Appendices

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APPENDIX 1
THREE-LEVEL REGRESSION ANALYSIS

Method

The multilevel analysis described in Chapter 5 in the PISA 2006 initial report of *PISA 2006: Science Competencies for Tomorrow's World* (OECD, 2007) was performed using Hierarchical Linear and Nonlinear Modelling (HLM®).[1] A three-level HLM was carried out, with students serving as level 1, schools as level 2, and countries/economies as level 3. The model coefficients and statistics were estimated using a full maximum likelihood procedure.[2] Normalised student final weights were used, so that the sum of the weights was equal to the number of students in the data set, and each country contributed equally to the analysis. Five plausible values for the students' science performance served as the outcome variable.

Data

The data file used for the multilevel analysis includes 387 769 students from 14 052 schools in 55 countries/economies.[3] Three data sources were used:

- The PISA 2006 student and school questionnaire for the majority of indicators used in the multilevel analysis.
- *Education at a Glance 2006* (OECD, 2006), for data on the age of first selection in school systems in the OECD countries.
- The PISA 2006 system-level questionnaire, for additional system-level data in partner countries/economies, concerning in particular the use of standards-based external examination in science and the age of first selection in the school system. The system-level questionnaire was filled out by the National Project Manager of each partner country/economy.

Data preparation

Selecting and recoding variables

Based on both theoretical considerations and previous empirical findings, several school and system-level explanatory variables were selected in order to examine their role in the quality and equity of education. The variables can be sorted into six groups of thematic modules:

- Adminitting grouping and selecting
- School management and funding
- Parental pressure and choice
- Accountability policies
- School autonomy
- Selected resources (human, material and educational)

For each of these six groups, a few variables were selected, mainly from the PISA 2006 database, but also some derived from education system-level information. Indices were preferred over single-item statements whenever they were available since more information could be combined in one index and the problem of measurement error was less severe for indices than for single items. For some of the analysis it was possible to choose from several similar variables. In these cases, variables with the lowest rate of missing data and the highest correlation with performance were selected.

Demographic and socio-economic background variables, which are less likely to be amenable to school and system-level factors, were selected based on previous empirical findings. These background variables were included in the net models (that is, models accounting for background factors) in order to examine the net effects of the school and system-level variables. The background variables used in the net models were:

1. The commercial software HLM® 6.04 (developed by Raudenbush, Bryk and Congdon) was used.
2. In this method, both the regression coefficients and the variance components are included in the likelihood function.
3. France and Qatar were not included.

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- Student level
  - PISA of economic, social and cultural status (ESCS) and its squared value
  - Gender
  - Language spoken at home
  - Immigrant status
- School level
  - School average ESCS
  - School size and its squared value
  - School location
- System level
  - Country average ESCS

These selected background and explanatory variables were re-coded where necessary. The descriptive statistics for all variables are listed in Box A1.1. The variables with "X" or "Y" in the first or second place are school-level or system-level variables, respectively. A detailed SPSS syntax for recoding variables is available on line at *www.pisa.oecd.org*.

Treatment of missing data

The proportion of missing values for the variables considered in the analysis is presented in Box A1.1. Even though the missing rate was less than 5% for most of the variables, a listwise deletion of all observations that have a missing value for at least one variable would have reduced the sample size by 28.21%, since more than 30 variables were included in the models. Therefore, missing values were imputed in order to include the maximum number of cases in analysis.

Since the missing rates were not high for most of the variables, a simple imputation approach was used to circumvent the problem of missing data: predictors at the individual and school level were imputed using a dummy variable adjustment (Cohen and Cohen, 1985). Due to the small number of observations (n=55) at the system level, system-level variables were not imputed.

It is known that this imputation method generally produces biased estimates of coefficients (Jones, 1996), and that standard errors of those variables that contain missing values are underestimated since they do not account for the uncertainty introduced through imputation. However, given the fact that only on 2 of 33 variables, more than 5% of the data were missing (Box A1.1), this bias was considered negligible.

As a first step of the imputation, a so-called "missing dummy" variable was created for all variables with missing values regardless of whether a variable was continuous, categorical or dichotomous. A missing dummy variable was set to 1 if the data were missing on that variable and it was set to 0 if the data were not missing. The first letter "M" in variable names in Box A1.1 signifies a missing dummy.

As a second step, missing values were imputed for continuous variables. Missing values were replaced by the weighted school average of the variable. If all data on the respective variable were missing in one school such that the weighted school mean could not be computed, the weighted country mean was imputed. If all data on the respective variable were missing in a country, the weighted international mean was imputed. When a missing value was replaced by the country or school mean, the weights were proportional to the sampling probability (weighting factor W_FSTUWT from the PISA 2006 dataset). When a missing value was replaced by the international mean, equal country weights were used, *i.e.* each country was given an equal weight of 1 000 cases.

Categorical variables were re-coded into a set of dummy variables.[4] For each category or for combined categories, a dummy variable was created with the value of 1 if the observation belongs to the respective category and 0 otherwise. Missing values in dummy and dichotomous variables were replaced by 0.

4. The number of dummy variables created from a categorical variable is smaller than the number of categories of the variable since one or more categories are used as a reference group.

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Box A1.1 Descriptive statistics of background and explanatory variables

Variable description	Type	Variable name	Mean	S.D.	Min.	Max.	% missing
STUDENT LEVEL							
Student's index of economic, social and cultural status (ESCS)	B	ESCS; MESCS	-0.22	1.08	-5.67	3.35	0.95%
Student's index of economic, social and cultural status squared	B	ESCS2	1.22	1.81	0.00	32.14	0.95%
Student is female	B	FEMALE	0.50	0.50	0.00	1.00	<0.00%
Student is native student (not first- or second-generation students)	B	NATIVE; MNATIVE	0.88	0.33	0.00	1.00	2.47%
Student speaks the test language or other national language most of the time or always at home	B	SAMELANG; MSAMELANG	0.93	0.26	0.00	1.00	3.44%
SCHOOL LEVEL							
School located in a small town or village (fewer than 15,000 people)	B	XRURAL; MXRURAL	0.33	0.47	0.00	1.00	1.49%
School located in a city (with over 100,000 people)	B	XCITY	0.36	0.48	0.00	1.00	1.49%
School size	B	XSCHSIZE; MXSCHSIZE	8.47	7.44	0.03	100.00	2.61%
School size squared	B	XSCHSIZ2	127.10	382.99	0.00	10000.00	2.61%
School average index of economic, social and cultural status	B	XESCS; MXESCS	-0.22	0.74	-3.67	1.97	<0.00%
Admitting, grouping and selecting							
School with ability grouping for all subjects within school	E	XABGR; MXABGR	0.19	0.40	0.00	1.00	3.33%
School with low academic selectivity of school admittance	E	XLOSELE	0.32	0.47	0.00	1.00	2.33%
School with high academic selectivity of school admittance	E	XHISELE; MXHISELE	0.23	0.42	0.00	1.00	2.33%
School management and funding							
School being privately managed	E	XPRIVMAN; MXPRIVMAN	0.18	0.39	0.00	1.00	3.11%
School funding source from government	E	XGOVFUND; MXGOVFUND	82.75	26.77	0.00	100.00	7.47%
Parental pressure and choice							
School with high level of competition	E	XSCHLCOMP; MXSCHLCOMP	0.73	0.45	0.00	1.00	2.66%
School with high levels of perceived parental pressure	E	XPRESSPA; MXPRESSPA	0.65	0.48	0.00	1.00	2.53%
Accountability practices							
School informing parents of children's performance relative to other students in school	E	XACC1; MXACC1	0.61	0.49	0.00	1.00	2.31%
School informing parents of children's performance relative to national benchmarks	E	XACC2; MXACC2	0.45	0.50	0.00	1.00	2.84%
School informing parents of students' performance relative to other schools	E	XACC3; MXACC3	0.28	0.45	0.00	1.00	3.20%
School posting achievement data publicly	E	XACC4; MXACC4	0.37	0.48	0.00	1.00	2.92%
School using achievement data for evaluating principals	E	XACC5; MXACC5	0.37	0.48	0.00	1.00	3.69%
School using achievement data for evaluating teachers	E	XACC6; MXACC6	0.55	0.50	0.00	1.00	2.93%
School using achievement data for allocating resources to schools	E	XACC7; MXACC7	0.35	0.48	0.00	1.00	3.52%
School tracking achievement data over time	E	XACC8; MXACC8	0.66	0.47	0.00	1.00	3.33%
Any accountability variable missing		MXACC					7.82%
School autonomy							
School autonomy in staffing	E	XFACS; MXFACS	0.00	1.00	-1.24	1.66	1.15%
School autonomy in budgeting	E	XFACB; MXFACB	0.00	1.00	-2.31	0.87	1.12%
School autonomy in educational content	E	XFACC; MXFACC	0.00	1.00	-1.93	1.09	1.11%
Any school autonomy variable missing		MXFAC					1.16%
School resources							
School average number of students per teacher (student-teacher ratio)	E	XSTRATIO; MXSTRATIO	14.75	6.69	0.27	100.33	6.84%
School level index of teacher shortage	E	XTCSHORT; MXTCSHORT	0.05	1.06	-1.06	3.62	2.01%
School average number of computers for instruction per student	E	XIRATCOMP; MXIRATCOMP	0.12	0.12	0.00	1.47	4.32%
School level index of quality of school educational resources	E	XSCMATED; MXSCMATED	-0.28	1.13	-3.43	2.14	1.62%
School average students' learning time for regular lessons in school	E	XLTSCTOT; MXLTSCTOT	10.24	2.37	0.00	21.00	0.31%
School average students' learning time for out-of-school lessons	E	XLTOSTOT; MXLTOSTOT	2.77	1.57	0.00	13.00	0.31%
School average students' learning time for self-study or homework	E	XLTSTTOT; MXLTSTTOT	5.27	1.64	0.00	19.00	0.31%
School providing opportunity of taking science	E	XANYSCIE; MXANYSCIE	81.73	22.29	0.00	100.00	0.27%
School average index of school activities to promote students' learning of science	E	XSCIPROM; MXSCIPROM	0.23	1.01	-2.27	1.64	1.79%
SYSTEM LEVEL							
Country mean ESCS	B	YESCS	-0.22	0.51	-1.52	0.77	-
Admitting, grouping and selecting							
System with early selection (each additional year between the first age of selection and the age of 15)	E	YYRSSEP	1.20	1.62	0.00	5.00	-
System-level number of school types and distinct educational programmes available to 15-year-olds	E	YNRTRACK	2.33	1.21	1.00	5.00	-
Parental pressure and choice							
System with high proportion of competitive schools	E	YSCHLCOM	74.61	16.15	27.81	98.76	-
Accountability practices							
System with standards-based external examinations	E	YSCENTEX	0.56	0.47	0.00	1.00	-
Percentage of observations with at least one missing value on one variable							**28.21%**

Note: In the second column "B" refers to background variable and "E" refers to explanatory variable. For the computation of the percentages of missing values, equal country weights were used. The first letter "M" in variable names signifies a missing dummy. As only four (unweighted) cases are missing in the variable "female", the missing value was imputed to 0 and a missing dummy was not created for this variable. Variables YYRSSEP, YNRTRACK and YSCENTEX were derived from Table 5.2 in the PISA 2006 initial report (OECD, 2007).

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Student weights

For the multilevel analysis, data files were weighted at the student level with "normalised student final weights", which were computed based on the student final weights (W_FSTUWT)[5] in the PISA 2006 dataset. Normalised student final weights were developed at two different levels according to the purpose of the analysis:

- At the country level for the two-level regression analysis The student final weights(W_FSTUWT) were normalised at the country level to i) make the sum of the weights within each country equal to the number of students within the country in the dataset (*i.e.* the sample size of the country); and ii) maintain the same proportion of weights as in the student final weights (W_FSTUWT within each country).
- At the international level for the three-level regression analysis The student final weights (W_FSTUWT) were normalised at the international level including 55 of the 57 participating countries to *i)* make the sum of the weights across the 55 countries equal to the number of students across the 55 countries in the dataset; *ii)* maintain the same proportion of weights as in the student final weights (W_FSTUWT) within each country; and *iii)* ensure that each individual country's contribution to the analysis is equal by introducing a country factor (*i.e.* the sum of the weights within each country is the same for all 55 countries).

The SPSS syntax for computing the normalised student final weights is available on line at *www.pisa.oecd.org.*

Modelling student performance

This section outlines the modelling strategy used in the multilevel analysis of school and system-level variables related to educational performance.

For building the multilevel model, a step-by-step approach was adopted, starting from the student level upwards to the country level, following an approach suggested by Raudenbush and Bryk (2002). This resulted in the background variables at all three levels listed above and the background model presented in Box A1.2 [see Model 0b in Table 5.19g in the PISA 2006 initial report (OECD, 2007)].

Throughout the multilevel analysis, unless otherwise specified, an effect is considered statistically significant if the p-value is below 0.1 at country level and below 0.005 at school level. Different criterion values were chosen for the two levels to balance between significance and statistical power. In particular, at the country level, where there are only 55 cases, statistical power is rather low, which is why a higher significance level was chosen. In contrast, there are more than 14 000 observations at the school level and so a rather low significance level of 0.005 was chosen.

Model 0b in Table 5.19g in the PISA 2006 initial report (OECD, 2007) summarises the results for the background model, *i.e.* the model in which only the background variables are considered.

Box A1.2 Background model for student performance

Level-1 Model

$$Y = P0 + P1*(ESCS) + P2*(MESCS) + P3*(ESCS2) + P4*(FEMALE) + P5*(NATIVE) + P6*(MNATIVE) + P7*(SAMELANG) + P8*(MSAMELAN) + E$$

Level-2 Model

$$P0 = B00 + B01*(XESCS) + B02*(MXESCS) + B03*(XRURAL) + B04*(XCITY) + B05*(MXRURAL) + B06*(XSCHSIZE) + B07*(XSCHSIZ2) + B08*(MXSCHSIZ) + R0$$

Level-3 Model

$$B00 = G000 + G001(YESCS) + U00$$

Note: See Box A1.1 for the definition of the variables.

5. The detailed description of student final weights is in PISA 2006 Technical Report (OECD, forthcoming).

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Explanatory variables considered

The impact of selected system and school-level variables on science performance was analysed using multilevel models, before and after accounting for the demographic and socio-economic background variables.[6] As described in an earlier section of this annex, the six groups of variables were selected based on both theoretical considerations and previous empirical findings. One or more variables were selected as indicators measuring each of these groups. All background and explanatory variables for each of the six groups are listed in Box A1.1.

In the analysis of the impact of system and school-level variables on learning outcomes, a two-step procedure was applied with the following six groups of system and school-level variables: Admitting, grouping and selecting; school management and funding; parental pressure and choice; accountability policies; school autonomy; and school resources (human, material, and educational).

In the first step, the effects of the variables of each of the six groups were examined in turn, estimating separate models for each group. In the second step, from each of the separate models run in the first step, only the significant predictors were combined in a model. When a predictor turned out to be no longer significant in the combined model, it was dropped from the analysis.

This two-step procedure was applied following the model specification suggested by Raudenbush and Bryk (2002), as well as by Snijders and Bosker (1999). The opposite, backward approach of entering all possible predictors at a time, and then removing the non-significant ones was not feasible due to the large number of variables and multicollinearity problems.[7]

The final net combined model is shown in Box A1.3. The results of this model are presented in the Model 2N in Table 5.19g in the PISA 2006 initial report (OECD, 2007).

Box A1.3 **Final net combined model for student performance**

Level-1 Model

$$Y = P0 + P1*(ESCS) + P2*(MESCS) + P3*(ESCS2) + P4*(FEMALE) + P5*(NATIVE) + P6*(MNATIVE) + P7*(SAMELANG) + P8*(MSAMELAN) + E$$

Level-2 Model

$$P0 = B00 + B01*(XESCS) + B02*(MXESCS) + B03*(XRURAL) + B04*(XCITY) + B05*(MXRURAL) + B06*(XSCHSIZE) + B07*(XSCHSIZ2) + B08*(MXSCHSIZ) + B09*(XLTSTTOT) + B010*(XLTSCTOT) + B011*(XLTOSTOT) + B012*(XSCIPROM) + B013*(MXSCIPRO) + B014*(XFACB) + B015*(MXFACB) + B016*(XACC4) + B017*(MXACC4) + B018*(XLOSELE) + B019*(XHISELE) + B020*(MXHISELE) + B021*(XABGR) + B022*(MXABGR) + B023*(MXLTTOT) + R0$$

Level-3 Model

$$B00 = G000 + G001(YFACB) + G002(YESCS) + U00$$

Note: See Box A1.1 for the definition of the variables.

6. A gross model is defined as the model without accounting for the background variables. A net model is defined as the model accounting for the background variables.

7. Multicollinearity exists when two or more independent variables are highly correlated.

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Besides the final net combined model for student performance depicted here, which is a model where background variables are included, the same two-step analysis strategy was used for gross models, *i.e.* models where background variables are not accounted for. The results of the final gross combined model are depicted in the Model 2G in Table 5.19g in the PISA 2006 initial report (OECD, 2007).

Fixed/random effects and centring

In the models for examining the impact of selected system and school-level variables on science performance, all slopes were fixed and only the intercept was randomised at all three levels.

All variables including both background and explanatory variables were centred on the grand mean. The grand mean centring is a linear transformation of variables by subtracting the overall mean of all 55 countries from the value proper. Note that, for fixed slopes, it does not make a difference for the estimated slope whether a variable is grand-centred or not centred. Only the interpretation of the intercept changes when centring by the grand mean. In all models, the intercept is to be interpreted as the achievement score in science for a student who has the international mean in all variables included in the model.

Modelling the impact of socio-economic background on student performance

In investigating the roles that variables at the school and system level play with respect to the impact which socio-economic background has on student performance, a two-step procedure similar to the models for student performance was conducted.

To look at the net effects of these factors, background variables at the student, school, and system level were included in the analyses. The background variables are exactly the same as those used in the models described in the preceding section. The detailed equity background model specification is presented in Box A1.4.

In Box A1.4, the first letter "M" in variable names signifies a missing dummy and "X" and "Y" in the first or second place denote school and system-level variables, respectively. The only difference to the first set of models (models for student performance)is that the ESCS slope and the XESCS slope were given a random slope.

In Table 5.20g in the PISA 2006 initial report (OECD, 2007), the Model 0b summarises the results for the background model for the impact of socio-economic background on student performance, *i.e.* the model in which only the background variables are considered without any explanatory variables.

Box A1.4 **Background model for the impact of socio-economic background**

Level-1 Model

$$Y = P0 + P1*(ESCS) + P2*(MESCS) + P3*(ESCS2) + P4*(FEMALE) + P5*(NATIVE) + P6*(MNATIVE) + P7*(SAMELANG) + P8*(MSAMELAN) + E$$

Level-2 Model

$$P0 = B00 + B01*(XESCS) + B02*(MXESCS) + B03*(XRURAL) + B04*(XCITY) + B05*(MXRURAL) + B06*(XSCHSIZE) + B07*(XSCHSIZ2) + B08*(MXSCHSIZ) + R0$$

$$P1 = B10 + R1$$

Level-3 Model

$$B00 = G000 + G001(YESCS) + U00$$

$$B01 = G010 + U01$$

$$B10 = G100 + U10$$

Note: See Box A1.1 for the definition of the variables.

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Explanatory variables considered

In the first step of the analysis, the variables at the school level were added to the background model for each of the six groups separately, estimating the slope of the student-level PISA index of economic, social and cultural status, as well as the intercept. As an example, Box A1.5 contains the group of the impact of socio-economic background for the group of school resources variables. All variables from the school resources group were introduced to the equations signifying the slope of the student-level PISA index of economic, social and cultural status (P1), in addition to the intercept (P0). The focus is on the coefficients (and corresponding significance values) for the slope, P1. The missing dummies for the variables (starting with the letter M) were included only in the estimation of the intercept, but not in the slope estimation.

Box A1.5 **Model of the impact of socio-economic background: "school resources" module**

Level-1 Model

$$Y = P0 + P1*(ESCS) + P2*(MESCS) + P3*(ESCS2) + P4*(FEMALE) + P5*(NATIVE) + P6*(MNATIVE) + P7*(SAMELANG) + P8*(MSAMELAN) + E$$

Level-2 Model

$$P0 = B00 + B01*(XESCS) + B02*(MXESCS) + B03*(XRURAL) + B04*(XCITY) + B05*(MXRURAL) + B06*(XSCHSIZE) + B07*(XSCHSIZ2) + B08*(MXSCHSIZ) + B09*(XSTRATIO) + B010*(MXSTRATI) + B011*(XTCSHORT) + B012*(MXTCSHOR) + B013*(XIRATCOM) + B014*(MXIRATCO) + B015*(XSCMATED) + B016*(MXSCMATE) + B017*(XLTSTTOT) + B018*(XLTSCTOT) + B019*(XLTOSTOT) + B020*(XANYSCIE) + B021*(MXANYSCI) + B022*(XSCIPROM) + B023*(MXSCIPRO) + B024*(MXLTTOT) + R0$$

$$P1 = B10 + B11*(XSTRATIO) + B12*(XTCSHORT) + B13*(XIRATCOM) + B14*(XSCMATED) + B15*(XLTSTTOT) + B16*(XLTSCTOT) + B17*(XLTOSTOT) + B18*(XANYSCIE) + B19*(XSCIPROM) + R1$$

Level-3 Model

$$B00 = G000 + G001(YESCS) + U00$$

$$B01 = G010 + U01$$

$$B10 = G100 + U10$$

$$B110 = G1100$$

Note: See Box A1.1 for the definition of the variables.

The model for the group of accountability practices variables is presented in Box A1.6. The variables at the system level, such as the existence of a standards-based external examination (SCENTEXA) were included in the estimate of the intercept (B00) and of two slopes, namely the slope of the student-level PISA index of economic, social and cultural status (ESCS; B10) and the slope of school-level PISA index of economic, social and cultural status (XESCS; B01). The coefficients of interest are G011 and G101.

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Box A1.6 Model of the impact of socio-economic background: "accountability practices" module

Level-1 Model

$$Y = P0 + P1*(ESCS) + P2*(MESCS) + P3*(ESCS2) + P4*(FEMALE) + P5*(NATIVE) + P6*(MNATIVE) + P7*(SAMELANG) + P8*(MSAMELAN) + E$$

Level-2 Model

$$P0 = B00 + B01*(XESCS) + B02*(MXESCS) + B03*(XRURAL) + B04*(XCITY) + B05*(MXRURAL) + B06*(XSCHSIZE) + B07*(XSCHSIZ2) + B08*(MXSCHSIZ) + B09*(XACC1) + B010*(XACC2) + B011*(XACC3) + B012*(XACC4) + B013*(XACC5) + B014*(XACC6) + B015*(XACC7) + B016*(XACC8) + B017*(MXACC) + R0$$

$$P1 = B10 + B11*(XACC1) + B12*(XACC2) + B13*(XACC3) + B14*(XACC4) + B15*(XACC5) + B16*(XACC6) + B17*(XACC7) + B18*(XACC8) + R1$$

Level-3 Model

$$B00 = G000 + G001(YSCENTEX) + G002(YESCS) + U00$$

$$B01 = G010 + G011(YSCENTEX) + U01$$

$$B10 = G100 + G101(YSCENTEX) + U10$$

Note: See Box A1.1 for the definition of the variables.

In the second step of the modelling procedure of the socio-economic impact, the variables that were statistically significant in the first-step estimations were jointly submitted to the analysis, yielding the combined model contained in Box A1.7.

Box A1.7 Final combined model for the impact of socio-economic background

Level-1 Model

$$Y = P0 + P1*(ESCS) + P2*(MESCS) + P3*(ESCS2) + P4*(FEMALE) + P5*(NATIVE) + P6*(MNATIVE) + P7*(SAMELANG) + P8*(MSAMELAN) + E$$

Level-2 Model

$$P0 = B00 + B01*(XESCS) + B02*(MXESCS) + B03*(XRURAL) + B04*(XCITY) + B05*(MXRURAL) + B06*(XSCHSIZE) + B07*(XSCHSIZ2) + B08*(MXSCHSIZ) + B09*(XLTSCTOT) + B010*(MXLTSCTO) + R0$$

$$P1 = B10 + B11*(XLTSCTOT) + R1$$

Level-3 Model

$$B00 = G000 + G001(YYRSSEP) + G002(YESCS) + U00$$

$$B01 = G010 + G011(YYRSSEP) + U01$$

$$B10 = G100 + G101(YYRSSEP) + U10$$

Note: See Box A1.1 for the definition of the variables.

The results from the final combined model are given in Table 5.20g (Model 2) in the PISA 2006 initial report (OECD, 2007).

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APPENDIX 2
PISA 2006 INTERNATIONAL DATABASE

What is the general structure of the PISA 2006 international database?

This document describes the international database of the OECD Programme for International Student Assessment (PISA) 2006. The database can be accessed through the PISA web page (*www.pisa.oecd.org*). The database comprises data collected in 2006 in 57 countries/economies and processed in the second half of 2006 and in 2007. The first results were released in December 2007 (for the full set of results see OECD, 2007).

For the detail of the PISA 2000 and PISA 2003 data, see the *Manual for the PISA 2003 Database* (OECD, 2002a) and the *PISA 2003 Data Analysis Manual* (OECD, 2005b)

The following sources can provide additional information about PISA:

- The PISA Web site (*www.pisa.oecd.org*) provides: *i)* descriptions about the programme, contact information, participating countries and results of PISA 2006 as well as PISA 2003 and PISA 2000; *ii)* the complete micro-level database, all questionnaires, publications and national reports of PISA 2006 as well as PISA 2003 and PISA 2000, in a downloadable format; and *iii)* an opportunity for users to generate their own tables or request specific ones.
- *PISA 2006: Science Competencies for Tomorrow's World* (OECD, 2007) include the first results from PISA 2006. It presents evidence on student performance in scientific, reading and mathematical literacy reveals factors that influence the development of these skills at home and at school, and examines what the implications are for policy development.
- *Assessing Scientific, Reading and Mathematical Literacy: A framework for PISA 2006* (OECD, 2006) describes the framework and instruments underlying the PISA 2006 assessment. It introduces the PISA approach to assessing mathematical, reading and scientific literary. Further it presents tasks from the PISA 2006 assessment together with how these tasks were scored and how they relate to the conceptual framework underlying PISA.
- The *PISA 2006 Technical Report* (OECD, 2009) presents the methodology and procedures used in PISA.

Which instruments were included in PISA 2006?

Test design

In PISA 2006, a rotated test design was used to ensure a wide coverage of content while at the same time keeping the testing burden on individual students low. The main study items were allocated to 13 item clusters (seven science clusters, two reading clusters and four mathematics clusters) with each cluster representing 30 minutes of test time. The items were presented to students in 13 test booklets, with each booklet being composed of four clusters according to the rotation design shown in Table A2.1. S1 to S7 denote the science clusters, R1 and R2 denote the reading clusters, and M1 to M4 denote the mathematics clusters. R1 and R2 were the same two reading clusters as in PISA 2003, but the mathematics clusters were not intact clusters from PISA 2003. The eight science link units from PISA 2003 were distributed across the seven science clusters, in first or second position.

Table A2.1
Cluster rotation design used to form test booklets for PISA 2006

Booklet	Cluster 1	Cluster 2	Cluster 3	Cluster 4
1	S1	S2	S4	S7
2	S2	S3	M3	R1
3	S3	S4	M4	M1
4	S4	M3	S5	M2
5	S5	S6	S7	S3
6	S6	R2	R1	S4
7	S7	R1	M2	M4
8	M1	M2	S2	S6
9	M2	S1	S3	R2
10	M3	M4	S6	S1
11	M4	S5	R2	S2
12	R1	M1	S1	S5
13	R2	S7	M1	M3

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The fully-linked design is a balanced incomplete block design. Each cluster appears in each of the four possible positions within a booklet once and so each test item appeared in four of the test booklets. Another feature of the design is that each pair of clusters appears in one (and only one) booklet. Each sampled student was randomly assigned one of the thirteen booklets, which meant each student undertook two hours of testing. Students were allowed a short break after one hour. The directions to students emphasised that there were no correct answers to the attitudinal questions, and that they would not count in their test scores, but that it was important to answer them truthfully.

In addition to the 13 two-hour booklets, a special one-hour booklet, referred to as the UH booklet (Une Heure booklet), was prepared for use in schools catering exclusively to students with special needs. The UH booklet contained about half as many items as the other booklets, with about 50% of the items being science items, 25% reading and 25% mathematics. The items were selected from the main study items taking into account their suitability for students with special educational needs.

Questionnaires

Student questionnaire (see Appendix 3)

The student questionnaire was administered after the literacy assessment and it took students about 30 minutes to complete the instrument. The core questions on home background were similar to those used in PISA 2003, however, for some questions the wording was modified to improve the quality of the data collection based on experiences in previous surveys. The questionnaire covered the following aspects:

- Student characteristics: Grade, study programme, age and gender;
- Family background: Occupation of parents, education of parents, home possessions, number of books at home, country of birth for student and parents, language spoken at home;
- Students' views on science: Enjoyment of science, confidence in solving science tasks, general and personal value of science, participation in science-related activities, sources of information on science and general interest in learning science;
- Students' views on the environment: Awareness of environmental issues, source of information on the environment, perception of the impact of environmental issues, optimism about environmental issues and sense of responsibility for sustainable development;
- Students' views of science-related careers: Usefulness of schooling as preparation for the science labour market, information about science-related careers, future-oriented motivations for science and expected occupation at 30;
- Students' reports on learning time: Mode and duration of students' learning time in different subject areas and duration of students' out-of-school lessons;
- Students' views on teaching and learning of science: Science course taking in current and previous year, nature of science teaching at school (interactive, hands-on activities, student investigations and use of applications), future-oriented motivations to learn science, importance of doing well in subject areas (science, mathematics and test language subjects) and academic self-concept in science.

School questionnaire (see Appendix 5)

The school questionnaire was administered to the school principal and took about 20 minutes to be completed. It covered a variety of school-related aspects:

- Structure and organisation of the school: Enrolment, ownership, funding, grade levels, grade repetition, average test language class size, community size and tracking/ability grouping;
- Staffing and management: Number of teachers, availability of science teaching staff, responsibility for decision-making at school and influences of external bodies on school-level decisions;
- The school's resources: Number of computers at school and principals' views on quality and quantity of staffing and educational resources;

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- Accountability and admission practices: Accountability to parents, parental pressure on school, use of achievement data, parental choice of local school(s) and school admittance policies;
- Teaching of science and the environmental issues: School activities to promote learning of science, environmental issues in school curriculum and school activities to promote learning of environmental issues; and
- Aspects of career guidance: Students' opportunities to participate in career information activities, student training through local businesses, influence of business on school curriculum and structure of career guidance at school.

International options

As in previous surveys, additional questionnaire material was developed, which was offered as international options to participating countries. In PISA 2006, two international options were available, the ICT familiarity questionnaire and the parent questionnaire.

Information Communication Technology (ICT) familiarity questionnaire (see Appendix 4)

The ICT familiarity questionnaire consisted of questions regarding the students' use of, familiarity with and attitudes towards information communication technology which was defined as the use of any equipment or software for processing or transmitting digital information that performs diverse general functions whose options can be specified or programmed by its user. The questionnaire was administered to students after the international student questionnaire (sometimes combined within the same booklet) and it took about five minutes to be completed. It covered the following ICT-related aspects:

- Use of ICT: Students' experience with computers at different locations and frequency of ICT use for different purposes;
- Affective responses to ICT: Confidence in carrying out ICT-related tasks.

Parent questionnaire (see Appendix 6)

The parent questionnaire covered both parental socio-economic background and aspects related to some of the research areas. It took about ten minutes to complete and one questionnaire was administered per student. The questionnaire covered the following aspects:

- Parental reports related to school and science learning: The students' past science activities, parental perceptions of value and quality of the student's schooling, parental views on science-related careers and parental general and personal value of science;
- Parental views on the environment: Parental awareness of environmental views and environmental optimism;
- Annual spending on children's education;
- Parental background: Age, occupation (both parents), education (both parents) and household income.

What is available from the PISA 2006 international database?

What is available for downloading?

The downloadable files are classified into six categories. Some of them are quite small, while others (*e.g.* the micro-level data files) are quite large, taking a long time to download. The six categories of file are:

Questionnaires

The following questionnaires are available for PISA 2006: student questionnaire, ICT familiarity questionnaire, school questionnaire and parent questionnaire. Appendices 3 to 6 of this document show these questionnaires, with the variable name of each item in the left-hand margin.

Codebooks

The codebooks are useful in relating the actual items from the instruments (assessment tests or questionnaires) to the data available in the data files as they identify the variable name with all possible values which are valid for that variable.

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In addition to the name of the variable, they also show its label, all possible responses (code and label), type of variable (*e.g.* string or numeric) and the columns where the values are shown in the actual data file. Five codebooks are available: the codebook for student questionnaire and ICT questionnaire (Appendix 7), the codebooks for non-scored and scored cognitive and embedded attitude items (Appendices 8 and 9), the codebook for school questionnaire (Appendix 10) and the codebook for parent questionnaire (Appendix 11).

SAS® Control files

These files will read the raw text file, and convert it into a SAS® data file assigning label and values (valid and missing). The five SAS® control files will read and convert: the student questionnaire data file, two type of cognitive test item data files (*i.e.* non-scored and scored), the school questionnaire data file, and the parent questionnaire data file. These files have extension *.SAS.

SPSS® Control files

Similarly to the SAS® control files, these files will read the raw text file, and convert it into a SPSS® data file assigning labels and values (valid and missing). The five SPSS® control files will read and convert: the student questionnaire data file, two type of cognitive test item data files (*i.e.* non-scored and scored), the school questionnaire data file, and the parent questionnaire data file. The files have extension *.SPS.

Data files in text format

The item by item database is available in text format, which once read by the SAS® or SPSS® control files will be correctly formatted and labelled. As it is, it includes one row for each student with his or her responses to all items. These files have extension *.TXT and are in ASCII form.

Compendia

Compendia show the full item by country results for the two student questionnaires, the school questionnaire and the students' performance. The following files are available: the student questionnaire compendium, the test item compendium, the embedded attitude item compendium, the school questionnaire compendium, the ICT questionnaire compendium and the parent questionnaire compendium. There are two types of data for each item: percentages by categories and performances in science, reading and mathematics by categories. Standard errors are also reported for the percentages and for the literacy means.

Which files are included in the PISA 2006 International database?

The PISA international database consists of six data files[1]: four with student responses, one with school responses and one with parent responses. All are provided in text (or ASCII format) with the corresponding SAS® and SPSS® control files.

Student files

Student performance and questionnaire data file can be found on the PISA website *www.pisa.oecd.org*.

For each student who participated in the assessment, the following information is available:

- Identification variables for the country, school and student;
- The student responses to the two questionnaires, *i.e.* the student questionnaire and the international option information communication technology *(ICT)* questionnaire;
- The indices derived from each student's responses to the original questions in the questionnaires;
- The students' performance scores in mathematics, reading, science, the three scales of science and embedded attitude scores in interest and support (five plausible values for each domain);
- The student weight variable and 80 Fay's replicates for the computation of the sampling variance estimates;

1. Two additional data files were created and sent to countries on request. One file contains the student abilities in WLEs on the 5 domains. The other file contains plausible values for students abilities on an alternative set of science scales, the content subscales.

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- Two weight factors to compute normalised (replicate) weights for multi-level analysis, one for countries and one for subnational entities;
- Three sampling related variables: the randomised final variance stratum, the final variance unit and the original explicit strata, mostly labeled by country;
- Some variables that come from the cognitive test: test language, effort variables and three science items that were internationally deleted because of students' misconceptions;
- Database version with the date of the release.

Two types of indices are provided in the student questionnaire files (see Appendix 12). The first set is based on a transformation of one variable or on a combination of the information included in two or more variables. Twenty-five indices are included in the database from this first type. The second set is the result of a Rasch scaling and consists of weighted likelihood estimate indices. Twenty-three indices from the student questionnaire and 4 indices from the international option on information communication technology questionnaire are included in the database from this second type. The index for socio-economic status (ESCS) is derived as factor scores from a Principal Component Analysis and is also included in the database.

For each domain, *i.e.* science, reading and mathematics, and for each scale in science, *i.e. identifying scientific issues, explaining phenomena scientifically* and *using scientific evidence,* a set of five plausible values (transformed to the PISA scale) are provided.

The metrics of the various scales are established so that in the year that the scale is first established the OECD student mean score is 500 and the pooled OECD standard deviation is 100. The reading scale was established in PISA 2000, the mathematics scale in PISA 2003 and the science scale in PISA 2006. When establishing the scale the data is weighted to ensure that each OECD country is given equal weight.

In the case of science, the scale that was established in PISA 2006, the average of the five plausible values means for the 30 equally weighted participating OECD countries has been set at 500 and the average of the five plausible values standard deviations has been set at 100. Note that it follows that the means and variances of each of the five plausible values are not exactly 500 and 100. The same transformation was applied to the three scales in science.

