

**THE HIGHER PAPUAN ENGLISH STUDENT PROFICIENCY LEVEL
AND MOTIVATION LEVEL IN LEARNING ENGLISH**

THESIS



Submitted by

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2024

**THE HIGHER PAPUAN ENGLISH STUDENT PROFICIENCY LEVEL
AND MOTIVATION LEVEL IN LEARNING ENGLISH**

Thesis

Presented to English Education Program

Faculty of Language, Social And Sports Education

Universitas Pendidikan Muhammadiyah Sorong

In Partial to Fulfillment of requirement for the

Degree of Sarjana Education (S1)

Defended in the thesis

Examination on September, 23rd2024

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Born :

Sorong

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LEGITIMATION SHEET

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As a result of this thesis, i declare that the thesis not a work that has been submitted to obtain an academic degree in a University, and in my knowledge there is no literature work that has been written and published by the other reseachers, except in the writing referenced in the references.

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Mine Sincerely



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MOTTO AND DEDICATION

MOTTO

*“The real competition is yourself.
be disciplined, responsible, and focused on your goals.*

DEDICATION

I proudly dedicated my thesis for the 1st support system

Mr. Julisanto and Mrs. Ariswati

My little brother, Panji.

Big Family of Mr. Karimin and Mr. Sudiyo

And the last is my Almamater

ACKNOWLEDGMENT

Alhamdulillah hirabbil 'alamin.

Praise and gratitude for the presence of Allah SWT, for all blessings, grace, and gifts that have provided knowledge, experience, strength, patience, and opportunities to researchers so that they are able to complete this thesis with the Title “The Higher Papuan English Students Proficiency Level and Motivation in Learning English”.

I submit this research as a requirement for the completion of my bachelor's degree in Universitas Pendidikan Muhammadiyah Sorong. During this research, the researcher received challenges and obstacles that made the researcher have to try hard and complete this research. With many obstacles, researchers get a lot of support. The researcher would like to express her deepest gratitude to :

1. Dr. Rustamadji, M.Si. As the Rector of Universitas Pendidikan Muhammadiyah Sorong.
2. Mr. Roni Andri Paramita, M.Pd, as the Dean Faculty of language, social, and sport education.
3. Ma'am Nurteteng, M.Pd. as the Head of English Education Department, Who is always giving support, and woulding to share his experience, with constructive comments, so that the researcher able to finish this thesis.

4. Dr. Nursalim, M.Pd. as the Supervisor, who has patiently taken the time to provide guidance, direction, and advice, and suggestions so that researchers can complete this thesis.
5. For the first supporters. My parents, Mr. Julisanto and Mrs. Ariswati, there is no words can explain them. They are always pray for the researcher and provides anything that researchers need to pursue researchers' degree.
6. My little brother, Panji. who has always been a good brother.
7. All members of Yippie Family, Ezri Trifena Oraple, Fahira Namsa, and Rhika Sary Amriyanti, whose always being supportive best friend. Giving kindness affirmation, encouragement to keep going, being a place to talk and exchange ideas, so that researchers have a positive competitive spirit in order to achieve our goals together.
8. All members English Class 2021, as the second home to go. Supportive team the reseacher ever had.

The last, the researcher realizes that there are still many weaknesses in this thesis. therefore, the author apologizes and hopes for constructive criticism and suggestions. hopefully this research can provide knowledge related to existing problems.

Sorong, 15 September 2024

The Researcher

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ABSTRACT

Ferla Yulia kamandani putri/148820321002, 2024. **The Higher Papuan English Students Proficiency Level and Motivation Level in Learning English.** Thesis, English Education Department, Faculty Of Language, Social, and Sport Education, Universitas Pendidikan Muhammadiyah Sorong.

English has become an essential language in the current era of communication, education, and career. This applies to prospective teachers who should qualify as teachers in the Papua region. The purpose of this study is to determine the English proficiency level and the level of motivation to learn English of native Papuan students, at Universitas Pendidikan Muhammadiyah Sorong. This research has a descriptive Quantitative design, which took a sample of 20 people. In the data collection, the researcher used the TOEFL ITP test to determine the level of language proficiency, and a questionnaire to assess their motivation to learn English. As a result, all English Education students have a fairly low level of English proficiency, which is still at the A2 level. While the results of the questionnaire, their English learning level is at a high level. Thus, the researcher found a correlation between the result of TOEFL ITP and some indicators that affected the low result of learning achievement. The study finding the lack of facilities affected the student interest in learning activities, cause the unsustainability of learning activities. The highest score indicator was objective and family indicators could not effective if there is no interest in supporting the learning outcome in learning English.

Keywords : Papuan students; English Proficiency level; Motivation

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

The current condition faced by Papua was a foreign language gap with other regions. According to the EF English Proficiency Index (2023), Papua was one of the regions with the lowest English proficiency index. The value of the index was only 448. When compared to several other major cities in Indonesia, the average value was more than five hundred. This condition was related to education, which played an important role. English language education in Papua was still low. It could be seen from the lack of English language training places, the high cost of training, and limited learning materials, especially in some areas that did not have internet access. This condition influenced English Language Education Students, especially native Papuan students at Universitas Pendidikan Muhammadiyah Sorong. Because most of the Papuan students had previously gone to school in their hometown, which was fairly far from the city center. There was some disparity in the facilities and infrastructure, which affected their abilities. They still needed a lot of guidance. Most of them had difficulties with speaking and pronouncing words. In addition, there was a lack of knowledge related to vocabulary which affected the other skills. This resulted in their low final grades.

As a global language, English has become important in the modern era, (Susanthi, 2021). In some countries, personnel's ability to communicate in English

was essential in improving the effectiveness of human resources, (Sukprasert et al., 2019) In Papua, English was crucial for communication, education, career, and cultural exchange. Various regions in the Papua region had tourism potential that invited several tourists to visit. This opened up opportunities for Papuans to introduce Papuan culture to tourists. In the career field, English was a skill that could strengthen their resources. Currently, many jobs provide qualifications and requirements that have to be fluent in English. In the field of education, the government fully supports Papuan students with a special scholarship for Papuan youth (Indonesia endowment fund for education agency). This provides opportunities for Papuan students, to study for free both at the national, and international levels. And English had an important role at the international level.

Considering the importance of the role of English above, Papuan students needed have been more enthusiastic and had high learned motivation. Learned motivation was the overall driving force within students that gave rise to learning activities, which ensures the continuity of learned activities and provides direction to learned activities so that the goals desired by the learned subject could be achieved, (Sardiman, 2018). Motivation played an important and effective role in the process of learning a new language, motivation was a key factor in determining a learner's success in accomplishing challenging tasks, including learning a second language, (Yung, 2023). As a result, with high learned motivation, students would continue to learn and improve their language skills. In general, motivation was divided into 2: intrinsic and extrinsic. Siagian said that intrinsic motivation comes from within a person and produces consistent goals,

both organizational goals and individual goals that could be achieved, (Aziz, 2017). Native Papuan students of English education, at universitas pendidikan muhammadiyah sorong, mostly had an interest in English as an international language. In addition, their goal was to support their careers through opportunities. The opportunity to compete in the international arena made them interested in learning English.

However, the facts showed that their motivation to learn English still easily dropped due to several factors. It started with their environment. The people around them did not use English as a means of daily communication, they rarely or completely communicate in English at home, (Dimara, 2022). Furthermore, some only learned English right before entering university. According to Safitri & Suhono (2021), this was because many teachers faced difficulties arriving in remote areas, so there were no teachers who could be filled in English materials in the classroom. Hence, they found it difficult at the beginning to learn English. The problems referred to educators in the Papua region. According to the Pendidikan et al. (2018). The quality of education in Papua was still weak because one of them was the quality of educators. Then there were limited facilities. This was felt by many of my Papuan students who went from other regions and lived in boarding houses. If facilities are inadequate, students' interest in learning decreases, and they cannot be searched for new information (Safitri & Suhono, 2021).

From several sources above, there were many problems related to education that could affect English language skills and also the motivation of

Indigenous Papuan students at Universitas Pendidikan Muhammadiyah Sorong. These things greatly affect their motivation and English proficiency therefore, researchers were interested to know the English proficiency leveled and learned motivation of Papuan students in English education semesters 2, 4, and 6 at Universitas Pendidikan Muhammadiyah Sorong with the title "The higher Papuan English student proficiency leveled and motivation in learned English" to determine their readiness to become future teachers in the Papua region. Then provide information on curriculum development to improve English education in Papua.

1.2 Formulation of the Problem

Based on the research problem above, the researcher formulated the research question as follows:

1. What is the English proficiency level of Papuan English education students at Universitas Pendidikan Muhammadiyah Sorong?
2. What is the learning motivation level of Papuan English education students at Universitas Pendidikan Muhammadiyah Sorong?

1.3 Objective of the Research

The objectives of this research were :

1. To know the English proficiency level of Papuan English education students at Universitas Pendidikan Muhammadiyah Sorong

2. To know the learning motivation level of Papuan English education students at Universitas Pendidikan Muhammadiyah Sorong.

1.4 Significance of the Research

The result of this research could give a contribution to readers, other researchers, and the Government as follows :

1.4.1 Readers

This research was expected to give information about the English proficiency level and Motivation which are related to each other, especially in Papua.

1.4.2 Other Researcher

For the other researcher, this study was expected to give knowledge related to English proficiency leveled and learned motivation and help the future researcher who would research on comparable themes, as well as provide further information.

1.4.3 Government

For the government, the writer expected can give further information related to the problem and phenomenon that happened. It would give them an evaluation to support the human resources in Southwest Papua.

1.5 Operational Definition

For this research, the researcher would be limited the research using two variables as follows:

1.5.1 English proficiency level

Refers to a person's level of skill in the English language. Elementary proficiency, complete professional proficiency, or even native or bilingual proficiency might all fall under this category. It includes a person's comprehension, articulation, reading, and writing skills in English, and it was frequently evaluated using standardized standards. An individual's capacity to engage in social, intellectual, and professional environments where English was used might be impacted by their level of proficiency. The phrase "English proficiency ability" refers to a spectrum of English language competency, from basic to native or bilingual proficiency.

1.5.2 Motivation

It involves the overarching force that guarantees the continuation of learned activities and gives them direction so that the learned subject's desired goals can be accomplished.

CHAPTER II

LITERATURE REVIEW

This chapter presented the literature review. It consists of the literature for this research, the preview of this research, and the conceptual framework.

2.1 English Proficiency Level

2.1.1 Definition of English Proficiency

According to Pranita Devi (2014), a person's ability to speak or perform in the target language is known as proficiency. The four skills were listening, speaking, reading, and writing. According to Armea et al. (2022), proficiency was the capacity to use a language in natural, unrehearsed contexts and real-world interactions in a way that was appropriate and acceptable to native speakers. No matter where, when, or how a language was learned, proficiency shows what a user of that language was capable of.

Meanwhile based on Josephine & Selvakumar (2015), a person's ability to speak and write in English was referred to as their linguistic competence or English language proficiency. Achieving proficiency in a second language involves mastering the four main skills of reading, writing, speaking, and listening. Mastering means a person can use the language in every situation. In every context, such as daily life, academic, formal situations, etc.

Based on several opinions of the source above, English language proficiency means someone's ability has been able to use the English language. The ability of a person without being repeated and natural way. The

skills that affect English language proficiency are speaking, reading, listening, and writing. Even the person could speak a language in every situation. Someone with a high level of proficiency in English could speak like a native speaker, which was acceptable in various contexts.

2.1.2 Levels in English Proficiency

According to Savski (2022), the common European framework of reference for languages was known by its name, cefr. Since it was first released by the Council of Europe in 2001, it has gained significant reference in the field of language education, especially in the context of teaching and evaluating English. It was a framework that used a 6-point grading system, from a1 (beginning) to c2 (proficient), to represent language proficiency. "can-do" descriptions, or what learners were capable of at that level, characterize each level, Arase et al. (2022) Based on CEFR, the leveled of English language proficiency was divided into 6 scales, (A1, A2, B1, B2, C1, C2). The level given by the European framework could help people to know about their English-leveled

According to Anton (2021), A1 learners were those who used the language at a basic level. The learners' consistent use of simple terminology allows them to interact in ordinary situations. Learners had the option to inquire about personal information, including residence and knowledge. They were ready to communicate corporately, spoke clearly and deliberately, and engaged with others in a basic manner. A2 learners were similar to the language's beginning users. They could comprehend phrases and politely used terms that were

associated with the experiences that were most immediately applicable to them, including shopping, work, basic personal and family information, and destinations of interest. They exchange information in an easy-to-understand and straightforward manner regarding commonplace and everyday duties. They could succinctly explain elements of their background, current situation, and surroundings.

B1 learners are defined as autonomous language users that is, people who possess the necessary fluency to communicate with native speakers naturally. If the topics are ones they are familiar with from their employment, studies, or leisure activities, they can comprehend the basic idea of the straightforward text written in standard language. B2 learners also include self-sufficient language users. They can comprehend the major ideas of complicated texts on both concrete and abstract subjects, including technical lectures related to their area of expertise. They correlate with a level of proficiency and propensity that makes it feasible for frequent, stress-free communication with native speakers for each other.

C1 learners are individuals who are fluent in the language and can carry out complex tasks related to their studies and jobs. They can recognize implicit meaning in a wide variety of longer, more difficult texts. They can communicate clearly and spontaneously without clearly trying to find the right words. C2 learners are also considered to be fluent language users who can comprehend most of what they hear or read with ease. They can condense and communicate information and arguments from various written and spoken sources.

2.1.3 Factors that Affect English Proficiency

To be good and proficient in the English language, we need time and patience to study. Many factors can affect a student's English proficiency level. Based on Zulfitri & Nurlaili (2020), elements connected to inadequate vocabulary inadequate vocabulary: students who lack vocabulary are too timid to communicate in English since they do not know a lot of words. Besides that, there is the influence of the mother tongue which can affect the speaking ability, and motivation to learn.

