

Knowledge of Bloom's Taxonomy Practice Test 6

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 Five Levels in Order

Q1. The affective domain of Bloom's taxonomy was mainly developed by which of the following workers?

- (A) Elizabeth Simpson, working on motor skills
- (B) David Krathwohl, working with Bloom and Masia
- (C) Anita Harrow, working on movement patterns
- (D) Lorin Anderson, working on the revised cognitive taxonomy

Q2. The affective domain is chiefly concerned with which aspect of learning?

- (A) The learner's recall of facts and concepts from earlier lessons
- (B) The learner's physical coordination, balance and speed of movement
- (C) The learner's ability to solve numerical problems step by step
- (D) The learner's feelings, attitudes, interests and values

Q3. Which of the following is the lowest level of the affective domain?

- (A) Receiving
- (B) Responding
- (C) Valuing
- (D) Organization

Q4. At the receiving level, the learner is expected mainly to:

- (A) Defend a position against criticism from others in a debate
- (B) Build a consistent philosophy of life from several values
- (C) Become aware of a phenomenon and attend to it willingly
- (D) Rank competing values into a single ordered system

Q5. A pupil who quietly listens while a classmate explains her point of view is best described as showing:

- (A) Responding
- (B) Valuing
- (C) Receiving
- (D) Characterization

Q6. Which sub-level belongs to receiving rather than to responding?

- (A) Willingness to receive
- (B) Willingness to respond
- (C) Satisfaction in response
- (D) Acquiescence in responding

- Q7. Controlled or selective attention, such as listening for the main idea in a story, belongs to which level?**
- (A) Valuing
 - (B) Organization
 - (C) Characterization
 - (D) Receiving
- Q8. The second level of the affective domain, responding, is best defined as:**
- (A) Mere awareness that a stimulus exists, without any reaction to it
 - (B) Active participation by the learner in response to a stimulus
 - (C) Ranking several values against one another to settle a conflict
 - (D) Acting consistently from an internalised value system in all situations
- Q9. Which of the following behaviours best illustrates responding?**
- (A) A pupil notices a poem written on the classroom wall
 - (B) A pupil ranks honesty above popularity in a debate
 - (C) A pupil always tells the truth even when no one is watching
 - (D) A pupil volunteers to read her poem aloud to the class
- Q10. Acquiescence in responding means that the learner:**
- (A) Openly defends a value against opposition from classmates
 - (B) Complies with a request or instruction, even without strong personal commitment
 - (C) Forms a complete philosophy from several values over time
 - (D) Refuses to take part in any classroom activity at all
- Q11. A pupil who answers questions in class because he enjoys taking part, and not only because he is told to, shows which sub-level of responding?**
- (A) Controlled attention
 - (B) Conceptualisation of a value
 - (C) Willingness to respond
 - (D) Generalised set
- Q12. Satisfaction in response is shown when a learner:**
- (A) Feels pleasure or enjoyment in an activity and seeks it again
 - (B) Simply notices that an activity is taking place in the classroom
 - (C) Places one value above another in a conflict of values
 - (D) Acts from a value system in every situation he meets
- Q13. Valuing, the third level of the affective domain, means that the learner:**
- (A) Attaches worth to a phenomenon and shows a preference or commitment to it
 - (B) Only notices a phenomenon without reacting to it in any way
 - (C) Performs a physical skill smoothly and accurately in practice
 - (D) Memorises the definition of a value correctly for a test
- Q14. Which of the following is the best example of valuing?**
- (A) A pupil hears a lesson about saving water from the teacher
 - (B) A pupil copies a paragraph about saving water from the board
 - (C) A pupil argues that saving water matters and persuades friends to avoid wasting it
 - (D) A pupil draws a diagram of the water cycle for homework

Q15. Which verb most clearly signals a valuing objective?

- (A) Listens
- (B) Defends
- (C) Copies
- (D) Recalls

Q16. Acceptance of a value, preference for a value and commitment to a value are the three sub-levels of which affective level?

