

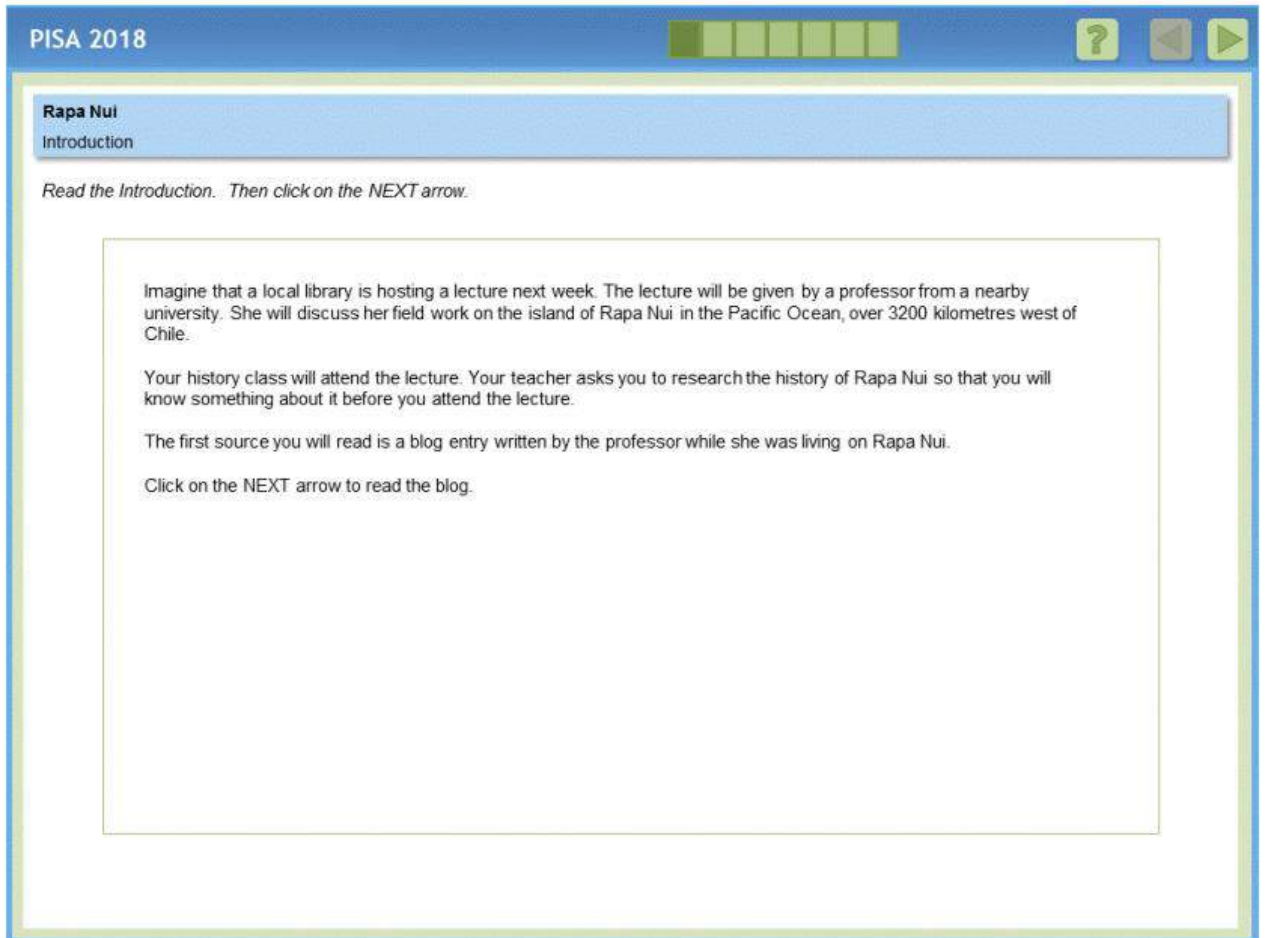
## TABLE OF APPENDICES

### Appendix 1. Question to fire critical thinking skills

| Questions to Fire Up Our Critical Thinking Skills |   |
|---|---|
| <b>Interpretation</b>                             | <ul style="list-style-type: none"> <li>• What does this mean?</li> <li>• What's happening?</li> <li>• How should we understand that (e.g., what he or she just said)?</li> <li>• What is the best way to characterize/categorize/classify this?</li> <li>• In this context, what was intended by saying/doing that?</li> <li>• How can we make sense out of this (experience, feeling, or statement)?</li> </ul>  |
| <b>Analysis</b>                                   | <ul style="list-style-type: none"> <li>• Please tell us again your reasons for making that claim.</li> <li>• What is your conclusion/What is it that you are claiming?</li> <li>• Why do you think that?</li> <li>• What are the arguments pro and con?</li> <li>• What assumptions must we make to accept that conclusion?</li> <li>• What is your basis for saying that?</li> </ul>   |
| <b>Inference</b>                                  | <ul style="list-style-type: none"> <li>• Given what we know so far, what conclusions can we draw?</li> <li>• Given what we know so far, what can we rule out?</li> <li>• What does this evidence imply?</li> <li>• If we abandoned/accepted that assumption, how would things change?</li> <li>• What additional information do we need to resolve this question?</li> <li>• If we believed these things, what would they imply for us going forward?</li> <li>• What are the consequences of doing things that way?</li> <li>• What are some alternatives we haven't yet explored?</li> <li>• Let's consider each option and see where it takes us.</li> <li>• Are there any undesirable consequences that we can and should foresee?</li> </ul> |
| <b>Evaluation</b>                                 | <ul style="list-style-type: none"> <li>• How credible is that claim?</li> <li>• Why do we think we can trust what this person claims?</li> <li>• How strong are those arguments?</li> <li>• Do we have our facts right?</li> <li>• How confident can we be in our conclusion, given what we now know?</li> </ul>  |
| <b>Explanation</b>                                | <ul style="list-style-type: none"> <li>• What were the specific findings/results of the investigation?</li> <li>• Please tell us how you conducted that analysis.</li> <li>• How did you come to that interpretation?</li> <li>• Please take us through your reasoning one more time.</li> <li>• Why do you think that (was the right answer/was the solution)?</li> <li>• How would you explain why this particular decision was made?</li> </ul>  |
| <b>Self-Regulation</b>                            | <ul style="list-style-type: none"> <li>• Our position on this issue is still too vague; can we be more precise?</li> <li>• How good was our methodology, and how well did we follow it?</li> <li>• Is there a way we can reconcile these two apparently conflicting conclusions?</li> <li>• How good is our evidence?</li> <li>• OK, before we commit, what are we missing?</li> <li>• I'm finding some of our definitions a little confusing; can we revisit what we mean by certain things before making any final decisions?</li> </ul>  |

Source: © 2014 User Manual for the California Critical Thinking Skills Test, published by Insight Assessment.

## Appendix 2. PISA Test 2018



The screenshot shows a digital interface for the PISA 2018 test. At the top, there is a blue header bar with the text "PISA 2018" on the left, a progress indicator consisting of five green squares in the middle, and navigation icons (a question mark, a left arrow, and a right arrow) on the right. Below the header, a light blue bar contains the title "Rapa Nui" and the subtitle "Introduction".

Below the subtitle, there is a line of instruction: *Read the Introduction. Then click on the NEXT arrow.*

The main content area is enclosed in a white box with a thin border. It contains the following text:

Imagine that a local library is hosting a lecture next week. The lecture will be given by a professor from a nearby university. She will discuss her field work on the island of Rapa Nui in the Pacific Ocean, over 3200 kilometres west of Chile.

Your history class will attend the lecture. Your teacher asks you to research the history of Rapa Nui so that you will know something about it before you attend the lecture.

The first source you will read is a blog entry written by the professor while she was living on Rapa Nui.

Click on the NEXT arrow to read the blog.

1.

PISA 2018

**Rapa Nui**  
Question 1 / 7

Refer to the Professor's Blog on the right. Click on a choice to answer the question.

According to the blog, when did the professor start her field work?

- During the 1990s.
- Nine months ago.
- One year ago.
- At the beginning of May.

**Blog**  
www.theprofessorblog.com/fieldwork/RapaNui

 **The Professor's Blog**

Posted May 23, 11:22 a.m.

As I look out of my window this morning, I see the landscape I have learned to love here on Rapa Nui, which is known in some places by the name Easter Island. The grasses and shrubs are green, the sky is blue, and the old, now extinct volcanoes rise up in the background.

I am a bit sad knowing that this is my last week on the island. I have finished my field work and will be returning home. Later today, I will take a walk through the hills and say good-bye to the moai that I have been studying for the past nine months. Here is a picture of some of these massive statues.



If you have been following my blog this year, then you know that the people of Rapa Nui carved these moai hundreds of years ago. These impressive moai had been carved in a single quarry on the eastern part of the island. Some of them weighed thousands of kilos, yet the people of Rapa Nui were able to move them to locations far away from the quarry without cranes or any heavy equipment.

For years, archeologists did not know how these massive statues were moved. It remained a mystery until the 1990s, when a team of archeologists and residents of Rapa Nui demonstrated that the moai could have been transported and raised using ropes made from plants and wooden rollers and tracks made from large trees that had once thrived on the island. The mystery of the moai was solved.

Another mystery remained, however. What happened to these plants and large trees that had been used to move the moai? As I said, when I look out of my window, I see grasses and shrubs and a small tree or two, but nothing that could have been used to move these huge statues. It is a fascinating puzzle, one that I will explore in future posts and lectures. Until then, you may wish to investigate the mystery yourself. I suggest you begin with a book called *Collapse* by Jared Diamond. [This review of Collapse is a good place to start.](#)

 **Traveler\_14** May 24, 4:31 p.m.

Hi Professor! I love following your work on Easter Island. I can't wait to check out *Collapse*!

 **KB\_Island** May 25, 9:07 a.m.

I also love reading about your experiences on Easter Island, however, I think there is another theory that should be considered. Check out this article: [www.sciencenews.com/Polynesian\\_rats\\_Rapa\\_Nui](http://www.sciencenews.com/Polynesian_rats_Rapa_Nui)

2.

PISA 2018

**Rapa Nui**  
Question 3 / 7


Refer to the Review of Collapse on the right. Click on the choices in the table to answer the question.

Listed below are statements from the Review of Collapse. Are these statements facts or opinions? Click on either **Fact** or **Opinion** for each statement.

| Is the statement a fact or an opinion?   | Fact                  | Opinion               |
|--|-----------------------|-----------------------|
| In the book, the author describes several civilizations that collapsed because of the choices they made and their impact on the environment.                 | <input type="radio"/> | <input type="radio"/> |
| One of the most disturbing examples in the book is Rapa Nui.   | <input type="radio"/> | <input type="radio"/> |
| They carved the moai, the famous statues, and used the natural resources available to them to move these huge moai to different locations around the island. | <input type="radio"/> | <input type="radio"/> |
| When the first Europeans landed on Easter Island in 1722, the moai were still there, but the trees were gone.  | <input type="radio"/> | <input type="radio"/> |
| The book is written well and deserves to be read by anyone who is concerned about the environment.   | <input type="radio"/> | <input type="radio"/> |

**Blog** **Book Review**

www.academicbookreview.com/Collapse


 **Review of Collapse**

Jared Diamond's new book, *Collapse*, is a clear warning about the consequences of damaging our environment. In the book, the author describes several civilizations that collapsed because of the choices they made and their impact on the environment. One of the most disturbing examples in the book is Rapa Nui.

According to the author, Rapa Nui was settled by Polynesians sometime after 700 CE. They developed a thriving society of, perhaps, 15,000 people. They carved the moai, the famous statues, and used the natural resources available to them to move these huge moai to different locations around the island. When the first Europeans landed on Rapa Nui in 1722, the moai were still there, but the trees were gone. The population was down to a few thousand people who were struggling to survive. Mr. Diamond writes that the people of Rapa Nui cleared the land for farming and other purposes and that they over-hunted the numerous species of sea and land birds that had lived on the island. He speculates that the dwindling natural resources led to civil wars and the collapse of Rapa Nui's society.

The lesson of this wonderful but frightening book is that in the past, humans made the choice to destroy their environment by cutting down all the trees and hunting animal species to extinction. Optimistically, the author points out, we can choose **not** to make the same mistakes today. The book is written well and deserves to be read by anyone who is concerned about the environment.



