NEPS

National Educational Panel Study

Starting Cohort 3: Grade 5 (SC3)
Wave 5
Questionnaires (SUF Version 5.0.0)

LIfBi

**LEIBNIZ INSTITUTE FOR
EDUCATIONAL TRAJECTORIES**

Contents

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 5, 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 5.0.0 of the Scientific Use File (SUF) for the Starting Cohort 3 (SC3) (doi:10.5157/NEPS:SC3:5.0.0). Figure 1 describes the possible components of the documented survey.
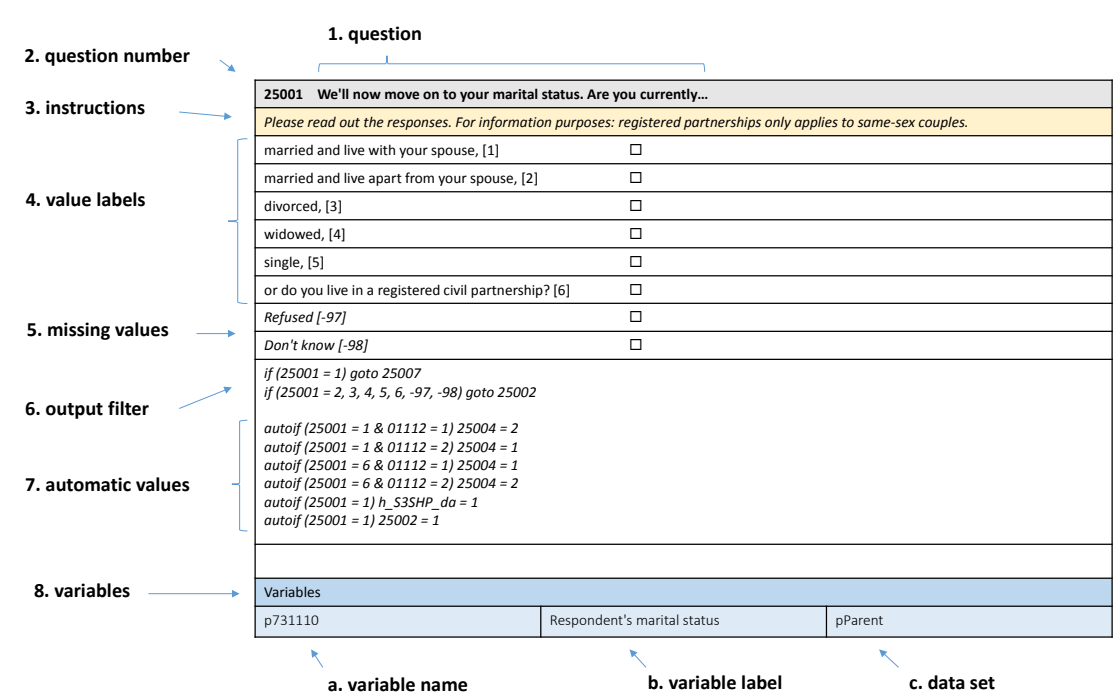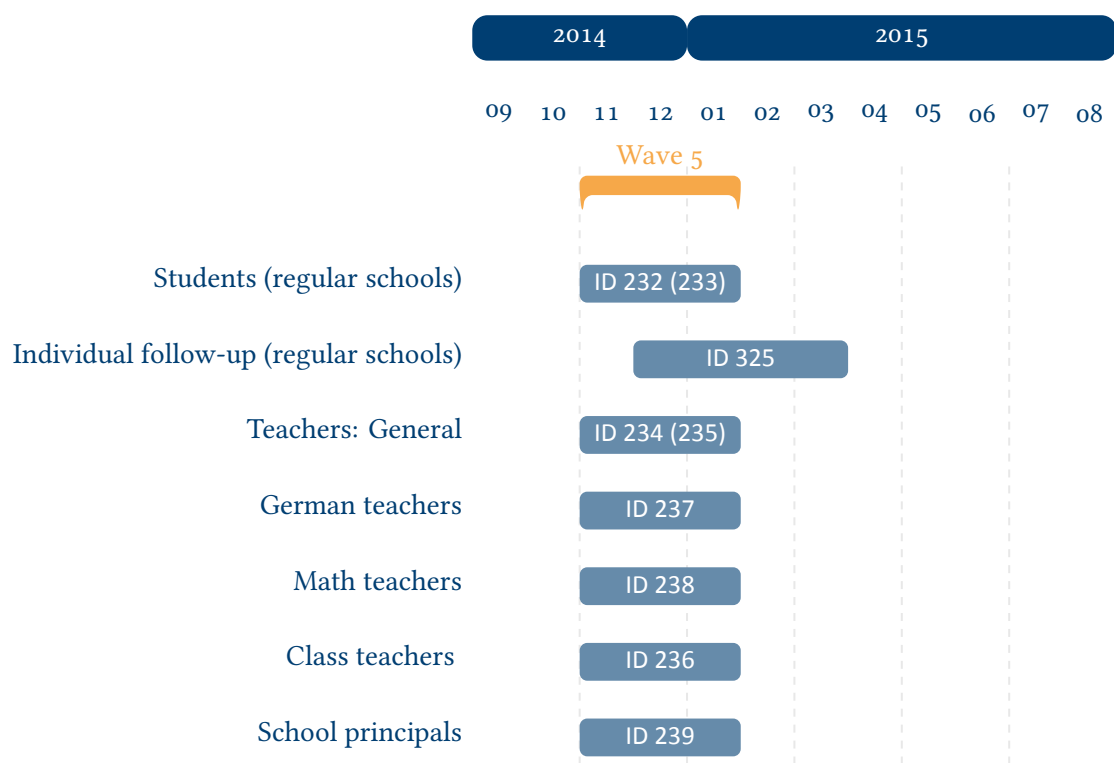
1. question		
2. question number		
3. instructions		
4. value labels		
5. missing values		
6. output filter		
7. automatic values		
8. variables		

25001	**We'll now move on to your marital status. Are you currently…**	
Please read out the responses. For information purposes: registered partnerships only applies to same-sex couples.		
married and live with your spouse, [1]	☐	
married and live apart from your spouse, [2]	☐	
divorced, [3]	☐	
widowed, [4]	☐	
single, [5]	☐	
or do you live in a registered civil partnership? [6]	☐	
Refused [-97]	☐	
Don't know [-98]	☐	

if (25001 = 1) goto 25007
if (25001 = 2, 3, 4, 5, 6, -97, -98) goto 25002

autoif (25001 = 1 & 01112 = 1) 25004 = 2
autoif (25001 = 1 & 01112 = 2) 25004 = 1
autoif (25001 = 6 & 01112 = 1) 25004 = 1
autoif (25001 = 6 & 01112 = 2) 25004 = 2
autoif (25001 = 1) h_S3SHP_da = 1
autoif (25001 = 1) 25002 = 1

Variables		
p731110	Respondent's marital status	pParent

a. variable name   **b. variable label**   **c. data set**

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.

2014	2015

09 10 11 12 01 02 03 04 05 06 07 08

Wave 5

Students (regular schools) — ID 232 (233)

Individual follow-up (regular schools) — ID 325

Teachers: General — ID 234 (235)

German teachers — ID 237

Math teachers — ID 238

Class teachers — ID 236

School principals — ID 239

Figure 2: Survey of Starting Cohort 3 and IDs of the survey instruments in wave 5

Figure 2 gives an overview of the field time for the fifth main survey. The survey was conducted via PAPI questionnaires within the school context from November 2014 to January 2015.

Students of the 9th grade are interviewed and further 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.

2 Students, PAPI

2.1 First-time interviewees (ID 232)

Dear students, in this questionnaire we are mainly interested in your personal opinions. Besides questions about yourself and your family, there are also questions on topics such as school, reading, free time as well as country and language of origin, health and your professional future. Please answer all of the questions as you see fit. There are no "right" or "wrong" answers. Your personal opinion is important to us! If you cannot or do not want to answer some of the questions or if they do not apply to you, just leave them out. Please answer all of the questions as you see fit. Participation in this survey is voluntary and there will be no negative consequences. If you do not want to fill out the questionnaire, this will of course not disadvantage you in any way either. Of course, you can also stop filling out the questionnaire at any time. Neither your teachers, other school staff nor your parents will be able to see your answers. We would like to thank you very much for taking part in this important survey. Your NEPS Team

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QUESTIONS ABOUT YOU

1	**Are you …**	
Please tick the applicable.		
… male? [1]	☐	
… female? [2]	☐	

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

3	**What citizenship do you have?**		
You can tick more than one box if you have more than one citizenship.			

	Not specified [0]	Specified [1]
German	☐	☐
Bosnian	☐	☐
Greek	☐	☐
Italian	☐	☐
Kazakh	☐	☐
Croatian	☐	☐
Polish	☐	☐
Russian	☐	☐
Serbian	☐	☐
Turkish	☐	☐
Ukranian	☐	☐
Another citizenship, specifically:	☐	☐
(Please enter in block letters.)	✎	

	Not specified [0]	Specified [1]
Don't know	☐	☐

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 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.

	Completely dissatisfied [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	Completely satisfied [10]
a) … currently and in general terms, with your life?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b) … with what you have? Think of money and things that you own.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c) … with your health?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
d) … with your family?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
e) … with your acquaintances and friends?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
f) … with your situation at school?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

5 How would you generally describe your state of health?

Please tick only one answer.

Poor [4]   ☐

Very poor [5]   ☐

Average [3]   ☐

Good [2]   ☐

Very good [1]   ☐

Variables		
t521000	Self-assessment health	pTarget

6	**To what extent 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]	Partially applies [3]	Applies to some extent [4]	Applies completely [5]
a) All in all, I am satisfied with myself.	☐	☐	☐	☐	☐
b) Now and then I think that I'm not good for anything.	☐	☐	☐	☐	☐
c) I have some positive attributes.	☐	☐	☐	☐	☐
d) I can do many things just as well as most other people.	☐	☐	☐	☐	☐
e) I am afraid there is not much I can be proud of.	☐	☐	☐	☐	☐
f) Sometimes I really feel useless.	☐	☐	☐	☐	☐
g) I consider myself a valuable person, at least I am not less valuable than the others.	☐	☐	☐	☐	☐
h) I wish I could have more respect for myself.	☐	☐	☐	☐	☐
i) All in all, I tend to consider myself a loser.	☐	☐	☐	☐	☐
j) I have a positive attitude towards myself.	☐	☐	☐	☐	☐

Variables		
t66003a	Self-esteem: Satisfied with myself	pTarget
t66003a_g1	Global self-esteem	pTarget
t66003b	Self-esteem: Good for nothing	pTarget
t66003c	Self-esteem: Have good qualities	pTarget
t66003d	Self-esteem: Just as good as others	pTarget
t66003e	Self-esteem: Not much to be proud of	pTarget
t66003f	Self-esteem: I feel useless	pTarget
t66003g	Self-esteem: As valuable as others	pTarget
t66003h	Self-esteem: Wish for more self-respect	pTarget
t66003i	Self-esteem: Consider myself a loser	pTarget
t66003j	Self-esteem: Positive attitude towards myself	pTarget

7	**How do you assess yourself: In general, are you willing to take risks or do you try to avoid risks?**

Please check a value on the scale: The value "0" if you are not at all willing to take risk, the value "10" if you are very willing to take risks. You can stagger your judgement using the values in between.

Own willingness to take risks	
3 [3]	☐
4 [4]	☐
9 [9]	☐
8 [8]	☐
7 [7]	☐
6 [6]	☐
5 [5]	☐
1 [1]	☐
2 [2]	☐
Not at all willing to take risks [0]	☐
Very willing to take risks [10]	☐

Variables		
t515101	General willingness to take risks	pTarget

8   How would you rate your performance at school?

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) In the subject German I am a hopeless case.	☐	☐	☐	☐
b) I learn fast in German.	☐	☐	☐	☐
c) I get good grades in German.	☐	☐	☐	☐
d) I get good grades in math.	☐	☐	☐	☐
e) Math is one of my best subjects.	☐	☐	☐	☐
f) I have always been good at math.	☐	☐	☐	☐
g) I learn fast in most of the school subjects.	☐	☐	☐	☐
h) In most of the school subjects, I perform well in written class tests.	☐	☐	☐	☐
i) I perform well in most of the school subjects.	☐	☐	☐	☐

Variables		
t66000a_g1	Self concept: German	pTarget
t66000a	Self-concept verbal: Hopeless case	pTarget
t66000b	Self-concept verbal: I learn quickly	pTarget
t66000c	Self-concept verbal: Good grades	pTarget
t66001a_g1	Self concept: Math	pTarget
t66001a	Self-concept Math: Good grades	pTarget
t66001b	Self-concept Math: Math is one of the best subjects	pTarget
t66001c	Self-concept Math: I have always been good in Math	pTarget
t66002a_g1	Self concept: School	pTarget
t66002a	Self-concept school: I learn fast	pTarget
t66002b	Self-concept school: I do well in written class tests	pTarget
t66002c	Self-concept school: I do well in most school subjects	pTarget

9	To what extent do the following statements apply to you?				

Please check one box in every 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 tend to be cautious, reserved.	☐	☐	☐	☐	☐
b) I trust other people easily, I believe in the goodness in people	☐	☐	☐	☐	☐
c) I am easy-going and tend to be a bit lazy.	☐	☐	☐	☐	☐
d) I am relaxed and don't get easily stressed.	☐	☐	☐	☐	☐
e) I do not care much about arts.	☐	☐	☐	☐	☐
f) I am out-going and sociable.	☐	☐	☐	☐	☐
g) I tend to be critical of other people.	☐	☐	☐	☐	☐
h) I am thorough.	☐	☐	☐	☐	☐
i) I easily get nervous and self-conscious.	☐	☐	☐	☐	☐
j) I have an active imagination, I am an imaginative person.	☐	☐	☐	☐	☐
k) I am considerate, sensitive.	☐	☐	☐	☐	☐

Variables		
t66800a	Big Five self-assessment: Cautious/reserved	pTarget
t66800a_g1	Big Five: Extraversion	pTarget
t66800b	Big Five self-appraisal: Trusting	pTarget
t66800b_g1	Big: Five: Agreeableness	pTarget
t66800c	Big Five self-appraisal: Easy-going / lazy	pTarget
t66800c_g1	Big: Five: Conscientiousness	pTarget
t66800d	Big Five self-assessment: Relaxed	pTarget
t66800d_g1	Big: Five: Neuroticism	pTarget
t66800e	Big Five self-appraisal: Artistic	pTarget
t66800e_g1	Big: Five: Openness	pTarget
t66800f	Big Five self-appraisal: Sociable	pTarget
t66800g	Big Five self-assessment: Criticize	pTarget
t66800h	Big Five self-appraisal: Thorough	pTarget
t66800i	Big Five self-appraisal: Nervous / self-conscious	pTarget
t66800j	Big Five self-assessment: Imaginative	pTarget
t66800k	Big Five self-assessment: Sensitive	pTarget

QUESTIONS REGARDING YOUR PLANS FOR THE FUTURE

10	How important is to you to have children sometime in the future?	
Please only check one answer.		
In the middle [3]	☐	
Rather unimportant [2]	☐	
Rather important [4]	☐	
Very unimportant [1]	☐	
Very important [5]	☐	

Variables		
t533010	Importance starting a family	pTarget

11	At what age could you imagine having your first child?	
Please only check one answer.		
16 - 19 years [1]	☐	
20 - 24 years [2]	☐	
25 - 29 years [3]	☐	
30 - 34 years [4]	☐	
from 35 years [5]	☐	
Never [6]	☐	

Variables		
t533020	age_family-foundation	pTarget

QUESTIONS ABOUT YOUR FAMILY AND YOUR HOME

12	When you talk about your "mother" in the questionnaire, who do you mean?

Please tick only one answer.

My father's girlfriend [5]	☐
My foster mother [4]	☐
Another woman [6]	☐
I don't have a mother (anymore)/I don't know her [7]	☐
My adoptive mother [3]	☐
My stepmother [2]	☐
My biological mother [1]	☐

Variables		
t731130	Role of mother	pTarget

13	When you talk about your "father" in the questionnaire, who do you mean?

Please tick only one answer.

My biological father [1]	☐
My stepfather [2]	☐
My adoptive father [3]	☐
I don't have a father (anymore)/I do not know him [7]	☐
Another man [6]	☐
My foster father [4]	☐
My mother's boyfriend [5]	☐

Variables		
t731140	Role of father	pTarget

14 How often does it normally happen that you talk with your mother or father …

Please tick a box in each line.

	Never or seldom [1]	Several times a month [2]	Once a week [3]	Several times a week [4]	Everyday [5]
a) … about books?	☐	☐	☐	☐	☐
b) … about movies or TV programs?	☐	☐	☐	☐	☐
c) … about political or social issues?	☐	☐	☐	☐	☐
d) … about works of art or art in general?	☐	☐	☐	☐	☐

Variables		
t34010a	Discussions with father/mother: books	pTarget
t34010b	Discussions with father/mother: movies or TV shows	pTarget
t34010c	Discussions with father/mother: political or social issues	pTarget
t34010d	Discussions with father/mother: artwork or art in general	pTarget

15 At home, do you have …

Please tick a box in each line.

	Yes [1]	No [2]
a) … a desk to study?	☐	☐
b) … your own room?	☐	☐
c) … learning software?	☐	☐
d) … classic literature (e.g. by Goethe)?	☐	☐
e) … books with poems?	☐	☐
f) … works of art (e.g. paintings)?	☐	☐
g) … books that are useful for homework?	☐	☐
h) … 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

16	Can you use a computer at home?

Please tick only one answer.

Yes, I share the computer with other family members. [2]	☐
No, I cannot use a computer at home. [3]	☐
Yes, I have my own computer. [1]	☐

Variables		
t101000	PC at home	pTarget

QUESTIONS ABOUT READING

17	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.

	… not at all outside school. [1]	… up to half an hour. [2]	… between half an hour and one hour. [3]	… 1 to 2 hours. [4]	… more than 2 hours. [5]
a) On a normal school day I read … [Please tick only one answer.]	☐	☐	☐	☐	☐

	… not at all. [1]	… up to half an hour. [2]	… between half an hour and one hour. [3]	… 1 to 2 hours. [4]	… more than 2 hours. [5]
b) On a normal non-school day I read … [Please tick only one answer.]	☐	☐	☐	☐	☐

Variables		
t34001a	Frequency reading - school day	pTarget
t34001c	Frequency reading - non-school day	pTarget

18   How often do you normally read in your spare time...

Please check one box in each line.

	Never or seldom [1]	Several times a month [2]	Once a week [3]	Several times a week [4]	Everyday [5]
a) detective novels, thrillers, horror or fantasy books such as Harry Potter or Lord of the Rings etc.?	☐	☐	☐	☐	☐
b) modern classics by authors such as George Orwell or Günther Grass etc.?	☐	☐	☐	☐	☐
c) … non-fiction books?	☐	☐	☐	☐	☐
d) … comics?	☐	☐	☐	☐	☐
e) … other?	☐	☐	☐	☐	☐

Variables		
t34002a	Frequency reading (genre): Detective novels, thrillers, horror or fantasy	pTarget
t34002b	Frequency reading (genre): Classic literature	pTarget
t34002c	Frequency reading (genre): Nonfiction books	pTarget
t34002d	Frequency reading (genre): Comics	pTarget
t34002e	Frequency reading (genre): Other	pTarget

19   Do you read the following newspapers or magazines?

Please check one box in each line.

	Never or seldom [1]	Several times a month [2]	Once a week [3]	Several times a week [4]	Everyday [5]
a) Local newspaper(s)	☐	☐	☐	☐	☐
b) Tabloids such as BILD, BZ	☐	☐	☐	☐	☐
c) Other supra-regional newspapers such as Süddeutsche Zeitung (SZ), Frankfurter Allgemeine Zeitung (FAZ)	☐	☐	☐	☐	☐
d) Magazines such as SPIEGEL, FOCUS, Stern etc.	☐	☐	☐	☐	☐
e) Other youth magazines such as Bravo, Bravo Sport, Yam!, Spot on or Young Miss etc.	☐	☐	☐	☐	☐

Variables		
t34003a	Frequency reading: Local newspaper	pTarget
t34003b	Frequency reading: Tabloids (such as BILD, BZ)	pTarget
t34003c	Frequency reading: Youth pages in other supraregional papers (such as SZ, FAZ)	pTarget
t34003d	Frequency reading: Magazines (such as SPIEGEL, FOCUS Schule)	pTarget
t34003e	Frequency reading: Other youth magazines (such as Bravo, Popcorn)	pTarget

20   **Around how many books do you have at home? Do not count magazines, newspapers or your text books.**

Please tick only one answer.

[Picture: Small bookcase with 1 filled shelf] None or only very few (0 to 10 books) [1]	☐
[Picture: Small bookcase with 2-3 filled shelves] Enough to fill one shelf (11 to 25 books) [2]	☐
[Picture: Small bookcase with 7-8 filled shelves] Enough to fill several shelves (26 to 100 books) [3]	☐
[Picture: Medium bookcase with all shelves filled] Enough to fill a large set of shelves (201 to 500 books) [5]	☐
[Picture: Small bookcase with all shelves filled] Enough to fill a small set of shelves (101 to 200 books) [4]	☐
[Picture: Large bookcase with all shelves filled] Enough to fill a shelf unit (more than 500 books) [6]	☐

Variables		
t34005a	Amount of books	pTarget

21   **What do you think about reading?**

Please check one box in every line.

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

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

22	How often do you play sports? Do not count sports in class at school.	
Please tick only one answer.		
Several times a week [4]		☐
Several times a month or once a week [3]		☐
Once a month or less [2]		☐
Never [1]		☐
(Almost) daily [5]		☐
"Never": Please continue with question 25. "Other": Please continue with the next question.		

Variables		
t261000	Sports: frequency	pTarget

23	What kind of sports do you do most frequently?	
Please state only one kind of sport.		
(Please enter in block letters.)	✏	

Variables		
t262000_g1	Students: sport activity, main kind of sport	pTarget

24	Where or how do you most often do this kind of sport?	
Please tick only one answer.		
Club [1]		☐
School (outside classes such as sport workshop) [2]		☐
Riding school, tennis school, martial arts school, dancing school, gym or similar [3]		☐
Together with others, but not in an organization [5]		☐
Volkshochschule [adult education establishment] (VHS) [4]		☐
By myself [6]		☐

Variables		
t269000	Sport: where/how?	pTarget

25 **Did you take any courses outside of school (other than sports) during this or the last school year? If yes, what exactly did you do?**

Please check one box in each row.

	Yes [1]	No [2]
a) Lessons at a musical school (e.g. instrumental or vocal lessons)	☐	☐

If yes, what: (Please enter in block letters.) ✎

	Yes [1]	No [2]
b) A course at the Volkshochschule [adult education establishment] (VHS)	☐	☐

If yes, what: (Please enter in block letters.) ✎

	Yes [1]	No [2]
c) A course at the youth art school	☐	☐

If yes, what: (Please enter in block letters.) ✎

Variables		
t27111a	Student: Courses outside of school: Music school lessons	pTarget
t27111v_O	Student: Courses outside of school: Music school lessons, text	pTarget
t27111v_g1	Student: courses outside school: music school lessons (code number)	pTarget
t27111b	Student: Courses outside of school: Volkshochschule (VHS)	pTarget
t27111w_O	Student: Courses outside of school: Volkshochschule course, text	pTarget
t27111w_g1	Student: courses outside school: course at the Volkshochschul (code number)	pTarget
t27111c	Student: Courses outside of school: Youth art school course	pTarget
t27111x_O	Student: Courses outside of school: Youth art school course, text	pTarget
t27111x_g1	Student: courses outside school: youth art school course (code number)	pTarget

26 **Did you take any courses outside of school (other than sports) during this or the last school year? If yes, what exactly did you do and where did you do it**

If you didn't take any other courses outside of school, you don't need to enter anything here.

What: (Please enter in block letters.) ✎

Where: (Please enter in block letters.) ✎

Variables		
t27111u_O	Student: Courses outside of school: Other courses: Text, what	pTarget
t27111u_g1	Student: courses outside school: other courses (code number)	pTarget

27   How often have you done the following things in the past 12 months?

Please tick a box in each line.

	Never [1]	Once [2]	2 to 3 times [3]	4 to 5 times [4]	More than 5 times [5]
a) Visited a museum or an art exhibition	☐	☐	☐	☐	☐
b) Watched a movie at the cinema	☐	☐	☐	☐	☐
c) Visited an opera, ballet or classic concert	☐	☐	☐	☐	☐
d) Been to the theater?	☐	☐	☐	☐	☐
e) Went to a rock or pop concert	☐	☐	☐	☐	☐

Variables		
t34009a	Participation in high culture: museum or art exhibition	pTarget
t34009b	Participation in high culture: cinema	pTarget
t34009c	Participation in high culture: opera, ballet, classical concert	pTarget
t34009d	Participation in high culture: theater	pTarget
t34009e	Participation in high culture: rock/pop concert	pTarget

28   On how many days in the last month have you made music, e.g. played an instrument or sung in a choir? Making music on the computer does not count.

If you have not made music on any day in the past month, please enter "Zero" (0). Please enter the figures aligned to the right.

On about … |___|___| Days

Range: 0 - 99

Variables		
t34009g	Participation in high culture: played musical instrument	pTarget

29   On how many days per week did you listen to classical music?

If you did not listen to classical music on any day of the last week, please enter a "Zero" (0).

On about |___| Days per week.

