

The difficulty of word problems in mathematics is influenced by a number of parameters, both mathematical and non-mathematical. The influence of the used unit, as one of the linguistic characteristics, has already been partially tested within the framework of research GAČR 16-6134S. The subject of this testing were pairs of word problems with the same assignment, which differed only in the unit used. In one task, there was a commonly used currency unit, the koruna, in the other task, a fictitious currency unit, zed. The conclusion of this research were ambiguous. While some tasks showed statistically significant differences in success, other did not. The aim of this work was to find out what effect the used unit has on the success of the solution and on the perception of the difficulty of word problems. The subject of testing was a trio of tasks with the same structure, but with different contexts. These tasks varied in the unit used. In one task there is a common currency unit, the koruna, in the second there are unusual units of currency and volume, the US dollar and barrel, in the third task are unusual units of currency unit, zed. The target group was pupils of the 6th and 8th grade of elementary school. The assumption was that the task with a common unit would be more successful for the solver and that it would be rated as easier by the solver. The written solutions were subjected to analysis and the solvers were interviewed. The obtained data did not confirm this assumption, on the contrary. The task with a common unit was the least successful of three tasks tested and rated as moderately difficult.