Based on Putri & Wijayanti (2018), 4 factors can affect student ability in English learning, especially in speaking. 1) Capability In this instance, the pupils' vocabulary is present in their listening, but their level of focus is still low. 2) Capability When it comes to reading, kids' motivation to read and their still-limited vocabulary are the main influencing elements. 3) Speech Capability: In this instance, the lack of confidence and the inability to master the majority of grammar rules are factors influencing pupils' capacity to talk. 4) Students' writing ability is impacted by their surroundings, specifically by their lack of motivation and encouragement. Based on Phon (2017), Of all the variables, there was the highest association between students' attitudes and motivation for learning and their levels of English language ability. Following that, there was a moderate correlation between the students' levels of English proficiency and their learning chances.

From several sources above, many factors can affect proficiency in English level. Some of the problems, that cause the lack of proficiency for

students may come from themselves or the outside. There are motivations, and their ability especially having limited vocabulary then causes the lack of speaking. Etc. and also their confidence. Especially in Sorong, Indonesia. Not many people know and learn the English language. This can also cause a low level of English proficiency. The absence of friends to practice with and not having encouragement from around makes students give up easily.

2.1.4 Test to understand the English proficiency levels

When we want to know about someone's ability/level in the English language, we can't just see from the way he speaking, or just reading. To understand the level of English proficiency, it has to follow the English language test. A variety of tests are performed to gauge an individual's level of English proficiency; including TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), EF Set, TOEIC, Cambridge English Scale, and Global Scale of English.

1. TOEFL (Test of English as a Foreign Language)

The TOEFL, a standardized test that measures students' proficiency in English, is used by more than 9,000 colleges, universities, and organizations across hundreds of countries, Rahman & Purwaningtyas (2022). TOEFL is a test used for evaluating a person's English proficiency. It is frequently necessary for graduation from domestic universities, a place to international universities, or work abroad, (Leovin et al., 2022). There are several types of TOEFL test ;

a. Paper and pencil-based TOEFL (PBT)

Paper-based TOEFL (PBT) is a pencil-and-paper test that is administered by the Educational Testing Service (ETS) and is the most popular test in some countries, such as Indonesia. It is used to measure the proficiency of non-native English speakers in the English language, Habiby (2015). Similar to any other test, that people know. That requires using a manual pencil and paper. Only the test center is used to administer this kind of exam. as well as a scheduled timeline. 310 is its lowest score while 677 is its best.

b. Computer based TOEFL (CBT)

Similar to TOEFL PBT, this test is used to measure the proficiency of non-native English speakers in the English language. But the difference is this test uses a computer. This type of test is only held at test centers, and the schedule is pre-arranged. This type has differences in assessment with other types of TOEFL. The lowest score is 0 and the highest score is 300.

c. TOEFL ITP (Institutional Testing Programme)

The TOEFL ITP is the Institutional Testing Program of the Test of English as a Foreign Language (TOEFL). It is a widely used test for a variety of purposes, including applying for jobs, getting into higher education, and getting promoted, Lubis et al. (2022). This type of TOEFL is quite limited at a lower price than Paper and pencil-based TOEFL and computer-based TOEFL. For this type of TOEFL, it is more flexible and available at several

universities in the country. It has a lowest score of 310 and a highest score of 677

d. TOEFL Prediction/Equivalent Test

This type of TOEFL is the most commonly found, there are many educational companies, including WEBSTER English Village. For this type of TOEFL, commonly we just have to pay for the test it's free. The certificate only. For the test it's. It is done by someone who wants to know their TOEFL score before taking other types of TOEFL. Has a lowest score of 310 and a highest score of 677

e. TOEFL IBT

The TOEFL iBT is an English proficiency test that measures a person's ability to understand and use English for academic purposes. It consists of four sections: listening, reading, speaking, and writing. In the writing section, test-takers must write essays in English, including both an integrated and an independent task, Nurhayati & Nurdini (2022). The current TOEFL CBT and PBT forms are replaced by this version. There are four sections on this kind of test: writing, speaking, listening, and reading. A section is assigned a score of 30, and the final score ranges from 0 to 120. ETS (2020)

2. IELTS (International English Language Testing System)

IELTS stands for International English Language Testing System. This well-known internationally standard-level test evaluates a

person's English language competency if they plan to utilize it for immigration, employment, or study, (Wen et al., 2022). There are four components to the IELTS exam: speaking, reading, writing, and listening. The range of an IELTS score is 0 to 9, where 0 indicates the lowest score and 9 represents the highest, (Azhari et al., 2022)

3. EF Set

The EF SET is a standardized objectively scored test of listening and reading skills. Its purpose is to classify test takers' reading and listening performance on the test into one of the six levels established by the Common European Framework of Reference (CEFR) EF STANDART ENGLISH TEST (2014).

4. TOEIC (Test of English International Communication)

The TOEIC is a test used to evaluate the level of English proficiency needed for employment. This multiple-choice exam was designed for adults who are not native English speakers. The exam evaluates reading and listening comprehension while focusing on actual situations in the workplace, (Setiawan et al., 2023). 200-question, two-hour multiple-choice exam. The range score is 10-990. The number of correct answers in the Listening and Reading sections is converted to a number on a scale of 5 to 495, (ETS, 2022).

5. Cambridge English test

Since 1913, a series of language proficiency tests known as the Cambridge English tests have been presented. These tests evaluate a

range of language proficiency, including speaking, writing, listening, and reading, .These comprehensive tests evaluate competency in the English language at multiple levels, from basic to advanced, and are correlated with the Common European Framework of Reference for Languages (CEFR). People can take the widely accepted tests at accredited testing locations all over the world. KET (A2), PET (B1), First Certificate (B2), CAE (C1), and CPE (C2) are a few of the common tests.

6. Global Scale of English

The Global Scale of English (GSE) is a language learning framework created by Pearson Education, a world leader in language learning. The GSE is the first global English standard that measures listening, reading, and writing skills at CEFR levels, covering grades from 10 to 90. This scale allows students to learn more about their ability in English.

2.3 Motivation

2.3.1 Definition Motivation

According to Darni et al. (2018), motivation is the fundamental impulse that controls a person's actions. When someone moves to act on an impulse that they are feeling, this impulse is in their head. Everything that someone does is based on their motivation, what is the reason, and what things make them do that. In case the student has low learning motivation in their study, it means they are

not interested in the subject or have no reason to follow the subject. It can be different when we meet students with high grades in a subject, they must have strong motivation that can support them to finish their subject in study.

According to Fajarwati (2022), Encouragement from students to meet learning objectives, such as comprehension of the subject matter or learning growth, is known as motivation to learn. Students who are motivated will always be willing to study more without outside pressure. Motivation in the educational environment is the energy that propels learning or other educational activities. To develop children's potential to be real, learning environments and activities can be arranged. In this context, the environment involved supports student motivation.

Based on Nurmala et al. (2014), Learning motivation would encourage enthusiasm for learning in students and conversely, a lack of learning motivation would weaken the spirit of learning, which would also affect student learning outcomes. A student who learns without motivation would not get maximum results. Results are seen from the learning activities of students in the classroom when they are following the lesson. Student learning activity is very important in determining success in learning.

According to Indriani (2020), The amount of effort a person puts forth to learn a language that stems from their desire to do and their desire to benefit from the process of learning the language is known as motivation in the language acquisition process.

From several experts that define motivation, the conclusion is learning motivation is something that can support a student's condition to study. It can

appear from the student itself, such as their thought and reason. Also from the outside, which can be a learning environment. The student that has strong motivation mostly have better grades than students which have lack motivation. The motivation to learn English is defined as an effort from a student to learn and get the benefit from the learning process.

2.3.2 Types of Motivation

Motivation comes everywhere, it can appear in our thoughts, and our imagination, sometimes just because of our dreams we can have motivation. There is also the environment which can support the comes of motivation. According to Sufia Rahmi & Neviyarni (2022), There are two types of motivation: intrinsic and extrinsic motivation. There are corresponding subtypes for both.

1. Intrinsic Motivation

Intrinsic motivation refers to an individual's strong internal impulse. The higher the motivation or encouragement derived from inside, the more likely an individual is to exhibit powerful conduct to accomplish the desired outcomes. In this instance, the individual's inner drive to study is the source of the incentive, (Sufia Rahmi & Neviyarni, 2022)

2. Extrinsic Motivation

Extrinsic motivation is the motivation that comes outside of the student. One of the elements that promotes learning objectives achievement is extrinsic motivation. While it may not directly connect to learning activities, children often require the presence of motivation or

encouragement to participate in learning activities at school, Nurmala et al. (2014)

2.3.3 Factors that Affect Motivation in learning language

Based on (Senjahari, 2021; Dina, 2020), There are two categories of elements that can impact motivation, extrinsic and intrinsic :

a. Intrinsic

1. Interests

Interest is a psychological state that people experience when they are engaged in activities or content. It also drives people to reengage with those activities or content, Renninger & Hidi (2022). Students who have a strong interest in a subject would benefit greatly from it and would also be more enthusiastic, well-organized, and detailed, which would help them recall the information.

2. Value and expectation

The importance they attach to a task and their expectations influence learners' motivation. These elements have an immediate influence on their actions and accomplishments, (Wang & Xue, 2022). Students are motivated by two things to complete tasks: their expectations, which fall under the area of future careers, and their belief in their ability to get the grades they want.

3. Objective

Without a doubt, the presence of goals influences human behavior. Here, the goals of achievement, mastery, socialization, and avoiding

subpar work are the ones that can influence motivation. Students with clear plans and objectives in their study, made them have a higher motivation than the students who don't have. The objective can be mastery in their field, and achieving their goals.

b. Extrinsic

1. Family

Physical factors and social psychological factors in the form of family completeness, parental support, and even family problems can easily change students' motivation patterns. A student's enthusiasm for learning can be increased and an enjoyable learning atmosphere can be created with the help of family support, which includes parental attention and a calm home setting. Learning motivation is positively correlated with higher levels of parental support, and negatively correlated with lower levels of parental support, (Wijaya & Hapsari, 2022).

2. Academic environment

Covering the social environment, which is the interaction between students and their teachers, friends, and staff; the academic environment, which includes teaching and learning activities, and the physical environment, which includes school facilities, environment, learning media, and learning resources. A good learning environment can increase student motivation.

2.4 Higher Papuan Student

2.4.1 Characteristic

According to the study's findings, Papuan students' traits demonstrated an openness to taking in and favorably regulating feedback, (Tsani & Suciati, 2023).

Rusdi et al. (2018), Papuan students quickly acclimate to their surroundings, and their social adaption process is quite simple. This is a result of their social skills and self-assurance that they can fit in with their surroundings. Assurance that they can fit in and be accepted elsewhere. In the learning activities, ethnic Papuan pupils like to learn by using their sense of hearing, which can be enhanced by using their sense of sight, writing, and tactile experience. Writing as well as visual perception, Widharyanto (2020).

2.5 Previous Study

Some previous studies related to this research. The first is the thesis entitled *“English Language Proficiency Through The TOEFL Test Taken By UMNAW Postgraduate Students”* by Diraga Prawiyata & Barus (2022), the research aimed to measure the English proficiency of UMNAW postgraduate students using the TOEFL test, consisting of three main sections: Listening Comprehension, Structure and Written Expression, and Reading Comprehension. Based on these scores, it can be classified that UMNAW postgraduate students taking the TOEFL test are at a Low Intermediate level of English proficiency. .

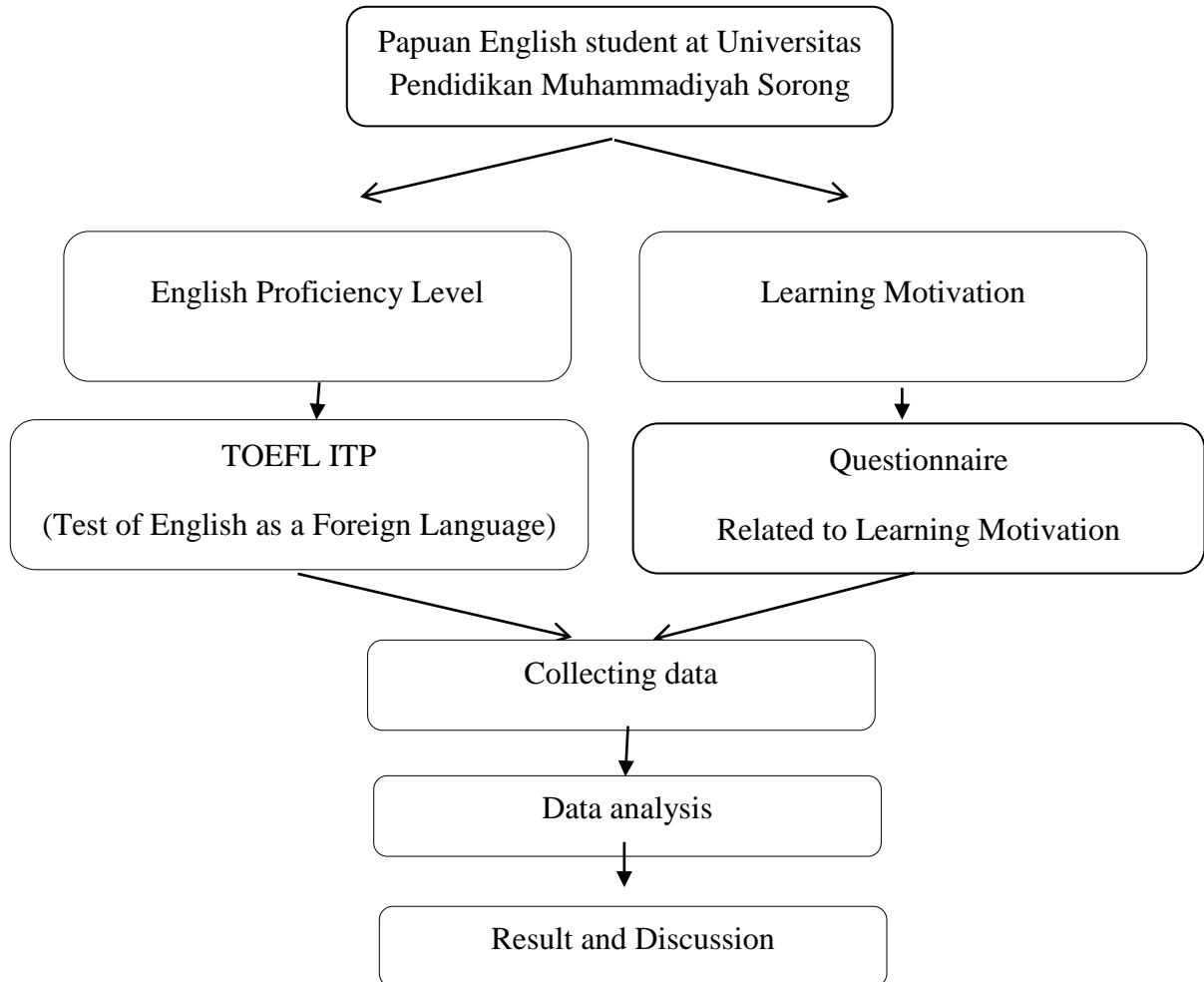
The second is thesis entitled *“Analyzing Students' Toefl Test of English Education Department of STKIP Muhammadiyah Enrekang”* by Jabri (2019) her studies aim to learn about the TOEFL scores from students in the English

Education Department in STKIP Muhammadiyah Enrekang, which follow by 40 students, the result of the study is there are none of the samples who can reach the average score, 50%, and the lowest score is listening section.

