



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



BAUSCHMID

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## FOREWORD

I am as passionate about education as I am about learning. Holding BA/BS degrees from the Wharton School in the United States and an MBA from Insead in France and Singapore, I have found that, over the course of my career, my education has opened many doors for me. I wrote these test preparation books to support students with similar passions.

Over the years, with our company [edulink](#), I have been privileged to help young men and women navigate what can be a complicated university application process. It is a first step toward the realization of their educational dreams, and a critical one. I find it very rewarding to be a part of this very important decision, helping students secure placement at German universities that will meet their long-term goals.

Due to the highly competitive nature of admission to these schools, applicants must always be looking for ways to differentiate their application. One of the most effective ways that they can do this is by performing well on the TestAS exam, an aptitude test for applicants from non-European countries who intend to pursue their studies at a German university. More than ever before, German universities are using the results of this exam to determine a student's qualification for university-level courses.

We created this preparation book based on our own first-hand experience taking the exam and detailed interviews with dozens of students who have taken the exam in Indonesia, Vietnam, China, Turkey, Russia, and Ukraine. This ebook gives a comprehensive overview of each of the tested topics, complete with test-taking tips and many practice questions, each designed to help you take the TestAS with confidence.

I wish you the best of success on the exam and in your applications.

Ozveri Bauschmid

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# 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.
  - II. Qualitative content analysis goes beyond merely compiling information about the actual content.
- (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

*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

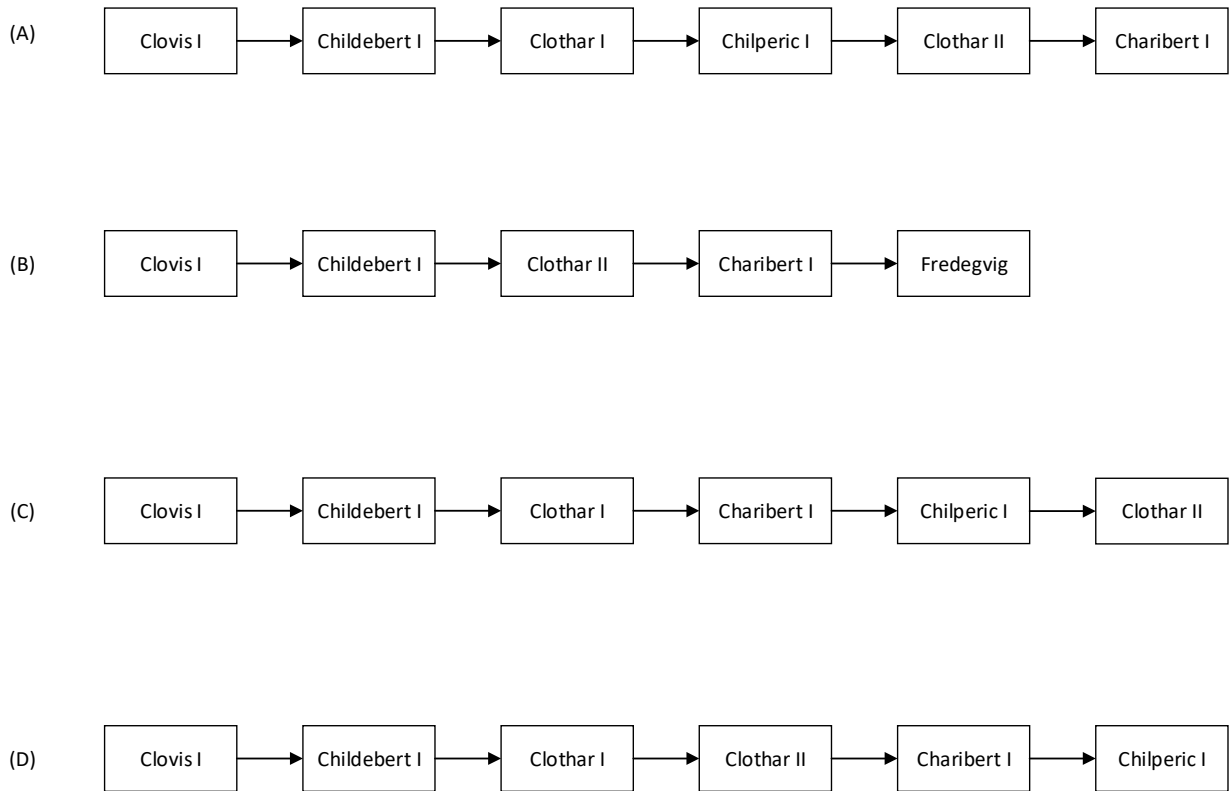
*The diagram shows both lines of succession correctly. Elizabeth was the last monarch directly descended from Henry VIII and was the youngest of three children, including her older half-brother and half-sister Edward and Mary. When James VI of Scotland succeeded to the English throne, he became James 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.

### Step 1 - Look for repetition. Write down what you find out.

Read all given sentences, and look for repeating words. Write down the words and the rule(s) that you deciphered. The fictitious languages are quite confusing, so writing will help you keep track of the rules that you discover.



### Step 2 - Eliminate the most obvious incorrect answers.

Use the discovered rules to eliminate the wrong answers. Cross these out visibly in the question booklet to avoid confusion. (Having solved questions for the last four/five hours, students report serious concentration problems.)



### Step 3 - Look at the remaining answers to determine what to focus on. Focus on deciphering these (for instance using the bottom-up approach explained below).

You focus on the areas that enable you to make a decision. For instance, if only two answer choices remain and the first word is the same in both, focus on the second word.



### Step 4 - If you have already spent 2 minutes, consider eliminating wrong answers and guessing.

While eliminating, look for quick clues in the answer choices, such as a word that should be in a sentence but is not.

**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