

وزارة  
التعليم العالي والبحث العلمي  
جامعة ميسان  
كلية التربية الاساسية



# مجلة ميسان للدراسات الأكاديمية

لعلوم الانسانية والاجتماعية والتطبيقية

Misan Journal For Academic Studies  
Humanits, Social and applied Sciences

ISSN (PRINT) 1994-697X

(Online)-2706-722X

اذار 2026

العدد 57

المجلد 24

2026 Mar

57 Issue

24 vol

Misan Journal

مجلة ميسان للدراسات الاكاديمية  
العلوم الانسانية والاجتماعية والتطبيقية  
كلية التربية الاساسية/ جامعة ميسان

اذا م 2026

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مؤسسة الاستشهاد المرجعي ورمز  
العلم والتكنولوجيا في العالم الإسلامي  
ISC

IRAQI  
Academic Scientific Journals

ISSN  
INTERNATIONAL  
STANDARD  
NUMBER  
ISSN PORTAL  
IN COORDINATION  
WITH  
INTERNATIONAL  
BUREAU

doi  
Crossref

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مرقم الايداع في المكتبة الوطنية العراقية 1326 لسنة 2009  
[journal.m.academy@uomisan.edu.iq](mailto:journal.m.academy@uomisan.edu.iq)  
<https://www.misan-jas.com/index.php/ojs>  
<https://iasj.rdd.edu.iq/journals/journal/view/298>

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ISSN (Print) 1994-697X  
ISSN (Online) 2706-722X

DOI:<https://doi.org/10.54633/2333-024-057-006>

Received:26/Nov/2025  
Accepted:22/Feb/2026  
Published online:31/Mar/2026



MJAS: Humanities, Social and  
Applied Sciences  
Publishers  
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College of Basic Education This  
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## Analysis of General French Language Question Papers for the Third Intermediate Grade in Iraq Based on Bloom's Taxonomy

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### Abstract:

This study aims to analyze the general French language exams for third grade in Iraq. To fulfill this, two checklists were prepared. The first one is concerned with general shape criteria while the other one concerned with the six levels of the cognitive domain of revised Bloom's taxonomy. The validity and reliability of two checklists were ensured. The results showed that the question setters have paid attention to layout and general shape criteria. Moreover, they revealed a balance within the distribution of questions across the lower levels of the cognitive domain. Also, it was found that the ratio of objective to subjective questions was suitable for this age grade. Furthermore, the abundance of understanding level question gave the students an advantage of lack of accreditation on rote memorization of the study material. Further works were suggested for future research.

**Keywords:** analysis, general French exam, third

intermediate, Bloom Taxonomy.

### Introduction:

It not hidden to us human beings are using languages to communicate and to transfer information among them. Therefore, people who can speak more than one language, they can compete in globalized era (Ahmad: 2020 cited as Hassan & et al: 2023). Today, the multilingualism has a wide importance in both personal and professional fields. Most people need the languages in trade, travel, internet, and their jobs etc... This does not mean that a people must master all languages they know; rather, a basic understanding of them is sufficient (Mim: 2023). French is a widely spoken language, along with Spanish, Mandarin, English, and Hindi. According to the 2022 data announced by the Organisation Internationale la Francophonie (OIF), French ranks fifth in the world in terms of the number of its spoken people (Hassan & et al: 2023). Therefore, most

governments make big efforts to include teaching foreign languages in their schools, especially French, in order to encourage students to speak extra languages.

On the other hand, exams play major roles in determination academic levels of the students. Thus, they are important in teaching and learning processes (Kumara et al.: 2019; Kusriani et al.: 2021). Iqbal & et al. (2019) saw that assessment of educational institutions is so important step in assessing students' results. Therefore, exams are considered as indicators for learners on their journey towards knowledge. Hence, it is necessary to take care of the correct procedures when preparing exams papers. Educationists who work in teaching fields, such as teaching staff, are always interested in knowing the information levels of their students. They also want to find out the cognitive levels of these students to inspect their understating of the studied materials. In that way, educationists can decide the students who deserve moving to upper stages. That reveals the benefits of analyzing exam papers.