Range: 0 - 7

Variables		
t34009l	Participation in high culture: Listened to classical music	pTarget

30 **Now we come to your friends. This includes all persons who are your friends, whether or not they attend the same school. How many people from your circle of friends …**

Please check one 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 migration background, i.e. were you or at least one of your parents born abroad?	☐	☐	☐	☐	☐	☐	☐
b) … intend to obtain the leaving certificate of the Realschule?	☐	☐	☐	☐	☐	☐	☐
c) … intend to obtain the Abitur [university entrance qualification]?	☐	☐	☐	☐	☐	☐	☐

Variables		
t321112	proportion friends with migration background	pTarget
t32111b	proportion friends high school level I qualification	pTarget
t32111c	proportion friends with high school graduation aspiration	pTarget

31 **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) I think that most of my friends are very ambitious in school.	☐	☐	☐	☐	☐
b) Most of my friends expect me to make a great effort in school.	☐	☐	☐	☐	☐
c) Most of my friends do not care whether they do well in school.	☐	☐	☐	☐	☐
d) For most of my friends it is very important to succeed very far in their profession in the future.	☐	☐	☐	☐	☐

Variables		
t32112a	friends - very amitious in school	pTarget
t32012a	friends - great efforts in school	pTarget
t32112b	friends - school do not bother	pTarget
t32112c	friends - importance to rise up the ladder of success in the future.	pTarget

QUESTIONS ABOUT YOUR GERMAN LESSONS

32   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.	☐	☐	☐	☐	☐
b) … manages to quickly involve me again, if I don't pay attention for a moment.	☐	☐	☐	☐	☐
c) … instantly notices when I don't pay attention.	☐	☐	☐	☐	☐
d) … has the class under control.	☐	☐	☐	☐	☐

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

33   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.	☐	☐	☐	☐	☐
b) … tells me that she/he thinks that I can do better than I have done so far.	☐	☐	☐	☐	☐
c) … finds it very important that we do our work very thoroughly.	☐	☐	☐	☐	☐
d) … uses students that achieve good grades as an example for us all.	☐	☐	☐	☐	☐
e) … tells us where we stand compared to our classmates.	☐	☐	☐	☐	☐

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 classmates	pTarget

34	**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) … first tries to understand my point of view, and then tells me what he/she would do.	☐	☐	☐	☐	☐
b) … listens to my suggestions and takes them seriously.	☐	☐	☐	☐	☐
c) … encourages me to ask questions.	☐	☐	☐	☐	☐

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

35	**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.	☐	☐	☐	☐	☐
b) … encourages us to help each other in class.	☐	☐	☐	☐	☐
c) … encourages us to exchange ideas with each other in class.	☐	☐	☐	☐	☐

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

36	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) … sums up the most important things at the end of the lesson.	☐	☐	☐	☐	☐
b) … gives us information as to what is especially important in the lesson.	☐	☐	☐	☐	☐
c) … explains to us how old and new topics relate to each other.	☐	☐	☐	☐	☐

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 A FEW GENERAL QUESTIONS ABOUT SCHOOL

37   When you consider your classes at school in general, to what extent do the following statements apply?

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) In class we often do exercises that show if we've really understood something.	☐	☐	☐	☐
b) Everything we do is carefully planned.	☐	☐	☐	☐
c) When we do exercises in class, we often apply what we have learned to other things.	☐	☐	☐	☐
d) Most teachers are good at explaining things.	☐	☐	☐	☐
e) Our teachers talk to us if there is something we don't like.	☐	☐	☐	☐
f) If I need more help, I get it from my teachers.	☐	☐	☐	☐
g) In class, there are clear rules that we have to follow.	☐	☐	☐	☐
h) The exercises we do in class are similar, yet always different, so I have to pay close attention.	☐	☐	☐	☐
i) In class, there are clear instructions on what we have to do.	☐	☐	☐	☐

Variables		
t22550a	Student: lessons, understanding assignments	pTarget
t22350b	Student: lessons, careful planning	pTarget
t22550c	Student: lessons, applying matter learned	pTarget
t22450d	Student: lessons, being able to explain well	pTarget
t22450e	Student: lessons, talking about dislikes	pTarget
t22450f	Student: lessons, additional help from teachers	pTarget
t22350g	Student: lessons, clear rules	pTarget
t22550h	Student: lessons, similar exercises	pTarget
t22350i	Student: lessons, clear instructions	pTarget

38	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 check one answer only.

extended Hauptschule leaving certificate/Hauptschule leaving certificate after year 10 [3]	☐
Qualifying leaving certificate of the Hauptschule [2]	☐
Leaving certificate from the Realschule/secondary school [4]	☐
Fachhochschulreife/fachgebundene Hochschulreife/"Fachabitur" [5]	☐
Abitur (university entrance qualification) [6]	☐
Leave school without any qualification [7]	☐
Leaving certificate from the Hauptschule [1]	☐

Variables		
t31035c	Idealistic educational aspiration - highest school-leaving qualification	pTarget

39	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.

About |___|___| Days

Range: 0 - 31

	Not specified [0]	Specified [1]
Don't know	☐	☐

Variables		
t523000	Days missed due to illness	pTarget

40   What grade did you have on your last annual report card ...

Please check one box in every 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?	☐	☐	☐	☐	☐	☐	☐
b) ... in Math?	☐	☐	☐	☐	☐	☐	☐
c) … in Physics?	☐	☐	☐	☐	☐	☐	☐
d) … in Chemistry?	☐	☐	☐	☐	☐	☐	☐
e) … in Biology?	☐	☐	☐	☐	☐	☐	☐
f) … in Science?	☐	☐	☐	☐	☐	☐	☐

Variables		
t724101	Grade - German	pTarget
t724102	Grade - Math	pTarget
t724106	Grade - Physics	pTarget
t724105	Grade - Chemistry	pTarget
t724104	Grade - Biology	pTarget
t724108	Grade - Science	pTarget

41   Considering everything you know now: What qualification will you actually leave school with?

Please check one answer only.

extended Hauptschule leaving certificate/Hauptschule leaving certificate after year 10 [3]	☐
Qualifying leaving certificate of the Hauptschule [2]	☐
Leaving certificate from the Realschule/secondary school [4]	☐
Fachhochschulreife/fachgebundene Hochschulreife/"Fachabitur" [5]	☐
Abitur (university entrance qualification) [6]	☐
Leave school without any qualification [7]	☐
Leaving certificate from the Hauptschule [1]	☐

Variables		
t31135c	Realistic educational aspiration - highest school-leaving qualification	pTarget

42	Now to your classmates. This includes all persons in your grade, no matter whether they are your friends or not. To what extent do the following statements apply to your classmates?

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 classmates are very ambitious in school.	☐	☐	☐	☐	☐
b) Most of my classmates expect me to make a great effort in school.	☐	☐	☐	☐	☐
c) Most of my classmates do not care whether they do well in school.	☐	☐	☐	☐	☐

Variables		
t321210	class mates - in school very ambitioned	pTarget
t32022a	class mates - great effort in school	pTarget
t321211	class mate - school do not bother	pTarget

43	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?	☐	☐	☐	☐	☐	☐	☐
b) … in your school have a migration background, i.e. were born abroad or have at least one parent who was born abroad?	☐	☐	☐	☐	☐	☐	☐

Variables		
t321222	Amount of students with migration background in class	pTarget
t321223	Amount of students with a migrant background in school	pTarget

QUESTIONS ABOUT YOUR PROFESSIONAL FUTURE

44   **Below we have listed some things that could be important aspects of a job or trade. How important are these things for you personally, regardless of your current situation?**

Please check one box in every line.

	Very unimportant [1]	2 [2]	3 [3]	4 [4]	5 [5]	Very important [6]
a) The opportunity to learn new things	☐	☐	☐	☐	☐	☐
b) Good relationships with colleagues and supervisors	☐	☐	☐	☐	☐	☐
c) Good chances to advance professionally	☐	☐	☐	☐	☐	☐
d) Pleasant working hours	☐	☐	☐	☐	☐	☐
e) Varied tasks	☐	☐	☐	☐	☐	☐
f) Interesting work	☐	☐	☐	☐	☐	☐
g) High job security	☐	☐	☐	☐	☐	☐
h) Good pay	☐	☐	☐	☐	☐	☐
i) High match between working demands and actual skills and experience	☐	☐	☐	☐	☐	☐
j) Good working environment (such as lightning, temperature, cleanliness, low noise levels)	☐	☐	☐	☐	☐	☐
k) High levels of autonomy, self-supervision	☐	☐	☐	☐	☐	☐

Variables		
t66210a	Occup. orientation: Learning	pTarget
t66210a_g1	MOW: Learning aspects	pTarget
t66210b	Occup. orientation: Good working atmosphere	pTarget
t66210c	Occup. orientation: Opportunities for advancement	pTarget
t66210c_g1	MOW: Economic aspects	pTarget
t66210d	Occup. orientation: Good working hours	pTarget
t66210d_g1	MOW: Comfort aspects	pTarget
t66210e	Occup. orientation: Variety	pTarget
t66210e_g1	MOW: Expressive aspects	pTarget
t66210f	Occup. orientation: Interesting work	pTarget
t66210g	Occup. orientation: Job security	pTarget
t66210h	Occup. orientation: Good pay	pTarget
t66210i	Occup. orientation: Match with skills	pTarget
t66210j	Occup. orientation: Good physical working conditions	pTarget
t66210k	Occup. orientation: Autonomy	pTarget

| 45 | There are several reasons for deciding on a particular profession. The income level is often very important. Initially we are interested in your estimate of your future monthly net income. That is, money that is directly transferred to your bank account. Directly after completing your vocational education or university degree, how much do you think is the monthly net income ... |

If you are not sure, please estimate an amount. Please enter numbers aligned to the right.

… in your future profession? |___|___|___|___|___| Euros per month

Range: 0 - 99,999

	Not specified [0]	Specified [1]
Don't know what profession I will pursue	☐	☐

Variables		
t513060	Expected income future profession	pTarget
t513061	Expected income: Don't know what profession I will pursue	pTarget

| 46 | Now we would like to know how you estimate the income of different professions. Directly after completing their vocational education or their university degree, how much do you think is the monthly net income ... |

If you are not sure, please estimate an amount. Please enter numbers aligned to the right.

… of a general practitioner? |___|___|___|___|___| Euros per month

Range: 0 - 99,999

… a barber? |___|___|___|___|___|___| Euros per month

… a banker? |___|___|___|___|___|___| Euros per month

Variables		
t513062	Expected income: General practicioner	pTarget
t513063	Expected income: Hairdresser	pTarget
t513064	Expected income: Banker	pTarget

47	The following questions are about what your parents expect you to achieve in school and in your future career. What is the highest school-leaving qualification your parents would like you to obtain?

Please check only one answer.

Certificate of intermediate secondary education/ leaving certificate of the Realschule secondary school] [2]	☐
Abitur [higher education entrance qualification] [3]	☐
My parents have no opinion about this. [4]	☐
Leaving certificate from the Hauptschule [basic secondary school] [1]	☐

Variables		
t320401	idealistic aspiration school graduation parents	pTarget

48	And what kind of education would your parents like you to get after you have left school? My parents would like me …

Please check only one answer.

... to go to college. [1]	☐
My parents have no opinion about this. [4]	☐
... to get no training. [3]	☐
... to do an apprenticeship [2]	☐

Variables		
t320402	idealistic aspiration apprenticeship parents	pTarget

49	How important is it to your parents ...

Please check where applicable.

	Very unimportant [1]	Rather unimportant [2]	Partly [3]	Rather important [4]	Very important [5]	My parents have no opinion about this. [7]
a) … that you get good grades?	☐	☐	☐	☐	☐	☐
b) … that you will proceed very far in your profession in the future?	☐	☐	☐	☐	☐	☐

Variables		
t320403	Parents: Importance good grades	pTarget
t320404	Parents: Proceed in profession	pTarget

50	How important is the following question for you in general:

Please check only one answer.

… What do your parents expect you to achieve in
school and in your future career?

In the middle [3]	☐
Rather unimportant [2]	☐
Rather important [4]	☐
Very unimportant [1]	☐
Very important [5]	☐

Variables		
t320405	importance opinion of parents	pTarget

51	Imagine you had all opportunities to become what you want. What would be your ideal occupation?

Please enter in printed letters.

✎ _____

Variables		
t31060a_O	Idealistic vocational aspirations: preferred choice of career	pTarget
t31060a_g1	Idealistic vocational aspirations: Preferred choice of career (KldB 1988)	pTarget
t31060a_g2	Idealistic vocational aspirations: Preferred choice of career (KldB 2010)	pTarget
t31060a_g3	Idealistic vocational aspirations: Preferred choice of career (ISCO-88)	pTarget
t31060a_g4	Idealistic vocational aspirations: Preferred choice of career (ISCO-08)	pTarget
t31060a_g6	Idealistic vocational aspirations: Preferred choice of career (SIOPS-88)	pTarget
t31060a_g5	Idealistic vocational aspirations: Preferred choice of career (ISEI-88)	pTarget
t31060a_g7	Idealistic vocational aspirations: Preferred choice of career (MPS)	pTarget
t31060a_g9	Idealistic vocational aspirations: Preferred choice of career (BLK)	pTarget
t31060a_g14	Idealistic vocational aspirations: Preferred choice of career (ISEI-08)	pTarget
t31060a_g16	Idealistic vocational aspirations: Preferred choice of career (SIOPS-08)	pTarget

52 **Consider everything you know right now. What will probably be your occupation in the future?**

If you are not yet sure, enter the occupation that in your opinion will be the most probable one. Please enter in printed letters.

✎ _____

Variables		
t31160a_O	Realistic vocational aspirations: preferred choice of career	pTarget
t31160a_g1	Realistic vocational aspirations: Preferred choice of career (KldB 1988)	pTarget
t31160a_g2	Realistic vocational aspirations: Preferred choice of career (KldB 2010)	pTarget
t31160a_g3	Realistic vocational aspirations: Preferred choice of career (ISCO-88)	pTarget
t31160a_g4	Realistic vocational aspirations: Preferred choice of career (ISCO-08)	pTarget
t31160a_g5	Realistic vocational aspirations: Preferred choice of career (ISEI-88)	pTarget
t31160a_g6	Realistic vocational aspirations: Preferred choice of career (SIOPS-88)	pTarget
t31160a_g7	Realistic vocational aspirations: Preferred choice of career (MPS)	pTarget
t31160a_g9	Realistic vocational aspirations: Preferred choice of career (BLK)	pTarget
t31160a_g14	Realistic vocational aspirations: Preferred choice of career (ISEI-08)	pTarget
t31160a_g16	Realistic vocational aspirations: Preferred choice of career (SIOPS-08)	pTarget

53   **If it were up to you: What would you prefer to do after 9th grade? I would prefer ...**

Please only check one answer.

… join a pre-job program (e.g. a year designed to gain practical skills in preparation for entry into the job market (BVJ) or a basic vocational education year (BGJ)). [4]	☐
… do and internship. [5]	☐
… start working/jobbing. [6]	☐
… go abroad. [7]	☐
… do none of these things. [8]	☐
… do an apprenticeship. [2]	☐
… attend a technical school or other vocational education school. (School-based vocational education is mainly relevant for social jobs such as elder care, but also for technical assistance jobs like pharmaceutical technical assistants) [3]	☐
… continue going to school. [1]	☐

Variables		
tf00010	idealistic school aspiration	pTarget

54   **And if you are realistic: What will you actually do after grade 9? I will probably ...**

Please only check one answer.

… join a pre-job program (e.g. a year designed to gain practical skills in preparation for entry into the job market (BVJ) or a basic vocational education year (BGJ)). [4]	☐
… do and internship. [5]	☐
… start working/jobbing. [6]	☐
… go abroad. [7]	☐
… do none of these things. [8]	☐
… do an apprenticeship. [2]	☐
… attend a technical school or other vocational education school. (School-based vocational education is mainly relevant for social jobs such as elder care, but also for technical assistance jobs like pharmaceutical technical assistants) [3]	☐
… continue going to school. [1]	☐

Variables		
tf00020	Realisitc school aspiration	pTarget

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

Please check one box in each line.

	do not agree at all [1]	rather not agree [2]	rather agree [3]	agree [4]
a) If I apply during this school year, I will probably get an apprenticeship.	☐	☐	☐	☐
b) I already know exactly what kind of profession I am going to pursue in the future.	☐	☐	☐	☐

Variables		
tf00040	chance of apprenticeship	pTarget
tf00050	Clarity about professional future	pTarget

56   How important are the following sources of information for your job choice?

Please check one box in each line.

	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) Job center/career counseling/employment center/ job information center (BIZ)	☐	☐	☐	☐
b) Vocational preparation in school	☐	☐	☐	☐
c) Media (magazines, books, TV, Internet etc.)	☐	☐	☐	☐
d) Advice from parents	☐	☐	☐	☐
e) Advice from other relatives (siblings, aunt, uncle…)	☐	☐	☐	☐
f) Advice from friends and acquaintances	☐	☐	☐	☐
g) Advice from teachers	☐	☐	☐	☐
h) Internship or part-time job	☐	☐	☐	☐
I) Spare time or hobbies	☐	☐	☐	☐

Variables		
tf0006a	Information source career counseling	pTarget
tf0006b	Information source vocational preparation	pTarget
tf0006c	Information source media	pTarget
tf0006d	Information source parents	pTarget
tf0006e	Information source relatives	pTarget
tf0006f	Information source friends	pTarget
tf0006g	Information source teachers	pTarget
tf0006h	Information source internship	pTarget
tf0006i	Information source spare time	pTarget

57	Do you intend to apply for an apprenticeship during the 9th grade?

Please check where applicable.

No [2] ☐

Yes [1] ☐

"Yes": Please continue with the next question. "No": Please continue with the next Watch-Out-Box above question 69.

Variables		
tf00030	Application plans	pTarget

58	What job do you want to apply to first?

Please state only one job and enter in block letters.

🖎 _____

Variables		
tf00070_O	first job wish	pTarget
tf00070_g1	First job wish (KldB 1988)	pTarget
tf00070_g2	First job wish (KldB 2010)	pTarget
tf00070_g3	First job wish (ISCO-88)	pTarget
tf00070_g4	First job wish (ISCO-08)	pTarget
tf00070_g5	First job wish (ISEI-88)	pTarget
tf00070_g6	First job wish (SIOPS-88)	pTarget
tf00070_g7	First job wish (MPS)	pTarget
tf00070_g9	First job wish (BLK)	pTarget
tf00070_g14	First job wish (ISEI-08)	pTarget
tf00070_g16	First job wish (SIOPS-08)	pTarget

59	Why do you want to apply for this job? I want to apply for this job because …				
Please check one 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 have a good chance of getting an apprenticeship in this job.		☐	☐	☐	☐
b) … I will be well paid after my vocational education.		☐	☐	☐	☐
c) … I will be respected for practicing this profession.		☐	☐	☐	☐
d) … I will probably not be unemployed in this profession.		☐	☐	☐	☐
e) … I am interested in the work I have to do in this job and will enjoy doing it.		☐	☐	☐	☐
f) … I will have a lot of spare time in this profession.		☐	☐	☐	☐
g) … I can start a career in this profession.		☐	☐	☐	☐
h) … I will have nice colleagues in this profession.		☐	☐	☐	☐
I) … I will have enough time in this profession to take care of my family.		☐	☐	☐	☐

Variables		
tf0008a	Motivation: Chance of success	pTarget
tf0008c	Motivation: Money	pTarget
tf0008d	Motivation: Prestige	pTarget
tf0008e	Motivation: Workplace security	pTarget
tf0008f	Motivation: Self-fulfillment	pTarget
tf0008g	Motivation: Spare time	pTarget
tf0008h	Motivation: Vocational perspective	pTarget
tf0008i	Motivation: Social contacts	pTarget
tf0008j	Motivation: Family	pTarget

60   How how are your chances of getting a vocational training position in this trade?

Please choose one answer only.

very good [4]	☐
rather small [2]	☐
rather good [3]	☐
very small [1]	☐

Variables		
tf00090	Trade 1 - chance of a vocational training position	pTarget

61   How many of your friends do you expect to train for this trade also?

Please choose one answer only.

None [1]	☐
Almost none [2]	☐
Less than half [3]	☐
Approximately half [4]	☐
All [7]	☐
Almost all [6]	☐
More than half [5]	☐

Variables		
tf00100	Trade 1 - friends wanting to learn same trade	pTarget

62	Do any of your family members or friends already work in this profession?

Please check all applicable answer.

	Mentioned [1]	Not mentioned [2]
No, I don't know anyone who works in this trade.	☐	☐
[Yes, I know someone who works in this profession, namely …] ... my mother.	☐	☐
[Yes, I know someone who works in this profession, namely …] ... my father.	☐	☐
[Yes, I know someone who works in this profession, namely …] ... other relatives (siblings, aunt, uncle …).	☐	☐
[Yes, I know someone who works in this profession, namely …] ... Friends or acquaintances	☐	☐

Variables		
tf0011a	Profession 1 - Acquaintances working in same profession - No...	pTarget
tf0011b	Profession 1 - Acquaintances working in same profession - Yes, my mother	pTarget
tf0011c	Profession 1 - Acquaintances working in same profession - Yes, my father.	pTarget
tf0011d	Profession 1 - Acquaintances working in same profession - Yes, other relatives	pTarget
tf0011e	Profession 1 - Acquaintances working in same profession - Yes, friends/acquaint.	pTarget

63	How much do you know about what you have to do to get a vocational training position in this trade?

Please choose one answer only.

rather poor [2]	☐
rather good [3]	☐
very good [4]	☐
very poor [1]	☐

Variables		
tf00120	Trade 1 - knowledge about training acceptance	pTarget

64	Is there any other profession you would like to apply for?		
		Mentioned [1]	Not mentioned [2]
Yes, namely:		☐	☐

(Please only enter one profession in block letters.) ✏ _____

		Mentioned [1]	Not mentioned [2]
Nein		☐	☐

"Yes, namely": Please continue with the next question. "No": Please continue with the next Watch-Out-Box above question 69.

Variables		
tf0013a	Second desired profession	pTarget
tf0013b_O	Second desires profession indication	pTarget
tf0013b_g1	Second job wish (KldB 1988)	pTarget
tf0013b_g2	Second job wish (KldB 2010)	pTarget
tf0013b_g3	Second job wish (ISCO-88)	pTarget
tf0013b_g4	Second job wish (ISCO-08)	pTarget
tf0013b_g5	Second job wish (ISEI-88)	pTarget
tf0013b_g6	Second job wish (SIOPS-88)	pTarget
tf0013b_g7	Second job wish (MPS)	pTarget
tf0013b_g9	Second job wish (BLK)	pTarget
tf0013b_g14	Second job wish (ISEI-08)	pTarget
tf0013b_g16	Second job wish (SIOPS-08)	pTarget

65	How many of your friends do you expect to train for this second trade also?
Please choose one answer only.	
None [1]	☐
Almost none [2]	☐
Less than half [3]	☐
Approximately half [4]	☐
All [7]	☐
Almost all [6]	☐
More than half [5]	☐

Variables		
tf00160	Trade 2 - friends wanting to learn same trade	pTarget

66	Are there people in your family or among your friends working in this second profession?

Please check all applicable answers.

	Mentioned [1]	Not mentioned [2]
No, I don't know anybody working in this profession.	☐	☐
[Yes, I know someone who works in this profession, namely …] ... my mother.	☐	☐
[Yes, I know someone who works in this profession, namely …] ... my father.	☐	☐
[Yes, I know someone who works in this profession, namely …] ... other relatives (siblings, aunt, uncle …).	☐	☐
[Yes, I know someone who works in this profession, namely …] ... Friends or acquaintances.	☐	☐

Variables		
tf0017a	Profession 2 - Acquaintances working in same profession - No...	pTarget
tf0017b	Profession 2 - Acquaintances working in same profession - Yes, my mother	pTarget
tf0017c	Profession 2 - Acquaintances working in same profession - Yes, my father	pTarget
tf0017d	Profession 2 - Acquaintances working in same profession - Yes, other relatives	pTarget
tf0017e	Profession 2 - Acquaintances working in same profession - Yes, friends/acquaint.	pTarget

67	How much do you know about what you have to do to get a vocational training position in this trade?

Please choose one answer only.

rather poor [2]	☐
rather good [3]	☐
very good [4]	☐
very poor [1]	☐

Variables		
tf00180	Trade 2 - knowledge about training acceptance	pTarget

68   Are there any other professions you would like to apply for?

Please enter numbers aligned to the right.

Yes, namely	|___|___| Further professions

Range: 0 - 99

	Mentioned [1]	Not mentioned [2]
No	☐	☐

Variables		
tf0019a	Amount further desired professions	pTarget
tf0019b	Further desired professions (no)	pTarget

ATTENTION: Please answer the following questions only if … • you were not born in Germany or • your mother or your father were not born in Germany. ☐ Otherwise, continue with the next Watch-Out-Box above question 71. IMPORTANT: The country that you, your mother or your father were born in is called "Country of origin of your family" hereafter.

69   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.

Eleven to fifteen times [4]	☐
More than 15 times [5]	☐
Six to seven times [3]	☐
One to five times [2]	☐
Not at all so far [1]	☐

Variables		
t421000	Amount of visits to country of origin	pTarget

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

Please only check one answer.

None [1]	☐
Almost none [2]	☐
Less than half [3]	☐
Approximately half [4]	☐
All [7]	☐
Almost all [6]	☐
More than half [5]	☐

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

ATTENTION: Please continue with question 80 if you only learned German in your family as a child. Everybody else, please continue with the next question.

71	You have learned a language other than German as a child in your family: which language?

Please mention only one language. If you have learned several languages apart from German, please indicate the language that you understand best.

Please indicate in printed letters.　　　✏

Variables		
t410010_g1	Second language (number of responses)	pTarget
t410010_g2R	Second language (1st alternative, ISO 639.2)	pTarget
t410010_g2D	Second language (1st alternative, coarsened)	pTarget
t410010_g3R	Second language (2nd alternative, ISO 639.2)	pTarget
t410010_g3D	Second language (2nd alternative, coarsened)	pTarget
t410010_g4R	Second language (3rd alternative, ISO 639.2)	pTarget
t410010_g4D	Second language (3rd alternative, coarsened)	pTarget
t410010_g5R	Second language (4th alternative, ISO 639.2)	pTarget
t410010_g5D	Second language (4th alternative, coarsened)	pTarget

IMPORTANT: The language you just entered in question 71 is called "other language" hereafter.

72   How good is your command of the other language?

Please check one box in every line.

	Very poor [2]	Rather poor [3]	Rather good [4]	Very well [5]	Not at all [1]
a) Writing	☐	☐	☐	☐	☐
b) Reading	☐	☐	☐	☐	☐
c) Speaking	☐	☐	☐	☐	☐
d) Comprehending	☐	☐	☐	☐	☐

Variables		
t41040d	Command non-German language of origin - Writing	pTarget
t41040c	Command non-German language of origin - Reading	pTarget
t41040b	Command non-German language of origin - Speaking	pTarget
t41040a	Command non-German language of origin - Comprehending	pTarget

73   Are you currently taking lessons in the other language at school to improve your language skills?

Please tick the applicable.

No [2]   ☐

Yes [1]   ☐

Variables		
t416100	School lessons in other language	pTarget

74   Do you currently take lessons in the other language outside school to improve your language skills?

Please check where applicable.

No [2]   ☐

Yes [1]   ☐

Variables		
t416000	Extracurricular lessons in other language	pTarget

75 In which language …

Please tick a box in each line.

	Only German [1]	Mostly German, sometimes the other language [2]	Mostly the other language, sometimes German [3]	Only the other language [4]	Does not apply to me [5]
a) … do you speak with your mother?	☐	☐	☐	☐	☐
b) … do you speak with your father?	☐	☐	☐	☐	☐
c) … do you speak with your siblings?	☐	☐	☐	☐	☐
d) … do you speak with your best friend?	☐	☐	☐	☐	☐
e) … do you speak with your classmates?	☐	☐	☐	☐	☐
f) … do your parents use when they talk with each other?	☐	☐	☐	☐	☐

Variables		
t412010	Interaction language - mother	pTarget
t412020	Interaction language - father	pTarget
t412030	Interaction language - siblings	pTarget
t412040	Interaction language - best friend	pTarget
t412050	Interaction language - classmates	pTarget
t412060	Interaction language - parents with each other	pTarget

76   In what language …

Please check one box in each line.

	only German [1]	mostly German, sometimes the other language [2]	mostly the other language, sometimes German [3]	only the other language [4]	is not the case for me [5]
a) … do you read books outside school?	☐	☐	☐	☐	☐
b) ... do you read newspapers?	☐	☐	☐	☐	☐
c) … do you surf the Internet?	☐	☐	☐	☐	☐
d) ... do you read the news on the internet?	☐	☐	☐	☐	☐
e) … do you write text messages and emails?	☐	☐	☐	☐	☐
f) … do you watch programs on TV?	☐	☐	☐	☐	☐
g) … do you watch videos and DVDs?	☐	☐	☐	☐	☐

Variables		
t417000	Language of media use: Books	pTarget
t417010	Language of media use: Newspapers	pTarget
t417030	Language of media use: Surfing in the Internet	pTarget
t417020	Language of media use: News on the Internet	pTarget
t417040	Language of media use: Text messages, Emails	pTarget
t417050	Language of media use: TV	pTarget
t417060	Language of media use: Videos, DVDs	pTarget

77   How well is your command of the German language?

Please check one box in every line.

