

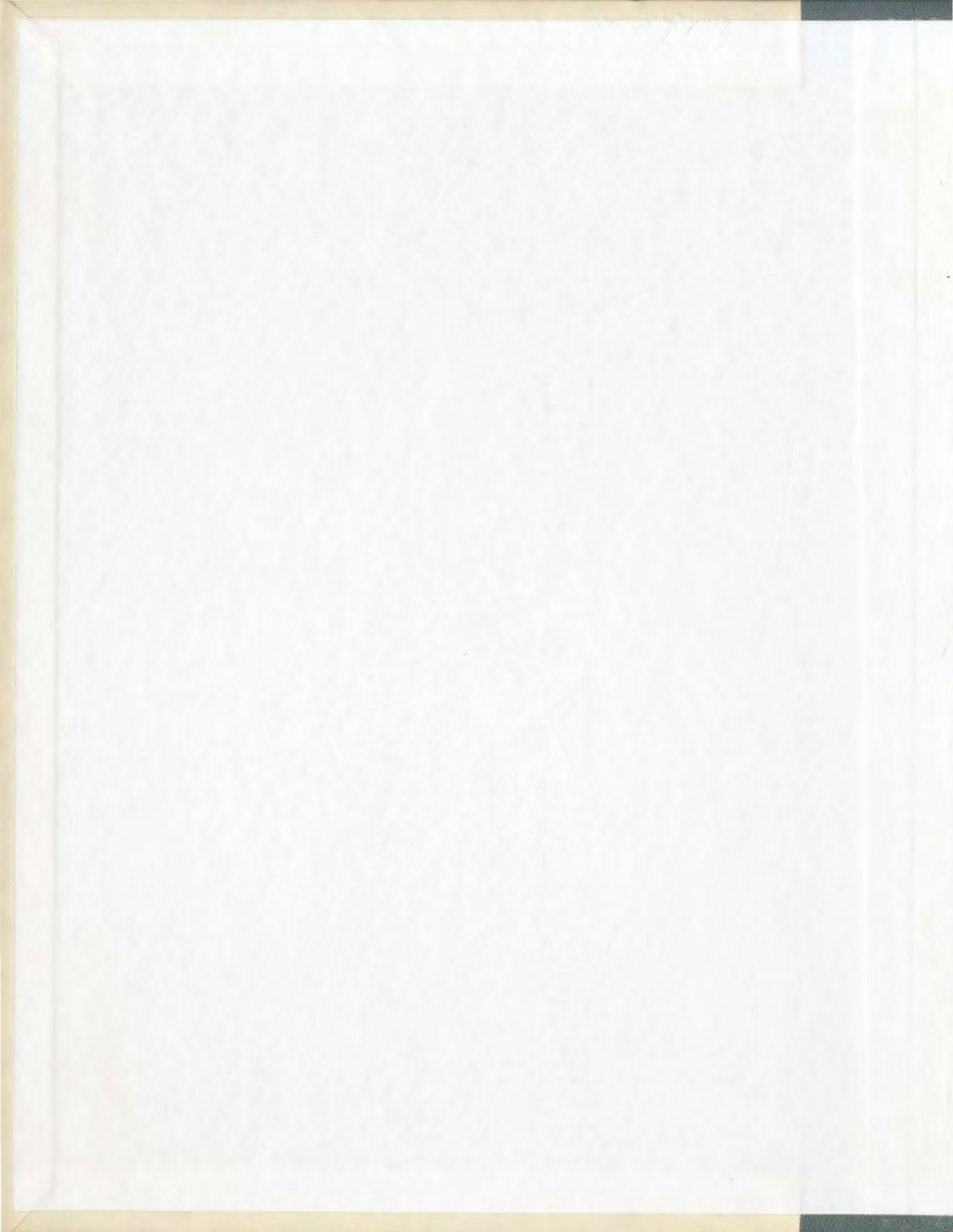
RELEVANCE OF QUESTIONS ON GRADE IX ENGLISH LITERATURE  
EXAMINATIONS, JUNE 1968, FOR THE PROVINCE OF NEWFOUNDLAND  
TO PROFESSED OBJECTIVES

CENTRE FOR NEWFOUNDLAND STUDIES

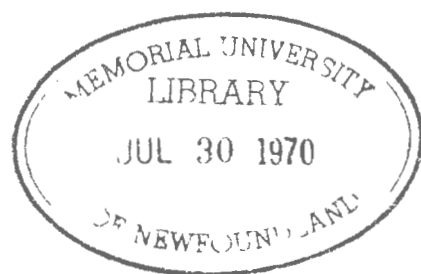
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SISTER DOREEN SPENCER, R.S.M.



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MEMORIAL UNIVERSITY OF NEWFOUNDLAND

RELEVANCE OF QUESTIONS ON GRADE IX  
ENGLISH LITERATURE EXAMINATIONS, JUNE 1968, FOR THE  
PROVINCE OF NEWFOUNDLAND TO PROFESSED OBJECTIVES

by

SISTER DOREEN SPENCER, R.S.M.

A THESIS

SUBMITTED TO THE FACULTY OF EDUCATION  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

ST. JOHN'S, NEWFOUNDLAND

FEBRUARY 1970

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

FACULTY OF EDUCATION

The undersigned certify that they have read, and recommend to the Faculty of Education for acceptance, a thesis entitled "Relevance of Questions on Grade IX English Literature Examinations, June 1968, for the Province of Newfoundland to Professed Objectives" submitted by Sister Doreen Spencer, R.S.M., in partial fulfilment of the requirements for the Degree of Master of Education.

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Supervisor

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Date

## ABSTRACT

The study examined the relevance of questions on the Grade IX English Literature Examinations, June 1968, for the Province of Newfoundland to professed objectives. Data were collected by means of an opinionnaire, based on the Taxonomy of Educational Objectives edited by B.S. Bloom and D.R. Krathwohl, distributed to teachers of Grade IX English Literature in selected schools in Newfoundland; to the members of the Curriculum Division, Department of Education; to the members of the English Council of the Newfoundland Teacher's Association; and to the setters of the examinations in Grade IX English Literature, June 1968. A stratified random sample of English teachers was used.

The degree of agreement between objectives tested on the examinations and those objectives professed by teachers, by members of the Curriculum Division, Department of Education, by members of the English Council, and by the setters of the examinations was investigated. The University-preparatory and General-program examinations were compared. The statistical procedures used to test the hypothesis included Kendall's Coefficient of Concordance.

The findings indicated that there was no agreement on objectives among the participating groups and also that the objectives of no single group agreed with those objectives tested on the examinations under consideration.

Analysis of the findings supports several conclusions the most important of which are the following: (1) There seems to be no communication among teachers, the English Council, the Curriculum Division, and the setters of the examinations concerning the goals to be attained in the teaching of English Literature. (2) Much of evaluation should reach beyond the testing of the mere possession of knowledge to the testing of whether the knowledge can be used effectively. (3) The broad, global objectives for the teaching of English Literature need to be made operational.

The major recommendations arising from the study included: (1) All teachers and people involved in the preparation of an English Curriculum and/or Examination should have some training in the writing of instructional objectives. (2) Setters of examinations should be more carefully chosen. (3) The Faculty of Education of Memorial University should be asked to initiate a course specifically designed to help teachers operationalize their objectives.

## ACKNOWLEDGEMENTS

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Appreciation is expressed to the teachers, to the members of the English Council and of the Curriculum Division and to the setters of the examinations who participated by completing the questionnaire.



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CHAPTER I  
THE PROBLEM

Introduction

Few people today challenge the need for students to learn to think. Not only the professional educator but the proverbially intelligent layman would place critical thinking very high on any list of educational objectives. In spite of this, an inordinate amount of memorizing of facts still seems to occur in our secondary schools. This is probably due to the fact that departmental examinations require a great amount of simple recall. Objectives at the higher levels of learning are subscribed to but are almost entirely omitted from these examinations.

This study investigates the relevance of questions set for the Grade IX Departmental Examinations<sup>a</sup> in English Literature, June 1968, for the Province of Newfoundland to professed objectives for the teaching of English Literature.

The investigator collected the data by means of an opinionnaire distributed to the Division of Curriculum, Department of Education; the English Council of the Newfoundland Teachers' Association; the setters of the Grade IX Examinations in English Literature, June 1968, and teachers of Grade IX English Literature in selected schools in Newfoundland.

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<sup>a</sup>See Appendix C.

Historical Survey of Public Examinations  
in Newfoundland

Before discussing any particular examination, it might be helpful to place the general idea of Public Examinations in Newfoundland in historical context.

An act of the Legislature in 1893 created the Council of Higher Education whose duty it was "to promote sound learning and to advance the interests of higher education by holding examinations."<sup>1</sup> These examinations were the first coordinated examinations for secondary education in Newfoundland. The dual function of the Council was: first, to prescribe the course of study for the examination grades and, secondly, to conduct examinations in these grades.

At first the Council provided examinations in Junior and Senior grades corresponding to the more recent Preliminary and Intermediate grades. The Associate grade was added in 1896 and the Primary grade in 1899.

In the early years of the Council, from 1893 to 1918, all examinations were set and marked in England by a joint examining board of Cambridge and London Universities and in later years by the College of Preceptors, an affiliate of London University. In 1916 the Senior Associate examination was instituted, replacing the London Matriculation Examinations. Between 1918 and 1944 attempts were made to restructure the

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<sup>1</sup>F.W. Rowe, The Development of Education in Newfoundland. Toronto: Ryerson Press, 1964, p. 111.

examination system in Newfoundland. A new curriculum was introduced in 1935 and Newfoundland was admitted to the Common Examining Board of the Maritime Provinces. This changed to some extent the pattern of Public Examinations.<sup>2</sup>

The Public Examinations Act of 1949 provided for a Division of Public Examinations within the Department of Education. This Division is responsible for the administration of examination policy according to the Public Examinations Act. It directs the preparation of examination question papers and all examination materials, supervises the distribution of these examination papers to the various centers where the examinations are written and directs the conduct of the examinations.

From this brief summary, it is easy to see the close control which the Department of Education exercises over Public Examinations in Newfoundland. This control is carried over to the schools, directly affecting the curriculum and indirectly affecting the teaching.

