AN ANALYSIS OF PAKISTAN STUDIES QUESTION PAPERS AT SECONDARY LEVEL

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Abstract
The purpose of the present study was to assess question papers of Pakistan Studies for secondary level with reference to Bloom’s taxonomy of educational objectives. Findings of the research present study depict that maximum focus was on knowledge, and comprehension category and whole findings also reflected that application, analysis, synthesis and evaluation were not assessed. The purpose of this study was analysis of Pakistan Studies assessment at SL mainly focused in this research analysis of Pakistan Studies with reference top Bloom taxonomy according to Cognitive Domain. The research was qualitative in nature. The procedures were adopted books, research articles, research thesis question papers were the population of the study. Sample for the study were taken from question papers of Pakistan Studies at secondary level with reference to Bloom’s taxonomy according to cognitive domain. Findings and conclusion were drawn from the question paper of Pakistan Studies previous Paper from 2007 to 2011. Findings of the research present study depict that maximum focus on assessment in the subject of Pakistan Studies is limited only to assess students’ knowledge and comprehension ability. The findings further report that students’ application, analysis, synthesis and evaluation abilities are not assessed in the question paper of Pakistan Studies at Secondary Level.

Key Words: Question paper, secondary level, students, Bloom’s Taxonomy, educational objectives, cognitive domain.

1. Introduction

Education is very important because it develops personality of individual.

Knowledge is considered very important in religion of Islam because before the period of Muhammad (S.A.W.W) all the periods were considered the ignorance.

Farrah (2007) explained that knowledge is an important tool in hands of human being and knowledge can be achieved through different sources e.g. books, media, autobiographies, etc.
Dr. Bakhsh .A as cited in Farah (2007) explained “education is the method of training people's mind and abilities so they obtain knowledge and develop skills”.

Pakistan Studies (PS) was introduced as a compulsory subject both at secondary and higher secondary level in early 1980's in order to promote and strengthen national integration, cohesion, solidarity and harmony among the new generation. For this purpose, a cross multi-disciplinary approach of area studies was employed in the process of curriculum development for the subject at various level in which history, geography, politics, economy, social culture, language/literature and international relations of Pakistan were focused to enable the students to acquaint themselves with various aspects of national life. Keeping in view all shortcomings, the Ministry of Education revised the national curriculum in Pakistan Studies at secondary and higher levels. Pakistan Studies is taught as compulsory subject in Pakistan. Pakistan Studies is such type of subject which covers the all aspect of the country. Pakistan Studies covers the whole history of Pakistan e.g. movement, political, disaster, challenges, economic condition, tradition, values, customs, natural disaster, etc (html)

A Pakistan Studies is important for this purpose that through this an individual comes across the history of Pakistan. And he becomes aware about political condition of the Pakistan with the past and present things. Through this subject the students know the hardships of their great leaders, which type of sacrifices they had given for achieving Pakistan. Through Pakistan Studies students learn about their culture, festivals, dress, climate, and traditions, etc. Azhar (2007) elaborates that the Pakistan Studies curriculum has been taken directly from the thoughts of Quaid-i-Azam Muhammad Ali Jinnah. Quaid-i-Azam wanted that every Pakistani to be Pakistani irrespective of their spiritual differences.
Pakistan Studies has largely been introduced to generate devoted Pakistanis who keep away from provincial and spiritual biases. Hence, the set of courses planned by curriculum developers reflect the similar thought. According to Dr. Sufiana. K (2012) Pakistan studies may be taught through projects relating to students’ real life. Use of audio visual aids can make learning of Pakistan studies interesting for students.

**Social Studies:**

Social Studies is such type of subject matter in which pupil gain information things about society. Social Studies discuss the functions of government’s social issues, history, values etc. Basically Social Studies and Pakistan Studies both subjects are interrelated. Difference between both is that Pakistan Studies only discusses the all the things related to the Pakistan while Social Studies discusses all the things openly that are related to all social aspects.

**Statement of the problem:**

The problem under investigation is to analyze the process adopted for analyze question papers of Pakistan Studies at Secondary level with reference to Bloom’s taxonomy of cognitive domain.