	Very poor [2]	Rather poor [3]	Rather good [4]	Very well [5]	Not at all [1]
a) Writing	☐	☐	☐	☐	☐
b) Reading	☐	☐	☐	☐	☐
c) Speaking	☐	☐	☐	☐	☐
d) Comprehending	☐	☐	☐	☐	☐

Variables		
t41030d	Subjective linguistic competence German -Writing	pTarget
t41030c	Subjective linguistic competence German - Reading	pTarget
t41030b	Subjective linguistic competence German - Speaking	pTarget
t41030a	Subjective linguistic competence German - Comprehending	pTarget

78	Do you currently receive German lessons at your school in order to improve your language command? By this we mean lessons which are not attended by all students.

Please check where applicable.

No [2] ☐

Yes [1] ☐

Variables		
t416300	Additional school lessons in German	pTarget

79	Do you currently take lessons in German outside school to improve your language skills?

Please check where applicable.

No [2] ☐

Yes [1] ☐

Variables		
t416200	Extracurricular lessons in German	pTarget

If you have more than one home (e.g., because your parents are separated), please answer the questions in this section only in relation to the home where you spend the most time.

80   Who normally lives with you in your household?

Please tick a box in each line.

	Yes [1]	No [2]
a) Biological mother, adoptive mother, foster mother	☐	☐
b) Stepmother or father's girlfriend	☐	☐
c) Biological father, adoptive father, foster father	☐	☐
d) Stepfather or mother's boyfriend	☐	☐
e) Siblings and/or step siblings	☐	☐
f) Grandmother and/or grandfather	☐	☐
g) Other people	☐	☐

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

81   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

82   Have you ever stayed down a year or repeated a school year?

Please check where applicable.

	no [1]	yes [2]
	☐	☐

If yes, how often? |___| Times

Range: 1 - 9

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

FURTHER QUESTIONSA ABOUT YOUR ORIGIN

83	In what country were you born?

Please choose one answer only.

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

In another country, namely ("Please enter in printed letters"): ✏ _____

Variables		
t400000_g1R	Birth country	pTarget
t400000_g1D	Country of birth (Germany/abroad)	pTarget
t400000_g2R	Country of birth (aggregated)	pTarget

84	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."

I was |___|___| years old.

Range: 0 - 15

	Not specified [0]	Specified [1]
I was born in Germany.	☐	☐

Variables		
t400030	Age of immigration to Germany	pTarget
t400031	Age of immigration to Germany, born in Germany	pTarget

85   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.

	Not specified [0]	Specified [1]
German	☐	☐
Arabic	☐	☐
Bosnian	☐	☐
Greek	☐	☐
Italian	☐	☐
Kazakh	☐	☐
Croatian	☐	☐
Kurdish	☐	☐
Polish	☐	☐
Russian	☐	☐
Serbian	☐	☐
Turkish	☐	☐
Ukrainian	☐	☐
Another language, specifically:	☐	☐

(Please enter in block letters)

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

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

Please check one answer in every line.

	Germany [1]	Bosnia and Herzegovina [2]	Greece [3]	Italy [4]	Kazakhstan (and/or Kazakh Soviet Republic) [5]	Croatia [6]	Poland [7]	Russian Federation (and/or Russian Soviet Republic) [8]	Serbia [9]	Turkey [10]	Ukraine (and/or Ukrainian Soviet Republic) [11]	In another country, specifically: [12]
[Mutter]	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

(Please enter the country of birth of your mother in block letters.) ✏ _____

	Germany [1]	Bosnia and Herzegovina [2]	Greece [3]	Italy [4]	Kazakhstan (and/or Kazakh Soviet Republic) [5]	Croatia [6]	Poland [7]	Russian Federation (and/or Russian Soviet Republic) [8]	Serbia [9]	Turkey [10]	Ukraine (and/or Ukrainian Soviet Republic) [11]	In another country, specifically: [12]
[Vater]	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

(Please enter the country of birth of your father in block letters.) ✏ _____

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

87 Now let's talk about your grandparents: In which country were your mother's parents born?

Please check one answer in every line.

	Germany [1]	Bosnia and Herzegovina [2]	Greece [3]	Italy [4]	Kazakhstan (and/or Kazakh Soviet Republic) [5]	Croatia [6]	Poland [7]	Russian Federation (and/or Russian Soviet Republic) [8]	Serbia [9]	Turkey [10]	Ukraine (and/or Ukrainian Soviet Republic) [11]	In another country, specifically: [12]
[die Mutter deiner Mutter]	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

(Please enter the country of birth of your mother's mother in block letters.) ✎ _____

	Germany [1]	Bosnia and Herzegovina [2]	Greece [3]	Italy [4]	Kazakhstan (and/or Kazakh Soviet Republic) [5]	Croatia [6]	Poland [7]	Russian Federation (and/or Russian Soviet Republic) [8]	Serbia [9]	Turkey [10]	Ukraine (and/or Ukrainian Soviet Republic) [11]	In another country, specifically: [12]
[der Vater deiner Mutter]	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

(Please enter the country of birth of your mother's father in block letters.) ✎ _____

Variables		
t400220_g1R	Country of birth of your mother's mother	pTarget
t400220_g1D	Mother's mother: Country of birth (Germany/abroad)	pTarget
t400220_g2R	Mother's mother: Country of birth (aggregated)	pTarget
t400240_g1R	Country of birth of your mother's father	pTarget
t400240_g1D	Mother's father: Country of birth (Germany/abroad)	pTarget
t400240_g2R	Mother's father: Country of birth (aggregated)	pTarget

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

Please check one answer in every line.

	Germany [1]	Bosnia and Herzegovina [2]	Greece [3]	Italy [4]	Kazakhstan (and/or Kazakh Soviet Republic) [5]	Croatia [6]	Poland [7]	Russian Federation (and/or Russian Soviet Republic) [8]	Serbia [9]	Turkey [10]	Ukraine (and/or Ukrainian Soviet Republic) [11]	In another country, specifically: [12]
[die Mutter deines Vaters]	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

(Please enter the country of birth of your father's mother in block letters.) ✎ _____

	Germany [1]	Bosnia and Herzegovina [2]	Greece [3]	Italy [4]	Kazakhstan (and/or Kazakh Soviet Republic) [5]	Croatia [6]	Poland [7]	Russian Federation (and/or Russian Soviet Republic) [8]	Serbia [9]	Turkey [10]	Ukraine (and/or Ukrainian Soviet Republic) [11]	In another country, specifically: [12]
[der Vater deines Vaters]	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

(Please enter the country of birth of your father's father in block letters.) ✎ _____

Variables		
t400260_g1R	Country of birth of your father's mother	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 of your father's father	pTarget
t400280_g1D	Father's father: Country of birth (Germany/abroad)	pTarget
t400280_g2R	Father's father: Country of birth (aggregated)	pTarget

89 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 check more than one box if your mother has learned more than one language in her family.

	Not specified [0]	Specified [1]
German	☐	☐
Arabic	☐	☐
Bosnian	☐	☐
Greek	☐	☐
Italian	☐	☐
Kazakh	☐	☐
Croatian	☐	☐
Kurdish	☐	☐
Polish	☐	☐
Russian	☐	☐
Serbian	☐	☐
Turkish	☐	☐
Ukrainian	☐	☐
Another language	☐	☐

[Another language], namely: (Please enter in block letters.) ✏ _____

	Not specified [0]	Specified [1]
Don't know	☐	☐

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

90	Now we would like to ask about your father's mother tongue. What 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		☐	☐
Arabic		☐	☐
Bosnian		☐	☐
Greek		☐	☐
Italian		☐	☐
Kazakh		☐	☐
Croatian		☐	☐
Kurdish		☐	☐
Polish		☐	☐
Russian		☐	☐
Serbian		☐	☐
Turkish		☐	☐
Ukranian		☐	☐
Another language		☐	☐
[Another language], namely: (Please enter in block letters.)	✏ _____		
		Not specified [0]	Specified [1]
Don't know		☐	☐

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

Thank you very much for your support!

2.2   Panel interviewees (ID 233)

Dear students, in this questionnaire we are mainly interested in your personal opinions. Besides questions about yourself and your family, there are also questions on topics such as school, reading, free time as well as country and language of origin, health and your professional future. Please answer all of the questions as you see fit. There are no "right" or "wrong" answers. Your personal opinion is important to us! If you cannot or do not want to answer some of the questions or if they do not apply to you, just leave them out. Please answer all of the questions as you see fit. Participation in this survey is voluntary and there will be no negative consequences. If you do not want to fill out the questionnaire, this will of course not disadvantage you in any way either. Of course, you can also stop filling out the questionnaire at any time. Neither your teachers, other school staff nor your parents will be able to see your answers. We would like to thank you very much for taking part in this important survey. Your NEPS Team

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Dear students, in this questionnaire we are mainly interested in your personal opinions. Besides questions about yourself and your family, there are also questions on topics such as school, reading, free time as well as country and language of origin, health and your professional future. Please answer all of the questions as you see fit. There are no "right" or "wrong" answers. Your personal opinion is important to us! If you cannot or do not want to answer some of the questions or if they do not apply to you, just leave them out. Please answer all of the questions as you see fit. Participation in this survey is voluntary and there will be no negative consequences. If you do not want to fill out the questionnaire, this will of course not disadvantage you in any way either. Of course, you can also stop filling out the questionnaire at any time. Neither your teachers, other school staff nor your parents will be able to see your answers. We would like to thank you very much for taking part in this important survey. Your NEPS Team

QUESTIONS ABOUT YOU

1	**Are you …**
Please tick the applicable.	
… male? [1]	☐
… female? [2]	☐

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

3	What citizenship do you have?

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

	Not specified [0]	Specified [1]
German	☐	☐
Bosnian	☐	☐
Greek	☐	☐
Italian	☐	☐
Kazakh	☐	☐
Croatian	☐	☐
Polish	☐	☐
Russian	☐	☐
Serbian	☐	☐
Turkish	☐	☐
Ukranian	☐	☐
Another citizenship, specifically:	☐	☐

(Please enter in block letters.)	🖉_____

	Not specified [0]	Specified [1]
Don't know	☐	☐

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 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.

	Completely dissatisfied [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	Completely satisfied [10]
a) … currently and in general terms, with your life?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b) … with what you have? Think of money and things that you own.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c) … with your health?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
d) … with your family?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
e) … with your acquaintances and friends?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
f) … with your situation at school?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

5   How would you generally describe your state of health?

Please tick only one answer.

Poor [4]	☐
Very poor [5]	☐
Average [3]	☐
Good [2]	☐
Very good [1]	☐

Variables		
t521000	Self-assessment health	pTarget

6   To what extent 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]	Partially applies [3]	Applies to some extent [4]	Applies completely [5]
a) All in all, I am satisfied with myself.	☐	☐	☐	☐	☐
b) Now and then I think that I'm not good for anything.	☐	☐	☐	☐	☐
c) I have some positive attributes.	☐	☐	☐	☐	☐
d) I can do many things just as well as most other people.	☐	☐	☐	☐	☐
e) I am afraid there is not much I can be proud of.	☐	☐	☐	☐	☐
f) Sometimes I really feel useless.	☐	☐	☐	☐	☐
g) I consider myself a valuable person, at least I am not less valuable than the others.	☐	☐	☐	☐	☐
h) I wish I could have more respect for myself.	☐	☐	☐	☐	☐
i) All in all, I tend to consider myself a loser.	☐	☐	☐	☐	☐
j) I have a positive attitude towards myself.	☐	☐	☐	☐	☐

Variables		
t66003a	Self-esteem: Satisfied with myself	pTarget
t66003a_g1	Global self-esteem	pTarget
t66003b	Self-esteem: Good for nothing	pTarget
t66003c	Self-esteem: Have good qualities	pTarget
t66003d	Self-esteem: Just as good as others	pTarget
t66003e	Self-esteem: Not much to be proud of	pTarget
t66003f	Self-esteem: I feel useless	pTarget
t66003g	Self-esteem: As valuable as others	pTarget
t66003h	Self-esteem: Wish for more self-respect	pTarget
t66003i	Self-esteem: Consider myself a loser	pTarget
t66003j	Self-esteem: Positive attitude towards myself	pTarget

7	**How do you assess yourself: In general, are you willing to take risks or do you try to avoid risks?**

Please check a value on the scale: The value "0" if you are not at all willing to take risk, the value "10" if you are very willing to take risks. You can stagger your judgement using the values in between.

Own willingness to take risks	
3 [3]	☐
4 [4]	☐
9 [9]	☐
8 [8]	☐
7 [7]	☐
6 [6]	☐
5 [5]	☐
1 [1]	☐
2 [2]	☐
Not at all willing to take risks [0]	☐
Very willing to take risks [10]	☐

Variables		
t515101	General willingness to take risks	pTarget

8 How would you rate your performance at school?

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) In the subject German I am a hopeless case.	☐	☐	☐	☐
b) I learn fast in German.	☐	☐	☐	☐
c) I get good grades in German.	☐	☐	☐	☐
d) I get good grades in math.	☐	☐	☐	☐
e) Math is one of my best subjects.	☐	☐	☐	☐
f) I have always been good at math.	☐	☐	☐	☐
g) I learn fast in most of the school subjects.	☐	☐	☐	☐
h) In most of the school subjects, I perform well in written class tests.	☐	☐	☐	☐
i) I perform well in most of the school subjects.	☐	☐	☐	☐

Variables		
t66000a_g1	Self concept: German	pTarget
t66000a	Self-concept verbal: Hopeless case	pTarget
t66000b	Self-concept verbal: I learn quickly	pTarget
t66000c	Self-concept verbal: Good grades	pTarget
t66001a_g1	Self concept: Math	pTarget
t66001a	Self-concept Math: Good grades	pTarget
t66001b	Self-concept Math: Math is one of the best subjects	pTarget
t66001c	Self-concept Math: I have always been good in Math	pTarget
t66002a_g1	Self concept: School	pTarget
t66002a	Self-concept school: I learn fast	pTarget
t66002b	Self-concept school: I do well in written class tests	pTarget
t66002c	Self-concept school: I do well in most school subjects	pTarget

9   To what extent do the following statements apply to you?

Please check one box in every 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 tend to be cautious, reserved.	☐	☐	☐	☐	☐
b) I trust other people easily, I believe in the goodness in people	☐	☐	☐	☐	☐
c) I am easy-going and tend to be a bit lazy.	☐	☐	☐	☐	☐
d) I am relaxed and don't get easily stressed.	☐	☐	☐	☐	☐
e) I do not care much about arts.	☐	☐	☐	☐	☐
f) I am out-going and sociable.	☐	☐	☐	☐	☐
g) I tend to be critical of other people.	☐	☐	☐	☐	☐
h) I am thorough.	☐	☐	☐	☐	☐
i) I easily get nervous and self-conscious.	☐	☐	☐	☐	☐
j) I have an active imagination, I am an imaginative person.	☐	☐	☐	☐	☐
k) I am considerate, sensitive.	☐	☐	☐	☐	☐

Variables		
t66800a	Big Five self-assessment: Cautious/reserved	pTarget
t66800a_g1	Big Five: Extraversion	pTarget
t66800b	Big Five self-appraisal: Trusting	pTarget
t66800b_g1	Big: Five: Agreeableness	pTarget
t66800c	Big Five self-appraisal: Easy-going / lazy	pTarget
t66800c_g1	Big: Five: Conscientiousness	pTarget
t66800d	Big Five self-assessment: Relaxed	pTarget
t66800d_g1	Big: Five: Neuroticism	pTarget
t66800e	Big Five self-appraisal: Artistic	pTarget
t66800e_g1	Big: Five: Openness	pTarget
t66800f	Big Five self-appraisal: Sociable	pTarget
t66800g	Big Five self-assessment: Criticize	pTarget
t66800h	Big Five self-appraisal: Thorough	pTarget
t66800i	Big Five self-appraisal: Nervous / self-conscious	pTarget
t66800j	Big Five self-assessment: Imaginative	pTarget
t66800k	Big Five self-assessment: Sensitive	pTarget

QUESTIONS REGARDING YOUR PLANS FOR THE FUTURE

10	How important is to you to have children sometime in the future?
Please only check one answer.	
In the middle [3]	☐
Rather unimportant [2]	☐
Rather important [4]	☐
Very unimportant [1]	☐
Very important [5]	☐

Variables		
t533010	Importance starting a family	pTarget

11	At what age could you imagine having your first child?
Please only check one answer.	
16 - 19 years [1]	☐
20 - 24 years [2]	☐
25 - 29 years [3]	☐
30 - 34 years [4]	☐
from 35 years [5]	☐
Never [6]	☐

Variables		
t533020	age_family-foundation	pTarget

QUESTIONS ABOUT YOUR FAMILY AND YOUR HOME

12   When you talk about your "mother" in the questionnaire, who do you mean?

Please tick only one answer.

My father's girlfriend [5]	☐
My foster mother [4]	☐
Another woman [6]	☐
I don't have a mother (anymore)/I don't know her [7]	☐
My adoptive mother [3]	☐
My stepmother [2]	☐
My biological mother [1]	☐

Variables		
t731130	Role of mother	pTarget

13   When you talk about your "father" in the questionnaire, who do you mean?

Please tick only one answer.

My biological father [1]	☐
My stepfather [2]	☐
My adoptive father [3]	☐
I don't have a father (anymore)/I do not know him [7]	☐
Another man [6]	☐
My foster father [4]	☐
My mother's boyfriend [5]	☐

Variables		
t731140	Role of father	pTarget

14 How often does it normally happen that you talk with your mother or father …

Please tick a box in each line.

	Never or seldom [1]	Several times a month [2]	Once a week [3]	Several times a week [4]	Everyday [5]
a) … about books?	☐	☐	☐	☐	☐
b) … about movies or TV programs?	☐	☐	☐	☐	☐
c) … about political or social issues?	☐	☐	☐	☐	☐
d) … about works of art or art in general?	☐	☐	☐	☐	☐

Variables		
t34010a	Discussions with father/mother: books	pTarget
t34010b	Discussions with father/mother: movies or TV shows	pTarget
t34010c	Discussions with father/mother: political or social issues	pTarget
t34010d	Discussions with father/mother: artwork or art in general	pTarget

15 At home, do you have …

Please tick a box in each line.

	Yes [1]	No [2]
a) … a desk to study?	☐	☐
b) … your own room?	☐	☐
c) … learning software?	☐	☐
d) … classic literature (e.g. by Goethe)?	☐	☐
e) … books with poems?	☐	☐
f) … works of art (e.g. paintings)?	☐	☐
g) … books that are useful for homework?	☐	☐
h) … 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

16	Can you use a computer at home?

Please tick only one answer.

Yes, I share the computer with other family members. [2] ☐

No, I cannot use a computer at home. [3] ☐

Yes, I have my own computer. [1] ☐

Variables		
t101000	PC at home	pTarget

QUESTIONS ABOUT READING

17	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.

	… not at all outside school. [1]	… up to half an hour. [2]	… between half an hour and one hour. [3]	… 1 to 2 hours. [4]	… more than 2 hours. [5]
a) On a normal school day I read … [Please tick only one answer.]	☐	☐	☐	☐	☐

	… not at all. [1]	… up to half an hour. [2]	… between half an hour and one hour. [3]	… 1 to 2 hours. [4]	… more than 2 hours. [5]
b) On a normal non-school day I read … [Please tick only one answer.]	☐	☐	☐	☐	☐

Variables		
t34001a	Frequency reading - school day	pTarget
t34001c	Frequency reading - non-school day	pTarget

18 How often do you normally read in your spare time...

Please check one box in each line.

	Never or seldom [1]	Several times a month [2]	Once a week [3]	Several times a week [4]	Everyday [5]
a) detective novels, thrillers, horror or fantasy books such as Harry Potter or Lord of the Rings etc.?	☐	☐	☐	☐	☐
b) modern classics by authors such as George Orwell or Günther Grass etc.?	☐	☐	☐	☐	☐
c) … non-fiction books?	☐	☐	☐	☐	☐
d) … comics?	☐	☐	☐	☐	☐
e) … other?	☐	☐	☐	☐	☐

Variables		
t34002a	Frequency reading (genre): Detective novels, thrillers, horror or fantasy	pTarget
t34002b	Frequency reading (genre): Classic literature	pTarget
t34002c	Frequency reading (genre): Nonfiction books	pTarget
t34002d	Frequency reading (genre): Comics	pTarget
t34002e	Frequency reading (genre): Other	pTarget

19 Do you read the following newspapers or magazines?

Please check one box in each line.

	Never or seldom [1]	Several times a month [2]	Once a week [3]	Several times a week [4]	Everyday [5]
a) Local newspaper(s)	☐	☐	☐	☐	☐
b) Tabloids such as BILD, BZ	☐	☐	☐	☐	☐
c) Other supra-regional newspapers such as Süddeutsche Zeitung (SZ), Frankfurter Allgemeine Zeitung (FAZ)	☐	☐	☐	☐	☐
d) Magazines such as SPIEGEL, FOCUS, Stern etc.	☐	☐	☐	☐	☐
e) Other youth magazines such as Bravo, Bravo Sport, Yam!, Spot on or Young Miss etc.	☐	☐	☐	☐	☐

Variables		
t34003a	Frequency reading: Local newspaper	pTarget
t34003b	Frequency reading: Tabloids (such as BILD, BZ)	pTarget
t34003c	Frequency reading: Youth pages in other supraregional papers (such as SZ, FAZ)	pTarget
t34003d	Frequency reading: Magazines (such as SPIEGEL, FOCUS Schule)	pTarget
t34003e	Frequency reading: Other youth magazines (such as Bravo, Popcorn)	pTarget

20	Around how many books do you have at home? Do not count magazines, newspapers or your text books.

Please tick only one answer.

[Picture: Small bookcase with 1 filled shelf] None or only very few (0 to 10 books) [1]	☐
[Picture: Small bookcase with 2-3 filled shelves] Enough to fill one shelf (11 to 25 books) [2]	☐
[Picture: Small bookcase with 7-8 filled shelves] Enough to fill several shelves (26 to 100 books) [3]	☐
[Picture: Medium bookcase with all shelves filled] Enough to fill a large set of shelves (201 to 500 books) [5]	☐
[Picture: Small bookcase with all shelves filled] Enough to fill a small set of shelves (101 to 200 books) [4]	☐
[Picture: Large bookcase with all shelves filled] Enough to fill a shelf unit (more than 500 books) [6]	☐

Variables		
t34005a	Amount of books	pTarget

21	What do you think about reading?

Please check one box in every line.

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

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

22 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]	☐
Several times a week [4]	☐
Once a month or less [2]	☐
Never [1]	☐
(Almost) daily [5]	☐

"Never": Please continue with question 25. "Other": Please continue with the next question.

Variables		
t261000	Sports: frequency	pTarget

23 What kind of sports do you do most frequently?

Please state only one kind of sport.

(Please enter in block letters.)

Variables		
t262000_g1	Students: sport activity, main kind of sport	pTarget

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

Please tick only one answer.

Club [1]	☐
School (outside classes such as sport workshop) [2]	☐
Riding school, tennis school, martial arts school, dancing school, gym or similar [3]	☐
Together with others, but not in an organization [5]	☐
Volkshochschule [adult education establishment] (VHS) [4]	☐
By myself [6]	☐

Variables		
t269000	Sport: where/how?	pTarget

25   Did you take any courses outside of school (other than sports) during this or the last school year? If yes, what exactly did you do?

Please check one box in each row.

	Yes [1]	No [2]
a) Lessons at a musical school (e.g. instrumental or vocal lessons)	☐	☐

If yes, what: (Please enter in block letters.) ✏

	Yes [1]	No [2]
b) A course at the Volkshochschule [adult education establishment] (VHS)	☐	☐

If yes, what: (Please enter in block letters.) ✏

	Yes [1]	No [2]
c) A course at the youth art school	☐	☐

If yes, what: (Please enter in block letters.) ✏

Variables		
t27111a	Student: Courses outside of school: Music school lessons	pTarget
t27111v_O	Student: Courses outside of school: Music school lessons, text	pTarget
t27111v_g1	Student: courses outside school: music school lessons (code number)	pTarget
t27111b	Student: Courses outside of school: Volkshochschule (VHS)	pTarget
t27111w_O	Student: Courses outside of school: Volkshochschule course, text	pTarget
t27111w_g1	Student: courses outside school: course at the Volkshochschul (code number)	pTarget
t27111c	Student: Courses outside of school: Youth art school course	pTarget
t27111x_O	Student: Courses outside of school: Youth art school course, text	pTarget
t27111x_g1	Student: courses outside school: youth art school course (code number)	pTarget

26   Did you take any courses outside of school (other than sports) during this or the last school year? If yes, what exactly did you do and where did you do it

If you didn't take any other courses outside of school, you don't need to enter anything here.

What: (Please enter in block letters.) ✏

Where: (Please enter in block letters.) ✏

Variables		
t27111u_O	Student: Courses outside of school: Other courses: Text, what	pTarget
t27111u_g1	Student: courses outside school: other courses (code number)	pTarget

27	How often have you done the following things in the past 12 months?				
Please tick a box in each line.					
	Never [1]	Once [2]	2 to 3 times [3]	4 to 5 times [4]	More than 5 times [5]
a) Visited a museum or an art exhibition	☐	☐	☐	☐	☐
b) Watched a movie at the cinema	☐	☐	☐	☐	☐
c) Visited an opera, ballet or classic concert	☐	☐	☐	☐	☐
d) Been to the theater?	☐	☐	☐	☐	☐
e) Went to a rock or pop concert	☐	☐	☐	☐	☐

Variables		
t34009a	Participation in high culture: museum or art exhibition	pTarget
t34009b	Participation in high culture: cinema	pTarget
t34009c	Participation in high culture: opera, ballet, classical concert	pTarget
t34009d	Participation in high culture: theater	pTarget
t34009e	Participation in high culture: rock/pop concert	pTarget

28	On how many days in the last month have you made music, e.g. played an instrument or sung in a choir? Making music on the computer does not count.

If you have not made music on any day in the past month, please enter "Zero" (0). Please enter the figures aligned to the right.

On about … |___|___| Days

Range: 0 - 99

Variables		
t34009g	Participation in high culture: played musical instrument	pTarget

29	On how many days per week did you listen to classical music?

If you did not listen to classical music on any day of the last week, please enter a "Zero" (0).

On about |___| Days per week.

Range: 0 - 7

Variables		
t34009l	Participation in high culture: Listened to classical music	pTarget

30 **Now we come to your friends. This includes all persons who are your friends, whether or not they attend the same school. How many people from your circle of friends …**

Please check one box in each line.