The third research entitled "*Students' Motivation toward English Language Learning at Undergraduate Level*" by Ahmed et al. (2015), in their research, they stated that several factors like self-confidence, classroom conditions, passion, and the student teacher's function in the class, motivation was of secondary relevance. In the research result, they found that the vast majority of our pupils struggle to write and speak English fluently. Because they had not previously treated their students according to several factors

The similarities between this research from previous research are the research on English proficiency level and motivation in learning English. The difference of this research, in the first and second research, are only research on English proficiency level, in the last research is only on learning motivation. While in this research, focuses both on the English proficiency level and student motivation in learning English in the English education department at Universitas Pendidikan Muhammadiyah Sorong.

2.6 Conceptual Framework



The background of this research was the English proficiency level and motivation in learning English of English department students at Universitas Pendidikan Muhammadiyah Sorong. The researcher would use TOEFL (test of English as a foreign language) for the student's level of English language and a questionnaire to find the student's motivation in learning English. After the data was collected, the researcher analyzed it to draw a conclusion or result.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Researched designs was available in various variations that could been used. This researched used descriptive quantitative. A strategy known as descriptive quantitative research concentrated on data analysis and presentation rather than trying to identify the caused and effect of the data. It sought to offered a thorough comprehension of a phenomenon by analyzing evidence critically and constructed a narrative based on theory, (Klasik & Zahran, 2022). Descriptive quantitative statistics served an essential part in provided a summary of the characteristics of the sample, helping in making choices and the implementation of the results of the study, (Fulk, 2023).

3.2 Research Subject

This research was conducted in the English Education Department, Faculty of Teacher Training and Education, UNIMUDA Sorong. It is located in Jl. KH Ahmad Dahlan No.1, Mariat Pantai, Aimas, Kab. Sorong. The subject of this research was 2nd, 4th, and 6th semester Papuan students of English Education. The researcher took 20 Papuan English students randomly to got the questionnaire and did the TOEFL (test of English as a foreign language)

3.3 Place & Time of Research

This research was conducted for 4 months. The place of this research was at Universitas Pendidikan Muhammadiyah Sorong, Malawele Street, Sorong Regency.

3.4 Instrument of Research

The techniques for collected the data in this research were :

1. TOEFL ITP

TOEFL was one of the assessments used by many people to find out their English level. TOEFL was divided into several types depending on its function. TOEFL ITP was used for institutional purposes. TOEFL CBT and PBT were the oldest types of TOEFL. Computer-based tests and paper-based tests. TOEFL IBT was the newest type of TOEFL which replaces TOEFL CBT and PBT.

In this research, researchers used the TOEFL ITP type. Which contains listening questions (50 questions), structure questions (40 questions), and reading questions (50 questions). With different time estimates for each session. The listening session had an estimated time of 30 minutes, a structure of 25 minutes, and a reading of 55 minutes. Students would be asked to complete the test within 110 minutes. After the test is over, the researcher would convert the TOEFL ITP score into CEFR (Common European Framework of Reference for Languages) level.

2. Questionnaire

Questionnaire was a technique of data collection that was most often used in social research. The researcher gave the students a questionnaire to find out the students' motivation in learning English. It covered all the indicators of students' motivation, including intrinsic and extrinsic motivation towards learning English. The questions consist of 25 questions. The process of the questionnaire used a smartphone to fill in online and save the students' answers. The student answered the questionnaire online based on the instrument that was already provided.

Table 3.1 Questionnaire Guideline Grid

No	Indicator	Description	No	Total
1	Interest	a. Exciting to learn b. Desire to remember the material c. Well-organized lesson	1,2 3 4, 5	5
2	Value and expectation	a. Desire to get a grade A b. Competitive feeling c. Desire to be praised	6 7,8 9,10	10
3	Objective	a. The desire to achieve goals b. The desire to be fluent in the English language	11 13,14	15

		c. Alignment of objective and learning	12,15	
4	Family	a. Parental support b. extended family response c. Family's problem	16,19,20 17 18	20
5	Institution environment	a. Friends b. Facilities c. Educators	24,21 22,23 25	25

3.5 Technique of Collecting Data

Data collection techniques were methods used by researchers to collect various data needed in this study. In this study, the data collection techniques were:

a. TOEFL ITP Test

The TOEFL test is a test that contains questions about English language skills. In this study, researchers used the toefl itp typed which contains 3 skills, namely listening, structure, and reading. This test was held directly / faced to faced. With 20 native papuan english language education students at universitas pendidikan muhammadiyah sorong. This activity was held face-to-face to know exactly and honestly, the data have been taken

b. Questionnaire

A questionnaire was a research tool made up of a list of questions or other kinds of prompts designed to obtain data from participants.

Questionnaires could be done online (shared via link) and also directly using paper/books. In this study, the activity of filling out the questionnaire was carried out online, with 20 native papuan English language education students at Universitas Pendidikan Muhammadiyah Sorong. In this research, the researcher used a structured questionnaire with closed-ended questions. The questionnaire used was the Likert scale which contains positive and negative statements. Here is the explanation through a scale likert score:

Table 3.2 Scale Likert Score

Answer	Score	
	Positive statements	Negative statements
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

Sheftyan et al. (2023)

3.6 Technique of Analysis Data

Analyzed Descriptive a common way to handle data is through quantitative analysis, which involves gathering fundamental research data and presenting it in numerical form so that conclusions may be made that are generally applicable, Arikunto (2019). The data analysis techniques used in this research were :

3.6.1 Data Reduction

Data reduction was the process of lowering a dataset's size without compromising its integrity or essential information. Given that the analysis of huge datasets could be resource- and time-intensive, it was a crucial stage in data mining approaches and algorithms, AlKarawi & AlJanabi (2022). Data reduction was a process that focused on simplifying, abstracting, and transforming the raw data that came from written reports in the field. This process summarizes the data, provides short summaries or descriptions, and combines them into larger patterns. Data reduction summarizes all the data collected. Selecting important data. And focusing on the results of the research. The steps to carry out the data reduction process in this study were as follows:

- a. Converted TOEFL test results based on each skill.

Table 3.3 TOEFL Score Conversion

Number of correct answers	Session 1 Conversion listening	Session 2 Conversion Structure	Session 3 Conversion Reading
50	68		67
49	67		66
48	66		65
47	65		63
46	63		61
45	62		60
44	61		59

43	60		58
42	59		57
41	58		56
40	57	68	55
39	57	67	54
38	56	65	54
37	55	63	53
36	54	61	52
35	54	60	52
34	53	58	51
33	52	57	50
32	52	56	49
31	51	55	48
30	51	54	48
29	50	53	47
28	49	52	46
27	49	51	46
26	48	50	45
25	48	49	44
24	47	48	43
23	47	47	43
22	46	46	42

21	45	45	41
20	45	44	40
19	44	43	39
18	43	43	38
17	42	41	37
16	41	40	36
15	41	40	35
14	39	38	34
13	38	37	32
12	37	36	31
11	35	35	30
10	33	33	29
9	32	31	28
8	32	29	28
7	31	27	27
6	30	26	26
5	29	25	25
4	28	23	24
3	27	22	23
2	26	21	23
1	25	20	22
0	24	20	21

Imam (2018)

- b. added the result of conversion into the formula :

$$\frac{\textit{listening} + \textit{Structure} + \textit{Reading}}{3} \times 10 = \textit{TOEFL ITP RESULT}$$

- c. Categorized English proficiency level into the CEFR

Table 3.4 TOEFL ITP score report with CEFR

CEFR	TOEFL ITP Cut score	Listening Comprehension	Structure & and written expression	Reading Comprehension
C1	620	62	64	60
C2	543	55	53	55
B1	433	46	43	41
A2	343	38	32	33

ETS (2023)

3.6.2 Descriptive Statistical Analysis

The process of condensing and characterizing data acquired in quantitative research is known as descriptive statistical analysis. Plotting the data, computing measures of variability, central tendency, and frequency, and checking the results in a database for mistakes or problems were all part of it. In this research, descriptive statistical analysis used percentages to gain the result from the questionnaire. The steps were as follows:

- a. Determine the score of the respondent's answer according to the score provisions that have been applied
- b. Sum up the answer scores obtained from each respondent through Microsoft Excel

c. add up the scores with the formula:

$$\bar{X} = \frac{\sum X_i}{n} = \frac{X_1 + X_2 + \dots + X_n}{n}$$

Description:

\bar{X} : Mean

Σ : amount

X_n : n variable

n : amount of the data

(Aprillia, 2020)

d. categorized student motivation into five categories as in the table below

Table 3.5. Learning Motivation Level

Level	Description
$101 < x < 125$	very high
$76 < x \leq 100$	High
$51 < x \leq 75$	Medium
$26 < x \leq 50$	Low
$0 < x \leq 25$	Very Low

3.6.3 Data Display

Data display was a submission of the main information that had been summarized and provided conclusions in a brief, precise, and concise manner. This data presentation was intended so that the research could be easily understood, to take the final result. This research would use tables and diagrams to serve the data to facilitate understanding and analysis of numerical data.

3.6.4 Conclusion

Here the researcher summarized all the contents of the research and concluded following the problem formulation. Researchers saw from the beginning of the research writing and then combined important researched points to the final results of the research. After that, the researcher made the conclusions into points to make it easier to understand.

BAB IV

FINDINGS & DISSCUSSION

This chapter shows the process from data analysis to research findings.

4.1 Research Findings

4.1.1 Research Description

As planned at the beginning, this research took data from students majoring in English education, Universitas Pendidikan Muhammadiyah Sorong from semesters 2, 4, and 6 who were indigenous Papuan students. A total of 30 people, only 20 people took the test and filled out the questionnaire given in different periods. In this study, the researcher could not take 30 people as a sample because some of them were taking semester breaks, and transportation problems, In the end, they could not be joined in the research

In this research, the researcher only focused on student opinions and test results without any application of methods. This research was a type of quantitative descriptive research where the data was presented in the form of numbers and given descriptions to make it easier to understand

This study focuses on the research results that have been obtained through two research instruments, namely the TOEFL test and a questionnaire in which the TOEFL ITP test was obtained from ETS and a questionnaire designed by researchers from motivation theory. The TOEFL test consists of 3 parts, namely listening grammar, and reading with a total of 140 questions answered by

students. The questionnaire consisted of 25 questions, taken from each of the 5 questions per indicator. The questionnaire model that researchers used was the Likert scale model.

In the initial stage, the researcher directed students to take the TOEFL test first. The researcher briefly described the question model, as it was on the front of the test sheet as an example. Then the researcher set a predetermined period. Then the participants had to collect their answer sheets when they had finished the test or when the time had expired. After that, the researcher gave the questionnaire to the students through the Google form link. It is conducted for 3 months.

4.1.2 English Proficiency Level

To get the TOEFL score, researchers converted the number of correct from each part, namely listening, grammar, and reading. Then converted the number of correct to the TOEFL conversion table and calculated using the formula:

$$\frac{\text{listening} + \text{Structure} + \text{Reading}}{3} \times 10 = \text{TOEFL ITP RESULT}$$

Based on the data obtained from the answer sheets filled in by the students, The total TOEFL ITP score and students' English Level can be seen in the following table:

4.1 Students English Proficiency Level

No	Students	Conversion Score			TOEFL ITP Score	CEFR Level
		Listening Comprehension	Structure and Written Expression	Reading Comprehension		
1	LMF	41	33	31	350	A2
2	FEG	33	27	37	323	Non user
3	JMYM	29	25	37	303	Non user

4	TK	35	29	39	343	A2
5	YKH	35	31	34	333	Non user
6	FEH	35	36	37	360	A2
7	RS	41	38	32	370	A2
8	PEK	45	35	31	370	A2
9	LDN	32	35	29	320	Non user
10	DW	37	38	30	350	A2
11	MW	47	31	41	397	A2
12	NPMK	37	41	38	387	A2
13	AB	33	37	30	333	Non user
14	KLM	45	36	34	387	A2
15	NW	41	33	29	343	A2
16	AA	37	36	36	363	A2
17	AGR	37	38	40	383	A2
18	SSAS	32	26	38	320	Non user
19	MKM	38	33	36	357	A2
20	DA	35	37	31	343	A2

In the table above, researchers used initial pronouns for the samples because researcher could not write their real names directly. Furthermore, the data that has been processed is entered into the frequency and percentage table below. :

4.2 Frequency and Percentage of Proficiency L evel

CEFR LEVEL	Frequency	Percentage
C1	0	0
B2	0	0
B1	0	0
A2	14	70%
Non user (<343)	6	30%
Total	20	100%

A total of 20 English Education students have scores that are still below the average level for students. About 30% or 6 students cannot achieve CEFR level qualifications or are still below average. And 70% or 14 students managed to reach level A2, namely basic user.

