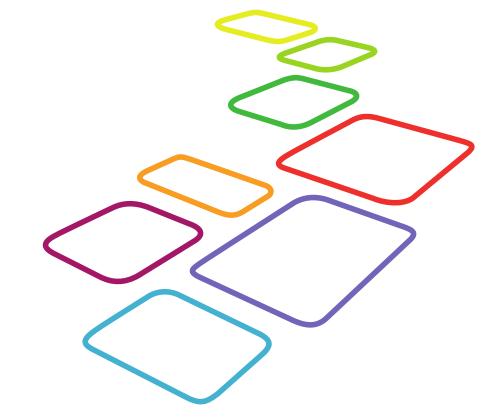
NEPS National Educational Panel Study

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



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https://www.neps-data.de

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Bamberg, 2012

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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.

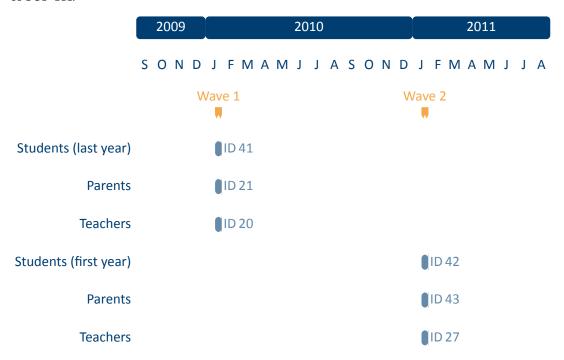


Figure 1: Order of the surveys for the curricular reform study in Thuringia and IDs of the questionnaires.

2 Students, PAPI

2.1 Wave 1 (ID 41)

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	Please tick one box in every row Finding, selecting and ordering information to prepare an assignme (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,	Never [1]							
Finding, selecting and ordering information to prepare an assignment (e.g. for a paper or a presentation) Compiling literature for an assignment	Information to prepare an assignme (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,	ent							
information to prepare an assignment	Information to prepare an assignme (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,								
assignment Writing and formatting texts on a computer Producing diagrams or graphics	assignment Writing and formatting texts on a computer Producing diagrams or graphics using a computer Using electronic media (CD-ROM,								
computer Producing diagrams or graphics using a computer Using electronic media (CD-ROM, internet) to acquire information Variables 11a	computer Producing diagrams or graphics using a computer Using electronic media (CD-ROM,								
Using electronic media (CD-ROM,	using a computer Using electronic media (CD-ROM,								
Variables Variables Ita Extent activities upper secondary level - information Itb Extent activities upper secondary level - literature Itc Extent activities upper secondary level - literature Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - literature Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondary level - diagrams computer Itc Extent activities upper secondar	Using electronic media (CD-ROM, internet) to acquire information			using a computer					
Extent activities upper secondary level - information Extent activities upper secondary level - literature Extent activities upper secondary level - texts computer Extent activities upper secondary level - diagrams computer Extent activities upper secondary level - diagrams computer Extent activities upper secondary level - electronic media 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	internet) to acquire information								
Extent activities upper secondary level - literature Extent activities upper secondary level - texts computer Extent activities upper secondary level - diagrams computer Extent activities upper secondary level - diagrams computer Extent activities upper secondary level - electronic media 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									
titic Extent activities upper secondary level - texts computer titid Extent activities upper secondary level - diagrams computer title Extent activities upper secondary level - diagrams computer title 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	11a Extent activities upp	**							
titd	11b Extent activities upp								
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]	11c Extent activities upp	er secondary leve	l - texts compu	ter					
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	11d Extent activities upp	er secondary leve	l - diagrams co	mputer					
Planning scientific experiments	following activities?								
Planning scientific experiments									
Writing a record of a discussion		never [1]	1-2 times [2]	3-5 times [3]					
Giving a talk	•				times [4]				
Preparing a talk in writing Visiting a library to find reference	Planning scientific experiments				times [4]				
Visiting a library to find reference	Planning scientific experiments				times [4]				
	Planning scientific experiments Writing a record of a discussion				times [4]				
accumente	Planning scientific experiments Writing a record of a discussion Giving a talk				times [4]				
Variables	Planning scientific experiments Writing a record of a discussion Giving a talk Preparing a talk in writing				times [4]				
t2a Frequency activities upper secondary level - experiments	Planning scientific experiments Writing a record of a discussion Giving a talk Preparing a talk in writing Visiting a library to find reference documents				times [4]				
12b Frequency activities upper secondary level - record	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				times [4]				
t2c Frequency activities upper secondary level - giving a talk	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 12a Frequency activities	upper secondary	level - experim		times [4]				
t2d Frequency activities upper secondary level - preparing a talk in writing	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 12a Frequency activities 12b Frequency activities	upper secondary	level - experim	ents	times [4]				
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	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 12a Frequency activities 12b Frequency activities 12c Frequency activities	upper secondary upper secondary upper secondary	level - experim level - record level - giving a	ents	times [4]				
t2b Frequency activities upper secondary level - record	Planning scientific experiments Writing a record of a discussion Giving a talk Preparing a talk in writing Visiting a library to find reference				times [4]				
Strange and St	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 12a Frequency activities 12b Frequency activities	upper secondary	level - experim	ents	times [4]				
22d [Frequency activities upper secondary level - preparing a talk in writing	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 12a Frequency activities 12b Frequency activities 12c Frequency activities	upper secondary upper secondary upper secondary	level - experim level - record level - giving a	ents	times [4]				
12e Frequency activities upper secondary level - library	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 12a Frequency activities 12b Frequency activities 12c Frequency activities 12d Frequency activities 12d Frequency activities	upper secondary upper secondary upper secondary upper secondary upper secondary	level - experim level - record level - giving a level - preparin	ents	times [4]				
t2d Frequency activities upper secondary level - preparing a talk in writing	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 12a Frequency activities 12b Frequency activities	upper secondary	level - experim	ents	times [4]				
.zu priequency activities upper secondary ievei - preparing a taik in writing	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 12a Frequency activities 12b Frequency activities 12c Frequency activities	upper secondary upper secondary upper secondary	level - experim level - record level - giving a	ents	times [4]				
1 7 11 9 9	Planning scientific experiments Writing a record of a discussion Siving a talk Preparing a talk in writing Visiting a library to find reference documents Variables 2a Frequency activities 2b Frequency activities 2c Frequency activities	upper secondary upper secondary upper secondary	level - experim level - record level - giving a	ents	times [4]				
t2d Frequency activities upper secondary level - preparing a talk in writing	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 12a Frequency activities 12b Frequency activities 12c Frequency activities	upper secondary upper secondary upper secondary	level - experim level - record level - giving a	ents	times [4]				
LEG IT TOQUETIES ADDREST SECONDARY IEVEL - PREPARITY A IAIK III WILLING	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 12a Frequency activities 12b Frequency activities 12c Frequency activities	upper secondary upper secondary upper secondary	level - experim level - record level - giving a	ents	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 2a Frequency activities 2b Frequency activities 2c Frequency activities 2d Frequency activities	upper secondary upper secondary upper secondary upper secondary upper secondary	level - experim level - record level - giving a level - preparin	ents	times [4]				

Current Situation in the Upper Secondary Level [Oberstufe]

	How often did you carry out the following activities during your time in the upper secondary level ("Oberstufe")?							
Please tick on	e box in every row							
		Never [1]	Rarely [2]	Sometimes [3]	Often [4]			
information to	ting and ordering prepare an assignment er or a presentation)							
Compiling liter assignment	ature for an							
Writing and for computer	rmatting texts on a							
Producing diagusing a compu	grams or graphics uter							
	iic media (CD-ROM, quire information							
Variables								
t1a	Extent activities upper se	econdary leve	el - information					
t1b	Extent activities upper se	econdary leve	el - literature					
t1c	Extent activities upper se	econdary leve	el - texts comput	ter				
t1d	Extent activities upper se	econdary leve	el - diagrams co	mputer				
t1e	Extent activities upper se	econdary leve	el - electronic me	edia				
	2 During your time in the upper secondary level, how many times did you carry out the following activities?							
Please tick on	e box in every row							
		never [1]	1-2 times [2]	3-5 times [3]	more than 5 times [4]			
Planning scier	ntific experiments							
Writing a recor	rd of a discussion							
Giving a talk								
Preparing a ta	lk in writing							
Visiting a libral documents	ry to find reference							
Variables								
t2a	Frequency activities upp	er secondary	level - experime	ents				
t2b	Frequency activities upp	er secondary	level - record					
t2c	Frequency activities upp	er secondary	level - giving a	talk				
t2d	Frequency activities upp	er secondary	level - preparin	g a talk in writing				
t2e	Frequency activities upp	er secondary	level - library					

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

Please tick on	e box in every row						
		completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]		
education I thi	per secondary level nk I understood how to ions in a scientific way						
	per secondary level arned how to analyse tically.						
	arned how to put my oss in a coherent way						
	arned how to determine nat is not important for						
	ondary level education of general knowledge.						
during my upp	ne course contents er secondary level de it easier for me to ubject to study						
Generally speaking, the upper secondary level was a good							
Variables							
t3a							
t3b	Preparation university e	ducation - anal	ysing texts				
t3c	Preparation university e	ducation - argu	ing in discussi	ons			
t3d	Preparation university e	ducation - diffe	rentiation impo	ortant and unimpo	ortant		
t3e	Preparation university e	ducation - gene	eral knowledge	•			
t3f	Preparation university e	ducation - Easi	ing choice of su	ubject to study			
t3g	Preparation university e	ducation - gene	erally				
	ou think that your up wing skills and abiliti		ry level lesso	ons helped yo	u to develop the		
Please tick on	e box in every row						
		not at all [1]	a little [2]	quite well [3]	very well [4]		
Take responsi towards others	bility for myself and						
Work and stud	ly independently						
Work together	in groups						
materials can	mation and which						

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 meanir presentations	ngful PowerPoint						
Recognise who argumentation logic	en written has weaknesses in its						
Variables							
t4a	Development skills - take	e responsibili	ty				
t4b	Development skills - inde	ependence					
t4c	Development skills - tear	mwork					
t4d	Development skills - find	information					
t4e	Development skills - deb	ate in an aca	idemic way				
t4f	Development skills - give	a talk witho	ut being scared				
t4g	Development skills - ideo	ology and pre	ejudices				
t4h	Developemt skills - limits	science					
t4i	Development skills - ada	ption to cont	ext				
t4j	Development skills - pred	cise expressi	on				
t4k	Development skills - ope	n-mindednes	ss towards other o	cultures			
t4l	Development skills - owr	culture					
t4m	Development skills - app	reciate artisti	c 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 - exc	erpt texts					
t4t	Development skills - plar	ning educatio	n				
t4u	Development skills - dev	elopment inte	erest profile				
t4v	Development skills - scie	entific experin	nent				
t4w	Development skills - rese	earch talk					
t4x	Development skills - legi	timate interes	sts				
t4y	Development skills - her	meneutic circ	le				
t4z	Development skills - inte	rpretation his	storical sources				
t4aa	Development skills - part	icipation in c	lass without being	g scared			
t4ab	Development skills - inte	rest subject					
t4ac	Development skills - dea	l with distrac	tions				
t4ad	Development skills - des	igning Power	Point				
t4ae	Development skills - reco	ognise logic v	veaknesses				
5 How	do you rate the exped	tations pla	ced on vou at	school			
	e box in every row		, , , , , , , , , , , , , , , , , , , ,				
	,	very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]	
in the class	room?						

regarding h	omework?							
regarding the assessment du written tests)?	ne continual uring lessons (e.g.							
Variables								
t5a	Rating expectations - in	classroom						
t5b	Rating expectations - ho	mework						
t5c	Rating expectations - co	ontinual assess	sment					
6 How	do you rate the expe	ctations plac	ced on your ti	me by the sc	hool?			
	e box in every row		·	-				
		very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]		
Weekly class t	ime							
Time spent on	homework							
preparation an	studying (time for d revision of class than homework tasks)							
Variables								
t6a	Assessment of tempora	l demands - w	eekly class time					
t6b	Rating expectations on	time - homewo	ork					
t6c	Rating expectations on	time- studying						
7 How strongly do you agree with the following statements?								
Please tick one	e box in every row							
		completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]			
There is not er understand the class truly.	nough time to e issues covered in							
	learn something by eally understanding it.							
The teachers one issue.	often spent too long on							
I was often bor were dealt with	red because the topics n too slowly.							
before the clas	to the next issue as had really be issue at hand.							
Variables								
t7a	Issues covered in class	- missing time	for understandi	ng				
t7b	Issues covered in class	- learning by h	neart without und	derstanding				
t7c	Issues covered in class	- too much tim	ne spent on one	issue				
t7d	Issues covered in class	- boredom						
t7e	Issues covered in class	too foot move	oment of issues					

B How strongly do you agre	ee with the fo	llowing state	ments?	
Please tick one box in every row				
	completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]
find it easy to "switch off" after school.				
often feel tense when I come home rom school.				
cometimes I have difficulties falling sleep because I'm thinking about roblems at school.				
happens that I react very irritably then people talk to me about school.				
often feel nervous before school arts.				
nave the feeling that school is too uch for me.				
find myself thinking about difficulties t school even during my free time.				
like to tell other people about my chool day.				
ne demands that school makes on e are generally hard to bear.				
fter school I'm often exhausted.				
eel ill at ease when I think about hool.				
eel up to my tasks at school.				
ne pressure at school is too high.				
chool is wearing me out.				
s difficult for me to combine school and other commitments.				
chool often leaves me feeling tired nd weary.				
often look forward to going to chool.				
m so busy with other things in my ee time that I completely forget bout school.				
I wasn't allowed to go to school, I ould miss it./ feel that something is issing.				
can easily recover from school in ny free time.				
can relax well in my free time.				
chool is often so interesting that I an't wait for it to start.				

often so excitir	deal with at school are ng that I voluntarily ring them in my free					
I don't have tir than school.	ne for anything other					
Variables						
t8a	Stress - switching off after	er school				
t8b	Stress - tension after sch	ool				
t8c	Stress - Falling asleep					
t8d	Stress - irritable reaction					
t8e	Stress - nervousness					
t8f	Stress - excessive dema	nd				
t8g	Stress - free time					
t8h	Stress - report about sch	ool				
t8i	Stress - demands at scho	ool generally				
t8j	Stress - exhaustion					
t8k	Stress - illness at ease					
t8l	Stress - feeling up to task	(S				
t8m	Stress - pressure					
t8n	Stress - overexertion					
t8o	Stress - combine school	and commitm	nents			
t8p	Stress - tiredness and we	eariness				
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 anticipa	ation start of s	school			
t8w	Stress - voluntary engage	ement in free	time			
t8x	Stress - missing time					
9 Did y	ou take physics as a	subject dur	ing your uppe	r secondary	level?	
Please tick the	appropriate answer					
yes [1]						
no [2]						
yes: Please co	ontinue with the next ques	tion				
Variables						
t39	Taking physics upper sec	rondary level				

Your Physics Course

10 Do th	ne following stateme	nts apply to	you?					
Please tick on	e box in every row							
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]		
	nad to make more of an hysics classes in order the subject.							
I participated a my physics cla	as much as I could in asses.							
I did everythin in my physics	g that was asked of me classes.							
I always tried homework.	to complete my physics							
	nad to put in more effort eep up in class.							
Variables								
t40a	Physics course - effort							
t40b	Physics course - partici	pation						
t40c	Physics course - compl	etion of tasks						
t40d	Physics course - home	work						
t40e	Physics course - effort/	endeavour						
11 Some statements about your physics course:								
Please tick on	e box in every row							
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]		
	ranted us to really e materials and topics ss.							
	nade it very clear when lents underperformed.							
Our teacher se fun teaching u	eemed to have a lot of is.							
"Discipline and this course.	d order" prevailed in							
	made difficult for s in this course.							
Our teacher ta								
individual stud	aught enthusiastically.							
or when they	eacted immediately if lents didn't cooperate caused a disturbance.							
It was really in	eacted immediately if lents didn't cooperate							
It was really in to see that we Our teacher re	eacted immediately if lents didn't cooperate caused a disturbance.							

variables						
t41a	Physics teacher - under	rstanding of ma	aterials covered in	n class		
t41b	Physics teacher - make	clear underpe	rformance			
t41c	Physics teacher - fun in	stilling				
t41d	Physics teacher - discip	oline and order				
t41e	Physics teacher - lazy s	students				
t41f	Physics teacher - enthu	ısiasm				
t41g	Physics teacher - reacti	ion towards cod	operation/disturba	ance		
t41h	Physics teacher - impor	rtance of learni	ng			
t41i	Physics teacher - check	k homework				
t41j	Physics teacher - fun te	eaching				
12 Pleas	se make an estimate.	. What percei	ntage of the st	udents		
Please enter t	<mark>he numbers right-justifie</mark>	d (0 – 100 %)				
participated classes?	l actively and regularly in	n physics		%		
were really interested in the physics lessons?						
often caused a disturbance in physics lessons? %						
Variables						
t42a	Physics estimate as pe	rcentage - part	icipation			
t42b	Physics estimate as pe	rcentage - inter	rest			
t42c	Physics estimate as pe	rcentage - distu	urbances			
13 Some	e statements about y	our physics	course:			
	e box in every row	. ,				
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
	ften created interesting homework for us.					
	new which tasks s/he in order to help us e subject.					
The exercises easy.	set were often too					
	the best students were ent coursework than udents.					
The coursewo understand the	rk helped to really e subject.					
too heavily ori	reated lessons that are ented towards the strong students in the					

The coursewo really had to the	rk was often so that we nink hard.						
The coursewo difficult.	rk was often too						
The coursewo well chosen.	rk was almost always						
too heavily orio	reated lessons that are ented towards the weaker students in the						
For me there v	was too little time to s set in class.						
Sometimes ou that I didn't un	r teacher told us things derstand.						
	ust 'shut off' in lessons Idn't understand						
the good stude	her was mainly interested in students – s/he didn't take						
	r took the varying learning es of the students into						
	sons progressed so quickly ny students had difficulties						
Variables							
t43a	Physics lessons - exercis	ses and home	work				
t43b	Physics lessons - exercis	ses and under	rstanding				
t43c	Physics lessons - easine	ss of exercise	es				
t43d	Physics lessons - differer	nt coursework	best students				
t43e	Physics lessons - exercis	ses helped un	derstanding				
t43f	Physics lessons - orienta	tion towards	strong students				
t43g	Physics lessons - deman	ding coursew	ork				
t43h	Physics lessons - too diff	icult coursew	ork				
t43i	Physics lessons - well ch	osen coursev	vork				
t43j	Physics lessons - orienta	tion towards	weaker students				
t43k	Physics lessons - too little	e time for exe	ercises				
t43l	Physics lessons - no und	erstanding					
t43m	Physics lessons - switchi	ng off					
t43n	Physics lessons - interes	t only in good	students				
t43o	Physics lessons - conside	eration of lea	rning prerequisit	es			
t43p	Physics lessons - quickne	ess of lesson	S				

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

Please tick one answer only.

		Ш			
)]					
Physics - average setti	ng of homeworl	k			
e numbers right-justifie	d	_	%		
Physics estimate as pe	rcentage: comp	oleted homework	per week		
ieral					
box in every row					
	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
my physics course.					
urse was a lot of fun.					
physics lessons.					
Physics in general - lea	ırnt a lot				
Physics in general - lea Physics in general - fur					
	າ				
Physics in general - fur	າ				
	Physics - average setting of a normal schework did you seriouse numbers right-justifie	Physics - average setting of homewor ing of a normal school week: on work did you seriously try to come numbers right-justified Physics estimate as percentage: compared Physics estimate as percentage: compared	Physics - average setting of homework ing of a normal school week: on average, what work did you seriously try to complete? The numbers right-justified Physics estimate as percentage: completed homework The property row Not at all [1] Rather not [2] The physics course.	Physics - average setting of homework ing of a normal school week: on average, what percentage work did you seriously try to complete? in numbers right-justified Physics estimate as percentage: completed homework per week Physics estimate as Percentage: completed homework per week Not at all [1] Rather not [2] Partly [3] my physics course.	Physics - average setting of homework ing of a normal school week: on average, what percentage of the physic work did you seriously try to complete? ie numbers right-justified Physics estimate as percentage: completed homework per week Physics estimate as percentage: completed homework per week Not at all [1] Rather not [2] Partly [3] Rather does [4] [4] [4] [4] [4] [4] [4] [4] [4] [4]

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yes [1]										
no [2]	no [2]									
yes: Please co	ontinue with the next que	estion								
Variables										
t47	Taking chemistry upper	secondary lev	el							
Your Chemistry Course										
18 Do th	e following stateme	nts apply to	you?							
Please tick on	e box in every row									
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]				
effort in my cho	ad to make more of an emistry classes in stand the subject.									
I participated a my chemistry of	as much as I could in classes.									
I did everything in my chemistr	g that was asked of me ry classes.									
I always tried t	o complete my nework.									
	ad to put in more effort keep up in class.									
Variables										
t48a	Chemistry course - effo	rt								
t48b	Chemistry course - part	ticipation								
t48c	Chemistry course - con	npletion of task	s							
t48d	Chemistry course - hon	nework								
t48e	Chemistry course - effo	rt/endeavour								
19 Some	e statements about y	our chemist	ry course:							
Please tick on	e box in every row									
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]				
	anted us to really e materials and topics ss.									
	ade it very clear when ents underperformed.									
Our teacher se fun teaching u	eemed to have a lot of s.									
"Discipline and this course.	d order" prevailed in									
	made difficult for in this course.									
Our teacher ta	ught enthusiastically.									

individual stud	acted immediately if ents didn't cooperate aused a disturbance.							
	nportant for our teacher							
	Our teacher regularly checked if we							
Our teacher se fun teaching.	eemed to have a lot of							
Variables								
t49a	Chemistry teacher - und	derstanding of	materials covered	d in class				
t49b	Chemistry teacher - ma	ike clear under	performance					
t49c	Chemistry teacher - fun	instilling						
t49d	Chemistry teacher - dis	cipline and ord	er					
t49e	Chemistry teacher - laz	y students						
t49f	Chemistry teacher - ent	thusiasm						
t49g	Chemistry teacher - rea	action towards	cooperation/distu	rbance				
t49h	Chemistry teacher - imp	portance of lear	rning					
t49i	Chemistry teacher - che	eck homework						
t49j	Chemistry teacher - fun	teaching						
20 Pleas	se make an estimate.	. What percei	ntage of the stu	udents				
Please enter t	<mark>he numbers right-justifie</mark>	d (0 – 100 %)	_					
participated classes?	actively and regularly in	n chemistry		%				
were really	interested in the chemis	try lessons?		I				
often cause	d a disturbance in chem	nistry lessons?	_	l				
Variables								
t50a	Chemistry estimate as	percentage - pa	articipation					
t50b	Chemistry estimate as	percentage - in	terest					
t50c	Chemistry estimate as	percentage - di	sturbances					
21 Some	e statements about y	our chemist	ry course:					
Please tick on	e box in every row							
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]		
	ten created interesting homework for us.							
	new which tasks s/he in order to help us e 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			

+E10	Chamietry Japanes aversions and hamourely
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

	t of ten chemistry lessons: on average, how many times did your teacher set nework?
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

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

Please enter t	he numbers right-justifie	ed				
about				%		
Variables						
t53	Chemistry estimate as	percentage - co	ompleted homew	ork per week		
	neral					
Please tick on	e 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 fun.	course was a lot of					
Time flew by i	n chemistry lessons.					
Variables						
t54a	Chemistry in general -	learnt a lot				
t54b	Chemistry in general -	fun				
t54c	Chemistry in general -	time flies by				
25 Did y	ou take biology as a	subject duri	ng your upper	secondary	level?	
Please tick the	e appropriate answer					
yes [1]						
no [2]						
yes: Please co	ontinue with the next que	estion				
Variables						
t9	Taking biology upper s	econdary level				

Your Biology Course

26 Do th	ne following stateme	nts apply to	you?			
Please tick on	e box in every row.					
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
effort in my bid	nad to make more of an plogy classes in order tand the subject.					
I participated a my biology cla	as much as I could in sses.					
I did everythin in my biology	g that was asked of me classes.					
I always tried thomework.	to complete my biology					
	nad to put in more effort eep up better in class.					
Variables						
t10a	Biology course - effort					
t10b	Biology course - particip	oation				
t10c	Biology course - comple	etion of tasks				
t10d	Biology course - homev	vork				
t10e	Biology course - effort/e	endeavour				
27 Some	e statements about y	our biology	course:			
	e box in every row	0,				
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
	anted us to really					
Our teacher m	e materials covered in					
	e materials covered in adde it very clear when ents underperformed.					
particular stud	nade it very clear when ents underperformed.					
Our teacher so fun teaching u	nade it very clear when ents underperformed.					
Our teacher so fun teaching u "Discipline and this course. Life was really	nade it very clear when ents underperformed. eemed to have a lot of s.					
Our teacher so fun teaching u "Discipline and this course. Life was really "lazy" students	pade it very clear when ents underperformed. eemed to have a lot of s. d order" prevailed in					
Our teacher se fun teaching u "Discipline and this course. Life was really "lazy" students Our teacher ta Our teacher reindividual stud	pade it very clear when ents underperformed. Deemed to have a lot of s. Id order" prevailed in a made difficult for s in this course.					
Darticular studion our teacher so fun teaching un "Discipline and this course. Life was really "lazy" students Our teacher ta Our teacher reindividual studion when they could be studied by the studied be studied by the s	ade it very clear when ents underperformed. eemed to have a lot of s. d order" prevailed in made difficult for in this course. aught enthusiastically. eacted immediately if ents didn't cooperate					
Our teacher ta fun teaching u "Discipline and this course. Life was really "lazy" students Our teacher ta Our teacher re individual stud or when they o It was really in to see that we	ade it very clear when ents underperformed. eemed to have a lot of s. d order" prevailed in made difficult for in this course. aught enthusiastically. eacted immediately if lents didn't cooperate caused a disturbance.					

Variables									
t11a	Piology topobor under	atanding of ma	storials covered in	n ologo					
t11b	Biology teacher - under	<u>_</u>		1 01455					
t11c	Biology teacher - make clear underperformance Biology teacher - fun instilling								
t11d	u. u								
t11e	Biology teacher - discipline and order								
	· ·	Biology teacher - lazy students							
t11f		Biology teacher - enthusiasm Biologie Lehrkraft - reaction cooperation/disturbance							
t11g									
t11h	Biology teacher - impor		ng						
t11i	Biology teacher - check								
t11j	Biology teacher - fun te	acning							
Please enter t	se make an estimate. he numbers right-justifie I actively and regularly in	d (0 – 100 %)	ntage of the st	%					
were really	interested in the biology	lessons?							
often cause	d a disturbance in biolog	gy lessons?		.[
Variables									
t12a	Biology estimate as per	centage - parti	cipation						
t12b	Biology estimate as per	centage - inter	est						
t12c	Biology estimate as per	centage - distu	ırbances						
29 Some	e statements about y	our biology	course:						
Please tick on	e box in every row								
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]			
	ten created interesting homework for us.								
	new which tasks s/he in order to help us e subject.								
The exercises	were often too easy.								
	the best students were ent coursework than idents.								
The coursewo understand the	rk helped to really e subject.								
too heavily orio	reated lessons that are ented towards the strong students in the								

The coursewo demanding so think hard.	rk was often that we really had to				
The coursewo difficult.	rk was often too				
The coursewo well chosen.	rk was almost always				
too heavily ori	reated lessons that are ented towards the weaker students in the				
For me there versions the tasks	was too little time to s set in class.				
Sometimes ou that I didn't un	ır teacher told us things derstand.				
	ust 'shut off' in lessons Idn't understand				
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 - exercise	es and home	work		
t13b	Biology lessons - tasks a	nd understan	ding		
t13c	Biology lessons - easines	s of exercise	es		
t13d	Biology lessons - differen	t coursework	best students		
t13e	Biology lessons - coursev	vork helps to	understand		
t13f	Biology lessons - orientat	ion towards	strong students		
t13g	Biology lessons - demand	ding coursew	ork		
t13h	Biology lessons - too diffi	cult coursewo	ork		
t13i	Biology lessons - well cho	osen coursev	vork		
t13j	Biology lessons - orientat	ion towards v	weaker students		
t13k	Biology lessons - too little	time for task	(S		
t13l	Biology lessons - no unde	erstanding			
t13m	Biology lessons - switchir	ng off			
t13n	Biology lessons - interest	only in good	students		
t13o	Biology lessons - conside	ration of lear	ning prerequisite	es	
t13p	Biology lessons - quickne	ss of lessons	S		
	•				

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	1]					
about 4 times [5	5]					
about 5 times [6	6]					
about 6 times [7	7]					
about 7 times [8	B]					
about 8 times [9	9]					
about 9 times [1	[0]					
always [11]						
Variables						
t14	Diology overage setting	ng of homoworl	,			
114	Biology - average settir	ng of nomework	\			
did y	king of a normal sch ou seriously try to c the numbers right-justifie	omplete?	average, what	: percentage	e of the biolog	y homework
about				%		
Variables						
t15	Biology estimate as pe	rcentage - com	pleted homework	per week		
_	neral					
Please tick on	e 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 co	ourse was a lot of fun.					
Time flew by i	n biology lessons.					
Variables						
t16a	Biology in general - lea	ırnt a lot				
t16b	Biology in general - fun	1				
	Diology in general Tan	'				

Your Mathematics Course

33 How	well do the following	g statements	apply to you?			
Please tick on	e box in every row					
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
	nad to make more of an aths classes in order to e subject.					
I participated a my mathemat	as much as I could in ics classes.					
I did everythin in my maths c	g that was asked of me lasses.					
I always tried homework.	to complete my maths					
	nad to put in more effort ep up in class.					
Variables						
t17a	Mathematics course - e	effort				
t17b	Mathematics course - p	articipation				
t17c	Mathematics course - c	completion of ta	isks			
t17d	Mathematics course - h	omework				
t17e	Mathematics course - e	effort/endeavou	r			
	e statements about y le box in every row.	our mathem	atics course:		Dathandara	A b a a lost a b o
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
	ranted us to really e materials and topics ss.					
	nade it very clear when lents underperformed.					
Our teacher se	eemed to have a lot of is.					
"Discipline and this course.	d order" prevailed in					
	made difficult for s in this course.					
Our teacher ta	aught enthusiastically.					
individual stud	eacted immediately if lents didn't cooperate caused a disturbance.					
	nportant for our teacher learned something.					
	egularly checked if we le the homework.					
Our teacher so fun teaching.	eemed to have a lot of					

Variables							
t18a	Mathematics teacher -	understanding	of materials cove	red in class			
t18b	Mathematics teacher - make clear underperformance						
t18c	Mathematics teacher -	fun instilling					
t18d	Mathematics teacher -	discipline and o	order				
t18e	Mathematics teacher -	lazy students					
t18f	Mathematics teacher -	enthusiasm					
t18g	Mathematics teacher -	reaction toward	ds cooperation/dis	sturbance			
t18h	Mathematics teacher - i	importance of I	earning				
t18i	Mathematics teacher -	check homewo	rk				
t18j	Mathematics teacher -	fun teaching					
Please enter t	se make an estimate. The numbers right-justifie If actively and regularly in	d (0 – 100 %)	ntage of the st	udents %			
were really	interested in the maths	lessons?	_	%			
often cause	ed a disturbance in math	s lessons?		%			
Variables							
t19a	Mathematics estimate a	as percentage -	- participation				
t19b	Mathematics estimate a	as percentage -	- interest				
t19c	Mathematics estimate a	as percentage -	- disturbances				
36 Some	e statements about y	our mathem	atics course:				
Please tick on	e box in every row						
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]	
	ften created interesting homework for us.						
	new which tasks s/he in order to help us e subject.						
The exercises easy.	set were often too						
	the best students were rent coursework than udents.						
The coursewo understand the	rk helped to really e subject.						
Our teacher co	reated lessons that are						

