



RSingermany
Chase Your Dreams



Dear TestAS candidate,

You have decided to study in Germany. You are considering which path of study would be the right one for you and how you can make the best of your academic training by studying at a German university.

This process involves important decisions about your future: which subject would you like to study and which university should you choose?

With our brochure, we would like to provide you with advice to help you optimise this process. TestAS can help you and the German universities to make the right choice.

Aptitude tests like the Test for Academic Studies - TestAS - in combination with the marks attained in your university entrance examination allow a particularly precise prediction about your chances of success as a student. This is the reason why many German universities are already implementing TestAS as an objective, reliable and standardised aptitude test in their selection and admission of foreign students.

In those countries where Academic Evaluation Centres (APS) have already been installed - such as in The People's Republic of China or in Vietnam - TestAS is part of the APS procedure. Specially gifted students having a good command of German who can apply for the PASCH programme in many countries via the German Academic Exchange Service (DAAD), also take TestAS.

In this brochure you will find sample questions from the so-called Core Test, which every applicant has to complete, and further tasks from all Subject-Specific Modules of which one module has to be selected according to your chosen field of study.

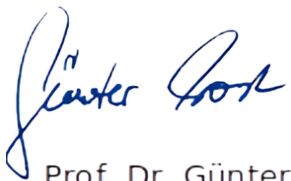
You will find a lot of helpful tips on how to proceed when solving the tasks. With good results you will increase your chances of getting an attractive offer from a university that suits your personal goals and interests.

The DAAD has consigned the ITB Consulting GmbH in Bonn with the development of TestAS and the Society for Academic Study Preparation and Test Development (Gesellschaft für Akademische Studienvorbereitung und Testentwicklung e. V., g.a.s.t.), the TestDaF-Institut, with the worldwide organisation of the test.

Many of you will already be familiar with g.a.s.t. from the Test of German as a Foreign Language (TestDaF) and the TestDaF-Institut. Among others, the portfolio of ITB comprises the Test for Medical Studies (TMS), the TM WISO and the Self-Application Test of the German National Academic Foundation. You may be assured that TestAS will determine your aptitude and competence in an objective, reliable and fair manner.

We do ask you to take the preparation for the test very seriously in order to give yourself the optimum chance of proving your real capabilities. On behalf of the TestAS team we hope you will obtain the university place you are aiming for and furthermore, we wish you success in your studies and hope you will be able to enjoy and profit greatly from studying in Germany.

We wish you great success!



Prof. Dr. Günter Trost
ITB Consulting GmbH



Dr. Hans-Joachim Althaus
g.a.s.t. / TestDaF-Institut

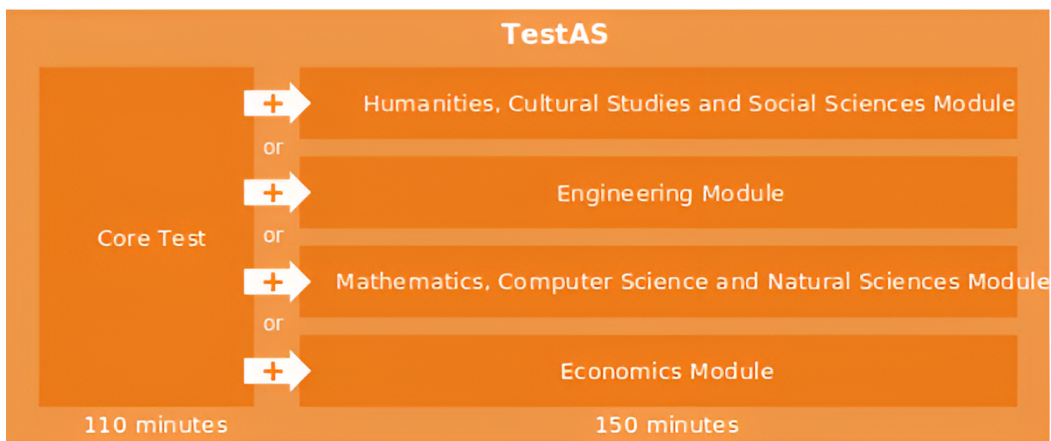


Why should I take TestAS?

