

**THE TAXONOMY OF SENIOR SECONDARY SCHOOL CERTIFICATE
EXAMINATION (SSSCE) QUESTIONS BY COGNITIVE DOMAIN: 1997-2000**

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ABSTRACT

This study sought to verify the assertion that the level of thinking of the objective items and essay questions in some past SSSCE papers were testing more of factual knowledge and comprehension than those of higher levels of thinking. The documents used for this study were the past SSSCE questions for English Language, Mathematics, Economics, Chemistry and Clothing & Textiles from 1997-2000.

Data was collected by critical inspection of the SSSCE questions by panel of experts who used Bloom's Taxonomy of cognitive domain to categorize them into different levels of thinking. Findings show that except in Mathematics, all other subjects featured objective items that tested more of the lower cognitive levels than the higher cognitive levels.

Essay papers in Chemistry, Economics and Clothing & Textiles tested more of the lower cognitive than the higher cognitive levels for the four-year period except in 1997 for Clothing & Textiles and in 1998 for Economics. The findings were discussed in the light of current submissions in the literature and in view of WAEC's mandate. It was recommended among others that more items on application of knowledge should be included in English Language, Economics, Chemistry and Clothing & Textiles objective papers while more Knowledge and Comprehension questions should be tested in Mathematics.