

Analysis of Turkish Secondary School History Examination Questions According to Cognitive Levels

Abstract

The main aim of this paper is to analyse and compare the questions asked in history exams at different secondary schools in two cities of Turkey, in terms of the stages of cognitive domain of Bloom's Taxonomy. The study was conducted in eleven high schools (student age: 14–17), which are eight Ordinary Secondary Schools (OSS) and three Anatolian Secondary Schools (ASS), in the cities of Trabzon and Rize. During the 2000–2001, 2001–2002, 2002–2003 and 2003–2004 academic years, 498 written exam questions asked by 22 history teachers in history exams in these schools were collected. 498 written exam questions were analysed in terms of the stages of the cognitive domain of Bloom's Taxonomy. In this research a document analysis method was used. In the light of the data it can be said that the great majority of history questions asked in the Turkish secondary schools are knowledge and comprehension levels of Bloom's Taxonomy. In sum, it can be said that in Turkey students in history courses are generally evaluated by their ability to recall historical dates, names and events, which means that students are not encouraged to develop deeper and more reflective thinking by written history exam questions in secondary schools.

Key words: *assessment, teaching of history, history examination questions, Bloom's Taxonomy, Turkey.*

One of the main aims of the teaching of history is to encourage students to become critical thinkers and active problem solvers in the modern world. Because life is getting complicated and people need to have the above qualifications in order to adapt to the modern world and solve the problems which they encounter in daily