TestAS is the most important aptitude test for foreign applicants wishing to study in Germany. TestAS analyses skills necessary for successful studies, e.g. logical thought processes, recognising structures or solving problems. German universities use the TestAS certificate in order to select and admit suitable students for their courses. TestAS increases your chances of obtaining a university place in Germany.

How is TestAS structured?

TestAS is offered both in English and German. When registering you select either the language you are better at or the one the university requires.



The **Core Test** assesses skills necessary for successful studies in all subjects.

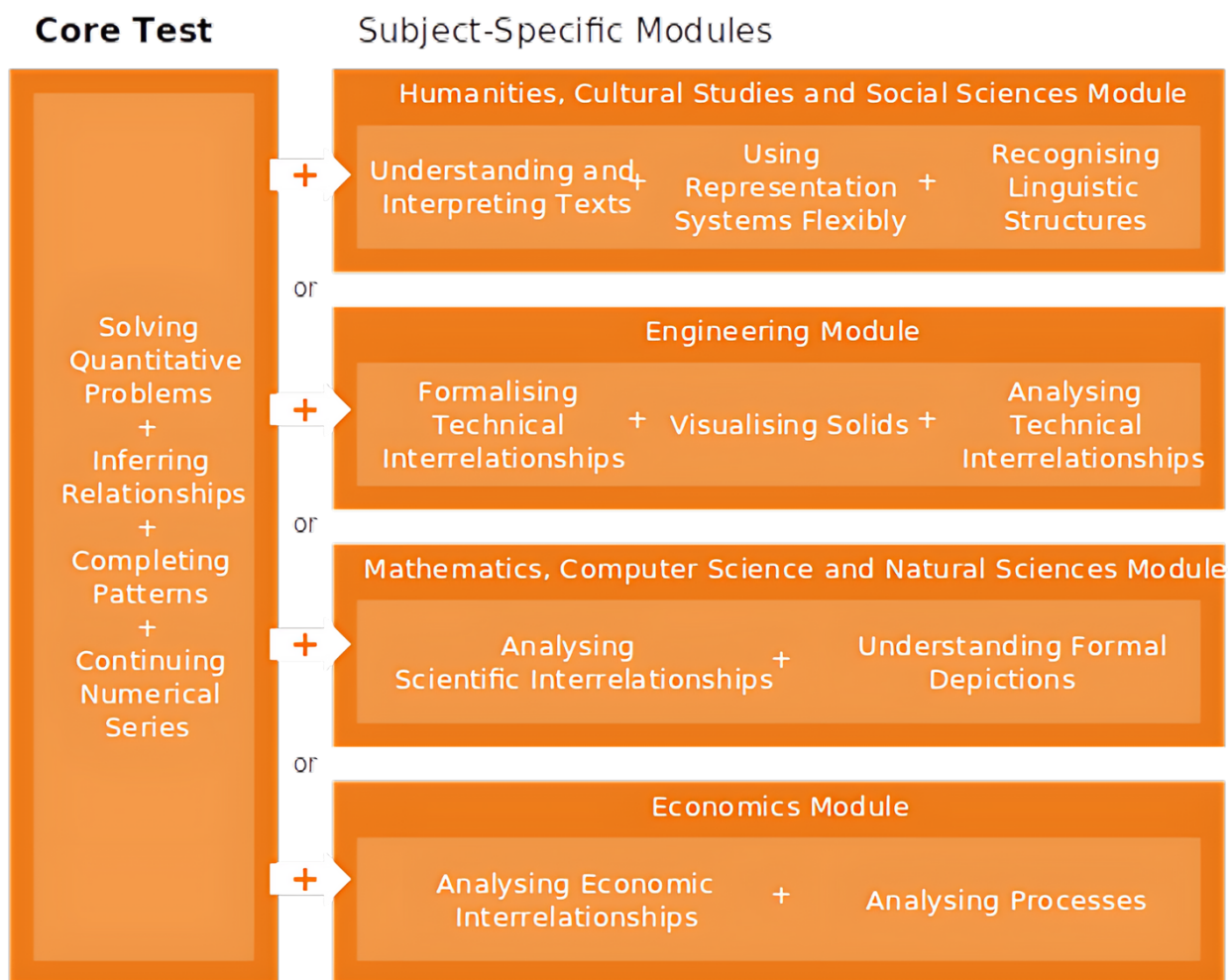
Subsequently you work through the Subject-Specific Module which analyses skills you will need in typical situations in your particular field of study.

