



**RESEARCH PAPER**

## **An Analysis of Question Papers of English (Grade-X) Of Board of Secondary Education, Karachi**

Zahid Anwar <sup>1</sup>

### **ABSTRACT**

*The goal of this research was to assess question papers of English of Grade 10 at the secondary level considering Bloom's Taxonomy of educational objectives. The study used the Document Analysis Method, which is a qualitative approach to research. The sample of this study was past English papers of the last 10 years (2011-2021) of the Board of Secondary Education Karachi (BISEK). The findings of this research study disclosed that the maximum assessment focus in MCQs was on the level of knowledge. Other forms of questions, requiring either short or detailed answers, emphasized only knowledge and comprehension at a cognitive level. The learners' analysis, application, synthesis, and evaluation skills were not correctly examined through the BISEK question papers at the secondary level. Therefore, this research study recommends the requirement for training paper setters and teachers to frame subjective type questions focused on higher order thinking skills.*

**Keywords:** Assessment, Bloom's Taxonomy, Rote Memorization, Textbook, English

1. Teacher, City School Karachi

### **Introduction**

Man is the noblest of creatures because there is a clear difference between man and all other creatures. This difference comes from understanding and knowledge. Education is the best way to gain knowledge and understanding. Knowledge can be achieved through different sources e.g. books, media, autobiographies etc. Schools are

the primary source to get knowledge (education) through a systematic process in which at a certain period the given knowledge is assessed through examination. The importance of assessment in the growth of pupils cannot be overstated. It's also utilized to see if pupil prepared to move to the next class. (Haerens, 2017). Governments all over the world use Government examination procedure to checkout students' skills for the afterward level of education in order to attain a certain stage of standardization ( Leckie & Goldstein, 2016). Despite their many advantages, public tests have been criticized for encouraging examination strategies because the effect of these exams define the worth of the institutions (Islam, 2016; Kirkpatrick & Zang, 2014).

Tests assume a critical part in the improvement of understudies and furthermore decide if an understudy can move to a higher level . (Borghouts, 2017). To arrive at a set norm, states all over the planet assess understudies' capacity to enter the following scholastic stage under the overall assessment framework. (Goldstein) and (Law and Tom, 2017). Expansion to its various advantages, general assessments are likewise reprimanded in light of the fact that it is by and large expected that the showing system in schools is done according to an assessment perspective. (Islam, 2016). The outcomes acquired therefore are perceived as proof of the school's quality. Research has likewise shown that organizations where outer establishments lead assessments and whose presentation and notoriety are connected to assessment results, by and large advance the showing system according to an assessment perspective.

This study will try to seek and measure the following objectives.

1. The level of learning is assessed on exams planned by (BSEK) to systematically shape the teaching and learning styles of teachers and students in English.
2. For how often topics are persistent in the exam and how this affects teachers.
3. Student decisions to focus on a particular topic.
4. The topics are chosen from the proposed textbook units and how they influence the decisions of pupil and teachers to concentrate on or overlook specific things of the chapters of the proposed textbook.

### **Objectives of the Study**

1. To rank the question papers (2011-2021) at the Secondary level regarding knowledge, comprehension, and Application category of the cognitive domain in Bloom's taxonomy.
2. To underline the mistakes and omissions in English question papers (2011-2021) at the secondary level in the light of classics of test item construction.

### **Research Questions**

Following is the questionnaire:

1. Do question papers of Board of Secondary Education Karachi check the knowledge of the students in assessment of English?
2. Does BSEK examines student's comprehension ability in assessment of English?
3. Does BSEK investigates student's ability of application in assessment of English?

