

Knowledge of Bloom's Taxonomy Practice Test 3

60 original multiple-choice questions for teacher test preparation (FPSC / FGEI / PPSC style). Choose one answer for each question. The full answer key is on the last page — worked explanations for every question are free on the test page at QuaidianPoint.com.

Name: _____ Class: _____ Score: _____ / 60

The Remember Level

Q1. Remember is best defined as:

- (A) Producing an original work, such as a new story, plan or model, for the first time
- (B) Judging the value of a solution
- (C) Breaking material into parts
- (D) Retrieving relevant knowledge from long-term memory

Q2. Which verb is most characteristic of Remember?

- (A) Explain
- (B) Recall
- (C) Design
- (D) Critique

Q3. Which of these verbs belongs most clearly to Remember?

- (A) Interpret
- (B) Recognise
- (C) Implement
- (D) Generate

Q4. A teacher writing a Remember objective would most likely use which verb?

- (A) Summarise
- (B) List
- (C) Analyse
- (D) Evaluate

Q5. A task that asks learners to name the parts of a plant from memory is mainly:

- (A) Understand
- (B) Apply
- (C) Create
- (D) Remember (simple recall)

Q6. A task that asks learners to match terms with their definitions is mainly:

- (A) Analyze
- (B) Evaluate
- (C) Remember (simple recall)
- (D) Create

Q7. A task that asks learners to state a date they were taught is mainly:

- (A) Understand
- (B) Apply
- (C) Analyze
- (D) Remember (simple recall)

Q8. Which question is at the Remember level?

- (A) What is the chemical symbol for gold?
- (B) Why does gold not rust easily?
- (C) How would you test whether a metal is gold?
- (D) Design a poster about gold mining.

Q9. Which of these questions is at the Remember level?

- (A) Who wrote the poem you studied last week?
- (B) What does the poem suggest about loss?
- (C) How does the poem compare with another poem?
- (D) Write a new stanza in the same style.

Q10. Remember questions are most useful when a teacher wants to check:

- (A) Whether learners can invent a new theory
- (B) Whether learners can judge a policy
- (C) Whether learners have retained basic facts and terms
- (D) Whether learners can perform a dance

Q11. Which of the following is a Remember task?

- (A) Explaining a definition in new words
- (B) Using a definition to solve a problem
- (C) Judging whether a definition is complete
- (D) Repeating a definition learned in class

Q12. At the Remember level, learners are expected to retrieve knowledge that is:

- (A) Completely new and never taught
- (B) Already learned and stored in memory
- (C) Invented during the lesson
- (D) Discovered by experiment alone

Q13. Which classroom activity best practises Remember?

- (A) A short quiz on terms learned yesterday
- (B) A debate on a controversial policy
- (C) Designing a new model
- (D) Critiquing a research report

Q14. A teacher who asks, 'What are the three states of matter?' is asking a question at which level?

- (A) Remember (simple recall)
- (B) Understand
- (C) Evaluate
- (D) Create

Q15. Which of the following verbs would a teacher LEAST likely use for a Remember objective?

- (A) Identify
- (B) Name
- (C) Justify
- (D) State

The Understand Level

Q16. Understand is best defined as:

- (A) Retrieving facts word for word exactly as they appeared in the textbook or the lesson
- (B) Constructing meaning from instructional messages, including oral, written and graphic forms
- (C) Producing a new invention
- (D) Judging a work against criteria

Q17. Which verb is most characteristic of Understand?

- (A) Recall
- (B) Invent
- (C) Perform
- (D) Explain

Q18. Which of these verbs belongs most clearly to Understand?

- (A) Interpret
- (B) List
- (C) Execute
- (D) Design

Q19. Which verb best signals the Understand level?

- (A) Summarise
- (B) Memorise
- (C) Construct
- (D) Judge

Q20. A teacher writing an Understand objective would most likely use which verb?

- (A) Classify
- (B) Name
- (C) Produce
- (D) Critique

Q21. Which verb points most directly to Understand?

- (A) Repeat
- (B) Infer
- (C) Build
- (D) Defend

Q22. Which of the following verbs is characteristic of Understand?