#### The Background of the Problem

For many years the Department of Education of the Province of Newfoundland has maintained a strong, centralized control of the curriculum of its schools. Text books have been prescribed and curriculum guides have been issued for most courses. Although the outlines of the courses of study state

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<sup>2</sup>Report of the Royal Commission on Education and Youth. Volume 1. St. John's: 1967, p. 183.

that they are intended to serve merely as guides, nevertheless, for many teachers, the teaching of a subject has meant a careful covering of the suggested course material. In turn, the evaluation of a student's achievement in a course has often largely meant the ability to recall information recorded in the textbooks or the prescribed materials. The examinations set by the Newfoundland Department of Education have reflected this approach.

Hence, it may be inferred that the widespread practice of placing emphasis on the recall of facts is not completely in accordance with the stated objectives for many courses outlined in programs of study. For example, one finds listed such objectives as:

1. to enable the students to think critically and write creatively.
2. to enable the students to read widely and discriminately.<sup>3</sup>

However, rarely does one encounter systematic and serious attempts to measure the attainment of those objectives. The objectives are stated, piously endorsed and then ignored. Thirty years ago Wrightstone<sup>4</sup> stated that evaluation must be consistent with stated purposes. Even today, however, performance in many courses with stated purposes of developing critical thinking, appreciations and attitudes is evaluated by questions requiring merely the simple recall of information.

At least four explanations are possible for the lack of attempts to evaluate the stated objectives for a course:

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<sup>3</sup>J.W. Wrightstone, Appraisal of New Elementary School Practices. New York: Teachers College, Columbia University, 1938, p. 152.

<sup>4</sup>Ibid., p. 152.

1. Many teachers do not really subscribe to objectives other than simple memorization of the course content.
2. Although accepting several other objectives, it is felt that these will automatically accrue from a successful mastery of factual knowledge.
3. Teachers actually do support a variety of objectives but regard the measurement of them as too difficult or too time-consuming to attempt.
4. Many of the objectives are stated as platitudinous generalities which require considerable analysis before evaluation could be attempted.<sup>5</sup>

The "development of good citizenship" and "appreciation of Literature" are stated objectives falling into this category.

The first of the explanations is an unlikely one for any trained teacher. The second does not release the teacher from the responsibility of assessing the degree of achievement of the accepted objectives. The third and fourth appear to be the most probable reasons. This study is based on the belief that it is in these areas of defining and measuring objectives that assistance is required.

#### Need for the Study

It was the discovery of these facts that motivated the investigator to undertake the study of the relevance of questions set for the Grade IX English Literature Examinations,

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<sup>5</sup>G.P. Mason, "A Taxonomic Analysis of the English 40, English 91 and English 100 Departmental Examinations," B.C. English Teacher, VII (March, 1967), pp. 20-24.



June 1968, to professed objectives for teaching English Literature.

Further motivation to conduct the study was provided by the recommendations of others relative to stated objectives for teaching English Literature.

Gordon<sup>6</sup>, Bliss<sup>7</sup>, Mason<sup>8</sup>, and others agree that it is necessary to study carefully the questions set for Departmental Examinations to see that they correlate with the course in question. All raise serious doubts about the degree of agreement between objectives proposed and those actually tested in examinations.

This study attempts to show the degree of correlation between percentages assigned to the various levels of objectives by the Department of Education, the English Council of the Newfoundland Teachers' Association, the setters of the examination and teachers of Grade IX English Literature in selected schools in Newfoundland.

#### Statement of the Problem

The study involved two basic problems:

1. Making a taxonomic analysis of the Grade IX English Literature Examinations, University-Preparatory and General

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<sup>6</sup>Edward J. Gordon, "Levels of Teaching and Testing," English Journal, XLIV (September, 1955).

<sup>7</sup>Eldon H. Bliss, "A Study of Objectives and Procedures in Teaching of Literature in Seventy Junior High School Classrooms in Alberta: (unpublished Master's Dissertation, University of Alberta, 1964).

<sup>8</sup>G.P. Mason, op. cit.

Program, June 1968, for the Province of Newfoundland and determining the objectives for teaching English Literature professed by the Department of Education, the English Council, the setters of the examinations and teachers of Grade IX English Literature.

2. Determining the degree of agreement of the objectives derived from the examinations with the objectives obtained from the various sources indicated.

### Hypothesis

Underlying the study was one general hypothesis:

There is no significant correlation between professed objectives for the teaching of English Literature and those objectives tested by the Departmental Examinations.

More specifically, there were four hypotheses, one for each of the evaluative criteria used:

- $H_1$ : There is no significant correlation between the levels of objectives derived from the examination and those objectives professed by the Curriculum Division of the Department of Education.
- $H_2$ : There is no significant correlation between the levels of objectives derived from the examination and those objectives professed by the setters of the examination.
- $H_3$ : There is no significant correlation between the levels of objectives derived from the examination and those object-

ives professed by the English Council of the Newfoundland Teachers' Association.

H<sub>4</sub>: There is no significant correlation between the levels of objectives derived from the examination and those professed by teachers of English Literature in selected schools in Newfoundland.

### The Instruments

1. The Taxonomy of Educational Objectives, Cognitive Domain (Bloom) and Affective Domain (Krathwohl) was used to analyse the Grade IX English Literature Examinations, June 1968. The taxonomic analysis was used as the independent variable in computing rank order correlations.
2. An opinionnaire based on the taxonomy was distributed to the Department of Education, the English Council of the Newfoundland Teachers' Association, the setters of the examinations and selected teachers in Newfoundland.

### Assumptions Underlying the Study

Three basic assumptions underly this study:

1. Practising teachers who have qualifications in a given area and who have been certified to teach by the Department of Education constitute a large body of expert opinion on appropriate levels of objectives for that subject area.

It is assumed that these teachers understand different levels of the Taxonomy.<sup>b</sup>

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<sup>b</sup>Pilot Study, p. 23.

2. The Taxonomy of Educational Objectives, Cognitive Domain (Bloom) and Affective Domain (Krathwohl) provides a practical framework within which the levels of objectives for the teaching of English Literature can be developed.
3. The judgement of the panel of professionals regarding the opinionnaire is valid.

#### Definitions of Terms Used

For purposes of this study the following definitions apply:

1. Objective - The level of cognition and/or internalization to which a question is assigned.
2. Cognitive Domain - Objectives which emphasize remembering or reproducing something which has been learned.
3. Affective Domain - Objectives which emphasize a feeling, tone of acceptance or rejection. They may be expressed as interests or values.

#### Limitations of the Study

Several limitations of the study should be noted:

1. No attempt was made to determine the cause of variations in the selection of items consistent with the objectives which are stated.

2. Only teachers in a sample of schools which are involved with Public Examinations were used as subjects in this study.
3. The opinions of students regarding the objectives of a course actually tested in the examination were not considered.

### Organization of the Study

Chapter II presents a review of related literature. The design of the study, including a description of the instruments used, the sample, pilot study and collection and processing of data is set forth in Chapter III. Chapter IV presents the analyses and discusses the findings. Chapter V summarizes the study and presents the conclusions arising from it.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Within the past decade or so several research studies on the teaching and testing of English Literature have been conducted. Most of these studies have shown that there is little or no significant correlation between professed objectives of departments of education for teaching a course and the objectives tested in an examination in that course.

Edward J. Gordon<sup>1</sup> presented five useful "levels of teaching and testing" in English Literature. His levels suggest a hierarchy of questions that place increasing demands on the student's talent for thinking in abstract terms.

It is Gordon's opinion that Level One is the lowest or least "intellectual" form of testing because it merely calls for the student to reproduce something he has heard or read.

Level Five is at once the most important and the most difficult one to evaluate. As Gordon indicates:

The last area of "testing" is the place to determine whether education has or has not taken place. Where there is no real change in attitude, "education" may well be dealing in mere verbalisms.<sup>2</sup>

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<sup>1</sup>Gordon, op. cit., p. 331.

<sup>2</sup>Ibid., p. 334.

Questions which even attempt to measure this level are almost non-existent on English Literature examination papers.

Clarence W. Hach<sup>3</sup> asserts that final tests, which are almost entirely factual are still being given. If these tests go beyond the factual at all, they probably include a generalization that the teacher or someone else had made about a piece of literature and pupils are asked to discuss it.

Although conventional written tests are obviously inadequate tools for measuring behavioural change in a student, such tests can be employed to assess abilities at the other four levels. A fundamental requirement is that specific objectives be stated and then questions posed to test these objectives.<sup>4</sup>

In his excellent pamphlet on testing in English Literature, Carruthers suggests that objectives must first be reviewed and that every effort must be made to make sure that all important objectives of the unit under consideration are tested.<sup>5</sup>

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<sup>3</sup>Clarence W. Hach, "Improving Testing in English," English Bulletin. Urbana, Illinois: Illinois Association of English, p. 10.

<sup>4</sup>Muriel Tomkins, "Testing in English Literature: Toward a Better Rationale," McGill Journal of Education (June, 1968), p. 49.

<sup>5</sup>Building Better English Tests: A Guide for Teachers of English in Secondary Schools. Champaign, Illinois: National Council of Teachers of English, 1963, p. 6.

Evaluation must be consistent with the objectives of the curriculum. C.R. Pace<sup>6</sup> describes a lack of consistency in this regard as the difference between explicit and implicit objectives. He reports that the stated objectives for a college course were quite clear and the teaching procedures and learning activities of the students were related to these objectives. But the examination conflicted with the objectives and the teaching emphasis.

A major portion of the final examination invariably consisted of questions requiring recall of historical information, definitions of terms and other factual material. Despite the fact that the classroom activities rewarded critical thinking and the analysis of complex ideas and their relationships, the students, in preparing for final examinations, concentrated on recall of information because this was necessary for the objectives implicit in the examination.

A study of Eldon H. Bliss<sup>7</sup> led him to recommend that serious consideration be given to a restatement of the major objectives of the English Literature Program; that steps be taken to ensure that the Grade IX Departmental Examinations contain questions which test student perception of the relationship between the content and the form of a selection rather than pupil ability to memorize and classify its mechanical parts, and that

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<sup>6</sup>C.R. Pace, "Educational Objectives," The Integration of Educational Experiences, Fifty-seventh Yearbook of the National Association for Studies in Education, Part III. Chicago, Illinois: University of Chicago Press, 1958, p. 69.

