NEPS
National Educational Panel Study

Research Data

Additional Study Thuringia (TH) Waves 1 and 2, SUF Version 1.0.0 Questionnaires (SUF Version)

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University of Bamberg, National Educational Panel Study (NEPS), 96045 Bamberg
https://www.neps-data.de
Principal Investigator: Prof. Dr. Hans-Günther Roßbach
Vice Managing Director: Prof. Dr. Sabine Weinert
Executive Director of Research: Dr. Jutta von Maurice
Executive Director of Administration: Dipl. sc. pol. Univ. Dipl.-Betriebswirt (FH) Gerd Bolz
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1 Overview

The documents in this collection are not the original versions used in the survey but generated views of the PAPI questionnaires. The variable names used here, can be found in the data files, too. Covered are the survey years 2009/10 and 2010/11 and therefore both waves, whose data were first released in version 1 of the scientific use file (SUF) for the curricular reform study in Thuringia (TH). During the second wave different students, their teachers and parents had been interviewed with very similar questionnaires. The material corresponds to version 1.0.0 of SUF TH.

Figure 1: Order of the surveys for the curricular reform study in Thuringia and IDs of the questionnaires.

2 Students, PAPI

2.1 Wave 1 (ID 41)

Current Situation in the Upper Secondary Level [Oberstufe]

1 How often did you carry out the following activities during your time in the upper secondary level ("Oberstufe")?

Please tick one box in every row

	Never [1]	Rarely [2]	Sometimes [3]	Often [4]
Finding, selecting and ordering information to prepare an assignment (e.g. for a paper or a presentation)	☐	☐	☐	☐
Compiling literature for an assignment	☐	☐	☐	☐
Writing and formatting texts on a computer	☐	☐	☐	☐
Producing diagrams or graphics using a computer	☐	☐	☐	☐
Using electronic media (CD-ROM, internet) to acquire information	☐	☐	☐	☐

Variables	
t1a	Extent activities upper secondary level - information
t1b	Extent activities upper secondary level - literature
t1c	Extent activities upper secondary level - texts computer
t1d	Extent activities upper secondary level - diagrams computer
t1e	Extent activities upper secondary level - electronic media

2 During your time in the upper secondary level, how many times did you carry out the following activities?

Please tick one box in every row

	never [1]	1-2 times [2]	3-5 times [3]	more than 5 times [4]
Planning scientific experiments	☐	☐	☐	☐
Writing a record of a discussion	☐	☐	☐	☐
Giving a talk	☐	☐	☐	☐
Preparing a talk in writing	☐	☐	☐	☐
Visiting a library to find reference documents	☐	☐	☐	☐

Variables	
t2a	Frequency activities upper secondary level - experiments
t2b	Frequency activities upper secondary level - record
t2c	Frequency activities upper secondary level - giving a talk
t2d	Frequency activities upper secondary level - preparing a talk in writing
t2e	Frequency activities upper secondary level - library

3 How well do you think the upper secondary level prepares you to meet the following demands of university education?

ID: 41, Type: SUF, 11/30/2012 10:52:44 AM 3

Current Situation in the Upper Secondary Level [Oberstufe]

1 How often did you carry out the following activities during your time in the upper secondary level ("Oberstufe")?

Please tick one box in every row

	Never [1]	Rarely [2]	Sometimes [3]	Often [4]
Finding, selecting and ordering information to prepare an assignment (e.g. for a paper or a presentation)	☐	☐	☐	☐
Compiling literature for an assignment	☐	☐	☐	☐
Writing and formatting texts on a computer	☐	☐	☐	☐
Producing diagrams or graphics using a computer	☐	☐	☐	☐
Using electronic media (CD-ROM, internet) to acquire information	☐	☐	☐	☐

Variables	
t1a	Extent activities upper secondary level - information
t1b	Extent activities upper secondary level - literature
t1c	Extent activities upper secondary level - texts computer
t1d	Extent activities upper secondary level - diagrams computer
t1e	Extent activities upper secondary level - electronic media

2 During your time in the upper secondary level, how many times did you carry out the following activities?

Please tick one box in every row

	never [1]	1-2 times [2]	3-5 times [3]	more than 5 times [4]
Planning scientific experiments	☐	☐	☐	☐
Writing a record of a discussion	☐	☐	☐	☐
Giving a talk	☐	☐	☐	☐
Preparing a talk in writing	☐	☐	☐	☐
Visiting a library to find reference documents	☐	☐	☐	☐

Variables	
t2a	Frequency activities upper secondary level - experiments
t2b	Frequency activities upper secondary level - record
t2c	Frequency activities upper secondary level - giving a talk
t2d	Frequency activities upper secondary level - preparing a talk in writing
t2e	Frequency activities upper secondary level - library

3 How well do you think the upper secondary level prepares you to meet the following demands of university education?

Please tick one box in every row

	completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]
During my upper secondary level education I think I understood how to work on questions in a scientific way	☐	☐	☐	☐
During my upper secondary level education I learned how to analyse texts systematically.	☐	☐	☐	☐
In my upper secondary level education I learned how to put my argument across in a coherent way during a discussion.	☐	☐	☐	☐
In my upper secondary level education I learned how to determine what is and what is not important for the completion of particular coursework.	☐	☐	☐	☐
My upper secondary level education gave me a lot of general knowledge.	☐	☐	☐	☐
Dealing with the course contents during my upper secondary level education made it easier for me to decide what subject to study afterwards.	☐	☐	☐	☐
Generally speaking, the upper secondary level was a good preparation for further education.	☐	☐	☐	☐

Variables	
t3a	Preparation university education - scientific questions
t3b	Preparation university education - analysing texts
t3c	Preparation university education - arguing in discussions
t3d	Preparation university education - differentiation important and unimportant
t3e	Preparation university education - general knowledge
t3f	Preparation university education - Easing choice of subject to study
t3g	Preparation university education - generally

4 Do you think that your upper secondary level lessons helped you to develop the following skills and abilities?

Please tick one box in every row

	not at all [1]	a little [2]	quite well [3]	very well [4]
Take responsibility for myself and towards others	☐	☐	☐	☐
Work and study independently	☐	☐	☐	☐
Work together in groups	☐	☐	☐	☐
Know where and how to find particular information and which materials can help (indexes, bibliographies, archives etc.)	☐	☐	☐	☐

Debate in an academic way (articulate theoretical statements, hypothesis, evaluate etc.)	☐	☐	☐	☐
Give a talk without being scared	☐	☐	☐	☐
Uncover ideological viewpoints and recognise my own prejudices	☐	☐	☐	☐
Recognise the limits of science	☐	☐	☐	☐
Adapt my way of expressing myself to the situation or context	☐	☐	☐	☐
Express myself clearly and precisely	☐	☐	☐	☐
Be open-minded towards other cultures	☐	☐	☐	☐
Look at my own culture from another point of view	☐	☐	☐	☐
Appreciate the diversity of artistic works	☐	☐	☐	☐
Use the variety of media (printed press, TV and interactive media) in an appropriate way as sources of information	☐	☐	☐	☐
Use computers for information gathering	☐	☐	☐	☐
Develop an independent-minded attitude towards the application of new technologies	☐	☐	☐	☐
Acquire a high level of specialist knowledge	☐	☐	☐	☐
Motivate myself to study when the materials covered in class are not very interesting	☐	☐	☐	☐
Select excerpts from texts (= identify the important information)	☐	☐	☐	☐
Systematically plan my education (e.g. revision for the leaving certificate exam [Abitur])	☐	☐	☐	☐
Develop my own interest profile	☐	☐	☐	☐
Know what a scientific experiment is	☐	☐	☐	☐
Carry out research to prepare a talk	☐	☐	☐	☐
Assert myself when it comes to convincing the teacher of my/our legitimate interests	☐	☐	☐	☐
Know what the hermeneutic circle is	☐	☐	☐	☐
Interpret historical source material	☐	☐	☐	☐
Contribute and participate in class without being scared	☐	☐	☐	☐
Develop a very strong interest in a particular subject or issue	☐	☐	☐	☐
Learn to deal with distractions when I'm studying	☐	☐	☐	☐

Design meaningful PowerPoint presentations	☐	☐	☐	☐
Recognise when written argumentation has weaknesses in its logic	☐	☐	☐	☐

Variables	
t4a	Development skills - take responsibility
t4b	Development skills - independence
t4c	Development skills - teamwork
t4d	Development skills - find information
t4e	Development skills - debate in an academic way
t4f	Development skills - give a talk without being scared
t4g	Development skills - ideology and prejudices
t4h	Developemt skills - limits science
t4i	Development skills - adaption to context
t4j	Development skills - precise expression
t4k	Development skills - open-mindedness towards other cultures
t4l	Development skills - own culture
t4m	Development skills - appreciate artistic works
t4n	Development skills - use media
t4o	Development skills - use computer
t4p	Development skills - independent-minded attitude technologies
t4q	Development skills - specialist knowledge
t4r	Development skills - self-motivation
t4s	Development skills - excerpt texts
t4t	Development skills - planing education
t4u	Development skills - development interest profile
t4v	Development skills - scientific experiment
t4w	Development skills - research talk
t4x	Development skills - legitimate interests
t4y	Development skills - hermeneutic circle
t4z	Development skills - interpretation historical sources
t4aa	Development skills - participation in class without being scared
t4ab	Development skills - interest subject
t4ac	Development skills - deal with distractions
t4ad	Development skills - designing PowerPoint
t4ae	Development skills - recognise logic weaknesses

5 How do you rate the expectations placed on you at school …

Please tick one box in every row

	very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
… in the classroom?	☐	☐	☐	☐	☐

… regarding homework?	☐	☐	☐	☐	☐
… regarding the continual assessment during lessons (e.g. written tests)?	☐	☐	☐	☐	☐

Variables	
t5a	Rating expectations - in classroom
t5b	Rating expectations - homework
t5c	Rating expectations - continual assessment

6 How do you rate the expectations placed on your time by the school?

Please tick one box in every row

	very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
Weekly class time	☐	☐	☐	☐	☐
Time spent on homework	☐	☐	☐	☐	☐
Time spent on studying (time for preparation and revision of class material other than homework tasks)	☐	☐	☐	☐	☐

Variables	
t6a	Assessment of temporal demands - weekly class time
t6b	Rating expectations on time - homework
t6c	Rating expectations on time- studying

7 How strongly do you agree with the following statements?

Please tick one box in every row

	completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]
There is not enough time to understand the issues covered in class truly.	☐	☐	☐	☐
I often have to learn something by heart without really understanding it.	☐	☐	☐	☐
The teachers often spent too long on one issue.	☐	☐	☐	☐
I was often bored because the topics were dealt with too slowly.	☐	☐	☐	☐
We moved on to the next issue before the class had really understood the issue at hand.	☐	☐	☐	☐

Variables	
t7a	Issues covered in class - missing time for understanding
t7b	Issues covered in class - learning by heart without understanding
t7c	Issues covered in class - too much time spent on one issue
t7d	Issues covered in class - boredom
t7e	Issues covered in class - too fast movement of issues

8 How strongly do you agree with the following statements?				
Please tick one box in every row				
	completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]
I find it easy to “switch off” after school.	☐	☐	☐	☐
I often feel tense when I come home from school.	☐	☐	☐	☐
Sometimes I have difficulties falling asleep because I’m thinking about problems at school.	☐	☐	☐	☐
It happens that I react very irritably when people talk to me about school.	☐	☐	☐	☐
I often feel nervous before school starts.	☐	☐	☐	☐
I have the feeling that school is too much for me.	☐	☐	☐	☐
I find myself thinking about difficulties at school even during my free time.	☐	☐	☐	☐
I like to tell other people about my school day.	☐	☐	☐	☐
The demands that school makes on me are generally hard to bear.	☐	☐	☐	☐
After school I’m often exhausted.	☐	☐	☐	☐
I feel ill at ease when I think about school.	☐	☐	☐	☐
I feel up to my tasks at school.	☐	☐	☐	☐
The pressure at school is too high.	☐	☐	☐	☐
School is wearing me out.	☐	☐	☐	☐
It’s difficult for me to combine school and other commitments.	☐	☐	☐	☐
School often leaves me feeling tired and weary.	☐	☐	☐	☐
I often look forward to going to school.	☐	☐	☐	☐
I’m so busy with other things in my free time that I completely forget about school.	☐	☐	☐	☐
If I wasn’t allowed to go to school, I would miss it./ feel that something is missing.	☐	☐	☐	☐
I can easily recover from school in my free time.	☐	☐	☐	☐
I can relax well in my free time.	☐	☐	☐	☐
School is often so interesting that I can’t wait for it to start.	☐	☐	☐	☐

The issues we deal with at school are often so exciting that I voluntarily carry on exploring them in my free time.	☐	☐	☐	☐
I don't have time for anything other than school.	☐	☐	☐	☐

Variables	
t8a	Stress - switching off after school
t8b	Stress - tension after school
t8c	Stress - Falling asleep
t8d	Stress - irritable reaction
t8e	Stress - nervousness
t8f	Stress - excessive demand
t8g	Stress - free time
t8h	Stress - report about school
t8i	Stress - demands at school generally
t8j	Stress - exhaustion
t8k	Stress - illness at ease
t8l	Stress - feeling up to tasks
t8m	Stress - pressure
t8n	Stress - overexertion
t8o	Stress - combine school and commitments
t8p	Stress - tiredness and weariness
t8q	Stress - joy
t8r	Stress - forgetting due to free time
t8s	Stress - feeling school is missing
t8t	Stress - recovery
t8u	Stress - relaxation
t8v	Stress - pleasant anticipation start of school
t8w	Stress - voluntary engagement in free time
t8x	Stress - missing time

9	**Did you take physics as a subject during your upper secondary level?**
Please tick the appropriate answer	
yes [1]	☐
no [2]	☐
yes: Please continue with the next question	

Variables	
t39	Taking physics upper secondary level

Your Physics Course

10	Do the following statements apply to you?				
Please tick one box in every row					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I would have had to make more of an effort in my physics classes in order to understand the subject.	☐	☐	☐	☐	☐
I participated as much as I could in my physics classes.	☐	☐	☐	☐	☐
I did everything that was asked of me in my physics classes.	☐	☐	☐	☐	☐
I always tried to complete my physics homework.	☐	☐	☐	☐	☐
I would have had to put in more effort in physics to keep up in class.	☐	☐	☐	☐	☐

Variables	
t40a	Physics course - effort
t40b	Physics course - participation
t40c	Physics course - completion of tasks
t40d	Physics course - homework
t40e	Physics course - effort/endeavour

11	Some statements about your physics course:				
Please tick one box in every row					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher wanted us to really understand the materials and topics covered in class.	☐	☐	☐	☐	☐
Our teacher made it very clear when particular students underperformed.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching us.	☐	☐	☐	☐	☐
“Discipline and order” prevailed in this course.	☐	☐	☐	☐	☐
Life was really made difficult for “lazy” students in this course.	☐	☐	☐	☐	☐
Our teacher taught enthusiastically.	☐	☐	☐	☐	☐
Our teacher reacted immediately if individual students didn’t cooperate or when they caused a disturbance.	☐	☐	☐	☐	☐
It was really important for our teacher to see that we learned something.	☐	☐	☐	☐	☐
Our teacher regularly checked if we had really done the homework.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching.	☐	☐	☐	☐	☐

Variables	
t41a	Physics teacher - understanding of materials covered in class
t41b	Physics teacher - make clear underperformance
t41c	Physics teacher - fun instilling
t41d	Physics teacher - discipline and order
t41e	Physics teacher - lazy students
t41f	Physics teacher - enthusiasm
t41g	Physics teacher - reaction towards cooperation/disturbance
t41h	Physics teacher - importance of learning
t41i	Physics teacher - check homework
t41j	Physics teacher - fun teaching

12 Please make an estimate. What percentage of the students …

Please enter the numbers right-justified (0 – 100 %)

… participated actively and regularly in physics classes?	|___|___|___| %
… were really interested in the physics lessons?	|___|___|___| %
… often caused a disturbance in physics lessons?	|___|___|___| %

Variables	
t42a	Physics estimate as percentage - participation
t42b	Physics estimate as percentage - interest
t42c	Physics estimate as percentage - disturbances

13 Some statements about your physics course:

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher often created interesting exercises and homework for us.	☐	☐	☐	☐	☐
Our teacher knew which tasks s/he had to give us in order to help us understand the subject.	☐	☐	☐	☐	☐
The exercises set were often too easy.	☐	☐	☐	☐	☐
In this course the best students were often set different coursework than the weaker students.	☐	☐	☐	☐	☐
The coursework helped to really understand the subject.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically strong students in the class.	☐	☐	☐	☐	☐

The coursework was often so that we really had to think hard.	☐	☐	☐	☐	☐
The coursework was often too difficult.	☐	☐	☐	☐	☐
The coursework was almost always well chosen.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically weaker students in the class.	☐	☐	☐	☐	☐
For me there was too little time to finish the tasks set in class.	☐	☐	☐	☐	☐
Sometimes our teacher told us things that I didn't understand.	☐	☐	☐	☐	☐
Sometimes I just 'shut off' in lessons because I couldn't understand anything.	☐	☐	☐	☐	☐
Our teacher was mainly interested in the good students – s/he didn't take the weaker students into consideration.	☐	☐	☐	☐	☐
Our teacher took the varying learning prerequisites of the students into consideration.	☐	☐	☐	☐	☐
The lessons progressed so quickly that many students had difficulties keeping up.	☐	☐	☐	☐	☐

Variables	
t43a	Physics lessons - exercises and homework
t43b	Physics lessons - exercises and understanding
t43c	Physics lessons - easiness of exercises
t43d	Physics lessons - different coursework best students
t43e	Physics lessons - exercises helped understanding
t43f	Physics lessons - orientation towards strong students
t43g	Physics lessons - demanding coursework
t43h	Physics lessons - too difficult coursework
t43i	Physics lessons - well chosen coursework
t43j	Physics lessons - orientation towards weaker students
t43k	Physics lessons - too little time for exercises
t43l	Physics lessons - no understanding
t43m	Physics lessons - switching off
t43n	Physics lessons - interest only in good students
t43o	Physics lessons - consideration of learning prerequisites
t43p	Physics lessons - quickness of lessons

14 Out of ten physics lessons: on average, how many times did your teacher set homework?

Please tick one answer only.

never [1]	☐
about 1 time [2]	☐
about 2 times [3]	☐
about 3 times [4]	☐
about 4 times [5]	☐
about 5 times [6]	☐
about 6 times [7]	☐
about 7 times [8]	☐
about 8 times [9]	☐
about 9 times [10]	☐
always [11]	☐

Variables	
t44	Physics - average setting of homework

15 Thinking of a normal school week: on average, what percentage of the physics homework did you seriously try to complete?

Please enter the numbers right-justified

about |___|___|___| %

Variables	
t45	Physics estimate as percentage: completed homework per week

16 In general …

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I learnt a lot in my physics course.	☐	☐	☐	☐	☐
The physics course was a lot of fun.	☐	☐	☐	☐	☐
Time flew by in physics lessons.	☐	☐	☐	☐	☐

Variables	
t46a	Physics in general - learnt a lot
t46b	Physics in general - fun
t46c	Physics in general - time flies by

17 Did you take chemistry as a subject during your upper secondary level?

Please tick the appropriate answer

yes [1]	☐
no [2]	☐
yes: Please continue with the next question	

Variables	
t47	Taking chemistry upper secondary level

Your Chemistry Course

18 Do the following statements apply to you?

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I would have had to make more of an effort in my chemistry classes in order to understand the subject.	☐	☐	☐	☐	☐
I participated as much as I could in my chemistry classes.	☐	☐	☐	☐	☐
I did everything that was asked of me in my chemistry classes.	☐	☐	☐	☐	☐
I always tried to complete my chemistry homework.	☐	☐	☐	☐	☐
I would have had to put in more effort in chemistry to keep up in class.	☐	☐	☐	☐	☐

Variables	
t48a	Chemistry course - effort
t48b	Chemistry course - participation
t48c	Chemistry course - completion of tasks
t48d	Chemistry course - homework
t48e	Chemistry course - effort/endeavour

19 Some statements about your chemistry course:

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher wanted us to really understand the materials and topics covered in class.	☐	☐	☐	☐	☐
Our teacher made it very clear when particular students underperformed.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching us.	☐	☐	☐	☐	☐
“Discipline and order” prevailed in this course.	☐	☐	☐	☐	☐
Life was really made difficult for “lazy” students in this course.	☐	☐	☐	☐	☐
Our teacher taught enthusiastically.	☐	☐	☐	☐	☐

Our teacher reacted immediately if individual students didn't cooperate or when they caused a disturbance.	☐	☐	☐	☐	☐
It was really important for our teacher to see that we learned something.	☐	☐	☐	☐	☐
Our teacher regularly checked if we had really done the homework.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching.	☐	☐	☐	☐	☐

Variables	
t49a	Chemistry teacher - understanding of materials covered in class
t49b	Chemistry teacher - make clear underperformance
t49c	Chemistry teacher - fun instilling
t49d	Chemistry teacher - discipline and order
t49e	Chemistry teacher - lazy students
t49f	Chemistry teacher - enthusiasm
t49g	Chemistry teacher - reaction towards cooperation/disturbance
t49h	Chemistry teacher - importance of learning
t49i	Chemistry teacher - check homework
t49j	Chemistry teacher - fun teaching

20 Please make an estimate. What percentage of the students …

Please enter the numbers right-justified (0 – 100 %)

… participated actively and regularly in chemistry classes?	|___|___|___| %
… were really interested in the chemistry lessons?	|___|___|___|
… often caused a disturbance in chemistry lessons?	|___|___|___|

Variables	
t50a	Chemistry estimate as percentage - participation
t50b	Chemistry estimate as percentage - interest
t50c	Chemistry estimate as percentage - disturbances

21 Some statements about your chemistry course:

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher often created interesting exercises and homework for us.	☐	☐	☐	☐	☐
Our teacher knew which tasks s/he had to give us in order to help us understand the subject.	☐	☐	☐	☐	☐

The exercises set were often too easy.	☐	☐	☐	☐	☐
In this course the best students were often set different coursework than the weaker students.	☐	☐	☐	☐	☐
The coursework helped to really understand the subject.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically strong students in the class.	☐	☐	☐	☐	☐
The coursework was often demanding so that we really had to think hard.	☐	☐	☐	☐	☐
The coursework was often too difficult.	☐	☐	☐	☐	☐
The coursework was almost always well chosen.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically weaker students in the class.	☐	☐	☐	☐	☐
For me there was too little time to finish the tasks set in class.	☐	☐	☐	☐	☐
Sometimes our teacher told us things that I didn’t understand.	☐	☐	☐	☐	☐
Sometimes I just ‘shut off’ in lessons because I couldn’t understand anything.	☐	☐	☐	☐	☐
Our teacher was mainly interested in the good students – s/he didn’t take the weaker students into consideration.	☐	☐	☐	☐	☐
Our teacher took the varying learning prerequisites of the students into consideration.	☐	☐	☐	☐	☐
The lessons progressed so quickly that many students had difficulties keeping up.	☐	☐	☐	☐	☐

Variables

t51a	Chemistry lessons - exercises and homework
t51b	Chemistry lessons - tasks and understanding
t51c	Chemistry lessons - easiness of exercises
t51d	Chemistry lessons - different coursework best students
t51e	Chemistry lessons - coursework helps to understand
t51f	Chemistry lessons - orientation towards strong students
t51g	Chemistry lessons - demanding coursework
t51h	Chemistry lessons - too difficult coursework
t51i	Chemistry lessons - well chosen coursework
t51j	Chemistry lessons - orientation towards weaker students
t51k	Chemistry lessons - too little time for tasks
t51l	Chemistry lessons - no understanding
t51m	Chemistry lessons - switching off
t51n	Chemistry lessons - interest only in good students
t51o	Chemistry lessons - consideration of learning prerequisites
t51p	Chemistry lessons - quickness of lessons

22 Out of ten chemistry lessons: on average, how many times did your teacher set homework?

Please tick one answer only.

about

never [1]	☐
about 1 time [2]	☐
about 2 times [3]	☐
about 3 times [4]	☐
about 4 times [5]	☐
about 5 times [6]	☐
about 6 times [7]	☐
about 7 times [8]	☐
about 8 times [9]	☐
about 9 times [10]	☐
always [11]	☐

Variables	
t52	Chemistry - average setting of homework

23 Thinking of a normal school week: on average, what percentage of the chemistry homework did you seriously try to complete?

Please enter the numbers right-justified

about |___|___|___| %

Variables	
t53	Chemistry estimate as percentage - completed homework per week

24 In general …

Please tick one box in every row.

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I learnt a lot in my chemistry course.	☐	☐	☐	☐	☐
The chemistry course was a lot of fun.	☐	☐	☐	☐	☐
Time flew by in chemistry lessons.	☐	☐	☐	☐	☐

Variables	
t54a	Chemistry in general - learnt a lot
t54b	Chemistry in general - fun
t54c	Chemistry in general - time flies by

25 Did you take biology as a subject during your upper secondary level?

Please tick the appropriate answer

yes [1] ☐

no [2] ☐

yes: Please continue with the next question

Variables	
t9	Taking biology upper secondary level

Your Biology Course

26	Do the following statements apply to you?				
Please tick one box in every row.					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I would have had to make more of an effort in my biology classes in order to fully understand the subject.	☐	☐	☐	☐	☐
I participated as much as I could in my biology classes.	☐	☐	☐	☐	☐
I did everything that was asked of me in my biology classes.	☐	☐	☐	☐	☐
I always tried to complete my biology homework.	☐	☐	☐	☐	☐
I would have had to put in more effort in biology to keep up better in class.	☐	☐	☐	☐	☐

Variables	
t10a	Biology course - effort
t10b	Biology course - participation
t10c	Biology course - completion of tasks
t10d	Biology course - homework
t10e	Biology course - effort/endeavour

27	Some statements about your biology course:				
Please tick one box in every row					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher wanted us to really understand the materials covered in class.	☐	☐	☐	☐	☐
Our teacher made it very clear when particular students underperformed.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching us.	☐	☐	☐	☐	☐
“Discipline and order” prevailed in this course.	☐	☐	☐	☐	☐
Life was really made difficult for “lazy” students in this course.	☐	☐	☐	☐	☐
Our teacher taught enthusiastically.	☐	☐	☐	☐	☐
Our teacher reacted immediately if individual students didn’t cooperate or when they caused a disturbance.	☐	☐	☐	☐	☐
It was really important for our teacher to see that we learned something.	☐	☐	☐	☐	☐
Our teacher regularly checked if we had really done the homework.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching.	☐	☐	☐	☐	☐

Variables	
t11a	Biology teacher - understanding of materials covered in class
t11b	Biology teacher - make clear underperformance
t11c	Biology teacher - fun instilling
t11d	Biology teacher - discipline and order
t11e	Biology teacher - lazy students
t11f	Biology teacher - enthusiasm
t11g	Biologie Lehrkraft - reaction cooperation/disturbance
t11h	Biology teacher - importance of learning
t11i	Biology teacher - check homework
t11j	Biology teacher - fun teaching

28 Please make an estimate. What percentage of the students …

Please enter the numbers right-justified (0 – 100 %)

… participated actively and regularly in biology classes??	|___|___|___| %
… were really interested in the biology lessons?	|___|___|___|
… often caused a disturbance in biology lessons?	|___|___|___|

Variables	
t12a	Biology estimate as percentage - participation
t12b	Biology estimate as percentage - interest
t12c	Biology estimate as percentage - disturbances

29 Some statements about your biology course:

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher often created interesting exercises and homework for us.	☐	☐	☐	☐	☐
Our teacher knew which tasks s/he had to give us in order to help us understand the subject.	☐	☐	☐	☐	☐
The exercises were often too easy.	☐	☐	☐	☐	☐
In this course the best students were often set different coursework than the weaker students.	☐	☐	☐	☐	☐
The coursework helped to really understand the subject.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically strong students in the class.	☐	☐	☐	☐	☐

The coursework was often demanding so that we really had to think hard.	☐	☐	☐	☐	☐
The coursework was often too difficult.	☐	☐	☐	☐	☐
The coursework was almost always well chosen.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically weaker students in the class.	☐	☐	☐	☐	☐
For me there was too little time to finish the tasks set in class.	☐	☐	☐	☐	☐
Sometimes our teacher told us things that I didn't understand.	☐	☐	☐	☐	☐
Sometimes I just 'shut off' in lessons because I couldn't understand anything.	☐	☐	☐	☐	☐
Our teacher was mainly interested in the good students – s/he didn't take the weaker students into consideration.	☐	☐	☐	☐	☐
Our teacher took the varying learning prerequisites of the students into consideration.	☐	☐	☐	☐	☐
The lessons progressed so quickly that many students had difficulties keeping up.	☐	☐	☐	☐	☐

Variables	
t13a	Biology lessons - exercises and homework
t13b	Biology lessons - tasks and understanding
t13c	Biology lessons - easiness of exercises
t13d	Biology lessons - different coursework best students
t13e	Biology lessons - coursework helps to understand
t13f	Biology lessons - orientation towards strong students
t13g	Biology lessons - demanding coursework
t13h	Biology lessons - too difficult coursework
t13i	Biology lessons - well chosen coursework
t13j	Biology lessons - orientation towards weaker students
t13k	Biology lessons - too little time for tasks
t13l	Biology lessons - no understanding
t13m	Biology lessons - switching off
t13n	Biology lessons - interest only in good students
t13o	Biology lessons - consideration of learning prerequisites
t13p	Biology lessons - quickness of lessons

30 Out of ten biology lessons: on average, how many times did your teacher set homework?

Please tick one answer only.

never [1]	☐
about 1 time [2]	☐
about 2 times [3]	☐
about 3 times [4]	☐
about 4 times [5]	☐
about 5 times [6]	☐
about 6 times [7]	☐
about 7 times [8]	☐
about 8 times [9]	☐
about 9 times [10]	☐
always [11]	☐

Variables	
t14	Biology - average setting of homework

31 Thinking of a normal school week: on average, what percentage of the biology homework did you seriously try to complete?

Please enter the numbers right-justified

about |___|___|___| %

Variables	
t15	Biology estimate as percentage - completed homework per week

32 In general …

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I learnt a lot in my biology course.	☐	☐	☐	☐	☐
The biology course was a lot of fun.	☐	☐	☐	☐	☐
Time flew by in biology lessons.	☐	☐	☐	☐	☐

Variables	
t16a	Biology in general - learnt a lot
t16b	Biology in general - fun
t16c	Biology in general - time flies by

Your Mathematics Course

33 How well do the following statements apply to you?					
Please tick one box in every row					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I would have had to make more of an effort in my maths classes in order to understand the subject.	☐	☐	☐	☐	☐
I participated as much as I could in my mathematics classes.	☐	☐	☐	☐	☐
I did everything that was asked of me in my maths classes.	☐	☐	☐	☐	☐
I always tried to complete my maths homework.	☐	☐	☐	☐	☐
I would have had to put in more effort in maths to keep up in class.	☐	☐	☐	☐	☐

Variables	
t17a	Mathematics course - effort
t17b	Mathematics course - participation
t17c	Mathematics course - completion of tasks
t17d	Mathematics course - homework
t17e	Mathematics course - effort/endeavour

34 Some statements about your mathematics course:					
Please tick one box in every row.					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher wanted us to really understand the materials and topics covered in class.	☐	☐	☐	☐	☐
Our teacher made it very clear when particular students underperformed.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching us.	☐	☐	☐	☐	☐
“Discipline and order” prevailed in this course.	☐	☐	☐	☐	☐
Life was really made difficult for “lazy” students in this course.	☐	☐	☐	☐	☐
Our teacher taught enthusiastically.	☐	☐	☐	☐	☐
Our teacher reacted immediately if individual students didn’t cooperate or when they caused a disturbance.	☐	☐	☐	☐	☐
It was really important for our teacher to see that we learned something.	☐	☐	☐	☐	☐
Our teacher regularly checked if we had really done the homework.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching.	☐	☐	☐	☐	☐

Variables	
t18a	Mathematics teacher - understanding of materials covered in class
t18b	Mathematics teacher - make clear underperformance
t18c	Mathematics teacher - fun instilling
t18d	Mathematics teacher - discipline and order
t18e	Mathematics teacher - lazy students
t18f	Mathematics teacher - enthusiasm
t18g	Mathematics teacher - reaction towards cooperation/disturbance
t18h	Mathematics teacher - importance of learning
t18i	Mathematics teacher - check homework
t18j	Mathematics teacher - fun teaching

35 Please make an estimate. What percentage of the students …

Please enter the numbers right-justified (0 – 100 %)

… participated actively and regularly in maths classes?	|___|___|___| %
… were really interested in the maths lessons?	|___|___|___| %
… often caused a disturbance in maths lessons?	|___|___|___| %

Variables	
t19a	Mathematics estimate as percentage - participation
t19b	Mathematics estimate as percentage - interest
t19c	Mathematics estimate as percentage - disturbances

36 Some statements about your mathematics course:

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher often created interesting exercises and homework for us.	☐	☐	☐	☐	☐
Our teacher knew which tasks s/he had to give us in order to help us understand the subject.	☐	☐	☐	☐	☐
The exercises set were often too easy.	☐	☐	☐	☐	☐
In this course the best students were often set different coursework than the weaker students.	☐	☐	☐	☐	☐
The coursework helped to really understand the subject.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically strong students in the class.	☐	☐	☐	☐	☐

The coursework was often demanding so that we really had to think hard.	☐	☐	☐	☐	☐
The coursework was often too difficult.	☐	☐	☐	☐	☐
The coursework was almost always well chosen.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically weaker students in the class.	☐	☐	☐	☐	☐
For me there was too little time to finish the tasks set in class.	☐	☐	☐	☐	☐
Sometimes our teacher told us things that I didn't understand.	☐	☐	☐	☐	☐
Sometimes I just 'shut off' in lessons because I couldn't understand anything.	☐	☐	☐	☐	☐
Our teacher was mainly interested in the good students – s/he didn't take the weaker students into consideration.	☐	☐	☐	☐	☐
Our teacher took the varying learning prerequisites of the students into consideration.	☐	☐	☐	☐	☐
The lessons progressed so quickly that many students had difficulties keeping up.	☐	☐	☐	☐	☐

Variables	
t20a	Mathematics lessons - exercises and homework
t20b	Mathematics lessons - tasks and understanding
t20c	Mathematics lessons - easiness of exercises
t20d	Mathematics lessons - different coursework best students
t20e	Mathematics lessons - coursework helps to understand
t20f	Mathematics lessons - orientation towards strong students
t20g	Mathematics lessons - demanding coursework
t20h	Mathematics lessons - too difficult coursework
t20i	Mathematics lessons - well chosen coursework
t20j	Mathematics lessons - orientation towards weaker students
t20k	Mathematics lessons - too little time for tasks
t20l	Mathematics lessons - no understanding
t20m	Mathematics lessons - switching off
t20n	Mathematics lessons - interest only in good students
t20o	Mathematics lessons - consideration of learning prerequisites
t20p	Mathematics lessons - quickness of lessons

37 Out of ten maths lessons: on average, how many times did your teacher set homework?

Please tick one answer only

never [1]	☐
about 1 time [2]	☐
about 2 times [3]	☐
about 3 times [4]	☐
about 4 times [5]	☐
about 5 times [6]	☐
about 6 times [7]	☐
about 7 times [8]	☐
about 8 times [9]	☐
about 9 times [10]	☐
always [11]	☐

Variables	
t21	Mathematics - average setting of homework

38 Thinking of a normal school week: on average, what percentage of the maths homework did you seriously try to complete?

Please enter the numbers right-justified

about |___|___|___| %

Variables	
t22	Mathematics estimate as percentage - completed homework per week

39 In general …

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I learnt a lot in my maths course.	☐	☐	☐	☐	☐
The maths course was a lot of fun.	☐	☐	☐	☐	☐
Time flew by in maths lessons.	☐	☐	☐	☐	☐

Variables	
t23a	Mathematics in general - learnt a lot
t23b	Mathematics in general - fun
t23c	Mathematics in general - time flies by

Your German Course

40	How well do the following statements apply to you?				
Please tick one box in every row					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I would have had to make more of an effort in my German classes in order to understand the subject.	☐	☐	☐	☐	☐
I participated as much as I could in my German classes.	☐	☐	☐	☐	☐
I did everything that was asked of me in my German classes.	☐	☐	☐	☐	☐
I always tried to complete my German homework.	☐	☐	☐	☐	☐
I would have had to put in more effort in German to keep up in class.	☐	☐	☐	☐	☐

Variables	
t24a	German course - effort
t24b	German course - participation
t24c	German course - completion of tasks
t24d	German course - homework
t24e	German course - effort/endeavour

41	Some statements about your German course:				
Please tick one box in every row					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher wanted us to really understand the materials and topics covered in class.	☐	☐	☐	☐	☐
Our teacher made it very clear when particular students underperformed.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching us.	☐	☐	☐	☐	☐
“Discipline and order” prevailed in this course.	☐	☐	☐	☐	☐
Life was really made difficult for “lazy” students in this course.	☐	☐	☐	☐	☐
Our teacher taught enthusiastically.	☐	☐	☐	☐	☐
Our teacher reacted immediately if individual students didn’t cooperate or when they caused a disturbance.	☐	☐	☐	☐	☐
It was really important for our teacher to see that we learned something.	☐	☐	☐	☐	☐
Our teacher regularly checked if we had really done the homework.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching.	☐	☐	☐	☐	☐

Variables	
t25a	German teacher - understanding of materials covered in class
t25b	German teacher - make clear underperformance
t25c	German teacher - fun instilling
t25d	German teacher - discipline and order
t25e	German teacher - lazy students
t25f	German teacher - enthusiasm
t25g	German teacher - reaction towards cooperation/disturbance
t25h	German teacher - importance of learning
t25i	German teacher - check homework
t25j	German teacher - fun teaching

42 Please make an estimate. What percentage of the students …

Please enter the numbers right-justified (0 – 100 %)

… participated actively and regularly in German classes?	|___|___|___| %
… were really interested in the German lessons?	|___|___|___|
… often caused a disturbance in German lessons?	|___|___|___|

Variables	
t26a	German estimate as percentage - participation
t26b	German estimate as percentage - interest
t26c	German estimate as percentage - disturbances

43 Some statements about your German course:

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher often created interesting exercises and homework for us.	☐	☐	☐	☐	☐
Our teacher knew which tasks s/he had to give us in order to help us understand the subject.	☐	☐	☐	☐	☐
The exercises set were often too easy.	☐	☐	☐	☐	☐
In this course the best students were often set different coursework than the weaker students.	☐	☐	☐	☐	☐
The coursework helped to really understand the subject.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically strong students in the class.	☐	☐	☐	☐	☐

The coursework was often demanding so that we really had to think hard.	☐	☐	☐	☐	☐
The coursework was often too difficult.	☐	☐	☐	☐	☐
The coursework was almost always well chosen.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically weaker students in the class.	☐	☐	☐	☐	☐
For me there was too little time to finish the tasks set in class.	☐	☐	☐	☐	☐
Sometimes our teacher told us things that I didn't understand.	☐	☐	☐	☐	☐
Sometimes I just 'shut off' in lessons because I couldn't understand anything.	☐	☐	☐	☐	☐
Our teacher was mainly interested in the good students – s/he didn't take the weaker students into consideration.	☐	☐	☐	☐	☐
Our teacher took the varying learning prerequisites of the students into consideration.	☐	☐	☐	☐	☐
The lessons progressed so quickly that many students had difficulties keeping up.	☐	☐	☐	☐	☐

Variables	
t27a	German lessons - exercises and homework
t27b	German lessons - tasks and understanding
t27c	German lessons - easiness of exercises
t27d	German lessons - different coursework best students
t27e	German lessons - coursework helps to understand
t27f	German lessons - orientation towards strong students
t27g	German lessons - demanding coursework
t27h	German lessons - too difficult coursework
t27i	German lessons - well chosen coursework
t27j	German lessons - orientation towards weaker students
t27k	German lessons - too little time for tasks
t27l	German lessons - no understanding
t27m	German lessons - switching off
t27n	German lessons - interest only in good students
t27o	German lessons - consideration of learning prerequisites
t27p	German lessons - quickness of lessons

44 Out of ten German lessons: on average, how many times did your teacher set homework?

Please tick one answer only.

never [1]	☐
about 1 time [2]	☐
about 2 times [3]	☐
about 3 times [4]	☐
about 4 times [5]	☐
about 5 times [6]	☐
about 6 times [7]	☐
about 7 times [8]	☐
about 8 times [9]	☐
about 9 times [10]	☐
always [11]	☐

Variables	
t28	German - average setting of homework

45 Thinking of a normal school week: on average, what percentage of the German homework did you seriously try to complete?

Please enter the numbers right-justified.

about |___|___|___| %

Variables	
t29	German estimate as percentage - completed homework per week

46 In general …

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I've learned a lot in my German course.	☐	☐	☐	☐	☐
In general the German course was a lot of fun.	☐	☐	☐	☐	☐
Time flew by in German lessons.	☐	☐	☐	☐	☐

Variables	
t30a	German in general - learnt a lot
t30b	German in general - fun
t30c	German in general - time flies by

47	Did you take English as a subject during your upper secondary level?
Please tick the appropriate answer	
yes [1]	☐
no [2]	☐
yes: Please continue with the next question	

Variables	
t31	Taking English upper secondary level

Your English Course

48	Do the following statements apply to you?				
Please tick one box in every row					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I would have had to make more of an effort in my English classes in order to understand the subject.	☐	☐	☐	☐	☐
I participated as much as I could in my English classes.	☐	☐	☐	☐	☐
I did everything that was asked of me in my English classes.	☐	☐	☐	☐	☐
I always tried to complete my English homework.	☐	☐	☐	☐	☐
I would have had to put in more effort in English to keep up in class.	☐	☐	☐	☐	☐

Variables	
t32a	English course - effort
t32b	English course - participation
t32c	English course - completion of tasks
t32d	English course - homework
t32e	English course - effort/endeavour

49	Some statements about your English course:				
Please tick one box in every row					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher wanted us to really understand the materials and topics covered in class.	☐	☐	☐	☐	☐
Our teacher made it very clear when particular students underperformed.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching us.	☐	☐	☐	☐	☐
“Discipline and order” prevailed in this course.	☐	☐	☐	☐	☐

Life was really made difficult for "lazy" students in this course.	☐	☐	☐	☐	☐
Our teacher taught enthusiastically.	☐	☐	☐	☐	☐
Our teacher reacted immediately if individual students didn't cooperate or when they caused a disturbance.	☐	☐	☐	☐	☐
It was really important for our teacher to see that we learned something.	☐	☐	☐	☐	☐
Our teacher regularly checked if we had really done the homework.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching.	☐	☐	☐	☐	☐

Variables	
t33a	English teacher - understanding of materials covered in class
t33b	English teacher - make clear underperformance
t33c	English teacher - fun instilling
t33d	English teacher - discipline and order
t33e	English teacher - lazy students
t33f	English teacher - enthusiasm
t33g	English teacher - Reaction towards cooperation/disturbance
t33h	English teacher - importance of learning
t33i	English teacher - check homework
t33j	English teacher - fun teaching

50 Please make an estimate. What percentage of the students …

Please enter the numbers right-justified (0 – 100 %)

… participated actively and regularly in English classes?	|___|___|___| %
… were really interested in the English lessons?	|___|___|___| %
… often caused a disturbance in English lessons?	|___|___|___| %

Variables	
t34a	English estimate as percentage - participation
t34b	English estimate as percentage - interest
t34c	English estimate as percentage - disturbances

51 Some statements about your English course:

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher often created interesting exercises and homework for us.	☐	☐	☐	☐	☐

Our teacher knew which tasks s/he had to give us in order to help us understand the subject.	☐	☐	☐	☐	☐
The exercises set were often too easy.	☐	☐	☐	☐	☐
In this course the best students were often set different coursework than the weaker students.	☐	☐	☐	☐	☐
The coursework helped to really understand the subject.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically strong students in the class.	☐	☐	☐	☐	☐
The coursework was often demanding so that we really had to think hard.	☐	☐	☐	☐	☐
The coursework was often too difficult.	☐	☐	☐	☐	☐
The coursework was almost always well chosen.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically weaker students in the class.	☐	☐	☐	☐	☐
For me there was too little time to finish the tasks set in class.	☐	☐	☐	☐	☐
Sometimes our teacher told us things that I didn't understand.	☐	☐	☐	☐	☐
Sometimes I just 'shut off' in lessons because I couldn't understand anything.	☐	☐	☐	☐	☐
Our teacher was mainly interested in the good students – s/he didn't take the weaker students into consideration.	☐	☐	☐	☐	☐
Our teacher took the varying learning prerequisites of the students into consideration.	☐	☐	☐	☐	☐
The lessons progressed so quickly that many students had difficulties keeping up.	☐	☐	☐	☐	☐

Variables

t35a	English lessons - exercises and homework
t35b	English lessons - tasks and understanding
t35c	English lessons - easiness of exercises
t35d	English lessons - different coursework best students
t35e	English lessons - coursework helps to understand
t35f	English lessons - orientation towards strong students
t35g	English lessons - demanding coursework
t35h	English lessons - too difficult coursework
t35i	English teaching - well chosen coursework
t35j	English lessons - orientation towards weaker students
t35k	English lessons - too little time for tasks
t35l	English lessons - no understanding
t35m	English lessons - switching off
t35n	English lessons - interest only in good students
t35o	English lessons - consideration of learning prerequisites
t35p	English lessons - quickness of lessons

52 Out of ten English lessons: on average, how many times did your teacher set homework?

Please tick one answer only.

never [1]	☐
about 1 time [2]	☐
about 2 times [3]	☐
about 3 times [4]	☐
about 4 times [5]	☐
about 5 times [6]	☐
about 6 times [7]	☐
about 7 times [8]	☐
about 8 times [9]	☐
about 9 times [10]	☐
always [11]	☐

Variables	
t36	English - average setting of homework

53 Thinking of a normal school week: on average, what percentage of the English homework did you seriously try to complete?