	None [1]	Almost none [2]	Less than half [3]	Approxim ately half [4]	More than half [5]	Almost all [6]	All [7]
a) … have a migration background, i.e. were you or at least one of your parents born abroad?	☐	☐	☐	☐	☐	☐	☐
b) … intend to obtain the leaving certificate of the Realschule?	☐	☐	☐	☐	☐	☐	☐
c) … intend to obtain the Abitur [university entrance qualification]?	☐	☐	☐	☐	☐	☐	☐

Variables		
t321112	proportion friends with migration background	pTarget
t32111b	proportion friends high school level I qualification	pTarget
t32111c	proportion friends with high school graduation aspiration	pTarget

31 **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) I think that most of my friends are very ambitious in school.	☐	☐	☐	☐	☐
b) Most of my friends expect me to make a great effort in school.	☐	☐	☐	☐	☐
c) Most of my friends do not care whether they do well in school.	☐	☐	☐	☐	☐
d) For most of my friends it is very important to succeed very far in their profession in the future.	☐	☐	☐	☐	☐

Variables		
t32112a	friends - very amitious in school	pTarget
t32012a	friends - great efforts in school	pTarget
t32112b	friends - school do not bother	pTarget
t32112c	friends - importance to rise up the ladder of success in the future.	pTarget

QUESTIONS ABOUT YOUR GERMAN LESSONS

32 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.	☐	☐	☐	☐	☐
b) … manages to quickly involve me again, if I don't pay attention for a moment.	☐	☐	☐	☐	☐
c) … instantly notices when I don't pay attention.	☐	☐	☐	☐	☐
d) … has the class under control.	☐	☐	☐	☐	☐

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

33 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.	☐	☐	☐	☐	☐
b) … tells me that she/he thinks that I can do better than I have done so far.	☐	☐	☐	☐	☐
c) … finds it very important that we do our work very thoroughly.	☐	☐	☐	☐	☐
d) … uses students that achieve good grades as an example for us all.	☐	☐	☐	☐	☐
e) … tells us where we stand compared to our classmates.	☐	☐	☐	☐	☐

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 classmates	pTarget

34 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) … first tries to understand my point of view, and then tells me what he/she would do.	☐	☐	☐	☐	☐
b) … listens to my suggestions and takes them seriously.	☐	☐	☐	☐	☐
c) … encourages me to ask questions.	☐	☐	☐	☐	☐

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

35 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.	☐	☐	☐	☐	☐
b) … encourages us to help each other in class.	☐	☐	☐	☐	☐
c) … encourages us to exchange ideas with each other in class.	☐	☐	☐	☐	☐

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

36	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) … sums up the most important things at the end of the lesson.		☐	☐	☐	☐	☐
b) … gives us information as to what is especially important in the lesson.		☐	☐	☐	☐	☐
c) … explains to us how old and new topics relate to each other.		☐	☐	☐	☐	☐

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 A FEW GENERAL QUESTIONS ABOUT SCHOOL

37	**When you consider your classes at school in general, to what extent do the following statements apply?**			
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) In class we often do exercises that show if we've really understood something.	☐	☐	☐	☐
b) Everything we do is carefully planned.	☐	☐	☐	☐
c) When we do exercises in class, we often apply what we have learned to other things.	☐	☐	☐	☐
d) Most teachers are good at explaining things.	☐	☐	☐	☐
e) Our teachers talk to us if there is something we don't like.	☐	☐	☐	☐
f) If I need more help, I get it from my teachers.	☐	☐	☐	☐
g) In class, there are clear rules that we have to follow.	☐	☐	☐	☐
h) The exercises we do in class are similar, yet always different, so I have to pay close attention.	☐	☐	☐	☐
i) In class, there are clear instructions on what we have to do.	☐	☐	☐	☐

Variables		
t22550a	Student: lessons, understanding assignments	pTarget
t22350b	Student: lessons, careful planning	pTarget
t22550c	Student: lessons, applying matter learned	pTarget
t22450d	Student: lessons, being able to explain well	pTarget
t22450e	Student: lessons, talking about dislikes	pTarget
t22450f	Student: lessons, additional help from teachers	pTarget
t22350g	Student: lessons, clear rules	pTarget
t22550h	Student: lessons, similar exercises	pTarget
t22350i	Student: lessons, clear instructions	pTarget

38	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 check one answer only.

extended Hauptschule leaving certificate/Hauptschule leaving certificate after year 10 [3]	☐
Qualifying leaving certificate of the Hauptschule [2]	☐
Leaving certificate from the Realschule/secondary school [4]	☐
Fachhochschulreife/fachgebundene Hochschulreife/"Fachabitur" [5]	☐
Abitur (university entrance qualification) [6]	☐
Leave school without any qualification [7]	☐
Leaving certificate from the Hauptschule [1]	☐

Variables		
t31035c	Idealistic educational aspiration - highest school-leaving qualification	pTarget

39	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.

About |___|___| Days

Range: 0 - 31

	Not specified [0]	Specified [1]
Don't know	☐	☐

Variables		
t523000	Days missed due to illness	pTarget

40	What grade did you have on your last annual report card ...						

Please check one box in every 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?	☐	☐	☐	☐	☐	☐	☐
b) ... in Math?	☐	☐	☐	☐	☐	☐	☐
c) … in Physics?	☐	☐	☐	☐	☐	☐	☐
d) … in Chemistry?	☐	☐	☐	☐	☐	☐	☐
e) … in Biology?	☐	☐	☐	☐	☐	☐	☐
f) … in Science?	☐	☐	☐	☐	☐	☐	☐

Variables		
t724101	Grade - German	pTarget
t724102	Grade - Math	pTarget
t724106	Grade - Physics	pTarget
t724105	Grade - Chemistry	pTarget
t724104	Grade - Biology	pTarget
t724108	Grade - Science	pTarget

41	Considering everything you know now: What qualification will you actually leave school with?

Please check one answer only.

extended Hauptschule leaving certificate/Hauptschule leaving certificate after year 10 [3]	☐
Qualifying leaving certificate of the Hauptschule [2]	☐
Leaving certificate from the Realschule/secondary school [4]	☐
Fachhochschulreife/fachgebundene Hochschulreife/"Fachabitur" [5]	☐
Abitur (university entrance qualification) [6]	☐
Leave school without any qualification [7]	☐
Leaving certificate from the Hauptschule [1]	☐

Variables		
t31135c	Realistic educational aspiration - highest school-leaving qualification	pTarget

42   **Now to your classmates. This includes all persons in your grade, no matter whether they are your friends or not. To what extent do the following statements apply to your classmates?**

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 classmates are very ambitious in school.	☐	☐	☐	☐	☐
b) Most of my classmates expect me to make a great effort in school.	☐	☐	☐	☐	☐
c) Most of my classmates do not care whether they do well in school.	☐	☐	☐	☐	☐

Variables		
t321210	class mates - in school very ambitioned	pTarget
t32022a	class mates - great effort in school	pTarget
t321211	class mate - school do not bother	pTarget

43   **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?	☐	☐	☐	☐	☐	☐	☐
b) … in your school have a migration background, i.e. were born abroad or have at least one parent who was born abroad?	☐	☐	☐	☐	☐	☐	☐

Variables		
t321222	Amount of students with migration background in class	pTarget
t321223	Amount of students with a migrant background in school	pTarget

QUESTIONS ABOUT YOUR PROFESSIONAL FUTURE

44	Below we have listed some things that could be important aspects of a job or trade. How important are these things for you personally, regardless of your current situation?

Please check one box in every line.

	Very unimportant [1]	2 [2]	3 [3]	4 [4]	5 [5]	Very important [6]
a) The opportunity to learn new things	☐	☐	☐	☐	☐	☐
b) Good relationships with colleagues and supervisors	☐	☐	☐	☐	☐	☐
c) Good chances to advance professionally	☐	☐	☐	☐	☐	☐
d) Pleasant working hours	☐	☐	☐	☐	☐	☐
e) Varied tasks	☐	☐	☐	☐	☐	☐
f) Interesting work	☐	☐	☐	☐	☐	☐
g) High job security	☐	☐	☐	☐	☐	☐
h) Good pay	☐	☐	☐	☐	☐	☐
i) High match between working demands and actual skills and experience	☐	☐	☐	☐	☐	☐
j) Good working environment (such as lightning, temperature, cleanliness, low noise levels)	☐	☐	☐	☐	☐	☐
k) High levels of autonomy, self-supervision	☐	☐	☐	☐	☐	☐

Variables		
t66210a	Occup. orientation: Learning	pTarget
t66210a_g1	MOW: Learning aspects	pTarget
t66210b	Occup. orientation: Good working atmosphere	pTarget
t66210c	Occup. orientation: Opportunities for advancement	pTarget
t66210c_g1	MOW: Economic aspects	pTarget
t66210d	Occup. orientation: Good working hours	pTarget
t66210d_g1	MOW: Comfort aspects	pTarget
t66210e	Occup. orientation: Variety	pTarget
t66210e_g1	MOW: Expressive aspects	pTarget
t66210f	Occup. orientation: Interesting work	pTarget
t66210g	Occup. orientation: Job security	pTarget
t66210h	Occup. orientation: Good pay	pTarget
t66210i	Occup. orientation: Match with skills	pTarget
t66210j	Occup. orientation: Good physical working conditions	pTarget
t66210k	Occup. orientation: Autonomy	pTarget

45	There are several reasons for deciding on a particular profession. The income level is often very important. Initially we are interested in your estimate of your future monthly net income. That is, money that is directly transferred to your bank account. Directly after completing your vocational education or university degree, how much do you think is the monthly net income ...

If you are not sure, please estimate an amount. Please enter numbers aligned to the right.

… in your future profession? |___|___|___|___|___| Euros per month

Range: 0 - 99,999

	Not specified [0]	Specified [1]
Don't know what profession I will pursue	☐	☐

Variables		
t513060	Expected income future profession	pTarget
t513061	Expected income: Don't know what profession I will pursue	pTarget

46	Now we would like to know how you estimate the income of different professions. Directly after completing their vocational education or their university degree, how much do you think is the monthly net income ...

If you are not sure, please estimate an amount. Please enter numbers aligned to the right.

… of a general practitioner? |___|___|___|___|___| Euros per month

Range: 0 - 99,999

… a barber? |___|___|___|___|___|___| Euros per month

… a banker? |___|___|___|___|___|___| Euros per month

Variables		
t513062	Expected income: General practicioner	pTarget
t513063	Expected income: Hairdresser	pTarget
t513064	Expected income: Banker	pTarget

47 **The following questions are about what your parents expect you to achieve in school and in your future career. What is the highest school-leaving qualification your parents would like you to obtain?**

Please check only one answer.

Certificate of intermediate secondary education/ leaving certificate of the Realschule secondary school] [2]	☐
Abitur [higher education entrance qualification] [3]	☐
My parents have no opinion about this. [4]	☐
Leaving certificate from the Hauptschule [basic secondary school] [1]	☐

Variables		
t320401	idealistic aspiration school graduation parents	pTarget

48 **And what kind of education would your parents like you to get after you have left school? My parents would like me …**

Please check only one answer.

... to go to college. [1]	☐
My parents have no opinion about this. [4]	☐
... to get no training. [3]	☐
... to do an apprenticeship [2]	☐

Variables		
t320402	idealistic aspiration apprenticeship parents	pTarget

49 **How important is it to your parents ...**

Please check where applicable.

	Very unimportant [1]	Rather unimportant [2]	Partly [3]	Rather important [4]	Very important [5]	My parents have no opinion about this. [7]
a) … that you get good grades?	☐	☐	☐	☐	☐	☐
b) … that you will proceed very far in your profession in the future?	☐	☐	☐	☐	☐	☐

Variables		
t320403	Parents: Importance good grades	pTarget
t320404	Parents: Proceed in profession	pTarget

50   How important is the following question for you in general:

Please check only one answer.

… What do your parents expect you to achieve in school and in your future career?

In the middle [3]	☐
Rather unimportant [2]	☐
Rather important [4]	☐
Very unimportant [1]	☐
Very important [5]	☐

Variables		
t320405	importance opinion of parents	pTarget

51   Imagine you had all opportunities to become what you want. What would be your ideal occupation?

Please enter in printed letters.

✏ _____

Variables		
t31060a_O	Idealistic vocational aspirations: preferred choice of career	pTarget
t31060a_g1	Idealistic vocational aspirations: Preferred choice of career (KldB 1988)	pTarget
t31060a_g2	Idealistic vocational aspirations: Preferred choice of career (KldB 2010)	pTarget
t31060a_g3	Idealistic vocational aspirations: Preferred choice of career (ISCO-88)	pTarget
t31060a_g4	Idealistic vocational aspirations: Preferred choice of career (ISCO-08)	pTarget
t31060a_g6	Idealistic vocational aspirations: Preferred choice of career (SIOPS-88)	pTarget
t31060a_g5	Idealistic vocational aspirations: Preferred choice of career (ISEI-88)	pTarget
t31060a_g7	Idealistic vocational aspirations: Preferred choice of career (MPS)	pTarget
t31060a_g9	Idealistic vocational aspirations: Preferred choice of career (BLK)	pTarget
t31060a_g14	Idealistic vocational aspirations: Preferred choice of career (ISEI-08)	pTarget
t31060a_g16	Idealistic vocational aspirations: Preferred choice of career (SIOPS-08)	pTarget

52 Consider everything you know right now. What will probably be your occupation in the future?

If you are not yet sure, enter the occupation that in your opinion will be the most probable one. Please enter in printed letters.

✎ _____

Variables		
t31160a_O	Realistic vocational aspirations: preferred choice of career	pTarget
t31160a_g1	Realistic vocational aspirations: Preferred choice of career (KldB 1988)	pTarget
t31160a_g2	Realistic vocational aspirations: Preferred choice of career (KldB 2010)	pTarget
t31160a_g3	Realistic vocational aspirations: Preferred choice of career (ISCO-88)	pTarget
t31160a_g4	Realistic vocational aspirations: Preferred choice of career (ISCO-08)	pTarget
t31160a_g5	Realistic vocational aspirations: Preferred choice of career (ISEI-88)	pTarget
t31160a_g6	Realistic vocational aspirations: Preferred choice of career (SIOPS-88)	pTarget
t31160a_g7	Realistic vocational aspirations: Preferred choice of career (MPS)	pTarget
t31160a_g9	Realistic vocational aspirations: Preferred choice of career (BLK)	pTarget
t31160a_g14	Realistic vocational aspirations: Preferred choice of career (ISEI-08)	pTarget
t31160a_g16	Realistic vocational aspirations: Preferred choice of career (SIOPS-08)	pTarget

53	If it were up to you: What would you prefer to do after 9th grade? I would prefer ...

Please only check one answer.

… join a pre-job program (e.g. a year designed to gain practical skills in preparation for entry into the job market (BVJ) or a basic vocational education year (BGJ)). [4]	☐
… do and internship. [5]	☐
… start working/jobbing. [6]	☐
… go abroad. [7]	☐
… do none of these things. [8]	☐
… do an apprenticeship. [2]	☐
… attend a technical school or other vocational education school. (School-based vocational education is mainly relevant for social jobs such as elder care, but also for technical assistance jobs like pharmaceutical technical assistants) [3]	☐
… continue going to school. [1]	☐

Variables		
tf00010	idealistic school aspiration	pTarget

54	And if you are realistic: What will you actually do after grade 9? I will probably ...

Please only check one answer.

… join a pre-job program (e.g. a year designed to gain practical skills in preparation for entry into the job market (BVJ) or a basic vocational education year (BGJ)). [4]	☐
… do and internship. [5]	☐
… start working/jobbing. [6]	☐
… go abroad. [7]	☐
… do none of these things. [8]	☐
… do an apprenticeship. [2]	☐
… attend a technical school or other vocational education school. (School-based vocational education is mainly relevant for social jobs such as elder care, but also for technical assistance jobs like pharmaceutical technical assistants) [3]	☐
… continue going to school. [1]	☐

Variables		
tf00020	Realisitc school aspiration	pTarget

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

Please check one box in each line.

	do not agree at all [1]	rather not agree [2]	rather agree [3]	agree [4]
a) If I apply during this school year, I will probably get an apprenticeship.	☐	☐	☐	☐
b) I already know exactly what kind of profession I am going to pursue in the future.	☐	☐	☐	☐

Variables		
tf00040	chance of apprenticeship	pTarget
tf00050	Clarity about professional future	pTarget

56	How important are the following sources of information for your job choice?

Please check one box in each line.

	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) Job center/career counseling/employment center/ job information center (BIZ)	☐	☐	☐	☐
b) Vocational preparation in school	☐	☐	☐	☐
c) Media (magazines, books, TV, Internet etc.)	☐	☐	☐	☐
d) Advice from parents	☐	☐	☐	☐
e) Advice from other relatives (siblings, aunt, uncle…)	☐	☐	☐	☐
f) Advice from friends and acquaintances	☐	☐	☐	☐
g) Advice from teachers	☐	☐	☐	☐
h) Internship or part-time job	☐	☐	☐	☐
I) Spare time or hobbies	☐	☐	☐	☐

Variables		
tf0006a	Information source career counseling	pTarget
tf0006b	Information source vocational preparation	pTarget
tf0006c	Information source media	pTarget
tf0006d	Information source parents	pTarget
tf0006e	Information source relatives	pTarget
tf0006f	Information source friends	pTarget
tf0006g	Information source teachers	pTarget
tf0006h	Information source internship	pTarget
tf0006i	Information source spare time	pTarget

57	Do you intend to apply for an apprenticeship during the 9th grade?

Please check where applicable.

No [2] ☐

Yes [1] ☐

"Yes": Please continue with the next question. "No": Please continue with the next Watch-Out-Box above question 69.

Variables		
tf00030	Application plans	pTarget

58	What job do you want to apply to first?

Please state only one job and enter in block letters.

🖉 _____

Variables		
tf00070_O	first job wish	pTarget
tf00070_g1	First job wish (KldB 1988)	pTarget
tf00070_g2	First job wish (KldB 2010)	pTarget
tf00070_g3	First job wish (ISCO-88)	pTarget
tf00070_g4	First job wish (ISCO-08)	pTarget
tf00070_g5	First job wish (ISEI-88)	pTarget
tf00070_g6	First job wish (SIOPS-88)	pTarget
tf00070_g7	First job wish (MPS)	pTarget
tf00070_g9	First job wish (BLK)	pTarget
tf00070_g14	First job wish (ISEI-08)	pTarget
tf00070_g16	First job wish (SIOPS-08)	pTarget

59   Why do you want to apply for this job?
I want to apply for this job because …

Please check one 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 have a good chance of getting an apprenticeship in this job.	☐	☐	☐	☐
b) … I will be well paid after my vocational education.	☐	☐	☐	☐
c) … I will be respected for practicing this profession.	☐	☐	☐	☐
d) … I will probably not be unemployed in this profession.	☐	☐	☐	☐
e) … I am interested in the work I have to do in this job and will enjoy doing it.	☐	☐	☐	☐
f) … I will have a lot of spare time in this profession.	☐	☐	☐	☐
g) … I can start a career in this profession.	☐	☐	☐	☐
h) … I will have nice colleagues in this profession.	☐	☐	☐	☐
I) … I will have enough time in this profession to take care of my family.	☐	☐	☐	☐

Variables		
tf0008a	Motivation: Chance of success	pTarget
tf0008c	Motivation: Money	pTarget
tf0008d	Motivation: Prestige	pTarget
tf0008e	Motivation: Workplace security	pTarget
tf0008f	Motivation: Self-fulfillment	pTarget
tf0008g	Motivation: Spare time	pTarget
tf0008h	Motivation: Vocational perspective	pTarget
tf0008i	Motivation: Social contacts	pTarget
tf0008j	Motivation: Family	pTarget

60	How how are your chances of getting a vocational training position in this trade?
Please choose one answer only.	
very good [4]	☐
rather small [2]	☐
rather good [3]	☐
very small [1]	☐

Variables		
tf00090	Trade 1 - chance of a vocational training position	pTarget

61	How many of your friends do you expect to train for this trade also?
Please choose one answer only.	
None [1]	☐
Almost none [2]	☐
Less than half [3]	☐
Approximately half [4]	☐
All [7]	☐
Almost all [6]	☐
More than half [5]	☐

Variables		
tf00100	Trade 1 - friends wanting to learn same trade	pTarget

62	Do any of your family members or friends already work in this profession?		

Please check all applicable answer.

	Mentioned [1]	Not mentioned [2]
No, I don't know anyone who works in this trade.	☐	☐
[Yes, I know someone who works in this profession, namely …] ... my mother.	☐	☐
[Yes, I know someone who works in this profession, namely …] ... my father.	☐	☐
[Yes, I know someone who works in this profession, namely …] ... other relatives (siblings, aunt, uncle …).	☐	☐
[Yes, I know someone who works in this profession, namely …] ... Friends or acquaintances	☐	☐

Variables		
tf0011a	Profession 1 - Acquaintances working in same profession - No...	pTarget
tf0011b	Profession 1 - Acquaintances working in same profession - Yes, my mother	pTarget
tf0011c	Profession 1 - Acquaintances working in same profession - Yes, my father.	pTarget
tf0011d	Profession 1 - Acquaintances working in same profession - Yes, other relatives	pTarget
tf0011e	Profession 1 - Acquaintances working in same profession - Yes, friends/acquaint.	pTarget

63	How much do you know about what you have to do to get a vocational training position in this trade?

Please choose one answer only.

rather poor [2]	☐
rather good [3]	☐
very good [4]	☐
very poor [1]	☐

Variables		
tf00120	Trade 1 - knowledge about training acceptance	pTarget

64	Is there any other profession you would like to apply for?		

	Mentioned [1]	Not mentioned [2]
Yes, namely:	☐	☐

(Please only enter one profession in block letters.) ✏ _____

	Mentioned [1]	Not mentioned [2]
Nein	☐	☐

"Yes, namely": Please continue with the next question. "No": Please continue with the next Watch-Out-Box above question 69.

Variables		
tf0013a	Second desired profession	pTarget
tf0013b_O	Second desires profession indication	pTarget
tf0013b_g1	Second job wish (KldB 1988)	pTarget
tf0013b_g2	Second job wish (KldB 2010)	pTarget
tf0013b_g3	Second job wish (ISCO-88)	pTarget
tf0013b_g4	Second job wish (ISCO-08)	pTarget
tf0013b_g5	Second job wish (ISEI-88)	pTarget
tf0013b_g6	Second job wish (SIOPS-88)	pTarget
tf0013b_g7	Second job wish (MPS)	pTarget
tf0013b_g9	Second job wish (BLK)	pTarget
tf0013b_g14	Second job wish (ISEI-08)	pTarget
tf0013b_g16	Second job wish (SIOPS-08)	pTarget

65	How many of your friends do you expect to train for this second trade also?

Please choose one answer only.

None [1]	☐
Almost none [2]	☐
Less than half [3]	☐
Approximately half [4]	☐
All [7]	☐
Almost all [6]	☐
More than half [5]	☐

Variables		
tf00160	Trade 2 - friends wanting to learn same trade	pTarget

66	Are there people in your family or among your friends working in this second profession?

Please check all applicable answers.

	Mentioned [1]	Not mentioned [2]
No, I don't know anybody working in this profession.	☐	☐
[Yes, I know someone who works in this profession, namely …] ... my mother.	☐	☐
[Yes, I know someone who works in this profession, namely …] ... my father.	☐	☐
[Yes, I know someone who works in this profession, namely …] ... other relatives (siblings, aunt, uncle …).	☐	☐
[Yes, I know someone who works in this profession, namely …] ... Friends or acquaintances.	☐	☐

Variables		
tf0017a	Profession 2 - Acquaintances working in same profession - No...	pTarget
tf0017b	Profession 2 - Acquaintances working in same profession - Yes, my mother	pTarget
tf0017c	Profession 2 - Acquaintances working in same profession - Yes, my father	pTarget
tf0017d	Profession 2 - Acquaintances working in same profession - Yes, other relatives	pTarget
tf0017e	Profession 2 - Acquaintances working in same profession - Yes, friends/acquaint.	pTarget

67	How much do you know about what you have to do to get a vocational training position in this trade?

Please choose one answer only.

rather poor [2]	☐
rather good [3]	☐
very good [4]	☐
very poor [1]	☐

Variables		
tf00180	Trade 2 - knowledge about training acceptance	pTarget

68   Are there any other professions you would like to apply for?

Please enter numbers aligned to the right.

Yes, namely |___|___| Further professions

Range: 0 - 99

	Mentioned [1]	Not mentioned [2]
No	☐	☐

Variables		
tf0019a	Amount further desired professions	pTarget
tf0019b	Further desired professions (no)	pTarget

ATTENTION: Please answer the following questions only if … • you were not born in Germany or • your mother or your father were not born in Germany. ☐ Otherwise, continue with the next Watch-Out-Box above question 71. IMPORTANT: The country that you, your mother or your father were born in is called "Country of origin of your family" hereafter.

69   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.

Eleven to fifteen times [4]	☐
More than 15 times [5]	☐
Six to seven times [3]	☐
One to five times [2]	☐
Not at all so far [1]	☐

Variables		
t421000	Amount of visits to country of origin	pTarget

70	How many people from your residential area have immigrated from the same country of origin as your family? Is it …	
Please only check one answer.		
None [1]		☐
Almost none [2]		☐
Less than half [3]		☐
Approximately half [4]		☐
All [7]		☐
Almost all [6]		☐
More than half [5]		☐

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

ATTENTION: Please continue with question 80 if you only learned German in your family as a child. Everybody else, please continue with the next question.

71	You have learned a language other than German as a child in your family: which language?	
Please mention only one language. If you have learned several languages apart from German, please indicate the language that you understand best.		
Please indicate in printed letters.		✏

Variables		
t410010_g1	Second language (number of responses)	pTarget
t410010_g2R	Second language (1st alternative, ISO 639.2)	pTarget
t410010_g2D	Second language (1st alternative, coarsened)	pTarget
t410010_g3R	Second language (2nd alternative, ISO 639.2)	pTarget
t410010_g3D	Second language (2nd alternative, coarsened)	pTarget
t410010_g4R	Second language (3rd alternative, ISO 639.2)	pTarget
t410010_g4D	Second language (3rd alternative, coarsened)	pTarget
t410010_g5R	Second language (4th alternative, ISO 639.2)	pTarget
t410010_g5D	Second language (4th alternative, coarsened)	pTarget

IMPORTANT: The language you just entered in question 71 is called "other language" hereafter.

72	How good is your command of the other language?					

Please check one box in every line.

	Very poor [2]	Rather poor [3]	Rather good [4]	Very well [5]	Not at all [1]
a) Writing	☐	☐	☐	☐	☐
b) Reading	☐	☐	☐	☐	☐
c) Speaking	☐	☐	☐	☐	☐
d) Comprehending	☐	☐	☐	☐	☐

Variables		
t41040d	Command non-German language of origin - Writing	pTarget
t41040c	Command non-German language of origin - Reading	pTarget
t41040b	Command non-German language of origin - Speaking	pTarget
t41040a	Command non-German language of origin - Comprehending	pTarget

73	Are you currently taking lessons in the other language at school to improve your language skills?

Please tick the applicable.

No [2] ☐

Yes [1] ☐

Variables		
t416100	School lessons in other language	pTarget

74	Do you currently take lessons in the other language outside school to improve your language skills?

Please check where applicable.