<sup>7</sup>Eldon H. Bliss, op. cit.



teachers of English Literature be given encouragement and assistance in developing suitable procedures for teaching critical reading.

A series of studies conducted by Professor Geoffrey P. Mason of the University of Victoria, British Columbia, provides evidence of "bad" testing in the field of English Literature. Mason classified, according to six levels of testing, the questions on the June 1966 high school examination in English Literature set by the British Columbia Department of Education. His levels correspond roughly to those of Gordon<sup>8</sup> and Bloom<sup>9</sup>. Mason, however, makes no reference to a change in behaviour on the student's part.

In classifying the questions Mason's stated purpose was:

... to determine the extent to which simple knowledge and comprehension at the recall level, rather than objectives at the higher levels of cognition, were being measured.<sup>10</sup>

The data from this study support to some degree the criticism that the Departmental Examinations emphasize the recall of specific information. The higher levels of objectives have been almost uniformly ignored.

A taxonomic analysis of the Literature XII, 1967, Departmental Examinations in British Columbia showed that a

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<sup>8</sup>Edward J. Gordon, op. cit., p. 332.

<sup>9</sup>B.S. Bloom, ed., Taxonomy of Educational Objectives, New York: David McKay Company, Incorporated, 1956.

<sup>10</sup>Geoffrey P. Mason, op. cit., p. 21-22.

wide gap still exists between the professed objectives which appear in the various Departmental Bulletins and those objectives tested by the Departmental Examinations.

A continuing report on the English Literature XII, 1968, Departmental Examinations shows that the percentage of marks allotted to level one is still too high. Mason finds it difficult to advance a good argument to defend a position whereby three-fifths of the paper requires only simple recall.<sup>11</sup>

During the last few years the professional literature has emphasized evaluation, lack of specificity of many stated objectives and the need to provide clear descriptions of the desired results of instruction.

The probable reason for poorly stated objectives is that few people know how to proceed in writing them. In his book, Preparing Instructional Objectives, Robert Mager<sup>12</sup> describes the method of specifying objectives and emphasizes the importance of preparing examinations which measure performance in terms of the stated goals.

Criticisms regarding lack of specificity in stated objectives have been directed at universities, professional schools and departments of education. The department of education must be on the alert in making sure that examinations

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<sup>11</sup>Geoffrey P. Mason, op. cit., p. 31-35.

<sup>12</sup>Robert F. Mager, Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1962.

test objectives stated for teaching a course. This statement is reiterated by Mason who says:

The Department of Education should be made aware that if real objectives in the teaching of English Literature are to be attained, the terminal examinations must be carefully designed so that those objectives are tested. If the examination leans heavily on the recall of detail, teachers will be chained to emphasizing the memorization of inconsequential facts. This type of teaching serves only to destroy the real value of the study of Literature.<sup>13</sup>

In surveying the problems of measuring objectives attained in Literature Forehand says:

A survey of tests used for measuring competence in Literature will reveal a pale image of the objectives that an educator ought to expect students to attain.<sup>14</sup>

The work of Forehand and his colleagues in constructing and validating instruments to measure such objectives as understanding, interpretation, evaluation, and taste, represents a major contribution to the field of English Literature since research in this area has been frustrated by lack of adequate measuring instruments.

The inclusion of optional questions raises an interesting point of discussion. If an attempt is made to offer parallel questions as alternatives, should not each of these

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<sup>13</sup>Geoffrey P. Mason, "Trivia Revisited," State Lines (November, 1967), pp. 3-6.

<sup>14</sup>Garlie A. Forehand, "Problems of Measuring Response to Literature," Review of Educational Research, XXXVII (April, 1967), p. 181.

questions involve the same degree of mental activity? If they do not, the individual students are writing different examinations. It cannot be emphasized too strongly that optional questions must be equivalent or the validity of the examination becomes questionable.<sup>15</sup>

### Summary

Recent research studies on the teaching and testing of English Literature indicate that there is no correlation between professed objectives and those objectives actually tested on an examination. Most studies show a need for restatement of the major objectives of English Literature programs.

Data from various studies support to some degree the criticism that the Departmental Examinations emphasize the recall of factual information and neglect the higher levels of objectives.

Literature on evaluation indicates a need for specifically stated objectives and emphasizes the importance of preparing examinations which test the students in terms of stated objectives.

Most of the research examined seems to indicate that Departments of Education, teachers and all others concerned with teaching and testing English Literature must be made aware of the need for stating objectives clearly and of the importance of seeing that examinations test stated objectives.

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<sup>15</sup>Geoffrey P. Mason, op. cit., p. 35.

### CHAPTER III

#### THE DESIGN OF THE STUDY

This chapter sets forth the methods used to test the detailed aspects of the general hypothesis of the study, namely: that there is no significant correlation between professed objectives for teaching English Literature and those objectives actually tested on the Grade IX English Literature Examination, June 1968. Separate sections deal with the instruments, the pilot study, the sample, the collection of data and the method used to analyse the data.

#### The Instruments

Data was gathered by using the Taxonomy of Educational Objectives, Cognitive Domain, Bloom<sup>1</sup> and Affective Domain, Krathwohl<sup>2</sup> and an opinionnaire based on the Taxonomy.

#### The Taxonomy

This instrument is divided into three domains - Cognitive, Affective and Psychomotor. Only the Cognitive and Affective Domains are used in this study.

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<sup>1</sup>B.S. Bloom, Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. New York: David McKay Company, 1956.

<sup>2</sup>D.R. Krathwohl, Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: David McKay Company, 1964.

The Taxonomy is a hierarchy of objectives moving from simple to complex, from concrete to abstract. The major classifications of the taxonomy in the Cognitive Domain are six in number; the Affective Domain has five.

The Cognitive Domain deals with recall or recognition of knowledge and the development of intellectual abilities and skills. The Affective Domain includes objectives which describe changes in interest, attitudes and values and the development of appreciations and adequate adjustment. It should be emphasized that one outstanding benefit derived from this hierarchy is the finding that the study of literature has been concerned primarily with objectives classified as knowledge in the taxonomy and that it appears at the bottom of the scale.

The Affective Domain of objectives is not so clearly defined or so confidently elaborated as the Cognitive Domain. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. Such objectives are expressed in literature as interests, attitudes, appreciations, values and emotional sets of biases.

Briefly, the six classifications of objectives, beginning at the lowest level of learning and moving to the apex of the Cognitive Domain are as follows:

1. Knowledge. This involves the lowest level of learning including recall and memory. At this level the student must recall specific facts, principles and generalizations.
2. Comprehension. This is the lowest level of understanding. After the student understands, he is then able to translate the information accurately. Translation moves to a higher level of interpretation of newly acquired material. Following interpretation, extrapolation should occur where the student possesses the ability to make inferences and predictions.
3. Application. This intellectual skill involves the use of the information in concrete situations.
4. Analysis. This level implies the ability to take apart the information and recognize the relationships. The student should be able to recognize how the information was organized and why it was able to gain the desirable effects.
5. Synthesis. The ability to put together elements and parts in order to form a whole is required at this level. The student must be able to arrange the segments and establish a pattern or structure not clearly seen before.
6. Evaluation. Judgements must be made on the materials and methods used for given purposes.<sup>3</sup>

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<sup>3</sup>Peggy R. Wildman, "The Fallacy of Facts," Peabody Journal of Education, XLIV (November, 1965), p. 179.



The Affective Taxonomy establishes categories which are intended to include all those affective behaviours which may constitute educational objectives. The major categories in ascending order of their degree of internalization are:

1. Receiving. This category is defined as sensitivity to the existence of certain phenomena and stimuli, that is, the willingness to receive or attend to them.
2. Responding. This category implies active attending, doing something with or about the phenomena, and not merely perceiving them.
3. Valuing. This level implies perceiving the phenomena as having worth and consequently revealing consistency in behaviour related to these phenomena.
4. Organization. This is defined as the conceptualization of values and the employment of these concepts for determining interrelationships among values.
5. Characterization. The organization of values, beliefs, ideas and attitudes into an internally consistent system is called characterization. This goes beyond merely determining interrelationships among various values; it implies their organization into a total philosophy or world view.<sup>4</sup>

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<sup>4</sup>Arieh Lewey, "The Empirical Validity of Major Properties of a Taxonomy of Affective Educational Objectives," The Journal of Experimental Education, XXXVI (Spring, 1966), p. 71.



## The Opinionnaire

This was constructed by the investigator and consisted of the eleven levels which comprise the two domains of the Taxonomy. Respondents were instructed to indicate, in the space provided, the percentage of the total marks on a Grade IX English Literature Examination which they consider should be allotted to the various levels, so that the paper totalled one hundred percent.

A sample from the opinionnaire follows:

Knowledge. At level one, knowledge is considered an end in itself and not a means to an end. At this level the student is required to recall material which has previously been given to him - the so-called "learned material".

### Example

Name three selections taken from this year's course that are concerned with the topic of injustice.

A copy of the Taxonomy and the Opinionnaire are included in Appendix A of this study.

## Validity of the Instruments

A study of the validity of the Taxonomy of Educational Objectives, Cognitive and Affective Domains was made by R.P. Kropp, H.W. Stoker and W.L. Badshaw.<sup>5</sup> Internal evidence showed

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<sup>5</sup>R.P. Kropp, H.W. Stoker and W.L. Badshaw, "The Validation of the Taxonomy of Educational Objectives," The Journal of Experimental Education, XXXVI (Spring, 1968), pp. 70-77.

that means scores on tests constructed according to the taxonomy decreased as levels increased in difficulty. This was taken as proof of internal validity. There was no evidence to give proof of external validity.

A more recent study by Arie Lewey<sup>6</sup> provided conclusive evidence of the validity of the Taxonomy of Educational Objectives, Affective Domain. Several hypotheses were offered and tested. From analyses of the data, it was concluded that the constructs of the model have empirical referents among affective educational objectives, and that the hierarchical structure of these referents corresponds to that claimed by the taxonomy.

