

This bachelor thesis is concerned with the results of Czech pupils in the science tasks of PISA 2015 examination. A deeper analysis of 15-year-old pupils' results in scientific literacy is carried out in this thesis. Introductory chapters are devoted to the characteristics of PISA research, its methods and the way the results are presented. The thesis contains the definition of PISA research and briefly shows the conceptual framework of scientific literacy for the need of PISA research. The following chapters are devoted to tasks and test questions used in PISA research, tests, the type of responses and the methods of their evaluation. The summary of the number of tasks used in particular assessments is also listed in this thesis. Previous bachelor theses written by Kateřina Bašátková and Karel Havlíček are extended by this work with the results in science tasks from PISA 2012 and PISA 2015 researches. The work maps Czech pupils' results from year 2000 until 2015 and summarises the results with respect to competencies, knowledge and systems. All results are compared with the results of other OECD countries. The most important part of this work is the penultimate chapter. The results of different types of tasks are discussed in this chapter as well as the questions with the highest and lowest score. Furthermore, the results of Czech pupils with the average of OECD countries and the results of boys and girls are compared. This chapter especially focuses on the results of new physical items. The last part of this work are its annexes: Trend of Czech pupils' results in the science tasks of PISA 2015 research throughout the years 2000 – 2015 and Overview of released science tasks from PISA 2015 research.