### **Literature Review**

Government exams, collectively suggested to as public exams, are a single measure of student performance required for students to succeed in supplemental education (Madaus & Kellaghan, 1991). The public graduation system provides the ability to make true comparisons between students in a completely different faculty of nursing in a given family (Madaus and Kelagan, 1991). Most importantly, public exams guide undergraduate education and learning (Patterson, 2007). Some studies on public testing have shown that test units are conducted by external testing committees, and therefore the performance of these institutions is based on the results of such testing and is usually the case. Promote exam-oriented education. Unity (Aftab, Qureshi & William, 2014) and (Auranti, 2011). This development is also known as "backwash" or "backwash" Skypool (2016) defines backwash as "the idea of dealing with a glance at the shocking side effects, rather than the desired effect, when the main purpose of the review is information management" (p.2). Similarly, Biggs (1995) states that "backwashing refers to the actual

truth that tests not only control information, but also formulate student teaching methods and learning strategies” (p. 3). Increase. Similarly, Alderson and Wall (1993) disagree that wash back “forces teachers and learners to do and do things that do not appear to be primarily due to the test” (p. 1). Pearson (1988) argues that: “The public exam has an impression of the attitudes, behaviors and motivations of teachers, learners and parents.

This effect is thought to be in the opposite direction of the nurse training associate professor, as it affects the attitudes, behaviors and motivations of learners and parents, and may be tested at the highest level of the course. Increase. 7). Teachers will receive tutorials to assist with backwashing and to confirm backwashing. Test-based faculties can have positive or negative impacts, called positive or negative impacts on teaching strategies (Hughes, 2007), but are often portrayed negatively in thought the scholarly literature. The most important reason for unity is the standard of communication. For example, if communication focuses on lower-order learning content, pedagogy can specialize in lower order learning (Kirkpatrick & Zang, 2011). Another important aspect of external testing is repeating past tests. Analysis shows that if communication follows a particular pattern through continuity queries over a long period of time, scientists will follow such pattern and it is very likely that communication will exist without delving into all the information. (Kirkpatrick & Zang, 2011; Qi, 2004). Fullilove (1992) states that this communication unit is “almost the same as previous communication papers” in connection with such exams and the discussion of teaching materials for students to prepare for these exams. (P.139).

### **Methodology**

The study was qualitative in nature in which the document analysis method was used. The cognitive domain with the reference of Bloom’s Taxonomy was assessed at secondary level question papers (2011-2021) of 10<sup>th</sup> class.

*Population:* All previous question papers of English of Board of Secondary Education Karachi from last 10 years (2011-2021), research articles, theses and books were the population of this research study.

*Sample:* The sample of this study was past English papers of last 10

years (2011-2021) of Board of Secondary Education Karachi.

### **Data Analysis**

Each question measured with reference to Bloom's Taxonomy. According to objective of this research study, abilities of the students were measured in both types of paper (subjective and objective) and the result archived from the analyses are elaborated as :

*Analysis of MCQs:* The researcher analysis the Multiple-choice question of year 2011 to 2021 and found that the multiple-choice question were totally based on knowledge. Multiple choice question increase the knowledge abilities. In MCQs comprehension and application, abilities were not examined.

*Analysis of short question:* The researcher analyzed the short question are answers with reference of Bloom's Taxonomy that the short question are based on knowledge and comprehension level. Mostly question are taken from comprehension level, which may be up to 60% to 70%. There is no activity, which develop the student's application abilities.

*Analysis of long question:* This research study observed. There is no items based on knowledge most of the items were based on comprehension other levels of cognitive domains of Bloom's Taxonomy were not found in this question paper (2011-2021).

### **Findings**

The results of this paper show that the BISEK exam prioritizes low-level studying and primarily evaluate student remembering and understanding. Even applying queries are buildup with special approach, which evaluates student procedural data, not application skills. In the 10-year exam that our study exceeded, there were few analytical questions, no evaluations or innovative questions. These results are inconsistent with the standards required by the English National Curriculum (Curriculum, 2006), which sets upper standards for college students in class six and twelve. Following the 2009 National Curriculum, students in these grades are predict to acquire