4.1.2 Student Motivation Level in Learning English

To find out the level of student motivation, researchers used a questionnaire that was distributed online using the G-Form link. Then at the end, the researcher converted the student questionnaire score into the motivation level table below:

4.3 Motivation Level

Score	Level
101-125	Very high
76-100	High
51-75	Medium
26-50	Low
0-25	Very Low

Then the researcher calculated the existing data using the Excel application to find out the student's score. Then, researchers determined the level of motivation obtained by students based on the motivation level table. The final score table and student motivation level can be seen in the following table :

4.4 Table score of Motivation Questionnaire

No	Name	Score	Motivation Level
1	LMF	101	Very high
2	FEG	96	High
3	JMYM	109	Very high
4	TK	95	High
5	YKH	107	Very high
6	FEH	98	High
7	RS	70	Medium
8	PEK	92	High
9	LDN	69	Medium
10	DW	66	Medium
11	MW	105	Very high
12	NPMK	106	Very high
13	AB	39	Low

14	KLM	90	High
15	NW	89	High
16	AA	55	Medium
17	AGR	104	Very high
18	SSAS	108	Very high
19	MKM	69	Medium
20	DA	90	High
<i>Mean Score: 87,9</i>		<i>high level</i>	

From the table above, we can see that the average score from the questionnaire was 87,9 which indicated in high level. After getting the average level of all Papuan native students, the researcher searched the mean score from each indicator of English learning motivation.

4.5 Mean score of each indicator

Indicator	Score					Mean Score
	70	71	61	74	62	
Interest	70	71	61	74	62	67,6
Value and expectation	71	66	73	65	71	69,2
Objective	71	77	77	80	68	74,6
Family	74	78	56	79	82	73,8
Institution environment	75	60	55	73	67	66

From the table above, can be seen that the most significant indicator affecting students' English learning motivation with a mean score was 74,6 score, after that family indicators 73,8, value and expectation 69,2, interest 67,6, and the lowest score is from the institution environment with the mean score was 66.

4.2 Discussion

This study was conducted to find out the level of English fluency and also the level of motivation to learn English of native Papuan students, Universitas Pendidikan Muhammadiyah Sorong to determine their readiness to become future

teachers and human resources for the Papua region and as individuals who played an important role in their home region. After almost 4 months, the researchers succeeded in collecting data from a total of 20 students who were willing to have samples had passed the TOEFL ITP test and answered the questionnaire in the form of a g-form link

In this study, researchers succeeded in finding the fact that the English level of native Papuan students was still at the low level. The highest level achieved by the sample was at the A2 level, which was the basic user. According to (Rathmann & Haug, n.d.) people in A2 levels could communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Understands sentences and frequently-used expressions related to areas of most immediate relevance. In this study, the Papuan student's English level proficiency was not able to reach the school and academic classification in B1-C1. According to, Esol (2011), B1 was able to comprehend the essential ideas of cleared standard input on topics that were often encountered at employment, educational institutions, plays, etc. C1 was able to employ language in social, academic, and professional contexts with flexibility and effectiveness.

From the TOEFL scores obtained, questions with corrected answers from 3 sections had varying results. It could be seen from the table, that the percentage of the number of corrected questions in the listening comprehension section was 26%, the structure and written expression section 25.9%, and the reading

comprehension section was 29.8%. That way the author could conclude that native Papuan students had weaknesses in the grammar section. related to (Fitria, 2021), Time restrictions, students' comprehension of complicated sentence structures, their low vocabulary—which is essential for understanding grammatical structures and how they can use them—and their lack of focus are all factors that contribute to their poor performance. In line with a student as a sample here has a low score on structure & Written Expression with a total correct number of only 5 number correct have a medium score in her Grammar subject with a score was only 3. The grammar subject grades from Papuan students have varied results, with a mean score was only 3.2.

The result of the English learning motivation by the Papuan students classified as a high level of English learning motivation, which can seen by the result of the questionnaire with the mean score is 87,9%. In the other line, the highest score of students learning motivation indicator which affect the students were the objective and then the family indicator. According to in accordance with (Wangid, 2022), Learners are far more motivated to learn when they have defined objectives and targets. It gave them the direction of learning purpose. Family support is important to engage students in learning motivation. Stated by (Nugrahini & Margunani, 2015), The relationships within the family, the home environment, the economic status of the family, and how parents educate their children are all examples of family environment factors.

Two intrinsic indicators had a lower score than 70, one of the indicators was interest. Iskandar said that The desire to learn is what motivates a person to

engage in learning activities that expand their knowledge, expertise, experience, and skills. The motivation to accomplish learning objectives comes from having an interest in learning, (Achru, 2019). more than that, the students also have under 70 mean scores of value and expectation. Value in motivation is the degree to which a student considers herself to be participating in a task for objectives such as challenge, curiosity, or mastery is referred to as intrinsic goal orientation. Whereas expectancy included students' ideas about their ability to execute a task and incorporated the characteristics of self-efficacy and control of learning beliefs, (Jenal, Ilyas, Taib, Sa'adan, Saleh, & Noorezam, 2022).

Furthermore, one of the extrinsic indicators had the lowest score than the other, with a mean score is 66, and that was the institutional indicator. There are two of the questions have a medium level. And that was the facilities. In the process of learning, learning facilities are crucial since they facilitate learning activities and stimulate students' interest in learning (Satria, Yasri, & Marwan, 2019). While the fact that the researcher found that Papuan native students could also be absent from the class because of transportation constraints. It also affected the students' learning interest as the result of this research and has an impact on the learning process which they could not able to understand the material given by the educators in the class because they could be absent in the last question of the questionnaire.

The result was that native Papuan students still have a fairly low level of English proficiency level, and are affected by some of the crucial indicators of learning motivation which force the sustainability of learning activities. This starts

from the lack of facilities, impacting the student's interest in learning. This study indicated that the facilities of learning and interest correlate. In line with the students in this research, they have less interest because of the lack of facilities. Furthermore, the highest score of indicators such as objective and family, might not have a direct effect on students' learning achievement because need another indicator such as interest to support the sustainability of learning. As stated in (Omar, 2022), The motivation to learn comes from a student's interest in the matter. This has a significant impact on learning discipline.

This study only uses a structured questionnaire research instrument as the main tool to find out the level of motivation to learn English for indigenous Papuan students, this hinders in-depth exploration. To address the implication of this research and as a result of the study, this research suggested that the regional government supports disparities in Papua. As stated in Erling (2014), The government's role in promoting English learning includes incorporating it into larger growth strategies, assuring quality education, managing disparities, improving vocational training, conducting studies, and effectively defining the value of foundational education. Providing good facilities and infrastructure to support the learning excitement from the students.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion and suggestions from this research.

5.1 Conclusion

Based on the findings, the researcher concluded that

1. The higher Papuan English student's proficiency level is still at a fairly low level, according to CEFR (*Common European Framework of Reference for Languages*) the majority are still at level A2, which is a basic level. 14 Papuan students achieved level A2, followed by 6 others who could not qualify for the level based on TOEFL ITP score to CEFR. The section with the lowest score is the structure & Written expression section. We can conclude from their ability, that they still need practice and are not ready yet to become the future teacher and as the human resources in Papua.
2. Papuan English students' motivation in learning English has high learning motivation through the questionnaire given. Even though the general level was high, some crucial indicators affected the low study achievement such as Interest, value & expectation, and the institutional environment. The highest indicator was objective, followed by the family indicator.
3. From this study, a new finding that can be drawn is that motivation indicators such as Objective and family could not have a significant

impact on students' learning achievement if there is a lack of support from another indicator. There are institutional environments that affect the student's interest and harm students learning sustainability.

5.2 Suggestion

Based on the results obtained in this study, the researcher suggests to:

1. Readers

Could get information and evaluate Papuan native students' ability and motivation affecting the students' learning excitement.

2. Other Researchers.

Researcher realize that in this study, researcher have limitations on the information provided. Thus, future researcher can modernize this research with different research methods.

3. Government.

Can evaluate the opportunities offered with the education provided. The government can help improve the quality of education, and manage the disparities among the Papua region, especially in the Southwest Papua region.

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APPENDICES

APPENDIX 1

Questionnaire Instrument

No	Questions	SD	D	U	A	SA
1	You are very excited every time you start class.					
2	You always set aside time to study English.					
3	You would try to remember the material that has been explained or you have learned.					
4	Each subject has its notes for important notes.					
5	You are always excited to do the assignments given. Especially for English subject.					
6	You always do your assignments optimally for excellent grades.					
7	You feel challenged, and enjoy answering questions in English.					
8	Being the best in class is something you aim for.					
9	You like being praised for using English language					
10	Being noticed by lecturers is something you					

	want.					
11	You take the English major because already have a dream that you want to achieve.					
12	You feel like you are in the right major.					
13	You have organized a plan right after you get your graduation degree.					
14	Being fluent in English is what you want.					
15	Learning new vocabulary is one of your daily activities.					
16	Parents always keep you comfortable at home so that you focus on your studies.					
17	Your big family supports your decision to study in your chosen major.					
18	You lose your enthusiasm for learning if there are arguments at your home.					
19	Your parents think that English are important to learn					
20	You are often encouraged when you go to college.					
21	Your friends are friends in arms who want to learn English together.					
22	Limited facilities in the form of internet					

	connections make you feel uninterested in learning English.					
23	You are often absent from class due to transportation constraints					
24	Your friends make you excited to learn language					
25	The material presented in all lectures is very easy to understand.					

Description:

SD: Strongly Disagree

D: Disagree

N: Undecided

A: Agree

SA: Strongly Agree

MOTIVASI BELAJAR BAHASA INGGRIS

B I U     

Yth. seluruh mahasiswa asli Papua program studi Pendidikan Bahasa Inggris di Universitas Pendidikan Muhammadiyah Sorong.

Dalam rangka menyelesaikan tugas akhir di Universitas Pendidikan Muhammadiyah Sorong, saya ingin melakukan penelitian terkait motivasi belajar bahasa Inggris mahasiswa asli Papua. sehubungan dengan itu saya membutuhkan data yang bisa saya olah. dan selanjutnya digunakan sebagai bahan penelitian melalui kerjasama dan kesediaan teman-teman untuk mengisi kuesioner ini. saya harap teman-teman mengisi kuesioner dengan sungguh sungguh sehingga data yang valid akan didapatkan.

berikut beberapa deksripsi terkait dengan jawaban dari kuesioner

STS : Sangat tidak setuju (1)

TS : tidak setuju (2)

N : Netral (3)

S : Setuju (4)

SS : Sangat Setuju (5)

Nama lengkap *

Teks jawaban singkat

NIM *

Teks jawaban singkat

Semester *

Teks jawaban singkat

1. Kamu sangat bersemangat setiap kali kelas dimulai *

	1	2	3	4	5	
STS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SS

2. Kamu selalu menyisihkan waktu untuk belajar bahasa Inggris *

	1	2	3	4	5	
STS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SS

3. Kamu akan berhenti membaca materi yang sudah dilafalkan atau kamu nalaral *

11. Kamu mengambil jurusan bahasa inggris karena sudah memiliki mimpi yang ingin kamu capai. *

	1	2	3	4	5	
STS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SS

12. Kamu merasa berada di jurusan yang tepat. *

	1	2	3	4	5	
STS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SS

14. Fasih berbahasa inggris adalah sesuatu yang kamu inginkan. *

	1	2	3	4	5	
STS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SS

15. Belajar kosakata baru adalah salah satu kegiatan harianmu. *

	1	2	3	4	5	
STS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SS



APPENDIX 02

TOEFL ITP Test

Section 1: Listening Comprehension

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are 3 parts to this section, with special instructions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in this test.

Part A

Directions: In Part A, you will hear short conversations between 2 people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the 4 possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example:

On the recording, you hear:

Sample Answer

(A) (B) (C) (D)

What does the man mean?

In your test book, you read:

- (A) He does not like the painting either.
- (B) He does not know how to paint.
- (C) He does not have any paintings.
- (D) He does not know what to do.

You learn from the conversation that neither the man nor the woman likes the painting. The best answer to the question "What does the man mean?" is (A), "He does not like the painting either." Therefore, the correct choice is (A).

1. What does the man mean?
 - (A) He would like to take a break.
 - (B) He thinks the library will close soon.
 - (C) He does not want to stop working.
 - (D) He does not like coffee.
2. What does the woman imply?
 - (A) Mary is not going to the concert.
 - (B) Mary does not know about the concert.
 - (C) The man should call Mary.
 - (D) The man should go to the concert without Mary.
3. What can be inferred about the man?
 - (A) He bought a new jacket.
 - (B) He used to have longer hair.
 - (C) He does not usually wear glasses.
 - (D) He wants to introduce the woman to his friends.
4. What does the woman mean?
 - (A) She did not know about the library's summer schedule.
 - (B) The library has only a few employees in the summer.
 - (C) The library is closed in the summer.
 - (D) Not many people use the library in the summer.
5. What does the man mean?
 - (A) He read an article about Professor Monroe's research.
 - (B) He does not know Professor Monroe.
 - (C) Professor Monroe probably will talk to the woman.
 - (D) Professor Monroe does not like giving interviews.
6. What does the woman imply about the headphones?
 - (A) She expects the man to have them repaired.
 - (B) She is angry with the man for forgetting them.
 - (C) She does not know where they are.
 - (D) She would like the man to return them by tonight.
7. What does the woman imply?
 - (A) She needs more time to get ready for the dinner.
 - (B) She thought the dinner was at another time.
 - (C) She forgot about the plans she made for dinner.
 - (D) She will not be able to go to dinner.
8. What will the woman probably do next?
 - (A) Cash her paycheck
 - (B) Lend the man some money
 - (C) Pay the man back money she borrowed from him
 - (D) Help the man look for his wallet

9. What does the man imply?
- (A) He will help the woman prepare her speech.
 - (B) The woman should prepare her speech carefully.
 - (C) The woman is one of the best speakers in the class.
 - (D) The speech does not count toward the final grade for the course.

10. What does the woman mean?
- (A) She likes the view of the mountains in winter.
 - (B) She has never been in Montana.
 - (C) The man should take a winter vacation.
 - (D) The man would not enjoy living in Montana all year.

11. What does the woman mean?
- (A) She does not agree that it is a stressful time.
 - (B) She does not feel as calm as she seems.
 - (C) She admires the man's calmness.
 - (D) She will help the man to deal with his stress.

12. What does the man imply?
- (A) The woman can have his old phone.
 - (B) The woman should not buy the phone.
 - (C) The woman should buy the phone at a different store.
 - (D) The woman should wait for the phone to go on sale.

13. What does the man imply?
- (A) He went to the bookstore early.
 - (B) The line at the bookstore moves quickly.
 - (C) Books are cheaper at the bookstore than online.
 - (D) The woman does not have to wait in line at the bookstore.