Reading plausible values were mapped to the PISA 2000 scale and mathematics plausible values were mapped to the PISA 2003 scale.

The variable *W_FSTUWT* is the final student weight. The sum of the weights constitutes an estimate of the size of the target population, *i.e.* the number of 15-year-old students in grade 7 or above in that country attending school. When analysing weighted data at the international level, large countries have a greater contribution to the results than small countries. This weighting is used for the OECD total in the tables of the international report for the first results from PISA 2006 (OECD, 2007). To weight all countries equally for a summary statistic, the OECD average is computed and reported. The OECD average is computed as follows. First, the statistic of interest is computed for each OECD country using the final student weights. Second, the mean of the country statistics is computed and reported as the OECD average.[2]

Two student cognitive files for cognitive and embedded attitude items can be found on the PISA website *www.pisa.oecd.org*.

For each student who participated in the assessment, the following information is available:

- Identification variables for the country, school and student;
- Test booklet identification;

2. The definition of the OECD average has changed between PISA 2003 and PISA 2006. In previous cycles, the OECD average was based on a pooled, equally weighted database. To compute the OECD average the data was weighted by an adjusted student weight variable that made the sum of the weights equal in all countries.

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- The student responses to the cognitive and attitude items. In the non-scored files, when original reponses consist of multiple digits (complex multiple choice or open ended items), the multiple digits were recoded into single digit variables for use in scaling software). A "T" was added to the end of the recoded single digit variable names. The original response variables have been added at the end of the single digit, unscored file (without a T at the end of the variable name and the Q replaced by an R, see further below). The scored data file only has one single digit variable per item with scores instead of response categories.
- Test language;
- Effort self-report;
- Database version with the date of the release.

The PISA items are organised into units. Each unit consists of a stimulus (consisting of a piece of text or related texts, pictures or graphs) followed by one or more questions. A unit is identified by a short label and by a long label. The units' short labels consist of four characters and form the first part of the variable names in the data files. The first character is R, M or S for reading, mathematics or science, respectively. The next three characters indicate the unit within the domain. For example, M155 is a mathematics unit. The item names (usually seven- or eight-digits) represent questions within a unit and are used as variable names (in the current example the item names within the unit are M155Q01, M155Q02T, M155Q03T and M155Q04T). Thus items within a unit have the same initial four characters plus a question number. Responses that needed to be recoded into single digit variables have a "T" at the end of the variable name. The original multiple digit responses have been added to the end of the unscored, single digit file without a "T" in the name and with the "Q" replaced by a "R" (for example, the variable M155Q02T is a recoded item with the corresponding original responses in M155R02 at the end of the file). The full variable label indicates the domain the unit belongs to, the PISA cycle in which the item was first used, the full name of the unit and the question number. For example, the variable label for M155Q01 is "MATH - P2000 POPULATION PYRAMIDS (Q01)".

In all both files, the cognitive items are sorted by domain and alphabetically by item name within domain. This means that the mathematics items appear at the beginning of the file, followed by the reading items and then the science items. The embedded attitude items have been placed after the cognitive items, first the embedded interest items followed by the embedded support items. Within domains, units with smaller numeric identification appear before those with larger identification, and within each unit, the first question will precede the second, and so on.

School file

The school questionnaire data file can be found on the PISA website *www.pisa.oecd.org*.

For each school that participated in the assessment, the following information is available:

- The identification variables for the country and school;
- The school principals' responses on the school questionnaire;
- The school indices derived from the original questions in the school questionnaire;
- The school weight;
- Explicit strata with national labels; and
- Database version with the date of the release.

The school file contains the original variables collected through the school context questionnaire. In addition, two types of indices are provided in the school questionnaire files. The first set is based on a transformation of one variable or on a combination of two or more variables. The database includes 14 indices from this first type. The second set is the result of a Rasch scaling and consists of weighted likelihood estimate indices. Four indices are included in the database from this second type. For a full description of the indices and how to interpret them see Appendix 12. The school weight (*W_FSCHWT*) is the trimmed school-base weight adjusted for non-response.

Although the student samples were drawn from within a sample of schools, the school sample was designed to optimise the resulting sample of students, rather than to give an optimal sample of schools. For this reason, it is always preferable

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to analyse the school-level variables as attributes of students, rather than as elements in their own right (Gonzalez and Kennedy, 2003). Following this recommendation one would not estimate the percentages of private schools versus public schools, for example, but rather the percentages of students attending a private school or public schools. From a practical point of view, this means that the school data should be merged with the student data file prior to analysis.

Parent file

The parent questionnaire file can be found on the PISA website: *wwwpisa.oecd.org*. The following information is available:

- The identification variables for the country, school and student;
- The parents' responses on the parent questionnaire;
- The parent indices derived from the original questions in the parent questionnaire; and
- Database version with the date of the release.

The parent file contains the original variables collected through the parent context questionnaire as a national option instrument. In addition, two types of indices are provided in the parent questionnaire file. The first set is based on a transformation of one variable or on a combination of two or more variables. The database includes six indices from this first type. The second set is the result of a Rasch scaling and consists of weighted likelihood estimate indices. Eleven indices are included in the database from this second type. For a detailed description of the indices and how to interpret them see Appendix 12.

Due to the high parent non-response in most countries, caution is needed when analysing this data. Non-response is not random. When using the final student weights from the student file, the weights of valid students in the analysis do not sum up to the population size of parents of PISA eligible students. A weight adjustment is not provided in the database.

Records in the database

Records included in the database

Student and parent files

- All PISA students who attended test (assessment) sessions.
- PISA students who only attended the questionnaire session are included if they provided at least one response to the student questionnaire and the father's or the mother's occupation is known from the student or the parent questionnaire.

School file

- All participating schools – that is, any school where at least 25% of the sampled eligible, non-excluded students were assessed – have a record in the school-level international database, regardless of whether the school returned the school questionnaire.

Records excluded from the database

Student and parent file

- Additional data collected by countries as part of national or international options.
- Sampled students who were reported as not eligible, students who were no longer at school, students who were excluded for physical, mental or linguistic reasons, and students who were absent on the testing day.
- Students who refused to participate in the assessment sessions.
- Students from schools where less than 25% of the sampled and eligible, non-excluded students participated.

School file

- Additional data collected by countries as part of national or international options.
- Schools where fewer than 25% of the sampled eligible, non-excluded students participated in the testing sessions.

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Representing missing data

The coding of the data distinguishes between four different types of missing data:

- Item level non-response: 9 for a one-digit variable, 99 for a two-digit variable, 999 for a three-digit variable, and so on. Missing codes are shown in the codebooks. This missing code is used if the student or school principal was expected to answer a question, but no response was actually provided.
- Multiple or invalid responses: 8 for a one-digit variable, 98 for a two-digit variable, 998 for a three-digit variable, and so on. For the multiple-choice items code 8 is used when the student selected more than one alternative answer.
- Not-administered: 7 for a one-digit variable, 97 for a two-digit variables, 997 for a three-digit variable, and so on. Generally this code is used for cognitive and questionnaire items that were not administered to the students and for items that were deleted after assessment because of misprints or translation errors.
- Not reached items: all consecutive missing values clustered at the end of test session were replaced by the non-reached code, "*r*", except for the first value of the missing series, which is coded as item level non-response.

How are students and schools identified?

The student identification from the student and parent files consists of three variables, which together form a unique identifier for each student:

- A country identification variable labelled *COUNTRY*. The country codes used in PISA are the ISO numerical three-digit country codes.
- A school identification variable labelled *SCHOOLID*.
- A student identification variable labelled *STIDSTD*.

A fourth variable has been included to differentiate adjudicated sub-national entities within countries. This variable (*SUBNATIO*) is used for four countries as follows:

- *Belgium*. The value "05601" is assigned to the Flemish region, "05602" to the French region and "05603" to the German region of Belgium;
- *Italy*. The value "38001" is assigned to Provincia Autonoma of Bolzano, "38002" to Provincia Basilicata, "38003" to Provincia Campania, "38004" to Provincia Emilia Romagna, "38005" to Provincia Friuli Venezia Giulia, "38006" to Provincia Liguria, "38007" to Provincia Lombardia, "38008" to Provincia Piemonte, "38009" to Provincia Puglia, "38010" to Provincia Sardegna, "38011" to Provincia Sicilia, "38012" to Provincia Trento, "38013" to Provincia Veneto, "38014" to the rest of Italy;
- *Spain*. The value "72401" is assigned to Andalusia, "72402" to Aragon, "72403" to Asturias, "72406" to Cantabria, "72407" to Castile and Leon, "72409" to Catalonia, "72411" to Galicia, "72412" to La Rioja, "72415" to Navarre, "72416" to Basque Country; and
- *United Kingdom*. The value "82610" is assigned to England, Northern Ireland and Wales and the value "82620" is assigned to Scotland.

A fifth variable is added to make the identification of countries more convenient. The variable *CNT* uses the ISO 3166-1 ALPHA-3 classification, which is based on alphabetical characters rather than numeric characters (for example, for Sweden has COUNTRY=752 and CNT=SWE).

A sixth variable (*STRATUM*) is also included to differentiate sampling strata. Value labels are provided in the control files to indicate the population defined by each stratum.[3]

The school identification consists of two variables, which together form a unique identifier for each school:

- The country identification variable labelled *COUNTRY*. The country codes used in PISA are the ISO numerical three-digit country codes.
- The school identification variable labelled *SCHOOLID*.

3. Note that not all participants permit the identification of all sampling strata in the database.

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Additional technical information and glossary codebook

A codebook is a document that identifies the variables and all possible values associated with them. In addition to the name of the variable, it also shows the variable label, all possible responses (*i.e.* in the case of multiple-choice items it shows the values for all alternatives and the full label of each alternative), type of variable (*e.g.* string or numeric) and the columns where the values are shown in the actual data file.

Compendia

Compendia include a set of tables showing statistics for every item included in the questionnaires, and the relationship with performance. The tables show the percentage of students per category of response and the performance for the group of students in each category of response.

Double-digit coding

Students' responses could give valuable information about their ideas and thinking, besides being correct or incorrect. The marking guides for mathematics and science included a system of two-digit coding for marking so that the frequency of various types of correct and incorrect responses could be recoded. The first digit is the actual score. The second digit is used to categorise the different kinds of responses on the basis of the strategies used by the student to answer the item. There are two main advantages of using double-digit codes. Firstly, more information can be collected about students' misconceptions, common errors, and different approaches to solving problems. Secondly, double-digit coding allows a more structured way of presenting the codes, clearly indicating the hierarchical levels of groups of codes. The assessment data files including the second digit were available to national centres.

SAS®

SAS® is a statistical package. For further information, see *http://www.sas.com.*

SPSS®

SPSS® is a statistical package. For further information, see *http://www.spss.com.*

WesVar®

WesVar® is a statistical package that computes estimates and their variance estimates from survey data using replication methods. The information generated can then be used to estimate sampling errors for different types of survey statistics. It can be used in conjunction with a wide range of complex sample designs, including multistage, stratified, and unequal probability samples. For further information, see *http://www.westat.com/wesvar.*

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APPENDIX 3
PISA 2006 STUDENT QUESTIONNAIRE

Section 1 About you

ST01Q01	**Q1 – What <grade> are you in?**
	<grade>

ST02Q01	**Q2 – Which one of the following <programmes> are you in?**
	<Programme 1> ☐1
	<Programme 2> ☐2
	<Programme 3> ☐3
	<Programme 4> ☐4
	<Programme 5> ☐5
	<Programme 6> ☐6

ST03Q02 ST03Q03	**Q3 – On what date were you born?** *(Please write the day, month and year you were born)*
	19
	Day Month Year

ST04Q01	**Q4 – Are you female or male?**
	Female ☐1
	Male ☐2

Section 2 Your family and your home

In this section you will be asked some questions about your family and your home.

Some of the following questions are about your mother and father or those persons who are like a mother or father to you – for example, guardians, step-parents, foster parents, etc.

If you share your time with more than one set of parents or guardians, please answer the following questions for those parents/guardians you spend the most time with.

ST05Q01	**Q5a – What is your mother'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: _____
	Q5b – What does your mother do in her 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 she does or did in that job: _____

ST06Q01	**Q6 – What is the <highest level of schooling> completed by your mother?** If you are not sure which box to choose, please ask the <test administrator> for help. *(Please tick only one box)*
	<ISCED level 3A> ☐1
	<ISCED level 3B, 3C> ☐2
	<ISCED level 2> ☐3
	<ISCED level 1> ☐4
	She did not complete <ISCED level 1> ☐5

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Q7 – 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
ST07Q01	a) <ISCED level 5A, 6>	☐ 1	☐ 2
ST07Q02	b) <ISCED level 5B>	☐ 1	☐ 2
ST07Q03	c) <ISCED level 4>	☐ 1	☐ 2

ST08Q01 **Q8a – What is your father's main job?**
(e.g. *school teacher, kitchen-hand, sales manager*)

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

Please write in the job title: _____

Q8b – What does your father do in her 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: _____

ST09Q01 **Q9 – 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 level 3A>	☐ 1
<ISCED level 3B, 3C>	☐ 2
<ISCED level 2>	☐ 3
<ISCED level 1>	☐ 4
He did not complete <ISCED level 1>	☐ 5

Q10 – 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
ST10Q01	a) <ISCED level 5A, 6>	☐ 1	☐ 2
ST10Q02	b) <ISCED level 5B>	☐ 1	☐ 2
ST10Q03	c) <ISCED level 4>	☐ 1	☐ 2

ST11Q01 to ST11Q03 **Q11a – In what country were you and your parents born?**
(Please tick one answer in each column)

	You (ST11Q01)	Mother (ST11Q02)	Father (ST11Q03)
<Country A>	☐ 01	☐ 01	☐ 01
<Country B>	☐ 02	☐ 02	☐ 02
<Country C>	☐ 03	☐ 03	☐ 03
<Country D>	☐ 04	☐ 04	☐ 04
<…etc.>	☐ <xx>	☐ <xx>	☐ <xx>
Other country	☐ <xx>	☐ <xx>	☐ <xx>

ST11Q04 **Q11b – 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)

_____ years

ST12Q01 **Q12 – What language do you speak at home most of the time?**
(Please tick only one box)

<Language 1>	☐ <xxx>
<Language 2>	☐ <xxx>
<Language 3>	☐ <xxx>
< …etc. >	☐ <xxx>
Other language	☐ <xxx>

	Q13 – Which of the following are in your home? *(Please tick one box in each row)*		
		Yes	No
ST13Q01	a) A desk to study at	☐1	☐2
ST13Q02	b) A room of your own	☐1	☐2
ST13Q03	c) A quiet place to study	☐1	☐2
ST13Q04	d) A computer you can use for school work	☐1	☐2
ST13Q05	e) Educational software	☐1	☐2
ST13Q06	f) A link to the Internet	☐1	☐2
ST13Q07	g) Your own calculator	☐1	☐2
ST13Q08	h) Classic literature (*e.g.* <Shakespeare>)	☐1	☐2
ST13Q09	i) Books of poetry	☐1	☐2
ST13Q010	j) Works of art (*e.g.* paintings)	☐1	☐2
ST13Q011	k) Books to help with your school work	☐1	☐2
ST13Q012	l) A dictionary	☐1	☐2
ST13Q013	m) A dishwasher	☐1	☐2
ST13Q014	n) A <DVD or VCR> player	☐1	☐2
ST13Q015	o) <Country-specific wealth item 1>	☐1	☐2
ST13Q016	p) <Country-specific wealth item 2>	☐1	☐2
ST13Q017	q) <Country-specific wealth item 3>	☐1	☐2

	Q14 How many of these are there at your home? *(Please tick only one box in each row)*				
		None	One	Two	Three or more
ST14Q01	a) Cellular phones	☐1	☐2	☐3	☐4
ST14Q02	b) Televisions	☐1	☐2	☐3	☐4
ST14Q03	c) Computers	☐1	☐2	☐3	☐4
ST14Q04	d) Cars	☐1	☐2	☐3	☐4
ST14Q05	e) Rooms with a bath or shower	☐1	☐2	☐3	☐4

	Q15 – How many books are there in your home? There are usually about 40 books per metre of shelving. Do not include magazines, newspapers, or your schoolbooks. *(Please tick only one box)*	
ST15Q01	0-10 books	☐1
	11-25 books	☐2
	26-100 books	☐3
	101-200 books	☐4
	201-500 books	☐5
	More than 500 books	☐6

Section 3 Your views on <Broad Science>

This section asks about your views on various issues relating to <broad science>. <Broad science> refers to any topics that you might encounter in school, or outside of school (for example on television) that relate to space science, biology, chemistry, Earth science or physics.

	Q16 – How much do you agree with the statements below? *(Please tick only one box in each row)*				
		Strongly agree	Agree	Disagree	Strongly disagree
ST16Q01	a) I generally have fun when I am learning <broad science> topics	☐1	☐2	☐3	☐4
ST16Q02	b) I like reading about <broad science>	☐1	☐2	☐3	☐4
ST16Q03	c) I am happy doing <broad science> problems	☐1	☐2	☐3	☐4
ST16Q04	d) I enjoy acquiring new knowledge in <broad science>	☐1	☐2	☐3	☐4
ST16Q05	e) I am interested in learning about <broad science>	☐1	☐2	☐3	☐4

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Q17 – How easy do you think it would be for you to perform the following tasks on your own?
(Please tick only one box in each row)

		I could do this easily	I could do this with a bit of effort	I would struggle to do this on my own	I couldn't do this
ST17Q01	a) Recognise the science question that underlies a newspaper report on a health issue	☐1	☐2	☐3	☐4
ST17Q02	b) Explain why earthquakes occur more frequently in some areas than in others	☐1	☐2	☐3	☐4
ST17Q03	c) Describe the role of antibiotics in the treatment of disease	☐1	☐2	☐3	☐4
ST17Q04	d) Identify the science question associated with the disposal of garbage	☐1	☐2	☐3	☐4
ST17Q05	e) Predict how changes to an environment will affect the survival of certain species	☐1	☐2	☐3	☐4
ST17Q06	f) Interpret the scientific information provided on the labelling of food items	☐1	☐2	☐3	☐4
ST17Q07	g) Discuss how new evidence can lead you to change your understanding about the possibility of life on Mars	☐1	☐2	☐3	☐4
ST17Q08	h) Identify the better of two explanations for the formation of acid rain	☐1	☐2	☐3	☐4

Q18 – How much do you agree with the statements below?
(Please tick only one box in each row)

		Strongly agree	Agree	Disagree	Strongly disagree
ST18Q01	a) Advances in <broad science and technology> usually improve people's living conditions	☐1	☐2	☐3	☐4
ST18Q02	b) <Broad science> is important for helping us to understand the natural world	☐1	☐2	☐3	☐4
ST18Q03	c) Some concepts in <broad science> help me see how I relate to other people	☐1	☐2	☐3	☐4
ST18Q04	d) Advances in <broad science and technology> usually help improve the economy	☐1	☐2	☐3	☐4
ST18Q05	e) I will use <broad science> in many ways when I am an adult	☐1	☐2	☐3	☐4
ST18Q06	f) <Broad science> is valuable to society	☐1	☐2	☐3	☐4
ST18Q07	g) <Broad science> is very relevant to me	☐1	☐2	☐3	☐4
ST18Q08	h) I find that <broad science> helps me to understand the things around me	☐1	☐2	☐3	☐4
ST18Q09	i) Advances in <broad science and technology> usually bring social benefits	☐1	☐2	☐3	☐4
ST18Q10	j) When I leave school there will be many opportunities for me to use <broad science>	☐1	☐2	☐3	☐4

Q19 – How often do you do these things?
(Please tick only one box in each row)

		Very often	Regularly	Sometimes	Never or hardly ever
ST19Q01	a) Watch TV programmes about <broad science>	☐1	☐2	☐3	☐4
ST19Q02	b) Borrow or buy books on <broad science> topics	☐1	☐2	☐3	☐4
ST19Q03	c) Visit web sites about <broad science> topics	☐1	☐2	☐3	☐4
ST19Q04	d) Listen to radio programmes about advances in <broad science>	☐1	☐2	☐3	☐4
ST19Q05	e) Read <broad science> magazines or science articles in newspapers	☐1	☐2	☐3	☐4
ST19Q06	f) Attend a <science club>	☐1	☐2	☐3	☐4

Q20 – Here is a list of <broad science> topics. From which source(s) did you mainly learn about each of these topics?
(Please tick as many boxes as apply in each row)

		None of these, I am not sure what this is	My school	The TV, radio, newspaper or magazines	My friends	My family	The Internet or books
ST20QA1 to ST20QA6	a) Photosynthesis	☐1 (ST20QA1)	☐1 (ST20QA2)	☐1 (ST20QA3)	☐1 (ST20QA4)	☐1 (ST20QA5)	☐1 (ST20QA6)
ST20QB1 to ST20QB6	b) Formation of the continents	☐1 (ST20QB1)	☐1 (ST20QB2)	☐1 (ST20QB3)	☐1 (ST20QB4)	☐1 (ST20QB5)	☐1 (ST20QB6)
ST20QC1 to ST20QC6	c) Genes and chromosomes	☐1 (ST20QC1)	☐1 (ST20QC2)	☐1 (ST20QC3)	☐1 (ST20QC4)	☐1 (ST20QC5)	☐1 (ST20QC6)
ST20QD1 to ST20QD6	d) Soundproofing	☐1 (ST20QD1)	☐1 (ST20QD2)	☐1 (ST20QD3)	☐1 (ST20QD4)	☐1 (ST20QD5)	☐1 (ST20QD6)
ST20QE1 to ST20QE6	e) Climate change	☐1 (ST20QE1)	☐1 (ST20QE2)	☐1 (ST20QE3)	☐1 (ST20QE4)	☐1 (ST20QE5)	☐1 (ST20QE6)
ST20QF1 to ST20QF6	f) Evolution	☐1 (ST20QF1)	☐1 (ST20QF2)	☐1 (ST20QF3)	☐1 (ST20QF4)	☐1 (ST20QF5)	☐1 (ST20QF6)
ST20QG1 to ST20QG6	g) Nuclear energy	☐1 (ST20QG1)	☐1 (ST20QG2)	☐1 (ST20QG3)	☐1 (ST20QG4)	☐1 (ST20QG5)	☐1 (ST20QG6)
ST20QH1 to ST20QH6	h) Health and nutrition	☐1 (ST20QH1)	☐1 (ST20QH2)	☐1 (ST20QH3)	☐1 (ST20QH4)	☐1 (ST20QH5)	☐1 (ST20QH6)

	Q21 – How much interest do you have in learning about the following <broad science> topics? *(Please tick only one box in each row)*				
		High interest	Medium interest	Low interest	No interest
ST21Q01	a) Topics in physics	☐ 1	☐ 2	☐ 3	☐ 4
ST21Q02	b) Topics in chemistry	☐ 1	☐ 2	☐ 3	☐ 4
ST21Q03	c) The biology of plants	☐ 1	☐ 2	☐ 3	☐ 4
ST21Q04	d) Human biology	☐ 1	☐ 2	☐ 3	☐ 4
ST21Q05	e) Topics in astronomy	☐ 1	☐ 2	☐ 3	☐ 4
ST21Q06	f) Topics in geology	☐ 1	☐ 2	☐ 3	☐ 4
ST21Q07	g) Ways scientists design experiments	☐ 1	☐ 2	☐ 3	☐ 4
ST21Q08	h) What is required for scientific explanations	☐ 1	☐ 2	☐ 3	☐ 4

Section 4 The Environment

	Q22 – How informed are you about the following environmental issues? *(Please tick only one box in each row)*				
		I have never heard of this	I have heard about this but I would not be able to explain what it is really about	I know something about this and could explain the general issue	I am familiar with this and I would be able to explain this well
ST22Q01	a) The increase of greenhouse gases in the atmosphere	☐ 1	☐ 2	☐ 3	☐ 4
ST22Q02	b) Use of genetically modified organisms (<GMO>)	☐ 1	☐ 2	☐ 3	☐ 4
ST22Q03	c) Acid rain	☐ 1	☐ 2	☐ 3	☐ 4
ST22Q04	d) Nuclear waste	☐ 1	☐ 2	☐ 3	☐ 4
ST22Q05	e) The consequences of clearing forests for other land use	☐ 1	☐ 2	☐ 3	☐ 4

	Q23 – From which source(s) did you mainly learn about each of these environmental issues? *(Please tick as many boxes as apply in each row)*						
		None of these, I am not sure what this is	My school	The TV, radio, newspaper or magazines	My friends	My family	The Internet or books
ST23QA1 to ST23QA6	a) Air pollution	☐ 1 (ST23QA1)	☐ 1 (ST23QA2)	☐ 1 (ST23QA3)	☐ 1 (ST23QA4)	☐ 1 (ST23QA5)	☐ 1 (ST23QA6)
ST23QB1 to ST23QB6	b) Energy shortages	☐ 1 (ST23QB1)	☐ 1 (ST23QB2))	☐ 1 (ST23QB3)	☐ 1 (ST23QB4)	☐ 1 (ST23QB5)	☐ 1 (ST23QB6)
ST23QC1 to ST23QC6	c) Extinction of plants and animals	☐ 1 (ST23QC1)	☐ 1 (ST23QC2)	☐ 1 (ST23QC3)	☐ 1 (ST23QC4)	☐ 1 (ST23QC5)	☐ 1 (ST23QC6)
ST23QD1 to ST23QD6	d) Clearing of forests for other land use	☐ 1 (ST23QD1)	☐ 1 (ST23QD2)	☐ 1 (ST23QD3)	☐ 1 (ST23QD4)	☐ 1 (ST23QD5)	☐ 1 (ST23QD6)
ST23QE1 to ST23QE6	e) Water shortages	☐ 1 (ST23QE1)	☐ 1 (ST23QE2)	☐ 1 (ST23QE3)	☐ 1 (ST23QE4)	☐ 1 (ST23QE5)	☐ 1 (ST23QE6)
ST23QF1 to ST23QF6	f) Nuclear waste	☐ 1 (ST23QF1)	☐ 1 (ST23QF2)	☐ 1 (ST23QF3)	☐ 1 (ST23QF4)	☐ 1 (ST23QF5)	☐ 1 (ST23QF6)

	Q24 – Do you see the environmental issues below as a serious concern for yourself and/or others? *(Please tick only one box in each row)*				
		This is a serious concern for me personally as well as others	This is a serious concern for other people in my country but not me personally	This is a serious concern only for people in other countries	This is not a serious concern to anyone
ST24Q01	a) Air pollution	☐ 1	☐ 2	☐ 3	☐ 4
ST24Q02	b) Energy shortages	☐ 1	☐ 2	☐ 3	☐ 4
ST24Q03	c) Extinction of plants and animals	☐ 1	☐ 2	☐ 3	☐ 4
ST24Q04	d) Clearing of forests for other land use	☐ 1	☐ 2	☐ 3	☐ 4
ST24Q05	e) Water shortages	☐ 1	☐ 2	☐ 3	☐ 4
ST24Q06	f) Nuclear waste	☐ 1	☐ 2	☐ 3	☐ 4

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	Q25 – Do you think problems associated with the environmental issues below will improve or get worse over the next 20 years? *(Please tick only one box in each row)*	Improve	Stay about the same	Get worse
ST25Q01	a) Air pollution	☐1	☐2	☐3
ST25Q02	b) Energy shortages	☐1	☐2	☐3
ST25Q03	c) Extinction of plants and animals	☐1	☐2	☐3
ST25Q04	d) Clearing of forests for other land use	☐1	☐2	☐3
ST25Q05	e) Water shortages	☐1	☐2	☐3
ST25Q06	f) Nuclear waste	☐1	☐2	☐3

	Q26 – How much do you agree with the statements below? *(Please tick only one box in each row)*	Strongly agree	Agree	Disagree	Strongly disagree
ST26Q01	a) It is important to carry out regular checks on the emissions from cars as a condition of their use	☐1	☐2	☐3	☐4
ST26Q02	b) It disturbs me when energy is wasted through the unnecessary use of electrical appliances	☐1	☐2	☐3	☐4
ST26Q03	c) I am in favour of having laws that regulate factory emissions even if this would increase the price of products	☐1	☐2	☐3	☐4
ST26Q04	d) To reduce waste, the use of plastic packaging should be kept to a minimum	☐1	☐2	☐3	☐4
ST26Q05	e) Industries should be required to prove that they safely dispose of dangerous waste materials	☐1	☐2	☐3	☐4
ST26Q06	f) I am in favour of having laws that protect the habitats of endangered species	☐1	☐2	☐3	☐4
ST26Q07	g) Electricity should be produced from renewable sources as much as possible, even if this increases the cost	☐1	☐2	☐3	☐4

Section 5 Careers and <Broad Science>

In this section we ask you questions about <science-related careers>. When thinking about what a <science-related career> might be, think of the many jobs that involve science – not just the traditional 'scientist'. Careers like engineer (involving physics), weather forecaster (involving Earth science), optician (involving biology and physics), and medical doctors (involving the medical sciences) are all examples of <science-related careers>.

	Q27 – How much do you agree with the statements below? *(Please tick only one box in each row)*	Strongly agree	Agree	Disagree	Strongly disagree
ST27Q01	a) The subjects available at my school provide students with the basic skills and knowledge for a <science-related career>	☐1	☐2	☐3	☐4
ST27Q02	b) The <school science> subjects at my school provide students with the basic skills and knowledge for many different careers.	☐1	☐2	☐3	☐4
ST27Q03	c) The subjects I study provide me with the basic skills and knowledge for a <sciencerelated career>	☐1	☐2	☐3	☐4
ST27Q04	d) My teachers equip me with the basic skills and knowledge I need for a <science-related career>	☐1	☐2	☐3	☐4

	Q28 – How informed are you about these topics? *(Please tick only one box in each row)*	Very well informed	Fairly informed	Not well informed	Not informed at all
ST28Q01	a) <Science-related careers> that are available in the job market	☐1	☐2	☐3	☐4
ST28Q02	b) Where to find information about <sciencerelated careers>	☐1	☐2	☐3	☐4
ST28Q03	c) The steps students need to take if they want a <science-related career>	☐1	☐2	☐3	☐4
ST28Q04	d) Employers or companies that hire people to work in <science-related careers>	☐1	☐2	☐3	☐4

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	Q29 – How much do you agree with the statements below? *(Please tick only one box in each row)*				
		Strongly agree	Agree	Disagree	Strongly disagree
ST29Q01	a) I would like to work in a career involving <broad science>	☐1	☐2	☐3	☐4
ST29Q02	b) I would like to study <broad science> after <secondary school>	☐1	☐2	☐3	☐4
ST29Q03	c) I would like to spend my life doing advanced <broad science>	☐1	☐2	☐3	☐4
ST29Q04	d) I would like to work on <broad science> projects as an adult	☐1	☐2	☐3	☐4

	Q30 – What kind of job do you expect to have when you are about 30 years old?
ST30Q01	Write the job title: _____

Section 6 Learning time

Q31 – How much time do you typically spend per week studying the following subjects?

For each subject, please indicate separately:
- the time spent attending regular lessons at your school;
- the time spent attending out-of-school-time lessons (at school, at home or somewhere else);
- the time spent studying or doing homework by yourself.

<An hour here refers to 60 minutes, not to a class period>
(Please tick only one box in each row)

	School science	No time	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
ST31Q01	a) Regular lessons in <school science> at my school	☐1	☐2	☐3	☐4	☐5
ST31Q02	b) Out-of school-time lessons in <school science>	☐1	☐2	☐3	☐4	☐5
ST31Q03	c) Study or homework in <school science> by myself	☐1	☐2	☐3	☐4	☐5
	Mathematics					
ST31Q04	d) Regular lessons in mathematics at my school	☐1	☐2	☐3	☐4	☐5
ST31Q05	e) Out-of school-time lessons in mathematics	☐1	☐2	☐3	☐4	☐5
ST31Q06	f) Study or homework in mathematics by myself	☐1	☐2	☐3	☐4	☐5
	Test Language					
ST31Q07	g) Regular lessons in <test language> at my school	☐1	☐2	☐3	☐4	☐5
ST31Q08	h) Out-of school-time lessons in <test Language>	☐1	☐2	☐3	☐4	☐5
ST31Q09	i) Study or homework in <test Language> by myself	☐1	☐2	☐3	☐4	☐5
	Other subjects No time					
ST31Q10	j) Regular lessons in other subjects at my school	☐1	☐2	☐3	☐4	☐5
ST31Q11	k) Out-of-school-time lessons in other subjects	☐1	☐2	☐3	☐4	☐5
ST31Q12	l) Study or homework in other subjects by myself	☐1	☐2	☐3	☐4	☐5

Q32 – What type of out-of-school-time lessons do you attend currently (if any)?

These are lessons in subjects that you are learning at school, that you spend extra time learning outside of normal school hours. The lessons might be held at your school, at your home or somewhere else. These are only lessons in subjects that you also learn at school.

(Please tick one box in each row)

		Yes	No
ST32Q01	a) <One to one> lessons with a <teacher> who is also a teacher at your school	☐1	☐2
ST32Q02	b) <One to one> lessons with a <teacher> who is not a teacher at your school	☐1	☐2
ST32Q03	c) Lessons in small groups (less than 8 students) with a <teacher> who is also a teacher at your school	☐1	☐2
ST32Q04	d) Lessons in small groups (less than 8 students) with a <teacher> who is not a teacher at your school	☐1	☐2
ST32Q05	e) Lessons in larger groups (8 students or more) with a <teacher> who is also a teacher at your school	☐1	☐2
ST32Q06	f) Lessons in larger groups (8 students or more) with a <teacher> who is not a teacher at your school	☐1	☐2

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Section 7 Teaching and learning science

Q33 – Did you or do you take any of the courses listed below?
<Instructions for students who do not study science>
(Please tick as many boxes as apply in each row)

		Last year		This year	
		Yes	No	Yes	No
ST33Q11 – ST33Q12	a) A compulsory <general science course>	☐ 1 (ST33Q11)	☐ 1	☐ 1 (ST33Q12)	☐ 1
ST33Q21 – ST33Q22	b) An optional <general science course>	☐ 1 (ST33Q21)	☐ 1	☐ 1 (ST33Q22)	☐ 1
ST33Q31 – ST33Q32	c) A compulsory biology course	☐ 1 (ST33Q31)	☐ 1	☐ 1 (ST33Q32)	☐ 1
ST33Q41 – ST33Q42	d) An optional biology course	☐ 1 (ST33Q41)	☐ 1	☐ 1 (ST33Q42)	☐ 1
ST33Q51 – ST33Q52	e) A compulsory physics course	☐ 1 (ST33Q51)	☐ 1	☐ 1 (ST33Q52)	☐ 1
ST33Q61 – ST33Q62	f) An optional physics course	☐ 1 (ST33Q61)	☐ 1	☐ 1 (ST33Q62)	☐ 1
ST33Q71 – ST33Q72	g) A compulsory chemistry course	☐ 1 (ST33Q71)	☐ 1	☐ 1 (ST33Q72)	☐ 1
ST33Q81 – ST33Q82	h) An optional chemistry course	☐ 1 (ST33Q81)	☐ 1	☐ 1 (ST33Q82)	☐ 1

Q34 – When learning <school science> topics at school, how often do the following activities occur?
(Please tick only one box in each row)

		In all lessons	In most lessons	In some lessons	Never or hardly ever
ST34Q01	a) Students are given opportunities to explain their ideas	☐ 1	☐ 2	☐ 3	☐ 4
ST34Q02	b) Students spend time in the laboratory doing practical experiments	☐ 1	☐ 2	☐ 3	☐ 4
ST34Q03	c) Students are required to design how a <school science> question could be investigated in the laboratory	☐ 1	☐ 2	☐ 3	☐ 4
ST34Q04	d) The students are asked to apply a <school science> concept to everyday problems	☐ 1	☐ 2	☐ 3	☐ 4
ST34Q05	e) The lessons involve students' opinions about the topics	☐ 1	☐ 2	☐ 3	☐ 4
ST34Q06	f) Students are asked to draw conclusions from an experiment they have conducted	☐ 1	☐ 2	☐ 3	☐ 4
ST34Q07	g) The teacher explains how a <school science> idea can be applied to a number of different phenomena (*e.g.* the movement of objects, substances with similar properties)	☐ 1	☐ 2	☐ 3	☐ 4
ST34Q08	h) Students are allowed to design their own experiments	☐ 1	☐ 2	☐ 3	☐ 4
ST34Q09	i) There is a class debate or discussion	☐ 1	☐ 2	☐ 3	☐ 4
ST34Q10	j) Experiments are done by the teacher as demonstrations	☐ 1	☐ 2	☐ 3	☐ 4
ST34Q11	k) Students are given the chance to choose their own investigations	☐ 1	☐ 2	☐ 3	☐ 4
ST34Q12	l) The teacher uses <school science> to help students understand the world outside school	☐ 1	☐ 2	☐ 3	☐ 4
ST34Q13	m) Students have discussions about the topics	☐ 1	☐ 2	☐ 3	☐ 4
ST34Q14	n) Students do experiments by following the instructions of the teacher	☐ 1	☐ 2	☐ 3	☐ 4
ST34Q15	o) The teacher clearly explains the relevance of <broad science> concepts to our lives	☐ 1	☐ 2	☐ 3	☐ 4
ST34Q16	p) Students are asked to do an investigation to test out their own ideas	☐ 1	☐ 2	☐ 3	☐ 4
ST34Q17	q) The teacher uses examples of technological application to show how <school science> is relevant to society	☐ 1	☐ 2	☐ 3	☐ 4

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	Q35 – How much do you agree with the statements below? *(Please tick only one box in each row)*				
		Strongly agree	Agree	Disagree	Strongly disagree
ST35Q01	a) Making an effort in my <school science> subject(s) is worth it because this will help me in the work I want to do later on	☐ 1	☐ 2	☐ 3	☐ 4
ST35Q02	b) What I learn in my <school science> subject(s) is important for me because I need this for what I want to study later on	☐ 1	☐ 2	☐ 3	☐ 4
ST35Q03	c) I study <school science> because I know it is useful for me	☐ 1	☐ 2	☐ 3	☐ 4
ST35Q04	d) Studying my <school science> subject(s) is worthwhile for me because what I learn will improve my career prospects	☐ 1	☐ 2	☐ 3	☐ 4
ST35Q05	e) I will learn many things in my <school science> subject(s) that will help me get a job	☐ 1	☐ 2	☐ 3	☐ 4

	Q36 – In general, how important do you think it is for you to do well in the subjects below? *(Please tick only one box in each row)*				
		Very important	Important	Of little importance	Not important at all
ST28Q01	a) <School science> subjects	☐ 1	☐ 2	☐ 3	☐ 4
ST28Q02	b) Mathematics subjects	☐ 1	☐ 2	☐ 3	☐ 4
ST28Q03	c) <test language> subjects	☐ 1	☐ 2	☐ 3	☐ 4

	Q37 – How much do you agree with the statements below? The following question asks about your experience in learning <school science> topics. *(Please tick only one box in each row)*				
		Strongly agree	Agree	Disagree	Strongly disagree
ST37Q01	a) Learning advanced <school science> topics would be easy for me	☐ 1	☐ 2	☐ 3	☐ 4
ST37Q02	b) I can usually give good answers to <test questions> on <school science> topics	☐ 1	☐ 2	☐ 3	☐ 4
ST37Q03	c) I learn <school science> topics quickly	☐ 1	☐ 2	☐ 3	☐ 4
ST37Q04	d) <School science> topics are easy for me	☐ 1	☐ 2	☐ 3	☐ 4
ST35Q05	e) When I am being taught <school science>, I can understand the concepts very well	☐ 1	☐ 2	☐ 3	☐ 4
ST35Q06	f) I can easily understand new ideas in <school science>	☐ 1	☐ 2	☐ 3	☐ 4

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APPENDIX 4
PISA 2006 INFORMATION COMMUNICATION TECHNOLOGY (ICT) QUESTIONNAIRE

Your use of computers

The following questions ask about computers: this does not include calculators or games consoles like a <Sony PlayStation™>.

