



Annex A

BACKGROUND QUESTIONNAIRES

Annex A provides the background questionnaires used in the PISA 2012 survey to obtain information about the participating schools, students and parents.

The school questionnaire is administered to school principals and covers the structure and organisation of: the school; the student and teacher body; the school's resources; the school's instruction, curriculum and assessment; the school climate; the school's policies and practices; financial education at school, and comprises one additional question for the online school questionnaire.

The student questionnaire addresses: the student characteristics and educational career; family context and home resources; mathematics learning; experience with different kinds of mathematics problems at school; mathematics experiences; classroom and school climate; and problem solving experiences.

Two optional questionnaires are administered to students: an educational career questionnaire covering the students' educational histories, their career aspirations and questions on language learning; and a questionnaire about students' access to information and communication technologies (ICTs) and student's use of ICTs and attitude towards computers.

A third optional questionnaire for parents covers: parental background; the cost of educational services; parents' attitudes to their child's school; parents' involvement with school; school choice; parental support for learning at home; mathematics in child's future career and job market; academic and professional expectations in mathematics; child's past academic performance; child's career interests; and parents' immigration background.

SCHOOL QUESTIONNAIRE

The school questionnaire is administered to the school principal and takes about 30 minutes to complete. It covers a variety of school-related aspects:

- Structure and organisation of the school
- Student and teacher body
- School's resources
- School's instruction, curriculum and assessment
- School climate
- School's policies and practices
- Financial education at school
- Additional question for ONLINE school questionnaire

Technical terms are given in <brackets> and are adapted to the national context by the national data collection centre of the participating country or economy. In this annex, an explanation of the technical terms is given below the questionnaire item.

The structure and organisation of the school

Q1 Is your school a public or a private school?

(Please tick only one box.)

A public school (This is a school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise.)	<input type="checkbox"/> ₁
A private school (This is a school managed directly or indirectly by a non-government organisation; e.g. a church, trade union, business, or other private institution.)	<input type="checkbox"/> ₂

Q2 About what percentage of your total funding for a typical school year comes from the following sources?

(SC02)

(Please write a number in each row. Write 0 (zero) if no funding comes from that source.)

	%
a) Government (includes departments, local, regional, state and national)	
b) Student fees or school charges paid by parents	
c) Benefactors, donations, bequests, sponsorships, parent fundraising	
d) Other	
Total	100 %

Q3 Which of the following definitions best describes the community in which your school is located?

(Please tick only one box.)

A village, hamlet or rural area (fewer than 3 000 people)	<input type="checkbox"/> ₁
A small town (3 000 to about 15 000 people)	<input type="checkbox"/> ₂
A town (15 000 to about 100 000 people)	<input type="checkbox"/> ₃
A city (100 000 to about 1 000 000 people)	<input type="checkbox"/> ₄
A large city (with over 1 000 000 people)	<input type="checkbox"/> ₅



Q4
(SC04)

We are interested in the options parents have when choosing a school for their children.

Which of the following statements best describes the schooling available to students in your location?

(Please tick only one box.)

There are two or more other schools in this area that compete for our students	<input type="checkbox"/>	1
There is one other school in this area that competes for our students	<input type="checkbox"/>	2
There are no other schools in this area that compete for our students	<input type="checkbox"/>	3

Q5
(SC05)

What is the average size of <test language> classes in <national modal grade for 15-year-olds> in your school?

(Please tick only one box.)

15 students or fewer	<input type="checkbox"/>	1
16-20 students	<input type="checkbox"/>	2
21-25 students	<input type="checkbox"/>	3
26-30 students	<input type="checkbox"/>	4
31-35 students	<input type="checkbox"/>	5
36-40 students	<input type="checkbox"/>	6
41-45 students	<input type="checkbox"/>	7
46-50 students	<input type="checkbox"/>	8
More than 50 students	<input type="checkbox"/>	9

Notes: <national modal grade for 15-year-olds> is the name of the grade attended by most 15-year-olds in the participating country or economy.

<test language> is replaced with the name of the language used in the PISA mathematics literacy test.

The student and teacher body

Q6
(SC07)

As at <month day, 2012>, what was the total school enrolment (number of students)?

(Please write a number on each line. Write 0 (zero) if there are none.)

a)	Number of boys	
b)	Number of girls	

Note: <month day, 2012> should be a date about one month before the data collection.

Q7
(SC09)

How many of the following teachers are on the staff of your school?

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.

(Please write a number in each space provided. Write 0 (zero) if there are none.)

		Full-time	Part-time
a)	Teachers in TOTAL		
b)	Teachers fully certified by <the appropriate authority>		
c)	Teachers with an <ISCED 5A> qualification		

Notes: <the appropriate authority> refers to the government agency which is empowered to certify that a person is permitted to work as a school teacher.

<ISCED 5A> refers to qualification obtained from a tertiary study programme with a strong theoretical foundation typically with a minimum duration of three years' full time equivalent, providing entry into a profession with high skills requirements or an advanced research programme.

Q8
(SC10)**How many of the following are on the <mathematics staff> of your school?**

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.

Please count only those teachers who have taught or will teach mathematics during the current school year.

(Please write a number in each space provided. Write 0 (zero) if there are none.)

		Full-time	Part-time
a)	Teachers of mathematics in TOTAL		
b)	Teachers of mathematics with an <ISCED 5A> qualification		
c)	Teachers of mathematics with an <ISCED 5A> qualification <with a major> in mathematics		
d)	Teachers of mathematics with an <ISCED 5A> qualification in <pedagogy>		
e)	Teachers of mathematics with an <ISCED 5B> but not an <ISCED 5A> qualification		

Notes: For a definition of <ISCED 5A> see Q7.

<ISCED 5B> refers to qualification obtained in tertiary programmes that are generally more practical/technical/occupationally specific and typically shorter than ISCED 5A programmes. Typically, these programmes have a minimum of two years' full-time equivalent duration and prepare students to enter a particular occupation.

<with a major> refers to the focus of study in an undergraduate university degree. A major in mathematics is a complete sequence of mathematics in an ISCED 5A qualification.

The school's resources

The goal of the following set of three questions is to gather information about the student-computer ratio for students in the <national modal grade for 15-year-olds> at your school.

	Number
Q9a (SC11) At your school, what is the total number of students in the <national modal grade for 15-year-olds>?	
Q9b (SC11) Approximately, how many computers are available for these students for educational purposes?	
Q9c (SC11) Approximately, how many of these computers are connected to the Internet/ World Wide Web?	

Note: For a definition of <national modal grade for 15-year-olds> see Q5.

Q10
(SC13)
In all subjects taken together, for how much of the work does the school expect <national modal grade for 15-year-olds> students to access the Internet/ World Wide Web?

(Please tick only one box in each row.)

		<10%	10-25%	26-50%	51-75%	>75%
a)	Work during lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b)	Homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c)	Assignments or projects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Note: For a definition of <national modal grade for 15-year-olds> see Q5.



Q11 Is your school's capacity to provide instruction hindered by any of the following issues?

(SC14) (Please tick one box in each row.)

		Not at all	Very little	To some extent	A lot
a)	A lack of qualified science teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	A lack of qualified mathematics teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	A lack of qualified <test language> teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	A lack of qualified teachers of other subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Shortage or inadequacy of science laboratory equipment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	Shortage or inadequacy of instructional materials (e.g. textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	Shortage or inadequacy of computers for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	Lack or inadequacy of Internet connectivity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	Shortage or inadequacy of computer software for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j)	Shortage or inadequacy of library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k)	Shortage or inadequacy of school buildings and grounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l)	Shortage or inadequacy of heating/cooling and lighting systems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m)	Shortage or inadequacy of instructional space (e.g. classrooms)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Note: For a definition of <test language> see Q5.

School instruction curriculum and assessment

Q12 Which of the following options describe what your school does for <national modal grade for 15-year-olds> students in mathematics classes?

(SC15) (Please tick one box in each row.)

		For all classes	For some classes	Not for any classes
a)	Mathematics classes study similar content, but at different levels of difficulty	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b)	Different classes study different content or sets of mathematics topics that have different levels of difficulty	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c)	Students are grouped by ability within their mathematics classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d)	In mathematics classes, teachers use pedagogy suitable for students with heterogeneous abilities (i.e. students are not grouped by ability)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Note: For a definition of <national modal grade for 15-year-olds> see Q5.

Q13
(SC16)

<This academic year>, which of the following activities does your school offer to students in the <national modal grade for 15-years-olds>?

(Please tick one box in each row.)

		Yes	No
a)	Band, orchestra or choir	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	School play or school musical	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	School yearbook, newspaper or magazine	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	Volunteering or service activities, e.g. <national examples>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	Mathematics club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f)	Mathematics competitions, e.g. <national examples>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g)	Chess club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h)	Club with a focus on computers/ Information and Communication Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i)	Art club or art activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j)	Sporting team or sporting activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k)	<country specific item>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Notes: <This academic year> refers to the year of schooling which is not necessarily the calendar year.
For a definition of <national modal grade for 15-year-olds> see Q5.

Q14
(SC18)

In your school, are assessments of students in <national modal grade for 15-year-olds> used for any of the following purposes?

(Please tick one box in each row.)

		Yes	No
a)	To inform parents about their child's progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	To make decisions about students' retention or promotion	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	To group students for instructional purposes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	To compare the school to <district or national> performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	To monitor the school's progress from year to year	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f)	To make judgements about teachers' effectiveness	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g)	To identify aspects of instruction or the curriculum that could be improved	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h)	To compare the school with other schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Notes: For a definition of <national modal grade for 15-year-olds> see Q5.

<district or national> performance refers to comparison with a larger administrative region which could be the district, region, province and/or the country as a whole.

Q15
(SC19)

In your school, are achievement data used in any of the following <accountability procedures>?

Achievement data include **aggregated** school or grade-level test scores or grades, or graduation rates.

(Please tick one box in each row.)

		Yes	No
a)	Achievement data are posted publicly (e.g. in the media)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	Achievement data are tracked over time by an administrative authority	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note: <accountability procedures> means the regular use of school-level statistics on student achievement to report on the quality of the school functioning to parents or external authorities.



Q16
(SC20)

Does your school offer mathematics lessons in addition to the mathematics lessons offered during the usual school hours?

(Please tick only one box.)

Yes	<input type="checkbox"/> ₁	go to the next question
No	<input type="checkbox"/> ₂	go to Q18

Q17
(SC21)

What is the purpose of these additional mathematics lessons?

(Please tick only one box.)