**Objectives of the research:**

Followings were the objectives of the study:

1. To determine the question paper of Pakistan Studies at secondary level with reference to knowledge category of cognitive domain in Bloom’s taxonomy;
2. To evaluate the question paper of Pakistan Studies at secondary level with reference to comprehension category of cognitive domain in Bloom’s taxonomy;
3. To determine the question paper of Pakistan Studies at secondary level with reference to application category of cognitive domain in Bloom taxonomy;
4. To determine the question paper of Pakistan Studies at secondary level with reference to analysis category of cognitive domain in Bloom’s taxonomy;

5. To interpret the question paper of Pakistan Studies at secondary level with reference to synthesis category of cognitive domain in Bloom’s taxonomy.

6. To judge the question paper of Pakistan Studies at secondary level with reference to evaluation category of cognitive domain in Bloom’s taxonomy

**Research Question for the study:**

1. Do question papers of Boards of Intermediate and Secondary Education (BISES) assess students’ knowledge in assessment of Pakistan Studies?

2. Do BISES assess the students' comprehension ability in assessment of Pakistan Studies?

3. Do BISES assess the students' ability of application in assessment of Pakistan Studies?

4. Do BISES assess the students' ability of analysis in assessment of Pakistan Studies?

5. Do BISES assess the students' ability of synthesis in assessment of Pakistan Studies?

6. Do BISES assess the students' ability of evaluation in assessment of Pakistan Studies?

The study was qualitative in nature in which document analysis method was used in order to achieve the objectives of the study. In this study the question papers for assessment of academic achievement of students at secondary level in the subject of Pakistan Studies were assessed with reference to objectives domains of Bloom’s taxonomy of cognitive domain. Available literature in shape of books, research articles, reports, research theses question papers of Pakistan Studies and all other available documents were consulted to build framework for the study and to explore answer to research questions.
Population:

Available literature in shape of books, research articles, research theses, question papers of Pakistan Studies were the population of the study. Sample for the study were taken from question papers of Pakistan Studies for secondary level with reference to cognitive domain of Bloom’s taxonomy.

Delimitation of the study:

1. As the research has limited resources, the present study was delimited to following factors:

2. Assessing the question papers of Pakistan Studies at Secondary level

3. Assessing question papers of Pakistan studies from 2007 to 2011 of Group-1

4. Assessing question papers of Pakistan Studies of Rawalpindi Board of Intermediate and Secondary Education.

5. Assessing question papers of Pakistan Studies with reference only to the Cognitive Domain of Bloom’s Taxonomy.

6. First version of Bloom’s taxonomy discussed but revised version is not discussed.

Basically the subject of Social Studies is a mixture of History, Geography, Culture, Civics and General Knowledge and Current Affairs. Pakistan flirted with Social Studies, for some time. That was the initial short-cut to Pakistan Studies –killing two academic birds with one non-academic stone. Azam (2003, pp178-179) explained that Pakistan Studies means different things to different people. Whether they linked with the subject or not, professional person or as an educated lay-person, every person describe it according to his/her own likes, bias and prejudice- their personal or social, linguistic, culture or of any other academic or non-academic interest, discipline or subject’.
Classification of objectives:

1. General objectives

2. Specific objectives

   1. General objectives:

When we take definite things and we make concern with that objective. General objective deals with the full course and some activities. General Objectives are derived from the National Education Police of country. Oermann and Gaberson (2006) explained “a layout for writing general objectives that is open ended it identifies the expected learning but does not prescribe particular learning conditions or assessment strategies”

   2. Specific objective:

Specific objective link with the some specific things e.g. some specific activities, information. Specific objectives are also considered as short term objective and these can be objectives easily achieved within the short time. Specific objectives are Statement which defines the trend of the learning activity. Specific objectives are formulated in terms of observable behavior. Basically specific objectives are an interpretation of the general objective (html).

McMillan (1997,p26).suggest that it is good to concentrate your objectives of units of unit instruction in place of on daily lesson plan because “writing objectives that are too specific results in long lists of minutia that are too time consuming to monitor and manage” (html)

Generally objectives are divided into these types:

   Cognitive

   Psychomotor

   Affective
Cognitive Objectives:

The kind of cognitive objectives include such types of objectives which link with the acquisition of ideas, information and principles. Cognitive objectives have relation with the recall or recognition of knowledge and developmental and intellectual skills.

Psychomotor objectives:

Psychomotor objectives linked with both mental and motor. Students gains kills through mental and motor activity.

Affective Objectives:

Affective objectives have relation with the behavior, attitudes, and ideas, interest all emotionalized responses come under this (Ali, 1999, pp, 30-33).