The coursewo demanding so think hard.	ork was often o that we really had to				
The coursewo	rk was often too				
The coursewo well chosen.	rk was almost always				
too heavily ori	reated lessons that are ented towards the weaker students in the				
For me there versions the tasks	was too little time to s set in class.				
Sometimes outhat I didn't un	ır teacher told us things derstand.				
	ust 'shut off' in lessons ldn't understand				
	ook the varying learning of the students into				
The lessons progressed so quickly that many students had difficulties keeping up.					
Variables					
t20a	Mathematics lessons - e	xercises and I	homework		
t20b	Mathematics lessons - ta	sks and unde	erstanding		
t20c	Mathematics lessons - e	asiness of exe	ercises		
t20d	Mathematics lessons - d	ifferent course	ework best stude	ents	
t20e	Mathematics lessons - co	oursework hel	lps to understan	d	
t20f	Mathematics lessons - o	rientation towa	ards strong stud	lents	
t20g	Mathematics lessons - d	emanding cou	ırsework		
t20h	Mathematics lessons - to	o difficult cou	rsework		
t20i	Mathematics lessons - w	ell chosen co	ursework		
t20j	Mathematics lessons - o	rientation towa	ards weaker stu	dents	
t20k	Mathematics lessons - to	o little time fo	or tasks		
t20l	Mathematics lessons - n	o understandi	ng		
t20m	Mathematics lessons - s	witching off			
t20n	Mathematics lessons - in	terest only in	good students		
t20o	Mathematics lessons - co	onsideration o	of learning prere	quisites	
t20p	Mathematics lessons - q	uickness of le	ssons		

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	5]					
about 6 times [7	7					
about 7 times [8	3]					
about 8 times [9	1					
about 9 times [1	0]					
always [11]						
Variables						
	Inde de la constitución de la co					
t21	Mathematics - average	e setting of nom	ework			
did y	king of a normal sch ou seriously try to o he numbers right-justifie	complete?	average, what	percentage	e of the maths	homework
did y	ou seriously try to o	complete?			e of the maths	homework
did y	ou seriously try to o	complete?			e of the maths	homework
did y Please enter to about	ou seriously try to o	ed		%		homework
did y Please enter to about Variables	ou seriously try to o	ed		%		homework
did y Please enter to about Variables t22	ou seriously try to on the numbers right-justified mumbers right-justified mum	ed		%		homework
did y Please enter to about Variables t22 In ge	ou seriously try to on the numbers right-justified mumbers right-justified mathematics estimate meral	ed		%		homework
did y Please enter to about Variables t22 In ge	ou seriously try to on the numbers right-justified mumbers right-justified mum	as percentage	- completed home	% ework per we	ek	
did y Please enter to about Variables t22 In ge	ou seriously try to on the numbers right-justified mumbers right-justified mathematics estimate meral	ed		%		Absolutely does [5]
did y Please enter to about Variables t22 39 In ge Please tick on	ou seriously try to on the numbers right-justified mumbers right-justified mathematics estimate meral	as percentage	- completed home	% ework per we	ek Rather does	Absolutely
did y Please enter to about Variables t22 39 In ge Please tick one I learnt a lot in	ou seriously try to describe the numbers right-justified t	as percentage	- completed home	% ework per we	ek Rather does	Absolutely
did y Please enter to about Variables t22 39 In ge Please tick one I learnt a lot in The maths cou	Mathematics estimate neral e box in every row my maths course.	as percentage	- completed home	% ework per we	ek Rather does	Absolutely
did y Please enter to about Variables t22 39 In ge Please tick one I learnt a lot in The maths cou	Mathematics estimate meral e box in every row my maths course. urse was a lot of fun.	as percentage	- completed home	% ework per we	ek Rather does	Absolutely
did y Please enter to about Variables t22 39 In ge Please tick one I learnt a lot in The maths cou	Mathematics estimate meral e box in every row my maths course. urse was a lot of fun.	as percentage -	- completed home	% ework per we	ek Rather does	Absolutely
did y Please enter to about Variables t22 39 In ge Please tick one I learnt a lot in The maths cou Time flew by in Variables	Mathematics estimate Me box in every row my maths course. urse was a lot of fun. maths lessons.	as percentage -	- completed home	% ework per we	ek Rather does	Absolutely

Your German Course

40 How	well do the following	statements	apply to you?			
Please tick on	e box in every row					
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
	nad to make more of an erman classes in order the subject.					
I participated a my German cl	as much as I could in asses.					
I did everythin in my German	g that was asked of me classes.					
I always tried German home	to complete my ework.					
	nad to put in more effort keep up in class.					
Variables						
t24a	German course - effort					
t24b	German course - partic	ipation				
t24c	German course - comp	letion of tasks				
t24d	German course - home	work				
t24e	German course - effort/	endeavour				
41 Some	e statements about y	our German	course:			
Please tick on	e box in every row					
					Rather does	برا میلی با میلی
Our teacher w		Not at all [1]	Rather not [2]	Partly [3]	[4]	Absolutely does [5]
	anted us to really e materials and topics ss.	Not at all [1]	Rather not [2]	Partly [3]		
understand the covered in cla	e materials and topics	Not at all [1]	Rather not [2]	Partly [3]		
understand the covered in cla Our teacher marticular stud	e materials and topics ss. nade it very clear when ents underperformed. eemed to have a lot of	Not at all [1]	Rather not [2]	Partly [3]		
understand the covered in cla Our teacher mparticular stud Our teacher sefun teaching understand the covered in cla	e materials and topics ss. nade it very clear when ents underperformed. eemed to have a lot of	Not at all [1]	Rather not [2]	Partly [3]		
understand the covered in cla Our teacher marticular stud Our teacher so fun teaching u "Discipline and this course. Life was really	e materials and topics ss. nade it very clear when ents underperformed. eemed to have a lot of s.	Not at all [1]	Rather not [2]	Partly [3]		
understand the covered in cla Our teacher marticular stud Our teacher set fun teaching ufful tea	e materials and topics ss. nade it very clear when ents underperformed. eemed to have a lot of s. d order" prevailed in	Not at all [1]	Rather not [2]	Partly [3]		
understand the covered in cla Our teacher marticular stud Our teacher sefun teaching ufful teaching ufful teaching ufful teaching ufful teacher sefun teacher	e materials and topics ss. nade it very clear when ents underperformed. eemed to have a lot of s. d order" prevailed in made difficult for s in this course.	Not at all [1]	Rather not [2]	Partly [3]		
understand the covered in cla Our teacher matricular stude Our teacher sefun teaching understand this course. Life was really "lazy" students Our teacher tae Our teacher resindividual student was really in	e materials and topics ss. nade it very clear when ents underperformed. eemed to have a lot of s. d order" prevailed in made difficult for in this course. nught enthusiastically. eacted immediately if lents didn't cooperate	Not at all [1]	Rather not [2]	Partly [3]		
understand the covered in cla Our teacher matricular stud Our teacher se fun teaching u "Discipline and this course. Life was really "lazy" students Our teacher to cour teacher reindividual students or when they court teacher reindividual students or when they could be considered to the court of the c	e materials and topics ss. ade it very clear when ents underperformed. eemed to have a lot of s. d order" prevailed in made difficult for in this course. aught enthusiastically. eacted immediately if lents didn't cooperate caused a disturbance.	Not at all [1]	Rather not [2]	Partly [3]		

Variables							
t25a	German teacher - unde	erstanding of ma	aterials covered i	n class			
t25b	German teacher - make clear underperformance						
t25c	German teacher - fun instilling						
t25d	German teacher - discip	pline and order					
t25e	German teacher - lazy	students					
t25f	German teacher - enthu	usiasm					
t25g	German teacher - react	tion towards co	operation/disturb	ance			
t25h	German teacher - impo	rtance of learni	ing				
t25i	German teacher - chec	k homework					
t25j	German teacher - fun te	eaching					
42 Pleas	se make an estimate.	. What percei	ntage of the st	udents			
Please enter t	he numbers right-justifie	ed (0 – 100 %)					
participated classes?	l actively and regularly ir	n German		%			
were really	interested in the Germa	n lessons?	_	l			
often cause	ed a disturbance in Germ	nan lessons?	_	I			
Variables							
t26a	German estimate as pe	ercentage - part	icipation				
t26b	German estimate as pe	ercentage - inte	rest				
t26c	German estimate as pe	ercentage - dist	urbances				
43 Some	e statements about y	our German	course:				
Please tick on	e box in every row						
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]	
	ften created interesting homework for us.						
	new which tasks s/he in order to help us e subject.						
The exercises easy.	set were often too						
	the best students were rent coursework than udents.						
The coursewo understand the	rk helped to really e subject.						
too heavily ori	reated lessons that are ented towards the strong students in the						

es and home	ework					
German lessons - tasks and understanding						
nd understar	nding					
nd understar						
ss of exercise						
ss of exercise at coursework	es					
ss of exercise at coursework work helps to	es k best students					
ss of exercise at coursework work helps to	k best students o understand strong students					
ss of exercise at coursework work helps to tion towards	k best students o understand strong students vork					
es of exercise of coursework work helps to tion towards ding coursew	k best students o understand strong students vork					
es of exercise at coursework work helps to tion towards ding coursew cult coursew osen course	k best students o understand strong students vork					
es of exercise at coursework work helps to tion towards ding coursew cult coursew osen course	es k best students o understand strong students vork vork work weaker students					
es of exercise at coursework work helps to tion towards ding coursew cult coursew osen course tion towards	es k best students o understand strong students vork vork work weaker students					
es of exercise at coursework work helps to tion towards ding coursew cult coursew osen course tion towards e time for tas	es k best students o understand strong students vork vork work weaker students					
es of exercise at coursework work helps to tion towards ding coursew cult coursew osen course tion towards e time for tas erstanding	k best students understand strong students vork vork work weaker students					
es of exercise at coursework work helps to tion towards ding coursew cult coursew osen course tion towards e time for tas erstanding ing off t only in good	k best students understand strong students vork vork work weaker students					
	es and home	es and homework	es and homework			

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

Please tick on	e answer only.					
never [1]						
about 1 time [2]						
about 2 times [3]					
about 3 times [4	1]					
about 4 times [5	5]					
about 5 times [6	6]					
about 6 times [7	7]					
about 7 times [8	3]					
about 8 times [9	9]					
about 9 times [1	10]					
always [11]						
Variables						
t28	German - average setti	na of homewor	·k			
home	king of a normal sch ework did you seriou the numbers right-justifie	ısly try to co		percentage	e of the Germa	ın
about			_	%		
Variables						
t29	German estimate as pe	ercentage - con	npleted homewor	k per week		
46 In ge	neral					
Please tick on	e box in every row					
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
l've learned a course.	lot in my German					
In general the lot of fun.	German course was a					
Time flew by i	n German lessons.					
Variables						
t30a	German in general - lea	arnt a lot				
t30b	German in general - fur	n				
t30c	German in general - tim	ne flies by				
.000						

47 Did y	ou take English as a	subject dur	ing your upper	secondary	level?	
Please tick the	e appropriate answer					
yes [1]						
no [2]						
yes: Please co	ontinue with the next que	estion				
Variables						
t31	Taking English upper s	econdary level				
Your Englis	<u>h Course</u>					
48 Do th	ne following stateme	nts apply to	you?			
Please tick on	e box in every row					
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
	nad to make more of an nglish classes in order the subject.					
I participated a my English cla	as much as I could in asses.					
I did everythin in my English	g that was asked of me classes.					
I always tried homework.	to complete my English					
	nad to put in more effort eep up in class.					
Variables						
t32a	English course - effort					
t32b	English course - partici	pation				
t32c	English course - compl	etion of tasks				
t32d	English course - home	work				
t32e	English course - effort/e	endeavour				
49 Som	e statements about y	our English	course:			
Please tick on	e box in every row					
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
	ranted us to really e materials and topics ss.					
	nade it very clear when lents underperformed.					
Our teacher so	eemed to have a lot of					
"Discipline and	d order" prevailed in					

	made difficult for in this course.						
Our teacher ta	ught enthusiastically.						
individual stud	acted immediately if ents didn't cooperate aused a disturbance.						
	portant for our teacher learned something.						
	gularly checked if we e the homework.						
Our teacher se fun teaching.	eemed to have a lot of						
Variables							
t33a	English teacher - unders	standing of ma	terials covered in	class			
t33b	English teacher - make	clear underper	formance				
t33c	English teacher - fun ins	tilling					
t33d	English teacher - discipl	ine and order					
t33e	English teacher - lazy st	udents					
t33f	English teacher - enthus	siasm					
t33g	English teacher - Reacti	on towards co	operation/disturba	ance			
t33h	English teacher - import	ance of learnir	ng				
t33i	English teacher - check	homework					
t33j	English teacher - fun tea	aching					
50 Pleas	se make an estimate.	What percei	ntage of the stu	udents			
Please enter ti	<mark>he numbers right-justified</mark>	d (0 – 100 %)	_				
participated classes?	actively and regularly in	English		%			
were really	were really interested in the English lessons? %						
often cause	often caused a disturbance in English lessons? %						
Variables							
t34a	English estimate as per	centage - parti	cipation				
t34b	English estimate as per	centage - inter	est				
t34c	English estimate as per	centage - distu	ırbances				
51 Some	statements about ye	our English	course:				
	e box in every row						
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]	
	ten created interesting 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
t350	English lessons - consideration of learning prerequisites
t35p	English lessons - quickness of lessons

52 Out 0	f ten English lessons: on average,	how many times did your teacher set homework?
Please tick on	e 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 [1	0]	
always [11]		
Variables		
t36	English - average setting of homework	

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 per	centage - com	oleted homework	per week		
54 In ge	neral					
Please tick on	e 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 co	ourse was a lot of fun.					
Time flew by ir	n English lessons.					
Variables						
t38a	English in general - lear	nt a lot				
t38b	English in general - fun	English in general - fun				
t38c	English in general - time	e flies by				

Choice of Upper Secondary Level Subjects

prior	your upper secondary level you had several chances to set your educational orities (e.g. with your choice of advanced courses [Leistungskurs]). What is your nion?					
Please tick on	e 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 subjects.	be a freer choice of					
I am happy wi	th my choice.					
There were er choose from.	nough options to					
university entr [Gymnasium]	y school leading to a ance qualification you should be allowed more on specific 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.						
me to make a	condary level helped clear decision about urther education.					
Variables						
t55a_v1	Choice of subjects upp	er secondary le	evel - freer choic	e of subjects		
t55b_v1	Choice of subjects upp	er secondary le	evel - satisfaction	n with choice		
t55c_v1	Choice of subjects upp	er secondary le	evel - enough op	tions to choose	e from	
t55d_v1	Choice of subjects upp	er secondary le	evel - concentrat	tion on specific	subjects	
t55e_v1	Choice of subjects upp	er secondary le	evel - offering of	advanced cour	ses	
t55f_v1	Choice of subjects upper secondary level - other advanced courses					
t55g_v1	Choice of subjects upp	er secondary le	evel - wide choic	e advanced co	urses	
t55h_v1	Choice of subjects upp	er secondary le	evel - focus on ir	nteresting topics	3	
t55i_v1	Choice of subjects upp	er secondary le	evel - further edu	ucation		

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 on	e answer only					
very little	e [1]						
little [2]							
much [3]]						
very mu	ch [4]						
Variable	es						
t56		Reformed upper second	dary level - Kno	owledge about	differences		
E7	Haw	de veu vete the effec	45 of the		, lavel referm	in manaral?	
57 Please		do you rate the effected answer only.	ts of the upp	er secondary	y level reform	in general?	
		ary level reform in genera	al				
<u> </u>		effects [1]					
slightly r	negative	effects [2]					
no effect	t [3]						
slightly p	ositive	effects [4]					
strong p	ositive (effects [5]					
Variable	es						
t57		assessment of reform in	n general				
58	How facto	do you rate the spec rs?	ific effects o	f the upper s	econdary leve	l reform on t	he following
Please	tick on	e box in every row.					
			strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
Genera the stud		ard of achievement of					
Genera student		of motivation among					
		dents to choose rtiary education					
Prepari of tertia		dents for the demands cation					
	certific	between school ate results of different					

	chool leaving certificate ator of aptitude for ion					
Variables						
t58a	effects of the reform - ge	neral standar	d of achieveme	nt of all students		
t58b	effects of the reform - ge	neral level of	motivation			
t58c	effects of the study - pre	paring student	s to choose su	bjects for tertiary	education	
t58d	effects of the reform - pro	eparing stude	nts for demands	s of tertiary educ	ation	
t58e	effects of the reform - co	mparability of	school leaving	certificate results	3	
t58f	effects of the reform - sc	hool leaving c	ertificate grade	as indicator of a	ptitude for tertia	ary educ
math comp	ng the following aspe ematics as a core sub pared to 4 as basic co	oject [Kernfa	ch] (with 4 le	essons per we	ek [Wochens	stunden],
r lease tiek ork	S BOX III GVGIY YOW	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
Average level mathematics	of achievement in					
Ensuring a mir achievement ir						
	entoring of excellent nigher achievement ematics					
	rences between reaker students in ourses					
	ngness to make an matics courses					
Students' inter	est in mathematics					
	ncouragement for ower achievement ematics					
Variables						
t59a	Reformed upper second	ary level - mat	hematics: level	of achievement		
t59b	Reformed upper second	ary level - mat	hematics: mini	mum level		
t59c	Reformed upper second	ary level - mat	hematics: supp	ort of excellent s	tudents	
t59d	Reformed upper second	ary level - mat	hematics: redu	cing differences		
t59e	Reformed upper second	ary level - mat	hematics: willin	igness to make a	n effort	
t59f	Reformed upper second	ary level - mat	hematics: inter	est		
t59g	Reformed upper second	ary level - mat	hematics: supp	ort of weaker stu	ıdents	
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						

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Average level of achievement in English Ensuring a minimum level of achievement in English Support and mentoring of excellent						
achievement in English Support and mentoring of excellent						
students with higher achievement						
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						
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						
Reformed upper secondary level - English: willingness to make an effort						
t60f_v1 Reformed upper secondary level - English: interest						
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 positive					
strong slightly slightly negative negative no effect [3] positive effects [1] effects [2] effects [4]	effects [5]					
negative negative no effect [3] positive						
negative negative no effect [3] positive effects [1] effects [2] effects [4] Average level of achievement in						
negative negative no effect [3] positive effects [1] effects [2] effects [4] Average level of achievement in science						
negative effects [1] negative no effect [3] positive effects [1] effects [2] no effect [3] positive effects [4] Average level of achievement in science Ensuring a minimum level of achievement in science Support and mentoring of students with higher achievement levels in negative negative no effect [3] positive effects [4] D D D D D D D D D D D D D						
negative effects [1] positive effects [2] no effect [3] positive effects [4] 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						

	ncouragement of ower achievement ce					
Variables						
t61a	Reformed upper second	dary level - scie	ence: level of ac	chievement		
t61b	Reformed upper second	dary level - scie	ence: minimum	level		
t61c	Reformed upper second	dary level - scie	ence: support of	f excellent stude	ents	
t61d	Reformed upper second	dary level - scie	ence: reducing	differences		
t61e	Reformed upper second	dary level - scie	ence: willingnes	s to make an ef	fort	
t61f	Reformed upper second	dary level - scie	ence: interest			
t61g	Reformed upper second	dary level - scie	ence: support of	f weaker studen	ts	
exam	the upper education s in 5 subjects (prev bllowing factors?					
Please tick one	e box in every row.					
		strong decrease [1]	slight decrease [2]	no change [3]	slight increase [4]	strong increase [5]
psychologic education leve	al stress on upper I students					
general leve	el of education of upper I students					
	s' opportunity to wn specific field of					
willingness without an exa	to study in subjects m					
quality of pr education?	eparation for tertiary					
comparabili certificate resu	ty of school leaving It					
Variables						
t62a	Reformed upper second	dary level - exa	mination subjec	cts: psychologic	al stress	
t62b	Reformed upper second	dary level - exa	mination subjec	cts: general edu	cation	
t62c	Reformed upper secondary level - examination subjects: specific field of interest					

Reformed upper secondary level - examination subjects: willingness to study

Reformed upper secondary level - examination subjects: comparability

Reformed upper secondary level - examination subjects: preparation for tertiary education

Project Paper And Tutorial [Seminarfach]

t62d

t62e t62f

	What is the best description of the work you produced in your project paper [Seminarfacharbeit]?					
Please tick on	e 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 - descri	ption				
t63b	Project paper - descri	ption: other				
Please tick on	often did you have e answer only	one-to-one m	eetings with t	he supervisir	ng teacher(s)?	
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 mor	e [11]					
Variables						
t64	Project paper - numb	er of one-to-one	meetings			
Self-Assess	<u>ment</u>					
	well do the following	ng statements	apply to you	?		

	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

6 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 ex	xpect of myself.						
it will help m	ne get a job.						
I don't want down.	to let my parents						
Variables							
t66a	Studying - out of interes	t					
t66b	Studying - out of fun						
t66c	Studying - new things						
t66d	Studying - improve care	er chances					
t66e	Studying - self-expectat	ion					
t66f	Studying - get a job						
t66g	Studying - to not let parents down						
67 How	strongly do you agre	e with the fo	llowing state	ements?			
Please tick one	e box in every row.						
		completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]		
	nter difficulties, I find ome them and get what						
	ge to solve difficult y hard enough.						
	to achieve my aims / at I intend to do.						
I always know unexpected sit	how to behave even in uations.						
I'm unsure how unexpected ev							
	d approach to ause I'm confident skills and abilities.						
Whatever happ handle it.	pens, I'll be able to						
I can find a sol	ution to any problem.						
If I encounter s how to deal wi	something new, I know th it.						
If a problem ar myself.	ises, I can cope with it						
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

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]
am rather reserved.				
tend to criticise others.				
complete my tasks thoroughly.				
easily become depressed and loomy.				
am interested in many things.				
am enthusiastic and can motivate hers easily.				
rust others easily and believe in the asic goodness of humanity.				
ike things to be comfortable and nd to be a bit lazy.				
am relaxed and don't easily get ressed.				
think a lot and am interested in rofound 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
Hoalth Drob	

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 concentration	ng
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 scho	pol
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	
74 16	and the last and the other asternation and the	and the selection their selections
•	ou think about both school term tin these problems occur?	ie and the school holidays, when
Please tick	one answer only	
Only during the	he school terms [1]	
Mainly in sch	ool term time [2]	
Equally often	at school and during the holidays [3]	
More often in	the holidays [4]	
Variables		
t71	Occurrence of health problems - comp	arison school term time and school holidays
		<u> </u>

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 III during school term ti	me						
<u>Interests</u>							
73 Please indicate how well you didn't study the sub							
	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 activities. Please indicate in each of them.							
Please	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]		
Buildin	g or assembling things							
Reading academic articles								
Writing stories or reports								
Repres	senting the interests of other							
Telling do	other people what to							
Making things	notes or compiling lists about							
Workin equipm	g with machines or technical nent							

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 Hov	w much thought have	you already	given to your	choice of pro	ofession?	
Please tick c	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 kno in the future.	ow what job I would like					
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					

	ow important are the fo onsidering your choice			ation for you	when	
Please tic	k one box in every row	-				
		very unimportant [1]	rather unimportant [2]	rather important [3]	very importa [4]	nt
	ervice / Employment areers Information					
Careers a	dvice at school					
Media (ne internet, e	wspapers, books, TV, tc.)					
Advice fro	m my relatives					
Advice fro	m friends					
Advice fro	m other people I know					
Advice fro	m teachers					
Work plac	ement or job					
Other, plea	ase specify:					
Variables						
t76a	Sources of information					
t76b	Sources of information	<u>·</u>		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	•				
t76h t76i	Sources of information Sources of information	· · · · · · · · · · · · · · · · · · ·	•	acement, job		
t76ii	Sources of information	<u>'</u>				
17011	Sources of information	i choice of profe	5551011 - 011161.			
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 inc	licate how well the following	g statements ap	pply to you			
		doesn't apply at all/very unlikely [1]	2 [2] 3 [3]	4 [4]	5 [5] 6	applies very well/very likely [7]
I have no education.	way of financing higher					

I will cope with if it causes me	n higher education even e some stress.							
have an entry	I would like to study requirement [Numerus							
I can't afford to tuition fees.	o study if there are							
University edu	ucation is a challenge I able to meet.							
	vith the high standards ng a course of higher							
	leave my familiar (friends/partner) and go lse to study.							
Having to pay the idea of stu	tuition fees puts me off udying.							
	education would be too allenge for me.							
I will succeed unexpected pr	in my studies even if roblems arise.							
for me when c	n fees are not a factor deciding whether to where I will study.							
Variables								
t77a	Higher education - no w	ay of financin	ng					
t77b	Higher education - cope	with higher e	education	on despite s	stress			
t77c	Higher education - too h	igh NC						
t77d	Higher education - cann	ot afford						
t77e	Higher education - not a	ble to meet t	he chall	lenge				
t77f	Higher education - cope	with the star	ndards 6	expected				
t77g	Higher education - not le	eave familiar	surrour	ndings				
t77h	Higher education - tuitio	n fees putting	g off					
t77i	Higher education - too n	nuch of a cha	llenge					
t77j	Higher education - succ	ess despite p	roblem	s				
t77k	Higher education - tuitio	n fees are no	t a dec	isive 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 on	ne box in every row							
		very unlikely [1]	rathe	r unlikely [2]	partly [3]	rather I [4]		very likely [5]
	al training qualification?					<u>L</u>	1	
university e	education?			<u> </u>]	
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], ivilian national service [Zivildienst], gap year voluntary work [Soziales Jahr]?	
Please	k one answer only	
yes [1]		
possibly		
no [3]		
		_
Variable		
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]					
[degree	e only] Higher education type and subject(s):					
[Vocation	onal training and degree] Name of training:					
[Vocation	onal training and degree] Higher education (s):					
[Vocation	onal training only] name of training:					
Variable	es					
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]						
Variable	es					
t81	Vocational education - Higher education to become a teacher					

are y finis	vif you take into consideration everyth you most probably going to do after fi shing military service, civilian national k, if you do one of these)?	nishing school (and after
Please tick the	ne appropriate answer	
	on (at a university, university of applied her training college or cooperative education	
Vocational train education after	ning (apprenticeship) and then higher wards [2]	
	ning (apprenticeship) without going on to on afterwards [3]	
'higher educa question 87	ntion at university/college': please continue w	ith the next question. All others: please proceed to
Variables		
t82	Vocational education - after finishing school	ol
	nt type of higher education institute wi	ill you probably study at?
	oplied sciences [1]	
University [2]		
Cooperative ed	ducation college [Berufsakademie] [3]	
Variables		
t83	Vocational education - type of higher education	ation institute
84 Wha	nt subject will you probably study?	
If you intend to combination of	to study to become a teacher, please enter to subjects.	he most likely
1st subject:		
2nd subject:		
3rd subject:		
Variables		
t84a	Subject of study 1	
t84b	Subject of study 2	
t84c	Subject of study 3	
85 Wha	nt qualification will you probably achie	eve first?
Please tick or	ne answer only	

Bachelor's degr qualification) [1]	ee (except those leading to "Lehramt"	
Bachelor's degr (teaching qualif	ee leading to "Lehramt" qualification ication) [2]	
Diplom [3]		
Diplom of unive	rsity of applied sciences [4]	
Magister [equiva [5]	alent to Master in the pre-Bologna system]	
"Staatsexamen' qualification) [6]	' (except those leading to "Lehramt"	
"Staatsexamen' (teaching qualif	leading to "Lehramt" qualification location	
Variables		
t85	Vocational education - qualification	
86 Make	an estimate:	
	e answer only	
	ou think your chances are of e on the education course of your	
very small [1]		
rather small [2]		
rather good [3]		
very good [4]		
If you don't int	end to do an vocational training, please	proceed to question 89
Variables		
t86	Vocational education - chances places	on education course
	t course of vocational training (not ably take?	higher education) will you most
_	he exact name of the training course.	
	· ·	
<i>B</i>		
-> Please skip question 66	to	
Variables		
t87	Vocational education - name of the train	ning course
88 Make	e an estimate:	
Diagno tick on	a anamar anh	

	ou think your chances ing place for the profes					
very small [1]						
rather small [2]						
rather good [3]						
very good [4]						
Variables						
t88	Vocational training - c	hances training _ا	place for the pro	ofession		
89 How	important is it for y	ou				
Please tick on	e box in every row					
		very unimportant [1]	rather unimportant [2]	rather important [3]	very important [4]	
that you get school?	t good marks at					
	ort to earn your own ckly 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					
	t education or traini leave school?	ng do your pa	rents want y	ou to pursue	when	
	e answer in each colur	nn				
		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	90b Wish for education/training - father					
91 How	important is it to yo	our mother				

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Please tick on	e 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 marks at school						
	rt to earn your own kly as possible?					
that you will to the top of yo profession sor	our					
Variables						
t91a	Mother - importance:	marks at school				
t91b	Mother - importance:	earn money				
t91c	Mother - importance:	professional suc	cess			
92 How	important is it to yo	our father				
Please tick on	e 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: r	marks at school				
t92b	Father - importance: 6	earn money				
t92c	Father - importance: p	orofessional succ	ess			
93 How	important is it for y	ou in general				
Please tick on	e 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 o	ne box in every row							
		never [1]	every two or three months [2]	1-2 times per month [3]	once á	several times per week [5]	(almos daily [6	
Discuss polit issues	ical and social							
Talk about be television pro	ooks, films or ograms							
Listen to clas	ssical music							
Talk about th								
Talk about you educational p								
	at the table and eat your rening meal together							
Variables	_							
t94a	Frequency discussion -	- political ar	nd social is	sues				
t94b	Frequency discussion -	- books and	d tv					
t94c	Frequency - listen to classical music							
t94d	Frequency conversation - school							
t94e	Frequency conversation - educational path							
t94f	Frequency - having a n	neal togeth	er					
95 Hov	v well do you agree w	ith the fol	llowing st	tatement	s?			
Please tick o	ne box in every row							
		complete disagree		ather gree [2]	half and hal	f rather a [4		completely agree [5]
My parents o	often ask me how it is bool.							
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 rabout what I s finish school.	my parents hould do when I					
I often talk to my parents about possible careers for my future.						
Variables						
t95a	Parents - asking abo	ut school				
t95b	Parents - interest in i	marks				
t95c	Parents - gifts for go	od marks				
t95d	Parents - punishmen	t for bad marks				
t95e	Parents - help when	difficulties occur				
t95f	Parents - conversation	on about time afte	er finishing schoo	ol		
t95g	Parents - conversation	on about future ca	reer			
96 What	t career do your pa	arents think you	u should purs	ue?		
Please indicat to do yourself	te what your parents to	hink, not what you	u want			
		Opinion known (not checked) [0]	Opinion not known (checked) [1]			
I don't know if	ny parents' opinion.		Ш			
Ø.						
Variables						
t96	Parents - knowledge	of career aspirati	on			
t96a	Parents - career asp	iration				
97 What	t is the minimum s	chool grade the	at your parent	s are happy	with?	
	e box in every row	J		117		
		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						