- (A) Receiving
- (B) Responding
- (C) Organization
- (D) Valuing

Q17. Organization, the fourth level of the affective domain, involves:

- (A) Simply becoming aware of a new value for the first time
- (B) Answering a question when the teacher asks it directly
- (C) Bringing several values together into an ordered system and resolving conflicts among them
- (D) Performing a skill without hesitation after long practice

Q18. A pupil who decides that honesty should come before winning a game, after thinking through both values, is demonstrating:

- (A) Receiving
- (B) Responding
- (C) Characterization by a value
- (D) Organization

Q19. Conceptualisation of a value, in which a learner explains how a value fits with other values, belongs to which level?

- (A) Responding, the level of active participation in an activity
- (B) Organization
- (C) Receiving, the level of awareness and attention to a stimulus
- (D) Valuing, the level of attaching personal worth to something

Q20. The correct order of the five affective levels, from lowest to highest, is:

- (A) Receiving, responding, valuing, organization, characterization by a value
- (B) Responding, receiving, valuing, characterization, organization
- (C) Receiving, valuing, responding, organization, characterization
- (D) Valuing, receiving, responding, characterization, organization

Q21. Which level comes immediately above responding and immediately below organization?

- (A) Receiving
- (B) Valuing
- (C) Characterization
- (D) Responding itself

Q22. Which of the following is the highest level of the affective domain?

- (A) Characterization by a value or value complex
- (B) Organization of a value system
- (C) Responding to a stimulus
- (D) Receiving a stimulus

Verbs and Behaviours at Each Level

Q23. Characterization by a value is best described as:

- (A) A passing interest in a topic during one single lesson
- (B) A single act of answering a teacher's question in class
- (C) A value system that consistently guides the learner's behaviour across situations
- (D) A learner's first awareness of a new idea in a lesson

Q24. A pupil who returns a lost wallet without being asked and without expecting praise is best described as showing:

- (A) Mere receiving
- (B) Simple responding
- (C) Organization only
- (D) Characterization by a value

Q25. A generalised set, such as a settled outlook that guides how a learner approaches new problems, belongs to which level?

- (A) Receiving, the level of awareness and attention to a stimulus
- (B) Responding, the level of active participation in an activity
- (C) Organization, the level of building an ordered value system
- (D) Characterization by a value

Q26. Which of the following verbs best signals a receiving objective?

- (A) Justifies
- (B) Organises
- (C) Attends
- (D) Demonstrates consistently

Q27. Which of the following verbs best signals a responding objective?

- (A) Volunteers
- (B) Notices
- (C) Ranks
- (D) Internalises

Q28. Which of the following verbs best signals an organization objective?

- (A) Listens
- (B) Prioritises
- (C) Answers
- (D) Appreciates

Q29. Which of the following verbs best signals a characterization objective?

- (A) Displays a settled commitment in daily conduct
- (B) Watches a demonstration quietly without taking part in it
- (C) Discusses a topic in a group during a class activity
- (D) Prefers one activity to another when given a free choice

Q30. A teacher writes the objective: 'Pupils will listen attentively to a story.' This objective belongs to which domain and level?

- (A) Cognitive domain, remembering
- (B) Affective domain, receiving
- (C) Psychomotor domain, perception
- (D) Affective domain, valuing

Q31. A teacher writes the objective: 'Pupils will show willingness to take part in group discussion.' This objective belongs to which level?

- (A) Receiving
- (B) Valuing
- (C) Characterization
- (D) Responding

Q32. A teacher writes the objective: 'Pupils will defend the need to keep the school clean.' This objective belongs to which level?

- (A) Receiving
- (B) Responding
- (C) Valuing
- (D) Organization

Q33. A teacher writes the objective: 'Pupils will rank safety, speed and cost when choosing a travel plan.' This objective belongs to which level?

