

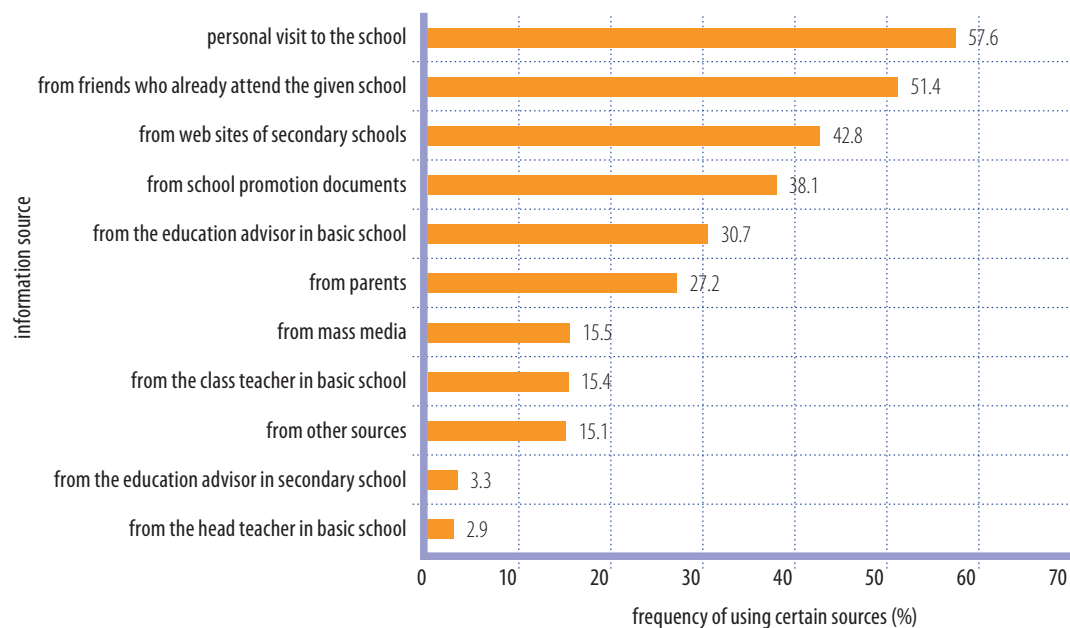


Results of Pupils in 9th Grades and Their Preparedness for Transit to Secondary Schools

In the past school year the CSI also monitored the impacts of the Education Act on enrolment proceedings for studies at secondary schools. In doing so the CSI used questionnaire surveys among pupils of first grades of secondary schools. The CSI wanted to find out how students are informed on studies in the school they had selected. Diagram 2 is based on answers of pupils enrolled in 1st grades of secondary schools – according to the type of school.

Diagram 2

Use of information sources on schools where pupils want to enrol



In the aforementioned questionnaires pupils were requested to assess their previous preparation for enrolment proceedings at the time when they studied at secondary school. 69.1% of pupils stated that they had not specifically prepared for admission examinations, 22.0% of pupils indicated self-learning. The proportion of pupils who attended preparatory training courses organised by either basic schools or secondary schools was 7.7%; if only students admitted to secondary general schools are considered then 15.8% of them decided for such courses. Several pupils were learning with a private teacher (especially those who wanted to study artistic fields of education).

The CSI attempted to find out how pupils were evaluated at the end of the 9th grade of BSs in relation to their admission to a secondary school. An overall comparison along with comparisons between groups of pupils admitted to secondary general schools and other secondary schools is included Table 17.

The evaluation demonstrated that those pupils who were evaluated as excellent in the English language in BSs were the most successful ones. Most of these pupils (70%) were admitted to secondary general schools. In addition, the success of pupils in enrolment proceedings was affected by excellent marks in mathematics (48.5% in relation to SGSs) and in the Czech language (43.6% in relation to SGSs). When differences between evaluation in the 9th grade of BSs and subsequently in the 1st grade of SSs are taken into consideration it can also be said that pupils with a bad evaluation are admitted to secondary general schools, although with a risk of failure in the first grade of SSs. Pupils who decided for secondary vocational education according to their interest and real abilities were subsequently successful.