PISA 2018 

**Cow's Milk**  
Introduction


*Read the Introduction. Then click on the NEXT arrow.*

In some places, like the United States, drinking cow's milk is common.

Imagine that three students, Anna, Christopher and Sam, are at a coffee shop in the United States. The owner recently placed a sign in the window that stated: "After April 5th we will no longer serve cow's milk here. Instead, we will offer a milk substitute made from soy."

Anna, Christopher and Sam are curious about why the coffee shop would stop serving cow's milk, so Anna does an Internet search on her smartphone for "cow's milk". They look at the first result and discuss it.

Click on the NEXT arrow to read the first source.

PISA 2018 

**Cow's Milk**

*Read the information below. Then click on the NEXT arrow.*

Anna, Christopher and Sam are talking about the decision of the coffee shop owner to stop selling cow's milk. Sam says, "Maybe cow's milk is becoming too expensive." Christopher is looking at his smartphone. "Maybe, but I did a web search on cow's milk too. I'm going to text you the link to a more recent article that may explain it."

Anna and Sam open the link Christopher sent and read the article, "Just Say 'No' to Cow's Milk!"

Click on the NEXT arrow to read the second source.

Farm to Market

www.farmtomarketdairy.com

**FARM TO MARKET DAIRY**

About Us Products Nutrition

**The Nutritional Value of Milk: Countless Benefits!**

*Farm to Market Dairy* milk products contain key nutrients: calcium, protein, vitamin D, vitamin B12, riboflavin, and potassium. These vitamins and minerals make *Farm to Market Dairy* milk products an important part of a healthful diet. Consuming *Farm to Market Dairy* milk products every day is a great way to ensure that you get the vitamins and minerals your body needs.

Consuming *Farm to Market Dairy* milk products increases weight loss and helps maintain a healthy weight. Milk increases bone strength and density. It even improves cardiovascular health and helps prevent cancer. One glass of milk is packed with vitamins, minerals, and a wealth of health benefits.

According to Bill Sears, MD, Associate Clinical Professor of Pediatrics at the University of California at Irvine, milk contains many important nutrients in one convenient place. The International Dairy Foods Association (IDFA) supports this idea. In fact, the IDFA suggests that many health professionals and groups would also agree.

*Milk contains a complete nutrient package of nine essential nutrients. In addition to being an excellent source of calcium and vitamin D, it is a good source of vitamin A, protein and potassium. Dairy is recommended by doctors. Dairy's role in a healthy diet has long been established by the nutrition and science community. This includes the National Osteoporosis Foundation, the Surgeon General, the National Institutes of Health, the American Medical Association's Council of Scientific Affairs and many other leading health organizations.*

International Dairy Foods Association, September 27, 2007

Farm to Market Just Say No

www.healtharticlestoday.com/milk

**HEALTH ARTICLES TODAY**

**JUST SAY 'NO' TO COW'S MILK!**



By Health Reporter, Dr. R. Garza

Cow's milk is a **big** part of many people's lives in the United States. Babies drink cow's milk in bottles. Children eat cereal drenched in cow's milk. Even adults enjoy a cold glass of milk from time to time. Yes, cow's milk is a huge part of the human diet in many places around the world. However, more and more research is suggesting that milk may not "do a body good" as the popular American advertising slogan claims.

The United States Department of Agriculture, the American Dairy Council, Dairy Management, Inc., and other organizations have worked hard to advocate for milk for many years. They encourage adults to drink at least three glasses of milk a day. However, several studies in the last decade have questioned the bone-strengthening power of milk as well as other claims about the health benefits of milk. The results may surprise you.

One of the most recent and most important studies on the effects of drinking milk was published in the October 2014 issue of the *British Medical Journal*. The findings in this study led to some powerful assertions about the consumption of milk. In this study over 100 000 people in Sweden were followed over periods of 20-30 years. Researchers found that the female milk drinkers suffered more bone fractures. Additionally, both male and female milk drinkers were more likely to suffer from heart disease and cancer. These staggering results are similar to findings from other studies.

The Physicians Committee for Responsible Medicine (PCRM) commented on some of the health problems related to the consumption of milk. It claims that milk and dairy products "have little or no benefit for bones." The PCRM goes further to describe some specific problems associated with milk:

"Milk proteins, milk sugar, fat, and saturated fat in dairy products pose health risks for children and encourage the development of obesity, diabetes, and heart disease."

These are serious claims and more studies are needed in order to confirm the findings. However, there is mounting proof that drinking cow's milk could be less beneficial to our health than originally thought. If these claims become indisputable facts, it may be time to just say 'no' to cow's milk.

3.

PISA 2018
?

**Cow's Milk**  
Question 4 / 9

Refer to "Just Say No to Cow's Milk" on the right. Click on the choices in the table to answer the question.

Could the following statements represent Dr. Garza's purpose for writing the article? Click on either **Yes** or **No** for each statement.

| Could this statement represent the purpose of the article?             | Yes                   | No                    |
|--|-----------------------|-----------------------|
| To question the benefit of dairy products on general health.           | <input type="radio"/> | <input type="radio"/> |
| To discuss various research findings about cow's milk.                 | <input type="radio"/> | <input type="radio"/> |
| To point out that milk and other dairy products have not been studied. | <input type="radio"/> | <input type="radio"/> |

Farm to Market
Just Say No

← → www.healtharticlestoday.com/milk

HEALTH ARTICLES TODAY

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45

4.

PISA 2018

**Cow's Milk**  
Question 6 / 9

Refer to "Just Say No to Cow's Milk!" on the right. Type your answer to the question.

Dr. Garza presents a few research results which may 'surprise' readers.


State one of them.

Farm to Market | **Just Say No**

www.healtharticlestoday.com/milk

**HEALTH ARTICLES TODAY**

**JUST SAY 'NO' TO COW'S MILK!**



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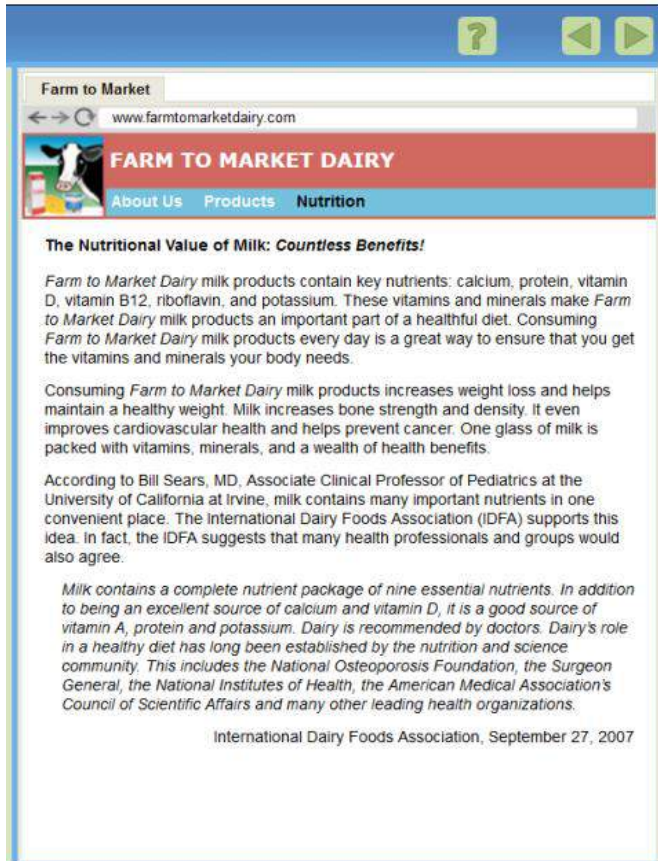
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5.



The screenshot shows a web browser window with the address bar displaying "www.farmtomarketdairy.com". The page header features a red banner with the text "FARM TO MARKET DAIRY" and navigation links for "About Us", "Products", and "Nutrition". The main content area is titled "The Nutritional Value of Milk: Countless Benefits!". The text describes the nutritional benefits of milk, including calcium, protein, and vitamins. It also mentions that consuming milk products can help with weight loss and bone strength. The text is attributed to the International Dairy Foods Association, dated September 27, 2007.

**Farm to Market**  
www.farmtomarketdairy.com

**FARM TO MARKET DAIRY**  
About Us Products Nutrition

**The Nutritional Value of Milk: Countless Benefits!**

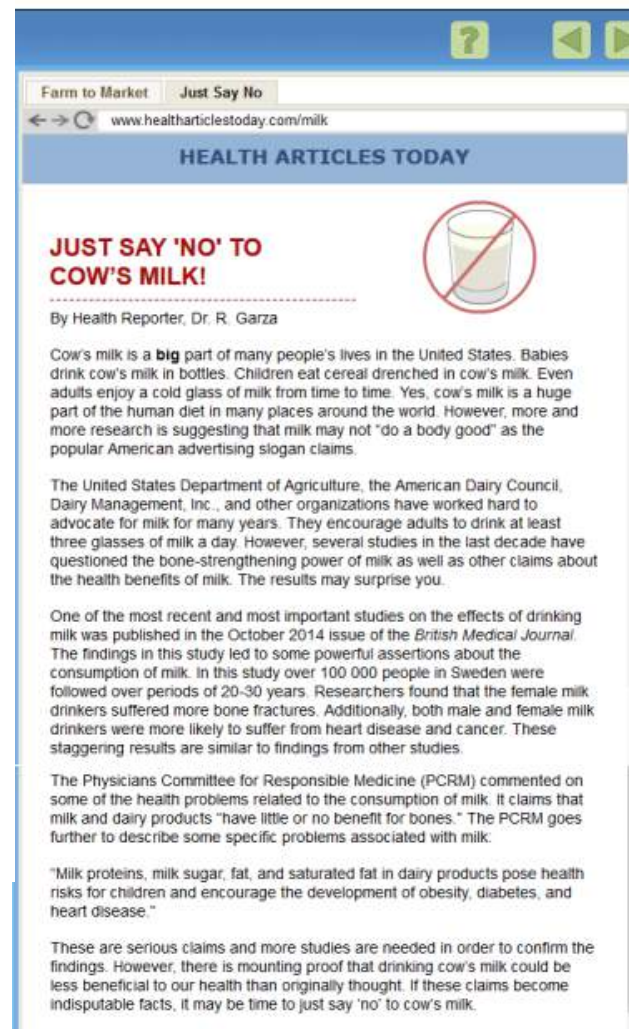
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International Dairy Foods Association, September 27, 2007



The screenshot shows a web browser window with the address bar displaying "www.healtharticlestoday.com/milk". The page header features a blue banner with the text "HEALTH ARTICLES TODAY". The main content area is titled "JUST SAY 'NO' TO COW'S MILK!". The text is attributed to Health Reporter, Dr. R. Garza. The text discusses the health risks of drinking cow's milk, including obesity, diabetes, and heart disease. It also mentions that more research is needed to confirm these findings.

**Farm to Market** **Just Say No**  
www.healtharticlestoday.com/milk

**HEALTH ARTICLES TODAY**

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**Cow's Milk**

Question 7 / 9

Refer to both sources on the right by clicking on each of the tabs. Click on the choices in the table to answer the question.

Based on the two texts about milk, are the statements in the table below facts or opinions? Click on either **Fact** or **Opinion** for each statement.

| Is the statement a fact or an opinion?                                 | Fact                  | Opinion               |
|--|-----------------------|-----------------------|
| Recent studies on the health benefits of milk are surprising.          | <input type="radio"/> | <input type="radio"/> |
| Studies have shown that drinking milk has detrimental health effects.  | <input type="radio"/> | <input type="radio"/> |
| Several studies have questioned the bone strengthening power of milk.  | <input type="radio"/> | <input type="radio"/> |
| Drinking milk and other dairy products is the best way to lose weight. | <input type="radio"/> | <input type="radio"/> |



## The Galapagos Islands

### Introduction

Read the Introduction below. Then click on the NEXT arrow.

You are taking an online course in website design that focuses on informational websites. Part of the work in the course is to review the websites of other students and provide feedback based on the content and structure of the pages. Your current assignment is to review a website created by some classmates, Alejandro and Cristina. They are from Ecuador and have worked on a website about the Galapagos Islands. They have written a message to you about their website:

#### To the Reviewers:

For our project, we decided to design a website for a new organization: the Galapagos Conservation Society. The members of the society are scientists and citizens of Ecuador who are worried about the future of the Galapagos ecosystem. We have not finished all the pages, but we appreciate your review and any feedback you can give us on the pages we have created so far. We would like you to answer some questions to make sure that the pages have enough content.

