

Starting Cohort 3: Grade 5 (SC3) Wave 2 Questionnaires (SUF Version 4.0.0)

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Bamberg, 2016



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1 Overview and Reading Aid

The documents in this section are based on the field versions but are extended by including the variable names and values. The variable names used in this generated document of the questionnaires and programming masters can be found in the data files, as well. The field versions can be found in the corresponding column “Starting Cohort 3: Grade 5 (SC3), Wave 2, Survey Instruments (Field Version)” (only available in German). We recommend using the provided SUF versions over the field versions when working with the data. The material corresponds to Version 4.0.0 of the Scientific Use File (SUF) for the Starting Cohort 3 (SC3) (doi:10.5157/NEPS:SC3:4.0.0). Figure 1 describes the possible components of the documented survey.

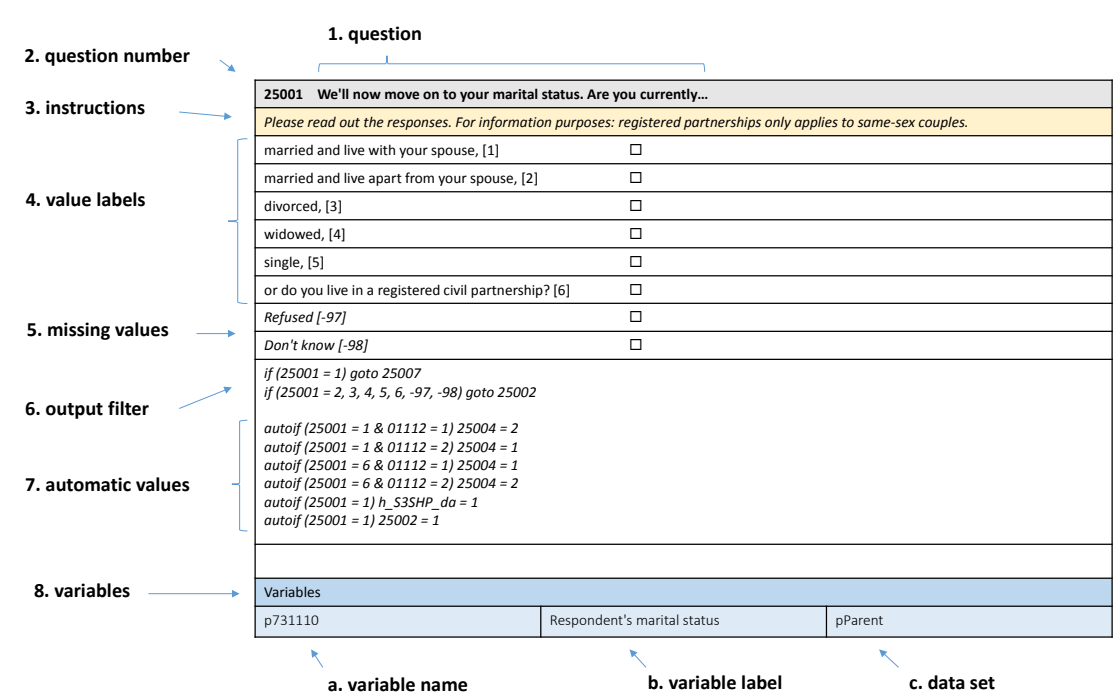


Figure 1: Reading aid for survey tools

If available, this information includes the following:

1. Questions (bold): Text, which is a) handed out in the form of PAPI or online surveys and b) read out during CATI or CAPI surveys by an interviewer (sometimes with variations depending on specific conditions).
2. Question numbers in the survey tool (bold)
3. Instructions (italic, shaded in yellow) are considered as a) guidelines for PAPI or online surveys and b) instructions for the interviewer for CATI or CAPI surveys, in order to ask the questions in a correct way and react appropriately to inquiries. These are not read out by the interviewer.
4. Values labels
5. Missing values (italic)

6. Output filters (*italic*)
7. Automatic values (*italic*): Under certain conditions, these are necessary, e.g. when coding auxiliary variables.
8. Variables (shaded in blue)
 - a) Variable name in SUF-data set (variable names indicated in brackets are not part of the SUF)
 - b) Variable label: This is a short form of the description of the item.
 - c) Data set, in which the variable(s) can be found.

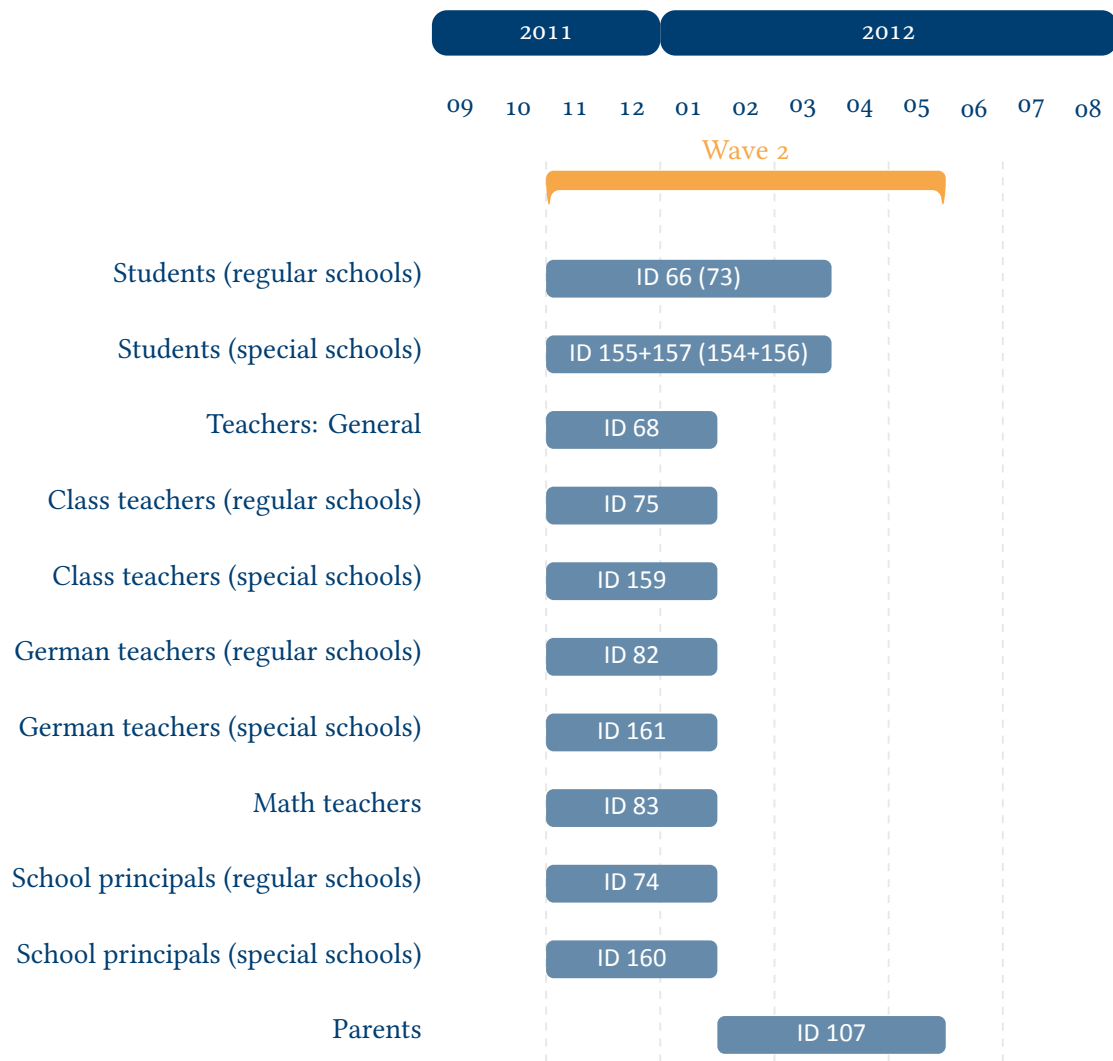


Figure 2: Survey of Starting Cohort 3 and ID of the survey instruments in wave 2

Figure 2 gives an overview of the field time for the second main survey. The survey was conducted via PAPI questionnaires within the school context from November 2011 to March 2012. Computer assisted interviews (CAPI) with the parents took place from February to May 2012.

Students of the 6th grade are interviewed in two samples - for regular schools and for schools for special educational needs (SEN). The questionnaires for the sample of students with special educational needs (SEN) contained a subset of the questions for students in regular schools. Moreover, as part of the second wave, information was collected on school teachers, school classes (via teachers), and on the schools themselves (via school principal).

The course of survey and all the applied survey instruments with IDs are provided in the figure. If there are divergent instruments for first-time and panel interviewees, the more extensive instrument for first-time interviewees will be put in the first place, the instrument for repeatedly interviewees in brackets. All questionnaires were used in the context of regular and special schools, divergent instruments are marked accordingly. During this wave new schoolmates of the students willing to participate in the panel survey were asked likewise; these are marked as first-time interviewees.

2 Students

2.1 Regular schools (ID 66)

Questions about yourself

| | |
|------------------------------------|--------------------------|
| 1 Are you ... | |
| <i>Please tick the applicable.</i> | |
| ... male? [1] | <input type="checkbox"/> |
| ... female? [2] | <input type="checkbox"/> |

| Variables | | |
|-----------|---------------------|---------|
| t700031 | Gender target child | pTarget |

| | |
|---|--|
| 2 When were you born? | |
| <i>Please enter the month and year right-aligned.</i> | |
| _ _ _ Month | |
| Range: 1 - 12 | |
| _ _ _ _ Year | |
| Range: 1,990 - 2,009 | |

| Variables | | |
|-----------|----------------|---------|
| t70004m | Month of birth | pTarget |
| t70004y | Year of birth | pTarget |

Questions about yourself

| | |
|-----------------------------|--------------------------|
| 1 Are you ... | |
| Please tick the applicable. | |
| ... male? [1] | <input type="checkbox"/> |
| ... female? [2] | <input type="checkbox"/> |

| Variables | | |
|-----------|---------------------|---------|
| t700031 | Gender target child | pTarget |

| | |
|--|--|
| 2 When were you born? | |
| Please enter the month and year right-aligned. | |
| _ _ _ Month | |
| Range: 1 - 12 | |
| _ _ _ _ Year | |
| Range: 1,990 - 2,009 | |

| Variables | | |
|-----------|----------------|---------|
| t70004m | Month of birth | pTarget |
| t70004y | Year of birth | pTarget |

2.1 Regular schools (ID 66)

3 What citizenship do you have?

You can tick more than one box if you have more than one citizenship. Please tick the applicable.

| | Not specified [0] | Specified [1] | |
|---|--------------------------|--------------------------|--------------------------|
| German | <input type="checkbox"/> | <input type="checkbox"/> | |
| Bosnian | <input type="checkbox"/> | <input type="checkbox"/> | |
| Greek | <input type="checkbox"/> | <input type="checkbox"/> | |
| Italian | <input type="checkbox"/> | <input type="checkbox"/> | |
| Kazakh | <input type="checkbox"/> | <input type="checkbox"/> | |
| Polish | <input type="checkbox"/> | <input type="checkbox"/> | |
| Russian | <input type="checkbox"/> | <input type="checkbox"/> | |
| Serbian | <input type="checkbox"/> | <input type="checkbox"/> | |
| Turkish | <input type="checkbox"/> | <input type="checkbox"/> | |
| Ukrainian | <input type="checkbox"/> | <input type="checkbox"/> | |
| Don't know [-98] | | <input type="checkbox"/> | |
| | Not specified [0] | Specified [1] | Don't know [-98] |
| Another citizenship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | | | |
| | Not specified [0] | Specified [1] | |
| Don't know | <input type="checkbox"/> | <input type="checkbox"/> | |

| Variables | | |
|-------------|--|---------|
| t40115a_g1 | Nationality (number of responses) | pTarget |
| t40115a_g2R | Nationality (response 1; coded) | pTarget |
| t40115a_g2D | Nationality (response 1; coded, coarsened) | pTarget |
| t40115a_g3R | Nationality (response 2; coded) | pTarget |
| t40115a_g3D | Nationality (response 2; coded, coarsened) | pTarget |
| t40115a_g4R | Nationality (response 3; coded) | pTarget |
| t40115a_g4D | Nationality (response 3; coded, coarsened) | pTarget |

4 How much are you interested in the following things?

Please tick a box in each line.

| | I have very little interest in that; I do not like doing that at all [1] | I have little interest in that [2] | I am somewhat interested in that [3] | I am rather interested in that [4] | I am very interested in that; I like doing that a lot [5] |
|----------------------------------|--|--|---|--|---|
| a) Building or assembling things | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Watching a science show | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2 Students

| | | | | | |
|--|--|------------------------------------|--------------------------------------|------------------------------------|---|
| c) Drawing pictures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Helping others feel comfortable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Negotiating with other people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Keeping lists or records of things | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Watching someone repair an electrical device (e.g. a TV) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Conducting experiments in a test laboratory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Designing something artistically | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Helping sick people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| -90 nicht spezifizierbar fehlend not in list [-96] <div> <input type="checkbox"/> </div> | | | | | |
| | I have very little interest in that; I do not like doing that at all [1] | I have little interest in that [2] | I am somewhat interested in that [3] | I am rather interested in that [4] | I am very interested in that; I like doing that a lot [5] |
| k) Being the leader of a group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| -90 nicht spezifizierbar fehlend not in list [-96] <div> <input type="checkbox"/> </div> | | | | | |
| l) Counting and sorting things | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| -90 nicht spezifizierbar fehlend not in list [-96] <div> <input type="checkbox"/> </div> | | | | | |
| m) Working with metal/wood, creating things from metal/wood | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | I have very little interest in that; I do not like doing that at all [1] | I have little interest in that [2] | I am somewhat interested in that [3] | I am rather interested in that [4] | I am very interested in that; I like doing that a lot [5] |
| n) Viewing things through a microscope | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o) Playing with clay or play dough | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p) Caring for children or adults in need | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q) Telling other people what they should do | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| r) Tidying up a closet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Variables | | | | | |

2.1 Regular schools (ID 66)

| | | |
|------------|--|---------|
| t66206f_g1 | IILS-C: conventional interests | pTarget |
| t66206a_g1 | IILS-R: practical-technical interests | pTarget |
| t66206a | Orientation of interest: building or assembling things | pTarget |
| t66206b_g1 | IILS-I: intellectual-researching interests | pTarget |
| t66206b | Orientation of interest: watching a science show | pTarget |
| t66206c_g1 | IILS-A: artistic-linguistic interests | pTarget |
| t66206c | Orientation of interest: drawing pictures | pTarget |
| t66206d_g1 | IILS-S: social interests | pTarget |
| t66206d | Orientation of interest: helping others feel comfortable | pTarget |
| t66206e | Orientation of interest: negotiating with other people | pTarget |
| t66206e_g1 | IILS-E: entrepreneurial interests | pTarget |
| t66206f | Orientation of interest: keeping lists or records of things | pTarget |
| t66206g | Orientation of interest: watching someone repair an electrical device | pTarget |
| t66206h | Orientation of interest: conducting experiments in a test laboratory | pTarget |
| t66206i | Orientation of interest: designing something artistically | pTarget |
| t66206j | Orientation of interest: helping sick people | pTarget |
| t66206k | Orientation of interest: being the leader of a group | pTarget |
| t66206l | Orientation of interest: counting and sorting things | pTarget |
| t66206m | Orientation of interest: working with/creating something from metal/wood | pTarget |
| t66206n | Orientation of interest: viewing things through a microscope | pTarget |
| t66206o | Orientation of interest: playing with clay or play dough | pTarget |
| t66206p | Orientation of interest: caring for children or adults in need | pTarget |
| t66206q | Orientation of interest: telling other people what they should do | pTarget |
| t66206r | Orientation of interest: tidying up a closet | pTarget |

5 How strongly do the following statements apply to you?*Please tick a box in each line.*

| | Does not apply at all [1] | Does not really apply [2] | Applies to some extent [3] | Applies completely [4] |
|---|------------------------------|---------------------------------|----------------------------------|---------------------------|
| a) I enjoy puzzling over a mathematical problem. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I enjoy reading and writing texts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) When I am trying to solve a math problem, I am sometimes unaware of how fast time passes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) It is very important to me to become better acquainted with the German language and literature. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) I am willing to use my free time in order to learn something new about math. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) I really enjoy learning more about myself and the world through reading books. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Math is one of the most important things to me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) I am willing to use part of my free time in order to become better acquainted with the German language and literature. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|------------|---|---------|
| t66201a_g1 | Scale: Subject-related interest mathematics | pTarget |
| t66201a | Subject-related interest (math) | pTarget |
| t66208a_g1 | Scale: Subject-related interest German | pTarget |
| t66208a | Subject-related interest (German) | pTarget |
| t66201b | Subject-related interest (math) | pTarget |
| t66208b | Subject-related interest (German) | pTarget |
| t66201c | Subject-related interest (math) | pTarget |
| t66208c | Subject-related interest (German) | pTarget |
| t66201d | Subject-related interest (math) | pTarget |
| t66208d | Subject-related interest (German) | pTarget |

2.1 Regular schools (ID 66)

6 How satisfied are you ...

For each area please mark a value on the scale: if you are completely dissatisfied, choose the value "0", if you are completely satisfied, choose the value "10". Choose a value in between, to specify your answer.

| | Compl etely dissatis fied 0 [0] | 1 [1] | 2 [2] | 3 [3] | 4 [4] | 5 [5] | 6 [6] | 7 [7] | 8 [8] | 9 [9] | Compl etely satisfie d 10 [10] |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| a) ... currently and in general terms, with your life? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) ... with what you have? Think of money and things that you own. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) ... with your health? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) ... with your family? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) ... with your acquaintances and friends? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) ... with your situation at school? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|---------|
| t514001 | Satisfaction with life | pTarget |
| t514002 | Satisfaction with possessions | pTarget |
| t514003 | Satisfaction with health | pTarget |
| t514004 | Satisfaction with family | pTarget |
| t514005 | Satisfaction with acquaintances and friends | pTarget |
| t514006 | Satisfaction with school | pTarget |

7 Please give a description of yourself. Think of the last half year!*Please tick a box in each line.*

| | Not applicable [1] | Partially applicable [2] | Clearly applicable [3] |
|--|--------------------------|-----------------------------|---------------------------|
| I try to be nice to other people, their feelings are important to me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Normally, I share with others (e.g. candy, toys, colored pencils). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Most of the time I am by myself; I rather concentrate on myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am ready to help people when they are injured, sick or sad. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have one or several good friends. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Generally, I am popular with children of the same age. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am nice to younger children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am teased or harassed by others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I often help others voluntarily (parents, teachers or children of the same age). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I get along better with adults than with children of the same age. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|------------|--|---------|
| t67801a_g1 | SDQ-Scale: Prosocial behavior | pTarget |
| t67801c_g1 | SDQ-Scale: Problem behavior | pTarget |
| t67801a | Considerate | pTarget |
| t67801b | Likes to share things | pTarget |
| t67801c | Loner | pTarget |
| t67801d | Helpful | pTarget |
| t67801e | Has friends | pTarget |
| t67801f | Popular | pTarget |
| t67801g | Nice to younger children | pTarget |
| t67801h | Is teased | pTarget |
| t67801i | Helps others voluntarily | pTarget |
| t67801j | Gets along better with adults than with other children | pTarget |

2.1 Regular schools (ID 66)

8 How would you generally describe your state of health?

Please tick only one answer.

| | |
|---------------|--------------------------|
| Very poor [5] | <input type="checkbox"/> |
| Average [3] | <input type="checkbox"/> |
| Poor [4] | <input type="checkbox"/> |
| Good [2] | <input type="checkbox"/> |
| Very good [1] | <input type="checkbox"/> |

Variables

| | | |
|---------|----------------------------|---------|
| t521000 | State of health in general | pTarget |
|---------|----------------------------|---------|

9 Now let's talk about faith and religion. How religious would you say you are?

Please tick only one answer.

| | |
|----------------------------|--------------------------|
| Very religious [4] | <input type="checkbox"/> |
| Slightly non-religious [2] | <input type="checkbox"/> |
| Not at all religious [1] | <input type="checkbox"/> |
| Slightly religious [3] | <input type="checkbox"/> |

Variables

| | | |
|---------|---------------|---------|
| t435000 | Religiousness | pTarget |
|---------|---------------|---------|

10 Are you affiliated with a religion or denomination?

Please tick only one answer.

| | |
|---------|--------------------------|
| Yes [1] | <input type="checkbox"/> |
| No [2] | <input type="checkbox"/> |

Variables

| | | |
|---------|-----------------------|---------|
| t435010 | Religious affiliation | pTarget |
|---------|-----------------------|---------|

11 Which religion or denomination are you part of?*Please tick only one answer.*

Christian [1] Muslim [2] Jewish [3] Another, specifically: [4]

☐ ☐ ☐ ☐

**Variables**

| | | |
|-------------|--------------------------------|---------|
| t435020 | Religion or denomination | pTarget |
| t435030_g1R | Other religion or denomination | pTarget |

12 Which denomination, religion or religious community are you part of?*Please tick only one answer.*

Roman Catholic [1] Evangelical or Protestant [2] Christian Orthodox (e.g. Greek or Russian Orthodox) [3] Sunnite [4] Shiite [5] Alevite [6] Another [7]

☐ ☐ ☐ ☐ ☐ ☐ ☐

Another, specifically:

**Variables**

| | | |
|-------------|-------------------------------------|---------|
| t435040 | Religion or denomination (specific) | pTarget |
| t43504a_g1R | Religion or denomination (specific) | pTarget |

13 How often do you pray?*Please tick only one answer.*

Once a year or less [6] ☐

Never [7] ☐

Several times a year [5] ☐

Several times a month [4] ☐

Once a week [3] ☐

Every day [1] ☐

More than once a week [2] ☐

Variables

| | | |
|---------|-------------------|---------|
| t435060 | Frequency praying | pTarget |
|---------|-------------------|---------|

2.1 Regular schools (ID 66)

| | |
|-------------------------------------|---|
| 14 | Are you an active member of a religious community? Do you, for instance, regularly go to meetings or events? |
| <i>Please tick only one answer.</i> | |
| Yes [1] | <input type="checkbox"/> |
| No [2] | <input type="checkbox"/> |

| Variables | | |
|-----------|-----------------------------|---------|
| t435070 | Active community membership | pTarget |

| | | | | | |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 15 | What is your opinion on the duties of girls and boys in the family and in life in general? Please indicate to what degree you agree to the following statements. | | | | |
| <i>Please tick a box in each line.</i> | | | | | |
| <i>Don't know [-98]</i> | | <input type="checkbox"/> | | | |
| | | Completely disagree [1] | Rather disagree [2] | Rather agree [3] | Completely agree [4] |
| a) Boys and girls should have the same chores at home. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Don't know [-98]</i> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Girls can handle technical devices just as well as boys. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Don't know [-98]</i> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Girls should be able to learn the same professions as boys. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Don't know [-98]</i> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) For some professions, men are better suited than women. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---------------------------------------|---------|
| t436300 | Gender roles: chores | pTarget |
| t436360 | Gender roles: technical devices | pTarget |
| t436150 | Gender roles: learning of professions | pTarget |
| t436370 | Gender roles: fit for professions | pTarget |

Questions about your family

16 Who normally lives with you in your household?*Please tick a box in each line.*

| | Not specified [0] | Specified [1] |
|--|--------------------------|--------------------------|
| a) Biological mother, adoptive mother, foster mother | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Stepmother or father's girlfriend | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Biological father, adoptive father, foster father | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Stepfather or mother's boyfriend | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Siblings and/or step siblings | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Grandmother and/or grandfather | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Other people | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|--|---------|
| t74305a | Household composition: biological, adoptive, foster mother | pTarget |
| t74305b | Household composition: stepmother or father's girlfriend | pTarget |
| t74305c | Household composition: biological father, adoptive father, foster father | pTarget |
| t74305d | Household composition: stepfather or mother's boyfriend | pTarget |
| t74305e | Household composition: siblings and/or step siblings | pTarget |
| t74305f | Household composition: grandmother and/or grandfather | pTarget |
| t74305g | Household composition: other people | pTarget |

17 How many people normally live with you in your household - including yourself?*Please enter the figures aligned to the right.*

|_|_| People

Range: 0 - 99

| Variables | | |
|-----------|----------------|---------|
| t741002 | Household size | pTarget |

2.1 Regular schools (ID 66)

| | |
|--|---|
| 18 | When you talk about your "mother" in the questionnaire, who do you mean? |
| <i>Please tick only one answer.</i> | |
| My father's girlfriend [5] | <input type="checkbox"/> |
| Another woman [6] | <input type="checkbox"/> |
| I don't have a mother (anymore)/I don't know her [7] | <input type="checkbox"/> |
| My foster mother [4] | <input type="checkbox"/> |
| My adoptive mother [3] | <input type="checkbox"/> |
| My stepmother [2] | <input type="checkbox"/> |
| My biological mother [1] | <input type="checkbox"/> |

| Variables | | |
|-----------|----------------|---------|
| t731130 | Role of mother | pTarget |

| | |
|---|---|
| 19 | When you talk about your "father" in the questionnaire, who do you mean? |
| <i>Please tick only one answer.</i> | |
| My biological father [1] | <input type="checkbox"/> |
| My stepfather [2] | <input type="checkbox"/> |
| My adoptive father [3] | <input type="checkbox"/> |
| My foster father [4] | <input type="checkbox"/> |
| I don't have a father (anymore)/I do not know him [7] | <input type="checkbox"/> |
| Another man [6] | <input type="checkbox"/> |
| My mother's boyfriend [5] | <input type="checkbox"/> |

| Variables | | |
|-----------|----------------|---------|
| t731140 | Role of father | pTarget |

Further questions about the school

20 Regardless of which school you go to and how good your grades are, what kind of school-leaving certificate would you like to have?

Please tick a box in each line.

Abitur [higher education entrance qualification] [4] ☐

Leave school without any qualification [1] ☐

Leaving certificate from the Hauptschule [basic secondary school] [2] ☐

Leaving certificate from the Realschule secondary school] [3] ☐

Variables

| | | |
|---------|--|---------|
| t31035a | Idealistic educational aspiration - highest school-leaving qualification | pTarget |
|---------|--|---------|

21 What is your favorite subject?

Please indicate in printed letters.



Variables

| | | |
|-----------|------------------|---------|
| td0021x_O | Favorite subject | pTarget |
|-----------|------------------|---------|

22 In the past four weeks of school, how many days did you miss due to illness?

If you were not absent due to illness, please enter "Zero" (0). Please enter the figures aligned to the right.

|_|_|_| Approximate days

Range: 0 - 999

| | | |
|------------|--------------------------|--------------------------|
| | Does not apply [0] | Applies [1] |
| Don't know | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|----------------------------|---------|
| t523000 | Days missed due to illness | pTarget |
|---------|----------------------------|---------|

2.1 Regular schools (ID 66)

| 23 What grade did you have on your last annual report card ... | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Please tick a box in each line. | | | | | | | |
| | Very good (1) [1] | Good (2) [2] | Satisfactory (3) [3] | Passing (4) [4] | Poor (5) [5] | Failing (6) [6] | No grade received [0] |
| a) ... in German? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) ... in math? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) ... in biology? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) ... in physics? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) ... in science? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|----------------------------------|---------|
| t724115 | Grade final report card: biology | pTarget |
| t724113 | Grade final report card: physics | pTarget |
| t724116 | Grade final report card: science | pTarget |
| t724101 | Grade final report card: German | pTarget |
| t724102 | Grade final report card: math | pTarget |

| 24 Considering everything you know now: What qualification will you actually leave school with? | |
|---|--------------------------|
| Please tick only one answer. | |
| Abitur [higher education entrance qualification] [4] | <input type="checkbox"/> |
| Leave school without any qualification [1] | <input type="checkbox"/> |
| Leaving certificate from the Hauptschule [basic secondary school] [2] | <input type="checkbox"/> |
| Leaving certificate from the Realschule secondary school] [3] | <input type="checkbox"/> |

| Variables | | |
|-----------|--|---------|
| t31135a | Realistic educational aspiration: highest school-leaving qualification | pTarget |

25 Do you take part in the following extra-curricular activities?*Please tick a box in each line.*

| | Yes [1] | No [2] |
|---|--------------------------|--------------------------|
| a) Homework support/supervision | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Remedial groups/remedial education | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Subject-specific learning offers (e.g. extra or enhancement courses in math or German) | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Project groups/courses/subject-unrelated projects (e.g. theater, sports, or computer project groups) | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Leisure facilities (e.g. a regular get-together to play games) | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Project days/project weeks | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Continuing projects (e.g. student newspaper, school garden) | <input type="checkbox"/> | <input type="checkbox"/> |
| | Not specified [0] | Specified [1] |
| I don't make use of any of these offers. | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|--|---------|
| t23101a | Student: extra-curricular activities: making use of homework support | pTarget |
| t23101b | Student: extra-curricular activities: making use of remedial education | pTarget |
| t23101c | Student: extra-curricular activities: making use of subject-specific offers | pTarget |
| t23101d | Student: extra-curricular activities: making use of subject-unrelated projects | pTarget |
| t23101e | Student: extra-curricular activities: making use of leisure facilities | pTarget |
| t23101f | Student: extra-curricular activities: making use of project days/weeks | pTarget |
| t23101g | Student: extra-curricular activities: making use of continuing projects | pTarget |
| t23101h | Student: extra-curricular activities: none | pTarget |

26 How many hours per week do you make use of these offers overall? If the activities do not take place regularly, please estimate as accurately as possible.*Please enter the figures aligned to the right.*

|_|_| Hours per week

Range: 0 - 99

Variables

| | | |
|---------|---|---------|
| t231000 | Student: extra-curricular activities: frequency | pTarget |
|---------|---|---------|

2.1 Regular schools (ID 66)

| 27 To what extent do you agree to the following statements concerning the offers? | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Please tick a box in each line. | | | | |
| | Disagree [1] | Rather disagree [2] | Rather agree [3] | Agree [4] |
| a) I enjoy most of the offers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I learn things, that are useful for learning in class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) I wish there were more offers that I enjoy. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) I learn a lot of things I don't learn in class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) I would prefer to have more free time than participating in such activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) I made new friends during these activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) I learn things that improve my grades. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) I'm glad about not being alone as much in the afternoons. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|---------|
| t23202a | Student: extra-curricular activities: rating: enjoyment | pTarget |
| t23502b | Students: extra-curricular activities: rating: useful in class | pTarget |
| t23402c | Student: extra-curricular activities: rating: wish for more offers | pTarget |
| t23502d | Student: extra-curricular activities: rating: learning new things | pTarget |
| t23302e | Student: extra-curricular activities: rating: preferring free time | pTarget |
| t23402f | Student extra-curricular activities: rating: made new friends | pTarget |
| t23502g | Student: extra-curricular activities: rating: improving grades | pTarget |
| t23302h | Student: extra-curricular activities: rating: not alone in the afternoons | pTarget |

28 Now let's talk about your classmates. This refers to all people in your class, regardless of whether they are your friends. To what extent do the following statements apply to your classmates?

Please tick a box in each line.

| | Does not apply at all [1] | Does not really apply [2] | Partially applies [3] | Applies to some extent [4] | Applies completely [5] | |
|---|---------------------------------|---------------------------------|-----------------------------|----------------------------------|---------------------------|--|
| a) Most of my classmates are very ambitious at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| -90 nicht spezifizierbar fehlend not in list [-96] | | <input type="checkbox"/> | | | | |
| | Does not apply at all [1] | Does not really apply [2] | Partially applies [3] | Applies to some extent [4] | Applies completely [5] | -90 nicht spezifizierbar fehlend not in list [-96] |
| b) Most of my classmates expect me to make an effort at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| -90 nicht spezifizierbar fehlend not in list [-96] | | <input type="checkbox"/> | | | | |
| c) Most of my classmates don't care how well they do at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|---------------------------------------|---------|
| t321210 | Classmates - very ambitious at school | pTarget |
| t321211 | Classmates - don't care about school | pTarget |
| t32022a | Classmates - make an effort at school | pTarget |

29 Now let's talk about your classmates the students at your school or in your class. How many students ...

Please tick a box in each line.

| | None [1] | Almost none [2] | Less than half [3] | Approximately half [4] | More than half [5] | Almost all [6] | All [7] |
|---|--------------------------|--------------------------|--------------------------|---------------------------|--------------------------|--------------------------|--------------------------|
| a) ... in your class have a migration background, i.e. were born abroad or have at least one parent who was born abroad? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) ... in your school have a migration background, i.e. were born abroad or have at least one parent who was born abroad? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|--|---------|
| t320802 | Amount of students with a migrant background in school | pTarget |
| t321222 | Amount of students with migration background in class | pTarget |

2.1 Regular schools (ID 66)

| | |
|--|--|
| 30 | Can you use a computer at home? |
| <i>Please tick only one answer.</i> | |
| Yes, I share the computer with other family members. [2] | <input type="checkbox"/> |
| Yes, I have my own computer. [1] | <input type="checkbox"/> |
| No, I cannot use a computer at home. [3] | <input type="checkbox"/> |

| Variables | | |
|-----------|------------|---------|
| t101000 | PC at home | pTarget |

| | | |
|--|--|--------------------------|
| 31 | Where or through whom did you learn important things about the following programs and applications? | |
| <i>Please tick all applicable answers.</i> | | |
| | Not specified [0] | Specified [1] |
| a) Operating system (e.g. Windows) taught myself | <input type="checkbox"/> | <input type="checkbox"/> |
| In class or in project groups | <input type="checkbox"/> | <input type="checkbox"/> |
| Family (e.g. parents, siblings) | <input type="checkbox"/> | <input type="checkbox"/> |
| Friends | <input type="checkbox"/> | <input type="checkbox"/> |
| Cannot do this application | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Text processing (e.g. Word) taught myself | <input type="checkbox"/> | <input type="checkbox"/> |
| In class or in project groups | <input type="checkbox"/> | <input type="checkbox"/> |
| Family (e.g. parents, siblings) | <input type="checkbox"/> | <input type="checkbox"/> |
| Friends | <input type="checkbox"/> | <input type="checkbox"/> |
| Cannot do this application | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Spreadsheet analysis (e.g. Excel) taught myself | <input type="checkbox"/> | <input type="checkbox"/> |
| In class or in project groups | <input type="checkbox"/> | <input type="checkbox"/> |
| Family (e.g. parents, siblings) | <input type="checkbox"/> | <input type="checkbox"/> |
| Friends | <input type="checkbox"/> | <input type="checkbox"/> |
| Cannot do this application | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Presentation programs (e.g. PowerPoint) taught myself | <input type="checkbox"/> | <input type="checkbox"/> |
| In class or in project groups | <input type="checkbox"/> | <input type="checkbox"/> |
| Family (e.g. parents, siblings) | <input type="checkbox"/> | <input type="checkbox"/> |
| Friends | <input type="checkbox"/> | <input type="checkbox"/> |
| Cannot do this application | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Internet and e-mail taught myself | <input type="checkbox"/> | <input type="checkbox"/> |

2 Students

| | | |
|---------------------------------|--------------------------|--------------------------|
| In class or in project groups | <input type="checkbox"/> | <input type="checkbox"/> |
| Family (e.g. parents, siblings) | <input type="checkbox"/> | <input type="checkbox"/> |
| Friends | <input type="checkbox"/> | <input type="checkbox"/> |
| Cannot do this application | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|---------|
| t10111a | Instance ICT operating system: autodidactic | pTarget |
| t10111b | Instance ICT operating system: school | pTarget |
| t10111c | Instance ICT operating system: family | pTarget |
| t10111d | Instance ICT operating system: friends | pTarget |
| t10111e | Instance ICT operating system: no knowledge | pTarget |
| t10112a | Instance ICT text processing: autodidactic | pTarget |
| t10112b | Instance ICT text processing: school | pTarget |
| t10112c | Instance ICT text processing: family | pTarget |
| t10112d | Instance ICT text processing: friends | pTarget |
| t10112e | Instance ICT text processing: no knowledge | pTarget |
| t10113a | Instance ICT spreadsheet analysis: autodidactic | pTarget |
| t10113b | Instance ICT spreadsheet analysis: school | pTarget |
| t10113c | Instance ICT spreadsheet analysis: family | pTarget |
| t10113d | Instance ICT spreadsheet analysis: friends | pTarget |
| t10113e | Instance ICT spreadsheet analysis: no knowledge | pTarget |
| t10114a | Instance ICT presentation: autodidactic | pTarget |
| t10114b | Instance ICT presentation: school | pTarget |
| t10114c | Instance ICT presentation: family | pTarget |
| t10114d | Instance ICT presentation: friends | pTarget |
| t10114e | Instance ICT presentation: no knowledge | pTarget |
| t10115a | Instance ICT internet: autodidactic | pTarget |
| t10115b | Instance ICT internet: school | pTarget |
| t10115c | Instance ICT internet: family | pTarget |
| t10115d | Instance ICT internet: friends | pTarget |
| t10115e | Instance ICT internet: no knowledge | pTarget |

Questions about the school-leaving qualification

2.1 Regular schools (ID 66)

| 32 How well informed are you about ... | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Please tick a box in each line. | | | | | |
| | Very poor [1] | Rather poor [2] | In the middle [3] | Rather good [4] | Very good [5] |
| a) ... the different school-leaving qualifications that are possible in Germany? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) ... the requirements that must be fulfilled in order to acquire these different school-leaving qualifications? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|---------|
| t31430a | Subjective knowledge - school-leaving qualifications in Germany | pTarget |
| t31430b | Subjective knowledge - requirements for school-leaving qualifications | pTarget |

| 33 How often do you think about which school-leaving qualification you would like to acquire? | |
|---|--------------------------|
| Please tick only one answer. | |
| Rarely [2] | <input type="checkbox"/> |
| Never [1] | <input type="checkbox"/> |
| Sometimes [3] | <input type="checkbox"/> |
| Often [4] | <input type="checkbox"/> |
| Very good [5] | <input type="checkbox"/> |

| Variables | | |
|-----------|--|---------|
| t31230a | Frequency - which school-leaving qualification | pTarget |

34 Regardless of the school-leaving qualifications that are actually possible at your school: How likely do you think it is that you could ...

Please tick a box in each line.

| | Very unlikely [1] | Rather unlikely [2] | About 50/50 [3] | Rather likely [4] | Very likely [5] |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) ... acquire a leaving certificate from the Hauptschule [basic secondary school]? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) ... acquire a certificate of intermediate secondary education? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) ... acquire the Abitur [higher education entrance qualification]? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|---------|
| t30035a | Subjective probability of success leaving certificate of the Hauptschule | pTarget |
| t30035b | Subjective probability of success leaving certificate from the Realschule | pTarget |
| t30035c | Subjective probability of success Abitur | pTarget |

35 What do you think would be the chances to get a job later, if ...

Please tick a box in each line.

| | Very poor [1] | Rather poor [2] | In the middle [3] | Rather good [4] | Very good [5] |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) ... you acquired a leaving certificate from the Hauptschule [basic secondary school]? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| -90 nicht spezifizierbar fehlend not in list [-96] | | <input type="checkbox"/> | | | |
| | Very poor [1] | Rather poor [2] | In the middle [3] | Rather good [4] | Very good [5] |
| b) ... you acquired a certificate of intermediate secondary education? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| -90 nicht spezifizierbar fehlend not in list [-96] | | <input type="checkbox"/> | | | |
| c) ... you acquired the Abitur [higher education entrance qualification]? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|--|---------|
| t30235a | "Value of leaving certificate of the Hauptschule for a good job" | pTarget |
| t30235b | "Value of leaving certificate of certificate of intermediate secondary education for a good job" | pTarget |
| t30235c | "Value of the Abitur for a good job " | pTarget |

2.1 Regular schools (ID 66)

| 36 The different school-leaving qualifications require different amounts of effort. How much effort would it take you ... | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Please tick a box in each line. | | | | | |
| | Very low [1] | Rather low [2] | In the middle [3] | Rather high [4] | Very high [5] |
| a) ... to acquire a leaving certificate from the Hauptschule [basic secondary school]? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) ... to acquire a certificate of intermediate secondary education? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) ... to acquire the Abitur [higher education entrance qualification]? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|--|---------|
| t30335a | Cost learning stress leaving certificate from the Hauptschule | pTarget |
| t30335b | Cost learning stress certificate of intermediate secondary education | pTarget |
| t30335c | Cost learning stress Abitur | pTarget |

| 37 How important is it to you that you have a similar or better school-leaving qualification than ... | | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|--|--|
| Please tick a box in each line. | | | | | | | | |
| | Very unimportant [1] | Rather unimportant [2] | In the middle [3] | Rather important [4] | Very important [5] | Does not have a school-leaving qualification [6] | Do not know the school-leaving qualification [7] | |
| a) ... your mother? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| nicht spezifizierbar fehlend not in list [-96] | | | <input type="checkbox"/> | | | | | |
| | Very unimportant [1] | Rather unimportant [2] | In the middle [3] | Rather important [4] | Very important [5] | Does not have a school-leaving qualification [6] | Do not know the school-leaving qualification [7] | nicht spezifizierbar fehlend not in list [-96] |
| b) ... your father? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|--|---------|
| t30535a | Mother: importance of maintaining educational status | pTarget |
| t30535b | Father: importance of maintaining educational status | pTarget |

38 How important is it to you to later have a similarly good or better job than ...

If your parents are currently not working, please think back to their last job. Please tick a box in each line.

| | Very unimport ant [1] | Rather unimport ant [2] | In the middle [3] | Rather important [4] | Very important [5] | Wasn't employed [6] | |
|--|-----------------------------|-------------------------------|--------------------------|----------------------------|--------------------------|---------------------------|--|
| a) ... your mother? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| -90 nicht spezifizierbar fehlend not in list [-96] | | <input type="checkbox"/> | | | | | |
| | Very unimport ant [1] | Rather unimport ant [2] | In the middle [3] | Rather important [4] | Very important [5] | Wasn't employed [6] | -90 nicht spezifizierbar fehlend not in list [-96] |
| b) ... your father? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|---|---------|
| t30560a | Mother: importance of maintaining occupational status | pTarget |
| t30560b | Father: importance of maintaining occupational status | pTarget |

39 What would be the chances to get a similarly good or better job than your mother, if ...

Please tick a box in each line.

| | Very poor [1] | Rather poor [2] | In the middle [3] | Rather good [4] | Very good [5] | Mother never had a job [6] | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--|
| a) ... you were to acquire the leaving certificate from the Hauptschule [basic secondary school]? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| -90 nicht spezifizierbar fehlend not in list [-96] | | <input type="checkbox"/> | | | | | |
| | Very poor [1] | Rather poor [2] | In the middle [3] | Rather good [4] | Very good [5] | Mother never had a job [6] | -90 nicht spezifizierbar fehlend not in list [-96] |
| b) ... to acquire a certificate of intermediate secondary education? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| -90 nicht spezifizierbar fehlend not in list [-96] | | <input type="checkbox"/> | | | | | |
| c) ... were to acquire the Abitur [higher education entrance qualification]? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|--|---------|
| t30735a | Mother: chances of maintaining occupational status (leaving certificate of the Hauptschule) | pTarget |
| t30735b | Mother: chances of maintaining occupational status (certificate of intermediate secondary education) | pTarget |
| t30735c | Mother: chances of maintaining occupational status (Abitur) | pTarget |

2.1 Regular schools (ID 66)

40 What would be the chances to get a similarly good or better job than your father, if ...

Please tick a box in each line.

| | Very poor [1] | Rather poor [2] | In the middle [3] | Rather good [4] | Very good [5] | Father never had a job [6] | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--|
| a) ... you were to acquire the leaving certificate from the Hauptschule [basic secondary school]? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| -90 nicht spezifizierbar fehlend not in list [-96] | | <input type="checkbox"/> | | | | | |
| | Very poor [1] | Rather poor [2] | In the middle [3] | Rather good [4] | Very good [5] | Father never had a job [6] | -90 nicht spezifizierbar fehlend not in list [-96] |
| b) ... you were to acquire the certificate of intermediate secondary education? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| -90 nicht spezifizierbar fehlend not in list [-96] | | <input type="checkbox"/> | | | | | |
| c) ... you were to acquire the Abitur [higher education entrance qualification]? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|--|---------|
| t30735d | Father: chances of maintaining occupational status (leaving certificate from the Hauptschule) | pTarget |
| t30735e | Father: chances of maintaining occupational status (certificate of intermediate secondary education) | pTarget |
| t30735f | Father: chances of maintaining occupational status (Abitur) | pTarget |

41 The following questions concern what your parents expect of you in school. Which highest school-leaving qualification would your parents wish for you?

Please tick only one answer.

| | |
|--|--------------------------|
| My parents have no opinion about this. [4] | <input type="checkbox"/> |
| Certificate of intermediate secondary education/ leaving certificate of the Realschule secondary school] [2] | <input type="checkbox"/> |
| Leaving certificate from the Hauptschule [basic secondary school] [1] | <input type="checkbox"/> |
| Abitur [higher education entrance qualification] [3] | <input type="checkbox"/> |

Variables

| | | |
|---------|---|---------|
| t320401 | Idealistic aspiration: school-leaving qualification parents | pTarget |
|---------|---|---------|

42 How important is it to your parents that you have good grades?*Please tick only one answer.*In the middle [3] ☐Very unimportant [1] ☐Rather unimportant [2] ☐My parents have no opinion about this. [6] ☐Very important [5] ☐Rather important [4] ☐**Variables**

| | | |
|---------|------------------------------------|---------|
| t32040e | Parents: importance of good grades | pTarget |
|---------|------------------------------------|---------|

43 How important is it to you overall what your parents expect of you in school?*Please tick only one answer.*Very important [5] ☐Rather important [4] ☐Rather unimportant [2] ☐Very unimportant [1] ☐In the middle [3] ☐**Variables**

| | | |
|---------|--------------------------------|---------|
| t32000f | Importance of parents' opinion | pTarget |
|---------|--------------------------------|---------|

Some questions about your German classes

2.1 Regular schools (ID 66)

44 I think my German teacher ...

Please tick a box in each line.

| | Does not apply at all [1] | Does not really apply [2] | Partially applies [3] | Applies to some extent [4] | Applies completely [5] |
|--|------------------------------|---------------------------------|--------------------------|----------------------------------|---------------------------|
| a) ... is aware of everything that happens in class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) ... manages to quickly involve me again, if I don't pay attention for a moment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) ... instantly notices when I don't pay attention. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) ... has the class under control. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|---|---------|
| td0032a | German teacher: org. of learning, notices everything | pTarget |
| td0032b | German teacher: org. of learning, involves me quickly | pTarget |
| td0032c | German teacher: org. of learning, immediately finds out when I do not pay attention | pTarget |
| td0032d | German teacher: org. of learning, has the class under control | pTarget |

45 I think my German teacher ...

Please tick a box in each line.

| | Does not apply at all [1] | Does not really apply [2] | Partially applies [3] | Applies to some extent [4] | Applies completely [5] |
|--|------------------------------|---------------------------------|--------------------------|----------------------------------|---------------------------|
| a) ... expects me to try my very best. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) ... tells me that she/he thinks that I can do better than I have done so far. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) ... finds it very important that we do our work very thoroughly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) ... uses students that achieve good grades as an example for us all. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) ... tells us where we stand compared to our classmates. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|--|---------|
| td0033a | German teacher: promoting performance goals, expects me to make an effort | pTarget |
| td0033b | German teacher: promoting performance goals, thinks I can do better | pTarget |
| td0033c | German teacher: promoting performance goals, considers diligence to be very important | pTarget |
| td0033d | German teacher: promoting performance goals, students with good grades as an example for all | pTarget |
| td0033e | German teacher: promoting performance goals, comparison to schoolmates | pTarget |

46

| | Does not apply at all [1] | Does not really apply [2] | Partially applies [3] | Applies to some extent [4] | Applies completely [5] |
|--|------------------------------|---------------------------------|--------------------------|----------------------------------|---------------------------|
| a) ... first tries to understand my point of view, and then tells me what he/she would do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) ... listens to my suggestions and takes them seriously. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) ... encourages me to ask questions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|--|---------|
| td0034a | German teacher: perceived teacher autonomy, tries to understand my perspective and then gives advice | pTarget |
| td0034b | German teacher: perceived teacher autonomy, listens to my suggestions and takes them seriously | pTarget |
| td0034c | German teacher: perceived teacher autonomy, encourages me to ask questions | pTarget |

47 My German teacher ...

Please tick a box in each line.

| | Does not apply at all [1] | Does not really apply [2] | Partially applies [3] | Applies to some extent [4] | Applies completely [5] |
|--|------------------------------|---------------------------------|--------------------------|----------------------------------|---------------------------|
| a) ... allows us to discuss our assignments with each other. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) ... encourages us to help each other in class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) ... encourages us to exchange ideas with each other in class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|---|---------|
| td0035a | German teacher: prom. interaction, allows discussion of exercises | pTarget |
| td0035b | German teacher: prom. interaction, encourages to help each other | pTarget |
| td0035c | German teacher: prom. interaction, encourages to exchange ideas | pTarget |

2.1 Regular schools (ID 66)

| 48 My German teacher ... | | | | | | |
|---|---------------------------------|---------------------------------|-----------------------------|----------------------------------|---------------------------|--|
| | Does not apply at all [1] | Does not really apply [2] | Partially applies [3] | Applies to some extent [4] | Applies completely [5] | |
| a) ... sums up the most important things at the end of the lesson. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| -90 nicht spezifizierbar fehlend not in list [-96] | | | | | | |
| | Does not apply at all [1] | Does not really apply [2] | Partially applies [3] | Applies to some extent [4] | Applies completely [5] | -90 nicht spezifizierbar fehlend not in list [-96] |
| b) ... gives us information as to what is especially important in the lesson. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| -90 nicht spezifizierbar fehlend not in list [-96] | | | | | | |
| c) ... explains to us how old and new topics relate to each other. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|---------|
| td0036a | German teacher: goal setting and orientation, summarizes what's most important at the end | pTarget |
| td0036b | German teacher: goal setting and orientation, draws our attention to the things that are of particular importance | pTarget |
| td0036c | German teacher: goal setting and orientation, explains connection between old and new topics | pTarget |

Now questions about reading

| 49 How much time do you usually spend reading outside of school? Please consider all possible opportunities you have for reading, in other words not only books or magazines, but also e-mails or the internet. | | | | | | |
|---|-------------------------------------|---------------------------|---|--------------------------|--------------------------|--|
| Please tick only one answer. | | | | | | |
| | Not at all outside school [1] | Up to half an hour [2] | Between half an hour and 1 hour [3] | 1 to 2 hours [4] | More than 2 hours [5] | |
| a) On a normal school day I read ... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Not at all [1] | Up to half an hour [2] | Between half an hour and 1 hour [3] | 1 to 2 hours [4] | More than 2 hours [5] | |
| a) On a normal non-school day I read ... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| Variables | | |
|-----------|------------------------|---------|
| t34001a | Reading outside school | pTarget |
| t34001c | Reading non-school day | pTarget |

50 How often do you talk with others about what you read?*Please tick a box in each line.*

| | Never or almost never [1] | Once to twice a month [2] | Once to twice a week [3] | Every day or almost every day [4] |
|---|---------------------------------|------------------------------|-----------------------------|---|
| a) I talk to my classmates about what we are currently reading in class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Outside of school, I talk to my friends about what I am currently reading. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) I talk to my family about what I am currently reading. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|---|---------|
| td0041a | Social reading habits - communication with classmates | pTarget |
| td0041b | Social reading habits - communication with friends | pTarget |
| td0041c | Social reading habits - communication with family | pTarget |

51 What do you think about reading?*Please tick a box in each line.*

| | Completely disagree [1] | Rather disagree [2] | Rather agree [3] | Completely agree [4] |
|---|----------------------------|--------------------------|--------------------------|--------------------------|
| a) I enjoy reading books. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I find reading interesting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) If I had enough time, I would read even more. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) I like to read about new things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) I am convinced that I can learn a lot through reading. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Reading is important for understanding things correctly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|--|---------|
| td0042a | Attitude towards reading: enjoy reading books | pTarget |
| td0042b | Attitude towards reading: reading is interesting | pTarget |
| td0042c | Attitude towards reading: would read more | pTarget |
| td0042d | Attitude towards reading: reading about new things | pTarget |
| td0042e | Attitude towards reading: learning by reading | pTarget |
| td0042f | Attitude towards reading: understanding things correctly | pTarget |

Questions about your free time

2.1 Regular schools (ID 66)

52 How often do you play sports? Do not count sports in class at school.

Please tick only one answer.

| | |
|--|--------------------------|
| Several times a month or once a week [3] | <input type="checkbox"/> |
| Several times a week [4] | <input type="checkbox"/> |
| Once a month or less [2] | <input type="checkbox"/> |
| Never [1] | <input type="checkbox"/> |
| (Almost) daily [5] | <input type="checkbox"/> |

Variables

| | | |
|---------|-------------------|---------|
| t261000 | Sports: frequency | pTarget |
|---------|-------------------|---------|

53 53 What kind of sports do you do most frequently?