Please enter the numbers right-justified

about	|___|___|___| %

Variables	
t37	English estimate as percentage - completed homework per week

54 In general …

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I learnt a lot in my English course.	☐	☐	☐	☐	☐
The English course was a lot of fun.	☐	☐	☐	☐	☐
Time flew by in English lessons.	☐	☐	☐	☐	☐

Variables	
t38a	English in general - learnt a lot
t38b	English in general - fun
t38c	English in general - time flies by

Choice of Upper Secondary Level Subjects

55	For your upper secondary level you had several chances to set your educational priorities (e.g. with your choice of advanced courses [Leistungskurs]). What is your opinion?				
Please tick one box in every row					
	do not agree at all [1]	rather do not agree [2]	partly agree [3]	rather agree [4]	completely agree [5]
There should be a freer choice of subjects.	☐	☐	☐	☐	☐
I am happy with my choice.	☐	☐	☐	☐	☐
There were enough options to choose from.	☐	☐	☐	☐	☐
In a secondary school leading to a university entrance qualification [Gymnasium] you should be allowed to concentrate more on specific subjects and drop others.	☐	☐	☐	☐	☐
At my school lots of advanced courses [Leistungskurs] couldn't be offered because there were too few students.	☐	☐	☐	☐	☐
I would have preferred to choose some subjects to study as an advanced course that weren't available at my school.	☐	☐	☐	☐	☐
My school had a relatively wide choice of subjects available to study as an advanced course.	☐	☐	☐	☐	☐
During my upper secondary level I had enough opportunities to focus on topics that interested me.	☐	☐	☐	☐	☐
The upper secondary level helped me to make a clear decision about my choice of further education.	☐	☐	☐	☐	☐

Variables	
t55a_v1	Choice of subjects upper secondary level - freer choice of subjects
t55b_v1	Choice of subjects upper secondary level - satisfaction with choice
t55c_v1	Choice of subjects upper secondary level - enough options to choose from
t55d_v1	Choice of subjects upper secondary level - concentration on specific subjects
t55e_v1	Choice of subjects upper secondary level - offering of advanced courses
t55f_v1	Choice of subjects upper secondary level - other advanced courses
t55g_v1	Choice of subjects upper secondary level - wide choice advanced courses
t55h_v1	Choice of subjects upper secondary level - focus on interesting topics
t55i_v1	Choice of subjects upper secondary level - further education

Questions About The Newly Structured Upper Secondary Level

The coming year (school year 2010/2011) will see the first schoolleavers in Thuringia who have completed the newly structured upper secondary level. The reform included a set of changes relating to the compulsory part of upper secondary level education.

56	How well-informed are you about the differences between the “old” and the “new” upper secondary level?
Please tick one answer only	
very little [1]	☐
little [2]	☐
much [3]	☐
very much [4]	☐

Variables	
t56	Reformed upper secondary level - Knowledge about differences

57	How do you rate the effects of the upper secondary level reform in general?
Please tick one answer only.	
upper secondary level reform in general	
strong negative effects [1]	☐
slightly negative effects [2]	☐
no effect [3]	☐
slightly positive effects [4]	☐
strong positive effects [5]	☐

Variables	
t57	assessment of reform in general

58 How do you rate the specific effects of the upper secondary level reform on the following factors?

Please tick one box in every row.

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
General standard of achievement of the students	☐	☐	☐	☐	☐
General level of motivation among students	☐	☐	☐	☐	☐
Preparing students to choose subjects for tertiary education	☐	☐	☐	☐	☐
Preparing students for the demands of tertiary education	☐	☐	☐	☐	☐
Comparability between school leaving certificate results of different schools	☐	☐	☐	☐	☐

Suitability of school leaving certificate grade as indicator of aptitude for tertiary education	☐	☐	☐	☐	☐

Variables	
t58a	effects of the reform - general standard of achievement of all students
t58b	effects of the reform - general level of motivation
t58c	effects of the study - preparing students to choose subjects for tertiary education
t58d	effects of the reform - preparing students for demands of tertiary education
t58e	effects of the reform - comparability of school leaving certificate results
t58f	effects of the reform - school leaving certificate grade as indicator of aptitude for tertiary educ

59 Bearing the following aspects in mind, what do you think about the introduction of mathematics as a core subject [Kernfach] (with 4 lessons per week [Wochenstunden], compared to 4 as basic course and 6 as advanced course before the reform)?

Please tick one box in every row

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
Average level of achievement in mathematics	☐	☐	☐	☐	☐
Ensuring a minimum level of achievement in mathematics	☐	☐	☐	☐	☐
Support and mentoring of excellent students with higher achievement levels in mathematics	☐	☐	☐	☐	☐
Reducing differences between stronger and weaker students in mathematics courses	☐	☐	☐	☐	☐
Students' willingness to make an effort in mathematics courses	☐	☐	☐	☐	☐
Students' interest in mathematics	☐	☐	☐	☐	☐
Support and encouragement for students with lower achievement levels in mathematics	☐	☐	☐	☐	☐

Variables	
t59a	Reformed upper secondary level - mathematics: level of achievement
t59b	Reformed upper secondary level - mathematics: minimum level
t59c	Reformed upper secondary level - mathematics: support of excellent students
t59d	Reformed upper secondary level - mathematics: reducing differences
t59e	Reformed upper secondary level - mathematics: willingness to make an effort
t59f	Reformed upper secondary level - mathematics: interest
t59g	Reformed upper secondary level - mathematics: support of weaker students

60 Bearing the following aspects in mind, what do you think about the introduction of English as a core subject [Kernfach] (with 4 lessons per week, compared to 3 as basic course and 6 as advanced course before the reform)?

Please tick one box in every row

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
Average level of achievement in English	☐	☐	☐	☐	☐
Ensuring a minimum level of achievement in English	☐	☐	☐	☐	☐
Support and mentoring of excellent students with higher achievement levels in English	☐	☐	☐	☐	☐
Reducing differences between stronger and weaker students in English courses	☐	☐	☐	☐	☐
Students' willingness to make an effort in English courses	☐	☐	☐	☐	☐
Students' interest in English	☐	☐	☐	☐	☐
Support and encouragement for students with lower achievement levels in English	☐	☐	☐	☐	☐

Variables	
t60a_v1	Reformed upper secondary level - English: level of achievement
t60b_v1	Reformed upper secondary level - English: minimum level
t60c_v1	Reformed upper secondary level - English: support of excellent students
t60d_v1	Reformed upper secondary level - English: reducing differences
t60e_v1	Reformed upper secondary level - English: willingness to make an effort
t60f_v1	Reformed upper secondary level - English: interest
t60g_v1	Reformed upper secondary level - English: support of weaker students

61 With the upper secondary level reform, all students now have to take a science subject (physics, chemistry or biology) as a higher level (HL) course [Fach mit erhöhtem Anforderungsniveau] for 4 lessons per week. Considering the following aspects, what do you think about this?

Please tick one box in every row.

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
Average level of achievement in science	☐	☐	☐	☐	☐
Ensuring a minimum level of achievement in science	☐	☐	☐	☐	☐
Support and mentoring of students with higher achievement levels in science	☐	☐	☐	☐	☐
Reducing differences between stronger and weaker students in science courses	☐	☐	☐	☐	☐
Students' willingness to make an effort in science courses	☐	☐	☐	☐	☐
Students' interest in science	☐	☐	☐	☐	☐

Support and encouragement of students with lower achievement levels in science	☐	☐	☐	☐	☐

Variables	
t61a	Reformed upper secondary level - science: level of achievement
t61b	Reformed upper secondary level - science: minimum level
t61c	Reformed upper secondary level - science: support of excellent students
t61d	Reformed upper secondary level - science: reducing differences
t61e	Reformed upper secondary level - science: willingness to make an effort
t61f	Reformed upper secondary level - science: interest
t61g	Reformed upper secondary level - science: support of weaker students

62 With the upper education level reform, all students now have to take exams in 5 subjects (previously 4). What effect do you think this has on the following factors?

Please tick one box in every row.

	strong decrease [1]	slight decrease [2]	no change [3]	slight increase [4]	strong increase [5]
… psychological stress on upper education level students	☐	☐	☐	☐	☐
… general level of education of upper education level students	☐	☐	☐	☐	☐
… the students' opportunity to develop their own specific field of interest	☐	☐	☐	☐	☐
… willingness to study in subjects without an exam	☐	☐	☐	☐	☐
… quality of preparation for tertiary education?	☐	☐	☐	☐	☐
… comparability of school leaving certificate result	☐	☐	☐	☐	☐

Variables	
t62a	Reformed upper secondary level - examination subjects: psychological stress
t62b	Reformed upper secondary level - examination subjects: general education
t62c	Reformed upper secondary level - examination subjects: specific field of interest
t62d	Reformed upper secondary level - examination subjects: willingness to study
t62e	Reformed upper secondary level - examination subjects: preparation for tertiary education
t62f	Reformed upper secondary level - examination subjects: comparability

Project Paper And Tutorial [Seminarfach]

63 What is the best description of the work you produced in your project paper [Seminarfacharbeit]?

Please tick one answer only.

Theoretical research work (e.g. literary interpretation, literature research) [1]	Empirical research work (experiments, field studies, interviews, surveys, etc.) [2]	Work of art or audio-visual production [3]	Other (please specify) [4]
☐	☐	☐	☐

Variables	
t63a	Project paper - description
t63b	Project paper - description: other

64 How often did you have one-to-one meetings with the supervising teacher(s)?

Please tick one answer only

never [1]	☐
1 times [2]	☐
2 times [3]	☐
3 times [4]	☐
4 times [5]	☐
5 times [6]	☐
6 times [7]	☐
7 times [8]	☐
8 times [9]	☐
9 times [10]	☐
10 times or more [11]	☐

Variables	
t64	Project paper - number of one-to-one meetings

Self-Assessment

65 How well do the following statements apply to you?

Please tick one box in every row

	doesn't apply at all [1]	doesn't apply much [2]	applies quite well [3]	applies fully [4]
I have a good memory.	☐	☐	☐	☐
I simply have no talent for English.	☐	☐	☐	☐
I'm good at German in school.	☐	☐	☐	☐
I like going to school.	☐	☐	☐	☐
I'm good at biology.	☐	☐	☐	☐
Physics is not really my thing.	☐	☐	☐	☐
I wish I was as intelligent as the others.	☐	☐	☐	☐
I simply have no talent for maths.	☐	☐	☐	☐
I'm good at chemistry.	☐	☐	☐	☐
Biology is not really my thing.	☐	☐	☐	☐
There are some things we learn which I just can't remember.	☐	☐	☐	☐
I could do well in a job where you need to know about physics.	☐	☐	☐	☐
Studying is fun at our school.	☐	☐	☐	☐
German as a school subject is not really my thing.	☐	☐	☐	☐
I'm good at physics.	☐	☐	☐	☐
Compared to the others, I'm not very talented.	☐	☐	☐	☐
Chemistry is not really my thing.	☐	☐	☐	☐
I'm satisfied with our school.	☐	☐	☐	☐
I could do well in a job where you need to know about maths.	☐	☐	☐	☐
I could do well in a job where you need to know about biology.	☐	☐	☐	☐
I'm happy at our school.	☐	☐	☐	☐
I'm good at English.	☐	☐	☐	☐
Maths is not really my thing.	☐	☐	☐	☐
I could do well in a job where you need to know about chemistry.	☐	☐	☐	☐
English is not really my thing.	☐	☐	☐	☐
I simply have no talent for biology.	☐	☐	☐	☐
I often think I'm not as clever as the others.	☐	☐	☐	☐
I simply have no talent for physics.	☐	☐	☐	☐
I could do well in a job where you need a good command of English.	☐	☐	☐	☐

I could do well in a job where you need a lot of the things we learned in our German lessons.	☐	☐	☐	☐
I simply have no talent for chemistry.	☐	☐	☐	☐
I remember what I've learned for a long time.	☐	☐	☐	☐
I'm good at maths.	☐	☐	☐	☐
I simply have no talent for German as a school subject.	☐	☐	☐	☐

Variables

t65a	Self-assessment - memory
t65b	Self-assessment - English: no talent
t65c	Self-assessment - good at German
t65d	Self-assessment - pleasure going to school
t65e	Self-assessment - good at biology
t65f	Self-assessment - not good at physics
t65g	Self-assessment - comparison with others
t65h	Self-assessment - mathematics: no talent
t65i	Self-assessment - good at chemistry
t65j	Self-assessment - not good at biology
t65k	Self-assessment - remembering of specific course materials
t65l	Self-assessment - knowledge in physics
t65m	Self-assessment - studying is fun
t65n	Self-assessment - not good at German
t65o	Self-assessment - good at physics
t65p	Self-assessment - little talented compared to other
t65q	Self-assessment - not good at chemistry
t65r	Self-assessment - satisfaction with school
t65s	Self-assessment - knowledge in mathematics
t65t	Self-assessment - knowledge in biology
t65u	Self-assessment - feeling at ease in school
t65v	Self-assessment - good at English
t65w	Self-assessment - not good at mathematics
t65x	Self-assessment - knowledge in chemistry
t65y	Self-assessment - not good at English
t65z	Self-assessment - biology: no talent
t65aa	Self-assessment - in comparison not as clever
t65ab	Self-assessment - physics: not talent
t65ac	Self-assessment - knowledge in English
t65ad	Self-assessment - knowledge in German
t65ae	Self-assessment - chemistry: no talent
t65af	Self-assessment - remembering of materials learned
t65ag	Self-assessment - good at mathematics
t65ah	Self-assessment - German: no talent

66 How strongly do you agree with the following statements? I study because …

Please tick one box in every row

	completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]
… I'm interested in the subjects.	☐	☐	☐	☐
… it's fun.	☐	☐	☐	☐
… I want to learn new things.	☐	☐	☐	☐
… I can improve my career chances.	☐	☐	☐	☐

… it's what I expect of myself.	☐	☐	☐	☐
… it will help me get a job.	☐	☐	☐	☐
… I don't want to let my parents down.	☐	☐	☐	☐

Variables	
t66a	Studying - out of interest
t66b	Studying - out of fun
t66c	Studying - new things
t66d	Studying - improve career chances
t66e	Studying - self-expectation
t66f	Studying - get a job
t66g	Studying - to not let parents down

67 How strongly do you agree with the following statements?

Please tick one box in every row.

	completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]
When I encounter difficulties, I find ways to overcome them and get what I want.	☐	☐	☐	☐
I always manage to solve difficult problems if I try hard enough.	☐	☐	☐	☐
I find it difficult to achieve my aims / to really do what I intend to do.	☐	☐	☐	☐
I always know how to behave even in unexpected situations.	☐	☐	☐	☐
I'm unsure how to cope with unexpected events.	☐	☐	☐	☐
I take a relaxed approach to difficulties because I'm confident about my own skills and abilities.	☐	☐	☐	☐
Whatever happens, I'll be able to handle it.	☐	☐	☐	☐
I can find a solution to any problem.	☐	☐	☐	☐
If I encounter something new, I know how to deal with it.	☐	☐	☐	☐
If a problem arises, I can cope with it myself.	☐	☐	☐	☐

Variables

t67a	Problem solving - assertion
t67b	Problem solving - effort
t67c	Problem solving - realisation intentions and aims
t67d	Problem solving - behavior unexpected situation
t67e	Problem solving - coping with unexpected events
t67f	Problem solving - trust in skills and abilities
t67g	Problem solving - handling whatever happens
t67h	Problem solving - finding a solution
t67i	Problem solving - deal with something new
t67j	Problem solving - to cope with problems oneself

Hobbies and Free-Time

68 Please enter details of how you spend your free time (outside of school lessons) during a normal week. On how many days in the week do you do the following?

Please tick one box in every row

	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Take part in free-time activities at school (e.g. sports, hobbies, working groups)	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Meet friends	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Play computer games, internet chat etc.	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Watch TV	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Read	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								

	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Activities with my family	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Play sport (alone, with friends or at a sports club)	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Take part in other groups (not sport), such as orchestra or church groups	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Spend time pursuing hobbies (e.g. musical instruments, arts and crafts)	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Part-time job	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Other	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								

Variables

t68a	Days per week - activities at school
t68aa	Days per week - activities in school: total hours
t68b	Days per week - friends
t68bb	Days per week - friends: total hours
t68c	Days per week - computer
t68cc	Days per week - computer: total hours
t68d	Days per week - watch TV
t68dd	Days per week - watch TV: total hours
t68e	Days per week - read
t68ee	Days per week - read: total hours
t68f	Days per week - activities family
t68ff	Days per week - activities family: total hours
t68g	Days per week - play sport
t68gg	Days per week - play sport: total hours
t68h	Days per week - orchestra, church groups
t68hh	Days per week - orchestra, church groups: total hours
t68i	Days per week - hobbies
t68ii	Days per week - hobbies: total hours
t68j	Days per week - part-time job
t68jj	Days per week - part-time job: total hours
t68k	Days per week - other
t68kk	Days per week - other: total hours

How Do You See Yourself?

69 Please indicate how well the following statements describe you.

Please tick one box in every row

	doesn't apply at all [1]	doesn't apply much [2]	applies quite well [3]	applies fully [4]
I am rather reserved.	☐	☐	☐	☐
I tend to criticise others.	☐	☐	☐	☐
I complete my tasks thoroughly.	☐	☐	☐	☐
I easily become depressed and gloomy.	☐	☐	☐	☐
I am interested in many things.	☐	☐	☐	☐
I am enthusiastic and can motivate others easily.	☐	☐	☐	☐
I trust others easily and believe in the basic goodness of humanity.	☐	☐	☐	☐
I like things to be comfortable and tend to be a bit lazy.	☐	☐	☐	☐
I am relaxed and don't easily get stressed.	☐	☐	☐	☐
I think a lot and am interested in profound thoughts.	☐	☐	☐	☐

I am a “quiet type” and use words sparingly.	☐	☐	☐	☐
I can be cold and remote.	☐	☐	☐	☐
I work efficiently and fast.	☐	☐	☐	☐
I worry a lot.	☐	☐	☐	☐
I have a good imagination and come up with good ideas.	☐	☐	☐	☐
I am out-going and sociable.	☐	☐	☐	☐
I can be blunt and dismissive in my relations with others.	☐	☐	☐	☐
I make plans and carry them out.	☐	☐	☐	☐
I easily become nervous and unsure of myself.	☐	☐	☐	☐
I place value in artistic and aesthetic impressions.	☐	☐	☐	☐
I am not really interested in artistic things.	☐	☐	☐	☐
I easily let others talk me into doing silly things.	☐	☐	☐	☐
I often act without thinking about the consequences of my actions.	☐	☐	☐	☐
I rarely act without due consideration.	☐	☐	☐	☐
I am careful about what I say to other people.	☐	☐	☐	☐
I don’t study as hard as most of the other students in my classes.	☐	☐	☐	☐
I do what I have to do but rarely more than necessary.	☐	☐	☐	☐
I have high expectations for myself and I am trying to achieve them.	☐	☐	☐	☐
I try hard to do more than is asked of me.	☐	☐	☐	☐

Variables

t69a	Self-assessment - reserved
t69b	Self-assessment - criticise others
t69c	Self-assessment - complete tasks
t69d	Self-assessment - depressed
t69e	Self-assessment - interest in many things
t69f	Self-assessment - enthusiasm
t69g	Self-assessment - trust
t69h	Self-assessment - laziness
t69i	Self-assessment - relaxed manner
t69j	Self-assessment - profound thinking
t69k	Self-assessment - quiet, sparing of words
t69l	Self-assessment - cold behaviour
t69m	Self-assessment - efficiency
t69n	Self-assessment - worry
t69o	Self-assessment - good imagination
t69p	Self-assessment - sociability
t69q	Self-assessment - dismissive behavior
t69r	Self-assessment - make plans
t69s	Self-assessment - nervousness
t69t	Self-assessment - value artistic impressions
t69u	Self-assessment - little interest in artistic things
t69v	Self-assessment - doing silly things
t69w	Self-assessment - consequences of actions
t69x	Self-assessment - consideration of actions
t69y	Self-assessment - careful towards others
t69z	Self-assessment - little studiousness
t69aa	Self-assessment - not doing more than necessary
t69ab	Self-assessment - high expectations
t69ac	Self-assessment - doing more than asked

Health Problems

70 How often have you had the following problems in the last 6 weeks?

Please tick one box in every row

	never [1]	1-2 times [2]	3-6 times [3]	more than 6 times [4]
Nervousness, inner anxiety	☐	☐	☐	☐
Headaches	☐	☐	☐	☐
Strong heart palpitations	☐	☐	☐	☐
Fear that it’s all getting too much	☐	☐	☐	☐
Difficulty concentrating	☐	☐	☐	☐
Sleep disturbances	☐	☐	☐	☐
Bad dreams	☐	☐	☐	☐

Excessive sweating	☐	☐	☐	☐
Vomiting	☐	☐	☐	☐
Easily irritable	☐	☐	☐	☐
Feelings of dizziness	☐	☐	☐	☐
Tiredness, fatigue	☐	☐	☐	☐
Incapable of relaxing	☐	☐	☐	☐
Severe forgetfulness, distraction	☐	☐	☐	☐
Angry at everything	☐	☐	☐	☐
Feeling of being worthless	☐	☐	☐	☐
Fear of going to school	☐	☐	☐	☐
Shakiness, weakness	☐	☐	☐	☐
Nausea	☐	☐	☐	☐
Loss of appetite	☐	☐	☐	☐
Backache	☐	☐	☐	☐
Sadness	☐	☐	☐	☐
Feeling that excessive demands are being made of me	☐	☐	☐	☐
Eating binges	☐	☐	☐	☐
Feeling of inner emptiness	☐	☐	☐	☐
Stomach ache	☐	☐	☐	☐

Variables

t70a	Health problems - nervousness
t70b	Health problems - headaches
t70c	Health problems - heart palpitations
t70d	Health problems - fear
t70e	Health problems - difficulty concentrating
t70f	Health problems - sleep disturbances
t70g	Health Problems - bad dreams
t70h	Health problems - excessive sweating
t70i	Health problems - vomiting
t70j	Health problems - irritability
t70k	Health Problems - dizziness
t70l	Health problems - tiredness, fatigue
t70m	Health problems - incapable of relaxing
t70n	Health problems - forgetfulness
t70o	Health problems - angry at everything
t70p	Health problems - worthlessness
t70q	Health problems - fear of going to school
t70r	Health problems - shakiness
t70s	Health problems - nausea
t70t	Health problems - loss of appetite
t70u	Health problems - backache
t70v	Health problems - sadness
t70w	Health problems - excessive demands
t70x	Health problems - eating binges
t70y	Health problems - inner emptiness
t70z	Health problems - stomach ache

71 If you think about both school term time and the school holidays, when do these problems occur?

Please tick one answer only

Only during the school terms [1]	☐
Mainly in school term time [2]	☐
Equally often at school and during the holidays [3]	☐
More often in the holidays [4]	☐

Variables	
t71	Occurrence of health problems - comparison school term time and school holidays

72 Since the start of the school year, how often have you been ill and unable to attend lessons?

Please tick one answer only

never ill [1]	☐
1-5 days ill [2]	☐
6-10 days ill [3]	☐
11-15 days ill [4]	☐
16 or more days ill [5]	☐

Variables	
t72	Ill during school term time

Interests

73 Please indicate how well the following statements apply to you, even if you didn't study the subject referred to during the upper secondary level.

Please tick one box in every row

	doesn't apply at all [1]	doesn't apply much [2]	applies quite well [3]	applies fully [4]
English is simply an exciting subject.	☐	☐	☐	☐
When I'm working on a chemistry exercise, I often don't notice how quickly the time goes by.	☐	☐	☐	☐
I am happy to sacrifice some of my free time if I can learn something new in biology.	☐	☐	☐	☐
For me personally, it is important to be good at physics.	☐	☐	☐	☐
When I'm working on my English coursework, I often don't notice how quickly the time goes by.	☐	☐	☐	☐
For me personally, it is important to be good at maths.	☐	☐	☐	☐
I am happy to sacrifice some of my free time if I can learn something new in German.	☐	☐	☐	☐
I am happy to sacrifice some of my free time if I can learn something new in English.	☐	☐	☐	☐
Biology is simply an exciting subject.	☐	☐	☐	☐
For me personally, it is important to be good at German.	☐	☐	☐	☐
When I'm working on my maths coursework, I often don't notice how quickly the time goes by.	☐	☐	☐	☐
Physics is simply an exciting subject.	☐	☐	☐	☐

For me personally, it is important to be good at English.	☐	☐	☐	☐
When I'm working on my biology coursework, I often don't notice how quickly the time goes by.	☐	☐	☐	☐
Chemistry is simply an exciting subject.	☐	☐	☐	☐
I am happy to sacrifice some of my free time if I can learn something new in physics.	☐	☐	☐	☐
For me personally, it is important to be good at biology.	☐	☐	☐	☐
Mathematics is simply an exciting subject.	☐	☐	☐	☐
When I'm working on my German coursework, I often don't notice how quickly the time goes by.	☐	☐	☐	☐
I am happy to sacrifice some of my free time if I can learn something new in chemistry.	☐	☐	☐	☐
When I'm working on my physics coursework, I often don't notice how quickly the time goes by.	☐	☐	☐	☐
For me personally, it is important to be good at chemistry.	☐	☐	☐	☐
I am happy to sacrifice some of my free time if I can learn something new in maths.	☐	☐	☐	☐
German is simply an exciting subject.	☐	☐	☐	☐

Variables

t73a	Interests - English: exciting
t73b	Interests - chemistry: time flies by
t73c	Interests - biology: sacrifice free time
t73d	Interests - physics: important to be good
t73e	Interests - English: time flies by
t73f	Interests - maths: important to be good
t73g	Interests - German: sacrifice free time
t73h	Interests - English: sacrifice free time
t73i	Interests - biology: exciting
t73j	Interests - German: important to be good
t73k	Interests - maths: time flies by
t73l	Interests - physics: exciting
t73m	Interests - English: important to be good
t73n	Interests - biology: time flies by
t73o	Interests - chemistry: exciting
t73p	Interests - physics: sacrifice free time
t73q	Interests - biology: important to be good
t73r	Interests - maths: exciting
t73s	Interests - German: time flies by
t73t	Interests - chemistry: sacrifice free time
t73u	Interests - physics: time flies by
t73v	Interests - chemistry: important to be good
t73w	Interests - maths: sacrifice free time
t73x	Interests - German: exciting

Interest in Particular Activities

74 The following section of the questionnaire consists of a list of different activities. Please indicate how strongly you are or would be interested in each of them.

Please tick one box in every row

	very little interest; don't like doing this at all [1]	not very interested [2]	slightly interested [3]	quite interested [4]	very strong interest; really like doing this [5]
Building or assembling things	☐	☐	☐	☐	☐
Reading academic articles	☐	☐	☐	☐	☐
Writing stories or reports	☐	☐	☐	☐	☐
Representing the interests of other people	☐	☐	☐	☐	☐
Telling other people what to do	☐	☐	☐	☐	☐
Making notes or compiling lists about things	☐	☐	☐	☐	☐
Working with machines or technical equipment	☐	☐	☐	☐	☐

Carrying out experiments in laboratories	☐	☐	☐	☐	☐
Drawing pictures	☐	☐	☐	☐	☐
Listening to other peoples' problems	☐	☐	☐	☐	☐
Publicising a particular cause	☐	☐	☐	☐	☐
Collecting, ordering or administering things	☐	☐	☐	☐	☐
Working with metal or wood, making things out of metal or wood	☐	☐	☐	☐	☐
Looking at things through a microscope	☐	☐	☐	☐	☐
Making or designing things from an artistic point of view	☐	☐	☐	☐	☐
Looking after children or adults who need assistance	☐	☐	☐	☐	☐
Negotiating with other people	☐	☐	☐	☐	☐
Keeping things clean and tidy	☐	☐	☐	☐	☐
Making something according to a plan or a sketch	☐	☐	☐	☐	☐
Observing or analysing things in detail	☐	☐	☐	☐	☐
Reading and interpreting poetry or literature	☐	☐	☐	☐	☐
Helping ill people	☐	☐	☐	☐	☐
Being the spokesperson for a group	☐	☐	☐	☐	☐
Monitoring compliance with guidelines	☐	☐	☐	☐	☐

Variables

t74a	Interest in particular activities - building or assembling
t74b	Interest in particular activities - academic articles
t74c	Interests in particular activities - stories, reports
t74d	Interests in particular activities - representing interests
t74e	Interests in particular activities - delegating
t74f	Interests in particular activities - making notes, compiling lists
t74g	Interests in particular activities - machines, technical equipment
t74h	Interests in particular activities - experiments
t74i	Interests in particular activities - drawing pictures
t74j	Interests in particular activities - listening to other peoples' problems
t74k	Interests in particular activities - publicising
t74l	Interests in particular activities - collecting, ordering, administering
t74m	Interests in particular activities - metal, wood
t74n	Interests in particular activities - microscope
t74o	Interests in particular activities - designing
t74p	Interests in particular activities - looking after people who need assistance
t74q	Interests in particular activities - negotiating
t74r	Interests in particular activities - Sauberkeit und Ordentlichkeit
t74s	Interests in particular activities - making something according to a plan
t74t	Interests in particular activities - observing, analysing
t74u	Interests in particular activities - poetry, literature
t74v	Interests in particular activities - helping ill people
t74w	Interests in particular activities - being a spokesperson
t74x	Interests in particular activities - compliance with guidelines

And When You Finish School?

75 How much thought have you already given to your choice of profession?

Please tick one box in every row

	doesn't apply at all [1]	doesn't apply much [2]	applies quite well [3]	applies fully [4]
I am already collecting detailed information about which professions might be suitable for me.	☐	☐	☐	☐
I already know what job I would like in the future.	☐	☐	☐	☐
I already know exactly which university / college or training company I am going to apply to.	☐	☐	☐	☐

Variables	
t75a	Choice of profession - collecting information
t75b	Choice of profession - detailed plannings
t75c	Choice of profession - application

76 How important are the following sources of information for you when considering your choice of profession?

Please tick one box in every row

	very unimportant [1]	rather unimportant [2]	rather important [3]	very important [4]
Careers Service / Employment Office / Careers Information Centre	☐	☐	☐	☐
Careers advice at school	☐	☐	☐	☐
Media (newspapers, books, TV, internet, etc.)	☐	☐	☐	☐
Advice from my relatives	☐	☐	☐	☐
Advice from friends	☐	☐	☐	☐
Advice from other people I know	☐	☐	☐	☐
Advice from teachers	☐	☐	☐	☐
Work placement or job	☐	☐	☐	☐
Other, please specify:	☐	☐	☐	☐

✎ _____

Variables	
t76a	Sources of information choice of profession - career service
t76b	Sources of information choice of profession - advice at school
t76c	Sources of information choice of profession - media
t76d	Sources of information choice of profession - family
t76e	Sources of information choice of profession - friends
t76f	Sources of information choice of profession - acquaintance
t76g	Sources of information choice of profession - teacher
t76h	Sources of information choice of profession - work placement, job
t76i	Sources of information choice of profession - other
t76ii	Sources of information choice of profession - other:

77 What do you think yourself about going on to higher education, for example at a university [Universität], university of applied sciences [Fachhochschule], teacher training college [Pädagogische Hochschule] or cooperative education college [Berufsakademie]?

Please indicate how well the following statements apply to you

	doesn't apply at all/very unlikely [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	applies very well/very likely [7]
I have no way of financing higher education.	☐	☐	☐	☐	☐	☐	☐

I will cope with higher education even if it causes me some stress.	☐	☐	☐	☐	☐	☐	☐
The subjects I would like to study have an entry requirement [Numerus Clausus] which I won't achieve.	☐	☐	☐	☐	☐	☐	☐
I can't afford to study if there are tuition fees.	☐	☐	☐	☐	☐	☐	☐
University education is a challenge I just won't be able to meet.	☐	☐	☐	☐	☐	☐	☐
I'll cope well with the high standards expected during a course of higher education.	☐	☐	☐	☐	☐	☐	☐
I don't want to leave my familiar surroundings (friends/partner) and go somewhere else to study.	☐	☐	☐	☐	☐	☐	☐
Having to pay tuition fees puts me off the idea of studying.	☐	☐	☐	☐	☐	☐	☐
I think higher education would be too much of a challenge for me.	☐	☐	☐	☐	☐	☐	☐
I will succeed in my studies even if unexpected problems arise.	☐	☐	☐	☐	☐	☐	☐
Possible tuition fees are not a factor for me when deciding whether to study or what/where I will study.	☐	☐	☐	☐	☐	☐	☐

Variables	
t77a	Higher education - no way of financing
t77b	Higher education - cope with higher education despite stress
t77c	Higher education - too high NC
t77d	Higher education - cannot afford
t77e	Higher education - not able to meet the challenge
t77f	Higher education - cope with the standards expected
t77g	Higher education - not leave familiar surroundings
t77h	Higher education - tuition fees putting off
t77i	Higher education - too much of a challenge
t77j	Higher education - success despite problems
t77k	Higher education - tuition fees are not a decisive factor

78 Regardless of what you will actually do when you leave school, if you did the following, what do you think your chances of success would be to complete …

Please tick one box in every row

	very unlikely [1]	rather unlikely [2]	partly [3]	rather likely [4]	very likely [5]
… a vocational training qualification?	☐	☐	☐	☐	☐
… university education?	☐	☐	☐	☐	☐

Variables

t78a	Chance of success - vocational training qualification
t78b	Chance of success - university education

79	**When you finish school, will you do one of the following: military service [Wehrdienst], civilian national service [Zivildienst], gap year voluntary work [Soziales Jahr]?**
Please tick one answer only	
yes [1]	☐
possibly [2]	☐
no [3]	☐

Variables	
t79	Gap year voluntary work, military service or civilian national service after school finished

The Following Questions Ask You About Which Vocational Training You Would Prefer If You Could Choose Freely:

80 If you could do anything you wanted to: What would you most like to do after finishing school (and after finishing military service, civilian national service, gap year voluntary work, if you want to do one of these)?

Please tick the answer if it is appropriate and enter the name / type of training / studies

	Higher education (at a university, university of applied sciences, teacher training college or cooperative education college) [1]	Vocational training (apprenticeship) and then higher education afterwards [2]	Vocational training (apprenticeship) without going on to higher education afterwards [3]
	☐	☐	☐
[degree only] Higher education type and subject(s):			
[Vocational training and degree] Name of training:			
[Vocational training and degree] Higher education subject(s):			
[Vocational training only] name of training:			

Variables	
t80	Vocational education - wishes
t80a	Wish: higher education - subject
t80ba	Wish: vocational training, higher edcuation - training
t80bb	Wish: vocational training, higher education - higher education subject(s)
t80c	Wish: vocational training - training

81 If you would prefer university education, would you study to become a teacher [Lehramtsstudium]?

Please tick the appropriate answer

no [0]	☐
yes [1]	☐

Variables	
t81	Vocational education - Higher education to become a teacher

82	**Now if you take into consideration everything you already know: What are you most probably going to do after finishing school (and after finishing military service, civilian national service, gap year voluntary work, if you do one of these)?**

Please tick the appropriate answer

Higher education (at a university, university of applied sciences, teacher training college or cooperative education college) [1]	☐
Vocational training (apprenticeship) and then higher education afterwards [2]	☐
Vocational training (apprenticeship) without going on to higher education afterwards [3]	☐

'higher education at university/college': please continue with the next question. All others: please proceed to question 87

Variables	
t82	Vocational education - after finishing school

83	**What type of higher education institute will you probably study at?**

Please tick one answer only

University of applied sciences [1]	☐
University [2]	☐
Cooperative education college [Berufsakademie] [3]	☐

Variables	
t83	Vocational education - type of higher education institute

84	**What subject will you probably study?**

If you intend to study to become a teacher, please enter the most likely combination of subjects.

1st subject:	✎ _____
2nd subject:	✎ _____
3rd subject:	✎ _____

Variables	
t84a	Subject of study 1
t84b	Subject of study 2
t84c	Subject of study 3

85	**What qualification will you probably achieve first?**

Please tick one answer only

Bachelor's degree (except those leading to "Lehramt" qualification) [1]	☐
Bachelor's degree leading to "Lehramt" qualification (teaching qualification) [2]	☐
Diplom [3]	☐
Diplom of university of applied sciences [4]	☐
Magister [equivalent to Master in the pre-Bologna system] [5]	☐
"Staatsexamen" (except those leading to "Lehramt" qualification) [6]	☐
"Staatsexamen" leading to "Lehramt" qualification (teaching qualification) [7]	☐

Variables	
t85	Vocational education - qualification

86 Make an estimate:

Please tick one answer only

How high do you think your chances are of getting a place on the education course of your choice?

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

If you don't intend to do an vocational training, please proceed to question 89

Variables	
t86	Vocational education - chances places on education course

87 What course of vocational training (not higher education) will you most probably take?

Please enter the exact name of the training course.