You decide to review all the pages of the website.

Click on the NEXT arrow to read the first source.



**The Galapagos Islands**

*Alejandro and Cristina sent several questions to you. You may click on the tab of any page to answer the questions.*

*Click Next to see the first question*

**THE GALAPAGOS ISLANDS – A NATURAL TREASURE**

**About    Animals    Conservation    Volunteer**

Located 1000 kilometres west of the South American coast lie the Galapagos Islands - one of the most fascinating places in the world.

There are currently 95 indigenous species of animals that exist solely on the various islands of the archipelago. Many people travel to the Galapagos Islands to observe these special animals in their natural habitat. The islands are often referred to as a "living laboratory" because they offer scientists great research potential. Being near the equator, the islands receive ample sunshine, while the strong ocean currents provide cool breezes. Many plants and animals thrive in this environment. Tourists and scientists alike are fascinated by the animals who seem just as curious about humans as we are about them. Galapagos animals evolved for centuries without human interference or predation and consequently, when approached by humans, they don't show fear like most animals throughout the world. They often wander up to visitors! This behavior creates amazing photo opportunities, but it has made the animals very vulnerable.

Over the years, the ecosystem surrounding the Galapagos Islands has been threatened due to human activity on the islands. Damage to the ecosystem has had negative consequences on populations of many of the Galapagos animals. Thankfully, with the work of committed researchers, the ecosystem is slowly recovering.



The Galapagos Islands





### The Galapagos Islands

Alejandro and Cristina sent several questions to you. You may click on the tab of any page to answer the questions.

Click Next to see the first question

### THE GALAPAGOS ISLANDS – A NATURAL TREASURE

[About](#)[Animals](#)[Conservation](#)[Volunteer](#)

Learn interesting animal facts about the endemic species of the Galapagos Islands! More animals coming soon!



**Name:** Galapagos Tortoise

**Status:** Vulnerable

Giant tortoises can live to be over 100 years old and weigh more than 230 kilos. They eat a variety of plants and can survive an entire year without any food or water.



**Name:** Marine Iguana

**Status:** Vulnerable

A marine iguana's diet mostly consists of algae found in the ocean. They spend so much time in the ocean that salt water builds up in their bodies. Marine iguanas remove it by sneezing and expelling it out their nostrils.



**Name:** Flightless Cormorant

**Status:** Vulnerable

Flightless Cormorants cannot fly, but they are excellent swimmers. They can dive for food for more than 3 minutes under water and up to 100 meters away from shore. There are less than 2000 of them left on the Galapagos Islands, their only home.

PISA 2018

**The Galapagos Islands**

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*Click Next to see the first question*

**THE GALAPAGOS ISLANDS – A NATURAL TREASURE**

**About**   **Animals**   **Conservation**   **Volunteer**

There are many interesting examples of conservation programs taking place on the Galapagos Islands. Check back regularly to read about new success stories as we update our page!

**A Conservation Program for Tortoises**

By 1965, the giant tortoise population had severely declined and several tortoise species had become extinct. Humans who visited and settled the islands had introduced invasive species such as rats that preyed on tortoise eggs and young tortoises. It had become impossible for tortoises to reach maturity in the wild. In response, conservationists launched a breeding program to save the rest of the tortoises from extinction. They began by capturing adult tortoises and transporting them to a facility where they could lay their eggs safely away from rats and other predators. Once the young tortoises were large enough to defend themselves, they were released back to their native island. Numbers were painted on their shells so they can be monitored as they aged in their natural environment. This type of conservation has been critical for maintaining and improving current tortoise populations, but until the giant tortoises can reproduce without the help of humans, they are considered extinct in the wild.

**Pinzón Island – A Success Story**

Conservationists realized a second approach was necessary to fully restore a breeding population of giant tortoises on Pinzón Island. A massive population of invasive black rats made it impossible for tortoises to reach maturity on the island. The only way forward was to eradicate the rats. Otherwise, no tortoises would be able to safely hatch and survive their most vulnerable years in their native home.

A large-scale rat eradication program was launched in 2012 on the island. Helicopters dropped over 20 tonnes of poison. The poison was designed to be attractive to rats, but not to the native species that also live there. Soon after, Pinzón Island was declared rat-free. Additional proof of the program's success was discovered in December, 2014. A team of scientists found young tortoise hatchlings on the island that had been born in the wild! This is an encouraging finding that suggests the native tortoise population on Pinzón Island may be able to sustain itself naturally after so many years.

PISA 2018

**The Galapagos Islands**

*Alejandro and Cristina sent several questions to you. You may click on the tab of any page to answer the questions.*

*Click Next to see the first question*

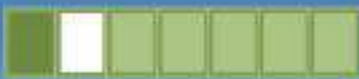

**THE GALAPAGOS ISLANDS – A NATURAL TREASURE**

**About**   **Animals**   **Conservation**   **Volunteer**

This page is under construction.

We expect to have descriptions of volunteer opportunities and a secure way to donate money to the Society.

6.

**PISA 2018**  

**The Galapagos Islands**  
Question 7 / 7

*Refer to the different webpages on the website on the right.  
Click on the choices in the table to answer the question.*

After reviewing the pages, you decide to send a list of suggestions to Alejandro and Cristina about how to improve the credibility of the website. Which of the changes listed in the table below make the website more credible for people who want to learn about the islands and the Galapagos Conservation Society? Click on either **Yes** or **No** for each statement in the table below.

| Does this change improve the credibility of the website?                     | Yes                   | No                    |
|--|-----------------------|-----------------------|
| Provide testimonials from tourists who have visited the Galapagos Islands.   | <input type="radio"/> | <input type="radio"/> |
| Include more sub-headings.   | <input type="radio"/> | <input type="radio"/> |
| Cite authoritative sources.  | <input type="radio"/> | <input type="radio"/> |
| Include a description of the Galapagos Conservation Society and its mission. | <input type="radio"/> | <input type="radio"/> |

## Appendix 3. Answer Sheet Students

12/15/2020

Test PISA

### Test PISA

1. Read the text and answer the question
2. You have 50 minutes for answer

Name \*

Firdiana Yuniar

Age \*

21

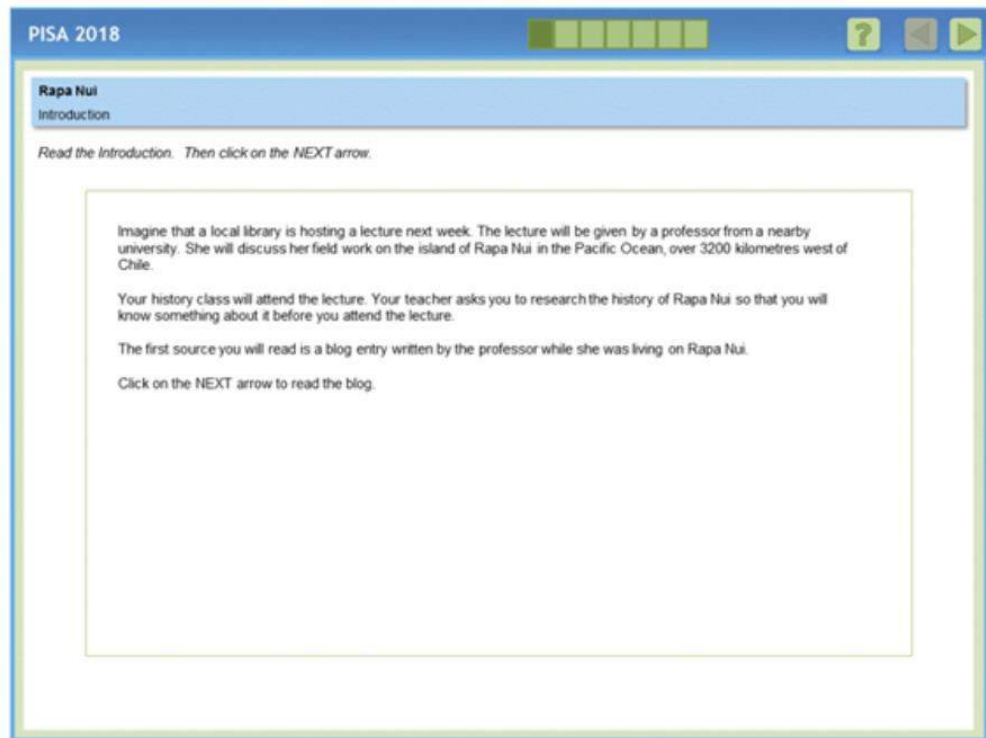
Class \*

Morning class

Evening class



## Rapa Nui (Introduction)



The screenshot shows the PISA 2018 interface. At the top, there is a blue header with "PISA 2018" on the left, a progress indicator in the center, and navigation icons (a question mark, a left arrow, and a right arrow) on the right. Below the header, the title "Rapa Nui" is displayed in a blue bar, with "Introduction" underneath it. The main content area contains the following text:

*Read the Introduction. Then click on the NEXT arrow.*

Imagine that a local library is hosting a lecture next week. The lecture will be given by a professor from a nearby university. She will discuss her field work on the island of Rapa Nui in the Pacific Ocean, over 3200 kilometres west of Chile.

Your history class will attend the lecture. Your teacher asks you to research the history of Rapa Nui so that you will know something about it before you attend the lecture.

The first source you will read is a blog entry written by the professor while she was living on Rapa Nui.

Click on the NEXT arrow to read the blog.

1. Refer to "The Professor's Blog", answer the question below. \*

PISA 2018

**Rapa Nui**  
Question 1 / 7

Refer to the Professor's Blog on the right. Click on a choice to answer the question.

According to the blog, when did the professor start her field work?

- During the 1990s.
- Nine months ago.
- One year ago.
- At the beginning of May.


**Blog**  
www.theprofessorblog.com/fieldwork/RapaNui

**The Professor's Blog**

Posted May 23, 11:22 a.m.

As I look out of my window this morning, I see the landscape I have learned to love here on Rapa Nui, which is known in some places by the name Easter Island. The grasses and shrubs are green, the sky is blue, and the old, now extinct volcanoes rise up in the background.

I am a bit sad knowing that this is my last week on the island. I have finished my field work and will be returning home. Later today, I will take a walk through the hills and say good-bye to the moai that I have been studying for the past nine months. Here is a picture of some of these massive statues.



If you have been following my blog this year, then you know that the people of Rapa Nui carved these moai hundreds of years ago. These impressive moai had been carved in a single quarry on the eastern part of the island. Some of them weighed thousands of kilos, yet the people of Rapa Nui were able to move them to locations far away from the quarry without cranes or any heavy equipment.

For years, archeologists did not know how these massive statues were moved. It remained a mystery until the 1990s, when a team of archeologists and residents of Rapa Nui demonstrated that the moai could have been transported and raised using ropes made from plants and wooden rollers and tracks made from large trees that had once thrived on the island. The mystery of the moai was solved.

Another mystery remained, however. What happened to these plants and large trees that had been used to move the moai? As I said, when I look out of my window, I see grasses and shrubs and a small tree or two, but nothing that could have been used to move these huge statues. It is a fascinating puzzle, one that I will explore in future posts and lectures. Until then, you may wish to investigate the mystery yourself. I suggest you begin with a book called *Collapse* by Jared Diamond. [This review of Collapse is a good place to start.](#)

**Traveler\_14** May 24, 4:31 p.m.  
Hi Professor! I love following your work on Easter Island. I can't wait to check out *Collapse*!

**KB\_Island** May 25, 9:07 a.m.  
I also love reading about your experiences on Easter Island, however, I think there is another theory that should be considered. Check out this article: [www.sciencenews.com/Polynesian\\_rats\\_Rapa\\_Nui](http://www.sciencenews.com/Polynesian_rats_Rapa_Nui)

- A
- B
- C
- D

2. Refer to the "Review of Collapse", answer the question below.

PISA 2018

**Rapa Nui**  
Question 3 / 7

Refer to the Review of Collapse on the right. Click on the choices in the table to answer the question.