Please state only one kind of sport.



Variables

| | | |
|------------|--|---------|
| t262000_g1 | Sports: sport activity, main kind of sport | pTarget |
|------------|--|---------|

54 Where or how do you most often do this kind of sport?

Please tick only one answer.

| | |
|---|--------------------------|
| Club [1] | <input type="checkbox"/> |
| School (outside classes such as sport workshop) [2] | <input type="checkbox"/> |
| Volkshochschule [adult education establishment] (VHS) [4] | <input type="checkbox"/> |
| Riding school, tennis school, martial arts school, dancing school, gym or similar [3] | <input type="checkbox"/> |
| Together with others, but not in an organization [5] | <input type="checkbox"/> |
| By myself [6] | <input type="checkbox"/> |

Variables

| | | |
|---------|-------------------|---------|
| t269000 | Sport: where/how? | pTarget |
|---------|-------------------|---------|

55 Have you attended any courses outside school in this or your past school year (excluding sports)?

Please tick only one answer.

| | Yes [1] | No [2] |
|--|--------------------------|--------------------------|
| a) Lessons at a musical school (e.g. instrumental or vocal lessons) | <input type="checkbox"/> | <input type="checkbox"/> |
| b) A course at the Volkshochschule [adult education establishment] (VHS) | <input type="checkbox"/> | <input type="checkbox"/> |
| c) A course at the youth art school | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|---|---------|
| t27111a | Courses outside school: musical school (e.g. instrumental or singing classes) | pTarget |
| t27111b | Courses outside school: Volkshochschule (VHS) | pTarget |
| t27111c | Courses outside school: youth art school | pTarget |

56 How often do you do the following things?

Please tick a box in each line.

| | Never [1] | Sometimes [2] | Often [3] | Very often [4] |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Watch TV shows about natural sciences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Borrow or buy books about natural sciences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Visit internet sites about natural sciences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Read natural sciences magazines or articles in newspapers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Attend a natural sciences project group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|--------------------------------|---------|
| t10000a | TV shows | pTarget |
| t10000b | Books | pTarget |
| t10000c | Internet sites | pTarget |
| t10000d | Magazines | pTarget |
| t10000e | Natural sciences project group | pTarget |

2.1 Regular schools (ID 66)

| 57 Now let's talk about your friends. This refers to all people you are friends with, regardless of whether they go to your school or not. How many people from your group of friends ... | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Please tick a box in each line. | | | | | | | |
| | None [1] | Almost none [2] | Less than half [3] | Approximately half [4] | More than half [5] | Almost all [6] | All [7] |
| a) ... have a migrant background, i.e. were born abroad or have at least one parent who was born abroad? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) ... are planning to acquire the leaving certificate from the Hauptschule [basic secondary school]? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) ... are planning to acquire the certificate of intermediate secondary education? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) ... are planning to acquire the Abitur [higher education entrance qualification]? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|--|---------|
| t321112 | Amount of friends with migrant background | pTarget |
| t321130 | Amount of friends with aspirations regarding the Hauptschule | pTarget |
| t321131 | Amount of friends with aspirations regarding the Realschule | pTarget |
| t321132 | Amount of friends with aspirations regarding the Abitur | pTarget |

| 58 To what extent do the following statements apply to your friends? | | | | | |
|--|---------------------------|---------------------------|--------------------------|----------------------------|--------------------------|
| Please check one box in each line. | | | | | |
| | Does not apply at all [1] | Does not really apply [2] | Partially applies [3] | Applies to some extent [4] | Applies completely [5] |
| a) Most of my friends are very ambitious at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Most of my friends expect me to make an effort at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Most of my friends don't care how well they do at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|------------------------------------|---------|
| t321110 | Friends - very ambitious at school | pTarget |
| t321111 | Friends - don't care about school | pTarget |
| t32012a | Friends - make an effort at school | pTarget |

Questions about your origin

ATTENTION: Please answer the following questions only if ☐ you or ☐ your mother or your father were NOT born in Germany. If you and your parents were ALL born in Germany, please continue with question 62. IMPORTANT: In the following we will refer to the country in which you, your mother or your father were born as the "country of origin of your family"

59 How often have you visited the country of origin of your family?

If your parents come from different countries of origin, select the country that was visited more often. Please tick only one answer.

| | |
|-----------------------------|--------------------------|
| More than 15 times [5] | <input type="checkbox"/> |
| Six to seven times [3] | <input type="checkbox"/> |
| Eleven to fifteen times [4] | <input type="checkbox"/> |
| One to five times [2] | <input type="checkbox"/> |
| Not at all so far [1] | <input type="checkbox"/> |

Variables

| | | |
|---------|---------------------------------------|---------|
| t421000 | Amount of visits to country of origin | pTarget |
|---------|---------------------------------------|---------|

60 How many people from your residential area have immigrated from the same country of origin as your family? Is it ...

Please tick only one answer.

| | |
|--------------------|--------------------------|
| Almost none [2] | <input type="checkbox"/> |
| None [1] | <input type="checkbox"/> |
| Less than half [3] | <input type="checkbox"/> |
| More than half [4] | <input type="checkbox"/> |
| Almost all [5] | <input type="checkbox"/> |

Variables

| | | |
|---------|---|---------|
| t421020 | Amount of people coming from the same country of origin in residential area | pTarget |
|---------|---|---------|

61 What is your situation at the moment: how long do you think you will be living in Germany?

Please tick only one answer.

| | |
|---|--------------------------|
| I will stay here for good. [1] | <input type="checkbox"/> |
| I will leave Germany again within the next three years. [2] | <input type="checkbox"/> |
| I will leave Germany definitely, but not within the next three years. [3] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |

Variables

| | | |
|---------|-----------------------|---------|
| t421010 | Intentions of staying | pTarget |
|---------|-----------------------|---------|

2.1 Regular schools (ID 66)

62 In which country were you born?

Please tick only one answer.

- In another country, specifically: [12]
- ☐ In another country, specifically: [12]
- ☐ Ukraine [11]
- ☐ Turkey [10]
- ☐ Serbia [9]
- ☐ Russian Federation [8]
- ☐ Poland [7]
- ☐ Croatia [6]
- ☐ Kazakhstan [5]
- ☐ Italy [4]
- ☐ Greece [3]
- ☐ Bosnia and Herzegovina [2]
- ☐ Germany [1]

In another country, specifically:



Variables

| | | |
|-------------|-----------------------------------|---------|
| t400000_g1R | Country of birth | pTarget |
| t400000_g1D | Country of birth (Germany/abroad) | pTarget |
| t400000_g2R | Country of birth (aggregated) | pTarget |

63 If you were not born in Germany: How old were you when you moved to Germany?

"If you were younger than one year, please enter "Zero" (0). Please enter the figures aligned to the right."

|_|_| [Years]

Range: 0 - 99

Variables

| | | |
|---------|-------------------------------|---------|
| t400031 | Age of immigration to Germany | pTarget |
|---------|-------------------------------|---------|

64 Now let's talk about the background of your family. In which country was your mother born? In which country was your father born?

Please tick an answer in each column.

Don't know [-98]

☐

| | |
|---|---|
| <div style="text-align: right;"> <input type="checkbox"/> Don't know [-98] <input type="checkbox"/> Other [12] <input type="checkbox"/> Ukraine (and/or Ukrainian Soviet Republic) [11] <input type="checkbox"/> Turkey [10] <input type="checkbox"/> Serbia [9] <input type="checkbox"/> Russian Federation (and/or Russian Soviet Republic) [8] <input type="checkbox"/> Poland [7] <input type="checkbox"/> Croatia [6] <input type="checkbox"/> Kazakhstan (and/or Kazakh Soviet Republic) [5] <input type="checkbox"/> Italy [4] <input type="checkbox"/> Greece [3] <input type="checkbox"/> Bosnia and Herzegovina [2] <input type="checkbox"/> Germany [1] </div> | <div style="text-align: right;"> <input type="checkbox"/> Don't know [-98] <input type="checkbox"/> Other [12] <input type="checkbox"/> Ukraine (and/or Ukrainian Soviet Republic) [11] <input type="checkbox"/> Turkey [10] <input type="checkbox"/> Serbia [9] <input type="checkbox"/> Russian Federation (and/or Russian Soviet Republic) [8] <input type="checkbox"/> Poland [7] <input type="checkbox"/> Croatia [6] <input type="checkbox"/> Kazakhstan (and/or Kazakh Soviet Republic) [5] <input type="checkbox"/> Italy [4] <input type="checkbox"/> Greece [3] <input type="checkbox"/> Bosnia and Herzegovina [2] <input type="checkbox"/> Germany [1] </div> |
| <div style="display: flex; justify-content: space-between;"> [Mother] In another country, specifically: </div> | |
| <div style="display: flex; justify-content: space-between;"> Don't know [-98] <input type="checkbox"/> </div> | |
| <div style="display: flex; justify-content: space-between;"> [Father] In another country, specifically: </div> | |

| Variables | | |
|-------------|---|---------|
| t400070_g1R | Mother: Country of birth | pTarget |
| t400070_g1D | Mother: Country of birth (Germany/abroad) | pTarget |
| t400070_g2R | Mother: Country of birth (aggregated) | pTarget |
| t400090_g1R | Father: Country of birth | pTarget |
| t400090_g1D | Father: Country of birth (Germany/abroad) | pTarget |
| t400090_g2R | Father: Country of birth (aggregated) | pTarget |

65 **Now let's talk about your grandparents: in which country were your mother's parents born?**

Please tick an answer in each column.

2.1 Regular schools (ID 66)

| | |
|--|---|
| <p>Don't know [-98]</p> | <div style="text-align: right;"> <input type="checkbox"/> Don't know [-98] <input type="checkbox"/> Other [12] <input type="checkbox"/> Ukraine (and/or Ukrainian Soviet Republic) [11] <input type="checkbox"/> Turkey [10] <input type="checkbox"/> Serbia [9] <input type="checkbox"/> Russian Federation (and/or Russian Soviet Republic) [8] <input type="checkbox"/> Poland [7] <input type="checkbox"/> Croatia [6] <input type="checkbox"/> Kazakhstan (and/or Kazakh Soviet Republic) [5] <input type="checkbox"/> Italy [4] <input type="checkbox"/> Greece [3] <input type="checkbox"/> Bosnia and Herzegovina [2] <input type="checkbox"/> Germany [1] </div> |
| <p>[Mother] In another country, specifically: </p> | |
| <p>Don't know [-98]</p> | <div style="text-align: right;"> <input type="checkbox"/> Don't know [-98] <input type="checkbox"/> Other [12] <input type="checkbox"/> Ukraine (and/or Ukrainian Soviet Republic) [11] <input type="checkbox"/> Turkey [10] <input type="checkbox"/> Serbia [9] <input type="checkbox"/> Russian Federation (and/or Russian Soviet Republic) [8] <input type="checkbox"/> Poland [7] <input type="checkbox"/> Croatia [6] <input type="checkbox"/> Kazakhstan (and/or Kazakh Soviet Republic) [5] <input type="checkbox"/> Italy [4] <input type="checkbox"/> Greece [3] <input type="checkbox"/> Bosnia and Herzegovina [2] <input type="checkbox"/> Germany [1] </div> |
| <p>[Father] In another country, specifically: </p> | |

| Variables | | |
|-------------|---|---------|
| t400220_g1R | Country of birth maternal grandparents, maternal grandmother | pTarget |
| t400220_g2R | Mother's mother: Country of birth (aggregated) | pTarget |
| t400240_g1R | Country of birth, maternal grandparents, maternal grandfather | pTarget |
| t400240_g1D | Mother's father: Country of birth (Germany/abroad) | pTarget |
| t400240_g2R | Mother's father: Country of birth (aggregated) | pTarget |

66 **Now let's talk about your other grandparents: in which country were your father's parents born?**

2 Students

Please tick an answer in each column.

Don't know [-98]

| | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Don't know [-98] | <input type="checkbox"/> |
| <input type="checkbox"/> | Other [12] | <input type="checkbox"/> |
| <input type="checkbox"/> | Ukraine (and/or Ukrainian Soviet Republic) [11] | <input type="checkbox"/> |
| <input type="checkbox"/> | Turkey [10] | <input type="checkbox"/> |
| <input type="checkbox"/> | Serbia [9] | <input type="checkbox"/> |
| <input type="checkbox"/> | Russian Federation (and/or Russian Soviet Republic) [8] | <input type="checkbox"/> |
| <input type="checkbox"/> | Poland [7] | <input type="checkbox"/> |
| <input type="checkbox"/> | Croatia [6] | <input type="checkbox"/> |
| <input type="checkbox"/> | Kazakhstan (and/or Kazakh Soviet Republic) [5] | <input type="checkbox"/> |
| <input type="checkbox"/> | Italy [4] | <input type="checkbox"/> |
| <input type="checkbox"/> | Greece [3] | <input type="checkbox"/> |
| <input type="checkbox"/> | Bosnia and Herzegovina [2] | <input type="checkbox"/> |
| <input type="checkbox"/> | Germany [1] | <input type="checkbox"/> |

[Mother] In another country, specifically:



Don't know [-98]

| | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Don't know [-98] | <input type="checkbox"/> |
| <input type="checkbox"/> | Other [12] | <input type="checkbox"/> |
| <input type="checkbox"/> | Ukraine (and/or Ukrainian Soviet Republic) [11] | <input type="checkbox"/> |
| <input type="checkbox"/> | Turkey [10] | <input type="checkbox"/> |
| <input type="checkbox"/> | Serbia [9] | <input type="checkbox"/> |
| <input type="checkbox"/> | Russian Federation (and/or Russian Soviet Republic) [8] | <input type="checkbox"/> |
| <input type="checkbox"/> | Poland [7] | <input type="checkbox"/> |
| <input type="checkbox"/> | Croatia [6] | <input type="checkbox"/> |
| <input type="checkbox"/> | Kazakhstan (and/or Kazakh Soviet Republic) [5] | <input type="checkbox"/> |
| <input type="checkbox"/> | Italy [4] | <input type="checkbox"/> |
| <input type="checkbox"/> | Greece [3] | <input type="checkbox"/> |
| <input type="checkbox"/> | Bosnia and Herzegovina [2] | <input type="checkbox"/> |
| <input type="checkbox"/> | Germany [1] | <input type="checkbox"/> |

[Father] In another country, specifically:




Variables

| | | |
|-------------|--|---------|
| t400260_g1R | Country of birth paternal grandparents, paternal grandmother | pTarget |
| t400260_g1D | Father's mother: Country of birth (Germany/abroad) | pTarget |
| t400260_g2R | Father's mother: Country of birth (aggregated) | pTarget |
| t400280_g1R | Country of birth paternal grandparents, paternal grandfather | pTarget |
| t400280_g1D | Father's father: Country of birth (Germany/abroad) | pTarget |
| t400280_g2R | Father's father: Country of birth (aggregated) | pTarget |

2.1 Regular schools (ID 66)

67 Now let's talk about your mother tongue: which language did you learn as a child in your family?


You can also tick more than one box if you have learned more than one language in your family.

| | Specified [1] | Not specified [0] |
|---|--------------------------|--------------------------|
| German | <input type="checkbox"/> | <input type="checkbox"/> |
| Arabic | <input type="checkbox"/> | <input type="checkbox"/> |
| Bosnian | <input type="checkbox"/> | <input type="checkbox"/> |
| Greek | <input type="checkbox"/> | <input type="checkbox"/> |
| Italian | <input type="checkbox"/> | <input type="checkbox"/> |
| Kazakh | <input type="checkbox"/> | <input type="checkbox"/> |
| Croatian | <input type="checkbox"/> | <input type="checkbox"/> |
| Kurdish | <input type="checkbox"/> | <input type="checkbox"/> |
| Polish | <input type="checkbox"/> | <input type="checkbox"/> |
| Russian | <input type="checkbox"/> | <input type="checkbox"/> |
| Serbian | <input type="checkbox"/> | <input type="checkbox"/> |
| Turkish | <input type="checkbox"/> | <input type="checkbox"/> |
| Ukrainian | <input type="checkbox"/> | <input type="checkbox"/> |
| Another language, specifically: | <input type="checkbox"/> | <input type="checkbox"/> |
|  | | |

| Variables | | |
|-------------|--|---------|
| t41000a_g1 | Mother tongue (number of responses) | pTarget |
| t41000a_g2R | Mother tongue (1st alternative, ISO 639.2) | pTarget |
| t41000a_g2D | Mother tongue (1st alternative, coarsened) | pTarget |
| t41000a_g3R | Mother tongue (2nd alternative, ISO 639.2) | pTarget |
| t41000a_g3D | Mother tongue (2nd alternative, coarsened) | pTarget |
| t41000a_g4R | Mother tongue (3rd alternative, ISO 639.2) | pTarget |
| t41000a_g4D | Mother tongue (3rd alternative, coarsened) | pTarget |
| t41000a_g5R | Mother tongue (4th alternative, ISO 639.2) | pTarget |
| t41000a_g5D | Mother tongue (4th alternative, coarsened) | pTarget |

68 Now let's talk about your mother's mother tongue: which language did your mother learn as a child in her family?

You can also tick more than one box if your mother has learned more than one language in her family.


| | Not specified [0] | Specified [1] |
|---|--------------------------|--------------------------|
| German | <input type="checkbox"/> | <input type="checkbox"/> |
| Arabic | <input type="checkbox"/> | <input type="checkbox"/> |
| Bosnian | <input type="checkbox"/> | <input type="checkbox"/> |
| Greek | <input type="checkbox"/> | <input type="checkbox"/> |
| Italian | <input type="checkbox"/> | <input type="checkbox"/> |
| Kazakh | <input type="checkbox"/> | <input type="checkbox"/> |
| Croatian | <input type="checkbox"/> | <input type="checkbox"/> |
| Kurdish | <input type="checkbox"/> | <input type="checkbox"/> |
| Polish | <input type="checkbox"/> | <input type="checkbox"/> |
| Russian | <input type="checkbox"/> | <input type="checkbox"/> |
| Serbian | <input type="checkbox"/> | <input type="checkbox"/> |
| Turkish | <input type="checkbox"/> | <input type="checkbox"/> |
| Ukrainian | <input type="checkbox"/> | <input type="checkbox"/> |
| Another language | <input type="checkbox"/> | <input type="checkbox"/> |
| [Another language, specifically:]  | | |
| | | |
| | Not specified [0] | Specified [1] |
| Don't know | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-------------|--|---------|
| t41010a_g1 | Mother: Mother tongue (number of responses) | pTarget |
| t41010a_g2R | Mother: Mother tongue (1st alternative, ISO 639.2) | pTarget |
| t41010a_g2D | Mother: Mother tongue (1st alternative, coarsened) | pTarget |
| t41010a_g3R | Mother: Mother tongue (2nd alternative, ISO 639.2) | pTarget |
| t41010a_g3D | Mother: Mother tongue (2nd alternative, coarsened) | pTarget |
| t41010a_g4R | Mother: Mother tongue (3rd alternative, ISO 639.2) | pTarget |
| t41010a_g4D | Mother: Mother tongue (3rd alternative, coarsened) | pTarget |
| t41010a_g5R | Mother: Mother tongue (4th alternative, ISO 639.2) | pTarget |
| t41010a_g5D | Mother: Mother tongue (4th alternative, coarsened) | pTarget |

2.1 Regular schools (ID 66)

69 Now let's talk about your father's mother tongue: which language did your father learn as a child in his family?

You can also tick more than one box if your father has learned more than one language in his family.

| | Not specified [0] | Specified [1] |
|---|--------------------------|--------------------------|
| German | <input type="checkbox"/> | <input type="checkbox"/> |
| Arabic | <input type="checkbox"/> | <input type="checkbox"/> |
| Bosnian | <input type="checkbox"/> | <input type="checkbox"/> |
| Greek | <input type="checkbox"/> | <input type="checkbox"/> |
| Italian | <input type="checkbox"/> | <input type="checkbox"/> |
| Kazakh | <input type="checkbox"/> | <input type="checkbox"/> |
| Croatian | <input type="checkbox"/> | <input type="checkbox"/> |
| Kurdish | <input type="checkbox"/> | <input type="checkbox"/> |
| Polish | <input type="checkbox"/> | <input type="checkbox"/> |
| Russian | <input type="checkbox"/> | <input type="checkbox"/> |
| Serbian | <input type="checkbox"/> | <input type="checkbox"/> |
| Turkish | <input type="checkbox"/> | <input type="checkbox"/> |
| Ukrainian | <input type="checkbox"/> | <input type="checkbox"/> |
| Another language | <input type="checkbox"/> | <input type="checkbox"/> |
| [Another language, specifically:]  | | |
| | | |
| | Not specified [0] | Specified [1] |
| Don't know | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-------------|--|---------|
| t41012a_g1 | Father: Mother tongue (number of responses) | pTarget |
| t41012a_g2R | Father: Mother tongue (1st alternative, ISO 639.2) | pTarget |
| t41012a_g2D | Father: Mother tongue (1st alternative, coarsened) | pTarget |
| t41012a_g3R | Father: Mother tongue (2nd alternative, ISO 639.2) | pTarget |
| t41012a_g3D | Father: Mother tongue (2nd alternative, coarsened) | pTarget |
| t41012a_g4R | Father: Mother tongue (3rd alternative, ISO 639.2) | pTarget |
| t41012a_g4D | Father: Mother tongue (3rd alternative, coarsened) | pTarget |
| t41012a_g5R | Father: Mother tongue (4th alternative, ISO 639.2) | pTarget |
| t41012a_g5D | Father: Mother tongue (4th alternative, coarsened) | pTarget |

At last two last questions about yourself

70 Have you ever stayed down a year or repeated a school year?*Please tick the applicable.*

No [2]

Yes [1]

☐☐

If yes: How often?

|_| Times

Range: 0 - 9

Variables

| | | |
|---------|----------------------------------|---------|
| t725020 | School year repeated | pTarget |
| t725021 | School year repeated - frequency | pTarget |

71 At home, do you have ...*Please tick a box in each line.*

Yes [1]

No [2]

... a desk to study?

☐☐

... your own room?

☐☐

... learning software?

☐☐

... classic literature (e.g. by Goethe)?

☐☐

... books with poems?

☐☐

... works of art (e.g. paintings)?

☐☐

... books that are useful for homework?

☐☐

... a dictionary?

☐☐**Variables**

| | | |
|---------|--|---------|
| t34006a | HOMEPOS: desk | pTarget |
| t34006b | HOMEPOS: room | pTarget |
| t34006c | HOMEPOS: learning software | pTarget |
| t34006d | HOMEPOS: classic literature | pTarget |
| t34006e | HOMEPOS: books with poems | pTarget |
| t34006f | HOMEPOS: works of art (e.g. paintings) | pTarget |
| t34006g | HOMEPOS: books for homework | pTarget |
| t34006h | HOMEPOS: dictionary | pTarget |

Thank you for your cooperation!

2.2 Correspondence between questions (ID 66, 73, 154, 155, 156, 157)

2.2 Correspondence between questions (ID 66, 73, 154, 155, 156, 157)

Table 1 shows the correspondence between questions in the following questionnaires:

- ID 66: Students in regular schools (first-time interviewee), see section 2.1
- ID 73: Students in regular schools (panel interviewee)
- ID 154: Students in regular schools, booklet 1a (panel interviewees)
- ID 155: Students in special schools, booklet 1b (first-time interviewees)
- ID 156: Students in special schools, booklet 2a (rotation of booklet 1a)
- ID 157: Students in special schools, booklet 2b (rotation of booklet 1b)

Table 1: Correspondence between students' questions in Wave 2

| ID 66 | Content | ID 73 | ID 154 | ID 155 | ID 156 | ID 157 |
|-------|--|-------|--------|--------|--------|--------|
| 1 | Gender | 1 | 1 | 1 | 1 | 1 |
| 2 | Year of birth | 2 | 2 | 2 | 2 | 2 |
| 3 | Nationality | 3 | 3 | 3 | 3 | 3 |
| 4 | General interest orientation, RIASEC | 4 | | | | |
| 5 | Subject interest German and Math | 5 | | | | |
| 6 | Satisfaction | 6 | 4 | 4 | 22 | 22 |
| 7 | SDQ | 7 | 5 | 5 | 23 | 23 |
| 8 | Health status | 8 | | | | |
| 9 | Religiousness | 9 | | | | |
| 10 | Religion | 10 | | | | |
| 11 | Religion | 11 | | | | |
| 12 | Religion | 12 | | | | |
| 13 | Frequency of prayers | 13 | | | | |
| 14 | Religious practice | 14 | | | | |
| 15 | Gender roles, traditional attitudes | 15 | 6 | 6 | 24 | 24 |
| 16 | Composition of household | 16 | 7 | 7 | 18 | 18 |
| 17 | Number persons in household | 17 | 8 | 8 | 19 | 19 |
| 18 | Role of mother | 18 | 9 | 9 | 20 | 20 |
| 19 | Role of father | 19 | 10 | 10 | 21 | 21 |
| 20 | Idealist. Educational aspiration - school-leaving qualifications | 20 | | | | |
| 21 | Favorite subject | 21 | 11 | 11 | 12 | 12 |
| 22 | Absenteeism because of illness | 22 | | | | |
| 23 | Grades | 23 | 12 | 12 | 13 | 13 |
| 24 | Realist. Educational aspiration - school-leaving qualifications | 24 | | | | |
| 25 | Offers apart from lessons: use and types | 25 | 13 | 13 | 14 | 14 |
| 26 | Offers apart from lessons: time | 26 | 14 | 14 | 15 | 15 |
| 27 | Offers apart from lessons: assessment | 27 | 15 | 15 | 16 | 16 |
| 28 | Global questions: aspirations and idols in peer group | 28 | | | | |
| 29 | Amount persons with migrant background | 29 | | | | |

Cont. ...

Table 1 (Cont.)

| ID 66 | Content | ID 73 | ID 154 | ID 155 | ID 156 | ID 157 |
|-------|--|-------|--------|--------|--------|--------|
| 30 | Familiarity with computers / use of computers | 30 | 16 | 16 | 17 | 17 |
| 31 | Familiarity with computers / use of computers | 31 | | | | |
| 32 | Being informed (subjective) school-leaving qualifications | 32 | | | | |
| 33 | Thinking about school-leaving qualifications | 33 | | | | |
| 34 | Probability of success (subjective) | 34 | | | | |
| 35 | Job prospects with school-leaving qualifications, perception of user | 35 | | | | |
| 36 | Effort school-leaving qualifications, perception of costs | 36 | | | | |
| 37 | Preservation of status | 37 | | | | |
| 38 | Preservation of status | 38 | | | | |
| 39 | Preservation of status | 39 | | | | |
| 40 | Preservation of status | 40 | | | | |
| 41 | Peer group effects: family | 41 | | | | |
| 42 | Peer group effects: family | 42 | | | | |
| 43 | Peer group effects: family | 43 | | | | |
| 44 | Organization of learning | 44 | | | | |
| 45 | Social context - promoting performance goals | 45 | | | | |
| 46 | Social context - perceived teacher autonomy | 46 | | | | |
| 47 | Social context - promoting interaction | 47 | | | | |
| 48 | Goal setting and orientation | 48 | | | | |
| 49 | Reading: frequency | 49 | 17 | 17 | 6 | 6 |
| 50 | Social reading behavior | 50 | 18 | 18 | 7 | 7 |
| 51 | Wish for reading a)-c)/ Reading out of interest d)-f) | 51 | 19 | 19 | 8 | 8 |
| 52 | Sport activities: frequency extracurricular | 52 | 20 | 20 | 9 | 9 |
| 53 | Sport activities: main sport activity | 53 | 21 | 21 | 10 | 10 |
| 54 | Sport activities: place/ way | 54 | | | | |
| 55 | Extracurricular courses | 55 | | | | |
| 56 | Extracurricular, natural-scientific based activities | 56 | | | | |
| 57 | Global questions: aspirations and idols in peer group | 57 | | | | |
| 58 | Global questions: aspirations and idols in peer group | 58 | 22 | 22 | 11 | 11 |
| 59 | Number visits in country of origin | 59 | 23 | 23 | 4 | 4 |
| 60 | Amount migrants in residential area | 60 | | | | |
| 61 | Intentions to stay | 61 | 24 | 24 | 5 | 5 |
| | Module for first-time interviewees | | | | | |
| 62 | Country of birth; country of origin | | | 26 | | 26 |
| 63 | Age of moving; Age of entering | | | 27 | | 27 |

Cont. ...

2.2 Correspondence between questions (ID 66, 73, 154, 155, 156, 157)

Table 1 (Cont.)

| ID 66 | Content | ID 73 | ID 154 | ID 155 | ID 156 | ID 157 |
|-------|--|-------|--------|--------|--------|--------|
| 64 | Migrant background (mother and father) | | | 28 | | 28 |
| 65 | Migrant background (on mother's side) | | | 29 | | 29 |
| 66 | Migrant background (on father's side) | | | 30 | | 30 |
| 67 | First language; language of origin | | | 31 | | 31 |
| 68 | Family language (mother) | | | 32 | | 32 |
| 69 | Family language (father) | | | 33 | | 33 |
| 70 | Repeated class | | | 34 | | 34 |
| 71 | Homepos | | | 35 | | 35 |
| 72 | Notes and comments to NEPS | 62 | 25 | 25 | 25 | 25 |

3

Teachers

3.1 General questionnaire for teachers (ID 68)

About you

We would like to ask you some brief personal questions.

1

When were you born?

Please enter the figures aligned to the right.

[Month]

Range: 1 - 12

[Year]

Range: 1,900 - 2,011

Variables

e76212y_D

Year of birth (categorized)

pEducator

e76212m_O

Date of birth - month

pEducator

e76212y_R

Date of birth - year

pEducator

2

Are you male or female?

Please tick the applicable.

Male [1]

☐

Female [2]

☐

Variables

e762110

Gender

pEducator

About you

We would like to ask you some brief personal questions.

| | |
|---|-----------|
| 1 When were you born? | |
| <i>Please enter the figures aligned to the right.</i> | |
| [Month] | _ _ _ |
| Range: 1 - 12 | |
| [Year] | _ _ _ _ _ |
| Range: 1,900 - 2,011 | |

| Variables | | |
|-----------|-----------------------------|-----------|
| e76212y_D | Year of birth (categorized) | pEducator |
| e76212m_O | Date of birth - month | pEducator |
| e76212y_R | Date of birth - year | pEducator |

| | |
|------------------------------------|--------------------------|
| 2 Are you male or female? | |
| <i>Please tick the applicable.</i> | |
| Male [1] | <input type="checkbox"/> |
| Female [2] | <input type="checkbox"/> |

| Variables | | |
|-----------|--------|-----------|
| e762110 | Gender | pEducator |

3 How often do you participate in the following activities at your school?*Please check one box in each line.*

| | Never [1] | Less than once a year [2] | Once a year [3] | Three to four times a year [4] | Monthly [5] | Weekly [6] |
|---|--------------------------|---------------------------------|--------------------------|--------------------------------------|--------------------------|--------------------------|
| a) Meetings and discussions regarding the school's perspectives and mission | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Developing a school curriculum or parts of it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Discussing or making decisions on teaching media (e.g. text books, work books) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Exchanging teaching materials with colleagues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Holding team discussions on the age group you are teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Discussing the learning process of individual students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Team teaching in a class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Professional learning activities (e.g. team supervision) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Sitting in on classes in other grades (including feedback) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Joint activities across different grades and age groups (e.g. projects) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) Discussing and coordinating homework practice across subject boundaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|---|-----------|
| e22200a | Participation: teacher conferences | pEducator |
| e22200b | Participation: development of school curriculum | pEducator |
| e22200c | Participation: discussing/decisions on media teaching | pEducator |
| e22200d | Participation: exchange of teaching materials | pEducator |
| e22200e | Participation: team discussions | pEducator |
| e22200f | Participation: discussion about learning process of individual students | pEducator |
| e22200g | Participation: team teaching in a class | pEducator |
| e22200h | Participation: professional learning activities | pEducator |
| e22200i | Participation: sitting in on classes | pEducator |
| e22200j | Participation: joint activities across different grades | pEducator |
| e22200k | Participation: discussion/coordination of homework | pEducator |

Questions about vocational further education

We would like to ask you some questions on different aspects of vocational further education.

3.1 General questionnaire for teachers (ID 68)

| 4 Please state your personal needs for further education in the following fields. | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Please check a box in each line. | | | | |
| | No need at all [1] | Minor need [2] | Average need [3] | High need [4] |
| a) Educational standards in your subject field(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Assessment methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Classroom management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Expert knowledge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Capabilities in working with computers and the internet for teaching purposes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Teaching of students with special learning needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Handling discipline and behavior problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) School board and administration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Teaching in a multicultural environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Student counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) Integrative teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|-----------|
| e22280a | Further education, own demand: Educational standards | pEducator |
| e22280b | Further education, own demand: Assessment methods | pEducator |
| e22280c | Further education, own demand: Classroom management | pEducator |
| e22280d | Further education, own demand: Expert knowledge | pEducator |
| e22280e | Further education, own demand: Computer/internet skills for teaching purposes | pEducator |
| e22280f | Further education, own demand: Teaching students with special learning needs | pEducator |
| e22280g | Further education, own demand: Handling discipline and behavior problems | pEducator |
| e22280h | Further education, own demand: School board and administration | pEducator |
| e22280i | Further education, own demand: Teaching in a multicultural environment | pEducator |
| e22280j | Further education, own demand: Student counseling | pEducator |
| e22280k | Further education, own demand: Integrative teaching | pEducator |

5 Have you participated in the following training activities during the past 12 months?

Please only state activities that have taken place after your initial teacher training. Please check a box in each line.

| | Yes [1] | No [2] |
|---|--------------------------|--------------------------|
| a) Courses/workshops (e.g. on teaching subjects, methods and/or other education-related topics) | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Educational conferences or seminars (during which teachers and/or researchers present research results and discuss education-related issues) | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Qualification programs (e.g. higher education courses) | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Sitting in on classes at other schools | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Participation in a working group specially designed for the professional development of teachers (e.g. projects, model tests) | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Individual or joint research work on a topic which is of professional interest to you as a teacher | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Mentor programs "Peer Observation" and/or training programs (as part of a formal school agreement) | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|-----------|
| e22281a | Teacher: Further education: Courses/workshop | pEducator |
| e22281b | Teacher: Further education: Educational conferences or seminars | pEducator |
| e22281c | Teacher: Further education: Qualification programs | pEducator |
| e22281d | Teacher: Further education: Sitting in on classes at other schools | pEducator |
| e22281e | Teacher: Further edu: Participation in working grp for profess developm | pEducator |
| e22281f | Teacher: Further education: Research work | pEducator |
| e22281g | Teacher: Further education: Mentor programs and/or training programs | pEducator |

3.1 General questionnaire for teachers (ID 68)

6 How many days have you participated in training measures in the above sense during the past 12 months?

Please enter the figures aligned to the right.

Days

Range: 0 - 999

| | | |
|---|--------------------------|--------------------------|
| | Not specified [0] | Specified [1] |
| No participation in further training measures within the last 12 months | <input type="checkbox"/> | <input type="checkbox"/> |

"Specified: No participation in further education measures within the last 12 months": Please continue with question 10.

Variables

| | | |
|---------|--|-----------|
| e22282a | Teacher: further education: amount of days participation | pEducator |
| e22282b | Teacher: further education: no participation | pEducator |

7 How were the training programs funded during the past 12 months?

Please check only one box.

I paid a portion of the further education costs. [2] ☐

The further education costs were taken over completely. [1] ☐

I paid the entire amount of the further education costs. [3] ☐

Variables

| | | |
|---------|----------------------------------|-----------|
| e222821 | Faculty: Further training: Costs | pEducator |
|---------|----------------------------------|-----------|

8 Were given leave from teaching in order to attend these further education programs during the past 12 months?

Please check where applicable.

Yes [1] ☐

No [2] ☐

Variables

| | | |
|---------|--|-----------|
| e222822 | Faculty: Further training: Given leave from teaching | pEducator |
|---------|--|-----------|

9 Would you have preferred to attend more further education programs than you actually did during the past 12 months?

Please tick the applicable.

Yes [1] ☐

No [2] ☐

Variables

e222823

Teacher: further education: prefer more further education programs

pEducator

Questions regarding classes and learning

10 To what extent do the following statements apply to your class?

Please tick a box in each line.

| | Does not apply [1] | Does not really apply [2] | Applies to some extent [3] | Does apply [4] |
|--|--------------------------|---------------------------------|----------------------------------|--------------------------|
| I give students assignments ranging in complexity based on their capability. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am quick to notice a troubled student. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Everyone in my class knows the "rules of the game." | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In my classes, exercises are repeated to solidify what my students have learned. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I discuss general and current topics with my students even if it puts my lesson plan behind schedule. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I see it as my job in the classroom to present and teach proven concepts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I summarize the material so that my students will remember it better. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In my class I often ask students to justify their answers with arguments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There's a friendly and trusting relationship between me and my students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I think absolute quiet in the classroom is important. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In my class the students are encouraged to find out for themselves why something is wrong or doesn't work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I like to give the faster students extra tasks to challenge them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3.1 General questionnaire for teachers (ID 68)

| Variables | | |
|-----------|---|-----------|
| e22540a | Teacher: teaching: different assignments | pEducator |
| e22440b | Teacher: teaching: quick to notice a troubled student | pEducator |
| e22340c | Teacher: teaching: knowing the rules | pEducator |
| e22540d | Teacher: teaching: repeating exercises | pEducator |
| e22540e | Teacher: teaching: discuss general topics | pEducator |
| e22540f | Teacher: teaching: teach proven concepts | pEducator |
| e22340g | Teacher: teaching: summarize material | pEducator |
| e22540h | Teacher: teaching: asking for justifications | pEducator |
| e22440i | Teacher: teaching: friendly relationship | pEducator |
| e22340j | Teacher: teaching: quiet classes | pEducator |
| e22540k | Teacher: teaching: identifying mistakes | pEducator |
| e22540l | Teacher: teaching: extra tasks for faster students | pEducator |

11 Firstly, please tell us your personal opinion with regard to teaching and learning.*Please check one box in each line.*

| | Completely disagree [1] | Rather disagree [2] | Rather agree [3] | Completely agree [4] |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) It is better when the teacher – and not the students – decides what needs to be done. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) My role as a teacher is to make it easier for the students to investigate and explore things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Students will learn best when they try to find solutions to problems independently. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Classes should be based on problems with clear-cut and correct answers as well as on concepts that are quickly understood by the students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) The question of how much students will learn depends on their background knowledge - therefore the teaching of facts is vital. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Students should be given the possibility to reflect on solutions themselves before the teacher shows the approach to the solution. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Quietness in the classroom is absolutely necessary for effective learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Thinking and reasoning processes are more important than specific content of the syllabus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|--|-----------|
| e22680a | Teacher: Orientations: Making decisions | pEducator |
| e22680b | Teacher: Orientations: role as a teacher as to investigate/explore | pEducator |
| e22680c | Teacher: Orientations: learning by doing | pEducator |
| e22680d | Teacher: Orientations: lessons with clear answers | pEducator |
| e22680e | Teacher: Orientations: teaching of facts | pEducator |
| e22680f | Teacher: Orientations: reflecting on solutions themselves | pEducator |
| e22680g | Teacher: Orientations: quiet in the classroom | pEducator |
| e22680h | Teacher: Orientations: thinking and reasoning processes | pEducator |

3.1 General questionnaire for teachers (ID 68)

12 How important do you consider the following educational goals in your class? The students should ...

Please check a box in each line.

| | Very unimportant [1] | Rather unimportant [2] | Rather important [3] | Very important [4] |
|---|----------------------------|------------------------------|--------------------------|--------------------------|
| a) ... build systematic expert knowledge. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) ... understand the subject matter in depth. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) ... build exemplary knowledge. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) ... acquire the ability to resolve problems concerning the subject matter. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) ... acquire knowledge for their later professional life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) ... build a high level of self-confidence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) ... become socially competent. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) ... build a personal identity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) ... learn how to master the personal challenges of life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) ... develop an adequate self-assessment capability. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|--|-----------|
| e22681a | Importance of educational goals: systematic expert knowledge | pEducator |
| e22681b | Importance of educational goals: understand the subject matter | pEducator |
| e22681c | Importance of educational goals: exemplary knowledge | pEducator |
| e22681d | Importance of educational goals: ability to resolve problems concerning the subject matter | pEducator |
| e22681e | Importance of educational goals: knowledge for later professional life | pEducator |
| e22681f | Importance of educational goals: self-confidence | pEducator |
| e22681g | Importance of educational goals: social competence | pEducator |
| e22681h | Importance of educational goals: identity | pEducator |
| e22681i | Importance of educational goals: personal challenges of life | pEducator |
| e22681j | Importance of educational goals: self-assessment capability | pEducator |

13 How important do you consider the following aspects of the teaching profession for organizing your work in class?

Please check one box in each line.

| | Very unimportant [1] | Rather unimportant [2] | Rather important [3] | Very important [4] |
|--------------------------------------|----------------------------|------------------------------|--------------------------|--------------------------|
| a) A good relationship with students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3 Teachers

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| b) Methodologically and didactically appropriate lesson planning and teaching of knowledge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Focus on objective criteria for student assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Considering the personal situation when assessing students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Order and discipline in class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Being informed about students' personal problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Knowledge of students' family background | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Imparting comprehensive expert knowledge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Concentration on tasks listed in the curriculum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) A fundamental assessment of the class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) Awakening interest in the course content | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l) Increasing joy in learning and performing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|--|-----------|
| e22682a | Teacher: Importance in teaching profession: relationship with students | pEducator |
| e22682b | Importance teaching profession: structuring classes and imparting of knowledge | pEducator |
| e22682c | Importance in teaching profession: objective criteria when assessing students | pEducator |
| e22682d | Teacher: Professional aspect: Consideration of personal situation | pEducator |
| e22682e | Importance in teaching profession: order and discipline | pEducator |
| e22682f | Importance in teaching profession: informed about personal problems of students | pEducator |
| e22682g | Importance in teaching profession: knowing the family background | pEducator |
| e22682h | Teacher: Professional aspect: Communicating expert knowledge | pEducator |
| e22682i | Importance in teaching profession: focusing on tasks prescribed by syllabus | pEducator |
| e22682j | Importance in teaching profession: assessment of my class | pEducator |
| e22682k | Importance in teaching profession: create interest in subject matter | pEducator |
| e22682l | Importance in teaching profession: enjoyment in learning, willingness to perform | pEducator |

Question regarding the career choice and training

Teachers take up their profession for completely different reasons and pick different approaches to their professional goals. In order to be able to consider these individual motives and approaches, we would like to ask you some questions on your career choice and training.

3.1 General questionnaire for teachers (ID 68)

14 When did you decide to become a teacher?

Please check only one answer.

Immediately after acquiring higher education entrance qualification [3] ☐

One year or more after acquiring higher education entrance qualification [4] ☐

Before starting school [1] ☐

During school time [2] ☐

Variables

| | | |
|---------|--------------------|-----------|
| e536010 | Time career choice | pEducator |
|---------|--------------------|-----------|

15 How old were you when you decided to become a teacher?

Please enter age in years. Please enter the figures aligned to the right.

[Years] |

Range: 0 - 99

Variables

| | | |
|-----------|-------------------|-----------|
| e536020_R | Age career choice | pEducator |
|-----------|-------------------|-----------|

| | | |
|-----------|---|-----------|
| e536020_D | Age at choice of occupation (categorized) | pEducator |
|-----------|---|-----------|

16 How important do you consider the following aspects for your job as a teacher?*Please tick a box in each line.*

| | Very unimportant [1] | Rather unimportant [2] | Rather important [3] | Very important [4] |
|--|----------------------------|------------------------------|--------------------------|--------------------------|
| a) Compatibility with my family's needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) A lot of contact with other people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) A lot of spare time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Good pay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Continuously facing new challenges | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Enjoyment in teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Job security | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Prestige of the teaching profession | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) To achieve something above average | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Enjoyment (in the subject) and passing on expert knowledge in the subjects I selected | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|-----------|
| e536031 | Aspects of career choice - compatibility with my family | pEducator |
| e536032 | Aspects of career choice - contact with people | pEducator |
| e536033 | Aspects of career choice - a lot of spare time | pEducator |
| e536034 | Aspects of career choice - good pay | pEducator |
| e536035 | Aspects of career choice - new challenges | pEducator |
| e536036 | Aspects of career choice - enjoyment in teaching | pEducator |
| e536037 | Aspects of career choice - job security | pEducator |
| e536038 | Aspects of career choice - prestige of the teaching profession | pEducator |
| e536039 | Aspects of career choice - achieve something above average | pEducator |
| e536040 | Aspects of career choice - enjoyment (in the subject) / passing on expert knowledge | pEducator |

17 Did you have experience in teaching prior to your teaching training (e.g. by tutoring, during an internship or during a civilian alternative service)?*Please tick the applicable.*

| | |
|---------|--------------------------|
| Yes [1] | <input type="checkbox"/> |
| No [2] | <input type="checkbox"/> |

| Variables | | |
|-----------|--|-----------|
| e537010 | Pedagogical experience before higher education | pEducator |

3.1 General questionnaire for teachers (ID 68)

18 In what year did you acquire your higher education entrance qualification?

Please enter the year.

[Year of acquirement] |__|__|__|__|

Range: 1,900 - 2,020

Not specified
[0]

Specified [1]

I did not acquire a higher education
entrance qualification.

☐☐

If no higher education entrance qualification acquired: Please continue with question 38.

Variables

| | | |
|-----------|---|-----------|
| e53702y_R | Year higher education entrance qualification | pEducator |
| e53702y_D | Year of college admission qualification (categorized) | pEducator |
| e537022 | No higher education entrance qualification acquired | pEducator |

| 19 In which federal state did you acquire your higher education entrance qualification? | |
|---|--------------------------|
| <i>Please checkk only one answer.</i> | |
| Baden-Wuerttemberg [8] | <input type="checkbox"/> |
| Bavaria [9] | <input type="checkbox"/> |
| Brandenburg [12] | <input type="checkbox"/> |
| Berlin [11] | <input type="checkbox"/> |
| Hamburg [2] | <input type="checkbox"/> |
| Hesse [6] | <input type="checkbox"/> |
| Bremen [4] | <input type="checkbox"/> |
| Mecklenburg-Western Pomerania [13] | <input type="checkbox"/> |
| Lower Saxony [3] | <input type="checkbox"/> |
| North Rhine-Westphalia [5] | <input type="checkbox"/> |
| Rhineland-Palatinate [7] | <input type="checkbox"/> |
| Schleswig-Holstein [1] | <input type="checkbox"/> |
| Thuringia [16] | <input type="checkbox"/> |
| Saxony-Anhalt [15] | <input type="checkbox"/> |
| Saarland [10] | <input type="checkbox"/> |
| Saxony [14] | <input type="checkbox"/> |
| Not in Germany [17] | <input type="checkbox"/> |

| Variables | | |
|-----------|---|-----------|
| e537030_R | Federal state higher education entrance qualification (Federal state) | pEducator |
| e537030_D | Federal state higher education entrance qualification (West/East) | pEducator |

3.1 General questionnaire for teachers (ID 68)

20 With what grade did you acquire your higher education entrance qualification?

Please state the grade to one decimal point.

[Grade of higher education entrance qualification] |__| , |__|

Range: 1.0 - 4.0

| | Not specified [0] | Specified [1] |
|--|--------------------------|--------------------------|
| No final grade higher education entrance qualification | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|--|-----------|
| e537041 | Grade higher education entrance qualification | pEducator |
| e537042 | No final grade higher education entrance qualification | pEducator |

21 Have you ever enrolled in a course of study other than university education for teaching professions? NOTE: By "university education for teaching professions", we also include university education for teaching professions leading to a Diplom [degree in higher education equivalent to master, pre-Bologna system] such as a Diplom graduate for a commercial school teacher.