The opinionnaire was given to a panel of professionals for validation. Four of the five were in agreement with the content of the opinionnaire. Minor changes in format and phraseology were made according to suggestions from the panel. The revised form of the opinionnaire was approved by the professionals.

#### The Pilot Study

To determine the adequacy of the opinionnaire, it was decided to administer it to a small sample of teachers in St. John's.

The subjects for the pilot study were chosen from the Roman Catholic high schools in St. John's. The specific schools

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<sup>6</sup>Arie Lewey, op. cit., pp. 69-76.

used were Holy Heart of Mary Regional High School, Gonzaga Regional Public High School, and Brother Rice High School. These schools were not used in the main study because Public Examinations at the Grade IX level are not taken by students in the St. John's high schools.

The result of the pilot study indicated that the opinionnaire in its original form could be used and that the study should be continued as planned.

### The Sample

As it was considered necessary to have a wide variety of opinions on the objectives for teaching Literature, it was decided to include in the sample as many as possible of those connected with the teaching and testing of English Literature.

The sample included, therefore, all members of the Curriculum Division, Department of Education and of the English Council of the Newfoundland Teachers' Association; the setters of the June 1968 English Literature Examinations for Grade IX; and teachers of Grade IX English Literature in selected schools in Newfoundland.

Since all teachers could not be included, all the Provincial schools, excluding those in St. John's were stratified into four groups as follows:

1. Regional High Schools
2. Central High Schools

3. Junior High Schools
4. All-grade Schools

A random sample of teachers was selected from these schools.

Twenty-one schools were included in the sample -- four regional, thirteen central, one junior high and three all-grade. The percentage of schools of different types used in the study is indicated in Table I.

Table I  
Percentage of Schools used in the Study

Type of School	No. of schools in sample	Percentage Used in Study
Regional High Schools	4	50%
Central High Schools	13	69%
Junior High Schools	1	100%
All-grade Schools	3	33%

All schools in the sample were located outside St. John's.

#### Collection of Data

The opinionnaire was sent to the principals of twenty-one schools in Newfoundland. Each principal was asked to have the teacher(s) of Grade IX English Literature complete the opinionnaire. Similar requests were sent to the Curriculum

Division, Department of Education; to the English Council of the Newfoundland Teachers' Association and to the setters of the June 1968 Examinations in Grade IX English Literature.

A general survey of the returns of this opinionnaire is presented in Table II.

Table II  
Table of Survey Returns

	Number of opinionnaires	Percentage
Returned by Respondents	19	63.3%
Used in this study	19	63.3%
Unaccounted for	11	36.7%
Total mailed	30	100.0%

A breakdown of the returns from various sources is shown in Table III.

Table III  
Survey of Returns from Different Sources

Sources	Percentage of Opinionnaires Returned
Provincial Schools	67%
Curriculum Division	50%
English Council	50%
Setters of 1968 Grade IX English Literature Examinations	67%

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A taxonomic analysis of the Grade IX English Literature Examinations, June 1968, was made by a panel of judges. After a two-week interval a second analysis was made. This was done to ensure some degree of reliability in the analyses. The results of these analyses will be shown in Chapter IV.

#### Data Processing

All data from the opinionnaires was compiled and tabulated. The statistical procedures used to analyse the data and to test the hypotheses included computation of Kendall's Coefficient of Concordance (W). A detailed description of these statistical procedures as they applied to the data is given in Chapter IV.

CHAPTER IV  
ANALYSIS OF DATA

Introduction

The purpose of this chapter is to report the analysis of the data and to compare the examination for the University-Preparatory Program with that for the General Program. The findings reported in this chapter result from an analysis of the data secured, as described in Chapter III, from the analyses of the examinations made by the panel of judges, from schools in which Public Examinations (Grade IX) are held, from the Curriculum Division of the Department of Education, from the English Council of the Newfoundland Teachers' Association and from the setters of the examinations.

The June 1968 English Literature Examinations, University-Preparatory and General Program, were analysed by a panel of judges, according to the Taxonomy of Educational Objectives by Bloom and Krathwohl. After a two-week interval a second analysis was made. The results of both analyses were tabulated and Spearman's rank correlation coefficient was calculated. This is shown in Table IV.

Table IV  
 University-Preparatory Examination  
 Analyses of Examination made by Judges

Cognitive Domain	First Analysis	Rank	Second Analysis	Rank
1. Knowledge	19%	3	23%	2
2. Comprehension	21%	2	14%	3
3. Application	2%	4	0%	5
4. Analysis	39%	1	42%	1
5. Synthesis	0%	5.5	0%	5
6. Evaluation	0%	5.5	0%	5
	81%		79%	

$$r_s = .75$$

This was significant at the .05 level of significance.

The analysis was repeated using the Affective Taxonomy. The results are indicated in Table V.



Table V  
 University-Preparatory Examination  
 Analyses of Examination made by Judges

Affective Domain	First Analysis	Rank	Second Analysis	Rank
1. Receiving	5%	2	0%	3.5
2. Responding	14%	1	21%	1
3. Valuing	0%	4	0%	3.5
4. Organization	0%	4	0%	3.5
5. Characterization	0%	4	0%	3.5
	<hr style="width: 10%; margin: 0 auto;"/> 19%		<hr style="width: 10%; margin: 0 auto;"/> 21%	

$$r_s = .78$$

This was significant at the .05 level.

The same procedure was repeated for the General-Program Examination. Tables VI and VII show the results.

Table VI

## General-Program Examination

## Analyses of Examination made by Judges

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Affective Domain	First Analysis	Rank	Second Analysis	Rank
1. Receiving	52%	1	55%	1
2. Comprehension	37%	2	24%	2
3. Application	0%	5	0%	5
4. Analysis	7%	3	13%	3
5. Synthesis	0%	5	0%	5
6. Evaluation	0%	5	0%	5
	<hr/>		<hr/>	
	96%		92%	

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Table VII  
 General-Program Examination  
 Analyses of Examination made by Judges

Affective Domain	First Analysis	Rank	Second Analysis	Rank
1. Receiving	0%	4	2%	2.5
2. Responding	2%	1.5	4%	1
3. Valuing	2%	1.5	2%	2.5
4. Organization	0%	4	0%	4.5
5. Characterization	0%	4	0%	4.5
	4%		8%	

$$r_s = .76$$

This was significant at the .05 level.

The ratings provided by the judges are shown in Table VII. The ranks assigned to the examination questions in the second analysis were used in the study.

A total of nineteen opinionnaires was analyzed, fourteen from teachers of Grade IX English Literature, two from the English Council, one from the Curriculum Division and two from the setters.

Respondents were asked to indicate the percentage of the total mark on the Grade IX English Literature Examination

which they thought should be given to questions at the different levels of the Taxonomy of Educational Objectives. The responses for each level are utilized in the analysis. University-Preparatory and General-Program Examinations were treated separately. The different levels of the taxonomy were examined according to the rank assigned to them by the various people.

#### UNIVERSITY-PREPARATORY EXAMINATION

##### Opinions on the Levels of the

##### Cognitive Domain

Knowledge, the lowest level of the Cognitive Domain, was ranked third by teachers of Grade IX. This was not in agreement with the setters who ranked knowledge first or with members of the English Council and the Curriculum Division who agreed that it should rank sixth or last. The analysis of the June 1968 Examination showed that questions on knowledge ranked second.

Teachers and members of the Curriculum Division considered Comprehension fifth in order of importance while the English Council and setters of the examination gave it third place. Comprehension questions ranked third on the June Examination as well. This is the only instance in which opinions on the rank to be assigned to questions at any level of the Cognitive Domain were in agreement with the rank assigned by the professionals in their analysis of the examination. It is also

worthy of note that this is the only case in which the setters' opinion was in agreement with what actually appeared on the examination.

Questions involving Application were most important according to the opinions of teachers who ranked it first. The setters and members of the Curriculum Division ranked application fourth, while the English Council was very close with a rank of 4.5. Questions at this level on the June 1968 Examination shared fifth place with Synthesis and Evaluation.

The taxonomic analysis of the examination made by the professionals showed that Analysis was given precedence over other levels. This was in complete disagreement with teachers, members of the English Council, the setters, and the members of the Curriculum Division who ranked it 2, 4.5, 5.5 and 2.5 respectively.

Synthesis and Evaluation were assigned ranks of 4, 6; 2, 5.5; 2.5, 1 by teachers, setters and the Curriculum Division. The English Council assigned both levels a rank of 1.5. On the actual examination, however, a rank of 5 was given to both levels.

Kendall's Coefficient of Concordance (W) was computed to determine whether or not there was overall agreement to a significant degree among the opinions provided by teachers, English Council, setters, the Curriculum Division and the analysis of the June 1968 Examination in English Literature made by the

professionals. The result was as follows:

$$s = 16$$

$$W = 0.038$$

This was not significant at the .05 level of significance.

### Opinions on the Affective Domain

Part II of the study of the University-Preparatory Examination concerned the five levels of the Affective Domain. Teachers and the Curriculum Division were in agreement on ranking Receiving, Level I, fifth, while the setters placed it first and the English Council gave it second place. The opinion of the setters coincided, on this level, with the analysis of the examination made by the professionals.

Teachers and setters agreed that Responding was third in order of importance while the English Council and the Curriculum Division placed it second and fourth respectively.

Most agreement among the groups was shown concerning Valuing. English Council, setters and Curriculum Division placed it third. Teachers considered Valuing of third importance. None of the groups was in agreement with the analysis of the June 1968 Examination conducted by the Department of Education, St. John's, Newfoundland.

Teachers and the Curriculum Division agreed on second rank for Organization. The setters placed it fifth and the English Council first.

Two of the four groups, teachers and members of the Curriculum Division, agreed that Characterization was most important, while the setters put it in fourth place and the English Council in fifth.

The analysis of the examination showed Responding, Valuing, Organization and Characterization to be of equal importance. No questions at these levels appeared on the examination.

Kendall's Coefficient of Concordance (W) was used to establish whether or not there was significant agreement among the various groups with respect to objectives at the affective levels. The following result was obtained:

$$s = 5$$
$$W = 0.022$$

This was not significant at the .05 level of significance.

