

Abstract: The aim of this thesis is to determine whether students planning to take the high school-leaving examination from biology have a better understanding of evolution in comparison to those taking the examination from a different subject. The data were collected by means of a questionnaire having been completed at six Czech and seven Slovenian high schools over a period of two years. The thesis proved that students taking the school-leaving examination from biology have better knowledge of evolution. The thesis also maps the evolution association of high school students and makes a comparison between the quality of evolution literacy in the Czech Republic and in Slovenia.