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	y, A Few Personal Details
98 Are	you male or female?
	he appropriate answer
male [1]	
f - [0]	
female [2]	
Variables	
t98	gender
99 Wh	en were you born?
	the month and year as numbers and right-justified.
month	
IIIOIIIII	
voor	
year	
Variables	
t99a	date of birth - month
t99b	date of birth - year
1000	date of birtin year
100 Wh	ich country were vou bern in? Which country were your parents
	ich country were you born in? Which country were your parents n in?
	only one answer for each person
	anoth
	er cc A Aze Aze Ge
	in another country [14] Italy [13] China [12] Poland [11] Iraq [10] Armenia [9] Kazakhstan [8] Serbia [7] Ukraine [6] Azerbaijan [5] Turkey [4] Russian Federation [3] Vietnam [2] Germany [1]
	untry [14] Italy [13] hina [12] hina [10] Iraq [10] Iraq [6] khstan [8] Serbia [7] kraine [6] baijan [5] rurkey [4] rmany [1]
You	
You:	

	in another country [14] Italy [13] China [12] Poland [11] Iraq [10] Armenia [9] Kazakhstan [8] Serbia [7] Ukraine [6] Azerbaijan [5] Turkey [4] Russian Federation [3] Vietnam [2] Germany [1]			
	r country [14] Italy [13] China [12] Poland [11] Iraq [10] Armenia [9] Azakhstan [8] Serbia [7] Ukraine [6] Azerbaijan [5] Turkey [4] Federation [3] Vietnam [2] Germany [1]			
Value madh ar				
Your mother				
Mother:				
	in anothe			
	in another country [14] Italy [13] China [12] Poland [11] Iraq [10] Armenia [9] Kazakhstan [8] Serbia [7] Ukraine [6] Azerbaijan [5] Turkey [4] Russian Federation [3] Vietnam [2] Germany [1]			
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	u were not born in Germany: When did you move to Germany?			
Please enter t	the month and year as numbers and right-justified			
N	Month			
	_ Year			
Variables				
t101a	Date of entry - month			
t101b	Date of entry - year			
102 What	t is your nationality?			
	e appropriate answer. If you have more than one official u can tick more than one answer			
	not checked [1] [0]			
German				
Vietnamese				
Russian				

Turkish						
Azerbaijani						
Ukrainian						
Serbian						
Kazakh						
Armenian						
Iraqi			<u> </u>			
Polish						
Chinese						
Italian						
Other (please	specify)					
Variables						
t102a	Nationality - German					
t102b	Nationality - Vietnames	se				
t102c	Nationality - Russian					
t102d	Nationality - Turkish					
t102e	Nationality - Azerbaijan	ni				
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, spec	cified				
t102na	Nationality: other					
	,					
103 What	language do you sp	neak most of	the time			
	<mark>e option for each persor</mark>			still		
	wer the question for this)			
			Mostly	Mostly		
		Only German	German, but sometimes	another language, but	Only another	
		[1]	another	sometimes	language [4]	
			language too [2]	German too [3]		
with your		П	Π	Π	П	
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 an	d sisters		
104 Did y	ou ever have to or choose to re?	peat a school	year? If yes, wh	nich	
Please tick the	e 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 educ	ational q	ualifica	ation t	hat you	ur paren	ts have	?		
Please tick on	ly one box in each row									
		No school- leaving qualificat on [1]	Leavii certific of the Haupts ule/Vo schule 8th gra POS	ng s ate le e j sch olks s e, qu ade or [2]	High chool evel I/ unior high chool adification, 10th grade OS [3]	Universit entrance qualifica on [(Fach-) Abitur (12th grade EOS)] [4	ti Gradu n o) (Fac Hoch ule [f h-) sch	Doctorate (PhD) [6]	Other qualificati on [7]
Mother										
Father										
Variables										
t105a	Educational qualification	on - mothe	r							
t105b	Educational qualification	on - father								
106 What	occupational statu	s do youi	r paren	ts hav	e?					
	ly one box in each row. ing, please think back t			our fat	her is n	ot				
		Was never c employe	Worker of (blue- a ollar/no fixed ontract) [2]	Employe e (white- collar/sal aried/ord inary employe e in public authoriti es) [3]	Civil servant [Beamte] or judge [4]	r soldier [5]	Self- employe d (does not have employe es) [6]	Self- emplo d (ha: emplo es) [7	ye (e.g. in s family ye husiness	1
Mother			<u> </u>	<u> </u>				<u> </u>		
Father										
Variables										
t106a	Occupational status - r									
t106b	Occupational status - I	ather								
107 If you	ır parents are/were	employed	d: What	t occu	pation	do youi	r parent	s		
If your parents don't have reg details (e.g. pr temporary work enter the work with a Mother:	I did they have last work either full-time or ular work at present, plecision engineer, car mak, please enter the work they do for the most he highest income.	part-time, lease enter nechanic, s k they nori	details econdar mally do	of the lary scho . If they	ast regu ol teach v have n	ılar work i ner for his more than	they had tory). If ti one job	. Plea hey cu at the	se enter purrently ha	orecise ove oe, please
Father:			Ø	P						
Variables										

t107a	Last occupation - moth	er			
t107b	Last occupation - fathe	r			
108 How	many books does y	our family hav	e at home?		
Please do not Please tick on	include: magazines, ne e answer only	wspapers and yo	our schoolbook	5.	
None or only ve	ry few (0 to 10 books) [1]				
Enough to fill on	e shelf (11 to 25 books) [2	2]			
Enough to fill se	veral shelves (26 to 100 b	ooks) [3]			
Enough to fill a	small set of shelves (101 t	o 200 books) [4]			
Enough to fill a l	arge set of shelves (201 to	o 500 books) [5]			
Enough to fill sh	elf units (more than 500 b	ooks) [6]			
Variables					
t108	Number of books				
109 Does	your family have th	e following thi	ngs at home	?	
	your family have the box in every row	e following thi	ings at home	?	
	-	e following thi	ngs at home	?	
	e box in every row	_	_	?	
Please tick one	e box in every row	_	_	?	
A desk for stud	e box in every row	_	_	?	
A desk for stud A room to your A computer wh studying?	dying? rself? nich you can use for	_	_	?	
A desk for stud A room to your A computer wh studying? Educational so (learning/teach	dying? rself? nich you can use for	_	_	?	
A desk for stud A room to your A computer wh studying? Educational so (learning/teach	dying? rself? nich you can use for oftware ning software)? ture (e.g. Goethe)?	_	_	?	
A desk for study A room to your A computer what studying? Educational so (learning/teach Classical literal Books of poetro)	dying? rself? nich you can use for oftware ning software)? ture (e.g. Goethe)?	_	_	?	
A desk for stud A room to your A computer wh studying? Educational so (learning/teach Classical litera Books of poetr Works of art (e	dying? rself? nich you can use for oftware ning software)? ture (e.g. Goethe)?	_	_	?	
A desk for study A room to your A computer which studying? Educational so (learning/teach Classical literal Books of poetr Works of art (elearning the studying)	dying? rself? nich you can use for oftware ning software)? ture (e.g. Goethe)? ry? e.g. paintings)?	_	_	?	
A desk for study A room to your A computer whe studying? Educational so (learning/teach Classical literal Books of poetr Works of art (elean Books that help homework?	dying? rself? nich you can use for oftware ning software)? ture (e.g. Goethe)? ry? e.g. paintings)?	_	_	?	

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)

Please tick of Finding, sele information to (e.g. for a pa	ne box in every row cting and ordering prepare an assignment	,.			me in the up	per
information to (e.g. for a pa Compiling lite	prepare an assignment					
information to (e.g. for a pa Compiling lite	prepare an assignment	Never [1]	Rarely [2]	Sometimes [3]	Often [4]	
	per or a presentation)					
	erature for an					
Writing and f computer	ormatting texts on a					
Producing di- using a comp	agrams or graphics outer					
	nic media (CD-ROM, equire information					
Variables						
t1a	Extent activities upper s	econdary leve	l - information			
t1b	Extent activities upper s	econdary leve	l - literature			
t1c	Extent activities upper s	econdary leve	l - texts comput	ter		
t1d	Extent activities upper secondary level - diagrams computer					
	Extent activities upper s Extent activities upper s					
t1e 2 Dur follo	Extent activities upper sing your time in the upowing activities?	econdary leve	l - electronic m	edia	id you carry	out the
t1e 2 Dur follo	Extent activities upper s	econdary leve	l - electronic m	v many times d		out the
t1e 2 Dur follo	Extent activities upper sing your time in the upowing activities?	econdary leve	l - electronic m	v many times d	id you carry more than 5 times [4]	out the
2 Dur folk Please tick o	Extent activities upper sing your time in the upowing activities?	pper second	ary level, hov	v many times d	more than 5	out the
2 Dur folko	Extent activities upper sing your time in the upwing activities? The box in every row	oper second	ary level, how	v many times d	more than 5	out the
2 Dur folk Please tick o	Extent activities upper sing your time in the upwing activities? ne box in every row entific experiments	oper second never [1]	ary level, hov	v many times d 3-5 times [3]	more than 5 times [4]	out the
2 Dur folko Please tick o Planning scie Writing a rec Giving a talk	Extent activities upper s ing your time in the up wing activities? ne box in every row entific experiments ord of a discussion	never [1]	ary level, how	w many times d 3-5 times [3]	more than 5 times [4]	out the
2 Dur folk Please tick o Planning scie Writing a rec Giving a talk Preparing a t	Extent activities upper s ing your time in the up wing activities? ne box in every row entific experiments ord of a discussion	oper second never [1]	ary level, hov	v many times d 3-5 times [3]	more than 5 times [4]	out the
2 Dur follo Please tick o Planning scie Writing a rec Giving a talk Preparing a t Visiting a libr	Extent activities upper s ing your time in the up wing activities? ne box in every row entific experiments ord of a discussion alk in writing	pper second never [1]	ary level, how	adia w many times d 3-5 times [3]	more than 5 times [4]	out the
2 Dur folk Please tick o Planning scie Writing a rec Giving a talk Preparing a ti Visiting a libri documents	Extent activities upper s ing your time in the up wing activities? ne box in every row entific experiments ord of a discussion alk in writing	never [1]	ary level, how	3-5 times [3]	more than 5 times [4]	out the
2 Dur folko Please tick of Planning scie Writing a rec Giving a talk Preparing a t Visiting a libr documents Variables	Extent activities upper sing your time in the upwing activities? ne box in every row entific experiments ord of a discussion alk in writing ary to find reference	never [1]	ary level, hov 1-2 times [2]	3-5 times [3]	more than 5 times [4]	out the
2 Dur folk Please tick o Planning scie Writing a rec Ging a talk Preparing a til Visiting a livisiting a livi	Extent activities upper sing your time in the upwing activities? ne box in every row entific experiments ord of a discussion alk in writing ary to find reference	never [1]	ary level, hov 1-2 times [2]	adia w many times d 3-5 times [3]	more than 5 times [4]	out the
2 Dur folk Please tick of Planning scie Writing a rec Giving a talk Preparing a libr documents Variables 12a	Extent activities upper s ing your time in the up wing activities? ne box in every row entific experiments ord of a discussion alk in writing ary to find reference Frequency activities upp Frequency activities upp	never [1] never secondary level never secondary level	ary level, hov 1-2 times [2]	adia v many times d 3-5 times [3]	more than 5 times [4]	out the

Current Situation in the Upper Secondary Level [Oberstufe]

How often did you carry out the following activities during your time in the upper secondary level ("Oberstufe")?						
Please tick on	e box in every row					
		Never [1]	Rarely [2]	Sometimes [3]	Often [4]	
information to	ting and ordering prepare an assignment er or a presentation)					
Compiling liter assignment	ature for an					
Writing and for computer	rmatting texts on a					
Producing diagusing a compu	grams or graphics uter					
	ic media (CD-ROM, quire information					
Variables						
t1a	Extent activities upper se	econdary leve	el - information			
t1b	Extent activities upper se	econdary leve	el - literature			
t1c	Extent activities upper se	econdary leve	el - texts comput	ter		
t1d	Extent activities upper se	econdary leve	el - diagrams co	mputer		
t1e	Extent activities upper se	econdary leve	el - electronic me	edia		
	ng your time in the up wing activities?	per second	ary level, hov	v many times o	did you carry	out the
Please tick on	e box in every row					
		never [1]	1-2 times [2]	3-5 times [3]	more than 5 times [4]	
Planning scien	ntific experiments					
Writing a reco	rd of a discussion					
Giving a talk						
Preparing a ta	lk in writing					
Visiting a libral documents	ry to find reference					
Variables						
t2a	Frequency activities upp	er secondary	level - experime	ents		
t2b	Frequency activities upp	er secondary	level - record			
t2c	Frequency activities upp	er secondary	level - giving a	talk		
t2d	Frequency activities upp	er secondary	level - preparin	g a talk in writing		
t2e	Frequency activities upp	er secondary	level - library			

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

Please tick on	e box in every row					
		completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]	
education I thi	per secondary level nk I understood how to ions in a scientific way					
	per secondary level arned how to analyse tically.					
	arned how to put my oss in a coherent way					
	arned how to determine nat is not important for					
	ondary level education of general knowledge.					
during my upp	ne course contents er secondary level de it easier for me to ubject to study					
secondary leve	aking, the upper el was a good r further education.					
Variables						
t3a	Preparation university e	ducation - scie	ntific questions	3		
t3b	Preparation university e	ducation - anal	ysing texts			
t3c	Preparation university e	ducation - argu	ing in discussi	ons		
t3d	Preparation university e	ducation - diffe	rentiation impo	ortant and unimpo	ortant	
t3e	Preparation university e	ducation - gene	eral knowledge	•		
t3f	Preparation university e	ducation - Easi	ing choice of su	ubject to study		
t3g	Preparation university e	ducation - gene	erally			
	ou think that your up wing skills and abiliti		ry level lesso	ons helped yo	u to develop the	
Please tick on	e box in every row					
		not at all [1]	a little [2]	quite well [3]	very well [4]	
Take responsi towards others	bility for myself and					
Work and stud	ly independently					
Work together	in groups					
materials can	mation and which					

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			

Design meanir presentations	ngful PowerPoint					
Recognise wh argumentation logic	en written has weaknesses in its					
Variables						
t4a	Development skills - take	e responsibilit	ty			
t4b	Development skills - inde	ependence				
t4c	Development skills - tear	mwork				
t4d	Development skills - find	information				
t4e	Development skills - deb	ate in an aca	demic way			
t4f	Development skills - give	a talk withou	ut being scared			
t4g	Development skills - ideo	ology and pre	judices			
t4h	Developemt skills - limits	science				
t4i	Development skills - ada	ption to conte	ext			
t4j	Development skills - pre	cise expressi	on			
t4k	Development skills - ope	n-mindednes	s towards other	cultures		
t4l	Development skills - owr	culture				
t4m	Development skills - app	reciate artisti	c works			
t4n	Development skills - use	media				
t4o	Development skills - use	computer				
t4p	Development skills - inde	ependent-min	ded attitude tech	nologies		
t4q	Development skills - spe	cialist knowle	edge			
t4r	Development skills - self	-motivation				
t4s	Development skills - exc	erpt texts				
t4t	Development skills - plar	ning educatio	n			
t4u	Development skills - dev	elopment inte	erest profile			
t4v	Development skills - scie	entific experim	nent			
t4w	Development skills - rese	earch talk				
t4x	Development skills - legi	timate interes	sts			
t4y	Development skills - her	meneutic circ	le			
t4z	Development skills - inte	rpretation his	torical sources			
t4aa	Development skills - par	ticipation in cl	lass without being	g scared		
t4ab	Development skills - inte	rest subject				
t4ac	Development skills - dea	l with distract	tions			
t4ad	Development skills - des	igning Power	Point			
t4ae	Development skills - reco	ognise logic v	veaknesses			
5 How	do you rate the exped	tations pla	ced on you at	school		
	e box in every row	•				
		very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
in the class	room?					

regarding h	omework?					
regarding the assessment du written tests)?	ne continual uring lessons (e.g.					
Variables						
t5a	Rating expectations - in	classroom				
t5b	Rating expectations - h	omework				
t5c	Rating expectations - c	ontinual assess	sment			
6 How	do you rate the expe	ctations plac	ced on your ti	me by the sc	hool?	
Please tick on	e box in every row					
		very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
Weekly class t	ime					
Time spent on	homework					
preparation an	studying (time for and revision of class than homework tasks)					
Variables						
t6a	Assessment of tempora	al demands - w	eekly class time			
t6b	Rating expectations on	time - homewo	ork			
t6c	Rating expectations on	time- studying				
7 How	strongly do you agre	ee with the fo	ollowing state	ments?		
Please tick on	e box in every row					
		completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]	
There is not er understand the class truly.	nough time to e issues covered in					
	learn something by eally understanding it.					
The teachers one issue.	often spent too long on					
I was often boo were dealt with	red because the topics n too slowly.					
We moved on	to the mout leave					
	e issue at hand.					
	ss had really					
understood the	ss had really	- missing time	for understandi	ng		
understood the	ss had really e issue at hand.					
understood the Variables t7a	e issue at hand. Issues covered in class	- learning by h	neart without und	derstanding		
understood the Variables t7a t7b	e issue at hand. Issues covered in class Issues covered in class	- learning by h	neart without und	derstanding		

8 How strongly do you agree with the following statements?					
completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]		
	completely	completely tend to	completely tend to tend to agree		

often so excitii	deal with at school are ng that I voluntarily ring them in my free								
I don't have tir than school.	ne for anything other								
Variables									
t8a	Stress - switching off afte	r school							
t8b	Stress - tension after sch	ool							
t8c	Stress - Falling asleep								
t8d	Stress - irritable reaction								
t8e	Stress - nervousness								
t8f	Stress - excessive demar	nd							
t8g	Stress - free time	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 task	S							
t8m	Stress - pressure								
t8n	Stress - overexertion								
t8o	Stress - combine school a	and commitm	nents						
t8p	Stress - tiredness and we	ariness							
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 anticipa	tion start of	school						
t8w	Stress - voluntary engage	ment in free	time						
t8x	Stress - missing time								

Choice of Upper Secondary Level Subjects

	the upper secondary level you had several chances to set their study priorities (e.g. h 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 subjects.	be a freer choice of								
I am happy wi	th my choice.								
There were er choose from.	nough options to								
[Gymnasium]	ic secondary school you should be allowed more on specific drop others.								
courses could	lots of advanced n't be offered because of few students.								
some subjects	oreferred to choose is to study as an irse that weren't y school.								
My school had a relatively wide choice of subjects available to study as an advanced course.									
	per secondary level I pportunities to focus on erested me.								
me to make a	condary level helped clear decision about urther education.								
Variables									
t55a	Choice of subjects upp	er secondary le	evel - freer choic	e of subjects					
t55b	Choice of subjects upp	er secondary le	evel - satisfactio	n with choice					
t55c	Choice of subjects upp	er secondary le	evel - enough op	otions to choose	e from				
t55d	Choice of subjects upp	er secondary le	evel - concentra	tion on specific	subjects				
t55e	options in upper secon	dary level - occ	urance of advar	nced courses (L	_eistungskursen))			
t55f	Choice of subjects upp	er secondary le	evel - other adva	anced courses					
t55g	Choice of subjects upp	er secondary le	evel - wide choic	ce advanced co	urses				
t55h	Choice of subjects upp	er secondary le	evel - focus on in	nteresting topic	S				
t55i	options upper seconda	ry level - future	educational par	th					

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 yo secondary level?	ou about the o	differences b	etween the "o	ld" and the "	new" upper
Please	tick one answer only					
very little	e [1]					
little [2]						
much [3]					
very mu	ch [4]					
Variable	es					
t56	Reformed upper secon	dary level - Kno	owledge about	differences		
11	How do you rate the effec	cts of the upp	er secondar	v level reform	in general?	
	tick one answer only.	, , , , , , , , , , , , , , , , , , ,		, 1010110101111	go	
upper s	secondary level reform in gener	ral				
strong n	egative effects [1]					
slightly r	negative effects [2]					
no effec	t [3]					
slightly p	positive effects [4]					
strong p	ositive effects [5]					
Variable	es					
t57	assessment of reform i	n general				
12	How do you rate the spectactors?	cific effects o	f the upper s	econdary leve	l reform on t	he following
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]
Genera the stud	Il standard of achievement of dents					
Genera student	al level of motivation among					
	ng students to choose s for tertiary education					
	ng students for the demands rry education					
	rability between school certificate results of different					

	chool leaving certificate ator of aptitude for ion								
Variables									
t58a	effects of the reform - g	effects of the reform - general standard of achievement of all students							
t58b	effects of the reform - g	general level of i	motivation						
t58c	effects of the study - pr	eparing student	s to choose sul	bjects for tertiary	education				
t58d	effects of the reform - p	reparing studer	nts for demands	s of tertiary educ	ation				
t58e	effects of the reform - of	comparability of	school leaving	certificate results	3				
t58f	effects of the reform - s	school leaving c	ertificate grade	as indicator of a	ptitude for tertia	ary 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									
Flease tick on	e box iii every row	strong	slightly	no offect [2]	slightly positive	strong positive			
		negative effects [1]	negative effects [2]	no effect [3]	effects [4]	effects [5]			
Average level mathematics	of achievement in								
Ensuring a mir achievement in									
	nentoring of excellent nigher achievement ematics								
	rences between veaker students in courses								
	ngness to make an matics courses								
Students' inter	est in mathematics								
	ncouragement for ower achievement ematics								
Variables									
t59a	Reformed upper secon	dary level - mat	hematics: level	of achievement					
t59b	Reformed upper secon	dary level - mat	hematics: minir	mum level					
t59c	Reformed upper secon	dary level - mat	hematics: supp	ort of excellent s	students				
t59d	Reformed upper secon	dary level - mat	hematics: redu	cing differences					
t59e	Reformed upper secon	dary level - mat	hematics: willin	igness to make a	an effort				
t59f	Reformed upper secon	dary level - mat	hematics: inter	est					
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.					
Madium profice	ionay layal in Fagliah	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
	iency level in English			Ш		Ш
Securing a min	nimum proficiency level					
Promotion of s grades in Eng	students with very good lish					
students with	differences between a high and those with a y level in English					
Willingness of efforts in Engli	the students to make ish					
Interest showr	n by students in English					
Promotion of s proficiency lev	students with a lower rel in English					
Variables						
t60a	Reformed upper second	lary level - Eng	glish: level of ac	hievement		
t60b	Reformed upper second	lary level - Eng	glish: minimum l	level		
t60c	Reformed upper second	lary level - Eng	glish: support of	excellent stude	nts	
t60d	Reformed upper second	lary level - Eng	glish: reducing o	differences		
t60e	Reformed upper second	lary level - Eng	glish: willingnes:	s to make an eff	ort	
t60f	Reformed upper second	lary level - Eng	glish: interest			
t60g	Reformed upper second	lary level - Pro	motion of stude	ents with a lower	proficiency leve	el in English
(phys Anfo you t	the upper secondary sics, chemistry or bio rderungsniveau] for 4 think about this?	logy) as a h	igher level (H	L) course [Fa	ch mit erhöh	tem
Please tick on	e 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 science	of achievement in					
Ensuring a mil	nimum level of n science					
	nentoring of students hievement levels in					
	erences between veaker students in es					
Students' willing	ngness to make an ce courses					
Students' inter	rest in science					

	ncouragement of ower achievement ce								
Variables									
t61a	Reformed upper second	Reformed upper secondary level - science: level of achievement							
t61b	Reformed upper second	dary level - scie	nce: minimum	level					
t61c	Reformed upper second	dary level - scie	nce: support of	f excellent stude	ents				
t61d	Reformed upper second	dary level - scie	nce: reducing	differences					
t61e	Reformed upper second	dary level - scie	nce: willingnes	s to make an ef	fort				
t61f	Reformed upper second	dary level - scie	nce: interest						
t61g	Reformed upper second	dary level - scie	nce: support of	f weaker studen	ts				
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	e box in every row.								
		strong	slight	no change [3]	slight increase	strong			
		decrease [1]	decrease [2]	no onango [o]	[4]	increase [5]			
psychologic education leve	cal stress on upper Il students	decrease [1]	decrease [2]		[4]	increase [5]			
education leve general leve	el of education of upper	decrease [1]	decrease [2]		[4]	increase [5]			
education leve general leve education leve the students develop their c	el of education of upper	decrease [1]	decrease [2]		[4]	increase [5]			
education leve general leve education leve the students develop their cointerest willingness	el of education of upper el students s' opportunity to own specific field of	decrease [1]	decrease [2]		[4]	increase [5]			
education leve general leve education leve the students develop their conterest willingness without an exa	el of education of upper el students s' opportunity to own specific field of	decrease [1]	decrease [2]		[4]	increase [5]			
education leve general leve education leve the students develop their conterest willingness without an exa quality of preducation?	el of education of upper el students s' opportunity to own specific field of eto study in subjects emergeration for tertiary	decrease [1]	decrease [2]			increase [5]			
education leve general leve education leve the students develop their cointerest willingness without an exa quality of preducation? comparabilicertificate resu	el of education of upper el students s' opportunity to own specific field of eto study in subjects emergeration for tertiary	decrease [1]	decrease [2]			increase [5]			
education leve general leve education leve the students develop their contents willingness without an exa quality of preducation? comparabili	el of education of upper el students s' opportunity to own specific field of eto study in subjects emergeration for tertiary					increase [5]			

Reformed upper secondary level - examination subjects: specific field of interest

Reformed upper secondary level - examination subjects: preparation for tertiary education

Reformed upper secondary level - examination subjects: willingness to study

Reformed upper secondary level - examination subjects: comparability

Seminar subject

t62c

t62d

t62e

t62f

17 What is the best description of the work you produced in your project paper [Seminarfacharbeit]?						
Please tick of	ne answer only.					
	Theoretical research work (e.g. literary interpretation, literature research) [1] Empirical research work (experiments, Work of art or field studies, audio-visual interviews, surveys, etc.) [2] Other (please specify) [4]					
Variables						
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 of	ne 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 mo	ore [11]					
Variables						
t64	Project paper - number of one-to-one meetings					
Self-Assess	sment					
	well do the following statements apply to you?					

	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 n	ne get a job.					
I don't want down.	to let my parents					
Variables						
t66a	Studying - out of interes	t				
t66b	Studying - out of fun					
t66c	Studying - new things					
t66d	Studying - improve care	er chances				
t66e	Studying - self-expectat	ion				
t66f	Studying - get a job					
t66g	Studying - to not let pare	ents down				
21 How	strongly do you agre	e with the fo	llowing state	ements?		
Please tick on	e box in every row.					
		completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]	
	nter difficulties, I find ome them and get what					
	ge to solve difficult y hard enough.					
	to achieve my aims / at I intend to do.					
I always know unexpected sit	how to behave even in tuations.					
I'm unsure how unexpected ex						
	d approach to ause I'm confident skills and abilities.					
Whatever hap	pens, I'll be able to					
I can find a so	lution to any problem.					
If I encounter s how to deal wi	something new, I know th it.					
If a problem armyself.	rises, I can cope with it					
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

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 of	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]
l am rather reserved.				
tend to criticise others.				
I complete my tasks thoroughly.				
I easily become depressed and gloomy.				
am interested in many things.				
I am enthusiastic and can motivate others easily.				
trust others easily and believe in the pasic goodness of humanity.				
I like things to be comfortable and tend to be a bit lazy.				
l 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			

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

Health problems - stomach ache

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 concentrat	ing
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	g
t70n	Health problems - forgetfulness	
t70o	Health problems - angry at everything	
t70p	Health problems - worthlessness	
t70q	Health problems - fear of going to sch	ool
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	3
t70x	Health problems - eating binges	
t70y	Health problems - inner emptiness	
t70z	Health problems - stomach ache	
•	ou think about both school term til these problems occur?	me and the school holidays, when
Please tick o	one answer only	
Only during th	ne school terms [1]	
Mainly in scho	ool term time [2]	
Equally often	at school and during the holidays [3]	
More often in	the holidays [4]	
Variables		
t71	Occurrence of health problems - comp	parison school term time and school holidays

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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 III during school term ti	me				
<u>Interests</u>					
27 Please indicate how well you didn't study the sub					
	at all [1]	much [2]	well [3]	[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	П	П	П	П	

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			

Interests - English: exciting
Interests - chemistry: time flies by
Interests - biology: sacrifice free time
Interests - physics: important to be good
Interests - English: time flies by
Interests - maths: important to be good
Interests - German: sacrifice free time
Interests - English: sacrifice free time
Interests - biology: exciting
Interests - German: important to be good
Interests - maths: time flies by
Interests - physics: exciting
Interests - English: important to be good
Interests - biology: time flies by
Interests - chemistry: exciting
Interests - physics: sacrifice free time
Interests - biology: important to be good
Interests - maths: exciting
Interests - German: time flies by
Interests - chemistry: sacrifice free time
Interests - physics: time flies by
Interests - chemistry: important to be good
Interests - maths: sacrifice free time
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	g academic articles							
Writing	stories or reports							
Represo people	enting the interests of other							
Telling o	other people what to							
Making things	notes or compiling lists about							
Working equipm	g with machines or technical ent							

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 Ho	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 kn in the future.	ow what job I would like						
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						

	How important are the following sources of information for you when considering your choice of profession?							
Please tick o	ne box in every row							
		very unimportant [1]	rather unimportant [2]	rather important [3]	very importan	t		
	rice / Employment ers Information							
Careers advi	ce at school							
Media (news internet, etc.)	papers, books, TV,							
Advice from	my relatives							
Advice from	friends							
Advice from	other people I know							
Advice from	teachers							
Work placem	nent or job							
Other, please	e specify:							
Variables								
t76a	Sources of information	n choice of profe	ession - career	service				
t76b		Sources of information choice of profession - advice at school						
t76c	Sources of information							
t76d	Sources of information							
t76e	Sources of information							
t76f	Sources of information							
t76g		Sources of information choice of profession - teacher						
t76h	Sources of information	·	<u>.</u>	lacement, job				
t76i	Sources of information choice of profession - other							
t76ii	Sources of information	n choice of profe	ession - other:					
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 indica	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 [applies very well/very likely [7]		
I have no way of financing higher education.								