Listed below are statements from the Review of Collapse. Are these statements facts or opinions? Click on either **Fact** or **Opinion** for each statement.

| Is the statement a fact or an opinion?   | Fact                  | Opinion               |
|--|-----------------------|-----------------------|
| In the book, the author describes several civilizations that collapsed because of the choices they made and their impact on the environment.                 | <input type="radio"/> | <input type="radio"/> |
| One of the most disturbing examples in the book is Rapa Nui.   | <input type="radio"/> | <input type="radio"/> |
| They carved the moai, the famous statues, and used the natural resources available to them to move these huge moai to different locations around the island. | <input type="radio"/> | <input type="radio"/> |
| When the first Europeans landed on Easter Island in 1722, the moai were still there, but the trees were gone.  | <input type="radio"/> | <input type="radio"/> |
| The book is written well and deserves to be read by anyone who is concerned about the environment.   | <input type="radio"/> | <input type="radio"/> |

Blog Book Review  
www.academicbookreview.com/Collapse

**Review of Collapse**

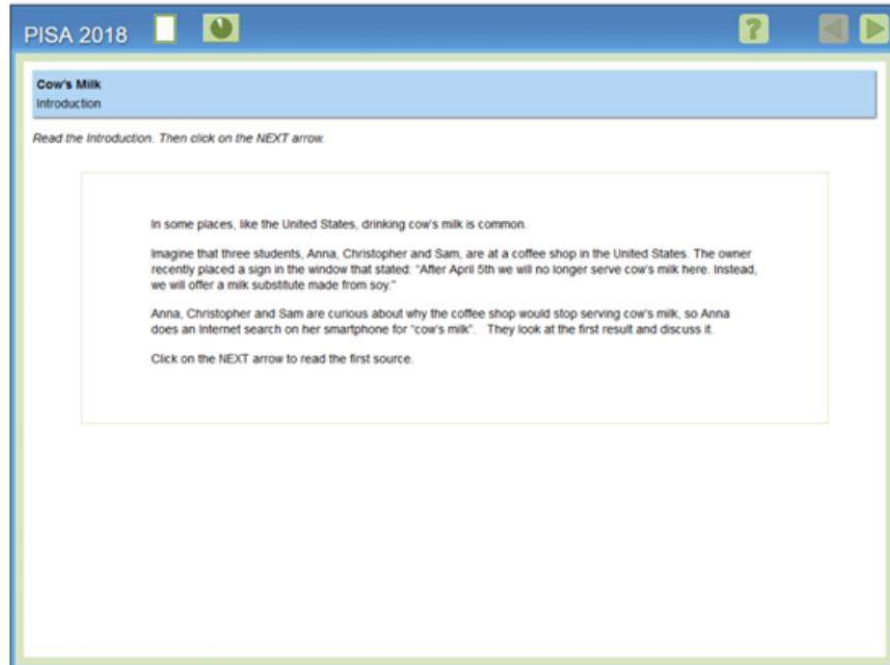
Jared Diamond's new book, *Collapse*, is a clear warning about the consequences of damaging our environment. In the book, the author describes several civilizations that collapsed because of the choices they made and their impact on the environment. One of the most disturbing examples in the book is Rapa Nui.

According to the author, Rapa Nui was settled by Polynesians sometime after 700 CE. They developed a thriving society of, perhaps, 15,000 people. They carved the moai, the famous statues, and used the natural resources available to them to move these huge moai to different locations around the island. When the first Europeans landed on Rapa Nui in 1722, the moai were still there, but the trees were gone. The population was down to a few thousand people who were struggling to survive. Mr. Diamond writes that the people of Rapa Nui cleared the land for farming and other purposes and that they over-hunted the numerous species of sea and land birds that had lived on the island. He speculates that the dwindling natural resources led to civil wars and the collapse of Rapa Nui's society.

The lesson of this wonderful but frightening book is that in the past, humans made the choice to destroy their environment by cutting down all the trees and hunting animal species to extinction. Optimistically, the author points out, we can choose **not** to make the same mistakes today. The book is written well and deserves to be read by anyone who is concerned about the environment.

|   | Fact                             | Opinion                          |
|---|----------------------------------|----------------------------------|
| 1 | <input checked="" type="radio"/> | <input type="radio"/>            |
| 2 | <input checked="" type="radio"/> | <input type="radio"/>            |
| 3 | <input type="radio"/>            | <input checked="" type="radio"/> |
| 4 | <input checked="" type="radio"/> | <input type="radio"/>            |
| 5 | <input type="radio"/>            | <input checked="" type="radio"/> |

## Cow's Milk (Introduction)



The screenshot shows a digital interface for the PISA 2018 assessment. At the top, there is a blue header bar with the text "PISA 2018" on the left and several navigation icons (a question mark, a left arrow, and a right arrow) on the right. Below the header, a light blue bar contains the title "Cow's Milk" and the subtitle "Introduction". Underneath this, a line of text reads: "Read the Introduction. Then click on the NEXT arrow:". The main content area is a white box with a thin border containing the following text:

In some places, like the United States, drinking cow's milk is common.

Imagine that three students, Anna, Christopher and Sam, are at a coffee shop in the United States. The owner recently placed a sign in the window that stated: "After April 5th we will no longer serve cow's milk here. Instead, we will offer a milk substitute made from soy."

Anna, Christopher and Sam are curious about why the coffee shop would stop serving cow's milk, so Anna does an internet search on her smartphone for "cow's milk". They look at the first result and discuss it.

Click on the NEXT arrow to read the first source.



## Cow's Milk



PISA 2018

Cow's Milk

Read the information below. Then click on the NEXT arrow.

Anna, Christopher and Sam are talking about the decision of the coffee shop owner to stop selling cow's milk. Sam says, "Maybe cow's milk is becoming too expensive." Christopher is looking at his smartphone. "Maybe, but I did a web search on cow's milk too. I'm going to test you the link to a more recent article that may explain it."

Anna and Sam open the link Christopher sent and read the article: "Just Say 'No' to Cow's Milk!"

Click on the NEXT arrow to read the second source.

## Farm To Market Dairy



The screenshot shows a web browser window with the address bar displaying "www.farmtomarketdairy.com". The page title is "Farm to Market Dairy" and the navigation menu includes "About Us", "Products", and "Nutrition". The main content area is titled "The Nutritional Value of Milk: Countless Benefits!" and contains several paragraphs of text about the benefits of milk.

**Farm to Market**

www.farmtomarketdairy.com

**FARM TO MARKET DAIRY**

About Us Products Nutrition

**The Nutritional Value of Milk: Countless Benefits!**

*Farm to Market Dairy* milk products contain key nutrients: calcium, protein, vitamin D, vitamin B12, riboflavin, and potassium. These vitamins and minerals make *Farm to Market Dairy* milk products an important part of a healthful diet. Consuming *Farm to Market Dairy* milk products every day is a great way to ensure that you get the vitamins and minerals your body needs.

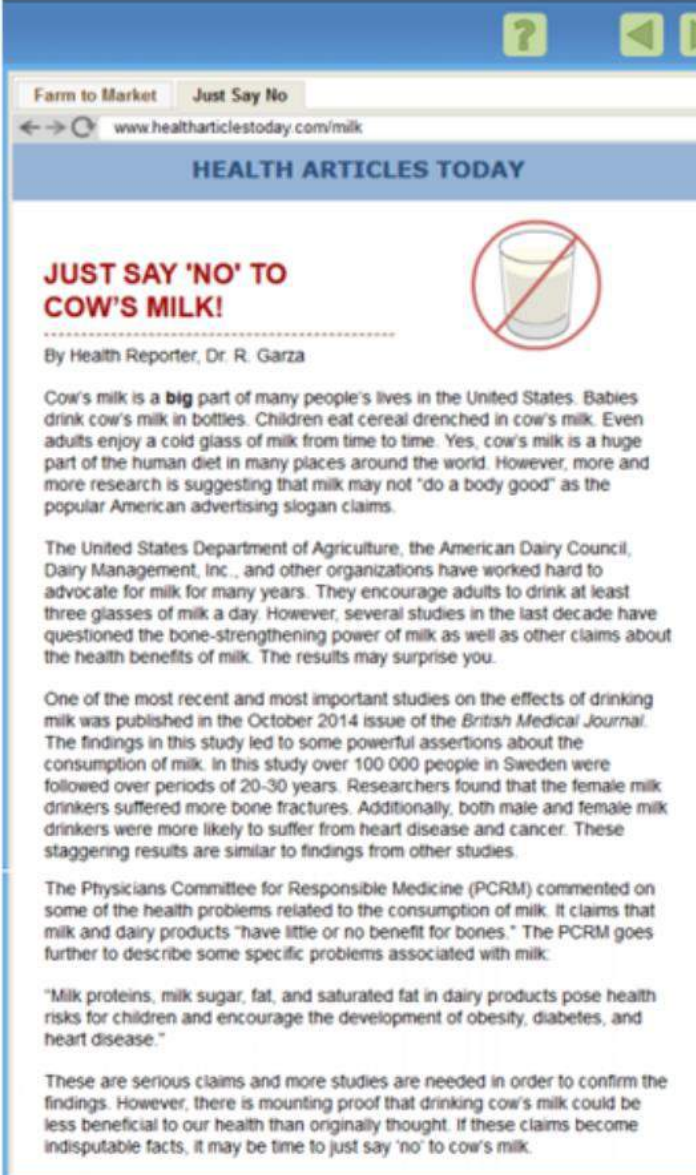
Consuming *Farm to Market Dairy* milk products increases weight loss and helps maintain a healthy weight. Milk increases bone strength and density it even improves cardiovascular health and helps prevent cancer. One glass of milk is packed with vitamins, minerals, and a wealth of health benefits.

According to Bill Sears, MD, Associate Clinical Professor of Pediatrics at the University of California at Irvine, milk contains many important nutrients in one convenient place. The International Dairy Foods Association (IDFA) supports this idea. In fact, the IDFA suggests that many health professionals and groups would also agree.

*Milk contains a complete nutrient package of nine essential nutrients. In addition to being an excellent source of calcium and vitamin D, it is a good source of vitamin A, protein and potassium. Dairy is recommended by doctors. Dairy's role in a healthy diet has long been established by the nutrition and science community. This includes the National Osteoporosis Foundation, the Surgeon General, the National Institutes of Health, the American Medical Association's Council of Scientific Affairs and many other leading health organizations.*

International Dairy Foods Association, September 27, 2007

## Just Say No To Cow's Milk



Farm to Market    Just Say No

www.healtharticlestoday.com/milk

### HEALTH ARTICLES TODAY

## JUST SAY 'NO' TO COW'S MILK!

By Health Reporter, Dr. R. Garza

Cow's milk is a **big** part of many people's lives in the United States. Babies drink cow's milk in bottles. Children eat cereal drenched in cow's milk. Even adults enjoy a cold glass of milk from time to time. Yes, cow's milk is a huge part of the human diet in many places around the world. However, more and more research is suggesting that milk may not "do a body good" as the popular American advertising slogan claims.

The United States Department of Agriculture, the American Dairy Council, Dairy Management, Inc., and other organizations have worked hard to advocate for milk for many years. They encourage adults to drink at least three glasses of milk a day. However, several studies in the last decade have questioned the bone-strengthening power of milk as well as other claims about the health benefits of milk. The results may surprise you.

One of the most recent and most important studies on the effects of drinking milk was published in the October 2014 issue of the *British Medical Journal*. The findings in this study led to some powerful assertions about the consumption of milk. In this study over 100 000 people in Sweden were followed over periods of 20-30 years. Researchers found that the female milk drinkers suffered more bone fractures. Additionally, both male and female milk drinkers were more likely to suffer from heart disease and cancer. These staggering results are similar to findings from other studies.

The Physicians Committee for Responsible Medicine (PCRM) commented on some of the health problems related to the consumption of milk. It claims that milk and dairy products "have little or no benefit for bones." The PCRM goes further to describe some specific problems associated with milk.

"Milk proteins, milk sugar, fat, and saturated fat in dairy products pose health risks for children and encourage the development of obesity, diabetes, and heart disease."

These are serious claims and more studies are needed in order to confirm the findings. However, there is mounting proof that drinking cow's milk could be less beneficial to our health than originally thought. If these claims become indisputable facts, it may be time to just say 'no' to cow's milk.

3. Refer to "Just Say No To Cow's Milk", answer the question below.

PISA 2018
?

**Cow's Milk**  
Question 4 / 9

Refer to "Just Say No to Cow's Milk" on the right. Click on the choices in the table to answer the question.