IC01Q01	**Q1 – Have you ever used a computer?** If you answered Yes to the above question, please continue. If you answered No, please stop here. <Instructions> *(Please tick one box)*
	Yes ☐1 No ☐2

IC02Q01	**Q2 – How long have you been using computers?** *(Please tick only one box)*	
	Less than one year	☐1
	One year or more but less than three years	☐2
	Three years or more but less than five years	☐3
	Five years or more	☐4

Q3 – How often do you use a computer at these places?
(Please tick only one box in each row)

		Almost every day	Once or twice a week	A few times a month	Once a month or less	Never
IC03Q01	a) At home	☐1	☐2	☐3	☐4	☐5
IC03Q02	b) At school	☐1	☐2	☐3	☐4	☐5
IC03Q03	c) At other places	☐1	☐2	☐3	☐4	☐5

Q4 – How often do you use computers for the following reasons?
(Please tick only one box in each row)

		Almost every day	A few times each week	Between once a week and once a month	Less than once a month	Never
IC04Q01	a) Browse the Internet for information about people, things, or ideas	☐1	☐2	☐3	☐4	☐5
IC04Q02	b) Play games	☐1	☐2	☐3	☐4	☐5
IC04Q03	c) Write documents (*e.g.* with <Word® or WordPerfect®>)	☐1	☐2	☐3	☐4	☐5
IC04Q04	d) Use the Internet to collaborate with a group or team	☐1	☐2	☐3	☐4	☐5
IC04Q05	e) Use spreadsheets (*e.g.* <Lotus 1 2 3® or Microsoft Excel®>)	☐1	☐2	☐3	☐4	☐5
IC04Q06	f) Download software from the Internet (including games)	☐1	☐2	☐3	☐4	☐5
IC04Q07	g) Drawing, painting or using graphics programs	☐1	☐2	☐3	☐4	☐5
IC04Q08	h) Use educational software such as Mathematics programs	☐1	☐2	☐3	☐4	☐5
IC04Q09	i) Download music from the Internet	☐1	☐2	☐3	☐4	☐5
IC04Q10	j) Writing computer programs	☐1	☐2	☐3	☐4	☐5
IC04Q11	k) For communication (*e.g.* Email or "chat rooms")	☐1	☐2	☐3	☐4	☐5

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	Q5 – How well can you do each of these tasks on a computer? *(Please tick only one box in each row)*				
		I can do this very well by myself	I can do this with help from someone	I know what this means but I cannot do it	I don't know what this means
IC05Q01	a) Chat online	☐1	☐2	☐3	☐4
IC05Q02	b) Use software to find and get rid of computer viruses	☐1	☐2	☐3	☐4
IC05Q03	c) Edit digital photographs or other graphic images	☐1	☐2	☐3	☐4
IC05Q04	d) Create a database (*e.g.* using <Microsoft Access®>)	☐1	☐2	☐3	☐4
IC05Q05	e) Copy data to a CD (*e.g.* make a music CD)	☐1	☐2	☐3	☐4
IC05Q06	f) Move files from one place to another on a computer	☐1	☐2	☐3	☐4
IC05Q07	g) Search the internet for information	☐1	☐2	☐3	☐4
IC05Q08	h) Download files or programs from the Internet.	☐1	☐2	☐3	☐4
IC05Q09	i) Attach a file to an E-mail message	☐1	☐2	☐3	☐4
IC05Q10	j) Use a word processor (*e.g.* to write an essay for school)	☐1	☐2	☐3	☐4
IC05Q11	k) Use a spreadsheet to plot a graph	☐1	☐2	☐3	☐4
IC05Q12	l) Create a presentation (*e.g.* using <Microsoft PowerPoint®>)	☐1	☐2	☐3	☐4
IC05Q13	m) Download music from the Internet	☐1	☐2	☐3	☐4
IC05Q14	n) Create a multi-media presentation (with sound, pictures, video)	☐1	☐2	☐3	☐4
IC05Q15	o) Write and send E-mails	☐1	☐2	☐3	☐4
IC05Q16	p) Construct a web page	☐1	☐2	☐3	☐4

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APPENDIX 5
PISA 2006 SCHOOL QUESTIONNAIRE

Section A The structure and organisation of the school

	Q1 – As at <February 1, 2006>, what was the total school enrolment (number of students)? *(Please write a number in each line. Write 0 (zero) if there are none)*
SC01Q01	a) Number of boys: _____
SC01Q02	b) Number of girls: _____

	Q2 – Is your school a public or a private school? *(Please tick only one box)*	
SC01Q01	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.)*	☐ 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.)*	☐ 2

	Q3 – About what percentage of your total funding for a typical school year comes from the following sources? *(Please write a number in each row. Write 0 (zero) if no funding comes from that source)*	
		%
SC03Q01	a) Government (includes departments, local, regional, state and national)	___
SC03Q02	b) Student fees or school charges paid by parents	___
SC03Q03	c) Benefactors, donations, bequests, sponsorships, parent fund raising	___
SC03Q04	d) Other	___
	Total	100%

	Q4 – Do you have the following grade levels in your school? *(Please tick one box in each row)*		
		Yes	No
SC04Q01	a) <Grade 1>	☐ 1	☐ 2
SC04Q02	b) <Grade 2>	☐ 1	☐ 2
SC04Q03	c) <Grade 3>	☐ 1	☐ 2
SC04Q04	d) <Grade 4>	☐ 1	☐ 2
SC04Q05	e) <Grade 5>	☐ 1	☐ 2
SC04Q06	f) <Grade 6>	☐ 1	☐ 2
SC04Q07	g) <Grade 7>	☐ 1	☐ 2
SC04Q08	h) <Grade 8>	☐ 1	☐ 2
SC04Q09	i) <Grade 9>	☐ 1	☐ 2
SC04Q010	j) <Grade 10>	☐ 1	☐ 2
SC04Q011	k) <Grade 11>	☐ 1	☐ 2
SC04Q012	l) <Grade 12>	☐ 1	☐ 2
SC04Q013	m) <Grade 13>	☐ 1	☐ 2
SC04Q014	n) <Ungraded school>	☐ 1	☐ 2

	Q5 – About what percentage of students in your school repeated a grade, at these <ISCED levels>, last academic year? *(Please write a number in each row. Write 0 (zero) if nobody repeated a grade. Tick the 'not available' box if the <ISCED level> does not exist in your school)*		
		%	<ISCED level> not available in this school
SC05Q01	a) The approximate percentage of students repeating a grade at <ISCED 2> in this school last year was:	_____	☐ 996
SC05Q02	b) The approximate percentage of students repeating a grade at <ISCED 3> in this school last year was:	_____	☐ 996

	Q6 – 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)*	
SC06Q01	15 students or fewer	☐ 01
	16-20 students	☐ 02
	21-25 students	☐ 03
	26-30 students	☐ 04
	31-35 students	☐ 05
	36-40 students	☐ 06
	41-45 students	☐ 07
	46-50 students	☐ 08
	More than 50 students	☐ 09

	Q7 – Which of the following best describes the community in which your school is located? *(Please tick only one box)*	
SC07Q01	A village, hamlet or rural area (fewer than 3 000 people)	☐ 1
	A small town (3 000 to about 15 000 people)	☐ 2
	A town (15 000 to about 100 000 people)	☐ 3
	A city (100 000 to about 1 000 000 people)	☐ 4
	A large city (with over 1 000 000 people)	☐ 5

	Q8 – Some schools organise instruction differently for students with different abilities. **What is your school's policy about this for students in <national modal grade for 15-year-olds>?** *(Please tick one box in each row)*			
		For all subjects	For some subjects	Not for any subject
SC08Q01	a) Students are grouped by ability into different classes	☐ 1	☐ 2	☐ 3
SC08Q02	b) Students are grouped by ability within their classes	☐ 1	☐ 2	☐ 3

Section B Staffing

	Q9 – How many of the following 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 is none)*		
		Full time	Part time
SC09Q11 – SC09Q12	a) Teachers in TOTAL	☐ 1 (SC09Q11)	☐ 1 (SC09Q12)
SC09Q21 – SC09Q22	b) Teachers fully certified by <the appropriate authority>	☐ 1 (SC09Q21)	☐ 1 (SC09Q22)
SC09Q31 – SC09Q32	c) Teachers with an <ISCED5A> qualification	☐ 1 (SC09Q31)	☐ 1 (SC09Q32)

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SC10Q01	**Q10 – In the last academic year, did you fill all vacant <national modal grade for 15-year-olds> science teaching positions at your school?** See the preliminary note on the definition of science <inside the front cover>. A science teacher is defined as a teacher of the subject(s) which meet this definition. *(Please tick only one box)*	
	Not applicable (we had no vacant science teaching positions to be filled)	☐ 1
	Yes (we filled all vacant science teaching positions, either with newly appointed staff or by reassigning existing staff)	☐ 2
	No (we could not fill one or more vacant science teaching positions)	☐ 3

Q11 – Regarding your school, who has a considerable responsibility for the following tasks?
(Please tick as many boxes as appropriate in each row)

		Principal or teachers	<School governing board>	<Regional or local education authority>	National education authority
SC11QA1 to SC11QA4	a) Selecting teachers for hire	☐ 1 (SC11QA1)	☐ 1 (SC11QA2)	☐ 1 (SC11QA3)	☐ 1 (SC11QA4)
SC11QB1 to SC11QB4	b) Firing teachers	☐ 1 (SC11QB1)	☐ 1 (SC11QB2)	☐ 1 (SC11QB3)	☐ 1 (SC11QB4)
SC11QC1 to SC11QC4	c) Establishing teachers' starting salaries	☐ 1 (SC11QC1)	☐ 1 (SC11QC2)	☐ 1 (SC11QC3)	☐ 1 (SC11QC4)
SC11QD1 to SC11QD4	d) Determining teachers' salaries increases	☐ 1 (SC11QD1)	☐ 1 (SC11QD2)	☐ 1 (SC11QD3)	☐ 1 (SC11QD4)
SC11QE1 to SC11QE4	e) Formulating the school budget	☐ 1 (SC11QE1)	☐ 1 (SC11QE2)	☐ 1 (SC11QE3)	☐ 1 (SC11QE4)
SC11QF1 to SC11QF4	f) Deciding on budget allocations within the school	☐ 1 (SC11QF1)	☐ 1 (SC11QF2)	☐ 1 (SC11QF3)	☐ 1 (SC11QF4)
SC11QG1 to SC11QG4	g) Establishing student disciplinary policies	☐ 1 (SC11QG1)	☐ 1 (SC11QG2)	☐ 1 (SC11QG3)	☐ 1 (SC11QG4)
SC11QH1 to SC11QH4	h) Establishing student assessment policies	☐ 1 (SC11QH1)	☐ 1 (SC11QH2)	☐ 1 (SC11QH3)	☐ 1 (SC11QH4)
SC11QI1 to SC11QI4	i) Approving students for admission to the school	☐ 1 (SC11QI1)	☐ 1 (SC11QI2)	☐ 1 (SC11QI3)	☐ 1 (SC11QI4)
SC11QJ1 to SC11QJ4	j) Choosing which textbooks are used	☐ 1 (SC11QJ1)	☐ 1 (SC11QJ2)	☐ 1 (SC11QJ3)	☐ 1 (SC11QJ4)
SC11QK1 to SC11QK4	k) Determining course content	☐ 1 (SC11QK1)	☐ 1 (SC11QK2)	☐ 1 (SC11QK3)	☐ 1 (SC11QK4)
SC11QL1 to SC11QL4	l) Deciding which courses are offered	☐ 1 (SC11QL1)	☐ 1 (SC11QL2)	☐ 1 (SC11QL3)	☐ 1 (SC11QL4)

Q12 – Regarding your school, which of the following bodies exert a direct influence on decision making about staffing, budgeting, instructional content and assessment practices?
(Please tick as many boxes as apply)

		Area of influence			
		Staffing	Budgeting	Instructional content	Assessment practices
SC12QA1 to SC12QA4	a) Regional or national education authorities (*e.g.* inspectorates)	☐ 1 (SC12QA1)	☐ 1 (SC12QA2)	☐ 1 (SC12QA3)	☐ 1 (SC12QA4)
SC12QB1 to SC12QB4	b) The school's <governing board>	☐ 1 (SC12QB1)	☐ 1 (SC12QB2)	☐ 1 (SC12QB3)	☐ 1 (SC12QB4)
SC12QC1 to SC12QC4	c) Parent groups	☐ 1 (SC12QC1)	☐ 1 (SC12QC2)	☐ 1 (SC12QC3)	☐ 1 (SC12QC4)
SC12QD1 to SC12QD4	d) Teacher groups (*e.g.* Staff Association, curriculum committees, trade union)	☐ 1 (SC12QD1)	☐ 1 (SC12QD2)	☐ 1 (SC12QD3)	☐ 1 (SC12QD4)
SC12QE1 to SC12QE4	e) Student groups (*e.g.* Student Association, youth organisation)	☐ 1 (SC12QE1)	☐ 1 (SC12QE2)	☐ 1 (SC12QE3)	☐ 1 (SC12QE4)
SC12QF1 to SC12QF4	f) External examination boards	☐ 1 (SC12QF1)	☐ 1 (SC12QF2)	☐ 1 (SC12QF3)	☐ 1 (SC12QF4)

Section C The school's resources

		Number	
SC13Q01	**Q13a – About how many computers are available in the school altogether?** *(Please write 0 (zero) if there are none)*		
SC13Q02	**Q13b – About how many of these computers are available for instruction?**		
SC13Q03	**Q13c – About how many computers in the school are connected to the Internet/World Wide Web?**		

	Q14 – Is your school's capacity to provide instruction hindered by any of the following? *(Please tick one box in each row)*				
		Not at all	Very little	To some extent	A lot
SC14Q01	a) A lack of qualified science teachers	☐1	☐2	☐3	☐4
SC14Q02	b) A lack of qualified mathematics teachers	☐1	☐2	☐3	☐4
SC14Q03	c) A lack of qualified <test language> teachers	☐1	☐2	☐3	☐4
SC14Q04	d) A lack of qualified teachers of other subjects	☐1	☐2	☐3	☐4
SC14Q05	e) A lack of laboratory technicians	☐1	☐2	☐3	☐4
SC14Q06	f) A lack of other support personnel	☐1	☐2	☐3	☐4
SC14Q07	g) Shortage or inadequacy of science laboratory equipment	☐1	☐2	☐3	☐4
SC14Q08	h) Shortage or inadequacy of instructional materials (*e.g.* textbooks)	☐1	☐2	☐3	☐4
SC14Q09	i) Shortage or inadequacy of computers for instruction	☐1	☐2	☐3	☐4
SC14Q10	j) Lack or inadequacy of Internet connectivity	☐1	☐2	☐3	☐4
SC14Q11	k) Shortage or inadequacy of computer software for instruction	☐1	☐2	☐3	☐4
SC14Q12	l) Shortage or inadequacy of library materials	☐1	☐2	☐3	☐4
SC14Q13	m) Shortage or inadequacy of audio-visual resources	☐1	☐2	☐3	☐4

Section D <Accountability> and Admission practices

	Q15 – This set of questions explores aspects of the school's <accountability> to parents. *(Please tick one box in each row)*		
		Yes	No
SC15Q01	a) Does your school provide information to parents of students in <national modal grade for 15-year-olds> on their child's academic performance relative to other students in <national modal grade for 15-year-olds> in your school?	☐1	☐2
SC15Q02	b) Does your school provide information to parents of students in <national modal grade for 15-year-olds> on their child's academic performance relative to national or regional <benchmarks>?	☐1	☐2
SC15Q03	c) Does your school provide information to parents on the academic performance of students in <national modal grade for 15-year-olds> as a group relative to students in the same grade in other schools?	☐1	☐2

SC16Q01	**Q16 – Which statement below best characterises parental expectations towards your school?** *(Please tick only one box)*	
	There is constant pressure from many parents, who expect our school to set very high academic standards and to have our students achieve them	☐1
	Pressure on the school to achieve higher academic standards among students comes from a minority of parents	☐2
	Pressure from parents on the school to achieve higher academic standards among students is largely absent	☐3

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	Q17 – 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
SC17Q01	a) Achievement data are posted publicly (*e.g.* in the media)	☐ 1	☐ 2
SC17Q02	b) Achievement data are used in evaluation of the principal's performance	☐ 1	☐ 2
SC17Q03	c) Achievement data are used in evaluation of teachers' performance	☐ 1	☐ 2
SC17Q04	d) Achievement data are used in decisions about instructional resource allocation to the school	☐ 1	☐ 2
SC17Q05	e) Achievement data are tracked over time by an administrative authority	☐ 1	☐ 2

SC18Q01	**Q18 –** 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	☐ 1
	There is one other school in this area that competes for our students	☐ 2
	There are no other schools in this area that compete for our students	☐ 3

	Q19 – How much consideration is given to the following factors when students are admitted to your school? *(Please tick one box in each row)*				
		Prerequisite	High priority	Considered	Not considered
SC19Q01	a) Residence in a particular area	☐ 1	☐ 2	☐ 3	☐ 4
SC19Q02	b) Student's academic record (including placement tests)	☐ 1	☐ 2	☐ 3	☐ 4
SC19Q03	c) Recommendation of feeder schools	☐ 1	☐ 2	☐ 3	☐ 4
SC19Q04	d) Parents' endorsement of the instructional or religious philosophy of the school	☐ 1	☐ 2	☐ 3	☐ 4
SC19Q05	e) Student's need or desire for a special programme	☐ 1	☐ 2	☐ 3	☐ 4
SC19Q06	f) Attendance of other family members at the school (past or present)	☐ 1	☐ 2	☐ 3	☐ 4

Section E Science and the environment

	Q20 – Is your school involved in any of the following activities to promote engagement with science among students in <national modal grade for 15-year-olds>? *(Please tick one box in each row)*		
		Yes	No
SC20Q01	a) Science clubs	☐ 1	☐ 2
SC20Q02	b) Science fairs	☐ 1	☐ 2
SC20Q03	c) Science competitions	☐ 1	☐ 2
SC20Q04	d) Extracurricular science projects (including research)	☐ 1	☐ 2
SC20Q05	e) Excursions and field trips	☐ 1	☐ 2

	Q21 – Where do topics on the environment sit in the curriculum received by students in <national modal grade for 15-yearolds> at your school? Environmental topics include all topics related to environmental science. These may include environmental issues such as pollution or the degradation of the environment. Relationships between organisms, biodiversity and conservation of resources would also be examples of environmental topics. *(Please tick one box in each row. If there are no topics on the environment in the curriculum received by students in <national modal grade for 15-year-olds> please tick "No" in all four rows)*		
		Yes	No
SC21Q01	a) In a specific environmental studies course	☐ 1	☐ 2
SC21Q02	b) In the natural sciences courses – for example as part of biology, chemistry, physics, earth science or within an integrated science course	☐ 1	☐ 2
SC21Q03	c) As part of a geography course	☐ 1	☐ 2
SC21Q04	d) As part of another course	☐ 1	☐ 2

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	Q22 – Does your school organise any of the following activities to provide opportunities to students in <national modal grade for 15-year-olds> to learn about environmental topics? *(Please tick one box in each row)*		
		Yes	No
SC22Q01	a) <Outdoor education>	☐ 1	☐ 2
SC22Q02	b) Trips to museums	☐ 1	☐ 2
SC22Q03	c) Trips to science and/or technology centres	☐ 1	☐ 2
SC22Q04	d) Extracurricular environmental projects (including research)	☐ 1	☐ 2
SC22Q05	e) Lectures and/or seminars (*e.g.* guest speakers)	☐ 1	☐ 2

Section F Careers and further education

	Q23 – How often would students in <national modal grade for 15-year-olds> have the opportunity to participate in the activities below as part of their normal schooling? *(Please tick one box in each row)*			
		Never	Once a year	More than once a year
SC23Q01	a) <Job fairs>	☐ 1	☐ 2	☐ 3
SC23Q02	b) Lectures (at school) by business or industry representatives	☐ 1	☐ 2	☐ 3
SC23Q03	c) Visits to local businesses or industries	☐ 1	☐ 2	☐ 3

	Q24 – In your school, about how many students in <national modal grade for 15-year-olds> receive some training within local businesses as part of school activities during the normal school year (*e.g.* apprenticeships)? *(Please tick only one box)*	
SC24Q01	This is not offered to students in <national modal grade for 15-year-olds>	☐ 1
	Half or less of students in <national modal grade for 15-year-olds>	☐ 2
	More than a half of students in <national modal grade for 15-year-olds>	☐ 3

	Q25 – Thinking about the curriculum received by students in <national modal grade for 15-year-olds>, which statement below is closest to your view? *(Please tick only one box)*	
SC25Q01	Business and industry have no influence on the curriculum	☐ 1
	Business and industry have a minor or indirect influence on the curriculum	☐ 2
	Business and industry have a considerable influence on the curriculum	☐ 3

	Q26 – To what extent do you feel that teachers in your school concentrate on developing in students the skills and knowledge that will help them progress towards sciencerelated careers? **Science-related career** has been used here to include careers that involve a considerable amount of science but are beyond the traditional idea of a scientist as someone who works in a laboratory or academic environment (like a nuclear physicist). As such, a science-related career is not only one in physics, chemistry or biology. Any career that involves tertiary education in a scientific field is considered science-related. Therefore careers like engineer (involving physics), weather forecaster (involving earth science), optician (involving biology and physics), and medical doctors (involving the medical sciences) are all examples of sciencerelated careers. *(Please tick only one box)*	
SC26Q01	These skills and knowledge are incidental to teachers' pedagogical activities	☐ 1
	These skills and knowledge are integrated into teachers' pedagogical activities, but they are not emphasised	☐ 2
	These skills and knowledge are a focus of teachers' pedagogical activities	☐ 3

	Q27 – To what extent do you feel that teachers in your school concentrate on developing in students the skills and knowledge that will help them in tertiary education? *(Please tick only one box)*	
SC27Q01	These skills and knowledge are incidental to teachers' pedagogical activities	☐ 1
	These skills and knowledge are integrated into teachers' pedagogical activities, but they are not emphasised	☐ 2
	These skills and knowledge are a focus of teachers' pedagogical activities	☐ 3

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SC28Q01	**Q28 – Who has the main responsibility for career guidance of students in <national modal grade for 15-year-olds> at your school?** *(Please tick only one box)*	
	Not applicable, career guidance is not available in this school	☐ 1
	All teachers share the responsibility for career guidance	☐ 2
	Specific teachers have the main responsibility for career guidance	☐ 3
	We have one or more specific career guidance counsellors employed at school	☐ 4
	We have one or more specific career guidance counsellors who regularly visit the school	☐ 5

SC29Q01	**Q29 – If career guidance is available at your school, which of the statements below best describes the situation for students in <national modal grade for 15-year-olds>?** Skip this question if career guidance is not available at your school. *(Please tick only one box)*	
	Career guidance is sought voluntarily by students	☐ 1
	Career guidance is formally scheduled into students' time at school	☐ 2

APPENDIX 6
PISA 2006 PARENT QUESTIONNAIRE

	Q1 – Who will complete this questionnaire? *(Please tick all that apply.)*	
PA01Q01	a) Mother or other female guardian	☐ 1
PA01Q02	b) Father or other male guardian	☐ 1
PA01Q03	c) Other	☐ 1
	(If other, please specify) _____	

Your child's past science activities

Please answer this question with reference to <the student who brought this questionnaire home>.

	Q2 – Thinking back to when your child was about 10 years old, how often would your child have done these things? *(Please tick only one box in each row)*				
		Very often	Regularly	Sometimes	Never
PA02Q01	a) Watched TV programmes about science	☐ 1	☐ 2	☐ 3	☐ 4
PA02Q02	b) Read books on scientific discoveries	☐ 1	☐ 2	☐ 3	☐ 4
PA02Q03	c) Watched, read or listened to science fiction	☐ 1	☐ 2	☐ 3	☐ 4
PA02Q04	d) Visited web sites about science topics	☐ 1	☐ 2	☐ 3	☐ 4
PA02Q05	e) Attended a science club	☐ 1	☐ 2	☐ 3	☐ 4

Your child's school

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

	Q3 – How much do you agree with the following statements? *(Please tick only one box in each row)*				
		Strongly agree	Agree	Disagree	Strongly disagree
PA03Q01	a) Most of my child's school teachers seem competent and dedicated	☐ 1	☐ 2	☐ 3	☐ 4
PA03Q02	b) Standards of achievement are high in my child's school	☐ 1	☐ 2	☐ 3	☐ 4
PA03Q03	c) I am happy with the content taught and the instructional methods used in my child's school	☐ 1	☐ 2	☐ 3	☐ 4
PA03Q04	d) I am satisfied with the disciplinary atmosphere in my child's school	☐ 1	☐ 2	☐ 3	☐ 4
PA03Q05	e) My child's progress is carefully monitored by the school	☐ 1	☐ 2	☐ 3	☐ 4
PA03Q06	f) My child's school provides regular and useful information on my child's progress	☐ 1	☐ 2	☐ 3	☐ 4
PA03Q07	g) My child's school does a good job in educating students	☐ 1	☐ 2	☐ 3	☐ 4

Science in your child's career and the job market

We would like to hear your views on the need for science in the job market today. We are also interested in your child's career and educational aspirations particularly those related to science.

	Q4 – We are interested in what you think about the need for science skills in the job market today. **How much do you agree with the following statements?** *(Please tick only one box in each row)*				
		Strongly agree	Agree	Disagree	Strongly disagree
PA04Q01	a) It is important to have good scientific knowledge and skills in order to get any good job in today's world	☐ 1	☐ 2	☐ 3	☐ 4
PA04Q02	b) Employers generally appreciate strong scientific knowledge and skills among their employees	☐ 1	☐ 2	☐ 3	☐ 4
PA04Q03	c) Most jobs today require some scientific knowledge and skills	☐ 1	☐ 2	☐ 3	☐ 4
PA04Q04	d) It is an advantage in the job market to have good scientific knowledge and skills	☐ 1	☐ 2	☐ 3	☐ 4

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Q5 – The following questions refer to <science-related careers>. A <science-related career> is one that requires studying science at tertiary level (*e.g.* university). So, careers like engineer (involving physics), weather forecaster (involving Earth science), optician (involving biology and physics), and medical doctors (involving the medical sciences) are all examples of <science-related careers>.

Please answer the questions below.
(Please tick one box in each row)

		Yes	No
PA05Q01	a) Does anybody in your family (including you) work in a <sciencerelated career>?	☐ 1	☐ 2
PA05Q02	b) Does your child show an interest in working in a <science-related career>?	☐ 1	☐ 2
PA05Q03	c) Do you expect your child will go into a <science-related career>?	☐ 1	☐ 2
PA05Q04	d) Has your child shown interest in studying science after completing <secondary school>?	☐ 1	☐ 2
PA05Q05	e) Do you expect your child will study science after completing <secondary school>?	☐ 1	☐ 2

Your views on science

Science is an important part of the PISA study. We are interested in parents' opinions on science and on environmental issues.

Q6 – The following question asks about your views towards science.
How much do you agree with the following statements?
(Please tick only one box in each row)

		Strongly agree	Agree	Disagree	Strongly disagree
PA06Q01	a) Advances in <broad science and technology> usually improve people's living conditions	☐ 1	☐ 2	☐ 3	☐ 4
PA06Q02	b) <Broad science> is important for helping us to understand the natural world	☐ 1	☐ 2	☐ 3	☐ 4
PA06Q03	c) Some concepts in <broad science> help me to see how I relate to other people	☐ 1	☐ 2	☐ 3	☐ 4
PA06Q04	d) Advances in <broad science and technology> usually help improve the economy	☐ 1	☐ 2	☐ 3	☐ 4
PA06Q05	e) There are many opportunities for me to use <broad science> in my everyday life	☐ 1	☐ 2	☐ 3	☐ 4
PA06Q06	f) <Broad science> is valuable to society	☐ 1	☐ 2	☐ 3	☐ 4
PA06Q07	g) <Broad science> is very relevant to me	☐ 1	☐ 2	☐ 3	☐ 4
PA06Q08	h) I find that <broad science> helps me to understand the things around me	☐ 1	☐ 2	☐ 3	☐ 4
PA06Q09	i) Advances in <broad science and technology> usually bring social benefits	☐ 1	☐ 2	☐ 3	☐ 4

Q7 – Do you see the environmental issues below as a serious concern for yourself and/or others?
(Please tick only one box in each row)

		This is a serious concern for me personally as well as others	This is a serious concern for other people in my country but not me personally	This is a serious concern only for people in other countries	This is not a serious concern for anyone
PA07Q01	a) Air pollution	☐ 1	☐ 2	☐ 3	☐ 4
PA07Q02	b) Energy shortages	☐ 1	☐ 2	☐ 3	☐ 4
PA07Q03	c) Extinction of plants and animals	☐ 1	☐ 2	☐ 3	☐ 4
PA07Q04	d) Clearing of forests for other land use	☐ 1	☐ 2	☐ 3	☐ 4
PA07Q05	e) Water shortages	☐ 1	☐ 2	☐ 3	☐ 4
PA07Q06	f) Nuclear waste	☐ 1	☐ 2	☐ 3	☐ 4

Q8 – Do you think problems associated with the environmental issues below will improve or get worse over the next 20 years?
(Please tick only one box in each row)

		Improve	Stay about the same	Get worse
PA08Q01	a) Air pollution	☐ 1	☐ 2	☐ 3
PA08Q02	b) Energy shortages	☐ 1	☐ 2	☐ 3
PA08Q03	c) Extinction of plants and animals	☐ 1	☐ 2	☐ 3
PA08Q04	d) Clearing of forests for other land use	☐ 1	☐ 2	☐ 3
PA08Q05	e) Water shortages	☐ 1	☐ 2	☐ 3
PA08Q06	f) Nuclear waste	☐ 1	☐ 2	☐ 3

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The cost of education services

We are interested in how much parents spend on educational services.

PA09Q01	**Q9 –** 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)*	
	Less than < $W >	☐ 1
	< $W or more but less than $X>	☐ 2
	< $X or more but less than $Y>	☐ 3
	< $Y or more but less than $Z >	☐ 4
	< $Z > or more	☐ 5

Parents' background

In this section we ask questions about the background of both the mother and the father of the <student who brought this questionnaire home>. These help us obtain better information about the family situation of the student.