I will cope with	n higher education even e some stress.							
have an entry	would like to study requirement [Numerus h I won't achieve.							
I can't afford to tuition fees.	o study if there are							
University edu	cation is a challenge I able to meet.							
	vith the high standards ng a course of higher							
	leave my familiar (friends/partner) and go se to study.							
Having to pay the idea of stu	tuition fees puts me off dying.							
	education would be too Illenge for me.							
I will succeed unexpected pr	in my studies even if roblems 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 w	ay of financin	ıg					
t77b	Higher education - cope with higher education despite stress							
t77c	Higher education - too high NC							
t77d	Higher education - cann	ot afford						
t77e	Higher education - not a	ble to meet th	he chall	enge				
t77f	Higher education - cope	with the star	ndards e	expected				
t77g	Higher education - not le	eave familiar	surroun	dings				
t77h	Higher education - tuitio	n fees putting	g off					
t77i	Higher education - too n	nuch of a cha	llenge					
t77j	Higher education - success despite problems							
t77k	77k Higher education - tuition fees are not a decisive factor							
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 on	ne box in every row							
		very unlikely [1]	rathei	unlikely [2]	partly [3]	rather I [4]		very likely [5]
	al training qualification?					<u>L</u>	1	
university e	education?	<u> </u>		<u> </u>	<u> </u>			
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]	
Variabl	S Control of the cont
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:

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]					
[degree	e only] Higher education type and subject(s):					
[Vocation	[Vocational training and degree] Name of training:					
	[Vocational training and degree] Higher education subject(s):					
[Vocation	onal training only] name of training:					
Variable	es					
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]						
Variable	es					
t81	Vocational education - Higher education to become a teacher					

are y finisl	if you take into consideration ever you most probably going to do afte hing military service, civilian nation (, if you do one of these)?	r finishing school (and after			
Please tick the	e appropriate answer				
	on (at a university, university of applied er training college or cooperative education				
Vocational train education afterv	ing (apprenticeship) and then higher wards [2]				
Vocational train higher educatio	ing (apprenticeship) without going on to n afterwards [3]				
Variables					
t82	Vocational education - after finishing sc	hool			
37 What	t type of higher education institute	will you probably study at?			
	ne answer only				
University of ap	plied sciences [1]				
University [2]					
Cooperative ed	ucation college [Berufsakademie] [3]				
Variables					
t83	Vocational education - type of higher ed	lucation institute			
38 What	t subject will you probably study?				
If you intend to combination o	o study to become a teacher, please ente of subjects.	er the most likely			
1st subject:	<u>-</u>				
2nd subject:	<u>-</u>				
3rd subject:	3rd subject:				
Variables					
t84a	Subject of study 1				
t84b	Subject of study 2				
t84c	Subject of study 3				
	t qualification will you probably ac	hieve first?			

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]	very good [4]				
If you don't intend to do an vocational training, please pro	oceed to question 43				
Variables					
t86 Vocational education - chances places on	education course				
,					
41 What course of vocational training (not his probably take?	igher education) will you most				
Please enter the exact name of the training course.					
-> Please skip to question 66					
Variables					
t87 Vocational education - name of the training	g 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 - ch	nances training p	place for the pro	ofession		
	important is it for yo e box in every row	ou				
		very unimportant [1]	rather unimportant [2]	rather important [3]	very important [4]	
that you get school?	good marks at					
	rt to earn your own kly as possible?					
	make it to the top sion someday?					
Variables						
t89a	Importance - marks at	school				
t89b	Importance - earn mor	ney				
t89c	Importance - professio	nal success				
	education or training eave school?	ng do your pa	rents want ye	ou to pursue	when	
Please tick on	e answer in each colun	nn				
		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/trai	ning - mother				
t90b	Wish for education/trai	ning - father				

How important is it to your mother ...

45

Please tick on	e 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 marks at school						
	rt to earn your own kly as possible?					
that you will to the top of yo profession son	our					
Variables						
t91a	Mother - importance:	marks at school				
t91b	Mother - importance:	earn money				
t91c	Mother - importance:	professional suc	cess			
46 How	important is it to yo	our father				
Please tick on	e 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: r	marks at school				
t92b	Father - importance: 6	earn money				
t92c	Father - importance: p	professional succ	cess			
47 How	important is it for y	ou in general				
	e 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 - expectat	ion mother				
t93b	Importance - expectations father					

49 How	well do you agree w	ith the follow	ing statemen	ts?		
Please tick on	e box in every row					
		completely disagree [1]	rather disagree [2]	half and half [3]	rather agree [4]	completely agree [5]
My parents of going at school	ten ask me how it is ol.					
My parents armarks I get at	e very interested in the school.					
My parents given money if I get school.	ve me gifts or good marks at					
bad marks at	thholding pocket ning me from					
My parents he having difficult such as if I ge or fights, or if I treated.	ties at school t into arguments					
I often talk to rabout what I s finish school.	my parents hould do when I					
I often talk to rabout possible future.	my parents e careers for my					
Variables						
t95a	Parents - asking about	school				
t95b	Parents - interest in ma	rks				
t95c	Parents - gifts for good	marks				
t95d	Parents - punishment for	or bad marks				
t95e	Parents - help when dif	ficulties occur				
t95f	Parents - conversation	about time afte	r finishing scho	ol		
t95g	Parents - conversation	about future ca	reer			
50 What	career do your pare	ents think you	should purs	sue?		
Please indicat to do yourself	e what your parents thin	k, not what you	want			
		Opinion known (not checked) [0]	Opinion not known (checked) [1]			
I don't know m	ny parents' opinion.					
Variables						

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

51 What	is the minimum so	chool grade the	at your parent	s are happy	with?	
Please tick on	e 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 grad	es: mathematics	3		
t97b	Parents - satisfaction	with school grad	es: English			
t97c	Parents - satisfaction	with school grad	es: German			
t97d	Parents - satisfaction with school grades: biology					
t97e	Parents - satisfaction with school grades: chemistry					
t97f	Parents - satisfaction	with school grad	es: history			
t97g	Parents - satisfaction	with school grad	es: physics			
Some quest	ions on your perso	<u>n</u>				
52 Are y	ou male or female?	?				
Please tick the appropriate answer						
male [1]						
female [2]						
Variables						
t21	gender					

53	When	were you born?
Please 6	enter tl	ne month and year as numbers and right-justified.
month		
year		
Variable	s	
t22a		date of birth - month
t22b		date of birth - year
54	Whic born	n country were you born in? Which country were your parents in?
Please t	tick onl	y one answer for each person
You		in another country [14]
You:		
Your mo	other	in another country [14]
Mother:		
Your fat	her	in another country [14]
Father:		
Variable		

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	u were not born in Germany: When did you move to Germany?
Please enter to	the month and year as numbers and right-justified
M	/lonth
	_ Year
Variables	
t101a	Date of entry - month
t101b	Date of entry - year
	t is your nationality?
	e appropriate answer. If you have more than one official u can tick more than one answer
	not checked [1] [0]
German	
Vietnamese	
Russian	
Turkish	
Azerbaijani	
Ukrainian	
Serbian	
Kazakh	
Armenian	
Iraqi	
Polish	
Chinese	
Italian	
Other (please	specify)
Variables	

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	t language do you speak most of the time
	e option for each person. If only one of your parents is still
alive, just ans	wer the question for this person
	Mostly Mostly German, but another
	Only German sometimes language, but Only another
	[1] another sometimes language [4] language too German too
	[2] [3]
with your mother?	
with your father?	
with your	
brothers and sisters?	
21216121	
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 y year?	ou ever have to or choose to repeat a school year? If yes, which?
Please tick the	e appropriate answer
	No entry [0] Entry [1]
none	
1st	
2nd	
3rd	
Joiu	

t102a

Nationality - German

4th								
5th								
6th								
7th								
8th								
9th								
10th								
11th								
12th								
Variables								
t104a	Repeated school year	none						
t104b	Repeated school year							
t104c	Repeated school year							
t104d	Repeated school year							
t104e	Repeated school year							
t104f	Repeated school year							
t104g	Repeated school year							
t104h	Repeated school year							
t104i	Repeated school year							
t104j	Repeated school year							
t104k	Repeated school year							
t104l	Repeated school year	· 11th						
t104m	Repeated school year	· 12th						
	•							
59 Wh	at is the highest educ	ational qu	ualificatio	n that yo	ur parents	s have?		
Please tick	only one box in each row							
		No school- leaving qualificati on [1]	Leaving certificate of the Hauptsch ule/Volks schule, 8th grade POS [2]	High school level I/ junior high school qualificati on, 10th grade POS [3]	on [(Fach-)	Graduatio n of (Fach-) Hochsch ule [5]	Doctorate (PhD) [6]	Other qualificati on [7]
Mother								
Father								
Variables								
t105a	Educational qualification	n - mother						
t105b	Educational qualification	n - father						
	•							
60 Wh	nat occupational status	do your	parents h	nave?				

	ly one box in each row. ing, please think back t			your fat	her is no	t				
Mathan		Was never employe d [1]	Worker (blue- collar/no fixed contract) [2]	Employe e (white- collar/sal aried/ord inary employe e in public authoriti es) [3]	Civil servant [Beamter] or judge [4]	Regular soldier [5]	Self- employe d (does not have employe es) [6]	Self- employe d (has employe es) [7]	Assists within the family (e.g. in family business or on their own farm) [8]	
Mother Father										
Variables										
t106a	Occupational status - r	mother								
t106b	Occupational status - I									
	·									
	ur parents are/were of the did they have last		ed: Wh	at occu	pation	do you	r paren	ts		
don't have reg details (e.g. pi temporary work enter the work	s work either full-time or gular work at present, pl recision engineer, car m rk, please enter the wor a they do for the most ho the highest income.	lease ent nechanic, rk they no	er details second ormally o	s of the la ary scho lo. If they	ast regul ol teache have m	ar work er for his ore thar	they had story). If t n one job	l. Please hey curro at the sa	enter pre ently have ame time,	ecise e , please
Mother:			_	Ø.						
Father:			_	P						
Variables										
t107a	Last occupation - moth	ner								
t107b	Last occupation - father	er								
Please do not	many books does y include: magazines, ne e answer only		-							
None or only ve	ry few (0 to 10 books) [1]									
Enough to fill or	ne shelf (11 to 25 books) [2	2]								
Enough to fill se	everal shelves (26 to 100 b	oooks) [3]								
Enough to fill a	small set of shelves (101 t	to 200 boo	oks) [4]							
Enough to fill a	large set of shelves (201 t	o 500 boo	ks) [5]							
Enough to fill sh	nelf units (more than 500 b	ooks) [6]								
Variables										
t108	Number of books									

63 Does	s your family have th	e following th	ings at hom	ne?
	ne box in every row		J	
		yes [1]	no [0]	
A desk for stu	ıdying?			
A room to you	urself?			
A computer w studying?	hich you can use for			
Educational s (learning/teac	oftware hing software)?			
Classical litera	ature (e.g. Goethe)?			
Books of poet	try?			
Works of art (e.g. paintings)?			
Books that he homework?	elp you with your			
A dictionary?				
Variables				
t109a	At home - desk			
t109b	At home - room to you	rself		
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 ho	mework		
t109i	At home - dictionary			
64 Did	you take physics as	a subject duri	ng your upp	per secondary level?
Please tick th	e appropriate answer			
yes [1]				
no [2]				
If "yes": Pleas	se go on with next quest	ion. If "no": Pleas	se go on with	question 72.
Variables				
tQ.	Taking physics upper	accondent level		

Your Physics Course

65 Do th	ne following stateme	nts apply to	you?					
Please tick on	e box in every row							
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]		
	nad to make more of an hysics classes in order the subject.							
I participated a my physics cla	as much as I could in asses.							
I did everythin in my physics	g that was asked of me classes.							
I always tried thomework.	to complete my physics							
	nad to put in more effort eep up in class.							
Variables								
t40a	Physics course - effort							
t40b	Physics course - partici	pation						
t40c	Physics course - compl	etion of tasks						
t40d	Physics course - home	work						
t40e	Physics course - effort/	endeavour						
66 Some	66 Some statements about your physics course:							
OU COIII	e statements about y	our physics	course:					
	e statements about y e box in every row	our physics	course:					
		Not at all [1]		Partly [3]	Rather does [4]	Absolutely does [5]		
Please tick on	ranted us to really e materials and topics			Partly [3]				
Our teacher w understand the covered in cla	ranted us to really e materials and topics			Partly [3]				
Our teacher w understand the covered in cla	ranted us to really e materials and topics ss. nade it very clear when lents underperformed.			Partly [3]				
Our teacher wunderstand the covered in clar. Our teacher mparticular stud. Our teacher sefun teaching un	ranted us to really e materials and topics ss. nade it very clear when lents underperformed.			Partly [3]				
Our teacher w understand the covered in cla. Our teacher m particular stud. Our teacher se fun teaching u "Discipline and this course. Life was really	ranted us to really e materials and topics ss. nade it very clear when lents underperformed. eemed to have a lot of ss.			Partly [3]				
Our teacher wunderstand the covered in clar. Our teacher marticular stud. Our teacher set fun teaching understand the course. Life was really "lazy" students	ranted us to really e materials and topics ss. nade it very clear when lents underperformed. eemed to have a lot of s. d order" prevailed in			Partly [3]				
Our teacher wunderstand the covered in clar. Our teacher marticular stud. Our teacher se fun teaching understand the course. Life was really "lazy" students. Our teacher talend the course talend the course teacher talend the c	ranted us to really e materials and topics ss. nade it very clear when lents underperformed. eemed to have a lot of is. d order" prevailed in made difficult for in this course.			Partly [3]				
Our teacher we understand the covered in class Our teacher marticular stud Our teacher see fun teaching us "Discipline and this course. Life was really "lazy" students Our teacher ta Our teacher ta our teacher reindividual students or when they our teacher reindividual students or when they our teacher ta or when they our teacher reindividual students or when they our teacher was really in the course of the cour	ranted us to really e materials and topics ss. nade it very clear when lents underperformed. Deemed to have a lot of is. Id order" prevailed in If made difficult for in this course. Bught enthusiastically. Deacted immediately if lents didn't cooperate			Partly [3]				
Our teacher we understand the covered in clar. Our teacher marticular stud. Our teacher se fun teaching understand this course. Life was really "lazy" students. Our teacher ta Our teacher ta Our teacher reindividual stud or when they cour teacher reindividual students. Our teacher reindividual students are seen that we our teacher reindividual students.	ranted us to really e materials and topics ss. rade it very clear when ents underperformed. remed to have a lot of ss. d order" prevailed in remade difficult for s in this course. result enthusiastically. reacted immediately if lents didn't cooperate caused a disturbance.			Partly [3]				

Variables						
t33a	Physics teacher - under	standing of ma	aterials covered in	n class		
t33b	Physics teacher - make	clear underpe	rformance			
t33c	Physics teacher - fun in	stilling				
t33d	Physics teacher - discip	line and order				
t33e	Physics teacher - lazy s	tudents				
t33f	Physics teacher - enthu	siasm				
t33g	Physics teacher - reacti	on towards co	operation/disturba	ance		
t33h	Physics teacher - impor	tance of learni	ng			
t33i	Physics teacher - check	homework				
t33j	Physics teacher - fun te	aching				
67 Pleas	se make an estimate.	What percei	ntage of the st	udents		
Please enter t	he numbers right-justifie	d (0 – 100 %)				
participated classes?	actively and regularly in	n physics	_	%		
were really	interested in the physics	lessons?	_	%		
often cause	ed a disturbance in physi	cs lessons?		%		
Variables						
t42a	Physics estimate as pe	rcentage - part	icipation			
t42b	Physics estimate as pe	rcentage - inter	rest			
t42c	Physics estimate as pe	rcentage - distu	urbances			
68 Some	e statements about y	our physics	course:			
Please tick on	e box in every row					
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
	ften created interesting homework for us.					
	new which tasks s/he in order to help us e subject.					
The exercises easy.	set were often too					
	the best students were rent coursework than udents.					
The coursewo understand the	rk helped to really e subject.					
too heavily ori	reated lessons that are ented towards the strong students in the					

The coursewo really had to the	rk was often so that we nink hard.					
The coursewo difficult.	rk was often too					
The coursewo well chosen.	rk was almost always					
too heavily orio	reated lessons that are ented towards the weaker students in the					
For me there was too little time to finish the tasks set in class.						
Sometimes ou that I didn't un	ır teacher told us things derstand.					
	ust 'shut off' in lessons Idn't understand					
	ook the varying learning of the students into					
	The lessons progressed so quickly chat many students had difficulties					
Variables						
t43a	Physics lessons - exercis	ses and home	work			
t43b	Physics lessons - exercis	ses and under	rstanding			
t43c	Physics lessons - easine	ss of exercise	es			
t43d	Physics lessons - differen	nt coursework	best students			
t43e	Physics lessons - exercis	ses helped un	derstanding			
t43f	Physics lessons - orienta	tion towards	strong students			
t43g	Physics lessons - deman	ding coursew	ork			
t43h	Physics lessons - too diff	icult coursew	ork			
t43i	Physics lessons - well ch	osen coursev	work			
t43j	Physics lessons - orienta	tion towards	weaker students			
t43k	Physics lessons - too little	e time for exe	ercises			
t43l	Physics lessons - no und	lerstanding				
t43m	Physics lessons - switchi	ing off				
t43n	Physics lessons - interes	t only in good	students			
t43o	Physics lessons - consid	eration of lea	rning prerequisit	es		
t43p	Physics lessons - quickn	ess of lesson	s	_	_	

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]		П			
about 6 times [
	-					
about 7 times [
about 8 times [9]					
about 9 times [10]					
always [11]						
Variables						
t44	Physics - average setti	ng of homewor	·k			
	iking of a normal sch lework did you seriou			t percentage	e of the physic	S
Please enter	the numbers right-justifie	ed	-			
about				%		
Variables						
t45	Physics estimate as pe	ercentage: com	pleted homework	per week		
_	eneral					
Please tick of	ne box in every row				Rather does	Absolutely
		Not at all [1]	Rather not [2]	Partly [3]	[4]	does [5]
I learnt a lot i	n my physics course.					
The physics of	course was a lot of fun.					
Time flew by	in physics lessons.					
Variables						
t46a	Physics in general - lea	arnt a lot				
t46b	Physics in general - fur	า				
t46c	Physics in general - tim	ne flies by				
72 Did	you take chemistry a	s a subject d	luring your upp	oer seconda	ary level?	
Please tick th	e appropriate answer					

yes [1]							
no [2]							
Yes: Please continue with the next question							
Variables							
t47	Taking chemistry upper	secondary lev	rel				
Your Chemistry Course							
73 Do the following statements apply to you?							
Please tick on	e box in every row						
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]	
effort in my cho	ad to make more of an emistry classes in stand the subject.						
I participated a my chemistry of	as much as I could in classes.						
I did everything in my chemistr	g that was asked of me ry classes.						
I always tried t	o complete my nework.						
	ad to put in more effort keep up in class.						
Variables							
t48a	Chemistry course - effo	rt					
t48b	Chemistry course - part	ticipation					
t48c	Chemistry course - con	npletion of task	s				
t48d	Chemistry course - hon	nework					
t48e	Chemistry course - effo	rt/endeavour					
74 Some	e statements about y	our chemist	ry course:				
Please tick on	e box in every row						
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]	
	anted us to really e materials and topics ss.						
	ade it very clear when ents underperformed.						
Our teacher se fun teaching u	eemed to have a lot of s.						
"Discipline and this course.	d order" prevailed in						
	made difficult for in this course.						
Our teacher ta	ught enthusiastically.						

individual stud	acted immediately if ents didn't cooperate aused a disturbance.							
	portant for our teacher learned something.							
	our teacher regularly checked if we addreally done the homework.							
Our teacher se fun teaching.	eemed to have a lot of							
Variables								
t49a	Chemistry teacher - und	derstanding of	materials covered	d in class				
t49b	Chemistry teacher - ma	ike clear under	performance					
t49c	Chemistry teacher - fun	instilling						
t49d	Chemistry teacher - dis	cipline and ord	er					
t49e	Chemistry teacher - laz	y students						
t49f	Chemistry teacher - ent	thusiasm						
t49g	Chemistry teacher - rea	action towards	cooperation/distu	rbance				
t49h	Chemistry teacher - imp	oortance of lea	rning					
t49i	Chemistry teacher - che	eck homework						
t49j	Chemistry teacher - fun	teaching						
75 Pleas	se make an estimate.	What perce	ntage of the st	udents				
	he numbers right-justifie	-						
participated classes?	actively and regularly in	n chemistry		%				
were really	interested in the chemis	try lessons?						
often cause	d a disturbance in chem	nistry lessons?	_	1				
Variables								
t50a	Chemistry estimate as	percentage - pa	articipation					
t50b	Chemistry estimate as	percentage - in	terest					
t50c	Chemistry estimate as	percentage - di	sturbances					
76 Some	statements about y	our chemist	ry course:					
	e box in every row							
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]		
	ten created interesting homework for us.							
	new which tasks s/he in order to help us e 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: or homework?	n average, how many times did your teacher set
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]	
Variabl	es	
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-justifie	ed				
about				%		
Variables						
t53	Chemistry estimate as	percentage - co	ompleted homew	ork per week		
	eneral					
Please tick or	e 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 fun.	course was a lot of					
Time flew by i	n chemistry lessons.					
Variables						
t54a	Chemistry in general -	learnt a lot				
t54b	Chemistry in general -	fun				
t54c	Chemistry in general -	time flies by				
80 Did y	ou take biology as a	subject duri	ng your upper	secondary	level?	
Please tick the	e appropriate answer					
yes [1]						
no [2]						
Yes: Please o	ontinue with the next qu	estion				
Variables						
t9	Taking biology upper s	econdary level				

Your Biology Course

81 Do th	ne following stateme	nts apply to	you?			
Please tick on	ne box in every row.					
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
effort in my bid	nad to make more of an ology classes in order stand the subject.					
I participated a my biology cla	as much as I could in asses.					
I did everythin in my biology	g that was asked of me classes.					
I always tried homework.	to complete my biology					
	nad to put in more effort eep up better in class.					
Variables						
t10a	Biology course - effort					
t10b	Biology course - particip	oation				
t10c	Biology course - comple	etion of tasks				
t10d	Biology course - homev	vork				
t10e	Biology course - effort/e	endeavour				
82 Some	e statements about y	our biology	COURSO.			
	o otatomonto about y	our biology	course.			
	ne box in every row		course.			
	•	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
Please tick on	•			Partly [3]		•
Our teacher wunderstand the class.	ne box in every row			Partly [3]		•
Our teacher wunderstand the class. Our teacher mparticular stud	vanted us to really e materials covered in hade it very clear when lents underperformed.			Partly [3]		•
Our teacher wunderstand the class. Our teacher marticular students our teacher service fun teaching under the control of the c	vanted us to really e materials covered in hade it very clear when lents underperformed.			Partly [3]		•
Our teacher wunderstand the class. Our teacher marticular stude our teacher set fun teaching understand the course. Life was really	vanted us to really e materials covered in nade it very clear when lents underperformed.			Partly [3]		•
Our teacher wanderstand the class. Our teacher marticular students our teacher service fun teaching understand this course. Life was really "lazy" students	vanted us to really e materials covered in made it very clear when lents underperformed. eemed to have a lot of its.			Partly [3]		•
Our teacher wanderstand the class. Our teacher marticular students our teacher service fun teaching understand this course. Life was really "lazy" students our teacher ta our teacher ta our teacher ta individual students.	vanted us to really e materials covered in made it very clear when lents underperformed. He made to have a lot of its. It d' order" prevailed in made difficult for its in this course.			Partly [3]		•
Our teacher wanderstand the class. Our teacher marticular students of the course. Life was really "lazy" students our teacher ta course. Our teacher ta course. Life was really "lazy" students our teacher ta course. Uniteacher ta course or when they our teacher resindividual students or when they our teacher they our teacher resindividual students or when they our teacher they out they our teacher they our teacher they out t	vanted us to really e materials covered in made it very clear when lents underperformed. He made to have a lot of its. It d' order" prevailed in made difficult for in this course. Faught enthusiastically. Feacted immediately if dents didn't cooperate			Partly [3]		•
Our teacher we understand the class. Our teacher matricular stude of the course. Life was really "lazy" students. Our teacher to cour teacher to cour teacher to course. Life was really "lazy" students. Our teacher to cour teacher to cour teacher resindividual students. It was really into see that we cour teacher resindividual students.	ranted us to really e materials covered in made it very clear when lents underperformed. He made to have a lot of its. In add order" prevailed in made difficult for its in this course. In aught enthusiastically. It is acted immediately if the lents didn't cooperate caused a disturbance. In portant for our teacher			Partly [3]		•

Variables									
t11a	Biology teacher - under	standing of ma	aterials covered in	n class					
t11b	Biology teacher - make	<u>_</u>		1 01000					
t11c		Biology teacher - fun instilling							
t11d	Biology teacher - discip								
t11e	Biology teacher - lazy s								
t11f	Biology teacher - enthu								
t11g	Biologie Lehrkraft - read		on/disturbance						
t11h	Biology teacher - impor								
t11i	Biology teacher - check								
t11j	Biology teacher - fun te								
,	37								
Please enter t	se make an estimate. The numbers right-justifie actively and regularly in	d (0 – 100 %)	ntage of the st	udents					
	interested in the biology		_	I					
often cause	d a disturbance in biolo	gy lessons?							
Variables									
t12a	Biology estimate as per	centage - parti	cipation						
t12b	Biology estimate as per	centage - inter	est						
t12c	Biology estimate as per	centage - distu	ırbances						
84 Some	e statements about y	our biology	course:						
Please tick on	e box in every row								
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]			
	ten created interesting homework for us.								
	new which tasks s/he in order to help us e subject.								
The exercises	were often too easy.								
	the best students were ent coursework than idents.								
The coursewo understand the	rk helped to really e subject.								
too heavily orio	eated lessons that are ented towards the strong students in the								

The coursewo demanding so think hard.	rk was often that we really had to							
The coursewo difficult.	rk was often too							
The coursewo well chosen.	rk was almost always							
too heavily orio	reated lessons that are ented towards the weaker students in the							
For me there versions the tasks	was too little time to s set in class.							
Sometimes ou that I didn't un	r teacher told us things derstand.							
	ust 'shut off' in lessons Idn't understand							
Our teacher took the varying learning prerequisites of the students into								
	rogressed so quickly dents had difficulties							
Variables								
t13a	Biology lessons - exercise	es and home	work					
t13b	Biology lessons - tasks a	nd understan	ding					
t13c	Biology lessons - easines	Biology lessons - easiness of exercises						
	Biology lessons - easiness of exercises Biology lessons - different coursework best students							
t13d								
t13d t13e		t coursework	best students					
	Biology lessons - differen	t coursework work helps to	best students understand					
t13e	Biology lessons - differen Biology lessons - course	t coursework work helps to ion towards s	best students understand strong students					
t13e t13f	Biology lessons - differen Biology lessons - course Biology lessons - orientat	t coursework work helps to ion towards s ding coursew	best students understand strong students ork					
t13e t13f t13g	Biology lessons - different Biology lessons - course Biology lessons - orientat Biology lessons - demand	t coursework work helps to ion towards s ding coursew cult coursewo	best students understand strong students ork					
t13e t13f t13g t13h	Biology lessons - different Biology lessons - coursev Biology lessons - orientat Biology lessons - demand Biology lessons - too diffi	t coursework work helps to ion towards s ding coursewo cult coursewo	best students understand strong students ork ork					
t13e t13f t13g t13h t13i	Biology lessons - different Biology lessons - coursey Biology lessons - orientat Biology lessons - demand Biology lessons - too diffi Biology lessons - well cho	t coursework work helps to ion towards s ding coursew cult coursew osen coursew ion towards w	best students understand strong students ork ork vork weaker students					
t13e t13f t13g t13h t13i t13j	Biology lessons - different Biology lessons - course Biology lessons - orientat Biology lessons - demand Biology lessons - too diffi Biology lessons - well choos Biology lessons - orientat	t coursework work helps to ion towards s ding coursew cult coursew cosen coursew ion towards w e time for task	best students understand strong students ork ork vork weaker students					
t13e t13f t13g t13h t13i t13j t13k	Biology lessons - different Biology lessons - course Biology lessons - orientat Biology lessons - demand Biology lessons - too diffi Biology lessons - well cho Biology lessons - orientat Biology lessons - too little	t coursework work helps to ion towards s ding coursew cult coursew osen coursew ion towards v e time for task erstanding	best students understand strong students ork ork vork weaker students					
t13e t13f t13g t13h t13i t13j t13k t13l	Biology lessons - different Biology lessons - coursey Biology lessons - orientat Biology lessons - demand Biology lessons - too diffi Biology lessons - well cho Biology lessons - orientat Biology lessons - too little Biology lessons - no under	t coursework work helps to ion towards s ding coursew cult coursew cosen coursew ion towards w e time for task erstanding	best students understand strong students ork ork vork weaker students					
t13e t13f t13g t13h t13i t13j t13k t13l t13m	Biology lessons - different Biology lessons - course Biology lessons - orientat Biology lessons - demand Biology lessons - too diffi Biology lessons - well cho Biology lessons - orientat Biology lessons - too little Biology lessons - no under Biology lessons - switchir	t coursework work helps to ion towards s ding coursew cult coursew cosen coursew ion towards w e time for task erstanding ng off only in good	best students understand strong students ork ork vork weaker students ss					
t13e t13f t13g t13h t13i	Biology lessons - different Biology lessons - coursey Biology lessons - orientat Biology lessons - demand Biology lessons - too diffi Biology lessons - well cho	t coursework work helps to ion towards s ding coursewo cult coursewo	best students understand strong students ork ork					
t13e t13f t13g t13h t13i t13j t13k t13l t13m t13n	Biology lessons - different Biology lessons - course Biology lessons - orientat Biology lessons - demand Biology lessons - too diffi Biology lessons - well choose Biology lessons - orientat Biology lessons - too little Biology lessons - no under Biology lessons - switchir Biology lessons - interest	t coursework work helps to ion towards s ding coursew cult coursew cosen coursew ion towards w e time for task erstanding ng off only in good	best students understand strong students ork ork vork weaker students ss					

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]	I					
about 2 times [3	3]					
about 3 times [4	4]					
about 4 times [5	5]					
about 5 times [6	5]					
about 6 times [7	7]					
about 7 times [8	3]					
about 8 times [9	9]					
about 9 times [1	10]					
always [11]						
Variables						
t14	Biology - average setting	ng of homework	·			
	Diology avolago com	- Ing or mornowen				
did y	king of a normal sch ou seriously try to c the numbers right-justifie	omplete?	average, what	t percentage	e of the biolog	y homework
about			_	%		
Variables						
t15	Biology estimate as pe	rcentage - com	pleted homework	per week		
87 In ge	eneral					
Please tick on	ne box in every row					
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
I learnt a lot in	n my biology course.					
The biology co	ourse was a lot of fun.					
Time flew by it	. 1.2.1			П		
Time new by i	n biology lessons.					
Variables	n biology lessons.					
	Biology in general - lea	ırnt a lot				
Variables						