Educational Objectives:

Rashid (1996) Objectives are form of category, in which different type of change is suggested. Here are some Characteristics of educational objective are as mentioned below:

1. It provides the direction to activity for achieving the final goal.
2. It provides help to bring change in planned decisions.
3. Its provide basis for organization activity.

The educational objectives are broader in nature. Bloom (1956) defined as “educational objective are not only the goals in which the curriculum is designed and in the direction of instruction is guided, but they are also the goals that gives the thorough specification for the building and application of evaluation techniques”.

**Taxonomy of objectives**

**What is taxonomy?**

Taxonomy is a division system that puts objects in a hierarchy order. It understands the nature of the group and their links with other. Taxonomy makes the user familiar with the objective.

- It provides facility in communication. If there are two educationists, both interpret one definition in their own word not only words will be different meaning would become different because the mental level of both educationists is different.
- It is descriptive in nature. It provides selection criteria for assessment.
- Taxonomy is considered an essential tool for assessment.
- Taxonomy provides a basis for learning because it checks the mentality level of students.
- Taxonomies are arranged in the form of simple to complex.

Bloom’s classification of educational objectives, Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain (Bloom et al., 1956). Ontario’s Ministry of Education specifies its taxonomic categories: knowledge and understanding; thinking; communication; application. Teachers can categorize every ‘specific’ learning objective in any set of course, according to the Ministry’s taxonomy (html). According to Eisner (2002) Bloom’s had a nose for what is significant.

**Cognitive domain:**

Rashid (1998) explained that Cognitive domain is elaborated by Bloom (1956). Bloom includes that cognitive domain is based on simple to complex category. Cognitive domain deals with the mind of the individual. Cognitive is basically understanding and requiring of knowledge/information.
Knowledge:

Knowledge is lowest level of objectives in cognitive domain Bloom (1956) has elaborated about knowledge category that it. Orlich (2007) explained if a school teacher explained a topic of Pakistan Studies and next day she arouse some questions related to that topic which she has taught in previous class.

Comprehension

Anderson (1972) explained that Comprehension is known by learner and it is first level of understanding of learner. Comprehension is stage of understanding. It’s not simply base on route learning or recalling basically its base on such information which a learner recalls and interpret information in his own words.

Orlich, (2007) defined about comprehension that if the student interpret a paragraph into his/her own words and that paragraph gives full sense to the reader it means his comprehension skill is developed.

Application

Application means applying knowledge by their own until decision. Application means apply previous knowledge which we have learned in classroom according to the situation. According to Bloom (1956)" A demonstration of comprehension shows that student can use the abstraction when its use is specified.

Analysis

Analysis mean to breakdown information into parts and point out its relationship, take all relevant /related material and leave all irrelevant, choose all important point. It’s creating relationship between different parts, event and rules etc. Analysis is high level of ability
Synthesis

Synthesis means to build a new thing and give shape to knowledge. It involves creativity. An individual creates things by their own understanding. When a child creates a new thing that automatically fascinates others. Child has intellectual abilities through those abilities he gives new shape to things.

Evaluation

Evaluation means to evaluate something. Evaluation is highest level of cognitive domain. To look all previous performance of individual and make judgment about him. Judgment involves high level of thinking.

The cognitive domain (Bloom, 1956) includes knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories; those are listed as below, starting from the simplest to more complex.

Affective domain:

Affective domain deals with development of attitude, interest, values etc. Krathwohl, Bloom and Masia (1964) explained about affective domain that it includes five steps. Those are receiving, responding, valuing, organization and characterization of values complex, objective of effective domain deals with development of interests, attitude, values and experience. As Shahid (2007) mentioned that affective domain consist of four levels of objectives these are receiving, responding, and valuing organizing.
Receiving

Receiving is lowest stage of affective domain. Receiving means to acquire information with the use of any source (books, society, parents, media, five senses etc. Receiving includes listening, attending, describing, identifying. Receiving is highest then cognitive domain.

Responding

Responding come from response, reaction. Reaction comes from information and information we get from environment, culture etc. learning environment should be comfortable.

Valuing:

To give a place to practice. When students give values to something then they adopt things according to situation and bring in practice. When an individual give a value to thing then he bring in use.

Organizing:

After learning the value, the concept of students become correct and they know about nature of things. An individual organize and that helps in development of attitudes.

Organization is an ability to bring close different values and try to create relation coherent value system.