<Enrichment mathematics> only	<input type="checkbox"/> ₁
<Remedial mathematics> only	<input type="checkbox"/> ₂
Both <enrichment mathematics> and <remedial mathematics>	<input type="checkbox"/> ₃
Without differentiation depending on the prior achievement level of the students	<input type="checkbox"/> ₄

Notes: <Enrichment mathematics> is mathematics offered outside of normal class time to extend/stimulate/challenge students who are of higher ability. <Remedial mathematics> is mathematics offered outside of normal class time to help students who have fallen behind the performance level of their peers to catch up.

School climate

Q18
(SC22)

In your school, to what extent is the learning of students hindered by the following phenomena?

(Please tick one box in each row.)

		Not at all	Very little	To some extent	A lot
a)	Student truancy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Students skipping classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Students arriving late for school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	Students not attending compulsory school events (e.g. sports day) or excursions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Students lacking respect for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	Disruption of classes by students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	Student use of alcohol or illegal drugs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	Students intimidating or bullying other students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	Students not being encouraged to achieve their full potential	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j)	Poor student-teacher relations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k)	Teachers having to teach students of heterogeneous ability levels within the same class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l)	Teachers having to teach students of diverse ethnic backgrounds (i.e. language, culture) within the same class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m)	Teachers' low expectations of students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n)	Teachers not meeting individual students' needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o)	Teacher absenteeism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p)	Staff resisting change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q)	Teachers being too strict with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
r)	Teachers being late for classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
s)	Teachers not being well prepared for classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Note: 'Student truancy' is used differently in PISA 2012 and refers ONLY TO THE UNAUTHORISED failure to attend classes, whereas in previous cycles 'student absenteeism' included the unauthorised AND authorised (e.g. illness) absence of students from school.

Q19 (SC23)	During <the last academic year>, what proportion of students left your school without a <certificate or qualification that allows students to enter post-school destinations such as university, technical, further or vocational education, apprenticeships or employment>?	%

Note: <the last academic year> refers to the previous year of schooling, not necessarily the previous calendar year.

Q20 Which statement below best characterises parental expectations towards your school?

(SC24) (Please tick only one box.)

	There is <i>constant pressure</i> from many parents, who expect our school to set very high academic standards and to have our students achieve them	<input type="checkbox"/> ₁
	Pressure on the school to achieve higher academic standards among students comes from a <i>minority of parents</i>	<input type="checkbox"/> ₂
	Pressure from parents on the school to achieve higher academic standards among students is <i>largely absent</i>	<input type="checkbox"/> ₃

Q21 During <the last academic year>, what proportion of students' parents participated in the following school-related activities?

(SC25) (Please write a number in each row. Write 0 (zero) if no parents participated in the activity. Write 100 (one hundred) if all parents participated in the activity.)

	%
a) Discussed their child's behaviour with a teacher on their own initiative	
b) Discussed their child's behaviour on the initiative of one of their child's teachers	
c) Discussed their child's progress with a teacher on their own initiative	
d) Discussed their child's progress on the initiative of one of their child's teachers	
e) Volunteered in physical activities, e.g. building maintenance, carpentry, gardening or yard work	
f) Volunteered in extra-curricular activities, e.g. book club, school play, sports, field trip	
g) Volunteered in the school library or media centre	
h) Assisted a teacher in the school	
i) Appeared as a guest speaker	
j) Participated in local school <government>, e.g. parent council or school management committee	
k) Assisted in fundraising for the school	
l) Volunteered in the school <canteen>	

Note: For a definition of <the last academic year> see Q19.

Q22 Think about the teachers in your school. How much do you agree with the following statements?

(SC26) (Please tick one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a) The morale of teachers in this school is high		<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers work with enthusiasm		<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers take pride in this school		<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teachers value academic achievement		<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄


Q23 How much do you agree with these statements about teachers in your school?

(SC27) (Please tick one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	Mathematics teachers are interested in trying new methods and teaching practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	There is a preference among mathematics teachers to stay with well-known methods and practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q24 How much do you agree with these statements about teachers in your school?

(SC28) (Please tick one box in each row.)

c)	There is consensus among mathematics teachers that academic achievement must be kept as high as possible	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	There is consensus among mathematics teachers that it is best to adapt academic standards to the students' levels and needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q25 How much do you agree with these statements about teachers in your school?

(SC29) (Please tick one box in each row.)

e)	There is consensus among mathematics teachers that the social and emotional development of the students is as important as their acquisition of mathematical skills and knowledge in mathematics classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	There is consensus among mathematics teachers that the development of mathematical skills and knowledge in students is the most important objective in mathematics classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q26 During the last year, have any of the following methods been used to monitor the practice of mathematics teachers at your school?

(SC30) (Please tick one box in each row.)

		Yes	No
a)	Tests or assessments of student achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	Teacher peer review (of lesson plans, assessment instruments, lessons)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	Principal or senior staff observations of lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	Observation of classes by inspectors or other persons external to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q27 To what extent have appraisals of and/or feedback to teachers directly led to the following?

(SC31) (Please tick one box in each row.)

		No change	A small change	A moderate change	A large change
a)	A change in salary	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	A financial bonus or another kind of monetary reward	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Opportunities for professional development activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	A change in the likelihood of career advancement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Public recognition from you	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	Changes in work responsibilities that make the job more attractive	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	A role in school development initiatives (e.g. curriculum development group, development of school objectives)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School policies and practices

Q28 How often are the following factors considered when students are admitted to your school?

(SC32) (Please tick one box in each row.)

		Never	Sometimes	Always
a)	Student's record of academic performance (including placement tests)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b)	Recommendation of feeder schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c)	Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d)	Whether the student requires or is interested in a special programme	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e)	Preference given to family members of current or former students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f)	Residence in a particular area	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g)	Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q29 Regarding your school, who has a considerable responsibility for the following tasks?

(SC33) (Please tick as many boxes as appropriate in each row.)

		Principal	Teachers	<School governing board>	<Regional or local education authority>	National education authority
a)	Selecting teachers for hire	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b)	Firing teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c)	Establishing teachers' starting salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d)	Determining teachers' salary increases	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e)	Formulating the school budget	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f)	Deciding on budget allocations within the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g)	Establishing student disciplinary policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h)	Establishing student assessment policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i)	Approving students for admission to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j)	Choosing which textbooks are used	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
k)	Determining course content	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
l)	Deciding which courses are offered	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Notes: <school governing board> is a board directly responsible for the governance of the school. This board may be totally external to the school or may have staff and student representation.

<Regional or local education authority> is an authority that is not a national authority and does not directly govern the school.



Q30
(SC34)

Below are statements about your management of this school. Please indicate the frequency of the following activities and behaviours in your school during <the last academic year>.
(Please tick only one box in each row.)

		Did not occur	1-2 times during the year	3-4 times during the year	Once a month	Once a week	More than once a week
a)	I work to enhance the school's reputation in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	I use student performance results to develop the school's educational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	I ensure that teachers work according to the school's educational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	I promote teaching practices based on recent educational research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	I praise teachers whose students are actively participating in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	When a teacher has problems in his/her classroom, I take the initiative to discuss matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	I draw teachers' attention to the importance of pupils' development of critical and social capacities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	I pay attention to disruptive behaviour in classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	I provide staff with opportunities to participate in school decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k)	I engage teachers to help build a school culture of continuous improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l)	I ask teachers to participate in reviewing management practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m)	When a teacher brings up a classroom problem, we solve the problem together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n)	I discuss the school's academic goals with teachers at faculty meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o)	I refer to the school's academic goals when making curricular decisions with teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p)	I discuss academic performance results with the faculty to identify curricular strengths and weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q)	I lead or attend in-service activities concerned with instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r)	I set aside time at faculty meetings for teachers to share ideas or information from in-service activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s)	I conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t)	I review work produced by students when evaluating classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u)	I evaluate the performance of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: For a definition of <the last academic year> see Q19.

Q31
(SC35)

During the last three months, what percentage of teaching staff in your school has attended a programme of professional development with a focus on mathematics?

A programme of professional development here is a formal programme designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognised qualification. The programme must last for at least one day in total and have a focus on mathematics teaching and education.

		%
a)	All staff at your school	
b)	Staff who teach mathematics at your school	

Q32
(SC39)

Which of the following measures aimed at quality assurance and improvement do you have in your school?

(Please tick one box in each row.)

		Yes	No
a)	Written specification of the school's curricular profile and educational goals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	Written specification of student performance standards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	Systematic recording of data including teacher and student attendance and graduation rates, test results and professional development of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	Internal evaluation/self-evaluation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	External evaluation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f)	Seeking written feed-back from students (e.g. regarding lessons, teachers or resources)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g)	Teacher mentoring	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h)	Regular consultation aimed at school improvement with one or more experts over a period of at least six months	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i)	Implementation of a standardised policy for mathematics (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q33
(SC40)

Which of the following statements apply in your school?

A policy refers to written rules known to those concerned with the policy.

(Please tick one box in each row.)

		Yes	No
a)	The school has a policy on how to use computers in mathematics instruction (e.g. amount of computer use in mathematics lessons, use of specific mathematics computer programs)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	All <national modal grade for 15-year-olds> mathematics classes in the school use the same textbook	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	Mathematics teachers in the school follow a standardised curriculum that specifies content at least on a monthly basis	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note: For a definition of <national modal grade for 15-year-olds> see Q5.

Q34
(SC44)

In your school, how likely is it that a student in <national modal grade for 15-year-olds> would be transferred to another school for the following reasons?

(Please tick one box in each row.)

		Not likely	Likely	Very likely
a)	Low academic achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b)	High academic achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c)	Behavioural problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d)	Special learning needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e)	Parents' or guardians' request	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f)	Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Note: For a definition of <national modal grade for 15-year-olds> see Q5.



Financial education at school

The following five questions are about financial education/personal finance in your school. Financial education/personal finance involves the development of students' knowledge, confidence and skills relating to topics such as money and income; budgeting and long term planning; saving and spending; credit and debt; investment and insurance; the potential risks and benefits of financial products; and the financial landscape (including consumer rights and responsibilities and understanding of the wider financial, economic and social system).

Q35
(SC47)

Which of the statements below best describes the situation for students in <national modal grade for 15-year-olds> regarding the availability of financial education in your school?

(Please tick only one box.)

Financial education is not available	<input type="checkbox"/>
Financial education has been available for less than two years	<input type="checkbox"/>
Financial education has been available for two years or more	<input type="checkbox"/>

Note: For a definition of <national modal grade for 15-year-olds> see Q5.

Q36
(SC45)

Is financial education compulsory in your school?

(Please tick only one box.)

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Q37
(SC46)

Which of the statements below describe the teaching of financial education in your school?

For each statement, please indicate the number of hours of financial education of this type for students in <national modal grade for 15-year-olds> during <the last academic year>.

(Please tick as many boxes as appropriate in each row.)