-> Please skip to question 66

Variables	
t87	Vocational education - name of the training course

88 Make an estimate:

Please tick one answer only

How high do you think your chances are of getting a training place for the profession of your choice?	
very small [1]	☐
rather small [2]	☐
rather good [3]	☐
very good [4]	☐

Variables	
t88	Vocational training - chances training place for the profession

89 How important is it for you ...

Please tick one box in every row

	very unimportant [1]	rather unimportant [2]	rather important [3]	very important [4]
... that you get good marks at school?	☐	☐	☐	☐
... that you start to earn your own money as quickly as possible?	☐	☐	☐	☐
... that you will make it to the top of your profession someday?	☐	☐	☐	☐

Variables	
t89a	Importance - marks at school
t89b	Importance - earn money
t89c	Importance - professional success

90 What education or training do your parents want you to pursue when you leave school?

Please tick one answer in each column

	... study a higher education course. [1]	... do a vocational training. [2]	... start work directly, without pursuing any further education or training. [3]	My mother/father has no opinion about this. [4]
My mother wants me to ...	☐	☐	☐	☐
My father wants me to ...	☐	☐	☐	☐

Variables	
t90a	Wish for education/training - mother
t90b	Wish for education/training - father

91 How important is it to your mother ...

Please tick one box in every row

	very unimportant [1]	unimportant [2]	important [3]	very important [4]	I don't know my mother's opinion about this [5]
... that you get good marks at school?	☐	☐	☐	☐	☐
... that you start to earn your own money as quickly as possible?	☐	☐	☐	☐	☐
... that you will make it to the top of your profession someday?	☐	☐	☐	☐	☐

Variables	
t91a	Mother - importance: marks at school
t91b	Mother - importance: earn money
t91c	Mother - importance: professional success

92 How important is it to your father ...

Please tick one box in every row

	very unimportant [1]	unimportant [2]	important [3]	very important [4]	I don't know my father's opinion about this [5]
... that you get good marks at school?	☐	☐	☐	☐	☐
... that you start to earn your own money as quickly as possible?	☐	☐	☐	☐	☐
... that you will make it to the top of your profession someday?	☐	☐	☐	☐	☐

Variables	
t92a	Father - importance: marks at school
t92b	Father - importance: earn money
t92c	Father - importance: professional success

93 How important is it for you in general ...

Please tick one box in every row

	very unimportant [1]	rather unimportant [2]	rather important [3]	very important [4]
... what your mother expects from you in this regard?	☐	☐	☐	☐
... what your father expects from you in this regard?	☐	☐	☐	☐

Variables	
t93a	Importance - expectation mother
t93b	Importance - expectations father

94 In general, how often do you do the following activities together with your parents?

Please tick one box in every row

	never [1]	every two or three months [2]	1-2 times per month [3]	(about) once a week [4]	several times per week [5]	(almost) daily [6]
Discuss political and social issues	☐	☐	☐	☐	☐	☐
Talk about books, films or television programs	☐	☐	☐	☐	☐	☐
Listen to classical music	☐	☐	☐	☐	☐	☐
Talk about the things you learned at school	☐	☐	☐	☐	☐	☐
Talk about your future educational path	☐	☐	☐	☐	☐	☐
Sit together at the table and eat your midday or evening meal together	☐	☐	☐	☐	☐	☐

Variables	
t94a	Frequency discussion - political and social issues
t94b	Frequency discussion - books and tv
t94c	Frequency - listen to classical music
t94d	Frequency conversation - school
t94e	Frequency conversation - educational path
t94f	Frequency - having a meal together

95 How well do you agree with the following statements?

Please tick one box in every row

	completely disagree [1]	rather disagree [2]	half and half [3]	rather agree [4]	completely agree [5]
My parents often ask me how it is going at school.	☐	☐	☐	☐	☐
My parents are very interested in the marks I get at school.	☐	☐	☐	☐	☐
My parents give me gifts or money if I get good marks at school.	☐	☐	☐	☐	☐
My parents punish me if I get bad marks at school, for instance by withholding pocket money or banning me from using the computer.	☐	☐	☐	☐	☐
My parents help me if I'm having difficulties at school such as if I get into arguments or fights, or if I feel unjustly treated.	☐	☐	☐	☐	☐

I often talk to my parents about what I should do when I finish school.	☐	☐	☐	☐	☐
I often talk to my parents about possible careers for my future.	☐	☐	☐	☐	☐

Variables	
t95a	Parents - asking about school
t95b	Parents - interest in marks
t95c	Parents - gifts for good marks
t95d	Parents - punishment for bad marks
t95e	Parents - help when difficulties occur
t95f	Parents - conversation about time after finishing school
t95g	Parents - conversation about future career

96 What career do your parents think you should pursue?

Please indicate what your parents think, not what you want to do yourself

	Opinion known (not checked) [0]	Opinion not known (checked) [1]
I don't know my parents' opinion.	☐	☐

✎ _____

Variables	
t96	Parents - knowledge of career aspiration
t96a	Parents - career aspiration

97 What is the minimum school grade that your parents are happy with?

Please tick one box in every row

	Note 1 (13-15 Punkte) [1]	Note 2 (10-12 Punkte) [2]	Note 3 (7-9 Punkte) [3]	Note 4 (4-6 Punkte) [4]	Note 5 (1-3 Punkte) [5]
Mathematics	☐	☐	☐	☐	☐
English	☐	☐	☐	☐	☐
German	☐	☐	☐	☐	☐
Biology	☐	☐	☐	☐	☐
Chemistry	☐	☐	☐	☐	☐
History	☐	☐	☐	☐	☐
Physics	☐	☐	☐	☐	☐

Variables

t97a	Parents - satisfaction with school grades: mathematics
t97b	Parents - satisfaction with school grades: English
t97c	Parents - satisfaction with school grades: German
t97d	Parents - satisfaction with school grades: biology
t97e	Parents - satisfaction with school grades: chemistry
t97f	Parents - satisfaction with school grades: history
t97g	Parents - satisfaction with school grades: physics

And Finally, A Few Personal Details

98 Are you male or female?

Please tick the appropriate answer

male [1] ☐

female [2] ☐

Variables	
t98	gender

99 When were you born?

Please enter the month and year as numbers and right-justified.

month |___|___|

year |___|___|___|___|

Variables	
t99a	date of birth - month
t99b	date of birth - year

100 Which country were you born in? Which country were your parents born in?

Please tick only one answer for each person

	Germany [1]	Vietnam [2]	Russian Federation [3]	Turkey [4]	Azerbaijan [5]	Ukraine [6]	Serbia [7]	Kazakhstan [8]	Armenia [9]	Iraq [10]	Poland [11]	China [12]	Italy [13]	in another country [14]
You	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

You: ✎ _____

	Germany [1]	Vietnam [2]	Russian Federation [3]	Turkey [4]	Azerbaijan [5]	Ukraine [6]	Serbia [7]	Kazakhstan [8]	Armenia [9]	Iraq [10]	Poland [11]	China [12]	Italy [13]	in another country [14]
Your mother	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Mother: _____

	Germany [1]	Vietnam [2]	Russian Federation [3]	Turkey [4]	Azerbaijan [5]	Ukraine [6]	Serbia [7]	Kazakhstan [8]	Armenia [9]	Iraq [10]	Poland [11]	China [12]	Italy [13]	in another country [14]
Your father	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Father: _____

Variables	
t100a	Country of birth - you
t100aa	Country of birth - you: other
t100b	Country of birth - your mother
t100bb	Country of birth - your mother: other
t100c	Country of birth - your father
t100cc	Country of birth - your father: other

101 If you were not born in Germany: When did you move to Germany?

Please enter the month and year as numbers and right-justified

|___|___| Month

|___|___|___|___| Year

Variables	
t101a	Date of entry - month
t101b	Date of entry - year

102 What is your nationality?

Please tick the appropriate answer. If you have more than one official nationality, you can tick more than one answer

	not checked [0]	checked [1]
German	☐	☐
Vietnamese	☐	☐
Russian	☐	☐

Turkish	☐	☐
Azerbaijani	☐	☐
Ukrainian	☐	☐
Serbian	☐	☐
Kazakh	☐	☐
Armenian	☐	☐
Iraqi	☐	☐
Polish	☐	☐
Chinese	☐	☐
Italian	☐	☐
Other (please specify)	☐	☐
✎ _____		

Variables	
t102a	Nationality - German
t102b	Nationality - Vietnamese
t102c	Nationality - Russian
t102d	Nationality - Turkish
t102e	Nationality - Azerbaijani
t102f	Nationality - Ukrainian
t102g	Nationality - Serbian
t102h	Nationality - Kazakh
t102i	Nationality - Armenian
t102j	Nationality - Iraqi
t102k	Nationality - Polish
t102l	Nationality - Chinese
t102m	Nationality - Italian
t102n	Nationality - other, specified
t102na	Nationality: other

103 What language do you speak most of the time …

Please tick one option for each person. If only one of your parents is still alive, just answer the question for this person

	Only German [1]	Mostly German, but sometimes another language too [2]	Mostly another language, but sometimes German too [3]	Only another language [4]
... with your mother?	☐	☐	☐	☐
... with your father?	☐	☐	☐	☐

... with your brothers and sisters?	☐	☐	☐	☐

Variables	
t103a	Language spoken most of the time - with mother
t103b	Language spoken most of the time - with father
t103c	Language spoken most of the time - with brothers and sisters

104 Did you ever have to or choose to repeat a school year? If yes, which year?

Please tick the appropriate answer

	No entry [0]	Entry [1]
none	☐	☐
1st	☐	☐
2nd	☐	☐
3rd	☐	☐
4th	☐	☐
5th	☐	☐
6th	☐	☐
7th	☐	☐
8th	☐	☐
9th	☐	☐
10th	☐	☐
11th	☐	☐
12th	☐	☐

Variables	
t104a	Repeated school year - none
t104b	Repeated school year - 1st
t104c	Repeated school year - 2nd
t104d	Repeated school year - 3rd
t104e	Repeated school year - 4th
t104f	Repeated school year - 5th
t104g	Repeated school year - 6th
t104h	Repeated school year - 7th
t104i	Repeated school year - 8th
t104j	Repeated school year - 9th
t104k	Repeated school year - 10th
t104l	Repeated school year - 11th
t104m	Repeated school year - 12th

105 What is the highest educational qualification that your parents have?

Please tick only one box in each row

	No school-leaving qualification [1]	Leaving certificate of the Hauptschule/Volksschule, 8th grade POS [2]	High school level I/ junior high school qualification, 10th grade POS [3]	University entrance qualification [(Fach-) Abitur (12th grade EOS)] [4]	Graduation of (Fach-) Hochschule [5]	Doctorate (PhD) [6]	Other qualification [7]
Mother	☐	☐	☐	☐	☐	☐	☐
Father	☐	☐	☐	☐	☐	☐	☐

Variables	
t105a	Educational qualification - mother
t105b	Educational qualification - father

106 What occupational status do your parents have?

Please tick only one box in each row. If your mother or your father is not currently working, please think back to their last job

	Was never employed [1]	Worker (blue-collar/no fixed contract) [2]	Employee (white-collar/salaried/ordinary employee in public authorities) [3]	Civil servant [Beamter] or judge [4]	Regular soldier [5]	Self-employed (does not have employees) [6]	Self-employed (has employees) [7]	Assists within the family (e.g. in family business or on their own farm) [8]
Mother	☐	☐	☐	☐	☐	☐	☐	☐
Father	☐	☐	☐	☐	☐	☐	☐	☐

Variables	
t106a	Occupational status - mother
t106b	Occupational status - Father

107 If your parents are/were employed: What occupation do your parents have / did they have last?

If your parents work either full-time or part-time, please enter details of the work they carry out. If your parents don't have regular work at present, please enter details of the last regular work they had. Please enter precise details (e.g. precision engineer, car mechanic, secondary school teacher for history). If they currently have temporary work, please enter the work they normally do. If they have more than one job at the same time, please enter the work they do for the most hours per week - if the number of hours is the same for two jobs, please enter the work with the highest income.

Mother: ✎ _____

Father: ✎ _____

Variables

t107a	Last occupation - mother
t107b	Last occupation - father

108 How many books does your family have at home?

Please do not include: magazines, newspapers and your schoolbooks.
Please tick one answer only

None or only very few (0 to 10 books) [1]	☐
Enough to fill one shelf (11 to 25 books) [2]	☐
Enough to fill several shelves (26 to 100 books) [3]	☐
Enough to fill a small set of shelves (101 to 200 books) [4]	☐
Enough to fill a large set of shelves (201 to 500 books) [5]	☐
Enough to fill shelf units (more than 500 books) [6]	☐

Variables	
t108	Number of books

109 Does your family have the following things at home?

Please tick one box in every row

	yes [1]	no [0]
A desk for studying?	☐	☐
A room to yourself?	☐	☐
A computer which you can use for studying?	☐	☐
Educational software (learning/teaching software)?	☐	☐
Classical literature (e.g. Goethe)?	☐	☐
Books of poetry?	☐	☐
Works of art (e.g. paintings)?	☐	☐
Books that help you with your homework?	☐	☐
A dictionary?	☐	☐

Variables

t109a	At home - desk
t109b	At home - room to yourself
t109c	At home - computer
t109d	At home - educational software
t109e	At home - literature
t109f	At home - poetry
t109g	At home - work of art
t109h	At home - books for homework
t109i	At home - dictionary

2.2 Wave 2 (ID 42)

Current Situation in the Upper Secondary Level [Oberstufe]

1 How often did you carry out the following activities during your time in the upper secondary level ("Oberstufe")?

Please tick one box in every row

	Never [1]	Rarely [2]	Sometimes [3]	Often [4]
Finding, selecting and ordering information to prepare an assignment (e.g. for a paper or a presentation)	☐	☐	☐	☐
Compiling literature for an assignment	☐	☐	☐	☐
Writing and formatting texts on a computer	☐	☐	☐	☐
Producing diagrams or graphics using a computer	☐	☐	☐	☐
Using electronic media (CD-ROM, internet) to acquire information	☐	☐	☐	☐

Variables	
t1a	Extent activities upper secondary level - information
t1b	Extent activities upper secondary level - literature
t1c	Extent activities upper secondary level - texts computer
t1d	Extent activities upper secondary level - diagrams computer
t1e	Extent activities upper secondary level - electronic media

2 During your time in the upper secondary level, how many times did you carry out the following activities?

Please tick one box in every row

	never [1]	1-2 times [2]	3-5 times [3]	more than 5 times [4]
Planning scientific experiments	☐	☐	☐	☐
Writing a record of a discussion	☐	☐	☐	☐
Giving a talk	☐	☐	☐	☐
Preparing a talk in writing	☐	☐	☐	☐
Visiting a library to find reference documents	☐	☐	☐	☐

Variables	
t2a	Frequency activities upper secondary level - experiments
t2b	Frequency activities upper secondary level - record
t2c	Frequency activities upper secondary level - giving a talk
t2d	Frequency activities upper secondary level - preparing a talk in writing
t2e	Frequency activities upper secondary level - library

3 How well do you think the upper secondary level prepares you to meet the following demands of university education?

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Current Situation in the Upper Secondary Level [Oberstufe]

1 How often did you carry out the following activities during your time in the upper secondary level ("Oberstufe")?

Please tick one box in every row

	Never [1]	Rarely [2]	Sometimes [3]	Often [4]
Finding, selecting and ordering information to prepare an assignment (e.g. for a paper or a presentation)	☐	☐	☐	☐
Compiling literature for an assignment	☐	☐	☐	☐
Writing and formatting texts on a computer	☐	☐	☐	☐
Producing diagrams or graphics using a computer	☐	☐	☐	☐
Using electronic media (CD-ROM, internet) to acquire information	☐	☐	☐	☐

Variables	
t1a	Extent activities upper secondary level - information
t1b	Extent activities upper secondary level - literature
t1c	Extent activities upper secondary level - texts computer
t1d	Extent activities upper secondary level - diagrams computer
t1e	Extent activities upper secondary level - electronic media

2 During your time in the upper secondary level, how many times did you carry out the following activities?

Please tick one box in every row

	never [1]	1-2 times [2]	3-5 times [3]	more than 5 times [4]
Planning scientific experiments	☐	☐	☐	☐
Writing a record of a discussion	☐	☐	☐	☐
Giving a talk	☐	☐	☐	☐
Preparing a talk in writing	☐	☐	☐	☐
Visiting a library to find reference documents	☐	☐	☐	☐

Variables	
t2a	Frequency activities upper secondary level - experiments
t2b	Frequency activities upper secondary level - record
t2c	Frequency activities upper secondary level - giving a talk
t2d	Frequency activities upper secondary level - preparing a talk in writing
t2e	Frequency activities upper secondary level - library

3 How well do you think the upper secondary level prepares you to meet the following demands of university education?

Please tick one box in every row

	completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]
During my upper secondary level education I think I understood how to work on questions in a scientific way	☐	☐	☐	☐
During my upper secondary level education I learned how to analyse texts systematically.	☐	☐	☐	☐
In my upper secondary level education I learned how to put my argument across in a coherent way during a discussion.	☐	☐	☐	☐
In my upper secondary level education I learned how to determine what is and what is not important for the completion of particular coursework.	☐	☐	☐	☐
My upper secondary level education gave me a lot of general knowledge.	☐	☐	☐	☐
Dealing with the course contents during my upper secondary level education made it easier for me to decide what subject to study afterwards.	☐	☐	☐	☐
Generally speaking, the upper secondary level was a good preparation for further education.	☐	☐	☐	☐

Variables	
t3a	Preparation university education - scientific questions
t3b	Preparation university education - analysing texts
t3c	Preparation university education - arguing in discussions
t3d	Preparation university education - differentiation important and unimportant
t3e	Preparation university education - general knowledge
t3f	Preparation university education - Easing choice of subject to study
t3g	Preparation university education - generally

4 Do you think that your upper secondary level lessons helped you to develop the following skills and abilities?

Please tick one box in every row

	not at all [1]	a little [2]	quite well [3]	very well [4]
Take responsibility for myself and towards others	☐	☐	☐	☐
Work and study independently	☐	☐	☐	☐
Work together in groups	☐	☐	☐	☐
Know where and how to find particular information and which materials can help (indexes, bibliographies, archives etc.)	☐	☐	☐	☐

Debate in an academic way (articulate theoretical statements, hypothesis, evaluate etc.)	☐	☐	☐	☐
Give a talk without being scared	☐	☐	☐	☐
Uncover ideological viewpoints and recognise my own prejudices	☐	☐	☐	☐
Recognise the limits of science	☐	☐	☐	☐
Adapt my way of expressing myself to the situation or context	☐	☐	☐	☐
Express myself clearly and precisely	☐	☐	☐	☐
Be open-minded towards other cultures	☐	☐	☐	☐
Look at my own culture from another point of view	☐	☐	☐	☐
Appreciate the diversity of artistic works	☐	☐	☐	☐
Use the variety of media (printed press, TV and interactive media) in an appropriate way as sources of information	☐	☐	☐	☐
Use computers for information gathering	☐	☐	☐	☐
Develop an independent-minded attitude towards the application of new technologies	☐	☐	☐	☐
Acquire a high level of specialist knowledge	☐	☐	☐	☐
Motivate myself to study when the materials covered in class are not very interesting	☐	☐	☐	☐
Select excerpts from texts (= identify the important information)	☐	☐	☐	☐
Systematically plan my education (e.g. revision for the leaving certificate exam [Abitur])	☐	☐	☐	☐
Develop my own interest profile	☐	☐	☐	☐
Know what a scientific experiment is	☐	☐	☐	☐
Carry out research to prepare a talk	☐	☐	☐	☐
Assert myself when it comes to convincing the teacher of my/our legitimate interests	☐	☐	☐	☐
Know what the hermeneutic circle is	☐	☐	☐	☐
Interpret historical source material	☐	☐	☐	☐
Contribute and participate in class without being scared	☐	☐	☐	☐
Develop a very strong interest in a particular subject or issue	☐	☐	☐	☐
Learn to deal with distractions when I'm studying	☐	☐	☐	☐

Design meaningful PowerPoint presentations	☐	☐	☐	☐
Recognise when written argumentation has weaknesses in its logic	☐	☐	☐	☐

Variables	
t4a	Development skills - take responsibility
t4b	Development skills - independence
t4c	Development skills - teamwork
t4d	Development skills - find information
t4e	Development skills - debate in an academic way
t4f	Development skills - give a talk without being scared
t4g	Development skills - ideology and prejudices
t4h	Developemt skills - limits science
t4i	Development skills - adaption to context
t4j	Development skills - precise expression
t4k	Development skills - open-mindedness towards other cultures
t4l	Development skills - own culture
t4m	Development skills - appreciate artistic works
t4n	Development skills - use media
t4o	Development skills - use computer
t4p	Development skills - independent-minded attitude technologies
t4q	Development skills - specialist knowledge
t4r	Development skills - self-motivation
t4s	Development skills - excerpt texts
t4t	Development skills - planing education
t4u	Development skills - development interest profile
t4v	Development skills - scientific experiment
t4w	Development skills - research talk
t4x	Development skills - legitimate interests
t4y	Development skills - hermeneutic circle
t4z	Development skills - interpretation historical sources
t4aa	Development skills - participation in class without being scared
t4ab	Development skills - interest subject
t4ac	Development skills - deal with distractions
t4ad	Development skills - designing PowerPoint
t4ae	Development skills - recognise logic weaknesses

5 How do you rate the expectations placed on you at school …

Please tick one box in every row

	very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
… in the classroom?	☐	☐	☐	☐	☐

… regarding homework?	☐	☐	☐	☐	☐
… regarding the continual assessment during lessons (e.g. written tests)?	☐	☐	☐	☐	☐

Variables	
t5a	Rating expectations - in classroom
t5b	Rating expectations - homework
t5c	Rating expectations - continual assessment

6 How do you rate the expectations placed on your time by the school?

Please tick one box in every row

	very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
Weekly class time	☐	☐	☐	☐	☐
Time spent on homework	☐	☐	☐	☐	☐
Time spent on studying (time for preparation and revision of class material other than homework tasks)	☐	☐	☐	☐	☐

Variables	
t6a	Assessment of temporal demands - weekly class time
t6b	Rating expectations on time - homework
t6c	Rating expectations on time- studying

7 How strongly do you agree with the following statements?

Please tick one box in every row

	completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]
There is not enough time to understand the issues covered in class truly.	☐	☐	☐	☐
I often have to learn something by heart without really understanding it.	☐	☐	☐	☐
The teachers often spent too long on one issue.	☐	☐	☐	☐
I was often bored because the topics were dealt with too slowly.	☐	☐	☐	☐
We moved on to the next issue before the class had really understood the issue at hand.	☐	☐	☐	☐

Variables	
t7a	Issues covered in class - missing time for understanding
t7b	Issues covered in class - learning by heart without understanding
t7c	Issues covered in class - too much time spent on one issue
t7d	Issues covered in class - boredom
t7e	Issues covered in class - too fast movement of issues

8 How strongly do you agree with the following statements?				
Please tick one box in every row				
	completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]
I find it easy to “switch off” after school.	☐	☐	☐	☐
I often feel tense when I come home from school.	☐	☐	☐	☐
Sometimes I have difficulties falling asleep because I’m thinking about problems at school.	☐	☐	☐	☐
It happens that I react very irritably when people talk to me about school.	☐	☐	☐	☐
I often feel nervous before school starts.	☐	☐	☐	☐
I have the feeling that school is too much for me.	☐	☐	☐	☐
I find myself thinking about difficulties at school even during my free time.	☐	☐	☐	☐
I like to tell other people about my school day.	☐	☐	☐	☐
The demands that school makes on me are generally hard to bear.	☐	☐	☐	☐
After school I’m often exhausted.	☐	☐	☐	☐
I feel ill at ease when I think about school.	☐	☐	☐	☐
I feel up to my tasks at school.	☐	☐	☐	☐
The pressure at school is too high.	☐	☐	☐	☐
School is wearing me out.	☐	☐	☐	☐
It’s difficult for me to combine school and other commitments.	☐	☐	☐	☐
School often leaves me feeling tired and weary.	☐	☐	☐	☐
I often look forward to going to school.	☐	☐	☐	☐
I’m so busy with other things in my free time that I completely forget about school.	☐	☐	☐	☐
If I wasn’t allowed to go to school, I would miss it./ feel that something is missing.	☐	☐	☐	☐
I can easily recover from school in my free time.	☐	☐	☐	☐
I can relax well in my free time.	☐	☐	☐	☐
School is often so interesting that I can’t wait for it to start.	☐	☐	☐	☐

The issues we deal with at school are often so exciting that I voluntarily carry on exploring them in my free time.	☐	☐	☐	☐
I don't have time for anything other than school.	☐	☐	☐	☐

Variables	
t8a	Stress - switching off after school
t8b	Stress - tension after school
t8c	Stress - Falling asleep
t8d	Stress - irritable reaction
t8e	Stress - nervousness
t8f	Stress - excessive demand
t8g	Stress - free time
t8h	Stress - report about school
t8i	Stress - demands at school generally
t8j	Stress - exhaustion
t8k	Stress - illness at ease
t8l	Stress - feeling up to tasks
t8m	Stress - pressure
t8n	Stress - overexertion
t8o	Stress - combine school and commitments
t8p	Stress - tiredness and weariness
t8q	Stress - joy
t8r	Stress - forgetting due to free time
t8s	Stress - feeling school is missing
t8t	Stress - recovery
t8u	Stress - relaxation
t8v	Stress - pleasant anticipation start of school
t8w	Stress - voluntary engagement in free time
t8x	Stress - missing time

Choice of Upper Secondary Level Subjects

9	In the upper secondary level you had several chances to set their study priorities (e.g. with the choice of advanced level courses). What is your opinion?				
Please check one box in each line.					
	do not agree at all [1]	rather do not agree [2]	partly agree [3]	rather agree [4]	completely agree [5]
There should be a freer choice of subjects.	☐	☐	☐	☐	☐
I am happy with my choice.	☐	☐	☐	☐	☐
There were enough options to choose from.	☐	☐	☐	☐	☐
In an academic secondary school [Gymnasium] you should be allowed to concentrate more on specific subjects and drop others.	☐	☐	☐	☐	☐
At my school lots of advanced courses couldn't be offered because there were too few students.	☐	☐	☐	☐	☐
I would have preferred to choose some subjects to study as an advanced course that weren't available at my school.	☐	☐	☐	☐	☐
My school had a relatively wide choice of subjects available to study as an advanced course.	☐	☐	☐	☐	☐
During my upper secondary level I had enough opportunities to focus on topics that interested me.	☐	☐	☐	☐	☐
The upper secondary level helped me to make a clear decision about my choice of further education.	☐	☐	☐	☐	☐

Variables	
t55a	Choice of subjects upper secondary level - freer choice of subjects
t55b	Choice of subjects upper secondary level - satisfaction with choice
t55c	Choice of subjects upper secondary level - enough options to choose from
t55d	Choice of subjects upper secondary level - concentration on specific subjects
t55e	options in upper secondary level - occurance of advanced courses (Leistungskursen)
t55f	Choice of subjects upper secondary level - other advanced courses
t55g	Choice of subjects upper secondary level - wide choice advanced courses
t55h	Choice of subjects upper secondary level - focus on interesting topics
t55i	options upper secondary level - future educational path

Questions About The Newly Structured Upper Secondary Level

Your Abitur year is the first to pass the mewly structured upper secondary level. The reform included a set of changes relating to the compulsory part of upper secondary level education.

10	How well-informed are you about the differences between the “old” and the “new” upper secondary level?
Please tick one answer only	
very little [1]	☐
little [2]	☐
much [3]	☐
very much [4]	☐

Variables	
t56	Reformed upper secondary level - Knowledge about differences

11	How do you rate the effects of the upper secondary level reform in general?
Please tick one answer only.	
upper secondary level reform in general	
strong negative effects [1]	☐
slightly negative effects [2]	☐
no effect [3]	☐
slightly positive effects [4]	☐
strong positive effects [5]	☐

Variables	
t57	assessment of reform in general

12 How do you rate the specific effects of the upper secondary level reform on the following factors?

Please tick one box in every row.

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
General standard of achievement of the students	☐	☐	☐	☐	☐
General level of motivation among students	☐	☐	☐	☐	☐
Preparing students to choose subjects for tertiary education	☐	☐	☐	☐	☐
Preparing students for the demands of tertiary education	☐	☐	☐	☐	☐
Comparability between school leaving certificate results of different schools	☐	☐	☐	☐	☐

Suitability of school leaving certificate grade as indicator of aptitude for tertiary education	☐	☐	☐	☐	☐

Variables	
t58a	effects of the reform - general standard of achievement of all students
t58b	effects of the reform - general level of motivation
t58c	effects of the study - preparing students to choose subjects for tertiary education
t58d	effects of the reform - preparing students for demands of tertiary education
t58e	effects of the reform - comparability of school leaving certificate results
t58f	effects of the reform - school leaving certificate grade as indicator of aptitude for tertiary educ

13 Bearing the following aspects in mind, what do you think about the introduction of mathematics as a core subject [Kernfach] (with 4 lessons per week [Wochenstunden], compared to 4 as basic course and 6 as advanced course before the reform)?

Please tick one box in every row

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
Average level of achievement in mathematics	☐	☐	☐	☐	☐
Ensuring a minimum level of achievement in mathematics	☐	☐	☐	☐	☐
Support and mentoring of excellent students with higher achievement levels in mathematics	☐	☐	☐	☐	☐
Reducing differences between stronger and weaker students in mathematics courses	☐	☐	☐	☐	☐
Students' willingness to make an effort in mathematics courses	☐	☐	☐	☐	☐
Students' interest in mathematics	☐	☐	☐	☐	☐
Support and encouragement for students with lower achievement levels in mathematics	☐	☐	☐	☐	☐

Variables	
t59a	Reformed upper secondary level - mathematics: level of achievement
t59b	Reformed upper secondary level - mathematics: minimum level
t59c	Reformed upper secondary level - mathematics: support of excellent students
t59d	Reformed upper secondary level - mathematics: reducing differences
t59e	Reformed upper secondary level - mathematics: willingness to make an effort
t59f	Reformed upper secondary level - mathematics: interest
t59g	Reformed upper secondary level - mathematics: support of weaker students

14 Bearing the following aspects in mind, what do you think about the introduction of a foreign language as a core subject [Kernfach] (with 4 lessons per week, compared to 3 as basic course and 6 as advanced course before the reform)? – Usually english is choosen as foreign language in an advanced course.

Please check one box in each line.

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
Medium proficiency level in English	☐	☐	☐	☐	☐
Securing a minimum proficiency level in English	☐	☐	☐	☐	☐
Promotion of students with very good grades in English	☐	☐	☐	☐	☐
Reduction of differences between students with a high and those with a low proficiency level in English	☐	☐	☐	☐	☐
Willingness of the students to make efforts in English	☐	☐	☐	☐	☐
Interest shown by students in English	☐	☐	☐	☐	☐
Promotion of students with a lower proficiency level in English	☐	☐	☐	☐	☐

Variables	
t60a	Reformed upper secondary level - English: level of achievement
t60b	Reformed upper secondary level - English: minimum level
t60c	Reformed upper secondary level - English: support of excellent students
t60d	Reformed upper secondary level - English: reducing differences
t60e	Reformed upper secondary level - English: willingness to make an effort
t60f	Reformed upper secondary level - English: interest
t60g	Reformed upper secondary level - Promotion of students with a lower proficiency level in English

15 With the upper secondary level reform, all students now have to take a science subject (physics, chemistry or biology) as a higher level (HL) course [Fach mit erhöhtem Anforderungsniveau] for 4 lessons per week. Considering the following aspects, what do you think about this?

Please tick one box in every row.

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
Average level of achievement in science	☐	☐	☐	☐	☐
Ensuring a minimum level of achievement in science	☐	☐	☐	☐	☐
Support and mentoring of students with higher achievement levels in science	☐	☐	☐	☐	☐
Reducing differences between stronger and weaker students in science courses	☐	☐	☐	☐	☐
Students' willingness to make an effort in science courses	☐	☐	☐	☐	☐
Students' interest in science	☐	☐	☐	☐	☐

Support and encouragement of students with lower achievement levels in science	☐	☐	☐	☐	☐

Variables	
t61a	Reformed upper secondary level - science: level of achievement
t61b	Reformed upper secondary level - science: minimum level
t61c	Reformed upper secondary level - science: support of excellent students
t61d	Reformed upper secondary level - science: reducing differences
t61e	Reformed upper secondary level - science: willingness to make an effort
t61f	Reformed upper secondary level - science: interest
t61g	Reformed upper secondary level - science: support of weaker students

16 With the upper education level reform, all students now have to take exams in 5 subjects (previously 4). What effect do you think this has on the following factors?

Please tick one box in every row.

	strong decrease [1]	slight decrease [2]	no change [3]	slight increase [4]	strong increase [5]
… psychological stress on upper education level students	☐	☐	☐	☐	☐
… general level of education of upper education level students	☐	☐	☐	☐	☐
… the students' opportunity to develop their own specific field of interest	☐	☐	☐	☐	☐
… willingness to study in subjects without an exam	☐	☐	☐	☐	☐
… quality of preparation for tertiary education?	☐	☐	☐	☐	☐
… comparability of school leaving certificate result	☐	☐	☐	☐	☐

Variables	
t62a	Reformed upper secondary level - examination subjects: psychological stress
t62b	Reformed upper secondary level - examination subjects: general education
t62c	Reformed upper secondary level - examination subjects: specific field of interest
t62d	Reformed upper secondary level - examination subjects: willingness to study
t62e	Reformed upper secondary level - examination subjects: preparation for tertiary education
t62f	Reformed upper secondary level - examination subjects: comparability

Seminar subject

17 What is the best description of the work you produced in your project paper [Seminarfacharbeit]?

Please tick one answer only.

Theoretical research work (e.g. literary interpretation, literature research) [1]	Empirical research work (experiments, field studies, interviews, surveys, etc.) [2]	Work of art or audio-visual production [3]	Other (please specify) [4]
☐	☐	☐	☐

Variables	
t63a	Project paper - description
t63b	Project paper - description: other

18 How often did you have one-to-one meetings with the supervising teacher(s)?

Please tick one answer only

never [1]	☐
1 times [2]	☐
2 times [3]	☐
3 times [4]	☐
4 times [5]	☐
5 times [6]	☐
6 times [7]	☐
7 times [8]	☐
8 times [9]	☐
9 times [10]	☐
10 times or more [11]	☐

Variables	
t64	Project paper - number of one-to-one meetings

Self-Assessment

19 How well do the following statements apply to you?

Please tick one box in every row

	doesn't apply at all [1]	doesn't apply much [2]	applies quite well [3]	applies fully [4]
I have a good memory.	☐	☐	☐	☐
I simply have no talent for English.	☐	☐	☐	☐
I'm good at German in school.	☐	☐	☐	☐
I like going to school.	☐	☐	☐	☐
I'm good at biology.	☐	☐	☐	☐
Physics is not really my thing.	☐	☐	☐	☐
I wish I was as intelligent as the others.	☐	☐	☐	☐
I simply have no talent for maths.	☐	☐	☐	☐
I'm good at chemistry.	☐	☐	☐	☐
Biology is not really my thing.	☐	☐	☐	☐
There are some things we learn which I just can't remember.	☐	☐	☐	☐
I could do well in a job where you need to know about physics.	☐	☐	☐	☐
Studying is fun at our school.	☐	☐	☐	☐
German as a school subject is not really my thing.	☐	☐	☐	☐
I'm good at physics.	☐	☐	☐	☐
Compared to the others, I'm not very talented.	☐	☐	☐	☐
Chemistry is not really my thing.	☐	☐	☐	☐
I'm satisfied with our school.	☐	☐	☐	☐
I could do well in a job where you need to know about maths.	☐	☐	☐	☐
I could do well in a job where you need to know about biology.	☐	☐	☐	☐
I'm happy at our school.	☐	☐	☐	☐
I'm good at English.	☐	☐	☐	☐
Maths is not really my thing.	☐	☐	☐	☐
I could do well in a job where you need to know about chemistry.	☐	☐	☐	☐
English is not really my thing.	☐	☐	☐	☐
I simply have no talent for biology.	☐	☐	☐	☐
I often think I'm not as clever as the others.	☐	☐	☐	☐
I simply have no talent for physics.	☐	☐	☐	☐
I could do well in a job where you need a good command of English.	☐	☐	☐	☐

I could do well in a job where you need a lot of the things we learned in our German lessons.	☐	☐	☐	☐
I simply have no talent for chemistry.	☐	☐	☐	☐
I remember what I've learned for a long time.	☐	☐	☐	☐
I'm good at maths.	☐	☐	☐	☐
I simply have no talent for German as a school subject.	☐	☐	☐	☐

Variables

t65a	Self-assessment - memory
t65b	Self-assessment - English: no talent
t65c	Self-assessment - good at German
t65d	Self-assessment - pleasure going to school
t65e	Self-assessment - good at biology
t65f	Self-assessment - not good at physics
t65g	Self-assessment - comparison with others
t65h	Self-assessment - mathematics: no talent
t65i	Self-assessment - good at chemistry
t65j	Self-assessment - not good at biology
t65k	Self-assessment - remembering of specific course materials
t65l	Self-assessment - knowledge in physics
t65m	Self-assessment - studying is fun
t65n	Self-assessment - not good at German
t65o	Self-assessment - good at physics
t65p	Self-assessment - little talented compared to other
t65q	Self-assessment - not good at chemistry
t65r	Self-assessment - satisfaction with school
t65s	Self-assessment - knowledge in mathematics
t65t	Self-assessment - knowledge in biology
t65u	Self-assessment - feeling at ease in school
t65v	Self-assessment - good at English
t65w	Self-assessment - not good at mathematics
t65x	Self-assessment - knowledge in chemistry
t65y	Self-assessment - not good at English
t65z	Self-assessment - biology: no talent
t65aa	Self-assessment - in comparison not as clever
t65ab	Self-assessment - physics: not talent
t65ac	Self-assessment - knowledge in English
t65ad	Self-assessment - knowledge in German
t65ae	Self-assessment - chemistry: no talent
t65af	Self-assessment - remembering of materials learned
t65ag	Self-assessment - good at mathematics
t65ah	Self-assessment - German: no talent

20 How strongly do you agree with the following statements? I study because …

Please tick one box in every row

	completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]
… I'm interested in the subjects.	☐	☐	☐	☐
… it's fun.	☐	☐	☐	☐
… I want to learn new things.	☐	☐	☐	☐
… I can improve my career chances.	☐	☐	☐	☐

… it's what I expect of myself.	☐	☐	☐	☐
… it will help me get a job.	☐	☐	☐	☐
… I don't want to let my parents down.	☐	☐	☐	☐

Variables	
t66a	Studying - out of interest
t66b	Studying - out of fun
t66c	Studying - new things
t66d	Studying - improve career chances
t66e	Studying - self-expectation
t66f	Studying - get a job
t66g	Studying - to not let parents down

21 How strongly do you agree with the following statements?

Please tick one box in every row.

	completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]
When I encounter difficulties, I find ways to overcome them and get what I want.	☐	☐	☐	☐
I always manage to solve difficult problems if I try hard enough.	☐	☐	☐	☐
I find it difficult to achieve my aims / to really do what I intend to do.	☐	☐	☐	☐
I always know how to behave even in unexpected situations.	☐	☐	☐	☐
I'm unsure how to cope with unexpected events.	☐	☐	☐	☐
I take a relaxed approach to difficulties because I'm confident about my own skills and abilities.	☐	☐	☐	☐
Whatever happens, I'll be able to handle it.	☐	☐	☐	☐
I can find a solution to any problem.	☐	☐	☐	☐
If I encounter something new, I know how to deal with it.	☐	☐	☐	☐
If a problem arises, I can cope with it myself.	☐	☐	☐	☐

Variables

t67a	Problem solving - assertion
t67b	Problem solving - effort
t67c	Problem solving - realisation intentions and aims
t67d	Problem solving - behavior unexpected situation
t67e	Problem solving - coping with unexpected events
t67f	Problem solving - trust in skills and abilities
t67g	Problem solving - handling whatever happens
t67h	Problem solving - finding a solution
t67i	Problem solving - deal with something new
t67j	Problem solving - to cope with problems oneself

Hobbies and Free-Time

22 Please enter details of how you spend your free time (outside of school lessons) during a normal week. On how many days in the week do you do the following?

Please tick one box in every row

	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Take part in free-time activities at school (e.g. sports, hobbies, working groups)	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Meet friends	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Play computer games, internet chat etc.	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Watch TV	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Read	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								

	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Activities with my family	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Play sport (alone, with friends or at a sports club)	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Take part in other groups (not sport), such as orchestra or church groups	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Spend time pursuing hobbies (e.g. musical instruments, arts and crafts)	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Part-time job	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
Other	☐	☐	☐	☐	☐	☐	☐	☐
|___|___| hours								

Variables

t68a	Days per week - activities at school
t68aa	Days per week - activities in school: total hours
t68b	Days per week - friends
t68bb	Days per week - friends: total hours
t68c	Days per week - computer
t68cc	Days per week - computer: total hours
t68d	Days per week - watch TV
t68dd	Days per week - watch TV: total hours
t68e	Days per week - read
t68ee	Days per week - read: total hours
t68f	Days per week - activities family
t68ff	Days per week - activities family: total hours
t68g	Days per week - play sport
t68gg	Days per week - play sport: total hours
t68h	Days per week - orchestra, church groups
t68hh	Days per week - orchestra, church groups: total hours
t68i	Days per week - hobbies
t68ii	Days per week - hobbies: total hours
t68j	Days per week - part-time job
t68jj	Days per week - part-time job: total hours
t68k	Days per week - other
t68kk	Days per week - other: total hours

How Do You See Yourself?

23 Please indicate how well the following statements describe you.

Please tick one box in every row

	doesn't apply at all [1]	doesn't apply much [2]	applies quite well [3]	applies fully [4]
I am rather reserved.	☐	☐	☐	☐
I tend to criticise others.	☐	☐	☐	☐
I complete my tasks thoroughly.	☐	☐	☐	☐
I easily become depressed and gloomy.	☐	☐	☐	☐
I am interested in many things.	☐	☐	☐	☐
I am enthusiastic and can motivate others easily.	☐	☐	☐	☐
I trust others easily and believe in the basic goodness of humanity.	☐	☐	☐	☐
I like things to be comfortable and tend to be a bit lazy.	☐	☐	☐	☐
I am relaxed and don't easily get stressed.	☐	☐	☐	☐
I think a lot and am interested in profound thoughts.	☐	☐	☐	☐

I am a “quiet type” and use words sparingly.	☐	☐	☐	☐
I can be cold and remote.	☐	☐	☐	☐
I work efficiently and fast.	☐	☐	☐	☐
I worry a lot.	☐	☐	☐	☐
I have a good imagination and come up with good ideas.	☐	☐	☐	☐
I am out-going and sociable.	☐	☐	☐	☐
I can be blunt and dismissive in my relations with others.	☐	☐	☐	☐
I make plans and carry them out.	☐	☐	☐	☐
I easily become nervous and unsure of myself.	☐	☐	☐	☐
I place value in artistic and aesthetic impressions.	☐	☐	☐	☐
I am not really interested in artistic things.	☐	☐	☐	☐
I easily let others talk me into doing silly things.	☐	☐	☐	☐
I often act without thinking about the consequences of my actions.	☐	☐	☐	☐
I rarely act without due consideration.	☐	☐	☐	☐
I am careful about what I say to other people.	☐	☐	☐	☐
I don’t study as hard as most of the other students in my classes.	☐	☐	☐	☐
I do what I have to do but rarely more than necessary.	☐	☐	☐	☐
I have high expectations for myself and I am trying to achieve them.	☐	☐	☐	☐
I try hard to do more than is asked of me.	☐	☐	☐	☐

Variables

t69a	Self-assessment - reserved
t69b	Self-assessment - criticise others
t69c	Self-assessment - complete tasks
t69d	Self-assessment - depressed
t69e	Self-assessment - interest in many things
t69f	Self-assessment - enthusiasm
t69g	Self-assessment - trust
t69h	Self-assessment - laziness
t69i	Self-assessment - relaxed manner
t69j	Self-assessment - profound thinking
t69k	Self-assessment - quiet, sparing of words
t69l	Self-assessment - cold behaviour
t69m	Self-assessment - efficiency
t69n	Self-assessment - worry
t69o	Self-assessment - good imagination
t69p	Self-assessment - sociability
t69q	Self-assessment - dismissive behavior
t69r	Self-assessment - make plans
t69s	Self-assessment - nervousness
t69t	Self-assessment - value artistic impressions
t69u	Self-assessment - little interest in artistic things
t69v	Self-assessment - doing silly things
t69w	Self-assessment - consequences of actions
t69x	Self-assessment - consideration of actions
t69y	Self-assessment - careful towards others
t69z	Self-assessment - little studiousness
t69aa	Self-assessment - not doing more than necessary
t69ab	Self-assessment - high expectations
t69ac	Self-assessment - doing more than asked

Health problems - stomach ache

24 How often have you had the following problems in the last 6 weeks?

Please tick one box in every row

	never [1]	1-2 times [2]	3-6 times [3]	more than 6 times [4]
Nervousness, inner anxiety	☐	☐	☐	☐
Headaches	☐	☐	☐	☐
Strong heart palpitations	☐	☐	☐	☐
Fear that it’s all getting too much	☐	☐	☐	☐
Difficulty concentrating	☐	☐	☐	☐
Sleep disturbances	☐	☐	☐	☐
Bad dreams	☐	☐	☐	☐

Excessive sweating	☐	☐	☐	☐
Vomiting	☐	☐	☐	☐
Easily irritable	☐	☐	☐	☐
Feelings of dizziness	☐	☐	☐	☐
Tiredness, fatigue	☐	☐	☐	☐
Incapable of relaxing	☐	☐	☐	☐
Severe forgetfulness, distraction	☐	☐	☐	☐
Angry at everything	☐	☐	☐	☐
Feeling of being worthless	☐	☐	☐	☐
Fear of going to school	☐	☐	☐	☐
Shakiness, weakness	☐	☐	☐	☐
Nausea	☐	☐	☐	☐
Loss of appetite	☐	☐	☐	☐
Backache	☐	☐	☐	☐
Sadness	☐	☐	☐	☐
Feeling that excessive demands are being made of me	☐	☐	☐	☐
Eating binges	☐	☐	☐	☐
Feeling of inner emptiness	☐	☐	☐	☐
Stomach ache	☐	☐	☐	☐

Variables

t70a	Health problems - nervousness
t70b	Health problems - headaches
t70c	Health problems - heart palpitations
t70d	Health problems - fear
t70e	Health problems - difficulty concentrating
t70f	Health problems - sleep disturbances
t70g	Health Problems - bad dreams
t70h	Health problems - excessive sweating
t70i	Health problems - vomiting
t70j	Health problems - irritability
t70k	Health Problems - dizziness
t70l	Health problems - tiredness, fatigue
t70m	Health problems - incapable of relaxing
t70n	Health problems - forgetfulness
t70o	Health problems - angry at everything
t70p	Health problems - worthlessness
t70q	Health problems - fear of going to school
t70r	Health problems - shakiness
t70s	Health problems - nausea
t70t	Health problems - loss of appetite
t70u	Health problems - backache
t70v	Health problems - sadness
t70w	Health problems - excessive demands
t70x	Health problems - eating binges
t70y	Health problems - inner emptiness
t70z	Health problems - stomach ache

25 If you think about both school term time and the school holidays, when do these problems occur?

Please tick one answer only

Only during the school terms [1]	☐
Mainly in school term time [2]	☐
Equally often at school and during the holidays [3]	☐
More often in the holidays [4]	☐

Variables	
t71	Occurrence of health problems - comparison school term time and school holidays

26 Since the start of the school year, how often have you been ill and unable to attend lessons?

Please tick one answer only

never ill [1]	☐
1-5 days ill [2]	☐
6-10 days ill [3]	☐
11-15 days ill [4]	☐
16 or more days ill [5]	☐

Variables	
t72	Ill during school term time

Interests

27 Please indicate how well the following statements apply to you, even if you didn't study the subject referred to during the upper secondary level.