Characterizations of a value complex

Characterization of value complex is highest level of learning ,its combine with behavior of individual that constantly become the part of personality and that become habit of individual. Characterization of value complex is stage of effective domain. Highest level combined with those that are developing lifestyle which cover the highest level of activities that is related with one another.
Psychomotor Domain:

Simpson (1972) introduces this taxonomy that deals with psychomotor activities and it does involve those stages that are based on simplest to most complex motor activities.

Those stages are as follows:

Perception:

Perception is such type of ability in which an individual uses his/her senses. And through these senses an individual does stimulation and performs motor activity e.g. he can select the right option and translate. An individual’s readiness to act.

Guided response:

Guided response is such type of stage that is an early stage of learning complex skill and it's including trial and error and man learn through his trial and error and imitation. Comprehensions come in performance by practicing.

Mechanism

Mechanism is practicing session. Mechanism is intermediate stage of learning complex skill. The person has learned through responses and he become habitual and all his movement will be performed through confidence.

Complex overt response

In the complex overt response students situation becomes complex. In the complex overt response the errors are almost finished and an individual learn all things and he becomes a skilled person.
Adaptation:

An individual develops his own style of working and he becomes expert in any field, e.g., sketching, driving etc. Basically adaptation is personal way of doing something of one individual.

Origination:

Origination means an individual invent something new by his own self. Adaptation and origination both are highly developed skill. And these two stages are very rare in some student (html).

Lou M. Carey (1988) defines an objective test as "objective test items require students to work or select a correct or best answer of question. Gilbert Sax (1989) regards as objective test items "it has clear and unambiguous scoring criteria. Because multiple choice and true false tests can usually be scored objectively, they are some type referred to as objective test". W. Wiersma and S. G. Jurs (1990) state, "objective items are items that can be objectively scored, items on which person select are response from a list of options". Sing (2005) explained in interest test respondent concern with his feelings. When respondent wants to know about an object we call it interests.

Route (2009) explained that through the interest individual look different from others. Interests vary from person to person and it doesn't change according to time.
Concept of evaluation

Evaluation is an organized way/form to assemble and interpret data for making decisions.

Evaluation is not only searching out mistakes but it also has the aspect of validity. Sarfraz (2001) mentioned about evaluation that it has two main types of evaluation:

1. Summative evaluation:

Summative evaluation provides end result of any program. Summative evaluation is conducted at the end of any course/program. Summative evaluation determines whether the educational objectives have been achieved or not? What types of results have been achieved? Summative evaluation provides that how much program is satisfactory and should this program be continued for pupils?

2. Formative evaluation:

Formative evaluation is done at the end of the day. It involves day to day activity. In the formative evaluation program both teacher and student take feedback regularly. It motivates pupil towards effective learning. Formative evaluation is useful for those students who are now correctly in system.

According to the Rowntree (1887) in formative evaluation a teacher gives marks on homework, and any other activity. All these things are included in formative evaluation.

Content analysis:

Cartwright (1970) define about these term that content analysis and coding the process of both are objective, quantitative detail of representative in performance.

Berelson (1952) has explained three points in the content analysis that a researcher can use in the research those are as below:

- Characteristics of the content
Procedure of content

Effect of content.

Cartwright (1970) given three more uses of content analysis in which attention of the researcher is on the type of content.

1. Its concern with the content analysis of propaganda so as to disclose the ways in which the propagandist pursues his objectives of influencing the community.

2. Second use of this basically the major linked of the investigator is to calculate the readability of communication.

3. Confines to invent of the stylistic features or characteristics of literary result.

NEP 1992 recommends that it is essential in education process “to bring out the creative, critical and dynamic abilities of students which may enable the (a) develop a balance outlook about man and nature, (b) increase their lifelong earnings and contribute to the social and economic development of the country and Ummah, and (c) defend the ideology of Pakistan at the interface of international, Social, political and economic development”.

The importance of the subject of the Pakistan Studies it is obvious from this policy, “To improve the quality of education (a) by revising curricula, improving physical facilities, and making the teaching-learning process more effective at all levels of education, (b) through extensive use of media for educational purpose, and (c) intensifying research activities in the universities especially in modern fields of science and technology”.

4. “To ensure the e participation of the community in educational affairs and to train students for existing assistance to the community in solving their papers” (NEP, 1992)).