Please check where applicable.

Yes [1] ☐

No [2] ☐

"No": Please continue with question 25.

Variables

| | | |
|---------|-----------------------|-----------|
| e537050 | Other course of study | pEducator |
|---------|-----------------------|-----------|

22 Please give us the exact name of the course of study. If you were enrolled in several other courses of study, please state the name of the course of study in which you were enrolled for the longest period of time.

For courses of study involving several academic subjects, please state only the major. For courses involving two majors, please enter both.



[2nd main subject if applicable]



Variables

| | | |
|-------------|---------------------------|-----------|
| e537061_g1 | Other study 1 (KIDB 1988) | pEducator |
| e537061_g2 | Other study 1 (KIDB 2010) | pEducator |
| e537061_g3 | Other study 1 (ISCO-88) | pEducator |
| e537061_g4 | Other study 1 (ISCO-08) | pEducator |
| e537061_g5 | Other study 1 (ISEI-88) | pEducator |
| e537061_g6 | Other study 1 (SIOPS-88) | pEducator |
| e537061_g7 | Other study 1 (MPS) | pEducator |
| e537061_g9 | Other study 1 (BLK) | pEducator |
| e537061_g14 | Other study 1 (ISEI-08) | pEducator |
| e537061_g16 | Other study 1 (SIOPS-08) | pEducator |
| e537062_g1 | Other study 2 (KIDB 1988) | pEducator |
| e537062_g2 | Other study 2 (KIDB 2010) | pEducator |
| e537062_g3 | Other study 2 (ISCO-88) | pEducator |
| e537062_g4 | Other study 2 (ISCO-08) | pEducator |
| e537062_g5 | Other study 2 (ISEI-88) | pEducator |
| e537062_g6 | Other study 2 (SIOPS-88) | pEducator |
| e537062_g7 | Other study 2 (MPS) | pEducator |
| e537062_g9 | Other study 2 (BLK) | pEducator |
| e537062_g14 | Other study 2 (ISEI-08) | pEducator |
| e537062_g16 | Other study 2 (SIOPS-08) | pEducator |

23 How many semesters were you enrolled in this course of study?

Please enter the figures aligned to the right.

[Semesters]

Range: 0 - 99

Variables

| | | |
|---------|---------------------------------|-----------|
| e537070 | Semesters other course of study | pEducator |
|---------|---------------------------------|-----------|

3.1 General questionnaire for teachers (ID 68)

24 Did you successfully complete this course of study?

Please check the applicable.

Yes [1] ☐

No [2] ☐

Variables

| | | |
|---------|-------------------------------|-----------|
| e537080 | Other higher education degree | pEducator |
|---------|-------------------------------|-----------|

25 Have you ever started a university education for teaching professions?

Please check the applicable.

Yes [1] ☐

No [2] ☐

"No": Please continue with question 35.

Variables

| | | |
|---------|---|-----------|
| e537090 | University education for teaching professions | pEducator |
|---------|---|-----------|

26 When did you start your university education for teaching professions?

Please enter the year.

Year of first enrollment in university education for teaching professions |__|__|__|__|

Range: 1,900 - 2,020

Variables

| | | |
|-----------|--|-----------|
| e53710y_R | First enrollment university education for teaching professions | pEducator |
|-----------|--|-----------|

| | | |
|-----------|--|-----------|
| e53710y_D | Year of study start teacher course (kategorisiert) | pEducator |
|-----------|--|-----------|

27 At which university (and/or college of education) did you start your university education for teaching professions?

Please indicate in printed letters.



Variables

| | | |
|------------|--|-----------|
| e537110_g1 | Place of study teaching post (West/East) | pEducator |
|------------|--|-----------|

| | | |
|-------------|--|-----------|
| e537110_g2R | Place of study teaching post (Federal state) | pEducator |
|-------------|--|-----------|

| | | |
|-------------|--|-----------|
| e537110_g3R | Place of study teaching post (administrative district) | pEducator |
|-------------|--|-----------|

| | | |
|-------------|---|-----------|
| e537110_g4R | Place of study teaching post (district) | pEducator |
|-------------|---|-----------|

28 We are interested in the time between the acquisition of the higher education entrance qualification and the first enrollment in a university education for teaching professions.

Please tick a box in each line.

| | Yes [1] | No [2] |
|--|--------------------------|--------------------------|
| Did you start the university education for teaching professions immediately (max. half a year after acquiring the higher education entrance qualification)? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you done a military service and/or civilian alternative service? (Please tick "yes" only if you have done a military service and/or civilian alternative service in the period between the acquisition of your higher education entrance qualification and the first enrollment in a university education program for teaching professions) | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you previously worked in another profession for a period of time? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you started a vocational training? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you successfully completed a vocational training? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you started any other kind of vocational training? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you successfully completed another kind of training? | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|-----------|
| e537121 | Before university education for teaching professions: started immediately | pEducator |
| e537122 | Before university education for teaching professions: military or civilian alternative service | pEducator |
| e537123 | Before university education for teaching professions: worked in another profession for some time | pEducator |
| e537124 | Before university education for teaching professions: started vocational training | pEducator |
| e537125 | Before university education for teaching professions: successfully completed vocational training | pEducator |
| e537126 | Before university education for teaching professions: started another kind of training | pEducator |
| e537127 | Before university education for teaching professions: successfully completed another kind of training | pEducator |

3.1 General questionnaire for teachers (ID 68)

29 Was there any admission restriction for the university education program for teaching professions during your initial enrollment?

Please checkk the applicable.

Yes [1] ☐

No [2] ☐

Variables

| | | |
|---------|-----------------------|-----------|
| e537130 | Admission restriction | pEducator |
|---------|-----------------------|-----------|

30 Have you successfully completed your university education for teaching professions?

Please tick the applicable.

Yes [1] ☐

No [2] ☐

"No": Please continue with question 35.

Variables

| | | |
|---------|--|-----------|
| e537140 | Successfully completed university education for teaching professions | pEducator |
|---------|--|-----------|

31 Please state the year in which you passed the first state examination or any equivalent examination (e.g. a Diplom [degree in higher education equivalent to master, pre-Bologna system] graduate for a commercial school teacher). The GDR teaching examination is not meant here.

Please enter the year.

[Year] |_|_|_|_|

Range: 1,900 - 2,020

Variables

| | | |
|-----------|-------------------------|-----------|
| e537150_R | Year of the examination | pEducator |
|-----------|-------------------------|-----------|

| | | |
|-----------|---|-----------|
| e537150_D | Year of passing the examination (categorized) | pEducator |
|-----------|---|-----------|

32 What combination of subjects did you select in the course of your university education for teaching professions?

Please state your teaching subjects.

[1st subject]



[2nd subject]



[3rd subject]



Variables

| | | |
|------------|---|-----------|
| e537161_g1 | Subject combination (1st subject; study area) | pEducator |
| e537162_g1 | Subject combination (2nd subject; study area) | pEducator |
| e537163_g1 | Subject combination (3rd subject; study area) | pEducator |

33 At which university (and/or college of education) did you take your first state examination and/or the equivalent examination?

Please indicate in printed letters.



Variables

| | | |
|-------------|---|-----------|
| e537170_g1 | Place: passed the examination (West/East) | pEducator |
| e537170_g2R | Place: passed the examination (Federal State) | pEducator |
| e537170_g3R | Place: passed the examination (administrative district) | pEducator |
| e537170_g4R | Place: passed the examination (district) | pEducator |

34 What was your final grade in your first state examination and/or the equivalent examination?

Please state the final grade to one decimal point.

Final grade in first state examination

|__| , |__|

Range: 1.0 - 4.0

Variables

| | | |
|---------|----------------------------------|-----------|
| e537180 | Grade in first state examination | pEducator |
|---------|----------------------------------|-----------|

3.1 General questionnaire for teachers (ID 68)

35 Have you taken a second state examination in a teacher's course of study (or teacher's course of study/teacher training in the GDR)?

Please tick the applicable.

Yes [1] ☐

No [2] ☐

"No": Please continue with question 38.

Variables

| | | |
|---------|--------------------------|-----------|
| e537190 | Second state examination | pEducator |
|---------|--------------------------|-----------|

36 In what federal state did you pass your second state examination in the university education program for teaching professions (or also in the teacher training in the GDR)?

Please tick only one answer.

| | |
|------------------------------------|--------------------------|
| Baden-Wuerttemberg [8] | <input type="checkbox"/> |
| Bavaria [9] | <input type="checkbox"/> |
| Brandenburg [12] | <input type="checkbox"/> |
| Berlin [11] | <input type="checkbox"/> |
| Hamburg [2] | <input type="checkbox"/> |
| Hesse [6] | <input type="checkbox"/> |
| Bremen [4] | <input type="checkbox"/> |
| Mecklenburg-Western Pomerania [13] | <input type="checkbox"/> |
| Lower Saxony [3] | <input type="checkbox"/> |
| North Rhine-Westphalia [5] | <input type="checkbox"/> |
| Rhineland-Palatinate [7] | <input type="checkbox"/> |
| Schleswig-Holstein [1] | <input type="checkbox"/> |
| Thuringia [16] | <input type="checkbox"/> |
| Saxony-Anhalt [15] | <input type="checkbox"/> |
| Saarland [10] | <input type="checkbox"/> |
| Saxony [14] | <input type="checkbox"/> |
| Not in Germany [17] | <input type="checkbox"/> |

| Variables | | |
|-----------|--|-----------|
| e537200_R | Federal state second state examination (Federal state) | pEducator |
| e537200_D | Federal state second state examination (West/East) | pEducator |

37 With what final grade did you pass your second state examination (or also your teacher training in the GDR)?

Please state the final grade to one decimal point.

Final grade in second state examination |__| , |__|

Range: 1.0 - 4.0


| Variables | | |
|-----------|-----------------------------------|-----------|
| e537210 | Grade in second state examination | pEducator |

Questions regarding immigration and language

| | | |
|--|---|-----------|
| 38 | Do you have a so-called migration background, in other words, were you or at least one parent born abroad? | |
| <i>Please check where applicable.</i> | | |
| No. [3] | <input type="checkbox"/> | |
| Yes, I was born abroad. [1] | <input type="checkbox"/> | |
| Yes, I was born in Germany, but at least one parent was born abroad. [2] | <input type="checkbox"/> | |
| Variables | | |
| e400000 | Migrant background of teacher | pEducator |

40 Now to your mother tongue: what languages have you learned in your family as a child?

If you have learned more than one language in your family, you may check more than one box.

| | Not specified [0] | Specified [1] |
|--|--------------------------|--------------------------|
| German | <input type="checkbox"/> | <input type="checkbox"/> |
| Arabic | <input type="checkbox"/> | <input type="checkbox"/> |
| Bosnian | <input type="checkbox"/> | <input type="checkbox"/> |
| Greek | <input type="checkbox"/> | <input type="checkbox"/> |
| Italian | <input type="checkbox"/> | <input type="checkbox"/> |
| Croatian | <input type="checkbox"/> | <input type="checkbox"/> |
| Kurdish | <input type="checkbox"/> | <input type="checkbox"/> |
| Polish | <input type="checkbox"/> | <input type="checkbox"/> |
| Russian | <input type="checkbox"/> | <input type="checkbox"/> |
| Serbian | <input type="checkbox"/> | <input type="checkbox"/> |
| Turkish | <input type="checkbox"/> | <input type="checkbox"/> |
| Another language, namely: | <input type="checkbox"/> | <input type="checkbox"/> |
| (Please fill out in block capitals.)  | | |

| Variables | | |
|-------------|--|-----------|
| e41100a_g1 | Mother tongue (number of responses) | pEducator |
| e41100a_g2R | Mother tongue (response 1, ISO 639.2) | pEducator |
| e41100a_g2D | Mother tongue (response 1, aggregiert) | pEducator |
| e41100a_g3R | Mother tongue (response 2, ISO 639.2) | pEducator |
| e41100a_g3D | Mother tongue (response 2, aggregated) | pEducator |
| e41100a_g4R | Mother tongue (response 3, ISO 639.2) | pEducator |
| e41100a_g4D | Mother tongue (response 3, aggregated) | pEducator |
| e41100a_g5R | Mother tongue (response 4, ISO 639.2) | pEducator |
| e41100a_g5D | Mother tongue (response 4, aggregated) | pEducator |

41 If you've learned a language another than German as a child in your family: How often do you use this language ...

Please tick a box in each line.

| | Never [1] | Rarely [2] | Sometimes [3] | Often [4] | Always [5] |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ... with your students? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ... with your students' parents? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|-----------|
| e412600 | Language use teacher in L1: with students | pEducator |
| e412610 | Language use teacher in L1: with parents | pEducator |

3.2 Regular schools: class teachers (ID 75)

Questions about the composition of the class

The educational work is dependent on the composition of the students in the classes. We therefore want to ask you some questions about the student population in your class. Where no exact information is available, please estimate.

1

How many students does your class consist of?

Please enter the figures aligned to the right.

[Girls]

Range: 0 - 99

[Boys]

Range: 0 - 99

| Variables | | |
|-------------|--|--------------|
| e227400_g1R | Class: Number of students total | pCourseClass |
| e227400_g1D | Class: Number of students, total (coarsed) | pCourseClass |
| e227400_R | Class: amount of students, female | pCourseClass |
| e227400_D | Class: Percentage of female students | pCourseClass |
| e227401_R | Class: amount of students, male | pCourseClass |
| e227401_D | Class: Percentage of male students | pCourseClass |

2

How many student in your class have a migrant background, i.e. were born abroad or have at least one parent who was born abroad?

Please enter the figures aligned to the right.

[Students with a migrant background]

Range: 0 - 99

| Variables | | |
|-----------|--|--------------|
| e451000_R | Class: Amount of students with migration background | pCourseClass |
| e451000_D | Class: Number of students with a migration background (in %) | pCourseClass |

75

Questions about the composition of the class

The educational work is dependent on the composition of the students in the classes. We therefore want to ask you some questions about the student population in your class. Where no exact information is available, please estimate.

| | |
|--|-------|
| 1 How many students does your class consist of? | |
| <i>Please enter the figures aligned to the right.</i> | |
| [Girls] | __ __ |
| Range: 0 - 99 | |
| [Boys] | __ __ |
| Range: 0 - 99 | |

| Variables | | |
|-------------|--|--------------|
| e227400_g1R | Class: Number of students total | pCourseClass |
| e227400_g1D | Class: Number of students, total (coarsed) | pCourseClass |
| e227400_R | Class: amount of students, female | pCourseClass |
| e227400_D | Class: Percentage of female students | pCourseClass |
| e227401_R | Class: amount of students, male | pCourseClass |
| e227401_D | Class: Percentage of male students | pCourseClass |

| | |
|---|-------|
| 2 How many student in your class have a migrant background, i.e. were born abroad or have at least one parent who was born abroad? | |
| <i>Please enter the figures aligned to the right.</i> | |
| [Students with a migrant background] | __ __ |
| Range: 0 - 99 | |

| Variables | | |
|-----------|--|--------------|
| e451000_R | Class: Amount of students with migration background | pCourseClass |
| e451000_D | Class: Number of students with a migration background (in %) | pCourseClass |

| 3 How would you assess the class overall with regard to the following aspects? | | | | | |
|--|---|--------------------------|--------------------------|--------------------------|---|
| Please check one box in each line. | | | | | |
| a) | Disinterested [1] | [2] | [3] | [4] | Interested [5] |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) | Undisciplined [1] | [2] | [3] | [4] | Disciplined [5] |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) | Performance levels are homogeneous [1] | [2] | [3] | [4] | Performance levels are heterogeneous [5] |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) | Not autonomous [1] | [2] | [3] | [4] | Autonomous [5] |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) | Lacking concentration [1] | [2] | [3] | [4] | Concentrated [5] |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) | Less focused on performance [1] | [2] | [3] | [4] | Very focused on performance [5] |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|--|--------------|
| e22740a | Class: Teacher assessment: Interest | pCourseClass |
| e22740b | Class: Teacher assessment: Discipline | pCourseClass |
| e22740c | Class: Teacher assessment: Homogeneity (in terms of performance) | pCourseClass |
| e22740d | Class: Teacher assessment: Student autonomy | pCourseClass |
| e22740e | Class: Teacher assessment: Concentration | pCourseClass |
| e22740f | Class: Teacher assessment: Focus on performance | pCourseClass |

Questions about mainstreaming

Some schools practice mainstreaming, i.e. students both with and without special educational needs learn together in the same class.

3.2 Regular schools: class teachers (ID 75)

4 Are there any students in your class with diagnosed special educational needs? If yes, how many?

Please tick only one answer.

Yes, specifically ... students have diagnosed special educational needs. |__|__|

Range: 0 - 99

| | Not marked [0] | Marked [1] |
|---|--------------------------|--------------------------|
| No, not currently. However, I have previously worked in a class with students with special educational needs. | <input type="checkbox"/> | <input type="checkbox"/> |
| No, I have never had any students with special educational needs in my classes. | <input type="checkbox"/> | <input type="checkbox"/> |

If "Yes": Please continue with question 6. If "No": Please continue with the next question.

| Variables | | |
|-----------|---|--------------|
| e190011_R | Class: Amount of students with special needs | pCourseClass |
| e190011_D | Class: Number of students with special educational needs (in %) | pCourseClass |
| e190012 | Previous experience with integration | pCourseClass |
| e190013 | No experience with integration | pCourseClass |

5 To what extent do the following statements about mainstreaming apply to your school?

Please tick a box in each line.

| | Completely disagree [1] | Rather disagree [2] | Rather agree [3] | Completely agree [4] |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| I would be prepared to teach in such a mainstreamed classroom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My students' parents would for the most part have a positive attitude towards mainstreaming. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|--------------|
| e190021 | Attitude towards setting up mainstreaming | pCourseClass |
| e190022 | Attitude of parents towards mainstreaming | pCourseClass |

6 To what extent do you agree with these statements about educational work in mainstreamed classrooms in general?

Please tick a box in each line.

| | Completely disagree [1] | Rather disagree [2] | Rather agree [3] | Completely agree [4] |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| I am able to use appropriate diagnostic tools to adopt diagnostic measures for students with special educational needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am certain that I can provide appropriate learning opportunities for every child even if the widest range of abilities are present. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am capable of influencing the classroom environment such that children both with and without special educational needs feel accepted. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Children with special educational needs are best taught in special schools. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teaching in a mainstreamed classroom places too many demands on regular teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mainstreaming can have a positive influence on the social behavior of all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|--------------|
| e190031 | Attitude towards mainstreaming - diagnostics | pCourseClass |
| e190032 | Attitude towards mainstreaming - learning opportunities | pCourseClass |
| e190033 | Attitude towards mainstreaming - classroom environment | pCourseClass |
| e190034 | Attitude towards mainstreaming - type of school | pCourseClass |
| e190035 | Attitude towards mainstreaming - demands | pCourseClass |
| e190036 | Attitude towards mainstreaming - social behavior | pCourseClass |

Questions about classroom set-up

The educational work is also dependent on the equipment available. We are interested in finding about the set-up in your classroom.

7 What is the approximate size of the classroom where lessons are mainly taught?

Please enter the figures aligned to the right.

[Meters squared]

Range: 0 - 999

| Variables | | |
|-----------|--|--------------|
| e229400_R | Class: facilities: classroom size | pCourseClass |
| e229400_D | Class: Facilities: Classroom size (aggregated) | pCourseClass |

3.2 Regular schools: class teachers (ID 75)

| 8 What visualization aids do you have in your classroom? | | |
|--|--------------------------|--------------------------|
| Please checkkkk a box in each line. | | |
| | Yes [1] | No [2] |
| a) Blackboard | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Pin board | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Magnetic board | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Overhead projector | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Beamer | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Computer | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Map stand | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Flip chart | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Electronic board (e.g. interactive whiteboard) | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|--------------|
| e22941a | Class: Facilities: Visualization aids, blackboard | pCourseClass |
| e22941b | Class: Facilities: Visualization aids, pin board | pCourseClass |
| e22941c | Class: Facilities: Visualization aids, magnetic board | pCourseClass |
| e22941d | Class: Facilities: Visualization aids, overhead projector | pCourseClass |
| e22941e | Visualization aids, Beamer | pCourseClass |
| e22941f | Visualization aids, computer | pCourseClass |
| e22941g | Visualization aids, map stand | pCourseClass |
| e22941h | Visualization aids, flip chart | pCourseClass |
| e22941i | Visualization aids, electronic board | pCourseClass |

| 9 Is there a possibility in your classroom of storing your materials separate in a desk, cabinet or on a shelf? | | |
|---|--------------------------|--|
| Please checkkkk the applicable. | | |
| Yes [1] | <input type="checkbox"/> | |
| No [2] | <input type="checkbox"/> | |

| Variables | | |
|-----------|--|--------------|
| e229410 | Class: facilities: possibility to store materials in the classroom | pCourseClass |

10 How do you assess the quality and condition of the classroom in relation to the following aspects?

Please tick a box in each line.

| | Poor [1] | Rather poor [2] | Rather good [3] | Good [4] |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Brightness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Size | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Functionality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Structural condition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|---|--------------|
| e22940a | Class: condition of classroom, brightness | pCourseClass |
| e22940b | Class: condition of classroom, size | pCourseClass |
| e22940c | Class: condition of classroom, functionality | pCourseClass |
| e22940d | Class: condition of classroom, structural condition | pCourseClass |

3.3 Correspondence between questions (ID 75, 159)

3.3 Correspondence between questions (ID 75, 159)

Table 2 shows the correspondence between questions in the following questionnaires:

- ID 75: Class teachers in regular schools, see section 3.2
- ID 159: Class teachers in special schools

Table 2: Correspondence between class teachers' questions in Wave 2

| ID 75 | Content | ID 159 |
|-------|---|--------|
| 1 | Amount of girls and boys | 1 |
| 2 | Amount of students with migrant background | 2 |
| 3 | Assessment of class (f.ex. behavior, performance level) | 3 |
| 4 | Special educational needs in class | |
| 5 | Establishing of mainstreaming classes at school | |
| 6 | Educational work in mainstreaming classes | 4 |
| 7 | Area in square meters of class room | 5 |
| 8 | Possibilities of visualization in class room | 6 |
| 9 | Possibility to store materials | 7 |
| 10 | Quality and condition of class room | 8 |

3.4 German Teachers (ID 82)

General questions about German lessons

First of all, we would like to ask you questions on how you conduct and organize German lessons in your class. Therefore, we have some questions on the teaching structure, your teaching methods and the type of performance assessment.

1 How many hours of regular German lessons per week are planned this term and how many minutes are in a lesson?

Please enter the figures aligned to the right.

Amount of lessons

Range: 0 - 99

Minutes per lesson

Range: 0 - 99

| Variables | | |
|-----------|---|---------------|
| ed0001h_R | Amount of German lessons (number) | pCourseGerman |
| ed0001h_D | Amount of German lessons (categorized) | pCourseGerman |
| ed0001m_R | Minutes per German lesson (minutes) | pCourseGerman |
| ed0001m_D | German lessons (duration in min per lessons, categorized) | pCourseGerman |

2 How many hours of additional remedial German lessons per week are planned this term?

If no additional remedial German lessons are planned, please enter "Zero" (0). Please enter the figures aligned to the right.

Amount of lessons

Range: 0 - 99

| Variables | | |
|-----------|--|---------------|
| ed0002h_R | Amount of remedial German lessons (number) | pCourseGerman |
| ed0002h_D | Remedial teaching (number of lessons, categorized) | pCourseGerman |

3 How many of the planned German lessons have been canceled in the current school year so far?

If no German lessons were canceled, please enter "Zero" (0). Please enter the figures aligned to the right.

Amount of lessons

Range: 0 - 99

| Variables | | |
|-----------|--|---------------|
| ed0003h | Amount of canceled German lessons (number) | pCourseGerman |

General questions about German lessons

First of all, we would like to ask you questions on how you conduct and organize German lessons in your class. Therefore, we have some questions on the teaching structure, your teaching methods and the type of performance assessment.

| | |
|---|--|
| 1 | How many hours of regular German lessons per week are planned this term and how many minutes are in a lesson? |
| <i>Please enter the figures aligned to the right.</i> | |
| Amount of lessons | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| Range: 0 - 99 | |
| Minutes per lesson | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| Range: 0 - 99 | |

| Variables | | |
|-----------|---|---------------|
| ed0001h_R | Amount of German lessons (number) | pCourseGerman |
| ed0001h_D | Amount of German lessons (categorized) | pCourseGerman |
| ed0001m_R | Minutes per German lesson (minutes) | pCourseGerman |
| ed0001m_D | German lessons (duration in min per lessons, categorized) | pCourseGerman |

| | |
|--|---|
| 2 | How many hours of additional remedial German lessons per week are planned this term? |
| <i>If no additional remedial German lessons are planned, please enter "Zero" (0). Please enter the figures aligned to the right.</i> | |
| Amount of lessons | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| Range: 0 - 99 | |

| Variables | | |
|-----------|--|---------------|
| ed0002h_R | Amount of remedial German lessons (number) | pCourseGerman |
| ed0002h_D | Remedial teaching (number of lessons, categorized) | pCourseGerman |

| | |
|--|---|
| 3 | How many of the planned German lessons have been canceled in the current school year so far? |
| <i>If no German lessons were canceled, please enter "Zero" (0). Please enter the figures aligned to the right.</i> | |
| Amount of lessons | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| Range: 0 - 99 | |

| Variables | | |
|-----------|--|---------------|
| ed0003h | Amount of canceled German lessons (number) | pCourseGerman |

4 How often do you use the following social methods of learning in this German class?*Please tick a box in each line.*

| | Never [1] | Once or twice per school year [2] | Every few months [3] | Every two to four weeks [4] | Once per week [5] | (Almost) every lesson [6] |
|---|--------------------------|-----------------------------------|--------------------------|-----------------------------|--------------------------|---------------------------|
| a) Work with small student groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Partner work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Discussion rounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Small same gender groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Students acting as tutors ("Learning by Teaching", peer tutoring) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Project-based learning: the students work in groups on a certain topic and then present the results of their work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) The class and I have discussions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) The students work on work sheets by themselves. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) One student presents something to the class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) I explain something to the entire class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|---------------|
| ed0004a | Social methods - student groups | pCourseGerman |
| ed0004b | Social methods - partner work | pCourseGerman |
| ed0004c | Social methods - discussion rounds | pCourseGerman |
| ed0004d | Social methods - same gender groups | pCourseGerman |
| ed0004e | Social methods - tutoring | pCourseGerman |
| ed0004f | Social methods - project-based learning | pCourseGerman |
| ed0004g | Social methods - discussion | pCourseGerman |
| ed0004h | Social methods - individual work | pCourseGerman |
| ed0004i | Social methods - presentation | pCourseGerman |
| ed0004j | Social methods - explaining | pCourseGerman |

3.4 German Teachers (ID 82)

| 5 How often do the following statements apply to German lessons in this class? The students ... | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Please tick a box in each line. | | | | | |
| | Very rarely [1] | Rarely [2] | Sometimes [3] | Often [4] | Very often [5] |
| a) have the freedom to develop their own understanding during reading and writing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) consciously and purposefully discuss things with me and their classmates. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) are requested to comment orally, express their own views or personal impressions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) are asked questions that show if they have understood the subject matter in depth. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) are asked questions that show if they are able to critically assess and analyze the subject matter. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) may steer discussions in new directions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) are requested by me to relate to the questions and comments of their classmates. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) actually relate to the questions and comments of their classmates. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) provide counterarguments, comments or opinions to their classmates or to my own statements. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) question the interpretation of texts (e.g. by showing alternative perspectives). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) are asked questions during which the subject matter has to be critically reviewed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|--|---------------|
| ed0005a | Cognitive activation - own understanding | pCourseGerman |
| ed0005b | Cognitive activation - selected discussion | pCourseGerman |
| ed0005c | Cognitive activation - differences of opinion | pCourseGerman |
| ed0005d | Cognitive activation - in-depth understanding | pCourseGerman |
| ed0005e | Cognitive activation - analysis and assessment | pCourseGerman |
| ed0005f | Cognitive activation - new discussions | pCourseGerman |
| ed0005g | Cognitive activation - relate to comments 1 | pCourseGerman |
| ed0005h | Cognitive activation - relate to comments 2 | pCourseGerman |
| ed0005i | Cognitive activation - counterarguments | pCourseGerman |
| ed0005j | Cognitive activation - critical interpretation | pCourseGerman |
| ed0005k | Cognitive activation - critical reflection | pCourseGerman |

6 To what extent do the following statements apply to the assignments you give your students during German lessons?

Please tick a box in each line.

| | Does not apply at all [1] | Does not really apply [2] | Partially applies [3] | Applies to some extent [4] | Applies completely [5] |
|--|------------------------------|---------------------------------|--------------------------|----------------------------------|---------------------------|
| a) I give them assignments that do not only involve the identification of standard solutions but also the selection of the right approach. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I give them assignments in which the students need time to think in order to find solutions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) I give them assignments in which the students have to show different approaches. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) I give them assignments that require explanations and in depth comments rather than simple solutions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|---|---------------|
| ed0006a | Assignments - solution right approach | pCourseGerman |
| ed0006b | Assignments - time to solve | pCourseGerman |
| ed0006c | Assignments - different approaches | pCourseGerman |
| ed0006d | Assignments - explanations rather than simple solutions | pCourseGerman |

3.4 German Teachers (ID 82)

7 How often do you use the following types of learning success control methods in your German lesson?

Please tick a box in each line.

| | Never [1] | Once or twice per school year [2] | Every few months [3] | Every two to four weeks [4] | Once per week [5] | (Almost) every lesson [6] |
|--|--------------------------|-----------------------------------|--------------------------|-----------------------------|--------------------------|---------------------------|
| a) Tests developed by me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) The same tests for all classes and learning groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Observation of oral participation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Oral testing of students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Diagnostic tests | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Project-based work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Homework, home assignments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Student folders | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Portfolio of the learning progress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Externally developed standardized tests (comparative class tests) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|---------------|
| ed0007a | Learning success control - tests | pCourseGerman |
| ed0007b | Learning success control - same tests | pCourseGerman |
| ed0007c | Learning success control - oral participation | pCourseGerman |
| ed0007d | Learning success control - oral testing | pCourseGerman |
| ed0007e | Learning success control - diagnostic tests | pCourseGerman |
| ed0007f | Learning success control - project-based work | pCourseGerman |
| ed0007g | Learning success control - homework | pCourseGerman |
| ed0007h | Learning success control - student folders | pCourseGerman |
| ed0007i | Learning success control - portfolios | pCourseGerman |
| ed0007j | Learning success control - external tests | pCourseGerman |

8 For what purpose have you used the following types of learning success control methods?

If you do not use any of the following types of learning success control methods, do not tick anything in the respective line. In each line multiple answer are possible.

| | Not checked [0] | Checked [1] |
|---|--------------------------|--------------------------|
| Tests developed by me [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Tests developed by me [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |

3 Teachers

| | | |
|---|--------------------------|--------------------------|
| Tests developed by me [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Tests developed by me [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| The same tests for all classes and learning groups [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| The same tests for all classes and learning groups [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |
| The same tests for all classes and learning groups [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| The same tests for all classes and learning groups [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Observation of oral participation [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Observation of oral participation [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |
| Observation of oral participation [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Observation of oral participation [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Oral testing of students [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Oral testing of students [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |
| Oral testing of students [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Oral testing of students [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Diagnostic tests [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Diagnostic tests [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |
| Diagnostic tests [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Diagnostic tests [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Project-based work [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Project-based work [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |

3.4 German Teachers (ID 82)

| | | |
|--|--------------------------|--------------------------|
| Project-based work [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Project-based work [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Homework, home assignments [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Homework, home assignments [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |
| Homework, home assignments [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Homework, home assignments [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Student folders [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Student folders [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |
| Student folders [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Student folders [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Portfolio of the learning progress [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Portfolio of the learning progress [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |
| Portfolio of the learning progress [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Portfolio of the learning progress [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Externally developed standardized tests [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Externally developed standardized tests [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |
| Externally developed standardized tests [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Externally developed standardized tests [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Variables | | |

3 Teachers

| | | |
|---------|---|---------------|
| ed0108a | Purpose of tests - grading | pCourseGerman |
| ed0208a | Purpose of tests - control | pCourseGerman |
| ed0308a | Purpose of tests - planning | pCourseGerman |
| ed0408a | Purpose of tests - mistake analysis | pCourseGerman |
| ed0108b | Purpose of the comparative class tests - grading | pCourseGerman |
| ed0208b | Purpose of the comparative class tests - control | pCourseGerman |
| ed0308b | Purpose of the comparative class tests - planning | pCourseGerman |
| ed0408b | Purpose of the comparative class tests - mistake analysis | pCourseGerman |
| ed0108c | Purpose of participation - grading | pCourseGerman |
| ed0208c | Purpose of participation - control | pCourseGerman |
| ed0308c | Purpose of participation - planning | pCourseGerman |
| ed0408c | Purpose of participation - mistake analysis | pCourseGerman |
| ed0108d | Purpose of oral test - grading | pCourseGerman |
| ed0208d | Purpose of oral test - control | pCourseGerman |
| ed0308d | Purpose of oral test - planning | pCourseGerman |
| ed0408d | Purpose of oral test - mistake analysis | pCourseGerman |
| ed0108e | Purpose of diagnostic tests - grading | pCourseGerman |
| ed0208e | Purpose of diagnostic tests - control | pCourseGerman |
| ed0308e | Purpose of diagnostic tests - planning | pCourseGerman |
| ed0408e | Purpose of diagnostic tests - mistake analysis | pCourseGerman |
| ed0108f | Purpose of project-based work - grading | pCourseGerman |
| ed0208f | Purpose of project-based work - control | pCourseGerman |
| ed0308f | Purpose of project-based work - planning | pCourseGerman |
| ed0408f | Purpose of project-based work - mistake analysis | pCourseGerman |
| ed0108g | Purpose of the homework - grading | pCourseGerman |
| ed0208g | Purpose of the homework - control | pCourseGerman |
| ed0308g | Purpose of the homework - planning | pCourseGerman |
| ed0408g | Purpose of the homework - mistake analysis | pCourseGerman |
| ed0108h | Purpose of the student folders - grading | pCourseGerman |
| ed0208h | Purpose of the student folders - control | pCourseGerman |
| ed0308h | Purpose of the student folders - planning | pCourseGerman |
| ed0408h | Purpose of the student folders - mistake analysis | pCourseGerman |
| ed0108i | Purpose of the portfolio - grading | pCourseGerman |
| ed0208i | Purpose of the portfolio - control | pCourseGerman |
| ed0308i | Purpose of the portfolio - planning | pCourseGerman |
| ed0408i | Purpose of the portfolio - mistake analysis | pCourseGerman |
| ed0108j | Purpose of the standardized tests - grading | pCourseGerman |
| ed0208j | Purpose of the standardized tests - control | pCourseGerman |
| ed0308j | Purpose of the standardized tests - planning | pCourseGerman |
| ed0408j | Purpose of the standardized tests - mistake analysis | pCourseGerman |

3.4 German Teachers (ID 82)

| 9 To what extent do the following statements apply to your German lessons in this class? | | | | | |
|---|------------------------------|---------------------------------|--------------------------|----------------------------------|---------------------------|
| Please tick a box in each line. | | | | | |
| | Does not apply at all [1] | Does not really apply [2] | Partially applies [3] | Applies to some extent [4] | Applies completely [5] |
| a) I demand considerably less from students who are less capable. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I form groups of students with similar capabilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) I form groups of students with different capabilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) I give students homework ranging in complexity based on their capability. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) I allow students who work faster to move on to the next assignment while I am still practicing or reviewing things with the ones that work slower. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) If students have difficulties in understanding, I give them additional assignments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) I give more capable students extra assignments that are really challenging for them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|---------------|
| ed0009a | Student groups - demands | pCourseGerman |
| ed0009b | Student groups - similar capabilities | pCourseGerman |
| ed0009c | Student groups - different capabilities | pCourseGerman |
| ed0009d | Student groups - different homework | pCourseGerman |
| ed0009e | Student groups - slow/fast students | pCourseGerman |
| ed0009f | Student groups - additional assignments | pCourseGerman |
| ed0009g | Student groups - extra assignments | pCourseGerman |

10 What percentage of time do students spend in a typical school week doing the following activities in German class?

Please enter the figures aligned to the right. The total should add up to 100%.

Discussing homework %

Range: 0 - 99

Following the teachers' lecture %

Range: 0 - 99

Doing tasks/exercises with your assistance %

Range: 0 - 99

Doing tasks/exercises without your assistance %

Range: 0 - 99

Doing teacher-supported repetitive drills and exercises %

Range: 0 - 99

Taking tests, quizzes or playing guessing games %

Range: 0 - 99

Classroom management activities that have nothing to do with the teaching content or goals (e.g. interruptions and maintaining order) %

Range: 0 - 99

Other student activities %

Range: 0 - 99

Variables

| | | |
|---------|---|---------------|
| e538021 | Time spent each week - discussing homework | pCourseGerman |
| e538022 | Time spent each week - lecture teacher | pCourseGerman |
| e538023 | Time spent each week - tasks/exercises with assistance | pCourseGerman |
| e538024 | Time spent each week - tasks/exercises without assistance | pCourseGerman |
| e538025 | Time spent each week - repetitive drills and exercises | pCourseGerman |
| e538026 | Time spent each week - tests, quizzes or guessing games | pCourseGerman |
| e538027 | Time spent each week - classroom management | pCourseGerman |
| e538028 | Time spent each week - other student activities | pCourseGerman |

Questions about spelling lessons

3.4 German Teachers (ID 82)

At lower secondary level, the survey of competences in the written language, particularly in spelling, is a core feature of the NEPS study. Therefore, we are interested in finding out how you address spelling as a central topic in German lessons.

| | |
|-------------------------------------|--|
| 11 | In German lessons, how much time on average do you spend on spelling? |
| <i>Please tick only one answer.</i> | |
| About one-half [5] | <input type="checkbox"/> |
| More than half [6] | <input type="checkbox"/> |
| About one-third [4] | <input type="checkbox"/> |
| About one-fourth [3] | <input type="checkbox"/> |
| None [1] | <input type="checkbox"/> |
| Just a small portion [2] | <input type="checkbox"/> |

| Variables | | |
|-----------|--------------------------|---------------|
| ed00100 | Time (week) for spelling | pCourseGerman |

| | |
|-------------------------------------|---|
| 12 | Do you consider the teaching time available for spelling sufficient? |
| <i>Please tick only one answer.</i> | |
| I would need a little more time [2] | <input type="checkbox"/> |
| I would not need more time [1] | <input type="checkbox"/> |
| I would need much more time [3] | <input type="checkbox"/> |

| Variables | | |
|-----------|------------------------|---------------|
| ed00110 | Required time spelling | pCourseGerman |

| | |
|--|---|
| 13 | How much spelling homework do you give students on average per week? |
| <i>If you do not give any spelling homework, please enter "Zero" (0). Please enter the figures aligned to the right.</i> | |
| Minutes per week of spelling homework | _ _ _ _ |
| Range: 0 - 999 | |

| Variables | | |
|-----------|--------------------------------------|---------------|
| ed0012m | Spelling homework per week (minutes) | pCourseGerman |

14 How often does the following occur in your spelling lessons?*Please tick a box in each line.*

| | Very rarely [1] | Rarely [2] | Sometimes [3] | Often [4] | Very often [5] |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) I explain spelling rules to the entire class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Everyone works on his/her individual spelling problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) The students practice spelling rules with partners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) The students work independently on spelling work sheets. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) We discuss spelling phenomena as a central topic together in spelling groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|--|---------------|
| ed0013a | Methods spelling lessons - explaining rules - frontal | pCourseGerman |
| ed0013b | Methods spelling lessons - individual work | pCourseGerman |
| ed0013c | Methods spelling lessons - practicing rules - partners | pCourseGerman |
| ed0013d | Methods spelling lessons - worksheets - independent | pCourseGerman |
| ed0013e | Methods spelling lessons - discussing spelling | pCourseGerman |

3.4 German Teachers (ID 82)


15 To what extent do you agree with the following statements?

Please tick a box in each line.

| | Disagree [1] | Rather disagree [2] | Rather agree [3] | Agree [4] |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) In German spelling there are more exceptions than rules. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) German spelling is mainly structured logically and understandably. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) In order to master German spelling, you have to memorize a lot. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Spelling competence will promote reading competence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Spelling competence will promote the writing of texts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Spelling competence will positively influence oral linguistic competence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Faulty spelling will affect my judgment of a student's text in terms of content. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Students who read a lot will exhibit confident spelling abilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |


Variables

| | | |
|---------|---|---------------|
| ed0014a | Attitude (teacher) - spelling - more exceptions | pCourseGerman |
| ed0014b | Attitude (teacher) - spelling - logical and understandable | pCourseGerman |
| ed0014c | Attitude (teacher) - spelling - memorizing | pCourseGerman |
| ed0014d | Attitude (teacher) - spelling - promotes reading | pCourseGerman |
| ed0014e | Attitude (teacher) - spelling - promotes writing | pCourseGerman |
| ed0014f | Attitude (teacher) - spelling - promotes linguistics | pCourseGerman |
| ed0014g | Attitude (teacher) - spelling - affects judgment of content | pCourseGerman |
| ed0014h | Attitude (teacher) - spelling - reading a lot | pCourseGerman |

| 16 What knowledge do you impart to your students during spelling lessons? | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Please tick a box in each line | | | | | |
| | Very rarely [1] | Rarely [2] | Sometimes [3] | Often [4] | Very often [5] |
| a) Knowledge of rules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Knowledge of solving problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Other, specifically: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| [Please indicate in printed letters.]  | | | | | |
| | | | | | |
| | | | | | |

| Variables | | |
|-----------|--------------------------------------|---------------|
| ed0015a | Spelling knowledge - rules | pCourseGerman |
| ed0015b | Spelling knowledge - problem solving | pCourseGerman |
| ed0015c | Spelling knowledge - other | pCourseGerman |
| ed0015x_O | Spelling knowledge - other | pCourseGerman |

3.4 German Teachers (ID 82)

| 17 What strategies and methods do you impart onto your students? | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Please tick a box in each line. | | | | | |
| | Very rarely [1] | Rarely [2] | Sometimes [3] | Often [4] | Very often [5] |
| Deriving spelling from speaking clearly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Memorizing word spelling by practicing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Memorizing techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using dictionaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Using PC spelling aids | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Deriving spelling based on the stem principle (final devoicing, umlauts) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Analyzing complex words (prefix and suffix as well as conjugation and declination endings) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other, specifically:  | | | | | |

| Variables | | |
|-----------|---|---------------|
| ed0016a | Strategies - deriving (from speaking) | pCourseGerman |
| ed0016b | Strategies - memorizing (by practicing) | pCourseGerman |
| ed0016c | Strategies - memorizing techniques | pCourseGerman |
| ed0016d | Strategies - dictionaries | pCourseGerman |
| ed0016e | Strategies - PC spelling aids | pCourseGerman |
| ed0016f | Strategies - stem principle | pCourseGerman |
| ed0016g | Strategies - word analysis | pCourseGerman |
| ed0016x | Strategies - other | pCourseGerman |
| ed0016h_O | Strategies- other: open | pCourseGerman |

18 How often does the following occur in your spelling lessons?*Please tick a box in each line.*

| | Very rarely [1] | Rarely [2] | Sometimes [3] | Often [4] | Very often [5] |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) I give the students time to exchange views on spelling problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I give the students time to help each other with spelling problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) I encourage the students to independently present their spelling problems in the lessons. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) I encourage the students to discuss spelling problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) I ask the students not only to give the right answer but also to provide an explanation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|--------------------------------|---------------|
| ed0017a | Occurrence - time for exchange | pCourseGerman |
| ed0017b | Occurrence - mutual help | pCourseGerman |
| ed0017c | Occurrence - independence | pCourseGerman |
| ed0017d | Occurrence - discussion | pCourseGerman |
| ed0017e | Occurrence - explanation | pCourseGerman |

19 What is the basis for the assessment of your students' spelling performance?*Please tick a box in each line.*

| | Very rarely [1] | Rarely [2] | Sometimes [3] | Often [4] | Very often [5] |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) I have the students do dictations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I use standardized tests. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) I use essay corrections. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) I assess spelling in portfolios, project work and homework. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|----------------------------------|---------------|
| ed0018a | Assessment by dictations | pCourseGerman |
| ed0018b | Assessment by standardized tests | pCourseGerman |
| ed0018c | Assessment by essay correction | pCourseGerman |
| ed0018d | Assessment by assignments | pCourseGerman |

3.4 German Teachers (ID 82)

20 I teach the following control strategies in my spelling lessons:

Please tick a box in each line.

| | Very rarely [1] | Rarely [2] | Sometimes [3] | Often [4] | Very often [5] |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Controlling with the aid of dictionaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Controlling in partner work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Controlling by applying the rules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Controlling with the aid of PC spelling aid | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|--------------------------------------|---------------|
| ed0019a | Control strategies - dictionaries | pCourseGerman |
| ed0019b | Control strategies - partner work | pCourseGerman |
| ed0019c | Control strategies - rules | pCourseGerman |
| ed0019d | Control strategies - PC spelling aid | pCourseGerman |

21 How do you handle students who are not yet sufficiently proficient in spelling at the beginning of sixth grade? If all students you are teaching are sufficiently proficient in spelling, please continue to question 22.

Please tick a box in each line.

| | Does not apply [1] | Does not really apply [2] | Applies to some extent [3] | Does apply [4] |
|--|--------------------------|---------------------------|----------------------------|--------------------------|
| I am not able to take these students into consideration. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I teach differentiated spelling lessons and consider the remedial needs of these students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have the students participate in in-house remedial spelling lessons. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---------------------------------------|---------------|
| ed0020a | Remedial needs - no consideration | pCourseGerman |
| ed0020b | Remedial needs - differentiate | pCourseGerman |
| ed0020c | Remedial needs - in-house remediation | pCourseGerman |

22 How do you judge the possibilities in your school of promoting students with insufficient spelling proficiency?

Please tick a box in each line.

| | Does not apply [1] | Does not really apply [2] | Applies to some extent [3] | Does apply [4] |
|---|--------------------------|---------------------------------|----------------------------------|--------------------------|
| a) Remedial teaching time is available. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Remedial teaching measures are available in school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Certain further education programs are available for teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|--|---------------|
| ed0021a | Weaker students - remedial teaching time | pCourseGerman |
| ed0021b | Weaker students - remedial teaching measures | pCourseGerman |
| ed0021c | Weaker students - further education programs | pCourseGerman |

23 To what extent do you agree with the following statements?

Please tick a box in each line.

| | Disagree [1] | Rather disagree [2] | Rather agree [3] | Agree [4] |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Good spelling is important for success in school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Good spelling is important for private life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Good spelling is important for career opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Spelling is a "necessary evil" for students and teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|--|---------------|
| ed0022a | Importance spelling - success in school | pCourseGerman |
| ed0022b | Importance spelling - private life | pCourseGerman |
| ed0022c | Importance spelling - career opportunities | pCourseGerman |
| ed0022d | Importance spelling - necessary evil | pCourseGerman |

24 And what do you think about the following statements?

Please tick a box in each line.

| | Disagree [1] | Rather disagree [2] | Rather agree [3] | Agree [4] |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) I am confident with the new German spelling rules. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I enjoy teaching spelling lessons. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) The time spent on spelling lessons is worth the effort considering the students' success. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|--|---------------|
| ed0023a | Attitude (teacher) - confidence | pCourseGerman |
| ed0023b | Attitude (teacher) - enjoy teaching | pCourseGerman |
| ed0023c | Attitude (teacher) - time required is worth it | pCourseGerman |

Questions about collaboration

25 What is your impression of the collaboration in the German faculty?

If your school has no German faculty, please refer to the entire teaching staff. Please tick a box in each line.

| | the faculty. [1] | the teaching staff. [2] | | |
|---|--------------------------|---------------------------|----------------------------|--------------------------|
| In the following, I am referring to ... | <input type="checkbox"/> | <input type="checkbox"/> | | |
| | Does not apply [1] | Does not really apply [2] | Applies to some extent [3] | Does apply [4] |
| We all pull together. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The division of labor works well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We have a clear objective for our work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is an agreement in the group in regard to the objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We get in each others way. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am much more effective working alone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The work is distributed fairly in our group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In our meetings we work towards concrete results. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is new momentum in daily work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|---------------|
| e10029a | Collaboration German: reference group | pCourseGerman |
| e10030a | Collaboration: pulling together | pCourseGerman |
| e10031a | Collaboration: division of labor works well | pCourseGerman |
| e10032a | Collaboration: clear objective for our work | pCourseGerman |
| e10033a | Collaboration: agreement of objectives | pCourseGerman |
| e10034a | Collaboration: get in each others way | pCourseGerman |
| e10035a | Collaboration: more effective working alone | pCourseGerman |
| e10036a | Collaboration: fair distribution of work | pCourseGerman |
| e10037a | Collaboration: meetings with concrete results | pCourseGerman |
| e10038a | Collaboration: new momentum in daily work | pCourseGerman |

3.5 Correspondence between questions (ID 82, 161)

3.5 Correspondence between questions (ID 82, 161)

Table 3 shows the correspondence between questions in the following questionnaires:

- ID 82: German teachers in regular schools, see section 3.4
- ID 161: German teachers in special schools

Table 3: Correspondence between German teachers' questions in Wave 2

| ID 82 | Content | ID 161 |
|-------|---|--------|
| 1 | Amount of lessons per week and amount of minutes for one lesson | 1 |
| 2 | Amount of remedial lessons per week | 2 |
| 3 | Amount of canceled lessons in the ongoing school year | 3 |
| 4 | Frequency occurrence of different learning types in class | 4 |
| 5 | Statements about organization in class concerning students | 5 |
| 6 | Statements about type of tasks | 6 |
| 7 | Frequency usage of different learning assessments | 7 |
| 8 | Purpose of learning assessment (f. ex. grades, planning of lessons) | 8 |
| 9 | Statements in class concerning heterogeneity | 9 |
| 10 | Organization in class with different activities in a school week (f. ex. discussing homework, test, class management) | 10 |
| 11 | Time spent in class concerning spelling | |
| 12 | Statements about available time concerning spelling | |
| 13 | Amount of homework in spelling per week | |
| 14 | Occurrence of different types of work in spelling class | |
| 15 | Statements about spelling and spelling competence (f. ex. rules, structure) | |
| 16 | Type of teaching of knowledge in spelling class | |
| 17 | Type of teaching of strategy and methods in spelling class | |
| 18 | Handling of spelling problems in spelling class | |
| 19 | Type of controlling measures for assessment of spelling performance | |
| 20 | Frequency teaching of controlling measures in spelling class | |
| 21 | Type of handling students with spelling disabilities (Beginning Grade 6) | |
| 22 | Assessment of remedial possibilities of students with spelling disabilities at school | |
| 23 | Statements about good spelling (f.ex. success in school, job prospects) | |

Cont. ...