Table VIII summarizes the analysis just described.

Table VIII

## UNIVERSITY-PREPARATORY EXAMINATION

Ranks assigned by each group in the sample

Levels	June Exan	Teachers	Setters	English Council	Curriculum Division
* Knowledge	2	3	1	6	6
Comprehension	3	5	3	3	5
Application	5	1	4	4.5	4
Analysis	1	2	5.5	4.5	2.5
Synthesis	5	4	2	1.5	2.5
Evaluation	5	6	5.5	1.5	1
**Receiving	1	5	1	3	5
Responding	3.5	3	2	3	4
Valuing	3.5	4	3	3	3
Organization	3.5	2	5	1	2
Characterization	3.5	1	4	5	1

\* $p$  = 0.038.    \*\* $p$  = 0.022



The Examination for the General Program in Grade IX English Literature was also analysed. Teachers, members of the English Council, setters and members of the Curriculum Division were asked their opinion concerning questions at the various levels of the taxonomy. Their responses are used in this section of the study.

#### GENERAL-PROGRAM EXAMINATION

##### Opinions on Levels of Cognitive Domain

The opinion of teachers was in agreement with the rank assigned to Knowledge by the judges in their analysis of the examination. Both ranked it second. The Curriculum Division and the English Council agreed on a rank of six, while the setters ranked knowledge first.

Although Comprehension ranked first on the examination, the setters ranked it second and the Curriculum Division fifth. Teachers and the English Council agreed on a rank of third.

No group agreed with the analysis of the examination. Teachers considered Application of first importance, while setters ranked it third and the Curriculum Division fourth. This level was assigned a rank of 4.5 by the English Council. On the examination it was fifth in order of importance.

The highest rank, 2.5, was assigned to the level of Analysis by the Curriculum Division. This was closest to the rank assigned to questions at this level on the examination.

The professionals ranked analysis third. Ranks of 4, 4.5, and 5.5 respectively were given by teachers, the English Council and the setters. Most disagreement at this level existed between the setters and the analysis of the examination made by the professionals.

The opinion of teachers was in agreement with the analysis of the examination on the level of Synthesis. Both assigned this level to rank five. Setters were next with a rank of four and the Curriculum Division and the English Council both assigned ranks of 2.5 and 1.5 respectively.

The Curriculum Division ranked Evaluation, the highest level of the Cognitive Domain, first. The English Council was in close agreement with a rank of 1.5. Setters and teachers, however, were in only slight disagreement in their analysis of the examination. They assigned evaluation ranks of 5.5 and 6 and on the examination questions at this level ranked fifth. No questions at third, fifth and sixth levels appeared on the June 1968 Examination.

Kendall's Coefficient of Concordance was calculated to determine whether or not there was significant agreement among the groups.  $W = .044$ . This was not significant at the .05 level of significance.

Opinions of the Levels of the  
Affective Domain

Part II of the study of the General Program Examination dealt with the study of the affective objectives.

It was the opinion of teachers that Receiving should be fourth in order of importance. The English Council and the setters, however, placed Receiving last with a rank of fifth, while the analysis of the examination showed questions at this level to be in second place.

Responding, ranked second by teachers, was placed third by the English Council and fourth by the Curriculum Division. The opinion of the setters agreed with the analysis of the examination in placing questions at this level in first place.

Teachers, the Curriculum Division and the English Council agreed on placing Valuing in third position. Setters ranked it second, while on the examination valuing showed a rank of 2.5.

The opinion of teachers was in agreement with that of setters in assigning Organization to fifth place. The English Council and the Curriculum Division were in fairly close agreement with ranks of first and second respectively.

Teachers and members of the Curriculum Division agreed that questions on Characterization ranked first in importance. Setters, however, ranked Organization fourth and the English Council ranked it fifth. There was only slight disagreement on

the part of the professionals who ranked it 4.5. Questions at the levels of Organization and Characterization did not appear on the examination.

To test whether or not there was agreement to a significant degree among the opinions of the various groups, Kendall's Coefficient of Concordance ( $\tau$ ) was computed. An 's' of 31 and 'W' of 0.135 were not significant at the .05 level of significance.

Table IX shows the ranks assigned to each level.

Table IX

## GENERAL-PROGRAM EXAMINATION

Ranks assigned to different levels by groups in the sample

Levels	June Exam	Teachers	Setters	English Council	Curriculum Division
* Knowledge	2	2	1	6	6
Comprehension	1	3	2	3	5
Application	5	1	3	4.5	4
Analysis	3	4	5.5	4.5	2.5
Synthesis	5	5	4	1.5	2.5
Evaluation	5	6	5.5	1.5	1
**Receiving	2.5	4	3	3	5
Responding	1	2	1	3	4
Valuing	2.5	3	2	3	3
Organization	4.5	5	5	1	2
Characterization	4.5	1	4	5	1

\*W = .044, \*\*W = 0.135

A Comparison of the University-Preparatory  
and General Program Examinations

Part III of this study consists of a comparison of the University-Preparatory and General Program Examinations. The analyses of the examinations made by the group of judges are compared. The opinions of the various groups concerning the objectives to be tested at levels are utilized.

Very minor differences existed between the opinions of all groups on the percentages to be assigned to questions at all levels in both the University-Preparatory and General Program Examinations.

Members of the English Council and the Curriculum Division indicated that there should be no difference between the University-Preparatory and General Program Examinations. The opinion of setters showed a difference at two levels only in the Cognitive Domain; namely, Knowledge and Analysis, and in the Affective Domain at the level of Receiving. Teachers indicated slight variation between the two examinations at all levels.

The setters' response to the opinionnaire showed that they considered that the highest percentage should go to the level of Knowledge, and a smaller percentage to each of the remaining levels of both domains. However, the analyses of both examinations did not agree with this opinion. On the University-Preparatory Examination the highest percentage went to Analysis

and on the General Program Examination Comprehension questions rated the highest percentage. On both papers there were no questions at the levels of Application, Synthesis and Evaluation.

In the Affective Domain, the General Program Examination showed an improvement over the University-Preparatory Examination. The General Examination contained questions at the first three levels of the Affective Domain, while on the University-Preparatory questions at the first level only appeared.

Table X shows a comparison of percentages assigned to all levels in both examinations.

Table X

PERCENTAGES ASSIGNED TO VARIOUS LEVELS OF OBJECTIVES  
General-Program and University-Preparatory Examinations

	June Exam		Teachers		Setters		English Council		Curriculum Division	
	U-P	G-P	U-P	G-P	U-P	G-P	U-P	G-P	U-P	G-P
Knowledge	23	24	9.15	11.23	27	37	7	7	1	1
Comprehension	14	55	9.69	10.08	8	8	9	9	2	2
Application	0	0	11.85	12.92	66	6	8.5	8.5	3	3
Analysis	42	13	9.54	7.85	2	2	8.5	8.5	4	4
Synthesis	0	0	8.85	7.15	10	5	11	11	4	4
Evaluation	0	0	7.31	6.23	2	2	11	11	6	6
Receiving	21	2	8.08	8.54	13	8	9	9	2	2
Responding	0	4	8.77	9.54	11	11	9	9	6	6
Valuing	0	2	8.31	9.23	8.5	8.5	9	9	8	8
Organization	0	0	8.85	7.31	5	5	11.5	11.5	16	16
Characterization	0	0	10.00	12.62	7.5	7.5	6.5	6.6	48	48

U-P = University-Preparatory  
G-P = General-Program



## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was designed to determine the relevance of questions on the Grade IX English Literature Examination, June 1968, to professed objectives.

The procedures used involved the collection of data relating to the opinions of a sample of teachers of Grade IX English Literature, of members of the Curriculum Division of the Department of Education, of members of the English Council of the Newfoundland Teachers' Association and of the setters of the June 1968 Examination in English Literature for Grade IX students in Newfoundland. Opinionnaires completed by the above-mentioned groups and analyses of the June 1968 Examinations in English Literature for Grade IX were utilized in an attempt to determine the degree of agreement concerning the objectives for the teaching and testing of English Literature.

#### University-Preparatory Examination

Part I of the study consisted of a comparison of the objectives derived from the June 1968 Examinations in English Literature for Grade IX, University-Preparatory Program, and those objectives professed by the Curriculum Division of the Department of Education, the English Council of the Newfoundland Teachers' Association, the setters of the examination and teachers

of Grade IX English Literature. Kendall's Coefficient of Concordance was used to determine if there were significant agreement among the various groups. Since there was no overall agreement between the objectives derived from the examination and those professed by each of the different groups, the null hypothesis was accepted in each case.

Objectives at the affective levels were also examined. Again Kendall's Coefficient of Concordance showed that there was no significant overall agreement concerning objectives between groups in the sample and the judges in their analysis of the examination. The null hypothesis was retained in each case.

#### General Program Examination

Teachers, members of the Curriculum Division, members of the English Council of the Newfoundland Teachers' Association were asked their opinions on the percentages to be assigned to questions at the various levels of objectives in the Taxonomy. The General Program Examination was analysed by the judges.

The computation of Kendall's Coefficient of Concordance showed no significant agreement between opinions of the groups and the analysis of the examination. The null hypothesis was retained.

The objectives in the Affective Domain were also examined. Here again, there was no significant agreement between the respondents' opinions and the analysis of the

examination. The null hypothesis was retained in all cases. Analyses of the opinions of the various groups on the percentages to be assigned to questions at all levels in both the University-reparatory and General Program examinations showed minor differences.

### Conclusions

The findings of the analysis support the following conclusions:

1. There is a general lack of knowledge concerning the Taxonomy of Educational Objectives, Cognitive Domain, Bloom and Affective Domain, Krathwohl.
2. There seems to be no agreement among teachers, the English Council, the setters of the examinations and the Curriculum Division, concerning the goals to be attained in the teaching of English Literature.
3. The cumulative difficulty of the Taxonomy of Educational Objectives needs to be recognized.
4. A gap exists between professed objectives and those objectives actually tested on the examination.
5. The result of the analysis indicates that the raters were not applying the same standards when ranking the taxonomic levels.