As the Berelson (1952, p.18) explained that content analysis is research way for the objective, orderly, and quantitative explanation of the manifest of the statement.
Quantitative content analysis:

Quantitative content analysis broadly used in mass communication. It is used as to contradict visible textual elements. Content analysis is a deductive method which is used to participate to test hypothesis and provide answer of those question which comes out from theories. It generates quantitative data that can be analyses and using arithmetical techniques.

Qualitative content analysis:

Qualitative content analysis is such type of technique that mainly developed in anthropology, qualitative sociology and psychology with the function of exploring the meaning fundamental physical communication. Quantitative content analysis is an inductive in nature.

Determine the purpose of the document analysis:

It is very difficult to observe every aspect of the instructional at once, start with specific goals about what you would like to learn and narrow your focus. Whether we examine documents to directly adjust instruction or as part of an overall assessment will decide your focus and what documents to review.


According to NEP (1998-2010) recognizing curricula as the cornerstone of educational development, has called for bold reform which "starting a new cycle of curriculum development at level of education". According to National Curriculum Government of
Objective of Pakistan Studies that are mentioned in National curriculum of grade IX-X in 2006:

Objectives of teaching of PAKISTAN STUDIES, as mentioned in National Curriculum 2006, are to:

1. Inculcate a sense of gratitude to Almighty Allah for blessing us with an independent and sovereign state.
2. Underscore the importance of national integration, cohesion and patriotism.
3. Encourage traits of observation, creativity, analysis and reflection in students.
4. Promote an understanding of ideology of Pakistan, the Muslim struggle for independence and endeavors for establishing a modern welfare Islamic state.
5. Acquaint the students with various phases of Pakistan's historical, political and constitution developments.
6. Inculcate awareness about the multi-cultural heritage of Pakistan so as to enable the students to better appreciate the social-cultural diversity of Pakistan society and get used to the idea of unity and diversity in our national context.
7. Enhance understanding of physical features and human resources of Pakistan.
8. Impart awareness about various aspects of socio-economic activities at national level and the role played by Pakistan in the development of the society.
9. Highlight Pakistan's strategic position in international politics, especially its relationship with neighboring and Muslim countries.
10. Lay emphasis on the right and obligation of the citizens of an independent and sovereign state.
Teaching strategies those are suggested in the National curriculum of grade ix-x in 2006:

Teachers should make the satisfaction from the students that whatever the students have learned. They have not only learned for examination they also prepared them for the good nation and they all must face the challenges of the life. For achievement of objectives teachers should adopt the unique strategies:

Lecture:

Lecture must be planned and problem oriented and accompanied by use of the appropriate program graph, charts, pictures etc they can also use the multimedia if they have the facility of that. Lecture should not be based on the one sided; during the lecture teacher should ask the different type of question related to topic. Teacher should involve students and he/she arouse the students for the answer.

Discussion:

Discussion is also important elements in the group interactions which provide a lot of benefits to the students. Discussion increases their information related to the topic and motivate them to provide the view about the information which is turn assist them to inspect their assumption in the light of different point of view. In the discussion equal opportunity should provided to the students that they can participate in the discussion and shares their ideas. And teacher should put those type of question which arouse the question that can u further explain this? What's your opinion about this topic? At the last of the discussion teacher should summarize the all discussion briefly.
Cooperative Learning:

Cooperative learning is an important approach through that students work together in the shape of group and they maximize their own learning and other. Through this techniques students learned a lot of things e.g. time management, responsibilities, and increase higher level of thinking, sharing, and cooperative learning. Through the cooperative learning Student's behavior improved towards teacher and school. Cooperative learning provides opportunities to the students they make adjustment with the different types of students and know how to lives with the people.

Teaching of Pakistan Studies:

According to the Munir (2009) Pakistan studies is such type of subject through that pupil will become the good citizen through reading the information of culture, history etc. Pakistan Studies is subject that is compulsory till graduate.

The present study was based on a document analysis. In this study the question papers of BISE of secondary level in the subject of Pakistan Studies were assessed with reference to objectives domains of Bloom’s taxonomy of cognitive domain. Available literature in shape of books, research articles, reports, research theses question papers of Pakistan Studies and all other available documents were consulted to build framework for the study and to explore answer to research questions.

