting Napoleon's invasion; it was not just a few of the citizens who acted, but the whole city itself.
4. **Correct Response: B.** (SMR Code: 3.2) In this passage, the language used to describe the scenery and setting is full of descriptions of the turbulence of a sudden onset of powerful wind. The rush of wind disturbing the surroundings echoes the rush of emotions experienced by the main characters, Sanin and Gemma.
5. **Correct Response: A.** (SMR Code: 3.2) This passage focuses on the interaction between two characters who are becoming closer to one another and emphasizes Sanin's enraptured feelings toward Gemma. Response A correctly identifies the main situation described in the passage.

## Cultural Analysis and Comparisons

6. **Correct Response: C.** (SMR Code: 4.1) Located in west-central Russia, the Ural Mountains form a 1,500-mile north-south barrier that has long been considered a major part of the geographical boundary between Europe and Asia.
7. **Correct Response: D.** (SMR Code: 4.1) The Westernizers were a group of secular-minded nineteenth-century intellectuals who sought to transform Russian government and society. Their work was closely associated with St. Petersburg, a city founded in 1703 by Peter the Great as a symbol of his efforts to westernize Russia. By contrast, the Slavophiles believed in a more moderate approach to reform and had strong religious convictions. They were more closely associated with Moscow, Russia's traditional capital and the main center of Orthodox Christianity.
8. **Correct Response: D.** (SMR Code: 4.2) The "New Russians" are a group of post-Soviet entrepreneurs who have taken advantage of the economic opportunities that arose after the fall of communism. Their rise exemplifies the emergence of a society in which wealth has replaced party standing as a major determinant of social status.

9. **Correct Response: C.** (SMR Code: 4.2) All three of these dishes originated in the Central Asian/Caucasian regions and therefore show the culinary influence that these cultures have had on Russian life.
10. **Correct Response: D.** (SMR Code: 4.3) The strong influence that the religious painting of Constantinople had on the development of Russian art can best be seen in the work of Russian icon painters. Their representations of sacred figures and events were considered an important part of churches, where they were often used to help provide religious instruction to the uneducated.

## Examples of Strong Responses to Sample Constructed Response Questions for CSET: Russian Subtest II

### Literary and Cultural Texts and Traditions *and* Cultural Analysis and Comparisons

#### Question #11 (Score Point 4 Response)

В этом отрывке из романа М. Ю. Лермонтова «Герой нашего времени» повествование идет от лица главного героя романа – Печорина. Печорин рассказывает своему сослуживцу историю своей жизни и своих метаний. Он пытается проанализировать, что является причиной его вечного неудовлетворения жизнью. Возможно такой причиной является его характер, возможно – неправильное воспитание. В ранней молодости Печорин бросился в водоворот всевозможных жизненных удовольствий и быстро ими пресытился. Он искал любви, но никогда не мог полюбить по-настоящему; он стремился к знаниям, но учеба быстро надоела ему; ничто больше не казалось ему достойным интереса. Печорин был доволен своим назначением на Кавказ, так как надеялся, что смертельная опасность пробудит его интерес к жизни, но и эта надежда не оправдалась. Когда Печорин впервые увидел Бэлу, в нем снова пробудилась надежда, что эта любовь избавит его от вечной скуки, но он опять ошибся.

Настроение Печорина мрачное: ему кажется, что в жизни уже ничего привлекательного для него не осталось («... и жизнь моя становится все пустее и пустее день ото дня»). Он одновременно и жалуется («... у меня несчастный характер...»), и философствует, и ищет сочувствия собеседника («... я так же очень достоин сожаления»), и любит себя. Он, который является причиной истинного несчастья других, кажется себе самым несчастным человеком на свете.

Печорин жалуется на скуку и однообразие своей жизни, и автор использует повторяющиеся слова, чтобы подчеркнуть эту идею. Например, в первом предложении данного отрывка три раза встречаются различные производные от слова «несчастье» («... у меня несчастный характер... причину несчастья других... сам не менее несчастлив»). Такой повтор создает атмосферу однообразия и скуки, которая помогает нам понять настроение говорящего. Аналогичную функцию несет и повторение глагола «надоело» в середине отрывка («... общество мне также надоело... науки также надоели...»).

## Scoring Information for CSET: Russian Subtest II

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

There is one constructed-response question in Subtest II of CSET: Russian. The constructed-response question is designed so that a response can be completed within approximately 30–45 minutes. Responses to the constructed-response question are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your response while focusing on the performance characteristics that have been identified as important for this subtest (see below). Each response will be assigned a score based on an approved scoring scale (see page 15).

Your performance on the subtest will be evaluated against a standard determined by the Commission on Teacher Credentialing based on professional judgments and recommendations of California educators.

### Performance Characteristics for CSET: Russian Subtest II

The following performance characteristics will guide the scoring of responses to the constructed-response question on CSET: Russian Subtest II.

|   |   |
|---|---|
| <b>PURPOSE</b>                            | The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements. |
| <b>SUBJECT MATTER KNOWLEDGE</b>           | The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.                               |
| <b>SUPPORT</b>                            | The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.                              |
| <b>DEPTH AND BREADTH OF UNDERSTANDING</b> | The degree to which the response demonstrates understanding of the relevant CSET subject matter requirements.                                     |

#### *Relevant Subject Matter Requirements*

- Demonstrate an understanding of major movements, genres, writers, and works in the literature of the target language.
- Demonstrate an understanding of the historical, social, and cultural influences on works of literature in the target language.
- Use knowledge of the literary and cultural traditions of the target culture to interpret changes in that culture over time.
- Demonstrate an understanding of the ways in which literary and intellectual works and movements of cultures associated with the target language both reflected and shaped those cultures.
- Analyze and interpret a wide range of literary and cultural texts.
- Evaluate the use of language to convey meaning, to inform, to persuade, or to evoke reader response.
- Analyze the elements of literary works.
- Interpret the use of rhetorical and literary techniques.

## Scoring Scale for CSET: Russian Subtest II

Scores will be assigned to each response to the constructed-response question on CSET: Russian Subtest II according to the following scoring scale.

| SCORE POINT | SCORE POINT DESCRIPTION   |
|-------------|---|
| 4           | <p><b>The "4" response reflects a thorough command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial and accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects a comprehensive understanding of the assignment.</li> </ul> |
| 3           | <p><b>The "3" response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a largely accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequate understanding of the assignment.</li> </ul>      |
| 2           | <p><b>The "2" response reflects a limited command of the relevant knowledge and skills as defined in the CSET subject matter requirements for World Languages.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is limited accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited understanding of the assignment.</li> </ul>                      |
| 1           | <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is weak; there are no or few relevant examples.</li> <li>• The response reflects little or no understanding of the assignment.</li> </ul>              |
| U           | <p><b>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></p>  |
| B           | <p><b>The "B" (Blank) is assigned to a response that is blank.</b></p>  |