The university you have decided to study at will determine which Subject-Specific Module you will be required to take according to your chosen course of studies.
Below you will find some examples of which courses may well suit which Subject-Specific Module.

Humanities, Cultural Studies and Social Sciences	Engineering	Mathematics, Computer Science and Natural Sciences	Economics
German language and literature	Mechanical Engineering	Mathematics	Business Economics
Linguistics	Electrical Engineering	Chemistry	Political Economics
Sociology	Mechatronics	Physics	Management
Politics	Civil Engineering	Computer Science	Business Management
Philosophy	Automotive Engineering	Psychology	Education Management
Historical Science	Environmental Engineering	Pharmacology	Energy and Water Management
Law	Chemical Engineering	Medicine	

Which tasks will I have to solve?

In the Core Test, as well as in the Subject-Specific Module, you will be required to solve two to four different subtests. You will find these subtests in the table below. You will find more detailed information for each subtest (What is it about? How many tasks are there?) at the beginning of each subtest in this brochure.



In both the Core Test and the Subject-Specific Module you will be answering multiple-choice questions only.

Tips on how to proceed

Organise your working time well:

→ **Work quickly but take care.**

It is very important to read the tasks through carefully. If you read too quickly and hence not thoroughly enough, then you will miss important information.

→ **Work through the questions in the given order.**

The first tasks in any group tend to be easier than later ones. That is why we would suggest that you work through the booklet in the given order. But:

→ **If a particular question is too difficult for you, then come back to it later.**

It is better to use your time on tasks you find easier. On average, test takers solve about half of the tasks.

→ **If you are solving mathematical problems, try to find your own solution first.**

Then check if your answer is among those in the multiple-choice. If you look at the choices first, it may lead to confusion. If you are not able to find a solution, then try to exclude the answers which are most likely going to be false.

→ **If you have very little time left...**

You do not get minus points if the answer is wrong. Enter all solutions onto your answer sheet.



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Sample questions

Humanities, Cultural Studies and Social Sciences Module

The Humanities, Cultural Studies and Social Sciences Module is divided in three different subtests. You have a total of 150 minutes to solve the tasks. In the table below you can see how many tasks there are in each subtest and how much time is allowed.

To prepare for this, there are six tasks to solve for each subtest on the following pages. The tasks at the beginning are easier than those at the end. At the beginning of each subtest there is a short explanation about the type of the tasks, together with instructions on how to solve the tasks.

You can find the solutions starting at page 53.

Subtest	Amount of tasks	Time allowed
Understanding and Interpreting Texts	22	45 minutes
Using Representation Systems Flexibly	22	55 minutes
Recognising Linguistic Structures	22	50 minutes
Total working time		150 minutes

Preparation Book for the

TestAS

*Humanities, Cultural Studies
and Social Sciences Module*

SECOND EDITION

2017

- ✓ Improve your performance with more than 130 practice questions
- ✓ Master the test with feedback from experts and successful test takers
- ✓ Practice with dozens of tough questions



TestAS, die Gesellschaft für Akademische Studienvorbereitung und Testentwicklung e.V., and ITB Consulting GmbH do not endorse, nor are affiliated with this product.

1 ABOUT THE HUMANITIES, CULTURAL STUDIES AND SOCIAL SCIENCES MODULE

1.1 INTRODUCTION

The TestAS exam consists of 2 parts:

- a Core Test lasting 110 minutes and assessing skills necessary for successful studies in all university-level subjects, and
- a Subject-Specific Module pertaining to your chosen field of study and lasting 145-150 minutes.