Table 3 (Cont.)

| ID 82 | Content | ID 161 |
|-------|---|--------|
| 24 | Statements about personal impression and attitude concerning spelling | |
| 25 | Personal impression about collaboration of the German faculty or teaching staff | 11 |

3.6 Math teachers (ID 83)

3.6 Math teachers (ID 83)

General questions about math classes

First of all, we would like to ask you questions on how you conduct and organize math lessons in your class. Therefore, we have some questions on the teaching structure, your teaching methods and the type of performance assessment.

1 How many hours of regular math lessons per week are planned this term and how many minutes is a lesson?

Please enter the figures aligned to the right.

Amount of lessons | | |

Range: 0 - 99

Minutes per lesson | | |

Range: 0 - 99

| Variables | | |
|-----------|---|-------------|
| ed0025h_R | Amount of math lessons (number) | pCourseMath |
| ed0025h_D | Amount of Math lessons (categorized) | pCourseMath |
| ed0025m_R | Minutes per German lesson (minutes) | pCourseMath |
| ed0025m_D | Math lessons (duration in minutes per lessons, categorized) | pCourseMath |

2 How many hours of additional remedial math lessons per week are planned this term?

If no additional remedial math lessons are planned, please enter "Zero" (0). Please enter the figures aligned to the right.

Amount of lessons | | |

Range: 0 - 99

| Variables | | |
|-----------|--|-------------|
| ed00035_R | Amount of remedial math lessons (number) | pCourseMath |
| ed00035_D | Remedial teaching (number of lessons, categorized) | pCourseMath |

3 How many of the planned math lessons have been canceled in the current school year so far?

If no math lessons were canceled, please enter "Zero" (0). Please enter the figures aligned to the right.

Amount of lessons | | |

Range: 0 - 99

| Variables | | |
|-----------|--|-------------|
| ed00027 | Amount of canceled math lessons (number) | pCourseMath |

General questions about math classes

First of all, we would like to ask you questions on how you conduct and organize math lessons in your class. Therefore, we have some questions on the teaching structure, your teaching methods and the type of performance assessment.

| | |
|---|--|
| 1 | How many hours of regular math lessons per week are planned this term and how many minutes is a lesson? |
| <i>Please enter the figures aligned to the right.</i> | |
| Amount of lessons | _ _ _ |
| Range: 0 - 99 | |
| Minutes per lesson | _ _ _ |
| Range: 0 - 99 | |

| Variables | | |
|-----------|---|-------------|
| ed0025h_R | Amount of math lessons (number) | pCourseMath |
| ed0025h_D | Amount of Math lessons (categorized) | pCourseMath |
| ed0025m_R | Minutes per German lesson (minutes) | pCourseMath |
| ed0025m_D | Math lessons (duration in minutes per lessons, categorized) | pCourseMath |

| | |
|--|---|
| 2 | How many hours of additional remedial math lessons per week are planned this term? |
| <i>If no additional remedial math lessons are planned, please enter "Zero" (0). Please enter the figures aligned to the right.</i> | |
| Amount of lessons | _ _ _ |
| Range: 0 - 99 | |

| Variables | | |
|-----------|--|-------------|
| ed00035_R | Amount of remedial math lessons (number) | pCourseMath |
| ed00035_D | Remedial teaching (number of lessons, categorized) | pCourseMath |

| | |
|--|---|
| 3 | How many of the planned math lessons have been canceled in the current school year so far? |
| <i>If no math lessons were canceled, please enter "Zero" (0). Please enter the figures aligned to the right.</i> | |
| Amount of lessons | _ _ _ |
| Range: 0 - 99 | |

| Variables | | |
|-----------|--|-------------|
| ed00027 | Amount of canceled math lessons (number) | pCourseMath |

3.6 Math teachers (ID 83)

4 How often do you use the following social methods of learning in this math class?

Please tick a box in each line.

| | Never [1] | Once or twice per school year [2] | Every few months [3] | Every two to four weeks [4] | Once per week [5] | (Almost) every lesson [6] |
|---|--------------------------|-----------------------------------|--------------------------|-----------------------------|--------------------------|---------------------------|
| a) Work with small student groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Partner work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Discussion rounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Small same gender groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Students acting as tutors ("Learning by Teaching", peer tutoring) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Project-based learning: the students work in groups on a certain topic and then present the results of their work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) The class and I have discussions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) The students work on work sheets by themselves. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) One student presents something to the class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) I explain something to the entire class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|-------------|
| ed0028a | Social methods - student groups | pCourseMath |
| ed0028b | Social methods - partner work | pCourseMath |
| ed0028c | Social methods - discussion rounds | pCourseMath |
| ed0028d | Social methods - same gender groups | pCourseMath |
| ed0028e | Social methods - tutoring | pCourseMath |
| ed0028f | Social methods - project-based learning | pCourseMath |
| ed0028g | Social methods - discussion | pCourseMath |
| ed0028h | Social methods - individual work | pCourseMath |
| ed0028i | Social methods - presentation | pCourseMath |
| ed0028j | Social methods - explaining | pCourseMath |

5 How often do the following statements apply to math lessons in this class? The students ...

Please tick a box in each line.

| | Very rarely [1] | Rarely [2] | Sometimes [3] | Often [4] | Very often [5] |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) are asked questions that show if they have understood the subject matter in depth. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) are asked questions that show if they are able to critically assess and analyze the subject matter. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) are requested by me to relate to the questions and comments of fellow students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) actually relate to the questions and comments of fellow students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) are asked questions during which the subject matter has to be critically reviewed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|--|-------------|
| ed0029a | Cognitive activation - in-depth understanding | pCourseMath |
| ed0029b | Cognitive activation - analysis and assessment | pCourseMath |
| ed0029c | Cognitive activation - relate to comments 1 | pCourseMath |
| ed0029d | Cognitive activation - relate to comments 2 | pCourseMath |
| ed0029e | Cognitive activation - critical reflection | pCourseMath |

6 To what extent do the following statements apply to the assignments you give your students during math lessons?

Please tick a box in each line.

| | Does not apply at all [1] | Does not really apply [2] | Partially applies [3] | Applies to some extent [4] | Applies completely [5] |
|--|------------------------------|---------------------------------|--------------------------|----------------------------------|---------------------------|
| a) I give them assignments that do not only involve the identification of standard solutions but also the selection of the right approach. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I give them assignments in which the students need time to think in order to find solutions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) I give them assignments in which the students have to show different approaches. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) I give them assignments that require explanations and in depth comments rather than simple solutions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|-------------|
| ed0030a | Assignments - solution right approach | pCourseMath |
| ed0030b | Assignments - time to solve | pCourseMath |
| ed0030c | Assignments - different approaches | pCourseMath |
| ed0030d | Assignments - explanations rather than simple solutions | pCourseMath |

7 How often do you use the following types of learning success control methods in your math lesson?

Please tick a box in each line.

| | Never [1] | Once or twice per school year [2] | Every few months [3] | Every two to four weeks [4] | Once per week [5] | (Almost) every lesson [6] |
|--|--------------------------|-----------------------------------|--------------------------|-----------------------------|--------------------------|---------------------------|
| a) Tests developed by me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) The same tests for all classes and learning groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Observation of oral participation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Oral testing of students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Diagnostic tests | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Project-based work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Homework, home assignments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Student folders | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Portfolio of the learning progress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Externally developed standardized tests (comparative class tests) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|-------------|
| ed0031a | Learning success control - tests | pCourseMath |
| ed0031b | Learning success control - same tests | pCourseMath |
| ed0031c | Learning success control - oral participation | pCourseMath |
| ed0031d | Learning success control - oral testing | pCourseMath |
| ed0031e | Learning success control - diagnostic tests | pCourseMath |
| ed0031f | Learning success control - project-based work | pCourseMath |
| ed0031g | Learning success control - homework | pCourseMath |
| ed0031h | Learning success control - student folders | pCourseMath |
| ed0031i | Learning success control - portfolios | pCourseMath |
| ed0031j | Learning success control - external tests | pCourseMath |

8 For what purpose have you used the following types of learning success control methods?

If you do not use any of the following types of learning success control methods, do not tick anything in the respective line. In each line multiple answer are possible.

| | Not checked [0] | Checked [1] |
|---|--------------------------|--------------------------|
| Tests developed by me [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Tests developed by me [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |

3.6 Math teachers (ID 83)

| | | |
|---|--------------------------|--------------------------|
| Tests developed by me [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Tests developed by me [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| The same tests for all classes and learning groups [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| The same tests for all classes and learning groups [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |
| The same tests for all classes and learning groups [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| The same tests for all classes and learning groups [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Observation of oral participation [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Observation of oral participation [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |
| Observation of oral participation [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Observation of oral participation [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Oral testing of students [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Oral testing of students [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |
| Oral testing of students [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Oral testing of students [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Diagnostic tests [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Diagnostic tests [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |
| Diagnostic tests [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Diagnostic tests [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Project-based work [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Project-based work [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |

3 Teachers

| | | |
|--|--------------------------|--------------------------|
| Project-based work [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Project-based work [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Homework, home assignments [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Homework, home assignments [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |
| Homework, home assignments [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Homework, home assignments [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Student folders [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Student folders [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |
| Student folders [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Student folders [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Portfolio of the learning progress [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Portfolio of the learning progress [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |
| Portfolio of the learning progress [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Portfolio of the learning progress [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Externally developed standardized tests [for grading] | <input type="checkbox"/> | <input type="checkbox"/> |
| Externally developed standardized tests [to check whether the students have done their work properly] | <input type="checkbox"/> | <input type="checkbox"/> |
| Externally developed standardized tests [to use the results for lesson planning and/or select new assignments and exercises] | <input type="checkbox"/> | <input type="checkbox"/> |
| Externally developed standardized tests [to analyze mistakes of weaker students] | <input type="checkbox"/> | <input type="checkbox"/> |
| Variables | | |

3.6 Math teachers (ID 83)

| | | |
|---------|---|-------------|
| ed0132a | Purpose of tests - grading | pCourseMath |
| ed0232a | Purpose of tests - control | pCourseMath |
| ed0332a | Purpose of tests - planning | pCourseMath |
| ed0432a | Purpose of tests - mistake analysis | pCourseMath |
| ed0132b | Purpose of the comparative class tests - grading | pCourseMath |
| ed0232b | Purpose of the comparative class tests - control | pCourseMath |
| ed0332b | Purpose of the comparative class tests - planning | pCourseMath |
| ed0432b | Purpose of the comparative class tests - mistake analysis | pCourseMath |
| ed0132c | Purpose of participation - grading | pCourseMath |
| ed0232c | Purpose of participation - control | pCourseMath |
| ed0332c | Purpose of participation - planning | pCourseMath |
| ed0432c | Purpose of participation - mistake analysis | pCourseMath |
| ed0132d | Purpose of oral test - grading | pCourseMath |
| ed0232d | Purpose of oral test - control | pCourseMath |
| ed0332d | Purpose of oral test - planning | pCourseMath |
| ed0432d | Purpose of oral test - mistake analysis | pCourseMath |
| ed0132e | Purpose of diagnostic tests - grading | pCourseMath |
| ed0232e | Purpose of diagnostic tests - control | pCourseMath |
| ed0332e | Purpose of diagnostic tests - planning | pCourseMath |
| ed0432e | Purpose of diagnostic tests - mistake analysis | pCourseMath |
| ed0132f | Purpose of project-based work - grading | pCourseMath |
| ed0232f | Purpose of project-based work - control | pCourseMath |
| ed0332f | Purpose of project-based work - planning | pCourseMath |
| ed0432f | Purpose of project-based work - mistake analysis | pCourseMath |
| ed0132g | Purpose of the homework - grading | pCourseMath |
| ed0232g | Purpose of the homework - control | pCourseMath |
| ed0332g | Purpose of the homework - planning | pCourseMath |
| ed0432g | Purpose of the homework - mistake analysis | pCourseMath |
| ed0132h | Purpose of the student folders - grading | pCourseMath |
| ed0232h | Purpose of the student folders - control | pCourseMath |
| ed0332h | Purpose of the student folders - planning | pCourseMath |
| ed0432h | Purpose of the student folders - mistake analysis | pCourseMath |
| ed0132i | Purpose of the portfolio - grading | pCourseMath |
| ed0232i | Purpose of the portfolio - control | pCourseMath |
| ed0332i | Purpose of the portfolio - planning | pCourseMath |
| ed0432i | Purpose of the portfolio - mistake analysis | pCourseMath |
| ed0132j | Purpose of the standardized tests - grading | pCourseMath |
| ed0232j | Purpose of the standardized tests - control | pCourseMath |
| ed0332j | Purpose of the standardized tests - planning | pCourseMath |
| ed0432j | Purpose of the standardized tests - mistake analysis | pCourseMath |

9 To what extent do the following statements apply to your math lessons in this class?*Please tick a box in each line.*

| | Does not apply at all [1] | Does not really apply [2] | Partially applies [3] | Applies to some extent [4] | Applies completely [5] |
|---|------------------------------|---------------------------------|--------------------------|----------------------------------|---------------------------|
| a) I demand considerably less from students who are less capable. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I form groups of students with similar capabilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) I form groups of students with different capabilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) I give students homework ranging in complexity based on their capability. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) I allow students who work faster to move on to the next assignment while I am still practicing or reviewing things with the ones that work slower. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) If students have difficulties in understanding, I give them additional assignments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) I give more capable students extra assignments that are really challenging for them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|---|-------------|
| ed0033a | Student groups - demands | pCourseMath |
| ed0033b | Student groups - similar capabilities | pCourseMath |
| ed0033c | Student groups - different capabilities | pCourseMath |
| ed0033d | Student groups - different homework | pCourseMath |
| ed0033e | Student groups - slow/fast students | pCourseMath |
| ed0033f | Student groups - additional assignments | pCourseMath |
| ed0033g | Student groups - extra assignments | pCourseMath |

10 What percentage of time do students spend in a typical school week doing the following activities in math class?

Please enter the figures aligned to the right. The total should add up to 100%.

Discussing homework %

Range: 0 - 100

Following the teachers' lecture %

Range: 0 - 100

Doing tasks/exercises with your assistance %

Range: 0 - 100

Doing tasks/exercises without your assistance %

Range: 0 - 100

Doing teacher-supported repetitive drills and exercises %

Range: 0 - 100

Taking tests, quizzes or playing guessing games %

Range: 0 - 100

Classroom management activities that have nothing to do with the teaching content or goals (e.g. interruptions and maintaining order) %

Range: 0 - 100

Other student activities %

Range: 0 - 100

Variables

| | | |
|---------|---|-------------|
| e538011 | Time spent each week - discussing homework | pCourseMath |
| e538012 | Time spent each week - lecture teacher | pCourseMath |
| e538013 | Time spent each week - tasks/exercises with assistance | pCourseMath |
| e538014 | Time spent each week - tasks/exercises without assistance | pCourseMath |
| e538015 | Time spent each week - repetitive drills and exercises | pCourseMath |
| e538016 | Time spent each week - tests, quizzes or guessing games | pCourseMath |
| e538017 | Time spent each week - classroom management | pCourseMath |
| e538018 | Time spent each week - other student activities | pCourseMath |

Questions about collaboration

11 What is your impression of collaboration in the math faculty?

If your school has no math faculty, please refer to the entire teaching staff. Please tick a box in each line.

| | the faculty. [1] | the teaching staff. [2] | | |
|--|--------------------------|---------------------------|----------------------------|--------------------------|
| In the following, I am referring to ... | <input type="checkbox"/> | <input type="checkbox"/> | | |
| | Does not apply [1] | Does not really apply [2] | Applies to some extent [3] | Does apply [4] |
| a) We all pull together. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) The division of labor works well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) We have a clear objective for our work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) There is an agreement in the group in regard to the objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) We get in each others way. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) I am much more effective working alone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) The work is distributed fairly in our group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) In our meetings we work towards concrete results. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) There is new momentum in our daily work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|---|-------------|
| e10029b | Collaboration math: reference group | pCourseMath |
| e10030b | Collaboration: pulling together | pCourseMath |
| e10031b | Collaboration: division of labor works well | pCourseMath |
| e10032b | Collaboration: clear objective for our work | pCourseMath |
| e10033b | Collaboration: agreement of objectives | pCourseMath |
| e10034b | Collaboration: get in each others way | pCourseMath |
| e10035b | Collaboration: more effective working alone | pCourseMath |
| e10036b | Collaboration: fair distribution of work | pCourseMath |
| e10037b | Collaboration: meetings with concrete results | pCourseMath |
| e10038b | Collaboration: new momentum in daily work | pCourseMath |

4

4.1 General questionnaire (ID 74)

About you

We would like to ask you some brief personal questions.

| | | |
|---|-----------------------|----------------------|
| 2 When were you born? <i>Please enter the figures aligned to the right.</i> | | |
| [Month] | <input type="text"/> | <input type="text"/> |
| Range: 1 - 12 | | |
| [Year] | <input type="text"/> | <input type="text"/> |
| Range: 1,900 - 2,009 | | |
| Variables | | |
| h76512m_O | Date of birth - month | pInstitution |
| h76512y | Date of birth - year | pInstitution |

| | | |
|------------------------------------|---|--------------|
| 4 | Do you have a migrant background yourself, i.e. were you or at least one of your parents born abroad? | |
| <i>Please tick the applicable.</i> | | |
| Yes [1] | <input type="checkbox"/> | |
| No [2] | <input type="checkbox"/> | |
| | | |
| Variables | | |
| h400010 | Migrant background | pInstitution |

Questions about all-day school programs at your school

[illegible]

About you

We would like to ask you some brief personal questions.

| | |
|---|----------------------------|
| 2 | When were you born? |
| <i>Please enter the figures aligned to the right.</i> | |
| [Month] | _ _ _ |
| Range: 1 - 12 | |
| [Year] | _ _ _ _ _ |
| Range: 1,900 - 2,009 | |

| Variables | | |
|-----------|-----------------------|--------------|
| h76512m_O | Date of birth - month | pInstitution |
| h76512y | Date of birth - year | pInstitution |



| | |
|------------------------------------|--|
| 4 | Do you have a migrant background yourself, i.e. were you or at least one of your parents born abroad? |
| <i>Please tick the applicable.</i> | |
| Yes [1] | <input type="checkbox"/> |
| No [2] | <input type="checkbox"/> |


| Variables | | |
|-----------|--------------------|--------------|
| h400010 | Migrant background | pInstitution |

Questions about all-day school programs at your school

| | |
|--|---|
| 5 | Are the following extracurricular all-day school programs and elements offered at your school and, if yes, how often? |
| <i>Please tick a box in each line.</i> | |
| | <div> <div>No [1]</div> <div>Yes, twice a year or less frequently [2]</div> <div>Yes, quarterly [3]</div> <div>Yes, monthly [4]</div> <div>Yes, weekly [5]</div> <div>Yes, 2-3 times a week [6]</div> <div>Yes, 4-5 times a week [7]</div> </div> |
| Homework support, homework supervision, study time | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Enrichment teaching for students with high grades | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Remedial teaching for students with low grades | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

4.1 General questionnaire (ID 74)

| | | | | | | | |
|--|--------------------------|--|--------------------------|--------------------------|--------------------------|---------------------------|---------------------------|
| Remedial teaching in German for non-native speakers of German or foreign students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Class in native language for non-native speakers of German or foreign students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Math | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Science | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| German, literature | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Foreign languages | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Music/art | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Politics, philosophy, ethics, religion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Crafts and home economics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Technology/new media | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Community activities and forms of student government (e.g. active class council) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Forms of social learning (e.g. conflict resolution classes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Forms of intercultural learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Required free-time activities (required electives from list of offers) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Voluntary free-time activities (such as afternoon ball games) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Project days | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Project weeks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hot lunches | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Continuing projects (e.g. student newspaper, school garden) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other, specifically:  | | | | | | | |
| | No [1] | Yes, twice a year or less frequently [2] | Yes, quarterly [3] | Yes, monthly [4] | Yes, weekly [5] | Yes, 2-3 times a week [6] | Yes, 4-5 times a week [7] |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other, specifically:  | | | | | | | |

| | | | | | | | |
|--|--------------------------|---|--------------------------|--------------------------|--------------------------|---------------------------------|---------------------------------|
| | No [1] | Yes, twice a year or less frequently [2] | Yes, quarterly [3] | Yes, monthly [4] | Yes, weekly [5] | Yes, 2-3 times a week [6] | Yes, 4-5 times a week [7] |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other, specifically:  | | | | | | | |
| | No [1] | Yes, twice a year or less frequently [2] | Yes, quarterly [3] | Yes, monthly [4] | Yes, weekly [5] | Yes, 2-3 times a week [6] | Yes, 4-5 times a week [7] |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Variables | | | | | | | |

4.1 General questionnaire (ID 74)

| | | |
|-----------|---|--------------|
| h22130a | School: all-day school programs: homework assistance | pInstitution |
| h22130b | School: All-day school programs: Remedial teaching for students with high grades | pInstitution |
| h22130c | School: all-day school programs: remedial teaching for students with low grades | pInstitution |
| h22130d | School: all-day school programs: remedial teaching in German | pInstitution |
| h22130e | School: all-day school programs: class in native language | pInstitution |
| h22130f | School: all-day school programs: mathematics | pInstitution |
| h22130g | School: all-day school programs: science | pInstitution |
| h22130h | School: all-day school programs: German, literature | pInstitution |
| h22130i | School: all-day school programs: foreign languages | pInstitution |
| h22130j | School: all-day school programs: sports | pInstitution |
| h22130k | School: all-day school programs: music/art | pInstitution |
| h22130l | School: all-day school programs: politics, philosophy, ethics, religion | pInstitution |
| h22130m | School: all-day school programs: crafts and home economics | pInstitution |
| h22130n | School: all-day school programs: technology/new media | pInstitution |
| h22130o | School: all-day school programs: community activities and forms of student government | pInstitution |
| h22130p | School: all-day school programs: forms of social learning | pInstitution |
| h22130q | School: all-day school programs: forms of intercultural learning | pInstitution |
| h22130r | School: all-day school programs: required free-time activities | pInstitution |
| h22130s | School: all-day school programs: voluntary free-time activities | pInstitution |
| h22130t | School: all-day school programs: project days | pInstitution |
| h22130u | School: all-day school programs: project weeks | pInstitution |
| h22130v | School: all-day school programs: lunches | pInstitution |
| h22130w | School: all-day school programs: continuing projects | pInstitution |
| h22131x_O | School: all-day school programs: other, text 1 | pInstitution |
| h22130x | School: all-day school programs: other 1 | pInstitution |
| h22131y_O | School: all-day school programs: other, text 2 | pInstitution |
| h22130y | School: all-day school programs: other 2 | pInstitution |
| h22131z_O | School: all-day school programs: other, text 3 | pInstitution |
| h22130z | School: all-day school programs: other 3 | pInstitution |

Questions about mainstreaming

Some schools practice mainstreaming, i.e. students both with and without special educational needs learn together in the same class.

6 Are there any students in your school with diagnosed special educational needs? If yes, how many?

Please tick only one answer.

Yes, specifically ... students have diagnosed special educational needs. |__|__|

Range: 0 - 99

Not marked
[0] ☐

Marked [1] ☐

If "Yes": Please continue with question 8. If "No": Please continue with the next question.

Variables

| | | |
|-----------|--|--------------|
| h190012 | No students with special needs | pInstitution |
| e190011_R | Class: Amount of students with special needs | pInstitution |

7 To what extent do the following statements about mainstreaming apply to your school?

Please tick a box in each line.

| | Completely disagree [1] | Rather disagree [2] | Rather agree [3] | Completely agree [4] |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| I am prepared and interested in setting up mainstreaming in my school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My colleagues' readiness to teach these classes would be high. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Variables

| | | |
|---------|--|--------------|
| h190021 | Attitude towards setting up mainstreaming | pInstitution |
| h190022 | Attitude of teaching staff towards mainstreaming | pInstitution |

4.1 General questionnaire (ID 74)

8 To what extent do you agree with these statements about educational work in mainstreamed classrooms in general?

Please tick a box in each line.

| | Completely disagree [1] | Rather disagree [2] | Rather agree [3] | Completely agree [4] |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Teaching children with and without special educational needs in the same classroom can meet the needs of all children if the right methods are used. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) When children with special educational needs attend a regular classroom, then the quality of education for the children without special educational needs suffers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Classes need to be organized in such a way that all children have the same level of knowledge. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) All children need to achieve the same learning objectives in class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Children with and without special educational needs cannot be taught in the same classroom because they are not at the same level. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Mainstreaming can have a positive influence on the social behavior of all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Children with special educational needs are best taught in special schools. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Teaching in a mainstreamed classroom places too many demands on regular teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Variables | | |
|-----------|--|--------------|
| h190031 | Attitude towards mainstreaming - equal access | pInstitution |
| h190032 | Attitude towards mainstreaming - instructional quality | pInstitution |
| h190033 | Attitude towards mainstreaming - knowledge level | pInstitution |
| h190034 | Attitude towards mainstreaming - learning objectives | pInstitution |
| h190035 | Attitude towards mainstreaming - performance level | pInstitution |
| h190036 | Attitude towards mainstreaming - social behavior | pInstitution |
| h190037 | Attitude towards mainstreaming - type of school | pInstitution |
| h190038 | Attitude towards mainstreaming - demands | pInstitution |

Thank you for your cooperation!

4.2 Correspondence between questions (ID 74, 160)

Table 4 shows the correspondence between questions in the following questionnaires:

- ID 74: Principals in regular schools, see section 4
- ID 160: Principals in special schools

Table 4: Correspondence between principals’ questions in Wave 2

| ID 74 | Content | ID 160 |
|-------|---|--------|
| 1 | Already filled out questionnaire for teachers (one year ago) | 1 |
| 2 | Birthday | 2 |
| 3 | Gender | 3 |
| 4 | Migrant background | 4 |
| 5 | Practicing of different extracurricular all-day elements and offers (f. ex. learning groups, courses, free time activities) | 5 |
| 6 | Occurrence of special educational needs at school + name | |
| 7 | Statements about establishing mainstreaming classes at school | |
| 8 | Statements about establishing mainstreaming classes in general | 6 |

5

Parents (ID 107)

2 Guidance variables

| | | |
|------------|---|---------|
| 01113 | | |
| Yes [1] | <input type="checkbox"/> | |
| No [2] | <input type="checkbox"/> | |
| goto 01906 | | |
| Variables | | |
| pd1000z | Consent for questions about partner given | pParent |

3 Child's sociodemographics

| | | |
|--|--------------------------|---------|
| 02100 At the beginning, some information about <name of target child> is gathered: Is <name of target child> a boy or a girl? | | |
| <i>If the gender can be easily seen from the name, please phrase the question as follows: I assume that <name of target child> is a boy/a girl. Is that correct?</i> | | |
| Boy [1] | <input type="checkbox"/> | |
| Girl [2] | <input type="checkbox"/> | |
| Refused [-97] | <input type="checkbox"/> | |
| Don't know [-98] | <input type="checkbox"/> | |
| goto 02101 | | |
| Variables | | |
| p700010 | Gender target child | pParent |

| | | |
|---|------------------------------------|---------|
| 02101 When was <name of target child> born? Please state the month and year. | | |
| <i>If the respondent is not sure about the month: "Please tell me approximately what month that was."</i> | | |
| _ _ _ _ Month | | |
| Range: 1 - 12 | | |
| _ _ _ _ _ Year | | |
| Range: 1,990 - 9,999 | | |
| goto 02114 | | |
| Variables | | |
| p70012m | Date of birth target child (month) | pParent |
| p70012y | Date of birth target child (year) | pParent |

2 Guidance variables

| | | |
|--------------|---|---------|
| 01113 | | |
| Yes [1] | <input type="checkbox"/> | |
| No [2] | <input type="checkbox"/> | |
| goto 01906 | | |
| Variables | | |
| pd1000z | Consent for questions about partner given | pParent |

3 Child's sociodemographics

| | | |
|--|--------------------------|---------|
| 02100 At the beginning, some information about <name of target child> is gathered: Is <name of target child> a boy or a girl? | | |
| <i>If the gender can be easily seen from the name, please phrase the question as follows: I assume that <name of target child> is a boy/a girl. Is that correct?</i> | | |
| Boy [1] | <input type="checkbox"/> | |
| Girl [2] | <input type="checkbox"/> | |
| Refused [-97] | <input type="checkbox"/> | |
| Don't know [-98] | <input type="checkbox"/> | |
| goto 02101 | | |
| Variables | | |
| p700010 | Gender target child | pParent |


| | | |
|---|------------------------------------|---------|
| 02101 When was <name of target child> born? Please state the month and year. | | |
| <i>If the respondent is not sure about the month: "Please tell me approximately what month that was."</i> | | |
| _ _ _ Month | | |
| Range: 1 - 12 | | |
| _ _ _ _ Year | | |
| Range: 1,990 - 9,999 | | |
| goto 02114 | | |
| Variables | | |
| p70012m | Date of birth target child (month) | pParent |
| p70012y | Date of birth target child (year) | pParent |

| | |
|--|--------------------------|
| 02103 Was <name of target child> born in Germany? | |
| Yes [1] | <input type="checkbox"/> |
| No [2] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| if (02103 = 2) goto 02104 if (02103 = 1, -97, -98) goto 02108 | |

| Variables | | |
|------------|--|---------|
| p406000_g1 | Target child's country of birth (Germany/abroad; edited) | pParent |
| p406000 | Country of birth target child, Germany/abroad | pParent |

| | |
|---|--------------------------|
| 02104 In what country was <name of target child> born? | |
| [List of countries] [-999] | <input type="checkbox"/> |
| Land not in list [-96] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| if (02104 = -96) goto 02105 if (02104 <> -96) goto 02106 | |

| Variables | | |
|-------------|--|---------|
| p406010_g1R | Country of birth target child | pParent |
| p406010_g2R | Target child's country of birth (aggregated) | pParent |

| | |
|--|--|
| 02107 When did <target child's name> move to Germany? Please state the month and year. | |
| If the child has moved to Germany on several occasions, the date should be taken as the point in time when he or she first spent a period of more than one year in Germany: Please state the point in time when <target child's name> first spent a period of one year in Germany. If the respondent is not certain of the month: Please tell me approximately which month that was. | |
| __ __ Month Range: 1 - 12 | |
|  | |
| goto 02108 | |

| Variables | | |
|-----------|--|---------|
| p40603m | Date of target child's move to Germany (month) | pParent |
| p40603y | Date of target child's move to Germany (year) | pParent |

02108 What citizenship does <name of target child> have?

[List of citizenships] [-999]

☐

Stateless [-20]

☐Staatsangehörigkeit not in list
[-96]☐Refused
[-97]☐

Don't know [-98]

☐

if (02108 = -96) goto 02109

if (02108 = -97, -98, -20) goto 02114Z

if (02108 <> -96, -97, -98, -20) goto 02110

Variables

| | | |
|-------------|--|---------|
| p407050_g1R | Citizenship - target child | pParent |
| p407050_g1D | Target child's nationality (German/not German) | pParent |
| p407050_g2R | Target child's nationality (aggregated) | pParent |

02110 Does <target child's name> have another nationality?

Yes [1]

☐

No [2]

☐Refused
[-97]☐

Don't know [-98]

☐

if (02110 = 1) goto 02111

if (02110 = 2, -97, -98) goto 02114Z

Variables

| | | |
|---------|--|---------|
| p407055 | Dual nationality target child (yes / no) | pParent |
|---------|--|---------|

| | |
|---|---|
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| In the last 12 months how many excursions have you been on together, for example, picnics, bike trips, a visit to a zoo or similar? | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| How often have you been to the theatre with <target child's name>, for example a children's theatre or an open-air theatre? | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| In the last 12 months, how often have you had longer conversations with <target child's name>, for example about school or certain topics which move and interest you? | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| How often have you made music together? | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| How often have you listened to music together? | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| In the last 12 months, how often have you visited a museum or exhibition with <target child's name> e.g. natural history museum, hands-on exhibition, gallery or similar? | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| goto 55111Z | |
| Variables | |

| | | |
|---------|--|---------|
| p281401 | Joint parent / child activities: Games | pParent |
| p281402 | Joint parent / child activities: Attended pop concerts | pParent |
| p281403 | Joint parent / child activities: Attended classical music concerts | pParent |
| p281404 | Joint parent / child activities: Excursions | pParent |
| p281405 | Joint parent / child activities: Visits to a theatre | pParent |
| p281406 | Joint parent / child activities: Conversations | pParent |
| p281407 | Joint parent / child activities: Made music | pParent |
| p281408 | Joint parent / child activities: Listened to music | pParent |
| p281409 | Joint parent / child activities: Visit to a museum | pParent |

5 SDQ

23001 Now I have a few questions about what you think of <target child's name>. I will name a few characteristics, and I will ask you to judge to what extent they apply to <target child's name>. When answering, please consider the behaviour of <target child's name> in the last six months. Let's start with the first characteristic: Considerate. For <target child's name>, is this description, not valid, partly valid, or definitely valid?

Please read out the possible answers

Not applicable [1] ☐

Partially applicable [2] ☐

Clearly applicable [3] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 23002

Variables

| | | |
|---------|-----------------------------|---------|
| p67801a | Characteristic: Considerate | pParent |
|---------|-----------------------------|---------|

23002 Likes to share with other children e.g. sweets, toys, crayons etc.

Please read out the possible answers. Please also read out comments in brackets.

Clearly applicable [3] ☐

Not applicable [1] ☐

Partially applicable [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 23003

Variables

| | | |
|---------|-------------------------------|---------|
| p67801b | Characteristic: Likes sharing | pParent |
|---------|-------------------------------|---------|

23003 Loner; mainly plays alone.*If needed, repeat the possible answers.*Not applicable [1] ☐Partially applicable [2] ☐Clearly applicable [3] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 23004

Variables

| | | |
|------------|-----------------------------|---------|
| p67801c_g1 | SDQ-scale: problem behavior | pParent |
| p67801c | Characteristic: Loner | pParent |

23004 Likes to help when others are hurt, ill or upset*If needed, repeat the possible answers.*Not applicable [1] ☐Partially applicable [2] ☐Clearly applicable [3] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 23005

Variables

| | | |
|---------|-------------------------------|---------|
| p67801d | Characteristic: Likes to help | pParent |
|---------|-------------------------------|---------|

23005 Has at least one good friend*If needed, repeat the possible answers.*Not applicable [1] ☐Partially applicable [2] ☐Clearly applicable [3] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 23006

Variables

| | | |
|---------|--|---------|
| p67801e | Characteristic: Has at least one good friend | pParent |
|---------|--|---------|

| | |
|--|--------------------------|
| 23006 Generally popular with other children | |
| <i>If needed, repeat the possible answers.</i> | |
| Not applicable [1] | <input type="checkbox"/> |
| Partially applicable [2] | <input type="checkbox"/> |
| Clearly applicable [3] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| goto 23007 | |

| Variables | | |
|-----------|---|---------|
| p67801f | Characteristic: popular with other children | pParent |

| | |
|--|--------------------------|
| 23007 Kind to younger children | |
| <i>If needed, repeat the possible answers.</i> | |
| Not applicable [1] | <input type="checkbox"/> |
| Partially applicable [2] | <input type="checkbox"/> |
| Clearly applicable [3] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| goto 23008 | |

| Variables | | |
|-----------|--|---------|
| p67801g | Characteristic: kind to younger children | pParent |

| | |
|--|--------------------------|
| 23008 Is teased or victimised by others | |
| <i>If needed, repeat the possible answers.</i> | |
| Partially applicable [2] | <input type="checkbox"/> |
| Clearly applicable [3] | <input type="checkbox"/> |
| Not applicable [1] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| goto 23009 | |

| Variables | | |
|-----------|---|---------|
| p67801h | Characteristic: Is teased or victimised by others | pParent |

23009 Often helps others voluntarily, e.g. parents, teachers or other children*If needed, repeat the possible answers.*Not applicable [1] ☐Partially applicable [2] ☐Clearly applicable [3] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 23010

Variables

| | | |
|---------|---|---------|
| p67801i | Characteristic: often helps voluntarily | pParent |
|---------|---|---------|

23010 Gets on better with adults than with other children*If needed, repeat the possible answers.*Partially applicable [2] ☐Clearly applicable [3] ☐Not applicable [1] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 23015Z

Variables

| | | |
|---------|--|---------|
| p67801j | Characteristic: gets on better with adults | pParent |
|---------|--|---------|

6 RCT

56101 The following questions relate to the various school-leaving qualifications with which <target child's name> can finish school. How often do you already think about what school-leaving qualifications <target child's name> will finish school with?

Read out options.

Rarely [2] ☐

Never [1] ☐

Sometimes [3] ☐

Often [4] ☐

Very good [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 56102

Variables

p312350

Time horizon: School leaving

pParent

56102 [ITEMBAT]
(56102,
56103,
56104)

Only read the options out again if asked. If asked: the "Mittlere Reife is equivalent to the leaving certificate of the Realschule (intermediate secondary school) or the Fachoberschulreife (entrance qualification for universities of applied sciences).

| | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Refused [-97] | <input type="checkbox"/> | | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | | |
| | Very unlikely [1] | Rather unlikely [2] | About 50/50 [3] | Rather likely [4] | Very likely [5] | Refused [-97] | Don't know [-98] |
| If you think for a moment about if you everything you know now, how likely do you think it is that <target child's name> could complete the leaving certificate of the Hauptschule (school for basic secondary education)? Do you think it is very unlikely, fairly unlikely, roughly 50 / 50, fairly likely, or very likely? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> | | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | | |
| And how likely do you think it is that <target child's name> could complete the leaving certificate of the Realschule? Very unlikely, fairly unlikely, roughly 50 / 50, fairly likely or very likely? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> | | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | | |
| And how likely do you think it is that <target child's name> could complete the Abitur (university entrance qualification)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| goto 56105 | | | | | | | |

| Variables | | |
|-----------|--|---------|
| p30035a | Subjective likelihood of completion of leaving certificate of the Hauptschule | pParent |
| p30035b | Subjective likelihood of completion of the leaving certificate of the Realschule | pParent |
| p30035c | Subjective likelihood of completing the Abitur | pParent |

Condition: if (01906 <> 2)

56105 How good would the prospects of a good job be for <target child's name> if he were to complete the leaving certificate of the Hauptschule?

Condition: if (01906 = 2)

56105 How good would the prospects of a good job be for <target child's name: if she were to complete the leaving certificate of the Hauptschule?

Read out options

Rather poor [2] ☐

Very poor [1] ☐

In the middle [3] ☐

Rather good [4] ☐

Very good [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 56106

Variables

| | | |
|---------|---|---------|
| p30235a | Benefit - leaving certificate of the Hauptschule - good job | pParent |
|---------|---|---------|

Condition: if (01906 <> 2)

56106 And how good would the prospects of a good job be for <target child's name> if he were to complete the leaving certificate of the Realschule?

Condition: if (01906 = 2)

56106 And how good would the prospects of a good job be for <target child's name> if she were to complete the leaving certificate of the Realschule?

Read out the options. If asked: the "Mittlere Reife" is equivalent to the leaving certificate of the Realschule or the Fachoberschulreife. .

Rather poor [2] ☐

Very poor [1] ☐

In the middle [3] ☐

Rather good [4] ☐

Very good [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 56107

Variables

| | | |
|---------|--|---------|
| p30235b | Benefit - Leaving certificate of the Realschule - good job | pParent |
|---------|--|---------|

56107 And if <target child's name> were to do the Abitur?*Read out the options again if needed.*Rather poor [2] ☐Very poor [1] ☐In the middle [3] ☐Rather good [4] ☐Very good [5] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 56108

Variables

p30235c

Benefit - Abitur - good job

pParent

56108 Please tell me how important it is for you that <target child's name> achieves a similar or better school-leaving qualification than you achieved yourself. For you, is that very unimportant, fairly unimportant, neither important or unimportant, fairly important or very important?*Do not read out the options*In the middle [3] ☐Rather important [4] ☐Rather unimportant [2] ☐Very unimportant [1] ☐Very important [5] ☐Respondent does not have a school-leaving qualification [-20] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 56109

Variables

p305350

Importance maintenance of educational status

pParent

| | |
|---|---|
| 56109 | And how important is it for you that <target child's name> will have a similar or better profession than you later on? |
| <i>Read out the options. If unemployed "Please think about your last professional activity"</i> | |
| In the middle [3] | <input type="checkbox"/> |
| Rather important [4] | <input type="checkbox"/> |
| Rather unimportant [2] | <input type="checkbox"/> |
| Very unimportant [1] | <input type="checkbox"/> |
| Very important [5] | <input type="checkbox"/> |
| <i>has never been employed [-20]</i> | <input type="checkbox"/> |
| <i>Refused [-97]</i> | <input type="checkbox"/> |
| <i>Don't know [-98]</i> | <input type="checkbox"/> |
| <i>if 56109 = -20) goto 56113</i> <i>if (56109 <> -20)goto 56110</i> | |

| Variables | | |
|-----------|---|---------|
| p305600 | Importance maintenance of professional status | pParent |

| | |
|--|---|
| Condition: if (01906 <> 2) | |
| 56110 | What would the prospects of <target child's name> be of having a similar or better profession than you, if he were to complete the leaving certificate of the Hauptschule? |
| Condition: if (01906 = 2) | |
| 56110 | What would the prospects of <target child's name> be of having a similar or better profession than you if she were to complete the leaving certificate of the Hauptschule? |
| <i>Read out the options. If unemployed "Please think of your last professional activity"</i> | |
| Rather poor [2] | <input type="checkbox"/> |
| Very poor [1] | <input type="checkbox"/> |
| In the middle [3] | <input type="checkbox"/> |
| Rather good [4] | <input type="checkbox"/> |
| Very good [5] | <input type="checkbox"/> |
| <i>Refused [-97]</i> | <input type="checkbox"/> |
| <i>Don't know [-98]</i> | <input type="checkbox"/> |
| <i>goto 56111</i> | |

| Variables | | |
|-----------|--|---------|
| p30735a | Likelihood of maintaining professional status leaving certificate of the Hauptschule | pParent |

Condition: if (01906 <> 2)

56111 And how would the prospects be for <target child's name> be of having a similar or better profession than you if he were to complete the leaving certificate of the Realschule?

Condition: if (01906 = 2)

56111 What would the prospects of <target child's name> be of having a similar or better profession than you if she were to complete the leaving certificate of the Realschule?

Read out the options. If unemployed "Please think of your last professional activity"

Rather poor [2] ☐

Very poor [1] ☐

In the middle [3] ☐

Rather good [4] ☐

Very good [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 56112

Variables

| | | |
|---------|---|---------|
| p30735b | Likelihood of maintaining professional status leaving certificate of the Realschule | pParent |
|---------|---|---------|

56112 And if <target child's name> were to complete the Abitur?

Read out the options. If unemployed "Please think of your last professional activity"

Rather poor [2] ☐

Very poor [1] ☐

In the middle [3] ☐

Rather good [4] ☐

Very good [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 56113

Variables

| | | |
|---------|--|---------|
| p30735c | Likelihood of maintaining professional status Abitur | pParent |
|---------|--|---------|

56113 [ITEMBAT] As long as children are at school, parents pay for most of the things they need, for example schoolbags and clothes
56114,
56115)

Only read out the options if needed

Refused [-97] ☐

Don't know [-98] ☐

| | very hard [1] | rather hard [2] | neither nor [3] | rather easy [4] | very easy [5] | Refused [-97] | Don't know [- 98] |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| How difficult would it be for you to cover these costs if <target child's name> were to complete the leaving certificate of the Hauptschule? Very difficult, fairly difficult, neither difficult nor easy, fairly easy, or very easy? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refused [-97] ☐

Don't know [-98] ☐

| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| And how difficult would it be for you to cover these costs if <target child's name> were to complete the leaving certificate of the Realschule? | | | | | | | |

Refused [-97] ☐

Don't know [-98] ☐

| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| And how difficult would it be for you to cover these costs if <target child's name> were to complete the Abitur? | | | | | | | |

goto 56116Z

| Variables | | |
|-----------|---|---------|
| p30335a | Financial burden leaving certificate of the Hauptschule | pParent |
| p30335b | Financial burden leaving certificate of the Realschule | pParent |
| p30335c | Financial burden Abitur | pParent |

7 Pre-school history

11100

Now I would like to ask you some questions about the time when <name of target child> was not yet enrolled in school. Did <name of target child> go to Kindergarten before school enrollment?

Note: In some states, the term "Kindergarten" is not used, here they are referred to as day-care centers.

Yes [1]

☐

No [2]

☐

Refused [-97]

☐

Don't know [-98]

☐

if (11100 = 1) goto 11101

if (11100 = 2, -97, -98) goto 11102

| Variables | | |
|-----------|--|---------|
| p712020 | Kindergarten attendance before enrolling in school | pParent |

11101

When did <name of target child> first go to Kindergarten? Please state the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|_|_|_| Month

Range: 1 - 12

|_|_|_|_| Year

Range: 1,900 - 9,999

goto 11102

| Variables | | |
|-----------|---|---------|
| p71202m | Date of first Kindergarten attendance (month) | pParent |
| p71202y | Date of first Kindergarten attendance (year) | pParent |

| | |
|---|--------------------------|
| 42101 Some children in our study have already started school. What about <target child's name>? Has <target child's name> already started school? | |
| <i>Do not read out. If the child has not started school, but is merely attending a pre-school class in the elementary school, then please use the button. If the child is attending a pre-school class in a Kindergarten, please select no.</i> | |
| Yes [1] | <input type="checkbox"/> |
| No [2] | <input type="checkbox"/> |
| Attendance at a pre-school class in an elementary school [-20] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| if (42101 = 1) goto 42108 if (42101 = 2, -97, -98) goto 42102 if (42101 = -20) goto 11104Z | |

| Variables | | |
|-----------|-------------------------------------|---------|
| p712050 | Attendance at an elementary school? | pParent |

| | |
|---|--------------------------|
| 42102 Does <target child's name> currently attend a Kindergarten? | |
| <i>Do not read out: If the child attends a pre-school class in a Kindergarten, please select yes.</i> | |
| Yes [1] | <input type="checkbox"/> |
| No [2] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| goto 11104Z | |

| Variables | | |
|-----------|-------------------------------|---------|
| p712040 | Attendance at a Kindergarten? | pParent |

| | |
|--|--------------------------|
| 42108 Has <target child's name> started school early or at the regular age? | |
| <i>If asked: Early means that a child is already going to school ahead of the obligatory starting age.</i> | |
| early [2] | <input type="checkbox"/> |
| regular [1] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| goto 11103 | |

| Variables | | |
|-----------|--------------------------------|---------|
| p712051 | Starting school regular, early | pParent |

11103 When did <name of target child> start school? Please state the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|_|_|_|_| Month

Range: 0 - 12

|_|_|_|_|_|_|_| Year

Range: 1,900 - 9,999

goto 11104Z

Variables

| | | |
|---------|--|---------|
| p71203m | School enrollment target child (month) | pParent |
| p71203y | School enrollment target child (year) | pParent |

School episode loop

57106 [first pass] The first school which <target child's name> ever attended, was that a school in Germany? [subsequent passes, also introductory questions if from the X-module] Was that a school in Germany?

Condition: if (Startkohorte = 2)

57106 Was that a school in Germany?

No [2] ☐

Yes [1] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (57106= 1) goto 57107

if (57106= 2) goto 57110

if (57106= -97,-98) goto 57112

Variables

| | | |
|------------|---------------------------------------|----------------|
| p723020 | School attendance in Germany | spParentSchool |
| p723020_g1 | School attendance in Germany (edited) | spParentSchool |

57107 Where is the school located and/or what municipality does it belong to?

Please select from the list of municipality names!

List of municipalities/places [9999] ☐

Changing locations [-20] ☐

Ort not in list
[-96] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (57107= -96) goto 57108
if (57107<> -96) goto 57112

Variables

| | | |
|-------------|--|----------------|
| p723030_g1 | Place of school (RS West/East) | spParentSchool |
| p723030_g2R | Municipality of school (federal state) | spParentSchool |

Condition: 22105=1

57110 What federal state was the school in

Condition: 22106=1

57110 Which federal state did you complete your school-leaving qualifications in?

Please select a state from the list.