		Not at all	1-4 hours a year	5-19 hours a year	20-49 hours a year	50 or more hours a year
a)	It is taught as a separate subject	<input type="checkbox"/>				
b)	It is taught as a cross-curricular subject	<input type="checkbox"/>				
c)	It is taught as part of <business or economics> courses	<input type="checkbox"/>				
d)	It is taught as part of mathematics	<input type="checkbox"/>				
e)	It is taught as part of other social sciences and humanities subjects and/or literature/language (e.g. history, geography, <home economics>, <citizenship>)	<input type="checkbox"/>				
f)	It is available as an <extra-curricular activity>	<input type="checkbox"/>				
g)	It is taught as part of <class teacher lessons>	<input type="checkbox"/>				

Notes: For a definition of <national modal grade for 15-year-olds> see Q5.

For a definition of <the last academic year> see Q19.

<Extra-curricular activity> is an activity sponsored by and usually held at school but that is not part of the academic curriculum.

<class teacher lessons> refers to regularly scheduled time that students have with their class teacher, often for administrative or organisational purposes rather than specific subject content.

Q38 Who provides financial education in your school?(SC52)
(SC46) *(Please tick one box in each row.)*

		Yes	No
a)	Teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	People from private sector institutions (e.g. commercial bank, insurance company)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	People from public sector institutions (e.g. <ministry of finance>, <reserve bank>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	People from non-government organisations, (e.g. <national examples>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q39
(SC51)**During the last twelve months, what percentage of teaching staff in your school has attended a programme of professional development with a focus on financial education?***A programme of professional development here is a formal programme designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognised qualification. The programme must last for at least one day in total and have a focus on the teaching of financial education.*

		%
a)	Staff who teach financial education in your school	
b)	All other teaching staff in your school	

Additional Question for ONLINE school questionnaire**Q40**
(SC50)**Is there any final comment that you wish to make regarding any aspect of the survey (e.g. content, mode of delivery)?**



STUDENT QUESTIONNAIRE

The student questionnaire is administered after the literacy assessment and takes students about 30 minutes to complete. The core questions on home background are similar to those used in the previous PISA assessments. The questionnaire covers the following aspects:

- Student characteristics and educational career
- Family context and home resources
- Learning mathematics
- Experience with different kinds of mathematics problems at school
- Mathematics experiences
- Classroom and school climate
- Problem solving experiences

Technical terms are given in <brackets> and are adapted to the national context by the national data collection centre of the participating country or economy. In this annex, an explanation of the technical terms is given below the questionnaire item.

Student characteristics and educational career

Q1 What <grade> are you in?
(ST01)

<i>Grade</i>	
--------------	--

Note: <Grade> refers to the administrative level of the student in the school. In many countries the number of years in schooling is the usual measure of grade.

Q2 Which one of the following <programmes> are you in?
(ST02)

(Please tick only one box.)

<Programme 1>	<input type="checkbox"/> ₁
<Programme 2>	<input type="checkbox"/> ₂
<Programme 3>	<input type="checkbox"/> ₃
<Programme 4>	<input type="checkbox"/> ₄
<Programme 5>	<input type="checkbox"/> ₅
<Programme 6>	<input type="checkbox"/> ₆

Q3 On what date were you born?
(ST03)

(Please write the day, month and year you were born.)

	19	
<i>Day</i>	<i>Month</i>	<i>Year</i>

Q4 Are you female or male?
(ST04)

Female	<input type="checkbox"/> ₁
Male	<input type="checkbox"/> ₂

Q5 Did you attend <ISCED 0>?

(ST05)

No	<input type="checkbox"/>	1
Yes, for one year or less	<input type="checkbox"/>	2
Yes, for more than one year	<input type="checkbox"/>	3

Note: <ISCED 0> refers to pre-primary education defined as the initial stage of organised instruction designed primarily to introduce very young children to a school-type environment. Instruction is school-based or centre-based, typically for children between 3 and 6 years.

Q6 How old were you when you started <ISCED 1>?

(ST06)

	Years
--	-------

Note: <ISCED 1> refers to primary education which begins between age 5 and 7 and generally lasts 4 years (e.g. Germany) to 6 years (mode of OECD countries). Primary education is designed to provide a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects.

Q7 Have you ever repeated a <grade>?

(ST07)

(Please tick only one box in each row.)

		No, never	Yes, once	Yes, twice or more
a)	At <ISCED 1>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	At <ISCED 2>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	At <ISCED 3>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes: For a definition of <Grade> see Q1.

For a definition of <ISCED 1> level, see Q6.

<ISCED 2> refers to lower secondary level of education. Programmes at the start of level 2 should correspond to the point where programmes are beginning to be organised in a more subject-oriented pattern, using more specialised teachers conducting classes in their field of specialisation.

<ISCED 3> refers to upper secondary level of education. The final stage of secondary education in most OECD countries. Instruction is often more organised along subject-matter lines than at ISCED 2 and teachers typically need to have a higher level, or more subject-specific, qualification than at ISCED 2.

<ISCED 3A> is designed to provide direct access to ISCED 5A. <ISCED 3B> is designed to provide direct access to ISCED 5B. <ISCED 3C> is not designed to lead directly to ISCED 5A or 5B. These programmes lead directly to labour market, ISCED 4 programmes or other ISCED 3 programmes.

Q8 In the last two full weeks of school, how many times did you arrive late for school?

(ST08)

(Please tick only one box.)

None	<input type="checkbox"/>	1
One or two times	<input type="checkbox"/>	2
Three or four times	<input type="checkbox"/>	3
Five or more times	<input type="checkbox"/>	4

Q9 In the last two full weeks of school, how many times did you <skip> a whole school day?

(ST09)

(Please tick only one box.)

None	<input type="checkbox"/>	1
One or two times	<input type="checkbox"/>	2
Three or four times	<input type="checkbox"/>	3
Five or more times	<input type="checkbox"/>	4

Note: <Skip> refers to unauthorised failure to attend classes.



Q10 In the last two full weeks of school, how many times did you <skip> some classes?

(ST115) (Please tick only one box.)

None	<input type="checkbox"/>	1
One or two times	<input type="checkbox"/>	2
Three or four times	<input type="checkbox"/>	3
Five or more times	<input type="checkbox"/>	4

Note: For a definition of <Skip> see Q9.

Family context and home resources

Q11 Who usually lives at <home> with you?

(ST11) (Please tick one box in each row.)

		Yes	No
a)	Mother (including stepmother or foster mother)	<input type="checkbox"/>	<input type="checkbox"/>
b)	Father (including stepfather or foster father)	<input type="checkbox"/>	<input type="checkbox"/>
c)	Brother(s) (including stepbrothers)	<input type="checkbox"/>	<input type="checkbox"/>
d)	Sister(s) (including stepsisters)	<input type="checkbox"/>	<input type="checkbox"/>
e)	Grandparent(s)	<input type="checkbox"/>	<input type="checkbox"/>
f)	Others (e.g. cousin)	<input type="checkbox"/>	<input type="checkbox"/>

Q12a What is your mother's main job?

(ST12) (e.g. school teacher, kitchen-hand, sales manager)
(If she is not working now, please tell us her last main job.)

Please write in the job title:

Q12b What does your mother do in her main job?

(ST12) (e.g. teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team)

Please use a sentence to describe the kind of work she does or did in that job:

Q13 What is the <highest level of schooling> completed by your mother?

(ST13) If you are not sure which box to choose, please ask the <test administrator> for help.
(Please tick only one box.)

<ISCED 3A>	<input type="checkbox"/>	1
<ISCED 3B, 3C>	<input type="checkbox"/>	2
<ISCED 2>	<input type="checkbox"/>	3
<ISCED 1>	<input type="checkbox"/>	4
She did not complete <ISCED 1>	<input type="checkbox"/>	5

Notes: For a definition of <ISCED 1> see Q6.

For a definition of <ISCED 2> and <ISCED 3> see Q7.

<Highest level of schooling> - should be adapted to refer to the sections of schooling that correspond to <ISCED 1> to <ISCED 3> levels.

Q14
(ST14)**Does your mother have any of the following qualifications?**

If you are not sure how to answer this question, please ask the <test administrator> for help.
(Please tick one box in each row.)

		Yes	No
a)	<ISCED 6>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	<ISCED 5A>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	<ISCED 5B>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	<ISCED 4>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Notes: <ISCED 6> refers to advanced research qualification, devoted to advanced study and original research, requiring submission of a thesis or dissertation of publishable quality.

<ISCED 5A> refers to qualification obtained from a tertiary study programme with a strong theoretical foundation *typically* with a minimum duration of three years' full time equivalent, providing entry into a profession with high skills requirements or an advanced research programme.

<ISCED 5B> refers to qualification obtained in tertiary programmes that are generally more practical/technical/occupationally specific and typically shorter than ISCED 5A programmes. Typically, these programmes have a minimum of two years' full-time equivalent duration and prepare students to enter a particular occupation.

<ISCED 4> refers to qualification obtained in programmes that overlap the boundary between upper-secondary and post-secondary education. They are typically not significantly more advanced than programmes at ISCED 3 (see Q7) and have a full-time equivalent duration of between 6 months and 2 years.

Q15
(ST15)**What is your mother currently doing?**

(Please tick only one box.)

Working full-time <for pay>	<input type="checkbox"/> ₁
Working part-time <for pay>	<input type="checkbox"/> ₂
Not working, but looking for a job	<input type="checkbox"/> ₃
Other (e.g. home duties, retired)	<input type="checkbox"/> ₄

Q16a
(ST16)**What is your father's main job?**

(e.g. school teacher, kitchen-hand, sales manager)

(If she is not working now, please tell us her last main job.)

Please write in the job title:

Q16b
(ST16)**What does your father do in his main job?**

(e.g. teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team)

Please use a sentence to describe the kind of work he does or did in that job:

Q17
(ST17)**What is the <highest level of schooling> completed by your father?**

If you are not sure how to answer this question, please ask the <test administrator> for help.
(Please tick only one box.)

<ISCED 3A>	<input type="checkbox"/> ₁
<ISCED 3B, 3C>	<input type="checkbox"/> ₂
<ISCED 2>	<input type="checkbox"/> ₃
<ISCED 1>	<input type="checkbox"/> ₄
He did not complete <ISCED 1>	<input type="checkbox"/> ₅

Notes: For a definition of <ISCED 1> see Q6.

For a definition of <ISCED 2> and <ISCED 3> see Q7.

For a definition of <Highest level of schooling> see Q13.



Q18
(ST18)

Does your father have any of the following qualifications?

If you are not sure which box to choose, please ask the <test administrator> for help.
(Please tick one box in each row.)

		Yes	No
a)	<ISCED 6>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	<ISCED 5A>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	<ISCED 5B>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	<ISCED 4>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note: For a definition of <ISCED 4> to <ISCED 6> levels see Q14.

Q19
(ST19)

What is your father currently doing?

