Integrated science education on lower secondary school is a widely discussed topic and a possible solution for the future in many countries.

This type of education is in line with increasing science knowledge and it minimizes repetition of topics during lessons, reducing both the burden on teachers and the pressure on pupils.

The bachelor´s thesis deals in the theoretical part with a comparison of teaching systems of several selected countries with a focus on teaching science subjects on lower secondary school, especially on the position of chemistry. The practical part is focused on the comparison of these countries according to their results in the international survey TIMSS and PISA, taking into account impact of an integrated or subject-separated approach to science teaching.

There was no clear difference in the impact of an integrated or separate approach to science teaching in the results of the participating countries in the international comparative survey TIMSS and PISA. It is only possible to see better motivation of pupils to learn these subjects in the case of an integrated approach, as can be seen from the results in Singapore, the United Kingdom or Turkey.