Country List [999997] ☐

Land not in list
[-96] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (57110= -96) goto 57111
if (57110 <> -96) goto 57112

Variables

| | | |
|-------------|--------------------------------|----------------|
| p723060_g1R | School state | spParentSchool |
| p723060_g2R | Country of school (aggregated) | spParentSchool |

Condition: if (57106 = 2)

57112 Which school did <target child's name> attend there? Please indicate the corresponding German school type.

Condition: if (57106 <> 2)

57112 Which school did <target child's name> attend there?

if (Starting cohort = 5, 9) <<Only read out options if needed.>>
if (Starting cohort = 2) <<Please read out options>>

| | |
|---|--------------------------|
| Waldorfschule [11] | <input type="checkbox"/> |
| Hauptschule [4] | <input type="checkbox"/> |
| Realschule [5] | <input type="checkbox"/> |
| Elementary school <<also primary school>> [1] | <input type="checkbox"/> |
| Orientation stage <<also test or remedial level e.g. in Mecklenburg and West Pomerania, Rhineland-Palatinate>> [2] | <input type="checkbox"/> |
| Combined Hauptschule / Realschule <<Also Sekundarschule, Regelschule, (Bavaria.) Mittelschule, Oberschule, and Wirtschaftsschule, Regionale Schule, extended Realschule, Realschule plus, Gemeinschaftsschule, Werkrealschule, Stadtteilschule>> [6] | <input type="checkbox"/> |
| Comprehensive school <<also dual Oberschule (former type of school in Rhineland-Palatinate offering basic and intermediate secondary education>> [10] | <input type="checkbox"/> |
| Other school [14] | <input type="checkbox"/> |
| Vocational school (for completion of a general training school-leaving qualification e.g. Fachoberschule) [13] | <input type="checkbox"/> |
| Gymnasium [8] | <input type="checkbox"/> |
| Special school <<Also special needs center>> [9] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| <p>if (57106 = 2) goto 57129 if (57112 = 6, 10) &(57106 <> 2) goto 57114 if (57112 = 14) &(57106 <> 2) goto 57113 if (57112 = 1, 2, 4, 5, 8, 9, 11, 13, -97, -98) &(57106 <> 2) goto 57129</p> <p>if (Starting cohort = 2) 1: Elementary school <<also primary school>> if (Starting cohort = 2) 11: Waldorfschule if (Starting cohort = 2) 9: Special school <<Also special needs center>> if (Starting cohort = 2) 14: other school</p> <p>if (Starting cohort = 5) 1: Elementary school <<also primary school>> if (Starting cohort = 5) 2: Orientation stage <<Also trial and special needs stage e.g. in Mecklenburg and West Pomerania, Rhineland-Palatinate>> if (Starting cohort = 5) 4: Hauptschule if (Starting cohort = 5) 5: Realschule if (Starting cohort = 5) 6: Combined Hauptschule / Realschule <<Also Sekundarschule Regelschule (Bavaria.) Mittelschule, Oberschule, and Wirtschaftsschule, Regionale Schule, extended Realschule, Realschule plus, Gemeinschaftsschule, Werkrealschule, Stadtteilschule>> if (Starting cohort = 5) 10: Comprehensive school <<Also dual Oberschule>> if (Starting cohort = 5) 11: Waldorfschule if (Starting cohort = 5) 8: Gymnasium if (Starting cohort = 5) 9: Special school <<Also special needs center>> if (Starting cohort = 5) 13: vocational school (for completion of a general educational school-leaving qualification e.g. Fachoberschule) if (Starting cohort = 5) 14: other school</p> | |

Variables

p723080

Type of school attended

spParentSchool

57113 What kind of school was that?

Here you should only record schools which lead to a general educational school-leaving qualification.



goto 57129

Variables

| | | |
|-----------|-----------------------|----------------|
| p723090_O | Type of school (open) | spParentSchool |
|-----------|-----------------------|----------------|

57114 What branch did <name of target child> attend there?

Please read answer options aloud. If the respondent states that a division into different branches does (not) yet exist, please use **BUTTON!***

School branch Hauptschule [basic secondary school] [1] ☐

School branch Realschule [intermediate secondary school] [2] ☐

School branch Gymnasium [upper secondary school] [3] ☐

(So far) no division into school branches [-20] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 57129

if (57112 = 6) 1: Hauptschule sector

if (57112 = 6) 2: Realschule sector

if (57112 <>6) 1: Hauptschule sector

if (57112 <>6) 2: Realschule sector

if (57112 <>6) 3: Gymnasium sector

Variables

| | | |
|---------|--|----------------|
| p723100 | School branch Gesamtschule [basic and intermediate secondary school, in some states also elementary and upper]/SmB | spParentSchool |
|---------|--|----------------|

57131 What form of authority is this school under. Is it a ...*Please read out the options.*A church school [2] ☐A public school [1] ☐Another kind of private or free school [3] ☐Refused [-97] ☐Don't know [-98] ☐

if (57131 = 2) goto 57132

if (57131 = 1, 3, -97, -98) goto 57115

Variables

| | | |
|---------|------------------|----------------|
| p723180 | School authority | spParentSchool |
|---------|------------------|----------------|

57132 Exactly what kind of church school is it? Is it a ...*Please read out the options.*A catholic school (also Caritas) [1] ☐Or a protestant school (also Diakonie) [2] ☐Refused [-97] ☐Don't know [-98] ☐

goto 57115

Variables

| | | |
|---------|--------------------------|----------------|
| p723190 | School authority: church | spParentSchool |
|---------|--------------------------|----------------|

Condition: if (Startkohorte = 5)

57115 if (57908 <>2)[first pass & first-time interviewees = 1] You have already told me that <target child's name> started school in <11103>. Until when did he attend this school without any change or interruption? Please add in any holiday at the end of their school attendance.

if (57908 = 2)[first pass and first-time interviewees = 1] You have already told me that <target child's name> started school in <11103>. Until when did she attend this school without any change or interruption? Please add in any holiday at the end of their school attendance.[subsequent passes] OR [first pass & asmod = 2] From when to when die <target child's name> attend this school or school sector without any change or interruption?[if 57102 <>2 & first pass]Until when did <target child's name> attend this school or school sector without any change or interruption, or are they still attending?

Condition: if (Startkohorte = 2)

57115 if (57908 <> 2)[first pass] You have already told me that <target child's first name> started school in <11103>. Until when did he attend this school without any change or interruption?
if (57908 = 2)
[first pass] You have already told me that <target child's name> started school in <11103>. Until when did she attend this school without any change or interruption?
[subsequent passes] From when to when did <target child's name> attend this school without any change and interruption?

If the target person can only remember a season, please enter the following numbers: 21 Start of year / winter, 24: Spring, Easter, 27: Mid-year / Summer, 30 : Autumn, 32: Year-end

|__|__| Month

Up to the present [-20]

☐

Range: 1 - 12

|__|__|__|__| Year

Up to the present [-20]

☐

Range: 1,000 - 9,999

|__|__| Month

Up to the present [-20]

☐

Range: 1 - 12

|__|__|__|__| Year

Up to the present [-20]

☐

Range: 1,000 - 9,999

if (57115 (ASEND < INTDAT) goto 57117
if (57115 (ASEND = INTDAT) & (57116 <> 1) goto 57116
if (57115 (ASEND = INTDAT) & (57116 = 1) goto 57126Z

autoif (57115 = -20) ASENDM = INTM
autoif (57115 = -20) ASENDJ = INTJ
autoif (57115 = -20) 57116 = 1
autoif (asend < intdat) 57116 = 2

Variables

| | | |
|------------|--------------------------------------|----------------|
| p72301m | Starting date school episode (month) | spParentSchool |
| p72301y | Starting date school episode (year) | spParentSchool |
| p72302m | End date school episode (month) | spParentSchool |
| p72302y | End date school episode (year) | spParentSchool |
| p72301m_g1 | Start (month, corrected) | spParentSchool |
| p72301y_g1 | Start (year, corrected) | spParentSchool |
| p72302m_g1 | End (month, corrected) | spParentSchool |
| p72302y_g1 | End (year, corrected) | spParentSchool |

57116 Does <target child's name> still attend this school today?*Do not read out the answer categories.*Yes, <name of target child> still attends this school [1] ☐No, school attendance ended during the interview month [2] ☐Refused [-97] ☐Don't know [-98] ☐*if (57116 <> 2) goto 57126Z**if (57116 = 2) goto 57117***Variables**

| | | |
|------------|------------------------------|----------------|
| p723110 | Duration of school episode | spParentSchool |
| p723110_g1 | Spell is lasting (corrected) | spParentSchool |

Condition: if (Startkphorte = 5)

57117 Has <target child's name> then changed school or school sector, or has <target child's name> had an interruption to their schooling of more than 3 months?

Condition: if (Startkohorte = 2)

57117 Has <target child's name> then changed school or has <target child's name> had an interruption to their schooling of more than 3 months?*Do not read out the answer categories.*Changed school sector [3] ☐Interruption to schooling [2] ☐Changed school [1] ☐Refused [-97] ☐Don't know [-98] ☐*if (57117 = 1) goto 57118**if (57117 = 2) goto 57119**if (57117 = 3) goto 57120**if (57117 = -97,-98) goto 57122**if (Starting cohort = 2) 1: Changed school schooling**if (Starting cohort = 2) 2: Interruption to**if (Starting cohort = 5) 1: Changed school**if (Starting cohort = 5) 2: Interruption to schooling**if (Starting cohort = 5) 3: Changed school sector***Variables**

| | | |
|---------|----------------------------------|----------------|
| p723120 | Reason for end of school episode | spParentSchool |
|---------|----------------------------------|----------------|

Condition: if (Startkohorte = 5)

57118 Was that a regular change to the next stage of education or was there another reason for the change?

Condition: if (Startkohorte = 2)

57118 What was the reason for this change of school?

Do not read out, note the appropriate code

Spent time at school abroad [4] ☐

Finished school with school-leaving qualification [5] ☐

Regular change to next stage of education [2] ☐

Postponement of school attendance [7] ☐

Illness [3] ☐

Other reasons [6] ☐

House move, change of residence [1] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (57118 = 2) goto 57126Z

if (57118 = 1, 3, 4, 5, 6, 7, -97, -98) goto 57122

autoif (57118 = 2) 57122 = 1

if (Starting cohort = 2) 1: House move, change of residence

if (Starting cohort = 2) 3: Illness

if (Starting cohort = 2) 4: Spent time at school abroad

if (Starting cohort = 2) 7: Postponement of school attendance if (Starting cohort = 2) 6: Other reasons

if (Starting cohort = 5) 1: House move, change of residence

if (Starting cohort = 5) 2: regular change to next stage of education

if (Starting cohort = 5) 3: Illness

if (Starting cohort = 5) 4: Spent time at school abroad

if (Starting cohort = 5) 5: Finished school with qualification

if (Starting cohort = 5) 6: Other reasons

Variables

p723130

Reason for change of school

spParentSchool

57119 What was the reason for the interruption to schooling?*Do not read out, note the appropriate code*Illness [3] ☐Other reasons [6] ☐Finished school with school-leaving qualification [5] ☐Postponement of school attendance [7] ☐House move, change of residence [1] ☐Spent time at school abroad [4] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 57122

*if (Starting cohort = 2) 1: House move, change of residence**if (Starting cohort = 2) 3: Illness**if (Starting cohort = 2) 4: Spent time at school abroad**if (Starting cohort = 2) 7: Postponement of school attendance**if (Starting cohort = 2) 6: Other reasons**if (Starting cohort = 5) 1: House move, change of residence**if (Starting cohort = 5) 3: Illness**if (Starting cohort = 5) 4: Spent time at school abroad**if (Starting cohort = 5) 5: Finished school with qualification**if (Starting cohort = 5) 6: Other reasons***Variables**

| | | |
|---------|--------------------------------------|----------------|
| p723140 | Reason for interruption to schooling | spParentSchool |
|---------|--------------------------------------|----------------|

57120 What was the reason for the change of school sector?*Do not read out, note the appropriate code*Not challenging enough [2] ☐Too challenging [1] ☐Other reasons [3] ☐Refused
[-97] ☐Don't know [-98] ☐*if (57120 = 3) goto 57121**if (57120 = 1, 2, -97, -98) goto 57122***Variables**

| | | |
|---------|--|----------------|
| p723200 | Reason for the change of school sector | spParentSchool |
|---------|--|----------------|

10 School profile

58102 Now we would like to talk about wishes and expectations with regard to school-leaving qualifications.

Condition: if (57908 <> 2)

58102 No matter which school <target child's name> is currently attending, and how good their grades are: what school-leaving qualification would you like for him?

Condition: if (57908 = 2)

58102 No matter which school <target child's name> is currently attending, and how good their grades are: what school-leaving qualification would you like for her?

Read out options

Leave school without any qualification [1] ☐

Abitur [higher education entrance qualification] [4] ☐

Leaving certificate from the Hauptschule [basic secondary school] [2] ☐

Leaving certificate from the Realschule secondary school] [3] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 58103

Variables

| | | |
|---------|---|---------|
| p31035a | Ideal education aspiration - highest school-leaving qualification | pParent |
|---------|---|---------|

58103 And considering everything you know now: What qualification will <target child's name> actually leave school with?

Read out options

Abitur [higher education entrance qualification] [4] ☐

Leave school without any qualification [1] ☐

Leaving certificate from the Hauptschule [basic secondary school] [2] ☐

Leaving certificate from the Realschule secondary school] [3] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 58104

Variables

| | | |
|---------|---|---------|
| p31135a | Realistic educational aspiration - highest school-leaving qualification | pParent |
|---------|---|---------|

Condition: if (Erstbefragte = 1)

58104 Has <target child's name> ever repeated a school year or stayed down a year?

Condition: if (Erstbefragte = 2)

58104 Since our last interview in <01909/01907>, has <target child's name> repeated a year or stayed down a year?Yes [1] ☐No [2] ☐Refused
[-97] ☐Don't know [-98] ☐*if (58104 = 1) goto 58105**if (58104 <> 1) & (Special school parents = 2) goto 58106**if (58104 <> 1) & (First-time interviewees = 1) & (Special school parents = 1) & (ANY(57112 = 9)) goto 58111**if (58104 <> 1) & (First-time interviewees = 1) & (Special school parents = 1) & (ALL(57112 <> 9)) goto 58108**if (58104 <> 1) & (First-time interviewees = 2) & (Special school parents = 1) goto 58111*

Variables

p725000

Repeated a year

pParent

58105 Which school year did <target child's name> repeat?*Do not read out the options, multiple answers allowed.*

| | Specified [1] | Not specified [0] |
|--|--------------------------|--------------------------|
| Which school year did <target child's name> repeat: 1st grade? | <input type="checkbox"/> | <input type="checkbox"/> |
| Which school year did <target child's name> repeat: 2nd grade? | <input type="checkbox"/> | <input type="checkbox"/> |
| Which school year did <target child's name> repeat: 3rd grade? | <input type="checkbox"/> | <input type="checkbox"/> |
| Which school year did <target child's name> repeat: 4th grade? | <input type="checkbox"/> | <input type="checkbox"/> |
| Which school year did <target child's name> repeat: 5th grade? | <input type="checkbox"/> | <input type="checkbox"/> |
| Which school year did <target child's name> repeat: 6th grade? | <input type="checkbox"/> | <input type="checkbox"/> |
| Which school year did <target child's name> repeat: refused | <input type="checkbox"/> | <input type="checkbox"/> |
| Which school year did <target child's name> repeat: don't know? | <input type="checkbox"/> | <input type="checkbox"/> |
| Which school year did <target child's name> repeat: don't want to talk about it? | <input type="checkbox"/> | <input type="checkbox"/> |

*if (First-time interviewees =2) & (Special school parents = 1) goto 58111**if (Special school parents = 2) goto 58106**if (First-time interviewees = 1) & (Special school parents = 1) &(ANY(57112= 9)) goto 58111**if (First-time interviewees= 1) & (Special school parents = 1) &(ALL(57112 <> 9)) goto 58108***Variables**

| | | |
|---------|-----------|---------|
| p725001 | 1st grade | pParent |
| p725002 | 2nd grade | pParent |
| p725003 | 3rd grade | pParent |
| p725004 | 4th grade | pParent |
| p725005 | 5th grade | pParent |
| p725006 | 6th grade | pParent |

Condition: if (Erstbefragte = 1)

58106 Has <target child's name> ever skipped a year?

Condition: if (Erstbefragte = 2)

58106 Since our last interview in <intm/intj> has <target child's name> skipped a year?Yes [1] ☐No [2] ☐Refused
[-97] ☐Don't know [-98] ☐*if (58106 = 1) goto 58107**if (58106 <> 1) & (First-time interviewees = 1) & ((ANY((57116 = 1) & (57112 <> 1,2))) OR (ALL(57116 <> 1)))*
*goto 58108**if (58106 <> 1) & (First-time interviewees = 1) & (ANY((57116 = 1) & (57112 = 1,2))) goto 58110**if (58106 <> 1) & (First-time interviewees = 2) goto 58110***Variables**

p726000

Skipped a year

pParent

58107 Which school year did <target child's name> skip?*Do not read out the options, multiple answers allowed.*

| | Specified [1] | Not specified [0] |
|--|--------------------------|--------------------------|
| Which school year did <target child's name> skip: 1st grade? | <input type="checkbox"/> | <input type="checkbox"/> |
| Which school year did <target child's name> skip: 2nd grade? | <input type="checkbox"/> | <input type="checkbox"/> |
| Which school year did <target child's name> skip: 3rd grade? | <input type="checkbox"/> | <input type="checkbox"/> |
| Which school year did <target child's name> skip: 4th grade? | <input type="checkbox"/> | <input type="checkbox"/> |
| Welches Schuljahr hat <Name des Zielkinds> übersprungen: 5. Klasse? | <input type="checkbox"/> | <input type="checkbox"/> |
| Which school year did <target child's name> skip: 6th grade? | <input type="checkbox"/> | <input type="checkbox"/> |
| Which school year did <target child's name> skip: answer declined? | <input type="checkbox"/> | <input type="checkbox"/> |
| Which school year did <target child's name> skip: don't know? | <input type="checkbox"/> | <input type="checkbox"/> |
| Which school year did <target child's name> skip: don't want to talk about it? | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>if (First-time interviewees = 2) goto 58110</i> <i>if (First-time interviewees = 1) & ((ANY((57116 = 1) & (57112 <> 1, 2))) OR (ALL(57116 <> 1))) goto 58108</i> <i>if (First-time interviewees = 1) & (ANY((57116 = 1) & (57112 = 1, 2))) goto 58110</i> | | |

| Variables | | |
|-----------|-----------|---------|
| p726001 | 1st grade | pParent |
| p726002 | 2nd grade | pParent |
| p726003 | 3rd grade | pParent |
| p726004 | 4th grade | pParent |
| p726005 | 5th grade | pParent |
| p726006 | 6th grade | pParent |

58108 If you think back to the transition after elementary school: In 4th grade, was a particular secondary school or form of education recommended for <target child's name>?

If the respondent indicates that there was still no recommendation for a secondary school (elementary school not finished yet) please use the BUTTON! This means a written recommendation from the school, or, failing that, a verbal recommendation from an individual teacher at a parent / teacher meeting.

Yes [1] ☐

No [2] ☐

not true [-93] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (58108 = 1) goto 58109

if (58108 = 2, -93, -97, -98) & (Special school parents = 2) goto 58110

if (58108 = 2, -93, -97, -98) & (Special school parents = 1) goto 58111

Variables

| | | |
|---------|---|---------|
| p727000 | Recommendation of a secondary school or form of education | pParent |
|---------|---|---------|

58110 Was it found that <target child's name> had a special educational need, either before school or in the course of their time at school?

Yes [1] ☐

No [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (58110 = 1) & (First-time interviewees = 1) goto 58111

if (58110 = 1) & (First-time interviewees = 2) goto 58114

if (58110 = 2, -97, -98) goto 58119

Variables

| | | |
|---------|--|---------|
| p728000 | Establishment of special educational needs | pParent |
|---------|--|---------|

Condition: if (FörderschuleItern = 1)

58111 Now, when you think back to the recommendation for attending a special school: What type of special needs education was recommended for <name of target child>? [MF] A special area focused on ...

Condition: if (FörderschuleItern <> 1)

58111 What type of special educational needs were recommended for <name of target child>? [MF] A special area focused on ...

None of the above [-20] ☐

Refused [-97] ☐

Don't know [-98] ☐

| | Not specified [0] | Specified [1] | None of the above [-20] | Refused [-97] | Don't know [- 98] |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| ... Learning (learning aid)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>None of the above [-20]</i> | | <input type="checkbox"/> | | | |
| <i>Refused [-97]</i> | | <input type="checkbox"/> | | | |
| <i>Don't know [-98]</i> | | <input type="checkbox"/> | | | |
| ... Language (speech therapy school)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>None of the above [-20]</i> | | <input type="checkbox"/> | | | |
| <i>Refused [-97]</i> | | <input type="checkbox"/> | | | |
| <i>Don't know [-98]</i> | | <input type="checkbox"/> | | | |
| ... Physical and motor development (physically disabled) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>None of the above [-20]</i> | | <input type="checkbox"/> | | | |
| <i>Refused [-97]</i> | | <input type="checkbox"/> | | | |
| <i>Don't know [-98]</i> | | <input type="checkbox"/> | | | |
| ... Emotional and social development (educational support)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>None of the above [-20]</i> | | <input type="checkbox"/> | | | |
| <i>Refused [-97]</i> | | <input type="checkbox"/> | | | |
| <i>Don't know [-98]</i> | | <input type="checkbox"/> | | | |
| ... Mental development (mentally disabled)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>None of the above [-20]</i> | | <input type="checkbox"/> | | | |
| <i>Refused [-97]</i> | | <input type="checkbox"/> | | | |
| <i>Don't know [-98]</i> | | <input type="checkbox"/> | | | |
| ... Vision (visually impaired, blind)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>None of the above [-20]</i> | | <input type="checkbox"/> | | | |
| <i>Refused [-97]</i> | | <input type="checkbox"/> | | | |
| <i>Don't know [-98]</i> | | <input type="checkbox"/> | | | |
| ... Auditory (hearing-impaired, hard of hearing, deaf)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>None of the above [-20]</i> | | <input type="checkbox"/> | | | |
| <i>Refused [-97]</i> | | <input type="checkbox"/> | | | |
| <i>Don't know [-98]</i> | | <input type="checkbox"/> | | | |
| ... Autism? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| None of the above [-20] | <input type="checkbox"/> | | | | | |
| Refused [-97] | <input type="checkbox"/> | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | |
| Refused | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None of the above [-20] | <input type="checkbox"/> | | | | | |
| Refused [-97] | <input type="checkbox"/> | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | |
| Don't know | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None of the above [-20] | <input type="checkbox"/> | | | | | |
| Refused [-97] | <input type="checkbox"/> | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | |
| None of the above | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| if (Special school parents = 1) & (First-time interviewees = 2) goto 58114 if (Special school parents = 1) & (First-time interviewees =1) goto 58112 if (Special school parents = 2) goto 58112 | | | | | | |

| Variables | | |
|-----------|--|---------|
| p72801a | Determination of special educational needs: learning | pParent |
| p72801b | Determination of special educational needs: language | pParent |
| p72801c | Determination of special educational needs: physical and motor development | pParent |
| p72801d | Determination of special educational needs: emotional and social development | pParent |
| p72801e | Determination of special educational needs: mental development | pParent |
| p72801f | Determination of special educational needs: vision | pParent |
| p72801g | Determination of special educational needs: auditory | pParent |
| p72801h | Determination of special educational needs: autism | pParent |

**58112 When were the special educational needs of <name of target child> determined?
Please state the month and year.**

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|_|_|_| Month

Range: 0 - 12

|_|_|_|_| Year

Range: 1,900 - 9,999

*if (Special school parents = 1) goto 58114
if (Special school parents = 2) goto 58113*

Variables

| | | |
|---------|--|---------|
| p72802m | Date of determination of special educational needs (month) | pParent |
| p72802y | Date of determination of special educational needs (year) | pParent |

58113 Does your child currently receive special pedagogical remedial teaching?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 58114

Variables

| | | |
|---------|---------------------------------------|---------|
| p728040 | Special pedagogical remedial teaching | pParent |
|---------|---------------------------------------|---------|

58114 Was learning in an integrated class recommended for <name of target child>?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

*if (Special school parents = 2) goto 58119
if (Special school parents = 1) goto 58120*

Variables

| | | |
|---------|----------------------------------|---------|
| p728030 | Recommendation integration class | pParent |
|---------|----------------------------------|---------|

58119 As you perhaps know, at some schools there are integration and cooperation classes. Pupils with and without special educational needs learn together in one class. Does <target child's name> attend a class like this with joint lessons?

If the respondent has questions regarding their understanding of "special educational needs": Special educational needs means that these children have a reduced ability to learn, see, hear, behave, or with regard to language, or exhibit a physical disability.

Yes [1] ☐

No [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 58120

Variables

| | | |
|---------|--|---------|
| p190400 | Joint lessons - attendance of a joint lesson class | pParent |
|---------|--|---------|

Condition: if (Förderschuleltern = 2 & 58119 = 1)

58120 What is your opinion of the fact that <target child's name> is taught in a class like this?

Condition: if (Förderschuleltern = 1) OR (Förderschuleltern = 2 & 58119 <> 1)

58120 What was your opinion of the fact that <target child's name> was taught in a class like this?

Read out options

Rather poor [2] ☐

Rather good [3] ☐

Good [4] ☐

Poor [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (First-time interviewees =1) goto 58115

if (First-time interviewees =2) goto 58116

Variables

| | | |
|---------|-------------------------------|---------|
| p190401 | Joint lessons - opinion of JL | pParent |
|---------|-------------------------------|---------|

| | |
|---|--------------------------|
| 58115 Was <name of target child> diagnosed with a reading-spelling weakness, also called dyslexia? | |
| <i>Also called LRS. This may be attributable to a grade suspension in the subject German.</i> | |
| Yes [1] | <input type="checkbox"/> |
| No [2] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| goto 58116 | |

| Variables | | |
|-----------|-------------------|---------|
| p728050 | Determination LRS | pParent |

| | |
|--|--------------------------|
| 58116 What grade did <target child's name> achieve in last year's annual report in mathematics? | |
| <i>If a different grading system was used, please allocate.</i> | |
| Good [2] | <input type="checkbox"/> |
| Adequate [4] | <input type="checkbox"/> |
| Unsatisfactory [6] | <input type="checkbox"/> |
| Very good [1] | <input type="checkbox"/> |
| Satisfactory [3] | <input type="checkbox"/> |
| Poor [5] | <input type="checkbox"/> |
| No grade given [-20] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| goto 58117 | |

| Variables | | |
|-----------|-----------------------------------|---------|
| p724102 | Annual report grade - mathematics | pParent |

59117 What grade did <target child's name> achieve in last year's annual report in German?*If a different grading system was used, please allocate.*Adequate [4] ☐Satisfactory [3] ☐Very good [1] ☐Good [2] ☐Unsatisfactory [6] ☐Poor [5] ☐No grade given [-20] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 58118Z

Variables

p724101

Annual report grade - German

pParent

15 Coping with the school day**48101 Now I would like to ask you some questions about <target child's name>'s school day.
To what extent do the following statements apply to <target child's name>**

Condition: if (57908 <> 2)

48101 <Target child's name> mainly gets his homework done independently.

Condition: if (57908 = 2)

48101 <Target child's name> mainly gets her homework done independently.*Read out the options If the child does not have homework, please use the appropriate button.*Applies completely [4] ☐Does not really apply [2] ☐Applies to some extent [3] ☐Does not apply at all [1] ☐No homework [-20] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 48102

Variables

pb00010

Coping with the school day - independence 1

pParent

| | |
|--|--------------------------|
| 48102 <Target child> likes going to school. | |
| <i>Read out the options</i> | |
| Applies completely [4] | <input type="checkbox"/> |
| Does not really apply [2] | <input type="checkbox"/> |
| Applies to some extent [3] | <input type="checkbox"/> |
| Does not apply at all [1] | <input type="checkbox"/> |
| <i>Refused [-97]</i> | <input type="checkbox"/> |
| <i>Don't know [-98]</i> | <input type="checkbox"/> |
| <i>goto 48103</i> | |

| Variables | | |
|-----------|---|---------|
| pb00020 | Coping with the school day - Likes learning | pParent |

| | |
|---|--------------------------|
| Condition: if (57908 <> 2) | |
| 48103 <Target child's name> is careful with his school materials | |
| Condition: if (57908 = 2) | |
| 48103 <Target child's name> is careful with her school materials | |
| <i>Only read out the options if needed</i> | |
| Applies completely [4] | <input type="checkbox"/> |
| Does not really apply [2] | <input type="checkbox"/> |
| Applies to some extent [3] | <input type="checkbox"/> |
| Does not apply at all [1] | <input type="checkbox"/> |
| <i>Refused [-97]</i> | <input type="checkbox"/> |
| <i>Don't know [-98]</i> | <input type="checkbox"/> |
| <i>goto 48104</i> | |

| Variables | | |
|-----------|---|---------|
| pb00030 | Coping with the school day - Readiness for exertion 1 | pParent |

48104 <Target child's name> has integrated well into the class.*Only read out the options if needed*Applies completely [4] ☐Does not really apply [2] ☐Applies to some extent [3] ☐Does not apply at all [1] ☐Refused
[-97] ☐Don't know [-98] ☐if (48101 = -20) goto 48106
if (48101 <> -20) goto 48105**Variables**

pb00040 Coping with the school day - social integration class 1 pParent

48105 <Target child's name> needs a lot of support with homework.*Only read out the options if needed If the child does not have homework, please use the appropriate button.*Applies completely [4] ☐Does not really apply [2] ☐Applies to some extent [3] ☐Does not apply at all [1] ☐No homework [-20] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 48106

Variables

pb00050 Coping with the school day - independence 2 pParent

48106 <Target child's name> thinks school is fun.*Only read out the options if needed*Applies completely [4] ☐Does not really apply [2] ☐Applies to some extent [3] ☐Does not apply at all [1] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐*goto 48107***Variables**

| | | |
|---------|---|---------|
| pb00060 | Coping with the school day - likes learning 2 | pParent |
|---------|---|---------|

Condition: if (57908 <> 2)

48107 <Target child's name> does all his work very carefully.

Condition: if (57908 = 2)

48107 <Target child's name> does all her work very carefully.*Only read out the options if needed*Applies completely [4] ☐Does not really apply [2] ☐Applies to some extent [3] ☐Does not apply at all [1] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐*goto 48108***Variables**

| | | |
|---------|---|---------|
| pb00070 | Coping with the school day - Readiness for exertion 2 | pParent |
|---------|---|---------|

48108 <Target child's name> is friends with many of the children in the class.*Only read out the options if needed*Applies completely [4] ☐Does not really apply [2] ☐Applies to some extent [3] ☐Does not apply at all [1] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 48110

Variables

pb00080 Coping with the school day - social integration class 2 pParent

48110 <Target child's name> finds many school tasks easy.*Only read out the options if needed*Applies completely [4] ☐Does not really apply [2] ☐Applies to some extent [3] ☐Does not apply at all [1] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 48111

Variables

pb00090 Independence 3 - Child finds many tasks at school easy. pParent

48111 <Target child's name> really enjoys learning at school.*Only read out the options if needed*Applies completely [4] ☐Does not really apply [2] ☐Applies to some extent [3] ☐Does not apply at all [1] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐*goto 48112***Variables**

| | | |
|---------|--|---------|
| pb00100 | Joy of learning 3 - Child enjoys learning at school. | pParent |
|---------|--|---------|

Condition: if (57908 <> 2)

48112 <Target child's name> gives up easily when he finds something difficult.

Condition: if (57908 = 2)

48112 <Target child's name> gives up easily when she finds something difficult.*Only read out the options if needed*Applies completely [4] ☐Does not really apply [2] ☐Applies to some extent [3] ☐Does not apply at all [1] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐*goto 48113***Variables**

| | | |
|---------|---|---------|
| pb00110 | Coping with the school day - Readiness for exertion 3 | pParent |
|---------|---|---------|

48113 <Target child's name> has made made new friends in their class.

Only read out the options if needed

Applies completely [4] ☐

Does not really apply [2] ☐

Applies to some extent [3] ☐

Does not apply at all [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 48109Z

Variables

| | | |
|---------|--|---------|
| pb00120 | Social integration class 3 - Child found new friends in class. | pParent |
|---------|--|---------|

21 Big Five

53113 / [ITEMBAT]

53114 / For the following opposing characteristics we would like you to indicate which is more
53115 / applicable to <target child's name>. You can grade how strongly the characteristics
53116 / apply using numbers from 0 to 10. A low number means the first characteristic is more
53117 / applicable, and a high one means the second is more applicable.

53118 /

53119 /

53120 /

53121 /

53122

Do not read out the optionsIf it is difficult to allocate: "We are really looking at an overall picture of your child. Please try to judge the typical behaviour of your child in everyday situations"

Refused [-97] ☐

Don't know [-98] ☐

| | is quiet [0] | is talkative [10] | Refused [-97] | Don't know [-98] |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Please judge the following two characteristics with regard to <target child's name> ... from 0 "is quiet" to 10 "is talkative". | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refused [-97] ☐

Don't know [-98] ☐

| | is untidy [0] | is tidy [10] | Refused [-97] | Don't know [-98] |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Please judge the following two characteristics with regard to <target child's name> From 0 "is untidy" to 10 "is tidy". | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---|----------------------------|---------------------------|--------------------------|--------------------------|
| Refused [-97] | <input type="checkbox"/> | | | |
| Don't know [-98] | <input type="checkbox"/> | | | |
| | is good-natured [0] | is irritable [10] | Refused [-97] | Don't know [-98] |
| Please judge the following two characteristics with regard to <target child's name> From 0 "is good-natured" to 10 "is irritable". | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> | | | |
| Don't know [-98] | <input type="checkbox"/> | | | |
| | is not very interested [0] | hungry for knowledge [10] | Refused [-97] | Don't know [-98] |
| Please judge the following two characteristics with regard to <target child's name> From 0 "is not very interested" to 10 "hungry for knowledge". | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> | | | |
| Don't know [-98] | <input type="checkbox"/> | | | |
| | lacks confidence [0] | is confident [10] | Refused [-97] | Don't know [-98] |
| Please judge the following two characteristics with regard to <target child's name> From 0 "lacks confidence" to 10 "is confident". | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> | | | |
| Don't know [-98] | <input type="checkbox"/> | | | |
| | is withdrawn [0] | is sociable [10] | Refused [-97] | Don't know [-98] |
| Please judge the following two characteristics with regard to <target child's name> From 0 "is withdrawn" to 10 "is sociable". | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> | | | |
| Don't know [-98] | <input type="checkbox"/> | | | |
| | is easily distracted [0] | can concentrate [10] | Refused [-97] | Don't know [-98] |
| Please judge the following two characteristics with regard to <target child's name> From 0 "is easily distracted" to 10 "can concentrate". | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> | | | |
| Don't know [-98] | <input type="checkbox"/> | | | |

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | is stubborn [0] | is obedient [10] | Refused [-97] | Don't know [-98] |
| Please judge the following two characteristics with regard to <target child's name> From 0 "is stubborn" to 10 "is obedient". | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused [-97] | | <input type="checkbox"/> | | |
| Don't know [-98] | | <input type="checkbox"/> | | |
| | needs time [0] | understands quickly [10] | Refused [-97] | Don't know [-98] |
| Please judge the following two characteristics with regard to <target child's name> From 0 "need time" to 10 "understands quickly". | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused [-97] | | <input type="checkbox"/> | | |
| Don't know [-98] | | <input type="checkbox"/> | | |
| | doesn't worry [0] | worries [10] | Refused [-97] | Don't know [-98] |
| Please judge the following two characteristics with regard to <target child's name> From 0 "doesn't worry" to 10 "worries". | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| goto 53123Z | | | | |

| Variables | | |
|------------|---|---------|
| p66802a_g1 | Big Five: extraversion | pParent |
| p66802b_g1 | Big Five: Conscientiousness | pParent |
| p66802c_g1 | Big Five: Agreeableness | pParent |
| p66802d_g1 | Big Five: Openness/intellect | pParent |
| p66802e_g1 | Big Five: Neuroticism | pParent |
| p66802a | Big Five parental judgement: quiet - talkative | pParent |
| p66802b | Big Five parental judgement: untidy - tidy | pParent |
| p66802c | Big Five parental judgement: good-natured - irritable | pParent |
| p66802d | Big Five parental judgement: not very interested - hungry for knowledge | pParent |
| p66802e | Big Five parental judgement: lacks confidence - confident | pParent |
| p66802f | Big Five parental judgement: withdrawn - sociable | pParent |
| p66802g | Big Five parental judgement: easily distracted - can concentrate | pParent |
| p66802h | Big Five parental judgement: stubborn - obedient | pParent |
| p66802i | Big Five parental judgement: needs time - understands quickly | pParent |
| p66802j | Big Five parental judgement: doesn't worry - worries | pParent |

24 German lessons

Condition: if (01906 <> 2)

16101 We come now to the subject of German lessons. I will read out some statements. In
 (16104, each case can you please tell me whether you disagree completely, disagree slightly,
 16105, slightly agree or completely agree.[ITEMbatt]E4_05: I think it is important that <target
 16106, child's name> can write text without mistakes.E4_06_2: Knowing how to write
 16107, accurately isn't so important these days, since the computer helps you write.E4_07:
 16100, <Target child's name> can only learn a lot if he also likes reading.E4_08: <Target
 16103) child's name> will only have good career prospects later if he can read well.E4_04:
 <Target child's name> should work hard in German class. E4_04: <Target child's
 name> should learn to look for information from the internet in German class

Condition: if (01906 = 2)

16101 We come now to the subject of German lessons. I will read out some statements. In
 (16104, each case can you please tell me whether you disagree completely, disagree slightly,
 16105, slightly agree or completely agree.[ITEMbatt]E4_05: I think it is important that <target
 16106, child's name> can write text without mistakes.E4_06_2: Knowing how to write
 16107, accurately isn't so important these days, since the computer helps you write.E4_07:
 16100, <Target child's name> can only learn a lot if he also likes reading.E4_08: <Target
 16103) child's name> will only have good career prospects later if they can read well.E4_04:
 <Target child's name> should work hard in German class. E4_04: <Target child's
 name> should learn to look for information from the internet in German class

Only read out the possible answers the first two times, then only if needed

| | | | | | | |
|------------------|--------------------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Refused [-97] | <input type="checkbox"/> | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | |
| | Disagree [1] | Rather disagree [2] | Rather agree [3] | Agree [4] | Refused [-97] | Don't know [- 98] |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| goto 16108Z | | | | | | |

| Variables | | |
|-----------|--|---------|
| pd0300g | Statements about German lessons: agreement: think it is important that TC can write text accurately, | pParent |
| pd0400g | Statements about German lessons: agreement: Knowing how to write accurately isn't so important these days, since the computer helps you write. | pParent |
| pd0500g | Statements about German lessons: agreement: TC can only learn a lot if they can read well | pParent |
| pd0600g | Statements about German lessons: agreement: only good career prospects if TC reads a lot. | pParent |
| pd0100g | Statements about German lessons: agreement: TC should work hard in German class. | pParent |
| pd0200g | Statements about German lessons: agreement: TC should how to look for information from the internet in German class | pParent |

25 special language tuition migration

This module only goes to respondents with another language of origin in the family other than German (preP41599 = 1)

| 59102 Now we would like to look at lessons or special classes in German which go beyond the normal teaching the school. We do !!not!! mean private German tuition. Is <target child's name> currently receiving additional German lessons of this kind? | |
|--|-----------------------------------|
| <i>If there are any questions: We mean German lessons which go beyond the regular teaching in the school, and all special teaching measures to improve knowledge of the German language.</i> | |
| Yes [1] | <input type="checkbox"/> |
| No [2] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| if (59102 = 1) goto 59103 if (59102 = 2, -97, -98) goto 59115Z | |
| Variables | |
| p416200 | Additional lessons German pParent |

59103 Where does <target child's name> receive these lessons?*Read out the options*In school and outside the school [3] ☐In school [1] ☐Outside the school [2] ☐Refused
[-97] ☐Don't know [-98] ☐*if (59103 = 1, 3) goto 59104**if (59103 = 2) goto 59106**if (59103 = -97, -98) goto 59115Z***Variables**

| | | |
|---------|--------------------------------------|---------|
| p416201 | Additional lessons German: framework | pParent |
|---------|--------------------------------------|---------|

Condition: if (59103 = 1)

59104 Since when has <target child's name> been receiving these additional lessons in German? Please tell me the month and year.

Condition: if (59103 = 3)

59104 Since when has <target child's name> been receiving these additional lessons in German in school? Please tell me the month and year.*If the respondent is not sure about the month: "Please tell me approximately what month that was"*

|_|_|_| Month

Range: 0 - 99

|_|_|_|_| Year

Range: 0 - 9,999

*goto 59105***Variables**

| | | |
|---------|---|---------|
| p41622m | additional lessons: German (institutional) since: month | pParent |
|---------|---|---------|

| | | |
|---------|--|---------|
| p41622y | additional lessons: German (institutional) since: year | pParent |
|---------|--|---------|

Condition: if (59103 = 1)

59105 How many hours per week do these special German lessons comprise?

Condition: if (59103 = 3)

59105 How many hours per week do these special German lessons in school comprise?

If the number of hours this special language tuition comprises varies per week at different times, please give the average. "Please tell me the average number of hours per week".

|_|_| Hours

Range: 0 - 99

if (59103 = 3) goto 59106

if (P41621 = 1) goto 59115Z

Variables

| | | |
|---------|--|---------|
| p416220 | additional lessons: German (institutional) scope (hours) | pParent |
|---------|--|---------|

Condition: if (59103 = 2)

59106 Since when has <target child's name> been receiving these additional lessons in German? Please tell me the month and year.

Condition: if (59103 = 3)

59106 Since when has <target child's name> been receiving these additional lessons in German outside the school? Please tell me the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was"

|_|_|_| Month

Range: 0 - 99

|_|_|_|_| Year

Range: 0 - 9,999

goto 59107

Variables

| | | |
|---------|---|---------|
| p41621m | Additional lessons: German (outside the institution) since: month | pParent |
| p41621y | Additional lessons: German (outside the institution) since: year | pParent |

Condition: if (59103 = 2)

59107 How many hours per week do these special German lessons comprise?

Condition: if (59103 = 3)

59107 How many hours per week do these additional German lessons outside the school comprise?

If the number of hours this special language tuition comprises varies per week at different times, please give the average. "Please tell me the average number of hours per week".

|_|_| Hours

Range: 0 - 99

goto 59115Z

Variables

| | | |
|---------|--|---------|
| p416210 | Additional lessons: German (outside the institution) scope (hours) | pParent |
|---------|--|---------|

Condition: if (06903 = 54903 OR 06903 = 54904) & (59901 <> 2)

59109 We are also interested in whether <target child's name> is being taught in <06902>. Is <target child's name> currently being taught in <06902>? In our last interview, you told us that your partner learned <06902> as a child in his family. We would also like to know if <target child's name> is being taught in this language. Is <target child's name> currently being taught in <06902>?

Condition: if (06903 = 54903 OR 06903 = 54904) & (59901 = 2)

59109 We are also interested in whether <target child's name> is being taught in <06902>. Is <target child's name> currently being taught in <06902>? In our last interview, you told us that your partner learned <06902> as a child in her family. We would also like to know if <target child's name> is being taught in this language. Is <target child's name> currently being taught in <06902>?

Condition: if (06903 = 54901 OR 06903 = 54902)

59109 We are also interested in whether <target child's name> is being taught in <06902>. Is <target child's name> currently being taught in <06902>? In our last interview, you told us that you learned <06902> as a child in your family. We would also like to know if <target child's name> is being taught in this language. Is <target child's name> currently being taught in <06902>?

Condition: if (06903 = 54905 OR 06903 = 54906) & (01906 <> 2)

59109 We are also interested in whether <target child's name> is being taught in <06902>. Is <target child's name> currently being taught in <06902>? In our last interview, you told us that your partner learned <06902> as a child in the family. We would also like to know if <target child's name> is being taught in this language. Is <target child's name> currently being taught in <06902>?

Condition: if (06903 = 54905 OR 06903 = 54906) & (01906 = 2)

59109 We are also interested in whether <target child's name> is being taught in <06902>. Is <target child's name> currently being taught in <06902>? In our last interview, you told us that <target child's name> learned <06902> as a child in the family. We would also like to know if <target child's name> is being taught in this language. Is <target child's name> currently being taught in <06902>?

If the language of origin inserted does not match the respondent's statement, please say: "I'm sorry. We must have recorded that incorrectly during our last telephone call. Let's just go on with the other questions." We do NOT mean regular school lessons which all pupils go to (e/g/ the school subject English or French).

Yes [1] ☐

No [2] ☐

Partner no longer present [-23] ☐

Other non-German language of origin [-22] ☐

Language of origin German only [-21] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (59109 = 1) goto 59110

if (59109 = 2, -97, -98, -21, -22, -23) goto 59117Z

Variables

p416000

Teaching: L1

pParent

59110 Where does <target child's name> receive these lessons?*Read out the options*In school and outside the school [3] ☐In school [1] ☐Outside the school [2] ☐Refused
[-97] ☐Don't know [-98] ☐*if (59110 = 1, 3) goto 59111**if (59110 = 2) goto 59113**if (59110 = -97, -98) goto 59117Z***Variables**

| | | |
|---------|------------------------|---------|
| p416001 | Teaching: L1 framework | pParent |
|---------|------------------------|---------|

Condition: if (59110 = 1)

59111 Since when has <target child's name> been taught in <06902>? Please tell me the month and year.

Condition: if (59110 = 3)

59111 Since when has <target child's name> been taught in <06902> in school? Please tell me the month and year.*If the respondent is not sure about the month: "Please tell me approximately what month that was"*

|_|_|_|

Range: 0 - 99

|_|_|_|_|_|

Range: 0 - 9,999

*goto 59112***Variables**

| | | |
|---------|---|---------|
| p41602m | Teaching: L1 (institutional) since: month | pParent |
|---------|---|---------|

| | | |
|---------|--|---------|
| p41602y | Teaching: L1 (institutional) since: year | pParent |
|---------|--|---------|

Condition: if (59110 = 1)

59112 How many hours per week does this teaching in <06902> comprise?

Condition: if (59110 = 3)

59112 How many hours per week does this teaching in <06902> in school comprise?

If the number of hours this special language tuition comprises varies per week at different times, please give the average. "Please tell me the average number of hours per week".

|_|_| Hours

Range: 0 - 99

if (59110 = 1) goto 59117Z

if (59110 = 3) goto 59113

Variables

| | | |
|---------|--|---------|
| p416020 | Teaching: L1 (institutional) scope (hours) | pParent |
|---------|--|---------|

Condition: if (59110 = 2)

59113 Since when has <target child's name> been taught in <06902>? Please tell me the month and year.

Condition: if (59110 = 3)

59113 Since when has <target child's name> been taught in <06902> outside the school? Please tell me the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was"

|_|_| Month

Range: 0 - 99

|_|_|_| Year

Range: 0 - 9,999

goto 59114

Variables

| | | |
|---------|---|---------|
| p41601m | Teaching: L1 (outside the institution) since: month | pParent |
| p41601y | Teaching: L1 (outside the institution) since: month | pParent |

Condition: if (59110 = 2)

59114 How many hours per week does this teaching in <06902> comprise?

Condition: if (59110 = 3)

59114 How many hours per week does this teaching in <06902> outside the school comprise?

If the number of hours this special language tuition comprises varies per week at different times, please give the average. "Please tell me the average number of hours per week".

|_|_| Hours

Range: 0 - 99

goto 59117Z

Variables

| | | |
|---------|--|---------|
| p416010 | Teaching: L1 (outside the institution) scope (hours) | pParent |
|---------|--|---------|

26 private tuition

14100 Now I would like to move on to the subject of private tuition. Does <target child's name> currently receive private tuition?

Private tuition includes all external educational, systematic, mainly regular support of pupils to overcome any learning issues or to improve their learning performance. Do not read out the options

No [2] ☐

Yes [1] ☐

Child is receiving irregular private tuition [-20] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (14100 = 1, -20) goto 14101
if (14100 = 2, -97, -98) goto 14110Z

Variables

| | | |
|---------|--|---------|
| p261100 | Private tuition - panel questions - occurrence | pParent |
|---------|--|---------|

14101 [MF] And in what subjects is <target child's name> receiving private tutoring?*Do not read out the options, just allocate: multiple answers allowed.*

| | Not specified [0] | Specified [1] |
|---|--------------------------|--------------------------|
| Mathematics | <input type="checkbox"/> | <input type="checkbox"/> |
| German | <input type="checkbox"/> | <input type="checkbox"/> |
| English | <input type="checkbox"/> | <input type="checkbox"/> |
| French | <input type="checkbox"/> | <input type="checkbox"/> |
| Latin | <input type="checkbox"/> | <input type="checkbox"/> |
| Physics | <input type="checkbox"/> | <input type="checkbox"/> |
| Chemistry | <input type="checkbox"/> | <input type="checkbox"/> |
| Biology | <input type="checkbox"/> | <input type="checkbox"/> |
| other subject / subjects | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused | <input type="checkbox"/> | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>if (14101= 2) goto 14103</i> <i>if (14101<> 2) goto 14104</i> | | |

| Variables | | |
|-----------|---|---------|
| p262101 | Private tuition - panel questions - subject: Mathematics | pParent |
| p262102 | Private tuition - panel questions - subject: German | pParent |
| p262103 | Private tuition - panel questions - subject: English | pParent |
| p262104 | Private tuition - panel questions - subject: French | pParent |
| p262105 | Private tuition - panel questions - subject: Latin | pParent |
| p262106 | Private tuition - panel questions - subject: Physics | pParent |
| p262107 | Private tuition - panel questions - subject: Chemistry | pParent |
| p262108 | Private tuition - panel questions - subject: Biology | pParent |
| p262109 | Private tuition - panel questions - subject: other subject / subjects | pParent |

14103 [MR] What is the main are covered in the private tuition in German?

Do not read out the options, multiple answers allowed.

| | Not specified [0] | Specified [1] |
|---------------------------------|--------------------------|--------------------------|
| Spelling and writing | <input type="checkbox"/> | <input type="checkbox"/> |
| Reading and understanding texts | <input type="checkbox"/> | <input type="checkbox"/> |
| Writing texts | <input type="checkbox"/> | <input type="checkbox"/> |
| Speaking and oral comprehension | <input type="checkbox"/> | <input type="checkbox"/> |
| Grammar | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused | <input type="checkbox"/> | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> | <input type="checkbox"/> |
| Don't want to talk about it | <input type="checkbox"/> | <input type="checkbox"/> |
| goto 14104 | | |

| Variables | | |
|-----------|---|---------|
| pd0100n | Content of private tuition in German: spelling and writing | pParent |
| pd0200n | Content of private tuition in German: reading and understanding texts | pParent |
| pd0300n | Content of private tuition in German: writing texts | pParent |
| pd0400n | Content of private tuition in German: Speaking and oral comprehension | pParent |
| pd0500n | Content of private tuition: Grammar | pParent |

14104 And how many hours in total per week does this private tuition comprise in a normal school week?

If asked: "A normal school week means not during the holidays, or at times when no private tuition takes place for other reasons." Where several subjects are given: "please add all the hours together."

|__|__| Hours per week

Child is receiving irregular private tuition [-20] ☐

Range: 0 - 99

goto 14110Z

| Variables | | |
|-----------|---|---------|
| p261101 | Private tuition - panel questions - scope | pParent |

14105 Where does <target child's name> receive their private tuition?

Read out the options. If the tuition takes place in different venues: "Where does it mainly take place?"