This ebook is focussed on the subject-specific module of Humanities, Cultural Studies and Social Sciences Module.

Each university freely determines which subject module is relevant for a given major. In many cases, applicants to the abovelisted faculties are asked to take this subject test. If you are unsure which subject-specific module will be relevant for you, please consult directly with the university that you are applying to. Usually this subject module is relevant for students who have future plans to study in fields offered under the following faculties:

- Faculty of Law (Rechtswissenschaftliche Fakultät)
- Faculty of Arts and Humanities (Philosophische Fakultät)
- Faculty of Human Sciences (Humanwissenschaftliche Fakultät)

Examples for the majors where this module is relevant are:

Languages / Linguistics

Law

Politics

Sociology

If you are uncertain about which specialised test module is right for you, contact the university you wish to attend directly.

2.1 TIPS FOR SUCCESS

There are some important tips for this task group:

1.

- Time management. It is very important to keep the time in mind. You will have to answer 22 questions within 45 minutes during the real test. That means you will have 2 minutes (120 seconds) for every task. Remember not to waste too much time on any one task. We believe that all tasks are given the same score or weight -no matter the difficulty. The makers of the test do not disclose this information, but equal weighting applies in comparable tests created by the same company.

2.

- Read texts and tasks thoroughly. You can only make an educated decision about your answer if you've read the text and the corresponding answers thoroughly. In all standard tests, people tend to make mistakes because they have not read the text or the task properly. These are mistakes that can be avoided.

3.

- Choose an answer for all questions -there is no penalty for incorrect answers. If you are running out of time, answer all the remaining answers quickly -even if you have to guess. There is *no penalty* for wrong answers and *no points will be deducted*. Pick one letter and stick to that.

4.

- Intelligent guessing: If you are only sure about one statement, e.g. that statement (I) is correct, you can rule out B "Only (II) can be recognized" and D "Neither I nor II can be recognized". Now you have a 50% chance of answering the question correctly instead of only a 25% chance.

5.

- Don't panic: Should you notice that the day on which you are taking the test is just not your day, remain calm and continue to work with concentration. Just do your best. You might be doing better than you think you are.

2.15.

Which of the following statements is/are correct according to the text?

- I. The purpose of qualitative content analysis is the graphical processing of communication content.
- I. Qualitative content analysis goes beyond merely compiling information about the actual content.

(A) (B) (C) (D) Only statement (I) is correct. Only statement (II) is correct.

Answer B Both statements are correct. Neither of the two statements is correct.

Statement (I) is incorrect, since the purpose of qualitative content analysis is the systematic processing of communication content. Statement (II) is correct, since according to the text, qualitative content analysis also looks at formal aspects and latent meaning.

Only statement (II) is correct, which means that B is correct.

"THE PUPIL" (EXERCISES 2.16.-2.19.)

At the beginning of an assignment, David always reads the instructions carefully and then skims through the text to get an overview before starting the first question. When he comes across a problem he cannot solve, he simply skips over the problem and goes to the next question. When he finishes the work, he looks at the problem once more and, if necessary, he asks the teacher for help. When learning new things, he relies primarily on memory and observation – I can tell that he is better able to memorise information when he sees things. When it comes to German, David is quiet during classes and follows the lesson – quite in contrast to his behaviour during natural history. Though he also follows the lesson here, he talks much more with his fellow pupils and shares jokes, most of which come from him. The subject of the "central nervous system" is one that particularly appeals to him. David finds it easy to draw logical conclusions, which helps him to excel in fact-based subjects like maths and science. However, he finds it difficult to utilise his creativity.

2.16.

Based on the teacher's assessment of David's strengths and weaknesses, which of these four subjects is he likely to be strongest in?