6. Much of evaluation should reach beyond the testing of the mere possession of knowledge to the testing of whether the knowledge can be used effectively.
7. Optional questions were not always of comparable difficulty.

### Recommendations

As a result of the findings of this study the following recommendations are made:

1. All teachers and people involved in the preparation of an English Curriculum and/or Examination should have some training in the writing of instructional objectives.
2. That a survey be made of the objectives teachers have in mind in teaching English Literature and that a list of these objectives be available to the setters.
3. Since many schools in Newfoundland have well qualified teachers of English, these teachers should make their own examinations in all high school grades.
4. That the Faculty of Education at Memorial University initiate a course specifically designed to help teachers operationalize their objectives.
5. That setters of examinations be people who are teaching the courses for which examinations are being prepared.
6. In order that teachers may set up objectives to suit the needs of their students, the Department of Education should

specify only the areas of study and permit teachers to choose whatever examples they wish.

7. Questions on examination papers should be of a very general nature giving teachers and students an opportunity to emphasize any areas of Literature they wish.
8. Greater care should be taken in the selection of setters of examinations.
9. The broad, global objectives for the teaching of English Literature need to be made operational.

#### Further Research

The present study indicates directions for further research.

1. The Taxonomy of Educational Objectives should be applied to fields of study other than English Literature.
2. An effective instrument for determining the objectives of teachers and others involved in various fields of education should be developed.
3. A thorough investigation into the setting and marking of examinations is needed.

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APPENDICES



## APPENDIX A

1. Summary of Taxonomies
2. Opinionnaire

THE TAXONOMY OF EDUCATIONAL OBJECTIVES  
COGNITIVE DOMAIN

Knowledge: This class involves the recall of particulars and universals, methods and processes, or the bringing to mind of a pattern, structure or setting.

Comprehension: This class of objectives is concerned with behaviours which represent an understanding of the literal message in a communication. It marks the transition in the taxonomy from knowledge recall to mastery of intellectual abilities and skills.

Application: The ability to employ abstractions in particular and concrete situations. Application is often a small part of larger processes such as synthesis, analysis and evaluation.

Analysis: The breakdown of material into its constituent parts, the perception of relationships between parts and the way the parts are organized. Analysis has traditionally played an important part in critical appreciation in English.

Synthesis: The process of collecting and putting together parts or elements to form a whole not clearly there before.

Evaluation: The application of criteria and standards in determining the value of the ideas, methods, style, etc. It elaborates those objectives concerned with making and supporting judgements.

THE TAXONOMY OF EDUCATIONAL OBJECTIVES  
AFFECTIVE DOMAIN

Receiving: Willingness to receive or attend to certain stimuli.

- a) Awareness that events in a story have thematic significance.
- b) Awareness that poetic language has sound patterns, picture-making qualities, etc.

Responding: The student is applying himself rather than accepting only.

Organization: With the progressive internalization of values and the necessity of applying more than one value in certain situations, it becomes necessary to conceptualize and to organize them into a coherent system in which particular ones are dominant.

- Characterization: At this level the student
- a) Develops flexibility of viewpoint,
  - b) Develops interrelated critical and philosophical set of standards,
  - c) Develops a philosophy of life.

## OPINIONNAIRE

Suppose you are setting an examination that will measure all objectives you have for the teaching of English Literature in Grade IX. Indicate below your allotment of marks for each level of objectives so that the paper totals 100 marks. If you consider an objective inappropriate for Grade IX, allot 0% to it.

COGNITIVE DOMAIN

- |                  |         |
|------------------|---------|
| 1. Knowledge     | _____ % |
| 2. Comprehension | _____ % |
| 3. Application   | _____ % |
| 4. Analysis      | _____ % |
| 5. Synthesis     | _____ % |
| 6. Evaluation    | _____ % |

AFFECTIVE DOMAIN

- |                      |         |
|----------------------|---------|
| 1. Receiving         | _____ % |
| 2. Responding        | _____ % |
| 3. Valuing           | _____ % |
| 4. Conceptualization | _____ % |
| 5. Organization      | _____ % |

What percentage of the total marks would you allot to:

- |   |         |
|---|---------|
| a) items classified as Cognitive Domain | _____ % |
| b) items classified as Affective Domain | _____ % |

The Taxonomies of Educational Objectives (Bloom, 1956; Krathwohl, Bloom and Masis, 1964) are helpful guides to the planning of questions and items for use in evaluation. Questions on different levels may be used to assess outcomes of instruction. Test items may be prepared and developed to fit units of study. The following examples are illustrative of questions and items on the various levels of the taxonomies.

### COGNITIVE DOMAIN

Knowledge: All levels of the taxonomy are based on knowledge. At level 1, knowledge is considered an end in itself and not a means to an end. At this level the student is required to recall material which has previously been given to him - the so-called "learned material".

#### EXAMPLE:

1. Name three selections taken this year that are concerned with the topic of injustice.
2. Identify the selection from which the following quotations were taken: ".....".

Comprehension: This represents the lowest level of understanding. The student knows what is being communicated and can express it in his own words without necessarily relating it to other material or seeing its fullest implications.

#### EXAMPLE:

1. All good novels do more than tell a story. What other function has Where Nests the Water Hen?

2. In the poem "Snake" (line 22) what does Lawrence mean by "the voice of my education said to me"?

Application: Involves ability to relate to real-life situations the understandings gained from Literature.

EXAMPLE:

1. Describe the similarities existing between the snobbishness shown in Great Expectations and that snobbishness you have observed in your own community.
2. Intolerance is a major theme in To Kill a Mockingbird. Write a paragraph describing an example of intolerance causing serious problems in the world today.

Analysis: To fully understand the significance of a situation it is often necessary to recognize which aspects of a situation are being presented by the writer. At this level one objective is concerned with analysis of this nature. Literature is also studied to obtain insight into the techniques used by authors.

EXAMPLE:

1. Using one of the following selections, explain the author's purpose in writing it:
  - a) Fog; and
  - b) The Dying Eagle.
2. "An author frequently uses settings to establish an atmosphere and evoke a mood." Discuss this statement with reference to any story you have studied this year.

Synthesis: This is the process by which a student draws on the knowledge and skill gained from his study of literature to produce a communication of his own.

EXAMPLE:

1. Any Poem: Suggest a title for the poem which would be in keeping with the mood and description.
2. Write a dialogue between a girl and her maid-servant who are awaiting the arrival of the master of the house. The master bears a secret grief or sorrow that concerns the whole house.

Evaluation: The ability to assess the effectiveness of a communication on the basis of the author's purpose and the method and materials used.

EXAMPLE:

1. Compare the author's style (i.e. the techniques and methods) used in the following descriptive passages:
  - a) .....
  - b) .....
2. Explain why you think Johnson was effective in his poem, "The Creator".

### AFFECTIVE DOMAIN

Receiving or Attending: Willingness to receive or attend to certain stimuli or phenomena.

## EXAMPLE:

1. Discuss the language of the following poem in terms of sound patterns, imagery, etc.
2. Using any short story you have read this year, describe briefly the development of the plot.

Responding: At this level the student is applying himself to some degree rather than accepting only.

## EXAMPLE:

1. What parts of the story were most interesting? Why?
2. Check in the following list the selections you enjoyed most. Give reasons for your choice.

Valuing: Student determines that something has worth.

## EXAMPLE:

1. Did you feel that you should do something for the fisherman's family? Tell about it.

Organization: With the progressive internalization of values and the necessity of applying more than value in certain situations, it becomes necessary to conceptualize them into a system in which particular ones become dominant.

## EXAMPLE:

1. Select the type or types of poetry you like best and explain why.



Characterization: At this level the examiner is interested in collecting evidence about the student's basic orientations or points of view.

EXAMPLE:

1. How has your study of Literature influenced your attitude toward racial discrimination.

### APPENDIX B

1. Grade IX Public Examinations in English Literature, June, 1968.
2. Blank Used by Judges for Taxonomic Analysis of Examinations.
3. Analyses of Examinations.

## DEPARTMENT OF EDUCATION

## PUBLIC EXAMINATIONS

## ENGLISH LITERATURE (Grade IX)

## (University-Preparatory)

Tuesday, June 25th, 1968 - Afternoon 2:00 - 4:30

Candidates are required to answer Question Nine which is worth 20 marks and any FIVE others which have a value of 16 marks each. Six questions in all.

## Values

16 1. EITHER

- (a) In a paragraph relate what is described in the pictures presented by the poet in the poem Père Lalement.
- (b) What heroic qualities of Pere Lalement's character are implied in the poem?

OR

With reference to the selection The Whistle by Benjamin Franklin:

- 4 (a) Explain the statement, "Money is a good servant but a bad master."
- 4 (b) Give four reasons why money-seeking should be a concern in one's life.
- 4 (c) Name four ways in which one often "pays too much for one's whistle".
- 4 (d) Select from the following the one which you regard as the main idea of the selection:
- (a) People often pay too high a price for the goods they buy.
- (b) Many people have a wrong sense of values.

## Values

- 16 2. From the poem The Thinker
- (a) Explain in your own words the line:  
"Back of the brawn, the brain".
- (b) What is the underlying thought of the poem The Stone Rejected?
- (c) What is the theme of the poem Vestigia?
3. The three main ingredients of a Play are setting, plot and characters. With reference to the plays that you have studied this year, choose One and answer the following questions:
- 5 (a) Describe the setting.
- 6 (b) Outline the plot.
- 5 (c) Give a character sketch of the person that you consider most outstanding in this play.

NOTE: The three questions must be answered from the SAME play.

- 16 4. EITHER

A poet uses many devices in his poems to delight his listeners and readers. Name any poem from your Literature that has especially appealed to you. In a paragraph, tell why it has appealed to you and what thought the poet is expressing. (Do not select a poem that you use in answering any other question).

OR

In your study of Literature this year, you have enjoyed many poems. In a paragraph of about 80 words, discuss the imagery in the poem that you liked best.

Values

16 5. EITHER

List FIVE important characteristics of Old Ballads. Illustrate two of these characteristics with reference to any Old Ballads you have studied this year.

OR

Name TWO types of ballad that you have studied this year. Give an example of each and show in how many ways they are alike.