No [2] ☐

Yes [1] ☐

Variables		
t416000	Extracurricular lessons in other language	pTarget

75   In which language …

Please tick a box in each line.

	Only German [1]	Mostly German, sometimes the other language [2]	Mostly the other language, sometimes German [3]	Only the other language [4]	Does not apply to me [5]
a) … do you speak with your mother?	☐	☐	☐	☐	☐
b) … do you speak with your father?	☐	☐	☐	☐	☐
c) … do you speak with your siblings?	☐	☐	☐	☐	☐
d) … do you speak with your best friend?	☐	☐	☐	☐	☐
e) … do you speak with your classmates?	☐	☐	☐	☐	☐
f) … do your parents use when they talk with each other?	☐	☐	☐	☐	☐

Variables		
t412010	Interaction language - mother	pTarget
t412020	Interaction language - father	pTarget
t412030	Interaction language - siblings	pTarget
t412040	Interaction language - best friend	pTarget
t412050	Interaction language - classmates	pTarget
t412060	Interaction language - parents with each other	pTarget

76   In what language …

Please check one box in each line.

	only German [1]	mostly German, sometimes the other language [2]	mostly the other language, sometimes German [3]	only the other language [4]	is not the case for me [5]
a) … do you read books outside school?	☐	☐	☐	☐	☐
b) ... do you read newspapers?	☐	☐	☐	☐	☐
c) … do you surf the Internet?	☐	☐	☐	☐	☐
d) ... do you read the news on the internet?	☐	☐	☐	☐	☐
e) … do you write text messages and emails?	☐	☐	☐	☐	☐
f) … do you watch programs on TV?	☐	☐	☐	☐	☐
g) … do you watch videos and DVDs?	☐	☐	☐	☐	☐

Variables		
t417000	Language of media use: Books	pTarget
t417010	Language of media use: Newspapers	pTarget
t417030	Language of media use: Surfing in the Internet	pTarget
t417020	Language of media use: News on the Internet	pTarget
t417040	Language of media use: Text messages, Emails	pTarget
t417050	Language of media use: TV	pTarget
t417060	Language of media use: Videos, DVDs	pTarget

77   How well is your command of the German language?

Please check one box in every line.

	Very poor [2]	Rather poor [3]	Rather good [4]	Very well [5]	Not at all [1]
a) Writing	☐	☐	☐	☐	☐
b) Reading	☐	☐	☐	☐	☐
c) Speaking	☐	☐	☐	☐	☐
d) Comprehending	☐	☐	☐	☐	☐

Variables		
t41030d	Subjective linguistic competence German -Writing	pTarget
t41030c	Subjective linguistic competence German - Reading	pTarget
t41030b	Subjective linguistic competence German - Speaking	pTarget
t41030a	Subjective linguistic competence German - Comprehending	pTarget

78	Do you currently receive German lessons at your school in order to improve your language command? By this we mean lessons which are not attended by all students.

Please check where applicable.

No [2] ☐

Yes [1] ☐

Variables		
t416300	Additional school lessons in German	pTarget

79	Do you currently take lessons in German outside school to improve your language skills?

Please check where applicable.

No [2] ☐

Yes [1] ☐

Variables		
t416200	Extracurricular lessons in German	pTarget

Thank you very much for your support!

2.3 Individual follow-up: status update (ID 325)

Short questionnaire We kindly ask you for a few statements regarding your current situation: - so you will receive the correct questionnaire in the future, - so we have important information for the evaluation of the questionnaires

Short questionnaire We kindly ask you for a few statements regarding your current situation: - so you will receive the correct questionnaire in the future, - so we have important information for the evaluation of the questionnaires

WHAT ARE YOU CURRENTLY DOING?

6 Which grade did you get in your last final report card ...							
Please check one box in every line.							
	very good (1) [1]	good (2) [2]	fair (3) [3]	satisfactory (4) [4]	poor (5) [5]	unsatisfactory (6) [6]	no grade received [7]
a) ... in German?	☐	☐	☐	☐	☐	☐	☐
b) ... in Math?	☐	☐	☐	☐	☐	☐	☐
c) … in Physics?	☐	☐	☐	☐	☐	☐	☐
d) … in Chemistry?	☐	☐	☐	☐	☐	☐	☐
e) … in Biology?	☐	☐	☐	☐	☐	☐	☐
f) … in Science?	☐	☐	☐	☐	☐	☐	☐

Variables		
t724121	Grade in last final report card: German	pTarget
t724122	Grade in last final report card: Math	pTarget
t724126	Grade in last final report card: Physics	pTarget
t724125	Grade in last final report card: Chemistry	pTarget
t724124	Grade in last final report card: Biology	pTarget
t724128	Grade in last final report card: Science	pTarget

Thank you very much for your support!

3 | Teachers, PAPI

3.1   General quesionnaire: first-time interviewees (ID 234)

Brief notes on how to complete the questionnaire • In order to achieve as high a level of accuracy as possible for scanner-assisted data capture, please use a black pen to complete the questionnaire and always enter numbers right-aligned in the specified boxes . • If you want to change your answer to a question, cross out the box with the answer that is no longer relevant and check the correct box. • You may also skip individual questions that you do not want to or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or you can send it to the IEA DPC directly. Your information will thus not be disclosed to unauthorized third parties or members of your school. • The law requires us to have your consent before collecting and processing your data, including details about your country and language of origin as well as those of your parents. You declare this consent by completing and handing in this questionnaire. In this regard, please note the Data Protection Policy attached to this cover letter. Thank you for your support!

3.1 General quesionnaire: first-time interviewees (ID 234)

Brief notes on how to complete the questionnaire • In order to achieve as high a level of accuracy as possible for scanner-assisted data capture, please use a black pen to complete the questionnaire and always enter numbers right-aligned in the specified boxes . • If you want to change your answer to a question, cross out the box with the answer that is no longer relevant and check the correct box. • You may also skip individual questions that you do not want to or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or you can send it to the IEA DPC directly. Your information will thus not be disclosed to unauthorized third parties or members of your school. • The law requires us to have your consent before collecting and processing your data, including details about your country and language of origin as well as those of your parents. You declare this consent by completing and handing in this questionnaire. In this regard, please note the Data Protection Policy attached to this cover letter. Thank you for your support!

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 - 2,020

Variables		
e76212m_O	Month of birth	pEducator
e76212y_R	Year of birth	pEducator
e76212y_D	Year of birth (categorized)	pEducator

2	Are you male or female?
Please check where applicable.	
Male [1]	☐
Female [2]	☐

Variables		
e762110	Gender	pEducator

QUESTIONS ABOUT LESSONS AND LEARNING

Now we are interested in your assessment of the following aspects of school work, teaching and learning.

3   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 if the teacher - and not the students - decides what needs to be done.	☐	☐	☐	☐
b) My role as a teacher is to make it easier for the students to investigate and explore things.	☐	☐	☐	☐
c) Students will learn best when they try to find solutions to problems independently.	☐	☐	☐	☐
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.	☐	☐	☐	☐
e) The question of how much students will learn depends on their background knowledge - therefore the teaching of facts is vital.	☐	☐	☐	☐
f) Students should be given the option of thinking about solutions themselves before the teacher shows them how to solve the problem.	☐	☐	☐	☐
g) A quiet classroom is absolutely necessary for effective learning.	☐	☐	☐	☐
h) Thinking and reasoning processes are more important than specific content of the curriculum.	☐	☐	☐	☐

Variables		
e22680a	Teacher: Opinion: Make decisions	pEducator
e22680b	Teacher: Opinion: Role of teacher with regard to investigating and exploring	pEducator
e22680c	Teacher: Opinion: Learning through independent problem-solving	pEducator
e22680d	Teacher: Opinion: Lessons with clear answers	pEducator
e22680e	Teacher: Opinion: Teaching of facts	pEducator
e22680f	Teacher: Opinion: Possibility of independent problem-solving	pEducator
e22680g	Teacher: Opinion: Quiet classroom	pEducator
e22680h	Teacher: Opinion: Thinking and reasoning processes	pEducator

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

Please check one box in each line.

	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) ... build up systematic expert knowledge.	☐	☐	☐	☐
b) ... understand the subject matter in depth.	☐	☐	☐	☐
c) ... build up exemplary knowledge.	☐	☐	☐	☐
d) ... acquire the ability to solve problems concerning the subject matter.	☐	☐	☐	☐
e) ... acquire knowledge for the personal professional life later on.	☐	☐	☐	☐
f) ... build up a high degree of self-confidence.	☐	☐	☐	☐
g) ... become socially competent.	☐	☐	☐	☐
h) ... build up a personal identity.	☐	☐	☐	☐
I) ... learn how to master the personal challenges of life.	☐	☐	☐	☐
j) ... develop an adequate self-assessment capability.	☐	☐	☐	☐

Variables		
e22681a	Teacher: Importance of educational goal: Systematic expert knowledge	pEducator
e22681b	Teacher: Importance of educational goal: Understanding the subject matter	pEducator
e22681c	Teacher: Importance of educational goal: Exemplary knowledge	pEducator
e22681d	Teacher: Importance of educational goal: Ability solve problems subject matter	pEducator
e22681e	Teacher: Importance of educational goal: Knowledge for later professional life	pEducator
e22681f	Teacher: Importance of educational goal: Self-confidence	pEducator
e22681g	Teacher: Importance of educational goal: Social competence	pEducator
e22681h	Teacher: Importance of educational goal: Identity	pEducator
e22681i	Teacher: Importance of educational goal: Personal challenges of life	pEducator
e22681j	Teacher: Importance of educational goal: Self-assessment capability	pEducator

5 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	☐	☐	☐	☐
b) Methodologically and didactically appropriate lesson planning and teaching of knowledge	☐	☐	☐	☐
c) Focus on objective criteria for student assessment	☐	☐	☐	☐
d) Considering the personal situation when assessing students	☐	☐	☐	☐
e) Order and discipline in class	☐	☐	☐	☐
f) Being informed about students' personal problems	☐	☐	☐	☐
g) Knowledge of students' family background	☐	☐	☐	☐
h) Imparting comprehensive expert knowledge	☐	☐	☐	☐
i) Concentration on tasks listed in the curriculum	☐	☐	☐	☐
j) A fundamental assessment of the class	☐	☐	☐	☐
k) Awakening interest in the course content	☐	☐	☐	☐
l) Increasing joy in learning and performing	☐	☐	☐	☐

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

6   What factors, from your own experience, have a major influence on the academic achievement of the students? How important is ...

Please check one box in each line.

	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) … the parents' financial situation?	☐	☐	☐	☐
b) … the willingness of the students to make an effort?	☐	☐	☐	☐
c) ... the parents' educational background?	☐	☐	☐	☐
d) ... the mother's employment?	☐	☐	☐	☐
e) ... the child's talent?	☐	☐	☐	☐
f) ... the child's language proficiency?	☐	☐	☐	☐
g) ... the method of teaching?	☐	☐	☐	☐
h) … the coordination among the teachers teaching in that class?	☐	☐	☐	☐
i) ... the teaching quality?	☐	☐	☐	☐

Variables		
e22683a	Teacher: Importance of influential factors: Parents' financial situation	pEducator
e22683b	Teacher: Importance of influential factors: Willingness to make an effort	pEducator
e22683c	Teacher: Importance of influential factors: Parents' educational background	pEducator
e22683d	Teacher: Importance of influential factors: Mother's employment	pEducator
e22683e	Teacher: Importance of influential factors: Child's talent	pEducator
e22683f	Teacher: Importance of influential factors: Child's language proficiency	pEducator
e22683g	Teacher: Importance of influential factors: Method of teaching	pEducator
e22683h	Teacher: Importance of influential factors: Coordination among teachers	pEducator
e22683i	Teacher: Importance of influential factors: Teaching quality	pEducator

7   How often do you participate in the following activities at your school?

Please check one box in every line.

	Never [1]	Once a year or less frequently [2]	Two to four times a year [3]	Five to ten times a year [4]	One to three times a month [5]	Once a week or more frequently [6]
a) Meetings and discussions regarding the school's perspectives and its mission	☐	☐	☐	☐	☐	☐
b) Developing a school curriculum or parts of it	☐	☐	☐	☐	☐	☐

	Never [1]	Once a year or less frequently [2]	Two to four times a year [3]	Five to ten times a year [4]	One to three times a month [5]	Once a week or more frequently [6]
c) Discussing or making decisions on teaching media (e.g., text books, exercise books)	☐	☐	☐	☐	☐	☐
d) Exchanging teaching materials with colleagues	☐	☐	☐	☐	☐	☐
e) Holding team discussions on the age group you are teaching	☐	☐	☐	☐	☐	☐
f) Discussing the learning progress of individual students	☐	☐	☐	☐	☐	☐
g) Team teaching in a class	☐	☐	☐	☐	☐	☐
h) Professional learning activities (e.g., team supervision)	☐	☐	☐	☐	☐	☐
i) Sitting in on other classes (including feedback)	☐	☐	☐	☐	☐	☐

	Never [1]	Once a year or less frequently [2]	Two to four times a year [3]	Five to ten times a year [4]	One to three times a month [5]	Once a week or more frequently [6]
j) Joint activities across different classes and age groups (e.g., projects)	☐	☐	☐	☐	☐	☐

	Never [1]	Once a year or less frequently [2]	Two to four times a year [3]	Five to ten times a year [4]	One to three times a month [5]	Once a week or more frequently [6]
k) Discussing and coordinating homework practice across subject boundaries	☐	☐	☐	☐	☐	☐

Variables		
e22207a	Teacher: Participation: Talks and discussions	pEducator
e22207b	Teacher: Participation: Development of a school curriculum	pEducator
e22207c	Teacher: Participation: Discussing about class media	pEducator
e22207d	Teacher: Participation: Exchanging class material	pEducator
e22207e	Teacher: Participation: Team meetings	pEducator
e22207f	Teacher: Participation: Discussions about learning development	pEducator
e22207g	Teacher: Participation: Teaching a class in a team	pEducator
e22207h	Teacher: Participation: Professional learning activities	pEducator
e22207i	Teacher: Participation: Hospitations	pEducator
e22207j	Teacher: Participation: Activities with several classes	pEducator
e22207k	Teacher: Participation: Discussing homework approach	pEducator

QUESTIONS ABOUT CONTINUING PROFESSIONAL EDUCATION (CPE)

We would like to ask you some questions about different aspects of continuing professional education.

8	**Please state your own need for advanced training in the following areas.**

Please check one 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)	☐	☐	☐	☐
b) Assessment methods	☐	☐	☐	☐
c) Conduction of classes	☐	☐	☐	☐
d) Expert knowledge	☐	☐	☐	☐
e) Ability to work with computers and the Internet for teaching purposes	☐	☐	☐	☐
f) Teaching of students with special learning needs	☐	☐	☐	☐
g) Handling disciplinary and behavioral problems	☐	☐	☐	☐
h) School board and administration	☐	☐	☐	☐
i) Teaching in a multicultural environment	☐	☐	☐	☐
j) Counseling for students	☐	☐	☐	☐
k) Integrative teaching (individualization and differentiation in inclusive educational opportunities)	☐	☐	☐	☐

Variables		
e22280a	Teacher: Advanced training: Own needs: Educational standards	pEducator
e22280b	Teacher: Advanced training: Own needs: Assessment methods	pEducator
e22280c	Teacher: Advanced training: Own needs: Conducting classes	pEducator
e22280d	Teacher: Advanced training: Own needs: Expert knowledge	pEducator
e22280e	Teacher: Advanced training: Own needs: Computer and internet abilities teaching	pEducator
e22280f	Teacher: Advanced training: Own needs: Teaching students special learning needs	pEducator
e22280g	Teacher: Advanced training: Own needs: Handling disciplinary behavioral problems	pEducator
e22280h	Teacher: Advanced training: Own needs: School board and administration	pEducator
e22280i	Teacher: Advanced training: Own needs: Teaching in a multicultural environment	pEducator
e22280j	Teacher: Advanced training: Own needs: Counseling for students	pEducator
e22280k	Teacher: Advanced training: Own needs: Integrative teaching	pEducator

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

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

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

Variables		
e22281a	teacher: training: participation in courses/workshops	pEducator
e22281b	teacher: training: participation educational conferences	pEducator
e22281c	teacher: training: participation in qualification programs	pEducator
e22281d	teacher: training: participation while sitting in on classes	pEducator
e22281e	teacher: training: participation working group for professional development of teachers	pEducator
e22281f	teacher: training: participation research	pEducator
e22281g	teacher: training: participation in mentor programs	pEducator

10   How many days in the past 12 months have you spent in continuing professional education?

Please enter the figures aligned to the right.

|___|___|___| Days

Range: 0 - 365

	Not specified [0]	Specified [1]
No participation in further training in the past 12 months	☐	☐

"[...]days": Please continue with the next question. "No participation in continuing education programs during the last 12 months": Please continue with question 13.

Variables		
e22282a	Faculty: Further training: Days of participation	pEducator
e22282b	Faculty: Further training: No participation	pEducator

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

Please check only one answer.

I paid a portion of the further education costs. [2]	☐
I paid the entire amount of the further education costs. [3]	☐
The further education costs were taken over completely. [1]	☐

Variables		
e222821	teacher: training: costs	pEducator

12   Have you been released from teaching for attending training programs during the past 12 months?

Please check where applicable

No [2]	☐
Yes [1]	☐

Variables		
e222822	teacher: training: exemption of classes	pEducator

13	Would you like to have completed more advanced training programs in the past 12 months?

Please check where applicable.

No [2]   ☐

Yes [1]   ☐

Variables		
e222823	Teacher: Advanced training: Wish for more advanced training programs	pEducator

QUESTIONS ABOUT CHOICE OF PROFESSION AND TRAINING

Teachers pursue their profession for completely different reasons and choose different approaches to their professional goals. In order to be able to consider these individual motives and approaches, we would now like to ask you some questions about your career choice and vocational training.

14	When did you decide to become a teacher?

Please checkkk only one answer.

Before starting school [1]   ☐

Immediately after acquiring higher education entrance qualification [3]   ☐

During school time [2]   ☐

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

Variables		
e536010	Time career choice	pEducator

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

Please enter your age in years. Please enter numbers right-justified.

|___|___| Years

Range: 0 - 99

Variables		
e536020_R	Age when profession chosen	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 check a box in each line

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

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.

No [2] ☐

Yes [1] ☐

Variables		
e537010	Pedagogical experience before higher education	pEducator

As you know, not all teachers have successfully completed an university education for teaching professions or have passed the state examination. We would now like to ask you some questions about the progression of your vocational training.

18	How old were you when you earned entrance to university?

Please enter the year.

Year of university entrance qualification |___|___|___|___|

Range: 1,900 - 2,020

	Not specified [0]	Specified [1]
I did not qualify for university entrance.	☐	☐

"[...] Year of the acquisition of the university entrance qualification: Please continue with the next question. "I did not earn an university entrance qualification.": Please continue with question 39.

Variables		
e53702y_R	Year of university entrance qualification	pEducator
e53702y_D	Year of college admission qualification (categorized)	pEducator
e537022	does not acquire a higher education entrance qualification	pEducator

19	In which federal state did you acquire your higher education entrance qualification?

Please checkk only one answer.

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

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

20 **What was your overall grade when you earned entrance to university?**

Please enter your grade as a numeral with one decimal place.

Grade of university entrance qualification |____| , |____|

Range: 1.0 - 4.0

	Not specified [0]	Specified [1]
Did not receive an overall grade	☐	☐

Variables		
e537041	Grade of university entrance qualification	pEducator
e537042	No university entrance qualification grade	pEducator

21 **Have you ever enrolled in a degree program other than university education for teaching professions?**

Note: "University education for teaching professions" also includes university education for teaching professions leading to a Diplom [degree in higher education equivalent to master, pre-Bologna system] such as a Diplom to teach commercial studies, Bachelor of Education or Master of Education.

Please check where applicable.

No [2] ☐

Yes [1] ☐

"Yes": Please continue with the next question. "No": Please continue with question 25.

Variables		
e537050	Other course of study	pEducator

22 **Please indicate the exact title of your degree program. If you enrolled in several degree programs, please indicate the degree program in which you were enrolled the longest.**

For programs with several available majors, please only list your major. For programs with just two majors, please enter both. Please print.

✐ _____

Second major (if applicable)   ✐ _____

Variables		
e537061_g1	Other study 1 (KldB 1988)	pEducator
e537061_g2	Other study 1 (KldB 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 (KldB 1988)	pEducator
e537062_g2	Other study 2 (KldB 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 program?**

Please enter numbers right-justified.

|___|___| Semesters

Range: 0 - 99

Variables		
e537070	Semesters in another program	pEducator

24	Did you successfully complete this course of study?

Please checkkk the applicable.

No [2] ☐

Yes [1] ☐

Variables		
e537080	Other higher education degree	pEducator

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

Please checkkk the applicable.

No [2] ☐

Yes [1] ☐

"Yes": Please continue with the next question. "No": Please continue with question 36.

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   **What combination of subjects did you choose for your teacher training program?**

Pleae enter the subjects. Please print.

Subject 1

Subject 2

Subject 3

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

29   **We would like to know how much time passed between the time you were qualified to enter university and you first enrolled in a teacher-training program.**

Please check a box on each line.

	Yes [1]	No [2]
a) Did you start the degree program for teaching professions immediately (max. half a year after acquiring the university entrance qualification)?	☐	☐
d) Did you render military service and/or community service [as alternative to military service]? (Please check 'yes' only if you have rendered military service and/or community service in the period between the acquisition of college admission qualification and the first enrollment in a degree program for teaching professions.)	☐	☐
c) Have you previously worked in another profession for a certain period of time?	☐	☐
d) Have you started a vocational training program?	☐	☐
e) Have you completed a vocational training program?	☐	☐
f) Have you started any other vocational training?	☐	☐
g) Have you completed any other vocational training?	☐	☐

Variables		
e537121	Activity before university education for teaching professions-immediate start university education for teaching professions	pEducator
e537122	Activity before teacher training - military/civil service	pEducator
e537123	Activity before university education for teaching professions - work in another profession	pEducator
e537124	Activity before teacher training - apprenticeship started	pEducator
e537125	Activity before teacher training - apprenticeship completed	pEducator
e537126	Activity before teacher training - another training program started	pEducator
e537127	Activity before teacher training - another training program completed	pEducator

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

Please checkk the applicable.

No [2] ☐

Yes [1] ☐

Variables		
e537130	Admission restriction	pEducator

31 **Have you successfully completed your university education for teaching professions?**

Please tick the applicable.

No [2] ☐

Yes [1] ☐

"Yes": Please continue with the next question. "No": Please continue with question 36.

Variables		
e537140	Successfully completed university education for teaching professions	pEducator

32 **When did you complete your university education for teaching professions in the GDR?**

Please check where applicable.

No [2] ☐

Yes [1] ☐

"Yes": Please continue with question 37. "No": Please continue with the next question.

Variables		
e537141	Completed education for teaching professions GDR	pEducator

33 **Please state the year in which you passed the first state examination or equivalent examination (e.g. Diplom for teachers of commercial studies or master examination).**

Please enter the year.

|___|___|___|___| Year in which examination was passed

Range: 1,900 - 2,020

Variables		
e537150_R	Year of state examination	pEducator
e537150_D	Year of passing the examination (categorized)	pEducator

34   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

35   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

36   Did you pass a second state examination in your university education for teaching professions?

Please check where applicable.

No [2]   ☐

Yes [1]   ☐

"Yes": Please continue with the next question. "No": Please continue with question 39.

Variables		
e537190	Second state examination	pEducator

37	In which federal state did you pass your second state examination in a university degree for teaching professions or completed your university degree for teaching professions / your teacher training [consisting of university education and preparatory service] (if leaving qualifications were acquired in the GDR)?

Please only check one answer.

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

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

38	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 ABOUT IMMIGRATION AND LANGUAGE

39	Do you have a migration background, i.e. were you or one of your parents born abroad?

Please check where applicable.

Yes, I was born abroad. [1] ☐

No. [3] ☐

Yes, I was born in Germany, but at least one parent was born abroad. [2] ☐

Variables		
e400000	Migration background of teacher	pEducator

41	Now would like to ask about your language of origin. What language did you learn as a child in your family?

If you spoke more than one language at home in your family, you can mark more than one box.

	Not specified [0]	Specified [1]
German	☐	☐
Arabic	☐	☐
Bosnian	☐	☐
Greek	☐	☐
Italian	☐	☐
Croatian	☐	☐
Kurdish	☐	☐
Polish	☐	☐
Russian	☐	☐
Serbian	☐	☐
Turkish	☐	☐
Another language, namely:	☐	☐

Please enter 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

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

Please check one box in each row.

	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Always [5]
a) … with your students?	☐	☐	☐	☐	☐
b) … with your students' parents?	☐	☐	☐	☐	☐

Variables		
e412600	Teacher use of first language - with students	pEducator
e412610	Teacher use of first language - with students' parents	pEducator

3.2 General quesionnaire: panel interviewees (ID 235)

Brief notes on how to complete the questionnaire • In order to achieve as high a level of accuracy as possible for scanner-assisted data capture, please use a black pen to complete the questionnaire and always enter numbers right-aligned in the specified boxes . • If you want to change your answer to a question, cross out the box with the answer that is no longer relevant and check the correct box. • You may also skip individual questions that you do not want to or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or you can send it to the IEA DPC directly. Your information will thus not be disclosed to unauthorized third parties or members of your school. • The law requires us to have your consent before collecting and processing your data, including details about your country and language of origin as well as those of your parents. You declare this consent by completing and handing in this questionnaire. In this regard, please note the Data Protection Policy attached to this cover letter. Thank you for your support!

3.2 General quesionnaire: panel interviewees (ID 235)

Brief notes on how to complete the questionnaire • In order to achieve as high a level of accuracy as possible for scanner-assisted data capture, please use a black pen to complete the questionnaire and always enter numbers right-aligned in the specified boxes . • If you want to change your answer to a question, cross out the box with the answer that is no longer relevant and check the correct box. • You may also skip individual questions that you do not want to or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or you can send it to the IEA DPC directly. Your information will thus not be disclosed to unauthorized third parties or members of your school. • The law requires us to have your consent before collecting and processing your data, including details about your country and language of origin as well as those of your parents. You declare this consent by completing and handing in this questionnaire. In this regard, please note the Data Protection Policy attached to this cover letter. Thank you for your support!

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 - 2,020

Variables		
e76212m_O	Month of birth	pEducator
e76212y_R	Year of birth	pEducator
e76212y_D	Year of birth (categorized)	pEducator

2	Are you male or female?
Please check where applicable.	

Male [1] ☐

Female [2] ☐

Variables		
e762110	Gender	pEducator

QUESTIONS ABOUT LESSONS AND LEARNING

Now we are interested in your assessment of the following aspects of school work, teaching and learning.