There are different Taxonomies used for assessing exams papers. The much common widespread one is Bloom's Taxonomy. It uses cognitive domain that represents good tool for preparing exam questions (Al Jamaly and AlJubouri: 2024). Moreover, it is widely used by educationists to evaluate leaning outcomes and design curricula through analyzing questions (Gonsalves: 2024; Evcim & Öznici: 2019). Therefore, assessing students' results assist in determining their conceptual level and its development through prepared questions correctly and effectively (Kocakaya & Gönen: 2010; Sucahyo & Noor: 2018). Also, the revised version of this taxonomy also contributes to assessing students' critical thinking through higher order thinking skills (Setyowati & et al.: 2022).

#### **The Significant of the Study:**

The current study has significance of determining the type of the questions (objective and subjective), and their ratios for each year. Also, it helps knowing the levels of the cognitive domain in these questions. This enables us to determine the strengths and the weaknesses of preparing the tests. Hence, it will help the question setters to enhance quality of examination questions by ensuring that they include all the six levels of the cognitive domain. Moreover, question setters should pay attention to the general criteria of the question paper to show the exam papers more integrated in terms of visual presentation and academic content.

#### **The Aims:**

The purpose of this paper is to know:

1. The consideration extent that general French language exams for third grade in intermediate schools in Iraq takes care of some formal criteria.
2. The ratio of subjective to objectives questions in the general French language exams for third grade of intermediate schools in Iraq.
3. The extent that the general French language exams for third grade of intermediate schools in Iraq contain the cognitive levels of Bloom's Revised Taxonomy.

**These objectives will realize out by answering the following questions:**

1. What does the consideration extent that general French language exams for third grade in intermediate schools in Iraq take care of some formal criteria?
2. What is the ratio of subjective to objectives questions in the general French language exams for third grade of intermediate schools in Iraq?
3. What is the extent that the general French language exams for third grade of intermediate schools in Iraq contain the cognitive levels of Bloom's Revised Taxonomy?

**The Limits:**

The general French language question papers for third grade of intermediate schools in Iraq for 3 years (2023-2025). It contains both attempts first and second.

**Previous Studies:**

There are many studies used Bloom's Taxonomy to evaluate curriculum elements (such as: teaching method, test, textbook...etc.).

Zorluoglu & et al. (2020) analyzed the chemistry curriculum of ninth grade in Turkish schools. They concluded that majority of learning outcomes focus on the lower level (understand) which has (61%). On the other side; remember, apply, analyse, evaluate, and create have (16%, 5%, 13%, 0%, and 5%) respectively.

Muhayimana & et al. (2022) evaluated (574) English exam questions for sixth grade in Rwandan primary schools for years (2013-2019). The results of this study revealed a remarkable dominance of the lower order thinking.

Said and Jabbar (2022) analyzed (52) exam papers; which involved 565 questions; in History and Geography departments at a college of Education. They used the cognitive domain levels that applied in the Original Bloom's Taxonomy. The results revealed that the frequencies of the levels came on the following descending arrangement: knowledge, comprehension, application, analysis, synthesis, and evaluation. The exams contained subjective questions more than objective questions.

Setyowati & et al. (2022) clarified how to use the Bloom Taxonomy to look for critical thinking in written language tests. They reached to the idea that higher order taxonomy skills help students to grow their critical and systematical thinking.

Khan & et al. (2024), studied the effectiveness of Bloom's Taxonomy in the context of science teaching in Pakistani elementary schools. They used quasi- experimental design. In this ten weeks experiment, they found that Bloom's Taxonomy helped in improving students' understanding of general science.

**Bloom's Taxonomy:**

In 1956, Benjamin Bloom was offered his taxonomy for first time (Laila & Fitriyah: 2022). This taxonomy has three domains (cognitive, affective, and psychomotor). This paper deals with the cognitive domain only.

The cognitive domain involves six main levels (knowledge, comprehension, application, analysis, synthesis, and evaluation). Zorluoglu & et al. (2020 cited in Anderson & Krathwohl,

2001) mentioned the revised of this taxonomy that consists of the following modified levels (remembering, understanding, applying, analyzing, evaluating, and creating. These can be defined as following:

**Remembering:** is the student ability of recalling important details. The memory saves facts, concepts, and information from learning materials. Many verbs are used with remembering; such as (name, relate, define, list, record, match, order... etc.).