14. What does the woman imply the man should do?
- (A) Accept the job offer
 - (B) Discuss the job offer with a friend
 - (C) Apply for a job that is not so far away
 - (D) Keep his current job

15. What does the woman say about her brother?
- (A) He is spending too much time with his friends.
 - (B) He was in an accident.
 - (C) He is looking for his friend.
 - (D) He had a disagreement with his friend.

16. What can be inferred from the conversation?
- (A) The man is in the wrong classroom.
 - (B) The man is sitting in the wrong seat.
 - (C) The man forgot to bring his textbook.
 - (D) The woman did not attend the first class.

17. What does the woman mean?

- (A) She had a difficult time finding a summer job.
- (B) She never had a summer job before.
- (C) She began to enjoy her job as she gained experience.
- (D) Her job became more stressful as she learned more about it.

18. What does the man imply?

- (A) He does not know Peter.
- (B) Peter does not usually eat lunch.
- (C) Peter often behaves the way he did at lunch.
- (D) The woman should invite Peter to lunch.

19. What will the woman probably do?

- (A) Lend the man an umbrella
- (B) Go to the movie by herself
- (C) Wait with the man until the rain stops
- (D) Help the man find his umbrella

20. What does the woman imply?

- (A) She is planning to quit her job at the bookstore.
- (B) She will have lunch with the man in the cafeteria.
- (C) The man can save money by eating in the cafeteria.
- (D) The man might be able to get a job in the cafeteria.

21. What does the man mean?

- (A) He spent a month in Mexico last year.
- (B) He is ready to leave for Mexico.
- (C) The woman should postpone her trip.
- (D) The woman should apply for a passport soon.

22. What will the man probably do?

- (A) Finish his lab report before the next class
- (B) Ask the professor for help with his lab report
- (C) Ask the professor for a higher grade
- (D) Speak to the professor about the grading system

23. What does the woman imply about the bakery?

- (A) It lost customers to another business.
- (B) It has a new owner.
- (C) It opened only recently.
- (D) It stopped selling coffee.

24. What does the man imply?

- (A) He did not enjoy living in a small town.
- (B) He is planning to visit his hometown soon.
- (C) He and the woman are from the same hometown.
- (D) He would like to visit the woman's hometown.

25. What does the woman want to know?

- (A) Whether the man wants money for his ticket
- (B) Whether the man can see the play on a different date
- (C) Whether the man needs more tickets for the play
- (D) Whether the man has already given his ticket to someone else

26. What does the woman mean?

- (A) She recovered from a cold before the exam period started.
- (B) She is glad she has managed to stay healthy.
- (C) She is relieved she has already finished all her exams.
- (D) She knows several people who are not feeling well.

27. What does the man mean?

- (A) It is too windy to go on a boat ride.
- (B) The woman should take the bus.
- (C) The sightseeing tour is worth taking.
- (D) He is not familiar with the sightseeing tour.

28. What does the man mean?

- (A) He is pleased that so many people auditioned.
- (B) More people would have come if the event had been better organized.
- (C) The weather kept some people from participating.
- (D) The snowstorm was not as severe as the weather report had predicted.

29. What will the man probably do next Friday?

- (A) Get a ride to the station with the woman
- (B) Take the woman to the station
- (C) Borrow the woman's car to go to the station
- (D) Drive his car instead of taking the train

30. What does the woman imply the man should do?

- (A) Return the lamp to the store
- (B) Have the lamp repaired
- (C) Buy different lightbulbs
- (D) Borrow a lamp from a colleague

Part B

Directions: In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the 4 possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

- 31.** What is the conversation mainly about?
- (A) A concert the woman attended
 - (B) The man's collection of CDs
 - (C) A new software program
 - (D) An instrument the woman is learning to play
- 32.** Why did the woman apologize to the man?
- (A) She lost one of his CDs.
 - (B) She did not invite him to the concert.
 - (C) She missed class.
 - (D) She forgot about a meeting.
- 33.** What is unusual about the baryton?
- (A) It does not need to be tuned.
 - (B) It has two sets of strings.
 - (C) Its pitch is exceptionally high.
 - (D) It is played with the hands and feet.
- 34.** What does the woman want to borrow from the man?
- (A) A baryton
 - (B) Some CDs
 - (C) A computer program
 - (D) His class notes
- 35.** What are the speakers mainly discussing?
- (A) A change in sea turtle behavior
 - (B) A form of light pollution
 - (C) Various ways different animals perceive light
 - (D) Ecological building designs
- 36.** What does the professor imply about polarized light that occurs in nature?
- (A) It is weakest on water surfaces.
 - (B) It makes it difficult for animals to see.
 - (C) It is needed by many animals to survive.
 - (D) It is similar to light from streetlights.
- 37.** According to the professor, how do glass buildings affect wildlife?
- (A) They block animals' view in their search of food.
 - (B) They may mislead animals in their search for water.
 - (C) Most animals cannot tolerate their light reflections.
 - (D) Many migrating birds fly into them.

Part C

Directions: In this part of the test, you will hear several short talks. After each talk, you will hear some questions. The talks and the questions will not be repeated.

After you hear a question, read the 4 possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example:

On the recording, you hear:

Sample Answer

(A) (B) ● (D)

Now listen to a sample question:

In your test book, you read: What is the main purpose of the program?

- (A) To demonstrate the latest use of computer graphics
- (B) To discuss the possibility of an economic depression
- (C) To explain the workings of the brain
- (D) To dramatize a famous mystery story

The best answer to the question, "What is the main purpose of the program?" is (C), "To explain the workings of the brain." Therefore, the correct answer is (C).

Now listen to another sample question:

Sample Answer

(A) (B) (C) ●

In your test book, you read: Why does the speaker recommend watching the program?

- (A) It is required of all science majors.
- (B) It will never be shown again.
- (C) It can help viewers improve their memory skills.
- (D) It will help with course work.

The best answer to the question "Why does the speaker recommend watching the program?" is (D), "It will help with course work." Therefore, the correct choice is (D).

- 38.** What does the professor mainly discuss?
- (A) Differences between longitudinal studies and cross-sectional studies
 - (B) Advantages of cohort studies over other research approaches
 - (C) Differences between child psychology and adult psychology
 - (D) Recent improvements in research methodologies
- 39.** What question is investigated by the research studies that the professor describes?
- (A) Whether shyness is a learned behavior
 - (B) Whether shyness can affect children's learning
 - (C) Whether many different factors contribute to shyness
 - (D) Whether shyness in children is related to age
- 40.** What is one of the problems with longitudinal studies that the professor mentions?
- (A) Their results are difficult to analyze.
 - (B) They can be used only in studies of young children.
 - (C) Participants may not be available for the entire study.
 - (D) Researchers do not consider the results of such studies reliable.
- 41.** How would a cross-sectional study observe children?
- (A) By observing one group of children as they grow
 - (B) By observing groups of different-aged children at one point in time
 - (C) By comparing children's behavior at home to their behavior at school
 - (D) By comparing children's behavior to their parents' behavior
- 42.** What does the professor mainly discuss?
- (A) Ways in which human activities affect aquifers
 - (B) The formation of Earth's gravitational field
 - (C) The impact of Earth's gravitational anomalies on satellites
 - (D) Variations in Earth's gravitational field

- 43.** What does the professor emphasize about the instruments on the satellites he mentions?
- (A) They were recently replaced.
 - (B) They are extremely precise.
 - (C) Their settings are changed seasonally.
 - (D) Their data are used to make new maps on a daily basis.
- 44.** According to the professor, where is Earth's gravitational force the strongest?
- (A) At sea level
 - (B) At the equator
 - (C) On mountaintops
 - (D) Over aquifers
- 45.** What do gravity anomaly maps indicate about California's agricultural region?
- (A) Water levels in aquifers there are declining.
 - (B) The region has more aquifers than previously thought.
 - (C) Water-conservation efforts there are effective.
 - (D) The region used to be covered by glaciers.
- 46.** What does the professor say about climate change?
- (A) It is already intensifying droughts in California.
 - (B) Its effects are more significant in areas with stronger gravity.
 - (C) It can cause measurable changes in gravity in certain areas.
 - (D) Its impact on sea levels has not been measured.
- 47.** What is the talk mainly about?
- (A) How people in rural areas preserved food
 - (B) The construction of icehouses
 - (C) An important industry in the nineteenth century
 - (D) How improvements in transportation affected industry
- 48.** What does the speaker imply about springhouses?
- (A) Only wealthy families had them.
 - (B) They were important to the ice industry.
 - (C) They were built mostly on the east coast.
 - (D) They are no longer in common use.

49. According to the speaker, what made the ice industry obsolete?
- (A) Modern technology for the kitchen
 - (B) Improved transportation systems
 - (C) Industrial use of streams and rivers
 - (D) Increased temperatures in many areas

50. What was the purpose of an icebox?
- (A) To keep train engines cool
 - (B) To preserve perishable food
 - (C) To store ice while it was being transported
 - (D) To lift blocks of ice from frozen lakes and ponds

Section 2: Structure and Written Expression

Time: 25 minutes

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

Structure

Directions: Questions 1-15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the **one** word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Example I

Sample Answer

A B C D

Geysers have often been compared to volcanoes _____ they both emit hot liquids from below the Earth's surface.

- (A) due to
- (B) because
- (C) in spite of
- (D) regardless of

The sentence should read, "Geysers have often been compared to volcanoes because they both emit hot liquids from below Earth's surface." Therefore, you should choose (B).

Example II

Sample Answer

A B C D

During the early period of ocean navigation, _____ any need for sophisticated instruments and techniques.

- (A) so that hardly
- (B) when there hardly was
- (C) hardly was
- (D) there was hardly

The sentence should read, "During the early period of ocean navigation, there was hardly any need for sophisticated instruments and techniques." Therefore, you should choose (D).

1. Rhymes result from sound rather than spelling, and words neither have to be spelled the same way _____ look alike in order to rhyme.
(A) not
(B) and
(C) nor
(D) either
2. The gardenia, about 200 species _____ to tropical and subtropical countries, was named in honor of eighteenth-century naturalist Alexander Garden.
(A) native of which are
(B) are native of which
(C) which are native of
(D) of which are native
3. Bioethics is _____ the moral and social implications of techniques resulting from advances in the biological sciences.
(A) study
(B) studied
(C) the study of
(D) the study that
4. When _____ from REM (Rapid Eye Movement) sleep, a state in which brain activity resembles the waking state, they usually report that they have been dreaming.
(A) awakened people
(B) people awakening
(C) are people awakening
(D) people are awakened
5. In their designs the Shakers always sought _____ to a problem, whether it was a rocking chair or a steam engine.
(A) the simplest solution
(B) the solution of simplest
(C) the solution that simplification
(D) which solution simplest
6. Carbohydrates, _____ of the three principal constituents of food, form the bulk of the average human diet.
(A) are one
(B) one that
(C) one
(D) which one

7. Eva Gatling directed _____ in Huntington, New York, from 1962 until 1978.
- (A) the Heckscher Museum
 - (B) the Heckscher Museum was
 - (C) how the Heckscher Museum
 - (D) and the Heckscher Museum
8. Geometrically, the hyperbolic functions are related to the hyperbola, _____ the trigonometric functions are related to the circle.
- (A) just as
 - (B) same
 - (C) similar to
 - (D) and similar
9. United States aviation pioneer Amelia Earhart set _____ long-distance flight records.
- (A) of several
 - (B) several the
 - (C) several
 - (D) several of
10. The brilliance of the Sun's disk makes observations of the corona and nearby stars _____ with ordinary telescopes, except during an eclipse.
- (A) impossibility
 - (B) impossible
 - (C) they are impossible
 - (D) are impossible
11. Distantly related to pigs, _____ the great Indian rhinoceros as the second largest living land animal.
- (A) rivaling the hippopotamus
 - (B) the rival of the hippopotamus
 - (C) which the hippopotamus rivals
 - (D) the hippopotamus rivals
12. Psychologists who study information processing have found _____ to identify and describe several memory structures and control processes.
- (A) is instructive
 - (B) instructive
 - (C) it instructive
 - (D) as instructive
13. Not until the 1820s _____ part of the curriculum of Harvard and Yale universities.
- (A) physical education beca
 - (B) physical education had become
 - (C) did physical education become
 - (D) when physical education became
14. Perhaps even more important than the accuracy and reliability of a meteorological instrument _____.
- (A) that positioning it is correct
 - (B) is positioned correctly
 - (C) that its correct position
 - (D) is that it be positioned correctly
15. Ellis Island in Upper New York Bay was the principal reception center _____ the United States from 1892 to 1943.
- (A) immigrants entered
 - (B) which immigrants entered
 - (C) through which immigrants entered
 - (D) which immigrants who entered

Written Expression

Directions: In questions 16–40 each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the **one** underlined word or phrase that must be changed for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Example I

Sample Answer

(A) (B) (C) (D)

Guppies are sometimes call rainbow fish due to the bright colors of the males.
A B C D

The sentence should read, "Guppies are sometimes called rainbow fish due to the bright colors of the males." Therefore, you should choose (A).

Example II

Sample Answer

(A) (B) (C) (D)

Serving several term in the United States Congress, Shirley Chisholm became a respected political figure.
A B C D

The sentence should read, "Serving several terms in the United States Congress, Shirley Chisholm became a respected political figure." Therefore, you should choose (B).