- (A) English
- (B) Art
- (C) Chemistry
- (D) Music

Answer C

To arrive at this answer, we need to pay close attention to the final two sentences: "David finds it easy to draw logical conclusions, which helps him to excel in fact-based subjects like maths and science. However, he finds it difficult to utilise his creativity." Since the text specifically mentions his problems with creativity, we can immediately eliminate the two "creative" subjects – art and music – from the list. This leaves us with A and C. Though the text gives no indication of his ability in English – which means it could, hypothetically, be very good – we are looking here for the most likely answer based on what we know. Since chemistry is well-known as the more "logical" of the two remaining subjects, and since the text explicitly mentions that David excels (= is strong in) scientific subjects, we can safely choose C as the most probable option.

2.17.

Which of the following statements is/are correct according to the text?

- I. David finds it easy to make use of his musical talent.
 - II. If David is stuck, he asks the teacher for help.
- (A) Only statement (I) is correct.
 - (B) Only statement (II) is correct.
 - (C) Both statements are correct.
 - (D) Neither of the two statements is correct.

Answer B

- (A) Only statement (I) is correct.
- (B) Only statement (II) is correct.
- (C) Both statements are correct.
- (D) Neither of the two statements is correct.

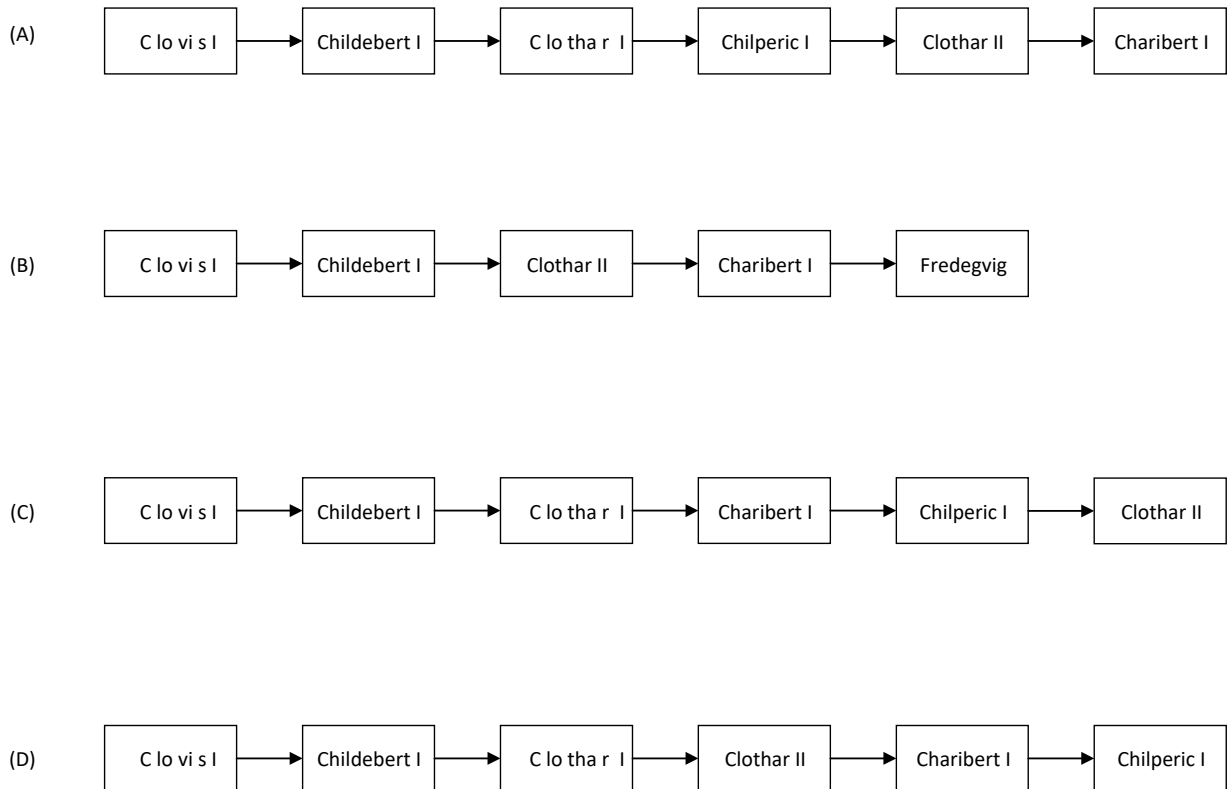
Answer C

The diagram shows both lines of succession correctly. Elizabeth was the last monarch directly descended from Henry VIII and was the youngest of three children, including her older half-brother and half-sister Edward and Mary. When James VI of Scotland succeeded to the English throne, he became James I of England and was a direct descendant of Henry VIII's sister, Margaret. (His mother was Mary, Queen of Scots, whose father was James V, whose mother was Margaret).

