The Czech educational system offers primary school children the possibility to proceed in the lower-secondary education at a multi-year gymnasium. This bachelor’s thesis examines the students’ change from a basic school to a multi-year gymnasium and explains the real reasons, why children choose this school type. The theoretical part provides the basic history of the Czech educational system, especially gymnasiums, and familiarizes the reader with research and facts about tracking and ability grouping. In the empirical part, the thesis describes methodological aspects of qualitative research. It analyses reasons why children choose an eight-year gymnasium, what is expected from future studies and what experience these eleven years old children have.