systematical, summarizing, & judgment abilities with several English proficiency skills. However, the exam focuses only on remembering and understanding and tends to have important impact on learners and scholars. It is note that scholars adopt teaching methods that facilitate learning and understanding. These results implement the results of Tayeb, Ismail, and Khan (2014). UN agencies have conducted same studies in the subject of English exams in education in Asian countries and searched that teacher teaching methods that are strongly effect by the nature of things in the exam. Sukyadi and Mardiani (2011) also found that the choice of educators materials and resources in teacher training in Indonesia is strongly impact by the creation of the query demand in the exam. At a casual meeting with BISEK staff, they blamed the poor education system after being asked why the learning content was sacrificed in the exam. According to researchers, the work of upper-level teaching materials in the exam can significantly reduce the overall percentage of students who pass. They also emphasized that the door openings within the Biomedical Engineering College are highly dependent on the results of business informatics exams. In West Pakistan, people have shown great enthusiasm for teens to enroll in medical and technical colleges, and great efforts can achieve this. People and students take the BISE results very seriously, as admission to these universities takes 1/400 of the BISE results and an hour of admission management results.

Introducing high-level learning content into BISEK exams can significantly reduce the percentage of older graduates and lead to protests from staff and community members. BISEK representatives to defend the use of low-level learning materials within the exam have often used this excuse.

The results of this article additionally disclosed that not only query was enclosed within communication papers which might have evaluate students' appraising and artistic skills. It is terribly troublesome to judge students' appraising and artistic abilities victimization unseen evaluation because of this limitation (Falchikov, 2013). To judge one thing, learners have to be compelled to archived data from completely different area of subject and analyze it before creating their appraising. During this method, some pupil find yourself making data & all this needs time and resources. The open-book assessment is taken into account to applicable once the aim of the

academics is to assess students' appraising and artistic abilities. (Falchikov, 2013). However, BISEK has no provision for open-book examination. Although, the responsible of BISEK learn the importance of the open-book evaluation in judging the students' high order learning expertness, the supplying problems often quoted as associate degree excuse to not found it. The massive range of applicant for examination, limited time for checking and grading (as they deadlines from Chief Minister workplace to announce results inside ninety days), and handiness of trained assessors were the problems they often mentioned. With of these problems, BISEK ignores the high level learning things within the examinations, and our findings show that it's a awfully sturdy washback result on educators' teaching approaches, wherever systematical, appraising and artistic skills are unnoticed.

In addition, the 10-year communication paper queries covered in our research are often "as is", and the same program has used for a short period, so it turns out that it is clearly still multiple years. I did. However, because queries are accurate every year for several years, newspaper writers lack an ingenious and innovative way to develop queries, so they only copy the ones from the previous year. It suggests that. This tendency also influences the choice of topics that undergraduate teachers and students hide or ignore.

Students and scholars describe a topic as "important" when the exam process often lasts for several years. Therefore, value is placed only on these topics. Scholars reviewed previous exam questions and created a "expected paper." This sample containing a record of possible inquiries over multiple years in the next exam and provided scholars with prepared notes (Rehmani, 2003). Local publishers have also taken advantage of this case to publish an easy-to-use guide for fraud as part of their purchases and exams (Khattak, 2012).

The conclusion of it turns out that similar unit of the given subject books of the communication papers of the last decade are not completely marked, but the alternative chapters become very important, from which some questions are tested. Often carefully selected on paper. This also affects education. It turns out that the scholar did not obscure the chapters that overlooked in the previous



exam, as they were not need to read the associate degree exam. An analysis by Rind (2015) shows a similar trend in the higher education sector, where learners and scholars often take for granted chapters in the middle of book that are not multi yearly. For example, curriculums for different grades are designed with the student's educational background in mind (Stein, Remillard & Smith, 2007), so students must complete the entire 10<sup>th</sup> grade program to achieve grades in 11<sup>th</sup> grade. I have. Ideas taught in the second grade usually support the ideas taught in the former. Exam practitioners ignore chapters that were not part in the previous year's exam. This gives pupil reasonable rank, but weakens based on future grades (Hanif , Rehna, & Nomaan 2016). These results underscore the vital of visiting audits by BISE in West Pakistan. Since the test results of business informatics are high priority, the test pattern has a great influence on the education and learning of the faculty to which you belong.

