

In this thesis we have tried to analyse 35 different tests, which make our entrance examination specimen sets for Year 5, 7 and 9. Some schools use the services of the 'Scio' company thus these tasks represent 52 written examinations from the subject of Czech language and literature.

According to our findings the main emphasis of the tests is put on the lingual parts of the curriculum, especially on orthography. The applicants distinguish the sentences, in which there are (or are not) orthographic errors. They prove to have managed the lexical, morphological and syntactic orthography in simple and complex sentences well, primarily by correction and doing filling-in exercises.

Apart from that, the tasks where the applicants have to work with text are used very often. They primarily decide whether the information given results from the particular passage, they examine the verity of the submitted statements about an article, etc.

From the linguistic curriculum, the word class and the sentence constituents occur abundantly. Very often the applicant's competence regarding grammatically correct word forms are being tested – the pupils might create or recognize them or complete a part of the text. In many tests, we can find tasks in which the applicants search for synonyms (or antonyms) of Czech originated or adopted expressions.

Tasks in which the applicants are proving their ability of correct usage of literary and stylistic terminology occur very often as well.

We also tried to find out which tasks were the most difficult for the pupils. We concluded that the applicants' success did not depend on the task type but it depended more on the particular sample, the particular phenomenon.

According to our findings the pupil who is preparing for their examination should focus on the lingual parts of the curriculum (especially on orthography) and practise the process of solving those tasks that require working with the text content.