PA10Q01 to PA10Q02	**Q10 – How old are the child's parents?** *(Please tick one box in each column.)*		
		Mother (PA10Q01)	Father (PA10Q02)
	Younger than 36 years	☐ 1	☐ 1
	36 – 40 years	☐ 2	☐ 2
	41 – 45 years	☐ 3	☐ 3
	46 – 50 years	☐ 4	☐ 4
	51 years or older	☐ 5	☐ 5

PA11Q01	**Q11a – What is the main job of the child's father?** (e.g. *school teacher, kitchen-hand, sales manager)* *(If he is not working now, please tell us his last main job)* Please write in the job title: _____
	Q11b – 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)* Please use a sentence to describe the kind of work he does or did in that job: _____

	Q12 – Does the child's father have any of the following qualifications? *(Please tick one box in each row)*		
		Yes	No
PA12Q01	a) <ISCED level 5A, 6>	☐ 1	☐ 2
PA12Q02	b) <ISCED level 5B>	☐ 1	☐ 2
PA12Q03	c) <ISCED level 4>	☐ 1	☐ 2
PA12Q04	d) <ISCED level 3A>	☐ 1	☐ 2

PA13Q01	**Q13a – What is the main job of the child's mother?** (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: _____
	Q13b – 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)* Please use a sentence to describe the kind of work she does or did in that job: _____

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	Q14 – Does the child's mother have any of the following qualifications? *(Please tick one box in each row)*		
		Yes	No
PA14Q01	a) <ISCED level 5A, 6>	☐ 1	☐ 2
PA14Q02	b) <ISCED level 5B>	☐ 1	☐ 2
PA14Q03	c) <ISCED level 4>	☐ 1	☐ 2
PA14Q04	d) <ISCED level 3A>	☐ 1	☐ 2

	Q15 – What is your annual household income? 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)*	
PA15Q01	Less than < $A >	☐ 1
	< $A > or more but less than < $B >	☐ 2
	< $B > or more but less than < $C >	☐ 3
	< $C > or more but less than < $D >	☐ 4
	< $D > or more but less than < $E >	☐ 5
	< $E > or more	☐ 6

APPENDIX 7
CODEBOOK FOR PISA 2006 STUDENT QUESTIONNAIRE DATA FILE

SUBNATIO (1) Adjudicated sub-region	
Format: A5	Columns: 1-5
03100	Azerbaijan
03200	Argentina
03600	Australia
04000	Austria
05601	Belgium: Flemish region
05699	Belgium: French & German regions (not adjudicated)
07600	Brazil
10000	Bulgaria
12400	Canada
15200	Chile
15800	Chinese Taipei
17000	Colombia
19100	Croatia
20300	Czech Republic
20800	Denmark
23300	Estonia
24600	Finland
25000	France
27600	Germany
30000	Greece
34400	Hong Kong-China
34800	Hungary
35200	Iceland
36000	Indonesia
37200	Ireland
37600	Israel
38001	Italy: Region 1
38002	Italy: Region 2
38003	Italy: Region 3
38004	Italy: Region 4
38005	Italy: Region 5
38006	Italy: Region 6
38007	Italy: Region 7
38008	Italy: Region 8
38009	Italy: Region 9
38010	Italy: Region 10
38011	Italy: Region 11
38012	Italy: Region 12
38013	Italy: Region 13
38099	Italy: Region 14 (not adjudicated)
39200	Japan
40000	Jordan
41000	Korea
41700	Kyrgyzstan
42800	Latvia
43800	Liechtenstein
44000	Lithuania
44200	Luxembourg
44600	Macao-China
48400	Mexico
49900	Montenegro
52800	Netherlands
55400	New Zealand
57800	Norway
61600	Poland
62000	Portugal
63400	Qatar
64200	Romania
64300	Russian Federation
68800	Serbia
70300	Slovak Republic
70500	Slovenia
72401	Spain: Andalusia
72402	Spain: Aragon
72403	Spain: Asturias
72406	Spain: Cantabria
72407	Spain: Castile and Leon
72409	Spain: Catalonia
72411	Spain: Galicia
72412	Spain: La Rioja
72415	Spain: Navarre
72416	Spain: Basque Country
72499	The rest of Spain (not adjudicated)
75200	Sweden
75600	Switzerland
76400	Thailand
78800	Tunisia
79200	Turkey
82610	United Kingdom: England, Wales & Northern Ireland
82620	United Kingdom: Scotland
84000	United States
85800	Uruguay

SCHOOLID (2) School ID 5-digit	
Format: A5	Columns: 6-10

STIDSTD (3) Student ID 5-digit	
Format: A5	Columns: 11-15

CNT (4) Country code 3-character	
Format: A3	Columns: 16-18
ARG	Argentina
AUS	Australia
AUT	Austria
AZE	Azerbaijan
BEL	Belgium
BGR	Bulgaria
BRA	Brazil
CAN	Canada
CHE	Switzerland
CHL	Chile
COL	Colombia
CZE	Czech Republic
DEU	Germany
DNK	Denmark
ESP	Spain
EST	Estonia
FIN	Finland
FRA	France
GBR	United Kingdom
GRC	Greece
HKG	Hong Kong-China
HRV	Croatia
HUN	Hungary
IDN	Indonesia
IRL	Ireland
ISL	Iceland
ISR	Israel
ITA	Italy
JOR	Jordan
JPN	Japan
KGZ	Kyrgyzstan
KOR	Korea
LIE	Liechtenstein
LTU	Lithuania
LUX	Luxembourg
LVA	Latvia

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MAC	Macao-China
MEX	Mexico
MNE	Montenegro
NLD	Netherlands
NOR	Norway
NZL	New Zealand
POL	Poland
PRT	Portugal
QAT	Qatar
ROU	Romania
RUS	Russian Federation
SRB	Serbia
SVK	Slovak Republic
SVN	Slovenia
SWE	Sweden
TAP	Chinese Taipei
THA	Thailand
TUN	Tunisia
TUR	Turkey
URY	Uruguay
USA	United States

COUNTRY (5) Country code ISO 3-digit

Format: A3	Columns: 19-21
031	Azerbaijan
032	Argentina
036	Australia
040	Austria
056	Belgium
076	Brazil
100	Bulgaria
124	Canada
152	Chile
158	Chinese Taipei
170	Colombia
191	Croatia
203	Czech Republic
208	Denmark
233	Estonia
246	Finland
250	France
276	Germany
300	Greece
344	Hong Kong-China
348	Hungary
352	Iceland
360	Indonesia
372	Ireland
376	Israel
380	Italy
392	Japan
400	Jordan
410	Korea
417	Kyrgyzstan
428	Latvia
438	Liechtenstein
440	Lithuania
442	Luxembourg
446	Macao-China
484	Mexico
499	Montenegro
528	Netherlands
554	New Zealand
578	Norway
616	Poland
620	Portugal
634	Qatar
642	Romania
643	Russian Federation
688	Serbia
703	Slovak Republic
705	Slovenia
724	Spain
752	Sweden
756	Switzerland
764	Thailand
788	Tunisia
792	Turkey
826	United Kingdom
840	United States
858	Uruguay

OECD (6) OECD country

Format: F1.0	Columns: 22-22
0	Non-OECD
1	OECD

ST01Q01 (7) Grade Q1

Format: F2.0	Columns: 23-24
96	Ungraded
99	Missing

ST02Q01 (8) Study programme Q2

Format: F2.0	Columns: 25-26
99	Missing

ST03Q02 (9) Month of birth Q3

Format: A2	Columns: 27-28
99	Missing

ST03Q03 (10) Year of birth Q3

Format: A2	Columns: 29-30
99	Missing

ST04Q01 (11) Gender Q4

Format: F1.0	Columns: 31-31
1	Female
2	Male
9	Missing

ST05Q01 (12) Mother ISCO code Q5a

Format: A4	Columns: 32-35
1000	LEGISLATORS, SENIOR OFFICIALS & MANAGERS
1100	LEGISLATORS & SENIOR OFFICIALS
1110	LEGISLATORS [incl. Member of Parliament, Member of Local Council]
1120	SENIOR GOVERNMENT OFFICIALS [incl. Minister, Ambassador]
1130	SENIOR LOCAL GOVERNMENT OFFICIALS
1140	SENIOR OFFICIALS SPECIAL-INTEREST ORGANISATIONS
1141	Senior officials political-party organisations
1142	Senior officials economic-interest organisations
1143	Senior officials special-interest organisations
1200	CORPORATE MANAGERS [LARGE ENTERPRISES]
1210	[LARGE ENTERPRISES] DIRECTORS & CHIEF EXECUTIVES
1220	[LARGE ENTERPRISE OPERATION] DEPARTMENT MANAGERS
1221	Production dep. managers agriculture & fishing
1222	Production dep. managers manufacturing [incl. Factory Manager]
1223	Production dep. managers construction
1224	Production dep. managers wholesale & retail trade
1225	Production dep. managers restaurants & hotels
1226	Production dep. managers transp., storage & communic.
1227	Production dep. managers business services [incl. Bank Manager]
1228	Production dep. managers personal care, cleaning etc
1229	Production dep. managers nec [incl. Dean,School Principal]
1230	[LARGE ENTERPRISES] OTHER DEPARTMENT MANAGERS
1231	Finance & admin. department managers [incl. Company Secretary]
1232	Personnel & industrial relations department managers

1233	Sales & marketing department managers
1234	Advertising & public relations department managers
1235	Supply & distribution department managers
1236	Computing services department managers
1237	Research & development department managers
1239	Other department managers nec
1240	OFFICE MANAGERS [incl. Clerical Supervisor]
1250	MILITARY OFFICERS
1251	Higher military officers [Captain and above]
1252	Lower grade commissioned officers [incl. Army Lieutenant]
1300	[SMALL ENTERPRISE] GENERAL MANAGERS
1310	[SMALL ENTERPRISE] GENERAL MANAGERS [incl. Businessman, Trader]
1311	[Small enterprise] General managers agr., forestry & fishing
1312	[Small enterprise] General managers manufacturing
1313	[Small enterprise] General managers constr. [incl. Contractor]
1314	[Small enterprise] General managers wholesale & retail trade
1315	[Small enterprise] General managers restaurants & hotels
1316	[Small enterprise] General managers transp., storage & comm.
1317	[Small enterprise] General managers business services
1318	[Small enterprise] General managers personal care, cleaning etc.
1319	[Small enterprise] General managers nec [incl. Travel, Fitness]
2000	PROFESSIONALS
2100	PHYSICAL, MATHEMATICAL & ENGINEERING SCIENCE PROFESSIONALS
2110	PHYSICISTS, CHEMISTS & RELATED PROFESSIONALS
2111	Physicists & astronomers
2112	Meteorologists
2113	Chemists
2114	Geologists & geophysicists [incl. Geodesist]
2120	MATHEMATICIANS, STATISTICIANS ETC PROFESSIONALS
2121	Mathematicians etc professionals
2122	Statisticians [incl. Actuary]
2130	COMPUTING PROFESSIONALS
2131	Computer systems designers & analysts [incl. Software Engineer]
2132	Computer programmers
2139	Computing professionals nec
2140	ARCHITECTS, ENGINEERS ETC PROFESSIONALS
2141	Architects town & traffic planners [incl. Landscape Architect]
2142	Civil engineers [incl. Construction Engineer]
2143	Electrical engineers
2144	Electronics & telecommunications engineers
2145	Mechanical engineers
2146	Chemical engineers
2147	Mining engineers, metallurgists etc professionals
2148	Cartographers & surveyors
2149	Architects engineers etc professionals nec [incl. Consultant]
2200	LIFE SCIENCE & HEALTH PROFESSIONALS
2210	LIFE SCIENCE PROFESSIONALS
2211	Biologists, botanists zoologists etc professionals
2212	Pharmacologists, pathologists etc profess. [incl. Biochemist]
2213	Agronomists etc professionals
2220	HEALTH PROFESSIONALS (EXCEPT NURSING)
2221	Medical doctors
2222	Dentists
2223	Veterinarians
2224	Pharmacists
2229	Health professionals except nursing nec
2230	NURSING & MIDWIFERY PROFESS. [incl. Registered Nurses, Midwives]
2300	TEACHING PROFESSIONALS
2310	HIGHER EDUCATION TEACHING PROFESSIONALS [incl. Univ. Professor]
2320	SECONDARY EDUCATION TEACHING PROFESSIONALS
2321	[Sec. teachers, academic track] [incl. Middle School Teacher]
2322	[Sec. teachers, vocational track] [incl. Vocational Instructor]
2330	PRIMARY & PRE-PRIMARY EDUCATION TEACHING PROFESSIONALS
2331	Primary education teaching professionals
2332	Pre-primary educ. teaching professionals [incl. Kindergarten]
2340	SPECIAL EDUC. TEACHING PROFESSIONALS [incl. Remedial, Blind]
2350	OTHER TEACHING PROFESSIONALS
2351	Education methods specialists [incl. Curricula Developer]
2352	School inspectors
2359	Other teaching professionals nec
2400	OTHER PROFESSIONALS [incl. Professional nfs, Admin. Professional]
2410	BUSINESS PROFESSIONALS
2411	Accountants [incl. Auditor]
2412	Personnel & careers profess. [incl. Job Analyst, Stud. Couns.]
2419	Business profess. [incl. Publicity/Patent agent, Market Research]
2420	LEGAL PROFESSIONALS
2421	Lawyers
2422	Judges
2429	Legal professionals nec [incl. Notary, Notary Public]
2430	ARCHIVISTS, LIBRARIANS ETC INFORMATION PROFESSIONALS
2431	Archivists & curators
2432	Librarians etc information professionals
2440	SOCIAL SCIENCE ETC PROFESSIONALS
2441	Economists
2442	Sociologists, anthropologists etc professionals
2443	Philosophers, historians & political scientists
2444	Philologists, translators & interpreters
2445	Psychologists
2446	Social work professionals [incl. Welfare Worker]
2450	WRITERS & CREATIVE OR PERFORMING ARTISTS
2451	Authors journalists & other writers [incl. Editor, Techn. Writer]
2452	Sculptors, painters etc artists
2453	Composers, musicians & singers
2454	Choreographers & dancers
2455	Film, stage etc actors & directors
2460	RELIGIOUS PROFESSIONALS
3000	TECHNICIANS AND ASSOCIATE PROFESSIONALS
3100	PHYSICAL & ENGINEERING SCIENCE ASSOCIATE PROFESSIONALS
3110	PHYSICAL & ENGINEERING SCIENCE TECHNICIANS
3111	Chemical & physical science technicians
3112	Civil engineering technicians
3113	Electrical engineering technicians
3114	Electronics & telecommunications engineering technicians
3115	Mechanical engineering technicians
3116	Chemical engineering technicians
3117	Mining & metallurgical technicians
3118	Draughtspersons [incl. Technical Illustrator]
3119	Physical & engineering science technicians nec
3120	COMPUTER ASSOCIATE PROFESSIONALS
3121	Computer assistants [incl. Assistant Users Services]
3122	Computer equipment operators
3123	Industrial robot controllers
3130	OPTICAL & ELECTRONIC EQUIPMENT OPERATORS
3131	Photographers & electronic equipment operators
3132	Broadcasting & telecommunications equipment operators
3133	Medical equipment operators [incl. X-ray Technician]
3139	Optical & electronic equipment operators nec
3140	SHIP & AIRCRAFT CONTROLLERS & TECHNICIANS
3141	Ships engineers
3142	Ships deck officers & pilots [incl. River Boat Captain]
3143	Aircraft pilots etc associate professionals
3144	Air traffic controllers
3145	Air traffic safety technicians
3150	SAFETY & QUALITY INSPECTORS
3151	Building & fire inspectors
3152	Safety, health & quality inspectors
3200	LIFE SCIENCE & HEALTH ASSOCIATE PROFESSIONALS
3210	LIFE SCIENCE TECHNICIANS ETC ASSOCIATE PROFESSIONALS

3211	Life science technicians [incl. Medical Laboratory Assistant]
3212	Agronomy & forestry technicians
3213	Farming & forestry advisers
3220	MODERN HEALTH ASSOCIATE PROFESSIONALS EXCEPT NURSING
3221	Medical assistants
3222	Sanitarians
3223	Dieticians & nutritionists
3224	Optometrists & opticians [incl. Dispensing Optician]
3225	Dental assistants [incl. Oral Hygienist]
3226	Physiotherapists etc associate professionals
3227	Veterinary assistants [incl. Veterinarian Vaccinater]
3228	Pharmaceutical assistants
3229	Modern health associate professionals except nursing nec
3230	NURSING & MIDWIFERY ASSOCIATE PROFESSIONALS
3231	Nursing associate professionals [incl. Trainee Nurses]
3232	Midwifery associate professionals [incl. Trainee Midwife]
3240	TRADITIONAL MEDICINE PRACTITIONERS & FAITH HEALERS
3241	Traditional medicine practitioners [incl. Herbalist]
3242	Faith healers
3300	TEACHING ASSOCIATE PROFESSIONALS
3310	PRIMARY EDUCATION TEACHING ASSOCIATE PROFESSIONALS
3320	PRE-PRIMARY EDUCATION TEACHING ASSOCIATE PROFESSIONALS
3330	SPECIAL EDUCATION TEACHING ASSOCIATE PROFESSIONALS
3340	OTHER TEACHING ASSOCIATE PROFESSIONALS
3400	OTHER ASSOCIATE PROFESSIONALS
3410	FINANCE & SALES ASSOCIATE PROFESSIONALS
3411	Securities & finance dealers & brokers
3412	Insurance representatives [incl. Insurance Agent, Underwriter]
3413	[Real] estate agents [incl. Real Estate Broker]
3414	Travel consultants & organisers
3415	Technical & commercial sales representatives
3416	Buyers
3417	Appraisers, valuers & auctioneers [incl. Claims Adjuster]
3419	Finance & sales associate professionals nec
3420	BUSINESS SERVICES AGENTS AND TRADE BROKERS
3421	Trade brokers
3422	Clearing & forwarding agents
3423	Employment agents & labour contractors
3429	Business services agents & trade brokers nec
3430	ADMINISTRATIVE ASSOCIATE PROFESSIONALS
3431	Administrative secretaries etc associate professionals
3432	Legal etc business associate profess. [incl. Bailiff, Law Clerk]
3433	Bookkeepers
3434	Statistical, mathematical etc associate professionals
3439	Administrative associate profess. nec [incl. Management Ass.]
3440	CUSTOMS, TAX ETC GOVERNMENT ASSOCIATE PROFESSIONALS
3441	Customs & border inspectors
3442	Government tax & excise officials
3443	Government social benefits officials
3444	Government licensing officials
3449	Customs tax etc government associate professionals nec
3450	POLICE INSPECTORS & DETECTIVES / [ARMY]
3451	Police inspectors & detectives
3452	[Armed forces non-commissioned officers] [incl. Sergeant]
3460	SOCIAL WORK ASSOCIATE PROFESSIONALS
3470	ARTISTIC, ENTERTAINMENT & SPORTS ASSOCIATE PROFESSIONALS
3471	Decorators & commercial designers
3472	Radio, television & other announcers
3473	Street night-club etc musicians, singers & dancers
3474	Clowns, magicians, acrobats etc associate professionals
3475	Athletes, sports persons etc associate professionals
3480	RELIGIOUS ASSOCIATE PROFESS. [incl. Evangelist, Lay Preacher]
4000	CLERKS
4100	OFFICE CLERKS [Incl. Clerk nfs, Government Office Clerk nfs]
4110	SECRETARIES & KEYBOARD-OPERATING CLERKS
4111	Stenographers & typists
4112	Word-processor etc operators [incl. Teletypist]
4113	Data entry operators [incl. Key Puncher]
4114	Calculating-machine operators [incl. Bookkeeping Machine Op.]
4115	Secretaries
4120	NUMERICAL CLERKS
4121	Accounting & bookkeeping clerks [incl. Payroll Clerk]
4122	Statistical & finance clerks [incl. Credit Clerk]
4130	MATERIAL-RECORDING & TRANSPORT CLERKS
4131	Stock clerks [incl. Weighing Clerk, Storehouse Clerk]
4132	Production clerks [incl. Planning Clerks]
4133	Transport clerks [incl. Dispatcher, Expeditor]
4140	LIBRARY, MAIL ETC CLERKS
4141	Library & filing clerks
4142	Mail carriers & sorting clerks
4143	Coding proof-reading etc clerks
4144	Scribes etc workers [incl. Form Filling Assistance Clerk]
4190	OTHER OFFICE CLERKS [incl. Office Boy, Photocopy Machine Op.]
4200	CUSTOMER SERVICES CLERKS [incl. Customer Service Clerk nfs]
4210	CASHIERS, TELLERS ETC CLERKS
4211	Cashiers & ticket clerks [incl. Bank/Store, Toll Collector]
4212	Tellers & other counter clerks [incl. Bank Teller, Post Office]
4213	Bookmakers & croupiers
4214	Pawnbrokers & money-lenders
4215	Debt-collectors etc workers
4220	CLIENT INFORMATION CLERKS
4221	Travel agency etc clerks
4222	Receptionists & information clerks [incl. Medical Receptionist]
4223	Telephone switchboard operators [incl. Telephone Operator]
5000	SERVICE WORKERS & SHOP & MARKET SALES WORKERS
5100	PERSONAL & PROTECTIVE SERVICES WORKERS
5110	TRAVEL ATTENDANTS ETC
5111	Travel attendants & travel stewards
5112	Transport conductors [incl. Train Conductor]
5113	Travel, museum guides
5120	HOUSEKEEPING & RESTAURANT SERVICES WORKERS
5121	Housekeepers etc workers
5122	Cooks
5123	Waiters, waitresses & bartenders
5130	PERSONAL CARE ETC WORK
5131	Child-care workers [incl. Nursemaid, Governess]
5132	Inst.-based personal care workers [incl. Ambulance, Orderly]
5133	Home based personal care workers [incl. Attendant]
5139	[Other] care etc workers nec [incl. Animal Feeder]
5140	OTHER PERSONAL SERVICES WORKERS
5141	Hairdressers, barbers, beauticians etc workers
5142	Companions & valets [incl. Personal Maid]
5143	Undertakers & embalmers [incl. Funeral Director]
5149	Other personal services workers [incl. Escort, Dancing Partner]
5150	ASTROLOGERS, FORTUNE-TELLERS ETC WORKERS
5151	Astrologers etc workers
5152	Fortune-tellers, palmists etc workers
5160	PROTECTIVE SERVICES WORKERS
5161	Fire-fighters
5162	Police officers [Incl. Policeman, Constable, Marshall]
5163	Prison guards
5164	[Armed forces, soldiers] [incl. Enlisted Man]
5169	Protective services workers [incl. Bodyguard, Coastguard]
5200	[SALESPERSONS, MODELS & DEMONSTRATORS]
5210	FASHION & OTHER MODELS [incl. Mannequin, Artists Model]
5220	SHOP SALESPERSONS & DEMONSTRATORS
5230	STALL & MARKET SALESPERSONS
6000	SKILLED AGRICULTURAL & FISHERY WORKERS
6100	MARKET-ORIENTED SKILLED AGRICULTURAL & FISHERY WORKERS

6110	MARKET GARDENERS & CROPGROWERS
6111	Field crop & vegetable growers
6112	Tree & shrub crop growers
6113	Gardeners, horticultural & nursery growers
6114	Mixed-crop growers [Incl. Share Cropper]
6120	MARKET-ORIENTED ANIMAL PRODUCERS ETC WORKERS
6121	Dairy & livestock producers
6122	Poultry producers [incl. Chicken Farmer, Skilled Hatchery Worker]
6123	Apiarists & sericulturists [incl. Beekeeper, Silkworm Raiser]
6124	Mixed-animal producers
6129	Market-oriented animal producers etc workers nec
6130	MARKET-ORIENTED CROP & ANIMAL PRODUCERS
6131	[Mixed farmers]
6132	[Farm foremen/supervisor]
6133	[Farmers nfs]
6134	[Skilled farm workers nfs]
6140	FORESTRY ETC WORKERS
6141	Forestry workers & loggers [incl. Rafter, Timber Cruiser]
6142	Charcoal burners etc workers
6150	FISHERY WORKERS, HUNTERS & TRAPPERS
6151	Aquatic-life cultivation workers
6152	Inland & coastal waters fishery workers
6153	Deep-sea fishery workers [incl. Fisherman nfs, Trawler Crewman]
6154	Hunters & trappers [incl. Whaler]
6200	SUBSISTENCE AGRICULTURAL & FISHERY WORKERS
6210	SUBSISTENCE AGRICULTURAL & FISHERY WORKERS
7000	CRAFT ETC TRADES WORKERS
7100	EXTRACTION & BUILDING TRADES WORKERS
7110	MINERS, SHOTFIRERS, STONE CUTTERS & CARVERS
7111	Miners & quarry workers [incl. Miner nfs]
7112	Shotfirers & blasters
7113	Stone splitters, cutters & carvers [incl. Tombstone Carver]
7120	BUILDING FRAME ETC TRADES WORKERS
7121	Builders traditional materials
7122	Bricklayers & stonemasons [incl. Paviour]
7123	Concrete placers, concrete finishers etc workers
7124	Carpenters & joiners
7129	Building frame etc trades workers nec [incl. Scaffolder]
7130	BUILDING FINISHERS ETC TRADES WORKERS
7131	Roofers
7132	Floor layers & tile setters [incl. Parquetry Worker]
7133	Plasterers [incl. Stucco Mason]
7134	Insulation workers
7135	Glaziers
7136	Plumbers & pipe fitters [incl. Well Digger]
7137	Building etc electricians
7140	PAINTERS, BUILDING STRUCTURE CLEANERS ETC TRADES WORKERS
7141	Painters etc workers [incl. Construction Painter, Paperhanger]
7142	Varnishers etc painters [incl. Automobile Painter]
7143	Building structure cleaners [incl. Chimney Sweep, Sandblaster]
7200	METAL, MACHINERY ETC TRADES WORKERS
7210	METAL MOULDERS, WELDERS, SHEETMETAL WORKERS STRUCTURAL METAL
7211	Metal moulders & coremakers
7212	Welders & flamecutters [incl. Brazier, Solderer]
7213	Sheet-metal workers [incl. Panel Beater, Coppersmith, Tinsmith]
7214	Structural-metal preparers & erectors
7215	Riggers & cable splicers
7216	Underwater workers [incl. Frogman]
7220	BLACKSMITHS, TOOL-MAKERS ETC TRADES WORKERS
7221	Blacksmiths, hammer-smiths & forging press workers
7222	Tool-makers etc workers [incl. Locksmith]
7223	Machine-tool setters & setter-operators [Metal driller, Turner]
7224	Metal wheel-grinders, polishers & tool sharpeners
7230	MACHINERY MECHANICS & FITTERS
7231	Motor vehicle mechanics & fitters [incl. Bicycle Repairman]
7232	Aircraft engine mechanics & fitters
7233	[Industrial & agricultural] machinery mechanics & fitters
7234	[Unskilled garage worker] [incl. Oiler-Greaser]
7240	ELECTRICAL & ELECTRONIC EQUIPMENT MECHANICS & FITTERS
7241	Electrical mechanics & fitters [incl. Office Machine Repairman]
7242	Electronics fitters
7243	Electronics mechanics & servicers
7244	Telegraph & telephone installers & servicers
7245	Electrical line installers, repairers & cable jointers
7300	PRECISION, HANDICRAFT, PRINTING ETC TRADES WORKERS
7310	PRECISION WORKERS IN METAL ETC MATERIALS
7311	Precision-instr. makers & repairers [incl. Dental, Watch Maker]
7312	Musical-instrument makers & tuners
7313	Jewellery & precious-metal workers [incl. Goldsmith]
7320	POTTERS, GLASS-MAKERS ETC TRADES WORKERS
7321	Abrasive wheel formers, potters etc workers
7322	Glass-makers, cutters, grinders & finishers
7323	Glass engravers & etchers
7324	Glass ceramics etc decorative painters
7330	HANDICRAFT WORKERS IN WOOD,TEXTILE, LEATHER ETC
7331	Handicraft workers in wood etc materials
7332	Handicraft workers in textile leather etc materials
7340	PRINTING ETC TRADES WORKERS
7341	Compositors typesetters etc workers
7342	Stereotypers & electrotypers
7343	Printing engravers & etchers
7344	Photographic etc workers [incl. Darkroom worker]
7345	Bookbinders etc workers
7346	Silk-screen, block & textile printers
7400	OTHER CRAFT ETC TRADES WORKERS
7410	FOOD PROCESSING ETC TRADES WORKERS
7411	Butchers, fishmongers etc food preparers
7412	Bakers, pastry-cooks & confectionery makers
7413	Dairy-products makers
7414	Fruit, vegetable etc preservers
7415	Food & beverage tasters & graders
7416	Tobacco preparers & tobacco products makers
7420	WOOD TREATERS, CABINET-MAKERS ETC TRADES WORKERS
7421	Wood treaters [incl. Wood Grader, Wood Impregnator]
7422	Cabinet-makers etc workers [incl. Cartwright, Cooper]
7423	Woodworking-machine setters & setter-operators
7424	Basketry weavers, brush makers etc workers [incl. Broom Maker]
7430	TEXTILE, GARMENT ETC TRADES WORKERS
7431	Fibre preparers
7432	Weavers, knitters etc workers
7433	Tailors, dressmakers & hatters [incl. Milliner]
7434	Furriers etc workers
7435	Textile, leather etc pattern-makers & cutters
7436	Sewers, embroiderers etc workers
7437	Upholsterers etc workers
7440	PELT, LEATHER & SHOEMAKING TRADES WORKERS
7441	Pelt dressers, tanners & fellmongers
7442	Shoe-makers etc workers
7500	[SKILLED WORKERS NFS]
7510	[MANUAL FOREMEN NFS --NON-FARM--]
7520	[SKILLED WORKERS NFS] [incl. Craftsman, Artisan, Tradesman]
7530	[APPRENTICE SKILLED WORK NFS]
8000	PLANT & MACHINE OPERATORS & ASSEMBLERS
8100	STATIONARY-PLANT ETC OPERATORS
8110	MINING- & MINERAL-PROCESSING PLANT OPERATORS
8111	Mining-plant operators
8112	Mineral-ore- & stone-processing-plant operators
8113	Well drillers & borers etc workers
8120	METAL-PROCESSING-PLANT OPERATORS
8121	Ore & metal furnace operators
8122	Metal melters, casters & rolling-mill operators

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8123	Metal-heat-treating-plant operators
8124	Metal drawers & extruders
8130	GLASS, CERAMICS ETC PLANT OPERATORS
8131	Glass & ceramics kiln etc machine operators
8139	Glass, ceramics etc plant operators nec
8140	WOOD-PROCESSING- & PAPERMAKING-PLANT OPERATORS
8141	Wood-processing-plant operators [incl. Sawyer]
8142	Paper-pulp plant operators
8143	Papermaking-plant operators
8150	CHEMICAL-PROCESSING-PLANT OPERATORS
8151	Crushing- grinding- & chemical-mixing machinery operators
8152	Chemical-heat-treating-plant operators
8153	Chemical-filtering- & separating-equipment operators
8154	Chemical-still & reactor operators
8155	Petroleum- & natural-gas-refining-plant operators
8159	Chemical-processing-plant operators nec
8160	POWER-PRODUCTION ETC PLANT OPERATORS
8161	Power-production plant operators
8162	Steam-engine & boiler operators [incl. Stoker]
8163	Incinerator water-treatment etc plant operators
8170	AUTOMATED-ASSEMBLY-LINE & INDUSTRIAL-ROBOT OPERATORS
8171	Automated-assembly-line operators
8172	Industrial-robot operators
8200	MACHINE OPERATORS & ASSEMBLERS
8210	METAL- & MINERAL-PRODUCTS MACHINE OPERATORS
8211	Machine-tool operators [incl. Machine Operator nfs]
8212	Cement & other mineral products machine operators
8220	CHEMICAL-PRODUCTS MACHINE OPERATORS
8221	Pharmaceutical- & toiletry-products machine operators
8222	Ammunition- & explosive-products machine operators
8223	Metal finishing- plating- & coating-machine operators
8224	Photographic-products machine operators
8229	Chemical-products machine operators nec
8230	RUBBER- & PLASTIC-PRODUCTS MACHINE OPERATORS
8231	Rubber-products machine operators
8232	Plastic-products machine operators
8240	WOOD-PRODUCTS MACHINE OPERATORS
8250	PRINTING-, BINDING- & PAPER-PRODUCTS MACHINE OPERATORS
8251	Printing-machine operators
8252	Bookbinding-machine operators
8253	Paper-products machine operators
8260	TEXTILE-, FUR- & LEATHER-PRODUCTS MACHINE OPERATORS
8261	Fibre-preparing-, spinning- & winding machine operators
8262	Weaving- & knitting-machine operators
8263	Sewing-machine operators
8264	Bleaching-, dyeing- & cleaning-machine operators
8265	Fur- & leather-preparing-machine operators
8266	Shoemaking- etc machine operators
8269	Textile-, fur- & leather-products machine operators nec
8270	FOOD ETC PRODUCTS MACHINE OPERATORS
8271	Meat- & fish-processing-machine operators
8272	Dairy-products machine operators
8273	Grain- & spice-milling-machine operators
8274	Baked-goods cereal & chocolate-products machine operators
8275	Fruit-, vegetable- & nut-processing-machine operators
8276	Sugar production machine operators
8277	Tea-, coffee- & cocoa-processing-machine operators
8278	Brewers- wine & other beverage machine operators
8279	Tobacco production machine operators
8280	ASSEMBLERS
8281	Mechanical-machinery assemblers [incl. Car Assembly Line Worker]
8282	Electrical-equipment assemblers
8283	Electronic-equipment assemblers
8284	Metal-, rubber- & plastic-products assemblers
8285	Wood etc products assemblers
8286	Paperboard, textile etc products assemblers
8290	OTHER MACHINE OPERATORS & ASSEMBLERS
8300	DRIVERS & MOBILE-PLANT OPERATORS
8310	LOCOMOTIVE-ENGINE DRIVERS ETC WORKERS
8311	Locomotive-engine drivers
8312	Railway brakers signallers & shunters
8320	MOTOR-VEHICLE DRIVERS [incl. Driver nfs]
8321	Motor-cycle drivers
8322	Car, taxi & van drivers [incl. Taxi Owner nfs]
8323	Bus & tram drivers
8324	Heavy truck & lorry drivers
8330	AGRICULTURAL & OTHER MOBILE PLANT OPERATORS
8331	Motorised farm & forestry plant operators [incl. Tractor Driver]
8332	Earth-moving- etc plant operators [incl. Bulldozer Driver]
8333	Crane, hoist etc plant operators
8334	Lifting-truck operators
8340	SHIPS DECK CREWS ETC WORKERS [incl. Boatman, Deck Hand, Sailor]
8400	SEMI-SKILLED WORKERS NFS [Incl. Production Process Worker nfs]
9000	ELEMENTARY OCCUPATIONS
9100	SALES & SERVICES ELEMENTARY OCCUPATIONS
9110	STREET VENDORS ETC WORKERS
9111	Street food vendors
9112	Street vendors non-food products [incl. Hawker, Pedlar]
9113	Door-to-door & tel. salespersons [incl. Solicitor, Canvasser]
9120	STREET SERVICES ELEMENTARY OCCUPATIONS [incl. Billposter]
9130	DOMESTIC ETC HELPERS CLEANERS & LAUNDERERS
9131	Domestic helpers & cleaners [incl. Housemaid, Housekeeper nfs]
9132	Helpers & cleaners in establishments [Kitchen Hand, Chambermaid]
9133	Hand-launderers & pressers
9140	BUILDING CARETAKERS, WINDOW ETC CLEANERS
9141	Building caretakers [incl. Janitor, Sexton, Verger]
9142	Vehicle, window etc cleaners
9150	MESSENGERS, PORTERS, DOORKEEPERS ETC WORKERS
9151	Messengers, package & luggage porters & deliverers
9152	Doorkeepers, watch-persons etc workers
9153	Vending-machine money collectors, meter readers etc workers
9160	GARBAGE COLLECTORS ETC LABOURERS
9161	Garbage collectors [incl. Dustwoman]
9162	Sweepers etc labourers [incl. Odd-Job Worker]
9200	AGRICULTURAL, FISHERY ETC LABOURERS
9210	AGRICULTURAL, FISHERY ETC LABOURERS
9211	Farm-hands & labourers [incl. Cowherd, Farm Helper, Fruit Picker]
9212	Forestry labourers
9213	Fishery, hunting & trapping labourers
9300	LABOURERS IN MINING, CONSTRUCTION, MANUFACTURING & TRANSPORT
9310	MINING & CONSTRUCTION LABOURERS
9311	Mining & quarrying labourers
9312	Construction & maintenance labourers: roads dams etc
9313	Building construction labourers [incl. Handyman, Hod Carrier]
9320	MANUFACTURING LABOURERS
9321	Assembling labourers [incl. Sorter, Bottle Sorter, Winder]
9322	Handpackers & other manufacturing labourers [incl. Crater]
9330	TRANSPORT LABOURERS & FREIGHT HANDLERS
9331	Hand or pedal vehicle drivers [incl. Rickshaw Driver]
9332	Drivers of animal-drawn vehicles & machinery
9333	Freight handlers [incl. Docker, Loader, Longshoreman, Remover]
9501	Housewife
9502	Student
9503	Social beneficiary (unemployed, retired, sickness, etc.)
9504	Do not know
9505	Vague(a good job, a quiet job, a well paid job, an office job)
9997	N/A
9998	Invalid
9999	Missing

ST06Q01 (13) Mother <highest schooling> Q6	
Format: F1.0	Columns: 36-36
1	Completed ISCED 3A
2	Completed ISCED 3B, 3C
3	Completed ISCED 2
4	Completed ISCED 1
5	Did not complete ISCED 1
7	N/A
8	Invalid
9	Missing

ST07Q01 (14) Mother <ISCED 5A or 6> Q7a	
Format: F1.0	Columns: 37-37
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST07Q02 (15) Mother <ISCED 5B> Q7b	
Format: F1.0	Columns: 38-38
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST07Q03 (16) Mother <ISCED 4> Q7c	
Format: F1.0	Columns: 39-39
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST08Q01 (17) Father ISCO Code Q8a	
Format: A4	Columns: 40-43
	See ST05Q01 for labels

ST09Q01 (18) Father <highest schooling> Q9	
Format: F1.0	Columns: 44-44
1	Completed ISCED 3A
2	Completed ISCED 3B, 3C
3	Completed ISCED 2
4	Completed ISCED 1
5	Did not complete ISCED 1
7	N/A
8	Invalid
9	Missing

ST10Q01 (19) Father <ISCED 5A or 6> Q10a	
Format: F1.0	Columns: 45-45
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST10Q02 (20) Father <ISCED 5B> Q10b	
Format: F1.0	Columns: 46-46
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST10Q03 (21) Father <ISCED 4> Q10c	
Format: F1.0	Columns: 47-47
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST11Q01 (22) Self born in country Q11a	
Format: F1.0	Columns: 48-48
1	Country of test
2	Other Country
7	N/A
8	Invalid
9	Missing

ST11Q02 (23) Mother born in country Q11a	
Format: F1.0	Columns: 49-49
1	Country of test
2	Other Country
7	N/A
8	Invalid
9	Missing

ST11Q03 (24) Father born in country Q11a	
Format: F1.0	Columns: 50-50
1	Country of test
2	Other Country
7	N/A
8	Invalid
9	Missing

ST11Q04 (25) Country arrival age Q11b	
Format: F2.0	Columns: 51-52
97	N/A
98	Invalid
99	Missing

ST12Q01 (26) Language at home Q12	
Format: F1.0	Columns: 53-53
1	Language of test
2	Other national language
3	Other language
7	N/A
8	Invalid
9	Missing

ST13Q01 (27) Possessions desk Q13a	
Format: F1.0	Columns: 54-54
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST13Q02 (28) Possessions own room Q13b	
Format: F1.0	Columns: 55-55
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST13Q03 (29) Possessions study place Q13c	
Format: F1.0	Columns: 56-56
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST13Q04 (30) Possessions computer Q13d	
Format: F1.0	Columns: 57-57
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