Or somewhere else [6] ☐

Privately, but not in your home [2] ☐

In school [4] ☐

In a youth or community center [5] ☐

Privately, in your home [1] ☐

In a private tuition institute [3] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 14106

Variables

| | | |
|---------|--|---------|
| p269100 | Private tuition - supplementary questions - location | pParent |
|---------|--|---------|

14106 And how is the tuition organized?

Read out the options

in groups of more than 5 pupils [3] ☐

as individual tuition [1] ☐

in small groups of up to 5 pupils maximum [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 14107

Variables

| | | |
|---------|--|---------|
| p269101 | Private tuition - supplementary questions - type of organization | pParent |
|---------|--|---------|

14107 Who gives the tuition*Read out the options*A schoolboy / schoolgirl [3] ☐Another private individual [4] ☐A student [2] ☐A qualified teacher [1] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 14108

Variables

| | | |
|---------|---|---------|
| p269102 | Private tuition - supplementary questions - teacher | pParent |
|---------|---|---------|

14108 How much does the private tuition cost you on average per month?

If asked: if no fixed monthly amount is paid, the respondent should estimate the amount to the best of their ability: Holidays, or other times when no tuition takes place should not be considered. "If you don't pay a fixed amount for the tuition, please estimate the amount as well as you can. Please do not include holidays or other times when no tuition takes place."

|_|_|_|_| Euros per month

Range: 0 - 999

goto 14109

Variables

| | | |
|---------|---|---------|
| p269103 | Private tuition - supplementary questions - costs | pParent |
|---------|---|---------|

14109 In your opinion, how much has <target child's name> improved because of the private tuition?*Read out the options*Not at all [1] ☐A little [2] ☐Very much [4] ☐A lot [3] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 14112Z

Variables

| | | |
|---------|---|---------|
| p262100 | Private tuition - supplementary questions - success | pParent |
|---------|---|---------|

27 Support

Condition: if (01906 <> 2)

17100 [ITEMbatt]E4_10: The following questions look at how often you support <target child's name> with their school work. How often do you buy <target child's name> additional study materials or books, to support their school work?E4-11: How often do you look for information relating to school work on the internet with <target child's name>?E4_12_2: How often do you help <target child's name> with speeches or talks for their school work?E4_09: if you read books with <target child's name> how often do you then talk about them with <target child's name>?

Condition: if (01906 = 2)

17100 [ITEMbatt]E4_10: The following questions look at how often you support <target child's name> with their school work. How often do you buy <target child's name> additional study materials or books, to support their school work?E4-11: How often do you look for information relating to school work on the internet with <target child's name>?E4_12_2: How often do you help <target child's name> with speeches or talks for their school work?E4_09: if you read books with <target child's name> how often do you then talk about them with <target child's name>?

Only read out the possible answers the first two times, then only if needed

| | | | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|--|----------------------------|--------------------------|--------------------------|
| Do not read together [-22] | <input type="checkbox"/> | | | | | | | | |
| TC does not give speeches or talks [-21] | <input type="checkbox"/> | | | | | | | | |
| No internet available [-20] | <input type="checkbox"/> | | | | | | | | |
| Refused [-97] | <input type="checkbox"/> | | | | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | | | | |
| | Never [1] | Rarely [2] | Sometimes [3] | Often [4] | No internet available [-20] | TC does not give speeches or talks [-21] | Do not read together [-22] | Refused [-97] | Don't know [-98] |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do not read together [-22] | <input type="checkbox"/> | | | | | | | | |
| TC does not give speeches or talks [-21] | <input type="checkbox"/> | | | | | | | | |
| No internet available [-20] | <input type="checkbox"/> | | | | | | | | |
| Refused [-97] | <input type="checkbox"/> | | | | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do not read together [-22] | <input type="checkbox"/> | | | | | | | | |
| TC does not give speeches or talks [-21] | <input type="checkbox"/> | | | | | | | | |
| No internet available [-20] | <input type="checkbox"/> | | | | | | | | |
| Refused [-97] | <input type="checkbox"/> | | | | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | |
|--|--|
| Do not read together [-22] | <input type="checkbox"/> |
| TC does not give speeches or talks [-21] | <input type="checkbox"/> |
| No internet available [-20] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| goto 17104Z | |

| Variables | | |
|-----------|---|---------|
| pd0200u | Support (frequency: purchase of additional study materials for TC) | pParent |
| pd0300u | Support (frequency: look for information with TC on the internet) | pParent |
| pd0400u | Support (frequency: support with speeches or talks) | pParent |
| pd0100u | Support (frequency: talk with TC about books we have read together) | pParent |

28 Health

| | | |
|---|--|--|
| 22001 | How would you describe <target child's name>'s health in general? | |
| <i>Read out the options</i> | | |
| Very poor [5] | <input type="checkbox"/> | |
| Average [3] | <input type="checkbox"/> | |
| Very good [1] | <input type="checkbox"/> | |
| Poor [4] | <input type="checkbox"/> | |
| Good [2] | <input type="checkbox"/> | |
| Refused [-97] | <input type="checkbox"/> | |
| Don't know [-98] | <input type="checkbox"/> | |
| if (Starting cohort = 5) goto 22018Z if (Starting cohort = 2) goto 22016 | | |

| Variables | | |
|-----------|------------------------|---------|
| p521000 | Self-assessment health | pParent |

| | |
|------------------|--|
| 22016 | Has <target child's name> ever suffered from the following illnesses? Hay fever |
| Yes [1] | <input type="checkbox"/> |
| No [2] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| goto 22017 | |

| Variables | | |
|-----------|-----------|---------|
| p524100 | Hay fever | pParent |

| | |
|---|--|
| 22017 | Neurodermatitis, i.e. itchy eczema, particularly in the crook of the arm and back of the knee |
| <i>If asked: "Neurodermatitis is characterised by endogenous eczema, or atopic eczema."</i> | |
| No [2] | <input type="checkbox"/> |
| Yes [1] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| goto 22018Z | |

| Variables | | |
|-----------|-----------------|---------|
| p524101 | Neurodermatitis | pParent |

29 Siblings

| |
|--|
| [HELP] Help variable number of siblings |
| __ __ Number of siblings |
| Range: 0 - 99 |

| Variables | | |
|-----------|----------------------------------|---------|
| p732103 | Help variable number of siblings | pParent |

| |
|---|
| [HELP] Help variable number of siblings in the household |
| __ __ Number of siblings in the household |
| Range: 0 - 99 |

| Variables | | |
|-----------|----------------------------------|---------|
| p732104 | Help variable number of siblings | pParent |

Siblings loop

32702 [AUTO] Sibling number

|_|_|_|_|_|_|_|_|_|

Range: 0 - 99,999,999

*if (Starting cohort = K5) & ((Bavaria = 1) OR (Saarland = 1)) goto 32727
if (Starting cohort = K5) & ((Bavaria <> 1) & (Saarland <> 1)) goto 32703
if (Starting cohort = 2) goto 32703*

Variables

| | | |
|---------|----------------|-----------|
| sibling | Sibling number | spSibling |
|---------|----------------|-----------|

Condition: if (32702 = 1)

32727 Before I can ask you some more questions about <target child's name>'s siblings, I must ask you the following questions: Is <target child's name>'s oldest brother or sister younger than 14 years old?

Condition: if (32702 <> 1)

32727 Is <target child's name>'s next youngest brother or sister younger than 14?

If the respondent asks why this is necessary, please answer: "This is due to data protection laws. We may not ask any other questions about siblings who are 14 and older."

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

*if (32727 = 1) & (Saarland <> 1) goto 32703
if (32727 = 1) & (Saarland = 1) goto 32106Zif 32727 = 2, -97, -98 goto 32106Z*

Variables

| | | |
|---------|--------------------------|-----------|
| p732106 | Siblings younger than 14 | spSibling |
|---------|--------------------------|-----------|

32705 And when was <32703> born? Please tell me the month and year

If the respondent is not sure about the month: "Please tell me approximately what month that was"

|_|_|_|_| Month

Child is deceased [-20]

☐

Range: 1 - 12

|_|_|_|_| Year

Child is deceased [-20]

☐

Range: 1,950 - 9,999

if (32705 = -20) goto 32104Z

if (32705 <> -20) goto 32707

Variables

| | | |
|---------|---------------------------------|-----------|
| p73221m | Sibling's date of birth - month | spSibling |
| p73221y | Sibling's date of birth - year | spSibling |

32707 Is <32703> male or female?

If the child's gender is clear from the name, please formulate the question as follows: "I assume that <target child's name> is a boy / girl. Is that correct?"

Male [1]

☐

Female [2]

☐

Child is deceased [-20]

☐

Refused
[-97]

☐

Don't know [-98]

☐

if (32707 = -20) goto 34104Z

if (32707 <> -20) goto 32726

Variables

| | | |
|---------|------------------|-----------|
| p732220 | Sibling's gender | spSibling |
|---------|------------------|-----------|

Condition: if (32707 <> 2)

32726 How is <32703> related to you and to <target child's name>? Is <32703> a biological, half, step, or adoptive brother to <target child's name>, or is <32703> a foster child, or your partner's son?

Condition: if (32707=2)

32726 How is <32703> related to you and to <target child's name>? Is <32703> a biological, half, step, or adoptive sister to <target child's name>, or is <32703> a foster child, or your partner's daughter?

Half brother / half sister [2] ☐

Biological brother / biological sister [1] ☐

Step brother / step sister [3] ☐

Adoptive brother / adoptive sister [4] ☐

Partner's child [6] ☐

Other [7] ☐

Foster child [5] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 32104Z

Variables

| | | |
|---------|------------------------------------|-----------|
| p732230 | Nature of relationship to siblings | spSibling |
|---------|------------------------------------|-----------|

32725 [MR] "What institutions does <32702> attend currently, or who looks after <32702>? Please only tell me about regular care with a duration of at least six hours a week."

Read out the options, Multiple answers allowed.

| | Not specified [0] | Specified [1] |
|--|----------------------|---------------|
|--|----------------------|---------------|

if (intj - 32705 (gegebj) < 8)
kindergarten, child day care center if
(intj - 32705 (gegebj) < 5) or nursery?
<< This also includes parent-child
initiatives, i.e. self-regulating day-
care and centers with parent and/or
youth/child care workers.>>

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|

Play group or parent-child group?
<<Play groups are small groups of
children, mainly under the
supervision of trained education staff,
which take place several times a
week. With regard to a parent-child
groups, parents are present
alongside the trained staff>>

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|

| | | |
|----------|--------------------------|--------------------------|
| Au pair? | <input type="checkbox"/> | <input type="checkbox"/> |
|----------|--------------------------|--------------------------|

| | | |
|-------------------------|--------------------------|--------------------------|
| Qualified child minder? | <input type="checkbox"/> | <input type="checkbox"/> |
|-------------------------|--------------------------|--------------------------|

| | | |
|---|--------------------------|--------------------------|
| Child-minder without specific educational or care training? | <input type="checkbox"/> | <input type="checkbox"/> |
| Relatives, friends or neighbors? | <input type="checkbox"/> | <input type="checkbox"/> |
| if (intj – gebjahr > 4) Elementary school? | <input type="checkbox"/> | <input type="checkbox"/> |
| if (intj – gebjahr > 4) Nursery in the elementary school or the kindergarten? | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused | <input type="checkbox"/> | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> | <input type="checkbox"/> |
| Don't want to talk about it | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>goto 32724</p> <p>if (intj – 32705 (gegebj) < 8) 1: Kindergarten, day-care center</p> <p>if (intj - 32705 (gegebj) < 5) 1: Kindergarten, day-care center or nursery? <<This also includes parent-child initiatives i.e. self-regulating day-care centers and nurseries with parents and/or youth / child care workers.>> Play group or parent-child group? <<Play groups are small groups of children, mainly under the supervision of trained education staff, which take place several times a week. With regard to a parent-child groups, parents are present alongside the trained staff>> 3: Au-pair?4: Qualified child minder?5: Child-minder without specific educational or care training?Relatives, friends or neighbors?</p> <p>if (intj – gebjahr > 4) 7: Elementary school?</p> <p>if (intj – gebjahr > 4) 8:Nursery in the elementary school or kindergarten?</p> | | |

| Variables | | |
|-----------|--|-----------|
| p732301 | Care of siblings, kindergarten day-care center / nursery | spSibling |
| p732302 | Care of siblings: Play group or parent-child group | spSibling |
| p732303 | Care of siblings: Au-pair | spSibling |
| p732304 | Care of siblings: qualified child minder | spSibling |
| p732305 | Care of siblings: Child minder without specific educational or care training | spSibling |
| p732306 | Care of siblings: Relatives, friends or neighbors | spSibling |
| p732307 | Care of siblings: elementary school | spSibling |
| p732308 | Care of siblings: Nursery in the elementary school or kindergarten | spSibling |

32708 Does <32703> currently work full-time, part-time, work on the side or is <32703> non-working?

Training or education periods (school, vocational training, degree) do not count as employment. By "work on the side" we mean jobs of less than 15 hours per week. If someone has two part-time jobs, he/she is considered as working full-time.

| | |
|------------------------|--------------------------|
| Side-job [3] | <input type="checkbox"/> |
| Part-time employed [2] | <input type="checkbox"/> |
| Full-time employed [1] | <input type="checkbox"/> |
| Unemployed [4] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |

if (32708 = 1, 2) goto 32711
 if (32708 = 3, 4) goto 32709
 if (32708 = -97, -98) goto 32711

| Variables | | |
|-----------|----------------------------|-----------|
| p732401 | Employment status siblings | spSibling |

32709 What does <32703> mainly do currently?

Do not read out the options. Please allocate. Only if needed: "For example is he or she at school, on a training course, unemployed or what is he or she doing currently?"

| | |
|---|--------------------------|
| Professional training [6] | <input type="checkbox"/> |
| Higher education [8] | <input type="checkbox"/> |
| Master / foreman technician training [7] | <input type="checkbox"/> |
| Re-training, further education [10] | <input type="checkbox"/> |
| Doctorate [9] | <input type="checkbox"/> |
| On maternity leave / parental leave [11] | <input type="checkbox"/> |
| Housewife / house husband [12] | <input type="checkbox"/> |
| On sick leave / temporarily unable to work [13] | <input type="checkbox"/> |
| something else [16] | <input type="checkbox"/> |
| Short-time working [2] | <input type="checkbox"/> |
| Military or community service, voluntary social / economic / European voluntary service year [15] | <input type="checkbox"/> |
| General school education [5] | <input type="checkbox"/> |
| 1 Euro job, ABM or similar BA/Jobcenter or ARGE job center program [3] | <input type="checkbox"/> |
| Unemployed [1] | <input type="checkbox"/> |
| <i>does not go to school yet [-20]</i> | <input type="checkbox"/> |
| <i>Refused [-97]</i> | <input type="checkbox"/> |
| <i>Don't know [-98]</i> | <input type="checkbox"/> |
| <i>if (32709 = 5) goto 32710</i> <i>if (32709 = -20) goto 32724</i> <i>if (32709 <> 5)& (32709 <> -20) goto 32711</i> | |

Variables

| | | |
|---------|----------------------|-----------|
| p732402 | Non-working siblings | spSibling |
|---------|----------------------|-----------|

32710 What school does <32703> go to?

Only read out the options if needed, otherwise allocate the answers. If at a school abroad: "Approximately what kind of German school does that correspond to?"

elementary school [1] ☐

orientation stage (first two years of secondary education, also known as "Erprobungsstufe") [2] ☐

Hauptschule (school for basic secondary education) [3] ☐

Realschule [4] ☐

Verbundene Haupt- und Realschule (also: Sekundar-, Regel-, Mittel-, Ober- and Wirtschafts-, Erweiterte Realschule and Regionale Schule) [5] ☐

Comprehensive school, incl. integrated schools [6] ☐

Waldorf school, Rudolf Steiner school [7] ☐

Special needs school (incl. so-called "Förderzentrum") [9] ☐

Gymnasium (also Kolleg (full-time classes for adults leading to the Allgemeine Hochschulreife)) [8] ☐

other school [10] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 32724

Variables

p732312

Sibling type of school

spSibling

32711 What is the highest level of general school-leaving qualification that <32703> currently holds?

Only read out the options if needed, otherwise allocate the answers. If "Fachabitur" is given: "Did the Fachabitur allow access to higher education at a university of applied sciences or a university?" If university of applied sciences, then allocate to category 4, if a university, then allocate to category 5. For qualifications gained abroad, please have allocated as follows: "What would the approximate equivalent be in Germany?"

| | |
|---|--------------------------|
| General / subject-specific higher education entrance qualification (Abitur [higher education entrance qualification]/extended Oberschule [former upper secondary school in the GDR] (EOS) 12th grade) [5] | <input type="checkbox"/> |
| Other school-leaving certificate [7] | <input type="checkbox"/> |
| Special needs school-leaving certificate [6] | <input type="checkbox"/> |
| Qualifying leaving certificate of the Hauptschule [basic secondary school] [2] | <input type="checkbox"/> |
| Basic leaving certificate of the Hauptschule [basic secondary school], Volksschule [former name for compulsory school], 8th grade Polytechnische Oberschule [former intermediate secondary school in the GDR] (POS) [1] | <input type="checkbox"/> |
| Certificate of intermediate secondary education (Realschule [intermediate secondary school], Wirtschaftsschule [intermediate secondary school in Bavaria with focus on commerce], entrance qualification for universities of applied sciences or leaving certificate of a Fachoberschule [vocational upper secondary school leading to subject-specific Abitur], Berufsfachschule [full-time vocational school], Fachoberschulreife [entrance qualification for vocational upper secondary schools], 10th grade Polytechnische Oberschule [former intermediate secondary school in the GDR] (POS) [3] | <input type="checkbox"/> |
| Entrance qualification for universities of applied sciences, leaving certificate of the Fachoberschule [vocational upper secondary school leading to subject-specific Abitur] [4] | <input type="checkbox"/> |
| No school-leaving qualification [-20] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| if (32709 = 6) goto 32712 if (32709 = 8) goto 32714 if (32709 <> 6, 8) goto 32716 | |

Variables

| | | |
|---------|--------------------------------------|-----------|
| p732313 | Sibling school-leaving qualification | spSibling |
|---------|--------------------------------------|-----------|

| | |
|---|---|
| 32712 | What kind of training is <32703> currently doing (e.g. an apprenticeship, training as a master or technician, training at a Berufsfachschule, a commercial school or school for health care professionals, training at a Fachschule or training as a civil servant)? |
| Vocational training at a Fachschule [5] | <input type="checkbox"/> |
| Traineeship as a civil servant (civil service examination) [6] | <input type="checkbox"/> |
| other type of vocational training [7] | <input type="checkbox"/> |
| Vocational training at a school for health care professions [4] | <input type="checkbox"/> |
| Vocational training at a Berufsfachschule or commercial school [3] | <input type="checkbox"/> |
| Apprenticeship (skilled worker training course, dual vocational training course; commercial, operational, trade-oriented, agricultural) [1] | <input type="checkbox"/> |
| Apprenticeship to qualify as a master/foreman or as a technician [2] | <input type="checkbox"/> |
| <i>Refused</i> [-97] | <input type="checkbox"/> |
| <i>Don't know</i> [-98] | <input type="checkbox"/> |
| <i>if (32712 = 1, 2, 3, 4, 5, 7, -97, -98) goto 32724</i> <i>if (32712 = 6) goto 32713</i> | |

| Variables | | |
|-----------|----------------------------|-----------|
| p732314 | Sibling's current training | spSibling |

| | |
|--|---|
| 32713 | Is that civil service training for the ordinary, middle, higher or senior grade? |
| <i>Do not ask this question if the type of civil service training is clear from the training stated. In this case allocate the answer without further questioning.</i> | |
| Administrative class [4] | <input type="checkbox"/> |
| Sub-clerical class [1] | <input type="checkbox"/> |
| Clerical class [2] | <input type="checkbox"/> |
| Executive class [3] | <input type="checkbox"/> |
| <i>Refused</i> [-97] | <input type="checkbox"/> |
| <i>Don't know</i> [-98] | <input type="checkbox"/> |
| <i>goto 32724</i> | |

| Variables | | |
|-----------|----------------------------------|-----------|
| p732315 | Sibling's civil service training | spSibling |

32714 Which training institution is <32703> currently studying at? At a Berufsakademie, at a college of public administration, at a Fachhochschule, or a university?College of public administration [2] ☐Berufsakademie [1] ☐Fachhochschule [3] ☐University (also technical, medical, church, teacher training college, veterinary college, music or art college, Gesamthochschule) [4] ☐Other institution [5] ☐Refused [-97] ☐Don't know [-98] ☐

if (32714 = 1, 2, 3, 4) goto 32724
 if (32714 = 5) goto 32715
 if (32714 = -97, -98) goto 32724

Variables

p732316

Sibling's type of further education

spSibling

32716 What is the highest level of school-leaving qualification that <32703> has currently? (This means, for example, has he / she completed an apprenticeship or a masters, or completed a course of study such as a diplom.)

Do not read out the options. Allocate the answers. If the response is not a specific qualification, but an institution: Ask about the qualification: "And what qualification did <32703> receive at this institution?" For qualifications which were obtained abroad, please have allocated as follows: "What would the approximate equivalent be in Germany?"

| | |
|--|--------------------------|
| University of cooperative education without further specific information [12] | <input type="checkbox"/> |
| University of applied sciences, former college of engineering without further specification [14] | <input type="checkbox"/> |
| Semi-skilled vocational training with a company [17] | <input type="checkbox"/> |
| Other certificate of vocational training [21] | <input type="checkbox"/> |
| Leaving certificate from a school for health care professionals [4] | <input type="checkbox"/> |
| Civil service vocational training (civil service examination) [3] | <input type="checkbox"/> |
| Foreman's, technician's certificate [2] | <input type="checkbox"/> |
| Vocational qualification (commercial, corporate, trade-oriented, agricultural) journey person's or assistant's certificate, dual vocational education and training, GDR: skilled worker's certificate [1] | <input type="checkbox"/> |
| Bachelor's degree (e.g. B.A., B.Sc.) [8] | <input type="checkbox"/> |
| Magister, state examination [10] | <input type="checkbox"/> |
| University without further specification [15] | <input type="checkbox"/> |
| Higher education degree (course of studies) without further specification [16] | <input type="checkbox"/> |
| Leaving certificate of Berufsfachschule [full-time vocational school], leaving certificate of a commercial school [5] | <input type="checkbox"/> |
| Leaving certificate of the Fachschule [school for continuing vocational training] in the GDR [7] | <input type="checkbox"/> |
| Leaving certificate of the Fachschule [school for continuing vocational training] (also leaving certificate of the Fachakademie [school for advanced vocational education and the entrance qualification for universities of applied sciences in Bavaria]) [6] | <input type="checkbox"/> |
| Diplom [degree in higher education equivalent to master, pre-Bologna system], Master (M.A.) [9] | <input type="checkbox"/> |
| Award of a doctorate, habilitation [11] | <input type="checkbox"/> |
| College of public administration without further specification [13] | <input type="checkbox"/> |
| GDR: Qualification as a semi-skilled worker [19] | <input type="checkbox"/> |
| <i>no school-leaving qualification [-20]</i> | <input type="checkbox"/> |
| <i>Refused [-97]</i> | <input type="checkbox"/> |
| <i>Don't know [-98]</i> | <input type="checkbox"/> |
| <i>if (32716 = 1, 2, 4, 5, 6, 7, 11, 17, 19, -97, -98, -20) goto 32724</i> <i>if (32716 = 3) goto 32723</i> <i>if (32716 = 8, 9) goto 32720</i> <i>if (32716 = 10 & 32709 = 9) goto 32724</i> <i>if (32716 = 10 & 32709 <> 9) goto 32722</i> <i>if (32716 = 12, 13, 14, 15, 16) goto 32718</i> <i>if (32716 = 21) goto 32717</i> | |

| Variables | | |
|-----------|---|-----------|
| p732318 | Sibling's highest level of school-leaving qualification | spSibling |

32718 What is this qualification called exactly?*Please read out the options.*Magister, state examination [3] ☐Diplom [degree in higher education equivalent to master, pre-Bologna system], Master (e.g. M.A., M.Sc., LL.M) [2] ☐Bachelor (e.g. B.A., B.Sc., B.Eng, LL.B) [1] ☐Other leaving qualification [5] ☐Award of a doctorate [4] ☐Refused [-97] ☐Don't know [-98] ☐*if (32718 = 5) goto 32719**if (32718 = 1) & (32716 = 16) goto 32720**if (32718 = 1) & (32716 <> 16) goto 32724**if (32718 = 2) & (32716 = 14, 15) & (32709 <> 9) goto 32722**if ((32718 = 2) & (32716 = 12, 13)) OR ((32716 = 14, 15) & (32709 = 9)) goto 32724**if (32718 = 2) & (32709 = 9) goto 32724**if (32718 = 2) & (32709 <> 9) goto 32722**if (32718 = 3) goto 32722**if (32718 = 4) goto 32724**if (32718 = -97, -98) & (32716 = 16) goto 32720**if (32718 = -97, -98) & (32716 = 14, 15 & 32709 <> 9) goto 32722**if ((32718 = -97, -98) & (32716 = 12, 13)) OR ((32716 = 14, 15) & (32709 = 9)) goto 32724*

| Variables | | |
|-----------|--|-----------|
| p732320 | Sibling's precise higher education qualification | spSibling |

| | |
|--|--------------------------|
| 32720 And at which institution did <32703> complete this qualification? Was that a Berufsakademie, a college of public administration, a Fachhochschule, or a university? | |
| College of public administration [2] | <input type="checkbox"/> |
| Berufsakademie [1] | <input type="checkbox"/> |
| Fachhochschule [3] | <input type="checkbox"/> |
| University (also technical, medical, church, teacher training college, veterinary college, music or art college, Gesamthochschule) [4] | <input type="checkbox"/> |
| Other institution [5] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| <p>if (32720 = 1, 2) goto 32724 if (32720 = 3, 4) & ((32716 = 8) OR (32718 = 1)) goto 32724 if (32720 = 3, 4) & ((32716 = 9 OR 32718 = 2, 5, -97, -98) & (32709 <> 9)) goto 32722 if (32720 = 3, 4) & ((32716 = 9 OR 32718 = 2, 5, -97, -98) & (32709 = 9)) goto 32724 if (32720 = 5) goto 32721 if (32720 = -97, -98) & ((32716 = 8) OR (32718 = 1)) goto 32724 if (32720 = -97, -98) & ((32716 = 9 OR 32718 = 2, 5, -97, -98) & (32709 <> 9)) goto 32722 if (32720 = -97, -98) & ((32716 = 9 OR 32718 = 2, 5, -97, -98) & (32709 = 9)) goto 32724</p> | |

| Variables | | |
|-----------|---|-----------|
| p732322 | Sibling's training institution (type of higher education institution) | spSibling |

| | |
|---|--------------------------|
| 32722 Has <32703> completed a doctorate, or are they currently in the process of completing a doctorate? | |
| Yes, completed [1] | <input type="checkbox"/> |
| No [3] | <input type="checkbox"/> |
| Yes, in the process of completing one [2] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| goto 32724 | |

| Variables | | |
|-----------|---------------------|-----------|
| p732324 | Sibling's doctorate | spSibling |

32723 Was that the civil service training for the ordinary, middle, higher or senior grade?

Do not ask this question if the type of civil service training is clear from the training stated. In this case allocate the answer without further questioning.

Executive class [3] ☐Administrative class [4] ☐Clerical class [2] ☐Sub-clerical class [1] ☐Refused [-97] ☐Don't know [-98] ☐

goto 32724

Variables

| | | |
|---------|--|-----------|
| p732325 | Sibling's type of civil service training | spSibling |
|---------|--|-----------|

32724 Does <32703> live in your household?Yes [1] ☐No [2] ☐Parents both unknown / deceased [-20] ☐Refused [-97] ☐Don't know [-98] ☐

goto 32106Z

Variables

| | | |
|---------|----------------------------|-----------|
| p732107 | Siblings live with parents | spSibling |
|---------|----------------------------|-----------|

32 Religion

**69102 Faith and religion are part of everyday life for some people. What about you?
Regardless of whether you belong to a religious community, how religious would you say you are?**

Read out the options

Slightly religious [3] ☐

Very religious [4] ☐

Slightly non-religious [2] ☐

Not at all religious [1] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (69102 = -97) goto 69111Z
if (69102 = 1, 2, 3, 4, -98) goto 69103

Variables

| | | |
|---------|---|---------|
| p435000 | Religion and religiousness: religiousness | pParent |
|---------|---|---------|

69103 Do you belong to a faith or religion?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐


if (69103 = 1, -98) goto 69104
if (69102 = 1) & (69103 = 2, -97) goto 69111Z
if (69102 <> 1) & (69103 = 2, -97) goto 69109

Variables

| | | |
|---------|---|---------|
| p435010 | Religion and religiousness: religious affiliation | pParent |
|---------|---|---------|

| | | |
|--|--------------------------|--|
| 69104 What church or religion do you belong to? | | |
| Read out the options. | | |
| Jewish [2] | <input type="checkbox"/> | |
| Christian [1] | <input type="checkbox"/> | |
| Other [4] | <input type="checkbox"/> | |
| Muslim [3] | <input type="checkbox"/> | |
| Refused [-97] | <input type="checkbox"/> | |
| Don't know [-98] | <input type="checkbox"/> | |
| <i>if (69104 = 1) goto 69106</i> <i>if (69104 = 2, -97, -98) goto 69109</i> <i>if (69104 = 3) goto 69107</i> <i>if (69104 = 4) goto 69105</i> | | |

| Variables | | |
|-----------|---|---------|
| p435020 | Religion and religiosity: religious community | pParent |

| | | |
|---|--|--|
| 69105 What other religion do you belong to? | | |
|  | | |
| <hr/> | | |
| goto 69109 | | |

| Variables | | |
|-------------|---|---------|
| p435030_g1R | Religion and religiosity: other religious community | pParent |

Condition: if (64902 <> 2)

69106 Are you Roman Catholic, Protestant, Orthodox, or a member of another Christian religious community?

Condition: if (64902 = 2)

69106 Are you Roman Catholic, Protestant, Orthodox, or a member of another Christian religious community?

Do not read out the options

Roman catholic [1] ☐

Protestant [2] ☐

Member of another Christian religious community [4] ☐

Orthodox (e.g. Greek or Russian Orthodox) [3] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 69109

Variables

| | | |
|---------|---|---------|
| p435040 | Religion and religiousness: Christian religious community | pParent |
|---------|---|---------|

Condition: if (64902 <> 2)

69107 Are you Sunni, Shia, Alevi, or a member of another Muslim religious community?

Condition: if (64902 = 2)

69107 Are you Sunni, Shia, Alevi or a member of another Muslim religious community?

Do not read out the options

Member of another Muslim religious community? [4] ☐

Alevi [3] ☐

Shia [2] ☐

Sunni [1] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 69109

Variables

| | | |
|---------|--|---------|
| p435050 | Religion and religiousness: Muslim religious community | pParent |
|---------|--|---------|

69109 How often do you pray?*Read out the options.*Once a year or less [6] ☐Never [7] ☐Several times a year [5] ☐Several times a month [4] ☐Once a week [3] ☐Every day [1] ☐More than once a week [2] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 69110

Variables

| | | |
|---------|---------------------------------------|---------|
| p435060 | Religion and religiosity: prayer life | pParent |
|---------|---------------------------------------|---------|

Condition: if (69104=1)

69110 Are you active in a church community or similar? For example, do you attend regular meetings or other events there?

Condition: if (69104=2)

69110 Are you active in a synagogue community or similar? For example, do you attend regular meetings or other events there?

Condition: if (69104=3)

69110 Are you active in a mosque community or similar? For example, do you attend regular meetings or other events there?

Condition: if (69104<> 1,2,3)

69110 Are you active in a religious community or group? For example, do you attend regular meetings or other functions there?*Read out the options*Yes [1] ☐No [2] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 69111Z

Variables

| | | |
|---------|---|---------|
| p435070 | Religion and religiousness: active in a community | pParent |
|---------|---|---------|

33 Segmented Assimilation

Module only goes to migrants

| | | |
|---|---|---------|
| 65105 Your mother and father were born in different countries. Which country do you feel closer to - the country of birth of your mother or your father? | | |
| If there is no difference in closeness to the two countries, please record the country which the respondent knows better. | | |
| Father's country of birth [2] | <input type="checkbox"/> | |
| Mother's country of birth [1] | <input type="checkbox"/> | |
| Respondent disagrees [-20] | <input type="checkbox"/> | |
| Refused [-97] | <input type="checkbox"/> | |
| Don't know [-98] | <input type="checkbox"/> | |
| if (65105 = 1, 2) goto 65101 if (65105 = -97, -98, -20) goto 65104Z | | |
| Variables | | |
| p42100x | Selection country of birth mother or father | pParent |

Condition: if (65901=1)

65101 In the last survey you told us about your country of origin. We have some more questions about this. Since coming to Germany, how many times have you visited your country of origin?

Condition: if (65901=2)

65101 In the last survey you told us about your country of origin. We have some more questions about this. Your mother was not born in Germany, but she moved here. How often have you visited your mother's country of origin?

Condition: if (65901=3)

65101 In the last survey you told us about your country of origin. We have some more questions about this. Your father was not born in Germany, but he moved here. How often have you visited your father's country of origin?

Condition: if (65901=4)

65101 In the last survey you told us about your country of origin. We have some more questions about this. Neither your mother or your father were born in Germany, but they moved here. How often have you visited your parents' country of origin?

Condition: if (65901=5)

65101 In the last survey you told us about your country of origin. We have some more questions about this. Neither your mother or your father were born in Germany, but they come from different countries. How often have you visited the country of origin of your mother or your father? I'm interested in the country you have visited more often.

If both countries have been visited equally, record the number for one of the countries. If this is unclear, please ask again. Please do not read out the options, just allocate the answer. If this is unclear, please ask again. If the respondent is not sure, please clarify: "By country of origin, I mean the country where you or your parents were born." If the respondent disagrees: Please use the button and say: I am sorry. We must have recorded that incorrectly during our last telephone conversation. Let's go on with the other questions."

More than 15 times [5]

☐

Six to seven times [3]

☐

One to five times [2]

☐

Not at all so far [1]

☐

Eleven to fifteen times [4]

☐

Respondent disagrees [-20]

☐Refused
[-97]☐

Don't know [-98]

☐

if 65101= -20 goto 65104Z

if 65101 <> -20 goto 65102

Variables

p421000

Number of visits to country of origin

pParent

| | |
|---|--------------------------|
| 65102 What about you at the moment: How long do you think you will stay in Germany? | |
| <i>Please read out the options.</i> | |
| I will leave Germany within the next three years. [2] | <input type="checkbox"/> |
| I will stay here for ever. [1] | <input type="checkbox"/> |
| I will definitely leave Germany sometime, but not in the next three years. [3] | <input type="checkbox"/> |
| <i>Refused</i> [-97] | <input type="checkbox"/> |
| <i>Don't know</i> [-98] | <input type="checkbox"/> |
| <i>goto 65103</i> | |

| Variables | | |
|-----------|---|---------|
| p421010 | How long do you think you will stay in Germany? | pParent |

Condition: if (65901 = 1)

65103 In your area, or that of your parents, how many people migrated to Germany from the same country of origin as you? Is it...

Condition: if (65901 = 2)

65103 In your area, or that of your parents, how many people migrated to Germany from the same country of origin as your mother? Is it...

Condition: if (65901 = 3)

65103 In your area, or that of your parents, how many people migrated to Germany from the same country as your father? Is it...

Condition: if (65901 = 4)

65103 In your area, or that of your parents, how many people migrated to Germany from the same country of origin as your parents? Is that...

Condition: if (65901 = 5 & 65105 = 1)

65103 In your area, or that of your parents, how many people migrated to Germany from the same country of origin as your mother? Is it...

Condition: if (65901 = 5 & 65105 = 2)

65103 In your area, or that of your parents, how many people migrated to Germany from the same country as your father? Is it...

Please read out the options. If the person is unsure, please clarify: "By country of origin, I mean the country where you or your parents were born."

21 to 30 per cent [4] ☐

11 to 20 per cent [3] ☐

over 40 per cent [6] ☐

31 to 40 per cent [5] ☐

none [1] ☐

1 to 10 per cent [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 65104Z

Variables

| | | |
|---------|--|---------|
| p421020 | Percentage of people from the same country of origin in the area | pParent |
|---------|--|---------|

34 Sociodemographics

Condition: if (65105 = -20) OR (65101 = -20)

24001 Since our details about you appear to be incorrectly recorded, I would like to go through this again briefly with you once more. What year were you born in?

Condition: if (Erstbefragte = 1)

24001 Now I would like to get some details about you. What year were you born in?

|_|_|_|_| Year

Range: 0 - 9,999

goto 24002

Variables

| | | |
|---------|----------------------------|---------|
| p73170y | Respondent's year of birth | pParent |
|---------|----------------------------|---------|

24002 Where were you born

In Germany / part of present-day Germany [1] ☐

Abroad / in another country [3] ☐

In the former East Germany [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (24002 = 3) goto 24003

if (24002 <> 3) goto 24005

if 24001 (S3SHSD1J)>1949 1: in Germany

if 24001 (S3SHSD1J)>1949 3: abroad

if 24001 (S3SHSD1J)<1950 1: in a part of the present-day Germany if 24001 (S3SHSD1J)<1950 2: in the former East Germany

if 24001 (S3SHSD1J)<1950 3: in another country

Variables

| | | |
|------------|--|---------|
| p400000_g1 | Respondent's country of birth (Germany/abroad; edited) | pParent |
|------------|--|---------|

| | | |
|---------|--|---------|
| p400000 | Respondent's country of birth (Germany / abroad) | pParent |
|---------|--|---------|

24003 What country were you born in?Country List [999997] ☐Land not in list
[-96] ☐Refused
[-97] ☐Don't know [-98] ☐

if (24003 = -96) goto 24004
 if (24003 <> -96) goto 24011

Variables

| | | |
|-------------|--|---------|
| p400010_g1R | Respondent's country of birth | pParent |
| p400010_g2R | Respondent's country of birth (aggregated) | pParent |

24005 And now we come to your parents. What country was your father born in?

At the time of his birth, if the area the father was born in was part of Germany, the answer "Germany" should be entered for country of birth.

Country List [999997] ☐Father not present / unknown [-20] ☐Land not in list
[-96] ☐Refused
[-97] ☐Don't know [-98] ☐

if (24005 = -96) goto 24006
 if (24005 <> -96) goto 24007

Variables

| | | |
|-------------|---|---------|
| p400090_g1R | Respondent's father's country of birth | pParent |
| p400090_g1D | Country of birth of respondent's father (Germany/abroad; bereinigt) | pParent |
| p400090_g2R | Country of birth of respondent's father (aggregated) | pParent |

24008 What country was your mother born in?

At the time of his birth, if the area the mother was born in was part of Germany, the answer "Germany" should be entered for country of birth.

Country List [999997] ☐

Mother not present / unknown [-20] ☐

Land not in list
[-96] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (24008 = -96) goto 24009

if (24008 <> -96) goto 24010

Variables

| | | |
|-------------|--|---------|
| p400070_g1R | Respondent's mother's country of birth | pParent |
| p400070_g1D | Country of birth of respondent's mother (Germany/abroad; edited) | pParent |
| p400070_g2R | Country of birth of respondent's mother (aggregated) | pParent |

24011 When did you move to Germany? Please state the month and year.

If the person has moved to Germany several times: "Please tell me know when you had your first stay in Germany of at least one year." If the respondent is not sure about the month: "Please tell me approximately what month that was."

|_|_|_| Month

Range: 1 - 12

|_|_|_|_| Year

Range: 1,900 - 9,999

goto 24012

Variables

| | | |
|---------|--|---------|
| p40003m | Date of respondent's move to Germany (month) | pParent |
| p40003y | Date of respondent's move to Germany (year) | pParent |

23013 There are various reasons why people can come to Germany. What were the circumstances of your move to Germany?

Please read out the options. Please adapt the formulation of the answers to the gender of the respondent.

As an asylum-seeker or refugee (also contingent refugee) ☐
[2]

As an Aussiedler/in or Spätaussiedler/in (ethnic Germans who left their homes in former Eastern-bloc countries in order to settle in the Federal Republic of Germany) [1] ☐

As a family member or partner [3] ☐

As a student or applying to be a student [4] ☐

As an employee (also intern, au-pair or similar) [5] ☐

Or for another reason [6] ☐

Refused ☐
[-97]

Don't know [-98] ☐

if (24013 <> 6) goto 24015
if (24013 = 6)goto 24014

Variables

| | | |
|---------|-----------------------------|---------|
| p401000 | Respondent's migrant status | pParent |
|---------|-----------------------------|---------|

24014 And what was that reason?

goto 24015

Variables

| | | |
|-----------|------------------------|---------|
| p401001_O | Migrant status - other | pParent |
|-----------|------------------------|---------|

| | |
|--|--------------------------|
| 24015 Do you have the German citizenship? | |
| Yes [1] | <input type="checkbox"/> |
| No [2] | <input type="checkbox"/> |
| Stateless [-20] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| if (24015 = 1) goto 24016 if (24015 = 2) goto 24018 if (24015 = -20) goto 24020 if (24015 = -97, -98) goto 24022Z | |

| Variables | | |
|-----------|-------------------------------|---------|
| p401100 | German citizenship respondent | pParent |

| | |
|---|--------------------------|
| 24016 Have you had the German citizenship since birth? | |
| Yes [1] | <input type="checkbox"/> |
| No [2] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| if (24016 = 2) goto 24017 if (24016 <> 2) goto 24022Z | |

| Variables | | |
|-----------|---|---------|
| p401110 | Citizenship respondent German since birth | pParent |

| | |
|---|--|
| 24017 When did you receive German nationality? Please tell me the month and year. | |
| <i>If the respondent is not sure about the month: "Please tell me approximately what month that was."</i> | |
| __ __ Month Range: 0 - 99 | |
| __ __ __ __ Year Range: 0 - 9,999 | |
| goto 24022Z | |

| Variables | | |
|-----------|--|---------|
| p40113m | Date when respondent received German nationality (month) | pParent |
| p40113y | Date when respondent received German nationality (year) | pParent |

| | |
|---|----------------------------------|
| 24018 | What nationality are you? |
| List of nationalities [99997] | <input type="checkbox"/> |
| Stateless [-20] | <input type="checkbox"/> |
| Staatsangehörigkeit not in list [-96] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| if (24018 = -96) goto 24019 if (24018 <> -96) goto 24020 | |

| Variables | | |
|-------------|--|---------|
| p401150_g1R | Respondent's nationality not German | pParent |
| p401150_g2R | Respondent's nationality not German (aggregated) | pParent |

| | |
|---------------------------------|--|
| 24020 | Do you intend to apply for the German citizenship or have you already applied for it? |
| No, neither [3] | <input type="checkbox"/> |
| Yes, I plan to apply [1] | <input type="checkbox"/> |
| Yes, I have already applied [2] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| goto 24021 | |

| Variables | | |
|-----------|---|---------|
| p401160 | Application German citizenship respondent | pParent |

| | |
|--|--|
| 24021 | Is your stay in Germany legally limited or legally unlimited? |
| <i>A limited stay is e.g. a residence permit, visa, limited residence permit, residence approval or residence license. An unlimited stay is e.g. a settlement permit, right of unlimited residence or unlimited residence permit.</i> | |
| Legally unlimited [2] | <input type="checkbox"/> |
| Legally limited [1] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| goto 24022Z | |

| Variables | | |
|-----------|---|---------|
| p401170 | Stay in Germany respondent, legally limited | pParent |

35 Parent interviewed - education

63104 Now we have some questions on your own training and education qualifications. Did you complete your highest general school-leaving qualification in Germany?

Please note, this means school qualifications such as the leaving certificate of the Hauptschule, the leaving certificate of the Realschule or the Abitur, not training qualifications such as vocational training or a higher education.

Yes [1] ☐

No [2] ☐

No school-leaving qualification [-20] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (63104 = 2) goto 63106

if (63104 = -20) goto 63105

if (63104 = 1, -97, -98) goto 63102

autoif (63104 = -20) 63102 = -20

Variables

| | | |
|------------|---|---------|
| p731801 | Respondent's highest training qualification in Germany | pParent |
| p731801_g1 | Highest educational qualification of respondent in Germany (edited) | pParent |

63105 How many years did you go to school?

If the person did not go to school, please enter 0. Please record the amount of school years, not the age in years upon obtaining the school-leaving qualification.

|_|_| Years

Range: 0 - 20

if (63905 = 3) goto 63117

if (63905 <> 3) goto 63112

Variables

| | | |
|---------|----------------------|---------|
| p731822 | Years gone to school | pParent |
|---------|----------------------|---------|

63102 What is your highest general school-leaving certificate?

Read out options only if necessary, allocate appropriately. If the term "Fachabitur" is given: "Does the "Fachabitur" allow access to higher education at a university of applied sciences or a university." If university of applied sciences, then allocate to category 4, if a university, then allocate to category 5. For qualifications gained abroad, please allocate as follows: "What would the approximate equivalent be in Germany?"

Qualifying leaving certificate of the Hauptschule [basic secondary school] [2] ☐

Basic leaving certificate of the Hauptschule [basic secondary school], Volksschule [former name for compulsory school], 8th grade Polytechnische Oberschule [former intermediate secondary school in the GDR] (POS) [1] ☐

Certificate of intermediate secondary education (Realschule [intermediate secondary school], Wirtschaftsschule [intermediate secondary school in Bavaria with focus on commerce], entrance qualification for universities of applied sciences or leaving certificate of a Fachoberschule [vocational upper secondary school leading to subject-specific Abitur], Berufsfachschule [full-time vocational school], Fachoberschulreife [entrance qualification for vocational upper secondary schools], 10th grade Polytechnische Oberschule [former intermediate secondary school in the GDR] (POS) [3] ☐

General / subject-specific higher education entrance qualification (Abitur [higher education entrance qualification]/extended Oberschule [former upper secondary school in the GDR] (EOS) 12th grade) [5] ☐

Other school-leaving certificate [7] ☐

Special needs school-leaving certificate [6] ☐

Entrance qualification for universities of applied sciences, leaving certificate of the Fachoberschule [vocational upper secondary school leading to subject-specific Abitur] [4] ☐

No school-leaving certificate [-20] ☐

Refused [-97] ☐

Don't know [-98] ☐

*if (63102 = 7) goto 63103
if (63102 <> 7) & (63905 = 3) goto 63117
if (63102 <> 7) & (63905 = 1) goto 63118*

Variables

| | | |
|------------|--|---------|
| p731802_g1 | Highest education qualification subject (ISCED) | pParent |
| p731802_g2 | Highest education qualification subject (CASMIN) | pParent |
| p731802_g3 | Highest education qualification subject (education years = f (CASMIN)) | pParent |
| p731802 | Highest educational qualification of respondent type | pParent |

63103 What kind of school-leaving certificate was it?

if (63905 = 3) goto 63117
if (63905 = 1) goto 63118

Variables

| | | |
|-----------|---|---------|
| p731803_O | Highest educational qualification of respondent type open | pParent |
|-----------|---|---------|

63106 What country did you achieve your highest school-leaving qualification in?

| | |
|-----------------------|--------------------------|
| Country List [999997] | <input type="checkbox"/> |
|-----------------------|--------------------------|

| | |
|----------------------------------|--------------------------|
| <i>Land not in list</i> [-96] | <input type="checkbox"/> |
|----------------------------------|--------------------------|

| | |
|-------------------------|--------------------------|
| <i>Refused</i> [-97] | <input type="checkbox"/> |
|-------------------------|--------------------------|

| | |
|-------------------------|--------------------------|
| <i>Don't know</i> [-98] | <input type="checkbox"/> |
|-------------------------|--------------------------|

if (63106 = -96) goto 63107
if (63106 <> -96) goto 63108

Variables

| | | |
|-------------|--|---------|
| p731804_g1R | Country of respondent's highest school-leaving qualification | pParent |
|-------------|--|---------|

| | | |
|-------------|---|---------|
| p731804_g2R | Country of respondent's highest educational qualification (aggregated) | pParent |
|-------------|---|---------|

63109 What school-leaving certificate did you acquire and/or were you awarded? Please give me the equivalent German school-leaving certificate.*Please read list aloud.*Other school-leaving certificate [7] ☐Leaving certificate from a special needs school [6] ☐

Certificate of intermediate secondary education (Realschule [intermediate secondary school], Wirtschaftsschule [intermediate secondary school in Bavaria with focus on commerce], entrance qualification for universities of applied sciences or leaving certificate of a Fachoberschule [vocational upper secondary school leading to subject-specific Abitur], Berufsfachschule [full-time vocational school], Fachoberschulreife [entrance qualification for vocational upper secondary schools], 10th grade Polytechnische Oberschule [former intermediate secondary school in the GDR] (POS) [3] ☐

Entrance qualification for universities of applied sciences/leaving certificate of the Fachoberschule [vocational upper secondary school leading to subject-specific Abitur] [4] ☐

Qualifying leaving certificate of the Hauptschule [basic secondary school] [2] ☐

Basic school-leaving certificate of the Hauptschule [basic secondary school]/Volksschule [former name for compulsory school] [1] ☐

General / subject-specific higher education entrance qualification (Abitur [higher education entrance qualification]/extended Oberschule [former upper secondary school in the GDR] (EOS) 12th grade) [5] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 63110

Variables

| | | |
|---------|---|---------|
| p731807 | School-leaving respondent qualification abroad, German equivalent | pParent |
|---------|---|---------|

Condition: if (63106 <> -97, -98)

63110 How many years did you go to school in <63107> for in order to obtain this qualification?

Condition: if (63106 = -97, -98)

63110 How many years did you go to school for to obtain this qualification?*Please record the number of years at school, not the age in the year the qualification was obtained*

|_|_| School years

Range: 0 - 99

goto 63111

Variables

| | | |
|---------|--|---------|
| p731808 | Duration of respondent's school attendance abroad in years | pParent |
|---------|--|---------|

Condition: if (63106 <> -97, -98)

63111 With this qualification, were you entitled to study in higher education or a university in <63108>?

Condition: if (63106 = -97, -98)

63111 With this qualification, were you entitled to study in higher education or a university?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (63905 = 3) goto 63117
if (63905 = 1) goto 63112

Variables

| | | |
|---------|---|---------|
| p731809 | Entitlement to study in higher education / university with foreign school-leaving qualification | pParent |
|---------|---|---------|

63112 Have you ever completed a vocational training or a higher education program?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (63112 = 1) goto 63113
if (63112 = 2, -97, -98) goto 63127Z

autoif (63112 = 2) & (63905 = 1) 63118 = -20

Variables

| | | |
|---------|---|---------|
| p731810 | Vocational training / higher education respondent | pParent |
|---------|---|---------|

Condition: if ((63104 <> 2)) OR ((63104 = 2) & (63106 = -97, -98))

63113 And where did you obtain your highest professional qualification? In Germany or in another country?

Condition: if (63104 = 2) & (63106 <> -97, -98)

63113 And where did you obtain your highest professional qualification? In Germany, in <63108> or in another country?

In Germany [1] ☐

In <63108> [2] ☐

In another country [3] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (63113 = 1) goto 63118
if (63113 <> 1) goto 63114

if (63104 <> 2) 1: in Germany
if (63104 <> 2) 3: in another country

if (63104 = 2) 1: in Germany
if (63104 = 2) 2: in <63108>
if (63104 = 2) 3: in another country

Variables

| | | |
|---------|--|---------|
| p731811 | Respondent's highest professional qualification in Germany or abroad | pParent |
|---------|--|---------|

63114 What kind of vocational training was it?

Please read answer options aloud.