Population

Available literature in shape of books, research articles, research theses question papers of Pakistan Studies were the population of the study. Sample for the study were taken from question papers of Pakistan Studies for secondary level with reference to cognitive domain of Bloom’s taxonomy.
Methodology:

The methodology adopted for this research is qualitative and that is based on the documents analysis. For the assessment of the question paper of PAKISTAN STUDIES at BISE for this the cognitive domains of Bloom taxonomy have been chosen.

Sample of the Study

The question papers of PAKISTAN STUDIES of BISE Rawal Pindi from 2007 to 2011 were the sample of the studies.

Data Analysis and Findings

In the present research, we have measured every question item of question paper of Pakistan Studies against Bloom’s taxonomy. We took five years question papers of PAKISTAN STUDIES of BISE and we measured students’ abilities in objective question papers according to Bloom’s taxonomy and we analysed how it was measured and we adopted the same procedure in measurement of subjective type papers.

Cumulative results of all question papers from (2007 to 2011) are described in following table:

Table No. 1: Cumulative Results of Question paper of Pakistan Studies

<table>
<thead>
<tr>
<th>Year</th>
<th>knowledge</th>
<th>comprehension</th>
<th>application</th>
<th>analysis</th>
<th>synthesis</th>
<th>evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>61.7%</td>
<td>27.7%</td>
<td>2.1%</td>
<td>6.4%</td>
<td>0%</td>
<td>2.1%</td>
</tr>
<tr>
<td>2008</td>
<td>74.5%</td>
<td>14.9%</td>
<td>0%</td>
<td>6.4%</td>
<td>4.3%</td>
<td>0%</td>
</tr>
<tr>
<td>2009</td>
<td>70.2%</td>
<td>14.9%</td>
<td>0%</td>
<td>8.5%</td>
<td>6.4%</td>
<td>0%</td>
</tr>
<tr>
<td>2010</td>
<td>76.6%</td>
<td>8.55%</td>
<td>4.3%</td>
<td>8.5%</td>
<td>6.4%</td>
<td>2.1%</td>
</tr>
<tr>
<td>2011</td>
<td>68.1%</td>
<td>26.6%</td>
<td>3.2%</td>
<td>0%</td>
<td>2.1%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>
Findings: the table explains that in objective type papers of BISE from year 2007 to 2011 maximum items of the objective papers measured just students information about the content of Pakistan Studies where as very small number of items assessed students’ comprehension ability. Some items assessed application ability. However, very short numbers of items were such that assessed higher order of cognitive abilities of students.

The above table show that in the paper of Pakistan Studies (2007) 61.7% items relate with knowledge category and 2.7% items link with comprehension, 2.1% items relate with application category of cognitive domain. Therefore, no items found that assess synthesis ability of students. 2.1% items of evaluation ability is also measured.

In the paper of Pakistan Studies (2008) shows result that knowledge category 74.5% maximum focused. 14.9% comprehension ability also measures. 6.4% analysis items are assess and 4.3% items of synthesis ability of students also assess while there are no single item found that assess application and evaluation ability of students.

Paper of 2009 interprets that 70.2% items are link with knowledge category of cognitive domain. 8.55% items of comprehension ability is assess. 8.5% items of analysis category and 2.1% items of synthesis category assess whereas there were no item found that assess application and evaluation category of students.

Paper of 2010 show that (76.6%) maximum focused on knowledge category. 8.55% items of comprehension ability assess of students. 4.3% items of application ability and 8.5% items of analysis category of students assess. while 6.4% items found that related with synthesis category. (2.1%) minimum items of evaluation category of cognitive domain measure the students ability.
Table shows in the paper of Pakistan Studies 2011 interprets that 68.1% items link knowledge category, 26.6% items of comprehension category found, 3.2% items of application category that assess students ability, while 2.1% items of synthesis and 2.1% items of evaluation are found but no one items is found that assess ability of students in the whole paper.

**National Curriculum 2006 Govt. of Pakistan and Finding of Present Study:**

According to National Curriculum (NC), (2006) proper care should be taken to prepare the objective type question so they can appropriate assess students’ knowledge, comprehension, application, analysis, synthesis, evaluation skills. Findings of the present study reveal that in assessment of students’ learning achievement in Pakistan Studies only students’ knowledge or information gaining ability is assessed.

The abilities that are described in NC 2006 that are comprehension, application, analysis, synthesis and evaluation were to a great extent ignored. Students’ ability to analyze things and generate new ideas is not assessed.

