

ABSTRACT:

The subject of this thesis are **the models of the school-leaving exams** changing over time due to **the educational policy of the state** and sometimes tumultuous political developments.

The theoretical part contains historical analysis of the graduation exam and its models, creating the basis for the empirical part. Based on the study of legislation and rules governing conditions and holding the graduation exams and further study of the relevant literature, on a precise description of the current model and indicating the current efforts to modify the existing model of the graduation exam the vivid picture of this phenomenon in the whole range of educational issues is created. The attention is also paid to the issue of **holding the graduation exam**.

The leaving examination since its inception in our country in 1849 has been defined by the law, its implementation has been modified the closer decrees. It has always been a significant "politicians", not only purely "educational theme." Changes in model of the school-leaving examination always reflect the changes in the system of our **educational policy**.

The aim of the work in the empirical part is to **analyze the current evolution, current status, to identify neuralgic points of the graduation exams and to suggest possible trends of the graduation exam in the Czech Republic**.

The used scientific method was a **qualitative survey in the designed grounded theory** conducted in an open and axial coding structured interviews with closely selected respondents – the experts in the field of the school-leaving examination.

KEYWORDS:

Leaving examination/graduation exam, model of the graduation exam, holding/management of the graduation exam, educational policy