He/she attended a higher education institution/university [4] ☐

I attended a vocational school [3] ☐

I was trained in a company [1] ☐

I did a longer vocational training in a company [2] ☐

Other [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 63127Z

Variables

| | | |
|---------|--|---------|
| p731812 | Type of vocational training respondent | pParent |
|---------|--|---------|

Condition: if (63904 = 2)

63118 What is the highest professional qualification you have?

Condition: if (63904 = 1)

63118 What professional qualification have you completed?

Please do not read out the options. Allocate the responses. If a qualification is not stated, just an institution: "What qualification did you obtain at this institution? For qualifications obtained abroad, please have allocated as follows: "What would the approximate equivalent be of this qualification be in Germany"

| | |
|--|--------------------------|
| Leaving certificate of Berufsfachschule [full-time vocational school], leaving certificate of a commercial school [5] | <input type="checkbox"/> |
| Leaving certificate of the Fachschule [school for continuing vocational training] in the GDR [7] | <input type="checkbox"/> |
| Leaving certificate of the Fachschule [school for continuing vocational training] (also leaving certificate of the Fachakademie [school for advanced vocational education and the entrance qualification for universities of applied sciences in Bavaria]) [6] | <input type="checkbox"/> |
| Diplom [degree in higher education equivalent to master, pre-Bologna system], Master (M.A.) [9] | <input type="checkbox"/> |
| Award of a doctorate, habilitation [11] | <input type="checkbox"/> |
| College of public administration without further specification [13] | <input type="checkbox"/> |
| University without further specification [15] | <input type="checkbox"/> |
| Higher education degree (course of studies) without further specification [16] | <input type="checkbox"/> |
| Leaving certificate from a school for health care professionals [4] | <input type="checkbox"/> |
| Civil service vocational training (civil service examination) [3] | <input type="checkbox"/> |
| Foreman's, technician's certificate [2] | <input type="checkbox"/> |
| Vocational qualification (commercial, corporate, trade-oriented, agricultural) journey person's or assistant's certificate, dual vocational education and training, GDR: skilled worker's certificate [1] | <input type="checkbox"/> |
| Bachelor's degree (e.g. B.A., B.Sc.) [8] | <input type="checkbox"/> |
| Magister, state examination [10] | <input type="checkbox"/> |
| GDR: Qualification as a semi-skilled worker [19] | <input type="checkbox"/> |
| University of cooperative education without further specific information [12] | <input type="checkbox"/> |
| University of applied sciences, former college of engineering without further specification [14] | <input type="checkbox"/> |
| Semi-skilled vocational training with a company [17] | <input type="checkbox"/> |
| Other certificate of vocational training [21] | <input type="checkbox"/> |
| <i>no professional qualification [-20]</i> | <input type="checkbox"/> |
| <i>Refused [-97]</i> | <input type="checkbox"/> |
| <i>Don't know [-98]</i> | <input type="checkbox"/> |

```

if (63118 = 3) goto 63126
if (63118 = 8, 9) goto 63123
if (63118 = 10) goto 63125
if (63118 = 12, 13, 14, 15, 16) goto 63121
if (63118 = 21) goto 63119
if (63118 = 1-2, 4-7, 11, 17-19, -98, -97, -20) goto 63127Z

```

```

autoif (63118 = 10, 11) 63123 = 4

```

Variables

| | | |
|---------|---|---------|
| p731813 | Respondent's (highest) professional qualification | pParent |
|---------|---|---------|

63119 What other qualification is that?

```

goto 63120

```

Variables

| | | |
|-----------|--|---------|
| p731814_O | Vocational qualification respondent (open) | pParent |
|-----------|--|---------|

63121 What is the exact name of this qualification?

Please read answer options aloud.

| | |
|---------------------------------|--------------------------|
| Magister, state examination [3] | <input type="checkbox"/> |
|---------------------------------|--------------------------|

| | |
|---|--------------------------|
| Diplom [degree in higher education equivalent to master, pre-Bologna system], Master (e.g. M.A., M.Sc., LL.M) [2] | <input type="checkbox"/> |
|---|--------------------------|

| | |
|--|--------------------------|
| Bachelor (e.g. B.A., B.Sc., B.Eng, LL.B) [1] | <input type="checkbox"/> |
|--|--------------------------|

| | |
|---------------------------------|--------------------------|
| Other leaving qualification [5] | <input type="checkbox"/> |
|---------------------------------|--------------------------|

| | |
|--------------------------|--------------------------|
| Award of a doctorate [4] | <input type="checkbox"/> |
|--------------------------|--------------------------|

| | |
|---------------|--------------------------|
| Refused [-97] | <input type="checkbox"/> |
|---------------|--------------------------|

| | |
|------------------|--------------------------|
| Don't know [-98] | <input type="checkbox"/> |
|------------------|--------------------------|

```

if (63121 = 1, 2, -97, -98 & 63118 = 16) goto 63123
if (63121 = 1, 2, 4, -97, -98) & (63118 = 12, 13) goto 63127Z
if (63121 = 1, 2, 4, -97, -98) & (63118 = 14, 15) goto 63125
if (63121 = 3) goto 63125
if (63121 = 4) goto 63127Z
if (63121 = 5) goto 63122

```

```

autoif ((63121 = 3, 4) & (63118 = 16)) 63123 = 4

```

Variables

| | | |
|---------|--|---------|
| p731816 | Type tertiary qualification respondent | pParent |
|---------|--|---------|

63122 What other leaving qualification is that?

if (63118 = 16) goto 63123
if (63118 = 12, 13) goto 63127Z
if (63118 = 14, 15) goto 63125

Variables

| | | |
|-----------|---|---------|
| p731817_O | Type tertiary qualification respondent (open) | pParent |
|-----------|---|---------|

63123 And at which institution did you complete this qualification? Was that a Berufsakademie, a college of public administration, a Fachhochschule or former college of engineering, or a university?

University of cooperative education [1] ☐

College of public administration [2] ☐

University of applied sciences or former college of engineering [3] ☐

University (including technical university, medical university, theological college, teacher training college, veterinary college as well as colleges of music and art) [4] ☐

Another institution [5] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (63123 = 1, 2) goto 63127Z
if (63123 = 5) goto 63124
if (63123 <> 1, 2, 5) goto 63125

Variables

| | | |
|---------|---|---------|
| p731818 | Respondent's type of training institution | pParent |
|---------|---|---------|

63125 Were you awarded a doctorate or are you currently working towards your doctorate?

No [3] ☐

Yes, doctorate ongoing [2] ☐

Yes, doctorate completed [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 63127Z

Variables

| | | |
|---------|-------------------------------|---------|
| p731820 | Award of doctorate respondent | pParent |
|---------|-------------------------------|---------|

| | | |
|---|-----------------------------------|---------|
| 63126 Was that civil servant training for the subclerical, clerical, executive or administrative class of service? | | |
| Administrative class [4] | <input type="checkbox"/> | |
| Sub-clerical class [1] | <input type="checkbox"/> | |
| Clerical class [2] | <input type="checkbox"/> | |
| Executive class [3] | <input type="checkbox"/> | |
| Refused [-97] | <input type="checkbox"/> | |
| Don't know [-98] | <input type="checkbox"/> | |
| goto 63127Z | | |
| Variables | | |
| p731821 | Civil servant training respondent | pParent |

36 Parent interviewed - employment

| | | |
|---|--------------------------|---------|
| 64101 If we now move on to your employment status. Are you currently employed full or part-time, working "on the side" or not employed? | | |
| <i>By "working on the side" we mean under 15 hours per week, or a "mini-job". If someone has two part-time jobs, they are considered to be full-time. "In training" is defined as not. employed</i> | | |
| Part-time employed [2] | <input type="checkbox"/> | |
| Full-time employed [1] | <input type="checkbox"/> | |
| Unemployed [4] | <input type="checkbox"/> | |
| Side-job [3] | <input type="checkbox"/> | |
| Refused [-97] | <input type="checkbox"/> | |
| Don't know [-98] | <input type="checkbox"/> | |
| if (64101 = 1, 2, 3) goto 64102 (Working hours) if (64101 = 4) & (24021 = 1, -97, -98) goto 64103 (Right to employment, then not employed) if (64101 = 4) & (24021 <> 1, -97, -98) goto 64104 (not employed) if (64101 = -97, -98) goto 64121 (benefits) | | |
| Variables | | |
| p731901 | Respondent's employment | pParent |

64102 On average, how many hours per week do your work - including any work on the side you may have?

We mean the actual working hours of "paid employment" (including work on the side).

|_|_| Hours

No fixed working hours [95] ☐

More than 90 hours per week [94] ☐

Range: 0 - 90

if (64101 = 3) goto 64104 (Not employed)

if (64101 <> 3) & (64906 = 0) goto 64107 (Help variable)

if (64101 <> 3) & (64906 = 1) goto 64105 (Intro profession)

if (64101 <> 3) & (64906 = 2, 3) goto 64107 (Profession) (Help variable)

Variables

p731902

Respondent's working hours

pParent

64103 Are you currently permitted to pursue an employment in Germany?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 64104

Variables

p401180

Right to pursue employment in Germany respondent

pParent

64104 What do you mainly do at the moment?

Please allocate responses! - Do not read out, only if needed: "By this I mean are you currently unemployed, a housewife or house husband or a pensioner, in any kind of training or similar"

| | |
|---|--------------------------|
| Unemployed [1] | <input type="checkbox"/> |
| Short-time working [2] | <input type="checkbox"/> |
| 1 Euro job, ABM or similar BA/Jobcenter or ARGE job center program [3] | <input type="checkbox"/> |
| Partial retirement, regardless of which phase [4] | <input type="checkbox"/> |
| General school education [5] | <input type="checkbox"/> |
| Professional training [6] | <input type="checkbox"/> |
| Master / foreman technician training [7] | <input type="checkbox"/> |
| Housewife / house husband [12] | <input type="checkbox"/> |
| On sick leave / temporarily unable to work [13] | <input type="checkbox"/> |
| Pensioner, (pre-) retirement [14] | <input type="checkbox"/> |
| Something else [16] | <input type="checkbox"/> |
| (voluntary) military or community service, federal voluntary service, voluntary social, ecological or European voluntary year [15] | <input type="checkbox"/> |
| On maternity leave / parental leave [11] | <input type="checkbox"/> |
| Re-training, further education [10] | <input type="checkbox"/> |
| Doctorate [9] | <input type="checkbox"/> |
| Higher education [8] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| if (64906 = 0) goto 64107 (Help variable) if (64104 = 1) & (64906 <> 0) goto 64119 (registered unemployed) if (64104 <> 1) & (64906 <> 0) goto 64121 (benefits) | |

Variables

| | | |
|---------|---------------------|---------|
| p731903 | Respondent's status | pParent |
|---------|---------------------|---------|

Condition: if (64107 = 1)

64108 Then we haven't recorded that correctly. Please tell me, what is your current employment?

Condition: if (64107 = 2)

64108 Please tell me, what is your current employment?

Condition: if (64107 = 3)

64108 What was your last employment?

Please ask for an exact description or activity. For example, please don't put "mechanic" but "precision or car mechanic", or "teacher" put "History teacher at a Gymnasium". In the case of part-time work, please ask for the main professional activity at the same part-time work firm: "What is your main professional activity at the part-time work firm" If someone has several activities, please indicate the activity with the greatest number of hours, if this is the same, please relate the questions to the activity with the higher income.



has never been employed [-20]

☐

if (64108 <> -20) goto 64109

if (64108 = -20) & (64104 = 1) goto 64119

if (64108 = -20) & (64104 <> 1) goto 64121

Variables

| | | |
|-------------|--|---------|
| p731904_g1 | Occupation subject (KldB 1988) | pParent |
| p731904_g2 | Occupation subject (KldB 2010) | pParent |
| p731904_g3 | Occupation subject (ISCO-88) | pParent |
| p731904_g4 | Occupation subject (ISCO-08) | pParent |
| p731904_g5 | Occupation subject (ISEI-88) | pParent |
| p731904_g6 | Occupation subject (SIOPS-88) | pParent |
| p731904_g7 | Occupation subject (MPS) | pParent |
| p731904_g8 | Occupation subject (EGP) | pParent |
| p731904_g9 | Occupation subject (BLK) | pParent |
| p731904_g14 | Occupation subject of respondent (ISEI-08) | pParent |
| p731904_g15 | Occupation subject (CAMSIS) | pParent |
| p731904_g16 | Occupation subject (SIOPS-08) | pParent |

Condition: if (64107 = 1,2)

64109 What professional position do you have? Are you ...

Condition: if (64107 = 3)

64109 What professional position did you have there? Were you ...

Please read out the options, In the case of part time or seasonal work: "What was your main professional position at the firm where you worked part-time?" Please adapt the formulation of the answers to the gender of the respondent.

Self-employed [5] ☐Assisting family member [6] ☐Freelancer [7] ☐Regular or professional soldier [4] ☐Civil servant, including judge, excluding soldier [3] ☐clerk, including clerk in the civil service [2] ☐Worker [1] ☐Refused
[-97] ☐Don't know [-98] ☐

if (64109 = 1) goto 64110
 if (64109 = 2) goto 64111
 if (64109 = 3) goto 64112
 if (64109 = 4) goto 64113
 if (64109 = 5) goto 64114
 if (64109 = 6, 7, -97, -98) goto 64116

Variables

| | | |
|---------|------------------------------------|---------|
| p731905 | Respondent's professional position | pParent |
|---------|------------------------------------|---------|

Condition: if (64107 = 1,2)

64110 What professional position is that exactly?

Condition: if (64107 = 3)

64110 What professional position was that exactly?

Read out the options, Please adapt the formulation of the answers to the gender of the respondent.

| | |
|---|--------------------------|
| Assistant foreman, group leader, Brigadier [13] | <input type="checkbox"/> |
| Skilled worker, journeyman [12] | <input type="checkbox"/> |
| Semi-skilled worker/partially skilled worker [11] | <input type="checkbox"/> |
| Unskilled worker [10] | <input type="checkbox"/> |
| Foreman/construction foreman [14] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| goto 64116 | |

| Variables | | |
|-----------|---|---------|
| p731906 | Respondent's exact professional position - worker | pParent |

Condition: if (64107 = 1,2)

64111 What is the main activity involved?

Condition: if (64107 = 3)

64111 What was the main activity involved?

Read out the options, Please adapt the formulation of the answers to the gender of the respondent.

| | |
|--|--------------------------|
| Production- and plant foreman [24] | <input type="checkbox"/> |
| Simple occupation, e.g. salesperson [20] | <input type="checkbox"/> |
| Qualified occupation, e.g. office clerk, technical drafting [21] | <input type="checkbox"/> |
| Occupation with extensive management tasks, e.g., director, managing director, member of the management board [23] | <input type="checkbox"/> |
| Highly qualified occupation, or leading position, e.g. engineer, research assistant, department manager [22] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| if (64111 = 23) goto 64117 if (64111 <> 23) goto 64116 autoif (64111 = 23) 64116 = 1 | |

| Variables | | |
|-----------|---|---------|
| p731907 | Respondent's exact professional position - employee | pParent |

Condition: if (64107 = 1, 2)

64112 Exactly which career group are you in there?

Condition: if (64107 = 3)

64112 Exactly which career group were you in there?*Read out the options, Please adapt the formulation of the answers to the gender of the respondent.*

Executive class (from Inspektor [civil servant in the pay bracket A9] to Amtsrat [civil servant in the pay bracket A12] or Oberamtsrat [civil servant in the pay bracket A13] and elementary as well as basic and intermediate secondary school teachers) [32] ☐

Administrative class, judge (from Regierungsrat [civil servant in the pay bracket A13] and higher, e.g. Studienrat [junior position held by school teachers upon career entry]) [33] ☐

Middle grade civil servant (from Assistant [civil servant in the pay bracket A5] up to and including Hauptsekretär [civil servant in the pay bracket A8] or Amtsinspektor [civil servant in the pay bracket A9] [31] ☐

Sub-clerical class (up to and including Oberamtsmeister [civil servant in the pay bracket A5]) [30] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 64116

Variables

p731908

Respondent's exact professional position - career group

pParent

Condition: if (64107 = 1,2) & (64902 <> 2)

64113 What rank are you regular or professional soldier?

Condition: if (64107 = 1,2) & (64902 = 2)

64113 What rank are you regular or professional soldier?

Condition: if (64107 = 3) & (64902 <> 2)

64113 What rank were you regular or professional soldier?

Condition: if (64107 = 3) & (64902 = 2)

64113 What rank were you regular or professional soldier?

Read out the options, Please adapt the formulation of the answers to the gender of the respondent.

Staff officer (major and above) [43]

☐

Officer, lieutenant, captain [42]

☐

Non-commissioned officer (corporal, sergeant, sergeant major, staff sergeant) [41]

☐

Lower military rank [40]

☐

Refused
[-97]

☐

Don't know [-98]

☐

goto 64116

Variables

p731909

Respondent's exact professional position - professional / regular soldier

pParent

Condition: if (64107 = 1,2)

64114 In what area are you self-employed: in a profession e.g. doctor, lawyer, or architect, in agriculture or in another area e.g. in business, commerce, industry or services

Condition: if (64107 = 3)

64114 In what area were you self-employed: in a profession e.g. doctor, lawyer, or architect, in agriculture or in another area e.g. in business, commerce, industry or services

Self-employed person in trade, commerce, industry, service; other self-employment or entrepreneurship [53]

☐

Self-employed person in agriculture [52]

☐

Self-employed person in an academic self-employed profession, e.g. doctor, lawyer, architect [51]

☐

Refused
[-97]

☐

Don't know [-98]

☐

goto 64115

Variables

p731910

Respondent's exact professional position - self-employed

pParent

Condition: if (64107 = 0,1, 2)

64115 How many employees do you have?

Condition: if (64107 = 3)

64115 How many employees did you have?*Only read out the options if needed*500 to 999 [9] ☐200 to 249 [7] ☐2,000 and more [11] ☐1,000 to 1,999 [10] ☐250 to 499 [8] ☐20 to 49 [4] ☐50 to 99 [5] ☐100 to 199 [6] ☐10 to 19 [3] ☐5 to 9 [2] ☐None [0] ☐1 to 4 [1] ☐Refused
[-97] ☐Don't know [-98] ☐

if (First-time interviewees = 1) & (64911 = 1) goto 64118
if (First-time interviewees = 1) & (64911 = 2) & (64104 = 1) goto 64119
if (First-time interviewees = 1) & (64911 = 2) & (64104 <> 1) goto 64121
if (First-time interviewees = 2) & (64104 = 1) goto 64119
if (First-time interviewees = 2) & 64104 <> 1) goto 64121

Variables

| | | |
|-----------|---|---------|
| p731911_R | Number of respondent's employees | pParent |
| p731911_D | Number of employees respondent (aggregated) | pParent |

Condition: if (64107 = 0, 1, 2)

64116 Are you in a management position?

Condition: if (64107 = 3)

64116 Were you in a management position?

Yes [1] ☐

No [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (64116 = 1) goto 64117
 if (64116 <> 1) & (First-time interviewees = 1) & (64911 = 1) goto 64118
 if (64116 <> 1) & (First-time interviewees = 1) & (64911 = 2) & (64104 = 1) goto 64119
 if (64116 <> 1) & (First-time interviewees = 1) & (64911 = 2) & (64104 <> 1) goto 64121
 if (64116 <> 1) & (First-time interviewees = 2) & (64104 = 1) goto 64119
 if (64116 <> 1) & (First-time interviewees = 2) & (64104 <> 1) goto 64121

| Variables | | |
|-----------|--------------------------------|---------|
| p731912 | Respondent management position | pParent |

Condition: if (64107 = 0,1,2)

64117 Who many staff report to you?

Condition: if (64107 = 3)

64117 How many staff reported to you?

"Report to you" means you have management responsibility for these people.

3-9 [3] ☐

10 and more [4] ☐

0 [1] ☐

1-2 [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (First-time interviewees = 1) & (64911 = 1) goto 64118
 if (First-time interviewees = 1) & (64911 = 2) & (64104 = 1) goto 64119
 if (First-time interviewees = 1) & (64911 = 2) & (64104 <> 1) goto 64121
 if (First-time interviewees = 2) & (64104 = 1) goto 64119
 if (First-time interviewees = 2) & (64104 <> 1) goto 64121

| Variables | | |
|-----------|--|---------|
| p731913 | Respondent's managerial authority number | pParent |

64118 What would you say: Compared to the professional situation in your home country, is your situation much worse, worse, the same, better or much better?Worsened a lot [1] ☐Worsened [2] ☐Remained the same [3] ☐Improved [4] ☐Improved a lot [5] ☐*was not employed in country of origin [-20]* ☐*Refused [-97]* ☐*Don't know [-98]* ☐

if (64104 = 1) goto 64119
if (64104 <> 1) goto 64121

Variables

| | | |
|---------|--|---------|
| p401200 | Cmp:current professional situation-professional situation resp. home country | pParent |
|---------|--|---------|

64119 Are you currently registered as unemployed?

If "registered as unemployed" is not clear: "By registered I mean are you registered with the Federal Agency for Employment (BA)."

Yes [1] ☐No [2] ☐*Refused [-97]* ☐*Don't know [-98]* ☐

if (64119 = 1) goto 64120
if (64119 <> 1) goto 64121

Variables

| | | |
|---------|-------------------------------------|---------|
| p731914 | Respondent registered as unemployed | pParent |
|---------|-------------------------------------|---------|

Condition: if (64119 = 1)

64120 Since when have you been registered unemployed? Please tell me the month and year.

Condition: if (64119 <> 1)

64120 Since when have you been registered unemployed? Please tell me the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|_|_| Month

Range: 0 - 99

|_|_|_| Year

Range: 0 - 9,999

goto 64121

Variables

| | | |
|---------|-------------------------------------|---------|
| p73191m | Duration of unemployment respondent | pParent |
| p73191y | Duration of unemployment respondent | pParent |

64121 Do you currently receive one of the following government benefits: Unemployment compensation II or social money under the Hartz IV program or social welfare?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 64122Z

Variables

| | | |
|---------|--------------------------------|---------|
| p731915 | Government benefits respondent | pParent |
|---------|--------------------------------|---------|

37 Parent interviewed - partnership

HB_Einv: In Bremen there is a special permission for the partner, where you can indicate that you do not agree for questions to be asked about a partner. This must still be filtered out! The variable HB_Einv can be found in the contact module

25001 Are you currently ...

Please read out the responses. For info: registered civil partnership only applies to same-sex couples.

Married and live with your spouse, [1] ☐

Single, [5] ☐

Or do you live in a registered civil partnership? [6] ☐

Widowed, [4] ☐

Divorced, [3] ☐

Married and live apart from your spouse, [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (25001 = 1) & (First-time interviewees = 1) & (Starting cohort = 2) goto 25007
 if (25001 = 1) & (First-time interviewees = 1) & (Starting cohort = 5) & (HB_Einv = 1) goto 25010
 if (25001 = 1) & (First-time interviewees = 1) & (Starting cohort = 5) & (HB_Einv = 2) goto 25904
 if (25001 = 1) & (25901 = 1) goto 25008
 if (25001 = 1) & (25901 = 2) & (Starting cohort = 2) goto 25007
 if (25001 = 1) & (25901 = 2) & (Starting cohort = 5) & (HB_Einv = 1) goto 25010
 if (25001 = 1) & (25901 = 2) & (Starting cohort = 5) & (HB_Einv = 2) goto 25904
 if (25001 = 2, 3, 4, 5, 6, -97, -98) goto 25002

autoif (25001 = 1) & (64902 <> 2) 25004 = 2
 autoif (25001 = 1) & (64902 = 2) 25004 = 1
 autoif (25001 = 6) & (64902 <> 2) 25004 = 1
 autoif (25001 = 6) & (64902 = 2) 25004 = 2

autoif (25001 = 1) 25002 = 1

Variables

p731110

Respondent's marital status

pParent

| | | |
|--|--------------------------------|---------|
| 25002 Do you currently live with a long-term partner? | | |
| No [2] | <input type="checkbox"/> | |
| Yes [1] | <input type="checkbox"/> | |
| Refused [-97] | <input type="checkbox"/> | |
| Don't know [-98] | <input type="checkbox"/> | |
| <p>if (25002 = 2, -97, -98) & (25001 <> 6) goto 25003 if (25002 = 2, -97, -98) & (25001 = 6) & (First-time interviewees = 1) & (Starting cohort = 2) goto 25009 if (25002 = 2, -97, -98) & (25001 = 6) & (First-time interviewees = 1) & (Starting cohort = 5) & (HB_Einv = 1) goto 25010 if (25002 = 2, -97, -98) & (25001 = 6) & (First-time interviewees = 1) & (Starting cohort = 5) & (HB_Einv = 2) goto 25904</p> <p>if (25002 = 2, -97, -98) & (25001 = 6) & (25901 = 1) goto 25008 if (25002 = 2, -97, -98) & (25001 = 6) & (25901 <> 1) & (Starting cohort = 2) goto 25009 if (25002 = 2, -97, -98) & (25001 = 6) & (25901 <> 1) & (Starting cohort = 5) & (HB_Einv = 1) goto 25010 if (25002 = 2, -97, -98) & (25001 = 6) & (25901 <> 1) & (Starting cohort = 5) & (HB_Einv = 2) goto 25904</p> <p>if (25002 = 1) & (First-time interviewees = 1) & (Starting cohort = 2) goto 25004 if (25002 = 1) & (First-time interviewees = 1) & (Starting cohort = 5) & (HB_Einv = 1) goto 25010 if (25002 = 1) & (First-time interviewees = 1) & (Starting cohort = 5) & (HB_Einv = 2) goto 25904 if (25002 = 1) & (25901 = 2) & (25001 = 2, 3, 4, 5, -97, -98) & (Starting cohort = 2) goto 25004 if (25002 = 1) & (25901 = 2) & (25001 = 2, 3, 4, 5, -97, -98) & (Starting cohort = 5) & (HB_Einv = 1) goto 25010 if (25002 = 1) & (25901 = 2) & (25001 = 2, 3, 4, 5, -97, -98) & (Starting cohort = 5) & (HB_Einv = 2) goto 25904 if (25002 = 1) & (25901 = 2) & (25001 = 6) & (Starting cohort = 2) goto 25007 if (25002 = 1) & (25901 = 2) & (25001 = 6) & (Starting cohort = 5) & (HB_Einv = 1) goto 25010 if (25002 = 1) & (25901 = 2) & (25001 = 6) & (Starting cohort = 5) & (HB_Einv = 2) goto 25904 if (25002 = 1) & (25901 = 1) & (25001 = 1, 2, 3, 4, 5, 6, -98, -97) goto 25008</p> <p>autoif (25001 = 6 & 25002 = 2) 25003 = 2.</p> | | |
| Variables | | |
| p731111 | Living together with a partner | pParent |

| | |
|---|--------------------------|
| 25003 Do you currently have a long-term partner? | |
| Yes [1] | <input type="checkbox"/> |
| No [2] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| <i>if (25003 = 2, -97, -98) goto 25904</i> <i>if (25003 = 1) & (= 1) & (Starting cohort = 2) goto 25004</i> <i>if (25003 = 1) & (First-time interviewees = 1) & (Starting cohort = 5) & (HB_Einv = 1) goto 25010</i> <i>if (25003 = 1) & (First-time interviewees = 1) & (Starting cohort = 5) & (HB_Einv = 2) goto 25904</i> <i>if (25003 = 1) & (25901 = 2) & (Starting cohort = 2) goto 25004</i> <i>if (25003 = 1) & (25901 = 2) & (Starting cohort = 5) & (HB_Einv = 1) goto 25010</i> <i>if (25003 = 1) & (25901 = 2) & (Starting cohort = 5) & (HB_Einv = 2) goto 25904</i> <i>if (25003 = 1) & (25901 = 1) & (25001 = 1, 2, 4, 3, 5, 6) goto 25008</i> | |

| Variables | | |
|-----------|-------------------|---------|
| p731112 | Long-term partner | pParent |

| | |
|---|--------------------------|
| 25008 Is this the same partner as in our last interview on the <01909/01907>? | |
| Yes [1] | <input type="checkbox"/> |
| No [2] | <input type="checkbox"/> |
| No partner present in the last wave [-20] | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |
| <i>if (Starting cohort = 2) & (25008 = 1, -97, -98, -20) goto 25904</i> <i>if (Starting cohort = 2) & (25008 = 2) & (25001 = 2, 3, 4, 5, -97, -98) goto 25004</i> <i>if (Starting cohort = 2) & (25008 = 2) & (25001 = 1, 6) goto 25007</i> <i>if (Starting cohort = 5) & (HB_Einv = 1) goto 25010</i> <i>if (Starting cohort = 5) & (HB_Einv = 2) goto 25904</i> <i>autoif (25008 = 1) 25004 = 59901</i> <i>autoif (25901 = 2) 25008 = -20</i> | |

| Variables | | |
|-----------|----------------------------|---------|
| p731119 | Partner from the last wave | pParent |

25010 Now let's talk about questions regarding your partner as a person. Surely you've already informed him or her that we will ask questions about that, too.

Target person does not disagree [1] ☐

Target person disagrees [2] ☐

if (25010 = 1) goto 25012

if (25010 = 2) goto 25011

Variables

| | | |
|---------|-------------------------|---------|
| p731113 | Inquiry consent partner | pParent |
|---------|-------------------------|---------|

25011 Is he or she available so that we can do that quickly?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (25011 = 1) goto 25012

if (25011 = 2, -98, -97) goto 25012Z

Variables

| | | |
|---------|------------------------------|---------|
| p731114 | Inquiry subsequent agreement | pParent |
|---------|------------------------------|---------|

Condition: 25010 = 1

25012 Did he or she agree with this?

Condition: 25011 = 1

25012 Does he or she agree with this?Yes [1] ☐No [2] ☐Refused
[-97] ☐Don't know [-98] ☐*if (25012 = 2, -97, -98) goto 25012Z**if (25012 = 1) & (First-time interviewees = 1) & (25001 = 2, 3, 4, 5, -98, -97) goto 25004**if (25012 = 1) & (First-time interviewees = 1) & ((25001 = 1) or (25001 = 6 & 25002 = 1)) goto 25007**if (25012 = 1) & (First-time interviewees = 1) & (25001 = 6 & 25002 = 2, -97, -98) goto 25009**if (25012 = 1) & (25008 = 1, -97, -98,) goto 25012Z**if (25012 = 1) & (25008 = -20) goto 25004**if (25012 = 1) & (25008 = 2) & (25001 = 2, 3, 4, 5, -97, -98) goto 25004**if (25012 = 1) & (25008 = 2) & ((25001 = 1) or (25001 = 6 & 25002 = 1)) goto 25007**if (25012 = 1) & (25008 = 2) & ((25001 = 6 & 25002 = 2, -97, -98)) goto 25009***Variables**

| | | |
|---------|----------------------------|---------|
| p731115 | Informed agreement partner | pParent |
|---------|----------------------------|---------|

25004 Is your partner male or female?Female [2] ☐Male [1] ☐Refused
[-97] ☐Don't know [-98] ☐*if (25002 = 1) goto 25007**if (25002 = 2, -97, -98) goto 25009***Variables**

| | | |
|---------|------------------|---------|
| p731116 | Partner's gender | pParent |
|---------|------------------|---------|

Condition: if (25004 <> 2)

25007 Since when have you been living with your partner? Please tell me the month and year.

Condition: if (25004 = 2)

25007 Since when have you been living with your partner? Please tell me the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was"

|_|_| Month

Range: 1 - 12

|_|_|_| Year

Range: 1,900 - 9,999

goto 25009

Variables

| | | |
|---------|-------------------------------------|---------|
| p73111y | Started living with partner (year) | pParent |
| p73111m | Started living with partner (month) | pParent |

Condition: if (25004 = 1)

25009 In welcher Beziehung steht Ihr Partner zu <Name des Zielkindes>?

Condition: if (25004 = 2)

25009 In welcher Beziehung steht Ihre Partnerin zu <Name des Zielkindes>?

Condition: if (25004 <> 2)

25009 In welchem Verhältnis steht Ihr Partner zu <Name des Zielkindes>?

Spontane Antwort abwarten;

Wenn die spontane Antwort unpräzise ist, Nachfragen kommen oder keine spontane Antwort erfolgt: Kategorien vorlesen.

Biological mother [1] ☐

Biological father [2] ☐

Adoptive mother [3] ☐

Adoptive father [4] ☐

Partner of the mother / father [8] ☐

Stepmother [9] ☐

Stepfather [10] ☐

Other relationship [11] ☐

Partner of the father / mother [7] ☐

Foster father [6] ☐

Foster mother [5] ☐

| | |
|------------------|--------------------------|
| Refused [-97] | <input type="checkbox"/> |
| Don't know [-98] | <input type="checkbox"/> |

goto 25904

if (25004 = 1) 2: biological father
 if (25004 = 1) 4: adoptive father
 if (25004 = 1) 6: foster father
 if (25004 = 1) 8: partner of the mother / father
 if (25004 = 1) 11: other relationship

if (25004 = 1) 10: stepfather

if (25004 = 2) 1: biological mother
 if (25004 = 2) 5: foster mother
 if (25004 = 2) 7: partner of the mother / father
 if (25004 = 2) 9: stepmother
 if (25004 = 2) 11: other relationship

if (25004 = 2) 3: adoptive mother

if (25004 <> 2) 1: biological mother
 if (25004 <> 2) 2: biological father
 if (25004 <> 2) 3: adoptive mother
 if (25004 <> 2) 4: adoptive father
 if (25004 <> 2) 5: foster mother
 if (25004 <> 2) 6: foster father
 if (25004 <> 2) 7: partner of the father / mother
 if (25004 <> 2) 8: partner of the mother / father
 if (25004 <> 2) 9: step mother
 if (25004 <> 2) 10: step father
 if (25004 <> 2) 11: other relationship

| Variables | | |
|-----------|--|---------|
| p731117 | Partner's relationship to target child | pParent |

37 Partner of parent interviewed - sociodemographics

Condition: if (25004 <> 2)

26001 Now I would like to get some details about your partner. What year was your partner born in?

Condition: if (25004 = 2)

26001 Now I would like to get some details about your partner. What year was your partner born in?

|_|_|_|_| Year

Range: 0 - 9,999

goto 26002

| Variables | | |
|-----------|-------------------------|---------|
| p73175y | Partner's year of birth | pParent |

Condition: if (25004 <> 2)

26002 Where was your partner born?

Condition: if (25004 = 2)

26002 Where was your partner born?

Abroad / in another country [3] ☐

In the former East Germany [2] ☐

In Germany / part of present-day Germany [1] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (26002 = 3) goto 26003

if (26002 = 1,2,-98,-97) goto 26009

if 26001(S3SHPSD1J)>1949 1: in Germany

if 26001(S3SHPSD1J)>1949 3: abroad

if 26001(S3SHPSD1J)<1950 1: in part of the present-day Germany

if 26001(S3SHPSD1J)<1950 2: in the former East Germany

if 26001(S3SHPSD1J)<1950 3: in another country

Variables

| | | |
|------------|---|---------|
| p403000 | Partner's country of birth (Germany / abroad) | pParent |
| p403000_g1 | Partner's country of birth (Germany/abroad; edited) | pParent |

Condition: if (25004 <> 2)

26003 What country was your partner born in?

Condition: if (25004 = 2)

26003 What country was your partner born in?

Country List [999997] ☐

Land not in list
[-96] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (26003 = -96) goto 26004

if (26003 <> -96) goto 26005

Variables

| | | |
|-------------|---|---------|
| p403010_g1R | Partner's country of birth | pParent |
| p403010_g2R | Partner's country of birth (aggregated) | pParent |

Condition: if (25004 <> 2)

26006 At what age did your partner move to Germany?

Condition: if (25004 = 2)

26006 At what age did your partner move to Germany?*If the respondent is not sure about the age: "Please tell me approximately what age that was."*

|_|_| Age

Partner has not moved to Germany [-20]

☐

Range: 0 - 99

*if (26006 = -20) goto 26013**if (26006 <> -20) goto 26007*

Variables

p403030

Partner's age when they moved to Germany

pParent

Condition: if (25004 <> 2)

26007 There are various reasons why someone might move to Germany. Under what circumstances did your partner come to Germany back then?

Condition: if (25004 = 2)

26007 There are various reasons why someone might move to Germany. Under what circumstances did your partner come to Germany back then?*Read out the options, Please adapt the formulation of the answers to the gender of the respondent.*As an asylum-seeker or refugee (also contingent refugee)
[2]☐As an Aussiedler/in or Spätaussiedler/in (ethnic Germans
who left their homes in former Eastern-bloc countries in
order to settle in the Federal Republic of Germany) [1]☐

As a family member or partner [3]

☐

As a student or applying to be a student [4]

☐

As an employee (also intern, au-pair or similar) [5]

☐

Or for another reason [6]

☐Refused
[-97]☐

Don't know [-98]

☐*if (26007 = 6) goto 26008**if (26007 <> 6) goto 26013*

Variables

p403040

Migrant status partner

pParent

Condition: if (25004 <> 2)

26009 What country was your partner's father born in?

Condition: if (25004 = 2)

26009 What country was your partner's father born in?

At the time of his birth, if the area the partner's father was born in was part of Germany, the answer "Germany" should be entered for country of birth.

Country List [999997] ☐

Father not present / unknown [-20] ☐

Land not in list [-96] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (26009 = -96) goto 26010
if (26009 <> -96) goto 26011

Variables

| | | |
|-------------|---|---------|
| p403090_g1R | Partner's father's country of birth | pParent |
| p403090_g1D | Country of birth of partner's father (Germany/abroad; edited) | pParent |
| p403090_g2R | Country of birth of partner's father (aggregated) | pParent |

Condition: if (25004 <> 2)

26011 What country was your partner's mother born in?

Condition: if (25004 = 2)

26011 What country was your partner's mother born in?

At the time of his birth, if the area the partner's mother was born in was part of Germany, the answer "Germany" should be entered for country of birth.

Country List [999997] ☐

Mother not present / unknown [-20] ☐

Land not in list [-96] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (26011 = -96) goto 26012
if (26011 <> -96) goto 26013

Variables

| | | |
|-------------|---|---------|
| p403070_g1R | Partner's mother's country of birth | pParent |
| p403070_g1D | Country of birth of partner's mother (Germany/abroad; edited) | pParent |
| p403070_g2R | Country of birth of partner's mother (aggregated) | pParent |

Condition: if (25004 <> 2)

26013 Does your partner have German nationality?

Condition: if (25004 = 2)

26013 Does your partner have German nationality?Yes [1] ☐No [2] ☐Stateless [-20] ☐Refused
[-97] ☐Don't know [-98] ☐

if (26013 = 1) goto 26014
 if (26013 = 2) goto 26016
 if (26013 = -20) goto 26018
 if (26013 = -97, -98) 26019Z

Variables

| | | |
|---------|----------------------------|---------|
| p404000 | German nationality partner | pParent |
|---------|----------------------------|---------|

Condition: if (25004 <> 2)

26014 Has your partner had German nationality since birth?

Condition: if (25004 = 2)

26014 Has your partner had German nationality since birth?Yes [1] ☐No [2] ☐Refused
[-97] ☐Don't know [-98] ☐

if (26014 = 2) goto 26015
 if (26014 <> 2) goto 26019Z

Variables

| | | |
|---------|--|---------|
| p404010 | German nationality partner since birth | pParent |
|---------|--|---------|

Condition: if (25004 <> 2)

26015 When did your partner receive German nationality? Please tell me the month and year.

Condition: if (25004 = 2)

26015 When did your partner receive German nationality? Please tell me the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|_|_|_| Month

Range: 0 - 99

|_|_|_|_| Year

Range: 0 - 9,999

goto 26019Z

Variables

| | | |
|---------|--|---------|
| p40403m | Acquisition German nationality partner, date (month) | pParent |
| p40403y | Acquisition German nationality partner, date (year) | pParent |

Condition: if (25004 <> 2)

26016 What citizenship does your (male) partner have?

Condition: if (25004 = 2)

26016 What citizenship does your (female) partner have?

List of nationalities [99997] ☐

Stateless [-20] ☐

Staatsangehörigkeitsliste not in list
[-96] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (26015 = -96) goto 26017
if (26015 <> -96) goto 26018

Variables

| | | |
|-------------|--|---------|
| p404050_g1R | Other nationality - partner | pParent |
| p404050_g2R | Other nationality partner (aggregated) | pParent |

Condition: if (25004 <> 2)

26018 Is your partner's residency in Germany legally limited or legally unlimited?

Condition: if (25004 = 2)

26018 Is your partner's residency in Germany legally limited or legally unlimited?

By "limited residency" we mean for example, an "Aufenthaltserlaubnis" (residence permit), a "Sichtvermerk" (visa), a "befristete Aufenthaltserlaubnis" (limited residence permit), or an "Aufenthaltsbefugnis" (residence title for exceptional reasons). By "unlimited residency" we mean for example, a "Niederlassungserlaubnis" (permanent residence permit), an "Aufenthaltsberechtigung" (permanent residence permit -pre 2005) or an "unbefristete Aufenthaltserlaubnis" (unlimited residency permit - pre 2005).

Legally unlimited [2]

☐

Legally limited [1]

☐Refused
[-97]☐

Don't know [-98]

☐

goto 26019Z

Variables

p404070

Partner's residency in German legally limited

pParent

39 Partner of parent interviewed - education / training

Condition: if (25004 <> 2)

66104 Now a few questions about your partner's training qualifications: Did your partner complete the highest general school qualification in Germany?

Condition: if (25004 = 2)

66104 Now a few questions about your partner's training qualifications: Did your partner complete the highest general school qualification in Germany?

Please note, this means school qualifications such as the leaving certificate of the Hauptschule, the leaving certificate of the Realschule or the Abitur, not training qualifications such as vocational training or a higher education.

Yes [1]

☐

No [2]

☐

No school-leaving qualification [-20]

☐Refused
[-97]☐

Don't know [-98]

☐

if (66104 = 2) goto 66106

if (66104 = -20) goto 66105

if (66104 = 1, -97, -98) goto 66102

autoif (66104 = -20) 66102 = -20

Variables

p731851

Partner highest training qualification in Germany

pParent

p731851_g1

Highest educational qualification in Germany partner (edited)

pParent

Condition: if (25004 <> 2)

66105 How many years did your partner go to school for?

Condition: if (25004 = 2)

66105 How many years did your partner go to school for?

If the partner did not go to school, please enter a 0. Please record the number of school years, not the age in years at completion.

|_|_| Years

Range: 0 - 20

*if (66905 = 3) goto 66117
if (66905 <> 3) goto 66112*

| Variables | | |
|-----------|---------------------------|---------|
| p731872 | Number of years at school | pParent |

Condition: if (25004 <> 2)

66102 What is the highest level of general school-leaving qualification that your partner has?

Condition: if (25004 = 2)

66102 What is the highest level of general school-leaving qualification that your partner has?

Only read out the options if needed, have allocatedIf "Fachabitur" is given: please ask "Did this allow access to higher education at a university of applied sciences or a university?"If "Fachhochschule" then assign to category 4, if university, assign to category 5. For qualifications which were obtained abroad, please have allocated as follows: "What would the approximate equivalent be in Germany?"

Fachhochschulreife, leaving qualification of the Fachoberschule [4] ☐

Leaving certificate of the Realschule (Realschule or Wirtschaftsschule qualification; Fachschule, Fachoberschule qualification, 10th grade POS) [3] ☐

qualifying leaving certificate of the Hauptschule [2] ☐

leaving certificate of Hauptschule / Volksschule, 8th grade POS [1] ☐

General subject-linked university entrance qualification (Abitur / or 12th grade of an EOS) [5] ☐

Special needs school qualification [6] ☐

Other qualification [7] ☐

No school-leaving qualification [-20] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (66102 = 7) goto 66103

if (66102 <> 7) & (66905 = 3) goto 66117

if (66102 <> 7) & (66905 = 1) goto 66118

Variables

| | | |
|------------|--|---------|
| p731852 | Partner highest training qualification, type | pParent |
| p731852_g1 | Highest education qualification partner (ISCED) | pParent |
| p731852_g2 | Highest education qualification partner (CASMIN) | pParent |
| p731852_g3 | Highest education qualification partner (education years = f (CASMIN)) | pParent |

66103 What kind of school-leaving certificate was it?

if (66905 = 3) goto 66117

if (66905 = 1) goto 66118

Variables

| | | |
|-----------|---|---------|
| p731853_O | Highest educational qualification partner type open | pParent |
|-----------|---|---------|

Condition: if (25004 <> 2)

66106 What country did your partner achieve their highest school-leaving qualification in?

Condition: if (25004 = 2)

66106 What country did your partner achieve their highest school-leaving qualification in?

Country List [999997] ☐

Land not in list
[-96] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (66106 = -96) goto 66107
if (66106 <> -96) goto 66108

Variables

| | | |
|-------------|---|---------|
| p731854_g1R | Country of partner's highest school-leaving qualification | pParent |
| p731854_g2R | Country of highest educational qualification partner (aggregated) | pParent |

Condition: if (25004 <> 2) & (66106 <> -97, -98)

66109 And what school-leaving qualification did your partner obtain or have recognized in <66108>? Please tell me the equivalent German school-leaving qualification.

Condition: if (25004 <> 2) & (66106 = -97, -98)

66109 And what school-leaving qualification did your partner obtain or have recognized? Please tell me the equivalent German school-leaving qualification.

Condition: if (25004 = 2) & (66106 <> -97, -98)

66109 And what school-leaving qualification did your partner obtain or have recognized in <66108>? Please tell me the equivalent German school-leaving qualification.

Condition: if (25004 = 2) & (66106 = -97, -98)

66109 And what school-leaving qualification did your partner obtain or have recognized? Please tell me the equivalent German school-leaving qualification.

Please read out the list.

Entrance qualification for universities of applied sciences/leaving certificate of the Fachoberschule [vocational upper secondary school leading to subject-specific Abitur] [4] ☐

Qualifying leaving certificate of the Hauptschule [basic secondary school] [2] ☐

Basic school-leaving certificate of the Hauptschule [basic secondary school]/Volksschule [former name for compulsory school] [1] ☐

Other school-leaving certificate [7] ☐

Leaving certificate from a special needs school [6] ☐

General / subject-specific higher education entrance qualification (Abitur [higher education entrance qualification]/extended Oberschule [former upper secondary school in the GDR] (EOS) 12th grade) [5] ☐

Certificate of intermediate secondary education (Realschule [intermediate secondary school], Wirtschaftsschule [intermediate secondary school in Bavaria with focus on commerce], entrance qualification for universities of applied sciences or leaving certificate of a Fachoberschule [vocational upper secondary school leading to subject-specific Abitur], Berufsfachschule [full-time vocational school], Fachoberschulreife [entrance qualification for vocational upper secondary schools], 10th grade Polytechnische Oberschule [former intermediate secondary school in the GDR] (POS) [3] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 66110

Variables

| | | |
|---------|--|---------|
| p731857 | Partner's school-leaving qualification abroad, German equivalent | pParent |
|---------|--|---------|

Condition: if (25004 <> 2) & (66106 <> -97, -98)

66110 How many years did your partner go to school in <66108> for in order to obtain this qualification?

Condition: if (25004 <> 2) & (66106 = -97, -98)

66110 How many years did your partner go to school for to obtain this qualification?

Condition: if (25004 = 2) & (66106 <> -97, -98)

66110 How many years did your partner go to school in <66108> for in order to obtain this qualification?

Condition: if (25004 = 2) & (66106 = -97, -98)

66110 How many years did your partner go to school for in order to obtain this qualification?

Please record the number of years at school, not the age in the year the qualification was obtained

|_|_| School years

Range: 0 - 99

goto 66111

Variables

| | | |
|---------|---|---------|
| p731858 | Duration of partner's school attendance abroad in years | pParent |
|---------|---|---------|

Condition: if (25004 <> 2) & (66106 <> -97, -98)

66111 With this qualification, was your partner entitled to study in higher education or a university in <66108>?

Condition: if (25004 = 2) & (66106 <> -97, -98)

66111 With this qualification, was your partner entitled to study in higher education or a university in <66108>?

Condition: if (25004 <> 2) & (66106 = -97, -98)

66111 With this qualification, was your partner entitled to study in higher education or a university?

Condition: if (25004 = 2) & (66106 = -97, -98)

66111 With this qualification, was your partner entitled to study in higher education or a university?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (66905 = 3) goto 66117
if (66905 = 1) goto 66112

Variables

| | | |
|---------|---|---------|
| p731859 | Entitlement to study in higher education / university with foreign school-leaving qualification | pParent |
|---------|---|---------|

| | | |
|---|--|---------|
| Condition: if (25004 <> 2) | | |
| 66112 Has your partner ever completed any vocational training or higher education? | | |
| Condition: if (25004 = 2) | | |
| 66112 Has your partner ever completed any vocational training or higher education? | | |
| Yes [1] | <input type="checkbox"/> | |
| No [2] | <input type="checkbox"/> | |
| Refused [-97] | <input type="checkbox"/> | |
| Don't know [-98] | <input type="checkbox"/> | |
| if (66112 = 1) goto 66113 if (66112 = 2, -97, -98) goto 66127Z autoif (66112 = 2) & (66905 = 1) 66118 = -20 | | |
| Variables | | |
| p731860 | Partner's vocational training / higher education | pParent |

Condition: if ((25004 <> 2) & (66104 = -20)) OR ((66104 = 2) & (66106 = -97, -98))

66113 And where did your partner obtain their highest professional qualification? In Germany or in another country?

Condition: if (25004 <> 2) & (66104 <> -20) & (66106 <> -97, -98)

66113 And where did your partner obtain their highest professional qualification? In Germany, in <66108> or in another country?