(Please tick only one box.)

Working full-time <for pay>	<input type="checkbox"/> ₁
Working part-time <for pay>	<input type="checkbox"/> ₂
Not working, but looking for a job	<input type="checkbox"/> ₃
Other (e.g. home duties, retired)	<input type="checkbox"/> ₄

Q20
(ST20)

In what country were you and your parents born?

(Please tick one box in each column.)

	You	Mother	Father
<Country A>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
<Country B>	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
<Country C>	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃
<Country D>	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄
<...etc.>	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅
Other country	<input type="checkbox"/> ₆	<input type="checkbox"/> ₆	<input type="checkbox"/> ₆

Note: Usually <Country A> is the country of the test. The final variable is usually 'Other country'. Between these two variables, each country or economy may choose certain countries of origin for this question.

Q21
(ST21)

If you were NOT born in <country of test>, how old were you when you arrived in <country of test>?

If you were less than 12 months old, please write zero (0).

If you were born in <country of test> please skip this question and go to Q22.

	Years
--	-------

Q22
(ST25)

What language do you speak at home most of the time?

(Please tick only one box.)

<Language 1>	<input type="checkbox"/> ₁
<Language 2>	<input type="checkbox"/> ₂
<Language 3>	<input type="checkbox"/> ₃
<...etc.>	<input type="checkbox"/> ₄
Other language	<input type="checkbox"/> ₅

Q23 Which of the following are in your home?(ST26) *(Please tick one box in each row.)*

		Yes	No
a)	A desk to study at	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	A room of your own	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	A quiet place to study	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	A computer you can use for school work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	Educational software	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f)	A link to the Internet	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g)	Classic literature (e.g. <Shakespeare>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h)	Books of poetry	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i)	Works of art (e.g. paintings)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j)	Books to help with your school work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k)	<Technical reference books>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l)	A dictionary	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m)	A dishwasher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n)	A <DVD> player	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o)	<Country-specific wealth item 1>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p)	<Country-specific wealth item 2>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
q)	<Country-specific wealth item 3>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q24 How many of these are there at your home?(ST27) *(Please tick only one box in each row.)*

		None	One	Two	Three or more
a)	Cellular phones	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Televisions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Computers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	Cars	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Rooms with a bath or shower	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q25 How many books are there in your home?(ST28) *There are usually about 40 books per metre of shelving. Do not include magazines, newspapers, or your schoolbooks. (Please tick only one box.)*

	0-10 books	<input type="checkbox"/> ₁
	11-25 books	<input type="checkbox"/> ₂
	26-100 books	<input type="checkbox"/> ₃
	101-200 books	<input type="checkbox"/> ₄
	201-500 books	<input type="checkbox"/> ₅
	More than 500 books	<input type="checkbox"/> ₆



Learning mathematics

Q26 Thinking about your views on mathematics: to what extent do you agree with the following statements?
(ST29) (Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	I enjoy reading about mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Making an effort in mathematics is worth it because it will help me in the work that I want to do later on	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	I look forward to my mathematics lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	I do mathematics because I enjoy it	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Learning mathematics is worthwhile for me because it will improve my career <prospects, chances>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	I am interested in the things I learn in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	Mathematics is an important subject for me because I need it for what I want to study later on	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	I will learn many things in mathematics that will help me get a job	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q27 Thinking about how people important to you view mathematics: how strongly do you agree with the following statements?
(ST35) (Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	Most of my friends do well in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Most of my friends work hard at mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	My friends enjoy taking mathematics tests	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	My parents believe it's important for me to study mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	My parents believe that mathematics is important for my career	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	My parents like mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q28 How confident do you feel about having to do the following mathematics tasks?
(ST37) (Please tick only one box in each row.)

		Very confident	Confident	Not very confident	Not at all confident
a)	Using a <train timetable> to work out how long it would take to get from one place to another	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Calculating how much cheaper a TV would be after a 30% discount	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Calculating how many square metres of tiles you need to cover a floor	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	Understanding graphs presented in newspapers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Solving an equation like $3x+5=17$	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	Finding the actual distance between two places on a map with a 1:10,000 scale	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	Solving an equation like $2(x+3) = (x+3)(x-3)$	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	Calculating the petrol consumption rate of a car	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q29 Thinking about studying mathematics: to what extent do you agree with the following statements?

(ST42) (Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	I often worry that it will be difficult for me in mathematics classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	I am just not good at mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	I get very tense when I have to do mathematics homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	I get good <grades> in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	I get very nervous doing mathematics problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	I learn mathematics quickly	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	I have always believed that mathematics is one of my best subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	I feel helpless when doing a mathematics problem	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	In my mathematics class, I understand even the most difficult work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j)	I worry that I will get poor <grades> in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Note: <Grades> refers to the teacher's standardised evaluation of student performance in a course or subject and should be adapted to the national context.

Q30 Thinking about your mathematics lessons: to what extent do you agree with the following statements?

(ST43) (Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	If I put in enough effort I can succeed in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Whether or not I do well in mathematics is completely up to me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Family demands or other problems prevent me from putting a lot of time into my mathematics work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	If I had different teachers, I would try harder in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	If I wanted to, I could do well in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	I do badly in mathematics whether or not I study for my exams	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Suppose that you are a student in the following situation:Q31
(ST44)

Each week, your mathematics teacher gives a short quiz. Recently you have done badly on these quizzes. Today you are trying to figure out why.

How likely are you to have these thoughts or feelings in this situation?

(Please tick only one box in each row.)

		Very likely	Likely	Slightly likely	Not at all likely
a)	I'm not very good at solving mathematics problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	My teacher did not explain the concepts well this week	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	This week I made bad guesses on the quiz	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	Sometimes the course material is too hard	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	The teacher did not get students interested in the material	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	Sometimes I am just unlucky	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



Q32
(ST46)

Thinking about the mathematics you do for school: to what extent do you agree with the following statements?

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	I finish my homework in time for mathematics class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	I work hard on my mathematics homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	I am prepared for my mathematics exams	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	I study hard for mathematics quizzes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	I keep studying until I understand mathematics material	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	I pay attention in mathematics class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	I listen in mathematics class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	I avoid distractions when I am studying mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	I keep my mathematics work well organised	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q33
(ST48)

For each pair of statements, please choose the item that best describes you.

(Please tick only one of the following two boxes.)

a)	I intend to take additional mathematics courses after school finishes	<input type="checkbox"/> ₁
	I intend to take additional <test language> courses after school finishes	<input type="checkbox"/> ₂
b)	I plan on majoring in a subject in <college> that requires mathematics skills	<input type="checkbox"/> ₁
	I plan on majoring in a subject in <college> that requires <science> skills	<input type="checkbox"/> ₂
c)	I am willing to study harder in my mathematics classes than is required	<input type="checkbox"/> ₁
	I am willing to study harder in my <test language> classes than is required	<input type="checkbox"/> ₂
d)	I plan on <taking> as many mathematics classes as I can during my education	<input type="checkbox"/> ₁
	I plan on <taking> as many <science> classes as I can during my education	<input type="checkbox"/> ₂
e)	I am planning on pursuing a career that involves a lot of mathematics	<input type="checkbox"/> ₁
	I am planning on pursuing a career that involves a lot of <science>	<input type="checkbox"/> ₂

Notes: <Test language> refers to the language of instruction in which the PISA reading assessment is administered. In some countries <test language> may be taught in different school subjects, e.g. English language and English literature. If this is the case, <test language> must be adapted accordingly. <Science> refers only to the core science subjects of physics, chemistry, Earth science and biology either taught in the country's curriculum as separate science subjects, or taught within a single 'integrated-science' subject. The term does not include related subjects such as engineering, technology, mathematics, psychology, economics, nor possible Earth science topics included in geography courses. In many countries this term has been adapted to the national context.

<College> refers to university level or tertiary education and should be adapted to the national context.

<Take> refers to students who have the option of selecting additional elective courses in school. For countries with a mandatory curriculum that does not allow any choices or options, this item should be adapted to the national context.

Q34 How often do you do the following things at school and outside of school?(ST49) *(Please tick only one box in each row.)*

		Always or almost always	Often	Sometimes	Never or rarely
a)	I talk about mathematics problems with my friends	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	I help my friends with mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	I do mathematics as an <extracurricular> activity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	I take part in mathematics competitions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	I do mathematics more than 2 hours a day outside of school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	I play chess	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	I program computers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	I participate in a mathematics club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Note: <Extracurricular> refers to activities performed by students that fall outside the realm of the normal curriculum of school education.

Q35 For each group of three items, please choose the item that best describes your approach to mathematics(ST53) *(Please tick only one of the following three boxes.)*

a)	When I study for a mathematics test, I try to work out what the most important parts to learn are	<input type="checkbox"/> ₁
	When I study for a mathematics test, I try to understand new concepts by relating them to things I already know	<input type="checkbox"/> ₂
	When I study for a mathematics test, I learn as much as I can off by heart	<input type="checkbox"/> ₃
b)	When I study mathematics, I try to figure out which concepts I still have not understood properly	<input type="checkbox"/> ₁
	When I study mathematics, I think of new ways to get the answer	<input type="checkbox"/> ₂
	When I study mathematics, I make myself check to see if I remember the work I have already done	<input type="checkbox"/> ₃
c)	When I study mathematics, I try to relate the work to things I have learnt in other subjects	<input type="checkbox"/> ₁
	When I study mathematics, I start by working out exactly what I need to learn	<input type="checkbox"/> ₂
	When I study mathematics, I go over some problems so often that I feel as if I could solve them in my sleep	<input type="checkbox"/> ₃
d)	In order to remember the method for solving a mathematics problem, I go through examples again and again	<input type="checkbox"/> ₁
	I think about how the mathematics I have learnt can be used in everyday life	<input type="checkbox"/> ₂
	When I cannot understand something in mathematics, I always search for more information to clarify the problem	<input type="checkbox"/> ₃

Q36 How many hours do you typically spend per week attending <out-of-school-time lessons> in the following subjects?(ST55) *These are only lessons in subjects that you are also learning at school, which you spend learning extra time on outside of normal school hours. The lessons may be given at your school, at your home or somewhere else.**(Please tick only one box in each row.)*

		I do not attend <out-of-school-time lessons> in this subject	Less than 2 hours a week	2 or more but less than 4 hours a week	4 or more but less than 6 hours a week	6 or more hours a week
a)	<Test language>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b)	Mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c)	<Science>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d)	Other Subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Notes: <Out-of-school-time lessons> refers to any lessons in the student's school subjects that he or she spends extra time learning outside of normal school hours. The lessons might be held at school, at home, or elsewhere.

For a definition of <test language> and <science> see Q33.


Q37 Thinking about all school subjects: on average, how many hours do you spend each week on the following?