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ST13Q05 (31) Possessions software Q13e	
Format: F1.0	Columns: 58-58
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST13Q06 (32) Possessions Internet Q13f	
Format: F1.0	Columns: 59-59
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST13Q07 (33) Possessions calculator Q13g	
Format: F1.0	Columns: 60-60
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST13Q08 (34) Possessions literature Q13h	
Format: F1.0	Columns: 61-61
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST13Q09 (35) Possessions poetry Q13i	
Format: F1.0	Columns: 62-62
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST13Q10 (36) Possessions art Q13j	
Format: F1.0	Columns: 63-63
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST13Q11 (37) Possessions textbooks Q13k	
Format: F1.0	Columns: 64-64
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST13Q12 (38) Possessions dictionary Q13l	
Format: F1.0	Columns: 65-65
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST13Q13 (39) Possessions dishwasher Q13m	
Format: F1.0	Columns: 66-66
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST13Q14 (40) Possessions <DVD or VCR> Q13n	
Format: F1.0	Columns: 67-67
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST13Q15 (41) Possessions <country-specific item 1> Q13o	
Format: A6	Columns: 68-73
031001	AZE: Satellite Dish
031002	AZE: No Satellite Dish
032001	ARG: Cable TV (Direct TV, Cablevision, etc.)
032002	ARG: No Cable TV (Direct TV, Cablevision, etc.)
036001	AUS: Cable/Pay TV
036002	AUS: No Cable/Pay TV
040001	AUT: MP3 Player
040002	AUT: AUT: No MP3 Player
056011	QBL: Home Cinema
056012	QBL: No Home Cinema
056961	QBF: Home Cinema (LCD screen…)
056962	QBF: No Home Cinema (LCD screen…)
076001	BRA: Personal Mobile Phone
076002	BRA: No Personal Mobile Phone
100001	BGR: Air Conditioning
100002	BGR: No Air Conditioning
124001	CAN: MP3 Player/iPod
124002	CAN: No MP3 Player/iPod
152001	CHL: Hot Water
152002	CHL: No Hot Water
158001	TAP: Musical Instrument
158002	TAP: No Musical Instrument
170001	COL: Refrigerator
170002	COL: No Refrigerator
191001	HRV: Video Camera
191002	HRV: No Video Camera
203001	CZE: Digital Camera (not part of a mobile phone)
203002	CZE: No Digital Camera (not part of a mobile phone)
208001	DNK: Colour Printer
208002	DNK: No Colour Printer
233001	EST: Video Camera
233002	EST: No Video Camera
246001	FIN: Digital Camera
246002	FIN: No Digital Camera
250001	FRA: Flat Screen TV
250002	FRA: No Flat Screen TV
276001	DEU: Subscription to a Newspaper
276002	DEU: No Subscription to a Newspaper
300001	GRC: Home Cinema
300002	GRC: No Home Cinema
344001	HKG: Digital Camera / Video Recorder
344002	HKG: No Digital Camera / Video Recorder
348001	HUN: Automatic Washing Machine
348002	HUN: No Automatic Washing Machine
352001	ISL: Security Service or Security System
352002	ISL: No Security Service or Security System
360001	IDN: Washing Machine
360002	IDN: No Washing Machine
372001	IRL: MP3 Player (e.g. iPod)
372002	IRL: No MP3 Player (e.g. iPod)
376001	ISR: Home Alarm System
376002	ISR: No Home Alarm System
380001	ITA: Antique Furniture
380002	ITA: No Antique Furniture
392001	JPN: Digital Camera
392002	JPN: No Digital Camera
400001	JOR: Central Heating
400002	JOR: No Central Heating
410001	KOR: Air Conditioning
410002	KOR: No Air Conditioning
417001	KGZ: Camera

417002	KGZ: No Camera
428001	LVA: Bicycle
428002	LVA: No Bicycle
438001	LIE: MP3 Player or iPod
438002	LIE: No MP3 Player or iPod
440001	LTU: Digital Camera
440002	LTU: No Digital Camera
442001	LUX: Digital Camera
442002	LUX: No Digital Camera
446001	MAC: Video Game Machine
446002	MAC: No Video Game Machine
484001	MEX: Pay TV
484002	MEX: No Pay TV
499001	MNE: Cable TV
499002	MNE: No Cable TV
528001	NLD: Digital Camera (not part of mobile phone or laptop computer)
528002	NLD: No Digital Camera (not part of mobile phone or laptop computer)
554001	NZL: Broadband Internet Connection
554002	NZL: No Broadband Internet Connection
578001	NOR: Cleaner
578002	NOR: No Cleaner
616001	POL: Cable TV with at least 30 channels
616002	POL: POL: No Cable TV with at least 30 channels
620001	PRT: Cable TV or Satellite Dish
620002	PRT: PRT: No Cable TV or Satellite Dish
634001	QAT: MP3 Walkman
634002	QAT: QAT: No MP3 Walkman
642001	ROU: Video Camera / Digital Photo Camera
642002	ROU: No Video Camera / Digital Photo Camera
643001	RUS: Digital Camera or Video Camera
643002	RUS: RUS: No Digital Camera or Video Camera
688001	SRB: Digital Camera
688002	SRB: SRB: No Digital Camera
703001	SVK: Video Camera
703002	SVK: SVK: No Video Camera
705001	SVN: Digital Camera or Video Camera
705002	SVN: SVN: No Digital Camera or Video Camera
724001	ESP: Video Camera
724002	ESP: ESP: No Video Camera
752001	SWE: Piano
752002	SWE: SWE: No Piano
756001	CHE: MP3 Player or iPod
756002	CHE: CHE: No MP3 Player or iPod
764001	THA: Air Conditioning
764002	THA: THA: No Air Conditioning
788001	TUN: Satellite Dish
788002	TUN: TUN: No Satellite Dish
792001	TUR: Air-Conditioning-type Heating and Cooling System
792002	TUR: TUR: No Air-Conditioning-type Heating and Cooling System
826101	QUK: Digital TV
826102	QUK: QUK: No Digital TV
826201	QSC: Video Camera
826202	QSC: QSC: No Video Camera
840001	USA: Guest Room
840002	USA: USA: No Guest Room
858001	URY: Television Subscription
858002	URY: URY: No Television Subscription
999997	N/A
999998	Invalid
999999	Missing

ST13Q16 (42) Possessions <country-specific item 2> Q13p

Format: A6	Columns: 74-79
031001	AZE: Video Camera
031002	AZE: No Video Camera
032001	ARG: Telephone Line
032002	ARG: No Telephone Line
036001	AUS: Digital Camera
036002	AUS: No Digital Camera
040001	AUT: Digital Camera
040002	AUT: No Digital Camera
056011	QBL: Alarm System
056012	QBL: No Alarm System
056961	QBF: Alarm System
056962	QBF: No Alarm System
076001	BRA: Cable TV
076002	BRA: No Cable TV
100001	BGR: Freezer
100002	BGR: No Freezer
124001	CAN: Subscription to a Daily Newspaper
124002	CAN: No Subscription to a Daily Newspaper
152001	CHL: Washing Machine
152002	CHL: No Washing Machine
158001	TAP: iPod
158002	TAP: No iPod
170001	COL: Cable TV or Direct to Home TV
170002	COL: No Cable TV or Direct to Home TV
191001	HRV: Clothes Dryer
191002	HRV: No Clothes Dryer
203001	CZE: Digital Video Camera
203002	CZE: No Digital Video Camera
208001	DNK: MP3 Player
208002	DNK: No MP3 Player
233001	EST: Hi-Fi
233002	EST: No Hi-Fi
246001	FIN: Wide Screen TV
246002	FIN: No Wide Screen TV
250001	FRA: Digital Camera (not part of a mobile phone)
250002	FRA: No Digital Camera (not part of a mobile phone)
276001	DEU: Video Camera
276002	DEU: No Video Camera
300001	GRC: Cable TV (Nova, Filmnet,etc.)
300002	GRC: No Cable TV (Nova, Filmnet,etc.)
344001	HKG: Musical Instrument (e.g. piano, violin)
344002	HKG: No Musical Instrument (e.g. piano, violin)
348001	HUN: Video Camera
348002	HUN: No Video Camera
352001	ISL: Satellite Dish
352002	ISL: No Satellite Dish
360001	IDN: Motorcycle
360002	IDN: No Motorcycle
372001	IRL: Bedroom with an En-suite Bathroom
372002	IRL: No Bedroom with an En-suite Bathroom
376001	ISR: Digital Camera
376002	ISR: No Digital Camera
380001	ITA: Plasma TV Set
380002	ITA: No Plasma TV Set
392001	JPN: Plasma/Liquid Crystal TV
392002	JPN: No Plasma/Liquid Crystal TV
400001	JOR: Satellite Dish
400002	JOR: No Satellite Dish
410001	KOR: Digital Camera
410002	KOR: No Digital Camera
417001	KGZ: Vacuum Cleaner
417002	KGZ: No Vacuum Cleaner
428001	LVA: Snowboard
428002	LVA: No Snowboard
438001	LIE: Digital Camera
438002	LIE: No Digital Camera
440001	LTU: Press Subscription Edition (newspaper, magazine)
440002	LTU: No Press Subscription Edition (newspaper, magazine)
442001	LUX: MP3 Player
442002	LUX: No MP3 Player
446001	MAC: Digital Camera
446002	MAC: No Digital Camera
484001	MEX: Telephone Line
484002	MEX: No Telephone Line

499001	MNE: Jacuzzi
499002	MNE: No Jacuzzi
528001	NLD: Piano
528002	NLD: No Piano
554001	NZL: Digital Camera (not part of mobile phone)
554002	NZL: No Digital Camera (not part of mobile phone)
578001	NOR: Plasma/LCD TV
578002	NOR: No Plasma/LCD TV
616001	POL: Digital Camera
616002	POL: No Digital Camera
620001	PRT: Plasma or LCD Screen TV
620002	PRT: No Plasma or LCD Screen TV
634001	QAT: Digital Video Camera
634002	QAT: No Digital Video Camera
642001	ROU: Cable TV
642002	ROU: No Cable TV
643001	RUS: Home Cinema
643002	RUS: No Home Cinema
688001	SRB: Laundry Drying Machine
688002	SRB: No Laundry Drying Machine
703001	SVK: Digital Camera (not part of mobile phone)
703002	SVK: No Digital Camera (not part of mobile phone)
705001	SVN: Personal MP3 Player
705002	SVN: No Personal MP3 Player
724001	ESP: Satellite Dish or Digital TV Set
724002	ESP: No Satellite Dish or Digital TV Set
752001	SWE: Video Camera
752002	SWE: No Video Camera
756001	CHE: Digital Camera
756002	CHE: No Digital Camera
764001	THA: Washing Machine
764002	THA: No Washing Machine
788001	TUN: Digital Camera
788002	TUN: No Digital Camera
792001	TUR: Treadmill (fitness equipment device)
792002	TUR: No Treadmill (fitness equipment device)
826101	QUK: Digital Camcorder
826102	QUK: No Digital Camcorder
826201	QSC: Plasma Screen TV
826202	QSC: No Plasma Screen TV
840001	USA: High-Speed Internet Connection
840002	USA: No High-Speed Internet Connection
858001	URY: Washing Machine
858002	URY: No Washing Machine
999997	N/A
999998	Invalid
999999	Missing

ST13Q17 (43) Possessions <country-specific item 3> Q13q

Format: A6	Columns: 80-85
031001	AZE: Colour Printer
031002	AZE: No Colour Printer
032001	ARG: Refrigerator with Freezer
032002	ARG: No Refrigerator with Freezer
036001	AUS: Plasma TV
036002	AUS: No Plasma TV
040001	AUT: Digital Video Camera
040002	AUT: No Digital Video Camera
056011	QBL: Plasma or LCD TV
056012	QBL: No Plasma or LCD TV
056961	QBF: Housekeeper
056962	QBF: No Housekeeper
076001	BRA: Video Game
076002	BRA: No Video Game
100001	BGR: Digital Camera
100002	BGR: No Digital Camera
124001	CAN: Central Air Conditioning
124002	CAN: No Central Air Conditioning
152001	CHL: Digital Video Camera
152002	CHL: No Digital Video Camera
158001	TAP: Jacuzzi Bath
158002	TAP: No Jacuzzi Bath
170001	COL: Encyclopedia
170002	COL: No Encyclopedia
191001	HRV: Air Conditioning
191002	HRV: No Air Conditioning
203001	CZE: Personal Discman or MP3 Player
203002	CZE: No Personal Discman or MP3 Player
208001	DNK: Digital Camera
208002	DNK: No Digital Camera
233001	EST: Broadband Internet Connection
233002	EST: No Broadband Internet Connection
246001	FIN: Fitness Equipment (*e.g.* exercise bike, rowing machine)
246002	FIN: No Fitness Equipment (*e.g.* exercise bike, rowing machine)
250001	FRA: Laptop Computer
250002	FRA: No Laptop Computer
276001	DEU: ISDN Connection
276002	DEU: No ISDN Connection
300001	GRC: Alarm System
300002	GRC: No Alarm System
344001	HKG: Pay TV Channel
344002	HKG: No Pay TV Channel
348001	HUN: Digital Camera (not part of a mobile phone)
348002	HUN: No Digital Camera (not part of a mobile phone)
352001	ISL: Plasma TV or TV Projector
352002	ISL: No Plasma TV or TV Projector
360001	IDN: Air Conditioning
360002	IDN: No Air Conditioning
372001	IRL: Premium Cable TV Package (*e.g.* Sky Movies, Sky Sports)
372002	IRL: No Premium Cable TV Package (*e.g.* Sky Movies, Sky Sports)
376001	ISR: Home Movie Theatre
376002	ISR: No Home Movie Theatre
380001	ITA: Air Conditioning
380002	ITA: No Air Conditioning
392001	JPN: Clothing Dryer
392002	JPN: No Clothing Dryer
400001	JOR: Digital Camera
400002	JOR: No Digital Camera
410001	KOR: Water Purifier
410002	KOR: No Water Purifier
417001	KGZ: Imported Clothes Washing Machine such as Ariston or Indesit
417002	KGZ: No Imported Clothes Washing Machine such as Ariston or Indesit
428001	LVA: Digital Camera
428002	LVA: No Digital Camera
438001	LIE: Digital Video Camera
438002	LIE: No Digital Video Camera
440001	LTU: MP3 Player
440002	LTU: No MP3 Player
442001	LUX: Flat Screen TV
442002	LUX: No Flat Screen TV
446001	MAC: MP3 Player
446002	MAC: No MP3 Player
484001	MEX: Microwave Oven
484002	MEX: No Microwave Oven
499001	MNE: Digital Camera
499002	MNE: No Digital Camera
528001	NLD: Laptop
528002	NLD: No Laptop
554001	NZL: Clothes Dryer
554002	NZL: No Clothes Dryer
578001	NOR: Spa Bath
578002	NOR: No Spa Bath
616001	POL: Telescope or Microscope
616002	POL: No Telescope or Microscope
620001	PRT: Central Heating or Air Conditioning Equipment
620002	PRT: No Central Heating or Air Conditioning Equipment

634001	QAT: X-Box
634002	QAT: No X-Box
642001	ROU: Air Conditioning
642002	ROU: No Air Conditioning
643001	RUS: Satellite Antenna
643002	RUS: No Satellite Antenna
688001	SRB: Cable TV
688002	SRB: No Cable TV
703001	SVK: Satellite Receiver or Cable TV
703002	SVK: No Satellite Receiver or Cable TV
705001	SVN: Sauna
705002	SVN: No Sauna
724001	ESP: Home Cinema Set
724002	ESP: No Home Cinema Set
752001	SWE: Wall TV
752002	SWE: No Wall TV
756001	CHE: Digital Video Camera
756002	CHE: No Digital Video Camera
764001	THA: Microwave Oven
764002	THA: No Microwave Oven
788001	TUN: Washing Machine
788002	TUN: No Washing Machine
792001	TUR: Home Cinema System (5+1)
792002	TUR: No Home Cinema System (5+1)
826101	QUK: Swimming Pool
826102	QUK: No Swimming Pool
826201	QSC: Broadband Internet Connection
826202	QSC: No Broadband Internet Connection
840001	USA: iPod or MP3 Player
840002	USA: No iPod or MP3 Player
858001	URY: Microwave Oven
858002	URY: No Microwave Oven
999997	N/A
999998	Invalid
999999	Missing

ST14Q01 (44) How many cell phones Q14a

Format: F1.0	Columns: 86-86
1	None
2	One
3	Two
4	Three or more
7	N/A
8	Invalid
9	Missing

ST14Q02 (45) How many televisions Q14b

Format: F1.0	Columns: 87-87
1	None
2	One
3	Two
4	Three or more
7	N/A
8	Invalid
9	Missing

ST14Q03 (46) How many computers Q14c

Format: F1.0	Columns: 88-88
1	None
2	One
3	Two
4	Three or more
7	N/A
8	Invalid
9	Missing

ST14Q04 (47) How many cars Q14d

Format: F1.0	Columns: 89-89
1	None
2	One
3	Two
4	Three or more
7	N/A
8	Invalid
9	Missing

ST15Q01 (48) How many books at home Q15

Format: F1.0	Columns: 90-90
1	0-10 books
2	11-25 books
3	26-100 books
4	101-200 books
5	201-500 books
6	More than 500 books
7	N/A
8	Invalid
9	Missing

ST16Q01 (49) Sci enjoyment – Have fun Q16a

Format: F1.0	Columns: 91-91
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST16Q02 (50) Sci enjoyment – Like reading Q16b

Format: F1.0	Columns: 92-92
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST16Q03 (51) Sci enjoyment – Sci problems Q16c

Format: F1.0	Columns: 93-93
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST16Q04 (52) Sci enjoyment – New knowledge Q16d

Format: F1.0	Columns: 94-94
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST16Q05 (53) Sci enjoyment – Learning science Q16e

Format: F1.0	Columns: 95-95
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST17Q01 (54) Sci tasks – Newspaper Q17a

Format: F1.0	Columns: 96-96
1	Do easily

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2	With some effort
3	Struggle on own
4	Couldn't do it
7	N/A
8	Invalid
9	Missing

ST17Q02 (55) Sci tasks – Earthquakes Q17b

Format: F1.0	Columns: 97-97
1	Do easily
2	With some effort
3	Struggle on own
4	Couldn't do it
7	N/A
8	Invalid
9	Missing

ST17Q03 (56) Sci tasks – Antibiotics Q17c

Format: F1.0	Columns: 98-98
1	Do easily
2	With some effort
3	Struggle on own
4	Couldn't do it
7	N/A
8	Invalid
9	Missing

ST17Q04 (57) Sci tasks – Garbage Q17d

Format: F1.0	Columns: 99-99
1	Do easily
2	With some effort
3	Struggle on own
4	Couldn't do it
7	N/A
8	Invalid
9	Missing

ST17Q05 (58) Sci tasks – Species survival Q17e

Format: F1.0	Columns: 100-100
1	Do easily
2	With some effort
3	Struggle on own
4	Couldn't do it
7	N/A
8	Invalid
9	Missing

ST17Q06 (59) Sci tasks – Food labels Q17f

Format: F1.0	Columns: 101-101
1	Do easily
	2
3	Struggle on own
4	Couldn't do it
7	N/A
8	Invalid
9	Missing

ST17Q07 (60) Sci tasks – Life on Mars Q17g

Format: F1.0	Columns: 102-102
1	Do easily
2	With some effort
3	Struggle on own
4	Couldn't do it
7	N/A
8	Invalid
9	Missing

ST17Q08 (61) Sci tasks – Acid rain Q17h

Format: F1.0	Columns: 103-103
1	Do easily
2	With some effort
3	Struggle on own
4	Couldn't do it
7	N/A
8	Invalid
9	Missing

ST18Q01 (62) Sci value – Living conditions Q18a

Format: F1.0	Columns: 104-104
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST18Q02 (63) Sci value – Natural world Q18b

Format: F1.0	Columns: 105-105
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST18Q03 (64) Sci value – Relate to others Q18c

Format: F1.0	Columns: 106-106
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST18Q04 (65) Sci value – Improve economy Q18d

Format: F1.0	Columns: 107-107
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST18Q05 (66) Sci value – Use as adult Q18e

Format: F1.0	Columns: 108-108
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST18Q06 (67) Sci value – Value to society Q18f

Format: F1.0	Columns: 109-109
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST18Q07 (68) Sci value – Relevant to me Q18g

Format: F1.0	Columns: 110-110
1	Strongly agree
2	Agree
3	Disagree

4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST18Q08 (69) Sci value – Help understand Q18h

Format: F1.0	Columns: 111-111
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST18Q09 (70) Sci value – Social benefits Q18i

Format: F1.0	Columns: 112-112
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST18Q10 (71) Sci value – Opportunities Q18j

Format: F1.0	Columns: 113-113
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST19Q01 (72) Sci activity – Science TV Q19a

Format: F1.0	Columns: 114-114
1	Very often
2	Agree
3	Sometimes
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST19Q02 (73) Sci activity – Science books Q19b

Format: F1.0	Columns: 115-115
1	Very often
2	Agree
3	Sometimes
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST19Q03 (74) Sci activity – Web content Q19c

Format: F1.0	Columns: 116-116
1	Very often
2	Regularly
3	Sometimes
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST19Q04 (75) Sci activity – Science radio Q19d

Format: F1.0	Columns: 117-117
1	Very often
2	Regularly
3	Sometimes
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST19Q05 (76) Sci activity – Science mags Q19e

Format: F1.0	Columns: 118-118
1	Very often
2	Regularly
3	Sometimes
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST19Q06 (77) Sci activity – Science club Q19f

Format: F1.0	Columns: 119-119
1	Very often
2	Regularly
3	Sometimes
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST20QA1 (78) Sci info – Photosynthesis – none Q20a

Format: F1.0	Columns: 120-120
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QA2 (79) Sci info – Photosynthesis – school Q20a

Format: F1.0	Columns: 121-121
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QA3 (80) Sci info – Photosynthesis – media Q20a

Format: F1.0	Columns: 122-122
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QA4 (81) Sci info – Photosynthesis – friends Q20a

Format: F1.0	Columns: 123-123
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QA5 (82) Sci info – Photosynthesis – family Q20a

Format: F1.0	Columns: 124-124
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QA6 (83) Sci info – Photosynthesis – Internet or books Q20a

Format: F1.0	Columns: 125-125
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QB1 (84) Sci info – Continents – none Q20b

Format: F1.0	Columns: 126-126
1	Tick
2	No Tick

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7	N/A
8	Invalid

ST20QB2 (85) Sci info – Continents – school Q20b	
Format: F1.0	Columns: 127-127
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QB3 (86) Sci info – Continents – media Q20b	
Format: F1.0	Columns: 128-128
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QB4 (87) Sci info – Continents – friends Q20b	
Format: F1.0	Columns: 129-129
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QB5 (88) Sci info – Continents – family Q20b	
Format: F1.0	Columns: 130-130
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QB6 (89) Sci info – Continents – Internet or books Q20b	
Format: F1.0	Columns: 131-131
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QC1 (90) Sci info – Genes – none Q20c	
Format: F1.0	Columns: 132-132
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QC2 (91) Sci info – Genes – school Q20c	
Format: F1.0	Columns: 133-133
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QC3 (92) Sci info – Genes – media Q20c	
Format: F1.0	Columns: 134-134
1	Tick
2	2
7	N/A
8	Invalid

ST20QC4 (93) Sci info – Genes – friends Q20c	
Format: F1.0	Columns: 135-135
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QC5 (94) Sci info – Genes – family Q20c	
Format: F1.0	Columns: 136-136
1	Tick
2	No Tick

7	N/A
8	Invalid

ST20QC6 (95) Sci info – Genes – Internet or books Q20c	
Format: F1.0	Columns: 137-137
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QD1 (96) Sci info – Soundproofing – none Q20d	
Format: F1.0	Columns: 138-138
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QD2 (97) Sci info – Soundproofing – school Q20d	
Format: F1.0	Columns: 139-139
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QD3 (98) Sci info – Soundproofing – media Q20d	
Format: F1.0	Columns: 140-140
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QD4 (99) Sci info – Soundproofing – friends Q20d	
Format: F1.0	Columns: 141-141
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QD5 (100) Sci info – Soundproofing – family Q20d	
Format: F1.0	Columns: 142-142
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QD6 (101) Sci info – Soundproofing – Internet or books Q20d	
Format: F1.0	Columns: 143-143
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QE1 (102) Sci info – Climate change – none Q20e	
Format: F1.0	Columns: 144-144
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QE2 (103) Sci info – Climate change – school Q20e	
Format: F1.0	Columns: 145-145
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QE3 (104) Sci info – Climate change – media Q20e	
Format: F1.0	Columns: 146-146
1	Tick
2	No Tick

7	N/A
8	Invalid

ST20QE4 (105) Sci info – Climate change – friends Q20e	
Format: F1.0	Columns: 147-147
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QE5 (106) Sci info – Climate change – family Q20e	
Format: F1.0	Columns: 148-148
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QE6 (107) Sci info – Climate change – Internet or books Q20e	
Format: F1.0	Columns: 149-149
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QF1 (108) Sci info – Evolution – none Q20f	
Format: F1.0	Columns: 150-150
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QF2 (109) Sci info – Evolution – school Q20f	
Format: F1.0	Columns: 151-151
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QF3 (110) Sci info – Evolution – media Q20f	
Format: F1.0	Columns: 152-152
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QF4 (111) Sci info – Evolution – friends Q20f	
Format: F1.0	Columns: 153-153
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QF5 (112) Sci info – Evolution – family Q20f	
Format: F1.0	Columns: 154-154
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QF6 (113) Sci info – Evolution – Internet or books Q20f	
Format: F1.0	Columns: 155-155
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QG1 (114) Sci info – Nuclear energy – none Q20g	
Format: F1.0	Columns: 156-156
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QG2 (115) Sci info – Nuclear energy – school Q20g	
Format: F1.0	Columns: 157-157
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QG3 (116) Sci info – Nuclear energy – media Q20g	
Format: F1.0	Columns: 158-158
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QG4 (117) Sci info – Nuclear energy – friends Q20g	
Format: F1.0	Columns: 159-159
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QG5 (118) Sci info – Nuclear energy – family Q20g	
Format: F1.0	Columns: 160-160
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QG6 (119) Sci info – Nuclear energy – Internet or books Q20g	
Format: F1.0	Columns: 161-161
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QH1 (120) Sci info – Health – none Q20h	
Format: F1.0	Columns: 162-162
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QH2 (121) Sci info – Health – school Q20h	
Format: F1.0	Columns: 163-163
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QH3 (122) Sci info – Health – media Q20h	
Format: F1.0	Columns: 164-164
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QH4 (123) Sci info – Health – friends Q20h	
Format: F1.0	Columns: 165-165
1	Tick
2	No Tick
7	N/A
8	Invalid

ST20QH5 (124) Sci info – Health – family Q20h	
Format: F1.0	Columns: 166-166
1	Tick
2	No Tick
7	N/A
8	Invalid

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ST20QH6 (125) Sci info – Health – Internet or books Q20h	
Format: F1.0	Columns: 167-167
1	Tick
2	No Tick
7	N/A
8	Invalid

ST21Q01 (126) Sci interest – Physics Q21a	
Format: F1.0	Columns: 168-168
1	High Interest
2	Medium Interest
3	Low Interest
4	No Interest
7	N/A
8	Invalid
9	Missing

ST21Q02 (127) Sci interest – Chemistry Q21b	
Format: F1.0	Columns: 169-169
1	High Interest
2	Medium Interest
3	Low Interest
4	No Interest
7	N/A
8	Invalid
9	Missing

ST21Q03 (128) Sci interest – Plant biology Q21c	
Format: F1.0	Columns: 170-170
1	High Interest
2	Medium Interest
3	Low Interest
4	No Interest
7	N/A
8	Invalid
9	Missing

ST21Q04 (129) Sci interest – Human biology Q21d	
Format: F1.0	Columns: 171-171
1	High Interest
2	Medium Interest
3	Low Interest
4	No Interest
7	N/A
8	Invalid
9	Missing

ST21Q05 (130) Sci interest – Astronomy Q21e	
Format: F1.0	Columns: 172-172
1	High Interest
2	Medium Interest
3	Low Interest
4	No Interest
7	N/A
8	Invalid
9	Missing

ST21Q06 (131) Sci interest – Geology Q21f	
Format: F1.0	Columns: 173-173
1	High Interest
2	Medium Interest
3	Low Interest
4	No Interest
7	N/A
8	Invalid
9	Missing

ST21Q07 (132) Sci interest – Experiments Q21g	
Format: F1.0	Columns: 174-174
1	High Interest
2	Medium Interest
3	Low Interest
4	No Interest
7	N/A
8	Invalid
9	Missing

ST21Q08 (133) Sci interest – Explanations Q21h	
Format: F1.0	Columns: 175-175
1	High Interest
2	Medium Interest
3	Low Interest
4	No Interest
7	N/A
8	Invalid
9	Missing

ST22Q01 (134) Envr aware – Greenhouse Q22a	
Format: F1.0	Columns: 176-176
1	Never heard
2	Know a little
3	Know something
4	Familiar
7	N/A
8	Invalid
9	Missing

ST22Q02 (135) Envr aware – Genetic modified Q22b	
Format: F1.0	Columns: 177-177
1	Never heard
2	Know a little
3	Know something
4	Familiar
7	N/A
8	Invalid
9	Missing

ST22Q03 (136) Envr aware – Acid rain Q22c	
Format: F1.0	Columns: 178-178
1	Never heard
2	Know a little
3	Know something
4	Familiar
7	N/A
8	Invalid
9	Missing

ST22Q04 (137) Envr aware – Nuclear waste Q22d	
Format: F1.0	Columns: 179-179
1	Never heard
2	Know a little
3	Know something
4	Familiar
7	N/A
8	Invalid
9	Missing

ST22Q05 (138) Envr aware – Forest clearing Q22e	
Format: F1.0	Columns: 180-180
1	Never heard
2	Know a little
3	Know something
4	Familiar
7	N/A
8	Invalid
9	Missing

ST23QA1 (139) Envr info – Air pollution – none Q23a	
Format: F1.0	Columns: 181-181
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QA2 (140) Envr info – Air pollution – school Q23a	
Format: F1.0	Columns: 182-182
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QA3 (141) Envr info – Air pollution – media Q23a	
Format: F1.0	Columns: 183-183
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QA4 (142) Envr info – Air pollution – friends Q23a	
Format: F1.0	Columns: 184-184
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QA5 (143) Envr info – Air pollution – family Q23a	
Format: F1.0	Columns: 185-185
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QA6 (144) Envr info – Air pollution – Internet or books Q23a	
Format: F1.0	Columns: 186-186
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QB1 (145) Envr info – Energy shortages – none Q23b	
Format: F1.0	Columns: 187-187
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QB2 (146) Envr info – Energy shortages – school Q23b	
Format: F1.0	Columns: 188-188
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QB3 (147) Envr info – Energy shortages – media Q23b	
Format: F1.0	Columns: 189-189
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QB4 (148) Envr info – Energy shortages – friends Q23b	
Format: F1.0	Columns: 190-190
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QB5 (149) Envr info – Energy shortages – family Q23b	
Format: F1.0	Columns: 191-191
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QB6 (150) Envr info – Energy shortages – Internet or books Q23b	
Format: F1.0	Columns: 192-192
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QC1 (151) Envr info – Extinction – none Q23c	
Format: F1.0	Columns: 193-193
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QC2 (152) Envr info – Extinction – school Q23c	
Format: F1.0	Columns: 194-194
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QC3 (153) Envr info – Extinction – media Q23c	
Format: F1.0	Columns: 195-195
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QC4 (154) Envr info – Extinction – friends Q23c	
Format: F1.0	Columns: 196-196
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QC5 (155) Envr info – Extinction – family Q23c	
Format: F1.0	Columns: 197-197
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QC6 (156) Envr info – Extinction – Internet or books Q23c	
Format: F1.0	Columns: 198-198
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QD1 (157) Envr info – Forest clearing – none Q23d	
Format: F1.0	Columns: 199-199
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QD2 (158) Envr info – Forest clearing – school Q23d	
Format: F1.0	Columns: 200-200
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QD3 (159) Envr info – Forest clearing – media Q23d	
Format: F1.0	Columns: 201-201
1	Tick
2	No Tick
7	N/A
8	Invalid

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ST23QD4 (160) Envr info – Forest clearing – friends Q23d	
Format: F1.0	Columns: 202-202
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QD5 (161) Envr info – Forest clearing – family Q23d	
Format: F1.0	Columns: 203-203
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QD6 (162) Envr info – Forest clearing – Internet or books Q23d	
Format: F1.0	Columns: 204-204
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QE1 (163) Envr info – Water shortages – none Q23e	
Format: F1.0	Columns: 205-205
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QE2 (164) Envr info – Water shortages – school Q23e	
Format: F1.0	Columns: 206-206
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QE3 (165) Envr info – Water shortages – media Q23e	
Format: F1.0	Columns: 207-207
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QE4 (166) Envr info – Water shortages – friends Q23e	
Format: F1.0	Columns: 208-208
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QE5 (167) Envr info – Water shortages – family Q23e	
Format: F1.0	Columns: 209-209
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QE6 (168) Envr info – Water shortages – Internet or books Q23e	
Format: F1.0	Columns: 210-210
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QF1 (169) Envr info – Nuclear waste – none Q23f	
Format: F1.0	Columns: 211-211
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QF2 (170) Envr info – Nuclear waste – school Q23f	
Format: F1.0	Columns: 212-212
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QF3 (171) Envr info – Nuclear waste – media Q23f	
Format: F1.0	Columns: 213-213
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QF4 (172) Envr info – Nuclear waste – friends Q23f	
Format: F1.0	Columns: 214-214
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QF5 (173) Envr info – Nuclear waste – family Q23f	
Format: F1.0	Columns: 215-215
1	Tick
2	No Tick
7	N/A
8	Invalid

ST23QF6 (174) Envr info – Nuclear waste – Internet or books Q23f	
Format: F1.0	Columns: 216-216
1	Tick
2	No Tick
7	N/A
8	Invalid

ST24Q01 (175) Envr issues – Air pollution Q24a	
Format: F1.0	Columns: 217-217
1	Concern for me
2	Concern for others
3	Concern other countries
4	Not a concern
7	N/A
8	Invalid
9	Missing

ST24Q02 (176) Envr issues – Energy shortages Q24b	
Format: F1.0	Columns: 218-218
1	Concern for me
2	Concern for others
3	Concern other countries
4	Not a concern
7	N/A
8	Invalid
9	Missing

ST24Q03 (177) Envr issues – Extinction Q24c	
Format: F1.0	Columns: 219-219
1	Concern for me
2	Concern for others
3	Concern other countries
4	Not a concern
7	N/A
8	Invalid
9	Missing

ST24Q04 (178) Envr issues – Forest clearing Q24d	
Format: F1.0	Columns: 220-220
1	Concern for me
2	Concern for others
3	Concern other countries

4	Not a concern
7	N/A
8	Invalid
9	Missing

ST24Q05 (179) Envr issues – Water shortages Q24e

Format: F1.0	Columns: 221-221
1	Concern for me
2	Concern for others
3	Concern other countries
4	Not a concern
7	N/A
8	Invalid
9	Missing

ST24Q06 (180) Envr issues – Nuclear waste Q24f

Format: F1.0	Columns: 222-222
1	Concern for me
2	Concern for others
3	Concern other countries
4	Not a concern
7	N/A
8	Invalid
9	Missing

ST25Q01 (181) Envr improve – Air pollution Q25a

Format: F1.0	Columns: 223-223
1	Improve
2	Stay same
3	Get worse
7	N/A
8	Invalid
9	Missing

ST25Q02 (182) Envr improve – Energy shortages Q25b

Format: F1.0	Columns: 224-224
1	Improve
2	Stay same
3	Get worse
7	N/A
8	Invalid
9	Missing

ST25Q03 (183) Envr improve – Extinction Q25c

Format: F1.0	Columns: 225-225
1	Improve
2	Stay same
3	Get worse
7	N/A
8	Invalid
9	Missing

ST25Q04 (184) Envr improve – Forest clearing Q25d

Format: F1.0	Columns: 226-226
1	Improve
2	Stay same
3	Get worse
7	N/A
8	Invalid
9	Missing

ST25Q05 (185) Envr improve – Water shortages Q25e

Format: F1.0	Columns: 227-227
1	Improve
2	Stay same
3	Get worse
7	N/A
8	Invalid
9	Missing

ST25Q06 (186) Envr improve – Nuclear waste Q25f

Format: F1.0	Columns: 228-228
1	Improve
2	Stay same
3	Get worse
7	N/A
8	Invalid
9	Missing

ST26Q01 (187) Envr responsibility – Car emissions Q26a

Format: F1.0	Columns: 229-229
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST26Q02 (188) Envr responsibility- Energy wasted Q26b

Format: F1.0	Columns: 230-230
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST26Q03 (189) Envr responsibility- Factory emissions Q26c