EXAMPLE 4

The Merovingian Dynasty was the first to rule France and their reign lasted nearly 300 years (486-751).

Clovis I was the first king and ruled between 481 and 511. Childebert I was the son of Clovis I and he became the next king, ruling from 511 to 558. While he did have children, named Chrodoberge and Chrodesinde, his brother was first in line to the throne when he died. Therefore, upon Childebert I's death, Chlothar I was declared the next king, though he occupied this post only for 3 years. Chlothar I is reputed to have had seven sons. Two of the sons died before the father and never had the chance to reign. Among his remaining children, Charibert I was able to position himself as king following the death of his father. He was replaced by his half-brother Chilperic I after only 7 years. Chilperic I ruled as the King of Soissons from 567 to 584. The son of Chilperic I, Chlothar II, then began his reign, first with the help of his mother Fredegund until her death in 597 and afterwards by himself until 629. Which of the following figures represent the ruling reign of Merovingian Dynasty?



Answer C

If you're having difficulty getting your head around this question, try making your own "line of succession" diagram from the text. From this, you should be able to see that the third ruler was Chlothar I; thus, only diagrams with this name as the third option can be correct. This rules out Answer B. From your line of succession, you should also be able to see that the fourth ruler was Charibert I, which means that only diagrams with this name as the fourth option can be correct. This is the case in only one of the three remaining diagrams, Answer C, thus Answer C must be correct.

TIP

Note that if you use the process of elimination described above, you don't have to go to the end of the line of succession to determine which is the correct answer.