- (A) Responding
- (B) Valuing
- (C) Organization
- (D) Characterization

Q34. A teacher writes the objective: 'Pupils will consistently show courtesy to visitors, in class and outside school.' This objective belongs to which level?

- (A) Receiving, the level of awareness and attention to a stimulus
- (B) Characterization by a value
- (C) Responding, the level of active participation in an activity
- (D) Valuing, the level of attaching personal worth to something

Q35. Which of the following classroom activities most directly develops the affective domain?

- (A) A class discussion in which pupils share feelings about helping flood victims
- (B) A drill in which pupils recite multiplication tables aloud
- (C) A race in which pupils practise throwing a ball accurately
- (D) A test in which pupils label parts of a flower correctly

Affective Objectives in the Classroom

Q36. A pupil who enjoys reading Urdu poetry in her free time, without any marks attached, is most clearly showing:

- (A) A psychomotor outcome
- (B) A cognitive outcome at the creating level
- (C) A purely physical outcome
- (D) An affective outcome

Q37. Which of the following is an affective objective rather than a cognitive objective?

- (A) Pupils will state the year of independence
- (B) Pupils will show appreciation for the national anthem
- (C) Pupils will list the provinces of Pakistan
- (D) Pupils will solve a two-step word problem

Q38. Which of the following is a cognitive objective rather than an affective objective?

- (A) Pupils will show respect for the opinions of others
- (B) Pupils will develop an interest in gardening
- (C) Pupils will explain the causes of the seasons
- (D) Pupils will display a willingness to help classmates

Q39. The main difference between an affective objective and a cognitive objective is that the affective objective describes:

- (A) What the learner knows or can think through in a problem
- (B) How accurately the learner performs a movement or skill
- (C) How quickly the learner finishes a written test paper
- (D) What the learner feels, values or is willing to do

Q40. A pupil can define honesty perfectly but cheats in a test when he thinks no one is watching. This situation best shows that:

- (A) Cognitive knowledge of a value does not guarantee affective internalisation of it
- (B) The pupil has reached characterization by a value
- (C) The pupil lacks all cognitive knowledge about honesty
- (D) The pupil has mastered the psychomotor domain

Q41. Internalisation in the affective domain refers to the process by which:

- (A) A fact moves from short-term to long-term memory
- (B) A physical skill becomes automatic through practice
- (C) A lesson plan is converted into a test paper
- (D) A value moves from mere awareness to a stable part of the learner's character

Q42. Why are affective objectives often harder to assess than cognitive objectives?

- (A) Feelings and values are usually inferred from observed behaviour over time, not from a single right answer
- (B) Affective objectives have no observable behaviours at all
- (C) Cognitive objectives can never be tested in writing
- (D) Affective objectives are always tested by oral examination

Q43. Which assessment tool is most suitable for judging affective outcomes such as cooperation and respect?

- (A) A single multiple-choice test of definitions and facts
- (B) An observation checklist used over several lessons
- (C) A timed test of mental arithmetic under examination conditions
- (D) A diagram-labelling exercise completed in one lesson

Q44. An attitude scale, an anecdotal record and a rating scale are all useful mainly for assessing which domain?

- (A) The cognitive domain at the remembering level
- (B) The psychomotor domain at the precision level
- (C) The affective domain
- (D) The cognitive domain at the creating level

Q45. A lesson on road safety aims that pupils will value wearing a helmet. The most direct evidence of success would be that pupils:

- (A) Wear helmets voluntarily on their way to school
- (B) Can define the word helmet correctly in a written test
- (C) Can draw a neat picture of a helmet in an art lesson
- (D) Can list three road signs from memory in a class test

Q46. Which of the following statements about the affective hierarchy is correct?