Format: F1.0	Columns: 231-231
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST26Q04 (190) Envr responsibility- Plastic pack Q26d

Format: F1.0	Columns: 232-232
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST26Q05 (191) Envr responsibility- Dangerous waste Q26e

Format: F1.0	Columns: 233-233
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST26Q06 (192) Envr responsibility- Endangered Q26f

Format: F1.0	Columns: 234-234
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST26Q07 (193) Envr responsibility- Renewable electricity Q26g	
Format: F1.0	Columns: 235-235
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST27Q01 (194) Useful for Science career – School subjects Q27a	
Format: F1.0	Columns: 236-236
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST27Q02 (195) Useful for career – Science subjects Q27b	
Format: F1.0	Columns: 237-237
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST27Q03 (196) Useful for Science career – My subjects Q27c	
Format: F1.0	Columns: 238-238
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST27Q04 (197) Useful for Science career – Teaching Q27d	
Format: F1.0	Columns: 239-239
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST28Q01 (198) Science know – Job available Q28a	
Format: F1.0	Columns: 240-240
1	Very well informed
2	Fairly informed
3	Not well informed
4	Not informed at all
7	N/A
8	Invalid
9	Missing

ST28Q02 (199) Science know – Find Where Q28b	
Format: F1.0	Columns: 241-241
1	Very well informed
2	Fairly informed
3	Not well informed
4	Not informed at all
7	N/A
8	Invalid
9	Missing

ST28Q03 (200) Science know – Steps to take Q28c	
Format: F1.0	Columns: 242-242
1	Very well informed
2	Fairly informed
3	Not well informed
4	Not informed at all
7	N/A
8	Invalid
9	Missing

ST28Q04 (201) Science know – Employers Q28d	
Format: F1.0	Columns: 243-243
1	Very well informed
2	Fairly informed
3	Not well informed
4	Not informed at all
7	N/A
8	Invalid
9	Missing

ST29Q01 (202) Sci future – Like career Q29a	
Format: F1.0	Columns: 244-244
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST29Q02 (203) Sci future – After <secondary school> Q29b	
Format: F1.0	Columns: 245-245
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST29Q03 (204) Sci future – Advanced Q29c	
Format: F1.0	Columns: 246-246
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST29Q04 (205) Sci future – Work as adult Q29d	
Format: F1.0	Columns: 247-247
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST30Q01 (206) Self expected occupation at 30 ISCO code Q30	
Format: A4	Columns: 248-251
	See ST05Q01 for labels

ST31Q01 (207) Regular lessons – Science Q31a	
Format: F1.0	Columns: 252-252
1	No time
2	Less than 2 hours
3	2 up to 4 hours
4	4 up to 6 hours

5	6 or more hours
7	N/A
8	Invalid
9	Missing

ST31Q02 (208) Out of school – Science Q31b

Format: F1.0	Columns: 253-253
1	No time
2	Less than 2 hours
3	2 up to 4 hours
4	4 up to 6 hours
5	6 or more hours
7	N/A
8	Invalid
9	Missing

ST31Q03 (209) Self study – Science Q31c

Format: F1.0	Columns: 254-254
1	No time
2	Less than 2 hours
3	2 up to 4 hours
4	4 up to 6 hours
5	6 or more hours
7	N/A
8	Invalid
9	Missing

ST31Q04 (210) Regular lessons – Mathematics Q31d

Format: F1.0	Columns: 255-255
1	No time
2	Less than 2 hours
3	2 up to 4 hours
4	4 up to 6 hours
5	6 or more hours
7	N/A
8	Invalid
9	Missing

ST31Q05 (211) Out of school – Mathematics Q31e

Format: F1.0	Columns: 256-256
1	No time
2	Less than 2 hours
3	2 up to 4 hours
4	4 up to 6 hours
5	6 or more hours
7	N/A
8	Invalid
9	Missing

ST31Q06 (212) Self study – Mathematics Q31f

Format: F1.0	Columns: 257-257
1	No time
2	Less than 2 hours
3	2 up to 4 hours
4	4 up to 6 hours
5	6 or more hours
7	N/A
8	Invalid
9	Missing

ST31Q07 (213) Regular lessons – Language Q31g

Format: F1.0	Columns: 258-258
1	No time
2	Less than 2 hours
3	2 up to 4 hours
4	4 up to 6 hours
5	6 or more hours
7	N/A
8	Invalid
9	Missing

ST31Q08 (214) Out of school – Language Q31h

Format: F1.0	Columns: 259-259
1	No time
2	Less than 2 hours
3	2 up to 4 hours
4	4 up to 6 hours
5	6 or more hours
7	N/A
8	Invalid
9	Missing

ST31Q09 (215) Self study – Language Q31i

Format: F1.0	Columns: 260-260
1	No time
2	Less than 2 hours
3	2 up to 4 hours
4	4 up to 6 hours
5	6 or more hours
7	N/A
8	Invalid
9	Missing

ST31Q10 (216) Regular lessons – Other Q31j

Format: F1.0	Columns: 261-261
1	No time
2	Less than 2 hours
3	2 up to 4 hours
4	4 up to 6 hours
5	6 or more hours
7	N/A
8	Invalid
9	Missing

ST31Q11 (217) Out of school – Other Q31k

Format: F1.0	Columns: 262-262
1	No time
2	Less than 2 hours
3	2 up to 4 hours
4	4 up to 6 hours
5	6 or more hours
7	N/A
8	Invalid
9	Missing

ST31Q12 (218) Self study – Other Q31l

Format: F1.0	Columns: 263-263
1	No time
2	Less than 2 hours
3	2 up to 4 hours
4	4 up to 6 hours
5	6 or more hours
7	N/A
8	Invalid
9	Missing

ST32Q01 (219) Lessons – School 1-1 Q32a

Format: F1.0	Columns: 264-264
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST32Q02 (220) Lessons – Not school 1-1 Q32b

Format: F1.0	Columns: 265-265
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

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ST32Q03 (221) Lessons – School small Q32c	
Format: F1.0	Columns: 266-266
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST32Q04 (222) Lessons – Not school small Q32d	
Format: F1.0	Columns: 267-267
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST32Q05 (223) Lessons – School large Q32e	
Format: F1.0	Columns: 268-268
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST32Q06 (224) Lessons – Not school large Q32f	
Format: F1.0	Columns: 269-269
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST33Q11 (225) Course – Comp Sci last yr Q33a	
Format: F1.0	Columns: 270-270
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST33Q12 (226) Course – Comp Sci this yr Q33a	
Format: F1.0	Columns: 271-271
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST33Q21 (227) Course – Opt Sci last yr Q33b	
Format: F1.0	Columns: 272-272
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST33Q22 (228) Course – Opt Sci this yr Q33b	
Format: F1.0	Columns: 273-273
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST33Q31 (229) Course – Comp Bio last yr Q33c	
Format: F1.0	Columns: 274-274
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST33Q32 (230) Course – Comp Bio this yr Q33c	
Format: F1.0	Columns: 275-275
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST33Q41 (231) Course – Opt Bio last yr Q33d	
Format: F1.0	Columns: 276-276
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST33Q42 (232) Course – Opt Bio this yr Q33d	
Format: F1.0	Columns: 277-277
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST33Q51 (233) Course – Comp Phy last yr Q33e	
Format: F1.0	Columns: 278-278
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST33Q52 (234) Course – Comp Phy this yr Q33e	
Format: F1.0	Columns: 279-279
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST33Q61 (235) Course – Opt Phy last yr Q33f	
Format: F1.0	Columns: 280-280
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST33Q62 (236) Course – Opt Phy this yr Q33f	
Format: F1.0	Columns: 281-281
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST33Q71 (237) Course – Comp Chem last yr Q33g	
Format: F1.0	Columns: 282-282
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST33Q72 (238) Course – Comp Chem this yr Q33g	
Format: F1.0	Columns: 283-283
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST33Q81 (239) Course – Opt Chem last yr Q33h	
Format: F1.0	Columns: 284-284
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST33Q82 (240) Course – Opt Chem this yr Q33h	
Format: F1.0	Columns: 285-285
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

ST34Q01 (241) Learning – Student ideas Q34a	
Format: F1.0	Columns: 286-286
1	All lessons
2	Most Lessons
3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST34Q02 (242) Learning – Experiments Q34b	
Format: F1.0	Columns: 287-287
1	All lessons
2	Most Lessons
3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST34Q03 (243) Learning – Design for lab Q34c	
Format: F1.0	Columns: 288-288
1	All lessons
2	Most Lessons
3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST34Q04 (244) Learning – Apply everyday Q34d	
Format: F1.0	Columns: 289-289
1	All lessons
2	Most Lessons
3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST34Q05 (245) Learning – Student opinion Q34e	
Format: F1.0	Columns: 290-290
1	All lessons
2	Most Lessons
3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST34Q06 (246) Learning – Draw conclusions Q34f	
Format: F1.0	Columns: 291-291
1	All lessons
2	Most Lessons
3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST34Q07 (247) Learning – Differnt phenomena Q34g	
Format: F1.0	Columns: 292-292
1	All lessons
2	Most Lessons
3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST34Q08 (248) Learning – Own experiments Q34h	
Format: F1.0	Columns: 293-293
1	All lessons
2	Most Lessons
3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST34Q09 (249) Learning – Class debate Q34i	
Format: F1.0	Columns: 294-294
1	All lessons
2	Most Lessons
3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST34Q10 (250) Learning – Demonstrations Q34j	
Format: F1.0	Columns: 295-295
1	All lessons
2	Most Lessons
3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST34Q11 (251) Learning – Choose own Q34k	
Format: F1.0	Columns: 296-296
1	All lessons
2	Most Lessons
3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST34Q12 (252) Learning – World outside Q34l	
Format: F1.0	Columns: 297-297
1	All lessons
2	Most Lessons
3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST34Q13 (253) Learning – Discussion Q34m	
Format: F1.0	Columns: 298-298
1	All lessons
2	Most Lessons
3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

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3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST34Q14 (254) Learning – Follow instructions Q34n

Format: F1.0	Columns: 299-299
1	All lessons
2	Most Lessons
3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST34Q15 (255) Learning – Explain relevance Q34o

Format: F1.0	Columns: 300-300
1	All lessons
2	Most Lessons
3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST34Q16 (256) Learning – Test ideas Q34p

Format: F1.0	Columns: 301-301
1	All lessons
2	Most Lessons
3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST34Q17 (257) Learning – Society relevance Q34q

Format: F1.0	Columns: 302-302
1	All lessons
2	Most Lessons
3	Some lessons
4	Hardly ever
7	N/A
8	Invalid
9	Missing

ST35Q01 (258) Sci future – Help later work Q35a

Format: F1.0	Columns: 303-303
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST35Q02 (259) Sci future – Learn need later Q35b

Format: F1.0	Columns: 304-304
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST35Q03 (260) Sci future – Useful to me Q35c

Format: F1.0	Columns: 305-305
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST35Q04 (261) Sci future – Improve career Q35d

Format: F1.0	Columns: 306-306
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST35Q05 (262) Sci future – Get a job Q35e

Format: F1.0	Columns: 307-307
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST36Q01 (263) Self – Do well Science Q36a

Format: F1.0	Columns: 308-308
1	Very important
2	Important
3	Of little importance
4	Not important at all
7	N/A
8	Invalid
9	Missing

ST36Q02 (264) Self – Do well Maths Q36b

Format: F1.0	Columns: 309-309
1	Very important
2	Important
3	Of little importance
4	Not important at all
7	N/A
8	Invalid
9	Missing

ST36Q03 (265) Self – Do well Language Q36c

Format: F1.0	Columns: 310-310
1	Very important
2	Important
3	Of little importance
4	Not important at all
7	N/A
8	Invalid
9	Missing

ST37Q01 (266) Learning – Advanced easy Q37a

Format: F1.0	Columns: 311-311
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST37Q02 (267) Learning – Good answers Q37b

Format: F1.0	Columns: 312-312
1	Strongly agree
2	Agree

3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST37Q03 (268) Learning – Topics quickly Q37c

Format: F1.0	Columns: 313-313
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST37Q04 (269) Learning – Topics easy Q37d

Format: F1.0	Columns: 314-314
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST37Q05 (270) Learning – Understand well Q37e

Format: F1.0	Columns: 315-315
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

ST37Q06 (271) Learning – New ideas Q37f

Format: F1.0	Columns: 316-316
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

IC01Q01 (272) Used computer IC1

Format: F1.0	Columns: 317-317
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

IC02Q01 (273) How long used computers IC2

Format: F1.0	Columns: 318-318
1	Less than 1 year
2	1 to 3 years
3	3 to 5 years
4	5 years or more
7	N/A
8	Invalid
9	Missing

IC03Q01 (274) Use computer at home IC3a

Format: F1.0	Columns: 319-319
1	Almost every day
2	Once or twice a week
3	Few times a month
4	Once a month or less
5	Never
7	N/A
8	Invalid
9	Missing

IC03Q02 (275) Use computer at school IC3b

Format: F1.0	Columns: 320-320
1	Almost every day
2	Once or twice a week
3	Few times a month
4	Once a month or less
5	Never
7	N/A
8	Invalid
9	Missing

IC03Q03 (276) Use computer other places IC3c

Format: F1.0	Columns: 321-321
1	Almost every day
2	Once or twice a week
3	Few times a month
4	Once a month or less
5	Never
7	N/A
8	Invalid
9	Missing

IC04Q01 (277) Browse Internet IC4a

Format: F1.0	Columns: 322-322
1	Almost every day
2	Once or twice a week
3	Few times a month
4	Once a month or less
5	Never
7	N/A
8	Invalid
9	Missing

IC04Q02 (278) Play games IC4b

Format: F1.0	Columns: 323-323
1	Almost every day
2	Once or twice a week
3	Few times a month
4	Once a month or less
5	Never
7	N/A
8	Invalid
9	Missing

IC04Q03 (279) Write documents IC4c

Format: F1.0	Columns: 324-324
1	Almost every day
2	Once or twice a week
3	Few times a month
4	Once a month or less
5	Never
7	N/A
8	Invalid
9	Missing

IC04Q04 (280) Collaborate on Internet IC4d

Format: F1.0	Columns: 325-325
1	Almost every day
2	Once or twice a week
3	Few times a month
4	Once a month or less
5	Never
7	N/A
8	Invalid
9	Missing

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IC04Q05 (281) Use spreadsheets IC4e	
Format: F1.0	Columns: 326-326
1	Almost every day
2	Once or twice a week
3	Few times a month
4	Once a month or less
5	Never
7	N/A
8	Invalid
9	Missing

IC04Q06 (282) Download software IC4f	
Format: F1.0	Columns: 327-327
1	Almost every day
2	Once or twice a week
3	Few times a month
4	Once a month or less
5	Never
7	N/A
8	Invalid
9	Missing

IC04Q07 (283) Graphics programs IC4g	
Format: F1.0	Columns: 328-328
1	Almost every day
2	Once or twice a week
3	Few times a month
4	Once a month or less
5	Never
7	N/A
8	Invalid
9	Missing

IC04Q08 (284) Educational software IC4h	
Format: F1.0	Columns: 329-329
1	Almost every day
2	Once or twice a week
3	Few times a month
4	Once a month or less
5	Never
7	N/A
8	Invalid
9	Missing

IC04Q09 (285) Download music IC4i	
Format: F1.0	Columns: 330-330
1	Almost every day
2	Once or twice a week
3	Few times a month
4	Once a month or less
5	Never
7	N/A
8	Invalid
9	Missing

IC04Q10 (286) Write programs IC4j	
Format: F1.0	Columns: 331-331
1	Almost every day
2	Once or twice a week
3	Few times a month
4	Once a month or less
5	Never
7	N/A
8	Invalid
9	Missing

IC04Q11 (287) E-mail or chat rooms IC4k	
Format: F1.0	Columns: 332-332
1	Almost every day
2	Once or twice a week
3	Few times a month
4	Once a month or less
5	Never
7	N/A
8	Invalid
9	Missing

IC05Q01 (288) How well – Chat IC5a	
Format: F1.0	Columns: 333-333
1	Do well by myself
2	Do with help
3	Know but can't do
4	Don't know
7	N/A
8	Invalid
9	Missing

IC05Q02 (289) How well – Virus IC5b	
Format: F1.0	Columns: 334-334
1	Do well by myself
2	Do with help
3	Know but can't do
4	Don't know
7	N/A
8	Invalid
9	Missing

IC05Q03 (290) How well – Edit photos IC5c	
Format: F1.0	Columns: 335-335
1	Do well by myself
2	Do with help
3	Know but can't do
4	Don't know
7	N/A
8	Invalid
9	Missing

IC05Q04 (291) How well – Database IC5d	
Format: F1.0	Columns: 336-336
1	Do well by myself
2	Do with help
3	Know but can't do
4	Don't know
7	N/A
8	Invalid
9	Missing

IC05Q05 (292) How well – Copy data to CD IC5e	
Format: F1.0	Columns: 337-337
1	Do well by myself
2	Do with help
3	Know but can't do
4	Don't know
7	N/A
8	Invalid
9	Missing

IC05Q06 (293) How well – Move files IC5f	
Format: F1.0	Columns: 338-338
1	Do well by myself
2	Do with help
3	Know but can't do
4	Don't know
7	N/A
8	Invalid
9	Missing

IC05Q07 (294) How well – Search Internet IC5g	
Format: F1.0	Columns: 339-339
1	Do well by myself
2	Do with help

3	Know but can't do
4	Don't know
7	N/A
8	Invalid
9	Missing

IC05Q08 (295) How well – Download files IC5h	
Format: F1.0	Columns: 340-340
1	Do well by myself
2	Do with help
3	Know but can't do
4	Don't know
7	N/A
8	Invalid
9	Missing

IC05Q09 (296) How well – Attach e-mail IC5i	
Format: F1.0	Columns: 341-341
1	Do well by myself
2	Do with help
3	Know but can't do
4	Don't know
7	N/A
8	Invalid
9	Missing

IC05Q10 (297) How well – Word processor IC5j	
Format: F1.0	Columns: 342-342
1	Do well by myself
2	Do with help
3	Know but can't do
4	Don't know
7	N/A
8	Invalid
9	Missing

IC05Q11 (298) How well – Spreadsheet IC5k	
Format: F1.0	Columns: 343-343
1	Do well by myself
2	Do with help
3	Know but can't do
4	Don't know
7	N/A
8	Invalid
9	Missing

IC05Q12 (299) How well – Presentation IC5l	
Format: F1.0	Columns: 344-344
1	Do well by myself
2	Do with help
3	Know but can't do
4	Don't know
7	N/A
8	Invalid
9	Missing

IC05Q13 (300) How well – Download music IC5m	
Format: F1.0	Columns: 345-345
1	Do well by myself
2	Do with help
3	Know but can't do
4	Don't know
7	N/A
8	Invalid
9	Missing

IC05Q14 (301) How well – Multi-media IC5n	
Format: F1.0	Columns: 346-346
1	Do well by myself
2	Do with help
3	Know but can't do
4	Don't know
7	N/A
8	Invalid
9	Missing

IC05Q15 (302) How well – E-mails IC5o	
Format: F1.0	Columns: 347-347
1	Do well by myself
2	Do with help
3	Know but can't do
4	Don't know
7	N/A
8	Invalid
9	Missing

IC05Q16 (303) How well – Web Page IC5p	
Format: F1.0	Columns: 348-348
1	Do well by myself
2	Do with help
3	Know but can't do
4	Don't know
7	N/A
8	Invalid
9	Missing

AGE (304) Age of student	
Format: F5.2	Columns: 349-353
97	N/A
98	Invalid
99	Missing

ISCEDL (305) ISCED level	
Format: F1.0	Columns: 354-354
1	ISCED level 1
2	ISCED level 2
3	ISCED level 3
7	N/A
8	Invalid
9	Missing

ISCEDD (306) ISCED designation	
Format: F1.0	Columns: 355-355
1	A
2	B
3	C
4	M
7	N/A
8	Invalid
9	Missing

ISCEDO (307) ISCED orientation	
Format: F1.0	Columns: 356-356
1	General
2	Pre-Vocational
3	Vocational
7	N/A
8	Invalid
9	Missing

PROGN (308) Unique national study programme code	
Format: A7	Columns: 357-363
0310001	AZE: PROGRAMME OF BASIC GENERAL EDUCATION (LOWER SECONDARY)
0310002	AZE: PROGRAMME OF SECONDARY GENERAL EDUCATION (UPPER SECONDARY)
0310003	AZE: PROGRAMME OF INITIAL PROFESSIONAL EDUC. (PROF. SCHOOLS, ETC.)
0310004	AZE: PROGRAMME OF SEC. PROF. EDUCATION (TECHNIKUM, COLLEGE, ETC.)
0320001	ARG: PRIMARY – 7TH YEAR (OLD)
0320002	ARG: GENERAL PROGRAMME WITH 3RD CYCLE – LOWER SECONDARY (NEW)

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0320003	ARG:	GENERAL PROGR. – ONLY GBE 3RD CYCLE – LOWER SEC. (NEW)
0320004	ARG:	ARTISTIC, EGB AND POLIMODAL – LOWER SECONDARY- 7TH TO 9TH YEAR
0320005	ARG:	ARTISTIC-EGB & POLIMODAL – GENERAL UPPER SEC. – YEAR 1-3 (NEW)
0320006	ARG:	GENERAL PROGRAMME – LOWER SEC., CORDOBA, YEAR 1-3 (NEW)
0320007	ARG:	GENERAL PROGRAMME – YEAR 4-6 UPPER SEC., CORDOBA – (NEW)
0320008	ARG:	ARTISTIC / GENERAL PROGR. – LOWER SECONDARY YEAR 1-2 (OLD)
0320009	ARG:	ARTISTIC,GENERAL PROGR. – UPPER SEC. YEAR 3 (OLD)
0320010	ARG:	ARTISTIC, GENERAL PROGR. – LOWER SECONDARY YEAR 1-2 (OLD)
0320011	ARG:	ARTISTIC, GENERAL PROGR. – UPPER SECONDARY (OLD)
0320012	ARG:	VOCATIONAL PROGR. – TECHNICAL EDUC., LOWER SEC. – .YEAR 1-2 (OLD)
0320013	ARG:	VOCATIONAL PROGR. – TECHNICAL EDUC., UPPER SEC. YEAR 3 (OLD)
0320014	ARG:	VOCATIONAL PROGR. – TECHNICAL EDUC., UPPER SEC. YEAR 4-6,7 (OLD)
0320015	ARG:	ARTISTIC, POLIMODAL – YEAR 1-3 (NEW) GENERAL PROGRAMME
0320016	ARG:	SEC. YEAR 3-5 WITH ADULT GENERAL PROGR., UPPER SEC. (NEW)
0320017	ARG:	POLIMODAL WITH ADULT GENERAL PROGR. – UPPER SECONDARY (NEW)
0320018	ARG:	ADULT EDUCATION – GENERAL PROGRAMME UPPER SECONDARY
0320019	ARG:	ARTISTIC AND PROFESSIONAL COURSES (INFORMAL EDUC.)
0360001	AUS:	LOWER SECONDARY GENERAL ACADEMIC
0360002	AUS:	LOWER SECONDARY WITH SOME VET SUBJECTS
0360003	AUS:	UPPER SECONDARY GENERAL ACADEMIC
0360004	AUS:	UPPER SECONDARY WITH SOME VET SUBJECTS
0360005	AUS:	UPPER SECONDARY VET COURSE
0400002	AUT:	LOWER SECONDARY SCHOOL
0400003	AUT:	VOCATIONAL PROGRAMME
0400004	AUT:	SPECIAL EDUCATION SCHOOL (LOWER SECONDARY)
0400005	AUT:	SPECIAL EDUCTION SCHOOL (UPPER SECONDARY)
0400006	AUT:	GYMNASIUM LOWER SECONDARY
0400007	AUT:	GYMNASIUM UPPER SECONDARY
0400008	AUT:	LOWER SECONDARY SCHOOL
0400009	AUT:	UPPER SECONDARY SCHOOL
0400010	AUT:	APPRENTICESHIP
0400011	AUT:	MIDDLE VOCATIONAL SCHOOL
0400012	AUT:	MIDDLE VOCATIONAL SCHOOL (HOME ECONOMICS, HEALTH-SOCIAL SERVICES)
0400013	AUT:	MIDDLE VOCATIONAL SCHOOL (AGRICULTURAL, FORESTRY)
0400014	AUT:	HIGHER VOCATIONAL SCHOOL
0400015	AUT:	VOCATIONAL COLLEGE
0560101	BEL:	(FIRST YEAR A OF FIRST STAGE OF) GENERAL EDUCATION
0560103	BEL:	SECOND YEAR OF FIRST STAGE – PREPARING FOR VOCATIONAL SEC. EDUC.
0560104	BEL:	SECOND YEAR OF FIRST STAGE PREPARING FOR REGULAR SEC. EDUC.
0560105	BEL:	SECOND & THIRD STAGE REGULAR SECONDARY EDUCATION
0560106	BEL:	SECOND & THIRD STAGE TECHNICAL SECONDARY EDUCATION
0560107	BEL:	SECOND & THIRD STAGE ARTISTIC SECONDARY EDUCATION
0560108	BEL:	SECOND & THIRD STAGE VOCATIONAL SECONDARY EDUCATION
0560109	BEL:	PART-TIME VOCATIONAL SEC. EDUC. FOCUSED ON THE LABOUR MARKET
0560110	BEL:	SPECIAL SEC. EDUC. – LOWER SEC. (TRAINING FORM 3 / FIRST 3 YEARS)
0560111	BEL:	SPECIAL SEC. EDUC. – UPPER SEC. (TRAINING FORM 3 / YEARS 4 AND 5)
0569612	BEL:	FIRST DEGREE OF GENERAL EDUCATION (FR/GER)
0569613	BEL:	FIRST YEAR B SPECIAL NEEDS (FR/GER)
0569614	BEL:	2ND YEAR OF VOCATIONAL EDUCATION (FR/GER)
0569615	BEL:	COMPLEMENTARY YEAR TO 1ST DEGREE (FR COM ONLY)
0569616	BEL:	SECOND & THIRD DEGREES OF GENERAL EDUCATION (FR/GER)
0569617	BEL:	2ND & 3RD DEGREES OF TECHN. OR ART. EDUC. (TRANSITION) (FR/GER)
0569618	BEL:	2ND & 3RD DEGREES OF TECHN. OR ART. EDUC. (QUALIF.) (FR/GER)
0569619	BEL:	SECOND & THIRD DEGREES OF VOCATIONAL EDUCATION (FR/GER)
0569620	BEL:	VOCATIONAL TRAINING FOCUSED ON THE LABOUR MARKET (FR COM ONLY)
0569622	BEL:	SPECIAL SEC. EDUC. (LOWER SEC. – TRAINING FORM 3) (FR COM ONLY)
0569623	BEL:	SPECIAL SEC. EDUC. (UPPER SEC.-TRAINING FORM 3)) (FR. ONLY)
0569624	BEL:	SPECIAL SEC. EDUC. (LOWER SEC.) (GER. ONLY)
0760001	BRA:	LOWER SECONDARY EDUCATION
0760002	BRA:	UPPER SECONDARY EDUCATION
1000001	BGR:	SECONDARY EDUCATION (LOWER)
1000002	BGR:	SECONDARY EDUCATION – GENERAL NONSPECIALIZED (UPPER)
1000003	BGR:	SECONDARY EDUCATION – VOCATIONAL (UPPER)
1000004	BGR:	SECONDARY EDUCATION – GENERAL SPECIALIZED (UPPER)
1240001	CAN:	GRADES 7-9 (QUEBEC: SECONDARY 1–3, MANITOBA: SENIOR 1
1240002	CAN:	GRADES 10-12 (QUEB.: SEC. 4-5, MAN.: SNR 2-4, NEWFNDL.: LEV. 1-3)
1520001	CHL:	SECONDARY EDUCATION (LOWER)
1520002	CHL:	FIRST CYCLE OF UPPER SECONDARY
1520003	CHL:	SECOND CYCLE OF UPPER SECONDARY EDUCATION, ACADEMIC ORIENTATION
1520004	CHL:	SECOND CYCLE OF UPPER SECONDARY EDUCATION, TECHNICAL ORIENTATION
1580001	TAP:	SENIOR HIGH SCHOOL
1580002	TAP:	VOCATIONAL SENIOR HIGH SCHOOL
1580003	TAP:	5-YEAR COLLEGE
1580004	TAP:	CONT. SUPP. SCHOOL
1580005	TAP:	PRACTICAL TECHNICAL PROGRAMME
1580006	TAP:	WORKING AND LEARNING PROGRAMME
1580007	TAP:	GENERAL JUNIOR HIGH SCHOOLS
1580008	TAP:	COMPREHENSIVE HIGH SCHOOL (JUNIOR)
1700001	COL:	SECONDARY EDUCATION (LOWER)
1700002	COL:	SECONDARY EDUCATION (UPPER), ACADEMICA
1700003	COL:	SECONDARY EDUCATION (UPPER), TECNICA
1910001	HRV:	LOWER SECONDARY EDUCATION
1910002	HRV:	GYMNASIUM
1910003	HRV:	FOUR YEAR VOCATIONAL PROGRAMMES
1910004	HRV:	ART PROGRAMMES
1910005	HRV:	VOCATIONAL PROGRAMMES FOR INDUSTRY
1910006	HRV:	VOCATIONAL PROGRAMMES FOR CRAFTS
1910007	HRV:	LOWER QUALIFICATION VOCATIONAL PROGRAMMES
2030001	CZE:	BASIC SCHOOL
2030002	CZE:	6, 8-YEAR GYMNASIUM AND 8-YEAR CONSERVATORY (LOWER SECONDARY)
2030003	CZE:	6, 8-YEAR GYMNASIUM (UPPER SECONDARY)
2030004	CZE:	4- YEAR GYMNASIUM
2030005	CZE:	VOC/TECH SECONDARY SCHOOL WITH MATURATE
2030007	CZE:	VOC/TECH SECONDARY SCHOOL WITHOUT MATURATE
2030008	CZE:	SPECIAL SCHOOLS
2030009	CZE:	PRACTICAL SCHOOLS, VOCATIONAL EDUCATION PREDOMINANTLY
2080001	DNK:	LOWER SECONDARY
2080002	DNK:	CONTINUATION SCHOOL
2080004	DNK:	UPPER SECONDARY
2330001	EST:	LOWER SECONDARY
2330002	EST:	UPPER SECONDARY
2460001	FIN:	COMPREHENSIVE SECONDARY SCHOOL
2460002	FIN:	UPPER SECONDARY

2500001	FRA:	LOWER SECONDARY (GENERAL)
2500002	FRA:	SPECIAL LOWER SEC. EDUCATION (SEGPA, CPA)
2500003	FRA:	UPPER SECONDARY (GENERAL OR TECHN.)
2500004	FRA:	UPPER SECONDARY (PROFESSIONAL: CAP, BEP, OTHERS)
2760001	DEU:	LOWER SECONDARY WITH ACCESS TO UPPER SECONDARY (COMPREHENSIVE)
2760002	DEU:	LOWER SEC., NO ACCESS TO UPPER SECONDARY (HAUPTSCHULE)
2760003	DEU:	LOWER SEC., NO ACCESS TO UPPER SECONDARY (REALSCHULE)
2760004	DEU:	LOWER SEC. WITH ACCESS TO UPPER SECONDARY (GYMNASIUM)
2760005	DEU:	UPPER SEC. LEVEL (GYMNASIUM)
2760006	DEU:	COMPREHENSIVE LOWER SEC. WITH ACCESS TO UPPER SEC. (GESAMTSCHULE)
2760008	DEU:	LOWER SEC., NO ACCESS TO UPPER SEC. (KOOP. GESAMTSCHULE HS)
2760009	DEU:	LOWER SEC., WITH OR WITHOUT ACCESS TO UPPER SEC. (KOOP. GS, RS)
2760010	DEU:	LOWER SEC., WITH ACCESS TO UPPER SEC. (KOOP. GS, GYMN.)
2760012	DEU:	LOWER SEC., NO ACCESS TO UPPER SECONDARY (HAUPTSCHULE INTEGRATED)
2760013	DEU:	LOWER SEC., NO ACCESS TO UPPER SECONDARY (REALSCHULE INTEGRATED)
2760014	DEU:	LOWER SEC., NO ACCESS TO UPPER SECONDARY (HAUPTSCHULKLASSE)
2760015	DEU:	LOWER SEC., NO ACCESS TO UPPER SECONDARY (REALSCHULKLASSE)
2760016	DEU:	LOWER SECONDARY WITH ACCESS TO UPPER SECONDARY (WALDORF)
2760017	DEU:	UPPER SECONDARY LEVEL OF EDUCATION (WALDORF)
2760018	DEU:	PRE-VOCATIONAL TRAINING YEAR
2760019	DEU:	VOCATIONAL SCHOOL (BERUFSSCHULE)
2760020	DEU:	VOCATIONAL SCHOOL (BERUFSFACHSCHULE)
3000001	GRC:	LOWER SECONDARY EDUCATION
3000002	GRC:	UPPER SECONDARY EDUCATION
3000003	GRC:	(TECHNICAL-VOCATIONAL SCHOOLS) UPPER SECONDARY EDUCATION
3000004	GRC:	GYMNASIO (LOWER SECONDARY EDUCATION) EVENING SCHOOL
3000097	GRC:	MISSING/UNKNOWN
3440001	HKG:	LOWER SECONDARY IN GRAMMAR OR INT. PROGR.
3440002	HKG:	UPPER SECONDARY IN GRAMMAR OR INT. PROGR.
3440003	HKG:	LOWER SECONDARY IN PREVOC. OR TECHN. PROGR.
3440004	HKG:	UPPER SECONDARY IN PREVOC. OR TECHN. PROGR.
3480001	HUN:	PRIMARY SCHOOL
3480002	HUN:	VOCATIONAL SCHOOL
3480003	HUN:	VOCATIONAL SECONDARY SCHOOL
3480004	HUN:	GRAMMAR SCHOOL
3520001	ISL:	LOWER SECONDARY SCHOOL
3520007	ISL:	UPPER SECONDARY LEVEL VOCATIONAL 3-YEAR CERTIFICATE
3520010	ISL:	FINE ARTS EXAMINATION
3520012	ISL:	STÚDENTSPRÓF. MATRIC. EXAM. CERT. (ACCESS TO UNIV. STUDIES)
3600001	IDN:	JUNIOR SECONDARY SCHOOL
3600002	IDN:	ISLAMIC JUNIOR SECONDARY SCHOOL
3600003	IDN:	HIGH SCHOOL
3600004	IDN:	ISLAMIC HIGH SCHOOL
3600005	IDN:	VOCATIONAL & TECHNICAL SCHOOL
3720001	IRL:	JUNIOR CERT
3720002	IRL:	TRANSITION YEAR PROGRAMME
3720003	IRL:	LEAVING CERT. APPLIED
3720004	IRL:	LEAVING CERT. ESTABLISHED
3720005	IRL:	LEAVING CERT. VOCATIONAL
3760001	ISR:	SECONDARY EDUCATION (LOWER)
3760002	ISR:	6 YEARS HIGHER EDUCATION YEARS 7-9
3760003	ISR:	6 YEARS HIGHER EDUCATION YEARS 10-12
3760004	ISR:	4 YEARS HIGHER EDUCATION
3760005	ISR:	3 YEARS HIGHER EDUCATION
3760006	ISR:	HIGHER EDUCATION TECHNICAL/VOCATIONAL
3760007	ISR:	HIGHER RELIGIOUS EDUCATION FOR BOYS YEARS 7-9
3760008	ISR:	HIGHER RELIGIOUS EDUC. FOR BOYS YEARS 10-12 WITHOUT MATRICULATION
3760009	ISR:	HIGHER RELIGIOUS EDUCATION FOR BOYS WITH MATRICULATION
3760010	ISR:	HIGHER RELIGIOUS EDUCATION FOR GIRLS YEARS 7-9
3760011	ISR:	HIGHER RELIGIOUS EDUC. FOR GIRLS YEARS 10-12 – WITH MATRICULATION
3800001	ITA:	LICEO (SC., CLASS., SOC. SC., SCIENT.-TECHNOLOGICAL, LINGUISTIC)
3800002	ITA:	TECHNICAL INSTITUTE
3800003	ITA:	VOCATIONAL INSTITUTE, ART INSTITUTE, ART HIGH SCHOOL
3800004	ITA:	LOWER SECONDARY EDUCATION
3800005	ITA:	VOC. TRAINING (VOC. SCHOOLS IN BOLZANO & TRENTO)
3920001	JPN:	UPPER SECONDARY SCHOOL (GENERAL)
3920002	JPN:	TECHNICAL COLLEGE (FIRST 3 YEARS)
3920003	JPN:	UPPER SECONDARY SCHOOL (VOCATIONAL)
4000001	JOR:	BASIC EDUCATION
4100001	KOR:	LOWER SECONDARY EDUCATION
4100002	KOR:	UPPER SECONDARY EDUCATION
4100003	KOR:	UPPER SECONDARY EDUCATION
4170001	KGZ:	PROGRAMME OF BASIC GENERAL EDUCATION (LOWER SECONDARY)
4170002	KGZ:	PROGRAMME OF SECONDARY GENERAL EDUCATION (UPPER SECONDARY)
4170004	KGZ:	PROGRAMME OF SEC. PROF. EDUCATION (TECHNIKUM, COLLEGES, ETC.)
4280001	LVA:	BASIC EDUCATION
4280002	LVA:	SPECIAL BASIC EDUCATION
4280004	LVA:	GENERAL SECONDARY EDUCATION
4280006	LVA:	SECONDARY VOCATIONAL EDUCATION
4380001	LIE:	SECONDARY EDUCATION, FIRST STAGE
4380003	LIE:	SCHOOL PREPARING FOR THE UNIVERSITY ENTRANCE CERTIFICATE
4400001	LTU:	GENERAL BASIC EDUCATION
4400003	LTU:	BASIC EDUCATION (LOWER GYMNASIUM)
4400004	LTU:	SECONDARY EDUCATION (UPPER GYMNASIUM)
4400005	LTU:	BASIC AND VOCATIONAL EDUCATION
4400006	LTU:	VOCATIONAL EDUCATION
4420001	LUX:	LOWER SECONDARY EDUCATION (EST: PREPARATOIRE)
4420002	LUX:	LOWER SECONDARY EDUCATION (EST: INFERIEUR)
4420003	LUX:	LOWER SECONDARY EDUCATION (ES: INFERIEUR)
4420004	LUX:	A 3-YEAR VOCATIONAL EDUCATION (EST: PROF.)
4420005	LUX:	A 4-YEAR VOCATIONAL-TECHNICAL EDUCATION (EST)
4420006	LUX:	A 4 TO 5-YEAR TECHNICAL EDUCATION (EST)
4420007	LUX:	UPPER SECONDARY EDUCATION (ES: SUPERIEUR)
4420008	LUX:	LOWER SECONDARY PRIVATE, NOT SUBSIDIZED
4420009	LUX:	UPPER SECONDARY PRIVATE, NOT SUBSIDIZED
4460001	MAC:	GRAMMAR OR INTERNATIONAL PROGRAM AT LOWER SECONDARY LEVELS
4460002	MAC:	GRAMMAR OR INTERNATIONAL PROGRAM AT HIGHER SECONDARY LEVELS
4460003	MAC:	TECHNICAL OR PREVOCATIONAL PROGRAM AT LOWER SECONDARY LEVELS
4460004	MAC:	TECHNICAL OR PREVOCATIONAL PROGRAM AT HIGHER SECONDARY LEVELS
4840001	MEX:	GENERAL LOWER SECONDARY
4840002	MEX:	TECHNICAL LOWER SECONDARY
4840003	MEX:	LOWER SECONDARY FOR WORKERS
4840004	MEX:	GENERAL LOWER SECONDARY BY TELEVISION
4840005	MEX:	JOB TRAINING
4840006	MEX:	GENERAL BACCALAUREATE OR UPPER SECONDARY
4840007	MEX:	GENERAL BACCALAUREATE OR UPPER SECONDARY
4840008	MEX:	GENERAL BACCALAUREATE OR UPPER SECONDARY