Please tick one box in every row

	doesn't apply at all [1]	doesn't apply much [2]	applies quite well [3]	applies fully [4]
English is simply an exciting subject.	☐	☐	☐	☐
When I'm working on a chemistry exercise, I often don't notice how quickly the time goes by.	☐	☐	☐	☐
I am happy to sacrifice some of my free time if I can learn something new in biology.	☐	☐	☐	☐
For me personally, it is important to be good at physics.	☐	☐	☐	☐
When I'm working on my English coursework, I often don't notice how quickly the time goes by.	☐	☐	☐	☐
For me personally, it is important to be good at maths.	☐	☐	☐	☐
I am happy to sacrifice some of my free time if I can learn something new in German.	☐	☐	☐	☐
I am happy to sacrifice some of my free time if I can learn something new in English.	☐	☐	☐	☐
Biology is simply an exciting subject.	☐	☐	☐	☐
For me personally, it is important to be good at German.	☐	☐	☐	☐
When I'm working on my maths coursework, I often don't notice how quickly the time goes by.	☐	☐	☐	☐
Physics is simply an exciting subject.	☐	☐	☐	☐

For me personally, it is important to be good at English.	☐	☐	☐	☐
When I'm working on my biology coursework, I often don't notice how quickly the time goes by.	☐	☐	☐	☐
Chemistry is simply an exciting subject.	☐	☐	☐	☐
I am happy to sacrifice some of my free time if I can learn something new in physics.	☐	☐	☐	☐
For me personally, it is important to be good at biology.	☐	☐	☐	☐
Mathematics is simply an exciting subject.	☐	☐	☐	☐
When I'm working on my German coursework, I often don't notice how quickly the time goes by.	☐	☐	☐	☐
I am happy to sacrifice some of my free time if I can learn something new in chemistry.	☐	☐	☐	☐
When I'm working on my physics coursework, I often don't notice how quickly the time goes by.	☐	☐	☐	☐
For me personally, it is important to be good at chemistry.	☐	☐	☐	☐
I am happy to sacrifice some of my free time if I can learn something new in maths.	☐	☐	☐	☐
German is simply an exciting subject.	☐	☐	☐	☐

Variables

t73a	Interests - English: exciting
t73b	Interests - chemistry: time flies by
t73c	Interests - biology: sacrifice free time
t73d	Interests - physics: important to be good
t73e	Interests - English: time flies by
t73f	Interests - maths: important to be good
t73g	Interests - German: sacrifice free time
t73h	Interests - English: sacrifice free time
t73i	Interests - biology: exciting
t73j	Interests - German: important to be good
t73k	Interests - maths: time flies by
t73l	Interests - physics: exciting
t73m	Interests - English: important to be good
t73n	Interests - biology: time flies by
t73o	Interests - chemistry: exciting
t73p	Interests - physics: sacrifice free time
t73q	Interests - biology: important to be good
t73r	Interests - maths: exciting
t73s	Interests - German: time flies by
t73t	Interests - chemistry: sacrifice free time
t73u	Interests - physics: time flies by
t73v	Interests - chemistry: important to be good
t73w	Interests - maths: sacrifice free time
t73x	Interests - German: exciting

Interests in particular activities

28 The following section of the questionnaire consists of a list of different activities. Please indicate how strongly you are or would be interested in each of them.

Please tick one box in every row

	very little interest; don't like doing this at all [1]	not very interested [2]	slightly interested [3]	quite interested [4]	very strong interest; really like doing this [5]
Building or assembling things	☐	☐	☐	☐	☐
Reading academic articles	☐	☐	☐	☐	☐
Writing stories or reports	☐	☐	☐	☐	☐
Representing the interests of other people	☐	☐	☐	☐	☐
Telling other people what to do	☐	☐	☐	☐	☐
Making notes or compiling lists about things	☐	☐	☐	☐	☐
Working with machines or technical equipment	☐	☐	☐	☐	☐

Carrying out experiments in laboratories	☐	☐	☐	☐	☐
Drawing pictures	☐	☐	☐	☐	☐
Listening to other peoples' problems	☐	☐	☐	☐	☐
Publicising a particular cause	☐	☐	☐	☐	☐
Collecting, ordering or administering things	☐	☐	☐	☐	☐
Working with metal or wood, making things out of metal or wood	☐	☐	☐	☐	☐
Looking at things through a microscope	☐	☐	☐	☐	☐
Making or designing things from an artistic point of view	☐	☐	☐	☐	☐
Looking after children or adults who need assistance	☐	☐	☐	☐	☐
Negotiating with other people	☐	☐	☐	☐	☐
Keeping things clean and tidy	☐	☐	☐	☐	☐
Making something according to a plan or a sketch	☐	☐	☐	☐	☐
Observing or analysing things in detail	☐	☐	☐	☐	☐
Reading and interpreting poetry or literature	☐	☐	☐	☐	☐
Helping ill people	☐	☐	☐	☐	☐
Being the spokesperson for a group	☐	☐	☐	☐	☐
Monitoring compliance with guidelines	☐	☐	☐	☐	☐

Variables

t74a	Interest in particular activities - building or assembling
t74b	Interest in particular activities - academic articles
t74c	Interests in particular activities - stories, reports
t74d	Interests in particular activities - representing interests
t74e	Interests in particular activities - delegating
t74f	Interests in particular activities - making notes, compiling lists
t74g	Interests in particular activities - machines, technical equipment
t74h	Interests in particular activities - experiments
t74i	Interests in particular activities - drawing pictures
t74j	Interests in particular activities - listening to other peoples' problems
t74k	Interests in particular activities - publicising
t74l	Interests in particular activities - collecting, ordering, administering
t74m	Interests in particular activities - metal, wood
t74n	Interests in particular activities - microscope
t74o	Interests in particular activities - designing
t74p	Interests in particular activities - looking after people who need assistance
t74q	Interests in particular activities - negotiating
t74r	Interests in particular activities - Sauberkeit und Ordentlichkeit
t74s	Interests in particular activities - making something according to a plan
t74t	Interests in particular activities - observing, analysing
t74u	Interests in particular activities - poetry, literature
t74v	Interests in particular activities - helping ill people
t74w	Interests in particular activities - being a spokesperson
t74x	Interests in particular activities - compliance with guidelines

And When You Finish School?

29 How much thought have you already given to your choice of profession?

Please tick one box in every row

	doesn't apply at all [1]	doesn't apply much [2]	applies quite well [3]	applies fully [4]
I am already collecting detailed information about which professions might be suitable for me.	☐	☐	☐	☐
I already know what job I would like in the future.	☐	☐	☐	☐
I already know exactly which university / college or training company I am going to apply to.	☐	☐	☐	☐

Variables	
t75a	Choice of profession - collecting information
t75b	Choice of profession - detailed plannings
t75c	Choice of profession - application

30 How important are the following sources of information for you when considering your choice of profession?

Please tick one box in every row

	very unimportant [1]	rather unimportant [2]	rather important [3]	very important [4]
Careers Service / Employment Office / Careers Information Centre	☐	☐	☐	☐
Careers advice at school	☐	☐	☐	☐
Media (newspapers, books, TV, internet, etc.)	☐	☐	☐	☐
Advice from my relatives	☐	☐	☐	☐
Advice from friends	☐	☐	☐	☐
Advice from other people I know	☐	☐	☐	☐
Advice from teachers	☐	☐	☐	☐
Work placement or job	☐	☐	☐	☐
Other, please specify:	☐	☐	☐	☐

✎ _____

Variables	
t76a	Sources of information choice of profession - career service
t76b	Sources of information choice of profession - advice at school
t76c	Sources of information choice of profession - media
t76d	Sources of information choice of profession - family
t76e	Sources of information choice of profession - friends
t76f	Sources of information choice of profession - acquaintance
t76g	Sources of information choice of profession - teacher
t76h	Sources of information choice of profession - work placement, job
t76i	Sources of information choice of profession - other
t76ii	Sources of information choice of profession - other:

31 What do you think yourself about going on to higher education, for example at a university [Universität], university of applied sciences [Fachhochschule], teacher training college [Pädagogische Hochschule] or cooperative education college [Berufsakademie]?

Please indicate how well the following statements apply to you

	doesn't apply at all/very unlikely [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	applies very well/very likely [7]
I have no way of financing higher education.	☐	☐	☐	☐	☐	☐	☐

I will cope with higher education even if it causes me some stress.	☐	☐	☐	☐	☐	☐	☐
The subjects I would like to study have an entry requirement [Numerus Clausus] which I won't achieve.	☐	☐	☐	☐	☐	☐	☐
I can't afford to study if there are tuition fees.	☐	☐	☐	☐	☐	☐	☐
University education is a challenge I just won't be able to meet.	☐	☐	☐	☐	☐	☐	☐
I'll cope well with the high standards expected during a course of higher education.	☐	☐	☐	☐	☐	☐	☐
I don't want to leave my familiar surroundings (friends/partner) and go somewhere else to study.	☐	☐	☐	☐	☐	☐	☐
Having to pay tuition fees puts me off the idea of studying.	☐	☐	☐	☐	☐	☐	☐
I think higher education would be too much of a challenge for me.	☐	☐	☐	☐	☐	☐	☐
I will succeed in my studies even if unexpected problems arise.	☐	☐	☐	☐	☐	☐	☐
Possible tuition fees are not a factor for me when deciding whether to study or what/where I will study.	☐	☐	☐	☐	☐	☐	☐

Variables	
t77a	Higher education - no way of financing
t77b	Higher education - cope with higher education despite stress
t77c	Higher education - too high NC
t77d	Higher education - cannot afford
t77e	Higher education - not able to meet the challenge
t77f	Higher education - cope with the standards expected
t77g	Higher education - not leave familiar surroundings
t77h	Higher education - tuition fees putting off
t77i	Higher education - too much of a challenge
t77j	Higher education - success despite problems
t77k	Higher education - tuition fees are not a decisive factor

32 Regardless of what you will actually do when you leave school, if you did the following, what do you think your chances of success would be to complete …

Please tick one box in every row

	very unlikely [1]	rather unlikely [2]	partly [3]	rather likely [4]	very likely [5]
… a vocational training qualification?	☐	☐	☐	☐	☐
… university education?	☐	☐	☐	☐	☐

Variables

t78a	Chance of success - vocational training qualification
t78b	Chance of success - university education

33	**When you finish school, will you do one of the following: military service [Wehrdienst], civilian national service [Zivildienst], gap year voluntary work [Soziales Jahr]?**
Please tick one answer only	
yes [1]	☐
possibly [2]	☐
no [3]	☐

Variables	
t79	Gap year voluntary work, military service or civilian national service after school finished

<u>The Following Questions Ask You About Which Vocational Training You Would Prefer If You Could Choose Freely:</u>

34 If you could do anything you wanted to: What would you most like to do after finishing school (and after finishing military service, civilian national service, gap year voluntary work, if you want to do one of these)?

Please tick the answer if it is appropriate and enter the name / type of training / studies

	Higher education (at a university, university of applied sciences, teacher training college or cooperative education college) [1]	Vocational training (apprenticeship) and then higher education afterwards [2]	Vocational training (apprenticeship) without going on to higher education afterwards [3]
	☐	☐	☐
[degree only] Higher education type and subject(s):			
[Vocational training and degree] Name of training:			
[Vocational training and degree] Higher education subject(s):			
[Vocational training only] name of training:			

Variables	
t80	Vocational education - wishes
t80a	Wish: higher education - subject
t80ba	Wish: vocational training, higher edcuation - training
t80bb	Wish: vocational training, higher education - higher education subject(s)
t80c	Wish: vocational training - training

35 If you would prefer university education, would you study to become a teacher [Lehramtsstudium]?

Please tick the appropriate answer

no [0]	☐
yes [1]	☐

Variables	
t81	Vocational education - Higher education to become a teacher

36 Now if you take into consideration everything you already know: What are you most probably going to do after finishing school (and after finishing military service, civilian national service, gap year voluntary work, if you do one of these)?

Please tick the appropriate answer

- ☐ Higher education (at a university, university of applied sciences, teacher training college or cooperative education college) [1]
- ☐ Vocational training (apprenticeship) and then higher education afterwards [2]
- ☐ Vocational training (apprenticeship) without going on to higher education afterwards [3]

Variables	
t82	Vocational education - after finishing school

37 What type of higher education institute will you probably study at?

Please tick one answer only

- ☐ University of applied sciences [1]
- ☐ University [2]
- ☐ Cooperative education college [Berufsakademie] [3]

Variables	
t83	Vocational education - type of higher education institute

38 What subject will you probably study?

If you intend to study to become a teacher, please enter the most likely combination of subjects.

1st subject: _____

2nd subject: _____

3rd subject: _____

Variables	
t84a	Subject of study 1
t84b	Subject of study 2
t84c	Subject of study 3

39 What qualification will you probably achieve first?

Please tick one answer only

Bachelor's degree (except those leading to "Lehramt" qualification) [1]	☐
Bachelor's degree leading to "Lehramt" qualification (teaching qualification) [2]	☐
Diplom [3]	☐
Diplom of university of applied sciences [4]	☐
Magister [equivalent to Master in the pre-Bologna system] [5]	☐
"Staatsexamen" (except those leading to "Lehramt" qualification) [6]	☐
"Staatsexamen" leading to "Lehramt" qualification (teaching qualification) [7]	☐

Variables	
t85	Vocational education - qualification

40 Make an estimate:

Please tick one answer only

How high do you think your chances are of getting a place on the education course of your choice?

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

If you don't intend to do an vocational training, please proceed to question 43

Variables	
t86	Vocational education - chances places on education course

41 What course of vocational training (not higher education) will you most probably take?

Please enter the exact name of the training course.

-> Please skip to question 66

Variables	
t87	Vocational education - name of the training course

42 Make an estimate:

Please tick one answer only

How high do you think your chances are of getting a training place for the profession of your choice?	
very small [1]	☐
rather small [2]	☐
rather good [3]	☐
very good [4]	☐

Variables	
t88	Vocational training - chances training place for the profession

43 How important is it for you ...

Please tick one box in every row

	very unimportant [1]	rather unimportant [2]	rather important [3]	very important [4]
... that you get good marks at school?	☐	☐	☐	☐
... that you start to earn your own money as quickly as possible?	☐	☐	☐	☐
... that you will make it to the top of your profession someday?	☐	☐	☐	☐

Variables	
t89a	Importance - marks at school
t89b	Importance - earn money
t89c	Importance - professional success

44 What education or training do your parents want you to pursue when you leave school?

Please tick one answer in each column

	... study a higher education course. [1]	... do a vocational training. [2]	... start work directly, without pursuing any further education or training. [3]	My mother/father has no opinion about this. [4]
My mother wants me to ...	☐	☐	☐	☐
My father wants me to ...	☐	☐	☐	☐

Variables	
t90a	Wish for education/training - mother
t90b	Wish for education/training - father

45 How important is it to your mother ...

Please tick one box in every row

	very unimportant [1]	unimportant [2]	important [3]	very important [4]	I don't know my mother's opinion about this [5]
... that you get good marks at school?	☐	☐	☐	☐	☐
... that you start to earn your own money as quickly as possible?	☐	☐	☐	☐	☐
... that you will make it to the top of your profession someday?	☐	☐	☐	☐	☐

Variables	
t91a	Mother - importance: marks at school
t91b	Mother - importance: earn money
t91c	Mother - importance: professional success

46 How important is it to your father ...

Please tick one box in every row

	very unimportant [1]	unimportant [2]	important [3]	very important [4]	I don't know my father's opinion about this [5]
... that you get good marks at school?	☐	☐	☐	☐	☐
... that you start to earn your own money as quickly as possible?	☐	☐	☐	☐	☐
... that you will make it to the top of your profession someday?	☐	☐	☐	☐	☐

Variables	
t92a	Father - importance: marks at school
t92b	Father - importance: earn money
t92c	Father - importance: professional success

47 How important is it for you in general ...

Please tick one box in every row

	very unimportant [1]	rather unimportant [2]	rather important [3]	very important [4]
... what your mother expects from you in this regard?	☐	☐	☐	☐
... what your father expects from you in this regard?	☐	☐	☐	☐

Variables	
t93a	Importance - expectation mother
t93b	Importance - expectations father

49 How well do you agree with the following statements?

Please tick one box in every row

	completely disagree [1]	rather disagree [2]	half and half [3]	rather agree [4]	completely agree [5]
My parents often ask me how it is going at school.	☐	☐	☐	☐	☐
My parents are very interested in the marks I get at school.	☐	☐	☐	☐	☐
My parents give me gifts or money if I get good marks at school.	☐	☐	☐	☐	☐
My parents punish me if I get bad marks at school, for instance by withholding pocket money or banning me from using the computer.	☐	☐	☐	☐	☐
My parents help me if I'm having difficulties at school such as if I get into arguments or fights, or if I feel unjustly treated.	☐	☐	☐	☐	☐
I often talk to my parents about what I should do when I finish school.	☐	☐	☐	☐	☐
I often talk to my parents about possible careers for my future.	☐	☐	☐	☐	☐

Variables	
t95a	Parents - asking about school
t95b	Parents - interest in marks
t95c	Parents - gifts for good marks
t95d	Parents - punishment for bad marks
t95e	Parents - help when difficulties occur
t95f	Parents - conversation about time after finishing school
t95g	Parents - conversation about future career

50 What career do your parents think you should pursue?

Please indicate what your parents think, not what you want to do yourself

	Opinion known (not checked) [0]	Opinion not known (checked) [1]
I don't know my parents' opinion.	☐	☐

✎ _____

Variables

t96	Parents - knowledge of career aspiration
t96a	Parents - career aspiration

51 What is the minimum school grade that your parents are happy with?

Please tick one box in every row

	Note 1 (13-15 Punkte) [1]	Note 2 (10-12 Punkte) [2]	Note 3 (7-9 Punkte) [3]	Note 4 (4-6 Punkte) [4]	Note 5 (1-3 Punkte) [5]
Mathematics	☐	☐	☐	☐	☐
English	☐	☐	☐	☐	☐
German	☐	☐	☐	☐	☐
Biology	☐	☐	☐	☐	☐
Chemistry	☐	☐	☐	☐	☐
History	☐	☐	☐	☐	☐
Physics	☐	☐	☐	☐	☐

Variables	
t97a	Parents - satisfaction with school grades: mathematics
t97b	Parents - satisfaction with school grades: English
t97c	Parents - satisfaction with school grades: German
t97d	Parents - satisfaction with school grades: biology
t97e	Parents - satisfaction with school grades: chemistry
t97f	Parents - satisfaction with school grades: history
t97g	Parents - satisfaction with school grades: physics

Some questions on your person

52 Are you male or female?

Please tick the appropriate answer

male [1]	☐
female [2]	☐

Variables	
t21	gender

53 When were you born?

Please enter the month and year as numbers and right-justified.

month |___|___|

year |___|___|___|___|

Variables	
t22a	date of birth - month
t22b	date of birth - year

54 Which country were you born in? Which country were your parents born in?

Please tick only one answer for each person

	Germany [1]	Vietnam [2]	Russian Federation [3]	Turkey [4]	Azerbaijan [5]	Ukraine [6]	Serbia [7]	Kazakhstan [8]	Armenia [9]	Iraq [10]	Poland [11]	China [12]	Italy [13]	in another country [14]
You	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
You:														
Your mother	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Mother:														
Your father	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Father:														

Variables

t100a	Country of birth - you
t100aa	Country of birth - you: other
t100b	Country of birth - your mother
t100bb	Country of birth - your mother: other
t100c	Country of birth - your father
t100cc	Country of birth - your father: other

55 If you were not born in Germany: When did you move to Germany?

Please enter the month and year as numbers and right-justified

|___|___| Month

|___|___|___|___| Year

Variables	
t101a	Date of entry - month
t101b	Date of entry - year

56 What is your nationality?

Please tick the appropriate answer. If you have more than one official nationality, you can tick more than one answer

	not checked [0]	checked [1]
German	☐	☐
Vietnamese	☐	☐
Russian	☐	☐
Turkish	☐	☐
Azerbaijani	☐	☐
Ukrainian	☐	☐
Serbian	☐	☐
Kazakh	☐	☐
Armenian	☐	☐
Iraqi	☐	☐
Polish	☐	☐
Chinese	☐	☐
Italian	☐	☐
Other (please specify)	☐	☐

✎ _____

Variables

t102a	Nationality - German
t102b	Nationality - Vietnamese
t102c	Nationality - Russian
t102d	Nationality - Turkish
t102e	Nationality - Azerbaijani
t102f	Nationality - Ukrainian
t102g	Nationality - Serbian
t102h	Nationality - Kazakh
t102i	Nationality - Armenian
t102j	Nationality - Iraqi
t102k	Nationality - Polish
t102l	Nationality - Chinese
t102m	Nationality - Italian
t102n	Nationality - other, specified
t102na	Nationality: other

57 What language do you speak most of the time …

Please tick one option for each person. If only one of your parents is still alive, just answer the question for this person

	Only German [1]	Mostly German, but sometimes another language too [2]	Mostly another language, but sometimes German too [3]	Only another language [4]
... with your mother?	☐	☐	☐	☐
... with your father?	☐	☐	☐	☐
... with your brothers and sisters?	☐	☐	☐	☐

Variables	
t103a	Language spoken most of the time - with mother
t103b	Language spoken most of the time - with father
t103c	Language spoken most of the time - with brothers and sisters

58 Did you ever have to or choose to repeat a school year? If yes, which year?

Please tick the appropriate answer

	No entry [0]	Entry [1]
none	☐	☐
1st	☐	☐
2nd	☐	☐
3rd	☐	☐

4th	☐	☐
5th	☐	☐
6th	☐	☐
7th	☐	☐
8th	☐	☐
9th	☐	☐
10th	☐	☐
11th	☐	☐
12th	☐	☐

Variables	
t104a	Repeated school year - none
t104b	Repeated school year - 1st
t104c	Repeated school year - 2nd
t104d	Repeated school year - 3rd
t104e	Repeated school year - 4th
t104f	Repeated school year - 5th
t104g	Repeated school year - 6th
t104h	Repeated school year - 7th
t104i	Repeated school year - 8th
t104j	Repeated school year - 9th
t104k	Repeated school year - 10th
t104l	Repeated school year - 11th
t104m	Repeated school year - 12th

59 What is the highest educational qualification that your parents have?

Please tick only one box in each row

	No school-leaving qualification [1]	Leaving certificate of the Hauptschule/Volksschule, 8th grade POS [2]	High school level I/ junior high school qualification, 10th grade POS [3]	University entrance qualification [(Fach-) Abitur (12th grade EOS)] [4]	Graduation of (Fach-) Hochschule [5]	Doctorate (PhD) [6]	Other qualification [7]
Mother	☐	☐	☐	☐	☐	☐	☐
Father	☐	☐	☐	☐	☐	☐	☐

Variables	
t105a	Educational qualification - mother
t105b	Educational qualification - father

60 What occupational status do your parents have?

Please tick only one box in each row. If your mother or your father is not currently working, please think back to their last job

	Was never employed [1]	Worker (blue-collar/no fixed contract) [2]	Employee (white-collar/salaried/ordinary employee in public authorities) [3]	Civil servant [Beamter] or judge [4]	Regular soldier [5]	Self-employed (does not have employees) [6]	Self-employed (has employees) [7]	Assists within the family (e.g. in family business or on their own farm) [8]
Mother	☐	☐	☐	☐	☐	☐	☐	☐
Father	☐	☐	☐	☐	☐	☐	☐	☐

Variables	
t106a	Occupational status - mother
t106b	Occupational status - Father

61 If your parents are/were employed: What occupation do your parents have / did they have last?

If your parents work either full-time or part-time, please enter details of the work they carry out. If your parents don't have regular work at present, please enter details of the last regular work they had. Please enter precise details (e.g. precision engineer, car mechanic, secondary school teacher for history). If they currently have temporary work, please enter the work they normally do. If they have more than one job at the same time, please enter the work they do for the most hours per week - if the number of hours is the same for two jobs, please enter the work with the highest income.

Mother: ✎ _____

Father: ✎ _____

Variables	
t107a	Last occupation - mother
t107b	Last occupation - father

62 How many books does your family have at home?

Please do not include: magazines, newspapers and your schoolbooks.
Please tick one answer only

None or only very few (0 to 10 books) [1]	☐
Enough to fill one shelf (11 to 25 books) [2]	☐
Enough to fill several shelves (26 to 100 books) [3]	☐
Enough to fill a small set of shelves (101 to 200 books) [4]	☐
Enough to fill a large set of shelves (201 to 500 books) [5]	☐
Enough to fill shelf units (more than 500 books) [6]	☐

Variables	
t108	Number of books

63	Does your family have the following things at home?	
Please tick one box in every row		
	yes [1]	no [0]
A desk for studying?	☐	☐
A room to yourself?	☐	☐
A computer which you can use for studying?	☐	☐
Educational software (learning/teaching software)?	☐	☐
Classical literature (e.g. Goethe)?	☐	☐
Books of poetry?	☐	☐
Works of art (e.g. paintings)?	☐	☐
Books that help you with your homework?	☐	☐
A dictionary?	☐	☐

Variables	
t109a	At home - desk
t109b	At home - room to yourself
t109c	At home - computer
t109d	At home - educational software
t109e	At home - literature
t109f	At home - poetry
t109g	At home - work of art
t109h	At home - books for homework
t109i	At home - dictionary

64	Did you take physics as a subject during your upper secondary level?
Please tick the appropriate answer	
yes [1]	☐
no [2]	☐
If "yes": Please go on with next question. If "no": Please go on with question 72.	

Variables	
t9	Taking physics upper secondary level

Your Physics Course

65	Do the following statements apply to you?				
Please tick one box in every row					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I would have had to make more of an effort in my physics classes in order to understand the subject.	☐	☐	☐	☐	☐
I participated as much as I could in my physics classes.	☐	☐	☐	☐	☐
I did everything that was asked of me in my physics classes.	☐	☐	☐	☐	☐
I always tried to complete my physics homework.	☐	☐	☐	☐	☐
I would have had to put in more effort in physics to keep up in class.	☐	☐	☐	☐	☐

Variables	
t40a	Physics course - effort
t40b	Physics course - participation
t40c	Physics course - completion of tasks
t40d	Physics course - homework
t40e	Physics course - effort/endeavour

66	Some statements about your physics course:				
Please tick one box in every row					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher wanted us to really understand the materials and topics covered in class.	☐	☐	☐	☐	☐
Our teacher made it very clear when particular students underperformed.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching us.	☐	☐	☐	☐	☐
“Discipline and order” prevailed in this course.	☐	☐	☐	☐	☐
Life was really made difficult for “lazy” students in this course.	☐	☐	☐	☐	☐
Our teacher taught enthusiastically.	☐	☐	☐	☐	☐
Our teacher reacted immediately if individual students didn’t cooperate or when they caused a disturbance.	☐	☐	☐	☐	☐
It was really important for our teacher to see that we learned something.	☐	☐	☐	☐	☐
Our teacher regularly checked if we had really done the homework.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching.	☐	☐	☐	☐	☐

Variables	
t33a	Physics teacher - understanding of materials covered in class
t33b	Physics teacher - make clear underperformance
t33c	Physics teacher - fun instilling
t33d	Physics teacher - discipline and order
t33e	Physics teacher - lazy students
t33f	Physics teacher - enthusiasm
t33g	Physics teacher - reaction towards cooperation/disturbance
t33h	Physics teacher - importance of learning
t33i	Physics teacher - check homework
t33j	Physics teacher - fun teaching

67 Please make an estimate. What percentage of the students …

Please enter the numbers right-justified (0 – 100 %)

… participated actively and regularly in physics classes?	|___|___|___| %
… were really interested in the physics lessons?	|___|___|___| %
… often caused a disturbance in physics lessons?	|___|___|___| %

Variables	
t42a	Physics estimate as percentage - participation
t42b	Physics estimate as percentage - interest
t42c	Physics estimate as percentage - disturbances

68 Some statements about your physics course:

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher often created interesting exercises and homework for us.	☐	☐	☐	☐	☐
Our teacher knew which tasks s/he had to give us in order to help us understand the subject.	☐	☐	☐	☐	☐
The exercises set were often too easy.	☐	☐	☐	☐	☐
In this course the best students were often set different coursework than the weaker students.	☐	☐	☐	☐	☐
The coursework helped to really understand the subject.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically strong students in the class.	☐	☐	☐	☐	☐

The coursework was often so that we really had to think hard.	☐	☐	☐	☐	☐
The coursework was often too difficult.	☐	☐	☐	☐	☐
The coursework was almost always well chosen.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically weaker students in the class.	☐	☐	☐	☐	☐
For me there was too little time to finish the tasks set in class.	☐	☐	☐	☐	☐
Sometimes our teacher told us things that I didn't understand.	☐	☐	☐	☐	☐
Sometimes I just 'shut off' in lessons because I couldn't understand anything.	☐	☐	☐	☐	☐
Our teacher was mainly interested in the good students – s/he didn't take the weaker students into consideration.	☐	☐	☐	☐	☐
Our teacher took the varying learning prerequisites of the students into consideration.	☐	☐	☐	☐	☐
The lessons progressed so quickly that many students had difficulties keeping up.	☐	☐	☐	☐	☐

Variables	
t43a	Physics lessons - exercises and homework
t43b	Physics lessons - exercises and understanding
t43c	Physics lessons - easiness of exercises
t43d	Physics lessons - different coursework best students
t43e	Physics lessons - exercises helped understanding
t43f	Physics lessons - orientation towards strong students
t43g	Physics lessons - demanding coursework
t43h	Physics lessons - too difficult coursework
t43i	Physics lessons - well chosen coursework
t43j	Physics lessons - orientation towards weaker students
t43k	Physics lessons - too little time for exercises
t43l	Physics lessons - no understanding
t43m	Physics lessons - switching off
t43n	Physics lessons - interest only in good students
t43o	Physics lessons - consideration of learning prerequisites
t43p	Physics lessons - quickness of lessons

69 Out of ten physics lessons: on average, how many times did your teacher set homework?

Please tick one answer only.

never [1]	☐
about 1 time [2]	☐
about 2 times [3]	☐
about 3 times [4]	☐
about 4 times [5]	☐
about 5 times [6]	☐
about 6 times [7]	☐
about 7 times [8]	☐
about 8 times [9]	☐
about 9 times [10]	☐
always [11]	☐

Variables	
t44	Physics - average setting of homework

70 Thinking of a normal school week: on average, what percentage of the physics homework did you seriously try to complete?

Please enter the numbers right-justified

about |___|___|___| %

Variables	
t45	Physics estimate as percentage: completed homework per week

71 In general …

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I learnt a lot in my physics course.	☐	☐	☐	☐	☐
The physics course was a lot of fun.	☐	☐	☐	☐	☐
Time flew by in physics lessons.	☐	☐	☐	☐	☐

Variables	
t46a	Physics in general - learnt a lot
t46b	Physics in general - fun
t46c	Physics in general - time flies by

72 Did you take chemistry as a subject during your upper secondary level?

Please tick the appropriate answer

yes [1]	☐
no [2]	☐
Yes: Please continue with the next question	

Variables	
t47	Taking chemistry upper secondary level

Your Chemistry Course

73 Do the following statements apply to you?

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I would have had to make more of an effort in my chemistry classes in order to understand the subject.	☐	☐	☐	☐	☐
I participated as much as I could in my chemistry classes.	☐	☐	☐	☐	☐
I did everything that was asked of me in my chemistry classes.	☐	☐	☐	☐	☐
I always tried to complete my chemistry homework.	☐	☐	☐	☐	☐
I would have had to put in more effort in chemistry to keep up in class.	☐	☐	☐	☐	☐

Variables	
t48a	Chemistry course - effort
t48b	Chemistry course - participation
t48c	Chemistry course - completion of tasks
t48d	Chemistry course - homework
t48e	Chemistry course - effort/endeavour

74 Some statements about your chemistry course:

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher wanted us to really understand the materials and topics covered in class.	☐	☐	☐	☐	☐
Our teacher made it very clear when particular students underperformed.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching us.	☐	☐	☐	☐	☐
“Discipline and order” prevailed in this course.	☐	☐	☐	☐	☐
Life was really made difficult for “lazy” students in this course.	☐	☐	☐	☐	☐
Our teacher taught enthusiastically.	☐	☐	☐	☐	☐

Our teacher reacted immediately if individual students didn't cooperate or when they caused a disturbance.	☐	☐	☐	☐	☐
It was really important for our teacher to see that we learned something.	☐	☐	☐	☐	☐
Our teacher regularly checked if we had really done the homework.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching.	☐	☐	☐	☐	☐

Variables	
t49a	Chemistry teacher - understanding of materials covered in class
t49b	Chemistry teacher - make clear underperformance
t49c	Chemistry teacher - fun instilling
t49d	Chemistry teacher - discipline and order
t49e	Chemistry teacher - lazy students
t49f	Chemistry teacher - enthusiasm
t49g	Chemistry teacher - reaction towards cooperation/disturbance
t49h	Chemistry teacher - importance of learning
t49i	Chemistry teacher - check homework
t49j	Chemistry teacher - fun teaching

75 Please make an estimate. What percentage of the students …

Please enter the numbers right-justified (0 – 100 %)

… participated actively and regularly in chemistry classes?	|___|___|___| %
… were really interested in the chemistry lessons?	|___|___|___|
… often caused a disturbance in chemistry lessons?	|___|___|___|

Variables	
t50a	Chemistry estimate as percentage - participation
t50b	Chemistry estimate as percentage - interest
t50c	Chemistry estimate as percentage - disturbances

76 Some statements about your chemistry course:

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher often created interesting exercises and homework for us.	☐	☐	☐	☐	☐
Our teacher knew which tasks s/he had to give us in order to help us understand the subject.	☐	☐	☐	☐	☐

The exercises set were often too easy.	☐	☐	☐	☐	☐
In this course the best students were often set different coursework than the weaker students.	☐	☐	☐	☐	☐
The coursework helped to really understand the subject.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically strong students in the class.	☐	☐	☐	☐	☐
The coursework was often demanding so that we really had to think hard.	☐	☐	☐	☐	☐
The coursework was often too difficult.	☐	☐	☐	☐	☐
The coursework was almost always well chosen.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically weaker students in the class.	☐	☐	☐	☐	☐
For me there was too little time to finish the tasks set in class.	☐	☐	☐	☐	☐
Sometimes our teacher told us things that I didn’t understand.	☐	☐	☐	☐	☐
Sometimes I just ‘shut off’ in lessons because I couldn’t understand anything.	☐	☐	☐	☐	☐
Our teacher was mainly interested in the good students – s/he didn’t take the weaker students into consideration.	☐	☐	☐	☐	☐
Our teacher took the varying learning prerequisites of the students into consideration.	☐	☐	☐	☐	☐
The lessons progressed so quickly that many students had difficulties keeping up.	☐	☐	☐	☐	☐

Variables

t51a	Chemistry lessons - exercises and homework
t51b	Chemistry lessons - tasks and understanding
t51c	Chemistry lessons - easiness of exercises
t51d	Chemistry lessons - different coursework best students
t51e	Chemistry lessons - coursework helps to understand
t51f	Chemistry lessons - orientation towards strong students
t51g	Chemistry lessons - demanding coursework
t51h	Chemistry lessons - too difficult coursework
t51i	Chemistry lessons - well chosen coursework
t51j	Chemistry lessons - orientation towards weaker students
t51k	Chemistry lessons - too little time for tasks
t51l	Chemistry lessons - no understanding
t51m	Chemistry lessons - switching off
t51n	Chemistry lessons - interest only in good students
t51o	Chemistry lessons - consideration of learning prerequisites
t51p	Chemistry lessons - quickness of lessons

77 Out of ten chemistry lessons: on average, how many times did your teacher set homework?

Please tick one answer only.

about

never [1]	☐
about 1 time [2]	☐
about 2 times [3]	☐
about 3 times [4]	☐
about 4 times [5]	☐
about 5 times [6]	☐
about 6 times [7]	☐
about 7 times [8]	☐
about 8 times [9]	☐
about 9 times [10]	☐
always [11]	☐

Variables	
t52	Chemistry - average setting of homework

78 Thinking of a normal school week: on average, what percentage of the chemistry homework did you seriously try to complete?

Please enter the numbers right-justified

about |___|___|___| %

Variables	
t53	Chemistry estimate as percentage - completed homework per week

79 In general …

Please tick one box in every row.

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I learnt a lot in my chemistry course.	☐	☐	☐	☐	☐
The chemistry course was a lot of fun.	☐	☐	☐	☐	☐
Time flew by in chemistry lessons.	☐	☐	☐	☐	☐

Variables	
t54a	Chemistry in general - learnt a lot
t54b	Chemistry in general - fun
t54c	Chemistry in general - time flies by

80 Did you take biology as a subject during your upper secondary level?

Please tick the appropriate answer

yes [1] ☐

no [2] ☐

Yes: Please continue with the next question

Variables	
t9	Taking biology upper secondary level

Your Biology Course

81	Do the following statements apply to you?				
Please tick one box in every row.					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I would have had to make more of an effort in my biology classes in order to fully understand the subject.	☐	☐	☐	☐	☐
I participated as much as I could in my biology classes.	☐	☐	☐	☐	☐
I did everything that was asked of me in my biology classes.	☐	☐	☐	☐	☐
I always tried to complete my biology homework.	☐	☐	☐	☐	☐
I would have had to put in more effort in biology to keep up better in class.	☐	☐	☐	☐	☐

Variables	
t10a	Biology course - effort
t10b	Biology course - participation
t10c	Biology course - completion of tasks
t10d	Biology course - homework
t10e	Biology course - effort/endeavour

82	Some statements about your biology course:				
Please tick one box in every row					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher wanted us to really understand the materials covered in class.	☐	☐	☐	☐	☐
Our teacher made it very clear when particular students underperformed.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching us.	☐	☐	☐	☐	☐
“Discipline and order” prevailed in this course.	☐	☐	☐	☐	☐
Life was really made difficult for “lazy” students in this course.	☐	☐	☐	☐	☐
Our teacher taught enthusiastically.	☐	☐	☐	☐	☐
Our teacher reacted immediately if individual students didn’t cooperate or when they caused a disturbance.	☐	☐	☐	☐	☐
It was really important for our teacher to see that we learned something.	☐	☐	☐	☐	☐
Our teacher regularly checked if we had really done the homework.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching.	☐	☐	☐	☐	☐

Variables	
t11a	Biology teacher - understanding of materials covered in class
t11b	Biology teacher - make clear underperformance
t11c	Biology teacher - fun instilling
t11d	Biology teacher - discipline and order
t11e	Biology teacher - lazy students
t11f	Biology teacher - enthusiasm
t11g	Biologie Lehrkraft - reaction cooperation/disturbance
t11h	Biology teacher - importance of learning
t11i	Biology teacher - check homework
t11j	Biology teacher - fun teaching

83 Please make an estimate. What percentage of the students …

Please enter the numbers right-justified (0 – 100 %)

… participated actively and regularly in biology classes??	|___|___|___| %
… were really interested in the biology lessons?	|___|___|___|
… often caused a disturbance in biology lessons?	|___|___|___|

Variables	
t12a	Biology estimate as percentage - participation
t12b	Biology estimate as percentage - interest
t12c	Biology estimate as percentage - disturbances

84 Some statements about your biology course:

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher often created interesting exercises and homework for us.	☐	☐	☐	☐	☐
Our teacher knew which tasks s/he had to give us in order to help us understand the subject.	☐	☐	☐	☐	☐
The exercises were often too easy.	☐	☐	☐	☐	☐
In this course the best students were often set different coursework than the weaker students.	☐	☐	☐	☐	☐
The coursework helped to really understand the subject.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically strong students in the class.	☐	☐	☐	☐	☐

The coursework was often demanding so that we really had to think hard.	☐	☐	☐	☐	☐
The coursework was often too difficult.	☐	☐	☐	☐	☐
The coursework was almost always well chosen.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically weaker students in the class.	☐	☐	☐	☐	☐
For me there was too little time to finish the tasks set in class.	☐	☐	☐	☐	☐
Sometimes our teacher told us things that I didn't understand.	☐	☐	☐	☐	☐
Sometimes I just 'shut off' in lessons because I couldn't understand anything.	☐	☐	☐	☐	☐
Our teacher was mainly interested in the good students – s/he didn't take the weaker students into consideration.	☐	☐	☐	☐	☐
Our teacher took the varying learning prerequisites of the students into consideration.	☐	☐	☐	☐	☐
The lessons progressed so quickly that many students had difficulties keeping up.	☐	☐	☐	☐	☐

Variables	
t13a	Biology lessons - exercises and homework
t13b	Biology lessons - tasks and understanding
t13c	Biology lessons - easiness of exercises
t13d	Biology lessons - different coursework best students
t13e	Biology lessons - coursework helps to understand
t13f	Biology lessons - orientation towards strong students
t13g	Biology lessons - demanding coursework
t13h	Biology lessons - too difficult coursework
t13i	Biology lessons - well chosen coursework
t13j	Biology lessons - orientation towards weaker students
t13k	Biology lessons - too little time for tasks
t13l	Biology lessons - no understanding
t13m	Biology lessons - switching off
t13n	Biology lessons - interest only in good students
t13o	Biology lessons - consideration of learning prerequisites
t13p	Biology lessons - quickness of lessons

85 Out of ten biology lessons: on average, how many times did your teacher set homework?

Please tick one answer only.

never [1]	☐
about 1 time [2]	☐
about 2 times [3]	☐
about 3 times [4]	☐
about 4 times [5]	☐
about 5 times [6]	☐
about 6 times [7]	☐
about 7 times [8]	☐
about 8 times [9]	☐
about 9 times [10]	☐
always [11]	☐

Variables	
t14	Biology - average setting of homework

86 Thinking of a normal school week: on average, what percentage of the biology homework did you seriously try to complete?