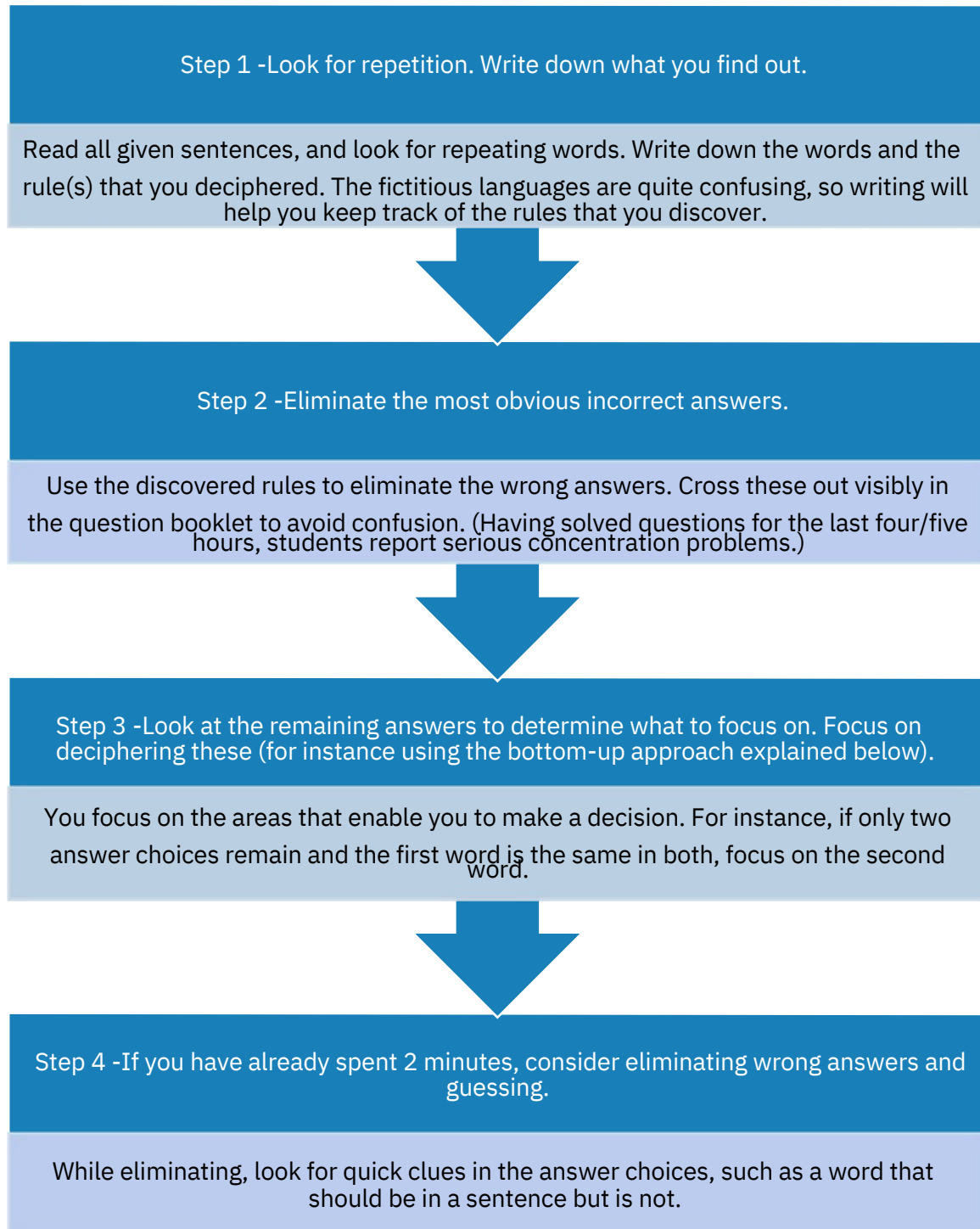
3.3.3 POSITIVE AND NEGATIVE EFFECTS

On the diagrams in this test, relationships between different factors or variables are shown using arrows. You'll see "+" or "-" written over the arrow to indicate whether the relationship is *positive* or *negative*. But what are positive and negative relationships? It's very simple:

4.5 OUR SUGGESTION FOR SOLUTION APPROACH

Below we present our suggestion for a possible solution approach. Of course, this approach is totally subjective. If you can answer the question with a different approach, then by all means use your own approach to solve the questions quickly.

Be sure to practice often using whatever approach you have selected. You will see that such questions can be quickly answered once you know what to look for.



PLEASE NOTE: FOR EACH FICTITIOUS LANGUAGE THERE CAN BE A FEW QUESTIONS. IN THESE CASES, IF YOU ARE STUCK, JUST GUESS AND MOVE ON TO THE NEXT QUESTION. THE NEW KNOWLEDGE FROM THE NEXT QUESTION MAY THEN HELP YOU SOLVE THE PRIOR QUESTION.

We will now show you a few example where we used this approach. After studying this, you can come up with your own approach of how to master this question type.

EXAMPLES 10-12

- | | | |
|-------|----------------------|-----------------------------------|
| (I) | mitekoppo mät = | The teacher talks loudly. |
| (II) | saniixansch miteen = | The student calls the teacher. |
| (III) | kazmkoppo saot = | The librarian talks fast. |
| (IV) | Xundiperdi kazmen = | The visitor annoys the librarian. |

EXAMPLE 10

"The teacher calls the visitor" is expressed in the foreign language by:

- (A) mitekoppo xundien
- (B) xundiperdi miteen
- (C) mitexansch saniien
- (D) mitexansch xundien

EXAMPLE 11

"The student annoys the librarian" is expressed in the foreign language by:

- (A) saniixundi saot
- (B) saniiperdi kazmen
- (C) saniixansch kazmen