Could the following statements represent Dr. Garza's purpose for writing the article? Click on either **Yes** or **No** for each statement.

| Could this statement represent the purpose of the article?             | Yes                   | No                    |
|--|-----------------------|-----------------------|
| To question the benefit of dairy products on general health.           | <input type="radio"/> | <input type="radio"/> |
| To discuss various research findings about cow's milk.                 | <input type="radio"/> | <input type="radio"/> |
| To point out that milk and other dairy products have not been studied. | <input type="radio"/> | <input type="radio"/> |

Farm to Market
Just Say No

www.healtharticlestoday.com/milk

**HEALTH ARTICLES TODAY**

**JUST SAY 'NO' TO COW'S MILK!**

By Health Reporter, Dr. R. Garza

Cow's milk is a **big** part of many people's lives in the United States. Babies drink cow's milk in bottles. Children eat cereal drenched in cow's milk. Even adults enjoy a cold glass of milk from time to time. Yes, cow's milk is a huge part of the human diet in many places around the world. However, more and more research is suggesting that milk may not "do a body good" as the popular American advertising slogan claims.

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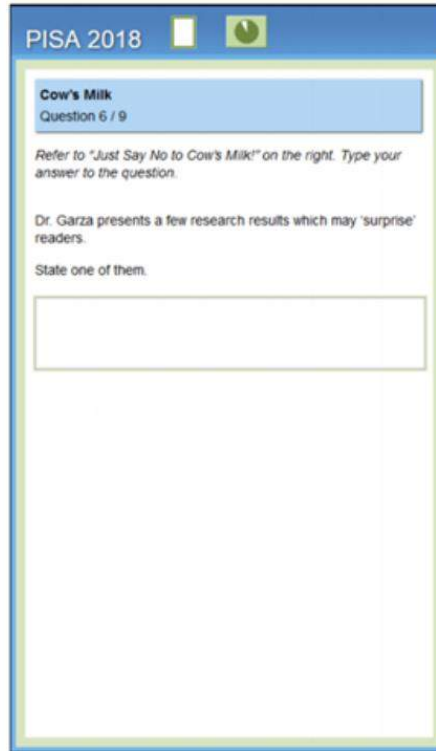
"Milk proteins, milk sugar, fat, and saturated fat in dairy products pose health risks for children and encourage the development of obesity, diabetes, and heart disease."

These are serious claims and more studies are needed in order to confirm the findings. However, there is mounting proof that drinking cow's milk could be less beneficial to our health than originally thought. If these claims become indisputable facts, it may be time to just say 'no' to cow's milk.

|   | Yes                              | No                               |
|---|----------------------------------|----------------------------------|
| 1 | <input checked="" type="radio"/> | <input type="radio"/>            |
| 2 | <input type="radio"/>            | <input checked="" type="radio"/> |
| 3 | <input checked="" type="radio"/> | <input type="radio"/>            |

62

4. Refer to "Just Say No to Cow's Milk". Type your answer to the question \*



The screenshot shows a digital interface for a PISA 2018 assessment. At the top, it says "PISA 2018" with a white square icon and a green circular icon. Below this, a blue header box contains the text "Cow's Milk" and "Question 6 / 9". The main content area has a light blue background and contains the following text: "Refer to 'Just Say No to Cow's Milk?' on the right. Type your answer to the question." followed by "Dr. Garza presents a few research results which may 'surprise' readers." and "State one of them." Below the text is a large, empty rectangular text input box.

I don't know where is the question



5. Refer "Farm To Market Dairy" and "Just Say No To Cow's Milk". Answer the question below.

PISA 2018 □ 🔄

**Cow's Milk**  
Question 7 / 9

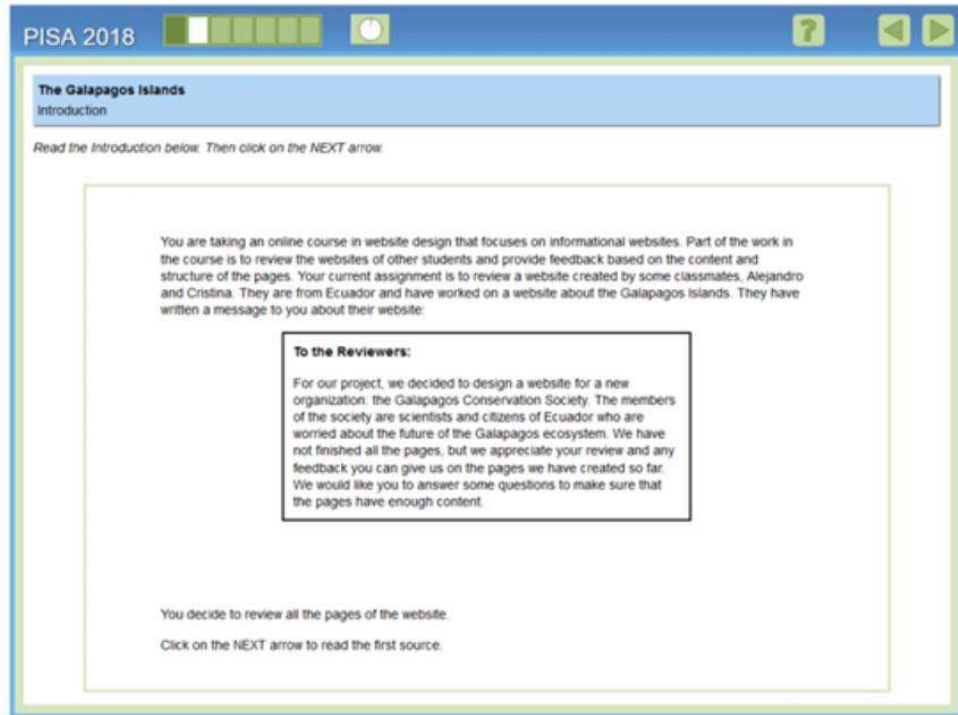
Refer to both sources on the right by clicking on each of the tabs. Click on the choices in the table to answer the question.

Based on the two texts about milk, are the statements in the table below facts or opinions? Click on either **Fact** or **Opinion** for each statement.

| Is the statement a fact or an opinion?                                 | Fact                  | Opinion               |
|--|-----------------------|-----------------------|
| Recent studies on the health benefits of milk are surprising.          | <input type="radio"/> | <input type="radio"/> |
| Studies have shown that drinking milk has detrimental health effects.  | <input type="radio"/> | <input type="radio"/> |
| Several studies have questioned the bone strengthening power of milk.  | <input type="radio"/> | <input type="radio"/> |
| Drinking milk and other dairy products is the best way to lose weight. | <input type="radio"/> | <input type="radio"/> |

|   | Fact                             | Opinion                          |
|---|----------------------------------|----------------------------------|
| 1 | <input checked="" type="radio"/> | <input type="radio"/>            |
| 2 | <input checked="" type="radio"/> | <input type="radio"/>            |
| 3 | <input type="radio"/>            | <input checked="" type="radio"/> |
| 4 | <input checked="" type="radio"/> | <input type="radio"/>            |

## The Galapagos Islands (Introduction)



PISA 2018

**The Galapagos Islands**  
Introduction

Read the Introduction below. Then click on the NEXT arrow.

You are taking an online course in website design that focuses on informational websites. Part of the work in the course is to review the websites of other students and provide feedback based on the content and structure of the pages. Your current assignment is to review a website created by some classmates, Alejandro and Cristina. They are from Ecuador and have worked on a website about the Galapagos Islands. They have written a message to you about their website:

**To the Reviewers:**

For our project, we decided to design a website for a new organization: the Galapagos Conservation Society. The members of the society are scientists and citizens of Ecuador who are worried about the future of the Galapagos ecosystem. We have not finished all the pages, but we appreciate your review and any feedback you can give us on the pages we have created so far. We would like you to answer some questions to make sure that the pages have enough content.

You decide to review all the pages of the website.  
Click on the NEXT arrow to read the first source.

### About

PISA 2018

**The Galapagos Islands**

Alejandro and Cristina sent several questions to you. You may click on the tab of any page to answer the questions.

Click Next to see the first question

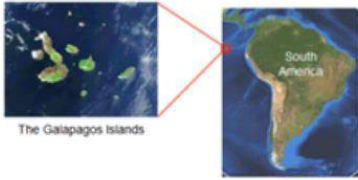
**THE GALAPAGOS ISLANDS – A NATURAL TREASURE**

About   Animals   Conservation   Volunteer

Located 1000 kilometres west of the South American coast lie the Galapagos Islands - one of the most fascinating places in the world.

There are currently 95 indigenous species of animals that exist solely on the various islands of the archipelago. Many people travel to the Galapagos Islands to observe these special animals in their natural habitat. The islands are often referred to as a "living laboratory" because they offer scientists great research potential. Being near the equator, the islands receive ample sunshine, while the strong ocean currents provide cool breezes. Many plants and animals thrive in this environment. Tourists and scientists alike are fascinated by the animals who seem just as curious about humans as we are about them. Galapagos animals evolved for centuries without human interference or predation and consequently, when approached by humans, they don't show fear like most animals throughout the world. They often wander up to visitors! This behavior creates amazing photo opportunities, but it has made the animals very vulnerable.

Over the years, the ecosystem surrounding the Galapagos Islands has been threatened due to human activity on the islands. Damage to the ecosystem has had negative consequences on populations of many of the Galapagos animals. Thankfully, with the work of committed researchers, the ecosystem is slowly recovering.



The Galapagos Islands

### Animals

PISA 2018

**The Galapagos Islands**


Alejandro and Cristina sent several questions to you. You may click on the tab of any page to answer the questions.


Click Next to see the first question


**THE GALAPAGOS ISLANDS – A NATURAL TREASURE**

About Animals Conservation Volunteer

Learn interesting animal facts about the endemic species of the Galapagos Islands! More animals coming soon!

 **Name:** Galapagos Tortoise  
**Status:** Vulnerable  
Giant tortoises can live to be over 100 years old and weigh more than 230 kilos. They eat a variety of plants and can survive an entire year without any food or water.

 **Name:** Marine Iguana  
**Status:** Vulnerable  
A marine iguana's diet mostly consists of algae found in the ocean. They spend so much time in the ocean that salt water builds up in their bodies. Marine iguanas remove it by sneezing and expelling it out their nostrils.

 **Name:** Flightless Cormorant  
**Status:** Vulnerable  
Flightless Cormorants cannot fly, but they are excellent swimmers. They can dive for food for more than 3 minutes under water and up to 100 meters away from shore. There are less than 2000 of them left on the Galapagos Islands, their only home.

## Conservation

The screenshot shows a web interface for PISA 2018. At the top left, it says "PISA 2018" with a progress bar and a question mark icon. The main content area is titled "THE GALAPAGOS ISLANDS – A NATURAL TREASURE" and has four tabs: "About", "Animals", "Conservation", and "Volunteer". The "Conservation" tab is selected. The article text is as follows:

**The Galapagos Islands**

Alejandro and Cristina sent several questions to you. You may click on the tab of any page to answer the questions.

Click Next to see the first question

There are many interesting examples of conservation programs taking place on the Galapagos Islands. Check back regularly to read about new success stories as we update our page!

**A Conservation Program for Tortoises**

By 1965, the giant tortoise population had severely declined and several tortoise species had become extinct. Humans who visited and settled the islands had introduced invasive species such as rats that preyed on tortoise eggs and young tortoises. It had become impossible for tortoises to reach maturity in the wild. In response, conservationists launched a breeding program to save the rest of the tortoises from extinction. They began by capturing adult tortoises and transporting them to a facility where they could lay their eggs safely away from rats and other predators. Once the young tortoises were large enough to defend themselves, they were released back to their native island. Numbers were painted on their shells so they can be monitored as they aged in their natural environment. This type of conservation has been critical for maintaining and improving current tortoise populations, but until the giant tortoises can reproduce without the help of humans, they are considered extinct in the wild.

**Pinzón Island – A Success Story**

Conservationists realized a second approach was necessary to fully restore a breeding population of giant tortoises on Pinzón Island. A massive population of invasive black rats made it impossible for tortoises to reach maturity on the island. The only way forward was to eradicate the rats. Otherwise, no tortoises would be able to safely hatch and survive their most vulnerable years in their native home.

A large-scale rat eradication program was launched in 2012 on the island. Helicopters dropped over 20 tonnes of poison. The poison was designed to be attractive to rats, but not to the native species that also live there. Soon after, Pinzón Island was declared rat-free. Additional proof of the program's success was discovered in December, 2014. A team of scientists found young tortoise hatchlings on the island that had been born in the wild! This is an encouraging finding that suggests the native tortoise population on Pinzón Island may be able to sustain itself naturally after so many years.