Please enter the numbers right-justified

about |___|___|___| %

Variables	
t15	Biology estimate as percentage - completed homework per week

87 In general …

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I learnt a lot in my biology course.	☐	☐	☐	☐	☐
The biology course was a lot of fun.	☐	☐	☐	☐	☐
Time flew by in biology lessons.	☐	☐	☐	☐	☐

Variables	
t16a	Biology in general - learnt a lot
t16b	Biology in general - fun
t16c	Biology in general - time flies by

Your Mathematics Course

88 How well do the following statements apply to you?					
Please tick one box in every row					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I would have had to make more of an effort in my maths classes in order to understand the subject.	☐	☐	☐	☐	☐
I participated as much as I could in my mathematics classes.	☐	☐	☐	☐	☐
I did everything that was asked of me in my maths classes.	☐	☐	☐	☐	☐
I always tried to complete my maths homework.	☐	☐	☐	☐	☐
I would have had to put in more effort in maths to keep up in class.	☐	☐	☐	☐	☐

Variables	
t17a	Mathematics course - effort
t17b	Mathematics course - participation
t17c	Mathematics course - completion of tasks
t17d	Mathematics course - homework
t17e	Mathematics course - effort/endeavour

89 Some statements about your mathematics course:					
Please tick one box in every row.					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher wanted us to really understand the materials and topics covered in class.	☐	☐	☐	☐	☐
Our teacher made it very clear when particular students underperformed.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching us.	☐	☐	☐	☐	☐
“Discipline and order” prevailed in this course.	☐	☐	☐	☐	☐
Life was really made difficult for “lazy” students in this course.	☐	☐	☐	☐	☐
Our teacher taught enthusiastically.	☐	☐	☐	☐	☐
Our teacher reacted immediately if individual students didn’t cooperate or when they caused a disturbance.	☐	☐	☐	☐	☐
It was really important for our teacher to see that we learned something.	☐	☐	☐	☐	☐
Our teacher regularly checked if we had really done the homework.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching.	☐	☐	☐	☐	☐

Variables	
t18a	Mathematics teacher - understanding of materials covered in class
t18b	Mathematics teacher - make clear underperformance
t18c	Mathematics teacher - fun instilling
t18d	Mathematics teacher - discipline and order
t18e	Mathematics teacher - lazy students
t18f	Mathematics teacher - enthusiasm
t18g	Mathematics teacher - reaction towards cooperation/disturbance
t18h	Mathematics teacher - importance of learning
t18i	Mathematics teacher - check homework
t18j	Mathematics teacher - fun teaching

90 Please make an estimate. What percentage of the students …

Please enter the numbers right-justified (0 – 100 %)

… participated actively and regularly in maths classes?	|___|___|___| %
… were really interested in the maths lessons?	|___|___|___| %
… often caused a disturbance in maths lessons?	|___|___|___| %

Variables	
t19a	Mathematics estimate as percentage - participation
t19b	Mathematics estimate as percentage - interest
t19c	Mathematics estimate as percentage - disturbances

91 Some statements about your mathematics course:

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher often created interesting exercises and homework for us.	☐	☐	☐	☐	☐
Our teacher knew which tasks s/he had to give us in order to help us understand the subject.	☐	☐	☐	☐	☐
The exercises set were often too easy.	☐	☐	☐	☐	☐
In this course the best students were often set different coursework than the weaker students.	☐	☐	☐	☐	☐
The coursework helped to really understand the subject.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically strong students in the class.	☐	☐	☐	☐	☐

The coursework was often demanding so that we really had to think hard.	☐	☐	☐	☐	☐
The coursework was often too difficult.	☐	☐	☐	☐	☐
The coursework was almost always well chosen.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically weaker students in the class.	☐	☐	☐	☐	☐
For me there was too little time to finish the tasks set in class.	☐	☐	☐	☐	☐
Sometimes our teacher told us things that I didn't understand.	☐	☐	☐	☐	☐
Sometimes I just 'shut off' in lessons because I couldn't understand anything.	☐	☐	☐	☐	☐
Our teacher was mainly interested in the good students – s/he didn't take the weaker students into consideration.	☐	☐	☐	☐	☐
Our teacher took the varying learning prerequisites of the students into consideration.	☐	☐	☐	☐	☐
The lessons progressed so quickly that many students had difficulties keeping up.	☐	☐	☐	☐	☐

Variables	
t20a	Mathematics lessons - exercises and homework
t20b	Mathematics lessons - tasks and understanding
t20c	Mathematics lessons - easiness of exercises
t20d	Mathematics lessons - different coursework best students
t20e	Mathematics lessons - coursework helps to understand
t20f	Mathematics lessons - orientation towards strong students
t20g	Mathematics lessons - demanding coursework
t20h	Mathematics lessons - too difficult coursework
t20i	Mathematics lessons - well chosen coursework
t20j	Mathematics lessons - orientation towards weaker students
t20k	Mathematics lessons - too little time for tasks
t20l	Mathematics lessons - no understanding
t20m	Mathematics lessons - switching off
t20n	Mathematics lessons - interest only in good students
t20o	Mathematics lessons - consideration of learning prerequisites
t20p	Mathematics lessons - quickness of lessons

92 Out of ten maths lessons: on average, how many times did your teacher set homework?

Please tick one answer only

never [1]	☐
about 1 time [2]	☐
about 2 times [3]	☐
about 3 times [4]	☐
about 4 times [5]	☐
about 5 times [6]	☐
about 6 times [7]	☐
about 7 times [8]	☐
about 8 times [9]	☐
about 9 times [10]	☐
always [11]	☐

Variables	
t21	Mathematics - average setting of homework

93 Thinking of a normal school week: on average, what percentage of the maths homework did you seriously try to complete?

Please enter the numbers right-justified

about |___|___|___| %

Variables	
t22	Mathematics estimate as percentage - completed homework per week

94 In general …

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I learnt a lot in my maths course.	☐	☐	☐	☐	☐
The maths course was a lot of fun.	☐	☐	☐	☐	☐
Time flew by in maths lessons.	☐	☐	☐	☐	☐

Variables	
t23a	Mathematics in general - learnt a lot
t23b	Mathematics in general - fun
t23c	Mathematics in general - time flies by

Your German Course

95	How well do the following statements apply to you?				
Please tick one box in every row					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I would have had to make more of an effort in my German classes in order to understand the subject.	☐	☐	☐	☐	☐
I participated as much as I could in my German classes.	☐	☐	☐	☐	☐
I did everything that was asked of me in my German classes.	☐	☐	☐	☐	☐
I always tried to complete my German homework.	☐	☐	☐	☐	☐
I would have had to put in more effort in German to keep up in class.	☐	☐	☐	☐	☐

Variables	
t24a	German course - effort
t24b	German course - participation
t24c	German course - completion of tasks
t24d	German course - homework
t24e	German course - effort/endeavour

96	Some statements about your German course:				
Please tick one box in every row					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher wanted us to really understand the materials and topics covered in class.	☐	☐	☐	☐	☐
Our teacher made it very clear when particular students underperformed.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching us.	☐	☐	☐	☐	☐
“Discipline and order” prevailed in this course.	☐	☐	☐	☐	☐
Life was really made difficult for “lazy” students in this course.	☐	☐	☐	☐	☐
Our teacher taught enthusiastically.	☐	☐	☐	☐	☐
Our teacher reacted immediately if individual students didn’t cooperate or when they caused a disturbance.	☐	☐	☐	☐	☐
It was really important for our teacher to see that we learned something.	☐	☐	☐	☐	☐
Our teacher regularly checked if we had really done the homework.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching.	☐	☐	☐	☐	☐

Variables	
t25a	German teacher - understanding of materials covered in class
t25b	German teacher - make clear underperformance
t25c	German teacher - fun instilling
t25d	German teacher - discipline and order
t25e	German teacher - lazy students
t25f	German teacher - enthusiasm
t25g	German teacher - reaction towards cooperation/disturbance
t25h	German teacher - importance of learning
t25i	German teacher - check homework
t25j	German teacher - fun teaching

97 Please make an estimate. What percentage of the students …

Please enter the numbers right-justified (0 – 100 %)

… participated actively and regularly in German classes?	|___|___|___| %
… were really interested in the German lessons?	|___|___|___|
… often caused a disturbance in German lessons?	|___|___|___|

Variables	
t26a	German estimate as percentage - participation
t26b	German estimate as percentage - interest
t26c	German estimate as percentage - disturbances

98 Some statements about your German course:

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher often created interesting exercises and homework for us.	☐	☐	☐	☐	☐
Our teacher knew which tasks s/he had to give us in order to help us understand the subject.	☐	☐	☐	☐	☐
The exercises set were often too easy.	☐	☐	☐	☐	☐
In this course the best students were often set different coursework than the weaker students.	☐	☐	☐	☐	☐
The coursework helped to really understand the subject.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically strong students in the class.	☐	☐	☐	☐	☐

The coursework was often demanding so that we really had to think hard.	☐	☐	☐	☐	☐
The coursework was often too difficult.	☐	☐	☐	☐	☐
The coursework was almost always well chosen.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically weaker students in the class.	☐	☐	☐	☐	☐
For me there was too little time to finish the tasks set in class.	☐	☐	☐	☐	☐
Sometimes our teacher told us things that I didn't understand.	☐	☐	☐	☐	☐
Sometimes I just 'shut off' in lessons because I couldn't understand anything.	☐	☐	☐	☐	☐
Our teacher was mainly interested in the good students – s/he didn't take the weaker students into consideration.	☐	☐	☐	☐	☐
Our teacher took the varying learning prerequisites of the students into consideration.	☐	☐	☐	☐	☐
The lessons progressed so quickly that many students had difficulties keeping up.	☐	☐	☐	☐	☐

Variables	
t27a	German lessons - exercises and homework
t27b	German lessons - tasks and understanding
t27c	German lessons - easiness of exercises
t27d	German lessons - different coursework best students
t27e	German lessons - coursework helps to understand
t27f	German lessons - orientation towards strong students
t27g	German lessons - demanding coursework
t27h	German lessons - too difficult coursework
t27i	German lessons - well chosen coursework
t27j	German lessons - orientation towards weaker students
t27k	German lessons - too little time for tasks
t27l	German lessons - no understanding
t27m	German lessons - switching off
t27n	German lessons - interest only in good students
t27o	German lessons - consideration of learning prerequisites
t27p	German lessons - quickness of lessons

99 Out of ten German lessons: on average, how many times did your teacher set homework?

Please tick one answer only.

never [1]	☐
about 1 time [2]	☐
about 2 times [3]	☐
about 3 times [4]	☐
about 4 times [5]	☐
about 5 times [6]	☐
about 6 times [7]	☐
about 7 times [8]	☐
about 8 times [9]	☐
about 9 times [10]	☐
always [11]	☐

Variables	
t28	German - average setting of homework

100 Thinking of a normal school week: on average, what percentage of the German homework did you seriously try to complete?

Please enter the numbers right-justified.

about |___|___|___| %

Variables	
t29	German estimate as percentage - completed homework per week

101 In general …

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I've learned a lot in my German course.	☐	☐	☐	☐	☐
In general the German course was a lot of fun.	☐	☐	☐	☐	☐
Time flew by in German lessons.	☐	☐	☐	☐	☐

Variables	
t30a	German in general - learnt a lot
t30b	German in general - fun
t30c	German in general - time flies by

102	Did you take English as a subject during your upper secondary level?
Please tick the appropriate answer	
yes [1]	☐
no [2]	☐
Yes: Please continue with the next question	

Variables	
t31	Taking English upper secondary level

Your English Course

103 Do the following statements apply to you?

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I would have had to make more of an effort in my English classes in order to understand the subject.	☐	☐	☐	☐	☐
I participated as much as I could in my English classes.	☐	☐	☐	☐	☐
I did everything that was asked of me in my English classes.	☐	☐	☐	☐	☐
I always tried to complete my English homework.	☐	☐	☐	☐	☐
I would have had to put in more effort in English to keep up in class.	☐	☐	☐	☐	☐

Variables	
t32a	English course - effort
t32b	English course - participation
t32c	English course - completion of tasks
t32d	English course - homework
t32e	English course - effort/endeavour

104 Some statements about your English course:

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher wanted us to really understand the materials and topics covered in class.	☐	☐	☐	☐	☐
Our teacher made it very clear when particular students underperformed.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching us.	☐	☐	☐	☐	☐
“Discipline and order” prevailed in this course.	☐	☐	☐	☐	☐

Life was really made difficult for "lazy" students in this course.	☐	☐	☐	☐	☐
Our teacher taught enthusiastically.	☐	☐	☐	☐	☐
Our teacher reacted immediately if individual students didn't cooperate or when they caused a disturbance.	☐	☐	☐	☐	☐
It was really important for our teacher to see that we learned something.	☐	☐	☐	☐	☐
Our teacher regularly checked if we had really done the homework.	☐	☐	☐	☐	☐
Our teacher seemed to have a lot of fun teaching.	☐	☐	☐	☐	☐

Variables	
t33a	English teacher - understanding of materials covered in class
t33b	English teacher - make clear underperformance
t33c	English teacher - fun instilling
t33d	English teacher - discipline and order
t33e	English teacher - lazy students
t33f	English teacher - enthusiasm
t33g	English teacher - Reaction towards cooperation/disturbance
t33h	English teacher - importance of learning
t33i	English teacher - check homework
t33j	English teacher - fun teaching

105 Please make an estimate. What percentage of the students …

Please enter the numbers right-justified (0 – 100 %)

… participated actively and regularly in English classes?	|___|___|___| %
… were really interested in the English lessons?	|___|___|___| %
… often caused a disturbance in English lessons?	|___|___|___| %

Variables	
t34a	English estimate as percentage - participation
t34b	English estimate as percentage - interest
t34c	English estimate as percentage - disturbances

106 Some statements about your English course:

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Our teacher often created interesting exercises and homework for us.	☐	☐	☐	☐	☐

Our teacher knew which tasks s/he had to give us in order to help us understand the subject.	☐	☐	☐	☐	☐
The exercises set were often too easy.	☐	☐	☐	☐	☐
In this course the best students were often set different coursework than the weaker students.	☐	☐	☐	☐	☐
The coursework helped to really understand the subject.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically strong students in the class.	☐	☐	☐	☐	☐
The coursework was often demanding so that we really had to think hard.	☐	☐	☐	☐	☐
The coursework was often too difficult.	☐	☐	☐	☐	☐
The coursework was almost always well chosen.	☐	☐	☐	☐	☐
Our teacher created lessons that are too heavily oriented towards the academically weaker students in the class.	☐	☐	☐	☐	☐
For me there was too little time to finish the tasks set in class.	☐	☐	☐	☐	☐
Sometimes our teacher told us things that I didn't understand.	☐	☐	☐	☐	☐
Sometimes I just 'shut off' in lessons because I couldn't understand anything.	☐	☐	☐	☐	☐
Our teacher was mainly interested in the good students – s/he didn't take the weaker students into consideration.	☐	☐	☐	☐	☐
Our teacher took the varying learning prerequisites of the students into consideration.	☐	☐	☐	☐	☐
The lessons progressed so quickly that many students had difficulties keeping up.	☐	☐	☐	☐	☐

Variables

t35a	English lessons - exercises and homework
t35b	English lessons - tasks and understanding
t35c	English lessons - easiness of exercises
t35d	English lessons - different coursework best students
t35e	English lessons - coursework helps to understand
t35f	English lessons - orientation towards strong students
t35g	English lessons - demanding coursework
t35h	English lessons - too difficult coursework
t35i	English teaching - well chosen coursework
t35j	English lessons - orientation towards weaker students
t35k	English lessons - too little time for tasks
t35l	English lessons - no understanding
t35m	English lessons - switching off
t35n	English lessons - interest only in good students
t35o	English lessons - consideration of learning prerequisites
t35p	English lessons - quickness of lessons

107 Out of ten English lessons: on average, how many times did your teacher set homework?

Please tick one answer only.

never [1]	☐
about 1 time [2]	☐
about 2 times [3]	☐
about 3 times [4]	☐
about 4 times [5]	☐
about 5 times [6]	☐
about 6 times [7]	☐
about 7 times [8]	☐
about 8 times [9]	☐
about 9 times [10]	☐
always [11]	☐

Variables	
t36	English - average setting of homework

108 Thinking of a normal school week: on average, what percentage of the English homework did you seriously try to complete?

Please enter the numbers right-justified

about	|___|___|___| %

Variables	
t37	English estimate as percentage - completed homework per week

109 In general …

Please tick one box in every row

	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I learnt a lot in my English course.	☐	☐	☐	☐	☐
The English course was a lot of fun.	☐	☐	☐	☐	☐
Time flew by in English lessons.	☐	☐	☐	☐	☐

Variables	
t38a	English in general - learnt a lot
t38b	English in general - fun
t38c	English in general - time flies by

3 Parents, PAPI

3.1 Wave 1 (ID 21)

About the reform of the upper secondary level in Thuringia

Next year (i.e. school year 2010/2011), secondary school graduates will have completed the reformed upper secondary level for the first time in Thuringia. The reform will involve a number of changes in terms of the range of compulsory learning subjects offered. Your child is in the last age group prior to the reform and, thus, will not be affected by the so-called "new upper secondary level".

1	How much do you know about the differences between the "old" and the "new" upper secondary level?
Please check only one answer	
very little [1]	☐
little [2]	☐
much [3]	☐
very much [4]	☐
very poor: Please proceed to question 4	

Variables	
p1	Parents knowledge about the upper secondary level reform

2	How do you rate the reform of the upper secondary level?
Please check only one answer	
Reform of the upper secondary level on the whole	
strong negative effects [1]	☐
slightly negative effects [2]	☐
no effect [3]	☐
slightly positive effects [4]	☐
strong positive effects [5]	☐

Variables	
p2	overall assessment - parents - reform

3	How will the reform of the upper secondary level affect the following aspects in your opinion?				
Please check one box in each line					
	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
a) Proficiency level of the students on the whole	☐	☐	☐	☐	☐
b) Motivation of the students on the whole	☐	☐	☐	☐	☐
c) Preparation for the academic subject selection	☐	☐	☐	☐	☐

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About the reform of the upper secondary level in Thuringia

Next year (i.e. school year 2010/2011), secondary school graduates will have completed the reformed upper secondary level for the first time in Thuringia. The reform will involve a number of changes in terms of the range of compulsory learning subjects offered. Your child is in the last age group prior to the reform and, thus, will not be affected by the so-called “new upper secondary level”.

1	**How much do you know about the differences between the “old” and the “new” upper secondary level?**
Please check only one answer	
very little [1]	☐
little [2]	☐
much [3]	☐
very much [4]	☐
very poor: Please proceed to question 4	

Variables	
p1	Parents knowledge about the upper secondary level reform

2	**How do you rate the reform of the upper secondary level?**
Please check only one answer	
Reform of the upper secondary level on the whole	
strong negative effects [1]	☐
slightly negative effects [2]	☐
no effect [3]	☐
slightly positive effects [4]	☐
strong positive effects [5]	☐

Variables	
p2	overall assessment - parents - reform

3 How will the reform of the upper secondary level affect the following aspects in your opinion?

Please check one box in each line

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
a) Proficiency level of the students on the whole	☐	☐	☐	☐	☐
b) Motivation of the students on the whole	☐	☐	☐	☐	☐
c) Preparation for the academic subject selection	☐	☐	☐	☐	☐

d) Preparation for the requirements of the academic studies	☐	☐	☐	☐	☐
e) Comparability of the high schoolleaving grade across different schools	☐	☐	☐	☐	☐
f) Suitability of the high schoolleaving grade as an indicator for scholastic aptitude	☐	☐	☐	☐	☐

Variables	
p3a	Effects of the reform - parents' opinion - proficiency level
p3b	Effects of the reform - parents' opinion - motivation on the whole
p3c	Effects of the reform - parents' opinion - preparation for academic subject selection
p3d	Effects of the reform - parents' opinion - preparation for requirements of academic studies
p3e	Effects of the reform - parents' opinion - comparability of schoolleaving grade
p3f	Effects of the reform - parents' opinion - schoolleaving grade as indicator

4 What is your opinion about the introduction of mathematics as a core subject (with 4 hours per week compared to 4 and/or 6 hours per week in the basic and/or advanced course prior to the reform) relative to the following aspects?

Please check one box in each line

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
a) Medium proficiency level in mathematics	☐	☐	☐	☐	☐
b) Securing a minimum proficiency level in mathematics	☐	☐	☐	☐	☐
c) Promotion of students with very good grades in mathematics	☐	☐	☐	☐	☐
d) Reduction of differences between students with a high and those with a low proficiency level in mathematics	☐	☐	☐	☐	☐
e) Willingness of the students to make efforts in mathematics	☐	☐	☐	☐	☐
f) Interest shown by students in mathematics	☐	☐	☐	☐	☐
g) Promotion of students with a lower proficiency level in mathematics	☐	☐	☐	☐	☐

Variables	
p4a	Effects of the reform - parents' opinion - mathematics - medium proficiency level
p4b	Effects of the reform - parents' opinion - mathematics - securing minimum proficiency level
p4c	Effects of the reform - parents' opinion - mathematics - promotion of students with good grades
p4d	Effects of the reform - parents' opinion - mathematics - reduction of differences
p4e	Effects of the reform - parents' opinion - mathematics - willingness to make efforts
p4f	Effects of the reform - parents' opinion - mathematics - interest shown by students
p4g	Effects of the reform - parents' opinion - mathematics - promotion of students with lower proficiency level

5 What is your opinion about the introduction of English as a core subject (with 4 hours per week compared to 4 and/or 6 hours per week in the basic and/or advanced course prior to the reform) relative to the following aspects?

Please tick one box in every row.

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
a) Medium proficiency level in English	☐	☐	☐	☐	☐
b) Securing a minimum proficiency level in English	☐	☐	☐	☐	☐
c) Promotion of students with very good grades in English	☐	☐	☐	☐	☐
d) Reduction of differences between students with a high and those with a low proficiency level in English	☐	☐	☐	☐	☐
e) Willingness of the students to make efforts in English	☐	☐	☐	☐	☐
f) Interest shown by students in English	☐	☐	☐	☐	☐
g) Promotion of students with a lower proficiency level in English	☐	☐	☐	☐	☐

Variables	
p5a_v1	English reform - proficiency level
p5b_v1	English reform - securing minimum proficiency level
p5c_v1	English reform - promotion of students with good grades
p5d_v1	English reform - reduction of differences
p5e_v1	English reform - willingness to make efforts
p5f_v1	English reform - interest shown by students
p5g_v1	English reform - promotion of students with lower proficiency level

6 In the reformed upper secondary level, all students are required to select one field of natural science (physics, chemistry or biology) as a subject with an ”increased level of requirement” (4 hours per week). What is your opinion regarding the following aspects?

Please check one box in each line

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
a) Medium proficiency level in natural sciences	☐	☐	☐	☐	☐
b) Securing a minimum proficiency level in natural sciences	☐	☐	☐	☐	☐
c) Promotion of students with very good grades in natural sciences	☐	☐	☐	☐	☐
d) Reduction of differences between students with a high and those with a low proficiency level in natural sciences	☐	☐	☐	☐	☐

e) Willingness of the students to make efforts in natural sciences	☐	☐	☐	☐	☐
f) Interest shown by students in natural sciences	☐	☐	☐	☐	☐
g) Promotion of students with a lower proficiency level in natural sciences	☐	☐	☐	☐	☐

Variables	
p6a	Natural sciences reform - proficiency level
p6b	Natural sciences reform - securing minimum proficiency level
p6c	Natural sciences reform - promotion of students with good grades
p6d	Natural sciences reform - reduction of differences
p6e	Natural sciences reform - willingness to make efforts
p6f	Natural sciences reform - interest shown by students
p6g	Natural sciences reform - promotion of students with lower proficiency level

7 In the reformed upper secondary level, all students are required to take examinations in five instead of four examination subjects. In your opinion, how will this affect …

Please check one box in each line

	strong decrease [1]	slight decrease [2]	no change [3]	slight increase [4]	strong increase [5]
a) … the psychological stress on the high school graduates?	☐	☐	☐	☐	☐
b) … the general education level of the high school graduates?	☐	☐	☐	☐	☐
c) … the possibility of developing own focus of interest?	☐	☐	☐	☐	☐
d) … the willingness to learn in nonexamination subjects?	☐	☐	☐	☐	☐
e) … the quality of preparation for the academic studies?	☐	☐	☐	☐	☐
f) … the comparability of the high schoolleaving certificate?	☐	☐	☐	☐	☐

Variables	
p7a	Psychological stress
p7b	General education level
p7c	Focus of interest
p7d	Willingness to learn in nonexamination subjects
p7e	Quality of preparation for academic studies
p7f	Comparability of high schoolleaving certificate

ON YOUR DAUGHTER/YOUR SON

8	To what extent are you satisfied with your daughter's/son's performance in school?
Please check only once answer	
With my daughter's/son's performance at school, I am …	
very unsatisfied [1]	☐
rather unsatisfied [2]	☐
rather satisfied [3]	☐
very satisfied [4]	☐

Variables	
p8	satisfaction with childs performance at school

9	What occupation should your daughter/son choose in your opinion?
Please state what you think and not what your daughter/son is aiming for	
✎ _____	

Variables	
p9	Parents' career aspiration for child

10	How well are you informed about the question of how many hours of teaching your child receives in what subjects?
Please check only one answer	
very little [1]	☐
little [2]	☐
much [3]	☐
very much [4]	☐

Variables	
p10	Knowledge about how many hours of teaching per subject

11	How do you rate the school's performance requirements to be met by your daughter/son …				
Please check one box in each line					
	much too low [1]	too low [2]	just right [3]	too great [4]	much too great [5]
a) … in class?	☐	☐	☐	☐	☐
b) … during homework?	☐	☐	☐	☐	☐
c) … during performance checks in class (e.g. written tests)?	☐	☐	☐	☐	☐

Variables	
p11a	Rating of performance requirements - in class
p11b	Rating of performance requirements - homework
p11c	Rating of performance requirements - performance checks

12 How do you rate the school's time requirements to be met by your daughter/son?

Please check one box in each line

	much too low [1]	too low [2]	just right [3]	too great [4]	much too great [5]
a) Weekly teaching time	☐	☐	☐	☐	☐
b) Time for homework	☐	☐	☐	☐	☐
c) Time for learning (time required for preparation and subsequent evaluation of the teaching subject without homework)	☐	☐	☐	☐	☐

Variables	
p12a	Rating of time requirements - weekly teaching time
p12b	Rating of time requirements - time for homework
p12c	Rating of time requirements - time for learning

13 To what extent are you satisfied with your daughter's/son's school in general?

Please check only one answer

very unsatisfied [1]	☐
rather unsatisfied [2]	☐
rather satisfied [3]	☐
very satisfied [4]	☐

Variables	
p13	Satisfaction of parents with school in general

14 How often do you or your partner generally

Please check one box in each line

	nie [1]	alle paar Monate [2]	1 bis 2 Mal pro Monat [3]	(ungefähr) einmal pro Woche [4]	mehrmals pro Woche [5]	(fast) täglich [6]
a) … discuss political and social issues with your child?	☐	☐	☐	☐	☐	☐
b) … discuss books, films or TV programmes with your child?	☐	☐	☐	☐	☐	☐
c) … listen to classical music with your child?	☐	☐	☐	☐	☐	☐

d) … talk about things your child has learned in school?	☐	☐	☐	☐	☐	☐
e) … talk about her/his further educational career?	☐	☐	☐	☐	☐	☐
f) … sit at the table having lunch or dinner with your child?	☐	☐	☐	☐	☐	☐

Variables	
p14a	Discussing political and social issues
p14b	Discussing books/films/TV programmes
p14c	Listen to classical music
p14d	Talk about things learned in school
p14e	Talk about further educational career
p14f	Having lunch or dinner together with child

15 How do you rate the following points/aspects?

Please check one box in each line

	1 sehr schlecht [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 sehr gut [7]
a) The vocational prospects for university graduates in general	☐	☐	☐	☐	☐	☐	☐
b) The vocational prospects for graduates from vocational institutions without academic studies	☐	☐	☐	☐	☐	☐	☐
c) The academic level of performance of your daughter/son	☐	☐	☐	☐	☐	☐	☐

Variables	
p15a	Rating vocational prospects for university graduates
p15b	Rating of vocational prospects for graduates from vocational institutions without academic studies
p15c	Rating of childs academic level of performance

sociodemography

All questions relate to both parental attachment figures of the child if they are living with the child in the same household and have a ”mother” or ”father” role.

16 Wenn Sie alleinerziehende Mutter oder alleinerziehender Vater sind, kreuzen Sie bitte eines der beiden folgenden Kästchen an. Beantworten Sie die weiteren Fragen dann nur für die Mutter oder den Vater.

Zutreffendes bitte ankreuzen.

	not checked [0]	checked [1]
Ich bin alleinerziehende Mutter.	☐	☐
Ich bin alleinerziehender Vater.	☐	☐

Variables	
p16a	Alleinerziehende Mutter?
p16b	Alleinerziehender Vater?

17 When were you born?

Please enter figures right-aligned

Mother	|___|___| Month
Mother	|___|___|___|___| Year
Father	|___|___| Month
Father	|___|___|___|___| Year

Variables	
p17mm	month of birth mother
p17mj	year of birth mother
p17vm	month of birth father
p17vj	year of birth father

18 In what country were you born?

Only one answer for each person

	Germany [1]	Vietnam [2]	Russian Federation [3]	Turkey [4]	Azerbaijan [5]	Ukraine [6]	Serbien [7]	Kasachstan [8]	Armenien [9]	Irak [10]	Polen [11]	China [12]	Italien [13]	anderes, und zwar: [14]
mother	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Mother ✎ _____

	Germany [1]	Vietnam [2]	Russian Federation [3]	Turkey [4]	Azerbaijan [5]	Ukraine [6]	Serbien [7]	Kasachstan [8]	Armenien [9]	Irak [10]	Polen [11]	China [12]	Italien [13]	anderes, und zwar: [14]
Father	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Father ✎ _____

Variables	
p18am	country of birth - mother
p18bm	country of birth - mother - other, namely:
p18av	country of birth - father
p18bv	country of birth - father - other, namely:

19	What is your nationality?	
If you have more than one nationality, you may check more answers. Check where applicable		
	not checked [0]	checked [1]
a) German	☐	☐
b) Vietnamese	☐	☐
c) Russian	☐	☐
d) Turkish	☐	☐
e) Azerbaijani	☐	☐
f) Ukrainian	☐	☐
g) Serbian	☐	☐
h) Kazakh	☐	☐
i) Armenian	☐	☐
j) Iraqi	☐	☐
k) Polish	☐	☐
l) Chinese	☐	☐
m) Italian	☐	☐
n) Other, namely:	☐	☐
Mother		✎
	not checked [0]	checked [1]
a) German	☐	☐
b) Vietnamese	☐	☐
c) Russian	☐	☐
d) Turkish	☐	☐
e) Azerbaijani	☐	☐
f) Ukrainian	☐	☐
g) Serbian	☐	☐
h) Kazakh	☐	☐
i) Armenian	☐	☐
j) Iraqi	☐	☐
k) Polish	☐	☐
l) Chinese	☐	☐
m) Italian	☐	☐
n) Other, namely:	☐	☐

Father	

Variables	
p19am	nationality German mother
p19bm	nationality Vietnamese mother
p19cm	nationality Russian mother
p19dm	nationality Turkish mother
p19em	nationality Azerbaijani mother
p19fm	nationality Ukrainian mother
p19gm	nationality Serbian mother
p19hm	nationality Kazakh mother
p19im	nationality Armenian mother
p19jm	nationality Iraqi mother
p19km	nationality Polish mother
p19lm	nationality Chinese mother
p19mm	nationality Italian mother
p19nm	nationality other mother
p19om	nationality - mother - other, namely:
p19av	nationality German father
p19bv	nationality Vietnamese father
p19cv	nationality Russian father
p19dv	nationality Turkish father
p19ev	nationality Azerbaijani father
p19fv	nationality Ukrainian father
p19gv	nationality Serbian father
p19hv	nationality Kazakh father
p19iv	nationality Armenian father
p19jv	nationality Iraqi father
p19kv	nationality Polish father
p19lv	nationality Chinese father
p19mv	nationality Italian father
p19nv	nationality other father
p19ov	nationality - father - other, namely:

20 What is your highest general education school-leaving certificate?

Please check where applicable

	keinen Schulabschluss [1]	Haupt-/Volksschulabschluss, 8. Klasse POS [2]	Mittlere Reife/Realschulabschluss, 10. Klasse POS [3]	(Fach-)Abitur, 12. Klasse EOS [4]	anderen Abschluss [5]
mother	☐	☐	☐	☐	☐
father	☐	☐	☐	☐	☐

Variables	
p20m	highest general education schoolleaving certificate
p20v	highest general education schoolleaving certificate father

21 Have you acquired your highest school-leaving certificate in Germany?

Please note that this does not refer to vocational training certificates such as apprenticeship or university education, but school-leaving diplomas such as high school diploma. Please check as applicable

yes [1]	☐
no [0]	☐

Variables	
p21	highest general education schoolleaving certificate acquired in Germany

22 What is your highest vocational training certificate?

Please state your highest certificate only

	not checked [0]	checked [1]
a) Apprenticeship certificate (commercial, operational, industrial, agricultural) journeyman's or assistant's certificate, dual training, GDR: skilled worker's certificate - mother	☐	☐
b) Master craftsman certificate, technician's training certificate - mother	☐	☐
c) Civil servant training (career examination): subclerical class - mother	☐	☐
d) Civil servant training (career examination): clerical class - mother	☐	☐
e) Civil servant training (career examination): executive class - mother	☐	☐
f) Civil servant training (career examination): administrative class - mother	☐	☐
g) Certificate of a public health school - mother	☐	☐
h) Vocational school certificate, commercial school certificate - mother	☐	☐
i) Technical school certificate (also vocational academy certificate) - mother	☐	☐
j) Technical school certificate in the GDR - mother	☐	☐
k) Bachelor (e.g. B.A., B.Sc.) - mother	☐	☐

l) Diplom [Diploma], Master (M.A.) - mother	☐	☐
m) Magister [equivalent to Master in the pre-Bologna system], state examination - mother	☐	☐
n) Doctorate, habilitation - mother	☐	☐
o) Vocational academy certificate - mother	☐	☐
p) Certificate of a university of applied administrative sciences - mother	☐	☐
q) Technical college certificate (former school of engineering) - mother	☐	☐
University education certificate mother	☐	☐
GDR: incomplete skilled worker's certificate in a trade - mother	☐	☐
t) No vocational training certificate - mother	☐	☐
u) Other, namely: - mother	☐	☐
Mother		

	not checked [0]	checked [1]
a) Apprenticeship certificate (commercial, operational, industrial, agricultural) journeyman's or assistant's certificate, dual training, GDR: skilled worker's certificate - father	☐	☐
b) Master craftsman certificate, technician's training certificate father	☐	☐
c) Civil servant training (career examination): subclerical class - father	☐	☐
d) Civil servant training (career examination): clerical class - father	☐	☐
e) Civil servant training (career examination): executive class father	☐	☐
f) Civil servant training (career examination): administrative class - father	☐	☐
g) Certificate of a public health school - father	☐	☐
h) Vocational school certificate, commercial school certificate - father	☐	☐
i) Technical school certificate (also vocational academy certificate) - father	☐	☐

j) Technical school certificate in the GDR - father	☐	☐
k) Bachelor (e.g. B.A., B.Sc.) - father	☐	☐
l) Diplom [Diploma], Master (M.A.) - father	☐	☐
m) Magister [equivalent to Master in the pre-Bologna system], state examination	☐	☐
n) Doctorate, habilitation - father	☐	☐
o) Vocational academy certificate - father	☐	☐
p) Certificate of a university of applied administrative sciences - father	☐	☐
q) Technical college certificate (former school of engineering) - father	☐	☐
r) University education certificate - father	☐	☐
s) GDR: incomplete skilled worker's certificate in a trade - father	☐	☐
t) No vocational training certificate - father	☐	☐
u) Other, namely: - father	☐	☐
Father		

Variables	
p22am	highest educational certificate training, journeyman's certificate etc mother
p22bm	highest educational certificate master, technician mother
p22cm	highest educational certificate civil servant subclerical class mother
p22dm	highest educational certificate civil servant clerical class mother
p22em	highest educational certificate civil servant executive class mother
p22fm	highest educational certificate civil servant administrative class mother
p22gm	highest educational certificate public health school mother
p22hm	highest educational certificate commercial school certificate mother
p22im	highest educational certificate technical school certificate mother
p22jm	highest educational certificate technical school certificate in GDR mother
p22km	highest educational certificate Bachelor mother
p22lm	highest educational certificate Diplom [Diploma], Master [M.A.] mother
p22mm	highest educational certificate Magister [equivalent to Master in the pre-Bologna system] state examination mother
p22nm	highest educational certificate doctorate, habilitation mother
p22om	Highest educational certificate vocational academy mother
p22pm	highest educational certificate university of applied administrative sciences mother
p22qm	highest educational certificate technical college (former school of engineering) mother
p22rm	highest educational certificate university education mother

p22sm	highest educational certificate GDR incomplete skilled worker's certificate in trade mother
p22tm	highest educational certificate - no vocational training certificate mother
p22um	highest educational certificate other mother
p22vm	other schoolleaving certificate mother
p22av	highest educational certificate vocational training, journeyman's certificate etc father
p22bv	highest educational certificate master craftsman, technician's training father
p22cv	highest educational certificate civil servant subclerical class father
p22dv	highest educational certificate civil servant clerical class - father
p22ev	highest educational certificate civil servant executive class father
p22fv	highest educational certificate civil servant administrative class father
p22gv	highest educational certificate public health school father
p22hv	highest educational certificate commercial school certificate father
p22iv	highest educational certificate technical school certificate father
p22jv	highest educational certificate technical school certificate in the GDR father
p22kv	highest educational certificate Bachelor father
p22lv	highest educational certificate Diplom [Diploma], Master (M.A.) father
p22mv	highest educational certificate Matister [equivalent to Master in the pre-Bologna system] state examination father
p22nv	highest educational certificate Doctorate, habilitation father
p22ov	Highest educational certificate vocational academy father
p22pv	highest educational certificate university of applied administrative sciences father
p22qv	highest educational certificate technical college (former school of engineering) father
p22rv	highest educational certificate university education certificate father
p22sv	highest educational certificate GDR incomplete skilled worker's certificate in trade father
p22tv	highest educational certificate - no vocational training certificate father
p22uv	highest educational certificate other father
p22vv	other schoolleaving certificate father

23 If you have stated Bachelor, Diploma or Master as the highest vocational training certificate: At what educational facility did you earn this certificate?

Please check only one box in each column

	not checked [0]	checked [1]
a) At a vocational academy - mother	☐	☐
b) At a university of applied administrative sciences - mother	☐	☐
c) At a university of applied sciences and/or former school of engineering - mother	☐	☐
d) At a university (also technical, medical, religious, teacher training or veterinary college, college of music or art) - mother	☐	☐
e) Other facility - mother	☐	☐
a) At a vocational academy - father	☐	☐

b) At a university of applied administrative sciences - father	☐	☐
c) At a university of applied sciences and/or former school of engineering - father	☐	☐
d) At a university (also technical, medical, religious, teacher training or veterinary college, college of music or art) - father	☐	☐
e) Other facility - father	☐	☐

Variables	
p23am	BA (vocational academy) mother
p23bm	University of applied administrative sciences mother
p23cm	University of applied sciences and/or former school of engineering mother
p23dm	University mother
p23em	College of art mother
p23av	BA (vocational academy) father
p23bv	University of applied administrative sciences - father
p23cv	University of applied sciences and/or former school of engineering father
p23dv	University father
p23ev	College of art father

24 Are you currently working full or part-time, spare time or non-active?

Notes: If one parent has two part-time jobs, please check "full-time employment". "Spare-time employment" means jobs with less than 15 hours per week. Please enter "non-active" for training process. Please check only one box in each column

	not checked [0]	checked [1]
a) Full-time employment - mother	☐	☐
b) Part-time employment - mother	☐	☐
c) spare-time employment - mother	☐	☐
c) not employed - mother	☐	☐
e) Gainful employment: How many hours do you normally work per week – including any spare-time employment? - mother	|___|___|	

	not checked [0]	checked [1]
a) Full-time employment - father	☐	☐
b) Part-time employment - father	☐	☐
c) spare-time employment - father	☐	☐
d) Non-active - father	☐	☐
e) Gainful employment: How many hours do you normally work per week – including any spare-time employment? father	|___|___|	

Variables	
p24am	mother full-time employment?
p24bm	mother part-time employment?
p24cm	mother spare-time employment?
p24dm	mother not employed?
p24em	mother if employed - number of hours
p24av	father full-time employed?
p24bv	father part-time employment?
p24cv	father spare-time employment?
p24dv	mother non-active?
p24ev	father if employed - number of hours

25 If you do work spare-time or if you are non-active: What are your main activities at present?

Please check only one box in each column.

	not checked [0]	checked [1]
a) Registered unemployed at the Federal Agency for Employment - mother	☐	☐
b) Unemployed, but not registered unemployed at the Federal Agency for Employment - mother	☐	☐
c) Working short-time mother	☐	☐
d) 1-Euro-job, ABM (job creation scheme), or similar measures of the Federal Agency for Employment/job center or ARGE	☐	☐
e) Partial retirement - mother	☐	☐
f) General education schooling - mother	☐	☐
g) Vocational training - mother	☐	☐
h) Master craftsman or technician training, attending a master craftsman/technician school - mother	☐	☐
i) Studies - mother	☐	☐
j) Doctorate - mother	☐	☐
k) Vocational retraining, advanced or further education - mother	☐	☐
l) On maternity leave/parental leave - mother	☐	☐
m) Housewife/househusband - mother	☐	☐
n) Sick/temporarily unable to work mother	☐	☐

o) Pensioner/on (early) retirement - mother	☐	☐
p) Military service/civilian alternative service, volunteer social, ecological, European year - mother	☐	☐
q) Other - mother	☐	☐
r) Not applicable - mother	☐	☐
a) Registered unemployed at the Federal Agency for Employment - father	☐	☐
b) Unemployed, but not registered unemployed at the Federal Agency for Employment - father	☐	☐
c) Working short-time - father	☐	☐
d) 1-Euro-job, ABM (job creation scheme), or similar measures of the Federal Agency for Employment/job center or ARGE - father	☐	☐
e) Partial retirement - father	☐	☐
f) General education schooling - father	☐	☐
g) Vocational training - father	☐	☐
h) Master craftsman or technician training, attending a master craftsman/technician school - father	☐	☐
i) Studies father	☐	☐
j) Doctorate - father	☐	☐
k) Vocational retraining, advanced or further education - father	☐	☐
l) On maternity leave/parental leave - father	☐	☐
m) Housewife/househusband - father	☐	☐
n) Sick/temporarily unable to work - father	☐	☐
o) Pensioner/on (early) retirement - father	☐	☐
p) Military service/civilian alternative service, volunteer social, ecological, European year - father	☐	☐
q) Other - father	☐	☐
r) Not applicable - father	☐	☐

Variables

p25am	Mother - registered unemployed
p25bm	Mother - unemployed, not registered
p25cm	Mother - working short time
p25dm	Mother - 1-Euro-job, ABM (job creation scheme)
p25em	Mother - partial retirement
p25fm	Mother - general education schooling
p25gm	Mother - vocational training
p25hm	Mother - master craftsman or technician training
p25im	Mother - studies
p25jm	Mother - Doctorate
p25km	Mother - vocational retraining, advanced or further education
p25lm	Mother - maternity leave, parental leave
p25mm	Mother - housewife/househusband
p25nm	Mother - sick/temporarily unable to work
p25om	Mother - pensioner, retirement
p25pm	Mother - military service/civilian alternative service etc.
p25qm	Mother - other
p25rm	Mother - not applicable
p25av	Father - registered unemployed
p25bv	Father - unemployed, not registered
p25cv	Father - working short-time
p25dv	Father - 1-Euro-job, ABM (job creation scheme)
p25ev	Father - partial retirement
p25fv	Father - general education schooling
p25gv	Father - vocational training
p25hv	Father - master craftsman or technician training
p25iv	Father - studies
p25jv	Father - Doctorate
p25kv	Father - vocational retraining, advanced or further education
p25lv	Father - paternity, parental leave
p25mv	Father - housewife/househusband
p25nv	Father - sick/temporarily unable to work
p25ov	Father - pensioner, retirement
p25pv	Father - military service/civilian alternative service etc.
p25qv	Father - other
p25rv	Father - not applicable

26 If you are and/or were gainfully employed: Please state your current and/or last professional activity.

If you are on part-time and/or full-time employment, please indicate your current professional activity. If you are on spare-time employment or if you are non-active, please indicate your last professional activity. Please make sure that your information on professional activity is as accurate as possible (e.g. ”precision mechanic“‘, ”automotive mechanic”“, ”grammar school teacher in history“). For temporary work, please state the main professional activity. If you are engaged in several activities at the same time, please indicate the activity with the highest number of hours and/or – if the hours are identical – the activity with the highest income.

