

ABSTRACT

The bachelor thesis explores the principles of the German school system and their possible application to the Czech school system, using F. X. Šaldy Grammar School in Liberec as a case study. The aim of the thesis is based on the theoretical part, a visit to the German department of the F. X. Šaldy grammar school, and the subjective evaluation of pupils from two questionnaires to find out what principles of German education suit Czech pupils.

The theoretical part focuses on comparing the German and Czech school systems using the example of Saxony (specifically the F. X. Šaldy grammar school) or Bavaria (the partner school LSH Wiesentheid). Differences in the school system's structure, the school year's organization, classification, and the school-leaving examination are described. The last chapter analyses the German school system from an international perspective.

The practical part is based on the observation of Czech and German history classes of the final year of the F. X. Šaldy grammar school (class 6N), and a questionnaire survey that was subsequently sent to the class. The questionnaire was divided into two parts - in the first, the students were tested to compare how much information they remembered from both classes, and in the second, they evaluated selected aspects of the German lessons at the grammar school (a similar questionnaire was completed by the graduating class of 2021), identifying the elements they found useful. The results show an interest in an active approach in the classroom, project-based learning, and assessment not only for learned knowledge but also for critical thinking. At the same time, they prefer the German model of the leaving exam, where the grade is not based on only one exam.