 (ST57) *When answering, include time spent on the weekend too.*

		Hours per week
a)	Homework or other study set by your teachers	
b)	Out of the time spent in (a), how many hours do you work on your homework with somebody overlooking and providing help if necessary ("guided homework"), either at school or elsewhere?	
c)	Work with a personal <tutor> (whether paid or not)	
d)	Attend <out of school> classes organised by a commercial company, and paid for by your parents	
e)	Study with a parent or other family member	
f)	Repeat and train content from school lessons by working on a computer (e.g. learn vocabulary with training software)	

Note: <Out of school> refers to any classes in the student's school subjects that he or she spends extra time learning outside of normal school hours. The lessons might be held at school, at home, or elsewhere.

Q38 How often have you encountered the following types of mathematics tasks during your time at school?

 (ST61) *(Please tick only one box on each row.)*

		Frequently	Sometimes	Rarely	Never
a)	Working out from a <train timetable> how long it would take to get from one place to another	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Calculating how much more expensive a computer would be after adding tax	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Calculating how many square metres of tiles you need to cover a floor	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	Understanding scientific tables presented in an article	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Solving an equation like $6x^2 + 5 = 29$	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	Finding the actual distance between two places on a map with a 1:10,000 scale	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	Solving an equation like $2(x+3) = (x+3)(x-3)$	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	Calculating the power consumption of an electronic appliance per week	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	Solving an equation like $3x+5=17$	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q39 Thinking about mathematical concepts: how familiar are you with the following terms?

(ST62) (Please tick only one box in each row.)

		Never heard of it	Heard of it once or twice	Heard of it a few times	Heard of it often	Know it well, understand the concept
a)	Exponential Function	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b)	Divisor	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c)	Quadratic Function	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d)	<Proper Number>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e)	Linear Equation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f)	Vectors	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g)	Complex Number	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h)	Rational Number	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i)	Radicals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j)	<Subjunctive Scaling>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
k)	Polygon	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
l)	<Declarative Fraction>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
m)	Congruent Figure	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
n)	Cosine	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
o)	Arithmetic Mean	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
p)	Probability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q40 How many minutes, on average, are there in a <class period> for the following subjects?

(ST69)

		Minutes
a)	Minutes in a <class period> in <test language>	
b)	Minutes in a <class period> in mathematics	
c)	Minutes in a <class period> in <science>	

Notes: <Class period> refers to the length of time each lesson runs for in a normal school week.

For a definition of <test language> and <science> see Q33.

Q41 How many <class periods> per week do you typically have for the following subjects?

(ST70)

		<class periods>
a)	Number of <class periods> per week in <test language>	
b)	Number of <class periods> per week in mathematics	
c)	Number of <class periods> per week in <science>	

Notes: For a definition of <class period> see Q40.

For a definition of <test language> and <science> see Q33.



Q42 In a normal, full week at school, how many <class periods> do you have <in total>?

(ST71)

	<class periods>
Number of ALL <class periods>	

Note: For a definition of <class period> see Q40.

Q43 On average, about how many students attend your <test language> class?

(ST72)

Students	
----------	--

Note: For a definition of <test language> see Q33.

Experience with different kinds of mathematics problems at school

Q44

(ST73)

In the box is a series of problems. Each requires you to understand a problem written in text and perform the appropriate calculations. Usually the problem talks about practical situations, but the numbers and people and places mentioned are made up. All the information you need is given. Here are two examples:

- 1) <Ann> is two years older than <Betty> and <Betty> is four times as old as <Sam>. When <Betty> is 30, how old is <Sam>?
- 2) Mr <Smith> bought a television and a bed. The television cost <\$625> but he got a 10% discount. The bed cost <\$200>. He paid <\$20> for delivery. How much money did Mr <Smith> spend?

**We want to know about your experience with these types of word problems at school.
Do not solve them!**

(Please tick only one box in each row.)

		Frequently	Sometimes	Rarely	Never
a)	How often have you encountered these types of problems in your mathematics lessons ?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	How often have you encountered these types of problems in the tests you have taken at school ?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q45

(ST74)

Below are examples of another set of mathematical skills.

- 1) Solve $2x + 3 = 7$.
- 2) Find the volume of a box with sides 3m, 4m and 5m.

**We want to know about your experience with these types of word problems at school.
Do not solve them!**

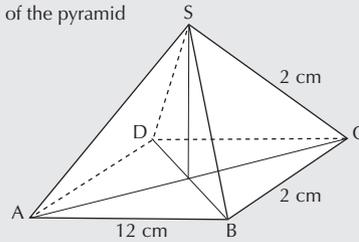
(Please tick only one box in each row.)

		Frequently	Sometimes	Rarely	Never
a)	How often have you encountered these types of problems in your mathematics lessons ?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	How often have you encountered these types of problems in the tests you have taken at school ?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

In the next type of problem, you have to use mathematical knowledge and draw conclusions. There is no practical application provided. Here are two examples.

1) Here you need to use geometrical theorems:

Determine the height of the pyramid



Q46
(ST75)

2) Here you have to know what a prime number is:

If n is any number: can $(n+1)^2$ be a prime number?

We want to know about your experience with these types of problems at school.

Do not solve them!

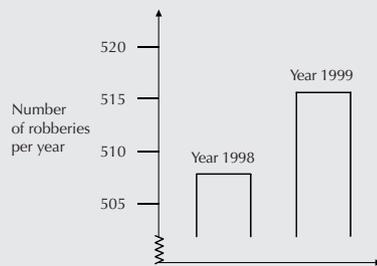
(Please tick only one box in each row.)

		Frequently	Sometimes	Rarely	Never
a)	How often have you encountered these types of problems in your mathematics lessons ?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	How often have you encountered these types of problems in the tests you have taken at school ?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

In this type of problem, you have to apply suitable mathematical knowledge to find a useful answer to a problem that arises in everyday life or work. The data and information are about real situations. Here are two examples.

Example 1:

A TV reporter says "This graph shows that there is a huge increase in the number of robberies from 1998 to 1999."



Do you consider the reporter's statement to be a reasonable interpretation of the graph?
Give an explanation to support your answer.

Q47
(ST76)

Example 2:

For years the relationship between a person's recommended maximum heart rate and the person's age was described by the following formula:

Recommended maximum heart rate = 220 - age

Recent research showed that this formula should be modified slightly. The new formula is as follows:

Recommended maximum heart rate = 208 - (0.7 × age)

From which age onwards does the recommended maximum heart rate increase as a result of the introduction of the new formula? Show your work.

We want to know about your experience with these types of problems at school.

Do not solve them!

(Please tick only one box in each row.)

		Frequently	Sometimes	Rarely	Never
a)	How often have you encountered these types of problems in your mathematics lessons ?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	How often have you encountered these types of problems in the tests you have taken at school ?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



Mathematics experiences

Q48 How often do these things happen in your mathematics lessons?

(ST77) (Please tick only one box in each row.)

		Every lesson	Most lessons	Some lessons	Never or hardly ever
a)	The teacher shows an interest in every student's learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	The teacher gives extra help when students need it	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	The teacher helps students with their learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	The teacher continues teaching until the students understand	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	The teacher gives students an opportunity to express opinions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q49 How often do these things happen in your mathematics lessons?

(ST79) (Please tick only one box in each row.)

		Every lesson	Most lessons	Some lessons	Never or hardly ever
a)	The teacher sets clear goals for our learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	The teacher asks me or my classmates to present our thinking or reasoning at some length	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	The teacher gives different work to classmates who have difficulties learning and/or to those who can advance faster	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	The teacher assigns projects that require at least one week to complete	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	The teacher tells me about how well I am doing in my mathematics class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	The teacher asks questions to check whether we have understood what was taught	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	The teacher has us work in small groups to come up with joint solutions to a problem or task	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	At the beginning of a lesson, the teacher presents a short summary of the previous lesson	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	The teacher asks us to help plan classroom activities or topics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j)	The teacher gives me feedback on my strengths and weaknesses in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k)	The teacher tells us what is expected of us when we get a test, quiz or assignment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l)	The teacher tells us what we have to learn	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m)	The teacher tells me what I need to do to become better in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q50
(ST80)

**Thinking about the mathematics teacher that taught your last mathematics class:
How often does each of the following happen?**

(Please tick only one box in each row.)

		Always or almost always	Often	Sometimes	Never or rarely
a)	The teacher asks questions that make us reflect on the problem	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	The teacher gives problems that require us to think for an extended time	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	The teacher asks us to decide on our own procedures for solving complex problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	The teacher presents problems for which there is no immediately obvious method of solution	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	The teacher presents problems in different contexts so that students know whether they have understood the concepts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	The teacher helps us to learn from mistakes we have made	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	The teacher asks us to explain how we have solved a problem	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	The teacher presents problems that require students to apply what they have learnt to new contexts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	The teacher gives problems that can be solved in several different ways	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q51
(ST81)

How often do these things happen in your mathematics lessons?

(Please tick only one box in each row.)

		Every lesson	Most lessons	Some lessons	Never or hardly ever
a)	Students don't listen to what the teacher says	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	There is noise and disorder	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	The teacher has to wait a long time for students to <quiet down>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	Students cannot work well	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Students don't start working for a long time after the lesson begins	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q52
(ST82)

Below you will find descriptions of three mathematics teachers. Read each of the descriptions of these teachers, then let us know to what extent you agree with the final statement.

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	Ms. <name> sets mathematics homework every other day. She always gets the answers back to students before examinations Ms. <name> is concerned about her students' learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Mr. <name> sets mathematics homework once a week. He always gets the answers back to students before examinations Mr. <name> is concerned about his students' learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Ms. <name> sets mathematics homework once a week. She never gets the answers back to students before examinations Ms. <name> is concerned about her students' learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



Q53
(ST83)

Thinking about the mathematics teacher who taught your last mathematics class: to what extent do you agree with the following statements?

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	My teacher lets us know we need to work hard	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	My teacher provides extra help when needed	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	My teacher helps students with their learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	My teacher gives students the opportunity to express opinions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q54
(ST84)

Below you will find descriptions of three mathematics teachers. Read each of the descriptions of these teachers, then let us know to what extent you agree with the final statement.

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	The students' in Ms. <name's> class frequently interrupt her lessons. She always arrives five minutes early to class Ms. <name> is in control of her classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	The students' in Ms. <name's> class are calm and orderly. She always arrives on time to class Ms. <name> is in control of her classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	The students' in Mr. <name's> class frequently interrupt his lessons. As a result, he often arrives five minutes late to class Mr. <name> is in control of his classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q55
(ST85)

Thinking about the mathematics teacher who taught your last mathematics class: to what extent do you agree with the following statements?

