



Criteria	Difficulty level 1 – 4 – Examples of evaluating criteria			
	Easy (1) (30%)	Moderate (2) (40%)	Difficult (3) (25%)	Very difficult (4) (5%)
Content/concept difficulty of the question <i>How difficult is the knowledge that is being assessed for the envisaged Gr 12 learner?</i>	<ul style="list-style-type: none"> ○ Basic content learner should know ○ Subject knowledge from earlier grades or current grade-level ○ General, every day, real-life knowledge ○ Familiar context or events 	<ul style="list-style-type: none"> ○ Basic content learner should know ○ Subject knowledge from current grade-level ○ Specialized school/curricular knowledge ○ Specific examples/contextualized topics or issues 	<ul style="list-style-type: none"> ○ Advanced content/unfamiliar context ○ Theoretical/decontextualized issues or topics ○ Different from learner-experience ○ Abstract or imagined events 	<ul style="list-style-type: none"> ○ Advanced content/unfamiliar context ○ Theoretical/decontextualized issues or topics ○ Different from learner-experience ○ Abstract or imagined events
Stimulus difficulty of the question <i>How difficult is it for the learner to understand the question or source material (picture/table/graph/text) given to answer the question?</i>	<ul style="list-style-type: none"> ○ Words/phrasing requires simple, straightforward comprehension ○ Stated short, clear and concise ○ Does not contain irrelevant or distracting information ○ Limited reading at/below grade-level ○ One/two source(s) provided ○ Interaction with / interpretation of / understanding source is relatively straightforward 	<ul style="list-style-type: none"> ○ Words/phrasing of the question requires simple, straightforward comprehension ○ Words/phrasing of the question contains subject-specific (scientific) terms/phrases ○ Contains some / does not contain irrelevant or distracting information ○ Some reading at grade-level ○ Subject-specific context to the question ○ One/two source(s) provided ○ Interaction with / interpretation of / understanding source is more complex 	<ul style="list-style-type: none"> ○ Words/phrasing of the question contains subject-specific (scientific) terms/phrases ○ Has an enriched context ○ Contains irrelevant/distracting information ○ Complex reading at/above grade-level ○ Learners not told where to look ○ Learners must select relevant/appropriate information from the media/text provided ○ Many sources provided ○ May require cross-referencing of sources ○ Interaction with / interpretation of / understanding source is somewhat difficult 	<ul style="list-style-type: none"> ○ Words/phrasing of the question contains subject-specific (scientific/technical) terms/phrases ○ Has an enriched context ○ Contains irrelevant/distracting information ○ Complex reading at/above grade-level ○ Learners must select relevant/appropriate information from the media/text provided ○ Learners must unpack large amounts of information ○ Learners not told where to look ○ Many sources provided ○ May require cross-referencing of sources ○ Interaction with / interpretation of / understanding source is quite difficult
Task difficulty of the question <i>How difficult is it for the learner to formulate an answer to the question? How many steps/ cognitive processes are involved?</i>	<ul style="list-style-type: none"> ○ Mostly requires recognize and recall / very little reasoning ○ A few steps (1 – 2) involved to formulate an answer ○ A clear framework for the answer may be provided ○ Does not require many subject-specific (scientific) / specialized terms/phrases ○ One-word answers / simple phrases / stand-alone answer ○ Requires recounting of a known sequence by heart ○ Requires stating simple ideas / making simple connections ○ Does not require combining or linking ideas 	<ul style="list-style-type: none"> ○ May require recall together with comprehension or reasoning ○ A number of steps (2-3) involved to formulate an answer ○ Maybe some framework for the answer is provided ○ Requires moderate use of subject-specific (scientific) / specialized terms/phrases ○ Requires simple phrases/sentences ○ Requires that a known sequence is applied/recognized ○ Requires creating simple/concrete representations ○ Requires stating simple ideas / making simple connections 	<ul style="list-style-type: none"> ○ Requires reasoning or application ○ Many steps involved to formulate an answer ○ No framework for the answer is provided ○ Requires more novel answers ○ Requires use of many subject-specific (scientific)/ specialized terms/phrases ○ Requires complex sentences/paragraphs ○ Requires that learners generate insight ○ Requires that learners apply a known sequence to an unfamiliar scenario ○ Requires that learners create complex representations ○ Requires that learners understand/discuss the significance of relationships between different parts ○ Requires combining/linking complex ideas or apply/evaluate information ○ Answer may involve a follow-on error from previous question/answer 	<ul style="list-style-type: none"> ○ Requires reasoning and application ○ Many steps involved to formulate an answer ○ No framework for the answer is provided ○ Require more novel answers ○ Requires use of many subject-specific (scientific) / specialized terms/phrases ○ Requires complex sentences/paragraphs/ essays ○ Requires that learners generate insight ○ Requires that learners apply known sequence to an unfamiliar scenario ○ Requires that learners create complex representations ○ Requires that learners understand/discuss the significance of relationships between different parts ○ Requires combining/linking complex ideas or apply/evaluate information ○ May involve a follow-on error from previous question/answer
Expected response difficulty of the question <i>How does the marking memorandum affect the trickiness in answering the question?</i>	<ul style="list-style-type: none"> ○ Examiner expects few/no details in the response ○ Mark allocation is straightforward/ logical/explicit ○ Simple words or sentences are expected ○ Easy to mark / clear right and wrong answer ○ No alternative answers possible 	<ul style="list-style-type: none"> ○ Examiner expects some details in the response ○ Mark allocation is straightforward/ logical/explicit ○ Simple words, sentences or a short paragraph is expected ○ Simple marking guide ○ No/few alternative answers possible 	<ul style="list-style-type: none"> ○ Examiner expects lots of details in the response ○ Specific words or phrases required ○ Mark allocation not completely straightforward/ logical/explicit ○ Difficult to mark – more subjective/varied answers expected ○ Examiner must read and evaluate answer carefully ○ Range of alternative answers possible 	<ul style="list-style-type: none"> ○ Examiner expects great detail in the response ○ Specific words or phrases required ○ Mark allocation not completely straightforward/ logical/explicit ○ Difficult to mark – more subjective/varied answers expected ○ Examiner must read and evaluate answer carefully ○ Range of alternative answers possible