3   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 if the teacher - and not the students - decides what needs to be done.	☐	☐	☐	☐
b) My role as a teacher is to make it easier for the students to investigate and explore things.	☐	☐	☐	☐
c) Students will learn best when they try to find solutions to problems independently.	☐	☐	☐	☐
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.	☐	☐	☐	☐
e) The question of how much students will learn depends on their background knowledge - therefore the teaching of facts is vital.	☐	☐	☐	☐
f) Students should be given the option of thinking about solutions themselves before the teacher shows them how to solve the problem.	☐	☐	☐	☐
g) A quiet classroom is absolutely necessary for effective learning.	☐	☐	☐	☐
h) Thinking and reasoning processes are more important than specific content of the curriculum.	☐	☐	☐	☐

Variables		
e22680a	Teacher: Opinion: Make decisions	pEducator
e22680b	Teacher: Opinion: Role of teacher with regard to investigating and exploring	pEducator
e22680c	Teacher: Opinion: Learning through independent problem-solving	pEducator
e22680d	Teacher: Opinion: Lessons with clear answers	pEducator
e22680e	Teacher: Opinion: Teaching of facts	pEducator
e22680f	Teacher: Opinion: Possibility of independent problem-solving	pEducator
e22680g	Teacher: Opinion: Quiet classroom	pEducator
e22680h	Teacher: Opinion: Thinking and reasoning processes	pEducator

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

Please check one box in each line.

	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) ... build up systematic expert knowledge.	☐	☐	☐	☐
b) ... understand the subject matter in depth.	☐	☐	☐	☐
c) ... build up exemplary knowledge.	☐	☐	☐	☐
d) ... acquire the ability to solve problems concerning the subject matter.	☐	☐	☐	☐
e) ... acquire knowledge for the personal professional life later on.	☐	☐	☐	☐
f) ... build up a high degree of self-confidence.	☐	☐	☐	☐
g) ... become socially competent.	☐	☐	☐	☐
h) ... build up a personal identity.	☐	☐	☐	☐
I) ... learn how to master the personal challenges of life.	☐	☐	☐	☐
j) ... develop an adequate self-assessment capability.	☐	☐	☐	☐

Variables		
e22681a	Teacher: Importance of educational goal: Systematic expert knowledge	pEducator
e22681b	Teacher: Importance of educational goal: Understanding the subject matter	pEducator
e22681c	Teacher: Importance of educational goal: Exemplary knowledge	pEducator
e22681d	Teacher: Importance of educational goal: Ability solve problems subject matter	pEducator
e22681e	Teacher: Importance of educational goal: Knowledge for later professional life	pEducator
e22681f	Teacher: Importance of educational goal: Self-confidence	pEducator
e22681g	Teacher: Importance of educational goal: Social competence	pEducator
e22681h	Teacher: Importance of educational goal: Identity	pEducator
e22681i	Teacher: Importance of educational goal: Personal challenges of life	pEducator
e22681j	Teacher: Importance of educational goal: Self-assessment capability	pEducator

5   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	☐	☐	☐	☐
b) Methodologically and didactically appropriate lesson planning and teaching of knowledge	☐	☐	☐	☐
c) Focus on objective criteria for student assessment	☐	☐	☐	☐
d) Considering the personal situation when assessing students	☐	☐	☐	☐
e) Order and discipline in class	☐	☐	☐	☐
f) Being informed about students' personal problems	☐	☐	☐	☐
g) Knowledge of students' family background	☐	☐	☐	☐
h) Imparting comprehensive expert knowledge	☐	☐	☐	☐
i) Concentration on tasks listed in the curriculum	☐	☐	☐	☐
j) A fundamental assessment of the class	☐	☐	☐	☐
k) Awakening interest in the course content	☐	☐	☐	☐
l) Increasing joy in learning and performing	☐	☐	☐	☐

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

6 **What factors, from your own experience, have a major influence on the academic achievement of the students? How important is ...**

Please check one box in each line.

	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) … the parents' financial situation?	☐	☐	☐	☐
b) … the willingness of the students to make an effort?	☐	☐	☐	☐
c) ... the parents' educational background?	☐	☐	☐	☐
d) ... the mother's employment?	☐	☐	☐	☐
e) ... the child's talent?	☐	☐	☐	☐
f) ... the child's language proficiency?	☐	☐	☐	☐
g) ... the method of teaching?	☐	☐	☐	☐
h) … the coordination among the teachers teaching in that class?	☐	☐	☐	☐
i) ... the teaching quality?	☐	☐	☐	☐

Variables		
e22683a	Teacher: Importance of influential factors: Parents' financial situation	pEducator
e22683b	Teacher: Importance of influential factors: Willingness to make an effort	pEducator
e22683c	Teacher: Importance of influential factors: Parents' educational background	pEducator
e22683d	Teacher: Importance of influential factors: Mother's employment	pEducator
e22683e	Teacher: Importance of influential factors: Child's talent	pEducator
e22683f	Teacher: Importance of influential factors: Child's language proficiency	pEducator
e22683g	Teacher: Importance of influential factors: Method of teaching	pEducator
e22683h	Teacher: Importance of influential factors: Coordination among teachers	pEducator
e22683i	Teacher: Importance of influential factors: Teaching quality	pEducator

7 **How often do you participate in the following activities at your school?**

Please check one box in every line.

	Never [1]	Once a year or less frequently [2]	Two to four times a year [3]	Five to ten times a year [4]	One to three times a month [5]	Once a week or more frequently [6]
a) Meetings and discussions regarding the school's perspectives and its mission	☐	☐	☐	☐	☐	☐
b) Developing a school curriculum or parts of it	☐	☐	☐	☐	☐	☐

	Never [1]	Once a year or less frequently [2]	Two to four times a year [3]	Five to ten times a year [4]	One to three times a month [5]	Once a week or more frequently [6]
c) Discussing or making decisions on teaching media (e.g., text books, exercise books)	☐	☐	☐	☐	☐	☐
d) Exchanging teaching materials with colleagues	☐	☐	☐	☐	☐	☐
e) Holding team discussions on the age group you are teaching	☐	☐	☐	☐	☐	☐
f) Discussing the learning progress of individual students	☐	☐	☐	☐	☐	☐
g) Team teaching in a class	☐	☐	☐	☐	☐	☐
h) Professional learning activities (e.g., team supervision)	☐	☐	☐	☐	☐	☐
i) Sitting in on other classes (including feedback)	☐	☐	☐	☐	☐	☐

	Never [1]	Once a year or less frequently [2]	Two to four times a year [3]	Five to ten times a year [4]	One to three times a month [5]	Once a week or more frequently [6]
j) Joint activities across different classes and age groups (e.g., projects)	☐	☐	☐	☐	☐	☐

	Never [1]	Once a year or less frequently [2]	Two to four times a year [3]	Five to ten times a year [4]	One to three times a month [5]	Once a week or more frequently [6]
k) Discussing and coordinating homework practice across subject boundaries	☐	☐	☐	☐	☐	☐

Variables		
e22207a	Teacher: Participation: Talks and discussions	pEducator
e22207b	Teacher: Participation: Development of a school curriculum	pEducator
e22207c	Teacher: Participation: Discussing about class media	pEducator
e22207d	Teacher: Participation: Exchanging class material	pEducator
e22207e	Teacher: Participation: Team meetings	pEducator
e22207f	Teacher: Participation: Discussions about learning development	pEducator
e22207g	Teacher: Participation: Teaching a class in a team	pEducator
e22207h	Teacher: Participation: Professional learning activities	pEducator
e22207i	Teacher: Participation: Hospitations	pEducator
e22207j	Teacher: Participation: Activities with several classes	pEducator
e22207k	Teacher: Participation: Discussing homework approach	pEducator

QUESTIONS ABOUT CONTINUING PROFESSIONAL EDUCATION (CPE)

We would like to ask you some questions about different aspects of continuing professional education.

8	Please state your own need for advanced training in the following areas.			
Please check one 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)	☐	☐	☐	☐
b) Assessment methods	☐	☐	☐	☐
c) Conduction of classes	☐	☐	☐	☐
d) Expert knowledge	☐	☐	☐	☐
e) Ability to work with computers and the Internet for teaching purposes	☐	☐	☐	☐
f) Teaching of students with special learning needs	☐	☐	☐	☐
g) Handling disciplinary and behavioral problems	☐	☐	☐	☐
h) School board and administration	☐	☐	☐	☐
i) Teaching in a multicultural environment	☐	☐	☐	☐
j) Counseling for students	☐	☐	☐	☐
k) Integrative teaching (individualization and differentiation in inclusive educational opportunities)	☐	☐	☐	☐

Variables		
e22280a	Teacher: Advanced training: Own needs: Educational standards	pEducator
e22280b	Teacher: Advanced training: Own needs: Assessment methods	pEducator
e22280c	Teacher: Advanced training: Own needs: Conducting classes	pEducator
e22280d	Teacher: Advanced training: Own needs: Expert knowledge	pEducator
e22280e	Teacher: Advanced training: Own needs: Computer and internet abilities teaching	pEducator
e22280f	Teacher: Advanced training: Own needs: Teaching students special learning needs	pEducator
e22280g	Teacher: Advanced training: Own needs: Handling disciplinary behavioral problems	pEducator
e22280h	Teacher: Advanced training: Own needs: School board and administration	pEducator
e22280i	Teacher: Advanced training: Own needs: Teaching in a multicultural environment	pEducator
e22280j	Teacher: Advanced training: Own needs: Counseling for students	pEducator
e22280k	Teacher: Advanced training: Own needs: Integrative teaching	pEducator

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

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

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

Variables		
e22281a	teacher: training: participation in courses/workshops	pEducator
e22281b	teacher: training: participation educational conferences	pEducator
e22281c	teacher: training: participation in qualification programs	pEducator
e22281d	teacher: training: participation while sitting in on classes	pEducator
e22281e	teacher: training: participation working group for professional development of teachers	pEducator
e22281f	teacher: training: participation research	pEducator
e22281g	teacher: training: participation in mentor programs	pEducator

10   How many days in the past 12 months have you spent in continuing professional education?

Please enter the figures aligned to the right.

|___|___|___| Days

Range: 0 - 365

	Not specified [0]	Specified [1]
No participation in further training in the past 12 months	☐	☐

"[...]days": Please continue with the next question. "No participation in continuing education programs during the last 12 months": Please continue with question 13.

Variables		
e22282a	Faculty: Further training: Days of participation	pEducator
e22282b	Faculty: Further training: No participation	pEducator

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

Please check only one answer.

I paid a portion of the further education costs. [2]	☐
I paid the entire amount of the further education costs. [3]	☐
The further education costs were taken over completely. [1]	☐

Variables		
e222821	teacher: training: costs	pEducator

12   Have you been released from teaching for attending training programs during the past 12 months?

Please check where applicable

No [2]	☐
Yes [1]	☐

Variables		
e222822	teacher: training: exemption of classes	pEducator

13	Would you like to have completed more advanced training programs in the past 12 months?

Please check where applicable.

No [2] ☐

Yes [1] ☐

Variables		
e222823	Teacher: Advanced training: Wish for more advanced training programs	pEducator

3.3 German teachers (ID 237)

Notes on how to answer the questions about German lessons • In addition to the notes on how to answer the questions that are provided at the start of the questionnaire, we would like to add the following regarding the questions on German lessons: Please answer these questions specifically with regard to your class or course. Whenever you are asked about your "class" in the following questions, please answer specifically for the class or course stated on the cover sheet. Thank you for your support!

3.3 German teachers (ID 237)

Notes on how to answer the questions about German lessons • In addition to the notes on how to answer the questions that are provided at the start of the questionnaire, we would like to add the following regarding the questions on German lessons: Please answer these questions specifically with regard to your class or course. Whenever you are asked about your "class" in the following questions, please answer specifically for the class or course stated on the cover sheet. Thank you for your support!

First of all, we would like to ask you how you conduct and organize German lessons in your class. We therefore have some questions on the lesson structure, your teaching methods and the way in which you assess performance.

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

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	☐	☐	☐	☐	☐	☐
b) Partner work	☐	☐	☐	☐	☐	☐
c) Discussion rounds	☐	☐	☐	☐	☐	☐
d) Small same gender groups	☐	☐	☐	☐	☐	☐
e) Students acting as tutors ("Learning by Teaching", peer tutoring)	☐	☐	☐	☐	☐	☐
f) Project-based learning: the students work in groups on a certain topic and then present the results of their work.	☐	☐	☐	☐	☐	☐
g) The class and I have discussions.	☐	☐	☐	☐	☐	☐
h) The students work on work sheets by themselves.	☐	☐	☐	☐	☐	☐
i) One student presents something to the class.	☐	☐	☐	☐	☐	☐
j) I explain something to the entire class.	☐	☐	☐	☐	☐	☐

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

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.	☐	☐	☐	☐	☐
b) consciously and purposefully discuss things with me and their classmates.	☐	☐	☐	☐	☐
c) are requested to comment orally, express their own views or personal impressions.	☐	☐	☐	☐	☐
d) are asked questions that show if they have understood the subject matter in depth.	☐	☐	☐	☐	☐
e) are asked questions that show if they are able to critically assess and analyze the subject matter.	☐	☐	☐	☐	☐
f) may steer discussions in new directions.	☐	☐	☐	☐	☐
g) are requested by me to relate to the questions and comments of their classmates.	☐	☐	☐	☐	☐
h) actually relate to the questions and comments of their classmates.	☐	☐	☐	☐	☐
i) provide counterarguments, comments or opinions to their classmates or to my own statements.	☐	☐	☐	☐	☐
j) question the interpretation of texts (e.g. by showing alternative perspectives).	☐	☐	☐	☐	☐
k) are asked questions during which the subject matter has to be critically reviewed.	☐	☐	☐	☐	☐

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.	☐	☐	☐	☐	☐
b) I give them assignments in which the students need time to think in order to find solutions.	☐	☐	☐	☐	☐
c) I give them assignments in which the students have to show different approaches.	☐	☐	☐	☐	☐
d) I give them assignments that require explanations and in depth comments rather than simple solutions.	☐	☐	☐	☐	☐

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

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	☐	☐	☐	☐	☐	☐
b) The same tests for all classes and learning groups	☐	☐	☐	☐	☐	☐
c) Observation of oral participation	☐	☐	☐	☐	☐	☐
d) Oral testing of students	☐	☐	☐	☐	☐	☐
e) Diagnostic tests	☐	☐	☐	☐	☐	☐
f) Project-based work	☐	☐	☐	☐	☐	☐
g) Homework, home assignments	☐	☐	☐	☐	☐	☐
h) Student folders	☐	☐	☐	☐	☐	☐
i) Portfolio of the learning progress	☐	☐	☐	☐	☐	☐
j) Externally developed standardized tests (comparative class tests)	☐	☐	☐	☐	☐	☐

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 answers are possible.

	Not specified [0]	Specified [1]
a) Tests developed by me [for grading]	☐	☐
a) Tests developed by me [to check whether the students have done their work properly]	☐	☐

3.3 German teachers (ID 237)

a) Tests developed by me [to use the results for lesson planning and/or select new assignments and exercises]	☐	☐
a) Tests developed by me [to analyze mistakes of weaker students]	☐	☐
b) The same tests for all classes and learning groups [for grading]	☐	☐
b) The same tests for all classes and learning groups [to check whether the students have done their work properly]	☐	☐
b) The same tests for all classes and learning groups [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
b) The same tests for all classes and learning groups [to analyze the mistakes of weaker students]	☐	☐
c) Observation of oral participation [for grading]	☐	☐
c) Observation of oral participation [to check whether the students have done their work properly]	☐	☐
c) Observation of oral participation [to use the results for lesson planning and/or select new assignments and exercises]	☐	☐
c) Observation of oral participation [to analyze mistakes of weaker students]	☐	☐
d) Oral testing of students [for grading]	☐	☐
d) Oral testing of students [to check whether the students have done their work properly]	☐	☐
d) Oral testing of students [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
d) Oral testing of students [to analyze the mistakes of weaker students]	☐	☐
e) Diagnostic tests [for grading]	☐	☐
e) Diagnostic tests [to check whether the students have done their work properly]	☐	☐
e) Diagnostic tests [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
e) Diagnostic tests [to analyze the mistakes of weaker students]	☐	☐
f) Project-based work [for grading]	☐	☐

f) Project-based work [to check whether the students have done their work properly]	☐	☐
f) Project-based work [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
f) Project-based work [to analyze the mistakes of weaker students]	☐	☐
g) Homework, home assignments [for grading]	☐	☐
g) Homework, home assignments [to check whether the students have done their work properly]	☐	☐
g) Homework, home assignments [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
g) Homework, home assignments [to analyze the mistakes of weaker students]	☐	☐
h) Student folders [for grading]	☐	☐
h) Student folders [to check whether the students have done their work properly]	☐	☐
h) Student folders [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
h) Student folders [to analyze the mistakes of weaker students]	☐	☐
i) Portfolio of the learning progress [for grading]	☐	☐
i) Portfolio of the learning progress [to check whether the students have done their work properly]	☐	☐
i) Portfolio of the learning progress [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
i) Portfolio of the learning progress [to analyze the mistakes of weaker students]	☐	☐
j) Externally developed standardized tests (comparative class tests) [for grading]	☐	☐
j) Externally developed standardized tests (comparative class tests) [to check whether the students have done their work properly]	☐	☐
j) Externally developed standardized tests (comparative class tests) [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐

j) Externally developed standardized tests (comparative class tests) [to analyze the mistakes of weaker students] ☐ ☐

Variables

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

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.	☐	☐	☐	☐	☐
b) I form groups of students with similar capabilities.	☐	☐	☐	☐	☐
c) I form groups of students with different capabilities.	☐	☐	☐	☐	☐
d) I give students homework ranging in complexity based on their capability.	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐
f) If students have difficulties in understanding, I give them additional assignments.	☐	☐	☐	☐	☐
g) I give more capable students extra assignments that are really challenging for them.	☐	☐	☐	☐	☐

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 on the following activities in German class in a typical school week?

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

a) Discussing homework |___|___|___| %

Range: 0 - 100

b) Following the teachers' lecture |___|___|___| %

Range: 0 - 100

c) Doing tasks/exercises with your assistance |___|___|___| %

Range: 0 - 100

d) Doing tasks/exercises without your assistance |___|___|___| %

Range: 0 - 100

e) Doing teacher-supported repetitive drills and exercises |___|___|___| %

Range: 0 - 100

f) Taking tests, quizzes or playing guessing games |___|___|___| %

Range: 0 - 100

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

Range: 0 - 100

h) Other student activities |___|___|___| %

Range: 0 - 100

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

At lower secondary level, the survey of competencies 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?

Please tick only one answer.

About one-half [5]	☐
More than half [6]	☐
None [1]	☐
About one-third [4]	☐
About one-fourth [3]	☐
Just a small portion [2]	☐

Variables		
ed00100	Time (week) for spelling	pCourseGerman

12   Do you consider the teaching time available for spelling sufficient?

Please tick only one answer.

I would need a little more time [2]	☐
I would need much more time [3]	☐
I would not need more time [1]	☐

Variables		
ed00110	Required time spelling	pCourseGerman

13   How much spelling homework do you give students on average per week?

If you do not give any spelling homework, please enter "Zero" (0). Please enter the figures aligned to the right.

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.	☐	☐	☐	☐	☐
b) Everyone works on his/her individual spelling problems.	☐	☐	☐	☐	☐
c) The students practice spelling rules with partners.	☐	☐	☐	☐	☐
d) The students work independently on spelling work sheets.	☐	☐	☐	☐	☐
e) We discuss spelling phenomena as a central topic together in spelling groups.	☐	☐	☐	☐	☐

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

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.	☐	☐	☐	☐
b) German spelling is mainly structured logically and understandably.	☐	☐	☐	☐
c) In order to master German spelling, you have to memorize a lot.	☐	☐	☐	☐
d) Spelling competence will promote reading competence.	☐	☐	☐	☐
e) Spelling competence will promote the writing of texts.	☐	☐	☐	☐
f) Spelling competence will positively influence oral linguistic competence.	☐	☐	☐	☐
g) Faulty spelling will affect my judgment of a student's text in terms of content.	☐	☐	☐	☐
h) Students who read a lot will exhibit confident spelling abilities.	☐	☐	☐	☐

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	☐	☐	☐	☐	☐
b) Knowledge of solving problems	☐	☐	☐	☐	☐
c) Other, specifically:	☐	☐	☐	☐	☐

[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

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]
a) Deriving spelling from speaking clearly		☐	☐	☐	☐	☐
b) Memorizing word spelling by practicing		☐	☐	☐	☐	☐
c) Memorizing techniques		☐	☐	☐	☐	☐
d) Using dictionaries		☐	☐	☐	☐	☐
e) Using PC spelling aids		☐	☐	☐	☐	☐
f) Deriving spelling based on the stem principle (terminal devoicing, umlauts)		☐	☐	☐	☐	☐
g) Analyzing complex words (prefix and suffix as well as conjugation and declination endings)		☐	☐	☐	☐	☐
h) Other, specifically:		☐	☐	☐	☐	☐
Please indicate in printed letters. ✎ _____						

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	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.	☐	☐	☐	☐	☐
b) I give the students time to help each other with spelling problems.	☐	☐	☐	☐	☐
c) I encourage the students to independently present their spelling problems in the lessons.	☐	☐	☐	☐	☐
d) I encourage the students to discuss spelling problems.	☐	☐	☐	☐	☐
e) I ask the students not only to give the right answer but also to provide an explanation.	☐	☐	☐	☐	☐

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.	☐	☐	☐	☐	☐
b) I use standardized tests.	☐	☐	☐	☐	☐
c) I use essay corrections.	☐	☐	☐	☐	☐
d) I assess spelling in portfolios, project work and homework.	☐	☐	☐	☐	☐

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

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	☐	☐	☐	☐	☐
b) Controlling in partner work	☐	☐	☐	☐	☐
c) Controlling by applying the rules	☐	☐	☐	☐	☐
d) Controlling with the aid of PC spelling aid	☐	☐	☐	☐	☐

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 ninth 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]
a) I am not able to take these students into consideration.	☐	☐	☐	☐
b) I teach differentiated spelling lessons and consider the remedial needs of these students.	☐	☐	☐	☐
c) I have the students participate in in-house remedial spelling lessons.	☐	☐	☐	☐

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.	☐	☐	☐	☐
b) Remedial teaching measures are available in school.	☐	☐	☐	☐
c) Certain further education programs are available for teachers.	☐	☐	☐	☐

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.	☐	☐	☐	☐
b) Good spelling is important for private life.	☐	☐	☐	☐
c) Good spelling is important for career opportunities.	☐	☐	☐	☐
d) Spelling is a "necessary evil" for students and teachers.	☐	☐	☐	☐

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.	☐	☐	☐	☐
b) I enjoy teaching spelling lessons.	☐	☐	☐	☐
c) The time spent on spelling lessons is worth the effort considering the students' success.	☐	☐	☐	☐

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

Thank you for your cooperation!

3.4 Math teachers (ID 238)

Notes on how to answer the questions about Math lessons • In addition to the notes on how to answer the questions that are provided at the start of the questionnaire, we would like to add the following regarding the questions on Math lessons: Please answer these questions specifically with regard to your class or course. Whenever you are asked about your "class" in the following questions, please answer specifically for the class or course stated on the cover sheet. Thank you for your support!

3.4 Math teachers (ID 238)

Notes on how to answer the questions about Math lessons • In addition to the notes on how to answer the questions that are provided at the start of the questionnaire, we would like to add the following regarding the questions on Math lessons: Please answer these questions specifically with regard to your class or course. Whenever you are asked about your "class" in the following questions, please answer specifically for the class or course stated on the cover sheet. Thank you for your support!

First of all, we would like to ask you how you conduct and organize Math lessons in your class. We therefore have some questions about the lesson structuring, your teaching methods and the way in which you assess performance.

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

Please enter the figures aligned to the right.

|___|___| Number 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	Amount of math lesson (minutes)	pCourseMath
ed0025m_D	Math lessons (duration in minutes per lessons, categorized)	pCourseMath

2	How many additional remedial Math teaching lessons per week are planned for this half-year?

If no additional remedial Math teaching is planned, please enter "Zero" (0). Please enter numbers aligned to the right.

|___|___| Number of lessons

Range: 0 - 99

Variables		
ed00035_R	Remedial Math teaching lessons	pCourseMath
ed00035_D	Remedial teaching (number of lessons, categorized)	pCourseMath

3	How many of the planned lessons in the subject Math were canceled in this school year?

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

|___|___| Number of lessons

Range: 0 - 99

Variables		
ed00027	Canceled lessons	pCourseMath

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		☐	☐	☐	☐	☐	☐
b) Partner work		☐	☐	☐	☐	☐	☐
c) Discussion rounds		☐	☐	☐	☐	☐	☐
d) Small same gender groups		☐	☐	☐	☐	☐	☐
e) Students acting as tutors ("Learning by Teaching", peer tutoring)		☐	☐	☐	☐	☐	☐
f) Project-based learning: the students work in groups on a certain topic and then present the results of their work.		☐	☐	☐	☐	☐	☐
g) The class and I have discussions.		☐	☐	☐	☐	☐	☐
h) The students work on work sheets by themselves.		☐	☐	☐	☐	☐	☐
i) One student presents something to the class.		☐	☐	☐	☐	☐	☐
j) I explain something to the entire class.		☐	☐	☐	☐	☐	☐

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.	☐	☐	☐	☐	☐
b) are asked questions that show if they are able to critically assess and analyze the subject matter.	☐	☐	☐	☐	☐
c) are requested by me to relate to the questions and comments of their classmates.	☐	☐	☐	☐	☐
d) actually relate to the questions and comments of their classmates.	☐	☐	☐	☐	☐
e) are asked questions during which the subject matter has to be critically reviewed.	☐	☐	☐	☐	☐

Variables		
ed0029a	Type of teaching - in-depth understanding	pCourseMath
ed0029b	Type of teaching - analysis and assessment	pCourseMath
ed0029c	Type of teaching - relate to comments 1	pCourseMath
ed0029d	Type of teaching - relate to comments 2	pCourseMath
ed0029e	Type of teaching - 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.	☐	☐	☐	☐	☐
b) I give them assignments in which the students need time to think in order to find solutions.	☐	☐	☐	☐	☐
c) I give them assignments in which the students have to show different approaches.	☐	☐	☐	☐	☐
d) I give them assignments that require explanations and in depth comments rather than simple solutions.	☐	☐	☐	☐	☐

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	☐	☐	☐	☐	☐	☐
b) The same tests for all classes and learning groups	☐	☐	☐	☐	☐	☐
c) Observation of oral participation	☐	☐	☐	☐	☐	☐
d) Oral testing of students	☐	☐	☐	☐	☐	☐
e) Diagnostic tests	☐	☐	☐	☐	☐	☐
f) Project-based work	☐	☐	☐	☐	☐	☐
g) Homework, home assignments	☐	☐	☐	☐	☐	☐
h) Student folders	☐	☐	☐	☐	☐	☐
i) Portfolio of the learning progress	☐	☐	☐	☐	☐	☐
j) Externally developed standardized tests (comparative class tests)	☐	☐	☐	☐	☐	☐

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 answers are possible.