Your Mathematics Course

88 How	well do the following	statements	apply to you?			
Please tick on	e box in every row					
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
	nad to make more of an aths classes in order to e subject.					
I participated a my mathemati	as much as I could in cs classes.					
I did everythin in my maths c	g that was asked of me lasses.					
I always tried homework.	to complete my maths					
	nad to put in more effort ep up in class.					
Variables						
t17a	Mathematics course - e	ffort				
t17b	Mathematics course - p	articipation				
t17c	Mathematics course - c	ompletion of ta	isks			
t17d	Mathematics course - h	omework				
t17e	Mathematics course - e	ffort/endeavou	r			
89 Some	e statements about y	our mathem	atics course:			
	e box in every row.					
					Rather does	A book stok
		Not at all [1]	Rather not [2]	Partly [3]	[4]	Absolutely does [5]
	ranted us to really e materials and topics ss.	Not at all [1]	Rather not [2]	Partly [3]		•
understand the covered in cla	e materials and topics	Not at all [1]	Rather not [2]	Partly [3]		•
understand the covered in cla Our teacher marticular stud	e materials and topics ss. nade it very clear when lents underperformed.	Not at all [1]	Rather not [2]	Partly [3]		•
understand the covered in cla Our teacher marticular stud Our teacher sefun teaching understand the covered in cla	e materials and topics ss. nade it very clear when lents underperformed.	Not at all [1]	Rather not [2]	Partly [3]		•
understand the covered in cla Our teacher marticular stud Our teacher sefun teaching ufful teach	e materials and topics ss. nade it very clear when lents underperformed. eemed to have a lot of ss.	Not at all [1]	Rather not [2]	Partly [3]		•
understand the covered in cla Our teacher matricular stud Our teacher set fun teaching understand this course. Life was really "lazy" students	e materials and topics ss. nade it very clear when lents underperformed. eemed to have a lot of s. d order" prevailed in	Not at all [1]	Rather not [2]	Partly [3]		•
understand the covered in cla Our teacher marticular stud Our teacher sefun teaching ufful teaching ufful teaching ufful teaching ufful teacher sefun teacher	e materials and topics ss. nade it very clear when lents underperformed. eemed to have a lot of s. d order" prevailed in made difficult for s in this course.	Not at all [1]	Rather not [2]	Partly [3]		•
understand the covered in cla Our teacher marticular stud Our teacher sefun teaching understand this course. Life was really "lazy" students Our teacher tae Our teacher tae our teacher tae individual students or when they our	e materials and topics ss. nade it very clear when lents underperformed. eemed to have a lot of ss. d order" prevailed in made difficult for sin this course. aught enthusiastically. eacted immediately if lents didn't cooperate	Not at all [1]	Rather not [2]	Partly [3]		•
understand the covered in cla Our teacher matricular stude Our teacher set fun teaching understand this course. Life was really "lazy" students Our teacher to cour teacher resindividual students or when they cour teacher resindividual students are set funderstand to see that we cour teacher resindividual students are set funderstand to see that we cour teacher residuals are set for the course of the cour	e materials and topics ss. nade it very clear when lents underperformed. eemed to have a lot of s. d order" prevailed in made difficult for s in this course. aught enthusiastically. eacted immediately if lents didn't cooperate caused a disturbance.	Not at all [1]	Rather not [2]	Partly [3]		•

Variables									
t18a	Mathematics teacher -	understanding	of materials cove	red in class					
t18b	Mathematics teacher -	make clear und	derperformance						
t18c	Mathematics teacher - fun instilling								
t18d	Mathematics teacher -	discipline and o	order						
t18e	Mathematics teacher - lazy students								
t18f	Mathematics teacher - enthusiasm								
t18g	Mathematics teacher -	reaction toward	ds cooperation/dis	sturbance					
t18h	Mathematics teacher -	importance of I	earning						
t18i	Mathematics teacher -	check homewo	ork						
t18j	Mathematics teacher -	fun teaching							
90 Pleas	se make an estimate.	What perce	ntage of the st	udents					
Please enter t	he numbers right-justifie	d (0 – 100 %)							
participated classes?	d actively and regularly in	n maths		%					
were really	interested in the maths	lessons?	_	%					
often cause	ed a disturbance in math	s lessons?	_	%					
Variables									
t19a	Mathematics estimate a	as percentage ·	- participation						
t19a t19b	Mathematics estimate a								
		as percentage	- interest						
t19b	Mathematics estimate a	as percentage	- interest						
t19b t19c	Mathematics estimate a	as percentage	- interest - disturbances						
t19b t19c 91 Some	Mathematics estimate a	as percentage	- interest - disturbances						
t19b t19c 91 Some	Mathematics estimate a Mathematics estimate a	as percentage	- interest - disturbances	Partly [3]	Rather does	Absolutely does [5]			
t19b t19c 91 Some Please tick on Our teacher of	Mathematics estimate a Mathematics estimate a	as percentage as percentage or mathem	- interest - disturbances atics course:	Partly [3]	Rather does [4]	Absolutely does [5]			
t19b t19c 91 Some Please tick on Our teacher or exercises and Our teacher known and our teacher known are the second our teacher kn	Mathematics estimate a Mathematics estimate a e statements about y e box in every row ften created interesting homework for us. new which tasks s/he in order to help us	as percentage as percentage or mathem	- interest - disturbances atics course:	Partly [3]		•			
t19b t19c 91 Some Please tick on Our teacher or exercises and Our teacher knad to give us understand the	Mathematics estimate a Mathematics estimate a e statements about y e box in every row ften created interesting homework for us. new which tasks s/he in order to help us	as percentage as percentage or mathem	- interest - disturbances atics course:	Partly [3]		•			
t19b t19c 91 Some Please tick on Our teacher or exercises and Our teacher knad to give us understand the The exercises easy. In this course	Mathematics estimate a Mathematics estimate estimate a Mathematics estimate	as percentage as percentage or mathem	- interest - disturbances atics course:	Partly [3]		•			
91 Some Please tick on Our teacher of exercises and Our teacher knad to give us understand the The exercises easy. In this course often set differ the weaker street.	Mathematics estimate a Mathematics estimate estimate a Mathematics estimate e	as percentage as percentage or mathem	- interest - disturbances atics course:	Partly [3]		•			

The coursewo demanding so think hard.	ork was often o that we really had to					
The coursewo	rk was often too					
The coursework was almost always well chosen.						
too heavily ori	reated lessons that are ented towards the weaker students in the					
For me there versions the tasks	was too little time to s set in class.					
Sometimes outhat I didn't un	ır teacher told us things derstand.					
	ust 'shut off' in lessons ldn't understand					
	ook the varying learning of the students into					
The lessons progressed so quickly that many students had difficulties						
Variables						
t20a	Mathematics lessons - e	xercises and I	homework			
t20b	Mathematics lessons - ta	sks and unde	erstanding			
t20c	Mathematics lessons - e	asiness of exe	ercises			
t20d	Mathematics lessons - d	ifferent course	ework best stude	ents		
t20e	Mathematics lessons - co	oursework hel	lps to understan	d		
t20f	Mathematics lessons - o	rientation towa	ards strong stud	lents		
t20g	Mathematics lessons - d	emanding cou	ırsework			
t20h	Mathematics lessons - to	o difficult cou	rsework			
t20i	Mathematics lessons - w	ell chosen co	ursework			
t20j	Mathematics lessons - o	rientation towa	ards weaker stu	dents		
t20k	Mathematics lessons - to	o little time fo	or tasks			
t20l	Mathematics lessons - n	o understandi	ng			
t20m	Mathematics lessons - s	witching off				
t20n	Mathematics lessons - in	terest only in	good students			
t20o	Mathematics lessons - co	onsideration o	of learning prere	quisites		
t20p	Mathematics lessons - q	uickness of le	ssons			

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	7					
about 7 times [8]					
about 8 times [9)]					
about 9 times [1	0]					
always [11]						
Variables						
t21	Mathematics - average	e setting of hom	ework			
00 Th::I						_
	king of a normal sch ou seriously try to d		average, what	percentage	e of the maths	homework
did y	king of a normal sch ou seriously try to c <u>he numbers right-justifi</u> e	omplete?	average, what	: percentage	e of the maths	homework
did y	ou seriously try to c	omplete?	average, what	percentage	e of the maths	homework
did y	ou seriously try to c	omplete?	average, what		e of the maths	homework
did y Please enter to about Variables	ou seriously try to c	eomplete?		%		homework
did y Please enter to about Variables	ou seriously try to o	eomplete?		%		homework
did y Please enter to about Variables t22	ou seriously try to o	eomplete?		%		homework
did y Please enter to about Variables t22 94 In ge	ou seriously try to describe the numbers right-justified t	eomplete?		%		homework
did y Please enter to about Variables t22 94 In ge	ou seriously try to on the numbers right-justified mumbers right-justified mum	eomplete?		%		Absolutely does [5]
did y Please enter to about Variables t22 94 In ge Please tick on	ou seriously try to on the numbers right-justified mumbers right-justified mum	as percentage	- completed home	% ework per we	ek Rather does	Absolutely
did y Please enter to about Variables t22 94 In ge Please tick one I learnt a lot in	ou seriously try to de the numbers right-justified Mathematics estimate neral e box in every row	as percentage	- completed home	% ework per we	ek Rather does	Absolutely
did y Please enter to about Variables t22 94 In ge Please tick one I learnt a lot in The maths cou	Mathematics estimate meral e box in every row my maths course.	as percentage	- completed home	% ework per we	ek Rather does	Absolutely
did y Please enter to about Variables t22 94 In ge Please tick one I learnt a lot in The maths cou	Mathematics estimate meral be box in every row my maths course. urse was a lot of fun.	as percentage	- completed home	% ework per we	ek Rather does	Absolutely
did y Please enter to about Variables t22 94 In ge Please tick one I learnt a lot in The maths cou	Mathematics estimate meral be box in every row my maths course. urse was a lot of fun.	as percentage -	- completed home	% ework per we	ek Rather does	Absolutely
did y Please enter to about Variables t22 94 In ge Please tick one I learnt a lot in The maths cou Time flew by in Variables	Mathematics estimate Me box in every row my maths course. urse was a lot of fun. maths lessons.	as percentage -	- completed home	% ework per we	ek Rather does	Absolutely

Your German Course

95 How	well do the following	statements	apply to you?			
Please tick or	e box in every row					
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
	nad to make more of an erman classes in order the subject.					
I participated a	as much as I could in asses.					
I did everythin in my German	g that was asked of me classes.					
I always tried German home	to complete my ework.					
	nad to put in more effort keep up in class.					
Variables						
t24a	German course - effort					
t24b	German course - partic	pation				
t24c	German course - comp	etion of tasks				
t24d	German course - home	work				
t24e	German course - effort/	endeavour				
	e statements about y	our German	course:			
r lease lick of	le box iii every row				Rather does	Absolutely
		Not at all [1]	Rather not [2]	Partly [3]	[4]	does [5]
	ranted us to really e materials and topics ss.					
	nade it very clear when lents underperformed.					
Our teacher so	eemed to have a lot of is.					
"Discipline and this course.	d order" prevailed in					
	made difficult for s in this course.					
Our teacher ta	aught enthusiastically.					
individual stud	eacted immediately if dents didn't cooperate caused a disturbance.					
	nportant for our teacher learned something.					

Variables						
t25a	German teacher - unde	rstanding of ma	aterials covered i	n 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 Pleas	se make an estimate.	What perce	ntage of the st	udents		
Please enter t	he numbers right-justifie	d (0 – 100 %)				
participated classes?	d actively and regularly in	n German		%		
were really	interested in the Germa	n lessons?	_			
often cause	ed a disturbance in Germ	nan lessons?		I		
Variables						
t26a	German estimate as pe	rcentage - part	ticipation			
t26b	German estimate as pe	rcentage - inte	rest			
t26c	German estimate as pe	rcentage - dist	urbances			
98 Some	e statements about y	our German	course:			
Please tick on	e box in every row					
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]
	ften created interesting homework for us.					
	new which tasks s/he in order to help us e subject.					
The exercises easy.	set were often too					
	the best students were rent coursework than udents.					
The coursewo understand the	rk helped to really e subject.					
too heavily ori	reated lessons that are ented towards the strong students in the					

The coursewo demanding so think hard.	rk was often that we really had to					
The coursewo difficult.	rk was often too					
The coursewo well chosen.	rk was almost always					
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.						
	ust 'shut off' in lessons Idn't understand					
	as mainly interested in ents – s/he didn't take udents into					
	ook the varying learning of the students into					
The lessons progressed so quickly that many students had difficulties keeping up.						
Variables						
t27a	German lessons - exercis	ses and home	ework			
t27b	German lessons - tasks a	and understa	nding			
t27c	German lessons - easine	ss of exercis	es			
t27d	German lessons - differe	nt coursewor	k 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 - quickn	ess of lessor	ns			
						

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

Please tick one	e 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 setti	ng of homewor	·k			
	ing of a normal scho			percentage	e of the Germa	ın
home	ing of a normal schowork did you seriou ne numbers right-justifie	sly try to co		percentage	e of the Germa	ın
home	work did you seriou	sly try to co		percentage	e of the Germa	n
home Please enter th	work did you seriou	sly try to co			e of the Germa	an
home Please enter the about Variables	work did you seriou	sly try to co	mplete?	%	e of the Germa	nn
home Please enter the about Variables	work did you seriou ne numbers right-justifie	sly try to co	mplete?	%	e of the Germa	an
home Please enter the about Variables t29	work did you seriou ne numbers right-justifie	sly try to co	mplete?	%	e of the Germa	an
home Please enter the about Variables t29 101 In ger	work did you seriou ne numbers right-justifie German estimate as pe	sly try to co	mplete?	%	e of the Germa	an
home Please enter the about Variables t29 101 In ger	work did you seriou ne numbers right-justifie German estimate as pe	sly try to co	mplete?	%	Rather does	Absolutely does [5]
home Please enter the about Variables t29 101 In ger Please tick one	work did you seriou ne numbers right-justifie German estimate as pe	rcentage - com	mplete?	% k per week	Rather does	Absolutely
home Please enter the about Variables t29 101 In ger Please tick one I've learned a lecourse.	German estimate as pe	rcentage - com	mplete?	% k per week	Rather does	Absolutely
home Please enter the about Variables t29 101 In ger Please tick one I've learned a lecourse. In general the Glot of fun.	German estimate as pe	rcentage - com	mplete?	% k per week	Rather does	Absolutely
home Please enter the about Variables t29 101 In ger Please tick one I've learned a lecourse. In general the Glot of fun.	German estimate as per box in every row ot in my German	rcentage - com	mplete?	% k per week	Rather does	Absolutely
home Please enter the about Variables t29 101 In ger Please tick one I've learned a lecourse. In general the Glot of fun. Time flew by in Variables	German estimate as per box in every row ot in my German	sly try to cond. rcentage - com	mplete?	% k per week	Rather does	Absolutely
home Please enter the about Variables t29 101 In ger Please tick one I've learned a lecourse. In general the following flew by in Variables t30a	German estimate as per box in every row ot in my German German course was a German lessons.	Not at all [1]	mplete?	% k per week	Rather does	Absolutely

102 Did y	ou take English as a	subject dur	ing your upper	secondary	level?				
Please tick the	e appropriate answer								
yes [1]									
no [2]									
Yes: Please continue with the next question									
Variables									
t31	Taking English upper s	econdary level							
Your Englis	h Course								
103 Do th	ne following stateme	nts apply to	you?						
Please tick on	e box in every row								
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]			
	nad to make more of an nglish classes in order the subject.								
I participated a my English cla	as much as I could in asses.								
I did everythin in my English	g that was asked of me classes.								
I always tried homework.	to complete my English								
	nad to put in more effort eep up in class.								
Variables									
t32a	English course - effort								
t32b	English course - partici	pation							
t32c	English course - compl	etion of tasks							
t32d	English course - home	work							
t32e	English course - effort/	endeavour							
104 Som	e statements about y	our English	course:						
Please tick on	e box in every row								
		Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]			
	anted us to really e materials and topics ss.								
	nade it very clear when ents underperformed.								
Our teacher so fun teaching u	eemed to have a lot of s.								
"Discipline and	d order" prevailed in								

	made difficult for in this course.							
Our teacher ta	aught enthusiastically.							
individual stud	eacted immediately if lents didn't cooperate							
	ally important for our teacher							
	r regularly checked if we							
Our teacher se fun teaching.	eemed to have a lot of							
Variables								
t33a	English teacher - under	standing of ma	terials covered in	class				
t33b	English teacher - make	clear underpe	formance					
t33c	English teacher - fun in	stilling						
t33d	English teacher - discip	line and order						
t33e	English teacher - lazy s	tudents						
t33f	English teacher - enthu	siasm						
t33g	English teacher - React	ion towards co	operation/disturb	ance				
t33h	English teacher - importance of learning							
t33i	English teacher - check	homework						
t33j	English teacher - fun te	aching						
	se make an estimate. he numbers right-justifie	-	ntage of the st	udents				
participated classes?	actively and regularly ir	n English		%				
were really	interested in the English	lessons?	_	%				
often cause	d a disturbance in Engli	sh lessons?	_	%				
Variables								
t34a	English estimate as per	centage - parti	cipation					
t34b	English estimate as per	centage - inter	est					
t34c	English estimate as per	centage - distu	ırbances					
106 Some	statements about y	our English	course:					
	e box in every row	J						
	,	Not at all [1]	Rather not [2]	Partly [3]	Rather does [4]	Absolutely does [5]		
	ten created interesting 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
t350	English lessons - consideration of learning prerequisites
t35p	English lessons - quickness of lessons

107 Out o	of ten English lessons: on average,	how many times did your teacher set homework?
Please tick on	e answer only.	
never [1]		
about 1 time [2]		
about 2 times [3	1	
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 [1	0]	
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 pe	rcentage - com	pleted homework	per week		
109 In ge	neral					
Please tick one	e 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 co	ourse was a lot of fun.					
Time flew by ir	n English lessons.					
Variables						
t38a	English in general - lea	rnt a lot				
t38b	English in general - fun					
t38c	English in general - tim	e flies by				

3 Parents, PAPI

3.1 Wave 1 (ID 21)

compulsory le	eform of the upper set e. school year 2010/2011), vel for the first time in Thu earning subjects offered. Ne e so-called "new upper set	secondary sci ringia. The refo	hool graduates orm will involve the last age gre	will have comple a number of cha	inges in terms	of the range of
sec	much do you know a	bout the diff	erences betv	veen the "old"	and the "ne	w" upper
Very little [1]	only one answer					
little [2]			П			
much [3]						
			П			
very much [4]			Ш			
very poor: Pl	ease proceed to question	4				
Variables						
p1	Parents knowledge about	ut the upper se	econdary level i	eform		
no effect [3]						
slightly positive	effects [5]					
strong positive						
Variables p2 How opin	overall assessment - pa will the reform of the lion? cone box in each line	upper seco	ndary level a	ffect the follow		·
Variables p2 3 How opin	overall assessment - pa will the reform of the sion? cone box in each line			no effect [3]	slightly positive effects [4]	in your strong positive effects [5]
Variables p2 3 How opin Please check a) Proficiency	overall assessment - pa	upper secon	ndary level at		slightly positive	strong positive
Variables p2 3 How opin Please check a) Proficiency	overall assessment - pa will the reform of the sion? cone box in each line	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]

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".

	nuch do you know ab idary level?	oout the diffe	erences betw	een the "old"	and the "nev	w" upper
Please check of	only one answer					
very little [1]						
little [2]						
much [3]						
very much [4]						
very poor: Plea	se proceed to question 4	1				
Variables						
p1	Parents knowledge abou	t the upper se	condary level r	eform		
2 How	do you rate the reforn	n of the upp	er secondary	level?		
Please check o	only one answer					
Reform of the ι	ipper secondary level on	the whole				
strong negative	effects [1]					
slightly negative	effects [2]					
no effect [3]						
slightly positive e	effects [4]					
strong positive e	ffects [5]					
Variables						
p2	overall assessment - par	ents - reform				
3 How v	will the reform of the bon?	upper secor	ndary level af	fect the follow	ing aspects	in your
Please check of	ne 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 I the whole	evel of the students on					
b) Motivation owhole	f the students on the					
c) Preparation	for the academic					

of the academ	for the requirements ic studies									
e) Comparabil schoolleaving schools	ity of the high grade across different									
	uitability of the high schoolleaving le as an indicator for scholastic									
Variables										
р3а	Effects of the reform - pa	ffects of the reform - parents' opinion - proficiency level								
p3b	Effects of the reform - pa	arents' opinion	- motivation or	the whole						
р3с	Effects of the reform - pa	arents' opinion	- preparation for	or academic sub	ject selection					
p3d	Effects of the reform - pa	arents' opinion	- preparation for	or requirements	of academic stu	udies				
р3е	Effects of the reform - pa	arents' opinion	- comparability	of schoolleaving	g grade					
p3f	Effects of the reform - pa	arents' opinion	- schoolleaving	g grade as indica	itor					
	•									
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 promathematics	ficiency level in									
b) Securing a level in mather	minimum proficiency matics									
c) Promotion of good grades in	of students with very n mathematics									
students with a	of differences between a high and those with a y level in mathematics									
e) Willingness make efforts ir	of the students to mathematics									
f) Interest show mathematics	wn by students in									
	of students with a lower el in mathematics									
Variables										
p4a	Effects of the reform - pa	arents' opinion	- mathematics	- medium profici	ency level					
p4b	Effects of the reform - pa	arents' opinion	- mathematics	- securing minim	num proficiency	/ level				
p4c	Effects of the reform - pa	arents' opinion	- mathematics	- promotion of s	tudents with go	od grades				
p4d	Effects of the reform - pa	arents' opinion	- mathematics	- reduction of di	fferences					
p4e	Effects of the reform - pa	arents' opinion	- mathematics	- willingness to r	make efforts					
p4f	Effects of the reform - pa	arents' opinion	- mathematics	- interest shown	by students					
p4g	Effects of the reform - palevel	arents' opinion	- mathematics	- promotion of s	tudents with lov	wer proficiency				

week	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 on	e 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 pro English	oficiency level in							
b) Securing a level in Englis	minimum proficiency h							
c) Promotion of good grades in	of students with very n English							
students with	of differences between a high and those with a y level in English							
e) Willingness make efforts in	of the students to n English							
f) Interest sho English	wn by students in							
g) Promotion of proficiency lev	of students with a lower rel in English							
Variables								
p5a_v1	English reform - proficier	ncy level						
p5b_v1	English reform - securing	g minimum pro	ficiency level					
p5c_v1	English reform - promotion	on of students	with good grad	les				
p5d_v1	English reform - reduction	n of difference	es					
p5e_v1	English reform - willingne	ess to make ef	fforts					
p5f_v1	English reform - interest	shown by stud	dents					
p5g_v1	English reform - promotion	on of students	with lower prof	iciency level				
	e reformed upper sec							
requ	ral science (physics, cirement" (4 hours per							
Please check	one box in each line		الدياديا		الدعادية	a.k		
		strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]		
a) Medium pro sciences	ficiency level in natural							
b) Securing a level in natura	minimum proficiency I sciences							
	of students with very n natural sciences							
students with	of differences between a high and those with a y level in natural							

	of the students to natural sciences							
f) Interest shown natural science	wn by students in es							
, O,	n of students with a lower evel in natural sciences							
Variables	/ariables							
р6а	Natural sciences reform	- proficiency le	evel					
p6b	Natural sciences reform	- securing min	imum proficien	cy level				
p6c	Natural sciences reform	- promotion of	students with o	good grades				
p6d	Natural sciences reform	- reduction of	differences					
p6e	Natural sciences reform	- willingness to	o make efforts					
p6f	Natural sciences reform	- interest shov	vn by students					
p6g	Natural sciences reform	- promotion of	students with I	ower proficienc	y level			
	e reformed upper sec	•		•				
	nstead of four exami	nation subje	cts. In your o	pinion, how v	vill 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 psychigh school gr	hological stress on the aduates?							
b) the gene the high school	ral education level of bl graduates?							
c) the possiown focus of it	ibility of developing nterest?							
d) the willin nonexamination	gness to learn in on subjects?							
e) the quali academic stud	ty of preparation for the lies?							
f) the comp schoolleaving	arability of the high certificate?							
Variables								
р7а	Psychological stress							
p7b	General education level							
p7c	Focus of interest							
p7d	Willingness to learn in n	onexamination	subjects					
p7e	Quality of preparation fo	r academic stu	ıdies					
p7f	Comparability of high so	hoolleaving ce	rtificate					

ON YOUR DAUGHTER/YOUR SON

O To what extent are you			"'- <i>l</i> "-		-h10
8 To what extent are you	satisfied with y	our daugnte	r's/son's pert	ormance in so	cnool?
Please check only once answer With my daughter's/son's performan	ce at school I				
am					
very unsatisfied [1]					
rather unsatisfied [2]					
rather satisfied [3]					
very satisfied [4]					
Variables					
p8 satisfaction with child	s performance at	school			
•					
9 What occupation should	d your daughte	r/son choose	e in your opin	ion?	
Please state what you think and not	what your daught	ter/son is aimin	g for		
₩.					
Variables					
p9 Parents' career aspira	ation for child				
10 How well are you inform receives in what subjec		uestion of h	ow many hou	rs of teaching	your child
Please check only one answer					
very little [1]					
little [2]					
much [3]					
very much [4]					
Variables					
p10 Knowledge about how	w many hours of t	eaching per su	bject		
11 How do you rate the sch	nool's performa	ance require	ments to be n	net by your da	ughter/son
Please check one box in each line					
rease check one box in each line	much too low				much too
	[1]	too low [2]	just right [3]	too great [4]	great [5]
a) in class?					
b) during homework?					
c) during performance checks in class (e.g. written tests)?					

p11a	Rating of performance r	requiremen	ts - in clas	S				
p11b	Rating of performance requirements - homework							
p11c	Rating of performance requirements - performance checks							
12 How	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 l	ow too	low [2]	just right [3] too gre	141 1C	uch too
a) Weekly tead	shina time	[1]			, , ,		<u>g</u> 7	great [5]
b) Time for hor				<u> </u>			<u>-</u> 1	
<u> </u>								
preparation an	ne teaching subject							
Variables								
p12a	Rating of time requirem	ents - weel	kly teachin	g time				
p12b	Rating of time requirem	ents - time	for homew	ork/				
p12c	Rating of time requirem	ents - time	for learnin	g				
13 To wl	nat extent are you sa	tisfied wi	th your d	laughter's	s/son's sc	hool in g	eneral?	
Please check	only one answer							
very unsatisfied	[1]							
rather unsatisfie	d [2]							
rather satisfied [3]							
very satisfied [4]								
Variables								
p13	Satisfaction of parents v	with school	in general					
14 How	often do you or your	partner g	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 p issues with you	political and social ur child?							
b) discuss b programmes w	oooks, films or TV vith your child?							
c) listen to o	classical music with							

Variables

d) talk about	it things your child has ool?							
e) talk abou	ut her/his further ureer?							
f) sit at the table having lunch or dinner with your child?								
Variables								
p14a	Discussing political and	d social issu	es					
p14b	Discussing books/films	/TV progran	nmes					
p14c	Listen to classical mus	ic						
p14d	Talk about things learn	ed in school	l					
p14e	Talk about further educ	cational care	er					
p14f	Having lunch or dinner	together wit	th child					
15 How	do you rate the follo	wing poin	ts/aspec	ts?				
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]
	nal prospects for luates in general							
graduates fron	b) The vocational prospects for graduates from vocational institutions							
c) The academ performance o	nic level of If your daughter/son							
Variables								
p15a	Rating vocational prosp	pects for uni	versity gra	aduates				
p15b	Rating of vocational pro	ospects for $\mathfrak q$	graduates	from vocat	ional institu	itions witho	ut academ	ic studies
p15c	Rating of childs acader	nic level of p	performan	се				
sociodemog	<u>raphy</u>							
	elate to both parental at I have a "mother" or "fat		gures of th	e child if th	ey are livin	g with the c	hild in the	same
eines	n Sie alleinerziehend s der beiden folgend ie Mutter oder den V	en Kästch						
Zutreffendes b	oitte ankreuzen.							
Ich bin alleiner	ziehende Mutter.	not checke [0]	ed ched	cked [1]				
Ich bin alleiner	ziehender Vater.							
Variables								
p16a	Alleinerziehende Mutte	r?						
p16b	Alleinerziehender Vate	r?						