16. The earliest known inhabitants of North America were a people of whose
 A B
 culture was highly oriented toward music and dance.
 C D
17. Write poetry is a craft in which the poet works with words as a carpenter
 A B C
 works with wood.
 D
18. If the circumference of any circle is divided by the circle's diameter, the
 A B
result of the calculation will always be the same.
 C D
19. The mountains, especially the Rocky Mountains, formerly constituted a
 A
serious barrier to east-west trade in British Columbia.
 B C D
20. Earth's atmosphere is in perpetual motion because differences in solar heating
 A B C
 that occur between the equator and the poles.
 D
21. Research on artificial intelligence began after soon the development of the
 A B C
 modern digital computer in the 1940s.
 D
22. Among 1963 and 1965 United States manufacturers of detergents voluntarily
 A B
 changed their processes to produce only biodegradable, or soft, detergents.
 C D
23. In terms of its size, influence, and visible, the corporation has become the
 A B
dominant business form in industrial countries.
 C D

24. The painting style of the photorealists, which they arose in the late 1960s,
 A B
 favored such subjects as neon signs, cafeterias, and common urban and
 C D
 suburban scenes.
25. The Music Division of the Library of Congress in Washington, D.C., was
established in 1897 and has more than six million items in itself collections.
 A B C D
26. Scientists cannot agree on a single definition formal of life, although most
 A B
 people think that they can recognize a living thing when they see it.
 C D
27. Success in acting is achieved only by the relatively few persons who combine
 A B C
 natural talent with well-developed techniques, dedicate, and self-discipline.
 D
28. Traditionally, a trial jury in the United States consists of twelve people, often
 A B C
 with one or two additional jurors, nor alternates.
 D
29. Like wood, paper is a hygroscopic material; that is, it absorbs water from, and
 A B C
 also release water into, the air.
 D
30. Several factors responsible for the Oklahoma Dust Bowl of the 1930s were
 A B
 the character of the soil, the climatic and the types of agriculture practiced.
 C D

31. Dehydrated food is prepared by removing water from fresh food to yield a relatively dry, stable product in which the growth of microorganisms are inhibited.
- A B
C D
32. Fireworks, combustible or explosive preparations using for entertainment, were probably first devised in ancient China.
- A B
C D
33. As a dogfish swims, an S-shaped wave passes down its body toward its tail to provide many of its forward propulsion.
- A B C
D
34. Marshes, wetland areas characterized by plant grassy growth, are distinguished from swamps, wetlands where trees grow.
- A B
C D
35. A documentary film shapes factual material and interprets it for purposes of education or the entertainment.
- A B C
D
36. Native to South America and cultivated there for thousands of years, the peanut is said to have introduced to North America by early explorers.
- A B
C D
37. The igloo, a temporarily winter home built by the Inuits of Canada and Greenland, is generally dome shaped and is usually made from blocks of snow.
- A B
C D

38. Boston began a series of urban renewal project during the 1960s, emphasizing
 renovation and modern architectural styles harmonious with the traditional
 buildings.
39. Copper, a soft yellowish-red metal whose use dates back to prehistoric times,
has been mined for over 6,000 years ago.
40. In 1999 astronomers found evidence of six new planets orbiting distant
 stars, bringing to 28 the number of planets then known to exist out the solar
 system.

Section 3: Reading Comprehension

Time: 55 Minutes

Directions: In this section you will read several passages. Each one is followed by several questions about it. For questions 1-50, you are to choose the **one** best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions following a passage on the basis of what is **stated** or **implied** in that passage.

Read the following sample passage:

The railroad was not the first institution to impose regularity on society, or to draw attention to the importance of precise timekeeping. For as long as merchants have set out their wares at daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to the time of day. The value of this tradition is today more apparent than ever. Were it not for public acceptance of a single yardstick of time, social life would be unbearably chaotic: the massive daily transfers of goods, services, and information would proceed in fits and starts; the very fabric of modern society would begin to unravel.

Example 1

Sample Answer

(A) (B) (C) (D)

What is the main idea of the passage?

- (A) In modern society we must make more time for our neighbors.
- (B) The traditions of society are timeless.
- (C) An accepted way of measuring time is essential for the smooth functioning of society.
- (D) Society judges people by the times at which they conduct certain activities.

The main idea of the passage is that societies need to agree about how time is to be measured in order to function smoothly. Therefore, you should choose (C).

Questions 1-10

The first maps of Venus were made using radar beams transmitted from Earth. Radar was the only way to map its surface, because the clouds on Venus are so thick that the surface cannot be seen through them. The results of these early attempts at mapping were relatively crude and difficult to interpret, although the regions known as
Line Alpha and Beta Regiones were discovered.
5

The first direct view of the surface came from probes, which were landed on Venus in 1975 by the spacecraft Venera 9 and 10, and showed a dry rock-strewn surface.

Maps of the surface improved dramatically in 1978, when the Pioneer-Venus 1 spacecraft went into orbit around Venus, equipped with a radar altimeter. It showed
10 huge rolling plains stretching right around the planet, some lowland areas, and two highland regions called Ishtar and Aphrodite. The peaks of the highest mountains, Maxwell Montes, in the eastern part of Ishtar, were found to be 12,000 meters above the general surface level, so they are appreciably higher than the Himalayas. Aphrodite, which is larger than Ishtar, has a vast rift valley at its eastern end nearly 3,000 meters
15 deep, 2,200 kilometers long, and 280 kilometers wide. Two shield volcanoes, broad volcanoes formed of successive outpourings of lava, which are much larger than any found on Earth, were also found isolated from the two upland areas. Six years later a great many impact craters and small volcanoes were found by Venera 15 and
20 16 orbiters.

Later yet, the Magellan spacecraft entered orbit around Venus in August 1990, and over the next two years completed a detailed radar mapping of the surface. It found that the surface is mostly volcanic, with large lava-flooded plains and thousands of volcanoes. There are also signs of tectonic activity, which has caused, for example, multiple faulting and deep fractures. There are a number of rift valleys, some of which
25 have been partly flooded by molten lava, and a number of impact craters, the density of which has enabled the ages of various areas to be estimated. The absence of impact craters in an area suggests an age of no more than a few tens of millions of years.

1. The passage mainly discusses how
 - (A) radar technology improved over time
 - (B) the surface of Venus compares to Earth's surface
 - (C) the age of Venus was determined scientifically
 - (D) knowledge about the surface of Venus was obtained

2. The passage mentions that radar beams were used to obtain the first maps of Venus because they
 - (A) allowed for mapping more than the two regions already familiar to scientists
 - (B) could penetrate the clouds that concealed the surface of Venus
 - (C) were the least expensive method of mapping at the time
 - (D) could be transmitted easily from Earth

3. The word "equipped" in line 9 is closest in meaning to
 - (A) selected
 - (B) adjusted
 - (C) inspected
 - (D) furnished

4. The author discusses Maxwell Montes together with the Himalayas in the passage in order to
 - (A) indicate their similar composition
 - (B) establish the height of Maxwell Montes
 - (C) indicate that the terrain on Earth resembles the terrain on Venus
 - (D) compare the origins of the two mountain ranges

5. The word "appreciably" in line 13 is closest in meaning to
 - (A) surprisingly
 - (B) probably
 - (C) noticeably
 - (D) consistently

6. The word "vast" in line 14 is closest in meaning to
 - (A) extensive
 - (B) remote
 - (C) obvious
 - (D) raised

7. The word "isolated" in line 17 is closest in meaning to
- (A) surrounded
 - (B) separated
 - (C) accumulated
 - (D) elevated
8. Pioneer-Venus 1 discovered that Venus had all of the following features EXCEPT
- (A) impact craters
 - (B) lowlands
 - (C) mountains
 - (D) shield volcanoes
9. The Magellan spacecraft discovered that most of the surface of Venus is covered with
- (A) faults and fractures
 - (B) rift valleys
 - (C) lava and volcanoes
 - (D) impact craters
10. It can be inferred from the passage that scientists use the density of impact craters on Venus to determine which of the following?
- (A) The cause of the faults and fractures
 - (B) The age of different areas of the planet's surface
 - (C) The areas that are most geologically active
 - (D) The amount of flooding of rift valley areas

Questions 11-19

In the United States, many social reformers in the late nineteenth century demonstrated a concern for improved housing conditions for workers. George Pullman (1831-1897), the wealthy industrialist who introduced luxury railway cars with beds, built his model city called Pullman in 1880 to address housing problems caused by Chicago's industrialization. In constructing the town, Pullman hoped to produce an ideal environment that would help attract workers of a superior type to the railway car industry and retain them. Pullman inhabitants were expected to embody values of thrift, industry, and morality. They were taught to develop propriety and good manners, cleanliness and neatness of appearance, diligence, and self-improvement through education and savings. Like the brick clock tower that dominated the town center, Pullman kept a regulatory eye on his workers.

In its first five years, this new experiment in industrial life received little criticism, except from radical political groups. Crediting the town of Pullman with producing a new type of dependable and ambitious worker in a rationally ordered environment, reformers, at first, praised it as a successful model for modern industrial life. However, after 1885, with the high gloss of the experiment dulled, it became clear that the residents of Pullman had honest grievances about the overcharging of rent and other services.

In 1893, The World's Columbian Exposition, an exhibition that aimed to promote American cultural, economic, and technological development, and in which George Pullman was a major investor, was held in Chicago. The town of Pullman became a popular tourist stop, attracting more than its share of curious travelers. There were 10,000 foreign visitors alone during the exposition year. In fact, the first *Baedeker Travel Guide to the United States* advised visitors to tour Pullman. Frequent trains and trolley cars connected the fairgrounds of the exposition with the town, and on several occasions, George Pullman himself guided the tours. Constructing a fantastic environment for the benefit of tourists, he made sure that any real tensions between his office and the working inhabitants of the town were rendered invisible to the tourist gaze.

- 11.** What does the passage mainly discuss?
- (A) The effect of industrialization on the city of Pullman
 - (B) The model city built by George Pullman
 - (C) The career of George Pullman
 - (D) Housing problems in the nineteenth century
- 12.** According to the passage, which of the following led to the creation of the town of Pullman?
- (A) A surplus of railway workers in Chicago
 - (B) Housing problems caused by industrialization
 - (C) George Pullman's decision to stop producing railway cars
 - (D) The opening of the World's Columbian Exposition
- 13.** According to the passage, George Pullman expected that the city of Pullman would
- (A) impress social reformers
 - (B) satisfy radical political groups
 - (C) soon develop housing problems
 - (D) draw workers to the railway car industry
- 14.** The word "retain" in line 7 is closest in meaning to
- (A) house
 - (B) train
 - (C) keep
 - (D) reward
- 15.** According to the passage, Pullman inhabitants were taught to do all of the following EXCEPT
- (A) have good manners
 - (B) become active in town politics
 - (C) value education
 - (D) save money
- 16.** What does the author imply about George Pullman's attitude toward his workers in line 11?
- (A) Pullman believed that his workers should follow a strict daily schedule.
 - (B) Pullman felt that his workers required careful monitoring and supervision.
 - (C) Pullman thought that individual workers could be taught to work together as a team.
 - (D) Pullman believed that his workers had trouble keeping track of the time they spent on a task.

- 17.** The word “grievances” in line 17 is closest in meaning to
- (A) stories
 - (B) opinions
 - (C) findings
 - (D) complaints
- 18.** According to the passage, what did George Pullman do to promote tourism in the town of Pullman?
- (A) He personally showed tourists around the town.
 - (B) He published a travel guide to the town.
 - (C) He started to invest in the town’s cultural development.
 - (D) He built a new road connecting it to the World’s Columbian Exposition.
- 19.** The passage suggests that George Pullman worked to hide which of the following from tourists?
- (A) His role as an investor in the World’s Columbian Exposition
 - (B) His conflicts with the inhabitants of the town of Pullman
 - (C) His efforts to promote the town of Pullman
 - (D) His lack of knowledge about how the inhabitants of Pullman really lived

Questions 20-29

In the 1820s, the exhaustion of commercial oyster beds along the northeastern coast set the stage for the industry that would shift the Chesapeake Bay region located in the southern state of Maryland forever from an underdeveloped subsistence economy, and define its culture for the next 150 years. In the early nineteenth century, the Chesapeake oyster beds, perhaps the world’s richest trove of the shellfish, were discovered. Following the Civil War in 1865, the exploitation built to the fever pitch of a gold rush. More than 1,000 sail craft, including four-masted schooners, sloops, pungeys, and bugeyes, dragged heavy iron dredges ceaselessly across the “rocks,” as the reeflike agglomerations of the shellfish were called, catching oysters by the hundreds of bushels a day.

At the height of this activity, the Chesapeake region probably was less isolated than at any time in its history, including present times. In 1886, the oyster harvest peaked in Maryland at some 15 million bushels, an annual production of edible meat equal to the yield from 160,000 head of cattle. The oyster fleet employed a fifth of everyone involved in fishing in the United States. Oyster captains ruled the waves, outgunning attempts to enforce even modest conservation by the Maryland Oyster Navy, charged with policing the oyster beds. On the positive side, the oyster industry of this era used its political clout to force the nearby city of Baltimore to construct the nation’s most modern sewage treatment plant to protect the water quality of the bay. So intense was the oystering that it eventually altered the physical shape of the bay’s bottom, breaking apart the reefs in which oysters naturally grew. Studies comparing old charts of the bay bottom to new bathymetric surveys have found a dramatic flattening of original bottom contours. This made oysters more susceptible to silting over, and perhaps more vulnerable to the diseases that now plague them—though this latter is still speculative.

As harvests slid from the unsustainable peaks of the 1880s never to return, people involved in harvesting oysters sought an easy-to-build, cheaper alternative to the big sail dredge craft which would require fewer crew. What evolved was a beamy vessel, usually 38 to 55 feet long, the bottom made with simple crosswise planking. It could be built by a good backyard carpenter, and hundreds were.

- 20.** What does the passage mainly discuss?
- (A) The oyster industry in the Chesapeake Bay region
 - (B) The subsistence economy of the Chesapeake Bay region
 - (C) The exhaustion of commercial oyster beds along the northeastern coast
 - (D) Sail craft used in the fishing industry of the nineteenth century
- 21.** The word “its” in line 4 refers to
- (A) the northeastern coast
 - (B) Maryland
 - (C) subsistence economy
 - (D) the Chesapeake Bay region
- 22.** The author mentions “a gold rush” in line 7 in order to
- (A) illustrate that oysters were very expensive
 - (B) imply that oystering had a greater impact on Maryland’s economy than mining gold
 - (C) explain that the new oyster beds were discovered while deposits of gold were being studied
 - (D) compare the exploiting of the new oyster beds with the excitement of discovering gold
- 23.** According to the passage, what year was the Chesapeake Bay oyster harvest the largest?
- (A) 1820
 - (B) 1865
 - (C) 1880
 - (D) 1886
- 24.** The word “clout” in line 18 is closest in meaning to
- (A) belief
 - (B) influence
 - (C) information
 - (D) division
- 25.** According to the second paragraph, which of the following was a beneficial effect of the oyster industry?
- (A) Oyster fleets increased pay for fishers by one-fifth.
 - (B) Baltimore constructed a modern sewage treatment plant to keep the Chesapeake Bay clean.
 - (C) Conservation measures were enforced to protect the reefs where oysters grew.
 - (D) The people of Maryland gained access to a more nutritious diet including a large quantity of oyster meat.