Condition: if ((25004 = 2) & (66104 = -20)) OR ((66104 = 2) & (66106 = -97, -98))

66113 And where did your partner obtain their highest professional qualification? In Germany or in another country?

Condition: if (25004 = 2) & (66104 <> -20) & (66106 <> -97, -98)

66113 And where did your partner obtain their highest professional qualification? In Germany, in <66108> or in another country?

in <66108> [2] ☐

in einem anderen Land [3] ☐

in Deutschland [1] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (66113 <> 1) goto 66114

if (66113 = 1) goto 66118

if (66104 <> 2) 1: in Germany

if (66104 <> 2) 3: in another country

if (66104 = 2) 1: in Germany

if (66104 = 2) 2: in <66108>

if (66104 = 2) 3: in another country

Variables

p731861

Partner's highest professional qualification in Germany or abroad

pParent

Condition: if (25004 <> 2)

66114 What kind of training was that?

Condition: if (25004 = 2)

66114 What kind of training was that?*Please read out the options.*He attended a "berufsbildene Schule" - a vocational training school / She attended a "berufsbildene Schule" - a vocational training school [3] ☐He went to a university / higher education / She went to university / higher education [4] ☐He went through a longer period of training in a company / She went through a longer period of training in a company [2] ☐He was apprenticed in a company / She was apprenticed in a company [1] ☐Other [5] ☐Refused [-97] ☐Don't know [-98] ☐

goto 66127Z

if (25004 <> 2) 1: He was apprenticed in a company

if (25004 <> 2) 2: He went through a longer period of training in a company

if (25004 <> 2) 3: He attended a "berufsbildende Schule"

if (25004 <> 2) 4: He went to a university / higher education

if (25004 <> 2) 5: Other

if (25004 = 2) 1: She was apprenticed in a company

if (25004 = 2) 2: She went through a longer period of training in a company

if (25004 = 2) 3: She attended a "berufsbildene Schule"

if (25004 = 2) 4: She went to a university / higher education

if (25004 = 2) 5: Other

Variables

p731862

Type of partner's training

pParent

Condition: if (25004 <> 2) & (66904 = 2)

66118 What is the highest professional qualification your partner has?

Condition: if (25004 = 2) & (66904 = 2)

66118 What is the highest professional qualification your partner has?

Condition: if (25004 <> 2) & (66904 = 1)

66118 What professional qualification has he completed?

Condition: if (25004 = 2) & (66904 = 1)

66118 What professional qualification has she completed?*Please do not read out the options. Allocate the responses. If a qualification is not stated, just an institution: "What qualification did they obtain at this institution? For qualifications which were obtained abroad, please have allocated as follows: "What would the approximate equivalent be in Germany?"*

| | |
|--|--------------------------|
| Qualification of a school for health care professionals [4] | <input type="checkbox"/> |
| Magister, state examination [10] | <input type="checkbox"/> |
| University of applied sciences, former college of engineering not specified [14] | <input type="checkbox"/> |
| Training on the job with a company [17] | <input type="checkbox"/> |
| Berufsakademie, cooperative state university not specified [12] | <input type="checkbox"/> |
| Award of a doctorate, habilitation [11] | <input type="checkbox"/> |
| GDR: qualification as a semi-skilled worker [19] | <input type="checkbox"/> |
| Leaving certificate of Berufsfachschule, leaving certificate of a commercial school [5] | <input type="checkbox"/> |
| Diplom, Master (M.A.) [9] | <input type="checkbox"/> |
| Other training qualification [21] | <input type="checkbox"/> |
| Training for civil service (civil service examination) [3] | <input type="checkbox"/> |
| Master, technician's certificate [2] | <input type="checkbox"/> |
| Completion of a vocational training (administrative, company, industrial, agricultural) journey person's certificate, dual vocational education and training, GDR: skilled worker's certificate [1] | <input type="checkbox"/> |
| College of public administration not specified [13] | <input type="checkbox"/> |
| University not specified [15] | <input type="checkbox"/> |
| University degree (higher education) not specified [16] | <input type="checkbox"/> |
| Bachelor (e.g. B.A., B.Sc.) [8] | <input type="checkbox"/> |
| Leaving certificate of the Fachschule in the GDR [7] | <input type="checkbox"/> |
| Leaving certificate of the Fachschule (also leaving certificate of the Fachakademie) [6] | <input type="checkbox"/> |
| <i>no professional qualification [-20]</i> | <input type="checkbox"/> |
| <i>Refused [-97]</i> | <input type="checkbox"/> |
| <i>Don't know [-98]</i> | <input type="checkbox"/> |
| <i>if (66118 = 3) goto 66126</i> <i>if (66118 = 8, 9) goto 66123</i> <i>if (66118 = 10) goto 66125</i> <i>if (66118 = 12, 13, 14, 15, 16) goto 66121</i> <i>if (66118 = 21) goto 66119</i> <i>if (66118 = 1-2, 4-7, 11, 17-19, -98, -97, -20) goto 66127Z</i> <i>autoif (66118 = 10, 11) 66123 = 4</i> | |

| Variables | | |
|-----------|--|---------|
| p731863 | Partner's (highest) professional qualification | pParent |

66119 What other qualification is that?

goto 66120

Variables

| | | |
|-----------|---|---------|
| p731864_O | Vocational qualification, partner, open | pParent |
|-----------|---|---------|

66121 What is the exact name of this qualification?

Please read answer options aloud.

Magister, state examination [3] ☐Diplom [degree in higher education equivalent to master, pre-Bologna system], Master (e.g. M.A., M.Sc., LL.M) [2] ☐Bachelor (e.g. B.A., B.Sc., B.Eng, LL.B) [1] ☐Other leaving qualification [5] ☐Award of a doctorate [4] ☐Refused [-97] ☐Don't know [-98] ☐

if (66121 = 1, 2, -97, -98)&(66118 = 16) goto 66123

if (66121 = 1, 2, 4, -97, -98) & (66118 = 12, 13) goto 66127Z

if (66121 = 1, 2, 4, -97, -98) & (66118 = 14, 15) goto 66125

if (66121 = 3) goto 66125

if (66121 = 4) goto 66127Z

if (66121 = 5) goto 66122

autoif ((66121= 3, 4) & (66118 = 16)) 66123 = 4

Variables

| | | |
|---------|---------------------------------------|---------|
| p731866 | Type, tertiary qualification, partner | pParent |
|---------|---------------------------------------|---------|

66122 What other qualification is that?

if (66118 = 16) goto 66123

if (66118 = 12, 13) goto 66127Z

if (66118 = 14, 15) goto 66125

Variables

| | | |
|-----------|--|---------|
| p731867_O | Type tertiary qualification partner (open) | pParent |
|-----------|--|---------|

Condition: if (25004 <> 2)

66123 And at which institution did your partner complete this qualification? Was that a Berufsakademie, a college of public administration, a Fachhochschule or former college of engineering, or a university?

Condition: if (25004 = 2)

66123 And at which institution did your partner complete this qualification? Was that a Berufsakademie, a college of public administration, a Fachhochschule or former college of engineering, or a university?

College of public administration [2] ☐

Berufsakademie [1] ☐

University of applied sciences or former college of engineering [3] ☐

University (including technical university, medical university, theological college, teacher training college, veterinary college as well as colleges of music and art) [4] ☐

Other type of institute of higher education [5] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (66123 = 1, 2) goto 66127Z

if (66123 = 5) goto 66124

if (66123 <> 1, 2, 5) goto 66125

Variables

| | | |
|---------|--|---------|
| p731868 | Partner's type of training institution | pParent |
|---------|--|---------|

Condition: if (25004 <> 2)

66125 Has he completed a doctorate, or are they currently in the process of completing a doctorate?

Condition: if (25004 = 2)

66125 Has she completed a doctorate, or are they currently in the process of completing a doctorate?

No [3] ☐

Yes, doctorate ongoing [2] ☐

Yes, doctorate completed [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 66127Z

Variables

| | | |
|---------|-------------------|---------|
| p731870 | Partner doctorate | pParent |
|---------|-------------------|---------|

| | | |
|---|---------------------------------|---------|
| 66126 Was that civil servant training for the subclerical, clerical, executive or administrative class of service? | | |
| Administrative class [4] | <input type="checkbox"/> | |
| Sub-clerical class [1] | <input type="checkbox"/> | |
| Clerical class [2] | <input type="checkbox"/> | |
| Executive class [3] | <input type="checkbox"/> | |
| Refused [-97] | <input type="checkbox"/> | |
| Don't know [-98] | <input type="checkbox"/> | |
| goto 66127Z | | |
| Variables | | |
| p731871 | Civil servant training, partner | pParent |

40 Partner of parent interviewed - employment

| | | |
|---|--------------------------|---------|
| Condition: if (25004 <> 2) | | |
| 67101 Is your partner currently employed full or part-time, working "on the side" or not employed? | | |
| Condition: if (25004 = 2) | | |
| 67101 Is your partner currently employed full or part-time, working "on the side" or not employed? | | |
| By "working on the side" we mean under 15 hours per week, or a "mini-job". If someone has two part-time jobs, they are considered to be full-time. "In training" is defined as not. employed | | |
| Side-job [3] | <input type="checkbox"/> | |
| Part-time employed [2] | <input type="checkbox"/> | |
| Full-time employed [1] | <input type="checkbox"/> | |
| Unemployed [4] | <input type="checkbox"/> | |
| Refused [-97] | <input type="checkbox"/> | |
| Don't know [-98] | <input type="checkbox"/> | |
| if (67101 = 1, 2, 3) goto 67102 (working hours) if (67101 = 4) & (26018 = 1, -97, -98) goto 67103 (right to employment, then not employed) if (67101 = 4) & (26018 <> 1, -97, -98) goto 67104 (not employed) if (67101 = -97, -98) goto 67121 (benefits) | | |
| Variables | | |
| p731951 | Partner's employment | pParent |

Condition: if (25004 <> 2)

67102 On average, how many hours per week does your partner work - including any work on the side they may have?

Condition: if (25004 = 2)

67102 On average, how many hours per week does your partner work - including any work on the side they may have?

We mean the actual working hours of "paid employment" (including work on the side).

|_|_| Hours

No fixed working hours [95] ☐

More than 90 hours per week [94] ☐

Range: 0 - 90

if (67101 = 3) goto 67104 (not employed)
if (67101 <> 3) and (67906 = 0) goto 67107 (help variable)
if (67101 <> 3) and (67906 = 1) goto 67105 (Intro profession)
if (67101 <> 3) and (67906 = 2,3) goto 67107 (help variable)

Variables

| | | |
|---------|-------------------------|---------|
| p731952 | Partner's working hours | pParent |
|---------|-------------------------|---------|

Condition: if (25004 <> 2)

67103 Does your partner currently have the right to enter employment in Germany?

Condition: if (25004 = 2)

67103 Does your partner currently have the right to enter employment in Germany?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 67104

Variables

| | | |
|---------|--|---------|
| p404080 | Partner's right to enter employment in Germany | pParent |
|---------|--|---------|

Condition: if (25004 <> 2)

67104 What does your partner mainly do currently?

Condition: if (25004 = 2)

67104 What does your partner mainly do currently

Please allocate responses! - Do not read out, only if needed: "By this I mean are you currently unemployed, a housewife or house husband or a pensioner, in any kind of training or similar"

Unemployed [1] ☐Short-time working [2] ☐1 Euro job, ABM or similar BA/Jobcenter or ARGE job center program [3] ☐Partial retirement, regardless of which phase [4] ☐General school education [5] ☐Professional training [6] ☐Master / foreman technician training [7] ☐Housewife / house husband [12] ☐On sick leave / temporarily unable to work [13] ☐Pensioner, (pre-) retirement [14] ☐Something else [16] ☐(voluntary) military or community service, federal voluntary service, voluntary social, ecological or European voluntary year [15] ☐On maternity leave / parental leave [11] ☐Re-training, further education [10] ☐Doctorate [9] ☐Higher education [8] ☐Refused [-97] ☐Don't know [-98] ☐

if (67906 = 0) goto 67107 (help variable)

if (67104 = 1) & (67906 <> 0) goto 67119 (registered unemployed)

if (67104 <> 1) & (67906 <> 0) goto 67121 (benefits)

Variables

p731953

Partner's status

pParent

Condition: if (25004 <> 2) & (67107 = 1)

67108 Then we haven't recorded that correctly. Please tell me, what is his current employment?

Condition: if (25004 = 2) & (67107 = 1)

67108 Then we haven't recorded that correctly. Please tell me, what is his current employment?

Condition: if (25004 <> 2) & (67107 = 2)

67108 Please tell me, what is his current employment?

Condition: if (25004 = 2) & (67107 = 2)

67108 Please tell me, what is her current employment?

Condition: if (25004 <> 2) & (67107 = 3)

67108 What was his last employment

Condition: if (25004 = 2) & (67107 = 3)

67108 What was her last employment

Please ask for an exact description or activity. For example, please don't put "mechanic" but "precision or car mechanic", or "teacher" put "History teacher at a Gymnasium". In the case of part-time work, please ask for the main professional activity at the same part-time work firm: "What is their main professional activity at the part-time work firm" If someone has several activities, please indicate the activity with the greatest number of hours, if this is the same, please relate the questions to the activity with the higher income.



has never been employed [-20]

☐

if (67108 <> -20) goto 67109

if (67108 = -20) & (67104 = 1) goto 67119

if (67108 = -20) & (67104 <> 1) goto 67121

Variables

| | | |
|-------------|--------------------------------|---------|
| p731954_g1 | Occupation partner (KIdB 1988) | pParent |
| p731954_g2 | Occupation partner (KIdB 2010) | pParent |
| p731954_g3 | Occupation partner (ISCO-88) | pParent |
| p731954_g4 | Occupation partner (ISCO-08) | pParent |
| p731954_g5 | Occupation partner (ISEI-88) | pParent |
| p731954_g6 | Occupation partner (SIOPS-88) | pParent |
| p731954_g7 | Occupation partner (MPS) | pParent |
| p731954_g8 | Occupation partner (EGP) | pParent |
| p731954_g9 | Occupation partner (BLK) | pParent |
| p731954_g14 | Occupation partner (ISEI-08) | pParent |
| p731954_g15 | Occupation partner (CAMSIS) | pParent |
| p731954_g16 | Occupation partner (SIOPS-08) | pParent |

Condition: if (25004 <> 2) & (67107 = 1,2)

67109 What professional position does he have there? Is he ...

Condition: if (25004 = 2) & (67107 = 1,2)

67109 What professional position does she have there? Is she ...

Condition: if (25004 <> 2) & (67107 = 3)

67109 What professional position did he have there? Was he ...

Condition: if (25004 = 2) & (67107 = 3)

67109 What professional position did she have there? Was she ...

Please read out the options, In the case of part time or seasonal work: "What was the main professional position at the firm where they worked part-time?" Please adapt the formulation of the answers to the gender of the respondent.

Civil servant, including judge, excluding soldier [3] ☐

Assisting family member [6] ☐

Freelancer [7] ☐

clerk, including clerk in the civil service [2] ☐

Regular or professional soldier [4] ☐

Worker [1] ☐

Self-employed [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

*if (67109 = 1) goto 67110
if (67109 = 2) goto 67111
if (67109 = 3) goto 67112
if (67109 = 4) goto 67113
if (67109 = 5) goto 67114
if (67109 = 6, 7, -97, -98) goto 67116*

Variables

| | | |
|---------|---------------------------------|---------|
| p731955 | Partner's professional position | pParent |
|---------|---------------------------------|---------|

Condition: if (67107 = 1,2)

67110 What professional position is that exactly?

Condition: if (67107 = 3)

67110 What professional position was that exactly?

Read out the options, Please adapt the formulation of the answers to the gender of the respondent.

Skilled worker, journeyman [12] ☐

Assistant foreman, group leader, Brigadier [13] ☐

Foreman/construction foreman [14] ☐

Semi-skilled worker/partially skilled worker [11] ☐

Unskilled worker [10] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 67116

Variables

| | | |
|---------|--|---------|
| p731956 | Partner's exact professional position - worker | pParent |
|---------|--|---------|

Condition: if (67107 = 1,2)

67111 What is the main activity involved?

Condition: if (67107 = 3)

67111 What was the main activity involved?*Read out the options, Please adapt the formulation of the answers to the gender of the respondent.*Qualified occupation, e.g. office clerk, technical drafting [21] ☐Occupation with extensive management tasks, e.g., director, managing director, member of the management board [23] ☐Highly qualified occupation, or leading position, e.g. engineer, research assistant, department manager [22] ☐Production- and plant foreman [24] ☐Simple occupation, e.g. salesperson [20] ☐Refused [-97] ☐Don't know [-98] ☐*if (67111 <> 23) goto 67116**if (67111 = 23) & (First-time interviewees = 1) & (67911 = 1) goto 67118**if (67111 = 23) & (First-time interviewees = 1) & (67911 = 2) & (67104 = 1) goto 67119**if (67111 = 23) & (First-time interviewees = 1) & (67911 = 2) & (67104 <> 1) goto 67121**if (67111 = 23) & (First-time interviewees = 2) & (67104 = 1) goto 67119**if (67111 = 23) & (First-time interviewees = 2) & (67104 <> 1) goto 67121**autoif (67111 = 23) 67116 = 1***Variables**

| | | |
|---------|--|---------|
| p731957 | Partner's exact professional position - employee | pParent |
|---------|--|---------|

Condition: if (25004 <> 2) & (67107 = 1, 2)

67112 Exactly which career group is he in there?

Condition: if (25004 = 2) & (67107 = 1, 2)

67112 Exactly which career group is she in there?

Condition: if (25004 <> 2) & (67107 = 3)

67112 Exactly which career group was he in there?

Condition: if (25004 = 2) & (67107 = 3)

67112 Exactly which career group was she in there?

Read out the options, Please adapt the formulation of the answers to the gender of the respondent.

Executive class (from Inspektor [civil servant in the pay bracket A9] to Amtsrat [civil servant in the pay bracket A12] or Oberamtsrat [civil servant in the pay bracket A13] and elementary as well as basic and intermediate secondary school teachers) [32] ☐

Administrative class, judge (from Regierungsrat [civil servant in the pay bracket A13] and higher, e.g. Studienrat [junior position held by school teachers upon career entry]) [33] ☐

Middle grade civil servant (from Assistant [civil servant in the pay bracket A5] up to and including Hauptsekretär [civil servant in the pay bracket A8] or Amtsinspektor [civil servant in the pay bracket A9] [31] ☐

Sub-clerical class (up to and including Oberamtsmeister [civil servant in the pay bracket A5]) [30] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 67116

Variables

p731958

Partner's exact professional position - career group

pParent

Condition: if (25004 <> 2) & (67107 = 1, 2)

67113 What rank is he regular or professional soldier

Condition: if (25004 = 2) & (67107 = 1, 2)

67113 What rank is she regular or professional soldier

Condition: if (25004 <> 2) & (67107 = 3)

67113 What rank was he regular or professional soldier

Condition: if (25004 = 2) & (67107 = 3)

67113 What rank was she regular or professional soldier

Read out the options, Please adapt the formulation of the answers to the gender of the respondent.

Staff officer (major and above) [43]

☐

Officer, lieutenant, captain [42]

☐

Non-commissioned officer (corporal, sergeant, sergeant major, staff sergeant) [41]

☐

Lower military rank [40]

☐

Refused
[-97]

☐

Don't know [-98]

☐

goto 67116

Variables

p731959

Respondent's exact professional position - regular soldier

pParent

Condition: if (25004 <> 2) & (67107 = 1,2)

67114 In what area is he self-employed: in a profession e.g. doctor, lawyer, or architect, in agriculture or in another area e.g. in business, commerce, industry or services

Condition: if (25004 = 2) & (67107 = 1,2)

67114 In what area is she self-employed: in a profession e.g. doctor, lawyer, or architect, in agriculture or in another area e.g. in business, commerce, industry or services

Condition: if (25004 <> 2) & (67107 = 3)

67114 In what area was he self-employed: in a profession e.g. doctor, lawyer, or architect, in agriculture or in another area e.g. in business, commerce, industry or services

Condition: if (25004 = 2) & (67107 = 3)

67114 In what area was she self-employed: in a profession e.g. doctor, lawyer, or architect, in agriculture or in another area e.g. in business, commerce, industry or services

Self-employed person in trade, commerce, industry, service; other self-employment or entrepreneurship [53]

☐

Self-employed person in agriculture [52]

☐

Self-employed person in an academic self-employed profession, e.g. doctor, lawyer, architect [51]

☐

Refused
[-97]

☐

Don't know [-98]

☐

goto 67115

Variables

p731960

Partner's exact professional position - self-employed

pParent

Condition: if (25004 <> 2) & (67107 = 0,1, 2)

67115 How many employees does he have?

Condition: if (25004 = 2) & (67107 = 0, 1, 2)

67115 How many employees does she have?

Condition: if (25004 <> 2) & (67107 = 3)

67115 How many employees did he have?

Condition: if (25004 = 2) & (67107 = 3)

67115 How many employees did she have?

Only read out the options if needed

500 to 999 [9] ☐

200 to 249 [7] ☐

2,000 and more [11] ☐

1,000 to 1,999 [10] ☐

250 to 499 [8] ☐

20 to 49 [4] ☐

50 to 99 [5] ☐

100 to 199 [6] ☐

10 to 19 [3] ☐

5 to 9 [2] ☐

None [0] ☐

1 to 4 [1] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (First-time interviewees = 1) & (67911 = 1) goto 67118
 if (First-time interviewees = 1) & (67911 = 2) & (67104 = 1) goto 67119
 if (First-time interviewees = 1) & (67911 = 2) & (67104 <> 1) goto 67121
 if (First-time interviewees = 2) & (67104 = 1) goto 67119
 if (First-time interviewees = 2) & (67104 <> 1) goto 67121

Variables

| | | |
|-----------|---|---------|
| p731961_R | Number of partner's employees | pParent |
| p731961_D | Number of employees partner (categorized) | pParent |

Condition: if (25004 <> 2) & (67107 = 0,1, 2)

67116 Is he in a management position?

Condition: if (25004 = 2) & (67107 = 0, 1, 2)

67116 Is she in a management position?

Condition: if (25004 <> 2) & (67107 = 3)

67116 Was he in a management position?

Condition: if (25004 = 2) & (67107 = 3)

67116 Was she in a management position?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (First-time interviewees = 1) & (67911 = 1) goto 67118
if (First-time interviewees = 1) & (67911 = 2) & (67104 = 1) goto 67119
if (First-time interviewees = 1) & (67911 = 2) & (67104 <> 1) goto 67121
if (First-time interviewees = 2) & (67104 = 1) goto 67119
if (First-time interviewees = 2) & (67104 <> 1) goto 67121

Variables

| | | |
|---------|-----------------------------|---------|
| p731962 | Partner management position | pParent |
|---------|-----------------------------|---------|

Condition: if (25004 <> 2)

67118 What would you say: Compared to your partner's professional situation in their home country, is his situation much worse, worse, the same, better or much better?

Condition: if (25004 = 2)

67118 What would you say: Compared to your partner's professional situation in their home country, is her situation much worse, worse, the same, better or much better?

Worsened a lot [1] ☐Worsened [2] ☐Remained the same [3] ☐Improved [4] ☐Improved a lot [5] ☐*was not employed in country of origin [-20]* ☐*Refused [-97]* ☐*Don't know [-98]* ☐

if (67104 = 1) goto 67119
if (67104 <> 1) goto 67121

Variables

| | | |
|---------|--|---------|
| p404100 | Comparison: current professional situation - professional situation of partner in home country | pParent |
|---------|--|---------|

Condition: if (25004 <> 2)

67119 Is your partner currently registered as unemployed?

Condition: if (25004 = 2)

67119 Is your partner currently registered as unemployed?

If "registered as unemployed" is not clear: "By registered I mean are you registered with the Federal Agency for Employment (BA)."

Yes [1] ☐No [2] ☐*Refused [-97]* ☐*Don't know [-98]* ☐

goto 67120

Variables

| | | |
|---------|----------------------------------|---------|
| p731964 | Partner registered as unemployed | pParent |
|---------|----------------------------------|---------|

Condition: if (25004 <> 2) & (67119 = 1)

67120 Since when has he been registered as unemployed? Please tell me the month and year.

Condition: if (25004 = 2) & (67119 = 1)

67120 Since when has she been registered as unemployed? Please tell me the month and year.

Condition: if (25004 <> 2) & (67119 <> 1)

67120 Since when has he been unemployed? Please tell me the month and year.

Condition: if (25004 = 2) & (67119 <> 1)

67120 Since when has she been unemployed? Please tell me the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|_|_|_| Month

Range: 0 - 99

|_|_|_|_| Year

Range: 0 - 9,999

goto 67121

Variables

| | | |
|---------|----------------------------------|---------|
| p73195m | Duration of unemployment partner | pParent |
| p73195y | Duration of unemployment partner | pParent |

Condition: if (25004 <> 2)

67121 Does your partner currently receive one of the following government benefits: Unemployment benefit II or social security under the Hartz IV program or social welfare?

Condition: if (25004 = 2)

67121 Does your partner currently receive one of the following government benefits: Unemployment benefit II or social security under the Hartz IV program or social welfare?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 67122Z

Variables

| | | |
|---------|-------------------------------|---------|
| p731965 | Partner's government benefits | pParent |
|---------|-------------------------------|---------|

41 Place of residence

| | | |
|---|---|--|
| 68101 | Now just a few questions about your household. Since the last interview in <01909/01907> have you moved house? | |
| No [2] | <input type="checkbox"/> | |
| Yes [1] | <input type="checkbox"/> | |
| Refused [-97] | <input type="checkbox"/> | |
| Don't know [-98] | <input type="checkbox"/> | |
| if (68101 = 1) goto 68102 if (68101 = 2, -97, -98) goto 68105Z | | |

| Variables | | |
|-----------|--------------------|---------|
| p751016 | Place of residence | pParent |

| | | |
|--|--|--|
| Condition: if (Erstbefragte = 2) | | |
| 68102 | Where do you live today? Please tell me the exact name of the place or community! | |
| Condition: if (Erstbefragte = 1) | | |
| 68102 | Now just a few questions about your household. Firstly, I would like to know where you live today. Please tell me the exact name of the place or community! | |
| <i>Please select from the list of place names</i> | | |
| List of municipalities/places [9999] | <input type="checkbox"/> | |
| different places [-20] | <input type="checkbox"/> | |
| Ort not in list [-96] | <input type="checkbox"/> | |
| Refused [-97] | <input type="checkbox"/> | |
| Don't know [-98] | <input type="checkbox"/> | |
| if (68102 = -96) goto 68103 if (68102 = -97, -98) goto 68104 if (68102 <> -96, -97, -98) goto 68105Z | | |

| Variables | | |
|-------------|------------------------------------|---------|
| p751001_g1 | Place of Residence (RS West/East) | pParent |
| p751001_g2R | Place of Residence (Federal State) | pParent |

42 household context

| | |
|---|--|
| 27001 | How many people are living together with you in one household – including you and the children? |
| <i>This refers to all people living and working together with you in the household.</i> | |
| _ _ People | |
| Range: 1 - 40 | |
| if (27001 = 2-15, -97, -98) goto 27002 if (27001 = 1) goto 27003Z | |

| Variables | | |
|-----------|----------------|---------|
| p741001 | Household size | pParent |

| | |
|---|---|
| 27002 | How many of these <27001> people are under 14 years old? |
| <i>"Under 14 years old" means that the child has not yet reached their 14th birthday, and so has not completed their 14th year.</i> | |
| _ _ People | |
| Range: 0 - 40 | |
| goto 27003Z | |

| Variables | | |
|-----------|----------------------------------|---------|
| p742001 | People under 14 in the household | pParent |

43 Household income

| | |
|---|--|
| 28001 | Now we would like to look at all income for your whole household: What is the current monthly household income from all the members of the household? Please give the net amount, after deduction of all taxes and social security contributions Please include regular payments such as pensions, rent allowance, children's allowance, educational maintenance allowance, unemployment benefit and so on! |
| <i>If this is not known, please ask for a monthly estimate. Please guarantee anonymity. If "net income" is unclear: "Please tell me the amount you receive after all taxes and social security contributions have been deducted."</i> | |
| _ _ _ _ _ Euro | |
| Range: 0 - 999,999 | |
| if (28001 = -97, -98) goto 28002 if (28001 <> -97, -98) goto 28006Z | |

| Variables | | |
|-----------|--------------------------------|---------|
| p510005 | monthly household income, open | pParent |

28002 It would really help us if you could at least choose one of the following rough categories: Is your monthly net household income less than 2000 Euros, between 2000 and 4000 Euros, or over 4000 Euros?

If this is not known exactly, please ask for a monthly estimate. Please guarantee anonymity. If "net income" is unclear: "Please tell me the amount you receive after all taxes and social security contributions have been deducted."

4,000 Euros or more [3] ☐

Less than 200 Euros [1] ☐

Between 2,000 and 4,000 Euros [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (28002 = 1) goto 28003

if (28002 = 2) goto 28004

if (28002 = 3) goto 28005

if (28002 = -97, -98) goto 28006Z

Variables

| | | |
|---------|---------------------------------|---------|
| p510006 | monthly household income, split | pParent |
|---------|---------------------------------|---------|

28003 Can you now tell me if it is less than 1000 Euros, between 1000 and 1500 Euros or more than 1500 Euros a month?

If this is not known exactly, please ask for a monthly estimate. Please guarantee anonymity. If "net income" is unclear: <<Please tell me the amount you receive after all taxes and social security contributions have been deducted."

1,500 to less than 2,000 euros [3] ☐

1,000 to less than 1,500 euros [2] ☐

Less than 1,000 euros [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 28006Z

Variables

| | | |
|---------|--|---------|
| p510007 | monthly household income, classes under 2000 Euros | pParent |
|---------|--|---------|

| | | |
|--|---|---------|
| 28004 Can you now tell me if it is less than 2500 Euros, between 2500 and 3000 Euros or more than 3000 Euros a month? | | |
| <i>If this is not known exactly, please ask for a monthly estimate. Please guarantee anonymity. If "net income" is unclear: <<Please tell me the amount you receive after all taxes and social security contributions have been deducted."</i> | | |
| 2,000 to less than 2,500 euros [4] | <input type="checkbox"/> | |
| 2,500 to less than 3,000 euros [5] | <input type="checkbox"/> | |
| 3,000 to less than 4,000 euros [6] | <input type="checkbox"/> | |
| Refused [-97] | <input type="checkbox"/> | |
| Don't know [-98] | <input type="checkbox"/> | |
| goto 28006Z | | |
| Variables | | |
| p510008 | monthly household income, classes 2000 - 4000 Euros | pParent |

| | | |
|--|--|---------|
| 28005 Can you now tell me if it is less than 5000 Euros, between 5000 and 6000 Euros or more than 6000 Euros a month? | | |
| <i>If this is not known exactly, please ask for a monthly estimate. Please guarantee anonymity. If "net income" is unclear: <<Please tell me the amount you receive after all taxes and social security contributions have been deducted."</i> | | |
| 4000 to 5000 Euros [7] | <input type="checkbox"/> | |
| 5000 to under 6000 Euros [8] | <input type="checkbox"/> | |
| 6.000 Euros or more [9] | <input type="checkbox"/> | |
| Refused [-97] | <input type="checkbox"/> | |
| Don't know [-98] | <input type="checkbox"/> | |
| goto 28006Z | | |
| Variables | | |
| p510009 | monthly household income, classes under 4000 Euros | pParent |

44 language use and proficiency

Condition: if (Erstbefragte = 1)

36001 Now we come to your family's language. First we would like to ask about your native language. What language did you learn as a child in your family?

Condition: if (Erstbefragte = 2)

36001 Earlier we discovered that we had recorded your family's language wrongly. Because of this, we would now like to ask you a few questions about this. First we would like to ask about your native language. What language did you learn as a child in your family?

Please select from the list! If there are more than two native languages: "Please tell us the native language which you understand better." The second native language will be captured in the subsequent questions.

[Language list] [-9999]

☐Sprache not in list
[-96]☐Refused
[-97]☐

Don't know [-98]

☐

if (36001 = -96) goto 360021

if (36001 = -97, -98) goto 36003

if (36001 <> -96, -97, -98) goto 36002

Variables

| | | |
|-------------|---|---------|
| p413000_g1R | Respondent's language of origin (ISO 639.2) | pParent |
| p413000_g1D | Respondent's language of origin (German/not German) | pParent |
| p413000_g2R | Respondent's language of origin (aggregated) | pParent |

36002 Did you learn another language as a child in your family?

Please select from the list!. If there is no other language, please use the button.

[Language list] [-9999]

☐

No other language [-21]

☐Sprache not in list
[-96]☐Refused
[-97]☐

Don't know [-98]

☐

if (36002 = -96) goto 360022

if (36002 <> -96) goto 36003

Variables

| | | |
|-------------|---|---------|
| p413002_g1R | Respondent's other language of origin (ISO 639.2) | pParent |
| p413002_g1D | Respondent's other language of origin (German/not German) | pParent |
| p413002_g2R | Respondent's other language of origin (aggregated) | pParent |

36007 You have said that learned several languages as a child in your family. Which of these languages do you understand better?

If there is no difference in language proficiency, "don't know" or "refused", please select the first language mentioned.

Second native language interviewed parent (<36004> is displayed) [2] ☐

First native language interviewed parent (<36003> is displayed) [1] ☐

goto 36008

Variables

| | | |
|---------|--|---------|
| p413030 | Identify language of origin - bilingual parent interviewed | pParent |
|---------|--|---------|

Condition: if (25004 <> 2)

36011 Now I would like to find out a little about your partner's native language. What language did he learn as a child in his family?

Condition: if (25004 = 2)

36011 Now I would like to find out a little about your partner's native language. What language did she learn as a child in her family?

Please select from the list! If there are more than two native languages: "Please tell us the native language which they understand better." The second native language will be captured in the subsequent questions.

[Language list] [-9999] ☐

Sprache not in list [-96] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (36011 = -96) goto 360121
if (36011 = -97,-98) goto 36013
if (36011 <> -96, -97, -98) goto 36012

Variables

| | | |
|-------------|--|---------|
| p414000_g1R | Partner's language of origin (ISO 639.2) | pParent |
| p414000_g1D | Partner's language of origin (German/not German) | pParent |
| p414000_g2R | Partner's language of origin (aggregated) | pParent |

Condition: if (25004 <> 2)

36012 Did your partner learn another language as a child in his family?

Condition: if (25004 = 2)

36012 Did your partner learn another language as a child in her family?*Please select from the list!. If there is no other language, please use the button.*[Language list] [-9999] ☐no other language [-21] ☐Sprache not in list
[-96] ☐Refused
[-97] ☐Don't know [-98] ☐if (36012 = -96) goto 360122
if (36012 <> -96) goto 36013

Variables

| | | |
|-------------|--|---------|
| p414002_g1R | Partner's other language of origin (ISO 639.2) | pParent |
| p414002_g1D | Partner's other language of origin (German/not German) | pParent |
| p414002_g2R | Partner's other language of origin (aggregated) | pParent |

Condition: if (25004 <> 2)

36017 You have said that your partner learned several languages as a child in his family. Which of these languages does he understand better?

Condition: if (25004 = 2)

36017 You have said that your partner learned several languages as a child in her family. Which of these languages does she understand better?*If there is no difference in partner's language proficiency, "don't know" or "refused" please select the first language mentioned.*First native language partner (<36013> is displayed) [1] ☐Second native language partner (<36014> is displayed) [2] ☐

goto 36018

Variables

| | | |
|---------|---|---------|
| p414030 | Identify language of origin - bilingual partner | pParent |
|---------|---|---------|

Condition: if (Startkohorte = 2)

36021 Now we would like to talk about <target child's name>'s native language. What language did <target child's name> learn in the first three years of their life in your family?

Condition: if (Startkohorte = 5)

36021 Now we would like to talk about <target child's name>'s native language. What language did <target child's name> learn as a child in your family?

Please select from the list! If there are more than two native languages: "Please tell us the native language which <target child's name> understands better." The second native language will be captured in the subsequent questions.

[Language list] [-9999]

☐

Sprache not in list
[-96]

☐

Refused
[-97]

☐

Don't know [-98]

☐

if (36021 = -96) goto 360221
if (36021 = -97,-98) goto 36023
if (36021 <> -96, -97, -98) goto 36022

Variables

| | | |
|-------------|--|---------|
| p410000_g1R | Child's language of origin (ISO 639.2) | pParent |
| p410000_g1D | Child's language of origin (German/not German) | pParent |
| p410000_g2R | Child's language of origin (aggregated) | pParent |

Condition: if (Startkohorte = 2)

36022 Did <target child's name> learn another language in the first three years of their life in your family?

Condition: if (Startkohorte = 5)

36022 Did <target child's name> learn another language as a child in your family?

Please select from the list!. If there is no other language, please use the button.

[Language list] [-9999]

☐

no other language [-21]

☐

Sprache not in list
[-96]

☐

Refused
[-97]

☐

Don't know [-98]

☐

if (36022 = -96) goto 360222
if (36022 <> -96) goto 36023

Variables

| | | |
|-------------|--|---------|
| p410002_g1R | Child's other language of origin (ISO 639.2) | pParent |
| p410002_g1D | Child's other language of origin (German/not German) | pParent |
| p410002_g2R | Child's other language of origin (aggregated) | pParent |

36027 You have said that <target child's name> learned several languages as a child in your family. Which of these languages does <target child's name> understand better?

If there is no difference in language proficiency, "don't know" or "refused", please select the first language mentioned.

First native language child (<language from 36023> is displayed) [1] ☐

Second native language child (<language from 36024> is displayed) [2] ☐

goto 36029

Variables

| | | |
|---------|--|---------|
| p410030 | Identify child's language of origin - bilingual child, via child | pParent |
|---------|--|---------|

Condition: if (25004 <> 2)

36028 You have said you learned <36008> as a child, and your partner learned <36018>. Which language does <target child's name> understand better?

Condition: if (25004 = 2)

36028 You have said you learned <36008> as a child, and your partner learned <36018>. Which language does <target child's name> understand better?

If there is no difference in language proficiency, "don't know" or "refused", please select a language randomly.

Language of origin partner (<36018> is displayed) [2] ☐

Language of origin interviewed parent (<36008> is displayed) [1] ☐

goto 36029

Variables

| | | |
|---------|---|---------|
| p410031 | Identify language of origin - via parents | pParent |
|---------|---|---------|

Condition: if ((36029 = 36013) or (36029 = 36014)) and (25004 <> 2)

36030 Your partner learned <36029> as a child in his family. We would like to know how good is <target child's name> at <36029>. How well does <target child's name> understand <36029>?

Condition: if ((36029 = 36013) or (36029 = 36014)) and (25004 = 2)

36030 Your partner learned <36029> as a child in his family. We would like to know how good is <target child's name> at <36029>. How well does <target child's name> understand <36029>?

Condition: if (36029 = 36003) or (36029 = 36004)

36030 You learned <36029> as a child in your family. We would like to know how good is <target child's name> at <36029>. How well does <target child's name> understand <36029>?

Condition: if (36029 = 36023) or (36029 = 36024)

36030 Now we would like to find out how good <target child's name> is at <36029>. how well does <target child's name> understand <36029>?

Read out the options if needed.

Not at all [5] ☐

Rather poor [3] ☐

Very poor [4] ☐

Rather good [2] ☐

Very good [1] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 36031

Variables

| | | |
|---------|---|---------|
| p41040a | Subjective language proficiency child L1: Understanding | pParent |
|---------|---|---------|

36031 How well does <target child's name> speak <36029>?*Read out the options if needed.*Not at all [5] ☐Rather poor [3] ☐Very poor [4] ☐Rather good [2] ☐Very good [1] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐

goto 36032

Variables

p41040b

Subjective language proficiency child L1: Understanding

pParent

36032 How well does <target child's name> write in <36029>?*Read out the options if needed.*Not at all [5] ☐Rather poor [3] ☐Very poor [4] ☐Rather good [2] ☐Very good [1] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐

goto 36033

Variables

p41040d

Subjective language proficiency child L1: Writing

pParent

36033 Now we would like to talk about which language you currently use to talk to each other in your family. What language is spoken in your home?

Read out the options. If the respondent answers here "equally often", please ask for their tendency. If no allocation can be made, select the button "equally often German and language of origin".

only German [1] ☐

mostly German [2] ☐

mostly another language [3] ☐

only another language [4] ☐

equally often German and other language [-25] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (36033 = 2,3,4, -25) goto 36034
if (36033 = 1, -97, -98) goto 36041Z

Variables

| | | |
|---------|------------------------|---------|
| p412000 | Household language use | pParent |
|---------|------------------------|---------|

36034 What language is it?

If several non-German languages are spoken: Please tell me the language which you use most in your family.

[Language list] [-9999] ☐

Sprache not in list [-96] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 36035

Variables

| | | |
|-------------|---|---------|
| p412001_g1R | Interactive language household detailed (ISO 639.2) | pParent |
|-------------|---|---------|

| | | |
|-------------|--|---------|
| p412001_g2R | Interactive language household detailed (aggregated) | pParent |
|-------------|--|---------|

36035 What language do you speak with <target child's name>?

Only read out the options if needed. If the respondent answers here "equally often", please ask for their tendency. If no allocation can be made, select the button "equally often German and language of origin".

mostly another language [3] ☐

only another language [4] ☐

only German [1] ☐

mostly German [2] ☐

equally often German and other language [-25] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (25001 = 1) or (25002 = 1) goto 36036

if (25001 <> 1) and (25002 <> 1) & ([HELP] h_number_siblings > 0) goto 36038

if (25001 <> 1) and (25002 <> 1) & ([HELP] h_number_siblings = 0) goto 36039

Variables

| | | |
|---------|--|---------|
| p412070 | Responding parent's interaction language – child | pParent |
|---------|--|---------|

Condition: if (25004 <> 2)

36036 What language does your partner speak with <target child's name>?

Condition: if (25004 = 2)

36036 What language does your partner speak with <target child's name>?

Only read out the options if needed. If the respondent answers here "equally often", please ask for their tendency. If no allocation can be made, select the button "equally often German and language of origin".

only German [1] ☐

mostly German [2] ☐

mostly another language [3] ☐

only another language [4] ☐

equally often German and other language [-25] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 36037

Variables

| | | |
|---------|-------------------------------|---------|
| p412080 | Language used partner - child | pParent |
|---------|-------------------------------|---------|

Condition: if (25004 <> 2)

36037 What language do you speak with your partner?

Condition: if (25004 = 2)

36037 What language do you speak with your partner?

Only read out the options if needed. If the respondent answers here "equally often", please ask for their tendency. If no allocation can be made, select the button "equally often German and language of origin".

only German [1] ☐

mostly German [2] ☐

mostly another language [3] ☐

only another language [4] ☐

equally often German and other language [-25] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if ([HELP] h_number_siblings > 0) goto 36038
if ([HELP] h_number_siblings = 0) goto 36039

Variables

| | | |
|---------|--|---------|
| p412090 | Language used - parent interviewed - partner | pParent |
|---------|--|---------|

Condition: if (02100 <> 2)

36038 What language does <target child's name> speak to his siblings?

Condition: if (02100 = 2)

36038 What language does <target child's name> speak to her siblings?

Only read out the options if needed. If the respondent answers here "equally often", please ask for their tendency. If no allocation can be made, select the button "equally often German and language of origin".

only German [1] ☐

mostly German [2] ☐

mostly another language [3] ☐

only another language [4] ☐

equally often German and other language [-25] ☐

No siblings [-20] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 36039

Variables

| | | |
|---------|--------------------------------|---------|
| p412030 | Language used child - siblings | pParent |
|---------|--------------------------------|---------|

Condition: if (02100 <> 2)

36039 What language does <target child's name> speak to his friends?

Condition: if (02100 = 2)

36039 What language does <target child's name> speak to her friends?

Only read out the options if needed! If the respondent answers here "equally often", please ask for their tendency. If no allocation can be made, select the button "equally often German and language of origin".

only German [1] ☐mostly German [2] ☐mostly another language [3] ☐only another language [4] ☐equally often German and other language [-25] ☐Refused
[-97] ☐Don't know [-98] ☐

if (Starting cohort = 2) & (36025 = 2) goto 36040
 if (Starting cohort = 2) & (36025 <> 2) goto 36042Z
 if (Starting cohort = 5) goto 36042Z

Variables

p412040

Language used child - friends

pParent

36040 At what age did <name of target child> start learning German? Please state the month and year.

In case of "I don't know" for individual years of birth, please enter -98; in case of "refused", please enter -97.

|_|_|_| Month

Range: 0 - 11

|_|_|_| Year

Range: 0 - 10

goto 36042Z

Variables

p41002m

Age of child learning German (month)

pParent

p41002y

Age of child learning German (year)

pParent

Condition: if (25004 <> 2)

36043 Now I would like to find out a little about your partner's native language. What language did he learn as a child in his family?

Condition: if (25004 = 2)

36043 Now I would like to find out a little about your partner's native language. What language did she learn as a child in her family?

Please select from the list! If there are more than two native languages: "Please tell us the native language which they understand better." The second native language will be captured in the subsequent questions.

[Language list] [-9999] ☐

Sprache not in list
[-96] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (36043 = -96) goto 360441
if (36043 = -97,-98) goto 36045
if (36043 <> -96, -97, -98) goto 36044

Variables

| | | |
|-------------|---|---------|
| p414100_g1R | Recent partner's language of origin (ISO 639.2) | pParent |
| p414100_g1D | Recent partner's language of origin (German/not German) | pParent |
| p414100_g2R | Recent partner's language of origin (aggregated) | pParent |

Condition: if (25004 <> 2)

36044 Did your partner learn another language as a child in his family?

Condition: if (25004 = 2)

36044 Did your partner learn another language as a child in her family?

Please select from the list!. If there is no other language, please use the button.

[Language list] [-9999] ☐

No other language [-21] ☐

Sprache not in list
[-96] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (36044 = -96) goto 360442
if (36044 <> -96) goto 36045

Variables

| | | |
|-------------|---|---------|
| p414102_g1R | Recent partner's other language of origin (ISO 639.2) | pParent |
| p414102_g1D | Recent partner's other language of origin (German/not German) | pParent |
| p414102_g2R | Recent partner's other language of origin (aggregated) | pParent |

36047 New partner can speak German (as only native language or one of two native languages)Yes [1] ☐No [2] ☐

goto 36048

autoif (36043 = 92) OR (36044 = 92): 1

autoif (36043 <> 92) & (36044 <> 92): 2

Variables

| | | |
|---------|--|---------|
| p41414x | Help variable: New partner's ability to speak German | pParent |
|---------|--|---------|

36048 New partner bilingual (i.e. more than one native language)?Yes [1] ☐No [2] ☐

if (36048 = 1) & (36047 = 2) goto 36049

if (36048 = 1) & (36047 = 1) goto 36050

if (36048 = 2) & (36047 = 2) goto 36050

if (36048 = 2) & (36047 = 1) goto 36041Z

autoif (36044 <> -21, -97, -98) : 1

autoif (36044 = -21, -97, -98) : 2

Variables

| | | |
|---------|-------------------------------------|---------|
| p41415x | Help variable new partner bilingual | pParent |
|---------|-------------------------------------|---------|

Condition: if (25004 <> 2)

36049 You have said that your partner learned several languages as a child in his family. Which of these languages does he understand better?

Condition: if (25004 = 2)

36049 You have said that your partner learned several languages as a child in her family. Which of these languages does she understand better?

If there is no difference in partner's language proficiency, "don't know" or "refused" please select the first language mentioned.

Partner's first native language (<36055> inserted) [1] ☐Partner's second native language (<36046> inserted) [2] ☐

goto 36050

Variables

| | | |
|---------|---|---------|
| p414130 | Identify language of origin - new bilingual partner | pParent |
|---------|---|---------|

46 Satisfaction with school

39101, 30102, 39103, 39104, 39105 Now I would like to ask you how satisfied are you with your child's school. How much do you agree with the following statements?

Please read the answer categories the first two times, then only if needed.

| | | | | | | |
|--|--------------------------|---------------------------|----------------------------|--------------------------|--------------------------|--------------------------|
| Refused [-97] | <input type="checkbox"/> | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | |
| | Does not apply [1] | Does not really apply [2] | Applies to some extent [3] | Does apply [4] | Refused [-97] | Don't know [-98] |
| The school hours i.e. start and end of teaching, as well as the lunch break fit in well with our everyday family life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | |
| The equipment and condition of the rooms at <target child's name>'s school are good. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | |
| The teachers try hard to meet <target child's name>'s needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | |
| The performance demands placed on <target child's name> are too high. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Refused [-97] | <input type="checkbox"/> | | | | | |
| Don't know [-98] | <input type="checkbox"/> | | | | | |
| All in all, I am satisfied with <target child's name>'s school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| goto 39106Z | | | | | | |

| Variables | | |
|-----------|--|---------|
| p286711 | Satisfaction with school: school hours | pParent |
| p286712 | Satisfaction with school - equipment and rooms | pParent |
| p286713 | Satisfaction with school - meets child's needs | pParent |
| p286714 | Satisfaction with school: performance demands | pParent |
| p286715 | Satisfaction with school: general | pParent |

This completes the main content of the interview. To conclude we have the address update which we need to keep the panel up to date, as well as some interviewer questions to ensure data quality.