	Not specified [0]	Specified [1]
a) Tests developed by me [for grading]	☐	☐
a) Tests developed by me [to check whether the students have done their work properly]	☐	☐

3.4 Math teachers (ID 238)

a) Tests developed by me [to use the results for lesson planning and/or select new assignments and exercises]	☐	☐
a) Tests developed by me [to analyze mistakes of weaker students]	☐	☐
b) The same tests for all classes and learning groups [for grading]	☐	☐
b) The same tests for all classes and learning groups [to check whether the students have done their work properly]	☐	☐
b) The same tests for all classes and learning groups [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
b) The same tests for all classes and learning groups [to analyze the mistakes of weaker students]	☐	☐
c) Observation of oral participation [for grading]	☐	☐
c) Observation of oral participation [to check whether the students have done their work properly]	☐	☐
c) Observation of oral participation [to use the results for lesson planning and/or select new assignments and exercises]	☐	☐
c) Observation of oral participation [to analyze mistakes of weaker students]	☐	☐
d) Oral testing of students [for grading]	☐	☐
d) Oral testing of students [to check whether the students have done their work properly]	☐	☐
d) Oral testing of students [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
d) Oral testing of students [to analyze the mistakes of weaker students]	☐	☐
e) Diagnostic tests [for grading]	☐	☐
e) Diagnostic tests [to check whether the students have done their work properly]	☐	☐
e) Diagnostic tests [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
e) Diagnostic tests [to analyze the mistakes of weaker students]	☐	☐
f) Project-based work [for grading]	☐	☐

f) Project-based work [to check whether the students have done their work properly]	☐	☐
f) Project-based work [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
f) Project-based work [to analyze the mistakes of weaker students]	☐	☐
g) Homework, home assignments [for grading]	☐	☐
g) Homework, home assignments [to check whether the students have done their work properly]	☐	☐
g) Homework, home assignments [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
g) Homework, home assignments [to analyze the mistakes of weaker students]	☐	☐
h) Student folders [for grading]	☐	☐
h) Student folders [to check whether the students have done their work properly]	☐	☐
h) Student folders [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
h) Student folders [to analyze the mistakes of weaker students]	☐	☐
i) Portfolio of the learning progress [for grading]	☐	☐
i) Portfolio of the learning progress [to check whether the students have done their work properly]	☐	☐
i) Portfolio of the learning progress [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐
i) Portfolio of the learning progress [to analyze the mistakes of weaker students]	☐	☐
j) Externally developed standardized tests (comparative class tests) [for grading]	☐	☐
j) Externally developed standardized tests (comparative class tests) [to check whether the students have done their work properly]	☐	☐
j) Externally developed standardized tests (comparative class tests) [to use the results to plan the lesson and/or to select new assignments and exercises]	☐	☐

j) Externally developed standardized tests (comparative class tests) [to analyze the mistakes of weaker students]	☐	☐

Variables

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.	☐	☐	☐	☐	☐
b) I form groups of students with similar capabilities.	☐	☐	☐	☐	☐
c) I form groups of students with different capabilities.	☐	☐	☐	☐	☐
d) I give students homework ranging in complexity based on their capability.	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐
f) If students have difficulties in understanding, I give them additional assignments.	☐	☐	☐	☐	☐
g) I give more capable students extra assignments that are really challenging for them.	☐	☐	☐	☐	☐

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 on the following activities in math class in a typical school week?

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

a) Discussing homework |___|___|___| %

Range: 0 - 100

b) Following the teachers' lecture |___|___|___| %

Range: 0 - 100

c) Doing tasks/exercises with your assistance |___|___|___| %

Range: 0 - 100

d) Doing tasks/exercises without your assistance |___|___|___| %

Range: 0 - 100

e) Doing teacher-supported repetitive drills and exercises |___|___|___| %

Range: 0 - 100

f) Taking tests, quizzes or playing guessing games |___|___|___| %

Range: 0 - 100

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

Range: 0 - 100

h) 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

Vielen Dank für Ihre Mithilfe!

3.5   Class teachers (ID 236)

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 are in your class?

Please enter numbers right-justified.

|___|___| 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: Number of female students	pCourseClass
e227400_D	Class: Percentage of female students	pCourseClass
e227401_R	Class: Number of male students	pCourseClass
e227401_D	Class: Percentage of male students	pCourseClass

2	How many students in your class have a migration background, i.e. were born abroad or have at least one parent that was born abroad?

Please enter "0" if there are no students in your class with a migration background. Please enter the figures aligned to the right.

|___|___| Students with migration 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

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 are in your class?

Please enter numbers right-justified.

|___|___| 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: Number of female students	pCourseClass
e227400_D	Class: Percentage of female students	pCourseClass
e227401_R	Class: Number of male students	pCourseClass
e227401_D	Class: Percentage of male students	pCourseClass

2	How many students in your class have a migration background, i.e. were born abroad or have at least one parent that was born abroad?

Please enter "0" if there are no students in your class with a migration background. Please enter the figures aligned to the right.

|___|___| Students with migration 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	If you do not know the exact amount: What is the approximate amount of students with a migrant background in your class?

Please tick only one answer

	None [1]	Almost none [2]	Less than half [3]	Approximately half [4]	More than half [5]	Almost all [6]	All [7]
	☐	☐	☐	☐	☐	☐	☐

	Not marked [0]	Marked [1]
Does not apply, as I am sure the number mentioned in question 2 is accurate.	☐	☐

Variables		
e451010	Class: number of students with a migration background (approximately)	pCourseClass

4	How many students in your class come from families from a …

Please enter "0" if there are no students in your class from the respective social class. Please enter the figures aligned to the right.

… rather lower social class? |___|___| Students

Range: 0 - 99

… rather middle social class? |___|___| Students

Range: 0 - 99

… rather higher social class? |___|___| Students

Range: 0 - 99

Variables		
e79201a_R	Class: proportion class affiliation - low class	pCourseClass
e79201a_D	Students: Percentage from lower social class	pCourseClass
e79201b_R	Class: proportion class affiliation - middle class	pCourseClass
e79201b_D	Students: Percentage from middle social class	pCourseClass
e79201c_R	Class: proportion class affiliation - upper class	pCourseClass
e79201c_D	Students: Percentage from higher social class	pCourseClass

5	How many students in your class have at least one parent with a higher education degree?

Please enter "0" if no students in your class have a parent with a higher education degree. Please enter the figures aligned to the right.

Students with at least one parent with a higher education degree |____|____|

Range: 0 - 99

Variables		
e79202a_R	Class: proportion of parents with a higher education degree	pCourseClass
e79202a_D	Percentage of students where at least one parent has graduated from college	pCourseClass

6	How would you assess the class overall with regard to the following aspects?				
Please check one box in each line.					

	Disinterested [1]	[2]	[3]	[4]	Interested [5]
a)	☐	☐	☐	☐	☐

	Undisciplined [1]	[2]	[3]	[4]	Disciplined [5]
b)	☐	☐	☐	☐	☐

	Performance levels are homogeneous [1]	[2]	[3]	[4]	Performance levels are heterogeneous [5]
c)	☐	☐	☐	☐	☐

	Not autonomous [1]	[2]	[3]	[4]	Autonomous [5]
d)	☐	☐	☐	☐	☐

	Lacking concentration [1]	[2]	[3]	[4]	Concentrated [5]
e)	☐	☐	☐	☐	☐

	Less focused on performance [1]	[2]	[3]	[4]	Very focused on performance [5]
f)	☐	☐	☐	☐	☐

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

At some schools, students with special educational needs are taught in integrative classes.

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

Please check only one answer. Please enter figures aligned to the right.

	Not marked [0]	Marked [1]
No, I have never had any students who have been diagnosed with special educational needs in any of my classes.	☐	☐
No, not at the moment. But I have previously worked in a class that had students who were diagnosed with special educational needs.	☐	☐
Yes, specifically … students have diagnosed special educational needs.	|___|___|	
Range: 0 - 99		

"No, I have never had any students who have been diagnosed with special educational needs in any of my classes.,No, not at the moment. But I have previously worked in a class that had students who were diagnosed with special educational needs.": please continue with question 9. "Yes, namely ... students have special educational needs in my classes.": please continue with the next question.

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

8 **Students with diagnosed special educational needs may have different special needs priorities. Please indicate the number of students with different special needs priorities.**

If a student has multiple special needs priorities, please consider each of these priorities. Please enter the numbers aligned to the right.Please enter "0" if there are no students in your class with a migration background. Please enter the numbers aligned to the right.

a)	|___|___|	Priority learning
Range: 0 - 99		
b)	|___|___|	Priority language
Range: 0 - 99		
c)	|___|___|	Priority physical and motor development
Range: 0 - 99		
d)	|___|___|	Priority emotional and social development
Range: 0 - 99		

e)	|___|___| Priority mental development
Range: 0 - 99	

f)	|___|___| Priority seeing
Range: 0 - 99	

g)	|___|___| Priority hearing
Range: 0 - 99	

h)	|___|___| Priority autism
Range: 0 - 99	

Variables		
e199001_R	Class: amount of students with special needs learning	pCourseClass
e199001_D	Class: amount of students with special needs learning (in %)	pCourseClass
e199002_R	Class: amount of students with special needs language	pCourseClass
e199002_D	Class: amount of students with special needs language (in %)	pCourseClass
e199003_R	Class: amount of students with special needs physical/motor development	pCourseClass
e199003_D	Class: amount of students with special needs physical/motor development (in %)	pCourseClass
e199004_R	Class: amount of students with special needs emotional/social development	pCourseClass
e199004_D	Class: amount of students with special needs emotional/social development (in %)	pCourseClass
e199005_R	Class: amount of students with special needs mental development	pCourseClass
e199005_D	Class: amount of students with special needs mental development (in %)	pCourseClass
e199006_R	Class: amount of students with special needs sight	pCourseClass
e199006_D	Class: amount of students with special needs sight (in %)	pCourseClass
e199007_R	Class: amount of students with special needs hearing	pCourseClass
e199007_D	Class: amount of students with special needs hearing (in %)	pCourseClass
e199008_R	Class: amount of students with special needs autism	pCourseClass
e199008_D	Class: amount of students with special needs autism (in %)	pCourseClass

9	To what extent do the following statements about the mainstreaming of students in your class with and without special educational needs apply?

Please check one box in each line.

	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
a) I would (still) be prepared to teach such a mainstreamed class.	☐	☐	☐	☐
b) My students' parents mainly have/would have a positive attitude towards mainstreaming.	☐	☐	☐	☐

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

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

10	How big is the classroom where your class receives the majority of its instruction?

Please enter the figures aligned to the right.

|___|___|___| square meters

Range: 0 - 999

Variables		
e229400_R	Class: Set-up: Classroom size	pCourseClass
e229400_D	Class: Facilities: Classroom size (aggregated)	pCourseClass

11 What visualization possibilities do you have in your classroom?

Please check one box in each line.

	Yes [1]	No [2]
a) Blackboard	☐	☐
b) Pin board	☐	☐
c) Magnetic board	☐	☐
d) Overhead projector	☐	☐
e) Video projector	☐	☐
f) Computer	☐	☐
g) Map stand	☐	☐
h) Flip chart	☐	☐
i) Electronic board (e.g., interactive whiteboard)	☐	☐

Variables		
e22941a	class: fit-out: visualization possibilities, blackboard	pCourseClass
e22941b	Class: Facilities: visualization aids, pin board	pCourseClass
e22941c	class: fit-out: visualization possibilities, magnetic board	pCourseClass
e22941d	class: fit-out: visualization possibilities, overhead projector	pCourseClass
e22941e	class: fit-out: visualization possibilities, beamer	pCourseClass
e22941f	class: fit-out: visualization possibilities, computer	pCourseClass
e22941g	class: fit-out: visualization possibilities, map stand	pCourseClass
e22941h	class: fit-out: visualization possibilities, flip chart	pCourseClass
e22941i	class: fit-out: visualization possibilities, electronic board	pCourseClass

12 Is there a possibility in your classroom of storing your materials separate in a desk, cabinet or on a shelf?

Please checkkk the applicable.

No [2]　　　　　　　　　　　　　　　☐

Yes [1]　　　　　　　　　　　　　　　☐

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

13	How would you assess the quality or condition of the following aspects of your classroom?				
Please check one box in each line.					
	Poor [1]	Rather poor [2]	Rather good [3]	Good [4]	
a) Brightness	☐	☐	☐	☐	
b) Size	☐	☐	☐	☐	
c) Functionality	☐	☐	☐	☐	
d) Structural condition	☐	☐	☐	☐	
e) Acoustics	☐	☐	☐	☐	

Variables		
e22940a	Class: Classroom condition, brightness	pCourseClass
e22940b	Class: Classroom condition, size	pCourseClass
e22940c	Class: Classroom condition, functionality	pCourseClass
e22940d	Class: Classroom condition, structural integrity	pCourseClass
e22940e	Class: Classroom condition, acoustics	pCourseClass

QUESTIONS ABOUT CHOICE OF PROFESSION AND VOCATIONAL TRAINING

14	How do you support the professional and apprenticeship training choice of the students in your class?

Please check one box in each line.

	Yes [1]	No [2]
a) Do you instruct the students on how to write applications for apprenticeship training positions or secondary schools?	☐	☐
b) Do you maintain contact with potential apprenticeship companies?	☐	☐
c) Do you feel responsible that all of your students will get scholastic or professional training opportunities after they have left school?	☐	☐
d) Do you pick professional and training opportunities as a central theme at parent-teacher conferences?	☐	☐
e) Do you discuss the individual opportunities available to the students?	☐	☐

Variables		
ef0001a	Aid write applications	pCourseClass
ef0001b	Contact to apprenticeship companies	pCourseClass
ef0001c	Feeling of beeing responsible	pCourseClass
ef0001d	Make occupational choice a topic in parent-teacher conferences	pCourseClass
ef0001e	Discuss individual opportunities	pCourseClass

Thank you for your cooperation!

4 School Principals, PAPI (ID 239)

Brief notes on how to complete the questionnaire • In order to achieve as high a level of accuracy as possible for scanner-assisted data capture, please use a black pen to complete the questionnaire and always enter numbers right-aligned in the specified boxes. • If you want to change your answer to a question, cross out the box with the answer that is no longer relevant and check the correct box. • You may also skip individual questions that you do not want to or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or you can send it to the IEA DPC directly. Your information will thus not be disclosed to unauthorized third parties or members of your school. • The law requires us to have your consent before collecting and processing your data, including details about your origin. You declare this consent by completing and handing in this questionnaire. In this regard, please note the Data Protection Policy attached to this cover letter. Thank you for your support! NOTES ON REFERENCE GRADES In this year's NEPS survey, the reference grades for participating schools are 9th grade only, 9th and 13th grade, or 13th grade only. The reference grade(s) for your school is/are: Please fill out the grade-specific questions for either grade or both grades respectively, depending on the participation. If your school is not taking part in the NEPS survey with one of these two grades or does not offer this grade, please check the option that the respective grade is not offered at your school or that the school is not taking part in the NEPS survey.

Brief notes on how to complete the questionnaire • In order to achieve as high a level of accuracy as possible for scanner-assisted data capture, please use a black pen to complete the questionnaire and always enter numbers right-aligned in the specified boxes. • If you want to change your answer to a question, cross out the box with the answer that is no longer relevant and check the correct box. • You may also skip individual questions that you do not want to or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg, or you can send it to the IEA DPC directly. Your information will thus not be disclosed to unauthorized third parties or members of your school. • The law requires us to have your consent before collecting and processing your data, including details about your origin. You declare this consent by completing and handing in this questionnaire. In this regard, please note the Data Protection Policy attached to this cover letter. Thank you for your support! NOTES ON REFERENCE GRADES In this year's NEPS survey, the reference grades for participating schools are 9th grade only, 9th and 13th grade, or 13th grade only. The reference grade(s) for your school is/are: Please fill out the grade-specific questions for either grade or both grades respectively, depending on the participation. If your school is not taking part in the NEPS survey with one of these two grades or does not offer this grade, please check the option that the respective grade is not offered at your school or that the school is not taking part in the NEPS survey.

We would like first to ask you some general questions about your school and its profile.

---

1 What is your school's sponsoring agency? Is your school a …

Please check if applicable.

... private? [2]   ☐

... public? [1]   ☐

Variables		
h229000	School: administration	pInstitution

---

2 Is your school a …

Please checkk all applicable answers.

	Not specified [0]	Specified [1]
… half-day school?	☐	☐
… half-day school with an afternoon option?	☐	☐
… non-mandatory all-day school?	☐	☐
… partially mandatory all-day school?	☐	☐
… fully mandatory all-day school?	☐	☐

Variables		
h22900a	School: structure: half-day school	pInstitution
h22900b	School: structure: half-day school with an afternoon option	pInstitution
h22900c	School: structure: non-mandatory all-day school	pInstitution
h22900d	School: structure: partially mandatory all-day school	pInstitution
h22900e	School: structure: fully mandatory all-day school	pInstitution

3   Does your school have a special profile? If so, which one?

Please check all applicable answers.

	Not specified [0]	Specified [1]
a) School has no special profile	☐	☐
b) Classical language profile	☐	☐
c) Modern language profile	☐	☐
d) Artistic subjects	☐	☐
e) Sciences/mathematics	☐	☐
f) Sports	☐	☐
g) Social sciences	☐	☐
h) Other special profile, specifically:	☐	☐
(Please enter in block capitals.)	✏	

Variables		
h22901a	School: profile: none	pInstitution
h22901b	School: profile: classical language	pInstitution
h22901c	School: profile: modern language	pInstitution
h22901d	School: profile: artistic	pInstitution
h22901e	School: profile: sciences/mathematics	pInstitution
h22901f	School: profile: sports	pInstitution
h22901g	School: profile: social sciences	pInstitution
h22901h	School: profile: other	pInstitution
h22901t_O	School: profile: other, text	pInstitution

4	Does your school have a specific approach in the following areas? If so, which one?

Please check all applicable answers.

	No [2]	Yes, namely: [1]
a) Specific educational approach (e.g. Waldorf education):	☐	☐
(Please enter in block capitals.)	✏	

	No [2]	Yes, namely: [1]
b) Promotion of specific student groups (e.g. gifted people, classes of Hauptschule [basic secondary school] at special needs schools):	☐	☐
(Please enter in block capitals.)	✏	

	No [2]	Yes, namely: [1]
c) Integration of students with special educational needs (e.g. integration classes or individual integration):	☐	☐
(Please enter in block capitals.)	✏	

	No [2]	Yes, namely: [1]
d) Other specific approach of the school:	☐	☐
(Please enter in block capitals.)	✏	

Variables		
h229002	School: approach: educational	pInstitution
h229003_O	School: approach: educational, text	pInstitution
h229004	School: approach: promotion	pInstitution
h229005_O	School: approach: promotion, text	pInstitution
h229006	School: approach: integration	pInstitution
h229007_O	School: approach: integration, text	pInstitution
h229008	School: approach: other	pInstitution
h229009_O	School: approach: other, text	pInstitution

5 What grade levels do you have at your school?

Please enter the figures aligned to the right.

From ... grade ... |___|___|

Range: 0 - 99

... to ... grade |___|___|

Range: 0 - 99

Variables		
h229010	School: grade levels, minimum	pInstitution
h229011	School: grade levels, maximum	pInstitution

6 And how many 9th grade classes are there at your school this school year?

Please enter the numbers aligned to the right.

|___|___| Classes in the 9th grade

Range: 0 - 99

	Not specified [0]	Specified [1]
No 9th grade or no NEPS survey in the 9th grade	☐	☐

Variables		
h229021	School: number of 9. grade classes	pInstitution
h229022	School: no 9th grade	pInstitution

The environment of a school and cooperation with other institutions can affect school work. Therefore we would like to ask you some questions about these topics.

7	What is the settlement structure of your school's most important commuting area?
Please check only one box.	

Medium-size town with much industry [6]	☐
Major city, urban surrounding area [10]	☐
Major city, suburban area with mainly individual housing structure [9]	☐
Industrial small town [4]	☐
Medium-size town with little industry [5]	☐
Rural small town [3]	☐
Major city, downtown [7]	☐
Major city, suburban area with mainly urban block housing structure [8]	☐
Village in a purely rural area [1]	☐
Village in the vicinity of a medium-size town or major city [2]	☐
Super-regional commuting area [11]	☐

Variables		
h228000	School: structural data, settlement structure most important commuting area	pInstitution

8	How big is the community forming the main catchment area of your school?
Please check one answer only.	

5.001 to 20.000 inhabitants [3]	☐
2.001 to 5.000 inhabitants [2]	☐
100.001 to 500.000 inhabitants [6]	☐
more than 500.000 inhabitants [7]	☐
50.001 to 100.000 inhabitants [5]	☐
20.001 to 50.000 inhabitants [4]	☐
less than 2.000 inhabitants [1]	☐

Variables		
h228001	School: community size, main catchment area	pInstitution

9   How many schools of the same type are within a 10 km radius of your school?

Please enter the figures aligned to the right.

|___|___| Schools

Range: 0 - 99

Variables		
h535010	Schools within a radius of 10 km	pInstitution

10   What is the approximate percentage of students attending your school, although there is a closer alternative (i.e. a school that offers the same school career)?

Please enter figures right-aligned

|___|___|___| % of the students

Range: 0 - 100

Variables		
h228003	school: structure dates, percentage students attending school, although there is a closer alternative	pInstitution

11   Do you cooperate with the following partners? If yes, is a written cooperation agreement available?

Please tick a box in each line.

	No cooperation [1]	Cooperation without written agreement [2]	Cooperation with written agreement [3]
a) Day care for schoolchildren	☐	☐	☐
b) Youth center, youth club	☐	☐	☐
c) Youth welfare office	☐	☐	☐
d) Other agencies, municipality, town	☐	☐	☐
e) Police	☐	☐	☐
f) Parish, church district	☐	☐	☐
g) Cultural institutions (e.g. museum, theater, library)	☐	☐	☐
h) Volkshochschule [adult education establishment], educational institute, educational center	☐	☐	☐
i) Organization or institute for youth social work or counseling (e.g. Jugendsozialwerk [organization for youth social services], counseling center)	☐	☐	☐
j) Community center, urban district office, neighborhood management	☐	☐	☐

k) Sports club, sports alliance, sports school	☐	☐	☐
l) Art or music school	☐	☐	☐
m) Cultural clubs (e.g. cultural or musical society, Carnival society)	☐	☐	☐
n) Nature or environmental clubs	☐	☐	☐
o) Welfare or youth association, youth council (e.g. Caritas, AWO, Scouts)	☐	☐	☐
p) Business, company	☐	☐	☐
q) Rotary, Lions Club	☐	☐	☐
r) Booster club	☐	☐	☐
s) Universities, universities of applied sciences	☐	☐	☐
t) Special needs schools	☐	☐	☐

	Cooperation without written agreement [2]	Cooperation with written agreement [3]	
u) Other, specifically:	☐	☐	
Please indicate in printed letters.	✏		

Variables

h22801a	School: cooperation partner: day care for schoolchildren	pInstitution
h22801b	School: cooperation partner: youth center, youth club	pInstitution
h22801c	School: cooperation partner: youth welfare office	pInstitution
h22801d	School: cooperation partner: agencies, municipality, town	pInstitution
h22801e	School: cooperation partner: police	pInstitution
h22801f	School: cooperation partner: parish, church district	pInstitution
h22801g	School: cooperation partner: cultural institutions	pInstitution
h22801h	School: cooperation partner: Volkshochschule, educational institute, or similar	pInstitution
h22801i	School: cooperation partner: institute for youth social work	pInstitution
h22801j	School: cooperation partner: community center, urban district office or similar	pInstitution
h22801k	School: cooperation partner: sports club, sports alliance, sports school	pInstitution
h22801l	School: cooperation partner: art or music school	pInstitution
h22801m	School: cooperation partner: cultural clubs	pInstitution
h22801n	School: cooperation partner: nature or environmental clubs	pInstitution
h22801o	School: cooperation partner: welfare or youth association, youth council	pInstitution
h22801p	School: cooperation partner: business, company	pInstitution
h22801q	School: cooperation partner: Rotary, Lions Club	pInstitution
h22801r	School: cooperation partner: booster club	pInstitution
h22801s	School: cooperation partner: universities, universities of applied sciences	pInstitution
h22801t	School: cooperation partner: special needs schools	pInstitution
h22801u	School: cooperation partner: other	pInstitution

The pedagogical work is also conditional on school's equipment. Therefore, we are interested in room situation and equipping with computers at your school. Where no exact information is available, please estimate.

12	Does you school have the following facilities?		

Please check a box in each line.

	Yes [1]	No [2]	
a) Gym	☐	☐	
b) Swimming pool	☐	☐	
c) Language laboratory	☐	☐	
d) Auditorium or other large event room	☐	☐	
e) Common rooms for students	☐	☐	
f) Individual work stations for teachers	☐	☐	
g) Library for students	☐	☐	
h) Library for teachers	☐	☐	

Variables		
h22910a	School: facility: gym	pInstitution
h22910b	School: facility: swimming pool	pInstitution
h22910c	School: facility: language laboratory	pInstitution
h22910d	School: facility: auditorium	pInstitution
h22910e	School: facility: common rooms	pInstitution
h22910f	School: facility: individual work stations	pInstitution
h22910g	School: facility: student library	pInstitution
h22910h	School: facility: teacher library	pInstitution

13	Are there any room shortages in your school?

Please check only one box.

Yes, to a small extent [2]	☐
No [3]	☐
Yes, to a great extent [1]	☐

Variables		
h229100	School: room situation shortages	pInstitution

14   How do you assess the quality and condition of school buildings in relation to the following aspects?

Please checkk a box in each line.

	Poor [1]	Rather poor [2]	Rather good [3]	Good [4]
a) Brightness	☐	☐	☐	☐
b) Size	☐	☐	☐	☐
c) Functionality	☐	☐	☐	☐
d) Structural condition	☐	☐	☐	☐

Variables		
h229101	School: room situation, brightness	pInstitution
h229102	School: room situation, size	pInstitution
h229103	School: room situation, functionality	pInstitution
h229104	School: room situation, structural condition	pInstitution

15	How many computers are there approximately at your school …

Please enter the numbers aligned to the right.

a) … in total? |___|___|___| Computers

Range: 0 - 999

b) … available to the students? |___|___|___| Computers

Range: 0 - 999

c) … available only to the teaching staff? |___|___|___| Computers

Range: 0 - 999

d) … available only to the administration? |___|___|___| Computers

Range: 0 - 999

e) … with internet connection? |___|___|___| Computers

Range: 0 - 999

f) … with connection to a local network (LAN/Intranet)? |___|___|___| Computers

Range: 0 - 999

Variables		
h22905a	School: equipping with computers: in total	pInstitution
h22905b	School: equipping with computers: availability - students	pInstitution
h22905c	School: equipping with computers: availability - teaching staff	pInstitution
h22905d	School: equipping with computers: availability - administration	pInstitution
h22905e	School: equipping with computers: internet connection	pInstitution
h22905f	School: equipping with computers: lokal network	pInstitution

16	How many computer rooms are there in your school?

Please enter the numbers aligned to the right.

|___|___| computer rooms

Range: 0 - 99

Variables		
h229050	School: equipping with computers: number of computer rooms	pInstitution

17   Please refer to all computers in your school when answering the following two questions. How old are the computers in your school?

Please enter the figures aligned to the right.

a) Less than 2 years old |___|___|___| [Computers]

Range: 0 - 999

b) Older than 2 years |___|___|___| [Computers]

Range: 0 - 999

Variables		
h229051	School: facilities, computers, less than 2 years	pInstitution
h229052	School: facilities, computers, older than 2 years	pInstitution

18   How many computers are there in …

Please enter the numbers aligned to the right.

a) … classrooms? |___|___|___| Computers

Range: 0 - 999

b) … computer rooms? |___|___|___| Computers

Range: 0 - 999

Variables		
h229053	School: equipping with computers: in classrooms	pInstitution
h229054	School: equipping with computers: in computer rooms	pInstitution

19   Does your school have its own homepage?

Please check the applicable.