17 Wher	n were you born?
Please enter fi	igures 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
	anderes, und zwar: [14] ltalien [13] China [12] Polen [11] Irak [10] Armenien [9] Kasachstan [8] Serbien [7] Ukraine [6] Azerbaijan [5] Turkey [4] Germany [1]
mother	d zwar: [14]
Mother	
	anderes, und zwar: [14] [Italien [13] [China [12] [Polen [11] [Irak [10] [Armenien [9] [Kasachstan [8] [Serbien [7] [Ukraine [6] [Azerbaijan [5] [Turkey [4] [Russian Federation [3] [Germany [1] [
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	r 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			
I) Chinese			
m) Italian			
n) Other, namely:			
Mother			
Mother	not checked [0]	checked [1]	
Mother a) German			
a) German			
a) German b) Vietnamese			
a) German b) Vietnamese c) Russian			
a) German b) Vietnamese c) Russian d) Turkish			
a) German b) Vietnamese c) Russian d) Turkish e) Azerbaijani			
a) German b) Vietnamese c) Russian d) Turkish e) Azerbaijani f) Ukrainian			
a) German b) Vietnamese c) Russian d) Turkish e) Azerbaijani f) Ukrainian g) Serbian			
a) German b) Vietnamese c) Russian d) Turkish e) Azerbaijani f) Ukrainian g) Serbian h) Kazakh			
a) German b) Vietnamese c) Russian d) Turkish e) Azerbaijani f) Ukrainian g) Serbian h) Kazakh i) Armenian			
a) German b) Vietnamese c) Russian d) Turkish e) Azerbaijani f) Ukrainian g) Serbian h) Kazakh i) Armenian j) Iraqi			
a) German b) Vietnamese c) Russian d) Turkish e) Azerbaijani f) Ukrainian g) Serbian h) Kazakh i) Armenian j) Iraqi k) Polish			

Father	-	P					
Variables							
p19am	nationality German mother						
p19bm	nationality Vietnamese mother	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:						
	t is your highest general education	n school-leav	ing certificat	e?			
Please check	where applicable						
		Haupt-/Volkss chulabschluss , 8. Klasse POS [2]	Mittlere Reife/Realsch ulabschluss, 10. Klasse POS [3]	(Fach-)Abitur, 12. Klasse EOS [4]	anderen Abschluss [5]		
mother							
father							

p20m	highest general educat	ion schoolleavir	ng certificate	
p20v	highest general educat	ion schoolleavir	ng certificate father	
21 Hav	e you acquired your	highest school	ol-leaving certific	cate in Germany?
				h as apprenticeship or university ease check as applicable
yes [1]				
no [0]				
Variables				
p21	highest general educat	ion schoolleavir	ng certificate acquir	ed in Germany
22 Wha	at is your highest voc	ational trainir	ng certificate?	
Please state	your highest certificate o	nly		
		not checked [0]	checked [1]	
(commercial, agricultural) j assistant's ce	eship certificate operational, industrial, ourneyman's or ertificate, dual training, worker's certificate -			
	oftsman certificate, raining certificate -			
	nt training (career : subclerical class -			
	nt training (career : clerical class - mother			
	nt training (career : executive class -			
	nt training (career : administrative class -			
g) Certificate school - moth	of a public health ner			
1 '	l school certificate, school certificate -			
	school certificate (also cademy certificate) -			
j) Technical s GDR - mothe	school certificate in the er			
k) Bachelor (e.g. B.A., B.Sc.) -			

Variables

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		checked [1]	
(commercial, operational, industrial, agricultural) journeyman's or assistant's certificate, dual training, GDR: skilled worker's certificate -		checked [1]	
(commercial, operational, industrial, agricultural) journeyman's or assistant's certificate, dual training, GDR: skilled worker's certificate - father b) Master craftsman certificate,		checked [1]	
(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 -		checked [1]	
(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		checked [1]	
(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		checked [1]	
(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 -		checked [1]	
(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		checked [1]	

j) Technical so GDR - father	hool certificate in the		
k) Bachelor (e	.g. B.A., B.Sc.) - father		
I) Diplom [Diplom father	oma], Master (M.A.) -		
	quivalent to Master in na system], state		
n) Doctorate, h	nabilitation - father		
o) Vocational a	academy certificate -		
	of a university of istrative sciences -		
	ollege certificate of engineering) -		
r) University ed father	ducation certificate -		
s) GDR: incom certificate in a	nplete skilled worker's trade - father		
t) No vocational father	al training certificate -		
u) Other, name	ely: - father		
Father			
Father Variables			
	highest educational certific	ate training, j	journeyman's certificate etc mother
Variables	highest educational certific		<u> </u>
Variables p22am	highest educational certific	ate master, t	<u> </u>
Variables p22am p22bm	highest educational certific	ate master, to	echnician mother ant subclerical class mother
Variables p22am p22bm p22cm	highest educational certific	ate master, to ate civil serva ate civil serva	echnician mother ant subclerical class mother ant clerical class mother
Variables p22am p22bm p22cm p22dm	highest educational certific highest educational certific highest educational certific highest educational certific	ate master, to ate civil serva ate civil serva ate civil serva	echnician mother ant subclerical class mother ant clerical class mother
Variables p22am p22bm p22cm p22dm p22em	highest educational certific highest educational certific highest educational certific highest educational certific	ate master, to ate civil serva ate civil serva ate civil serva ate civil serva	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother
Variables p22am p22bm p22cm p22dm p22em p22fm	highest educational certific highest educational certific highest educational certific highest educational certific highest educational certific highest educational certific	ate master, to ate civil serva ate public he	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother
Variables p22am p22bm p22cm p22dm p22em p22em p22fm p22gm	highest educational certific highest educational certific highest educational certific highest educational certific highest educational certific highest educational certific	ate master, to ate civil serva ate commerciate	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother sial school certificate mother
Variables p22am p22bm p22cm p22dm p22em p22fm p22gm p22hm	highest educational certific highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother sial school certificate mother
Variables p22am p22bm p22cm p22dm p22em p22fm p22fm p22gm p22hm p22im	highest educational certific highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother sial school certificate mother school certificate in GDR mother
Variables p22am p22bm p22cm p22dm p22em p22fm p22gm p22jm p22im p22jm	highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother sial school certificate mother school certificate in GDR mother
Variables p22am p22bm p22cm p22dm p22em p22fm p22gm p22jm p22jm p22jm p22km	highest educational certific highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor ate Diplom [[echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother cial school certificate mother school certificate in GDR mother mother
Variables p22am p22bm p22cm p22cm p22dm p22em p22fm p22gm p22jm p22jm p22km p22lm	highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor ate Diplom [I ate Magister	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother sial school certificate mother school certificate mother school certificate in GDR mother mother Diploma], Master [M.A.] mother [equivalent to Master in the pre-Bologna system] state
Variables p22am p22bm p22cm p22cm p22dm p22em p22fm p22gm p22lm p22jm p22lm p22lm p22lm p22lm p22lm	highest educational certific examination mother	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor ate Diplom [Eate Magister ate doctorate	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother cial school certificate mother school certificate mother school certificate in GDR mother mother Diploma], Master [M.A.] mother [equivalent to Master in the pre-Bologna system] state e, habilitation mother
Variables p22am p22bm p22cm p22cm p22dm p22em p22fm p22gm p22jm p22jm p22lm p22lm p22lm p22lm p22nm	highest educational certific examination mother highest educational certific Highest educational certific Highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor ate Diplom [I ate Magister ate doctorate cate vocations	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother cial school certificate mother school certificate mother school certificate in GDR mother mother Diploma], Master [M.A.] mother [equivalent to Master in the pre-Bologna system] state e, habilitation mother
Variables p22am p22bm p22cm p22cm p22dm p22em p22fm p22gm p22hm p22jm p22jm p22lm p22lm p22lm p22nm p22nm p22nm	highest educational certific examination mother highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor ate Diplom [Eate Magister ate doctorate cate vocations ate university	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother cial school certificate mother school certificate mother school certificate in GDR mother mother Diploma], Master [M.A.] mother [equivalent to Master in the pre-Bologna system] state a, habilitation mother al academy 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 Bache certificate: At what education	· ·		e highest vocational training his certificate?
Please check only one box in each co	olumn		
	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 univers administrative	ity of applied sciences - father					
	At a university of applied sciences d/or former school of engineering -					
medical, religio	d) At a university (also technical, medical, religious, teacher training or veterinary college, college of music or art) - father					
e) Other facility	y - father					
Variables						
p23am	BA (vocational academy)	mother				
p23bm	University of applied admi	inistrative sc	iences mother			
p23cm	University of applied scier	nces and/or f	former school of	engineering mother		
p23dm	University mother					
p23em	College of art mother					
p23av	BA (vocational academy)	father				
p23bv	University of applied admi	inistrative sc	iences - father			
p23cv	University of applied scier	nces and/or f	former school of	engineering father		
p23dv	University father					
p23ev	College of art father					
24 Are y	ou currently working f	ull or part-	time, spare tir	ne or non-active?		
	ith less than 15 hours per v			nployment". "Spare-time employment" ve" for training process. Please check only		
		ot checked [0]	checked [1]			
a) Full-time en	nployment - mother					
b) Part-time er	mployment - mother					
c) spare-time	employment - mother					
c) not employe	ed - mother					
	ployment: How many hours per week – including any s - mother		_			
	n	ot checked [0]	checked [1]			
a) Full-time en	nployment - father					
b) Part-time er	mployment - father					
c) spare-time e	employment - father					
d) Non-active	- father					
	oloyment: How many hours per week – including any s 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 present?	or if you are	non-active:	What are your main activities at
Please check only one box in each co	lumn.		
	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 employr	nent		
p26v	father current employm			
<u> </u>	1 /			
27 What	is and/or was your	orofessional	nosition?	
If you are on pon spare-time	art-time and/or full-time employment or if you ar nal work, please indicate	employment, p e non-active, p	<mark>lease indicate yo</mark> l lease indicate yol	ur current professional position. If you are ur last professional activity. For temporary se same employer. Please check only one
		not checked [0]	checked [1]	
a) Unskilled w	orker			
	d worker, skilled worker e training in a branch			
c) Skilled work	er, assistant			
d) Foreman, g leader	roup leader, team			
e) Master craft	sman, site foreman			
f) Simple job (e	e.g. salesperson)			
g) Qualified job draftsman)	o (e.g. clerk, design			
h) Highly quali executive func engineer, sciel department)				
	ving executive tasks general manager, ·)			
j) Industrial ma foreman	aster craftsman and			
k) Subclerical of Oberamtsmeis				
	s (from assistant to and/or Amtsinspektor)			
Amtsrat and/or and elementar	class (from Inspektor to r Oberamtsrat inclusive y, secondary modern mediate school			
	ve class, judge (from and higher, e.g. Studienrat)			
a) noncommis	sioned 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)	П	
dopartment		
i) Activity involving executive tasks (e.g. director, general manager, board member)		
i) Activity involving executive tasks (e.g. director, general manager,		
i) Activity involving executive tasks (e.g. director, general manager, board member) j) Industrial master craftsman and		
i) Activity involving executive tasks (e.g. director, general manager, board member) j) Industrial master craftsman and foreman k) Subclerical class (up to		
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		
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		

sioned officer (junior ned officer, senior ned officer such as sergeant)		
eutenant, captain)		
(from major)		
fession		
nmerce, industry,		
mily member		
Mother - unskilled worker		
Mother - semi-skilled worker		
Mother - skilled worker, assis	stant	
Mother - foreman		
Mother - master craftsman		
Mother - simple job		
Mother - qualified job		
Mother - highly qualified activ	vity or executive	function
Mother - activity involving ex-	ecutive tasks	
Mother - industrial master cra	aftsman and for	eman
Mother - civil servant, subcle	rical class	
Mother - civil servant, clerica	l class	
Mother - civil servant, execut	tive class	
Mother - civil servant, admini	istrative class	
Mother - private		
Mother - noncommissioned of	officer	
Mother - officer		
Mother - sergeant		
Mother - in a free profession		
Mother - self-employed in tra	ide, commerce,	industry, service sector
Mother - farmer		
Mother - assisting family mer	mber	
Mother - freelancer		
Father - unskilled worker		
Father - semi-skilled worker		
Father - skilled worker, assis	tant	
Father - foreman		
Father - master craftsman		
Father - simple job		
Father - qualified job		
	med officer, senior and officer such as sergeant) eutenant, captain) (from major) offession merce, industry, mily member Mother - unskilled worker Mother - semi-skilled worker, assis Mother - foreman Mother - simple job Mother - highly qualified activ Mother - activity involving ex Mother - civil servant, subcle Mother - civil servant, clerica Mother - civil servant, adminity Mother - civil servant, adminity Mother - private Mother - officer Mother - sergeant Mother - sergeant Mother - sergeant Mother - self-employed in tra Mother - farmer Mother - farmer Mother - sessisting family men Mother - freelancer Father - skilled worker, assis Father - skilled worker, assis Father - master craftsman Father - master craftsman Father - master craftsman	med officer, senior med officer such as sergeant) eutenant, captain) (from major) fession merce, industry, mily member Mother - unskilled worker Mother - semi-skilled worker Mother - semi-skilled worker Mother - simple job Mother - qualified job Mother - highly qualified activity or executive Mother - activity involving executive tasks Mother - civil servant, subclerical class Mother - civil servant, executive class Mother - civil servant, administrative class Mother - private Mother - noncommissioned officer Mother - sergeant Mother - sergeant Mother - sergeant Mother - sergeant Mother - sesif-employed in trade, commerce, Mother - farmer Mother - assisting family member Mother - sersi-skilled worker Father - semi-skilled worker Father - semi-skilled worker Father - skilled worker, assistant Father - master craftsman Father - master craftsman Father - master craftsman

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 have	u are and/or were a self-employed person: How many employees do and/or did you?
	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 i	1,000
	bis 10 bis 20 bis 50 bis 100 bis 200 bis 500 bis 500 bis 500 bis 2000 bis 500 bis 400 bis 500 bis 500 bis 600
	[1] Person 10 20 50 100 200 500 1.000 2.000 en und en la person P
	en [3] en [4] en [5] en [6] en [7] en [8] en [9] en [10]
mother	
father	
Variables	
p28m	mother self-employed, number of employees
p28v	father self-employed, number of employees
29 If you posit	u are and/or were not a self-employed person: Are and/or were you in a leading
-	spare-time employment or if you are non-active, please indicate your last professional activity.
Please check	
	nein [1] ja [2]
mother	
father	
	0 [1] 1–2 [2] 3–9 [3] 10 and more [4]
Mutter	
Vater	
Variables	

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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 entir of all persons living in your househ	re household. What is the monthly household income old today?
	er tax and social insurance contributions. Please add regular ren's allowance, educational maintenance allowance, 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 d	lo you attach	to your ch	hild ge	etting a job	that is as	respe	cted as
If you are non	-active at present, plea	se think of your	last profess	sional a	ctivity. Pleas	se check on	e box ir	each line
		not checked [0]	checked	[1]				
mother was ne	ever employed							
father was nev	ver employed							
		1 = not important at all (Likert) [1]	2 [2] 3	3 [3]	4 [4]	5 [5]	6 [6]	7 = very important [7]
the mother's	s?							
the father's	?							
Variables								
p31ma	mother never employe	ed?						
p31va	father never employed	<u>;</u>						
p31m	at least same status li	ke mother impo	rtant?					
p31v	at least same status a	s father importa	int?					
moth	ession with the folloner's? So current not gainfully e	Ū					-	
		very small [1]	rather sm [2]	nall	partly [3]	rather gr [4]	eat _v	ery great [5]
a) With vocation	onal education							
Mutter war nie	erwerhstätig	not checked [0]	checked	[1]				
Watter war inc	Ciweibotatig		rather sm	nall		rather gr	eat	
		very small [1]	[2]	iaii	partly [3]	[4]	V	ery great [5]
b) With acade	mic studies							
		not checked [0]	checked	[1]				
Mutter war nie	erwerbstätig							
Variables								
p32a	mother chances for sa	ame status with	vocational t	raining				
p32a2	Mother never employe	ed?						
p32b	mother chances for sa	ame status with	academic s	tudies				
p32b2	Mother never employe	ed?						

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 in each line.	current not gainfully em	ployed, please	think of your la	st professional	activity. Please	check one box
		very small [1]	rather small [2]	partly [3]	rather great [4]	very great [5]
a) With a voca	tional 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						
р33а	father chances for sam	e status with vo	cational trainin	ng		
p33a2	Father never employed	l?				
p33b	father chances for sam	e status with ac	ademic studies	S		
p33b2	Father never employed	l?				
34 What	vocational education	n would you	like your da	ughter/son to	get?	
Please check	only one answer					
	sbildungsabschluss (z.B. in el, Verwaltung, Dienstleistu					
	bildungsabschluss (z.B. im sen, Krankenschwester/-pf					
Studienabschlus	ss an einer Berufsakademi	ie [3]				
Studienabschlus	ss an einer Fachhochschul	le [4]				
Studienabschlus	ss an einer Universität [5]					
Studienabschlus	ss an einer Pädagogischer	n Hochschule [6]				
Variables						
p34	parents' wish for childs	vocational train	ning			
	u consider all the thi					ur opinion
Please check	one box in each line			-		
		1 = impossibl e (Likert) 2 [1]	[2] 3 [3]	4 [4]	5 [5] 6 [6	7 = absolutel 6] y sure (Likert) [7]
(e.g. in trade, i	ducational qualification ndustry, commerce, services sector)					

	cational qualification alth care system,							
c) Graduation academy	from a vocational							
d) Graduation applied scienc	from a university of es							
e) Graduation	from a university							
f) Graduation f college	rom a teacher's							
Variables								
p35a	parents' prediction on o	chance of ind	ustrial ed	lucational o	qualification			
p35b	parents' prediction on o	chance of sch	ool educ	ational qua	alification			
p35c	parents' prediction on o	chance of gra	duation f	rom vocati	onal acaden	าy		
p35d	parents' prediction on o	chance of gra	duation f	rom a univ	ersity of app	lied sciend	ces	
p35e	parents' prediction on o	chance of gra	duation f	rom univer	sity			
p35f	parents' prediction on o	chance of gra	duation f	rom a tead	her's college			
are th	natter what your dau ne chances that she national one box in each line			fter she/h	ne has left	school, v	what do <u>y</u>	you think
		very unlikely		unlikely	partly [3]	fairly lik	cely [4] v	ery likely [5]
		111						
a) achieve a qualification?	a professional	[1]		[2]]	
	·]	
qualification? b) achieve a	·]	
dualification? b) achieve a qualification?	·				qualification]	
qualification? b) achieve a qualification? Variables	an academic	uld child achi	eve a prc	ofessional o	•			
qualification? b) achieve a qualification? Variables p36a	an academic parents' prediction: Co	uld child achi	eve a prc	ofessional o	•	?		
qualification? b) achieve a qualification? Variables p36a p36b	parents' prediction: Co	uld child achi	eve a pro	ofessional of	fication?	?		
qualification? b) achieve a qualification? Variables p36a p36b To w	an academic parents' prediction: Co	uld child achi	eve a pro	ofessional of	fication?	?		
qualification? b) achieve a qualification? Variables p36a p36b To w	parents' prediction: Co parents' prediction: Co parents' prediction: Co	uld child achi	eve a pro	ofessional of	fication?	5 [5]	6 [6]	7 = fully agree (Likert) [7]
qualification? b) achieve a qualification? Variables p36a p36b 37 To with the properties of the	parents' prediction: Co parents' prediction: Co parents' prediction: Co hat extent can you s one box in each line	uld child achi uld child achi uld child achi support the 1 = disagree completel y (Likert)	eve a pro eve acad stateme	ofessional of lemic qualicents on e	fication? ducation?		6 [6]	agree (Likert)
qualification? b) achieve a qualification? Variables p36a p36b 37 To with the part of the part o	parents' prediction: Co parents' prediction: Co parents' prediction: Co hat extent can you s one box in each line nool-leaving certificate vorking-class children y of social cation in Germany will tional competitiveness	uld child achi uld child achi uld child achi support the 1 = disagree completel y (Likert)	eve a pro eve acad stateme	ofessional of lemic qualicents on e	fication? ducation?		6 [6]	agree (Likert)

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 cert	tificate give	s opportun	ity of social	advancem	ent. For wo	orking class	children
p37b good education secure	s competiti	veness of I	ocation				
p37c good education broade	ens mental	horizon of p	people				
p37d high education is indisp	oensable fo	or cultural li	fe in our co	untry			
p37e high level of education	promotes	critical facu	lty of peopl	е			
p37f good school education	is valuable	in itself					
38 Wie viele Bücher gibt es	bei Ihnen	zu Hause	e ungefäh	r?			
Do not count: magazines, newspapers	s and scho	ol books. P	lease chec	k only one a	answer.		
None or only very few (0 to 10 books) [1]							
Enough to fill one shelf (11 to 25 books) [2	2]						
Enough to fill several shelves (26 to 100 b	ooks) [3]						
Enough to fill a small set of shelves (101 to	o 200 books) [4]					
Enough to fill a large set of shelves (201 to	o 500 books) [5]					
Enough to fill shelf units (more than 500 b	ooks) [6]						
Variables							
p38 Number of books in ho	use						
39 Do you have at home for	your dau	ghter/son	١				
Please check one box in each line.							
	yes [1]] n	o [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 th homework?	at are useful for					
i) a dictiona	ıry?					
Variables						
p39a	things beneficial for ec	lucation in hous	ehold: desk			
p39b	things beneficial for ec	lucation in hous	ehold: own roon	า		
р39с	things beneficial for ed	lucation in hous	ehold: computer	for learning		
p39d	things beneficial for ed	lucation in hous	ehold: learning s	software		
p39e	things beneficial for ed	lucation in hous	ehold: classical	literature		
p39f	things beneficial for ed	lucation in hous	ehold: books wit	th poems		
p39g	things beneficial for ec	lucation in hous	ehold: works of	art		
p39h	things beneficial for ec	lucation in hous	ehold: useful bo	oks for homewo	ork	
p39i	things beneficial for ec	lucation in hous	ehold: dictionary	/		
40 How	important do you co	onsider the fo	llowing school	ol subjects?		
Please check	one box in each line					
		Unimportant	Rather	Rather	Very	
		[1]	unimportant [2]	important [3]	important [4]	
a) Mathematic	s					
b) English						
c) German						
d) Biology						
e) Chemistry						
f) History						
g) Physics						
Variables						
p40a	rating importance of th	e subject mathe	ematics			
p40b	rating importance of th	e subject Englis	sh			
p40c	rating importance of th	e subject Germ	an			
p40d	rating importance of th	e subject biolog	ıy			
p40e	rating importance of th	e subject chemi	istry			
p40f	rating importance of th	e subject history	у			
p40g	rating importance of th	e subject physic	cs			
41 What	grades (score) ach	ieved by your	daughter/so	n would you o	only just be s	atisfied
	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) Mathematic	S		GIMO [2]		Granto, [4]	
b) English						

c) German						
d) Biology						
e) Chemistry						
f) History						
g) Physics						
Variables						
p41a	only just satisfied with gr	ade in mathen	natics			
p41b	only just satisfied with gr	ade in English				
p41c	only just satisfied with gr	ade in Germar	า			
p41d	only just satisfied with gr	ade in biology				
p41e	only just satisfied with gr	ade in chemis	try			
p41f	only just satisfied with gr	ade in history				
p41g	only just satisfied with gr	ade in physics				
42 Who	of you has completed	I the questic	nnaire?			
Please check	only one answer					
		mother [1]	father [2]	both [3]	another person, namely: [4]	
₽ P						
Variables						
p42	Who completed the ques	stionnaire?				
p42a	other person completing	questionnaire				

Thank you for completing the questionnaire.

3.2 Wave 2 (ID 43)

In this year (i.e. school year 2010/2011 secondary level for the first time in Thu compulsory learning subjects offered. \(\) called "new upper secondary level".), secondary s ringia. The ref	orm involve a n	es will have comp number of change	es in terms of th	ne range of
1 How much do you know a secondary level?	bout the diff	ferences betw	ween the "old"	and the "ne	w" upper
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 abo	ut the upper se	econdary level	reform		
slightly negative effects [2] no effect [3] slightly positive effects [4] strong positive effects [5]					
Variables p2 overall assessment - pa	rents - reform				
3 How will the reform of the opinion? Please check one box in each line	upper seco	·	ffect the follow		·
	strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]
Proficiency level of the students on the whole		_		П	П

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".

	much do you know al ndary level?	oout the diff	erences betw	een the "old"	and the "nev	w" upper
Please check	only one answer					
very little [1]						
little [2]						
much [3]						
very much [4]						
Very poor: Ple	ase proceed to question	4				
Variables						
p1	Parents knowledge about	t the upper se	condary level r	eform		
2 How	do you rate the reform	n of the upp	er 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 e	ffects [5]					
Variables						
p2	overall assessment - par	ents - reform				
3 How opinion	will the reform of the on?	upper secor	ndary level af	fect the follow	ing aspects	in your
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 the whole	evel of the students on					
b) Motivation owhole	f the students on the					
c) Preparation	for the academic					

d) Preparation of the academ	for the requirements ic studies							
e) Comparabil schoolleaving schools	ity of the high grade across different							
	the high schoolleaving dicator for scholastic							
Variables								
р3а	Effects of the reform - pa	arents' opinion	- proficiency le	evel				
p3b	Effects of the reform - pa	arents' opinion	- motivation or	the whole				
р3с	Effects of the reform - parents' opinion - preparation for academic subject selection							
p3d	Effects of the reform - parents' opinion - preparation for requirements of academic studies							
р3е	Effects of the reform - pa	arents' opinion	- comparability	of schoolleaving	g grade			
p3f	Effects of the reform - page 2	arents' opinion	- schoolleaving	g grade as indica	itor			
subje in the	is your opinion abou ect (with 4 hours per versible basic and/or advance wing aspects?	week compa	red to 4 and/	or 6 hours per	week			
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 promathematics	ficiency level in							
b) Securing a level in mather	minimum proficiency matics							
c) Promotion of good grades in	of students with very n mathematics							
students with a	of differences between a high and those with a y level in mathematics							
e) Willingness make efforts ir	of the students to mathematics							
f) Interest show mathematics	wn by students in							
	of students with a lower rel in mathematics							
Variables								
p4a	Effects of the reform - pa	arents' opinion	- mathematics	- medium profici	ency level			
p4b	Effects of the reform - pa	arents' opinion	- mathematics	- securing minin	num proficiency	/ level		
p4c	Effects of the reform - pa	arents' opinion	- mathematics	- promotion of s	tudents with go	od grades		
p4d	Effects of the reform - pa	arents' opinion	- mathematics	- reduction of di	fferences			
p4e	Effects of the reform - pa	arents' opinion	- mathematics	- willingness to r	make efforts			
p4f	Effects of the reform - pa	arents' opinion	- mathematics	- interest shown	by students			
p4g	Effects of the reform - palevel	arents' opinion	- mathematics	- promotion of s	tudents with lov	ver proficiency		

"incr week aspe	is your opinion about eased level of require in the basic and/or a cts? - As a rule, Engli rement.	ment" (with dvanced cou	4 hours per urse prior to	week compare the reform) re	ed to 4 and/or lative to the f	r 6 hours per following
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 profic	iency level in English					
Securing a minin English	nimum proficiency level					
	nentoring of excellent nigher achievement sh					
	rences between veaker students in es in English					
Willingness of efforts in Engli	the students to make sh					
Interest shown	by students in English					
	udents with lower evels in English					
Variables						
p5a	Reform of English - profi	ciency level				
p5b	Reform of English - secu	ıring minimum	proficiency lev	el		
р5с	Reform of English - pron	notion of stude	nts with good (grades		
p5d	Reform of English - Red	ucing differenc	es			
р5е	Reform of English - Willi	ngness to mak	e efforts			
p5f	Reform of English - inter	est shown by	students			
p5g	Reform of English - Sup	oort for studen	ts with lower a	chievement level	s	
natur	e reformed upper sec ral science (physics, o rement" (4 hours per	chemistry or	biology) as	a subject with	an "increase	ed level of
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 pro sciences	ficiency level in natural					
b) Securing a level in natura	minimum proficiency I sciences					
	of students with very n natural sciences					

students with a	of differences between a high and those with a y level in natural					
	of the students to n natural sciences					
f) Interest shown natural science	wn by students in es					
	of students with a lower rel in natural sciences					
Variables						
р6а	Natural sciences reform	- proficiency le	evel			
p6b	Natural sciences reform	- securing min	nimum proficien	cy level		
р6с	Natural sciences reform	- promotion of	f students with	good grades		
p6d	Natural sciences reform	- reduction of	differences			
p6e	Natural sciences reform	- willingness to	o make efforts			
p6f	Natural sciences reform	- interest show	wn by students			
p6g	Natural sciences reform	- promotion of	students with I	lower proficienc	y level	
five i	e reformed upper sec nstead of four exami					
Please check	one box in each line	-4	ali alak			
Please check	one box in each line	strong decrease [1]	slight decrease [2]	no change [3]	slight increase [4]	strong increase [5]
	hological stress on the			no change [3]		
a) the psychigh school gra	hological stress on the aduates?			no change [3]		
a) the psychigh school gradual b) the gene the high school	hological stress on the aduates? eral education level of ol graduates? ibility of developing			no change [3]		
a) the psychigh school grade b) the gene the high school c) the possiown focus of in	hological stress on the aduates? eral education level of ol graduates? eibility of developing enterest? gness to learn in			no change [3]		
a) the psychigh school grather high school c) the gene the high school c) the possiown focus of ind) the willin nonexamination	hological stress on the aduates? ral education level of ol graduates? ibility of developing nterest? gness to learn in on subjects? ty of preparation for the			no change [3]		
a) the psychigh school grather high school grather high school c) the possiown focus of ind) the willin nonexamination e) the qualitacademic studies.	hological stress on the aduates? ral education level of ol graduates? ibility of developing nterest? gness to learn in on subjects? ty of preparation for the lies? arability of the high			no change [3]		
a) the psychigh school grather high school grather the high school c) the possiown focus of ir d) the willing nonexamination e) the quality academic study.	hological stress on the aduates? ral education level of ol graduates? ibility of developing nterest? gness to learn in on subjects? ty of preparation for the lies? arability of the high			no change [3]		
a) the psychigh school grather high school grather high school c) the possiown focus of ind) the willing nonexamination e) the quality academic study of the composchoolleaving	hological stress on the aduates? ral education level of ol graduates? ibility of developing nterest? gness to learn in on subjects? ty of preparation for the lies? arability of the high			no change [3]		
a) the psychigh school grather high school grather the high school c) the possiown focus of ir d) the willing nonexamination e) the quality academic study of the composchoolleaving.	hological stress on the aduates? ral education level of ol graduates? ibility of developing nterest? gness to learn in on subjects? ty of preparation for the lies? arability of the high certificate?	decrease [1]		no change [3]		
a) the psychigh school grather high school grather high school c) the genether high school c) the possiown focus of ind) the willing nonexamination e) the quality academic study f) the composchoolleaving Variables p7a	hological stress on the aduates? ral education level of ol graduates? ibility of developing nterest? gness to learn in on subjects? ty of preparation for the lies? arability of the high certificate? Psychological stress	decrease [1]		no change [3]		
a) the psychigh school grables b) the gene the high school c) the possiown focus of ird) the willin nonexamination e) the qualifacademic study f) the comp schoolleaving Variables p7a p7b	hological stress on the aduates? ral education level of ol graduates? ibility of developing nterest? gness to learn in on subjects? ty of preparation for the lies? arability of the high certificate? Psychological stress General education level	decrease [1]	decrease [2]	no change [3]		
a) the psychigh school grath b) the gene the high school c) the possiown focus of ir d) the willin nonexamination e) the quality academic study of the composchoolleaving variables p7a p7b p7c	hological stress on the aduates? ral education level of ol graduates? ibility of developing nterest? gness to learn in on subjects? ty of preparation for the lies? arability of the high certificate? Psychological stress General education level Focus of interest	decrease [1]	decrease [2]	no change [3]		

On your daughter / your son

8 To what extent are you s	satisfied with y	our daughte	r's/son's perf	ormance in so	hool?
Please check only one answer.					
With my daughter's/son's performanc	e at school, I				
Very unsatisfied [1]					
Rather unsatisfied [2]					
Rather satisfied [3]					
Very satisified [4]					
Variables					
p8 Satisfaction with childs	s performance at	school			
9 What occupation should	l your daughte	r/son choose	in your opin	ion?	
Please state what you think and not	what your daught	er/son is aimin	g for		
Variables					
p9 Parents' career aspira	tion for child				
10 How well are you inform receives in what subject		uestion of h	ow many hou	rs of teaching	your child
Please check only one answer					
very little [1]					
little [2]					
much [3]					
very much [4]					
Variables					
p10 Knowledge about how	many hours of te	eaching per sul	oject		
•					
11 How do you rate the sch	ool's performa	ance requirer	nents to be m	net by your da	ughter/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?					<u> </u>
b) during homework?					
c) during performance checks in class (e.g. written tests)?					

p11a	Rating of performance r	equiremen	ts - in cias	S				
p11b	Rating of performance r	equirement	ts - homev	work				
p11c	Rating of performance r	equiremen	ts - perfori	mance che	cks			
12 How	do you rate the scho	ol's time	requirem	nents to b	e met by	your daug	hter/son	?
	one box in each line		·				-	
		much too k	ow	[0]	:	1	n	nuch too
		[1]	100	low [2]	just right [3] too gre	at [4]	great [5]
a) Weekly tead	ching time]	
b) Time for ho	mework]	
preparation an	he teaching subject]	
Variables								
p12a	Rating of time requirem	ents - week	dy teachin	g time				
p12b	Rating of time requirem	ents - time	for homev	vork				
p12c	Rating of time requirem	ents - time	for learnin	ıg				
13 To w	hat extent are you sa	tisfied wi	th vour c	daughter's	s/son's so	hool in a	eneral?	
	only one answer					J		
very unsatisfied	•							
rather unsatisfie	d [2]							
rather satisfied [3]							
very satisfied [4]								
Variables								
p13	Satisfaction of parents v	with school	in general					
14 How	often do you or your	partner g	enerally					
Please check	one box in each line							
		nie [1]	alle paar Monate [2]	1 bis 2 Mal pro Monat [3]) einmai pro	mehrmals pro Woche [5]	(fast) täglich [6]	
a) discuss prissues with you	political and social ur child?							
b) discuss be programmes w	oooks, films or TV vith your child?							
c) listen to o	classical music with							

Variables

d) talk about	nt things your child has ool?							
e) talk abou educational ca	nt her/his further nreer?							
f) sit at the dinner with you	table having lunch or ur child?							
Variables								
p14a	Discussing political and	d social issu	es					
p14b	Discussing books/films	:/TV progran	nmes					
p14c	Listen to classical mus	ic						
p14d	Talk about things learn	ed in schoo	l					
p14e	Talk about further educ	cational care	eer					
p14f	Having lunch or dinner	together wi	th child					
15 How	do you rate the follo	wing poin	ts/aspec	ts?				
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]
	nal prospects for luates in general							
	nal prospects for n vocational institutions mic studies							
c) The academ	nic level of f your daughter/son							
Variables								
p15a	Rating vocational pros	pects for uni	iversity gra	duates				
p15b	Rating of vocational pr	ospects for	graduates	from vocat	ional institu	tions witho	ut academ	nic studies
p15c	Rating of childs acade	mic level of p	performan	ce				
On your bac	kground, occupatio	n, scholar	and voc	ational ec	lucation			
	elate to both parental a d have a "mother" or "fa		gures of th	e child if th	ey are livin	g with the o	child in the	same
	are a single mothe	_	•	•			o followi	ng boxes.
	where applicable							
		not checke	ed chec	cked [1]				
I am a single n	nother.							
I am a single fa	ather.							
Variables								
p16a	single mother?							
p16b	single father?							