## Volunteer

The screenshot shows a web interface for PISA 2018. At the top left, it says 'PISA 2018' next to a progress bar with five green segments, the first of which is white. To the right of the progress bar are a power icon and a question mark icon. Further right are left and right navigation arrows. Below this is a header for 'THE GALAPAGOS ISLANDS – A NATURAL TREASURE' with four tabs: 'About', 'Animals', 'Conservation', and 'Volunteer'. The 'Volunteer' tab is selected. The main content area is split into two columns. The left column has a blue header 'The Galapagos Islands' and contains the text: 'Alejandro and Cristina sent several questions to you. You may click on the tab of any page to answer the questions. Click Next to see the first question'. The right column contains the text: 'This page is under construction. We expect to have descriptions of volunteer opportunities and a secure way to donate money to the Society.'

6. Refer 4 different webpages, answer the question below.

PISA 2018

⏻

**The Galapagos Islands**  
Question 7 / 7

Refer to the different webpages on the website on the right. Click on the choices in the table to answer the question.

After reviewing the pages, you decide to send a list of suggestions to Alejandro and Cristina about how to improve the credibility of the website. Which of the changes listed in the table below make the website more credible for people who want to learn about the islands and the Galapagos Conservation Society? Click on either **Yes** or **No** for each statement in the table below.

| Does this change improve the credibility of the website?                     | Yes                   | No                    |
|--|-----------------------|-----------------------|
| Provide testimonials from tourists who have visited the Galapagos Islands.   | <input type="radio"/> | <input type="radio"/> |
| Include more sub-headings.   | <input type="radio"/> | <input type="radio"/> |
| Cite authoritative sources.  | <input type="radio"/> | <input type="radio"/> |
| Include a description of the Galapagos Conservation Society and its mission. | <input type="radio"/> | <input type="radio"/> |

- |   | Yes                              | No                               |
|---|----------------------------------|----------------------------------|
| 1 | <input checked="" type="radio"/> | <input type="radio"/>            |
| 2 | <input type="radio"/>            | <input checked="" type="radio"/> |
| 3 | <input type="radio"/>            | <input checked="" type="radio"/> |
| 4 | <input checked="" type="radio"/> | <input type="radio"/>            |

## Test PISA

1. Read the text and answer the question
2. You have 50 minutes for answer

Name \*

Ema Eliyana

Age \*

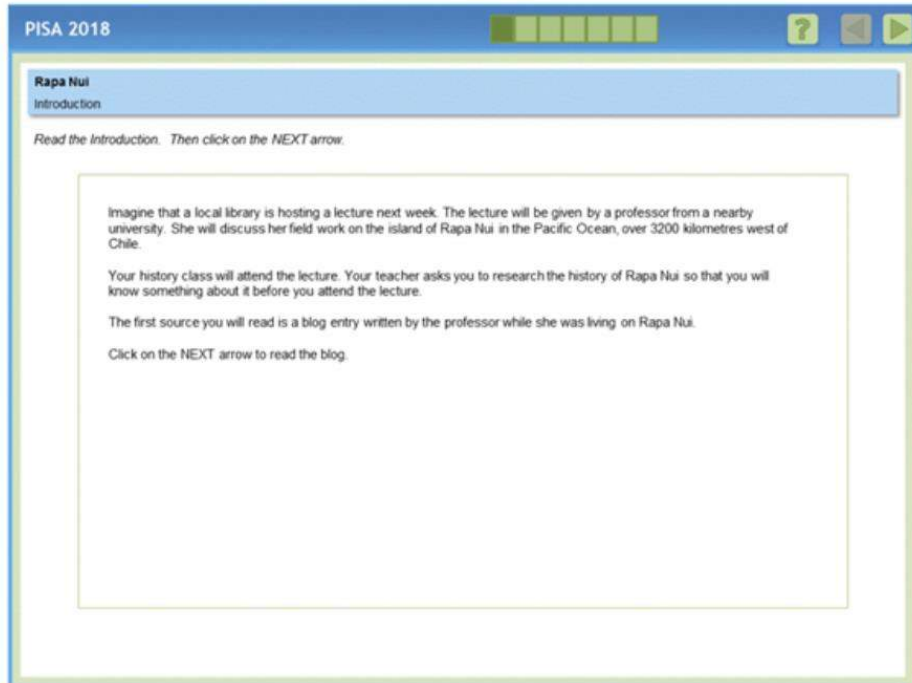
21

Class \*

Morning class

Evening class

## Rapa Nui (Introduction)



The screenshot shows a digital interface for the PISA 2018 assessment. At the top, there is a blue header bar with the text 'PISA 2018' on the left, a progress indicator consisting of five green squares in the center, and a help icon (a question mark) and a next arrow icon on the right. Below the header, the main content area has a light blue background. At the top of this area, the title 'Rapa Nui' is displayed in bold, with 'Introduction' underneath it. Below the title, there is a line of text: 'Read the Introduction. Then click on the NEXT arrow.' A large, light yellow rectangular box contains the main text of the introduction. The text inside the box reads: 'Imagine that a local library is hosting a lecture next week. The lecture will be given by a professor from a nearby university. She will discuss her field work on the island of Rapa Nui in the Pacific Ocean, over 3200 kilometres west of Chile. Your history class will attend the lecture. Your teacher asks you to research the history of Rapa Nui so that you will know something about it before you attend the lecture. The first source you will read is a blog entry written by the professor while she was living on Rapa Nui. Click on the NEXT arrow to read the blog.'

1. Refer to "The Professor's Blog", answer the question below. \*

PISA 2018

**Rapa Nui**  
Question 1 / 7

Refer to the Professor's Blog on the right. Click on a choice to answer the question.

According to the blog, when did the professor start her field work?

- During the 1990s.
- Nine months ago.
- One year ago.
- At the beginning of May.


**Blog**  
www.theprofessorblog.com/fieldwork/RapaNui

**The Professor's Blog**

Posted May 23, 11:22 a.m.

As I look out of my window this morning, I see the landscape I have learned to love here on Rapa Nui, which is known in some places by the name Easter Island. The grasses and shrubs are green, the sky is blue, and the old, now extinct volcanoes rise up in the background.

I am a bit sad knowing that this is my last week on the island. I have finished my field work and will be returning home. Later today, I will take a walk through the hills and say good-bye to the moai that I have been studying for the past nine months. Here is a picture of some of these massive statues.



If you have been following my blog this year, then you know that the people of Rapa Nui carved these moai hundreds of years ago. These impressive moai had been carved in a single quarry on the eastern part of the island. Some of them weighed thousands of kilos, yet the people of Rapa Nui were able to move them to locations far away from the quarry without cranes or any heavy equipment.

For years, archeologists did not know how these massive statues were moved. It remained a mystery until the 1990s, when a team of archeologists and residents of Rapa Nui demonstrated that the moai could have been transported and raised using ropes made from plants and wooden rollers and tracks made from large trees that had once thrived on the island. The mystery of the moai was solved.

Another mystery remained, however. What happened to these plants and large trees that had been used to move the moai? As I said, when I look out of my window, I see grasses and shrubs and a small tree or two, but nothing that could have been used to move these huge statues. It is a fascinating puzzle, one that I will explore in future posts and lectures. Until then, you may wish to investigate the mystery yourself. I suggest you begin with a book called *Collapse* by Jared Diamond. [This review of Collapse is a good place to start.](#)

**Traveler\_14** May 24, 4:31 p.m.  
Hi Professor! I love following your work on Easter Island. I can't wait to check out *Collapse*!

**KB\_Island** May 25, 9:07 a.m.  
I also love reading about your experiences on Easter Island, however, I think there is another theory that should be considered. Check out this article: [www.sciencenews.com/Polynesian\\_rats\\_Rapa\\_Nui](#)

- A
- B
- C
- D



2. Refer to the "Review of Collapse", answer the question below.

PISA 2018

?
◀
▶

**Rapa Nui**  
Question 3 / 7

Refer to the *Review of Collapse* on the right. Click on the choices in the table to answer the question.

Listed below are statements from the *Review of Collapse*. Are these statements facts or opinions? Click on either **Fact** or **Opinion** for each statement.

| Is the statement a fact or an opinion?   | Fact                  | Opinion               |
|--|-----------------------|-----------------------|
| In the book, the author describes several civilizations that collapsed because of the choices they made and their impact on the environment.                 | <input type="radio"/> | <input type="radio"/> |
| One of the most disturbing examples in the book is Rapa Nui.   | <input type="radio"/> | <input type="radio"/> |
| They carved the moai, the famous statues, and used the natural resources available to them to move these huge moai to different locations around the island. | <input type="radio"/> | <input type="radio"/> |
| When the first Europeans landed on Easter Island in 1722, the moai were still there, but the trees were gone.  | <input type="radio"/> | <input type="radio"/> |
| The book is written well and deserves to be read by anyone who is concerned about the environment.   | <input type="radio"/> | <input type="radio"/> |

Blog
Book Review

[www.academicbookreview.com/Collapse](http://www.academicbookreview.com/Collapse)

**Review of Collapse**

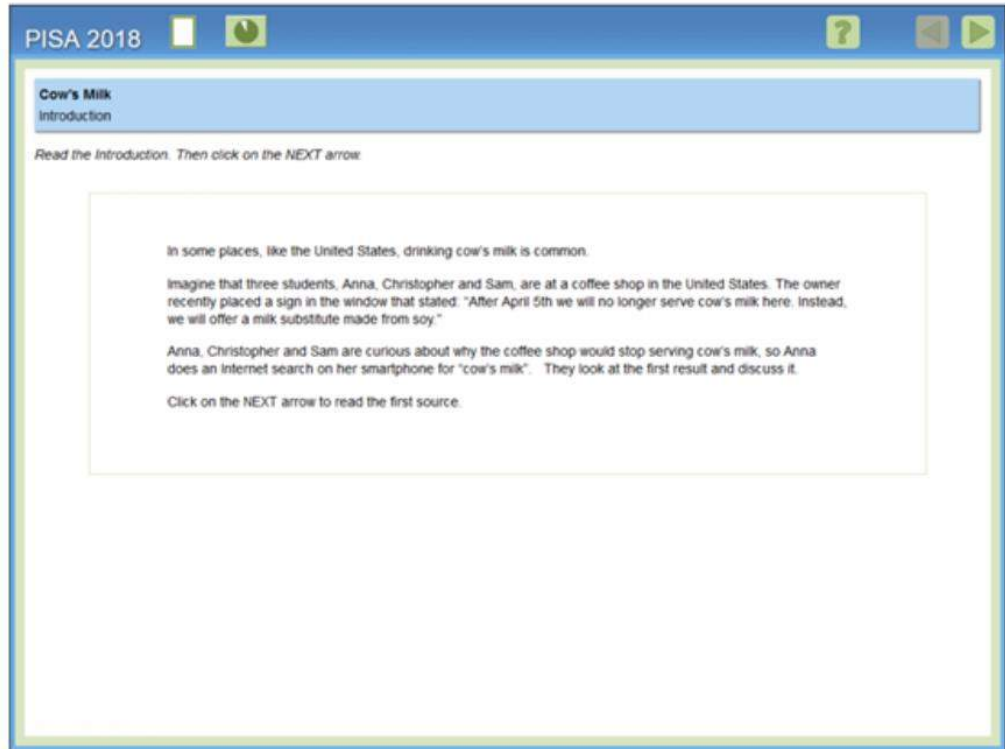
Jared Diamond's new book, *Collapse*, is a clear warning about the consequences of damaging our environment. In the book, the author describes several civilizations that collapsed because of the choices they made and their impact on the environment. One of the most disturbing examples in the book is Rapa Nui.

According to the author, Rapa Nui was settled by Polynesians sometime after 700 CE. They developed a thriving society of, perhaps, 15,000 people. They carved the moai, the famous statues, and used the natural resources available to them to move these huge moai to different locations around the island. When the first Europeans landed on Rapa Nui in 1722, the moai were still there, but the trees were gone. The population was down to a few thousand people who were struggling to survive. Mr. Diamond writes that the people of Rapa Nui cleared the land for farming and other purposes and that they over-hunted the numerous species of sea and land birds that had lived on the island. He speculates that the dwindling natural resources led to civil wars and the collapse of Rapa Nui's society.

