

**An Evaluative Analytical study of the
Questions in Natural Geography text book
Assigned for the First Secondary class in
Syrian Arab Republic Schools According to
Bloom's Cognitive Taxonomy**

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Abstract

This study aims at analyzing and classifying the questions found in the secondary textbook of geography taught in Syria according to Bloom levels of cognition (knowledge, understanding, application, analysis, synthesis and Evaluation). The researcher has classified the questions into those which require high intellectual ability and those which require low ones.

The research sample was represented by the questions in the book of geography for the first secondary grade in the Syrian Arab Republic. The researcher has verified the analysis depending on the Holistic Equation. The percentage of co efficiency reached 87.6%.

Among the most important results of the study, the following could be mentioned:

1- The questions are mainly addressed to low Comprehension level which reached a percentage of 60.24%.

2- The questions don't reflect any sign of analysis or synthesis levels, while the evaluation level reached a very low average, 0.86%.

The researcher has provided an interpretation for the results of the study in addition to some proposals which may be of some benefit to those who are in charge of composing the curricula, and the text books in the field of making questions.

For the paper in Arabic see pages (551-575).