17 Wher	n were you born?
Please enter fi	igures 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
	anderes, und zwar: [14] ltalien [13] China [12] Polen [11] Irak [10] Armenien [9] Kasachstan [8] Serbien [7] Ukraine [6] Azerbaijan [5] Turkey [4] Germany [1]
mother	d zwar: [14]
Mother	
	anderes, und zwar: [14] [Italien [13] [China [12] [Polen [11] [Irak [10] [Armenien [9] [Kasachstan [8] [Serbien [7] [Ukraine [6] [Azerbaijan [5] [Turkey [4] [Russian Federation [3] [Germany [1] [
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			
I) Chinese			
m) Italian			
n) Other, namely:			
Mother		Ø.	
	not checked [0]	checked [1]	
a) German			
b) Vietnamese			
c) Russian			
d) Turkish			
e) Azerbaijani			
e) Azerbaijani f) Ukrainian			
f) Ukrainian			
f) Ukrainian g) Serbian			
f) Ukrainian g) Serbian h) Kazakh			
f) Ukrainian g) Serbian h) Kazakh i) Armenian			
f) Ukrainian g) Serbian h) Kazakh i) Armenian j) Iraqi			
f) Ukrainian g) Serbian h) Kazakh i) Armenian j) Iraqi k) Polish			

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	t is your highest general education school-leaving certificate?
Please check	where applicable
	keinen Haupt-/Volkss Chulabschluss Schulabschluss ss [1] POS [2] POS [3] Mittlere Reife/Realsch (Fach-)Abitur, anderen ulabschluss, 12. Klasse Abschluss [5]
mother	
father	

Variables			
p20m	highest general educat	ion schoolleavin	ng certificate
p20v	highest general educat	ion schoolleavin	ng certificate father
21 Have	you acquired your l	highest schoo	ol-leaving certificate in Germany?
Please note the education, but	nat this does not refer to t school-leaving diploma	vocational train s such as high s	ing certificates such as apprenticeship or university school diploma. Please check as applicable
yes [1]			
no [0]			
Variables			
p21	highest general educat	ion schoolleavin	ng certificate acquired in Germany
22 Wha	t is your highest voc	ational trainir	ng certificate?
Please state y	our highest certificate o	nly	
		not checked [0]	checked [1]
a) Apprentices	ship certificate	[0]	
(commercial, agricultural) jo assistant's ce	operational, industrial, burneyman's or rtificate, dual training, worker's certificate -		
	tsman certificate, aining certificate -		
	nt training (career subclerical class -		
	nt training (career clerical class - mother		
	nt training (career executive class -		
	t training (career administrative class -		
g) Certificate of school - mother	of a public health er		
1 '	school certificate, chool certificate -		
	chool certificate (also ademy certificate) -		
j) Technical so GDR - mother	chool certificate in the		
k) Bachelor (e mother	.g. B.A., B.Sc.) -		

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		checked [1]	
(commercial, operational, industrial, agricultural) journeyman's or assistant's certificate, dual training, GDR: skilled worker's certificate -		checked [1]	
(commercial, operational, industrial, agricultural) journeyman's or assistant's certificate, dual training, GDR: skilled worker's certificate - father b) Master craftsman certificate,		checked [1]	
(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 -		checked [1]	
(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		checked [1]	
(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		Checked [1]	
(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 -		checked [1]	
(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		checked [1]	

j) Technical so GDR - father	hool certificate in the		
k) Bachelor (e.g. B.A., B.Sc.) - father			
I) Diplom [Diploma], Master (M.A.) - father			
	quivalent to Master in na system], state		
n) Doctorate, h	nabilitation - father		
o) Vocational a	academy certificate -		
	of a university of istrative sciences -		
	ollege certificate of engineering) -		
r) University ed father	ducation certificate -		
s) GDR: incom certificate in a	nplete skilled worker's trade - father		
t) No vocational training certificate -			
u) Other, name	ely: - father		
Father			
Father Variables			
	highest educational certific	ate training, j	journeyman's certificate etc mother
Variables	highest educational certific		<u> </u>
Variables p22am	highest educational certific	ate master, t	<u> </u>
Variables p22am p22bm	highest educational certific	ate master, to	echnician mother ant subclerical class mother
Variables p22am p22bm p22cm	highest educational certific	ate master, to ate civil serva ate civil serva	echnician mother ant subclerical class mother ant clerical class mother
Variables p22am p22bm p22cm p22dm	highest educational certific highest educational certific highest educational certific highest educational certific	ate master, to ate civil serva ate civil serva ate civil serva	echnician mother ant subclerical class mother ant clerical class mother
Variables p22am p22bm p22cm p22dm p22em	highest educational certific highest educational certific highest educational certific highest educational certific	ate master, to ate civil serva ate civil serva ate civil serva ate civil serva	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother
Variables p22am p22bm p22cm p22dm p22em p22fm	highest educational certific highest educational certific highest educational certific highest educational certific highest educational certific highest educational certific	ate master, to ate civil serva ate public he	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother
Variables p22am p22bm p22cm p22dm p22em p22em p22fm p22gm	highest educational certific highest educational certific highest educational certific highest educational certific highest educational certific highest educational certific	ate master, to ate civil serva ate commerciate	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother sial school certificate mother
Variables p22am p22bm p22cm p22dm p22em p22fm p22gm p22hm	highest educational certific highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother sial school certificate mother
Variables p22am p22bm p22cm p22dm p22em p22fm p22fm p22gm p22hm p22im	highest educational certific highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother sial school certificate mother school certificate in GDR mother
Variables p22am p22bm p22cm p22dm p22em p22fm p22gm p22jm p22im p22jm	highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother sial school certificate mother school certificate in GDR mother
Variables p22am p22bm p22cm p22dm p22em p22fm p22gm p22jm p22jm p22jm p22km	highest educational certific highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor ate Diplom [[echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother cial school certificate mother school certificate in GDR mother mother
Variables p22am p22bm p22cm p22cm p22dm p22em p22fm p22gm p22jm p22jm p22km p22lm	highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor ate Diplom [I ate Magister	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother sial school certificate mother school certificate mother school certificate in GDR mother mother Diploma], Master [M.A.] mother [equivalent to Master in the pre-Bologna system] state
Variables p22am p22bm p22cm p22cm p22dm p22em p22fm p22gm p22lm p22jm p22lm p22lm p22lm p22lm p22lm	highest educational certific examination mother	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor ate Diplom [Eate Magister ate doctorate	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother cial school certificate mother school certificate mother school certificate in GDR mother mother Diploma], Master [M.A.] mother [equivalent to Master in the pre-Bologna system] state e, habilitation mother
Variables p22am p22bm p22cm p22cm p22dm p22em p22fm p22gm p22jm p22jm p22jm p22lm p22lm p22lm p22nm	highest educational certific examination mother highest educational certific Highest educational certific Highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor ate Diplom [I ate Magister ate doctorate cate vocations	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother cial school certificate mother school certificate mother school certificate in GDR mother mother Diploma], Master [M.A.] mother [equivalent to Master in the pre-Bologna system] state e, habilitation mother
Variables p22am p22bm p22cm p22cm p22dm p22em p22fm p22gm p22hm p22jm p22jm p22lm p22lm p22lm p22nm p22nm p22nm	highest educational certific examination mother highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor ate Diplom [Eate Magister ate doctorate cate vocations ate university	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother cial school certificate mother school certificate mother school certificate in GDR mother mother Diploma], Master [M.A.] mother [equivalent to Master in the pre-Bologna system] state a, habilitation mother al academy 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 Bache certificate: At what education	· ·		e highest vocational training his 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 univers administrative	ity of applied sciences - father			
	ity of applied sciences school of engineering -			
medical, religio	oity (also technical, ous, teacher training or ege, college of music			
e) Other facility - father				
Variables				
p23am	BA (vocational academy)	mother		
p23bm	University of applied admi	inistrative sc	iences mother	
p23cm	University of applied scier	nces and/or f	former school of	engineering mother
p23dm	University mother			
p23em	College of art mother			
p23av	BA (vocational academy)	father		
p23bv	University of applied admi	inistrative sc	iences - father	
p23cv	University of applied scier	nces and/or f	former school of	engineering father
p23dv	University father			
p23ev	College of art father			
24 Are y	ou currently working f	ull or part-	time, spare tir	ne or non-active?
	ith less than 15 hours per v			nployment". "Spare-time employment" ve" for training process. Please check only
		ot checked [0]	checked [1]	
a) Full-time en	nployment - mother			
b) Part-time employment - mother				
c) spare-time employment - mother				
c) not employe	ed - mother			
e) Gainful employment: How many hours do you normally work per week – including any spare-time employment? - mother				
	n	ot checked [0]	checked [1]	
a) Full-time en	nployment - father			
b) Part-time er	mployment - 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 present?	or if you are	non-active:	What are your main activities at
Please check only one box in each co	lumn.		
	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:			P	
Variables				
p26m	mother current employr	nent		
p26v	father current employm			
27 What	is and/or was your	orofessional	nosition?	
If you are on pon spare-time	art-time and/or full-time employment or if you ar nal work, please indicate	employment, pe e non-active, p	<mark>lease indicate you</mark> lease indicate you	r current professional position. If you are last professional activity. For temporary same employer. Please check only one
		not checked [0]	checked [1]	
a) Unskilled wo	orker	[0]		
b) Semi-skilled	l worker, skilled worker e training in a branch			
c) Skilled work	er, assistant			
d) Foreman, g leader	roup leader, team			
e) Master craft	sman, site foreman			
f) Simple job (e.g. salesperson)				
g) Qualified job draftsman)	o (e.g. clerk, design			
h) Highly quali executive func engineer, sciel department)				
	ving executive tasks general manager, ')			
j) Industrial ma foreman	ster craftsman and			
k) Subclerical of Oberamtsmeis				
	s (from assistant to and/or Amtsinspektor)			
Amtsrat and/or and elementar	class (from Inspektor to r Oberamtsrat inclusive y, secondary modern mediate school			
	ve class, judge (from and higher, e.g. studienrat)			
o) noncommis	sioned 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		

noncommissio	ssioned officer (junior oned officer, senior oned officer such as f sergeant)				
q) Officer/in (lie	in (lieutenant, captain)				
r) Staff officer	(from major)				
s) In a free pro	ofession				
t) In trade, con service sector	In trade, commerce, industry, ervice sector				
u) Farmer	u) Farmer				
v) Assisting far	mily 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 have	u are and/or were a self-employed person: How many employees do and/or did you?
	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 i	1,000
	bis 10 bis 20 bis 50 bis 100 bis 200 bis 500 bis 500 bis 500 bis 500 bis 400 bis 500 bis 500 bis 500 bis 600 b
	[1] Person 10 20 50 100 200 500 1.000 2.000 en und en la person P
	en [3] en [4] en [5] en [6] en [7] en [8] en [9] en [10]
mother	
father	
Variables	
p28m	mother self-employed, number of employees
p28v	father self-employed, number of employees
29 If you posit	u are and/or were not a self-employed person: Are and/or were you in a leading
-	spare-time employment or if you are non-active, please indicate your last professional activity.
Please check	
	nein [1] ja [2]
mother	
father	
	0 [1] 1–2 [2] 3–9 [3] 10 and more [4]
Mutter	
Vater	
Variables	

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

Now your total income of your entire he of all persons living in your household	ousehold. What is the monthly household income today?
Please indicate the net amount, in other words after tappayments such as pensions, rent allowance, children's unemployment compensation etc Please check only of	
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 d	lo you attach	to your ch	hild ge	etting a job	that is as	respe	cted as
If you are non	-active at present, plea	se think of your	last profess	sional a	ctivity. Pleas	se check on	e box ir	each line
		not checked [0]	checked	[1]				
mother was ne	ever employed							
father was nev	ver employed							
		1 = not important at all (Likert) [1]	2 [2] 3	3 [3]	4 [4]	5 [5]	6 [6]	7 = very important [7]
the mother's	s?							
the father's	?							
Variables								
p31ma	mother never employe	ed?						
p31va	father never employed	<u>;</u>						
p31m	at least same status li	ke mother impo	rtant?					
p31v	at least same status a	s father importa	int?					
moth	ession with the folloner's? So current not gainfully e	Ū					-	
		very small [1]	rather sm [2]	nall	partly [3]	rather gr [4]	eat _v	ery great [5]
a) With vocation	onal education							
Mutter war nie	erwerhstätig	not checked [0]	checked	[1]				
Watter war inc	Ciweibotatig		rather sm	nall		rather gr	eat	
		very small [1]	[2]	iaii	partly [3]	[4]	V	ery great [5]
b) With acade	mic studies							
		not checked [0]	checked	[1]				
Mutter war nie	erwerbstätig							
Variables								
p32a	mother chances for sa	ame status with	vocational t	raining				
p32a2	Mother never employe	ed?						
p32b	mother chances for sa	ame status with	academic s	tudies				
p32b2	Mother never employe	ed?						

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 in each line.	current not gainfully em	ployed, please	think of your la	st professional	activity. Please	check one box			
		very small [1]	rather small [2]	partly [3]	rather great [4]	very great [5]			
a) With a voca	tional 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 acader	mic studies								
		not checked [0]	checked [1]						
Vater war nie	erwerbstätig								
Variables									
р33а	father chances for sam	e status with vo	cational trainin	g					
p33a2	Father never employed?								
p33b	father chances for sam	father chances for same status with academic studies							
p33b2	Father never employed?								
						,			
34 What vocational education would you like your daughter/son to get?									
	only one answer	,		J					
	betrieblicher Ausbildungsabschluss (z.B. in Handwerk, Industrie, Handel, Verwaltung, Dienstleistung) [1]								
	bildungsabschluss (z.B. im sen, Krankenschwester/-p								
Studienabschlus	ss an einer Berufsakadem	ie [3]							
Studienabschlus	ss an einer Fachhochschu	le [4]							
Studienabschlus	ss an einer Universität [5]								
Studienabschlus	ss an einer Pädagogischer	n Hochschule [6]							
Variables									
p34	parents' wish for childs	vocational train	ning						
	consider all the thi					ur opinion			
-	one box in each line	,							
		1 = impossibl e (Likert) [1]	[2] 3 [3]	4 [4]	5 [5] 6 [6	7 = absolutel 6] y sure (Likert) [7]			
(e.g. in trade, i	ducational qualification ndustry, commerce, services sector)								

	cational qualification alth care system,									
c) Graduation academy	from a vocational									
d) Graduation applied scienc	from a university of es									
e) Graduation	from a university									
f) Graduation f college	rom a teacher's									
Variables										
p35a	parents' prediction on o	chance of ind	ustrial ed	lucational o	qualification					
p35b	parents' prediction on o	chance of sch	ool educ	ational qua	alification					
p35c	parents' prediction on o	chance of gra	duation f	rom vocati	onal acaden	าy				
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 o	chance of gra	duation f	rom a tead	her'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		unlikely	partly [3]	fairly lik	cely [4] v	ery likely [5]		
		111								
a) achieve a qualification?	a professional	[1]		[2]]			
	·]			
qualification? b) achieve a	·]			
dualification? b) achieve a qualification?	·				qualification]			
qualification? b) achieve a qualification? Variables	an academic	uld child achi	eve a prc	ofessional o	•					
qualification? b) achieve a qualification? Variables p36a	an academic parents' prediction: Co	uld child achi	eve a prc	ofessional o	•	?				
qualification? b) achieve a qualification? Variables p36a p36b	parents' prediction: Co	uld child achi	eve a pro	ofessional of	fication?	?				
qualification? b) achieve a qualification? Variables p36a p36b To w	an academic parents' prediction: Co	uld child achi	eve a pro	ofessional of	fication?	?				
qualification? b) achieve a qualification? Variables p36a p36b To w	parents' prediction: Co parents' prediction: Co parents' prediction: Co	uld child achi	eve a pro	ofessional of	fication?	5 [5]	6 [6]	7 = fully agree (Likert) [7]		
qualification? b) achieve a qualification? Variables p36a p36b 37 To with the properties of the	parents' prediction: Co parents' prediction: Co parents' prediction: Co hat extent can you s one box in each line	uld child achi uld child achi uld child achi support the 1 = disagree completel y (Likert)	eve a pro eve acad stateme	ofessional of lemic qualicents on e	fication? ducation?		6 [6]	agree (Likert)		
qualification? b) achieve a qualification? Variables p36a p36b 37 To with the part of the part o	parents' prediction: Co parents' prediction: Co parents' prediction: Co hat extent can you s one box in each line nool-leaving certificate vorking-class children y of social cation in Germany will tional competitiveness	uld child achi uld child achi uld child achi support the 1 = disagree completel y (Likert)	eve a pro eve acad stateme	ofessional of lemic qualicents on e	fication? ducation?		6 [6]	agree (Likert)		

d) A high educational level is indispensable for cultural life in country.	n our									
e) A high level of education wi promote the critical faculty of t people.										
f) A good school education is valuable in itself.										
Variables										
p37a high schoolleav	ving certifica	te give	s opportuni	ty of social	advancem	ent. For wo	orking class	children		
p37b good education	secures co	mpetiti	veness of l	ocation						
p37c good education	n broadens r	nental	horizon of p	eople						
p37d high education	is indispens	able fo	or cultural lif	e in our co	untry					
p37e high level of ed	lucation pro	motes o	critical facul	ty of peopl	е					
p37f good school ed	good school education is valuable in itself									
38 Wie viele Bücher g	gibt es bei	Ihnen	zu Hause	ungefäh	r?					
Do not count: magazines, new	vspapers an	d scho	ol books. P	lease chec	k only one a	answer.				
None or only very few (0 to 10 bo	oks) [1]									
Enough to fill one shelf (11 to 25 l	books) [2]									
Enough to fill several shelves (26	to 100 books	s) [3]								
Enough to fill a small set of shelve	es (101 to 20	0 books) [4]							
Enough to fill a large set of shelve	es (201 to 500) books)) [5]							
Enough to fill shelf units (more that	an 500 books) [6]								
Variables										
p38 Number of boo	ks in house									
•										
39 Do you have at ho	me for you	ır dau	ghter/son							
Please check one box in each	line.									
		yes [1]] n	o [2]						
a) a desk for learning?										
b) a room for herself/himse	lf?									
c) a computer she/he can ulearning?	ise for									
d) learning software?										
e) classical literature (e.g. Goethe)?										
f) books with poems?										
g) works of art (e.g. pictures	s)?									

h) books th homework?	at are useful for							
i) a dictiona	ıry?							
Variables								
p39a	things beneficial for education in household: desk							
p39b	things beneficial for education in household: own room							
р39с	things beneficial for ed	lucation in hous	ehold: 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 co	onsider the fo	llowing school	ol subjects?				
Please check	one box in each line							
		Unimportant	Rather	Rather	Very			
		[1]	unimportant [2]	important [3]	important [4]			
a) Mathematic	s							
b) English								
c) German								
d) Biology								
e) Chemistry								
f) History								
g) Physics								
Variables								
p40a	rating importance of th	e subject mathe	ematics					
p40b	rating importance of th	e subject Englis	sh					
p40c	rating importance of th	e subject Germ	an					
p40d	rating importance of th	e subject biolog	ıy					
p40e	rating importance of th	e subject chemi	stry					
p40f	rating importance of th	e subject histor	у					
p40g	rating importance of th	e subject physic	cs					
41 What	grades (score) ach	ieved by your	daughter/so	n would you o	only just be sa	atisfied		
	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) Mathematic	s							
b) English	-	<u> </u>	<u></u> _	<u></u> _				

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 g	rade in Germar	า						
p41d	only just satisfied with g	rade 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 complete	d the questio	nnaire?						
Please check	only one answer								
		mother [1]	father [2]	both [3]	another person, namely: [4]				
Variables									
p42	Who completed the que	stionnaire?							
p42a	other person completing	questionnaire							

4 Teachers, PAPI

4.1 Wave 1 (ID 20)

cooperated w were really int often caused Variables e1a p e1b p	enumbers right-justified. Illingly and regularly in class? erested in this course? a disturbance in the lessons?	
were really int often caused Variables e1a p e1b p	erested in this course? a disturbance in the lessons?	
often caused Variables e1a p e1b p	a disturbance in the lessons?	
Variables e1a p e1b p		
e1a p	ercentage - cooperating in class	
e1b p	ercentage - cooperating in class	
- · · ·		
010	ercentage - interest in course	
eic je	stimate in percent - disturbance in	n lessons
about 6 times [7] about 7 times [8] about 8 times [9]		
always [11]		
always [11]		
Variables	equency home	
about 5 times [6] about 6 times [7] about 7 times [8] about 8 times [9] about 9 times [10]		

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.

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about			_	_				
Variables								
e3	estimate in percent - he	omework showi	ng serious effor	t				
Please make an estimate: How well do the following statements apply to the students in your course in general?								
Please tick on	e 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 fun in this cou	students have a lot of rse.							
In this course quickly for the	time usually flies by students.							
Variables								
e4a	estimate - students hav	ve fun in course						
e4b	estimate - time flies by	quickly						
5 Some	e statements about y	your course:						
Please tick on	e 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 course.	e a great effort in this							
It is fun teachi	ng this course.							
Teaching this challenge for r	course is a serious me.							
Having the cha	ance to teach this es my life.							
Teaching this frustrating exp	course is often a erience.							
I've no concer	ns about this course.							
This course sa	aps my strength							
I'm happy whe	en I enter the classroom							
I have to moni	tor a lot in this course.							
There are mar in this course.	ny motivated students							
The students i making a grea	n this course are t effort.							
The students i me.	n this course respect							
The students i each other.	n this course support							

The students i me whenever	n this course support they can.								
I'm proud of th	is course.								
There is an ex this course.	cellent atmosphere in								
	n this course have an de towards their work.								
I'm really enthe this course.	usiastic about teaching								
Variables									
e5a	about the course - grea	t effort							
e5b	about the course - havi	ng fun teaching							
e5c	about the course - teac	hing as a serious	challenge						
e5d	about the course - teac	hing as enrichme	ent 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 - prou	d of the course							
е5р	about the course - exce	ellent atmosphere	9						
e5q	about the course - exce	ellent attitude tow	ards work						
e5r	about the course - teac	hing with enthus	iasm						
6 Pleas	se make an estimate	How well are	the followin	g aims being	achieved in this	s course?			
Please tick on	e box in every row.								
		very badly [1]	badly [2]	well [3]	very well [4]				
Ensuring a hig achievement for	h average standard of or all students								
	neral minimum hievement for all								
	lents to choose rtiary education								
Preparing stude of tertiary educed	lents for the demands cation								
Reducing diffe and low-achie	rences between high- vers in class								
Support for schigher achieve	hool students with ement 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 interes	et in the subject matter ts 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 academica	lly stronger stud	ents			
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".							
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 [1] [0]							
Electromagnetic fields and interactions							

[electromagnetic fields an interactions	6]	
	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]		
	A	
D (1	Not dealt with [0]	Dealt with [1]
Ray optics		Dealt with [1]
Wave optics		Dealt with [1]
		Dealt with [1]
Wave optics		Dealt with [1]
Wave optics Rigid body mechanics		Dealt with [1] Dealt with [1]

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
е7р	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
	on in the Charific Cubicat Tought

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.

	vell-informed are you about the differences between the "old" and the "new" upper dary level which affect your subject?							
Please tick on	e answer only.							
very little [1]								
little [2]								
much [3]								
very much [4]								
Variables								
e8	Knowledge about "new	v" upper second	ary level					
	effects is the reformetail in which it is ta		he scope of tl	he course ma	terial in this	subject and		
Please tick on	e box in every row.							
		decrease [1]	tendency to decrease [2]	no effect [3]	tendency to increase [4]	increase [5]		
scope of the c	ourse material							
detail in which with	the topics are dealt							
Variables								
e9a_v1	effects of the reform -	scope of course	material					
e9b v1	effects of the reform -	detail						

	t is your impression of the effects of the reform on teachers' workload and vation?					
Please tick on	e box in every row.					
		strong decrease [1]	decrease [2]	no change [3]	increase [4]	strong increase [5]
	ohorts of the reformed ary level] Workload for s subject					
1-	ohorts of the reformed ary level] Teachers' his subject					
[Long-term] W this subject	orkload for teachers in					
[Long-term] W this subject	orkload for teachers in					
Variables						
e10a	effects of the reform - f	irst cohort: work	load teachers			
e10b	effects of the reform - f	irst cohort: moti	vation teachers	3		
e10c	effects of the reform - le	ong-term: workl	oad teachers			
e10d	effects of the reform loa	ng-term: motiva	tion teachers			
11 What	t is your impression	of the effects	of the reform	n on the way t	his subject is	s taught?
Please tick on	e box in every row.					
		much easier [1]	somewhat easier [2]	no change [3]	somewhat more difficult [4]	much more difficult [5]
Completing class reasonable l	assroom preparation in length of time					
Imparting the	course contents					
	nthusiasm for this gst the students					
Changing unfa	avourable lesson					
Responding to problems	individual students					
Coming into control students	ontact with problematic					
Talking about other than cou	students' concerns irse contents					
Teaching in ge	eneral					
Variables						

effects of the reform - classroom preparation
effects of the reform - imparting course contents
effects of the reform - enthusiasm amongst students
effects of the reform - changing unfavourable lesson structures
effects of the reform - responding to individual students problems
Effects of the reform - contact with problematic students
effects of the reform - talking about students' concerns
effects of the reform - teaching in general

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!

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 on	e box in every row.					
		completely disagree [1]	tend to disagree [2]	tend to agree [3]	completely agree [4]	
There should I subjects.	be a freer choice of					
The options ar	re satisfactory.					
The options ar	re sufficient.					
[Gymnasium]	c secondary school you should be allowed more on specific frop 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.						
students to ma	condary level helps ake a clear decision ure educational path.					
Variables						
e13a	options in upper second	dary level - more	e open			
e13b	options in upper second	dary level - satis	sfactory			
e13c	options in upper second	dary level - suffi	cient options			
e13d	options in upper second	dary level - cond	centrate on spe	ecific subjects		
e13e	options in upper second	dary level - occu	ırance of advaı	nced courses (Le	eistungskursen)	
e13f	options in upper second	dary level - othe	r advanced co	urses (Leistungs	kurs)	
e13g	options in upper second	dary level - wide	choice			
e13h	options upper secondar	y level - study p	oriorities			
e13i	options upper secondar	y level - future	educational pa	th		
	do you rate the effect	ts of the upp	er secondary	/ level reform	in general?	

upper seconda	ary level reform in genera	al				
strong negative	effects [1]					
slightly negative	effects [2]					
no effect [3]						
slightly positive	effects [4]					
strong positive e	effects [5]					
Variables						
e14	assessment of reform in general					
15 How opini	will the reform of the on?	upper secor	ndary level af	fect the follow	ving aspects	in your
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 stand the students	ard of achievement of					
Motivation of the students on the whole						
Preparing students to choose subjects for tertiary education						
Preparing stud	dents for the demands cation					
Comparability of the high schoolleaving grade across different schools						
	chool leaving certificate ator of aptitude for ion					
Variables						
e15a	Effects of the reform - g	eneral standard	d of achieveme	nt of all students	,	
e15b	Effects of the reform - g	eneral level of	motivation			
e15c	Effects of the study - pre	eparing student	ts to choose su	bjects for tertiary	/ education	
e15d	Effects of the reform - p	reparing stude	nts for demands	s of tertiary educ	ation	
e15e	Effects of the reform - c	omparability of	school leaving	certificate result	S	
e15f	Effects of the reform - s	chool leaving c	ertificate grade	as indicator		
	the upper secondary iously 4). What effec					
Please tick on	e box in every row.					
		strong decrease [1]	slight decrease [2]	no change [3]	slight increase [4]	strong increase [5]
Psychological secondary leve	stress on upper el students					

General level of secondary level	of education of upper el students						
Students' oppo	ortunity to develop their eld of interest						
Willingness to without an exa	study in subjects m						
Quality of prepeducation	eration for tertiary						
Comparability certificate resu	of school leaving lts						
Variables							
e16a	reformed upper second	ary level - exar	mination subject	s: psychologica	l stress		
e16b	reformed upper second	ary level - exar	mination subject	s: general level	of education		
e16c	reformed upper second	ary level - exar	mination subject	s			
e16d	reformed upper second	ary level - exar	mination subject	s: willingness to	study		
e16e	reformed upper second	ary level - exar	mination subject	s: preparation for	or tertiary educat	tion	
e16f	reformed upper second	ary level - exar	ninatin subjects	: comparability			
imple	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]		
	tation of the new upper el presents us with es.						
	r secondary level is ented smoothly.						
	coped well with the demands of the new om the start.						
Variables							
e17a	implementation of new	upper seconda	ry level - great o	challenges			
e17b	implementation of new	upper seconda	ry level - smootl	h implementation	n		
e17c	implementation of new	upper seconda	ry level - organi	sational deman	ds		
	se tell us your impres						
Please tick on	e box in every row.						
		very negative [1]	fairly negative [2]	fairly positive [3]	very positive [4]		
students							
teachers							
parents							
school manage	ement						

Variables	
e18a	assessment of changes - students
e18b	assessment of changes - teachers
e18c	assessment of changes - parents
e18d	assessment of changes - school management

	e there any further points about the reform of the upper secondary level that you rate being especially positive or negative?								
Please enter	Please enter the points and tick the appropriate option for each one.								
	very negative fairly negative fairly positive very positive [1] [2] [3] [4]								
	very negative fairly negative fairly positive very positive [1] [2] [3] [4]								
	very negative fairly negative fairly positive very positive [1] [2] [3] [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

	se think about your colleagues in your school: Do they agree with the following ements or do they disagree?						
Please tick or	ne box in every row.						
		disagree strongly [1]	disagree [2]	agree [3]	agree strongly [4]		
	nsensus among the fat this school about the ophy.						
	f at this school are rate new teachers.						
	mmon group identity at this school.						
The teaching here.	staff demonstrate unity						
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.							
	staff here have open there are different						
There are a loteaching staff	ot of conflicts among the here.						
Variables							
e20a	teaching staff - consens	us about scho	ol philosophy				
e20b	teaching staff - quick int	egration of nev	w teachers				
e20c	Teaching staff - commo	n group identit	y ("we feeling")				
e20d	Teaching staff - unity						
e20e	teaching staff - agreeme	teaching staff - agreement about aims					
e20f	teaching staff - difference	es of opinion					
e20g	teaching staff - informal	meetings of te	achers				
e20h	teaching staff - open dis	cussions abou	ıt differences in o	opinion			
e20i	teaching staff - a lot of c	onflicts					

And Finally, a Few Personal Details

21 A	re you male or female?	
Please tic	k the appropriate answer	
male [1]		
female [2]		
Variables		
e21	gender	
	•	
22 W	/hen were you born?	
Please en	ter the month and year as numbers and	right-justified.
month		
year		
Variables		
e22a	date of birth - month	
e22b	date of birth - year	
23 W	/hen did you start teaching?	
Please en	ter the year right-justified.	
year		
Variables		
e23	start teaching	

Thank you for answering this questionnaire!