16 6. A narrative poem often relates an event that is dramatic. From one of these poems, tell what the event is and in about 100 words write a description of the event.

He Fell Among Thieves

The Master of the Scud

Little Boats of Britain

16 7. EITHER

Select any TWO of the Short Stories that you have studied this year and describe the situations in which the major character is involved.

OR

(a) Give four examples of hyperbole (exaggeration) found in Paul Bunyan Digs Niagara Falls.

(b) What type of story is this selection? Discuss.

6 8. (a) In the selection The Canadian National Spirit W. Stewart Wallace mentions several factors which have contributed to the growth of Canadian national feeling. List two of these factors.

(b) With reference to the selection, Address of The Common People answer the following questions:

(i) To whom is the speech addressed?

(ii) Who does the writer say are the backbone of the country?

values

- 4 (c) In the selection, The True Grandeur of Nations, what is the great work to which the speaker summons his audience?
- 10 9. Answer Two Parts Only from Question Nine.
- (a) When and under what circumstances did Dick Shelton begin to suspect Sir Daniel's involvement in his father's murder? At what point in the story did his suspicions become a certainty?
- 10 (b) Which of these two would you consider the real villain of the story, John Laputa or Henriques? Why? How did their motives and drives differ?
- 10 (c) In writing a novel, the author creates a setting that helps produce the effect that he wishes. Show by definite references to EITHER Captains Courageous OR Where Nests The Water Hen how the author made the setting important to the story.
- 10 (d) Summarize the plot of ONE of the novels that you have studied this year.

## DEPARTMENT OF EDUCATION

## PUBLIC EXAMINATIONS

## ENGLISH LITERATURE (Grade IX)

## (General Program)

Tuesday, June 25th, 1968 - Afternoon 2:00 - 4:00

Candidates are required to answer Question Nine, which is worth 20 marks, and any FIVE others, which have a value of 16 marks each. SIX questions in all.

## Values

- 10 1. The following quotations are taken from your Reader and deal with poems you have studied this year.
- (a) Give the names of five of the poems referred to.
  - (b) Write a few lines on two of the poems you have identified (not a full summary) to show what each of the two is about.
    - i. Back of the job - the Dreamer,  
Who's making the dream come true!
    - ii. He stooped to lift it from its mean estate,  
And bore it on his shoulder to the gate.
    - iii. The tanned face, garlanded with mirth,  
It hath the kingliest smile on earth.
    - iv. A poor life this if, full of care,  
We have no time to stand and stare.
    - v. For one white singing hour of peace  
Count many a year of strife well lost.
    - vi. They say life is a highway  
and its milestones are the years.
    - vii. Balanced and just are all of God's decrees.
    - viii. In the brown mere the heron finds her rest,  
But these shall seek in vain.

## Values

2. Dr. Munthe and the Birds:

- 6 (a) What were two of the various types of cruelty practised against the birds of the district?
- 6 (b) Mention two steps the author took to save the birds.
- 4 (c) Why was it so difficult to combat these cruelties?

16 3. Jean Valjean and the Bishop

Answer any four of (a), (b), (c), (d), (e), (f):

- (a) Why did Jean Valjean steal from the one man who had been kind to him?
- (b) Mention two instances of the Bishop's kindness, over and above what Jean Valjean had been led to expect.
- (c) How does this affect your feelings with regard to Jean's crime?
- (d) Give a description of the bishop asleep.
- (e) What is the climax - the highest point of the story?
- (f) The story has what we call a surprise ending. What is it?

16 4. A Voice In a Hundred Years

Answer any four of (a), (b), (c), (d), (e), (f):

- (a) Mention two particular difficulties Marian Anderson had to face in her girlhood.
- (b) "Rhythm talked to her in many tongues". Illustrate by giving two examples.
- (c) What was Marian Anderson's "Crusade"?
- (d) She learned a great lesson from Roland Hayes. What was it?



## Values

- (e) What was her greatest triumph?
- (f) What provided the title which the author uses?

16 5. The following quotations are taken from the plays in your Reader. Choose any two and tell

- i. the name of the speaker;
  - ii. the circumstances under which the words were spoken.
- (a) "I shall think of you as the most charming enemy I ever had the misfortune to meet."
  - (b) "He eternally prates of justice, yet much as I loathe him, I have no wish to compass his death directly or through gabbling of justice."
  - (c) "The power of the purse goes a long way in this world. I propose to use it."

6. Yussouf

- 2 (a) Who was Jussouf?
- 2 (b) What was his reputation?
- 2 (c) What was the stranger's crime?
- 3 (d) When did he tell his crime to Yussouf, and why?
- 3 (e) What was Yussouf's reaction to his confession?
- 4 (f) In what way was his son avenged?

7. The Ancient Mariner

Answer any four of (a), (b), (c), (d), (e), (f):

- 4 (a) What penance must the mariner do for his crime?

## Values

- 4 (b) How did the mariner's shipmates earn their fate?
- 4 (c) What change in attitude delivers the mariner from his torment, or what breaks the spell?
- 4 (d) What is the lesson of the poem?
- 4 (e) Write two or three sentences on one picture in "The Ancient Mariner" that you recall most vividly.
- 4 (f) Give the meaning of the italicized words:
- i. The *Rime* of the Ancient Mariner.
  - ii. "Hold off! unhand me, grey-beard loon."
  - iii. "Nor shapes of men nor beasts we *ken*."
  - iv. "See! see! (I cried) she tacks no more!  
q Hitler to work us *weal*."

## 8. EITHER

The Essence of a Man

- 2 (a) Write the name of the leading character in the story.
- 4 (b) What terrible obstacles did he face?
- 4 (c) What happened to the first two dogs? What to the third?
- 3 (d) What is the "essence" of a man?
- 3 (e) How did the hero prove that he had this essence?

OR

The Age of Miracles

- 4 (a) What is the theme of this story?
- 4 (b) Give the names of two main characters.
- 4 (c) Where is the climax - the most exciting moment in this story?

## Values

- 4 (d) What is the outcome or end of the story?
- 10 9. (a) Of the following five novels: Prester John, The Black Arrow, Captain Courageous, Twenty Thousand Leagues Under the Sea, and The Lost World, tell the story of any two in 100-150 words for each.
- 4 (b) Which of the two stories chosen did you like the better? Tell in a few short sentences why you liked it. (Was it because of the theme, or because of its humor or its dialect, or because the story was true to life, or because it was easy to read, or because you had a most unusual discussion during the class period, or because of some other reason or reasons?)

## FORM FOR TAXONOMIC ANALYSIS OF EXAMINATION

UNIVERSITY-PREPARATORY

Please indicate the category to which you think the various questions belong by circling the numbers applicable.

- |                  |  |
|------------------|--|
| 1. Knowledge     | 1. <u>Either</u> (a), (b); <u>Or</u> (a), (b), (c), (d);         |
|                  | 2. (a), (b), (c); 3. (a), (b), (c);                              |
|                  | 4. <u>Either</u> ; <u>Or</u> ; 5. <u>Either</u> , <u>Or</u> ; 6. |
|                  | 7. <u>Either</u> , <u>Or</u> (a), (b); 8. (a), (b), (c);         |
|                  | 9. (a), (b), (c), (d).   |
| 2. Comprehension | 1. <u>Either</u> (a), (b); <u>Or</u> (a), (b), (c), (d);         |
|                  | 2. (a), (b), (c); 3. (a), (b), (c);                              |
|                  | 4. <u>Either</u> , <u>Or</u> ; 5. <u>Either</u> , <u>Or</u> ; 6. |
|                  | 7. <u>Either</u> , <u>Or</u> (a), (b); 8. (a), (b), (c);         |
|                  | 9. (a), (b), (c), (d).   |
| 3. Analysis      | 1. <u>Either</u> (a), (b); <u>Or</u> (a), (b), (c), (d);         |
|                  | 2. (a), (b), (c); 3. (a), (b), (c);                              |
|                  | 4. <u>Either</u> , <u>Or</u> ; 5. <u>Either</u> , <u>Or</u> ; 6. |
|                  | 7. <u>Either</u> , <u>Or</u> (a), (b); 8. (a), (b), (c);         |
|                  | 9. (a), (b), (c), (d).   |
| 4. Synthesis     | 1. <u>Either</u> (a), (b); <u>Or</u> (a), (b), (c), (d);         |
|                  | 2. (a), (b), (c); 3. (a), (b), (c);                              |
|                  | 4. <u>Either</u> , <u>Or</u> ; 5. <u>Either</u> , <u>Or</u> ; 6. |
|                  | 7. <u>Either</u> , <u>Or</u> (a), (b); 8. (a), (b), (c);         |
|                  | 9. (a), (b), (c), (d).   |

5. Application
1. Either (a), (b); Or (a), (b), (c), (d);
  2. (a), (b), (c); 3. (a), (b), (c);
  4. Either, Or; 5. Either, Or; 6.
  7. Either, Or (a), (b); 8. (a), (b), (c);
  9. (a), (b), (c), (d).
6. Evaluation
1. Either (a), (b); Or (a), (b), (c), (d);
  2. (a), (b), (c); 3. (a), (b), (c);
  4. Either, Or; 5. Either, Or; 6.
  7. Either, Or (a), (b); 8. (a), (b), (c);
  9. (a), (b), (c), (d).
1. Receiving
1. Either (a), (b); Or (a), (b), (c), (d);
  2. (a), (b), (c); 3. (a), (b), (c);
  4. Either, Or; 5. Either, Or; 6.
  7. Either, Or (a), (b); 8. (a), (b), (c);
  9. (a), (b), (c), (d).
2. Responding
1. Either (a), (b), Or (a), (b), (c), (d);
  2. (a), (b), (c); 3. (a), (b), (c);
  4. Either, Or; 5. Either, Or; 6.
  7. Either, Or (a), (b); 8. (a), (b), (c);
  9. (a), (b), (c), (d).
3. Valuing
1. Either (a), (b), Or (a), (b), (c), (d);
  2. (a), (b), (c); 3. (a), (b), (c);
  4. Either, Or; 5. Either, Or; 6.
  7. Either, Or (a), (b); 8. (a), (b), (c);
  9. (a), (b), (c), (d).