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4840009	MEX: TECHNICAL BACCALAUREATE OR TECHNICAL FROM UPPER SECONDARY
4840010	MEX: PROFESSIONAL TECHNICIAN
4990001	MNE: LOWER SECONDARY
4990002	MNE: GYMNASIUM
4990003	MNE: TECHNICAL
4990004	MNE: TECHNICAL VOCATIONAL SCHOOL
4990005	MNE: ARTS SCHOOL
4990006	MNE: ECONOMIC
4990008	MNE: MEDICAL
4990009	MNE: AGRICULTURAL
4990010	MNE: AGRICULTURAL VOCATIONAL
4990011	MNE: CATERING
5280001	NLD: PRACTICAL PREPARATION FOR LABOUR MARKET
5280002	NLD: VMBO (GENERAL VOC.)
5280003	NLD: VMBO BB (1-2 YEAR)
5280004	NLD: VMBO BB (3-4 YEAR)
5280005	NLD: VMBO KB (1-2 YEAR)
5280006	NLD: VMBO KB (3-4 YEAR)
5280007	NLD: VMBO GL/TL (1-2 YEAR)
5280008	NLD: VMBO GL/TL (3-4 YEAR)
5280009	NLD: HAVO (YEAR 1-3)
5280010	NLD: HAVO (SEC. YEAR 4-5)
5280011	NLD: VWO (YEAR 1-3)
5280012	NLD: VWO (YEAR 4-6)
5280097	NLD: MISSING/UNKNOWN
5540001	NZL: YEARS 7 TO 10
5540002	NZL: YEARS 11 TO 13
5780001	NOR: LOWER SECONDARY
5780002	NOR: UPPER SECONDARY
6160001	POL: GYMNASIUM
6160002	POL: LYCEUM – GENERAL EDUCATION
6200001	PRT: LOWER SECUNDARY
6200002	PRT: LOWER SECUNDARY UNGRADED
6200003	PRT: UPPER SECUNDARY
6200004	PRT: VOCATIONAL SECUNDARY (TECHNICAL)
6200005	PRT: VOCATIONAL SECUNDARY (PROFESSIONAL)
6200006	PRT: LOWER SECUNDARY (SPEC. CURR. 1 YEAR)
6200007	PRT: LOWER SECUNDARY (SPEC. CURR. 2 YEARS)
6200008	PRT: LOWER SECUNDARY (SPEC. CURR. 3 YEARS)
6340001	QAT: LOWER SECONDARY
6340002	QAT: LOWER SECONDARY REFORMED
6340003	QAT: LOWER SECONDARY INTERNATIONAL
6340004	QAT: UPPER SECONDARY
6340005	QAT: UPPER SECONDARY REFORMED
6340006	QAT: UPPER SECONDARY INTERNATIONAL
6420001	ROU: GENERAL EDUCATION (GIMNAZIU)
6420002	ROU: VOCATIONAL EDUCATION (SCUOLA DE ARTE SI MESERII)
6420003	ROU: LOWER SECONDARY EDUCATION (LICEU INFERIOR)
6430001	RUS: PROGRAMME OF BASIC GENERAL EDUCATION (LOWER SECONDARY)
6430002	RUS: PROGRAMME OF SECONDARY GENERAL EDUCATION (UPPER SECONDARY)
6430003	RUS: PROGRAMME OF INITIAL PROF. EDUCATION (PROFESSIONAL SCHOOLS, ETC.)
6430004	RUS: PROGRAMME OF SECONDARY PROF. EDUCATION (TECHNIKUM, COLLEGE, ETC.)
6880001	SRB: PRIMARY SCHOOL
6880002	SRB: GYMNASIUM
6880003	SRB: TECHNICAL
6880004	SRB: TECHNICAL VOCATIONAL
6880005	SRB: MEDICAL
6880006	SRB: ECONOMIC
6880007	SRB: ECONOMIC VOCATIONAL
6880008	SRB: AGRICULTURAL
6880009	SRB: AGRICULTURAL VOCATIONAL
6880010	SRB: ARTISTIC
7030001	SVK: BASIC SCHOOL
7030002	SVK: VOCATIONAL BASIC SCHOOL
7030003	SVK: GENERAL 8-YEAR SECONDARY SCHOOL (YEARS 1-4)
7030004	SVK: GENERAL 8-YEAR SECONDARY SCHOOL (YEARS 5-8)
7030005	SVK: HIGH SCHOOL (GYMNASIUM)
7030006	SVK: SECONDARY COLLEGE
7030007	SVK: TECHNICAL COLLEGE, CLASS WITH A SCHOOL LEAVING EXAMINATION
7030008	SVK: TECHNICAL COLLEGE, CLASS WITHOUT A SCHOOL LEAVING EXAMINATION
7030009	SVK: VOCATIONAL COLLEGE
7050001	SVN: BASIC (ELEMENTARY) EDUCATION
7050002	SVN: VOCATIONAL EDUCATION PROGRAMMES OF SHORT DURATION
7050003	SVN: VOCATIONAL EDUCATION PROGRAMMES OF MEDIUM DURATION
7050004	SVN: TECHNICAL EDUCATION PROGRAMMES
7050005	SVN: SECONDARY GENERAL EDUCATION – TECHNICAL GYMNASIUMS
7050006	SVN: SECONDARY GENERAL EDUCATION – GENERAL AND CASSICAL GYMNASIUMS
7240001	ESP: COMPULSORY SECONDARY EDUCATION
7240002	ESP: BACCALAUREAT
7520001	SWE: COMPULSORY BASIC SCHOOL
7520002	SWE: UPPER SECONDARY SCHOOL, GENERAL ORIENTATION
7520003	SWE: UPPER SECONDARY SCHOOL, VOCATIONAL ORIENTATION
7520004	SWE: UPPER SECONDARY SCHOOL, THE INDIVIDUAL PROGRAMME
7560001	CHE: SECONDARY EDUCATION, FIRST STAGE
7560002	CHE: PREPARATORY COURSE FOR VOCATIONAL EDUCATION
7560003	CHE: SCHOOL PREPARING FOR THE UNIVERSITY ENTRANCE CERTIFICATE
7560004	CHE: VOCATIONAL BACCALAUREAT, DUAL SYSTEM 3-4 YEARS
7560005	CHE: VOCATIONAL EDUCATION, DUAL SYSTEM 3-4 YEARS
7560006	CHE: INTERMEDIATE DIPLOMA SCHOOL
7560007	CHE: BASIC VOCATIONAL EDUCATION, DUAL SYSTEM 1-2 YEARS
7640001	THA: LOWER SECONDARY LEVEL
7640002	THA: UPPER SECONDARY LEVEL
7640003	THA: VOCATIONAL CERTIFICATE LEVEL (UPPER SECONDARY LEVEL)
7880001	TUN: ENSEIGNEMENT DE BASE (LOWER SECONDARY)
7880002	TUN: ENSEIGNEMENT SECONDAIRE (UPPER SECONDARY)
7920001	TUR: PRIMARY EDUCATION
7920002	TUR: GENERAL HIGH SCHOOL
7920003	TUR: ANATOLIAN HIGH SCHOOL
7920004	TUR: HIGH SCHOOL WITH INTENSIVE FOREIGN LANGUAGE TEACHING
7920005	TUR: SCIENCE HIGH SCHOOLS
7920006	TUR: VOCATIONAL HIGH SCHOOLS
7920007	TUR: ANATOLIAN VOCATIONAL HIGH SCHOOLS
7920011	TUR: SECONDARY AND VOCATIONAL HIGH SCHOOL
8261001	GBR: STUDYING MOSTLY TOWARD ENTRY LEVEL CERTIFICATES
8261002	GBR: STUDYING MOSTLY TOWARD GCSE OR LEVEL 1 OR 2 QUALIF.
8261003	GBR: STUDYING MOSTLY FOR AS OR A LEV. OR NON-VOC. LEV. 3 QUALIF.
8261007	GBR: STUDENTS < YEAR 10 (ENG. & WALES) OR < YEAR 11 (NORTH. IRELAND)
8262001	GBR: STUDYING IN S3 OR S4. (SCO)
8262002	GBR: S5-S6 & NAT. QUALIF. AT HIGHER LEV., A-LEV., OR EQUIV. (SCO)
8262003	GBR: S5-S6 & NAT. QUAL. AT INTERMED. OR ACCESS LEVEL, OR EQUIV. (SCO)
8400001	USA: GRADES 7-9
8400002	USA: GRADES 10-12
8400097	USA: MISSING/UNKNOWN
8580001	URY: LOWER SECONDARY
8580002	URY: LOWER SECONDARY WITH A TECHNOLOGICAL COMPONENT
8580003	URY: VOCATIONAL LOWER SECONDARY (BASIC COURSES)
8580004	URY: VOCATIONAL LOWER SECONDARY (BASIC PROF. EDUC.)

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8580005	URY: RURAL LOWER SECONDARY
8580006	URY: GENERAL UPPER SECONDARY
8580007	URY: TECHNICAL UPPER SECONDARY
8580008	URY: VOCATIONAL UPPER SECONDARY
8580009	URY: MILITARY SCHOOL

BMMJ (309) Occupational status Mother (SEI)

Format: F2.0	Columns: 364-365
97	N/A
99	Missing

BFMJ (310) Occupational status Father (SEI)

Format: F2.0	Columns: 366-367
97	N/A
99	Missing

BSMJ (311) Occupational status Self (SEI)

Format: F2.0	Columns: 368-369
97	N/A
99	Missing

HISEI (312) Highest parental occupational status (SEI)

Format: F2.0	Columns: 370-371
97	N/A
99	Missing

MSECATEG (313) Mother White collar/Blue collar classification

Format: F1.0	Columns: 372-372
1	White collar high skilled
2	White collar low skilled
3	Blue collar high skilled
4	Blue collar low skilled
7	N/A
9	Missing

FSECATEG (314) Father White collar/Blue collar classification

Format: F1.0	Columns: 373-373
1	White collar high skilled
2	White collar low skilled
3	Blue collar high skilled
4	Blue collar low skilled
7	N/A
9	Missing

HSECATEG (315) Highest parent White collar/Blue collar classification

Format: F1.0	Columns: 374-374
1	White collar high skilled
2	White collar low skilled
3	Blue collar high skilled
4	Blue collar low skilled
7	N/A
9	Missing

SRC_M (316) Mother science-related career

Format: F1.0	Columns: 375-375
0	No or indeterminate
1	Yes
7	N/A
9	Missing

SRC_F (317) Father science-related career

Format: F1.0	Columns: 376-376
0	No or indeterminate
1	Yes
7	N/A
9	Missing

SRC_E (318) Either parent science-related career

Format: F1.0	Columns: 377-377
0	No or indeterminate
1	Yes
7	N/A
9	Missing

SRC_S (319) Self science-related career at 30

Format: F1.0	Columns: 378-378
0	No or indeterminate
1	Yes
7	N/A
9	Missing

MISCED (320) Educational level of mother (ISCED)

Format: F1.0	Columns: 379-379
0	None
1	ISCED 1
2	ISCED 2
3	ISCED 3B, C
4	ISCED 3A, ISCED 4
5	ISCED 5B
6	ISCED 5A, 6
7	N/A
9	Missing

FISCED (321) Educational level of father (ISCED)

Format: F1.0	Columns: 380-380
0	None
1	ISCED 1
2	ISCED 2
3	ISCED 3B, C
4	ISCED 3A, ISCED 4
5	ISCED 5B
6	ISCED 5A, 6
7	N/A
9	Missing

HISCED (322) Highest educational level of parents (ISCED)

Format: F1.0	Columns: 381-381
0	None
1	ISCED 1
2	ISCED 2
3	ISCED 3B, C
4	ISCED 3A, ISCED 4
5	ISCED 5B
6	ISCED 5A, 6
7	N/A
9	Missing

PARED (323) Highest parental education in years

Format: F4.1	Columns: 382-385
97	N/A
99	Missing

COBN_M (324) Country of birth (Mother) 5-digit code

Format: A5	Columns: 386-390
00020	Africa
00021	A Sub-Saharan country (Africa excl. Maghreb)
00080	Albania
00110	Cap Verde (in Western Africa)
00150	North African country (Maghreb)
00290	Caribbean
00310	Azerbaijan
00320	Argentina
00360	Australia
00361	England
00400	Austria
00500	Bangladesh
00560	Belgium
00680	Bolivia
00700	Bosnia and Herzegovina
00760	Brazil

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01000	Bulgaria
01120	Belarus
01240	Canada
01451	Middle Eastern country
01510	An Eastern European country
01520	Chile
01560	China
01561	China (incl. HongKong)
01580	Chinese Taipei
01700	Colombia
01910	Croatia
02030	Czech Republic
02080	Denmark
02330	Estonia
02460	Finland
02500	France
02750	Occupied Palestinian Territory
02760	Germany
03000	Greece
03440	Hong Kong-China
03480	Hungary
03520	Iceland
03560	India
03600	Indonesia
03720	Republic of Ireland
03760	Israel
03800	Italy
03920	Japan
04000	Jordan
04100	Republic of Korea
04170	Kyrgyzstan
04280	Latvia
04380	Liechtenstein
04400	Lithuania
04420	Luxembourg
04460	Macao-China
04461	Mainland China
04580	Malaysia
04840	Mexico
05280	Netherlands
05540	New Zealand
05780	Norway
05860	Pakistan
06000	Paraguay
06080	Philippines
06160	Poland
06200	Portugal
06340	Qatar
06420	Romania
06430	Russian Federation
07020	Singapore
07030	Slovakia
07050	Slovenia
07100	South Africa
07240	Spain
07241	Andalusia (in Spain)
07242	Aragon (in Spain)
07243	Asturias (in Spain)
07244	Balearic Islands (in Spain)
07245	Canary Islands (in Spain)
07246	Cantabria (in Spain)
07247	Castile-La Mancha (in Spain)
07248	Castile and Leon (in Spain)
07249	Catalonia (in Spain)
07251	Extremadura (in Spain)
07252	Galicia (in Spain)
07253	La Rioja (in Spain)
07254	Madrid (in Spain)
07255	Murcia (in Spain)
07256	Navarre (in Spain)
07257	Basque Country (in Spain)
07258	Valencian Community (in Spain)
07259	Ceuta and Melilla (in Spain)
07520	Sweden
07560	Switzerland
07620	Tajikistan
07640	Thailand
07880	Tunisia
07920	Turkey
08040	Ukraine
08070	Former Yugoslav Republic of Macedonia
08100	A former USSR republic
08101	Another former USSR republic (RUS)
08102	Another former USSR republic (EST)
08180	Egypt
08260	United Kingdom
08261	United Kingdom (excl.Scotland)
08262	United Kingdom (Scotland)
08263	Northern Ireland
08264	Great Britain
08400	United States
08580	Uruguay
08600	Uzbekistan
08820	Samoa
08870	Yemen
08900	A former Yugoslav republic
08910	Serbia-Montenegro
08911	Serbia
08912	Montenegro
10560	Other Western European country (BEL)
11910	nother former Yugoslav republic (HRV)
13800	Other European Union Country (ITA)
14420	Other European Union Country (LUX)
15280	Other European country (NLD)
16200	African country with Portuguese as the official language
18262	Other European country (QSC)
18911	One of the other former Yugoslav republics (SRB)
23800	A European country that is not a member of the European Union
26200	Other European Union Country (PRT)
36200	An Eastern European country outside the EU
90310	Other countries (AZE)
90320	Other countries (ARG)
90360	Other countries (AUS)
90400	Other countries (AUT)
90560	Other countries (BEL)
90760	Other countries (BRA)
91000	Other countries (BGR)
91240	Other countries (CAN)
91520	Other countries (CHL)
91580	Other countries (TAP)
91700	Other countries (COL)
91910	Other countries (HRV)
92030	Other countries (CZE)
92080	Other countries (DNK)
92330	Other countries (EST)
92460	Other countries (FIN)
92500	Other countries (FRA)
92760	Other countries (DEU)
93000	Other countries (GRC)
93440	Other countries (HKG)
93480	Other countries (HUN)
93520	Other countries (ISL)
93600	Other countries (IDN)
93720	Other countries (IRL)
93760	Other countries (ISR)
93800	Other countries (ITA)
93920	Other countries (JPN)
94000	Other countries (JOR)
94100	Other countries (KOR)

94170	Other countries (KGZ)
94280	Other countries (LVA)
94400	Other countries (LTU)
94420	Other countries (LUX)
94460	Other countries (MAC)
94840	Other countries (MEX)
95280	Other countries (NLD)
95540	Other countries (NZL)
95780	Other countries (NOR)
96160	Other countries (POL)
96200	Other countries (PRT)
96340	Other countries (QAT)
96420	Other countries (ROU)
96430	Other countries (RUS)
97030	Other countries (SVK)
97050	Other countries (SVN)
97240	Other countries (ESP)
97520	Other countries (SWE)
97560	Other countries (CHE)
97640	Other countries (THA)
97770	Other countries (URY)
97880	Other countries (TUN)
97920	Other countries (TUR)
98260	Other countries (GBR-QUK)
98262	Other countries (GBR-QSC)
98400	Other countries (USA)
98911	Other countries (SRB)
98912	Other countries (MNE)
99997	N/A
99998	Invalid
99999	Missing

COBN_F (325) Country of birth (Father) 5-digit code	
Format: A5	Columns: 391-395
	See COBN_M for labels

COBN_S (326) Country of birth (Self) 5-digit code	
Format: A5	Columns: 396-400
	See COBN_M for labels

IMMIG (327) Immigration status	
Format: F1.0	Columns: 401-401
1	Native
2	Second-Generation
3	First-Generation
7	N/A
8	Invalid
9	Missing

LANGN (328) Language at home (3-digit)	
Format: A3	Columns: 402-404
105	Kurdish
108	Tagalog
113	Indonesian
118	Romanian
121	Estonian
133	Romansh
140	Albanian
148	German
156	Spanish
160	Catalan
170	Slovak
192	Bosnian
200	Italian
230	Walloon
232	Portuguese
244	Czech
258	Urdu
264	Danish
266	Croatian
272	Samoan
273	Polish
286	Japanese
301	Korean
313	English
316	Chinese
317	Serbian
322	Dutch
325	Latvian
329	Vietnamese
344	Turkish
351	Bulgarian
363	Kyrgyz
369	Azerbaijani
375	Lithuanian
379	Welsh
381	Romani
382	Scottish Gaelic
412	Panjabi
415	Hindi
420	Finnish
422	Hebrew
434	Irish
442	Slovenian
449	Greek, Modern
451	Basque
463	Australian Indigenous languages
465	Maori
467	Icelandic
471	Uzbek
474	Galician
492	Macedonian
493	French
494	Swedish
495	Russian
496	Hungarian
500	Arabic
507	Letzeburgesch
514	Ukrainian
523	Norwegian
540	Sami
555	Thai
600	Yugoslavian - Serbian, Croatian, etc
602	National Minorities languages and Bulgarian dialects (BGR)
604	Italian (CHE)
605	European Languages (QSC)
606	Western European languages
607	Regional languages (FRA)
608	Valencian
609	Chinese dialects or languages (HKG)
610	Another language officially recognised in Italy
611	A dialect (ITA)
612	German (CHE)
614	Languages of the former USSR
615	Eastern European languages
616	National dialects or languages (THA)
617	Arabic dialect (TUN)
620	Dialect of Slovak (SVK)
621	Flemish dialect (BEL)
622	Serbian of a yekavian variant or Montenegrin
623	Other European Languages (NLD)
624	Another language spoken in a European Union country (ITA)
625	Cantonese
626	Ulster Scots
627	Other national dialects or languages (ROU)
628	Taiwanese dialect (TWN)
629	Indigenous language (ARG)
638	German (LIE)
639	Languages of other republics in the former Yugoslavia (SVN)
640	German dialect (BEL)

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641	Mandarin
642	Local language in Indonesia (IDN)
650	Aboriginal dialect (TWN)
661	Hakka dialect (TWN)
800	Other languages (ARG)
801	Other languages (AUS)
802	Other languages (AUT)
803	Other languages (AZE)
804	Other languages (BEL)
805	Other languages (BRA)
806	Other languages (BGR)
807	Other languages (CAN)
808	Other languages (CHL)
809	Other languages (TWN)
810	Other languages (COL)
811	Other languages (HRV)
812	Other languages (CZE)
813	Other languages (DNK)
814	Other languages (EST)
815	Other languages (FIN)
816	Other languages (FRA)
818	Other languages (DEU)
819	Other languages (GRC)
820	Other languages (HKG)
821	Other languages (HUN)
822	Other languages (ISL)
823	Other languages (IDN)
824	Other languages (IRL)
825	Other languages (ISR)
826	Other languages (ITA)
827	Other languages (JPN)
828	Other languages (JOR)
830	Other languages (KGZ)
831	Other languages (LVA)
833	Other languages (LTU)
834	Other languages (LUX)
835	Other languages (MAC)
836	Other languages (MEX)
837	Other languages (MNE)
838	Other languages (NLD)
839	Other languages (NZL)
840	Other languages (NOR)
842	Other languages (POL)
843	Other languages (PRT)
844	Other languages (QAT)
845	Other languages (KOR)
846	Other languages (ROU)
847	Other languages (RUS)
848	Other languages (GBR-QSC)
850	Other languages (SVK)
851	Other languages (SVN)
852	Other languages (ESP)
853	Other languages (SWE)
854	Other languages (CHE)
855	Other languages (THA)
856	Other languages (TUN)
857	Other languages (TUR)
858	Other languages (GBR-QUK)
859	Other languages (USA)
860	Other languages (URY)
861	Other languages (SRB)
997	N/A
998	Invalid
999	Missing

CARINFO (329) Student information on science-related careers PISA 2006 (WLE)

Format: F9.4	Columns: 405-413
997	N/A
999	Missing

CARPREP (330) School preparation for science-related careers PISA 2006 (WLE)

Format: F9.4	Columns: 414-422
997	N/A
999	Missing

CULTPOSS (331) Cultural possessions at home PISA 2006 (WLE)

Format: F9.4	Columns: 423-431
997	N/A
999	Missing

ENVAWARE (332) Awareness of environmental issues PISA 2006 (WLE)

Format: F9.4	Columns: 432-440
997	N/A
999	Missing

ENVOPT (333) Environmental optimism PISA 2006 (WLE)

Format: F9.4	Columns: 441-449
997	N/A
999	Missing

ENVPERC (334) Perception of environmental issues PISA 2006 (WLE)

Format: F9.4	Columns: 450-458
997	N/A
999	Missing

GENSCIE (335) General value of science PISA 2006 (WLE)

Format: F9.4	Columns: 459-467
997	N/A
999	Missing

HEDRES (336) Home educational resources PISA 2006 (WLE)

Format: F9.4	Columns: 468-476
997	N/A
999	Missing

HOMEPOS (337) Index of home possessions PISA 2006 (WLE)

Format: F9.4	Columns: 477-485
997	N/A
999	Missing

INSTSCIE (338) Instrumental motivation in science PISA 2006 (WLE)

Format: F9.4	Columns: 486-494
997	N/A
999	Missing

INTSCIE (339) General interest in learning science PISA 2006 (WLE)

Format: F9.4	Columns: 495-503
997	N/A
999	Missing

JOYSCIE (340) Enjoyment of science PISA 2006 (WLE)

Format: F9.4	Columns: 504-512
997	N/A
999	Missing

PERSCIE (341) Personal value of science PISA 2006 (WLE)

Format: F9.4	Columns: 513-521
997	N/A
999	Missing

RESPDEV (342) Responsibility for sustainable development PISA 2006 (WLE)

Format: F9.4	Columns: 522-530
997	N/A
999	Missing

SCAPPLY (343) Science Teaching - Focus on applications or models PISA 2006 (WLE)

Format: F9.4	Columns: 531-539
997	N/A
999	Missing

SCHANDS (344) Science Teaching - Hands-on activities PISA 2006 (WLE)	
Format: F9.4	Columns: 540-548
997	N/A
999	Missing

SCIEACT (345) Science activities PISA 2006 (WLE)	
Format: F9.4	Columns: 549-557
997	N/A
999	Missing

SCIEEFF (346) Science self-efficacy PISA 2006 (WLE)	
Format: F9.4	Columns: 558-566
997	N/A
999	Missing

SCIEFUT (347) Future-oriented science motivation PISA 2006 (WLE)	
Format: F9.4	Columns: 567-575
997	N/A
999	Missing

SCINTACT (348) Science Teaching - Interaction PISA 2006 (WLE)	
Format: F9.4	Columns: 576-584
997	N/A
999	Missing

SCINVEST (349) Science Teaching - Student investigations PISA 2006 (WLE)	
Format: F9.4	Columns: 585-593
997	N/A
999	Missing

SCSCIE (350) Science self-concept PISA 2006 (WLE)	
Format: F9.4	Columns: 594-602
997	N/A
999	Missing

WEALTH (351) Family wealth PISA 2006 (WLE)	
Format: F9.4	Columns: 603-611
997	N/A
999	Missing

HIGHCONF (352) Self-confidence in ICT high level tasks PISA 2006 (WLE)	
Format: F9.4	Columns: 612-620
997	N/A
999	Missing

INTCONF (353) Self-confidence in ICT Internet tasks PISA 2006 (WLE)	
Format: F9.4	Columns: 621-629
997	N/A
999	Missing

INTUSE (354) ICT Internet/entertainment use PISA 2006 (WLE)	
Format: F9.4	Columns: 630-638
997	N/A
999	Missing

PRGUSE (355) ICT program/software use PISA 2006 (WLE)	
Format: F9.4	Columns: 639-647
997	N/A
999	Missing

ESCS (356) Index of economic, social and cultural status PISA 2006	
Format: F9.4	Columns: 648-656
997	N/A
999	Missing

PV1MATH (357) Plausible value in math	
Format: F9.4	Columns: 657-665

PV2MATH (358) Plausible value in math	
Format: F9.4	Columns: 666-674

PV3MATH (359) Plausible value in math	
Format: F9.4	Columns: 675-683

PV4MATH (360) Plausible value in math	
Format: F9.4	Columns: 684-692

PV5MATH (361) Plausible value in math	
Format: F9.4	Columns: 693-701

PV1READ (362) Plausible value in reading	
Format: F9.4	Columns: 702-710
9997	N/A

PV2READ (363) Plausible value in reading	
Format: F9.4	Columns: 711-719
9997	N/A

PV3READ (364) Plausible value in reading	
Format: F9.4	Columns: 720-728
9997	N/A

PV4READ (365) Plausible value in reading	
Format: F9.4	Columns: 729-737
9997	N/A

PV5READ (366) Plausible value in reading	
Format: F9.4	Columns: 738-746
9997	N/A

PV1SCIE (367) Plausible value in science	
Format: F9.4	Columns: 747-755

PV2SCIE (368) Plausible value in science	
Format: F9.4	Columns: 756-764

PV3SCIE (369) Plausible value in science	
Format: F9.4	Columns: 765-773

PV4SCIE (370) Plausible value in science	
Format: F9.4	Columns: 774-782

PV5SCIE (371) Plausible value in science	
Format: F9.4	Columns: 783-791

PV1INTR (372) Plausible value in interest in science	
Format: F9.4	Columns: 792-800

PV2INTR (373) Plausible value in interest in science	
Format: F9.4	Columns: 801-809

PV3INTR (374) Plausible value in interest in science	
Format: F9.4	Columns: 810-818

PV4INTR (375) Plausible value in interest in science	
Format: F9.4	Columns: 819-827

PV5INTR (376) Plausible value in interest in science	
Format: F9.4	Columns: 828-836

PV1SUPP (377) Plausible value in support for scientific inquiry	
Format: F9.4	Columns: 837-845

PV2SUPP (378) Plausible value in support for scientific inquiry	
Format: F9.4	Columns: 846-854

PV3SUPP (379) Plausible value in support for scientific inquiry	
Format: F9.4	Columns: 855-863

PV4SUPP (380) Plausible value in support for scientific inquiry	
Format: F9.4	Columns: 864-872

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PV5SUPP (381) Plausible value in support for scientific inquiry	
Format: F9.4	Columns: 873-881

PV1EPS (382) Plausible value in explaining phenomena scientifically	
Format: F9.4	Columns: 882-890

PV2EPS (383) Plausible value in explaining phenomena scientifically	
Format: F9.4	Columns: 891-899

PV3EPS (384) Plausible value in explaining phenomena scientifically	
Format: F9.4	Columns: 900-908

PV4EPS (385) Plausible value in explaining phenomena scientifically	
Format: F9.4	Columns: 909-917

PV5EPS (386) Plausible value in explaining phenomena scientifically	
Format: F9.4	Columns: 918-926

PV1ISI (387) Plausible value in identifying scientific issues	
Format: F9.4	Columns: 927-935

PV2ISI (388) Plausible value in identifying scientific issues	
Format: F9.4	Columns: 936-944

PV3ISI (389) Plausible value in identifying scientific issues	
Format: F9.4	Columns: 945-953

PV4ISI (390) Plausible value in identifying scientific issues	
Format: F9.4	Columns: 954-962

PV5ISI (391) Plausible value in identifying scientific issues	
Format: F9.4	Columns: 963-971

PV1USE (392) Plausible value in using scientific evidence	
Format: F9.4	Columns: 972-980

PV2USE (393) Plausible value in using scientific evidence	
Format: F9.4	Columns: 981-989

PV3USE (394) Plausible value in using scientific evidence	
Format: F9.4	Columns: 990-998

PV4USE (395) Plausible value in using scientific evidence	
Format: F9.4	Columns: 999-1007

PV5USE (396) Plausible value in using scientific evidence	
Format: F9.4	Columns: 1008-1016

W_FSTUWT (397) FINAL STUDENT WEIGHT	
Format: F9.4	Columns: 1017-1025

W_FSTR1 (398) FINAL STUDENT REPLICATE BRR-FAY WEIGHT1	
Format: F9.4	Columns: 1026-1034

W_FSTR2 (399) FINAL STUDENT REPLICATE BRR-FAY WEIGHT2	
Format: F9.4	Columns: 1035-1043

W_FSTR3 (400) FINAL STUDENT REPLICATE BRR-FAY WEIGHT3	
Format: F9.4	Columns: 1044-1052

W_FSTR4 (401) FINAL STUDENT REPLICATE BRR-FAY WEIGHT4	
Format: F9.4	Columns: 1053-1061

W_FSTR5 (402) FINAL STUDENT REPLICATE BRR-FAY WEIGHT5	
Format: F9.4	Columns: 1062-1070

W_FSTR6 (403) FINAL STUDENT REPLICATE BRR-FAY WEIGHT6	
Format: F9.4	Columns: 1071-1079

W_FSTR7 (404) FINAL STUDENT REPLICATE BRR-FAY WEIGHT7	
Format: F9.4	Columns: 1080-1088

W_FSTR8 (405) FINAL STUDENT REPLICATE BRR-FAY WEIGHT8	
Format: F9.4	Columns: 1089-1097

W_FSTR9 (406) FINAL STUDENT REPLICATE BRR-FAY WEIGHT9	
Format: F9.4	Columns: 1098-1106

W_FSTR10 (407) FINAL STUDENT REPLICATE BRR-FAY WEIGHT10	
Format: F9.4	Columns: 1107-1115

W_FSTR11 (408) FINAL STUDENT REPLICATE BRR-FAY WEIGHT11	
Format: F9.4	Columns: 1116-1124

W_FSTR12 (409) FINAL STUDENT REPLICATE BRR-FAY WEIGHT12	
Format: F9.4	Columns: 1125-1133

W_FSTR13 (410) FINAL STUDENT REPLICATE BRR-FAY WEIGHT13	
Format: F9.4	Columns: 1134-1142

W_FSTR14 (411) FINAL STUDENT REPLICATE BRR-FAY WEIGHT14	
Format: F9.4	Columns: 1143-1151

W_FSTR15 (412) FINAL STUDENT REPLICATE BRR-FAY WEIGHT15	
Format: F9.4	Columns: 1152-1160

W_FSTR16 (413) FINAL STUDENT REPLICATE BRR-FAY WEIGHT16	
Format: F9.4	Columns: 1161-1169

W_FSTR17 (414) FINAL STUDENT REPLICATE BRR-FAY WEIGHT17	
Format: F9.4	Columns: 1170-1178

W_FSTR18 (415) FINAL STUDENT REPLICATE BRR-FAY WEIGHT18	
Format: F9.4	Columns: 1179-1187

W_FSTR19 (416) FINAL STUDENT REPLICATE BRR-FAY WEIGHT19	
Format: F9.4	Columns: 1188-1196

W_FSTR20 (417) FINAL STUDENT REPLICATE BRR-FAY WEIGHT20	
Format: F9.4	Columns: 1197-1205

W_FSTR21 (418) FINAL STUDENT REPLICATE BRR-FAY WEIGHT21	
Format: F9.4	Columns: 1206-1214

W_FSTR22 (419) FINAL STUDENT REPLICATE BRR-FAY WEIGHT22	
Format: F9.4	Columns: 1215-1223

W_FSTR23 (420) FINAL STUDENT REPLICATE BRR-FAY WEIGHT23	
Format: F9.4	Columns: 1224-1232

W_FSTR24 (421) FINAL STUDENT REPLICATE BRR-FAY WEIGHT24	
Format: F9.4	Columns: 1233-1241

W_FSTR25 (422) FINAL STUDENT REPLICATE BRR-FAY WEIGHT25	
Format: F9.4	Columns: 1242-1250

W_FSTR26 (423) FINAL STUDENT REPLICATE BRR-FAY WEIGHT26	
Format: F9.4	Columns: 1251-1259