**Understanding:** shows how the students can demonstrate their knowledge of the topics that they have obtained while learning. Here, the students reveal their ability to organize, translate, compare and explain ideas. Some of the verbs that come with understanding are (explain, clarify, discover, convert, find, express, indicate, describe... etc.).

**Applying:** indicates the student ability of executing gained information and skills at various situations, along with finding solutions for new problems. Sample of the verbs that come with this level are (discover, make, assess, modify, paint... etc.).

**Analyzing:** specifies the student ability to collect and analyze critical information; then, make connections among ideas in order to strengthen his hypothesis. A set of the verbs that come with analyzing are (diagram, divide, determine, find... etc.).

**Evaluating:** Here, student can evaluate information, make conclusion, determine the quality of work, find a dazzling solutions, and defend his thoughts. Some of the verbs that come with evaluating are (describe, justify, decide, rate, value, conclude, evaluate... etc.).

**Creating:** Reveals the student capability of arranging learned information, and, hence giving alternative solutions. Also, he can merge thoughts to make ideas for new solutions. Many verbs are used with this level; such as (account, develop, enlarge, create, alter, integrate... etc.) (Ebrahimi & Hassan: 2023; Zulkifli& Abidin: 2022; Yaşar & Yilmaz: 2020; Olimat: 2015).

### **Methodology:**

#### **Design of the Study:**

In this paper, a qualitative approach (content analysis approach) was used for analyzing and evaluating the general French language exams for third grade of intermediate schools in Iraq based on Bloom's Revised Taxonomy.

#### **Population of the Study:**

It consists of question papers of New French Language book "Génération A1" of the last three years, from (2023) to (2025), for third grade of intermediate schools in Iraq in both attempts of General Examinations.

#### **Sample of the Study:**

The sample consists of (20) main questions and (37) sub-questions. Most of the main questions include two sub-questions. Moreover, these sub-questions have several items. Therefore, it has been dealt with each sub-questions as an independent question.

#### **Tools of Research**

To accomplish the aim of this research, two checklists were created. The first one concerned general shape criteria, that should be exist in question paper, which are: (Essential Information,

Clear Font and Printing, Good and Clear Formation of Questions, Mentioning each question degree, and Giving sufficient spacing between questions). The other one included the six levels of the cognitive domain of revised Bloom's taxonomy.

**Validity of Tool:**

The researcher relied on the content validity of the analysis card, which included the six levels of Cognitive Domain of Bloom's Taxonomy. Since this taxonomy is globally recognized and well-known, this tool was deemed valid.

**Reliability of Tool:**

To verify the reliability of the coding process, the researcher asked two other analysts to analyze the 2023 academic year exam papers for both attempts (first and second). The results showed that the average reliability coefficient of among analysts was 0.81, which confirms its reliability.

**Research Procedure:**

1. Preparing the two checklists according to general shape criteria and cognitive domain of Bloom's Taxonomy.
2. Treating a sub-questions as a main question.
3. Coding the levels of cognitive domain (remembering, understanding, applying, analyzing, evaluating, and creating) as a numbers (1, 2, 3, 4, 5, and 6) respectively.
4. Finding out the frequencies and the weighted percentages for: formal criteria of exam paper, subjective and objective questions, and each level of Bloom's Taxonomy.

**Findings:**

**First Question of Objectives:** What does the consideration extent that general French language exams for third grade in intermediate schools in Iraq take care of some formal criteria?

This question was answered by finding out the frequencies and the weighted percentages for formal criteria of exam paper. The current research was limited to six criteria of the general criteria set. See Table (1).