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	My teacher gets students to listen to him or her	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	My teacher keeps the class orderly	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	My teacher starts lessons on time	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	The teacher has to wait a long time for students to <quiet down>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Classroom and school climate

Q56
(ST86)

Thinking about the teachers at your school: to what extent do you agree with the following statements?

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	Students get along well with most teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Most teachers are interested in students' well-being	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Most of my teachers really listen to what I have to say	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	If I need extra help, I will receive it from my teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Most of my teachers treat me fairly	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q57 Thinking about your school: to what extent do you agree with the following statements?

(ST87) (Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	I feel like an outsider (or left out of things) at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	I make friends easily at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	I feel like I belong at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	I feel awkward and out of place in my school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Other students seem to like me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	I feel lonely at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	I feel happy at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	Things are ideal in my school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	I am satisfied with my school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q58 Thinking about what you have learnt at school: to what extent do you agree with the following statements?

(ST88) (Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	School has done little to prepare me for adult life when I leave school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	School has been a waste of time	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	School has helped give me confidence to make decisions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	School has taught me things which could be useful in a job	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q59 Thinking about your school: to what extent do you agree with the following statements?

(ST89) (Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	Trying hard at school will help me get a good job	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Trying hard at school will help me get into a good <college>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	I enjoy receiving good <grades>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	Trying hard at school is important	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Notes: For a definition of <college> see Q33.

For a definition of <grades> see Q29.

Q60 Thinking about your school: to what extent do you agree with the following statements?

(ST91) (Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	If I put in enough effort, I can succeed in school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	It is completely my choice whether or not I do well at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Family demands or other problems prevent me from putting a lot of time into my school work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	If I had different teachers, I would try harder at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	If I wanted to, I could perform well at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	I perform poorly at school whether or not I study for my exams	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



Problem solving experiences

Q61 How well does each of the following statements below describe you?

(ST93) (Please tick only one box in each row.)

		Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me
a)	When confronted with a problem, I give up easily	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b)	I put off difficult problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c)	I remain interested in the tasks that I start	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d)	I continue working on tasks until everything is perfect	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e)	When confronted with a problem, I do more than what is expected of me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q62 How well does each of the following statements below describe you?

(ST94) (Please tick only one box in each row.)

		Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me
a)	I can handle a lot of information	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b)	I am quick to understand things	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c)	I seek explanations for things	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d)	I can easily link facts together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e)	I like to solve complex problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q63

(ST96)

Suppose that you have been sending text messages from your mobile phone for several weeks. Today, however, you can't send text messages. You want to try to solve the problem.

What would you do? For each suggestion, tick the option that best applies to you.

(Please tick only one box in each row.)

		I would definitely do this	I would probably do this	I would probably not do this	I would definitely not do this
a)	I press every button possible to find out what is wrong	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	I think about what might have caused the problem and what I can do to solve it	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	I read the manual	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	I ask a friend for help	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q64

(ST101)

Suppose that you are planning a trip to the zoo with your brother. You don't know which route to take to get there.

What would you do? For each suggestion, tick the option that best applies to you.

(Please tick only one box in each row.)

		I would definitely do this	I would probably do this	I would probably not do this	I would definitely not do this
a)	I read the zoo brochure to see if it says how to get there	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	I study a map and work out the best route	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	I leave it to my brother to worry about how to get there	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	I know roughly where it is, so I suggest we just start driving	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



Q65
(ST104)

Suppose that you arrive at the train station. There is a ticket machine that you have never used before. You want to buy a ticket.

What would you do? For each suggestion, tick the option that best applies to you.

(Please tick only one box in each row.)

		I would definitely do this	I would probably do this	I would probably not do this	I would definitely not do this
a)	I check how similar it is to other ticket machines I have used	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	I try out all the buttons to see what happens	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	I ask someone for help	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	I try to find a ticket office at the station to buy a ticket	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



EDUCATIONAL CAREER QUESTIONNAIRE

As in previous surveys, additional questionnaire materials were developed and offered as international options to the participating countries and economies. In PISA 2012, these are the educational career questionnaire and the ICT familiarity questionnaire for students, as well as the parent questionnaire.

The educational career questionnaire covers the following aspects:

- Educational career
- Preparation for future careers
- Support with language learning

Educational career

Q1 (EC01)	Did you ever miss two or more consecutive months of <ISCED 1>? <i>(Please tick only one box.)</i>
No, never	<input type="checkbox"/> ₁
Yes, once	<input type="checkbox"/> ₂
Yes, twice or more	<input type="checkbox"/> ₃
Note: For a definition of <ISCED 1> see the note in Q6 of the student questionnaire.	

Q2 (EC02)	Did you ever miss two or more consecutive months of <ISCED 2>? <i>(Please tick only one box.)</i>
No, never	<input type="checkbox"/> ₁
Yes, once	<input type="checkbox"/> ₂
Yes, twice or more	<input type="checkbox"/> ₃
Note: For a definition of <ISCED 2> see the note in Q7 of the student questionnaire.	

Preparation for future careers

Q3 Have you done any of the following to find out about future study or types of work?

(EC03) (Please tick one box in each row.)

		Yes	No, never
a)	I did an internship	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	I attended <job shadowing or work-site visits>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	I visited a <job fair>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	I spoke to a <career advisor> at my school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	I spoke to a <career advisor> outside of my school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f)	I completed a questionnaire to find out about my interests and abilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g)	I researched the internet for information about careers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h)	I went on an organised tour in an <ISCED 3-5> institution	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i)	I researched the internet for information about <ISCED 3-5> programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j)	<country specific item>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Notes: A 'tour in an <ISCED 3-5> institution' is an organised visit to a college, a university or any other institution in upper secondary or tertiary education that aims at informing prospective students about studying at upper levels in general and about the specific offers of that institution.

For a definition of <ISCED 3> see the note in Q7 of the student questionnaire.

For a definition of <ISCED 4> and <ISCED 5> see the note in Q14 of the student questionnaire.

Q4 Which of the following skills have you acquired?

(EC04) (Please tick all that apply.)

		Yes, at school	Yes, out of school	No, never
a)	How to find information on jobs I am interested in	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b)	How to search for a job	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c)	How to write a <résumé> or a summary of my qualifications	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d)	How to prepare for a job interview	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e)	How to find information on <ISCED 3-5> programs I am interested in	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f)	How to find information on student financing (e.g. student loans or grants)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Notes: For a definition of <ISCED 3> see the note in Q7 of the student questionnaire.

For a definition of <ISCED 4> and <ISCED 5> see the note in Q14 of the student questionnaire.

Support with language learning

Q5 What is the first language you learned at home?

(EC05) (Please tick only one box.)

The first language I learned at home was <test language> or <other official national language(s) or dialect(s)>	<input type="checkbox"/> ₁	Please stop here. Thank you for your participation.
I learned <test language> or <other official national language(s) or dialect(s)> and another language at the same time at home	<input type="checkbox"/> ₂	Go to Q6.
The first language I learned at home was a language other than <test language> or <other official national language(s) or dialect(s)>	<input type="checkbox"/> ₃	Go to Q6.

Notes: <Test language> refers to the name of the language used in the PISA mathematics literacy test.

<Other official national language or dialect>, if there is no other official language in a country, this category should be omitted. If there are more than one official languages or dialects in a country it should be replaced by the name of the respective second (and third) official language or dialect.


Q6 How old were you when you started learning <test language>?

 (EC06) *(Please tick only one box.)*

0 to 3 years old	<input type="checkbox"/>
4 to 6 years old	<input type="checkbox"/>
7 to 9 years old	<input type="checkbox"/>
10 to 12 years old	<input type="checkbox"/>
13 years or older	<input type="checkbox"/>

Note: For a definition of <test language> see Q5.

Q7 Which language do you usually speak with the following people?

 (EC07) *(Please tick only one box in each row.)*

		Mostly my <heritage language>	About equally often my <heritage language> and <test language>	Mostly <test language>	Not applicable
a)	My mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	My father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	My brother(s) and/or sister(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	My best friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	My schoolmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes: For a definition of <test language> see Q5.

<Heritage language> refers to the language learned by the student at home which is not the test language. It is often also referred to as the 'mother-tongue'.

Q8 In which language do you usually do the following activities?

 (EC08) *(Please tick only one box in each row.)*

		Mostly my <heritage language>	About equally often my <heritage language> and <test language>	Mostly <test language>	Not applicable
a)	Reading books, magazines or newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Watching TV or movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Surfing the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Writing emails or letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes: For a definition of <test language> see Q5.

For a definition of <heritage language> see Q7.

Q9 Have you ever attended any of the following types of lessons at school or out of school?(EC09) *(Please tick only one box in each row.)*

	Yes	No, never
a) I have attended <remedial lessons> in <test language>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q10 Have you ever attended any of the following types of lessons at school or out of school?(EC11) *(Please tick only one box in each row.)*

b) I have attended lessons in my <heritage language> (with a focus on reading, writing, or grammar)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) I have attended instruction in school subjects through my <heritage language> (with a focus on subject content)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Notes: For a definition of <test language> see Q5.

For a definition of <heritage language> see Q7.

<Remedial lessons> refers to any lesson offered outside of normal class time to help students who have fallen behind the performance level of their peers to catch up.

Q11 <This academic year>, how many hours a week do you receive systematic support for improving your <test language> skills at school or out of school?(EC10) *(Please tick only one box.)*

None	<input type="checkbox"/> ₁
Less than 2 hours a week	<input type="checkbox"/> ₂
2 or more but less than 4 hours a week	<input type="checkbox"/> ₃
4 or more but less than 6 hours a week	<input type="checkbox"/> ₄
6 or more hours a week	<input type="checkbox"/> ₅

Notes: For a definition of <test language> see Q5.

<This academic year> refers to the year of schooling which is not necessarily the calendar year.

Q12 <This academic year>, how many hours per week do you typically spend attending either lessons in your <heritage language> or instruction through your <heritage language> at school or out of school?(EC12) *(Please tick only one box.)*

None	<input type="checkbox"/> ₁
Less than 2 hours a week	<input type="checkbox"/> ₂
2 or more but less than 4 hours a week	<input type="checkbox"/> ₃
4 or more but less than 6 hours a week	<input type="checkbox"/> ₄
6 or more hours a week	<input type="checkbox"/> ₅

Notes: For a definition of <This academic year> see Q11.

For a definition of <heritage language> see Q7.

Q13 Was your mother born in <country of test>?(ST22) *(Please tick only one box.)*

No	<input type="checkbox"/> ₁
Yes	<input type="checkbox"/> ₂
<i>If YES please stop here. Thank you for your participation.</i>	



Q14
(ST23)

Below you will find statements about <host culture> and <heritage culture>. <Host culture> refers to the culture and country in which you now live. <Heritage culture> refers to the culture and country in which your mother was born.

To what extent do you agree with the following statements?