- (A) Each level is completely independent of the others in the hierarchy
- (B) Characterization must be achieved before receiving can occur
- (C) Valuing comes before any attention to a stimulus at all
- (D) Higher levels generally build on the lower levels that come before them

Q47. A pupil shows interest in a topic, takes part in activities on it, and later defends its importance. This sequence best illustrates:

- (A) Movement from characterization down to receiving
- (B) A purely psychomotor sequence
- (C) Movement from receiving through responding to valuing
- (D) A purely cognitive sequence of remembering and creating

Q48. Which of the following is NOT a level of the affective domain?

- (A) Receiving, the level of awareness and attention to a stimulus
- (B) Application
- (C) Responding, the level of active participation in an activity
- (D) Valuing, the level of attaching personal worth to something

Affective Versus Cognitive Objectives

Q49. Which of the following is NOT a sub-level of responding?

- (A) Acquiescence in responding
- (B) Conceptualisation of a value
- (C) Willingness to respond
- (D) Satisfaction in response

Q50. Which of the following is NOT a sub-level of organization?

- (A) Conceptualisation of a value
- (B) Organization of a value system
- (C) Ranking values against one another
- (D) Preference for a value

Q51. Krathwohl's affective taxonomy was published in which year?

- (A) 1956
- (B) 1974
- (C) 1964
- (D) 2001

Q52. Which of the following objectives is affective in nature?

- (A) Pupils will show a willingness to listen to views different from their own
- (B) Pupils will calculate the area of a rectangle in a test
- (C) Pupils will identify the capital of Sindh from a map
- (D) Pupils will draw a straight line with a ruler in geometry

Q53. A teacher who wants pupils to develop a love for reading will most appropriately plan activities that:

- (A) Give pupils only timed tests on reading passages each week
- (B) Give pupils only copying exercises from the textbook daily
- (C) Give pupils choice, enjoyment and chances to share books they liked
- (D) Give pupils only dictation of difficult spellings in class

Q54. Which statement best distinguishes valuing from responding?

- (A) In valuing the learner shows personal commitment to something, while in responding the learner merely takes part in it
- (B) In valuing the learner only notices something, while in responding the learner defends it
- (C) In valuing the learner performs a physical skill, while in responding the learner watches
- (D) In valuing the learner memorises a definition, while in responding the learner applies it

Q55. Which statement best distinguishes organization from characterization?

- (A) Organization means noticing a stimulus, while characterization means answering a question
- (B) Organization builds a value system, while characterization means that system consistently governs behaviour
- (C) Organization means defending one value, while characterization means forgetting it
- (D) Organization means performing a skill, while characterization means watching a skill

Q56. A pupil who values punctuality only when the teacher is present, but arrives late when unsupervised, has NOT yet reached which level?

- (A) Receiving, the level of awareness and attention to a stimulus
- (B) Responding, the level of active participation in an activity
- (C) Valuing, the level of attaching personal worth to something
- (D) Characterization by a value

Q57. Which of the following best explains why affective objectives matter in teacher training?

- (A) Teachers need only test factual recall in their classes
- (B) Affective objectives replace the need for lesson planning
- (C) Affective objectives are tested only in physical education
- (D) Teachers shape pupils' attitudes and values as well as their knowledge, so both must be planned for

Q58. A school wants to promote respect for diversity. Which objective is written at the valuing level?

- (A) Pupils will notice that classmates come from different backgrounds
- (B) Pupils will support fair treatment of classmates from different backgrounds
- (C) Pupils will arrange values of fairness and loyalty into a personal code
- (D) Pupils will act fairly in every situation without exception

Q59. Which pair correctly matches an affective level with its typical behaviour?

- (A) Responding - volunteering an answer in class
- (B) Receiving - defending a point of view
- (C) Valuing - merely noticing a poster
- (D) Characterization - answering only when called upon

Q60. In Krathwohl's scheme, a learner who has reached characterization can be expected to:

- (A) Need prompting before he will attend to any stimulus at all
- (B) Change his values completely with every new lesson taught
- (C) Behave in line with his values in new and unfamiliar situations
- (D) Take part only when marks are offered for the activity

Answer Key

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

Worked explanations for all 60 questions:

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