**Table (1)**

**The Frequencies and the Weighted Percentages of the Formal Criteria of Exam Papers**

No.	Criterion	Frequency	Weighted Percentage
1.	Essential Information	4	%100
2.	Clear Font and Printing	4	%100
3.	Good and Clear Formation of Questions	4	%100
4.	Mentioning each question degree	4	%100
5.	Giving sufficient spacing between questions	4	%100
6.	Differentiating between main and sub questions	4	%100

From the above table, it is clear that formal criteria of question papers were taken in considerations in all question papers. This reveals the question setter's careful attention of these

aspects. Good typography allows students to read questions comfortably, and reduces asking the exam invigilators to clarify the questions. Furthermore, stating the degree for each question enables students to know their expected gained degree. That reduces frustration resulting after knowing their actual degree. Giving sufficient spacing between questions and writing the headlines of main and sub-questions in bold can be soothing to the student eyes. Moreover, it can reduce the overlapping of lines that might result in miss a question section or a point by the student.

**Second Question of Objectives:** What is the ratio of subjective to objectives questions in the general French language exams for third grade of intermediate schools in Iraq?

This question was answered by calculating the frequencies and the weighted Percentages for subjective and objective questions, as shown in Table (2).

**Table (2)**

**The Frequencies and the Weighted Percentages of the Questions According to their Kinds for First and Second Attempts**

Kind of Questions	Frequency	Weighted Percentage
<b>Objective</b>	<b>29</b>	<b>78.38%</b>
<b>Subjective</b>	<b>8</b>	<b>21.62%</b>
<b>Total</b>	<b>37</b>	<b>100%</b>

From the previous table, it appears that objective questions had the highest ratio of total question during the all studied years. Their ratio provides a high level of objective comparison among students.

**Third Question of Objectives:** What is the extent that the general French language exams for third grade of intermediate schools in Iraq contain the cognitive levels of Bloom’s Revised Taxonomy?

This question was answered by finding out the frequencies and the weighted percentages for each question (main and sub-questions), as clarified in Table (3).

**Table (3)**

**The Frequencies and the Weighted Percentages of Cognitive Levels of Bloom’s Revised Taxonomy for the First and Second Attempts**

Year	2024				2025				Total	
	First		Second		First		Second			
	Freq.	Wt.	Freq.	Wt.	Freq.	Wt.	Freq.	Wt.	Freq.	Wt.
Remembering	2	25%	2	22.2%	3	30%	2	20%	9	24.3%
Understanding	4	50%	5	55.6%	5	50%	6	60%	20	54.1%
Applying	2	25%	2	22.2%	2	20%	2	20%	8	21.6%
Total	8	100%	9	100%	10	100%	10	100%	37	100%

From the above table (3), it can be noticed that numbers of understanding level questions in both attempts and years are the dominant in comparison with the other questions. This led to a

higher average ratio of understanding level questions, with (54.1%), in both attempts and years. On the other side, with (24.3%), the remembering level questions came secondly. Then, the applying level questions came thirdly, which had (21.6%).

As clarify in this table, these percentages focused on the lower levels of Bloom's taxonomy, and devoid of the higher levels. This is appropriate for teaching French at this academic level. Here, it is important to clarify that teaching French in Iraq begins at the first intermediate grade in intermediate schools. This means that students have been taught French for only three years by the end of the academic year of the third intermediate grade which covered by this study.

### **Conclusion:**

Based on the above findings, the following points were extracted:

1. The question setters have paid attention to layout and general shape criteria.
2. The ratio of objective to subjective questions was suitable for this age grade.
3. The abundance of understanding level question gave the students an advantage of lack of accreditation on rote memorization of the study material.

### **Suggestions for Further Studies:**

1. Analyzing general French language question papers for the third intermediate grade in Iraq based on affective domain of Bloom's taxonomy.
2. Analyzing general question papers of other study materials for the third intermediate grade in Iraq based on Bloom's taxonomy.
3. Analyzing general French language question papers for the sixth preparatory grade in Iraq based on Bloom's taxonomy.
4. Analyzing questions in French language textbook for the third intermediate grade in Iraq based on Bloom's taxonomy.

### **Acknowledgements:**

The research would appreciate all the efforts that are given by the colleagues in the University of Misan/ College of Basic Education to enrich my work with the essential peer-review to this work.

### **Declaration of Competing Interest:**

The research declares that she has no known competing financial interest or personal relationship that could have appeared to influence the work reported in this paper.

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