### **Discussion**

In the context of Pakistan, numerous found out researches criticize Government school examinations better at secondary stage ( Kashif, and Hussain, 2016; Rahmani, 2003). The maximum cause of evaluation is to assist in the coaching and studying method. The prevailing use of the overall government region BISES do now no longer assist the coaching and studying method. Sun etc. (2014) criticized public assessments for swing too much stress on college students, anyplace college students are pressured to require personal tuitions moreover to formal training to set up for assessments. Students are stimulated to speak to beyond take a look at papers, and examine thoughts for the most half. Similarly, there are opportunity found out research that declare that examinations carried out via way of means of public region BISES don't examine the educational qualifications and capabilities wanted for enrollment and retention in tertiary plan. (Ali, Kashif, and Hussain, 2016; Kazmi, 2005). Though those claims effect the general opinion of scholars, lecturers and oldsters, but they're now no longer supported any empirical evidence. Rahmani (2003) queries the irresponsibleness and accuracy of the take a look at, and shows that the take a look at doesn't cover the route of study, which the matters are perennial over and every other time. This evaluation seeks to fill this hole via way of



means of reading the exam papers of numerous BISES so empirical evidence are frequently given for any dialogue and action.

Public examinations are promoted in evolved countries, with inside the primary because of the steady scrutiny in their requirements via evaluation. In Pakistan, but, very

Little Prepared and understood evaluation are frequently observed to peer the usual of secondary and higher stage public examinations and its consequences on coaching and studying of English.

If Associate in Nursing exam follows a particular sample via way of means of continuance queries 12 months as soon as 12 months for a good sized period; then, it's extraordinarily possibly that scholars can word this and by skip the take a look at the same time as now no longer longing the entire route of study. Within the identical means, if Associate in Nursing exam many certain units from a specific route, then the learners and lecturers might be additionally moreover forget about those units (Kirkpatrick, 2011; Qi, 2004). Full love (1992, p. 139) refers to such testination as "small pretty cloners of beyond examination papers".

Pakistani government exam has lengthy criticized for swing full of stress on college students, UN company ar then pressured to own personal training moreover to formal training in instruction for their testination students are stimulated to speak to beyond examination papers and in large part to examine the assemble for good results (Aftab et al., 2014). The reasonableness of the exam additionally are question are maximum critics declare that it doesn't complete the data which subjects are many times perennial (Rehmani, 2003).

## **Conclusion**

The conclusion of the research is that exams play an important part in developing scholarship holders, as they are also used to determine if students are ready for the next grade. To achieve a certain level of degree, governments around the world use public testing systems to assess scholars' flexibility to an ongoing level of education. Despite many criticisms, public scrutiny is active in developed countries, primarily due to continued analytical scrutiny.

However, in Pakistan, there are often few standards for public

examinations at the lower and higher education levels and systematic and easy-to-understand analyzes to identify outcomes from an educational and learning perspective. This analysis aims to bridge this gap by comprehensively analyzing the exams conducted by North Wind City and their impact on teaching practice and English learning by relevant undergraduate students Increased.

### **Recommendations**

- The result of this paper recommend that BISEK examinations priorities lower studying and principally evaluate students' remembering and understanding skills. The application-level queries square measure build up in an exceedingly approach that judge the students' procedure data rather than their applying skills.
- Establishing upper level learning things within the examinations conducted by north wind will be considerably scale back the proportion of upper level, so could lead to associate outcry by oldsters and community members.