- 26.** According to the second paragraph, which of the following has been revealed by bathymetric surveys of the Chesapeake Bay?
- (A) The bottom of the bay has been radically altered by oyster harvesting.
 - (B) Oysters are still available, but current equipment is unable to harvest them.
 - (C) Oysters have adapted well to significant changes in their environment.
 - (D) New reefs have formed for oysters to grow in.
- 27.** The word “speculative” in line 24 is closest in meaning to
- (A) radical
 - (B) popular
 - (C) theoretical
 - (D) temporary
- 28.** It can be inferred from the author’s description of the beamy vessel in the third paragraph that this boat was
- (A) made from planking recovered from old oyster boats
 - (B) relatively simple in design
 - (C) rarely used on Chesapeake Bay
 - (D) able to handle heavy dredges better than earlier boats had
- 29.** It can be inferred from the passage that the Chesapeake Bay oyster beds were similar to the oyster beds along the northeastern coast in that they
- (A) were discovered following the Civil War
 - (B) were fished primarily by large sail craft that were operated by the state government
 - (C) eventually became less productive than they had been in the past
 - (D) gradually expanded in spite of diseases carried by polluted waters

Questions 30-40

Line Except for flies, all flying insects have two pairs of wings, one of which is attached
to the upper mesothorax and the other to the upper metathorax. It is likely that their
wings originated as flaps that could be extended from the thorax, allowing wingless
5 insects to escape danger by leaping from an elevated perch and gliding some distance
away. Insect wings are unique, having evolved specifically for flight, while the wings
of birds and bats are merely modifications of preexisting limbs.

10 The earliest insects known to be capable of true flight had two pairs of wings that
remained extended and did not fold, even when the creature was at rest. Each pair
flapped independently of the other pair, a contemporary parallel to this feature being
found in the wings of dragonflies, which are members of a primitive but common order
of insects. Many advanced insects, such as beetles, butterflies, and wasps, have evolved
means to link their forewings and hind wings to form two coordinated flight surfaces
rather than four.

15 Most insect wings are laced with veins. These are distinct ridges, the pattern of
which is often critical to the identification of individual species. The spaces between
the veins are called cells; those extending to the wing margin are open cells, and those
enclosed by veins on all sides are closed cells. Adult insects that emerge from a pupa
have wings that at first look crumpled and useless. Extensions of the tracheal
respiratory system run through the veins, and blood circulates in the spaces around the
20 tracheae. As air is pumped through the veins, the wings of these newly emerged insects
unfurl and straighten. As the veins harden, they provide both strength and a degree of
flexibility, and the wings become capable of sustaining flight.

25 The veins of the wings tend to be thicker and stronger near the body and along the
forward, or leading, edge and thinner and more flexible near the tip and along the
trailing edge. The trailing edge curls on both the upstroke and the downstroke, pushing
against the air behind it and producing not only lift but forward propulsion and reduced
drag.

- 30.** The wings of insects are compared to the wings of birds and bats in terms of
- (A) their size
 - (B) the way they evolved
 - (C) their point of attachment to the thorax
 - (D) their role in the survival of the species
- 31.** Which of the following is a characteristic of the earliest insects known to be capable of true flight?
- (A) They had one pair of wings.
 - (B) Their wings were only folded when at rest.
 - (C) Both pairs of wings moved at the same time.
 - (D) Their wings were always extended.
- 32.** The author mentions dragonflies in the second paragraph as an example of insects whose wings are
- (A) not symmetrical in design
 - (B) commonly found in advanced insects
 - (C) similar to those of the earliest insects
 - (D) capable of circular movements
- 33.** The word “link” in line 12 is closest in meaning to
- (A) join
 - (B) stop
 - (C) reduce
 - (D) flatten
- 34.** According to the passage, how do the veins of insect wings differ among species?
- (A) Some species do not have spaces between the veins.
 - (B) Veins are difficult to see in some species.
 - (C) Different species have different patterns of veins.
 - (D) Some species do not pump air through the veins.
- 35.** Where can open cells be found?
- (A) At the edge of the wings
 - (B) In the middle of the wings
 - (C) In the veins
 - (D) In the blood

36. The word “they” in line 21 refers to
- (A) spaces
 - (B) wings
 - (C) insects
 - (D) veins
37. How do the forward and trailing edges of insect wings differ?
- (A) There are fewer veins in the trailing edge.
 - (B) They have veins of different thicknesses.
 - (C) Only the forward edge produces forward movement.
 - (D) One curls on the upstroke and the other curls on the downstroke.
38. The word “flexible” in line 24 is closest in meaning to
- (A) pointed
 - (B) weak
 - (C) able to expand
 - (D) able to bend
39. Which of the following can be inferred from the passage about the capabilities of an adult insect that has recently emerged from the pupa?
- (A) It cannot fly immediately.
 - (B) It has difficulty breathing.
 - (C) It uses its wings for balance.
 - (D) It cannot remain upright.
40. Which of the following aspects of insects that can fly is NOT discussed in the passage?
- (A) The origin of their wings
 - (B) Their movements while in flight
 - (C) The physical structure of their wings
 - (D) The speed at which they can fly

Questions 41-50

Viewed from a formalist perspective, art is appreciated for the enlivening aesthetic experience its visual form can provide. The name formalism stems from the primary focus of this perspective on the artistic form of the work: its line, shape, color, texture, and composition. For the formalist, art is to be valued for its artistic qualities, separate from its connection to the larger world. In the case of a film, the viewer would concentrate on its formal qualities (for instance, camera compositions, editing rhythms, settings, lighting effects, dialogue, and sound track) while ignoring the film's contextual relationships to social and political issues. It is believed that such "nonartistic" considerations only detract from the aesthetic experience the work's artistic form can provide. Although the formalist approach pares away history, morality, and virtually everything other than color, shape, technique, and composition, this approach does get the viewer to look closely and respond with feeling to the artwork's sensuous qualities.

In contrast to formalism, contextualism is concerned with the appreciation of art "in context," that is, in relation to the rest of life. Like a wide-angle camera shot, contextualism takes in the big picture. Everything that surrounds and relates to the artwork is relevant: the viewer; the artist; the physical setting of the work; and the art, culture, and society that gave birth to it. For the contextualist, a full appreciation of a film is impossible without information about its director and the director's creative process, as well as knowledge about the era and the culture of the country in which the film was made. The strong point of the contextualist approach is its ability to expand the viewer's understanding of the work in relation to the larger world. In contrast to the reductive focus of formalism, contextualism offers the viewer many ways of looking at and giving meaning to the artwork. Its major limitation, the formalists say, stems from its primary concern with facts and theories. They argue that contextualists can often emphasize fact-finding and theorizing to the exclusion of any sensuous response to the work of art.

- 41.** What is the passage mainly about?
- (A) Formalist and contextualist issues reflected in visual art
 - (B) Appreciation of artistic qualities in film
 - (C) Formalist and contextualist points of view on art
 - (D) Limitations of modern theories of art
- 42.** According to the first paragraph, a formalist evaluates a work of art in terms of
- (A) “nonartistic” considerations that enhance the aesthetic experience of the artwork
 - (B) purely aesthetic aspects of the artwork
 - (C) the relationship of the artwork to social and political matters
 - (D) the historical accuracy of the artist’s treatment of the subject of the artwork
- 43.** The first paragraph mentions all of the following as examples of artistic form EXCEPT
- (A) texture
 - (B) color
 - (C) morality
 - (D) shape
- 44.** The phrase “concentrate on” in line 6 is closest in meaning to
- (A) memorize
 - (B) focus on
 - (C) experiment with
 - (D) criticize
- 45.** Which of the following would most likely be a topic of discussion in a formalist analysis of a painting?
- (A) The artistic techniques used in the painting
 - (B) The social background of the artist
 - (C) The place where the piece was painted
 - (D) The impact of the painting on society
- 46.** The author makes a comparison between a “wide-angle camera shot” (line 15) and the way that contextualists
- (A) utilize a large range of artistic styles
 - (B) interpret the formal aspects of art
 - (C) study various influences on a work of art
 - (D) emphasize aesthetic experience

47. The word "it" in line 18 refers to
- (A) artwork
 - (B) physical setting
 - (C) culture
 - (D) society
48. The word "era" in line 20 is closest in meaning to
- (A) character
 - (B) development
 - (C) period
 - (D) role
49. The phrase "stems from" in line 24 is closest in meaning to
- (A) grows out of
 - (B) turns into
 - (C) runs up against
 - (D) argues for
50. According to the second paragraph, formalists claim that the weakest aspect of contextualism is which of the following?
- (A) Its reductive focus
 - (B) Its concentration on appealing to the viewer's senses
 - (C) Its inability to offer a viewer more than one way of looking at art
 - (D) Its primary concern with facts and theories

APPENDIX 3

Result of Questionnaire

1	Initial	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	score	total	percentage	Mean	
2	LMF	4	4	4	5	4	4	4	4	4	5	4	4	4	4	4	5	5	2	4	5	4	2	4	4	4	101	125	80,8	87,9	
3	FEG	4	4	4	4	4	4	4	4	4	4	4	5	4	5	4	4	4	2	4	4	4	2	2	4	4	96	125	76,8		
4	JMYM	4	5	4	4	4	4	4	4	4	4	4	5	4	5	4	5	5	4	5	5	5	4	4	4	5	109	125	87,2		
5	TK	5	4	1	4	4	4	1	5	4	1	2	5	5	5	5	5	5	4	5	5	5	4	1	4	2	95	125	76		
6	YKH	5	4	4	5	5	4	5	5	5	4	4	5	4	5	5	5	5	2	5	5	5	1	1	5	4	107	125	85,6		
7	FEH	4	4	4	4	4	4	5	4	5	5	4	4	3	5	3	3	5	1	5	5	4	1	3	5	4	98	125	78,4		
8	RS	1	3	3	1	4	3	1	1	1	1	1	5	1	3	3	3	5	1	5	5	5	1	5	3	1	5	70	125	56	
9	PEK	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4	2	4	4	4	2	2	4	4	92	125	73,6		
10	LDN	3	4	2	4	2	2	2	4	3	4	4	2	4	2	2	3	2	2	2	3	3	2	4	2	2	69	125	55,2		
11	SW	5	3	1	4	3	3	4	1	1	1	1	2	3	1	1	1	5	1	4	5	3	4	5	3	66	125	52,8			
12	MW	4	3	4	3	3	4	4	5	4	5	5	5	5	5	4	4	5	3	4	5	5	3	4	5	4	105	125	84		
13	NPMK	3	3	3	5	4	5	3	5	5	5	5	5	5	5	5	5	5	3	5	5	5	1	1	5	5	106	125	84,8		
14	AB	1	1	1	1	1	1	2	1	2	1	1	1	1	1	1	1	1	5	1	1	1	1	5	1	1	39	125	31,2		
15	KLM	4	4	4	3	3	5	5	3	3	4	1	5	5	5	5	3	4	1	4	4	5	3	1	3	3	90	125	72		
16	NW	3	3	4	5	3	4	3	4	4	5	5	5	3	5	3	4	4	2	4	4	3	2	1	3	3	89	125	71,2		
17	AA	2	2	1	1	1	2	2	2	2	2	2	2	2	3	3	2	2	4	2	2	2	4	4	2	2	55	125	44		
18	AGR	5	4	4	5	4	5	4	4	3	3	4	5	4	5	4	5	5	3	4	5	5	3	4	3	4	104	125	83,2		
19	SSAS	5	4	4	5	3	4	5	5	5	4	4	5	5	5	4	5	5	1	5	5	5	5	1	5	4	108	125	86,4		
20	NIKMI	1	5	2	4	1	1	1	4	1	5	2	4	5	1	1	1	5	2	5	1	1	5	5	1	5	69	125	55,2		
21	DA	3	3	3	3	3	4	3	4	2	4	5	5	4	5	4	4	4	5	3	5	5	3	3	1	3	90	125	72		
22	score	70	71	61	74	64	71	66	73	65	71	71	77	77	80	68	74	78	56	79	82	75	60	55	73	67					
23	total score	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100				
24	percentage	70	71	61	74	64	71	66	73	65	71	71	77	77	80	68	74	78	56	79	82	75	60	55	73	67					

APPENDIX 4

GRAMMAR SUBJECT SCORE AMONG PAPUAN NATIVE STUDENTS

1. Grammar subject from sample's 2nd semester

No	Number	grade	Classification
1	Sample 1	3.75	A-
2.	Sample 2	3.25	B+
3	Sample 3	3.5	AB
4	Sample 4	3.5	AB
5	Sample 5	2	C
6	Sample 6	3.75	A-
7	Sample 7	3	B
8	Sample 8	4	A
9	Sample 9	3.5	AB
10	Sample 10	3	B
11	Sample 11	3.5	AB
12	Sample 12	3.25	B+
13	Sample 13	2.75	B-
14	Sample 14	4	A
15	Sample 15	3	B
16	Sample 16	2.75	B-
17	Sample 17	4	A
<i>Mean Score : 3,2</i>			B

APPENDIX 5

TOEFL ITP ANSWER

Resourcher 1 : LDN

Answer Sheet

Section 1	Section 2	Section 3
1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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28 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	28 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	28 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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41 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		41 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
42 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		42 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
43 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		43 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
44 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		44 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
45 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		45 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
46 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		46 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
47 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		47 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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49 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		49 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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Resourcher 2 : DW

Answer Sheet

Section 1	Section 2	Section 3
1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
6 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
7 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	7 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
8 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	8 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	8 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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14 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	14 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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16 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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27 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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38 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
39 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	39 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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41 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D		41 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
42 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		42 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
43 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		43 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
44 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D		44 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
45 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D		45 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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48 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D		48 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
49 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		49 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D

Resourcher 3 : NPMK

Answer Sheet

Section 1	Section 2	Section 3
1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	1 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	4 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
6 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	8 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	8 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	9 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	9 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
10 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	10 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	10 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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13 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
14 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
15 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	15 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
16 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	16 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
17 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	17 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
18 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	18 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	18 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
20 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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22 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
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27 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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39 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	39 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	40 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
41 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		41 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
42 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		42 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
43 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		43 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
44 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		44 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
45 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		45 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
46 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		46 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
47 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		47 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
48 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		48 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
49 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		49 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
50 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		50 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D