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	I like to have <host culture> friends	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	I like to have <heritage culture> friends	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	I like to participate in <host culture> celebrations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	I like to participate in <heritage culture> celebrations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	I spend a lot of time with <host culture> friends	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	I spend a lot of time with <heritage culture> friends	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	I participate in <host culture> celebrations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	I participate in <heritage culture> celebrations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q15
(ST24)

The statements below are about differences between <host culture> and <heritage culture>.

To what extent do you agree with the following statements?

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	The values of people in the <host culture> and in the <heritage culture> are the same	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Mothers in the <host culture> and in the <heritage culture> treat their children in the same way	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Pupils from the <host culture> and the <heritage culture> deal with their teachers in the same way	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ICT FAMILIARITY QUESTIONNAIRE

The Information Communication Technology (ICT) familiarity questionnaire consists of questions regarding the availability of ICT, and the student's use of, and attitudes towards computers. It is administered to students after the international student questionnaire and takes about five minutes to complete.

The questionnaire covers the following aspects:

- Availability of ICT
- General computer use
- Use of ICT outside of school
- Use of ICT at school
- Attitudes toward computer

Availability of ICT

Q1 Are any of these devices available for you to use at home?

(IC01) (Please tick one box in each row.)

		Yes, and I use it	Yes, but I don't use it	No
a)	Desktop computer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b)	Portable laptop, or notebook	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c)	<Tablet computer> (e.g. <iPad [®] >, <BlackBerry [®] PlayBook [™] >)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d)	Internet connection	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e)	<Video games console>, e.g. <Sony [®] PlayStation [®] >	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f)	<Cell phone> (without Internet access)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g)	<Cell phone> (with Internet access)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h)	Portable music player (Mp3/Mp4 player, iPod [®] or similar)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
i)	Printer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
j)	USB (memory) stick	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
k)	<ebook reader>, e.g. <Amazon [®] Kindle [™] >	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q2 Are any of these devices available for you to use at school?

(IC02) (Please tick one box in each row.)

		Yes, and I use it	Yes, but I don't use it	No
a)	Desktop computer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b)	Portable laptop or notebook	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c)	<Tablet computer> (e.g. <iPad [®] >, <BlackBerry [®] PlayBook [™] >)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d)	Internet connection	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e)	Printer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f)	USB (memory) stick	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g)	<ebook reader>, e.g. <Amazon [®] Kindle [™] >	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃



General computer use

Q3
(IC03)

How old were you when you first used a computer?

If you have **never** used a computer, please stop here. Thank you for your participation.

(Please tick only one box.)

6 years old or younger	<input type="checkbox"/>
7-9 years old	<input type="checkbox"/>
10-12 years old	<input type="checkbox"/>
13 years old or older	<input type="checkbox"/>
I have never used a computer	<input type="checkbox"/>

Q4
(IC04)

How old were you when you first accessed the Internet?

(Please tick only one box.)

6 years old or younger	<input type="checkbox"/>
7-9 years old	<input type="checkbox"/>
10-12 years old	<input type="checkbox"/>
13 years old or older	<input type="checkbox"/>
I have never accessed the Internet	<input type="checkbox"/>

Q5
(IC05)

During a *typical* weekday, for how long do you use the Internet at school?

(Please tick only one box.)

No time	<input type="checkbox"/>
1-30 minutes per day	<input type="checkbox"/>
31-60 minutes per day	<input type="checkbox"/>
Between 1 hour and 2 hours per day	<input type="checkbox"/>
Between 2 hours and 4 hours per day	<input type="checkbox"/>
Between 4 hours and 6 hours per day	<input type="checkbox"/>
More than 6 hours per day	<input type="checkbox"/>

Q6
(IC06)

During a *typical* weekday, for how long do you use the Internet outside of school?

(Please tick only one box.)

No time	<input type="checkbox"/>
1-30 minutes per day	<input type="checkbox"/>
31-60 minutes per day	<input type="checkbox"/>
Between 1 hour and 2 hours per day	<input type="checkbox"/>
Between 2 hours and 4 hours per day	<input type="checkbox"/>
Between 4 hours and 6 hours per day	<input type="checkbox"/>
More than 6 hours per day	<input type="checkbox"/>

Q7 On a typical weekend day, for how long do you use the Internet outside of school?

(IC07) (Please tick only one box.)

No time	<input type="checkbox"/>	1
1-30 minutes per day	<input type="checkbox"/>	2
31-60 minutes per day	<input type="checkbox"/>	3
Between 1 hour and 2 hours per day	<input type="checkbox"/>	4
Between 2 hours and 4 hours per day	<input type="checkbox"/>	5
Between 4 hours and 6 hours per day	<input type="checkbox"/>	6
More than 6 hours per day	<input type="checkbox"/>	7

Use of ICT outside of school**Q8 How often do you use a computer for the following activities outside of school?**

(IC08) (Please tick one box in each row.)

		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	Every day
a)	Playing one-player games	<input type="checkbox"/>				
b)	Playing collaborative online games	<input type="checkbox"/>				
c)	Using email	<input type="checkbox"/>				
d)	<Chatting online> (e.g. <MSN®>)	<input type="checkbox"/>				
e)	Participating in social networks (e.g. <facebook>, <MySpace>)	<input type="checkbox"/>				
f)	Browsing the Internet for fun (such as watching videos, e.g.<YouTube™>)	<input type="checkbox"/>				
g)	Reading news on the Internet (e.g. current affairs)	<input type="checkbox"/>				
h)	Obtaining practical information from the Internet (e.g. locations, dates of events)	<input type="checkbox"/>				
i)	Downloading music, films, games or software from the Internet	<input type="checkbox"/>				
j)	Uploading your own created contents for sharing (e.g. music, poetry, videos, computer programs)	<input type="checkbox"/>				

Q9 How often do you use a computer for the following activities outside of school?

(IC09) (Please tick one box in each row.)

		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	Every day
a)	Browsing the Internet for schoolwork (e.g. for preparing an essay or presentation)	<input type="checkbox"/>				
b)	Using email for communication with other students about schoolwork	<input type="checkbox"/>				
c)	Using email for communication with teachers and submission of homework or other schoolwork	<input type="checkbox"/>				
d)	Downloading, upload or browse material from my school's website (e.g. time table or course materials)	<input type="checkbox"/>				
e)	Checking the school's website for announcements, e.g. absence of teachers	<input type="checkbox"/>				
f)	Doing homework on the computer	<input type="checkbox"/>				
g)	Sharing school related materials with other students	<input type="checkbox"/>				



Use of ICT at school

Q10 How often do you use a computer for the following activities at school?

(IC10) (Please tick one box in each row.)

		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	Every day
a)	<Chatting on line> at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b)	Using email at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c)	Browsing the Internet for schoolwork	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d)	Downloading, uploading or browsing material from the school's website (e.g. <intranet>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e)	Posting my work on the school's website	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f)	Playing simulations at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g)	Practicing and drilling, such as for foreign language learning or mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h)	Doing homework on a school computer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i)	Using school computers for group work and communication with other students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q11 Within the last month, has a computer ever been used for the following purposes in your mathematics lessons?

(IC11) (Please tick one box in each row.)

		Yes, students did this	Yes, but only the teacher demonstrated this	No
a)	Drawing the graph of a function (such as $y = 4x+6$)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b)	Calculating with numbers (such as calculating $5 \cdot 233/8$)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c)	Constructing geometric figures (e.g. an equilateral triangle with given side lengths)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d)	Entering data in a spreadsheet (e.g. in <Excel™>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e)	Rewriting algebraic expressions and solving equations (such as $a^2+2ab+b^2$)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f)	Drawing histograms (a graph that shows the distribution of frequencies of data)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g)	Finding out how the graph of a function like $y = ax^2$ changes depending on a	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Attitudes toward computers

Q12 Thinking about your experience with computers: to what extent do you agree with the following statements?

(IC22) (Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	The computer is a very useful tool for my schoolwork	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Doing my homework using a computer makes it more fun	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	The Internet is a great resource for obtaining information I can use for my school work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	Using the computer for learning is troublesome	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Since anyone can upload information to the Internet, it is in general not suitable to use it for schoolwork	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	Information obtained from the Internet is generally too unreliable to be used for school assignments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

PARENT QUESTIONNAIRE

One questionnaire is administered per student. The parent questionnaire takes about 20 minutes to complete. The parent questionnaire covers parental reports related to several aspects:

- Parental background
- Cost of educational service
- Attitudes to child's school
- Parents' involvement with school
- School choice
- Parental support for learning in the home
- Mathematics in child's career and job market
- Academic and professional expectations in mathematics
- Child's past academic performance
- Child's career interests
- Parents' migration background

Parental background

Q1 Who will complete this questionnaire?

(PA01) *(Please tick all that apply.)*

a)	Mother or other female guardian	<input type="checkbox"/>
b)	Father or other male guardian	<input type="checkbox"/>
c)	Other	<input type="checkbox"/>
<i>(If other, please specify):</i>		

Q2 How old are the child's parents?

(PA02) *(Please tick one box in each row.)*

		Younger than 36 years	36 – 40 years	41 – 45 years	46 – 50 years	51 years or older
a)	Father	<input type="checkbox"/>				
b)	Mother	<input type="checkbox"/>				

Q3 Does the child's father have any of the following qualifications?

(PA03) *(Please tick one box in each row.)*

		Yes	No
a)	<ISCED 5A, 6>	<input type="checkbox"/>	<input type="checkbox"/>
b)	<ISCED 5B>	<input type="checkbox"/>	<input type="checkbox"/>
c)	<ISCED 4>	<input type="checkbox"/>	<input type="checkbox"/>
d)	<ISCED 3A>	<input type="checkbox"/>	<input type="checkbox"/>

Notes: For a definition of <ISCED 3A> see the note in Q7 of the student questionnaire.
For a definition of <ISCED 4> to <ISCED 6> levels see the note in Q14 of the student questionnaire.



Q4a What is the main job of the child's father? (e.g. school teacher, kitchen-hand, sales manager.)

(PA04) *(If he is not working now, please tell us his last main job.)*

Please write in the job title:

Q4b What does the child's father do in his main job? (e.g. teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team.)

(PA04)

Please use a sentence to describe the kind of work he does or did in that job:

Q5 Does the child's mother have any of the following qualifications?

(PA05) *(Please tick one box in each row.)*

		Yes	No
a)	<ISCED 5A, 6>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	<ISCED 5B>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	<ISCED 4>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	<ISCED 3A>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Notes: For a definition of <ISCED 3A> see the note in Q7 of the student questionnaire.
For a definition of <ISCED 4> to <ISCED 6> see the note in Q14 of the student questionnaire.

Q6a What is the main job of the child's mother? (e.g. school teacher, kitchen-hand, sales manager.)

