

## **Abstract**

This bachelor thesis focuses on the final exam which was, in 2014/2015, unified for all the graduates of secondary schools providing secondary education with apprenticeship certificate. The point of this thesis is to analyze said final exam in certain hand-picked secondary vocational schools as well as some vocational schools for the Deaf. Furthermore, this study deals with the process of applying this mandatory unified assignment, how the individual needs of a student are met, how the supporting measures fit in and how the traditional approach affects these changes. In the second part, the research survey, the method of content analysis of curricular documents (framework educational programmes and school educational programmes), observation during final exam and semi-structured interviews with teachers has been used.

**Key words:** apprenticeship certificate, Deaf student, final exam, secondary education, secondary vocational school for the Deaf, student with special educational needs, supporting measures, unified assignment, vocational school for the Deaf