Resourcher 4 : MW

Answer Sheet

Section 1	Section 2	Section 3
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2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	4 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
6 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	6 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
7 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
8 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	8 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	8 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
9 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	9 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	9 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
10 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
11 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	11 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	11 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
12 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	12 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	12 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	14 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	15 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
16 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	16 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
17 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	17 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	17 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
20 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	20 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	20 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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24 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	24 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	24 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
25 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
26 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	26 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	26 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
27 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	27 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
28 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	28 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	28 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
29 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	29 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	29 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
30 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	30 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	30 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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33 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
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35 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	35 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	35 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
36 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	36 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	36 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
37 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	37 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
38 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	38 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	38 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
39 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	40 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	40 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
41 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		41 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
42 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D		42 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
43 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D		43 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
44 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		44 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
45 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		45 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
46 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		46 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
47 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		47 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
48 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		48 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
49 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		49 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		50 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D

Resourcher 5 : AB

Answer Sheet

Section 1	Section 2	Section 3
1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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Resourcher 6 : FEG

Answer Sheet

Section 1	Section 2	Section 3
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44 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		44 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
45 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		45 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
46 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		46 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
47 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		47 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
48 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		48 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
49 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		49 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

Resource 7 : AA

Answer Sheet

Section 1	Section 2	Section 3
1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
2 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	4 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	6 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	7 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	8 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
9 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	9 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	9 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	10 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	10 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
11 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	11 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
12 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	12 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	12 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
13 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
16 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
18 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	18 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	18 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
20 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	20 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
22 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
23 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
24 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	24 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	24 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
25 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
26 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	27 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
28 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	28 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	28 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
29 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	29 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	29 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
30 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	30 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	30 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
31 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	31 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	31 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
32 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	32 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	32 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
33 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
34 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	34 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	34 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
35 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	35 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	35 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
36 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	36 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	36 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
37 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
38 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	38 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
39 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	39 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	40 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	40 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
41 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		41 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
42 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		42 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
43 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		43 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
44 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		44 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
45 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		45 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
46 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		46 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
47 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		47 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
48 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		48 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
49 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		49 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
50 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		50 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D

Resource 8 : AGR

Answer Sheet

Section 1	Section 2	Section 3
1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	4 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
6 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
7 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	7 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
8 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	8 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
9 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	9 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
10 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	10 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
11 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	11 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	11 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
12 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	12 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	12 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	13 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
14 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
15 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
16 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	16 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	16 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
17 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
18 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	18 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	18 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
19 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	19 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
20 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	21 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	22 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
23 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
24 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	24 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	24 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
25 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
26 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
27 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	27 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
28 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	28 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	28 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
29 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	29 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	29 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
30 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	30 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	30 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
31 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	31 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	31 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
32 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	32 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	32 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
33 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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39 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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41 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		41 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
42 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		42 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
43 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		43 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
44 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D		44 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
45 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		45 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
46 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D		46 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
47 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		47 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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49 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		49 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
50 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D

Resource 9 : SSAS

Answer Sheet

Section 1	Section 2	Section 3
1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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39 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
41 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		41 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

Answer Sheet

Section 1	Section 2	Section 3
1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	1 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	6 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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8 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	8 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	8 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	9 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	9 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
10 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	10 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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12 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	12 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	12 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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14 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	14 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
15 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
16 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	16 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
17 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	17 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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Answer Sheet

Section 1	Section 2	Section 3
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2 A B <input checked="" type="radio"/> C D	2 A B C <input checked="" type="radio"/> D	2 A <input checked="" type="radio"/> B C D
3 A B C <input checked="" type="radio"/> D	3 A B <input checked="" type="radio"/> C D	3 A B C <input checked="" type="radio"/> D
4 A <input checked="" type="radio"/> B C D	4 A B C <input checked="" type="radio"/> D	4 A B C <input checked="" type="radio"/> D
5 A <input checked="" type="radio"/> B C D	5 A <input checked="" type="radio"/> B C D	5 <input checked="" type="radio"/> B C D
6 A B C <input checked="" type="radio"/> D	6 <input checked="" type="radio"/> B C D	6 <input checked="" type="radio"/> B C D
7 A B C <input checked="" type="radio"/> D	7 A B C <input checked="" type="radio"/> D	7 A B C <input checked="" type="radio"/> D
8 A B C <input checked="" type="radio"/> D	8 A B C <input checked="" type="radio"/> D	8 A B <input checked="" type="radio"/> C D
9 A <input checked="" type="radio"/> B C D	9 A B <input checked="" type="radio"/> C D	9 A <input checked="" type="radio"/> B C D
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12 A B C <input checked="" type="radio"/> D	12 A B <input checked="" type="radio"/> C D	12 A B <input checked="" type="radio"/> C D
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Answer Sheet

Section 1	Section 2	Section 3
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50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

Resource 13 : JMYM

Answer Sheet

Section 1	Section 2	Section 3
1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input checked="" type="radio"/> D	3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	4 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
6 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	14 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
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43 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		43 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
44 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		44 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
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Answer Sheet

Section 1	Section 2	Section 3
1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
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5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
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14 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	21 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
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26 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	26 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	26 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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28 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	28 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	28 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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Resource 15 : LMF

Answer Sheet

Section 1	Section 2	Section 3
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2 A B C <input checked="" type="radio"/>	2 <input checked="" type="radio"/> B C D	2 A B C <input checked="" type="radio"/>
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4 <input checked="" type="radio"/> B C D	4 A B C <input checked="" type="radio"/>	4 A B C <input checked="" type="radio"/>
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Answer Sheet

Section 1	Section 2	Section 3
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49 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		49 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
50 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D

Answer Sheet

Section 1	Section 2	Section 3
1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
4 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
6 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
7 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	7 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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9 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	9 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	13 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
14 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
15 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	15 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
16 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	16 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
17 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	17 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	17 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
18 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	18 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	18 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
19 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	19 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
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21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	22 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
23 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	23 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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25 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	25 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
26 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	26 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
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33 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	33 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	33 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
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39 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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41 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		41 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
42 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D		42 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
43 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		43 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
44 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		44 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
45 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		45 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
46 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		46 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
47 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D		47 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
48 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		48 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
49 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D		49 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D

Resource 18: DA

Answer Sheet

Section 1	Section 2	Section 3
1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	1 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
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5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
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9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	9 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	10 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	10 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
11 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
12 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	12 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	12 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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15 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
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17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	17 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	17 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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21 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	21 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	22 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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24 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	24 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	24 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
25 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
26 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	26 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
27 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
28 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	28 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	28 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
29 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	29 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	29 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
30 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	30 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	30 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
31 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	31 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	31 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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33 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
34 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	34 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	34 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
35 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	35 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	35 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
36 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	36 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	36 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
37 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	37 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
38 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
39 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
41 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		41 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
42 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D		42 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
43 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		43 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
44 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		44 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
45 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		45 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
46 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D		46 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
47 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		47 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
48 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		48 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
49 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		49 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
50 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D		50 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

Resource 19: KLM

Answer Sheet

Section 1	Section 2	Section 3
1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
12 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	12 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	12 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
16 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
18 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	18 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	18 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
20 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
24 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	24 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	24 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
25 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
26 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
28 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	28 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	28 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
29 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	29 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	29 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
30 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	30 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	30 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
31 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	31 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	31 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
32 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	32 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	32 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
33 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
34 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	34 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	34 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
35 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	35 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	35 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
36 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	36 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	36 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
37 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
38 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
39 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
41 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		41 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
42 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		42 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
43 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		43 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
44 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		44 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
45 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		45 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
46 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		46 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
47 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		47 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
48 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		48 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
49 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		49 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

Resource 20 : YKH

Answer Sheet

Section 1	Section 2	Section 3
1 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
6 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	7 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	7 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
8 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	8 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	9 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	9 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
10 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	10 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
11 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	11 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	11 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
12 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	12 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	12 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
13 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	13 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
14 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	14 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
15 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
16 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	17 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	17 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
18 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	18 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	18 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	19 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
20 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
21 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
22 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
23 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
24 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	24 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	24 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
25 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	25 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
26 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	26 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	26 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	27 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
28 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	28 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	28 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
29 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	29 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	29 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
30 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	30 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	30 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
31 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	31 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	31 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
32 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	32 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	32 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
33 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
34 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	34 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	34 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
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36 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	36 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	36 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
37 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	37 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	37 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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39 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	40 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	40 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
41 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		41 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D
42 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		42 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
43 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D		43 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
44 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		44 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
45 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		45 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
46 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D		46 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
47 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		47 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
48 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D		48 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
49 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D		49 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
50 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D		50 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D

Answer Keys

Practice Test B - Answer Key											
Section 1				Section 2				Section 3			
1	A	26	B	1	C	21	B	1	D	26	A
2	C	27	C	2	D	22	A	2	B	27	C
3	B	28	C	3	C	23	B	3	D	28	B
4	D	29	A	4	D	24	A	4	B	29	C
5	C	30	A	5	A	25	D	5	C	30	B
6	D	31	A	6	C	26	A	6	A	31	D
7	D	32	D	7	A	27	D	7	B	32	C
8	B	33	B	8	A	28	D	8	A	33	A
9	B	34	B	9	C	29	D	9	C	34	C
10	D	35	B	10	B	30	C	10	B	35	A
11	B	36	C	11	D	31	D	11	B	36	D
12	B	37	B	12	C	32	B	12	B	37	B
13	D	38	A	13	C	33	D	13	D	38	D
14	A	39	D	14	D	34	B	14	C	39	A
15	D	40	C	15	C	35	D	15	B	40	D
16	B	41	B	16	B	36	D	16	B	41	C
17	C	42	D	17	A	37	A	17	D	42	B
18	C	43	B	18	D	38	A	18	A	43	C
19	A	44	C	19	B	39	D	19	B	44	B
20	D	45	A	20	B	40	D	20	A	45	A
21	D	46	C					21	D	46	C
22	D	47	C					22	D	47	A
23	A	48	D					23	D	48	C
24	A	49	A					24	B	49	A
25	A	50	B					25	B	50	D

APPENDIX 6

TOEFL ITP EACH SECTION MEAN SCORE

1. Listening Comprehension

Name	Score Listening	Total Question	Percentage	Mean Percentage
LMF	16	50	32	26,444444
FEG	10	50	20	
JMYM	5	50	10	
TK	11	50	22	
YKH	11	50	22	
FEH	11	50	22	
RS	15	50	30	
PEK	20	50	40	
LDN	9	50	18	
DW	12	50	24	
MW	24	50	48	
KLM	21	50	42	
NW	16	50	32	
AS	12	50	24	
AGR	12	50	24	
SSAS	9	50	18	
MKM	13	50	26	
DA	11	50	22	

2. Structure and Written Expression

Name	Score Grammar	Total Question	Percentage	Mean Percentage
LMF	10	40	25	25,972222
FEG	7	40	17,5	
JMYM	5	40	12,5	
TK	8	40	20	
YKH	9	40	22,5	
FEH	12	40	30	
RS	14	40	35	
PEK	11	40	27,5	
LDN	11	40	27,5	

DW	14	40	35	
MW	9	40	22,5	
KLM	12	40	30	
NW	10	40	25	
AS	12	40	30	
AGR	14	40	35	
SSAS	6	40	15	
MKM	10	40	25	
DA	13	40	32,5	

3. Reading Comprehension

Name	Score Reading	Total Question	Percentage	Mean Percentage
LMF	12	50	24	29,888889
FEG	17	50	34	
JMYM	17	50	34	
TK	19	50	38	
YKH	14	50	28	
FEH	17	50	34	
RS	13	50	26	
PEK	12	50	24	
LDN	10	50	20	
DW	11	50	22	
MW	21	50	42	
KLM	14	50	28	
NW	10	50	20	
AS	16	50	32	
AGR	20	50	40	
SSAS	18	50	36	
MKM	16	50	32	
DA	12	50	24	


APPENDIX 7
DOKUMENTATION





APPENDIX 8

LETTERS


UNIMUDA

PENDIDIKAN BAHASA INGGRIS
FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLARHAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG
Office: Jl. KH. Ahmad Dahlan, 01 Marlyot Pantol, Almas, Kabupaten Sorong, Papua Barat Daya

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Agus Setiawan, M.Pd.
NIDN : 1407029201
Jabatan Fungsional : Asisten Ahli
Unit Kerja : Dosen Program Studi Pendidikan Bahasa Inggris
FABIO Unimuda Sorong

Menyatakan dengan sesungguhnya telah melakukan validasi Instrumen/produk mahasiswa :

Nama : Ferla Yulia Kamandani Putri
NIM : 148820321002

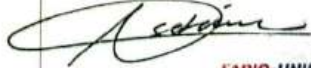
Berupa :

Media Pembelajaran
 Modul atau bahan ajar
 Model Pembelajaran
 Instrument Penelitian
 Lain-lain :

Dengan judul :
The Higher Proficiency English Student Proficiency Level and Motivation in Learning English.

Keputusan hasil validasi adalah Sangat Baik/Cukup Baik*

Demikianlah keterangan validitas ini dibuat sesuai dengan kaidah akademik dan keilmuan serta dapat dipertanggungjawabkan. Selanjutnya agar dapat dipergunakan sebagaimana mestinya.

Mengetahui, Ketua Prodi. Pend. Bahasa Inggris  Nurteteng, M. Pd. NIDN. 14116039201	Sorong, 22-02-2024 Validator  Agus Setiawan, M.Pd. NIDN. 1407029201
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LEMBAR BIMBINGAN

SKRIPSI

NAMA : Perla Tula Kamsudani Putri
NIM : 198820321002
JUDUL SKRIPSI : The Higher Proficiency English Student Proficiency level and Motivation in Learning English

DOSEN PEMBIMBING I : Mursalen, M.Pd.

NO	TGL BIMBINGAN	BAB	MATERI BIMBINGAN	PARAF DOSEN
1	18/07 2024		Chapter 1	
2	25/07 2024		Chapter 2	
3	25/01 2024		Par. 1-2.	
4	20/07 2024		Chapter 3	
5	20/07 2024		Acc	
6	24/07 2024		Chapter IV	
7	14/8 2024		Chapter V & Bibliography	
8	4/8 2024		Acc	



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