No [2]   ☐

Yes [1]   ☐

Variables		
h229055	School: facilities, homepage	pInstitution

Work at school is largely designed by the teaching staff. Therefore, we are interested in how your teaching staff is composed and how you rate the work at school. If no precise statements can be made, please give the best estimate.

20   **In total, how many teachers are employed at your school? Please do not include trainee teachers or teachers who primarily work as other civil servants.**

Please enter the figures aligned to the right.

|___|___|___| Teachers

Range: 0 - 999

Variables		
h227000	School: teaching staff: number of teachers	pInstitution

21   **How many are employed full-time?**

Please enter the figures aligned to the right.

|___|___|___| Teachers in full-time employment

Range: 0 - 999

Variables		
h227001	School: teaching staff: number of full-time employees	pInstitution

22   **How many are employed part-time?**

Please enter the figures aligned to the right.

|___|___|___| Teachers in part-time employment

Range: 0 - 999

Variables		
h227002	School: teaching staff: number of part-time employees	pInstitution

23   What is the age structure of your teaching staff? How many teachers in your school belong to the following age groups:

Please enter the figures aligned to the right.

a) under 35 years |___|___|___| Teachers

Range: 0 - 999

b) 35 to under 45 years |___|___|___| Teachers

Range: 0 - 999

c) 45 to under 55 years |___|___|___| Teachers

Range: 0 - 999

d) 55 to under 65 years |___|___|___| Teachers

Range: 0 - 999

e) 65 years and older |___|___|___| Teachers

Range: 0 - 999

Variables		
h22700a	School: teaching staff: age structure: under 35 years	pInstitution
h22700b	School: teaching staff: age structure: 35 to under 45 years	pInstitution
h22700c	School: teaching staff: age structure: 45 to under 55 years	pInstitution
h22700d	School: teaching staff: age structure: 55 to under 65 years	pInstitution
h22700e	School: teaching staff: age structure: 65 years and older	pInstitution

24   How many teachers at your school have a migrant background, i.e. were born abroad or have at least one parent who was born abroad?

If no teachers have a migrant background, enter "Zero" (0). Please enter the figures aligned to the right.

|___|___|___| Teachers with a migrant background

Range: 0 - 999

Variables		
h451080	Amount of teachers with a migrant background in school	pInstitution

25   How many trainee teachers are currently employed in your school?

Please enter the figures aligned to the right.

|___|___|___| Teachers in training

Range: 0 - 999

Variables		
h227003	School: teaching staff: number of trainee teachers	pInstitution

26   And how many teachers who primarily work as other civil servants?

Please enter the figures aligned to the right.

|___|___|___| Teachers who primarily work as
other civil servants

Range: 0 - 999

Variables		
h227004	School: teaching staff: number of teachers who primarily work as other civil servants	pInstitution

27   Now we would like to know how many teachers (full time equivalents) are employed in the different subjects at your school.

Please enter the numbers aligned to the right.

a) German |___|___| Teachers

Range: 0 - 99

b) English |___|___| Teachers

Range: 0 - 99

c) French |___|___| Teachers

Range: 0 - 99

d) Latin |___|___| Teachers

Range: 0 - 99

e) other languages |___|___| Teachers

Range: 0 - 99

f) History |___|___| Teachers

Range: 0 - 99

g) Geography |___|___| Teachers

Range: 0 - 99

h) Politics/social studies	|___|___| Teachers

Range: 0 - 99

i) Economics and law	|___|___| Teachers

Range: 0 - 99

j) Education	|___|___| Teachers

Range: 0 - 99

k) Math	|___|___| Teachers

Range: 0 - 99

l) Physics	|___|___| Teachers

Range: 0 - 99

m) Chemistry	|___|___| Teachers

Range: 0 - 99

n) Biology	|___|___| Teachers

Range: 0 - 99

o) Religion/ethics	|___|___| Teachers

Range: 0 - 99

p) Philosophy	|___|___| Teachers

Range: 0 - 99

q) Music	|___|___| Teachers

Range: 0 - 99

r) Art	|___|___| Teachers

Range: 0 - 99

s) Physical education	|___|___| Teachers

Range: 0 - 99

t) Home economics	|___|___| Teachers

Range: 0 - 99

u) Handicrafts/employment studies	|___|___| Teachers
Range: 0 - 99	
v) Computer science	|___|___| Teachers
Range: 0 - 99	
w) other school subjects, namely: (Please enter in block letters.)	✏ _____

\|___\|___\| Teachers

Range: 0 - 99

x) (Please enter in block letters.)	✏ _____

\|___\|___\| Teachers

Range: 0 - 99

y) (Please enter in block capitals.)	✏ _____

\|___\|___\| Teachers

Range: 0 - 99

Variables

h22701a	School: full-time teachers school subject: german	pInstitution
h22701b	School: full-time teachers school subject: english	pInstitution
h22701c	School: full-time teachers school subject: french	pInstitution
h22701d	School: full-time teachers school subject: latin	pInstitution
h22701e	School: full-time teachers school subject: other languages	pInstitution
h22701f	School: full-time teachers school subject: history	pInstitution
h22701g	School: full-time teachers school subject: geography	pInstitution
h22701h	School: full-time teachers school subject: politics/social studies	pInstitution
h22701i	School: full-time teachers school subject: economics and law	pInstitution
h22701j	School: full-time teachers school subject: education	pInstitution
h22701k	School: full-time teachers school subject: math	pInstitution
h22701l	School: full-time teachers school subject: physics	pInstitution
h22701m	School: full-time teachers school subject: chemistry	pInstitution
h22701n	School: full-time teachers school subject: biology	pInstitution
h22701o	School: full-time teachers school subject: religion/ethics	pInstitution
h22701p	School: full-time teachers school subject: philosophy	pInstitution
h22701q	School: full-time teachers school subject: music	pInstitution
h22701r	School: full-time teachers school subject: art	pInstitution
h22701s	School: full-time teachers school subject: physical education	pInstitution
h22701t	School: full-time teachers school subject: home economics	pInstitution
h22701u	School: full-time teachers school subject: handicrafts and the like	pInstitution
h22701v	School: full-time teachers school subject: computer science	pInstitution
h227011_O	School: full-time teachers school subject: other school subjects, text1	pInstitution
h22701w	School: full-time teachers school subject: other school subjects 1	pInstitution
h227012_O	School: full-time teachers school subject: other school subjects, text2	pInstitution
h22701x	School: full-time teachers school subject: other school subjects 2	pInstitution
h227013_O	School: full-time teachers school subject: other school subjects, text3	pInstitution
h22701y	School: full-time teachers school subject: other school subjects 3	pInstitution

The educational work is conditional on the composition of students at schools. Therefore, we would like to ask you some questions about the student population at your school. Where no exact information is available, please estimate.

| 28 | **How many students are currently enrolled at your school and how many of them are boys?** |

Please enter the numbers aligned to the right.

| a) in the 9th grade: total | |___|___|___|___| |
| Range: 0 - 9,999 | |

| a) in the 9th grade: boys | |___|___|___|___| |
| Range: 0 - 9,999 | |

| b) in the 13th grade: total | |___|___|___|___| |
| Range: 0 - 9,999 | |

| b) in the 13th grade: boys | |___|___|___|___| |
| Range: 0 - 9,999 | |

| c) at the school overall: total | |___|___|___|___| |
| Range: 0 - 9,999 | |

| c) at the school overall: boys | |___|___|___|___| |
| Range: 0 - 9,999 | |

	Not specified [0]	Specified [1]
No 9th grade or no NEPS survey in the 9th grade	☐	☐
No 13th grade or no NEPS survey in the 13th grade	☐	☐

Variables		
h227102	School: number of students 9th grade: total	pInstitution
h227112	School: number of students 9th grade: male	pInstitution
h22710a	School: Amount of students grade 13: Total	pInstitution
h227117	School: Amount of students grade 13: Male	pInstitution
h227100	School: total number of students	pInstitution
h227110	School: total number of students: male	pInstitution
h227103	School: no 9th grade	pInstitution
h22710b	School: No grade 13	pInstitution

29 **How many students left your school in the last school year without any school-leaving qualifications? We refer here only to those students that have left a general educational school.**

Please enter the figures aligned to the right.

|___|___| Students

Range: 0 - 99

Variables		
h227130	School: amount of students: without school-leaving qualifications	pInstitution

30 **How many students in your school had to repeat a grade based on the last school year?**

Please enter the figures aligned to the right.

|___|___| Students

Range: 0 - 99

Variables		
h227131	School: amount of students: grade retention	pInstitution

31 **How many students in your school skipped a grade in the last school year?**

Please enter the figures aligned to the right.

|___|___| Students

Range: 0 - 99

Variables		
h227132	School: amount of students: skipped a grade	pInstitution

32 **What is the approximate share of students at your school with migration background, i.e. were born abroad or have at least one parent who was born abroad?**

Please enter the percentage. Please enter the numbers aligned to the right.

Students with migration background |___|___|___| %

Range: 0 - 100

Variables		
h451020	total share of students with migration background at school	pInstitution

33	What is the approximate share of students in 9th grade with migration background, i.e. were born abroad or have at least one parent who was born abroad?

Please enter the percentage. Please enter the numbers aligned to the right.

Students in 9th grade with migration background |___|___|___| %

Range: 0 - 100

	Not specified [0]	Specified [1]
No 9th grade or no NEPS survey in the 9th grade	☐	☐

Variables		
h451060	Share of students in 9th grade with migration background	pInstitution
h45106a	School: no 9th grade	pInstitution

34	What is the approximate share of students in 13th grade with migration background, i.e. were born abroad or have at least one parent who was born abroad?

Please enter the percentage. Please enter the numbers aligned to the right.

Students in 13th grade with migration background |___|___|___| %

Range: 0 - 100

	Not specified [0]	Specified [1]
No 13th grade or no NEPS survey in the 13th grade	☐	☐

Variables		
h451210	Proportion students with migration background in grade 13	pInstitution
h45121a	School: No grade 13	pInstitution

35   **What percentage of students in your school come from families from a …**

Please enter the figures aligned to the right.

... rather lower social class?	|___|___|___| % of students

Range: 0 - 100

… rather middle social class?	|___|___|___| % of students

Range: 0 - 100

… rather higher social class?	|___|___|___| % of students

Range: 0 - 100

Variables		
h79301a	Kindergarten/school: amount from lower social class	pInstitution
h79301b	Kindergarten/school: amount from middle social class	pInstitution
h79301c	Kindergarten/school: amount from higher social class	pInstitution

36   **How large approximately is the amount of students in your school that have at least one parent with a higher education degree?**

Please enter the figures aligned to the right.

Students with at least one parent with a higher education degree	|___|___|___| %

Range: 0 - 100

Variables		
h79302a	School: amount of parents with higher education	pInstitution

We are particularly interested in remedial/enrichment measures for individual student groups and in quality assurance measures at your school. We would therefore like to ask some questions about these topics.

37	**Which of the following offers do you have for the students at your school?**

Please check one box in each line.

	Yes [1]	No [2]
a) Supplementary courses for very proficient students	☐	☐
b) Remedial teaching offers for underachieving students	☐	☐
c) Special courses in learning techniques	☐	☐
d) Subject-related projects or competitions	☐	☐
e) Homework supervision in school rooms	☐	☐
f) Tutoring held by teachers	☐	☐
g) Other support measures outside of class	☐	☐

Variables		
h22201a	School: supply, very proficient students	pInstitution
h22201b	School: offers, for very inefficient students	pInstitution
h22201c	School: supply, courses in learning techniques	pInstitution
h22201d	School: supply, projects or competitions	pInstitution
h22201e	School: supply, homework coaching	pInstitution
h22201f	School: supply, tutoring	pInstitution
h22201g	School: supply, other coaching	pInstitution

38	**Which of the following quality assurance and development measures are implemented at your school?**

Please tick a box in each line.

	Yes [1]	No [2]
a) Preparation of a complete school mission statement (with model, focal points, implementation requirements, standards to be achieved)	☐	☐
b) Preparation of a written model/school profile for the school; selection and description of desired quality features	☐	☐
c) Written specification of quality indicators, the measurement of which will provide information on the achievement of the school's goals in the future	☐	☐
d) Written specification of performance standards to be achieved by the students in different areas at this school	☐	☐

	Not specified [0]	Specified [1]
e) Use of standardized performance tests to objectively check the competencies achieved by the students (knowledge, capabilities, skills)	☐	☐
f) Systematic appraisal and discussion of significant data on the quality of the school (e.g. grading, absence periods of the students, programs offered by the school, further training of the teachers)	☐	☐
g) Brochure with self-portrayal of the school	☐	☐
h) Jointly prepared written class tests (cross-grade and/or -learning group tests)	☐	☐

	Not specified [0]	Specified [1]
i) Further/other measures, specifically:	☐	☐

Please indicate in printed letters. ✏ _____

Variables		
h22202a	School: quality: complete school mission statement	pInstitution
h22202b	School: quality: written school profile	pInstitution
h22202c	School: quality: written specification of quality indicators	pInstitution
h22202d	School: quality: written specification of performance standards	pInstitution
h22202e	School: quality: standardized performance tests	pInstitution
h22202f	School: quality: systematic appraisal of data	pInstitution
h22202g	School: quality: school brochure	pInstitution
h22202h	School: quality: class tests	pInstitution
h22202i	School: quality: other	pInstitution
h22202t_O	School: quality: other, text	pInstitution

39	There are various options for remedial language teaching for students with a language of origin other than German*. How are these students supported in 9th and 13th grades at your school?

*Please check where applicable. * Students with language of origin other than German means: student has learned a language other than German in his/her family ("mother tongue").*

	Not specified [0]	Specified [1]
No 9th grade or no NEPS survey in the 9th grade	☐	☐
No 13th grade or no NEPS survey in the 13th grade	☐	☐

a) These students attend regular classes and receive additional lessons (e.g. DaZ: Deutsch als Zweitsprache [German-as-a-second-language] aimed at improving their German language skills (e.g. reading comprehension, grammar, vocabulary, communication). [9th grade]	☐	☐
a) These students attend regular classes and receive additional lessons (e.g. DaZ: Deutsch als Zweitsprache [German-as-a-second-language] aimed at improving their German language skills (e.g. reading comprehension, grammar, vocabulary, communication). [13th grade]	☐	☐
b) Before these students take part in regular classes, they attend a preparation course aimed at improving their German language skills (e.g. reading comprehension, grammar, vocabulary, communication). [9th grade]	☐	☐
b) Before these students take part in regular classes, they attend a preparation course aimed at improving their German language skills (e.g. reading comprehension, grammar, vocabulary, communication). [13th grade]	☐	☐
c) These students attend general remedial teaching/tutoring lessons for students with poor performance in German. [9th grade]	☐	☐
c) These students attend general remedial teaching/tutoring lessons for students with poor performance in German. [13th grade]	☐	☐
d) Before these students take part in regular classes, certain school subjects are taught them in their language of origin. [9th grade]	☐	☐
d) Before these students take part in regular classes, certain school subjects are taught them in their language of origin. [13th grade]	☐	☐
e) These students are taught to a significant extent in their language of origin in order to improve their fluency in their language of origin and in German language. [9th grade]	☐	☐
e) These students are taught to a significant extent in their language of origin in order to improve their fluency in their language of origin and in German language. [13th grade]	☐	☐

f) The class size is reduced to meet the special needs of these students. [9th grade]	☐	☐
f) The class size is reduced to meet the special needs of these students. [13th grade]	☐	☐
g) These students receive lessons to promote their language of origin. [9th grade]	☐	☐
g) These students receive lessons to promote their language of origin. [13th grade]	☐	☐
h) These students receive homework supervision/homework assistance specifically targeted at this group of students. [9th grade]	☐	☐
h) These students receive homework supervision/homework assistance specifically targeted at this group of students. [13th grade]	☐	☐

Variables		
h416480	No grade 9	pInstitution
h41625z	No grade 13	pInstitution
h416400	Language support measures offered by school - DAZ - 9th grade	pInstitution
h41625a	School special speech remediation - DAZ - grade 13	pInstitution
h416410	Language support measures offered by school - preparation course German - 9th grade	pInstitution
h41625b	School special speech remediation - preparation course German - grade 13	pInstitution
h416420	Language support measures offered by school - remedial teaching German - 9th grade	pInstitution
h41625c	School special speech remediation - gen. remedial German lessons - grade 13	pInstitution
h416430	Language support measures offered by school - L1-lessons as a preparatory step - 9th grade	pInstitution
h41625d	School special speech remediation - preparatory L1 lessons - grade 13	pInstitution
h416440	Language support measures offered by school - subject-related teaching in L1 - 9th grade	pInstitution
h41625e	School special speech remediation - Subject lessons in L1 - grade 13	pInstitution
h416450	Language support measures offered by school - reduced class size - 9th grade	pInstitution
h41625f	School special speech remediation - reduced class size - grade 13	pInstitution
h41625g	School special speech remediation - Remediation of - grade 13	pInstitution
h416470	Language support measures offered by school - homework supervision - 9th grade	pInstitution
h41625h	School special speech remediation - Homework assistance - grade 13	pInstitution

40	Apart from language support meausures: Does your school offer special support measures for students with a migration background?		
Please check all applicable answers.			
		Not specified [0]	Specified [1]
no		☐	☐
[yes, specifically the following support measures:] a) special homework supervision for students with migration background		☐	☐
[yes, specifically the following support measures:] b) special remedial teaching for students with migration background		☐	☐
[yes, specifically the following support measures:] c) sponsoring, mentoring or tutoring programs		☐	☐
[yes, specifically the following support measures:] d) special vocational orientation measures		☐	☐
[yes, specifically the following support measures:] e) further/other measures, specifically:		☐	☐
(Please enter in block capitals.)	✏		

Variables		
h417100	Special support measures for students with a migration background - no	pInstitution
h417000	Special support measures for students with a migration background - no	pInstitution
h41711a	Special homework supervision for students with migration background	pInstitution
h41711b	Special remedial teaching for students with migration background	pInstitution
h41711c	Sponsoring, mentoring or tutoring programs	pInstitution
h41711d	Special vocational orientation measures	pInstitution
h41711s	Further/other measures	pInstitution

41   Does your school offer special courses or training sessions for teachers to support their work with students with a migration background and their parents?

Please check all applicable answers.

	Not specified [0]	Specified [1]
No	☐	☐
[Yes, specifically the following courses or training sessions:] a) Continuing education in German as a second language	☐	☐
[Yes, specifically the following courses or training sessions:] b) Continuing education in intercultural competencies	☐	☐
[Yes, specifically the following courses or training sessions:] c) Further/other measures, specifically:	☐	☐
(Please enter in block letters.)	🖉	

Variables		
h417140	Migration-specific remedial measures teachers_no	pInstitution
h41715a	Migration-specific remedial measures teachers_training German as 2nd language	pInstitution
h41715b	Migration-specific remedial measures teachers_training intercultural competences	pInstitution
h41715s	Migration-specific remedial measures teachers_other measures	pInstitution

42	**Does your school offer special measures for parents of students with a migration background?**		
Please check all applicable answers.			

	Not specified [0]	Specified [1]
No	☐	☐
[Yes, specifically the following measures]: a) German language courses for parents	☐	☐
[Yes, specifically the following measures:] b) Special parent/teacher conferences	☐	☐
[Yes, specifically the following measures:] c) Migrant representative in the parents' association	☐	☐
[Yes, specifically the following measures:] d) Measures to promote communication between the parents	☐	☐
[Yes, specifically the following measures:] e) Further/other measures, specifically:	☐	☐
(Please enter in block letters.) ✎		

Variables		
h417180	Measures for parents: No	pInstitution
h41719a	Measures for parents: German language courses for parents	pInstitution
h41719b	Measures for parents: Special parent/teacher conferences	pInstitution
h41719c	Measures for parents: Migrant representative in the parents' association	pInstitution
h41719d	Measures for parents: Measures to promote communication between the parents	pInstitution
h41719s	Further/other measures, namely:	pInstitution

43 To what extent do the following statements apply to your school?

Please check one box in each line.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) Our school is in stiff competition with other schools of the same type.	☐	☐	☐	☐
b) The existence of our school strongly depends on the amount of students registered in the school.	☐	☐	☐	☐
c) The existence of our school is at great risk.	☐	☐	☐	☐
d) The funding of our school strongly depends on the amount of students registered in the school.	☐	☐	☐	☐

Variables		
h535021	Intensity of competition	pInstitution
h535022	Existence dependent on amount of students	pInstitution
h535023	Existence at risk	pInstitution
h535024	Funding dependent on amount of students	pInstitution

At some schools, students with special educational needs are taught in integrative classes.

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

Please specify one answer only.

	Not marked [0]	Marked [1]
No.	☐	☐

Yes, specifically [Number] students have diagnosed special educational needs. |____|____|

Range: 0 - 99

Variables		
h190012	Students with special needs: None	pInstitution
h190011	Number of students with special educational needs	pInstitution

45	**To what extent do the following statements about the mainstreaming of students at your school with and without special educational needs apply?**			
Please check one box in each line.				
	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
a) I am (still) willing to and interested in mainstreaming these students in my school.	☐	☐	☐	☐
b) My colleagues are/would be very willing to teach these mainstream classes.	☐	☐	☐	☐

Variables		
h190021	Attitude towards setting up mainstreaming	pInstitution
h190022	Attitude of teaching staff towards mainstreaming	pInstitution

At the end of the survey, we would like to ask you some questions about the measures offered by your school to support students with their career entry.

46   How often are the following measures applied at your school?

Please check one box in each line.

	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Very good [5]
a) Training of teachers regarding vocational orientation	☐	☐	☐	☐	☐
b) Contacts with chambers of commerce, guilds and/or associations	☐	☐	☐	☐	☐
c) Contacts with apprenticing companies	☐	☐	☐	☐	☐
d) Participation in nationwide vocational orientation programs such as Girl's Day	☐	☐	☐	☐	☐
e) Contacts with counseling centers for juveniles (e.g. youth career aid)	☐	☐	☐	☐	☐
f) Participation in local networks to promote transition from school to work	☐	☐	☐	☐	☐
g) Involvement of parents/guardians in the vocational orientation efforts (parental work)	☐	☐	☐	☐	☐

Variables		
hf0001a	Teacher traing vocational orientation	pInstitution
hf0001b	Contact organisations	pInstitution
hf0001c	Contact apprenticing companies	pInstitution
hf0001d	Vocational orientation programs	pInstitution
hf0001e	Contact counseling centers	pInstitution
hf0001f	Participation local networks	pInstitution
hf0001g	Parental involvement in vocational orientation	pInstitution

47   How many students of the 9th grade use the following offers in your school for entering vocational training?

Please check one box in each line.

	Not specified [0]	Specified [1]
No 9th grade or no NEPS survey in the 9th grade	☐	☐

	None [1]	Almost none [2]	Less than half [3]	More than half [4]	Almost all [5]	All [6]	Is not offered [7]
a) individual identification of the vocational interest and determination of aptitude using special techniques (e.g. tests, individual interviews)	☐	☐	☐	☐	☐	☐	☐
b) Preparation of individual support plans	☐	☐	☐	☐	☐	☐	☐
c) A general vocational orientation provided by teachers	☐	☐	☐	☐	☐	☐	☐

d) Practice to write application letters	☐	☐	☐	☐	☐	☐	☐
e) Practice job application interviews	☐	☐	☐	☐	☐	☐	☐
f) Special training to promote social skills	☐	☐	☐	☐	☐	☐	☐
g) Individual support during internship	☐	☐	☐	☐	☐	☐	☐
h) Individual vocational guidance by external vocational counselors	☐	☐	☐	☐	☐	☐	☐
i) Vocational orientation in supra-company organisations (e.g. of the Chamber of Crafts and Trades)	☐	☐	☐	☐	☐	☐	☐
j) Individual counseling provided by social education workers and other external staff	☐	☐	☐	☐	☐	☐	☐
k) Continuous individual counseling by careerstart counsellors, career choice assistants, job guides etc.	☐	☐	☐	☐	☐	☐	☐
l) Individual counseling and support by psychologists or social education workers	☐	☐	☐	☐	☐	☐	☐
m) participation in a junior enterprise	☐	☐	☐	☐	☐	☐	☐
n) Creation of a career-choice passport	☐	☐	☐	☐	☐	☐	☐
o) getting to know apprenticing companies during factory tours.	☐	☐	☐	☐	☐	☐	☐

Variables		
hf00030	School: No grade 13	pInstitution
hf0002a	Test methods vocational interests	pInstitution
hf0002b	Support plans	pInstitution
hf0002c	Vocational orientation provided by teachers	pInstitution
hf0002d	Practice application letters	pInstitution
hf0002e	Practice job application interviews	pInstitution
hf0002f	Training to promote social skills	pInstitution
hf0002g	Support during internship	pInstitution
hf0002h	External vocational counselors	pInstitution
hf0002i	Vocational orientation in supra-company organisations	pInstitution
hf0002j	Individual counseling	pInstitution
hf0002k	Individual support by career choice assistants	pInstitution
hf0002l	Support by psychologists or social educational workers	pInstitution
hf0002m	Student company	pInstitution
hf0002n	Berufswahlpass [information material assisting students in their career choices]	pInstitution
hf0002o	Firm visits	pInstitution

QUESTIONS ABOUT THE UPPER GYMNASIUM LEVEL

48 **Is there a difference in performance level in the following subjects in the current 13th grade?**

Please check one box in each line.

	basic and advanced performance level [1]	basic performance level only (e.g. basic course) [2]	advanced performance level only (e.g. advanced course) [3]	
a) in German	☐	☐	☐	
b) in Math	☐	☐	☐	
Course is not offered [4]		☐		
c) in English	☐	☐	☐	☐

	Not specified [0]	Specified [1]
No 13th grade or no NEPS survey in the 13th grade	☐	☐

Variables		
he02110	Course level German	pInstitution
he02120	Course level Math	pInstitution
he02130	Course level English	pInstitution
he02140	School: no 13th grade	pInstitution

At last, some brief questions about yourself.

50 **When were you born?**

Please enter the figures aligned to the right.

|___|___| Month

Range: 1 - 12

|___|___|___|___| Year

Range: 1,900 - 2,020

Variables		
h76512m_O	Month of birth	pInstitution
h76512y	Year of birth	pInstitution

51 Are you male or female?

Please check where applicable.

Male [1]	☐

Female [2]	☐

Variables		
h765110	Gender	pInstitution

52 Do you have a migration background, i.e. were you or at least one of your parents born abroad?

Please check where applicable.

No [2]	☐

Yes [1]	☐

Variables		
h400010	Migration background of principal	pInstitution

53 What is your function at the school?

Please check where applicable.

	Head of school [1]	Vice-head of school [2]	Other function in school administration, specifically: [3]
	☐	☐	☐

Please enter in block letters.   ✏ _____

Variables		
hd0041a	Function at the school	pInstitution
hd0041b_O	Other function in school administration, specifically:	pInstitution

Thank you for your cooperation!