Mother:	
Father:	

Variables	
p26m	mother current employment
p26v	father current employment

27 What is and/or was your professional position?

If you are on part-time and/or full-time employment, please indicate your current professional position. If you are on spare-time employment or if you are non-active, please indicate your last professional activity. For temporary work or seasonal work, please indicate your predominant position at the same employer. Please check only one box in ach column.

	not checked [0]	checked [1]
a) Unskilled worker	☐	☐
b) Semi-skilled worker, skilled worker with incomplete training in a branch of trade	☐	☐
c) Skilled worker, assistant	☐	☐
d) Foreman, group leader, team leader	☐	☐
e) Master craftsman, site foreman	☐	☐
f) Simple job (e.g. salesperson)	☐	☐
g) Qualified job (e.g. clerk, design draftsman)	☐	☐
h) Highly qualified activity or executive function (e.g. civil engineer, scientific assistant, head of department)	☐	☐
i) Activity involving executive tasks (e.g. director, general manager, board member)	☐	☐
j) Industrial master craftsman and foreman	☐	☐
k) Subclerical class (up to Oberamtsmeister inclusive)	☐	☐
l) Clerical class (from assistant to Hauptsekretär and/or Amtsinspektor)	☐	☐
m) Executive class (from Inspektor to Amtsrat and/or Oberamtsrat inclusive and elementary, secondary modern school or intermediate school teacher)	☐	☐
n) Administrative class, judge (from Regierungsrat and higher, e.g. teacher from Studienrat)	☐	☐
o) noncommissioned officer: private	☐	☐

p) Noncommissioned officer (junior noncommissioned officer, senior noncommissioned officer such as sergeant, staff sergeant)	☐	☐
q) Officer/in (lieutenant, captain)	☐	☐
r) noncommissioned officer: senior noncommissioned officer such as sergeant (starting with major)	☐	☐
s) In a free profession	☐	☐
t) In trade, commerce, industry, service sector	☐	☐
u) Farmer	☐	☐
v) Assisting family member	☐	☐
w) Free-lance	☐	☐
a) Unskilled worker	☐	☐
b) Semi-skilled worker, skilled worker with incomplete training in a branch of trade	☐	☐
c) Skilled worker, assistant	☐	☐
d) Foreman, group leader, team leader	☐	☐
e) Master craftsman, site foreman	☐	☐
f) Simple job (e.g. salesperson)	☐	☐
g) Qualified job (e.g. clerk, design draftsman)	☐	☐
h) Highly qualified activity or executive function (e.g. civil engineer, scientific assistant, head of department)	☐	☐
i) Activity involving executive tasks (e.g. director, general manager, board member)	☐	☐
j) Industrial master craftsman and foreman	☐	☐
k) Subclerical class (up to Oberamtsmeister inclusive)	☐	☐
l) Clerical class (from assistant to Hauptsekretär and/or Amtsinspektor)	☐	☐
m) Executive class (from Inspektor to Amtsrat and/or Oberamtsrat inclusive and elementary, secondary modern school or intermediate school teacher)	☐	☐
n) Administrative class, judge (from Regierungsrat and higher, e.g. teacher from Studienrat)	☐	☐
o) Nonrated soldier	☐	☐

p) Noncommissioned officer (junior noncommissioned officer, senior noncommissioned officer such as sergeant, staff sergeant)	☐	☐
q) Officer/in (lieutenant, captain)	☐	☐
r) Staff officer (from major)	☐	☐
s) In a free profession	☐	☐
t) In trade, commerce, industry, service sector	☐	☐
u) Farmer	☐	☐
v) Assisting family member	☐	☐
w) Free-lance	☐	☐

Variables	
p27am	Mother - unskilled worker
p27bm	Mother - semi-skilled worker
p27cm	Mother - skilled worker, assistant
p27dm	Mother - foreman
p27em	Mother - master craftsman
p27fm	Mother - simple job
p27gm	Mother - qualified job
p27hm	Mother - highly qualified activity or executive function
p27im	Mother - activity involving executive tasks
p27jm	Mother - industrial master craftsman and foreman
p27km	Mother - civil servant, subclerical class
p27lm	Mother - civil servant, clerical class
p27mm	Mother - civil servant, executive class
p27nm	Mother - civil servant, administrative class
p27om	Mother - private
p27pm	Mother - noncommissioned officer
p27qm	Mother - officer
p27rm	Mother - sergeant
p27sm	Mother - in a free profession
p27tm	Mother - self-employed in trade, commerce, industry, service sector
p27um	Mother - farmer
p27vm	Mother - assisting family member
p27wm	Mother - freelancer
p27av	Father - unskilled worker
p27bv	Father - semi-skilled worker
p27cv	Father - skilled worker, assistant
p27dv	Father - foreman
p27ev	Father - master craftsman
p27fv	Father - simple job
p27gv	Father - qualified job

p27hv	Father - highly qualified activity or executive function
p27iv	Father - activity involving executive tasks
p27jv	Father - industrial master craftsman and foreman
p27kv	Father - civil servant, subclerical class
p27lv	Father - civil servant, clerical class
p27mv	Father - civil servant, executive class
p27nv	Father - civil servant, administrative class
p27ov	Father - private
p27pv	Father - noncommissioned officer
p27qv	Father - officer
p27rv	Father - staff officer
p27sv	Father - in a free profession
p27tv	Father - self-employed in trade, commerce, industry, service sector
p27uv	Father - farmer
p27vv	Father - assisting family member
p27wv	Father - freelancer

28 If you are and/or were a self-employed person: How many employees do and/or did you have?

If you are on part-time and/or full-time employment, please indicate your current professional position. If you are on spare-time employment or if you are non-active, please indicate your last professional activity. Please check only one box in ach column.

	keine [1]	unter 5 Personen [2]	5 bis unter 10 Personen [3]	10 bis unter 20 Personen [4]	20 bis unter 50 Personen [5]	50 bis unter 100 Personen [6]	100 bis unter 200 Personen [7]	200 bis unter 500 Personen [8]	500 bis unter 1.000 Personen [9]	1.000 bis unter 2.000 Personen [10]	2.000 Personen und mehr [11]
mother	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
father	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Variables	
p28m	mother self-employed, number of employees
p28v	father self-employed, number of employees

29 If you are and/or were not a self-employed person: Are and/or were you in a leading position?

If you are on spare-time employment or if you are non-active, please indicate your last professional activity. Please check as applicable

	nein [1]	ja [2]
mother	☐	☐
father	☐	☐

	0 [1]	1–2 [2]	3–9 [3]	10 and more [4]
Mutter	☐	☐	☐	☐
Vater	☐	☐	☐	☐

Variables

p29am	mother experience in leading position?
p29av	father experience in leading postion?
p29bm	Mutter Anzahl Unterstellte
p29bv	Vater Anzahl Unterstellte

30 Now your total income of your entire household. What is the monthly household income of all persons living in your household today?

Please indicate the net amount, in other words after tax and social insurance contributions. Please add regular payments such as pensions, rent allowance, children's allowance, educational maintenance allowance, unemployment compensation etc.. Please check only one answer

weniger als 500 Euro [1]	☐
500 bis unter 1000 Euro [2]	☐
1000 bis unter 1500 Euro [3]	☐
1500 bis unter 2000 Euro [4]	☐
2000 bis unter 2500 Euro [5]	☐
2500 bis unter 3000 Euro [6]	☐
3000 bis unter 3500 Euro [7]	☐
3500 bis unter 4000 Euro [8]	☐
4000 bis unter 4500 Euro [9]	☐
4500 bis unter 5000 Euro [10]	☐
5000 Euro und mehr [11]	☐

Variables	
p30	net household income

about your daughters/sons professional future

31 How much importance do you attach to your child getting a job that is as respected as …

If you are non-active at present, please think of your last professional activity. Please check one box in each line

	not checked [0]	checked [1]
mother was never employed	☐	☐
father was never employed	☐	☐

	1 = not important at all (Likert) [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 = very important [7]
... the mother's?	☐	☐	☐	☐	☐	☐	☐
... the father's ?	☐	☐	☐	☐	☐	☐	☐

Variables	
p31ma	mother never employed?
p31va	father never employed?
p31m	at least same status like mother important?
p31v	at least same status as father important?

32 How do you rate the chances that your daughter/son once will be able to enter a profession with the following educational achievements that is as least respected as the mother's?

If the mother is current not gainfully employed, please think of your last professional activity. Please check one box in each line.

	very small [1]	rather small [2]	partly [3]	rather great [4]	very great [5]
a) With vocational education	☐	☐	☐	☐	☐

	not checked [0]	checked [1]
Mutter war nie erwerbstätig	☐	☐

	very small [1]	rather small [2]	partly [3]	rather great [4]	very great [5]
b) With academic studies	☐	☐	☐	☐	☐

	not checked [0]	checked [1]
Mutter war nie erwerbstätig	☐	☐

Variables	
p32a	mother chances for same status with vocational training
p32a2	Mother never employed?
p32b	mother chances for same status with academic studies
p32b2	Mother never employed?

33 How do you rate the chances that your daughter/son once will be able to enter a profession with the following educational achievements that is as least respected as the father's?

If the father is current not gainfully employed, please think of your last professional activity. Please check one box in each line.

	very small [1]	rather small [2]	partly [3]	rather great [4]	very great [5]
a) With a vocational education	☐	☐	☐	☐	☐

	not checked [0]	checked [1]
Vater war nie erwerbstätig	☐	☐

	very small [1]	rather small [2]	partly [3]	rather great [4]	very great [5]
b) With academic studies	☐	☐	☐	☐	☐

	not checked [0]	checked [1]
Vater war nie erwerbstätig	☐	☐

Variables	
p33a	father chances for same status with vocational training
p33a2	Father never employed?
p33b	father chances for same status with academic studies
p33b2	Father never employed?

34 What vocational education would you like your daughter/son to get?

Please check only one answer

betrieblicher Ausbildungsabschluss (z.B. in Handwerk, Industrie, Handel, Verwaltung, Dienstleistung) [1]	☐
schulischer Ausbildungsabschluss (z.B. im Gesundheitswesen, Krankenschwester/-pfleger) [2]	☐
Studienabschluss an einer Berufsakademie [3]	☐
Studienabschluss an einer Fachhochschule [4]	☐
Studienabschluss an einer Universität [5]	☐
Studienabschluss an einer Pädagogischen Hochschule [6]	☐

Variables	
p34	parents' wish for childs vocational training

35 If you consider all the things you currently know, what are the chances in your opinion that your child will actually achieve the following qualifications?

Please check one box in each line

	1 = impossible (Likert) [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 = absolutely sure (Likert) [7]
a) Industrial educational qualification (e.g. in trade, industry, commerce, administration, services sector)	☐	☐	☐	☐	☐	☐	☐

b) School educational qualification (e.g. in the health care system, trained nurse)	☐	☐	☐	☐	☐	☐	☐
c) Graduation from a vocational academy	☐	☐	☐	☐	☐	☐	☐
d) Graduation from a university of applied sciences	☐	☐	☐	☐	☐	☐	☐
e) Graduation from a university	☐	☐	☐	☐	☐	☐	☐
f) Graduation from a teacher's college	☐	☐	☐	☐	☐	☐	☐

Variables	
p35a	parents' prediction on chance of industrial educational qualification
p35b	parents' prediction on chance of school educational qualification
p35c	parents' prediction on chance of graduation from vocational academy
p35d	parents' prediction on chance of graduation from a university of applied sciences
p35e	parents' prediction on chance of graduation from university
p35f	parents' prediction on chance of graduation from a teacher's college

36 No matter what your daughter/son will do after she/he has left school, what do you think are the chances that she/he could …

Please check one box in each line

	very unlikely [1]	fairly unlikely [2]	partly [3]	fairly likely [4]	very likely [5]
a) … achieve a professional qualification?	☐	☐	☐	☐	☐
b) … achieve an academic qualification?	☐	☐	☐	☐	☐

Variables	
p36a	parents' prediction: Could child achieve a professional qualification?
p36b	parents' prediction: Could child achieve academic qualification?

37 To what extent can you support the statements on education?

Please check one box in each line

	1 = disagree completely (Likert) [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 = fully agree (Likert) [7]
a) A higher school-leaving certificate will also give working-class children the opportunity of social advancement	☐	☐	☐	☐	☐	☐	☐
b) A good education in Germany will secure international competitiveness of the economy.	☐	☐	☐	☐	☐	☐	☐
c) A good education will broaden the mental horizon of the people.	☐	☐	☐	☐	☐	☐	☐

d) A high educational level is indispensable for cultural life in our country.	☐	☐	☐	☐	☐	☐	☐
e) A high level of education will promote the critical faculty of the people.	☐	☐	☐	☐	☐	☐	☐
f) A good school education is valuable in itself.	☐	☐	☐	☐	☐	☐	☐

Variables	
p37a	high schoolleaving certificate gives opportunity of social advancement. For working class children
p37b	good education secures competitiveness of location
p37c	good education broadens mental horizon of people
p37d	high education is indispensable for cultural life in our country
p37e	high level of education promotes critical faculty of people
p37f	good school education is valuable in itself

38 Wie viele Bücher gibt es bei Ihnen zu Hause ungefähr?

Do not count: magazines, newspapers and school books. Please check only one answer.

None or only very few (0 to 10 books) [1]	☐
Enough to fill one shelf (11 to 25 books) [2]	☐
Enough to fill several shelves (26 to 100 books) [3]	☐
Enough to fill a small set of shelves (101 to 200 books) [4]	☐
Enough to fill a large set of shelves (201 to 500 books) [5]	☐
Enough to fill shelf units (more than 500 books) [6]	☐

Variables	
p38	Number of books in house

39 Do you have at home for your daughter/son ...

Please check one box in each line.

	yes [1]	no [2]
a) … a desk for learning?	☐	☐
b) … a room for herself/himself?	☐	☐
c) … a computer she/he can use for learning?	☐	☐
d) … learning software?	☐	☐
e) … classical literature (e.g. Goethe)?	☐	☐
f) … books with poems?	☐	☐
g) … works of art (e.g. pictures)?	☐	☐

h) … books that are useful for homework?	☐	☐
i) … a dictionary?	☐	☐

Variables	
p39a	things beneficial for education in household: desk
p39b	things beneficial for education in household: own room
p39c	things beneficial for education in household: computer for learning
p39d	things beneficial for education in household: learning software
p39e	things beneficial for education in household: classical literature
p39f	things beneficial for education in household: books with poems
p39g	things beneficial for education in household: works of art
p39h	things beneficial for education in household: useful books for homework
p39i	things beneficial for education in household: dictionary

40 How important do you consider the following school subjects?

Please check one box in each line

	Unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) Mathematics	☐	☐	☐	☐
b) English	☐	☐	☐	☐
c) German	☐	☐	☐	☐
d) Biology	☐	☐	☐	☐
e) Chemistry	☐	☐	☐	☐
f) History	☐	☐	☐	☐
g) Physics	☐	☐	☐	☐

Variables	
p40a	rating importance of the subject mathematics
p40b	rating importance of the subject English
p40c	rating importance of the subject German
p40d	rating importance of the subject biology
p40e	rating importance of the subject chemistry
p40f	rating importance of the subject history
p40g	rating importance of the subject physics

41 What grades (score) achieved by your daughter/son would you only just be satisfied with?

Please check one box in each line

	Note 1 (13-15 Punkte) [1]	Note 2 (10-12 Punkte) [2]	Note 3 (7-9 Punkte) [3]	Note 4 (4-6 Punkte) [4]	Note 5 (1-3 Punkte) [5]
a) Mathematics	☐	☐	☐	☐	☐
b) English	☐	☐	☐	☐	☐

c) German	☐	☐	☐	☐	☐
d) Biology	☐	☐	☐	☐	☐
e) Chemistry	☐	☐	☐	☐	☐
f) History	☐	☐	☐	☐	☐
g) Physics	☐	☐	☐	☐	☐

Variables	
p41a	only just satisfied with grade in mathematics
p41b	only just satisfied with grade in English
p41c	only just satisfied with grade in German
p41d	only just satisfied with grade in biology
p41e	only just satisfied with grade in chemistry
p41f	only just satisfied with grade in history
p41g	only just satisfied with grade in physics

42 Who of you has completed the questionnaire?

Please check only one answer

mother [1]	father [2]	both [3]	another person, namely: [4]
☐	☐	☐	☐

✎ _____

Variables	
p42	Who completed the questionnaire?
p42a	other person completing questionnaire

Thank you for completing the questionnaire.

3.2 Wave 2 (ID 43)

About the reform of the upper secondary level in Thuringia

In this year (i.e. school year 2010/2011), secondary school graduates will have completed the reformed upper secondary level for the first time in Thuringia. The reform involve a number of changes in terms of the range of compulsory learning subjects offered. Your child is in the first age group after the reform which implements the so-called "new upper secondary level".

1	How much do you know about the differences between the "old" and the "new" upper secondary level?
Please check only one answer	
very little [1]	☐
little [2]	☐
much [3]	☐
very much [4]	☐
Very poor: Please proceed to question 4	

Variables	
p1	Parents knowledge about the upper secondary level reform

2	How do you rate the reform of the upper secondary level?
Please check only one answer	
Reform of the upper secondary level on the whole	
strong negative effects [1]	☐
slightly negative effects [2]	☐
no effect [3]	☐
slightly positive effects [4]	☐
strong positive effects [5]	☐

Variables	
p2	overall assessment - parents - reform

3	How will the reform of the upper secondary level affect the following aspects in your opinion?				
Please check one box in each line					
	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
a) Proficiency level of the students on the whole	☐	☐	☐	☐	☐
b) Motivation of the students on the whole	☐	☐	☐	☐	☐
c) Preparation for the academic subject selection	☐	☐	☐	☐	☐

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About the reform of the upper secondary level in Thuringia

In this year (i.e. school year 2010/2011), secondary school graduates will have completed the reformed upper secondary level for the first time in Thuringia. The reform involve a number of changes in terms of the range of compulsory learning subjects offered. Your child is in the first age group after the reform which implements the so-called “new upper secondary level”.

1	How much do you know about the differences between the “old” and the “new” upper secondary level?
Please check only one answer	
very little [1]	☐
little [2]	☐
much [3]	☐
very much [4]	☐
Very poor: Please proceed to question 4	

Variables	
p1	Parents knowledge about the upper secondary level reform

2	How do you rate the reform of the upper secondary level?
Please check only one answer	
Reform of the upper secondary level on the whole	
strong negative effects [1]	☐
slightly negative effects [2]	☐
no effect [3]	☐
slightly positive effects [4]	☐
strong positive effects [5]	☐

Variables	
p2	overall assessment - parents - reform

3 How will the reform of the upper secondary level affect the following aspects in your opinion?

Please check one box in each line

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
a) Proficiency level of the students on the whole	☐	☐	☐	☐	☐
b) Motivation of the students on the whole	☐	☐	☐	☐	☐
c) Preparation for the academic subject selection	☐	☐	☐	☐	☐

d) Preparation for the requirements of the academic studies	☐	☐	☐	☐	☐
e) Comparability of the high schoolleaving grade across different schools	☐	☐	☐	☐	☐
f) Suitability of the high schoolleaving grade as an indicator for scholastic aptitude	☐	☐	☐	☐	☐

Variables	
p3a	Effects of the reform - parents' opinion - proficiency level
p3b	Effects of the reform - parents' opinion - motivation on the whole
p3c	Effects of the reform - parents' opinion - preparation for academic subject selection
p3d	Effects of the reform - parents' opinion - preparation for requirements of academic studies
p3e	Effects of the reform - parents' opinion - comparability of schoolleaving grade
p3f	Effects of the reform - parents' opinion - schoolleaving grade as indicator

4 What is your opinion about the introduction of mathematics as a core subject (with 4 hours per week compared to 4 and/or 6 hours per week in the basic and/or advanced course prior to the reform) relative to the following aspects?

Please check one box in each line

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
a) Medium proficiency level in mathematics	☐	☐	☐	☐	☐
b) Securing a minimum proficiency level in mathematics	☐	☐	☐	☐	☐
c) Promotion of students with very good grades in mathematics	☐	☐	☐	☐	☐
d) Reduction of differences between students with a high and those with a low proficiency level in mathematics	☐	☐	☐	☐	☐
e) Willingness of the students to make efforts in mathematics	☐	☐	☐	☐	☐
f) Interest shown by students in mathematics	☐	☐	☐	☐	☐
g) Promotion of students with a lower proficiency level in mathematics	☐	☐	☐	☐	☐

Variables	
p4a	Effects of the reform - parents' opinion - mathematics - medium proficiency level
p4b	Effects of the reform - parents' opinion - mathematics - securing minimum proficiency level
p4c	Effects of the reform - parents' opinion - mathematics - promotion of students with good grades
p4d	Effects of the reform - parents' opinion - mathematics - reduction of differences
p4e	Effects of the reform - parents' opinion - mathematics - willingness to make efforts
p4f	Effects of the reform - parents' opinion - mathematics - interest shown by students
p4g	Effects of the reform - parents' opinion - mathematics - promotion of students with lower proficiency level

5 What is your opinion about the introduction of a foreign language as a subject with "increased level of requirement" (with 4 hours per week compared to 4 and/or 6 hours per week in the basic and/or advanced course prior to the reform) relative to the following aspects? - As a rule, English is chosen as foreign language with increased level of requirement.

Please check one box in each line.

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
Medium proficiency level in English	☐	☐	☐	☐	☐
Securing a minimum proficiency level in English	☐	☐	☐	☐	☐
Support and mentoring of excellent students with higher achievement levels in English	☐	☐	☐	☐	☐
Reducing differences between stronger and weaker students in science courses in English	☐	☐	☐	☐	☐
Willingness of the students to make efforts in English	☐	☐	☐	☐	☐
Interest shown by students in English	☐	☐	☐	☐	☐
Support for students with lower achievement levels in English	☐	☐	☐	☐	☐

Variables	
p5a	Reform of English - proficiency level
p5b	Reform of English - securing minimum proficiency level
p5c	Reform of English - promotion of students with good grades
p5d	Reform of English - Reducing differences
p5e	Reform of English - Willingness to make efforts
p5f	Reform of English - interest shown by students
p5g	Reform of English - Support for students with lower achievement levels

6 In the reformed upper secondary level, all students are required to select one field of natural science (physics, chemistry or biology) as a subject with an ”increased level of requirement” (4 hours per week). What is your opinion regarding the following aspects?

Please check one box in each line

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
a) Medium proficiency level in natural sciences	☐	☐	☐	☐	☐
b) Securing a minimum proficiency level in natural sciences	☐	☐	☐	☐	☐
c) Promotion of students with very good grades in natural sciences	☐	☐	☐	☐	☐

d) Reduction of differences between students with a high and those with a low proficiency level in natural sciences	☐	☐	☐	☐	☐
e) Willingness of the students to make efforts in natural sciences	☐	☐	☐	☐	☐
f) Interest shown by students in natural sciences	☐	☐	☐	☐	☐
g) Promotion of students with a lower proficiency level in natural sciences	☐	☐	☐	☐	☐

Variables	
p6a	Natural sciences reform - proficiency level
p6b	Natural sciences reform - securing minimum proficiency level
p6c	Natural sciences reform - promotion of students with good grades
p6d	Natural sciences reform - reduction of differences
p6e	Natural sciences reform - willingness to make efforts
p6f	Natural sciences reform - interest shown by students
p6g	Natural sciences reform - promotion of students with lower proficiency level

7 In the reformed upper secondary level, all students are required to take examinations in five instead of four examination subjects. In your opinion, how will this affect …

Please check one box in each line

	strong decrease [1]	slight decrease [2]	no change [3]	slight increase [4]	strong increase [5]
a) … the psychological stress on the high school graduates?	☐	☐	☐	☐	☐
b) … the general education level of the high school graduates?	☐	☐	☐	☐	☐
c) … the possibility of developing own focus of interest?	☐	☐	☐	☐	☐
d) … the willingness to learn in nonexamination subjects?	☐	☐	☐	☐	☐
e) … the quality of preparation for the academic studies?	☐	☐	☐	☐	☐
f) … the comparability of the high schoolleaving certificate?	☐	☐	☐	☐	☐

Variables	
p7a	Psychological stress
p7b	General education level
p7c	Focus of interest
p7d	Willingness to learn in nonexamination subjects
p7e	Quality of preparation for academic studies
p7f	Comparability of high schoolleaving certificate

<u>On your daughter / your son</u>

8	To what extent are you satisfied with your daughter's/son's performance in school?
Please check only one answer.	
With my daughter's/son's performance at school, I am ...	
Very unsatisfied [1]	☐
Rather unsatisfied [2]	☐
Rather satisfied [3]	☐
Very satisified [4]	☐

Variables	
p8	Satisfaction with childs performance at school

9	What occupation should your daughter/son choose in your opinion?
Please state what you think and not what your daughter/son is aiming for	
✎ _____	

Variables	
p9	Parents' career aspiration for child

10	How well are you informed about the question of how many hours of teaching your child receives in what subjects?
Please check only one answer	
very little [1]	☐
little [2]	☐
much [3]	☐
very much [4]	☐

Variables	
p10	Knowledge about how many hours of teaching per subject

11	How do you rate the school's performance requirements to be met by your daughter/son ...				
Please check one box in each line					
	much too low [1]	too low [2]	just right [3]	too great [4]	much too great [5]
a) … in class?	☐	☐	☐	☐	☐
b) … during homework?	☐	☐	☐	☐	☐
c) … during performance checks in class (e.g. written tests)?	☐	☐	☐	☐	☐

Variables	
p11a	Rating of performance requirements - in class
p11b	Rating of performance requirements - homework
p11c	Rating of performance requirements - performance checks

12 How do you rate the school's time requirements to be met by your daughter/son?

Please check one box in each line

	much too low [1]	too low [2]	just right [3]	too great [4]	much too great [5]
a) Weekly teaching time	☐	☐	☐	☐	☐
b) Time for homework	☐	☐	☐	☐	☐
c) Time for learning (time required for preparation and subsequent evaluation of the teaching subject without homework)	☐	☐	☐	☐	☐

Variables	
p12a	Rating of time requirements - weekly teaching time
p12b	Rating of time requirements - time for homework
p12c	Rating of time requirements - time for learning

13 To what extent are you satisfied with your daughter's/son's school in general?

Please check only one answer

very unsatisfied [1]	☐
rather unsatisfied [2]	☐
rather satisfied [3]	☐
very satisfied [4]	☐

Variables	
p13	Satisfaction of parents with school in general

14 How often do you or your partner generally

Please check one box in each line

	nie [1]	alle paar Monate [2]	1 bis 2 Mal pro Monat [3]	(ungefähr) einmal pro Woche [4]	mehrmals pro Woche [5]	(fast) täglich [6]
a) … discuss political and social issues with your child?	☐	☐	☐	☐	☐	☐
b) … discuss books, films or TV programmes with your child?	☐	☐	☐	☐	☐	☐
c) … listen to classical music with your child?	☐	☐	☐	☐	☐	☐

d) … talk about things your child has learned in school?	☐	☐	☐	☐	☐	☐
e) … talk about her/his further educational career?	☐	☐	☐	☐	☐	☐
f) … sit at the table having lunch or dinner with your child?	☐	☐	☐	☐	☐	☐

Variables	
p14a	Discussing political and social issues
p14b	Discussing books/films/TV programmes
p14c	Listen to classical music
p14d	Talk about things learned in school
p14e	Talk about further educational career
p14f	Having lunch or dinner together with child

15 How do you rate the following points/aspects?

Please check one box in each line

	1 sehr schlecht [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 sehr gut [7]
a) The vocational prospects for university graduates in general	☐	☐	☐	☐	☐	☐	☐
b) The vocational prospects for graduates from vocational institutions without academic studies	☐	☐	☐	☐	☐	☐	☐
c) The academic level of performance of your daughter/son	☐	☐	☐	☐	☐	☐	☐

Variables	
p15a	Rating vocational prospects for university graduates
p15b	Rating of vocational prospects for graduates from vocational institutions without academic studies
p15c	Rating of childs academic level of performance

On your background, occupation, scholar and vocational education

All questions relate to both parental attachment figures of the child if they are living with the child in the same household and have a "mother" or "father" role.

16 If you are a single mother or a single father, please check one of the two following boxes. Answer the following questions only for the mother or the father.

Please check where applicable

	not checked [0]	checked [1]
I am a single mother.	☐	☐
I am a single father.	☐	☐

Variables	
p16a	single mother?
p16b	single father?

17 When were you born?

Please enter figures right-aligned

Mother	|___|___| Month
Mother	|___|___|___|___| Year
Father	|___|___| Month
Father	|___|___|___|___| Year

Variables	
p17mm	month of birth mother
p17mj	year of birth mother
p17vm	month of birth father
p17vj	year of birth father

18 In what country were you born?

Only one answer for each person

	Germany [1]	Vietnam [2]	Russian Federation [3]	Turkey [4]	Azerbaijan [5]	Ukraine [6]	Serbien [7]	Kasachstan [8]	Armenien [9]	Irak [10]	Polen [11]	China [12]	Italien [13]	anderes, und zwar: [14]
mother	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Mother ✎ _____

	Germany [1]	Vietnam [2]	Russian Federation [3]	Turkey [4]	Azerbaijan [5]	Ukraine [6]	Serbien [7]	Kasachstan [8]	Armenien [9]	Irak [10]	Polen [11]	China [12]	Italien [13]	anderes, und zwar: [14]
Father	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Father ✎ _____

Variables	
p18am	country of birth - mother
p18bm	country of birth - mother - other, namely:
p18av	country of birth - father
p18bv	country of birth - father - other, namely:

19	What is your nationality?	
If you have more than one nationality, you may check more answers. Check where applicable		
	not checked [0]	checked [1]
a) German	☐	☐
b) Vietnamese	☐	☐
c) Russian	☐	☐
d) Turkish	☐	☐
e) Azerbaijani	☐	☐
f) Ukrainian	☐	☐
g) Serbian	☐	☐
h) Kazakh	☐	☐
i) Armenian	☐	☐
j) Iraqi	☐	☐
k) Polish	☐	☐
l) Chinese	☐	☐
m) Italian	☐	☐
n) Other, namely:	☐	☐
Mother		✎
	not checked [0]	checked [1]
a) German	☐	☐
b) Vietnamese	☐	☐
c) Russian	☐	☐
d) Turkish	☐	☐
e) Azerbaijani	☐	☐
f) Ukrainian	☐	☐
g) Serbian	☐	☐
h) Kazakh	☐	☐
i) Armenian	☐	☐
j) Iraqi	☐	☐
k) Polish	☐	☐
l) Chinese	☐	☐
m) Italian	☐	☐
n) Other, namely:	☐	☐

Father	

Variables	
p19am	nationality German mother
p19bm	nationality Vietnamese mother
p19cm	nationality Russian mother
p19dm	nationality Turkish mother
p19em	nationality Azerbaijani mother
p19fm	nationality Ukrainian mother
p19gm	nationality Serbian mother
p19hm	nationality Kazakh mother
p19im	nationality Armenian mother
p19jm	nationality Iraqi mother
p19km	nationality Polish mother
p19lm	nationality Chinese mother
p19mm	nationality Italian mother
p19nm	nationality other mother
p19om	nationality - mother - other, namely:
p19av	nationality German father
p19bv	nationality Vietnamese father
p19cv	nationality Russian father
p19dv	nationality Turkish father
p19ev	nationality Azerbaijani father
p19fv	nationality Ukrainian father
p19gv	nationality Serbian father
p19hv	nationality Kazakh father
p19iv	nationality Armenian father
p19jv	nationality Iraqi father
p19kv	nationality Polish father
p19lv	nationality Chinese father
p19mv	nationality Italian father
p19nv	nationality other father
p19ov	nationality - father - other, namely:

20 What is your highest general education school-leaving certificate?

Please check where applicable

	keinen Schulabschluss [1]	Haupt-/Volksschulabschluss, 8. Klasse POS [2]	Mittlere Reife/Realschulabschluss, 10. Klasse POS [3]	(Fach-)Abitur, 12. Klasse EOS [4]	anderen Abschluss [5]
mother	☐	☐	☐	☐	☐
father	☐	☐	☐	☐	☐

Variables	
p20m	highest general education schoolleaving certificate
p20v	highest general education schoolleaving certificate father

21 Have you acquired your highest school-leaving certificate in Germany?

Please note that this does not refer to vocational training certificates such as apprenticeship or university education, but school-leaving diplomas such as high school diploma. Please check as applicable

yes [1]	☐
no [0]	☐

Variables	
p21	highest general education schoolleaving certificate acquired in Germany

22 What is your highest vocational training certificate?

Please state your highest certificate only

	not checked [0]	checked [1]
a) Apprenticeship certificate (commercial, operational, industrial, agricultural) journeyman's or assistant's certificate, dual training, GDR: skilled worker's certificate - mother	☐	☐
b) Master craftsman certificate, technician's training certificate - mother	☐	☐
c) Civil servant training (career examination): subclerical class - mother	☐	☐
d) Civil servant training (career examination): clerical class - mother	☐	☐
e) Civil servant training (career examination): executive class - mother	☐	☐
f) Civil servant training (career examination): administrative class - mother	☐	☐
g) Certificate of a public health school - mother	☐	☐
h) Vocational school certificate, commercial school certificate - mother	☐	☐
i) Technical school certificate (also vocational academy certificate) - mother	☐	☐
j) Technical school certificate in the GDR - mother	☐	☐
k) Bachelor (e.g. B.A., B.Sc.) - mother	☐	☐

l) Diplom [Diploma], Master (M.A.) - mother	☐	☐
m) Magister [equivalent to Master in the pre-Bologna system], state examination - mother	☐	☐
n) Doctorate, habilitation - mother	☐	☐
o) Vocational academy certificate - mother	☐	☐
p) Certificate of a university of applied administrative sciences - mother	☐	☐
q) Technical college certificate (former school of engineering) - mother	☐	☐
University education certificate mother	☐	☐
GDR: incomplete skilled worker's certificate in a trade - mother	☐	☐
t) No vocational training certificate - mother	☐	☐
u) Other, namely: - mother	☐	☐
Mother		

	not checked [0]	checked [1]
a) Apprenticeship certificate (commercial, operational, industrial, agricultural) journeyman's or assistant's certificate, dual training, GDR: skilled worker's certificate - father	☐	☐
b) Master craftsman certificate, technician's training certificate father	☐	☐
c) Civil servant training (career examination): subclerical class - father	☐	☐
d) Civil servant training (career examination): clerical class - father	☐	☐
e) Civil servant training (career examination): executive class father	☐	☐
f) Civil servant training (career examination): administrative class - father	☐	☐
g) Certificate of a public health school - father	☐	☐
h) Vocational school certificate, commercial school certificate - father	☐	☐
i) Technical school certificate (also vocational academy certificate) - father	☐	☐

j) Technical school certificate in the GDR - father	☐	☐
k) Bachelor (e.g. B.A., B.Sc.) - father	☐	☐
l) Diplom [Diploma], Master (M.A.) - father	☐	☐
m) Magister [equivalent to Master in the pre-Bologna system], state examination	☐	☐
n) Doctorate, habilitation - father	☐	☐
o) Vocational academy certificate - father	☐	☐
p) Certificate of a university of applied administrative sciences - father	☐	☐
q) Technical college certificate (former school of engineering) - father	☐	☐
r) University education certificate - father	☐	☐
s) GDR: incomplete skilled worker's certificate in a trade - father	☐	☐
t) No vocational training certificate - father	☐	☐
u) Other, namely: - father	☐	☐
Father		

Variables	
p22am	highest educational certificate training, journeyman's certificate etc mother
p22bm	highest educational certificate master, technician mother
p22cm	highest educational certificate civil servant subclerical class mother
p22dm	highest educational certificate civil servant clerical class mother
p22em	highest educational certificate civil servant executive class mother
p22fm	highest educational certificate civil servant administrative class mother
p22gm	highest educational certificate public health school mother
p22hm	highest educational certificate commercial school certificate mother
p22im	highest educational certificate technical school certificate mother
p22jm	highest educational certificate technical school certificate in GDR mother
p22km	highest educational certificate Bachelor mother
p22lm	highest educational certificate Diplom [Diploma], Master [M.A.] mother
p22mm	highest educational certificate Magister [equivalent to Master in the pre-Bologna system] state examination mother
p22nm	highest educational certificate doctorate, habilitation mother
p22om	Highest educational certificate vocational academy mother
p22pm	highest educational certificate university of applied administrative sciences mother
p22qm	highest educational certificate technical college (former school of engineering) mother
p22rm	highest educational certificate university education mother

p22sm	highest educational certificate GDR incomplete skilled worker's certificate in trade mother
p22tm	highest educational certificate - no vocational training certificate mother
p22um	highest educational certificate other mother
p22vm	other schoolleaving certificate mother
p22av	highest educational certificate vocational training, journeyman's certificate etc father
p22bv	highest educational certificate master craftsman, technician's training father
p22cv	highest educational certificate civil servant subclerical class father
p22dv	highest educational certificate civil servant clerical class - father
p22ev	highest educational certificate civil servant executive class father
p22fv	highest educational certificate civil servant administrative class father
p22gv	highest educational certificate public health school father
p22hv	highest educational certificate commercial school certificate father
p22iv	highest educational certificate technical school certificate father
p22jv	highest educational certificate technical school certificate in the GDR father
p22kv	highest educational certificate Bachelor father
p22lv	highest educational certificate Diplom [Diploma], Master (M.A.) father
p22mv	highest educational certificate Matister [equivalent to Master in the pre-Bologna system] state examination father
p22nv	highest educational certificate Doctorate, habilitation father
p22ov	Highest educational certificate vocational academy father
p22pv	highest educational certificate university of applied administrative sciences father
p22qv	highest educational certificate technical college (former school of engineering) father
p22rv	highest educational certificate university education certificate father
p22sv	highest educational certificate GDR incomplete skilled worker's certificate in trade father
p22tv	highest educational certificate - no vocational training certificate father
p22uv	highest educational certificate other father
p22vv	other schoolleaving certificate father

23 If you have stated Bachelor, Diploma or Master as the highest vocational training certificate: At what educational facility did you earn this certificate?

Please check only one box in each column

	not checked [0]	checked [1]
a) At a vocational academy - mother	☐	☐
b) At a university of applied administrative sciences - mother	☐	☐
c) At a university of applied sciences and/or former school of engineering - mother	☐	☐
d) At a university (also technical, medical, religious, teacher training or veterinary college, college of music or art) - mother	☐	☐
e) Other facility - mother	☐	☐
a) At a vocational academy - father	☐	☐

b) At a university of applied administrative sciences - father	☐	☐
c) At a university of applied sciences and/or former school of engineering - father	☐	☐
d) At a university (also technical, medical, religious, teacher training or veterinary college, college of music or art) - father	☐	☐
e) Other facility - father	☐	☐

Variables	
p23am	BA (vocational academy) mother
p23bm	University of applied administrative sciences mother
p23cm	University of applied sciences and/or former school of engineering mother
p23dm	University mother
p23em	College of art mother
p23av	BA (vocational academy) father
p23bv	University of applied administrative sciences - father
p23cv	University of applied sciences and/or former school of engineering father
p23dv	University father
p23ev	College of art father

24 Are you currently working full or part-time, spare time or non-active?

Notes: If one parent has two part-time jobs, please check "full-time employment". "Spare-time employment" means jobs with less than 15 hours per week. Please enter "non-active" for training process. Please check only one box in each column

	not checked [0]	checked [1]
a) Full-time employment - mother	☐	☐
b) Part-time employment - mother	☐	☐
c) spare-time employment - mother	☐	☐
c) not employed - mother	☐	☐
e) Gainful employment: How many hours do you normally work per week – including any spare-time employment? - mother		|___|___|

	not checked [0]	checked [1]
a) Full-time employment - father	☐	☐
b) Part-time employment - father	☐	☐
c) spare-time employment - father	☐	☐
d) Non-active - father	☐	☐
e) Gainful employment: How many hours do you normally work per week – including any spare-time employment? father		|___|___|

Variables	
p24am	mother full-time employment?
p24bm	mother part-time employment?
p24cm	mother spare-time employment?
p24dm	mother not employed?
p24em	mother if employed - number of hours
p24av	father full-time employed?
p24bv	father part-time employment?
p24cv	father spare-time employment?
p24dv	mother non-active?
p24ev	father if employed - number of hours

25 If you do work spare-time or if you are non-active: What are your main activities at present?

Please check only one box in each column.

	not checked [0]	checked [1]
a) Registered unemployed at the Federal Agency for Employment - mother	☐	☐
b) Unemployed, but not registered unemployed at the Federal Agency for Employment - mother	☐	☐
c) Working short-time mother	☐	☐
d) 1-Euro-job, ABM (job creation scheme), or similar measures of the Federal Agency for Employment/job center or ARGE	☐	☐
e) Partial retirement - mother	☐	☐
f) General education schooling - mother	☐	☐
g) Vocational training - mother	☐	☐
h) Master craftsman or technician training, attending a master craftsman/technician school - mother	☐	☐
i) Studies - mother	☐	☐
j) Doctorate - mother	☐	☐
k) Vocational retraining, advanced or further education - mother	☐	☐
l) On maternity leave/parental leave - mother	☐	☐
m) Housewife/househusband - mother	☐	☐
n) Sick/temporarily unable to work mother	☐	☐

o) Pensioner/on (early) retirement - mother	☐	☐
p) Military service/civilian alternative service, volunteer social, ecological, European year - mother	☐	☐
q) Other - mother	☐	☐
r) Not applicable - mother	☐	☐
a) Registered unemployed at the Federal Agency for Employment - father	☐	☐
b) Unemployed, but not registered unemployed at the Federal Agency for Employment - father	☐	☐
c) Working short-time - father	☐	☐
d) 1-Euro-job, ABM (job creation scheme), or similar measures of the Federal Agency for Employment/job center or ARGE - father	☐	☐
e) Partial retirement - father	☐	☐
f) General education schooling - father	☐	☐
g) Vocational training - father	☐	☐
h) Master craftsman or technician training, attending a master craftsman/technician school - father	☐	☐
i) Studies father	☐	☐
j) Doctorate - father	☐	☐
k) Vocational retraining, advanced or further education - father	☐	☐
l) On maternity leave/parental leave - father	☐	☐
m) Housewife/househusband - father	☐	☐
n) Sick/temporarily unable to work - father	☐	☐
o) Pensioner/on (early) retirement - father	☐	☐
p) Military service/civilian alternative service, volunteer social, ecological, European year - father	☐	☐
q) Other - father	☐	☐
r) Not applicable - father	☐	☐

Variables

p25am	Mother - registered unemployed
p25bm	Mother - unemployed, not registered
p25cm	Mother - working short time
p25dm	Mother - 1-Euro-job, ABM (job creation scheme)
p25em	Mother - partial retirement
p25fm	Mother - general education schooling
p25gm	Mother - vocational training
p25hm	Mother - master craftsman or technician training
p25im	Mother - studies
p25jm	Mother - Doctorate
p25km	Mother - vocational retraining, advanced or further education
p25lm	Mother - maternity leave, parental leave
p25mm	Mother - housewife/househusband
p25nm	Mother - sick/temporarily unable to work
p25om	Mother - pensioner, retirement
p25pm	Mother - military service/civilian alternative service etc.
p25qm	Mother - other
p25rm	Mother - not applicable
p25av	Father - registered unemployed
p25bv	Father - unemployed, not registered
p25cv	Father - working short-time
p25dv	Father - 1-Euro-job, ABM (job creation scheme)
p25ev	Father - partial retirement
p25fv	Father - general education schooling
p25gv	Father - vocational training
p25hv	Father - master craftsman or technician training
p25iv	Father - studies
p25jv	Father - Doctorate
p25kv	Father - vocational retraining, advanced or further education
p25lv	Father - paternity, parental leave
p25mv	Father - housewife/househusband
p25nv	Father - sick/temporarily unable to work
p25ov	Father - pensioner, retirement
p25pv	Father - military service/civilian alternative service etc.
p25qv	Father - other
p25rv	Father - not applicable

26 If you are and/or were gainfully employed: Please state your current and/or last professional activity.

If you are on part-time and/or full-time employment, please indicate your current professional activity. If you are on spare-time employment or if you are non-active, please indicate your last professional activity. Please make sure that your information on professional activity is as accurate as possible (e.g. ”precision mechanic”“, ”automotive mechanic”“, ”grammar school teacher in history“). For temporary work, please state the main professional activity. If you are engaged in several activities at the same time, please indicate the activity with the highest number of hours and/or – if the hours are identical – the activity with the highest income.