The lesson of this wonderful but frightening book is that in the past, humans made the choice to destroy their environment by cutting down all the trees and hunting animal species to extinction. Optimistically, the author points out, we can choose **not** to make the same mistakes today. The book is written well and deserves to be read by anyone who is concerned about the environment.

|   | Fact                             | Opinion                          |
|---|----------------------------------|----------------------------------|
| 1 | <input checked="" type="radio"/> | <input type="radio"/>            |
| 2 | <input checked="" type="radio"/> | <input type="radio"/>            |
| 3 | <input type="radio"/>            | <input checked="" type="radio"/> |
| 4 | <input checked="" type="radio"/> | <input type="radio"/>            |
| 5 | <input type="radio"/>            | <input checked="" type="radio"/> |

## Cow's Milk (Introduction)



The screenshot shows a software interface for the PISA 2018 assessment. At the top, there is a blue header bar with the text 'PISA 2018' on the left and a question mark icon on the right. Below the header, a light blue bar contains the title 'Cow's Milk Introduction'. The main content area is white and contains the following text:

*Read the Introduction. Then click on the NEXT arrow.*

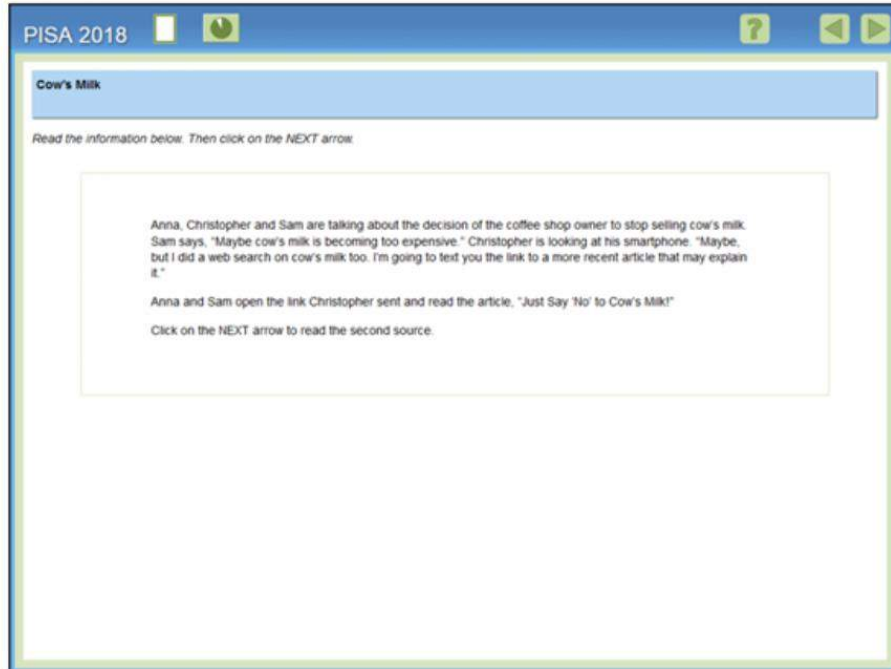
In some places, like the United States, drinking cow's milk is common.

Imagine that three students, Anna, Christopher and Sam, are at a coffee shop in the United States. The owner recently placed a sign in the window that stated: "After April 5th we will no longer serve cow's milk here. Instead, we will offer a milk substitute made from soy."

Anna, Christopher and Sam are curious about why the coffee shop would stop serving cow's milk, so Anna does an Internet search on her smartphone for "cow's milk". They look at the first result and discuss it.

Click on the NEXT arrow to read the first source.

## Cow's Milk



The screenshot shows a digital interface for a PISA 2018 task. At the top, there is a blue header bar with the text "PISA 2018" on the left and three icons (a question mark, a left arrow, and a right arrow) on the right. Below the header, a blue bar contains the title "Cow's Milk". Underneath the title, a line of text reads: "Read the information below. Then click on the NEXT arrow." A large, light-colored rectangular box contains the following text:

Anna, Christopher and Sam are talking about the decision of the coffee shop owner to stop selling cow's milk. Sam says, "Maybe cow's milk is becoming too expensive." Christopher is looking at his smartphone. "Maybe, but I did a web search on cow's milk too. I'm going to text you the link to a more recent article that may explain it."

Anna and Sam open the link Christopher sent and read the article, "Just Say 'No' to Cow's Milk!"

Click on the NEXT arrow to read the second source.

## Farm To Market Dairy



The screenshot shows a web browser window with the address bar displaying "www.farmtomarketdairy.com". The page title is "Farm to Market Dairy" and the navigation menu includes "About Us", "Products", and "Nutrition". The main content area is titled "The Nutritional Value of Milk: Countless Benefits!" and contains several paragraphs of text describing the benefits of milk.

**The Nutritional Value of Milk: Countless Benefits!**

*Farm to Market Dairy* milk products contain key nutrients: calcium, protein, vitamin D, vitamin B12, riboflavin, and potassium. These vitamins and minerals make *Farm to Market Dairy* milk products an important part of a healthful diet. Consuming *Farm to Market Dairy* milk products every day is a great way to ensure that you get the vitamins and minerals your body needs.

Consuming *Farm to Market Dairy* milk products increases weight loss and helps maintain a healthy weight. Milk increases bone strength and density. It even improves cardiovascular health and helps prevent cancer. One glass of milk is packed with vitamins, minerals, and a wealth of health benefits.

According to Bill Sears, MD, Associate Clinical Professor of Pediatrics at the University of California at Irvine, milk contains many important nutrients in one convenient place. The International Dairy Foods Association (IDFA) supports this idea. In fact, the IDFA suggests that many health professionals and groups would also agree.

*Milk contains a complete nutrient package of nine essential nutrients. In addition to being an excellent source of calcium and vitamin D, it is a good source of vitamin A, protein and potassium. Dairy is recommended by doctors. Dairy's role in a healthy diet has long been established by the nutrition and science community. This includes the National Osteoporosis Foundation, the Surgeon General, the National Institutes of Health, the American Medical Association's Council of Scientific Affairs and many other leading health organizations.*

International Dairy Foods Association, September 27, 2007

## Just Say No To Cow's Milk



Farm to Market    Just Say No

← → www.healtharticlestoday.com/milk

### HEALTH ARTICLES TODAY

## JUST SAY 'NO' TO COW'S MILK!

By Health Reporter, Dr. R. Garza

Cow's milk is a **big** part of many people's lives in the United States. Babies drink cow's milk in bottles. Children eat cereal drenched in cow's milk. Even adults enjoy a cold glass of milk from time to time. Yes, cow's milk is a huge part of the human diet in many places around the world. However, more and more research is suggesting that milk may not "do a body good" as the popular American advertising slogan claims.

The United States Department of Agriculture, the American Dairy Council, Dairy Management, Inc., and other organizations have worked hard to advocate for milk for many years. They encourage adults to drink at least three glasses of milk a day. However, several studies in the last decade have questioned the bone-strengthening power of milk as well as other claims about the health benefits of milk. The results may surprise you.

One of the most recent and most important studies on the effects of drinking milk was published in the October 2014 issue of the *British Medical Journal*. The findings in this study led to some powerful assertions about the consumption of milk. In this study over 100 000 people in Sweden were followed over periods of 20-30 years. Researchers found that the female milk drinkers suffered more bone fractures. Additionally, both male and female milk drinkers were more likely to suffer from heart disease and cancer. These staggering results are similar to findings from other studies.

The Physicians Committee for Responsible Medicine (PCRM) commented on some of the health problems related to the consumption of milk. It claims that milk and dairy products "have little or no benefit for bones." The PCRM goes further to describe some specific problems associated with milk:

"Milk proteins, milk sugar, fat, and saturated fat in dairy products pose health risks for children and encourage the development of obesity, diabetes, and heart disease."

These are serious claims and more studies are needed in order to confirm the findings. However, there is mounting proof that drinking cow's milk could be less beneficial to our health than originally thought. If these claims become indisputable facts, it may be time to just say 'no' to cow's milk.



3. Refer to "Just Say No To Cow's Milk", answer the question below.

PISA 2018
?

**Cow's Milk**  
Question 4 / 9

Refer to "Just Say No to Cow's Milk" on the right. Click on the choices in the table to answer the question.

Could the following statements represent Dr. Garza's purpose for writing the article? Click on either **Yes** or **No** for each statement.

| Could this statement represent the purpose of the article?             | Yes                   | No                    |
|--|-----------------------|-----------------------|
| To question the benefit of dairy products on general health.           | <input type="radio"/> | <input type="radio"/> |
| To discuss various research findings about cow's milk.                 | <input type="radio"/> | <input type="radio"/> |
| To point out that milk and other dairy products have not been studied. | <input type="radio"/> | <input type="radio"/> |

Farm to Market
Just Say No

HEALTH ARTICLES TODAY

JUST SAY 'NO' TO COW'S MILK!

By Health Reporter, Dr. R. Garza

Cow's milk is a **big** part of many people's lives in the United States. Babies drink cow's milk in bottles. Children eat cereal drenched in cow's milk. Even adults enjoy a cold glass of milk from time to time. Yes, cow's milk is a huge part of the human diet in many places around the world. However, more and more research is suggesting that milk may not "do a body good" as the popular American advertising slogan claims.


The United States Department of Agriculture, the American Dairy Council, Dairy Management, Inc., and other organizations have worked hard to advocate for milk for many years. They encourage adults to drink at least three glasses of milk a day. However, several studies in the last decade have questioned the bone-strengthening power of milk as well as other claims about the health benefits of milk. The results may surprise you.

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The Physicians Committee for Responsible Medicine (PCRM) commented on some of the health problems related to the consumption of milk. It claims that milk and dairy products "have little or no benefit for bones." The PCRM goes further to describe some specific problems associated with milk.

"Milk proteins, milk sugar, fat, and saturated fat in dairy products pose health risks for children and encourage the development of obesity, diabetes, and heart disease."

These are serious claims and more studies are needed in order to confirm the findings. However, there is mounting proof that drinking cow's milk could be less beneficial to our health than originally thought. If these claims become indisputable facts, it may be time to just say 'no' to cow's milk.



|   | Yes                              | No                               |
|---|----------------------------------|----------------------------------|
| 1 | <input checked="" type="radio"/> | <input type="radio"/>            |
| 2 | <input checked="" type="radio"/> | <input type="radio"/>            |
| 3 | <input type="radio"/>            | <input checked="" type="radio"/> |

79

4. Refer to "Just Say No to Cow's Milk". Type your answer to the question \*

PISA 2018

**Cow's Milk**  
Question 6 / 9

Refer to "Just Say No to Cow's Milk" on the right. Type your answer to the question.

Dr. Garza presents a few research results which may 'surprise' readers.

State one of them.

researchers found that the female milk drinkers suffered more bone fractures

5. Refer "Farm To Market Dairy" and "Just Say No To Cow's Milk". Answer the question below.

**PISA 2018** 🏠 🔄

**Cow's Milk**  
Question 7 / 9

*Refer to both sources on the right by clicking on each of the tabs. Click on the choices in the table to answer the question.*

Based on the two texts about milk, are the statements in the table below facts or opinions? Click on either **Fact** or **Opinion** for each statement.

| Is the statement a fact or an opinion?                                 | Fact                  | Opinion               |
|--|-----------------------|-----------------------|
| Recent studies on the health benefits of milk are surprising.          | <input type="radio"/> | <input type="radio"/> |
| Studies have shown that drinking milk has detrimental health effects.  | <input type="radio"/> | <input type="radio"/> |
| Several studies have questioned the bone strengthening power of milk.  | <input type="radio"/> | <input type="radio"/> |
| Drinking milk and other dairy products is the best way to lose weight. | <input type="radio"/> | <input type="radio"/> |

|   | Fact                             | Opinion                          |
|---|----------------------------------|----------------------------------|
| 1 | <input type="radio"/>            | <input checked="" type="radio"/> |
| 2 | <input checked="" type="radio"/> | <input type="radio"/>            |
| 3 | <input checked="" type="radio"/> | <input type="radio"/>            |
| 4 | <input type="radio"/>            | <input checked="" type="radio"/> |

## The Galapagos Islands (Introduction)

The screenshot shows a PISA 2018 interface. At the top, there is a blue header with "PISA 2018" on the left, a progress indicator (a row of seven green squares, with the first one filled), a refresh icon, a question mark icon, and navigation arrows. Below the header, a blue bar contains the text "The Galapagos Islands" and "Introduction".