- (A) Compare
- (B) State
- (C) Demonstrate in a new case
- (D) Create

Q23. A task that asks learners to explain why the seasons change is mainly:

- (A) Remember (simple recall)
- (B) Apply
- (C) Create
- (D) Understand

Q24. A task that asks learners to give an example of a metaphor is mainly:

- (A) Understand
- (B) Remember (simple recall)
- (C) Evaluate
- (D) Create

Q25. A task that asks learners to paraphrase a paragraph is mainly:

- (A) Remember (simple recall)
- (B) Understand
- (C) Analyze
- (D) Evaluate

Q26. A task that asks learners to predict what will happen next in a story is mainly:

- (A) Remember (simple recall)
- (B) Understand
- (C) Apply
- (D) Create

Q27. Which question is at the Understand level?

- (A) What is the exact first line of the passage?
- (B) Use the rule to solve this new problem.
- (C) Design a new ending for the story.
- (D) In your own words, what does this passage mean?

Q28. Which of these questions is at the Understand level?

- (A) Name the three states of matter.
- (B) Calculate the speed of the car.
- (C) Judge which method is best.
- (D) Which of these is an example of evaporation?

Q29. Understand tasks often require learners to translate material from one form to another, for example:

- (A) From words into a diagram
- (B) From memory into silence
- (C) From a test into a grade
- (D) From a lesson into homework

Q30. At the Understand level, a correct answer shows that the learner has:

- (A) Only memorised the exact words
- (B) Invented new material
- (C) Judged the material's worth
- (D) Grasped the meaning of the material

Classifying Questions and Tasks

Q31. A learner reads a paragraph about photosynthesis and then draws a simple diagram of the process. This task is mainly:

- (A) Remember (simple recall)
- (B) Apply
- (C) Analyze
- (D) Understand

Q32. A learner is asked: 'State the definition of evaporation exactly as given in the book.' This task is mainly:

- (A) Understand
- (B) Remember (simple recall)
- (C) Apply
- (D) Analyze

Q33. A learner is asked: 'Explain evaporation to a younger student in simple words.' This task is mainly:

- (A) Understand
- (B) Remember (simple recall)
- (C) Apply
- (D) Create

Q34. A learner is asked: 'List the steps of the water cycle in order.' This task is mainly:

- (A) Understand
- (B) Evaluate
- (C) Remember (simple recall)
- (D) Create

Q35. A learner is asked: 'Why does water evaporate faster on a hot day?' This task is mainly:

- (A) Remember (simple recall)
- (B) Apply
- (C) Understand
- (D) Analyze

Q36. A learner is asked: 'Give one new example of condensation from daily life.' This task is mainly:

- (A) Remember (simple recall)
- (B) Apply
- (C) Understand
- (D) Create

Q37. A learner is asked: 'Use the formula for speed to find the speed of a cyclist.' This task is mainly:

- (A) Understand
- (B) Apply, not Understand
- (C) Remember (simple recall)
- (D) Create

Q38. A learner is asked: 'What is the capital of Pakistan?' This task is mainly:

- (A) Understand
- (B) Remember (simple recall)
- (C) Apply
- (D) Evaluate

Q39. A learner is asked: 'Why is Islamabad the capital rather than Karachi?' This task is mainly:

- (A) Understand
- (B) Remember (simple recall)
- (C) Apply
- (D) Create

Q40. A teacher asks learners to sort animals into mammals and birds. This classification task is mainly:

- (A) Remember (simple recall)
- (B) Understand
- (C) Evaluate
- (D) Create

Q41. A teacher asks learners to copy a definition from the board into their notebooks. This task is mainly:

- (A) Understand
- (B) Remember, at most, and mainly copying
- (C) Analyze
- (D) Evaluate

Q42. A test item gives a short passage and asks for its main idea. This item is mainly:

- (A) Remember (simple recall)
- (B) Apply
- (C) Create
- (D) Understand

Q43. A test item asks learners to identify the odd one out and explain why. The explanation part is mainly:

- (A) Remember (simple recall)
- (B) Create
- (C) Evaluate
- (D) Understand

Q44. A test item asks learners to translate a sentence from Urdu into English. This translation task is mainly:

- (A) Remember (simple recall)
- (B) Apply
- (C) Understand
- (D) Analyze

Q45. A test item asks learners to label a diagram using words they were taught. This labelling task is mainly:

- (A) Understand
- (B) Remember (simple recall)
- (C) Apply
- (D) Analyze

Remember Versus Understand: Common Confusions

Q46. A test item asks learners to state whether a statement is true or false, with no reason required. This item is mainly:

- (A) Understand
- (B) Evaluate
- (C) Remember (simple recall)
- (D) Create

Q47. A common confusion is to treat any question with a long answer as higher level. In fact, a long recalled answer is still:

- (A) Understand, because a long answer shows the pupil has grasped the meaning
- (B) Apply, because writing at length is using knowledge in a new form
- (C) Remember, if it only reproduces learned material
- (D) Evaluate, because a long answer must involve making a judgement

Q48. A common confusion is to treat any question that is difficult as higher level. In fact, difficulty alone does not make a question:

- (A) Easier for learners
- (B) An Apply question
- (C) A Create question
- (D) Understand or higher, if it only asks for obscure recall

Q49. A learner who can recite a poem perfectly but cannot explain what it means has shown:

- (A) Remember without Understand
- (B) Understand without Remember
- (C) Apply without Analyze
- (D) Create without Evaluate

Q50. A learner who can explain a rule in their own words but cannot recall its exact wording has shown:

- (A) Remember, but not Understand
- (B) Apply, but not Understand
- (C) Understand, even without word-perfect recall
- (D) Evaluate, but not Remember

Q51. A teacher says, 'My students understand the topic because they can repeat my notes.' This claim is weak because:

- (A) Repeating notes is impossible
- (B) Notes are never accurate
- (C) Repeating notes shows recall, not necessarily meaning
- (D) Students never repeat notes correctly

Q52. Which pair correctly contrasts the two levels?

- (A) Remember: construct meaning; Understand: retrieve
- (B) Remember: judge; Understand: invent
- (C) Remember: retrieve; Understand: construct meaning
- (D) Remember: invent; Understand: judge

Q53. Which of the following is a Remember question about fractions?

- (A) Why is $\frac{3}{4}$ larger than $\frac{1}{2}$?
- (B) Use fractions to share a pizza fairly.
- (C) What is the numerator in $\frac{3}{4}$?
- (D) Design a new fraction game.

Q54. Which of the following is an Understand question about fractions?

- (A) State the definition of a fraction.
- (B) Explain why $\frac{1}{2}$ and $\frac{2}{4}$ are equal.
- (C) List the parts of a fraction.
- (D) Name a fraction you like.

Q55. A learner who memorised that water boils at 100 degrees Celsius but cannot say why boiling happens has:

- (A) Understood boiling fully
- (B) Applied boiling to cooking
- (C) Evaluated boiling
- (D) Remembered a fact without understanding the process

Q56. If a teacher wants to check Understand rather than Remember, the best change is to:

- (A) Ask learners to repeat the textbook sentence word for word until they can say it without looking
- (B) Ask learners to copy the definition
- (C) Ask learners to list more facts
- (D) Ask learners to explain, give examples or summarise in their own words

Q57. A question that asks, 'What problems does pollution cause, in your own words?' mainly tests:

- (A) Understand
- (B) Remember (simple recall)
- (C) Apply
- (D) Create

Q58. Which statement about Remember and Understand is TRUE?

- (A) Remember and Understand are the same level
- (B) Understand can be shown without any prior knowledge, even by a learner who has never met the topic before
- (C) Understand builds on Remember, but recall alone does not guarantee understanding
- (D) Remember is higher than Understand

Q59. A revision lesson that only drills definitions is likely to strengthen:

- (A) Remember more than Understand
- (B) Create more than Remember
- (C) Evaluate more than Understand
- (D) Apply more than Remember

Q60. A teacher who moves from 'Define photosynthesis' to 'Explain photosynthesis to a friend' is moving from:

- (A) Understand to Remember
- (B) Apply to Analyze
- (C) Remember to Understand
- (D) Evaluate to Create

Answer Key

Q1: D	Q11: D	Q21: B	Q31: D	Q41: B	Q51: C
Q2: B	Q12: B	Q22: A	Q32: B	Q42: D	Q52: C
Q3: B	Q13: A	Q23: D	Q33: A	Q43: D	Q53: C
Q4: B	Q14: A	Q24: A	Q34: C	Q44: C	Q54: B
Q5: D	Q15: C	Q25: B	Q35: C	Q45: B	Q55: D
Q6: C	Q16: B	Q26: B	Q36: C	Q46: C	Q56: D
Q7: D	Q17: D	Q27: D	Q37: B	Q47: C	Q57: A
Q8: A	Q18: A	Q28: D	Q38: B	Q48: D	Q58: C
Q9: A	Q19: A	Q29: A	Q39: A	Q49: A	Q59: A
Q10: C	Q20: A	Q30: D	Q40: B	Q50: C	Q60: C

Worked explanations for all 60 questions:

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