4.2 Wave 2 (ID 27)

In this year (i.e. school year 2010/2011 secondary level for the first time in Thu compulsory learning subjects offered. called "new upper secondary level".), secondary s ringia. The ref	orm involve a n	es will have comp number of change	s in terms of th	ne range of
1 How much do you know a secondary level?	bout the diff	ferences bety	ween the "old"	and the "ne	w" upper
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	ut the upper se	econdary level	reform		
no effect [3] slightly positive effects [4] strong positive effects [5]					
Variables					
p2 overall assessment - pa	rents - reform				
3 How will the reform of the opinion? Please check one box in each line	upper seco	ndary level a	ffect the follow	ing aspects	in your
	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	П				
the whole b) Motivation of the students on the whole					

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".

	much do you know al ndary level?	oout the diff	erences betw	een the "old"	and the "nev	w" upper
Please check	only one answer					
very little [1]						
little [2]						
much [3]						
very much [4]						
Very poor: Ple	ase proceed to question	4				
Variables						
p1	Parents knowledge about	t the upper se	condary level r	eform		
2 How	do you rate the reform	n of the upp	er 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 e	ffects [5]					
Variables						
p2	overall assessment - par	ents - reform				
3 How opinion	will the reform of the on?	upper secor	ndary level af	fect the follow	ing aspects	in your
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 the whole	evel of the students on					
b) Motivation owhole	f the students on the					
c) Preparation	for the academic					

d) Preparation of the academ	for the requirements ic studies										
e) Comparabil schoolleaving schools	ility of the high grade across different										
f) Suitability of the high schoolleaving grade as an indicator for scholastic											
Variables	riables										
р3а	Effects of the reform - parents' opinion - proficiency level										
p3b	Effects of the reform - pa	arents' opinion	- motivation or	the whole							
р3с	Effects of the reform - pa	arents' opinion	- preparation for	or academic sub	ject selection						
p3d	Effects of the reform - pa	arents' opinion	- preparation for	or requirements	of academic stu	udies					
р3е	Effects of the reform - pa	arents' opinion	- comparability	of schoolleaving	g grade						
p3f	Effects of the reform - pa	arents' opinion	- schoolleaving	g grade as indica	tor						
subje in the follow	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	a4	aliabth.		ما المامال	o t w o w o					
		strong negative effects [1]	slightly negative effects [2]	no effect [3]	slightly positive effects [4]	strong positive effects [5]					
a) Medium promathematics	ficiency level in										
b) Securing a level in mather	minimum proficiency matics										
c) Promotion of good grades in	of students with very n mathematics										
students with a	of differences between a high and those with a y level in mathematics										
e) Willingness make efforts ir	of the students to mathematics										
f) Interest show mathematics	wn by students in										
	of students with a lower rel in mathematics										
Variables											
p4a	Effects of the reform - pa	arents' opinion	- mathematics	- medium profici	ency level						
p4b	Effects of the reform - pa	arents' opinion	- mathematics	- securing minin	num proficiency	' level					
p4c	Effects of the reform - pa	arents' opinion	- mathematics	- promotion of s	tudents with go	od grades					
p4d	Effects of the reform - pa	arents' opinion	- mathematics	- reduction of di	ferences						
p4e	Effects of the reform - pa	arents' opinion	- mathematics	- willingness to r	make efforts						
p4f	Effects of the reform - pa	arents' opinion	- mathematics	- interest shown	by students						
p4g	Effects of the reform - palevel	arents' opinion	- mathematics	- promotion of s	tudents with lov	ver proficiency					

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 profic	iency level in English								
Securing a minin English	nimum proficiency level								
	nentoring of excellent nigher achievement sh								
	rences between veaker students in es in English								
Willingness of efforts in Engli	the students to make sh								
Interest shown	by students in English								
	udents with lower evels in English								
Variables									
p5a	Reform of English - profi	ciency level							
p5b	Reform of English - secu	ıring minimum	proficiency lev	el					
р5с	Reform of English - pron	notion of stude	nts with good (grades					
p5d	Reform of English - Red	ucing differenc	es						
р5е	Reform of English - Willi	ngness to mak	e efforts						
p5f	Reform of English - inter	est shown by	students						
p5g	Reform of English - Sup	oort for studen	ts with lower a	chievement level	s				
natur	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 pro sciences	ficiency level in natural								
b) Securing a level in natura	minimum proficiency I sciences								
	of students with very n natural sciences								

students with a	of differences between a high and those with a viewel in natural								
e) Willingness of the students to									
f) Interest shown by students in natural sciences									
g) Promotion of students with a lower proficiency level in natural sciences									
Variables									
p6a									
p6b	Natural sciences reform	n - securing min	nimum proficien	cy level					
р6с	Natural sciences reform	n - promotion of	students with (good grades					
p6d	Natural sciences reform	- reduction of	differences						
p6e	Natural sciences reform	ı - willingness to	o make efforts						
p6f	Natural sciences reform	ı - interest show	vn by students						
p6g	Natural sciences reform	n - promotion of	students with I	lower proficiency	y level				
In the reformed upper secondary level, all students are required to take examinations if five instead of four examination subjects. In your opinion, how will this affect Please check one box in each line Strong decrease [1] decrease [2] no change [3] slight increase strong decrease [1] decrease [2] no change [3] slight increase [4] increase									
a) the psychigh school grab) the gene the high school c) the possiown focus of ird) the willing nonexamination e) the quality academic study the comparison of the compar	nological stress on the aduates? ral education level of ol graduates? bility of developing nterest? gness to learn in on subjects? ty of preparation for the lies? arability of the high	strong	slight		slight increase				
a) the psych high school grab) the gene the high school c) the possiown focus of ird) the willing nonexamination e) the quality academic stude f) the composchoolleaving	nological stress on the aduates? ral education level of ol graduates? bility of developing nterest? gness to learn in on subjects? ty of preparation for the lies? arability of the high	strong	slight		slight increase	strong			
a) the psychigh school grables check of the psychigh school grable. The possion own focus of ind the possion focus of ind the willing nonexamination e) the quality academic study of the compact schoolleaving variables	nological stress on the aduates? ral education level of ol graduates? bility of developing nterest? gness to learn in on subjects? ty of preparation for the lies? arability of the high certificate?	strong	slight		slight increase	strong			
a) the psych high school grab) the gene the high school c) the possiown focus of ir d) the willing nonexamination e) the quality academic study f) the composchoolleaving Variables	nological stress on the aduates? ral education level of ol graduates? bility of developing nterest? gness to learn in on subjects? ty of preparation for the lies? arability of the high	strong decrease [1]	slight		slight increase	strong			
a) the psych high school grable. The high school grable in the high school c) the possiown focus of ir d) the willing nonexamination e) the quality academic studies academic studies f) the composchoolleaving. Variables p7a p7b	nological stress on the aduates? ral education level of ol graduates? bility of developing neess to learn in on subjects? ty of preparation for the lies? arability of the high certificate?	strong decrease [1]	slight		slight increase	strong			
a) the psych high school grables own focus of ir d) the willing nonexamination e) the quality academic study of the compact of th	nological stress on the aduates? ral education level of ol graduates? bility of developing nterest? gness to learn in on subjects? ty of preparation for the lies? arability of the high certificate? Psychological stress General education level	strong decrease [1]	slight decrease [2]		slight increase	strong			
a) the psych high school grable. The high school grable in the high school c) the possiown focus of ir d) the willing nonexamination e) the quality academic studies academic studies f) the composchoolleaving. Variables p7a p7b	nological stress on the aduates? ral education level of ol graduates? bility of developing nterest? gness to learn in on subjects? ty of preparation for the lies? arability of the high certificate? Psychological stress General education level	strong decrease [1]	slight decrease [2]		slight increase	strong			

On your daughter / your son

8 To what extent are you s	satisfied with y	our daughte	r's/son's perf	ormance in sc	hool?		
Please check only one answer.	_		-				
With my daughter's/son's performance	ce at school, I						
Very unsatisfied [1]							
Rather unsatisfied [2]							
Rather satisfied [3]							
Very satisified [4]	Very satisified [4]						
Variables							
p8 Satisfaction with child	s performance at	school					
9 What occupation should	l your daughte	r/son choose	in your opin	ion?			
Please state what you think and not	what your daught	er/son is aimin	g for				
Variables							
p9 Parents' career aspira	tion for child						
10 How well are you inform receives in what subject		uestion of h	ow many hou	rs of teaching	your child		
Please check only one answer							
very little [1]							
little [2]							
much [3]							
very much [4]							
Variables							
p10 Knowledge about how	many hours of te	eaching per su	bject				
11 How do you rate the sch	ool's performa	ance requirer	ments to be m	net by your da	ughter/son		
Please check one box in each line							
	much too low	too low [2]	just right [3]	too great [4]	much too		
a) in class?	[1]		, J . []		great [5]		
b) during homework?	<u>_</u>	<u></u> _	<u></u> _	<u> </u>	<u> </u>		
c) during performance checks in class (e.g. written tests)?							

p11a	Rating of performance re	equiremer	nts - in clas	s						
p11b	Rating of performance re	equiremer	nts - homev	vork						
p11c	Rating of performance requirements - performance checks									
12 How	do you rate the scho	ol's time	requirem	ents to b	e met by	your dauç	ghter/son	?		
Please check	Please check one box in each line									
	I	much too [1]	low too	low [2]	just right [3] too gre	at I/LI	nuch too great [5]		
a) Weekly tead	ching time]			
b) Time for ho	mework]			
preparation an	ne teaching subject]			
Variables										
p12a	Rating of time requireme	ents - wee	kly teachin	g time						
p12b	Rating of time requirement	ents - time	for homev	vork						
p12c	Rating of time requirement	ents - time	for learnin	g						
13 To wi	hat extent are you sa	tisfied w	ith your c	laughter's	s/son's sc	hool in g	eneral?			
Please check	only one answer									
very unsatisfied	[1]									
rather unsatisfie	d [2]									
rather satisfied [3]									
very satisfied [4]										
Variables										
p13	Satisfaction of parents v	vith schoo	l 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 prissues with you	oolitical and social ur child?									
b) discuss be programmes w	oooks, films or TV vith your child?									
c) listen to o	classical music with									

Variables

d) talk about learned in sch	ut things your child has ool?									
e) talk abou educational ca	ut her/his further									
	f) sit at the table having lunch or dinner with your child?									
Variables										
p14a	Discussing political and	d social issu	es							
p14b	Discussing books/films	JTV progran	nmes							
p14c	Listen to classical mus	ic								
p14d	Talk about things learn	ed in schoo	I							
p14e	Talk about further educ	cational care	eer							
p14f	Having lunch or dinner	together wi	th child							
15 How	do you rate the follo	owing poin	ts/aspec	ts?						
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]		
	nal prospects for duates in general									
	nal prospects for n vocational institutions mic studies									
c) The acaden performance o	nic level of of your daughter/son									
Variables										
p15a	Rating vocational pros	pects for un	iversity gra	aduates						
p15b	Rating of vocational pr	ospects for	graduates	from vocat	ional institu	tions witho	ut academ	ic studies		
p15c	Rating of childs acade	mic level of	performan	ce						
On your bac	kground, occupatio	n, scholar	and voc	ational ec	<u>lucation</u>					
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.										
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.										
	where applicable									
		not checke [0]	ed ched	cked [1]						
I am a single r	nother.									
I am a single f	ather.									
Variables										
p16a	single mother?									
p16b	single father?									

17 Wher	n were you born?
Please enter fi	igures 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
	anderes, und zwar: [14] ltalien [13] China [12] Polen [11] Irak [10] Armenien [9] Kasachstan [8] Serbien [7] Ukraine [6] Azerbaijan [5] Turkey [4] Germany [1]
mother	d zwar: [14]
Mother	
	anderes, und zwar: [14] [Italien [13] [China [12] [Polen [11] [Irak [10] [Armenien [9] [Kasachstan [8] [Serbien [7] [Ukraine [6] [Azerbaijan [5] [Turkey [4] [Russian Federation [3] [Vietnam [2] [Germany [1] [
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								
I) Chinese								
m) Italian								
n) Other, namely:								
Mother		Ø.						
	not checked [0]	checked [1]						
a) German								
b) Vietnamese								
c) Russian								
d) Turkish								
e) Azerbaijani								
e) Azerbaijani f) Ukrainian								
f) Ukrainian								
f) Ukrainian g) Serbian								
f) Ukrainian g) Serbian h) Kazakh								
f) Ukrainian g) Serbian h) Kazakh i) Armenian								
f) Ukrainian g) Serbian h) Kazakh i) Armenian j) Iraqi								
f) Ukrainian g) Serbian h) Kazakh i) Armenian j) Iraqi k) Polish								

Father	-	P			
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:				
	t is your highest general education	n school-leav	ing certificat	e?	
Please check	where applicable				
		Haupt-/Volkss chulabschluss , 8. Klasse POS [2]	Mittlere Reife/Realsch ulabschluss, 10. Klasse POS [3]	(Fach-)Abitur, 12. Klasse EOS [4]	anderen Abschluss [5]
mother					
father					

Variables				
p20m	highest general educat	ion schoolleavin	ng certificate	
p20v	highest general education schoolleaving certificate father			
21 Have	you acquired your I	nighest schoo	ol-leaving certificate in Germany?	
			ing certificates such as apprenticeship or university school diploma. Please check as applicable	
yes [1]				
no [0]				
Variables				
p21	highest general educat	ion schoolleavin	ng certificate acquired in Germany	
22 What	is your highest voc	ational trainin	ng certificate?	
	<mark>rour highest certificate o</mark>			
, reace class y	San Ingilosi san masala s	not checked [0]	checked [1]	
agricultural) jo assistant's cer	perational, industrial,			
	tsman certificate, aining certificate -			
	t training (career subclerical class -			
	t training (career clerical class - mother			
	t training (career executive class -			
	training (career administrative class -			
g) Certificate of school - mother	of a public health er			
1 '	school certificate, hool certificate -			
	chool certificate (also idemy certificate) -			
j) Technical so GDR - mother	chool certificate in the			
k) Bachelor (e mother	.g. B.A., B.Sc.) -			

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 absolved		
	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		checked [1]	
(commercial, operational, industrial, agricultural) journeyman's or assistant's certificate, dual training, GDR: skilled worker's certificate -		checked [1]	
(commercial, operational, industrial, agricultural) journeyman's or assistant's certificate, dual training, GDR: skilled worker's certificate - father b) Master craftsman certificate,		checked [1]	
(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 -		checked [1]	
(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		checked [1]	
(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		checked [1]	
(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 -		checked [1]	
(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		checked [1]	

j) Technical so GDR - father	chool certificate in the				
k) Bachelor (e	.g. B.A., B.Sc.) - father				
I) Diplom [Diplom father	oma], Master (M.A.) -				
	quivalent to Master in na system], state				
n) Doctorate, h	nabilitation - father				
o) Vocational a	academy certificate -				
	of a university of istrative sciences -				
	ollege certificate of engineering) -				
r) University ed father	ducation certificate -				
s) GDR: incom certificate in a	nplete skilled worker's trade - father				
t) No vocational father	al training certificate -				
u) Other, name	u) Other, namely: - father				
Father					
Father Variables					
	highest educational certific	ate training, j	journeyman's certificate etc mother		
Variables	highest educational certific		<u> </u>		
Variables p22am	highest educational certific	ate master, t	<u> </u>		
Variables p22am p22bm	highest educational certific	ate master, to	echnician mother ant subclerical class mother		
Variables p22am p22bm p22cm	highest educational certific	ate master, to ate civil serva ate civil serva	echnician mother ant subclerical class mother ant clerical class mother		
Variables p22am p22bm p22cm p22dm	highest educational certific highest educational certific highest educational certific highest educational certific	ate master, to ate civil serva ate civil serva ate civil serva	echnician mother ant subclerical class mother ant clerical class mother		
Variables p22am p22bm p22cm p22dm p22em	highest educational certific highest educational certific highest educational certific highest educational certific	ate master, to ate civil serva ate civil serva ate civil serva ate civil serva	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother		
Variables p22am p22bm p22cm p22dm p22em p22fm	highest educational certific highest educational certific highest educational certific highest educational certific highest educational certific highest educational certific	ate master, to ate civil serva ate public he	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother		
Variables p22am p22bm p22cm p22dm p22em p22em p22fm p22gm	highest educational certific highest educational certific highest educational certific highest educational certific highest educational certific highest educational certific	ate master, to ate civil serva ate commerciate	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother sial school certificate mother		
Variables p22am p22bm p22cm p22dm p22em p22fm p22gm p22hm	highest educational certific highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother sial school certificate mother		
Variables p22am p22bm p22cm p22dm p22em p22fm p22fm p22gm p22hm p22im	highest educational certific highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother sial school certificate mother school certificate in GDR mother		
Variables p22am p22bm p22cm p22dm p22em p22fm p22gm p22jm p22im p22jm	highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother sial school certificate mother school certificate in GDR mother		
Variables p22am p22bm p22cm p22dm p22em p22fm p22gm p22jm p22jm p22jm p22km	highest educational certific highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor ate Diplom [[echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother cial school certificate mother school certificate in GDR mother mother		
Variables p22am p22bm p22cm p22cm p22dm p22em p22fm p22gm p22jm p22jm p22km p22lm	highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor ate Diplom [I ate Magister	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother sial school certificate mother school certificate mother school certificate in GDR mother mother Diploma], Master [M.A.] mother [equivalent to Master in the pre-Bologna system] state		
Variables p22am p22bm p22cm p22cm p22dm p22em p22fm p22gm p22lm p22jm p22lm p22lm p22lm p22lm p22lm	highest educational certific examination mother	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor ate Diplom [Eate Magister ate doctorate	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother cial school certificate mother school certificate mother school certificate in GDR mother mother Diploma], Master [M.A.] mother [equivalent to Master in the pre-Bologna system] state e, habilitation mother		
Variables p22am p22bm p22cm p22cm p22dm p22em p22fm p22gm p22jm p22jm p22jm p22lm p22lm p22lm p22nm	highest educational certific examination mother highest educational certific Highest educational certific Highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor ate Diplom [I ate Magister ate doctorate cate vocations	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother cial school certificate mother school certificate mother school certificate in GDR mother mother Diploma], Master [M.A.] mother [equivalent to Master in the pre-Bologna system] state e, habilitation mother		
Variables p22am p22bm p22cm p22cm p22dm p22em p22fm p22gm p22hm p22jm p22jm p22lm p22lm p22lm p22nm p22nm p22nm	highest educational certific examination mother highest educational certific	ate master, to ate civil serva ate public he ate commerciate technical ate technical ate Bachelor ate Diplom [Eate Magister ate doctorate cate vocations ate university	echnician mother ant subclerical class mother ant clerical class mother ant executive class mother ant administrative class mother alth school mother cial school certificate mother school certificate mother school certificate in GDR mother mother Diploma], Master [M.A.] mother [equivalent to Master in the pre-Bologna system] state a, habilitation mother al academy 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

	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				

	ersity of applied ve sciences - father				
	At a university of applied sciences und/or former school of engineering -				
d) At a university (also technical, medical, religious, teacher training or veterinary college, college of music or art) - father					
e) Other facility	y - father				
Variables					
p23am	BA (vocational academy)	mother			
p23bm	University of applied admi	inistrative sc	iences mother		
p23cm	University of applied scier	nces and/or f	former school of	engineering mother	
p23dm	University mother				
p23em	College of art mother				
p23av	BA (vocational academy)	father			
p23bv	University of applied admi	inistrative sc	iences - father		
p23cv	University of applied scier	nces and/or f	former school of	engineering father	
p23dv	University father				
p23ev	College of art father				
24 Are y	ou currently working f	ull or part-	time, spare tir	ne or non-active?	
	ith less than 15 hours per v			nployment". "Spare-time employment" ve" for training process. Please check only	
		ot checked [0]	checked [1]		
a) Full-time en	nployment - mother				
b) Part-time er	mployment - mother				
c) spare-time	employment - mother				
c) not employe	ed - mother				
e) Gainful employment: How many hours do you normally work per week – including any spare-time employment? - mother					
	n	ot checked [0]	checked [1]		
a) Full-time employment - father					
b) Part-time er	mployment - 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 present?	e or if you are	non-active:	What are your main activities at		
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:			P	
Variables				
p26m	mother current employr	nent		
p26v	father current employm			
27 What	is and/or was your	orofessional	nosition?	
If you are on pon spare-time	art-time and/or full-time employment or if you ar nal work, please indicate	employment, pe e non-active, p	<mark>lease indicate you</mark> lease indicate you	r current professional position. If you are last professional activity. For temporary same employer. Please check only one
		not checked [0]	checked [1]	
a) Unskilled wo	orker	[0]		
b) Semi-skilled	l worker, skilled worker e training in a branch			
c) Skilled work	er, assistant			
d) Foreman, g leader	roup leader, team			
e) Master craft	sman, site foreman			
f) Simple job (e	e.g. salesperson)			
g) Qualified job draftsman)	o (e.g. clerk, design			
h) Highly quali executive func engineer, sciel department)				
	ving executive tasks general manager, ')			
j) Industrial ma foreman	ster craftsman and			
k) Subclerical of Oberamtsmeis				
	s (from assistant to and/or Amtsinspektor)			
Amtsrat and/or and elementar	class (from Inspektor to r Oberamtsrat inclusive y, secondary modern mediate school			
	ve class, judge (from and higher, e.g. studienrat)			
o) noncommis	sioned 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	П	

noncommissio	ssioned officer (junior uned officer, senior uned officer such as sergeant)
q) Officer/in (lie	eutenant, captain)
r) Staff officer	(from major)
s) In a free pro	ofession
t) In trade, con service sector	nmerce, industry,
u) Farmer	
v) Assisting far	mily 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	ather - activity involving executive tasks							
p27jv	ather - 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 have	u are and/or were a self-employed person: How many employees do and/or did you?							
	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 i	1 000							
	bis 10 bis 20 bis 50 bis 100 bis 200 bis 500 bis 500 bis 500 bis 400 bis 500 bis 500 bis 500 bis 500 bis 600 b							
	[1] Person 10 20 50 100 200 500 1.000 2.000 en und en und en [2] Person Person Person Person Person Person mehr							
	en [3] en [4] en [5] en [6] en [7] en [8] en [9] en [10]							
mother								
father								
Variables								
p28m	mother self-employed, number of employees							
p28v	father self-employed, number of employees							
29 If you	u are and/or were not a self-employed person: Are and/or were you in a leading							
-	spare-time employment or if you are non-active, please indicate your last professional activity.							
Please check								
	nein [1] ja [2]							
mother								
father								
	0 [1] 1–2 [2] 3–9 [3] 10 and more [4]							
Mutter								
Vater								
Variables								

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

Now your total income of your entire he of all persons living in your household	ousehold. What is the monthly household income today?
Please indicate the net amount, in other words after ta payments such as pensions, rent allowance, children's unemployment compensation etc Please check only	
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 d	lo you attach	to your cl	hild ge	etting a job	that is as	respe	cted as
If you are non	-active at present, plea	se think of your	last profess	sional a	ctivity. Pleas	se check on	e box ir	each line
		not checked [0]	checked	[1]				
mother was ne	ever employed							
father was nev	ver employed							
		1 = not important at all (Likert) [1]	2 [2] 3	3 [3]	4 [4]	5 [5]	6 [6]	7 = very important [7]
the mother's	s?							
the father's	?							
Variables								
p31ma	mother never employe	ed?						
p31va	father never employed	<u>;</u>						
p31m	at least same status li	ke mother impo	rtant?					
p31v	at least same status a	s father importa	ant?					
moth	ession with the folloner's? Is current not gainfully e	Ū					-	
		very small [1]	rather sn [2]	nall	partly [3]	rather gr [4]	eat _v	ery great [5]
a) With vocation	onal education							
Mutter war nie	erwerhstätig	not checked [0]	checked	[1]				
Watter war inc	Ciweibstatig		rather sm	nall		rather gr	eat	
		very small [1]	[2]	iaii	partly [3]	[4]	V	ery great [5]
b) With acade	mic studies							
		not checked [0]	checked	[1]				
Mutter war nie	e erwerbstätig							
Variables								
p32a	mother chances for sa	ame status with	vocational t	raining				
p32a2	Mother never employe	ed?						
p32b	mother chances for sa	ame status with	academic s	tudies				
p32b2	Mother never employed?							

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 voca	tional 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 acade	mic studies						
		not checked [0]	checked [1]				
Vater war nie	erwerbstätig						
Variables							
p33a	father chances for sam	e status with vo	cational trainin	g			
p33a2	Father never employed	1?					
p33b	father chances for sam	e status with ac	ademic studies	3			
p33b2	Father never employed	1?					
34 What	vocational education	on would vou	like vour dau	uahter/son to	get?		
	only one answer	,	, , , , , , , , , , , , , , , , , , ,		3		
betrieblicher Au	sbildungsabschluss (z.B. i el, Verwaltung, Dienstleistu						
	bildungsabschluss (z.B. in sen, Krankenschwester/-p						
Studienabschlus	ss an einer Berufsakadem	ie [3]					
Studienabschlus	ss an einer Fachhochschu	le [4]					
Studienabschlus	ss an einer Universität [5]						
Studienabschlus	ss an einer Pädagogischei	n Hochschule [6]					
Variables							
p34	parents' wish for childs	vocational train	ning				
	u consider all the thi					ur opinion	
-	one box in each line						
		1 = impossibl e (Likert) [1]	[2] 3 [3]	4 [4]	5 [5] 6 [6	7 = absolutel 6] y sure (Likert) [7]	
(e.g. in trade, i	ducational qualification industry, commerce, services sector)						

trained nurse)	cational qualification alth care system,							
c) Graduation academy	from a vocational							
d) Graduation applied science	from a university of es							
e) Graduation	from a university							
f) Graduation f college	rom a teacher's							
Variables								
p35a	parents' prediction on o	chance of ind	ustrial ed	lucational o	qualification			
p35b	parents' prediction on o	chance of sch	ool educ	ational qua	alification			
p35c	parents' prediction on o	chance of gra	duation f	rom vocati	onal acaden	ny		
p35d	parents' prediction on o	chance of gra	duation f	rom a univ	ersity of app	lied sciend	ces	
p35e	parents' prediction on o	chance of gra	duation f	rom univer	sity			
p35f	parents' prediction on o	chance of gra	duation f	rom a teac	her's college			
are tl	natter what your daughe chances that she ne box in each line	he could			ne has left	school, v	what do	you think
		very unlikely		unlikely [2]	partly [3]	fairly lik	cely [4] v	ery likely [5]
		F.1						
a) achieve a qualification?	a professional							
	·]	
qualification? b) achieve	·]	
qualification? b) achieve qualification? Variables	·			ofessional o	qualification	?		
qualification? b) achieve qualification? Variables	an academic	□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	eve a prc		•	?		
qualification? b) achieve qualification? Variables p36a	an academic parents' prediction: Co	□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	eve a prc		•	?		
qualification? b) achieve qualification? Variables p36a p36b	parents' prediction: Co	uld child achi	eve a pro	lemic quali	fication?	?		
qualification? b) achieve a qualification? Variables p36a p36b To w	an academic parents' prediction: Co	uld child achi	eve a pro	lemic quali	fication?	?		
qualification? b) achieve a qualification? Variables p36a p36b To w	parents' prediction: Corparents' prediction: Corparents prediction: Corparents prediction: Corparents prediction: Corporate parents prediction: Corporate pa	uld child achi	eve a pro	lemic quali	fication?	5 [5]	6 [6]	7 = fully agree (Likert) [7]
qualification? b) achieve a qualification? Variables p36a p36b 37 To w Please check a) A higher sci	parents' prediction: Corparents' prediction: Corparent	uld child achi uld child achi uld child achi uld child achi upport the 1 = disagree completel y (Likert)	eve a pro eve acad stateme	ents on e	fication? ducation?		6 [6]	agree (Likert)
qualification? b) achieve a qualification? Variables p36a p36b 37 To w Please check a) A higher so will also give with opportunity advancement b) A good edu	parents' prediction: Corparents' prediction: Corparent	uld child achi uld child achi uld child achi uld child achi upport the 1 = disagree completel y (Likert)	eve a pro eve acad stateme	ents on e	fication? ducation?		6 [6]	agree (Likert)

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 cert	7a high schoolleaving certificate gives opportunity of social advancement. For working class children										
p37b good education secure	good education secures competitiveness of location										
p37c good education broade	ens mental	horizon of p	people								
p37d high education is indisp	oensable fo	or cultural li	fe in our co	untry							
p37e high level of education	promotes of	critical facu	lty of peopl	е							
p37f good school education	is valuable	in itself									
38 Wie viele Bücher gibt es	bei Ihnen	zu Hause	e ungefäh	r?							
Do not count: magazines, newspapers	s and scho	ol books. P	lease chec	k only one a	answer.						
None or only very few (0 to 10 books) [1]											
Enough to fill one shelf (11 to 25 books) [2	2]										
Enough to fill several shelves (26 to 100 b	ooks) [3]										
Enough to fill a small set of shelves (101 to	o 200 books) [4]									
Enough to fill a large set of shelves (201 to	o 500 books)) [5]									
Enough to fill shelf units (more than 500 b	ooks) [6]										
Variables											
p38 Number of books in ho	use										
39 Do you have at home for	your dau	ghter/son	١								
Please check one box in each line.											
	yes [1]] n	o [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 th homework?	at are useful for								
i) a dictionary?									
Variables									
р39а	things beneficial for ed	hings beneficial for education in household: desk							
p39b	things beneficial for ed	ducation in house	ehold: own roon	า					
р39с	things beneficial for ed	ducation in house	ehold: computer	for learning					
p39d	things beneficial for ed	ducation in house	ehold: learning s	software					
p39e	things beneficial for ed	ducation in house	ehold: classical	literature					
p39f	things beneficial for ed	ducation in house	ehold: books wi	th poems					
p39g	things beneficial for ed	ducation in house	ehold: works of	art					
p39h	things beneficial for ed	ducation in house	ehold: useful bo	oks for homewo	ork				
p39i	things beneficial for ed	ducation in house	ehold: dictionary	1					
40 How	important do you c	onsider the fo	llowing school	ol subjects?					
Please check	one box in each line								
		Unimportant	Rather	Rather	Very				
		[1]	unimportant [2]	important [3]	important [4]				
a) Mathematic	s								
b) English									
c) German									
d) Biology									
e) Chemistry									
f) History									
g) Physics									
Variables									
p40a	rating importance of th	ne subject mathe	ematics						
p40b	rating importance of th	ne subject Englis	sh						
p40c	rating importance of th	ne subject Germa	an						
p40d	rating importance of th	ne subject biolog	У						
p40e	rating importance of th	ne subject chemi	stry						
p40f	rating importance of th	ne subject history	У						
p40g	rating importance of the	ne subject physic	cs						
41 What	grades (score) ach	ieved by your	daughter/so	n would you o	only just be sa	atisfied			
	one box in each line								
			Note 2 (10-12	Note 3 (7-9	Note 4 (4-6	Note 5 (1-3			
		Punkte) [1]	Punkte) [2]	Punkte) [3]	Punkte) [4]	Punkte) [5]			
a) Mathematic	S								
b) English									

c) German						
d) Biology						
e) Chemistry						
f) History						
g) Physics						
Variables						
p41a	only just satisfied with g	rade in mathem	natics			
p41b	only just satisfied with g	rade in English				
p41c	only just satisfied with g	rade in Germar	า			
p41d	only just satisfied with g	rade in biology				
p41e	only just satisfied with g	rade in chemist	try			
p41f	only just satisfied with g	rade in history				
p41g	only just satisfied with g	rade in physics				
42 Who	of you has complete	d the questio	nnaire?			
Please check	only one answer					
		mother [1]	father [2]	both [3]	another person, namely: [4]	
Variables						
p42	Who completed the que	stionnaire?				
p42a	other person completing	questionnaire				