**Conclusion and recommendations:**

1. It is obvious from finding that maximum the objective and subjective question paper of Pakistan Studies 2007 maximum assesses students’ knowledge ability and to some extent comprehension ability of cognitive domain is also measured. It is also concluded that application, analysis and evaluation abilities of students’ are also given very low attention in the objective type items whereas synthesis ability is totally ignored.

2. Idea generate from the findings that in the paper of Pakistan Studies of 2008 maximum focus on the knowledge ability of students. In this question paper to some extend focus on the comprehension category of cognitive domain on the other hand there were very few item are relating with the comprehension and synthesis ability. In this paper maximum focus on the
knowledge category, but application and evaluation kind was totally ignored, memorization ability of students construct. Students can generate the things. But they don’t have ability to apply all those knowledge.

3. It is obvious from findings of question paper of Pakistan Studies year 2009 maximum focus on students knowledge ability and assessing of application and evaluation ability of students’ have totally ignored. It means that only memorization of facts or information gaining ability in assess students learning achievement in Pakistan Studies.

4. It is obvious from findings that maximum knowledge category of cognitive domain is measured in paper of Pakistan Studies, 2010. Students’ application and evaluation abilities are not measured and very less assessment of comprehension, analysis and synthesis abilities. It means that in assessment of students learning achievement in Pakistan Studies only knowledge or information gaining ability is assessed. How much they are able to apply the acquired knowledge those types of abilities are not measured.

5. Again in question paper of 2011 we conclude that maximum knowledge category of cognitive domain is measured. Student's analysis and evaluation abilities are not measures. It means that in assessment of pupils’ learning achievement in Pakistan Studies is focused only to knowledge or information gaining ability. Students’ ability to analyze things and generate new ideas is not assessed.

**Suggestion:** In the light of the conclusion and findings of the present study, following suggestions are being proposed by the researcher in order to improve the assessment of Pakistan Studies at secondary level:

1. At present Board of Intermediate and Secondary Education (BISE) assess students’ learning achievement in the subject of Pakistan Studies. Findings of present study report
that BISE measure only students’ knowledge ability or how much they know facts and figures of something. Very less items regarding application, analysis, synthesis and evaluation abilities of students’ is focused in question paper of Pakistan Studies. There is need to revise assessment process of BISE, especially in assessment of Pakistan Studies.

2. Such items may be included in question paper of Pakistan Studies that assess students’ ability of application of knowledge, analyzing facts and figures, creation and generating new knowledge and decision making.

3. BISE may assign duty of paper setting only to expert teachers who are familiar thoroughly with teaching learning process of Pakistan Studies and familiar thoroughly with assessment techniques.

4. Paper setters may be trained in writing of question paper items that measure various abilities of students.

5. Findings inform us that procedure and criteria of assessment of students’ learning achievement in Pakistan Studies is not adopted as mentioned National Curriculum document of Pakistan Studies 2006.

6. There is need to provide teachers training in how to teach for developing various cognitive abilities of students like application, analysis, synthesis and evaluation.

7. Multiple assessment procedure may be introduced for assessment of Pakistan Studies. In order to achieve the objectives of Pakistan Studies, it is suggested that in internal assessment of this subject some practical projects may be given to students that can develop in them the importance of their beloved country and can make them responsible and law abiding citizens.
8. Teaching through project teaching method can develop in students’ sense of responsibility. A portion of assessment may be reserved for practical projects completed by students in order to measure students’ abilities of application, analysis, synthesis, and evaluation. Such learning activities may be included in the textbook of Pakistan Studies that promote higher level of cognitive thinking abilities and the same may be assessed in examination. Present study was qualitative in nature; however future research on the same area may be carried out through descriptive and experimental types of researches.

9. Content selection and ways of content presentation may be made parallel with all six categories of Bloom’s taxonomy and same may be assessed accordingly. So that students’ development of abilities may be focused in teaching. Teacher training may be coordinate with BISE assessment procedure.

10. BISE may transform their paper pattern keeping in view assessing of students’ cognitive abilities of application analysis, synthesis and evaluation.

Implication of the study:

The findings of the study are useful and helpful for BISES (in development of question paper pattern), curriculum developers, text books writers, teachers, paper setters, researchers, and any individual who has interest in the subject of Pakistan Studies and in the examination system of Pakistan.

In 21st century we have to promote in our students abilities of analysis, synthesis and evaluation. Therefore we need to revise our assessment procedure by making in line with development of higher order of thinking abilities in our students.
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