(PA06) *(If she is not working now, please tell us her last main job.)*

Please write in the job title:

Q6b What does the child's mother do in her main job? (e.g. teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team.)

(PA06)

Please use a sentence to describe the kind of work she does or did in that job:

Q7 What is your annual household income?

(PA07)

Please add together the total income, before tax, from all members of your household.

Please remember we ask you to answer questions only if you feel comfortable doing so, and that all responses are kept strictly confidential.

(Please tick only one box.)

Less than <\$A>	<input type="checkbox"/> ₁
<\$A> or more but less than <\$B>	<input type="checkbox"/> ₂
<\$B> or more but less than <\$C>	<input type="checkbox"/> ₃
<\$C> or more but less than <\$D>	<input type="checkbox"/> ₄
<\$D> or more but less than <\$E>	<input type="checkbox"/> ₅
<\$E> or more	<input type="checkbox"/> ₆

Notes: <\$> - This symbol denotes the national currency of the participating country or economy.

<\$C> is a suitably rounded value for the national **median household income**. For all households in the country, the median income is the amount for which half of the households have an income above this amount, and half, below.

<\$A> is a suitably rounded value equal to about half of the median household income. <\$B> is a value at about three quarters of the median household income, <\$D> is a value at about five quarters of the median household income, and <\$E> is a value at about one-and-a-half times the median household income.

Cost of educational service

Q8
(PA08)

Please answer the following question thinking just of expenses related to <the student who brought this questionnaire home>. **In the last twelve months, about how much would you have paid to educational providers for services?**

In determining this, please include any tuition fees you pay to your child's school, any other fees paid to individual teachers in the school or to other teachers for any tutoring your child receives, as well as any fees for cram school.

Do not include the costs of goods like sports equipment, school uniforms, computers or textbooks if they are not included in a general fee (that is, if you have to buy these things separately).

(Please tick only one box.)

Nothing	<input type="checkbox"/>
<More than \$0 but less than \$W>	<input type="checkbox"/>
<\$W or more but less than \$X>	<input type="checkbox"/>
<\$X or more but less than \$Y>	<input type="checkbox"/>
<\$Y or more but less than \$Z>	<input type="checkbox"/>
<\$Z> or more	<input type="checkbox"/>

Notes: <\$> - This symbol denotes the national currency.

<\$Z> is a suitably rounded value representing an amount of money that could be spent on an expensive education, including tutoring etc. About 5% of parents should choose this option in a national sample.

<\$W> is a suitably rounded value for a public education without any extra tutoring. Where public education is absolutely free, this would be set at a low nominal value but above zero (e.g. 50 or 100 Euro) to take account of incidental fees that might be paid.

After determining <\$Z> and <\$W>, equal categories are created between these figures by using increments of $(\langle \$Z \rangle - \langle \$W \rangle) / 3$.

Attitudes to child's school

Q9
(PA09)

We are interested in what you think about your child's school.

How much do you agree or disagree with the following statements?

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	Most of my child's school teachers seem competent and dedicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Standards of achievement are high in my child's school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	I am happy with the content taught and the instructional methods used in my child's school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	I am satisfied with the disciplinary atmosphere in my child's school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	My child's progress is carefully monitored by the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	My child's school provides regular and useful information on my child's progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	My child's school does a good job in educating students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Parents' involvement with school

Q10 During the last <academic year>, have you participated in any of the following school-related activities?
(PA10) (Please tick one box in each row.)

		Yes	No
a)	Discussed my child's behaviour with a teacher on my own initiative	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	Discussed my child's behaviour on the initiative of one of his/her teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	Volunteered in physical activities, e.g. building maintenance, carpentry, gardening or yard work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	Volunteered in extra-curricular activities, e.g. book club, school play, sports, field trip	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	Volunteered in the school library or media centre	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f)	<Assisted a teacher in the school>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g)	Appeared as a guest speaker	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h)	Participated in local school <government>, e.g. parent council or school management committee	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i)	Discussed my child's progress with a teacher on my own initiative	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j)	Discussed my child's progress on the initiative of one of their teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k)	Volunteered in the school <canteen>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note: <Academic year> refers to the year of schooling which is not necessarily the calendar year.

School choice

Q11 We are interested in the options you had as parents when choosing the school your child is currently attending.
(PA11) **Which of the following statements best describes the schooling available to students in your location?**
(Please tick only one box.)

There are two or more other schools in this area that compete with the school my child is currently attending	<input type="checkbox"/> ₁
There is one other school in this area that competes with the school my child is currently attending	<input type="checkbox"/> ₂
There are no other schools in this area that compete with the school my child is currently attending	<input type="checkbox"/> ₃

Q12 How important are the following reasons for choosing a school for your child?
(PA12) (Please tick only one box in each row.)

		Not important	Somewhat important	Important	Very important
a)	The school is at a short distance to home	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	The school has a good reputation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	The school offers particular courses or school subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	The school adheres to a particular <religious philosophy>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	The school has a particular approach to <pedagogy/didactics, e.g. example>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	Other family members attended the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	<Expenses are low> (e.g. tuition, books, room and board)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	The school has <financial aid> available, such as a school loan, scholarship, or grant	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	The school has an active and pleasant school climate	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j)	The academic achievements of students in the school are high	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k)	There is a safe school environment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Parental support for learning in the home

Q13 How often do you or someone else in your home do the following things with your child?

(PA13) (Please tick only one box in each row.)

		Never or hardly ever	Once or twice a year	Once or twice a month	Once or twice a week	Every day or almost every day
a)	Discuss how well my child is doing at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b)	Eat <the main meal> with my child around a table	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c)	Spend time just talking to my child	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d)	Help my child with his/her mathematics homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e)	Discuss how my child is performing in mathematics class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f)	Obtain mathematics materials (e.g., applications, software, study guides etc) for my child	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g)	Discuss with my child how mathematics can be applied in everyday life	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Mathematics in child's career and job market

Q14 How much do you agree with the following statements?

(PA14) (Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	It is important to have good mathematics knowledge and skills in order to get any good job in today's world	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Employers generally appreciate strong mathematics knowledge and skills among their employees	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Most jobs today require some mathematics knowledge and skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	It is an advantage in the job market to have good mathematics knowledge and skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Academic and professional expectations in mathematics

Q15

(PA15)

The following questions refer to <mathematics-related careers>. A <mathematics-related career> is one that requires studying a mathematics course at a university level.

Examples of <mathematics-related careers> include Mathematics Teacher, Economists, Financial Analyst and Computer scientist. <Mathematics-related careers> also include many science-related careers, such as Engineers, Weather Forecasters, and Medical doctors. All of these can also be considered as <mathematics-related careers>.

Please answer the questions below.

(Please tick only one box in each row.)

		Yes	No
a)	Does anybody in your family (including you) work in a <mathematics-related career>?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	Does your child show an interest in working in a <mathematics-related career>?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	Do you expect your child will go into a <mathematics-related career>?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	Has your child shown interest in studying mathematics after completing <secondary school>?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	Do you expect your child will study mathematics after completing <secondary school>?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂



Child's past academic performance

Q16 Has your child ever repeated a <grade>?

(PA18) (Please tick only one box in each row.)

		No, never	Yes, once	Yes, twice or more
a)	At < ISCED 1 >	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b)	At < ISCED 2 >	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c)	At < ISCED 3 >	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Notes: <Grade> refers to the administrative level of the student in the school. In many countries, the number of years in schooling is the usual measure of grade.

For a definition of <ISCED 1> see the note in Q6 of the student questionnaire.

For a definition of <ISCED 2> and <ISCED 3> see the note in Q7 of the student questionnaire.

Child's career interests

Q17 Which of the following do you expect your child to complete?

(PA19) (Please tick as many as apply.)

a)	<ISCED 2>	<input type="checkbox"/> ₁
b)	<ISCED 3B or C>	<input type="checkbox"/> ₂
c)	<ISCED 3A>	<input type="checkbox"/> ₃
d)	<ISCED 4>	<input type="checkbox"/> ₄
e)	<ISCED 5B>	<input type="checkbox"/> ₅
f)	<ISCED 5A or 6>	<input type="checkbox"/> ₆

Notes: For a definition of <ISCED 2> and <ISCED 3> see the note in Q7 of the student questionnaire.

For a definition of <ISCED 4> to <ISCED 6> levels see the note in Q14 of the student questionnaire.

Q18 What occupation do you expect your child to have when they are about 30 years old?

(PA20)

Please write in the job title:

Parents' migration background

Q19 In what country were the following people in the child's family born?

(PA21) (Please tick one answer per column.)

	Mother	Father	Maternal Grand-mother	Maternal Grand-father	Paternal Grand-mother	Paternal Grand-father
<Test Country>	<input type="checkbox"/> ₁					
<Country A>	<input type="checkbox"/> ₂					
<Country B>	<input type="checkbox"/> ₃					
<Country C>	<input type="checkbox"/> ₄					
<Country D>	<input type="checkbox"/> ₅					
<Country E>	<input type="checkbox"/> ₆					
<Country F>	<input type="checkbox"/> ₇					

Notes: <Test Country> refers to the country being tested.

<Country X>, each country or economy may choose certain countries for this question.

Q20
(PA22)

If the child's father was NOT born in <country of test>, how old was he when he arrived in <country of test>?

(If less than 12 months old, please write zero (0).)

Years

Note: <Country of test> refers to the country being tested.

Q21
(PA23)

If the child's mother was NOT born in <country of test>, how old was she when she arrived in <country of test>?

(If less than 12 months old, please write zero (0).)

Years

Note: For a definition of <Country of test> see Q20.

Q22
(PA24)

In what country are the father and mother of the child legal citizens? If they are dual citizens, you may tick more than one country.

(Please tick as many as apply.)

		Mother	Father
a)	<Test Country>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b)	<Country A>	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
c)	<Country B>	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃
d)	<Country C>	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄

Note: For a definition of <Test country> see Q19.

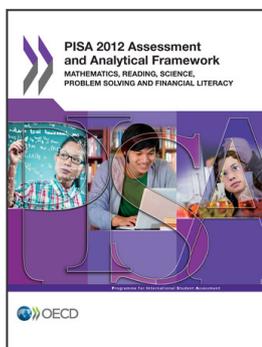
Q23
(PA25)

What language do the father and mother of the child speak at home most of the time?

(Please tick one answer per column.)

	Mother	Father
<Test language>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
<Other official national languages>	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
<Other national dialects or languages>	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃
< Other language 1 >	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄
< Other language 2 >	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅
< Other language 3 >	<input type="checkbox"/> ₆	<input type="checkbox"/> ₆
Other language	<input type="checkbox"/> ₇	<input type="checkbox"/> ₇

Note: <Test language> refers to the language of instruction in which you would administer the PISA reading assessment. It should be adapted to refer to the national name of the 'language of instruction' course or lessons.



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