Knowledge of Bloom's Taxonomy Practice Test 4

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 Apply Level

Q1. Apply is best defined as:

(A) Recalling a fact from memory
(B) Judging a work against criteria
(C) Carrying out or using a procedure in a given situation
(D) Producing an original work

Q2. Which verb is most characteristic of Apply?

(A) Recall
(B) Summarise
(C) Implement
(D) Critique

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

(A) Define
(B) Explain
(C) Execute
(D) Generate

Q4. Which verb best signals the Apply level?

(A) List
(B) Interpret
(C) Design
(D) Use

Q5. A teacher writing an Apply objective would most likely use which verb?

(A) Name
(B) Classify
(C) Judge
(D) Solve

Q6. A task that asks learners to use a formula to calculate area is mainly:

(A) Remember
(B) Understand
(C) Create
(D) Apply

Q7. A task that asks learners to follow a set of instructions to build a circuit is mainly:

(A) Apply
(B) Remember
(C) Analyze
(D) Evaluate

Q8. A task that asks learners to demonstrate how to use a microscope is mainly:

(A) Understand
(B) Analyze
(C) Apply
(D) Create

Q9. Which question is at the Apply level?

(A) What is the rule for plural nouns?
(B) Explain what a plural noun means.
(C) Write a poem using plural nouns in a new way.
(D) Use the rule for plural nouns to write the plurals of these words.

Q10. Which of these questions is at the Apply level?

(A) State the meaning of total cost.
(B) Calculate the total cost of three items at the given prices.
(C) Give an example of total cost.
(D) Judge which shop offers better value.

Q11. Apply tasks are different from Understand tasks because Apply tasks require learners to:

(A) Repeat the exact words of a definition
(B) Give a personal opinion only
(C) Invent a completely new theory
(D) Use knowledge in a situation, not only grasp its meaning

Q12. In Apply, the situation is usually:

(A) Exactly the same as the textbook example, word for word
(B) New or unfamiliar in some way, even if the procedure is known
(C) Completely unrelated to the lesson
(D) One the learner has never studied at all

Q13. A learner who can state a rule but cannot use it on new examples has shown:

(A) Remember or Understand, but not yet Apply
(B) Apply fully
(C) Analyze fully
(D) Create fully

Q14. Which classroom activity best practises Apply?

(A) Copying definitions from the board
(B) Solving new problems with a method just taught
(C) Listening to a story without questions
(D) Memorising a list of dates

Q15. Which of the following is LEAST likely to be an Apply verb?

(A) Implement
(B) Execute
(C) Carry out
(D) Appraise

The Analyze Level

Q16. Analyze is best defined as:

(A) Recalling facts in order
(B) Breaking material into its parts and determining how the parts relate to one another and to an overall structure
(C) Using a formula to get an answer
(D) Producing a new product

Q17. Which verb is most characteristic of Analyze?

(A) Recall
(B) Differentiate
(C) Implement
(D) Produce

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

(A) List
(B) Compare in terms of structure and relationships
(C) Execute
(D) Invent

Q19. Which verb best signals the Analyze level?

(A) Deconstruct
(B) Memorise
(C) Demonstrate
(D) Generate

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

(A) State
(B) Solve
(C) Create
(D) Examine the relationship between parts

Q21. A task that asks learners to identify the causes of a historical event is mainly:

(A) Remember
(B) Understand
(C) Apply
(D) Analyze

Q22. A task that asks learners to find the unstated assumption in an argument is mainly:

(A) Analyze
(B) Remember
(C) Understand
(D) Apply

Q23. A task that asks learners to outline how the parts of a story fit together is mainly:

(A) Remember
(B) Apply
(C) Create
(D) Analyze

Q24. Which question is at the Analyze level?

(A) What is the title of the passage?
(B) Summarise the passage in two sentences.
(C) Write a new ending for the passage.
(D) How does the writer build the argument step by step?

Q25. Which of these questions is at the Analyze level?

(A) State one fact from the debate.
(B) Explain what the debate is about.
(C) What evidence supports each side of this debate, and how strong is the link?
(D) Use the debate rules in a mock debate.

Q26. Analyze tasks are different from Understand tasks because Analyze tasks require learners to:

(A) Take material apart and examine its organisation
(B) Grasp the general meaning only
(C) Repeat material word for word
(D) Produce a new work

Q27. Which of the following is LEAST likely to be an Analyze verb?