Mother:	
Father:	

Variables	
p26m	mother current employment
p26v	father current employment

27 What is and/or was your professional position?

If you are on part-time and/or full-time employment, please indicate your current professional position. If you are on spare-time employment or if you are non-active, please indicate your last professional activity. For temporary work or seasonal work, please indicate your predominant position at the same employer. Please check only one box in ach column.

	not checked [0]	checked [1]
a) Unskilled worker	☐	☐
b) Semi-skilled worker, skilled worker with incomplete training in a branch of trade	☐	☐
c) Skilled worker, assistant	☐	☐
d) Foreman, group leader, team leader	☐	☐
e) Master craftsman, site foreman	☐	☐
f) Simple job (e.g. salesperson)	☐	☐
g) Qualified job (e.g. clerk, design draftsman)	☐	☐
h) Highly qualified activity or executive function (e.g. civil engineer, scientific assistant, head of department)	☐	☐
i) Activity involving executive tasks (e.g. director, general manager, board member)	☐	☐
j) Industrial master craftsman and foreman	☐	☐
k) Subclerical class (up to Oberamtsmeister inclusive)	☐	☐
l) Clerical class (from assistant to Hauptsekretär and/or Amtsinspektor)	☐	☐
m) Executive class (from Inspektor to Amtsrat and/or Oberamtsrat inclusive and elementary, secondary modern school or intermediate school teacher)	☐	☐
n) Administrative class, judge (from Regierungsrat and higher, e.g. teacher from Studienrat)	☐	☐
o) noncommissioned officer: private	☐	☐

p) Noncommissioned officer (junior noncommissioned officer, senior noncommissioned officer such as sergeant, staff sergeant)	☐	☐
q) Officer/in (lieutenant, captain)	☐	☐
r) noncommissioned officer: senior noncommissioned officer such as sergeant (starting with major)	☐	☐
s) In a free profession	☐	☐
t) In trade, commerce, industry, service sector	☐	☐
u) Farmer	☐	☐
v) Assisting family member	☐	☐
w) Free-lance	☐	☐
a) Unskilled worker	☐	☐
b) Semi-skilled worker, skilled worker with incomplete training in a branch of trade	☐	☐
c) Skilled worker, assistant	☐	☐
d) Foreman, group leader, team leader	☐	☐
e) Master craftsman, site foreman	☐	☐
f) Simple job (e.g. salesperson)	☐	☐
g) Qualified job (e.g. clerk, design draftsman)	☐	☐
h) Highly qualified activity or executive function (e.g. civil engineer, scientific assistant, head of department)	☐	☐
i) Activity involving executive tasks (e.g. director, general manager, board member)	☐	☐
j) Industrial master craftsman and foreman	☐	☐
k) Subclerical class (up to Oberamtsmeister inclusive)	☐	☐
l) Clerical class (from assistant to Hauptsekretär and/or Amtsinspektor)	☐	☐
m) Executive class (from Inspektor to Amtsrat and/or Oberamtsrat inclusive and elementary, secondary modern school or intermediate school teacher)	☐	☐
n) Administrative class, judge (from Regierungsrat and higher, e.g. teacher from Studienrat)	☐	☐
o) Nonrated soldier	☐	☐

p) Noncommissioned officer (junior noncommissioned officer, senior noncommissioned officer such as sergeant, staff sergeant)	☐	☐
q) Officer/in (lieutenant, captain)	☐	☐
r) Staff officer (from major)	☐	☐
s) In a free profession	☐	☐
t) In trade, commerce, industry, service sector	☐	☐
u) Farmer	☐	☐
v) Assisting family member	☐	☐
w) Free-lance	☐	☐

Variables	
p27am	Mother - unskilled worker
p27bm	Mother - semi-skilled worker
p27cm	Mother - skilled worker, assistant
p27dm	Mother - foreman
p27em	Mother - master craftsman
p27fm	Mother - simple job
p27gm	Mother - qualified job
p27hm	Mother - highly qualified activity or executive function
p27im	Mother - activity involving executive tasks
p27jm	Mother - industrial master craftsman and foreman
p27km	Mother - civil servant, subclerical class
p27lm	Mother - civil servant, clerical class
p27mm	Mother - civil servant, executive class
p27nm	Mother - civil servant, administrative class
p27om	Mother - private
p27pm	Mother - noncommissioned officer
p27qm	Mother - officer
p27rm	Mother - sergeant
p27sm	Mother - in a free profession
p27tm	Mother - self-employed in trade, commerce, industry, service sector
p27um	Mother - farmer
p27vm	Mother - assisting family member
p27wm	Mother - freelancer
p27av	Father - unskilled worker
p27bv	Father - semi-skilled worker
p27cv	Father - skilled worker, assistant
p27dv	Father - foreman
p27ev	Father - master craftsman
p27fv	Father - simple job
p27gv	Father - qualified job

p27hv	Father - highly qualified activity or executive function
p27iv	Father - activity involving executive tasks
p27jv	Father - industrial master craftsman and foreman
p27kv	Father - civil servant, subclerical class
p27lv	Father - civil servant, clerical class
p27mv	Father - civil servant, executive class
p27nv	Father - civil servant, administrative class
p27ov	Father - private
p27pv	Father - noncommissioned officer
p27qv	Father - officer
p27rv	Father - staff officer
p27sv	Father - in a free profession
p27tv	Father - self-employed in trade, commerce, industry, service sector
p27uv	Father - farmer
p27vv	Father - assisting family member
p27wv	Father - freelancer

28 If you are and/or were a self-employed person: How many employees do and/or did you have?

If you are on part-time and/or full-time employment, please indicate your current professional position. If you are on spare-time employment or if you are non-active, please indicate your last professional activity. Please check only one box in ach column.

	keine [1]	unter 5 Personen [2]	5 bis unter 10 Personen [3]	10 bis unter 20 Personen [4]	20 bis unter 50 Personen [5]	50 bis unter 100 Personen [6]	100 bis unter 200 Personen [7]	200 bis unter 500 Personen [8]	500 bis unter 1.000 Personen [9]	1.000 bis unter 2.000 Personen [10]	2.000 Personen und mehr [11]
mother	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
father	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Variables	
p28m	mother self-employed, number of employees
p28v	father self-employed, number of employees

29 If you are and/or were not a self-employed person: Are and/or were you in a leading position?

If you are on spare-time employment or if you are non-active, please indicate your last professional activity. Please check as applicable

	nein [1]	ja [2]
mother	☐	☐
father	☐	☐

	0 [1]	1–2 [2]	3–9 [3]	10 and more [4]
Mutter	☐	☐	☐	☐
Vater	☐	☐	☐	☐

Variables

p29am	mother experience in leading position?
p29av	father experience in leading postion?
p29bm	Mutter Anzahl Unterstellte
p29bv	Vater Anzahl Unterstellte

30 Now your total income of your entire household. What is the monthly household income of all persons living in your household today?

Please indicate the net amount, in other words after tax and social insurance contributions. Please add regular payments such as pensions, rent allowance, children's allowance, educational maintenance allowance, unemployment compensation etc.. Please check only one answer

weniger als 500 Euro [1]	☐
500 bis unter 1000 Euro [2]	☐
1000 bis unter 1500 Euro [3]	☐
1500 bis unter 2000 Euro [4]	☐
2000 bis unter 2500 Euro [5]	☐
2500 bis unter 3000 Euro [6]	☐
3000 bis unter 3500 Euro [7]	☐
3500 bis unter 4000 Euro [8]	☐
4000 bis unter 4500 Euro [9]	☐
4500 bis unter 5000 Euro [10]	☐
5000 Euro und mehr [11]	☐

Variables	
p30	net household income

On your daughters/sons professional future

31 How much importance do you attach to your child getting a job that is as respected as …

If you are non-active at present, please think of your last professional activity. Please check one box in each line

	not checked [0]	checked [1]
mother was never employed	☐	☐
father was never employed	☐	☐

	1 = not important at all (Likert) [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 = very important [7]
... the mother's?	☐	☐	☐	☐	☐	☐	☐
... the father's ?	☐	☐	☐	☐	☐	☐	☐

Variables	
p31ma	mother never employed?
p31va	father never employed?
p31m	at least same status like mother important?
p31v	at least same status as father important?

32 How do you rate the chances that your daughter/son once will be able to enter a profession with the following educational achievements that is as least respected as the mother's?

If the mother is current not gainfully employed, please think of your last professional activity. Please check one box in each line.

	very small [1]	rather small [2]	partly [3]	rather great [4]	very great [5]
a) With vocational education	☐	☐	☐	☐	☐

	not checked [0]	checked [1]
Mutter war nie erwerbstätig	☐	☐

	very small [1]	rather small [2]	partly [3]	rather great [4]	very great [5]
b) With academic studies	☐	☐	☐	☐	☐

	not checked [0]	checked [1]
Mutter war nie erwerbstätig	☐	☐

Variables	
p32a	mother chances for same status with vocational training
p32a2	Mother never employed?
p32b	mother chances for same status with academic studies
p32b2	Mother never employed?

33 How do you rate the chances that your daughter/son once will be able to enter a profession with the following educational achievements that is as least respected as the father's?

If the father is current not gainfully employed, please think of your last professional activity. Please check one box in each line.

	very small [1]	rather small [2]	partly [3]	rather great [4]	very great [5]
a) With a vocational education	☐	☐	☐	☐	☐

	not checked [0]	checked [1]
Vater war nie erwerbstätig	☐	☐

	very small [1]	rather small [2]	partly [3]	rather great [4]	very great [5]
b) With academic studies	☐	☐	☐	☐	☐

	not checked [0]	checked [1]
Vater war nie erwerbstätig	☐	☐

Variables	
p33a	father chances for same status with vocational training
p33a2	Father never employed?
p33b	father chances for same status with academic studies
p33b2	Father never employed?

34 What vocational education would you like your daughter/son to get?

Please check only one answer

betrieblicher Ausbildungsabschluss (z.B. in Handwerk, Industrie, Handel, Verwaltung, Dienstleistung) [1]	☐
schulischer Ausbildungsabschluss (z.B. im Gesundheitswesen, Krankenschwester/-pfleger) [2]	☐
Studienabschluss an einer Berufsakademie [3]	☐
Studienabschluss an einer Fachhochschule [4]	☐
Studienabschluss an einer Universität [5]	☐
Studienabschluss an einer Pädagogischen Hochschule [6]	☐

Variables	
p34	parents' wish for childs vocational training

35 If you consider all the things you currently know, what are the chances in your opinion that your child will actually achieve the following qualifications?

Please check one box in each line

	1 = impossible (Likert) [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 = absolutely sure (Likert) [7]
a) Industrial educational qualification (e.g. in trade, industry, commerce, administration, services sector)	☐	☐	☐	☐	☐	☐	☐

b) School educational qualification (e.g. in the health care system, trained nurse)	☐	☐	☐	☐	☐	☐	☐
c) Graduation from a vocational academy	☐	☐	☐	☐	☐	☐	☐
d) Graduation from a university of applied sciences	☐	☐	☐	☐	☐	☐	☐
e) Graduation from a university	☐	☐	☐	☐	☐	☐	☐
f) Graduation from a teacher's college	☐	☐	☐	☐	☐	☐	☐

Variables	
p35a	parents' prediction on chance of industrial educational qualification
p35b	parents' prediction on chance of school educational qualification
p35c	parents' prediction on chance of graduation from vocational academy
p35d	parents' prediction on chance of graduation from a university of applied sciences
p35e	parents' prediction on chance of graduation from university
p35f	parents' prediction on chance of graduation from a teacher's college

36 No matter what your daughter/son will do after she/he has left school, what do you think are the chances that she/he could …

Please check one box in each line

	very unlikely [1]	fairly unlikely [2]	partly [3]	fairly likely [4]	very likely [5]
a) … achieve a professional qualification?	☐	☐	☐	☐	☐
b) … achieve an academic qualification?	☐	☐	☐	☐	☐

Variables	
p36a	parents' prediction: Could child achieve a professional qualification?
p36b	parents' prediction: Could child achieve academic qualification?

37 To what extent can you support the statements on education?

Please check one box in each line

	1 = disagree completely (Likert) [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 = fully agree (Likert) [7]
a) A higher school-leaving certificate will also give working-class children the opportunity of social advancement	☐	☐	☐	☐	☐	☐	☐
b) A good education in Germany will secure international competitiveness of the economy.	☐	☐	☐	☐	☐	☐	☐
c) A good education will broaden the mental horizon of the people.	☐	☐	☐	☐	☐	☐	☐

d) A high educational level is indispensable for cultural life in our country.	☐	☐	☐	☐	☐	☐	☐
e) A high level of education will promote the critical faculty of the people.	☐	☐	☐	☐	☐	☐	☐
f) A good school education is valuable in itself.	☐	☐	☐	☐	☐	☐	☐

Variables	
p37a	high schoolleaving certificate gives opportunity of social advancement. For working class children
p37b	good education secures competitiveness of location
p37c	good education broadens mental horizon of people
p37d	high education is indispensable for cultural life in our country
p37e	high level of education promotes critical faculty of people
p37f	good school education is valuable in itself

38 Wie viele Bücher gibt es bei Ihnen zu Hause ungefähr?

Do not count: magazines, newspapers and school books. Please check only one answer.

None or only very few (0 to 10 books) [1]	☐
Enough to fill one shelf (11 to 25 books) [2]	☐
Enough to fill several shelves (26 to 100 books) [3]	☐
Enough to fill a small set of shelves (101 to 200 books) [4]	☐
Enough to fill a large set of shelves (201 to 500 books) [5]	☐
Enough to fill shelf units (more than 500 books) [6]	☐

Variables	
p38	Number of books in house

39 Do you have at home for your daughter/son ...

Please check one box in each line.

	yes [1]	no [2]
a) … a desk for learning?	☐	☐
b) … a room for herself/himself?	☐	☐
c) … a computer she/he can use for learning?	☐	☐
d) … learning software?	☐	☐
e) … classical literature (e.g. Goethe)?	☐	☐
f) … books with poems?	☐	☐
g) … works of art (e.g. pictures)?	☐	☐

h) … books that are useful for homework?	☐	☐
i) … a dictionary?	☐	☐

Variables	
p39a	things beneficial for education in household: desk
p39b	things beneficial for education in household: own room
p39c	things beneficial for education in household: computer for learning
p39d	things beneficial for education in household: learning software
p39e	things beneficial for education in household: classical literature
p39f	things beneficial for education in household: books with poems
p39g	things beneficial for education in household: works of art
p39h	things beneficial for education in household: useful books for homework
p39i	things beneficial for education in household: dictionary

40 How important do you consider the following school subjects?

Please check one box in each line

	Unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) Mathematics	☐	☐	☐	☐
b) English	☐	☐	☐	☐
c) German	☐	☐	☐	☐
d) Biology	☐	☐	☐	☐
e) Chemistry	☐	☐	☐	☐
f) History	☐	☐	☐	☐
g) Physics	☐	☐	☐	☐

Variables	
p40a	rating importance of the subject mathematics
p40b	rating importance of the subject English
p40c	rating importance of the subject German
p40d	rating importance of the subject biology
p40e	rating importance of the subject chemistry
p40f	rating importance of the subject history
p40g	rating importance of the subject physics

41 What grades (score) achieved by your daughter/son would you only just be satisfied with?

Please check one box in each line

	Note 1 (13-15 Punkte) [1]	Note 2 (10-12 Punkte) [2]	Note 3 (7-9 Punkte) [3]	Note 4 (4-6 Punkte) [4]	Note 5 (1-3 Punkte) [5]
a) Mathematics	☐	☐	☐	☐	☐
b) English	☐	☐	☐	☐	☐

c) German	☐	☐	☐	☐	☐
d) Biology	☐	☐	☐	☐	☐
e) Chemistry	☐	☐	☐	☐	☐
f) History	☐	☐	☐	☐	☐
g) Physics	☐	☐	☐	☐	☐

Variables	
p41a	only just satisfied with grade in mathematics
p41b	only just satisfied with grade in English
p41c	only just satisfied with grade in German
p41d	only just satisfied with grade in biology
p41e	only just satisfied with grade in chemistry
p41f	only just satisfied with grade in history
p41g	only just satisfied with grade in physics

42 Who of you has completed the questionnaire?

Please check only one answer

mother [1]	father [2]	both [3]	another person, namely: [4]
☐	☐	☐	☐

✎ _____

Variables	
p42	Who completed the questionnaire?
p42a	other person completing questionnaire

4 Teachers, PAPI

4.1 Wave 1 (ID 20)

The Situation in your Course:

When answering the following course-specific questions, please always relate to the class your are giving or the students of the course that is printed on front of the questionnaires cover sheet.

1	Please make an estimate. What percentage of the students ...
Please enter the numbers right-justified.	
... cooperated willingly and regularly in class?	|___|___|___|
... were really interested in this course?	|___|___|___|
... often caused a disturbance in the lessons?	|___|___|___|

Variables	
e1a	percentage - cooperating in class
e1b	percentage - interest in course
e1c	estimate in percent - disturbance in lessons

2	On average, how often did you set homework?
Please tick one answer only.	
never [1]	☐
about 1 time [2]	☐
about 2 times [3]	☐
about 3 times [4]	☐
about 4 times [5]	☐
about 5 times [6]	☐
about 6 times [7]	☐
about 7 times [8]	☐
about 8 times [9]	☐
about 9 times [10]	☐
always [11]	☐

Variables	
e2	frequency home

3	Think of a normal school week: On average, what percentage of the homework showed serious effort?
Please enter the numbers right-justified.	

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The Situation in your Course:

When answering the following course-specific questions, please always relate to the class your are giving or the students of the course that is printed on front of the questionnaires cover sheet.

1	Please make an estimate. What percentage of the students ...
Please enter the numbers right-justified.	
... cooperated willingly and regularly in class?	|___|___|___|
... were really interested in this course?	|___|___|___|
... often caused a disturbance in the lessons?	|___|___|___|

Variables	
e1a	percentage - cooperating in class
e1b	percentage - interest in course
e1c	estimate in percent - disturbance in lessons

2	On average, how often did you set homework?
Please tick one answer only.	
never [1]	☐
about 1 time [2]	☐
about 2 times [3]	☐
about 3 times [4]	☐
about 4 times [5]	☐
about 5 times [6]	☐
about 6 times [7]	☐
about 7 times [8]	☐
about 8 times [9]	☐
about 9 times [10]	☐
always [11]	☐

Variables	
e2	frequency home

3	Think of a normal school week: On average, what percentage of the homework showed serious effort?
Please enter the numbers right-justified.	

about	|___|___|___|

Variables	
e3	estimate in percent - homework showing serious effort

4 Please make an estimate: How well do the following statements apply to the students in your course in general?

Please tick one box in every row.

	doesn't apply at all [1]	doesn't apply much [2]	applies quite well [3]	applies fully [4]
In general the students have a lot of fun in this course.	☐	☐	☐	☐
In this course time usually flies by quickly for the students.	☐	☐	☐	☐

Variables	
e4a	estimate - students have fun in course
e4b	estimate - time flies by quickly

5 Some statements about your course:

Please tick one box in every row.

	doesn't apply at all [1]	doesn't apply much [2]	applies quite well [3]	applies fully [4]
I have to make a great effort in this course.	☐	☐	☐	☐
It is fun teaching this course.	☐	☐	☐	☐
Teaching this course is a serious challenge for me.	☐	☐	☐	☐
Having the chance to teach this course enriches my life.	☐	☐	☐	☐
Teaching this course is often a frustrating experience.	☐	☐	☐	☐
I've no concerns about this course.	☐	☐	☐	☐
This course saps my strength severely.	☐	☐	☐	☐
I'm happy when I enter the classroom for this course.	☐	☐	☐	☐
I have to monitor a lot in this course.	☐	☐	☐	☐
There are many motivated students in this course.	☐	☐	☐	☐
The students in this course are making a great effort.	☐	☐	☐	☐
The students in this course respect me.	☐	☐	☐	☐
The students in this course support each other.	☐	☐	☐	☐

The students in this course support me whenever they can.	☐	☐	☐	☐
I'm proud of this course.	☐	☐	☐	☐
There is an excellent atmosphere in this course.	☐	☐	☐	☐
The students in this course have an excellent attitude towards their work.	☐	☐	☐	☐
I'm really enthusiastic about teaching this course.	☐	☐	☐	☐

Variables	
e5a	about the course - great effort
e5b	about the course - having fun teaching
e5c	about the course - teaching as a serious challenge
e5d	about the course - teaching as enrichment of life
e5e	about the course - teaching is frustrating
e5f	about the course - no concerns about this course
e5g	about the course - saps strength severely
e5h	about the course - happy when giving this course
e5i	about the course - a lot to monitor
e5j	about the course - motivated students
e5k	about the course - students make great effort
e5l	about the course - respect from students
e5m	about the course - students support each other
e5n	about the course - students support teacher
e5o	about the course - proud of the course
e5p	about the course - excellent atmosphere
e5q	about the course - excellent attitude towards work
e5r	about the course - teaching with enthusiasm

6 Please make an estimate: How well are the following aims being achieved in this course?

Please tick one box in every row.

	very badly [1]	badly [2]	well [3]	very well [4]
Ensuring a high average standard of achievement for all students	☐	☐	☐	☐
Ensuring a general minimum standard of achievement for all students	☐	☐	☐	☐
Preparing students to choose subjects for tertiary education	☐	☐	☐	☐
Preparing students for the demands of tertiary education	☐	☐	☐	☐
Reducing differences between high- and low-achievers in class	☐	☐	☐	☐
Support for school students with higher achievement levels	☐	☐	☐	☐

Support for school students with lower achievement levels	☐	☐	☐	☐
Support for students in general	☐	☐	☐	☐
Willingness to make an effort in class (students with higher achievement levels)	☐	☐	☐	☐
Willingness to make an effort in class (students with lower achievement levels)	☐	☐	☐	☐
Willingness to make an effort in class (students in general)	☐	☐	☐	☐
Arouse interest in the subject matter among academically stronger students	☐	☐	☐	☐
Arouse interest in the subject matter among academically weaker students	☐	☐	☐	☐
Arouse interest in the subject matter among students in general	☐	☐	☐	☐

Variables	
e6a	aims achieved - high average standard of achievement
e6b	aims achieved - general minimum standard of achievement
e6c	aims achieved - preparing students for choice of subjects for tertiary education
e6d	aims achieved - preparing students for demands of tertiary education
e6e	aims achieved - reducing differences between high- and low-achievers
e6f	aims achieved - support for students with higher achievement levels
e6g	aims achieved - support for students with lower achievement levels
e6h	aims achieved - support for students in general
e6i	aims achieved - willingness to make effort of students with higher achievement levels
e6j	aims achieved - willingness to make effort of students with lower achievement levels
e6k	aims achieved - willingness to make effort of students in general
e6l	aims achieved - interest of academically stronger students
e6m	aims achieved - interest of academically weaker students
e6n	aims achieved - interest of students in general

Please answer question 7 only if the course you are referring to in this questionnaire is a *physics course* AND if you have been teaching physics to this course *since the beginning of Year 11*. If this is NOT the case, please move on to the next section -> “The Situation in the Specific Subject Taught”.

7 If you teach physics to this course: For each of the following main topic areas, please enter how many hours you spent teaching it in total during Years 11 and 12. For the subtopics, please indicate if you covered it in class.

Please indicate whether or not you dealt with the following topics in class and if so, how many lesson hours were dedicated to the topic. The total number of hours for all topics doesn’t necessarily have to match exactly the number of hours you spent teaching during the two school years. Please enter the numbers right-justified.

	Not dealt with [0]	Dealt with [1]
Electromagnetic fields and interactions	☐	☐

[electromagnetic fields an interactions]	|___|___|___|	

	Not dealt with [0]	Dealt with [1]
Magnetic fields and electromagnetic induction	☐	☐

[magnetic fields and electromagnetic induction]	|___|___|___|	

	Not dealt with [0]	Dealt with [1]
Magnetic flux density	☐	☐
Electromagnetic induction	☐	☐
Alternating current	☐	☐
Oscillation	☐	☐

[oscillation]	|___|___|___|	

	Not dealt with [0]	Dealt with [1]
Mechanical oscillations	☐	☐
electromagnetic oscillating curcuit	☐	☐
Waves	☐	☐

[waves]	|___|___|___|	

	Not dealt with [0]	Dealt with [1]
Origin, propagation and properties of mechanical waves	☐	☐
Origin, propagation and properties of Hertzian waves	☐	☐
Optics	☐	☐

[optic]	|___|___|___|	

	Not dealt with [0]	Dealt with [1]
Ray optics	☐	☐
Wave optics	☐	☐
Rigid body mechanics	☐	☐

[rigid body mechanics]	|___|___|___|	

	Not dealt with [0]	Dealt with [1]
Kinematics for a point mass in circular motion	☐	☐

Torque and equilibrium of rigid bodies	☐	☐
Dynamics of a point mass in circular motion and the rotation of rigid bodies	☐	☐
Thermodynamics	☐	☐
[thermodynamics]	|___|___|___|	

	Not dealt with [0]	Dealt with [1]
Special relativity theory (SRT)	☐	☐
[special relativity theory (SRT)]	|___|___|___|	

	Not dealt with [0]	Dealt with [1]
Kinematics within SRT	☐	☐
Some dynamic problems within SRT	☐	☐
Quantum physics	☐	☐
[quantum physics]	|___|___|___|	

	Not dealt with [0]	Dealt with [1]
Quantum physics of light	☐	☐
Quantum physics of the electron	☐	☐
Quantum physics of the electron shells	☐	☐
Physics of the atomic nucleus	☐	☐
Nuclear energy and its usage	☐	☐

Variables

e7a	topics in class - 1. electromagnetic fields and interactions
e7aa	number of hours topics - 1
e7b	topics - 2. magnetic fields and electromagnetic induction
e7ba	number of hours topics - 2
e7c	topics - 2.1. magnetic flux density
e7d	topics - 2.2. electromagnetic induction
e7e	topics - 2.3. alternating current
e7f	topics - 3. oscillation
e7fa	number of hours topics - 3
e7g	topics - 3.1. mechanical oscillations
e7h	topics - 3.2. electromagnetic oscillating curcuit
e7i	topics - 4. waves
e7ia	number of hours topics - 4
e7j	topics - 4.1. mechanical waves
e7k	topics - 4.2. Hertzian waves
e7l	topics - 5. optics
e7la	number of hours topics - 5
e7m	topics - 5.1. ray topics
e7n	topics - 5.2. wave optics
e7o	topics - 6. rigid body mechanics
e7oa	number of hours topics - 6
e7p	topics - 6.1. kinematics for a point mass in circular motion
e7q	topics - 6.2. torque and equilibrium of rigid bodies
e7r	topics - 6.3. dynamics of rigid bodies
e7s	topics - 7. thermodynamics
e7sa	number of hours topics - 7
e7t	topics - 8. special relativity theory (SRT)
e7ta	number of hours topics - 8
e7u	topics - 8.1. kinematics within SRT
e7v	topics - 8.2. some dynamic problems within SRT
e7w	topics - 9. quantum physics
e7wa	number of hours topics - 9
e7x	topics - 9.1. quantum physics of light
e7y	topics - 9.2. quantum physics of the electron
e7z	topics - 9.3. quantum physics of the electron shells
e7za	topics - 9.4. physics of the atomic nucleus
e7zb	topics - 9.5. nuclear energy and its usage

The Situation in the Specific Subject Taught

The following questions are general subject-related questions about the subject printed on the front cover sheet of this questionnaire. Please answer with reference to this subject. If you taught two or more courses in this subject during Year 12, please answer these questions in only one of the questionnaires. If you received more than one questionnaire and have already answered this section for this subject in another questionnaire, please skip to -> “The Situation in the Upper Secondary Level”. At the beginning of the 2009 school year, a new upper secondary level [gymnasiale Oberstufe] was introduced in Thuringia. Main characteristics of this reform include: compulsory study of the core subjects German, mathematics and a foreign language [Kernkompetenzfächer]; special emphasis on natural science subjects; and an increase in the number of subjects in which an exam is taken [Prüfungsfächer]. The following questions refer to this reform and its consequences in your school.

8 How well-informed are you about the differences between the “old” and the “new” upper secondary level which affect your subject?

Please tick one answer only.

very little [1]	☐
little [2]	☐
much [3]	☐
very much [4]	☐

Variables	
e8	Knowledge about “new” upper secondary level

9 What effects is the reform having on the scope of the course material in this subject and the detail in which it is taught?

Please tick one box in every row.

	decrease [1]	tendency to decrease [2]	no effect [3]	tendency to increase [4]	increase [5]
scope of the course material	☐	☐	☐	☐	☐
detail in which the topics are dealt with	☐	☐	☐	☐	☐

Variables	
e9a_v1	effects of the reform - scope of course material
e9b_v1	effects of the reform - detail

10	What is your impression of the effects of the reform on teachers' workload and motivation?				
Please tick one box in every row.					
	strong decrease [1]	decrease [2]	no change [3]	increase [4]	strong increase [5]
[For the first cohorts of the reformed upper secondary level] Workload for teachers in this subject	☐	☐	☐	☐	☐
[For the first cohorts of the reformed upper secondary level] Teachers' motivation in this subject	☐	☐	☐	☐	☐
[Long-term] Workload for teachers in this subject	☐	☐	☐	☐	☐
[Long-term] Workload for teachers in this subject	☐	☐	☐	☐	☐

Variables	
e10a	effects of the reform - first cohort: workload teachers
e10b	effects of the reform - first cohort: motivation teachers
e10c	effects of the reform - long-term: workload teachers
e10d	effects of the reform long-term: motivation teachers

11	What is your impression of the effects of the reform on the way this subject is taught?				
Please tick one box in every row.					
	much easier [1]	somewhat easier [2]	no change [3]	somewhat more difficult [4]	much more difficult [5]
Completing classroom preparation in a reasonable length of time	☐	☐	☐	☐	☐
Imparting the course contents	☐	☐	☐	☐	☐
Generating enthusiasm for this subject amongst the students	☐	☐	☐	☐	☐
Changing unfavourable lesson structures	☐	☐	☐	☐	☐
Responding to individual students problems	☐	☐	☐	☐	☐
Coming into contact with problematic students	☐	☐	☐	☐	☐
Talking about students' concerns other than course contents	☐	☐	☐	☐	☐
Teaching in general	☐	☐	☐	☐	☐

Variables

e11a	effects of the reform - classroom preparation
e11b	effects of the reform - imparting course contents
e11c	effects of the reform - enthusiasm amongst students
e11d	effects of the reform - changing unfavourable lesson structures
e11e	effects of the reform - responding to individual students problems
e11f	Effects of the reform - contact with problematic students
e11g	effects of the reform - talking about students' concerns
e11h	effects of the reform - teaching in general

12 In the previous course-related part of this questionnaire you assessed how well various study aims have been achieved in your course. Now we would like to hear your opinion about the effects the upper secondary level reform has had on the achievement of these aims in general for the subject you taught.

Please tick one box in every row.

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
Ensuring a high average standard of achievement	☐	☐	☐	☐	☐
Ensuring a general minimum standard of achievement	☐	☐	☐	☐	☐
Preparing students to choose subjects for tertiary education	☐	☐	☐	☐	☐
Preparing students for the demands of tertiary education	☐	☐	☐	☐	☐
Reducing differences between high- and low-achievers in class	☐	☐	☐	☐	☐
Support for students with higher achievement levels	☐	☐	☐	☐	☐
Support for students with lower achievement levels	☐	☐	☐	☐	☐
Support for students in general	☐	☐	☐	☐	☐
Willingness to make an effort in class (students with higher achievement levels)	☐	☐	☐	☐	☐
Willingness to make an effort in class (students with lower achievement levels)	☐	☐	☐	☐	☐
Willingness to make an effort in class (students in general)	☐	☐	☐	☐	☐
Interest in subject among students with higher achievement levels	☐	☐	☐	☐	☐
Interest in subject among students with lower achievement levels	☐	☐	☐	☐	☐
Interest in subject among students in general	☐	☐	☐	☐	☐

Variables

e12a	effects of the reform - high average standard of achievement
e12b	effects of the reform - general minimum standard of achievement
e12c	effects of the reform - preparing to choose subjects for tertiary education
e12d	effects of the reform - preparing for demands of tertiary education
e12e	effects of the reform - reducing differences between high- and low-achievers in class
e12f	effects of the reform - support for students with very high achievement levels
e12g	effects of the reform - support for students with lower achievement levels
e12h	effects of the reform - support for students in general
e12i	effects of the reform - willingness to make an effort in class (students with higher achievement levels
e12j	Effects of the reform - willingness to make an effort in class (students with lower achievement levels)
e12k	effects of the reform - willingness to make an effort in class (students in general)
e12l	effects of the reform - interest among students with higher achievement levels
e12m	effects of the reform - interest among students with lower achievement levels
e12n	effects of the reform - interest among students in general

The Situation in the Upper Secondary Level

If you taught two or more courses during Year 12 and therefore have more than one questionnaire, please answer these questions in only one of the questionnaires - they refer to the situation in the upper secondary level in general. If you have received more than one questionnaire and have already answered the following section and the section “And finally, a few personal details” in another questionnaire, this questionnaire ends here for you. Thank you very much for your time!

13 In the upper secondary level the students have several chances to set their study priorities (e.g. with their choice of advanced courses [Leistungskurs]). What is your opinion of the options that have been available so far?

Please tick one box in every row.

	completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]
There should be a freer choice of subjects.	☐	☐	☐	☐
The options are satisfactory.	☐	☐	☐	☐
The options are sufficient.	☐	☐	☐	☐
In an academic secondary school [Gymnasium] you should be allowed to concentrate more on specific subjects and drop others.	☐	☐	☐	☐
At my school lots of advanced courses (Leistungskurse) can't be offered because there are too few students.	☐	☐	☐	☐
Many students would have preferred to choose some subjects to study as an advanced course that weren't available at my school.	☐	☐	☐	☐
My school has a relatively wide choice of subjects available to study as an advanced course.	☐	☐	☐	☐
In the upper secondary level the students have sufficient opportunities to set their study priorities.	☐	☐	☐	☐
The upper secondary level helps students to make a clear decision about their future educational path.	☐	☐	☐	☐

Variables	
e13a	options in upper secondary level - more open
e13b	options in upper secondary level - satisfactory
e13c	options in upper secondary level - sufficient options
e13d	options in upper secondary level - concentrate on specific subjects
e13e	options in upper secondary level - occurance of advanced courses (Leistungskursen)
e13f	options in upper secondary level - other advanced courses (Leistungskurs)
e13g	options in upper secondary level - wide choice
e13h	options upper secondary level - study priorities
e13i	options upper secondary level - future educational path

14 How do you rate the effects of the upper secondary level reform in general?

Please tick one answer only.

upper secondary level reform in general	
strong negative effects [1]	☐
slightly negative effects [2]	☐
no effect [3]	☐
slightly positive effects [4]	☐
strong positive effects [5]	☐

Variables	
e14	assessment of reform in general

15 How will the reform of the upper secondary level affect the following aspects in your opinion?

Please check one box in each line.

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
General standard of achievement of the students	☐	☐	☐	☐	☐
Motivation of the students on the whole	☐	☐	☐	☐	☐
Preparing students to choose subjects for tertiary education	☐	☐	☐	☐	☐
Preparing students for the demands of tertiary education	☐	☐	☐	☐	☐
Comparability of the high schoolleaving grade across different schools	☐	☐	☐	☐	☐
Suitability of school leaving certificate grade as indicator of aptitude for tertiary education	☐	☐	☐	☐	☐

Variables	
e15a	Effects of the reform - general standard of achievement of all students
e15b	Effects of the reform - general level of motivation
e15c	Effects of the study - preparing students to choose subjects for tertiary education
e15d	Effects of the reform - preparing students for demands of tertiary education
e15e	Effects of the reform - comparability of school leaving certificate results
e15f	Effects of the reform - school leaving certificate grade as indicator

16 With the upper secondary level reform, all students now have to take exams in 5 subjects (previously 4). What effect do you think this obligation has on the following factors?

Please tick one box in every row.

	strong decrease [1]	slight decrease [2]	no change [3]	slight increase [4]	strong increase [5]
Psychological stress on upper secondary level students	☐	☐	☐	☐	☐

General level of education of upper secondary level students	☐	☐	☐	☐	☐
Students' opportunity to develop their own specific field of interest	☐	☐	☐	☐	☐
Willingness to study in subjects without an exam	☐	☐	☐	☐	☐
Quality of preparation for tertiary education	☐	☐	☐	☐	☐
Comparability of school leaving certificate results	☐	☐	☐	☐	☐

Variables	
e16a	reformed upper secondary level - examination subjects: psychological stress
e16b	reformed upper secondary level - examination subjects: general level of education
e16c	reformed upper secondary level - examination subjects
e16d	reformed upper secondary level - examination subjects: willingness to study
e16e	reformed upper secondary level - examination subjects: preparation for tertiary education
e16f	reformed upper secondary level - examinatin subjects: comparability

17 Please make an estimate: How well do the following statements apply to the practical implementation of the new upper secondary level in your school?

Please tick one box in every row.

	doesn't apply at all [1]	doesn't apply much [2]	applies quite well [3]	applies fully [4]
The implementation of the new upper secondary level presents us with great challenges.	☐	☐	☐	☐
The new upper secondary level is being implemented smoothly.	☐	☐	☐	☐
The students coped well with the organisational demands of the new system right from the start.	☐	☐	☐	☐

Variables	
e17a	implementation of new upper secondary level - great challenges
e17b	implementation of new upper secondary level - smooth implementation
e17c	implementation of new upper secondary level - organisational demands

18 Please tell us your impression: How do the students, parents, teachers and school management at your school rate the innovations in the upper secondary level?

Please tick one box in every row.

	very negative [1]	fairly negative [2]	fairly positive [3]	very positive [4]
students	☐	☐	☐	☐
teachers	☐	☐	☐	☐
parents	☐	☐	☐	☐
school management	☐	☐	☐	☐

Variables	
e18a	assessment of changes - students
e18b	assessment of changes - teachers
e18c	assessment of changes - parents
e18d	assessment of changes - school management

19 Are there any further points about the reform of the upper secondary level that you rate as being especially positive or negative?

Please enter the points and tick the appropriate option for each one.

very negative [1]	fairly negative [2]	fairly positive [3]	very positive [4]
☐	☐	☐	☐

very negative [1]	fairly negative [2]	fairly positive [3]	very positive [4]
☐	☐	☐	☐

very negative [1]	fairly negative [2]	fairly positive [3]	very positive [4]
☐	☐	☐	☐

Variables	
e19a	assessment of changes - own statement
e19aa	assessment of changes - rating own statement I
e19b	assessment of changes - own statement II
e19ba	assessment of changes - rating own statement II
e19c	assessment of changes - own statement III
e19ca	assessment of changes - rating own statement III

TEACHING STAFF

20	Please think about your colleagues in your school: Do they agree with the following statements or do they disagree?			
Please tick one box in every row.				
	disagree strongly [1]	disagree [2]	agree [3]	agree strongly [4]
There is a consensus among the teaching staff at this school about the school philosophy.	☐	☐	☐	☐
Teaching staff at this school are quick to integrate new teachers.	☐	☐	☐	☐
There is a common group identity [“we feeling”] at this school.	☐	☐	☐	☐
The teaching staff demonstrate unity here.	☐	☐	☐	☐
The teaching staff here agree with each other about the aims our school wants to achieve.	☐	☐	☐	☐
There are differences of opinion which prevent our teaching staff from working together well.	☐	☐	☐	☐
At our school there are many informal meetings where teachers come together.	☐	☐	☐	☐
The teaching staff here have open discussions if there are different opinions.	☐	☐	☐	☐
There are a lot of conflicts among the teaching staff here.	☐	☐	☐	☐

Variables	
e20a	teaching staff - consensus about school philosophy
e20b	teaching staff - quick integration of new teachers
e20c	Teaching staff - common group identity (“we feeling”)
e20d	Teaching staff - unity
e20e	teaching staff - agreement about aims
e20f	teaching staff - differences of opinion
e20g	teaching staff - informal meetings of teachers
e20h	teaching staff - open discussions about differences in opinion
e20i	teaching staff - a lot of conflicts

And Finally, a Few Personal Details

21	**Are you male or female?**
Please tick the appropriate answer	
male [1]	☐
female [2]	☐

Variables	
e21	gender

22	**When were you born?**
Please enter the month and year as numbers and right-justified.	
month	|___|___|
year	|___|___|___|___|

Variables	
e22a	date of birth - month
e22b	date of birth - year

23	**When did you start teaching?**
Please enter the year right-justified.	
year	|___|___|___|___|

Variables	
e23	start teaching

Thank you for answering this questionnaire!

4.2 Wave 2 (ID 27)

About the reform of the upper secondary level in Thuringia

In this year (i.e. school year 2010/2011), secondary school graduates will have completed the reformed upper secondary level for the first time in Thuringia. The reform involve a number of changes in terms of the range of compulsory learning subjects offered. Your child is in the first age group after the reform which implements the so-called "new upper secondary level".

1	How much do you know about the differences between the "old" and the "new" upper secondary level?
Please check only one answer	
very little [1]	☐
little [2]	☐
much [3]	☐
very much [4]	☐
Very poor: Please proceed to question 4	

Variables	
p1	Parents knowledge about the upper secondary level reform

2	How do you rate the reform of the upper secondary level?
Please check only one answer	
Reform of the upper secondary level on the whole	
strong negative effects [1]	☐
slightly negative effects [2]	☐
no effect [3]	☐
slightly positive effects [4]	☐
strong positive effects [5]	☐

Variables	
p2	overall assessment - parents - reform

3	How will the reform of the upper secondary level affect the following aspects in your opinion?				
Please check one box in each line					
	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
a) Proficiency level of the students on the whole	☐	☐	☐	☐	☐
b) Motivation of the students on the whole	☐	☐	☐	☐	☐
c) Preparation for the academic subject selection	☐	☐	☐	☐	☐

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About the reform of the upper secondary level in Thuringia

In this year (i.e. school year 2010/2011), secondary school graduates will have completed the reformed upper secondary level for the first time in Thuringia. The reform involve a number of changes in terms of the range of compulsory learning subjects offered. Your child is in the first age group after the reform which implements the so-called “new upper secondary level”.