Below the blue bar, the text reads: "Read the Introduction below. Then click on the NEXT arrow:"

The main content area is enclosed in a yellow border and contains the following text:

You are taking an online course in website design that focuses on informational websites. Part of the work in the course is to review the websites of other students and provide feedback based on the content and structure of the pages. Your current assignment is to review a website created by some classmates, Alejandro and Cristina. They are from Ecuador and have worked on a website about the Galapagos Islands. They have written a message to you about their website:

**To the Reviewers:**

For our project, we decided to design a website for a new organization, the Galapagos Conservation Society. The members of the society are scientists and citizens of Ecuador who are worried about the future of the Galapagos ecosystem. We have not finished all the pages, but we appreciate your review and any feedback you can give us on the pages we have created so far. We would like you to answer some questions to make sure that the pages have enough content.

Below the yellow border, the text reads: "You decide to review all the pages of the website. Click on the NEXT arrow to read the first source."

### About

PISA 2018

**The Galapagos Islands**

Alejandro and Cristina sent several questions to you. You may click on the tab of any page to answer the questions.

Click Next to see the first question

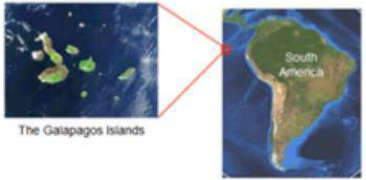
**THE GALAPAGOS ISLANDS – A NATURAL TREASURE**

About   Animals   Conservation   Volunteer

Located 1000 kilometres west of the South American coast lie the Galapagos Islands - one of the most fascinating places in the world.

There are currently 95 indigenous species of animals that exist solely on the various islands of the archipelago. Many people travel to the Galapagos Islands to observe these special animals in their natural habitat. The islands are often referred to as a "living laboratory" because they offer scientists great research potential. Being near the equator, the islands receive ample sunshine, while the strong ocean currents provide cool breezes. Many plants and animals thrive in this environment. Tourists and scientists alike are fascinated by the animals who seem just as curious about humans as we are about them. Galapagos animals evolved for centuries without human interference or predation and consequently, when approached by humans, they don't show fear like most animals throughout the world. They often wander up to visitors! This behavior creates amazing photo opportunities, but it has made the animals very vulnerable.

Over the years, the ecosystem surrounding the Galapagos islands has been threatened due to human activity on the islands. Damage to the ecosystem has had negative consequences on populations of many of the Galapagos animals. Thankfully, with the work of committed researchers, the ecosystem is slowly recovering.



The Galapagos Islands

### Animals

PISA 2018

**The Galapagos Islands**


Alejandro and Cristina sent several questions to you. You may click on the tab of any page to answer the questions.


Click Next to see the first question


**THE GALAPAGOS ISLANDS – A NATURAL TREASURE**

About Animals Conservation Volunteer

Learn interesting animal facts about the endemic species of the Galapagos Islands! More animals coming soon!

 **Name:** Galapagos Tortoise  
**Status:** Vulnerable  
Giant tortoises can live to be over 100 years old and weigh more than 230 kilos. They eat a variety of plants and can survive an entire year without any food or water.

 **Name:** Marine Iguana  
**Status:** Vulnerable  
A marine iguana's diet mostly consists of algae found in the ocean. They spend so much time in the ocean that salt water builds up in their bodies. Marine iguanas remove it by sneezing and expelling it out their nostrils.

 **Name:** Flightless Cormorant  
**Status:** Vulnerable  
Flightless Cormorants cannot fly, but they are excellent swimmers. They can dive for food for more than 3 minutes under water and up to 100 meters away from shore. There are less than 2000 of them left on the Galapagos islands, their only home.



## Conservation

The screenshot shows a digital reading interface for PISA 2018. At the top, it says 'PISA 2018' with a progress bar and navigation icons. The main title is 'THE GALAPAGOS ISLANDS – A NATURAL TREASURE'. Below the title are four tabs: 'About', 'Animals', 'Conservation', and 'Volunteers'. The 'Conservation' tab is selected. The left sidebar contains the text: 'The Galapagos Islands', 'Alejandro and Cristina sent several questions to you. You may click on the tab of any page to answer the questions.', and 'Click Next to see the first question'. The main content area contains the following text:

There are many interesting examples of conservation programs taking place on the Galapagos Islands. Check back regularly to read about new success stories as we update our page!

**A Conservation Program for Tortoises**  
 By 1965, the giant tortoise population had severely declined and several tortoise species had become extinct. Humans who visited and settled the islands had introduced invasive species such as rats that preyed on tortoise eggs and young tortoises. It had become impossible for tortoises to reach maturity in the wild. In response, conservationists launched a breeding program to save the rest of the tortoises from extinction. They began by capturing adult tortoises and transporting them to a facility where they could lay their eggs safely away from rats and other predators. Once the young tortoises were large enough to defend themselves, they were released back to their native island. Numbers were painted on their shells so they can be monitored as they aged in their natural environment. This type of conservation has been critical for maintaining and improving current tortoise populations, but until the giant tortoises can reproduce without the help of humans, they are considered extinct in the wild.

**Pinzón Island – A Success Story**  
 Conservationists realized a second approach was necessary to fully restore a breeding population of giant tortoises on Pinzón Island. A massive population of invasive black rats made it impossible for tortoises to reach maturity on the island. The only way forward was to eradicate the rats. Otherwise, no tortoises would be able to safely hatch and survive their most vulnerable years in their native home.

A large-scale rat eradication program was launched in 2012 on the island. Helicopters dropped over 20 tonnes of poison. The poison was designed to be attractive to rats, but not to the native species that also live there. Soon after, Pinzón Island was declared rat-free. Additional proof of the program's success was discovered in December, 2014. A team of scientists found young tortoise hatchlings on the island that had been born in the wild! This is an encouraging finding that suggests the native tortoise population on Pinzón Island may be able to sustain itself naturally after so many years.

## Volunteer

The screenshot shows a web browser window with a blue header bar. On the left, the text 'PISA 2018' is visible. The main content area is split into two columns. The left column has a blue header 'The Galapagos Islands' and contains the text: 'Alejandro and Cristina sent several questions to you. You may click on the tab of any page to answer the questions. Click Next to see the first question'. The right column has a green header 'THE GALAPAGOS ISLANDS - A NATURAL TREASURE' and a blue navigation bar with tabs for 'About', 'Animals', 'Conservation', and 'Volunteer'. The 'Volunteer' tab is selected. Below the navigation bar, the text reads: 'This page is under construction. We expect to have descriptions of volunteer opportunities and a secure way to donate money to the Society.'

6. Refer 4 different webpages, answer the question below.

**PISA 2018** 🔍

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**The Galapagos Islands**  
Question 7 / 7

*Refer to the different webpages on the website on the right. Click on the choices in the table to answer the question.*

After reviewing the pages, you decide to send a list of suggestions to Alejandro and Cristina about how to improve the credibility of the website. Which of the changes listed in the table below make the website more credible for people who want to learn about the islands and the Galapagos Conservation Society? Click on either **Yes** or **No** for each statement in the table below.

| Does this change improve the credibility of the website?                     | Yes                   | No                    |
|--|-----------------------|-----------------------|
| Provide testimonials from tourists who have visited the Galapagos Islands.   | <input type="radio"/> | <input type="radio"/> |
| Include more sub-headings.   | <input type="radio"/> | <input type="radio"/> |
| Cite authoritative sources.  | <input type="radio"/> | <input type="radio"/> |
| Include a description of the Galapagos Conservation Society and its mission. | <input type="radio"/> | <input type="radio"/> |

- |   | Yes                              | No                    |
|---|----------------------------------|-----------------------|
| 1 | <input checked="" type="radio"/> | <input type="radio"/> |
| 2 | <input checked="" type="radio"/> | <input type="radio"/> |
| 3 | <input checked="" type="radio"/> | <input type="radio"/> |
| 4 | <input checked="" type="radio"/> | <input type="radio"/> |

## Appendix 4. Research Permit Letter

|   | <b>ENGLISH EDUCATION DEPARTMENT</b><br>FACULTY OF TEACHER TRAINING AND EDUCATION<br>UNIVERSITY OF MUHAMMADIYAH GRESIK  |               |      |   |          |                |  |  |
|--|--|--|------|---|----------|----------------|--|--|
| Nomor : 127/II.3.UMG/P.ING/F/2020<br>Lamp. : -<br>Hal : <i>Field Study</i>   |  |  |      |   |          |                |  |  |
| Kepada Yth,<br>Bapak / Ibu<br>Ka. Prodi Pendidikan Bahasa Inggris<br>Dosen Mata Kuliah Thesis and Research Report<br>Jl. Sumatera No. 101 GKB Gresik   |  |  |      |   |          |                |  |  |
| Di-<br>Tempat  |  |  |      |   |          |                |  |  |
| <i>Assalamu'alaikum Wr. Wb.</i>  |  |  |      |   |          |                |  |  |
| Berkenaan dengan tugas mata kuliah Skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris semester IX (Sembilan) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Gresik, bersama ini kami mengharapkan kesediaan Bapak/Ibu untuk memberi ijin Wawancara dan Observasi pada daftar mahasiswa berikut : |  |  |      |   |          |                |  |  |
| <table border="1"><thead><tr><th>NO</th><th>NIM</th><th>NAMA</th></tr></thead><tbody><tr><td>I</td><td>16432002</td><td>Gadis Dinda F.</td></tr></tbody></table>   | NO   | NIM  | NAMA | I | 16432002 | Gadis Dinda F. |  |  |
| NO   | NIM  | NAMA   |      |   |          |                |  |  |
| I  | 16432002   | Gadis Dinda F.   |      |   |          |                |  |  |
| Demikian atas perhatian dan kerjasamanya, kami sampaikan terima kasih.   |  |  |      |   |          |                |  |  |
| <i>Wassalamu'alaikum Wr. Wb.</i>   |  |  |      |   |          |                |  |  |
|  |    | Gresik, 01 Desember 2020<br>Prodi Pendidikan Bahasa Inggris,<br><b>Abel Najib Muhammad, M.Pd</b> |      |   |          |                |  |  |
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|   | <i>The Power of Islamic Ethical Leadership</i><br>Jl. Sumatera 101 Gresik Kota Baru (GKB) Gresik, 61121 Telp: (031) 3961414, Fax: (031) 3682595 Website: <a href="http://www.umg.ac.id">http://www.umg.ac.id</a> , Email: <a href="mailto:info@umg.ac.id">info@umg.ac.id</a> |  |      |   |          |                |  |  |

# Appendix 5. Plagiarism Checking Result

## Plagiarism Checker X Originality Report



Plagiarism Quantity: 10% Duplicate

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| Date    | Kamis, Februari 17, 2022  |
| Words   | 618 Plagiarized Words / Total 6232 Words                            |
| Sources | More than 69 Sources Identified.                                    |
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19 INVESTIGATING CRITICAL THINKING IN SOLVING READING PROBLEM Gadis Dinda Finissha Universitas Muhammadiyah Gresik, East Java, Indonesia gadisdinda27@gmail.com Yudhi Arfani Universitas Muhammadiyah Gresik, East Java, Indonesia yudhi\_arfi@umg.ac.id Candra Hadi Asmara Universitas Muhammadiyah Gresik, East Java, Indonesia candrahkip@umg.ac.id Received: Accepted: Published: Abstract The capacity of think critically is needed for student in learning process because it necessary in this era.

Student in this era expected to solve problem in learning process use critical thinking especially in reading. So, in this research how the process of critical thinking can solve reading problem. This study focus on 6 sub-skills of critical thinking based on (Facione, 1990) : interpretation, analysis, inference, evaluation, explanation and self regulation. PISA also conduct in this study for assessment. Descriptive research with qualitative approach apply in this study.

Data was collected through a test and interview with all student. Researcher use PISA test to know how student can solve reading problem in comprehension, there are 6 question to analyze 6 sub-skill student critical thinking. The research data was taken from PISA test 2019 and then interview for analyze student process in critical thinking. This research involved 39 students consist of 5 male and 34 female. The subject is student in Thesis and Research Report class University of Muhammadiyah Gresik.

The result is student has different way to solve reading problem, student can give different reason for answer the question and student has different analyze for answer question. Several student find way to think critically, such as through find important point of text for think critically, find the keyword of text for comprehend text and then think critically. Reading strategy and type of reading also influence student comprehension.

In further research it can be applied on offline class and use the newest PISA test. The subject in further research can apply in group discussion and using quantitative research. Keywords: Critical Thinking, Reading Problem, PISA 1. Introduction Critical thinking skill become one of skill that student need in this era. It causes the skill make our thought deeper and for academic field it can help for process the information (Cottrell,

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