4. Organization
1. Either (a), (b); Or (a), (b), (c), (d);
  2. (a), (b), (c); 3. (a), (b), (c);
  4. Either, Or; 5. Either, Or; 6.
  7. Either, Or (a), (b); 8. (a), (b), (c);
  9. (a), (b), (c), (d).
5. Characterization
1. Either (a), (b); Or (a), (b), (c), (d);
  2. (a), (b), (c); 3. (a), (c), (c);
  4. Either, Or; 5. Either, Or; 6.
  7. Either, Or (a), (b); 8. (a), (b), (c);
  9. (a), (b), (c), (d).

GENERAL PROGRAM

1. Knowledge      1. (a), (b); 2. (a), (b), (c); 3. (a), (b), (c), (d), (e), (f); 4. (a), (b), (c), (d), (e), (f); 5. (i), (ii); 6. (a), (b), (c), (d), (e), (f); 7. (a), (b), (c), (d), (e), (f); 8. Either (a) (b), (c), (d), (e), Or (a), (b), (c), (d); 9. (a), (b).
2. Comprehension      1. (a), (b); 2. (a), (b), (c); 3. (a), (b), (c), (d), (e), (f); 4. (a), (b), (c), (d), (e), (f); 5. (i), (ii); 6. (a), (b), (c), (d), (e), (f); 7. (a), (b), (c), (d), (e), (f); 8. Either (a), (b), (c), (d), (e), Or (a), (b), (c), (d); 9. (a), (b).
3. Analysis      1. (a), (b); 2. (a), (b), (c); 3. (a), (b), (c), (d), (e), (f); 4. (a), (b), (c), (d), (e), (f); 5. (i), (ii); 6. (a), (b), (c), (d), (e), (f); 7. (a), (b), (c), (d), (e), (f); 8. Either (a), (b), (c), (d), (e), Or (a), (b), (c), (d); 9. (a), (b).
4. Application      1. (a), (b); 2. (a), (b), (c); 3. (a), (b), (c), (d), (e), (f); 4. (a), (b),

(c), (d), (e), (f), 5. (i), (ii);  
6. (a), (b), (c), (d), (e), (f); 7. (a),

5. Synthesis 1. (a), (b); 2. (a), (b), (c); 3. (a),  
(b), (c), (d), (e), (f); 4. (a), (b), (c),  
(d), (e), (f); 5. (i), (ii); 6. (a), (b),  
(c), (d), (e), (f); 7. (a), (b), (c), (d),  
(e), (f); 8. Either (a), (b), (c), (d),  
(e), Or (a), (b), (c), (d); 9. (a), (b).

6. Evaluation 1. (a), (b); 2. (a), (b), (c); 3. (a),  
(b), (c), (d), (e), (f); 4. (a), (b), (c),  
(d), (e), (f); 5. (i), (ii); 6. (a),  
(b), (c), (d), (e), (f); 7. (a), (b), (c),  
(d), (e), (f); 8. Either (a), (b), (c), (d),  
(e); Or (a), (b), (c), (d); 9. (a), (b).

1. Receiving 1. (a), (b); 2. (a), (b), (c); 3. (a),  
(b), (c), (d), (e), (f); 4. (a), (b), (c),  
(d), (e), (f); 5. (i), (ii); 6. (a), (b),  
(c), (d), (e), (f); 7. (a), (b), (c), (d),  
(e), (f); 8. Either (a), (b), (c), (d),  
(e), Or (a), (b), (c), (d); 9. (a), (b).

2. Responding 1. (a), (b); 2. (a), (b), (c); 3. (a),  
(b), (c), (d), (e), (f); 4. (a), (b), (c),



(d), (e), (f); 5. (i), (ii); 6. (a), (b), (c), (d), (e), (f); 7. (a), (b), (c), (d), (e), (f); 8. Either (a), (b), (c), (d), (e), Or (a), (b), (c), (d); 9. (a), (b).

## 3. Valuing

1. (a), (b); 2. (a), (b), (c); 3. (a), (b), (c), (d), (e), (f); 4. (a), (b), (c), (d), (e), (f); 5. (i), (ii); 6. (a), (b), (c), (d), (e), (f); 7. (a), (b), (c), (d), (e), (f); 8. Either (a), (b), (c), (d), (e), Or (a), (b), (c), (d); 9. (a), (b).

## 4. Organization

1. (a), (b); 2. (a), (b), (c); 3. (a), (b), (c), (d), (e), (f); 4. (a), (b), (c), (d), (e), (f); 5. (i), (ii); 6. (a), (b), (c), (d), (e), (f); 7. (a), (b), (c), (d), (e), (f); 8. Either (a), (b), (c), (d), (e), Or (a), (b), (c), (d); 9. (a), (b).

## 5. Characterization

1. (a), (b); 2. (a), (b), (c); 3. (a), (b), (c), (d), (e), (f); 4. (a), (b), (c), (d), (e), (f); 5. (i), (ii); 6. (a), (b), (c), (d), (e), (f); 7. (a), (b), (c), (d), (e), (f); 8. Either (a), (b), (c), (d), (e), Or (a), (b), (c), (d); 9. (a), (b).

ANALYSIS OF UNIVERSITY-PREPARATORY EXAMINATION

Questions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1. Either						
(a)						
(b)				X		
Or						
(a)				X		
(b)				X		
(c)				X		
(d)		X				
2. (a)		X				
(b)		X				
(c)				X		
3. (a)	X					
(b)		X				
(c)				X		
4. Either						
Or						
5. Either	X					
Or	X					
6.				X		
7. Either				X		
Or						
(a)				X		
(b)				X		
8. (a)	X					
(b)		X				
(c)		X				
9. (a)				X		
(b)				X		
(c)						
(d)	X					

ANALYSIS OF UNIVERSITY-PREPARATORY EXAMINATION

Question	Receiving	Responding	Valuing	Organization	Characterization
1. Either					
(a)		X			
(b)					
Or					
(a)					
(b)					
(c)					
(d)					
2. (a)					
(b)					
(c)					
3. (a)					
(b)					
(c)					
4. Either					
Or		X			
5. Either					
Or					
6.					
7. Either					
Or					
(a)					
(b)					
8. (a)					
(b)					
(c)					
9. (a)					
(b)					
(c)		X			

GENERAL PROGRAM EXAMINATION

Questions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1. (a)	X					
(b)		X				
2. (a)		X				
(b)		X				
(c)		X				
3. (a)		X				
(b)		X				
(c)						
(d)		X				
(e)		X				
(f)		X				
4. (a)				X		
(b)						
(c)	X					
(d)		X				
(e)		X				
(f)		X				
5. (i)	X					
(ii)				X		
6. (a)	X					
(b)	X					
(c)	X					
(d)		X				
(e)		X				
(f)		X				
7. (a)	X					
(b)		X				
(c)		X				
(d)				X		
(e)		X				
(f)		X				
8. Either						
(a)	X					
(b)				X		
(c)	X					
(d)		X				
(e)		X				
Or						
(a)						
(b)	X					
(c)		X				
(d)				X		
9. (a)		X				
(b)						

GENERAL PROGRAM EXAMINATION

Question	Receiving	Responding	Valuing	Organization	Characterization
1. (a) (b)					
2. (a) (b) (c)					
3. (a) (b) (c) (d) (e) (f)			Y		
4. (a) (b) (c) (d) (e) (f)		X			
5. (i) (ii)					
6. (a) (b) (c) (d) (e) (f)					
7. (a) (b) (c) (d) (e) (f)					
8. Either (a) (b) (c) (d) (e)					
Or (a) (b) (c) (d)	X				
9. (a) (b)		X			

APPENDIX C

Definition and Importance of Public  
Examinations in Newfoundland

## Definition and Importance of Public Examinations in Newfoundland

Departmental Examinations referred to in this study are Public Examinations administered to students in Grade IX at the end of each school year.

There are two programs in high school which students may follow to Grade XI; the University-Preparatory Program and the General Program. These programs are identical in most subjects, but different content and different examinations are prescribed in English Language, English Literature and mathematics. Generally, departmental examinations are written in all subjects. Departmental Examinations at the Grade IX level are written in most schools in Newfoundland.

A great deal of importance is attached to these examinations, since in most cases the Public Examination results are used as the sole criterion for promotion and for the awarding of scholarships. Departmental Examinations make possible a uniform standard of results. This is possible since all students write the same examination and the students who write the examinations are of the same average age level: that in this province is fifteen years.

Provincial Examinations are also the only factor in determining a student's final marks and a certain grade determined by these examinations is prerequisite for entrance to university, to professional careers and to many courses in vocational and technical schools.

APPENDIX D  
Copies of Letters



## COPY OF LETTER TO PRINCIPALS

March 18, 1969

Dear Principal:

I am presently working on a research project concerning objectives for the teaching of English Literature.

I would appreciate it very much if you would give the enclosed opinionnaire to the Grade IX teacher(s) of English Literature. Since I have only a limited time to complete this research, I would appreciate a prompt reply.

Thank you for your cooperation.

Sincerely yours,

Sister Doreen Spencer

COPIES OF LETTER TO JUDGE,

March 13, 1969

Dear \_\_\_\_\_ :

The enclosed opinionnaire will be distributed to teachers and other groups in Newfoundland. The purpose is to ascertain the objectives these people have in mind in teaching English Literature.

I would like to have the advice of professionals regarding the explanatory material and the opinionnaire. Would you kindly read the enclosed material and make any suggestions you think necessary.

Thank you for your cooperation.

Sincerely yours,

Sister Doreen Spencer

COPY OF LETTER TO SUBJECTS, OTHER THAN  
TEACHERS, OF THIS STUDY

April 18, 1969

Dear

I am conducting a study on the relevance of questions on the Grade IX English Literature to professed objectives for the teaching of English Literature. The evaluative criteria to be used is Bloom's Taxonomy of Educational Objectives, Cognitive Domain and Krathwohl's Taxonomy of Educational Objectives, Affective Domain. For your convenience I have included a summarized version of the taxonomy with sample questions.

I would appreciate it very much if you would make an analysis of the questions enclosed and return them to me. A self-addressed envelope has been provided.

Thank you for your cooperation.

Sincerely yours,

Sister Doreen Spencer