1	How much do you know about the differences between the “old” and the “new” upper secondary level?
Please check only one answer	
very little [1]	☐
little [2]	☐
much [3]	☐
very much [4]	☐
Very poor: Please proceed to question 4	

Variables	
p1	Parents knowledge about the upper secondary level reform

2	How do you rate the reform of the upper secondary level?
Please check only one answer	
Reform of the upper secondary level on the whole	
strong negative effects [1]	☐
slightly negative effects [2]	☐
no effect [3]	☐
slightly positive effects [4]	☐
strong positive effects [5]	☐

Variables	
p2	overall assessment - parents - reform

3 How will the reform of the upper secondary level affect the following aspects in your opinion?

Please check one box in each line

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
a) Proficiency level of the students on the whole	☐	☐	☐	☐	☐
b) Motivation of the students on the whole	☐	☐	☐	☐	☐
c) Preparation for the academic subject selection	☐	☐	☐	☐	☐

d) Preparation for the requirements of the academic studies	☐	☐	☐	☐	☐
e) Comparability of the high schoolleaving grade across different schools	☐	☐	☐	☐	☐
f) Suitability of the high schoolleaving grade as an indicator for scholastic aptitude	☐	☐	☐	☐	☐

Variables	
p3a	Effects of the reform - parents' opinion - proficiency level
p3b	Effects of the reform - parents' opinion - motivation on the whole
p3c	Effects of the reform - parents' opinion - preparation for academic subject selection
p3d	Effects of the reform - parents' opinion - preparation for requirements of academic studies
p3e	Effects of the reform - parents' opinion - comparability of schoolleaving grade
p3f	Effects of the reform - parents' opinion - schoolleaving grade as indicator

4 What is your opinion about the introduction of mathematics as a core subject (with 4 hours per week compared to 4 and/or 6 hours per week in the basic and/or advanced course prior to the reform) relative to the following aspects?

Please check one box in each line

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
a) Medium proficiency level in mathematics	☐	☐	☐	☐	☐
b) Securing a minimum proficiency level in mathematics	☐	☐	☐	☐	☐
c) Promotion of students with very good grades in mathematics	☐	☐	☐	☐	☐
d) Reduction of differences between students with a high and those with a low proficiency level in mathematics	☐	☐	☐	☐	☐
e) Willingness of the students to make efforts in mathematics	☐	☐	☐	☐	☐
f) Interest shown by students in mathematics	☐	☐	☐	☐	☐
g) Promotion of students with a lower proficiency level in mathematics	☐	☐	☐	☐	☐

Variables	
p4a	Effects of the reform - parents' opinion - mathematics - medium proficiency level
p4b	Effects of the reform - parents' opinion - mathematics - securing minimum proficiency level
p4c	Effects of the reform - parents' opinion - mathematics - promotion of students with good grades
p4d	Effects of the reform - parents' opinion - mathematics - reduction of differences
p4e	Effects of the reform - parents' opinion - mathematics - willingness to make efforts
p4f	Effects of the reform - parents' opinion - mathematics - interest shown by students
p4g	Effects of the reform - parents' opinion - mathematics - promotion of students with lower proficiency level

5 What is your opinion about the introduction of a foreign language as a subject with "increased level of requirement" (with 4 hours per week compared to 4 and/or 6 hours per week in the basic and/or advanced course prior to the reform) relative to the following aspects? - As a rule, English is chosen as foreign language with increased level of requirement.

Please check one box in each line.

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
Medium proficiency level in English	☐	☐	☐	☐	☐
Securing a minimum proficiency level in English	☐	☐	☐	☐	☐
Support and mentoring of excellent students with higher achievement levels in English	☐	☐	☐	☐	☐
Reducing differences between stronger and weaker students in science courses in English	☐	☐	☐	☐	☐
Willingness of the students to make efforts in English	☐	☐	☐	☐	☐
Interest shown by students in English	☐	☐	☐	☐	☐
Support for students with lower achievement levels in English	☐	☐	☐	☐	☐

Variables	
p5a	Reform of English - proficiency level
p5b	Reform of English - securing minimum proficiency level
p5c	Reform of English - promotion of students with good grades
p5d	Reform of English - Reducing differences
p5e	Reform of English - Willingness to make efforts
p5f	Reform of English - interest shown by students
p5g	Reform of English - Support for students with lower achievement levels

6 In the reformed upper secondary level, all students are required to select one field of natural science (physics, chemistry or biology) as a subject with an ”increased level of requirement” (4 hours per week). What is your opinion regarding the following aspects?

Please check one box in each line

	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
a) Medium proficiency level in natural sciences	☐	☐	☐	☐	☐
b) Securing a minimum proficiency level in natural sciences	☐	☐	☐	☐	☐
c) Promotion of students with very good grades in natural sciences	☐	☐	☐	☐	☐

d) Reduction of differences between students with a high and those with a low proficiency level in natural sciences	☐	☐	☐	☐	☐
e) Willingness of the students to make efforts in natural sciences	☐	☐	☐	☐	☐
f) Interest shown by students in natural sciences	☐	☐	☐	☐	☐
g) Promotion of students with a lower proficiency level in natural sciences	☐	☐	☐	☐	☐

Variables	
p6a	Natural sciences reform - proficiency level
p6b	Natural sciences reform - securing minimum proficiency level
p6c	Natural sciences reform - promotion of students with good grades
p6d	Natural sciences reform - reduction of differences
p6e	Natural sciences reform - willingness to make efforts
p6f	Natural sciences reform - interest shown by students
p6g	Natural sciences reform - promotion of students with lower proficiency level

7 In the reformed upper secondary level, all students are required to take examinations in five instead of four examination subjects. In your opinion, how will this affect …

Please check one box in each line

	strong decrease [1]	slight decrease [2]	no change [3]	slight increase [4]	strong increase [5]
a) … the psychological stress on the high school graduates?	☐	☐	☐	☐	☐
b) … the general education level of the high school graduates?	☐	☐	☐	☐	☐
c) … the possibility of developing own focus of interest?	☐	☐	☐	☐	☐
d) … the willingness to learn in nonexamination subjects?	☐	☐	☐	☐	☐
e) … the quality of preparation for the academic studies?	☐	☐	☐	☐	☐
f) … the comparability of the high schoolleaving certificate?	☐	☐	☐	☐	☐

Variables	
p7a	Psychological stress
p7b	General education level
p7c	Focus of interest
p7d	Willingness to learn in nonexamination subjects
p7e	Quality of preparation for academic studies
p7f	Comparability of high schoolleaving certificate

<u>On your daughter / your son</u>

8	To what extent are you satisfied with your daughter's/son's performance in school?
Please check only one answer.	
With my daughter's/son's performance at school, I am ...	
Very unsatisfied [1]	☐
Rather unsatisfied [2]	☐
Rather satisfied [3]	☐
Very satisified [4]	☐

Variables	
p8	Satisfaction with childs performance at school

9	What occupation should your daughter/son choose in your opinion?
Please state what you think and not what your daughter/son is aiming for	
✎ _____	

Variables	
p9	Parents' career aspiration for child

10	How well are you informed about the question of how many hours of teaching your child receives in what subjects?
Please check only one answer	
very little [1]	☐
little [2]	☐
much [3]	☐
very much [4]	☐

Variables	
p10	Knowledge about how many hours of teaching per subject

11	How do you rate the school's performance requirements to be met by your daughter/son ...				
Please check one box in each line					
	much too low [1]	too low [2]	just right [3]	too great [4]	much too great [5]
a) … in class?	☐	☐	☐	☐	☐
b) … during homework?	☐	☐	☐	☐	☐
c) … during performance checks in class (e.g. written tests)?	☐	☐	☐	☐	☐

Variables	
p11a	Rating of performance requirements - in class
p11b	Rating of performance requirements - homework
p11c	Rating of performance requirements - performance checks

12 How do you rate the school's time requirements to be met by your daughter/son?

Please check one box in each line

	much too low [1]	too low [2]	just right [3]	too great [4]	much too great [5]
a) Weekly teaching time	☐	☐	☐	☐	☐
b) Time for homework	☐	☐	☐	☐	☐
c) Time for learning (time required for preparation and subsequent evaluation of the teaching subject without homework)	☐	☐	☐	☐	☐

Variables	
p12a	Rating of time requirements - weekly teaching time
p12b	Rating of time requirements - time for homework
p12c	Rating of time requirements - time for learning

13 To what extent are you satisfied with your daughter's/son's school in general?

Please check only one answer

very unsatisfied [1]	☐
rather unsatisfied [2]	☐
rather satisfied [3]	☐
very satisfied [4]	☐

Variables	
p13	Satisfaction of parents with school in general

14 How often do you or your partner generally

Please check one box in each line

	nie [1]	alle paar Monate [2]	1 bis 2 Mal pro Monat [3]	(ungefähr) einmal pro Woche [4]	mehrmals pro Woche [5]	(fast) täglich [6]
a) … discuss political and social issues with your child?	☐	☐	☐	☐	☐	☐
b) … discuss books, films or TV programmes with your child?	☐	☐	☐	☐	☐	☐
c) … listen to classical music with your child?	☐	☐	☐	☐	☐	☐

d) … talk about things your child has learned in school?	☐	☐	☐	☐	☐	☐
e) … talk about her/his further educational career?	☐	☐	☐	☐	☐	☐
f) … sit at the table having lunch or dinner with your child?	☐	☐	☐	☐	☐	☐

Variables	
p14a	Discussing political and social issues
p14b	Discussing books/films/TV programmes
p14c	Listen to classical music
p14d	Talk about things learned in school
p14e	Talk about further educational career
p14f	Having lunch or dinner together with child

15 How do you rate the following points/aspects?

Please check one box in each line

	1 sehr schlecht [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 sehr gut [7]
a) The vocational prospects for university graduates in general	☐	☐	☐	☐	☐	☐	☐
b) The vocational prospects for graduates from vocational institutions without academic studies	☐	☐	☐	☐	☐	☐	☐
c) The academic level of performance of your daughter/son	☐	☐	☐	☐	☐	☐	☐

Variables	
p15a	Rating vocational prospects for university graduates
p15b	Rating of vocational prospects for graduates from vocational institutions without academic studies
p15c	Rating of childs academic level of performance

On your background, occupation, scholar and vocational education

All questions relate to both parental attachment figures of the child if they are living with the child in the same household and have a "mother" or "father" role.

16 If you are a single mother or a single father, please check one of the two following boxes. Answer the following questions only for the mother or the father.

Please check where applicable

	not checked [0]	checked [1]
I am a single mother.	☐	☐
I am a single father.	☐	☐

Variables	
p16a	single mother?
p16b	single father?

17 When were you born?

Please enter figures right-aligned

Mother	|___|___| Month
Mother	|___|___|___|___| Year
Father	|___|___| Month
Father	|___|___|___|___| Year

Variables	
p17mm	month of birth mother
p17mj	year of birth mother
p17vm	month of birth father
p17vj	year of birth father

18 In what country were you born?

Only one answer for each person

	Germany [1]	Vietnam [2]	Russian Federation [3]	Turkey [4]	Azerbaijan [5]	Ukraine [6]	Serbien [7]	Kasachstan [8]	Armenien [9]	Irak [10]	Polen [11]	China [12]	Italien [13]	anderes, und zwar: [14]
mother	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Mother ✎ _____

	Germany [1]	Vietnam [2]	Russian Federation [3]	Turkey [4]	Azerbaijan [5]	Ukraine [6]	Serbien [7]	Kasachstan [8]	Armenien [9]	Irak [10]	Polen [11]	China [12]	Italien [13]	anderes, und zwar: [14]
Father	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Father ✎ _____

Variables	
p18am	country of birth - mother
p18bm	country of birth - mother - other, namely:
p18av	country of birth - father
p18bv	country of birth - father - other, namely:

19	What is your nationality?	
If you have more than one nationality, you may check more answers. Check where applicable		
	not checked [0]	checked [1]
a) German	☐	☐
b) Vietnamese	☐	☐
c) Russian	☐	☐
d) Turkish	☐	☐
e) Azerbaijani	☐	☐
f) Ukrainian	☐	☐
g) Serbian	☐	☐
h) Kazakh	☐	☐
i) Armenian	☐	☐
j) Iraqi	☐	☐
k) Polish	☐	☐
l) Chinese	☐	☐
m) Italian	☐	☐
n) Other, namely:	☐	☐
Mother		✎
	not checked [0]	checked [1]
a) German	☐	☐
b) Vietnamese	☐	☐
c) Russian	☐	☐
d) Turkish	☐	☐
e) Azerbaijani	☐	☐
f) Ukrainian	☐	☐
g) Serbian	☐	☐
h) Kazakh	☐	☐
i) Armenian	☐	☐
j) Iraqi	☐	☐
k) Polish	☐	☐
l) Chinese	☐	☐
m) Italian	☐	☐
n) Other, namely:	☐	☐

Father	

Variables	
p19am	nationality German mother
p19bm	nationality Vietnamese mother
p19cm	nationality Russian mother
p19dm	nationality Turkish mother
p19em	nationality Azerbaijani mother
p19fm	nationality Ukrainian mother
p19gm	nationality Serbian mother
p19hm	nationality Kazakh mother
p19im	nationality Armenian mother
p19jm	nationality Iraqi mother
p19km	nationality Polish mother
p19lm	nationality Chinese mother
p19mm	nationality Italian mother
p19nm	nationality other mother
p19om	nationality - mother - other, namely:
p19av	nationality German father
p19bv	nationality Vietnamese father
p19cv	nationality Russian father
p19dv	nationality Turkish father
p19ev	nationality Azerbaijani father
p19fv	nationality Ukrainian father
p19gv	nationality Serbian father
p19hv	nationality Kazakh father
p19iv	nationality Armenian father
p19jv	nationality Iraqi father
p19kv	nationality Polish father
p19lv	nationality Chinese father
p19mv	nationality Italian father
p19nv	nationality other father
p19ov	nationality - father - other, namely:

20 What is your highest general education school-leaving certificate?

Please check where applicable

	keinen Schulabschluss [1]	Haupt-/Volksschulabschluss, 8. Klasse POS [2]	Mittlere Reife/Realschulabschluss, 10. Klasse POS [3]	(Fach-)Abitur, 12. Klasse EOS [4]	anderen Abschluss [5]
mother	☐	☐	☐	☐	☐
father	☐	☐	☐	☐	☐

Variables	
p20m	highest general education schoolleaving certificate
p20v	highest general education schoolleaving certificate father

21 Have you acquired your highest school-leaving certificate in Germany?

Please note that this does not refer to vocational training certificates such as apprenticeship or university education, but school-leaving diplomas such as high school diploma. Please check as applicable

yes [1]	☐
no [0]	☐

Variables	
p21	highest general education schoolleaving certificate acquired in Germany

22 What is your highest vocational training certificate?

Please state your highest certificate only

	not checked [0]	checked [1]
a) Apprenticeship certificate (commercial, operational, industrial, agricultural) journeyman's or assistant's certificate, dual training, GDR: skilled worker's certificate - mother	☐	☐
b) Master craftsman certificate, technician's training certificate - mother	☐	☐
c) Civil servant training (career examination): subclerical class - mother	☐	☐
d) Civil servant training (career examination): clerical class - mother	☐	☐
e) Civil servant training (career examination): executive class - mother	☐	☐
f) Civil servant training (career examination): administrative class - mother	☐	☐
g) Certificate of a public health school - mother	☐	☐
h) Vocational school certificate, commercial school certificate - mother	☐	☐
i) Technical school certificate (also vocational academy certificate) - mother	☐	☐
j) Technical school certificate in the GDR - mother	☐	☐
k) Bachelor (e.g. B.A., B.Sc.) - mother	☐	☐

l) Diplom [Diploma], Master (M.A.) - mother	☐	☐
m) Magister [equivalent to Master in the pre-Bologna system], state examination - mother	☐	☐
n) Doctorate, habilitation - mother	☐	☐
o) Vocational academy certificate - mother	☐	☐
p) Certificate of a university of applied administrative sciences - mother	☐	☐
q) Technical college certificate (former school of engineering) - mother	☐	☐
University education certificate mother	☐	☐
GDR: incomplete skilled worker's certificate in a trade - mother	☐	☐
t) No vocational training certificate - mother	☐	☐
u) Other, namely: - mother	☐	☐
Mother		

	not checked [0]	checked [1]
a) Apprenticeship certificate (commercial, operational, industrial, agricultural) journeyman's or assistant's certificate, dual training, GDR: skilled worker's certificate - father	☐	☐
b) Master craftsman certificate, technician's training certificate father	☐	☐
c) Civil servant training (career examination): subclerical class - father	☐	☐
d) Civil servant training (career examination): clerical class - father	☐	☐
e) Civil servant training (career examination): executive class father	☐	☐
f) Civil servant training (career examination): administrative class - father	☐	☐
g) Certificate of a public health school - father	☐	☐
h) Vocational school certificate, commercial school certificate - father	☐	☐
i) Technical school certificate (also vocational academy certificate) - father	☐	☐

j) Technical school certificate in the GDR - father	☐	☐
k) Bachelor (e.g. B.A., B.Sc.) - father	☐	☐
l) Diplom [Diploma], Master (M.A.) - father	☐	☐
m) Magister [equivalent to Master in the pre-Bologna system], state examination	☐	☐
n) Doctorate, habilitation - father	☐	☐
o) Vocational academy certificate - father	☐	☐
p) Certificate of a university of applied administrative sciences - father	☐	☐
q) Technical college certificate (former school of engineering) - father	☐	☐
r) University education certificate - father	☐	☐
s) GDR: incomplete skilled worker's certificate in a trade - father	☐	☐
t) No vocational training certificate - father	☐	☐
u) Other, namely: - father	☐	☐
Father		

Variables	
p22am	highest educational certificate training, journeyman's certificate etc mother
p22bm	highest educational certificate master, technician mother
p22cm	highest educational certificate civil servant subclerical class mother
p22dm	highest educational certificate civil servant clerical class mother
p22em	highest educational certificate civil servant executive class mother
p22fm	highest educational certificate civil servant administrative class mother
p22gm	highest educational certificate public health school mother
p22hm	highest educational certificate commercial school certificate mother
p22im	highest educational certificate technical school certificate mother
p22jm	highest educational certificate technical school certificate in GDR mother
p22km	highest educational certificate Bachelor mother
p22lm	highest educational certificate Diplom [Diploma], Master [M.A.] mother
p22mm	highest educational certificate Magister [equivalent to Master in the pre-Bologna system] state examination mother
p22nm	highest educational certificate doctorate, habilitation mother
p22om	Highest educational certificate vocational academy mother
p22pm	highest educational certificate university of applied administrative sciences mother
p22qm	highest educational certificate technical college (former school of engineering) mother
p22rm	highest educational certificate university education mother

p22sm	highest educational certificate GDR incomplete skilled worker's certificate in trade mother
p22tm	highest educational certificate - no vocational training certificate mother
p22um	highest educational certificate other mother
p22vm	other schoolleaving certificate mother
p22av	highest educational certificate vocational training, journeyman's certificate etc father
p22bv	highest educational certificate master craftsman, technician's training father
p22cv	highest educational certificate civil servant subclerical class father
p22dv	highest educational certificate civil servant clerical class - father
p22ev	highest educational certificate civil servant executive class father
p22fv	highest educational certificate civil servant administrative class father
p22gv	highest educational certificate public health school father
p22hv	highest educational certificate commercial school certificate father
p22iv	highest educational certificate technical school certificate father
p22jv	highest educational certificate technical school certificate in the GDR father
p22kv	highest educational certificate Bachelor father
p22lv	highest educational certificate Diplom [Diploma], Master (M.A.) father
p22mv	highest educational certificate Matister [equivalent to Master in the pre-Bologna system] state examination father
p22nv	highest educational certificate Doctorate, habilitation father
p22ov	Highest educational certificate vocational academy father
p22pv	highest educational certificate university of applied administrative sciences father
p22qv	highest educational certificate technical college (former school of engineering) father
p22rv	highest educational certificate university education certificate father
p22sv	highest educational certificate GDR incomplete skilled worker's certificate in trade father
p22tv	highest educational certificate - no vocational training certificate father
p22uv	highest educational certificate other father
p22vv	other schoolleaving certificate father

23 If you have stated Bachelor, Diploma or Master as the highest vocational training certificate: At what educational facility did you earn this certificate?

Please check only one box in each column

	not checked [0]	checked [1]
a) At a vocational academy - mother	☐	☐
b) At a university of applied administrative sciences - mother	☐	☐
c) At a university of applied sciences and/or former school of engineering - mother	☐	☐
d) At a university (also technical, medical, religious, teacher training or veterinary college, college of music or art) - mother	☐	☐
e) Other facility - mother	☐	☐
a) At a vocational academy - father	☐	☐

b) At a university of applied administrative sciences - father	☐	☐
c) At a university of applied sciences and/or former school of engineering - father	☐	☐
d) At a university (also technical, medical, religious, teacher training or veterinary college, college of music or art) - father	☐	☐
e) Other facility - father	☐	☐

Variables	
p23am	BA (vocational academy) mother
p23bm	University of applied administrative sciences mother
p23cm	University of applied sciences and/or former school of engineering mother
p23dm	University mother
p23em	College of art mother
p23av	BA (vocational academy) father
p23bv	University of applied administrative sciences - father
p23cv	University of applied sciences and/or former school of engineering father
p23dv	University father
p23ev	College of art father

24 Are you currently working full or part-time, spare time or non-active?

Notes: If one parent has two part-time jobs, please check "full-time employment". "Spare-time employment" means jobs with less than 15 hours per week. Please enter "non-active" for training process. Please check only one box in each column

	not checked [0]	checked [1]
a) Full-time employment - mother	☐	☐
b) Part-time employment - mother	☐	☐
c) spare-time employment - mother	☐	☐
c) not employed - mother	☐	☐
e) Gainful employment: How many hours do you normally work per week – including any spare-time employment? - mother	|___|___|	

	not checked [0]	checked [1]
a) Full-time employment - father	☐	☐
b) Part-time employment - father	☐	☐
c) spare-time employment - father	☐	☐
d) Non-active - father	☐	☐
e) Gainful employment: How many hours do you normally work per week – including any spare-time employment? father	|___|___|	

Variables	
p24am	mother full-time employment?
p24bm	mother part-time employment?
p24cm	mother spare-time employment?
p24dm	mother not employed?
p24em	mother if employed - number of hours
p24av	father full-time employed?
p24bv	father part-time employment?
p24cv	father spare-time employment?
p24dv	mother non-active?
p24ev	father if employed - number of hours

25 If you do work spare-time or if you are non-active: What are your main activities at present?

Please check only one box in each column.

	not checked [0]	checked [1]
a) Registered unemployed at the Federal Agency for Employment - mother	☐	☐
b) Unemployed, but not registered unemployed at the Federal Agency for Employment - mother	☐	☐
c) Working short-time mother	☐	☐
d) 1-Euro-job, ABM (job creation scheme), or similar measures of the Federal Agency for Employment/job center or ARGE	☐	☐
e) Partial retirement - mother	☐	☐
f) General education schooling - mother	☐	☐
g) Vocational training - mother	☐	☐
h) Master craftsman or technician training, attending a master craftsman/technician school - mother	☐	☐
i) Studies - mother	☐	☐
j) Doctorate - mother	☐	☐
k) Vocational retraining, advanced or further education - mother	☐	☐
l) On maternity leave/parental leave - mother	☐	☐
m) Housewife/househusband - mother	☐	☐
n) Sick/temporarily unable to work mother	☐	☐

o) Pensioner/on (early) retirement - mother	☐	☐
p) Military service/civilian alternative service, volunteer social, ecological, European year - mother	☐	☐
q) Other - mother	☐	☐
r) Not applicable - mother	☐	☐
a) Registered unemployed at the Federal Agency for Employment - father	☐	☐
b) Unemployed, but not registered unemployed at the Federal Agency for Employment - father	☐	☐
c) Working short-time - father	☐	☐
d) 1-Euro-job, ABM (job creation scheme), or similar measures of the Federal Agency for Employment/job center or ARGE - father	☐	☐
e) Partial retirement - father	☐	☐
f) General education schooling - father	☐	☐
g) Vocational training - father	☐	☐
h) Master craftsman or technician training, attending a master craftsman/technician school - father	☐	☐
i) Studies father	☐	☐
j) Doctorate - father	☐	☐
k) Vocational retraining, advanced or further education - father	☐	☐
l) On maternity leave/parental leave - father	☐	☐
m) Housewife/househusband - father	☐	☐
n) Sick/temporarily unable to work - father	☐	☐
o) Pensioner/on (early) retirement - father	☐	☐
p) Military service/civilian alternative service, volunteer social, ecological, European year - father	☐	☐
q) Other - father	☐	☐
r) Not applicable - father	☐	☐

Variables

p25am	Mother - registered unemployed
p25bm	Mother - unemployed, not registered
p25cm	Mother - working short time
p25dm	Mother - 1-Euro-job, ABM (job creation scheme)
p25em	Mother - partial retirement
p25fm	Mother - general education schooling
p25gm	Mother - vocational training
p25hm	Mother - master craftsman or technician training
p25im	Mother - studies
p25jm	Mother - Doctorate
p25km	Mother - vocational retraining, advanced or further education
p25lm	Mother - maternity leave, parental leave
p25mm	Mother - housewife/househusband
p25nm	Mother - sick/temporarily unable to work
p25om	Mother - pensioner, retirement
p25pm	Mother - military service/civilian alternative service etc.
p25qm	Mother - other
p25rm	Mother - not applicable
p25av	Father - registered unemployed
p25bv	Father - unemployed, not registered
p25cv	Father - working short-time
p25dv	Father - 1-Euro-job, ABM (job creation scheme)
p25ev	Father - partial retirement
p25fv	Father - general education schooling
p25gv	Father - vocational training
p25hv	Father - master craftsman or technician training
p25iv	Father - studies
p25jv	Father - Doctorate
p25kv	Father - vocational retraining, advanced or further education
p25lv	Father - paternity, parental leave
p25mv	Father - housewife/househusband
p25nv	Father - sick/temporarily unable to work
p25ov	Father - pensioner, retirement
p25pv	Father - military service/civilian alternative service etc.
p25qv	Father - other
p25rv	Father - not applicable

26 If you are and/or were gainfully employed: Please state your current and/or last professional activity.

If you are on part-time and/or full-time employment, please indicate your current professional activity. If you are on spare-time employment or if you are non-active, please indicate your last professional activity. Please make sure that your information on professional activity is as accurate as possible (e.g. ”precision mechanic”“, ”automotive mechanic”“, ”grammar school teacher in history“). For temporary work, please state the main professional activity. If you are engaged in several activities at the same time, please indicate the activity with the highest number of hours and/or – if the hours are identical – the activity with the highest income.

Mother:	
Father:	

Variables	
p26m	mother current employment
p26v	father current employment

27 What is and/or was your professional position?

If you are on part-time and/or full-time employment, please indicate your current professional position. If you are on spare-time employment or if you are non-active, please indicate your last professional activity. For temporary work or seasonal work, please indicate your predominant position at the same employer. Please check only one box in ach column.

	not checked [0]	checked [1]
a) Unskilled worker	☐	☐
b) Semi-skilled worker, skilled worker with incomplete training in a branch of trade	☐	☐
c) Skilled worker, assistant	☐	☐
d) Foreman, group leader, team leader	☐	☐
e) Master craftsman, site foreman	☐	☐
f) Simple job (e.g. salesperson)	☐	☐
g) Qualified job (e.g. clerk, design draftsman)	☐	☐
h) Highly qualified activity or executive function (e.g. civil engineer, scientific assistant, head of department)	☐	☐
i) Activity involving executive tasks (e.g. director, general manager, board member)	☐	☐
j) Industrial master craftsman and foreman	☐	☐
k) Subclerical class (up to Oberamtsmeister inclusive)	☐	☐
l) Clerical class (from assistant to Hauptsekretär and/or Amtsinspektor)	☐	☐
m) Executive class (from Inspektor to Amtsrat and/or Oberamtsrat inclusive and elementary, secondary modern school or intermediate school teacher)	☐	☐
n) Administrative class, judge (from Regierungsrat and higher, e.g. teacher from Studienrat)	☐	☐
o) noncommissioned officer: private	☐	☐

p) Noncommissioned officer (junior noncommissioned officer, senior noncommissioned officer such as sergeant, staff sergeant)	☐	☐
q) Officer/in (lieutenant, captain)	☐	☐
r) noncommissioned officer: senior noncommissioned officer such as sergeant (starting with major)	☐	☐
s) In a free profession	☐	☐
t) In trade, commerce, industry, service sector	☐	☐
u) Farmer	☐	☐
v) Assisting family member	☐	☐
w) Free-lance	☐	☐
a) Unskilled worker	☐	☐
b) Semi-skilled worker, skilled worker with incomplete training in a branch of trade	☐	☐
c) Skilled worker, assistant	☐	☐
d) Foreman, group leader, team leader	☐	☐
e) Master craftsman, site foreman	☐	☐
f) Simple job (e.g. salesperson)	☐	☐
g) Qualified job (e.g. clerk, design draftsman)	☐	☐
h) Highly qualified activity or executive function (e.g. civil engineer, scientific assistant, head of department)	☐	☐
i) Activity involving executive tasks (e.g. director, general manager, board member)	☐	☐
j) Industrial master craftsman and foreman	☐	☐
k) Subclerical class (up to Oberamtsmeister inclusive)	☐	☐
l) Clerical class (from assistant to Hauptsekretär and/or Amtsinspektor)	☐	☐
m) Executive class (from Inspektor to Amtsrat and/or Oberamtsrat inclusive and elementary, secondary modern school or intermediate school teacher)	☐	☐
n) Administrative class, judge (from Regierungsrat and higher, e.g. teacher from Studienrat)	☐	☐
o) Nonrated soldier	☐	☐

p) Noncommissioned officer (junior noncommissioned officer, senior noncommissioned officer such as sergeant, staff sergeant)	☐	☐
q) Officer/in (lieutenant, captain)	☐	☐
r) Staff officer (from major)	☐	☐
s) In a free profession	☐	☐
t) In trade, commerce, industry, service sector	☐	☐
u) Farmer	☐	☐
v) Assisting family member	☐	☐
w) Free-lance	☐	☐

Variables	
p27am	Mother - unskilled worker
p27bm	Mother - semi-skilled worker
p27cm	Mother - skilled worker, assistant
p27dm	Mother - foreman
p27em	Mother - master craftsman
p27fm	Mother - simple job
p27gm	Mother - qualified job
p27hm	Mother - highly qualified activity or executive function
p27im	Mother - activity involving executive tasks
p27jm	Mother - industrial master craftsman and foreman
p27km	Mother - civil servant, subclerical class
p27lm	Mother - civil servant, clerical class
p27mm	Mother - civil servant, executive class
p27nm	Mother - civil servant, administrative class
p27om	Mother - private
p27pm	Mother - noncommissioned officer
p27qm	Mother - officer
p27rm	Mother - sergeant
p27sm	Mother - in a free profession
p27tm	Mother - self-employed in trade, commerce, industry, service sector
p27um	Mother - farmer
p27vm	Mother - assisting family member
p27wm	Mother - freelancer
p27av	Father - unskilled worker
p27bv	Father - semi-skilled worker
p27cv	Father - skilled worker, assistant
p27dv	Father - foreman
p27ev	Father - master craftsman
p27fv	Father - simple job
p27gv	Father - qualified job

p27hv	Father - highly qualified activity or executive function
p27iv	Father - activity involving executive tasks
p27jv	Father - industrial master craftsman and foreman
p27kv	Father - civil servant, subclerical class
p27lv	Father - civil servant, clerical class
p27mv	Father - civil servant, executive class
p27nv	Father - civil servant, administrative class
p27ov	Father - private
p27pv	Father - noncommissioned officer
p27qv	Father - officer
p27rv	Father - staff officer
p27sv	Father - in a free profession
p27tv	Father - self-employed in trade, commerce, industry, service sector
p27uv	Father - farmer
p27vv	Father - assisting family member
p27wv	Father - freelancer

28 If you are and/or were a self-employed person: How many employees do and/or did you have?

If you are on part-time and/or full-time employment, please indicate your current professional position. If you are on spare-time employment or if you are non-active, please indicate your last professional activity. Please check only one box in ach column.

	keine [1]	unter 5 Personen [2]	5 bis unter 10 Personen [3]	10 bis unter 20 Personen [4]	20 bis unter 50 Personen [5]	50 bis unter 100 Personen [6]	100 bis unter 200 Personen [7]	200 bis unter 500 Personen [8]	500 bis unter 1.000 Personen [9]	1.000 bis unter 2.000 Personen [10]	2.000 Personen und mehr [11]
mother	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
father	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Variables	
p28m	mother self-employed, number of employees
p28v	father self-employed, number of employees

29 If you are and/or were not a self-employed person: Are and/or were you in a leading position?

If you are on spare-time employment or if you are non-active, please indicate your last professional activity. Please check as applicable

	nein [1]	ja [2]
mother	☐	☐
father	☐	☐

	0 [1]	1–2 [2]	3–9 [3]	10 and more [4]
Mutter	☐	☐	☐	☐
Vater	☐	☐	☐	☐

Variables

p29am	mother experience in leading position?
p29av	father experience in leading postion?
p29bm	Mutter Anzahl Unterstellte
p29bv	Vater Anzahl Unterstellte

30 Now your total income of your entire household. What is the monthly household income of all persons living in your household today?

Please indicate the net amount, in other words after tax and social insurance contributions. Please add regular payments such as pensions, rent allowance, children's allowance, educational maintenance allowance, unemployment compensation etc.. Please check only one answer

weniger als 500 Euro [1]	☐
500 bis unter 1000 Euro [2]	☐
1000 bis unter 1500 Euro [3]	☐
1500 bis unter 2000 Euro [4]	☐
2000 bis unter 2500 Euro [5]	☐
2500 bis unter 3000 Euro [6]	☐
3000 bis unter 3500 Euro [7]	☐
3500 bis unter 4000 Euro [8]	☐
4000 bis unter 4500 Euro [9]	☐
4500 bis unter 5000 Euro [10]	☐
5000 Euro und mehr [11]	☐

Variables	
p30	net household income

<u>On your daughters/sons professional future</u>

31 How much importance do you attach to your child getting a job that is as respected as …

If you are non-active at present, please think of your last professional activity. Please check one box in each line

	not checked [0]	checked [1]
mother was never employed	☐	☐
father was never employed	☐	☐

	1 = not important at all (Likert) [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 = very important [7]
... the mother's?	☐	☐	☐	☐	☐	☐	☐
... the father's ?	☐	☐	☐	☐	☐	☐	☐

Variables	
p31ma	mother never employed?
p31va	father never employed?
p31m	at least same status like mother important?
p31v	at least same status as father important?

32 How do you rate the chances that your daughter/son once will be able to enter a profession with the following educational achievements that is as least respected as the mother's?

If the mother is current not gainfully employed, please think of your last professional activity. Please check one box in each line.

	very small [1]	rather small [2]	partly [3]	rather great [4]	very great [5]
a) With vocational education	☐	☐	☐	☐	☐

	not checked [0]	checked [1]
Mutter war nie erwerbstätig	☐	☐

	very small [1]	rather small [2]	partly [3]	rather great [4]	very great [5]
b) With academic studies	☐	☐	☐	☐	☐

	not checked [0]	checked [1]
Mutter war nie erwerbstätig	☐	☐

Variables	
p32a	mother chances for same status with vocational training
p32a2	Mother never employed?
p32b	mother chances for same status with academic studies
p32b2	Mother never employed?

33 How do you rate the chances that your daughter/son once will be able to enter a profession with the following educational achievements that is as least respected as the father's?

If the father is current not gainfully employed, please think of your last professional activity. Please check one box in each line.

	very small [1]	rather small [2]	partly [3]	rather great [4]	very great [5]
a) With a vocational education	☐	☐	☐	☐	☐

	not checked [0]	checked [1]
Vater war nie erwerbstätig	☐	☐

	very small [1]	rather small [2]	partly [3]	rather great [4]	very great [5]
b) With academic studies	☐	☐	☐	☐	☐

	not checked [0]	checked [1]
Vater war nie erwerbstätig	☐	☐

Variables	
p33a	father chances for same status with vocational training
p33a2	Father never employed?
p33b	father chances for same status with academic studies
p33b2	Father never employed?

34 What vocational education would you like your daughter/son to get?

Please check only one answer

betrieblicher Ausbildungsabschluss (z.B. in Handwerk, Industrie, Handel, Verwaltung, Dienstleistung) [1]	☐
schulischer Ausbildungsabschluss (z.B. im Gesundheitswesen, Krankenschwester/-pfleger) [2]	☐
Studienabschluss an einer Berufsakademie [3]	☐
Studienabschluss an einer Fachhochschule [4]	☐
Studienabschluss an einer Universität [5]	☐
Studienabschluss an einer Pädagogischen Hochschule [6]	☐

Variables	
p34	parents' wish for childs vocational training

35 If you consider all the things you currently know, what are the chances in your opinion that your child will actually achieve the following qualifications?

Please check one box in each line

	1 = impossible (Likert) [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 = absolutely sure (Likert) [7]
a) Industrial educational qualification (e.g. in trade, industry, commerce, administration, services sector)	☐	☐	☐	☐	☐	☐	☐

b) School educational qualification (e.g. in the health care system, trained nurse)	☐	☐	☐	☐	☐	☐	☐
c) Graduation from a vocational academy	☐	☐	☐	☐	☐	☐	☐
d) Graduation from a university of applied sciences	☐	☐	☐	☐	☐	☐	☐
e) Graduation from a university	☐	☐	☐	☐	☐	☐	☐
f) Graduation from a teacher's college	☐	☐	☐	☐	☐	☐	☐

Variables	
p35a	parents' prediction on chance of industrial educational qualification
p35b	parents' prediction on chance of school educational qualification
p35c	parents' prediction on chance of graduation from vocational academy
p35d	parents' prediction on chance of graduation from a university of applied sciences
p35e	parents' prediction on chance of graduation from university
p35f	parents' prediction on chance of graduation from a teacher's college

36 No matter what your daughter/son will do after she/he has left school, what do you think are the chances that she/he could …

Please check one box in each line

	very unlikely [1]	fairly unlikely [2]	partly [3]	fairly likely [4]	very likely [5]
a) … achieve a professional qualification?	☐	☐	☐	☐	☐
b) … achieve an academic qualification?	☐	☐	☐	☐	☐

Variables	
p36a	parents' prediction: Could child achieve a professional qualification?
p36b	parents' prediction: Could child achieve academic qualification?

37 To what extent can you support the statements on education?

Please check one box in each line

	1 = disagree completely (Likert) [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 = fully agree (Likert) [7]
a) A higher school-leaving certificate will also give working-class children the opportunity of social advancement	☐	☐	☐	☐	☐	☐	☐
b) A good education in Germany will secure international competitiveness of the economy.	☐	☐	☐	☐	☐	☐	☐
c) A good education will broaden the mental horizon of the people.	☐	☐	☐	☐	☐	☐	☐

d) A high educational level is indispensable for cultural life in our country.	☐	☐	☐	☐	☐	☐	☐
e) A high level of education will promote the critical faculty of the people.	☐	☐	☐	☐	☐	☐	☐
f) A good school education is valuable in itself.	☐	☐	☐	☐	☐	☐	☐

Variables	
p37a	high schoolleaving certificate gives opportunity of social advancement. For working class children
p37b	good education secures competitiveness of location
p37c	good education broadens mental horizon of people
p37d	high education is indispensable for cultural life in our country
p37e	high level of education promotes critical faculty of people
p37f	good school education is valuable in itself

38 Wie viele Bücher gibt es bei Ihnen zu Hause ungefähr?

Do not count: magazines, newspapers and school books. Please check only one answer.

None or only very few (0 to 10 books) [1]	☐
Enough to fill one shelf (11 to 25 books) [2]	☐
Enough to fill several shelves (26 to 100 books) [3]	☐
Enough to fill a small set of shelves (101 to 200 books) [4]	☐
Enough to fill a large set of shelves (201 to 500 books) [5]	☐
Enough to fill shelf units (more than 500 books) [6]	☐

Variables	
p38	Number of books in house

39 Do you have at home for your daughter/son ...

Please check one box in each line.

	yes [1]	no [2]
a) … a desk for learning?	☐	☐
b) … a room for herself/himself?	☐	☐
c) … a computer she/he can use for learning?	☐	☐
d) … learning software?	☐	☐
e) … classical literature (e.g. Goethe)?	☐	☐
f) … books with poems?	☐	☐
g) … works of art (e.g. pictures)?	☐	☐

h) … books that are useful for homework?	☐	☐
i) … a dictionary?	☐	☐

Variables	
p39a	things beneficial for education in household: desk
p39b	things beneficial for education in household: own room
p39c	things beneficial for education in household: computer for learning
p39d	things beneficial for education in household: learning software
p39e	things beneficial for education in household: classical literature
p39f	things beneficial for education in household: books with poems
p39g	things beneficial for education in household: works of art
p39h	things beneficial for education in household: useful books for homework
p39i	things beneficial for education in household: dictionary

40 How important do you consider the following school subjects?

Please check one box in each line

	Unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) Mathematics	☐	☐	☐	☐
b) English	☐	☐	☐	☐
c) German	☐	☐	☐	☐
d) Biology	☐	☐	☐	☐
e) Chemistry	☐	☐	☐	☐
f) History	☐	☐	☐	☐
g) Physics	☐	☐	☐	☐

Variables	
p40a	rating importance of the subject mathematics
p40b	rating importance of the subject English
p40c	rating importance of the subject German
p40d	rating importance of the subject biology
p40e	rating importance of the subject chemistry
p40f	rating importance of the subject history
p40g	rating importance of the subject physics

41 What grades (score) achieved by your daughter/son would you only just be satisfied with?

Please check one box in each line

	Note 1 (13-15 Punkte) [1]	Note 2 (10-12 Punkte) [2]	Note 3 (7-9 Punkte) [3]	Note 4 (4-6 Punkte) [4]	Note 5 (1-3 Punkte) [5]
a) Mathematics	☐	☐	☐	☐	☐
b) English	☐	☐	☐	☐	☐

c) German	☐	☐	☐	☐	☐
d) Biology	☐	☐	☐	☐	☐
e) Chemistry	☐	☐	☐	☐	☐
f) History	☐	☐	☐	☐	☐
g) Physics	☐	☐	☐	☐	☐

Variables	
p41a	only just satisfied with grade in mathematics
p41b	only just satisfied with grade in English
p41c	only just satisfied with grade in German
p41d	only just satisfied with grade in biology
p41e	only just satisfied with grade in chemistry
p41f	only just satisfied with grade in history
p41g	only just satisfied with grade in physics

42 Who of you has completed the questionnaire?

Please check only one answer

mother [1]	father [2]	both [3]	another person, namely: [4]
☐	☐	☐	☐

✎ _____

Variables	
p42	Who completed the questionnaire?
p42a	other person completing questionnaire