## References

- Aworanti. (2011). Why candidates fail in public examinations. Paper presented at the Federal Ministry of Education Stakeholders consultative meeting on improving Performance in public examinations.
- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in Practice: Designing and developing useful language Tests*. New York: Oxford University Press.
- Biggs, J. B. (1995). Assumptions underlying new Approaches to educational assessment. *Curriculum Forum*, 4(2), 1–22.
- Bloom, B., Krathwohl, D., & Masia, B. (1984). *Bloom taxonomy of educational objectives*. Boston, MA: Allyn & Bacon.
- Borghouts, L. B., Slingerland, M., & Haerens, L. (2017). Assessment quality and practices in secondary PE in The Netherlands. *Physical Education and Sport Pedagogy*, 22(5), 473–489. Doi:10.1080/17408989.2016.1241226
- Cheng, L. (1997). How does washback influence teaching? Implications for Hong Kong. *Language and Education*, 11(1), 38–54. Doi:10.1080/09500789708666717
- Curriculum, N. (2006). *National curriculum for English 2006*. Islamabad: Ministry of Education, Government Of Pakistan.
- Falchikov, N. (2013). *Improving assessment through student involvement: Practical solutions for aiding learning in higher and further education*. London: Routledge
- Fullilove, J. (1992). The tail that wags. *Institute of Language in Education Journal*, 9(2), n.a.
- Goldstein, H., & Leckie, G. (2016). Trends in examination Performance and exposure to standardized tests in England and Wales. *British Educational Research Journal*, 42(3), 367–375. Doi:10.1002/berj.3220
- Hughes, A. (2007). *Testing for language teachers*. Stuttgart: Ernst Klett Sprachen.
- Islam, M. S. (2016). Dilemma of the high-stake public examination for primary education in Bangladesh: Can decentralization help? *Bangladesh Education Journal*, 15(2), 47–52.
- Khattak, S. G. (2012). Assessment in schools in Pakistan. *SA-eDUC*, 9(2), 1–13.
- Kirkpatrick, R., & Zang, Y. (2011). The negative influences Of exam-oriented education on Chinese high school Students: Backwash from classroom to child. *Language Testing in Asia*, 1(3), 1–36. Doi:10.1186/2229-0443-1-4-1
- Madaus, G. F. (1991). The effects of important tests on Students: Implications for a national examination System. *The Phi Delta Kappan*, 73(3), 226–231.
- Madaus, G. F., & Kellaghan, T. (1991). Examination systems in the European community: Implications for A national examination system in the United States.

- Nomaan, S., Hanif, R., & Rehna, T. (2016). Factors underlying academic underachievement among Pakistani Secondary school students. *Pakistan Journal of Psychological Research*, 31(1), 311–320.
- Pearson, I. (1988). Tests as levers for change. *ESP in the Classroom: Practice and Evaluation*, 128, 98–107.
- Rehmani, A. (2003). Impact of public examination system On teaching and learning in Pakistan. *International Biannual Newsletter ANTRIEP*, 8(2), 3–7.
- Rind, I. A. (2015). Gender identities and female students Learning experiences in studying English as second Language at a Pakistani University. *Cogent Education*, 2(1), 1115574. Doi:10.1080/2331186X.2015.1115574
- Rind I. A., & Mari M. A. (2019). Analyzing the impact of external examination on teaching and learning of English at the secondary level education. Published online:07 Feb 2019
- Spolsky, B. (1994). The examination-classroom backwash Cycle: Some historical cases. In D. Nunan, R. Berry, & V. Berry (Eds.), *Bringing about change in language Education: Proceedings of the international language In education conference 1994* (pp. 55–66). Hong Kong: University of Hong Kong.
- Stein, M. K., Remillard, J., & Smith, M. S. (2007). How Curriculum influences student learning. *Second Handbook of Research on Mathematics Teaching and Learning*, 1(1), 319–370.
- Tayeb, Y. A., Aziz, M. S. A., Ismail, K., & Khan, A. B. M. A. (2014). The washback effect of the general secondary English examination (GSEE) on teaching and Learning. *GEMA Online® Journal of Language Studies*, 14(3), 83–103. Doi:10.17576/GEMA-2014-1403-06