(A) Distinguish
(B) Organise into parts
(C) Construct
(D) Attribute

Q28. A learner who can summarise a passage but cannot say how its ideas connect has shown:

(A) Analyze fully
(B) Apply fully
(C) Understand, but not yet Analyze
(D) Evaluate fully

Q29. A learner is asked: 'Use the rule for forming the past tense to rewrite these five sentences in the past.' This task is mainly:

(A) Apply
(B) Understand
(C) Analyze
(D) Evaluate

Q30. A learner is asked: 'Explain what a map scale means.' This task is mainly:

(A) Apply
(B) Understand
(C) Analyze
(D) Create

Classifying Apply and Analyze Tasks

Q31. A learner is asked: 'Compare the map scales used on two different maps and say why they differ.' This task is mainly:

(A) Analyze
(B) Remember
(C) Understand
(D) Apply

Q32. A learner is asked: 'State the formula for the area of a rectangle.' This task is mainly:

(A) Apply
(B) Analyze
(C) Remember
(D) Evaluate

Q33. A learner is asked: 'Find the area of this rectangle using the formula.' This task is mainly:

(A) Remember
(B) Understand
(C) Analyze
(D) Apply

Q34. A learner is asked: 'Why does the formula for area multiply length by breadth?' This task is mainly:

(A) Apply
(B) Understand or Analyze, depending on depth, but not Apply
(C) Remember
(D) Create

Q35. A learner is asked: 'Sort these statements into facts and opinions.' This task is mainly:

(A) Analyze
(B) Remember
(C) Understand
(D) Apply

Q36. A learner is asked: 'Give an example of a fact and an example of an opinion.' This task is mainly:

(A) Apply
(B) Understand
(C) Analyze
(D) Create

Q37. A learner is asked: 'Solve this equation using the method taught yesterday.' This task is mainly:

(A) Analyze
(B) Apply
(C) Evaluate
(D) Create

Q38. A learner is asked: 'What mistake was made in this solution, and where does it occur?' This task is mainly:

(A) Remember
(B) Analyze
(C) Understand
(D) Apply

Q39. A learner is asked: 'Carry out the experiment following the given steps.' This task is mainly:

(A) Analyze
(B) Evaluate
(C) Apply
(D) Create

Q40. A learner is asked: 'Why did the experiment give different results in the two groups?' This task is mainly:

(A) Remember
(B) Apply
(C) Create
(D) Analyze

Q41. A learner is asked: 'Use the new words in sentences of your own.' This task is mainly:

(A) Remember
(B) Understand
(C) Apply
(D) Analyze

Q42. A learner is asked: 'Which words in this paragraph show the writer's bias?' This task is mainly:

(A) Remember
(B) Analyze
(C) Understand
(D) Apply

Q43. A learner is asked: 'What patterns can you see in these results?' This task is mainly:

(A) Remember
(B) Understand
(C) Analyze
(D) Apply

Q44. A scenario: A teacher gives students a solved problem with one wrong step and asks them to locate the error. The main level is:

(A) Analyze
(B) Remember
(C) Apply
(D) Create

Q45. A scenario: A teacher gives students a new word problem and the formula, and asks for the answer. The main level is:

(A) Apply
(B) Analyze
(C) Evaluate
(D) Create

Apply Versus Analyze: Scenarios and Distinctions

Q46. A scenario: Students read two newspaper reports on the same event and list how the reports differ. The main level is:

(A) Analyze
(B) Remember
(C) Understand
(D) Apply

Q47. A scenario: Students practise the same type of calculation with ten new numbers. The main level is:

(A) Analyze
(B) Evaluate
(C) Apply
(D) Create

Q48. A scenario: Students are asked to break a speech into its introduction, arguments and conclusion. The main level is:

(A) Remember
(B) Apply
(C) Evaluate
(D) Analyze

Q49. The key distinction between Apply and Analyze is that:

(A) Apply is always harder than Analyze
(B) Analyze never uses knowledge
(C) Apply and Analyze are identical
(D) Apply uses a procedure, while Analyze breaks material apart to examine relationships

Q50. A teacher who wants to move learners from Apply to Analyze should ask them to:

(A) Examine why a method works, or how parts of a problem relate
(B) Solve more problems of the same type
(C) Memorise more formulas
(D) Copy more examples

Q51. A learner who solves problems correctly but cannot explain why the method works has shown:

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

Q52. Which pair correctly matches task to level?

(A) Apply: use a method; Analyze: find the structure
(B) Apply: find the structure; Analyze: use a method
(C) Apply: judge a method; Analyze: invent a method
(D) Apply: recall a method; Analyze: repeat a method

Q53. A question that asks learners to distinguish between two similar concepts is mainly:

(A) Remember
(B) Analyze
(C) Apply
(D) Create

Q54. A question that asks learners to apply a concept to a daily-life situation is mainly:

(A) Apply
(B) Analyze
(C) Evaluate
(D) Create

Q55. A question that asks learners to identify the main idea and the supporting ideas in a text is mainly:

(A) Analyze
(B) Remember
(C) Understand
(D) Apply

Q56. Which of the following lists the revised levels in the correct order from lower to higher?

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

Q57. Which of the following tasks is at a LOWER level than Analyze?

(A) Finding the hidden assumption in a claim
(B) Distinguishing causes from effects
(C) Using a procedure to solve a new problem
(D) Outlining the structure of an argument

Q58. A teacher designs a lesson in which students first solve problems, then examine the steps and assumptions behind their solutions. The lesson moves from:

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

Q59. If a question can be answered by directly following taught steps, it is most likely:

(A) Analyze
(B) Evaluate
(C) Apply
(D) Create

Q60. If a question can only be answered by first breaking the material into parts, it is most likely:

(A) Remember
(B) Analyze
(C) Understand
(D) Apply

Answer Key

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

Worked explanations for all 60 questions:
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