W_FSTR27 (424) FINAL STUDENT REPLICATE BRR-FAY WEIGHT27	
Format: F9.4	Columns: 1260-1268

W_FSTR28 (425) FINAL STUDENT REPLICATE BRR-FAY WEIGHT28	
Format: F9.4	Columns: 1269-1277

W_FSTR29 (426) FINAL STUDENT REPLICATE BRR-FAY WEIGHT29	
Format: F9.4	Columns: 1278-1286

W_FSTR30 (427) FINAL STUDENT REPLICATE BRR-FAY WEIGHT30	
Format: F9.4	Columns: 1287-1295

W_FSTR31 (428) FINAL STUDENT REPLICATE BRR-FAY WEIGHT31	
Format: F9.4	Columns: 1296-1304

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W_FSTR33 (430) FINAL STUDENT REPLICATE BRR-FAY WEIGHT33	
Format: F9.4	Columns: 1314-1322

W_FSTR34 (431) FINAL STUDENT REPLICATE BRR-FAY WEIGHT34	
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W_FSTR35 (432) FINAL STUDENT REPLICATE BRR-FAY WEIGHT35	
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W_FSTR36 (433) FINAL STUDENT REPLICATE BRR-FAY WEIGHT36	
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W_FSTR37 (434) FINAL STUDENT REPLICATE BRR-FAY WEIGHT37	
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W_FSTR38 (435) FINAL STUDENT REPLICATE BRR-FAY WEIGHT38	
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W_FSTR39 (436) FINAL STUDENT REPLICATE BRR-FAY WEIGHT39	
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W_FSTR40 (437) FINAL STUDENT REPLICATE BRR-FAY WEIGHT40	
Format: F9.4	Columns: 1377-1385

W_FSTR41 (438) FINAL STUDENT REPLICATE BRR-FAY WEIGHT41	
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W_FSTR42 (439) FINAL STUDENT REPLICATE BRR-FAY WEIGHT42	
Format: F9.4	Columns: 1395-1403

W_FSTR43 (440) FINAL STUDENT REPLICATE BRR-FAY WEIGHT43	
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W_FSTR44 (441) FINAL STUDENT REPLICATE BRR-FAY WEIGHT44	
Format: F9.4	Columns: 1413-1421

W_FSTR45 (442) FINAL STUDENT REPLICATE BRR-FAY WEIGHT45	
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W_FSTR46 (443) FINAL STUDENT REPLICATE BRR-FAY WEIGHT46	
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W_FSTR47 (444) FINAL STUDENT REPLICATE BRR-FAY WEIGHT47	
Format: F9.4	Columns: 1440-1448

W_FSTR48 (445) FINAL STUDENT REPLICATE BRR-FAY WEIGHT48	
Format: F9.4	Columns: 1449-1457

W_FSTR49 (446) FINAL STUDENT REPLICATE BRR-FAY WEIGHT49	
Format: F9.4	Columns: 1458-1466

W_FSTR50 (447) FINAL STUDENT REPLICATE BRR-FAY WEIGHT50	
Format: F9.4	Columns: 1467-1475

W_FSTR51 (448) FINAL STUDENT REPLICATE BRR-FAY WEIGHT51	
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W_FSTR52 (449) FINAL STUDENT REPLICATE BRR-FAY WEIGHT52	
Format: F9.4	Columns: 1485-1493

W_FSTR53 (450) FINAL STUDENT REPLICATE BRR-FAY WEIGHT53	
Format: F9.4	Columns: 1494-1502

W_FSTR54 (451) FINAL STUDENT REPLICATE BRR-FAY WEIGHT54	
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W_FSTR55 (452) FINAL STUDENT REPLICATE BRR-FAY WEIGHT55	
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W_FSTR56 (453) FINAL STUDENT REPLICATE BRR-FAY WEIGHT56	
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W_FSTR58 (455) FINAL STUDENT REPLICATE BRR-FAY WEIGHT58	
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W_FSTR59 (456) FINAL STUDENT REPLICATE BRR-FAY WEIGHT59	
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W_FSTR60 (457) FINAL STUDENT REPLICATE BRR-FAY WEIGHT60	
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W_FSTR61 (458) FINAL STUDENT REPLICATE BRR-FAY WEIGHT61	
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W_FSTR62 (459) FINAL STUDENT REPLICATE BRR-FAY WEIGHT62	
Format: F9.4	Columns: 1575-1583

W_FSTR63 (460) FINAL STUDENT REPLICATE BRR-FAY WEIGHT63	
Format: F9.4	Columns: 1584-1592

W_FSTR64 (461) FINAL STUDENT REPLICATE BRR-FAY WEIGHT64	
Format: F9.4	Columns: 1593-1601

W_FSTR65 (462) FINAL STUDENT REPLICATE BRR-FAY WEIGHT65	
Format: F9.4	Columns: 1602-1610

W_FSTR66 (463) FINAL STUDENT REPLICATE BRR-FAY WEIGHT66	
Format: F9.4	Columns: 1611-1619

W_FSTR67 (464) FINAL STUDENT REPLICATE BRR-FAY WEIGHT67	
Format: F9.4	Columns: 1620-1628

W_FSTR68 (465) FINAL STUDENT REPLICATE BRR-FAY WEIGHT68	
Format: F9.4	Columns: 1629-1637

W_FSTR69 (466) FINAL STUDENT REPLICATE BRR-FAY WEIGHT69	
Format: F9.4	Columns: 1638-1646

W_FSTR70 (467) FINAL STUDENT REPLICATE BRR-FAY WEIGHT70	
Format: F9.4	Columns: 1647-1655

W_FSTR71 (468) FINAL STUDENT REPLICATE BRR-FAY WEIGHT71	
Format: F9.4	Columns: 1656-1664

W_FSTR72 (469) FINAL STUDENT REPLICATE BRR-FAY WEIGHT72	
Format: F9.4	Columns: 1665-1673

W_FSTR73 (470) FINAL STUDENT REPLICATE BRR-FAY WEIGHT73	
Format: F9.4	Columns: 1674-1682

W_FSTR74 (471) FINAL STUDENT REPLICATE BRR-FAY WEIGHT74	
Format: F9.4	Columns: 1683-1691

W_FSTR75 (472) FINAL STUDENT REPLICATE BRR-FAY WEIGHT75	
Format: F9.4	Columns: 1692-1700

W_FSTR76 (473) FINAL STUDENT REPLICATE BRR-FAY WEIGHT76	
Format: F9.4	Columns: 1701-1709

W_FSTR77 (474) FINAL STUDENT REPLICATE BRR-FAY WEIGHT77	
Format: F9.4	Columns: 1710-1718

W_FSTR78 (475) FINAL STUDENT REPLICATE BRR-FAY WEIGHT78	
Format: F9.4	Columns: 1719-1727

W_FSTR79 (476) FINAL STUDENT REPLICATE BRR-FAY WEIGHT79	
Format: F9.4	Columns: 1728-1736

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W_FSTR80 (477) FINAL STUDENT REPLICATE BRR-FAY WEIGHT80	
Format: F9.4	Columns: 1737-1745

CNTFAC (478) Country weight factor for normalised weights (multi-level)	
Format: F13.10	Columns: 1746-1758

SUBFAC (479) Adjudicated region weight factor for normalised weights (multi-level)	
Format: F13.10	Columns: 1759-1771

WVARSTRR (480) RANDOMIZED FINAL VARIANCE STRATUM (1-80)	
Format: F2.0	Columns: 1772-1773

RANDUNIT (481) FINAL VARIANCE UNIT (1,2,3)	
Format: F1.0	Columns: 1774-1774

STRATUM (482) Original stratum	
Format: A5	Columns: 1775-1779
03197	AZE: Stratum 97
03201	ARG: COD_PROV02
03202	ARG: COD_PROV05
03203	ARG: COD_PROV06
03204	ARG: COD_PROV10
03205	ARG: COD_PROV14
03206	ARG: COD_PROV18
03207	ARG: COD_PROV22
03208	ARG: COD_PROV26
03209	ARG: COD_PROV30
03210	ARG: COD_PROV34
03211	ARG: COD_PROV38
03212	ARG: COD_PROV42
03213	ARG: COD_PROV46
03214	ARG: COD_PROV50
03215	ARG: COD_PROV54
03216	ARG: COD_PROV58
03217	ARG: COD_PROV62
03218	ARG: COD_PROV66
03219	ARG: COD_PROV70
03220	ARG: COD_PROV74
03221	ARG: COD_PROV78
03222	ARG: COD_PROV82
03223	ARG: COD_PROV86
03224	ARG: COD_PROV90
03225	ARG: COD_PROV94
03226	ARG: Moderately Small schools
03227	ARG: Very Small schools
03601	AUS: ACT
03602	AUS: NSW
03603	AUS: NT
03604	AUS: QLD
03605	AUS: SA
03606	AUS: TAS
03607	AUS: VIC
03608	AUS: WA
04097	AUT: Stratum 97
05601	BEL: Stratum 01
05602	BEL: Stratum 02
05603	BEL: Stratum 03
05604	BEL: Stratum 04
05605	BEL: Stratum 05
05606	BEL: Stratum 06
05607	BEL: Stratum 07
05608	BEL: Stratum 08
05609	BEL: Stratum 09
05610	BEL: Stratum 10
05611	BEL: Stratum 11
05612	BEL: Stratum 12
05613	BEL: Stratum 13
05614	BEL: Stratum 14
05615	BEL: Stratum 15
05616	BEL: Stratum 16
05617	BEL: Stratum 17
07601	BRA: Stratum 01
07602	BRA: Stratum 02
07603	BRA: Stratum 03
07604	BRA: Stratum 04
07605	BRA: Stratum 05
07606	BRA: Stratum 06
07607	BRA: Stratum 07
07608	BRA: Stratum 08
07609	BRA: Stratum 09
07610	BRA: Stratum 10
07611	BRA: Stratum 11
07612	BRA: Stratum 12
07613	BRA: Stratum 13
07614	BRA: Stratum 14
07615	BRA: Stratum 15
07616	BRA: Stratum 16
07617	BRA: Stratum 17
07618	BRA: Stratum 18
07619	BRA: Stratum 19
07620	BRA: Stratum 20
07621	BRA: Stratum 21
07622	BRA: Stratum 22
07623	BRA: Stratum 23
07624	BRA: Stratum 24
07625	BRA: Stratum 25
07626	BRA: Stratum 26
07627	BRA: Stratum 27
07628	BRA: Stratum 28
07629	BRA: Stratum 29
07630	BRA: Stratum 30
10001	BGR: Stratum 01
10002	BGR: Stratum 02
10003	BGR: Stratum 03
10004	BGR: Stratum 04
10005	BGR: Stratum 05
10006	BGR: Stratum 06
10007	BGR: Stratum 07
10008	BGR: Stratum 08
10009	BGR: Stratum 09
10010	BGR: Stratum 10
10011	BGR: Stratum 11
10012	BGR: Stratum 12
10013	BGR: Stratum 13
12401	CAN: Stratum 01
12402	CAN: Stratum 02
12403	CAN: Stratum 03
12404	CAN: Stratum 04
12405	CAN: Stratum 05
12406	CAN: Stratum 06
12407	CAN: Stratum 07
12408	CAN: Stratum 08
12409	CAN: Stratum 09
12410	CAN: Stratum 10
12411	CAN: Stratum 11
12412	CAN: Stratum 12
12413	CAN: Stratum 13
12414	CAN: Stratum 14
12415	CAN: Stratum 15
12416	CAN: Stratum 16
12417	CAN: Stratum 17
12418	CAN: Stratum 18
12419	CAN: Stratum 19
12420	CAN: Stratum 20
12421	CAN: Stratum 21
12422	CAN: Stratum 22
12423	CAN: Stratum 23
12424	CAN: Stratum 24
12425	CAN: Stratum 25
12426	CAN: Stratum 26

12427	CAN: Stratum 27
12428	CAN: Stratum 28
12429	CAN: Stratum 29
12430	CAN: Stratum 30
12431	CAN: Stratum 31
12432	CAN: Stratum 32
12433	CAN: Stratum 33
12434	CAN: Stratum 34
12435	CAN: Stratum 35
12436	CAN: Stratum 36
12437	CAN: Stratum 37
12438	CAN: Stratum 38
12439	CAN: Stratum 39
12440	CAN: Stratum 40
12441	CAN: Stratum 41
12442	CAN: Stratum 42
12443	CAN: Stratum 43
12444	CAN: Stratum 44
15201	CHL: Stratum 01
15202	CHL: Stratum 02
15203	CHL: Stratum 03
15204	CHL: Stratum 04
15205	CHL: Stratum 05
15206	CHL: Stratum 06
15207	CHL: Stratum 07
15208	CHL: Stratum 08
15209	CHL: Stratum 09
15210	CHL: Stratum 10
15211	CHL: Stratum 11
15212	CHL: Stratum 12
15213	CHL: Stratum 13
15214	CHL: Stratum 14
15216	CHL: Stratum 16
15219	CHL: Stratum 19
15220	CHL: Stratum 20
15801	TAP: Centre
15802	TAP: East & Little Island
15803	TAP: Kaohsiung City
15804	TAP: North
15805	TAP: South
15806	TAP: Taipei City
15807	TAP: Certainty School Stratum
15808	TAP: Cont. Supp. High schools
15809	TAP: 5-Year colleges
15810	TAP: Junior parts of comprehensive high schools
15811	TAP: Junior High schools
15812	TAP: Practical and technical schools
15814	TAP: Practical and technical / Working and Learning schools
15815	TAP: Moderately small schools
15816	TAP: Very small schools
15817	TAP: Certainty stratum
17001	COL: Stratum 01
17002	COL: Stratum 02
17003	COL: Stratum 03
19197	HRV: Stratum 97
20301	CZE: PRGM1_RGN1
20302	CZE: PRGM1_RGN1_MSS
20303	CZE: PRGM1_RGN1_VSS
20304	CZE: PRGM1_RGN2
20305	CZE: PRGM1_RGN2_MSS
20306	CZE: PRGM1_RGN2_VSS
20307	CZE: PRGM1_RGN3
20308	CZE: PRGM1_RGN3_MSS
20309	CZE: PRGM1_RGN3_VSS
20310	CZE: PRGM1_RGN4
20311	CZE: PRGM1_RGN4_MSS
20312	CZE: PRGM1_RGN4_VSS
20313	CZE: PRGM1_RGN5
20314	CZE: PRGM1_RGN5_MSS
20315	CZE: PRGM1_RGN5_VSS
20316	CZE: PRGM1_RGN6
20317	CZE: PRGM1_RGN6_MSS
20318	CZE: PRGM1_RGN6_VSS
20319	CZE: PRGM1_RGN7
20320	CZE: PRGM1_RGN7_MSS
20321	CZE: PRGM1_RGN7_VSS
20322	CZE: PRGM1_RGN8
20323	CZE: PRGM1_RGN8_MSS
20324	CZE: PRGM1_RGN8_VSS
20325	CZE: PRGM1_RGN9
20326	CZE: PRGM1_RGN9_MSS
20327	CZE: PRGM1_RGN9_VSS
20328	CZE: PRGM1_RGN10
20329	CZE: PRGM1_RGN10_MSS
20330	CZE: PRGM1_RGN10_VSS
20331	CZE: PRGM1_RGN11
20332	CZE: PRGM1_RGN11_MSS
20333	CZE: PRGM1_RGN11_VSS
20334	CZE: PRGM1_RGN 12
20335	CZE: PRGM1_RGN 12_MSS
20336	CZE: PRGM1_RGN 12_VSS
20337	CZE: PRGM1_RGN13
20338	CZE: PRGM1_RGN13_MSS
20339	CZE: PRGM1_RGN13_VSS
20340	CZE: PRGM1_RGN14
20341	CZE: PRGM1_RGN14_MSS
20342	CZE: PRGM1_RGN14_VSS
20343	CZE: PRGM2_RGN1
20345	CZE: PRGM2_RGN2
20346	CZE: PRGM2_RGN2_MSS
20347	CZE: PRGM2_RGN3
20348	CZE: PRGM2_RGN3_MSS
20349	CZE: PRGM2_RGN4
20351	CZE: PRGM2_RGN5
20352	CZE: PRGM2_RGN5_SS
20353	CZE: PRGM2_RGN6
20354	CZE: PRGM2_RGN6_SS
20355	CZE: PRGM2_RGN7
20356	CZE: PRGM2_RGN7_MSS
20357	CZE: PRGM2_RGN8
20358	CZE: PRGM2_RGN8_SS
20359	CZE: PRGM2_RGN9
20360	CZE: PRGM2_RGN9_MSS
20361	CZE: PRGM2_RGN10
20362	CZE: PRGM2_RGN10_MSS
20363	CZE: PRGM2_RGN11
20364	CZE: PRGM2_RGN11_MSS
20365	CZE: PRGM2_RGN 12
20366	CZE: PRGM2_RGN 12_SS
20367	CZE: PRGM2_RGN13
20368	CZE: PRGM2_RGN13_SS
20369	CZE: PRGM2_RGN14
20370	CZE: PRGM2_RGN14_SS
20371	CZE: PRGM3
20372	CZE: PRGM4
20373	CZE: PRGM5
20374	CZE: PRGM6
20375	CZE: PRGM3456_MSS
20376	CZE: PRGM3456_VSS
20801	DNK: VSS
20802	DNK: MSS
20803	DNK: LARGE
23301	EST: Estonian Schools
23302	EST: Russian Schools
23303	EST: Estonian/Russian Schools
23304	EST: Moderately small schools
23305	EST: Very small schools
23306	EST: Certainty stratum
24601	FIN: Uusimaa, rural
24602	FIN: Uusimaa, urban

24603	FIN:	Southern Finland, rural
24604	FIN:	Southern Finland, urban
24605	FIN:	Eastern Finland, rural
24606	FIN:	Eastern Finland, urban
24607	FIN:	Mid-Finland, rural
24608	FIN:	Mid-Finland, urban
24609	FIN:	Northern Finland, rural
24610	FIN:	Northern Finland, urban
24611	FIN:	Ahvenanmaa, rural
24612	FIN:	Ahvenanmaa, urban
25001	FRA:	Lycées généraux et technologiques
25002	FRA:	Collèges
25003	FRA:	Lycées professionnels
25004	FRA:	Lycées agricoles
25005	FRA:	Moderately Small schools
25006	FRA:	Very Small schools
27697	DEU:	Stratum 97
30001	GRC:	Stratum 01
30002	GRC:	Stratum 02
30003	GRC:	Stratum 03
30004	GRC:	Stratum 04
30005	GRC:	Stratum 05
30006	GRC:	Stratum 06
30007	GRC:	Stratum 07
30008	GRC:	Stratum 08
30009	GRC:	Stratum 09
30010	GRC:	Stratum 10
30011	GRC:	Stratum 11
30012	GRC:	Stratum 12
30013	GRC:	Stratum 13
30014	GRC:	Stratum 14
30015	GRC:	Stratum 15
30016	GRC:	Stratum 16
34401	HKG:	Government
34402	HKG:	Aided or Caput
34403	HKG:	Private
34404	HKG:	Direct Subsidy Scheme
34802	HUN:	VOC
34803	HUN:	SCNDRY_VOC
34804	HUN:	GRAMMAR
34805	HUN:	MSS
34806	HUN:	VSS
35201	ISL:	Reykjavik
35202	ISL:	Reykjavik neighbouring munincipalities
35203	ISL:	Reykjanes peninsula
35204	ISL:	West
35205	ISL:	West fjords
35206	ISL:	North-West
35207	ISL:	North-East
35208	ISL:	East
35209	ISL:	South
36001	IDN:	Stratum 01
36002	IDN:	Stratum 02
36003	IDN:	Stratum 03
36004	IDN:	Stratum 04
36005	IDN:	Stratum 05
36007	IDN:	Stratum 07
36008	IDN:	Stratum 08
36009	IDN:	Stratum 09
36010	IDN:	Stratum 10
36011	IDN:	Stratum 11
36012	IDN:	Stratum 12
36013	IDN:	Stratum 13
36014	IDN:	Stratum 14
36015	IDN:	Stratum 15
36016	IDN:	Stratum 16
36017	IDN:	Stratum 17
36018	IDN:	Stratum 18
36019	IDN:	Stratum 19
36020	IDN:	Stratum 20
36022	IDN:	Stratum 22
36023	IDN:	Stratum 23
36024	IDN:	Stratum 24
36026	IDN:	Stratum 26
36028	IDN:	Stratum 28
36029	IDN:	Stratum 29
36030	IDN:	Stratum 30
36031	IDN:	Stratum 31
36032	IDN:	Stratum 32
37201	IRL:	Enrollment size <=40
37202	IRL:	Enrollment size between 41 and 80
37203	IRL:	Enrollment size > 80
37601	ISR:	Stratum 01
37602	ISR:	Stratum 02
37603	ISR:	Stratum 03
37604	ISR:	Stratum 04
37605	ISR:	Stratum 05
37606	ISR:	Stratum 06
37607	ISR:	Stratum 07
37608	ISR:	Stratum 08
37609	ISR:	Stratum 09
38001	ITA:	Region 08 – Licei – large schools + moderately small
38002	ITA:	Region 08 – Tecnici – large schools + moderately small
38003	ITA:	Region 08 – Professionali – large schools + moderately small
38004	ITA:	Region 08 – Medie – large schools + moderately small
38005	ITA:	Region 07 – Licei – large schools
38006	ITA:	Region 07 – Tecnici – large schools
38007	ITA:	Region 07 – Professionali – large schools
38009	ITA:	Region 07 – Formazione professionale – large schools
38010	ITA:	Region 06 – Licei – large schools
38011	ITA:	Region 06 – Tecnici – large schools
380 12	ITA:	Region 06 – Professionali – large schools
38014	ITA:	Region 06 – Formazione professionale – census
38015	ITA:	Region 99 – Licei – large schools
38016	ITA:	Region 99 – Tecnici – large schools
38017	ITA:	Region 99 – Professionali – large schools
38019	ITA:	Region 13 – Licei – large schools
38020	ITA:	Region 13 – Tecnici – large schools
38021	ITA:	Region 13 – Professionali – large schools
38023	ITA:	Region 13 – Formazione professionale – large schools
38024	ITA:	Region 12 – Licei – large schools
38025	ITA:	Region 12 – Tecnici – large schools + moderately small
38026	ITA:	Region 12 – Professionali – large schools + moderately small
38028	ITA:	Region 12 – Formazione professionale – census
38029	ITA:	Region 01 – Licei – census
38030	ITA:	Region 01 – Tecnici – census
38031	ITA:	Region 01 – Professionali – census
38032	ITA:	Region 01 – Medie – all schools
38033	ITA:	Region 01 – Formazione professionale – census
38034	ITA:	Region 05 – Licei – large schools
38035	ITA:	Region 05 – Tecnici – large schools
38036	ITA:	Region 05 – Professionali – large schools
38038	ITA:	Region 04 - Licei - large schools
38039	ITA:	Region 04 – Tecnici – large schools
38040	ITA:	Region 04 – Professionali – large schools
38042	ITA:	Region 99 – Licei – large schools
38043	ITA:	Region 99 – Tecnici – large schools
38044	ITA:	Region 99 – Professionali – large schools
38046	ITA:	Region 03 – Licei – large schools + moderately small
38047	ITA:	Region 03 – Tecnici – large schools + moderately small
38048	ITA:	Region 03 – Professionali – large schools + moderately small
38049	ITA:	Region 03 – Medie – large schools + moderately small
38050	ITA:	Region 09 – Licei – large schools+ moderately small

38051	ITA:	Region 09 – Tecnici – large schools+ moderately small
38052	ITA:	Region 09 – Professionali – large schools+ moderately small
38053	ITA:	Region 09 – Medie – moderately small schools
38054	ITA:	Region 99 – Licei – large schools
38055	ITA:	Region 99 – Tecnici – large schools
38056	ITA:	Region 99 – Professionali – large schools
38058	ITA:	Region 02 – Licei – large schools
38059	ITA:	Region 02 – Tecnici – large schools
38060	ITA:	Region 02 – Professionali – large schools
38062	ITA:	Region 02 – Formazione professionale – census
38063	ITA:	Region 10 – Licei – large schools
38064	ITA:	Region 10 – Tecnici – large schools
38065	ITA:	Region 10 – Professionali – large schools
38067	ITA:	Region 11 – Licei – large schools
38068	ITA:	Region 11 – Tecnici – large schools
38069	ITA:	Region 11 – Professionali – large schools
38070	ITA:	Region 11 – Medie – large schools
38071	ITA:	Region 99 – Licei – large schools
38072	ITA:	Region 99 – Tecnici – large schools
38073	ITA:	Region 99 – Professionali – large schools
38075	ITA:	Region 02 – moderately small schools
38076	ITA:	Region 02 – very small schools
38077	ITA:	Region 03 – very small schools
38078	ITA:	Region 04 – moderately small schools
38079	ITA:	Region 04 – very small schools
38080	ITA:	Region 05 – moderately small schools
38081	ITA:	Region 05 – very small schools
38082	ITA:	Region 06 – moderately small schools
38083	ITA:	Region 06 – very small schools
38084	ITA:	Region 07 – moderately small schools
38085	ITA:	Region 07 – very small schools
38086	ITA:	Region 08 – very small schools
38087	ITA:	Region 09 – very small schools
38088	ITA:	Region 10 – moderately small schools
38089	ITA:	Region 10 – very small schools
38090	ITA:	Region 11 – moderately small schools
38091	ITA:	Region 11 – very small schools
38092	ITA:	Region 12 – very small schools
38093	ITA:	Region 13 – moderately small schools
38094	ITA:	Region 13 – very small schools
38095	ITA:	Region 99 – moderately small schools
38096	ITA:	Region 99 – very small schools
38098	ITA:	Certainty stratum
38099	ITA:	Region 05 – Sloveni census
39201	JPN:	Public & Academic Course
39202	JPN:	Public & Practical Course
39203	JPN:	Private & Academic Course
39204	JPN:	Private & Practical Course
40001	JOR:	Stratum 01
40002	JOR:	Stratum 02
40003	JOR:	Stratum 03
40004	JOR:	Stratum 04
40005	JOR:	Stratum 05
40006	JOR:	Stratum 06
41001	KOR:	Stratum 01
41002	KOR:	Stratum 02
41003	KOR:	Stratum 03
41004	KOR:	Stratum 04
41005	KOR:	Stratum 05
41701	KGZ:	Batken / Rural / Russian
41702	KGZ:	Batken / Rural / Kyrgyz
41703	KGZ:	Batken / Rural / Uzbek
41704	KGZ:	Batken / Town / Russian
41705	KGZ:	Batken / Town / Kyrgyz
41706	KGZ:	Batken / Town / Uzbek
41707	KGZ:	Bishkek / Russian
41708	KGZ:	Bishkek / Kyrgz
41709	KGZ:	Chui / Rural / Russian
41710	KGZ:	Chui Rural / Kyrgz
41711	KGZ:	Chui / Town / Russian
41712	KGZ:	Chui / Town / Kyrgz
41714	KGZ:	Issykkul / Rural / Russian
41715	KGZ:	Issykkul / Rural / Kyrgz
41716	KGZ:	Issykkul / Town / Russian
41717	KGZ:	Issykkul / Town / Kyrgz
41718	KGZ:	Jalalabat / Rural / Russian
41719	KGZ:	Jalalabat / Rural / Kyrgz
41720	KGZ:	Jalalabat / Rural / Uzbek
41721	KGZ:	Jalalabat / Town / Russian
41722	KGZ:	Jalalabat / Town / Kyrgz
41723	KGZ:	Jalalabat / Town / Uzbek
41724	KGZ:	Naryn / Rural / Russian
41725	KGZ:	Naryn / Rural / Kyrgz
41726	KGZ:	Naryn / Town / Russian
41727	KGZ:	Naryn / Town / Kyrgz
41728	KGZ:	Osh / Rural / Russian
41729	KGZ:	Osh / Rural / Kyrgz
41730	KGZ:	Osh / Rural / Uzbek
41731	KGZ:	Osh / Town / Russian
41732	KGZ:	Osh / Town / Kyrgz
41733	KGZ:	Osh / Town / Uzbek
41734	KGZ:	Osh City / Rural / Kyrgz
41735	KGZ:	Osh City / Town / Russian
41736	KGZ:	Osh City / Town / Kyrgz
41737	KGZ:	Osh City / Town / Uzbek
41738	KGZ:	Talas / Rural / Russian
41739	KGZ:	Talas / Rural / Kyrgyz
41740	KGZ:	Talas / Town / Russian
41741	KGZ:	Talas / Town / Kyrgyz
41742	KGZ:	Moderately Small Schools
41743	KGZ:	Very Small Schools
41744	KGZ:	Certainty School Stratum
42801	LVA:	Stratum 01
42802	LVA:	Stratum 02
42803	LVA:	Stratum 03
42804	LVA:	Stratum 04
43875	LIE:	Stratum 75
44001	LTU:	Stratum 01
44002	LTU:	Stratum 02
44003	LTU:	Stratum 03
44004	LTU:	Stratum 04
44005	LTU:	Stratum 05
44006	LTU:	Stratum 06
44297	LUX:	Stratum 97
44601	MAC:	Gov, Grammar-International, Chinese and Portuguese
44602	MAC:	Gov, Technical-Prevocational, Chinese
44603	MAC:	Private-In-Net, Grammar-International, Chinese
44604	MAC:	Private-In-Net, Grammar-International, English
44605	MAC:	Private-In-Net, Grammar-International, English and Chinese
44606	MAC:	Private-In-Net, Technical-Prevocational, Chinese
44607	MAC:	Private-not-in-Net, Grammar-International, Chinese
44608	MAC:	Private-not-in-Net, Grammar-International, English
44609	MAC:	Private-not-in-Net, Grammar-International, Portuguese
44610	MAC:	Private-not-in-Net, Grammar-International, Chinese and English
48401	MEX:	AGUASCALIENTES, Lower Secondary
48402	MEX:	AGUASCALIENTES, Upper Secondary
48403	MEX:	BAJA CALIFORNIA, Lower Secondary
48404	MEX:	BAJA CALIFORNIA, Upper Secondary
48405	MEX:	BAJA CALIFORNIA SUR, Lower Secondary
48406	MEX:	BAJA CALIFORNIA SUR, Upper Secondary
48407	MEX:	CAMPECHE, Lower Secondary
48408	MEX:	CAMPECHE, Upper Secondary
48409	MEX:	CHIAPAS, Lower Secondary
48410	MEX:	CHIAPAS, Upper Secondary
48411	MEX:	CHIHUAHUA, Lower Secondary
48412	MEX:	CHIHUAHUA, Upper Secondary
48413	MEX:	COAHUILA, Lower Secondary

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48414	MEX: COAHUILA, Upper Secondary
48415	MEX: COLIMA, Lower Secondary
48416	MEX: COLIMA, Upper Secondary
48417	MEX: DISTRITO FEDERAL, Lower Secondary
48418	MEX: DISTRITO FEDERAL, Upper Secondary
48419	MEX: DURANGO, Lower Secondary
48420	MEX: DURANGO, Upper Secondary
48421	MEX: GUANAJUATO, Lower Secondary
48422	MEX: GUANAJUATO, Upper Secondary
48423	MEX: GUERRERO, Lower Secondary
48424	MEX: GUERRERO, Upper Secondary
48425	MEX: HIDALGO, Lower Secondary
48426	MEX: HIDALGO, Upper Secondary
48427	MEX: JALISCO, Lower Secondary
48428	MEX: JALISCO, Upper Secondary
48429	MEX: MEXICO, Lower Secondary
48430	MEX: MEXICO, Upper Secondary
48431	MEX: MICHOACAN, Lower Secondary
48432	MEX: MICHOACAN, Upper Secondary
48434	MEX: MORELOS, Upper Secondary
48435	MEX: NAYARIT, Lower Secondary
48436	MEX: NAYARIT, Upper Secondary
48437	MEX: NUEVO LEON, Lower Secondary
48438	MEX: NUEVO LEON, Upper Secondary
48439	MEX: OAXACA, Lower Secondary
48440	MEX: OAXACA, Upper Secondary
48441	MEX: PUEBLA, Lower Secondary
48442	MEX: PUEBLA, Upper Secondary
48443	MEX: QUERETARO, Lower Secondary
48444	MEX: QUERETARO, Upper Secondary
48445	MEX: QUINTANA ROO, Lower Secondary
48446	MEX: QUINTANA ROO, Upper Secondary
48447	MEX: SAN LUIS POTOSI, Lower Secondary
48448	MEX: SAN LUIS POTOSI, Upper Secondary
48449	MEX: SINALOA, Lower Secondary
48450	MEX: SINALOA, Upper Secondary
48451	MEX: SONORA, Lower Secondary
48452	MEX: SONORA, Upper Secondary
48453	MEX: TABASCO, Lower Secondary
48454	MEX: TABASCO, Upper Secondary
48455	MEX: TAMAULIPAS, Lower Secondary
48456	MEX: TAMAULIPAS, Upper Secondary
48457	MEX: TLAXCALA, Lower Secondary
48458	MEX: TLAXCALA, Upper Secondary
48459	MEX: VERACRUZ, Lower Secondary
48460	MEX: VERACRUZ, Upper Secondary
48461	MEX: YUCATAN, Lower Secondary
48462	MEX: YUCATAN, Upper Secondary
48463	MEX: ZACATECAS, Lower Secondary
48464	MEX: ZACATECAS, Upper Secondary
48465	MEX: Moderately small schools
48466	MEX: Very small schools
48467	MEX: Certatinty schools
49901	MNE: Stratum 01
49902	MNE: Stratum 02
49903	MNE: Stratum 03
49904	MNE: Stratum 04
52801	NLD: Track A
52802	NLD: Track B
55497	NZL: Stratum 97
57801	NOR: Stratum 01
57802	NOR: Stratum 02
57803	NOR: Stratum 03
57804	NOR: Stratum 04
61601	POL: PUBLIC
61602	POL: PRV
61603	POL: PRV_MSS
61604	POL: PRV_VSS
61605	POL: LYCEA
62097	PRT: Stratum 97
63401	QAT: Stratum 01
63402	QAT: Stratum 02
63403	QAT: Stratum 03
63404	QAT: Stratum 04
63405	QAT: Stratum 05
63406	QAT: Stratum 06
63407	QAT: Stratum 07
63408	QAT: Stratum 08
63409	QAT: Stratum 09
63410	QAT: Stratum 10
63411	QAT: Stratum 11
63412	QAT: Stratum 12
63413	QAT: Stratum 13
63414	QAT: Stratum 14
63415	QAT: Stratum 15
63417	QAT: Stratum 17
63418	QAT: Stratum 18
63419	QAT: Stratum 19
63420	QAT: Stratum 20
63421	QAT: Stratum 21
63422	QAT: Stratum 22
63423	QAT: Stratum 23
63424	QAT: Stratum 24
63425	QAT: Stratum 25
63426	QAT: Stratum 26
64201	ROU: Gimnaziu
64202	ROU: Liceu – Ciclul inferior
64203	ROU: Scoala de Arte si Meserii
64204	ROU: Moderately Small Schools
64205	ROU: Very Small Schools
64301	RUS: Stratum 01
64302	RUS: Stratum 02
64303	RUS: Stratum 03
64304	RUS: Stratum 04
64305	RUS: Stratum 05
64306	RUS: Stratum 06
64307	RUS: Stratum 07
64308	RUS: Stratum 08
64309	RUS: Stratum 09
64310	RUS: Stratum 10
64311	RUS: Stratum 11
64312	RUS: Stratum 12
64313	RUS: Stratum 13
64314	RUS: Stratum 14
64315	RUS: Stratum 15
64316	RUS: Stratum 16
64317	RUS: Stratum 17
64318	RUS: Stratum 18
64319	RUS: Stratum 19
64320	RUS: Stratum 20
64321	RUS: Stratum 21
64322	RUS: Stratum 22
64323	RUS: Stratum 23
64324	RUS: Stratum 24
64325	RUS: Stratum 25
64326	RUS: Stratum 26
64327	RUS: Stratum 27
64328	RUS: Stratum 28
64329	RUS: Stratum 29
64330	RUS: Stratum 30
64331	RUS: Stratum 31
64332	RUS: Stratum 32
64333	RUS: Stratum 33
64334	RUS: Stratum 34
64335	RUS: Stratum 35
64336	RUS: Stratum 36
64337	RUS: Stratum 37
64338	RUS: Stratum 38
64339	RUS: Stratum 39
64340	RUS: Stratum 40

64341	RUS: Stratum 41
64342	RUS: Stratum 42
64343	RUS: Stratum 43
64344	RUS: Stratum 44
64345	RUS: Stratum 45
68801	SRB: Region 1
68802	SRB: Region 2
68803	SRB: Region 3
68804	SRB: Region 4
68805	SRB: Region 5
68806	SRB: Region 6
68807	SRB: Region 7
68808	SRB: Region 8
68809	SRB: Very small schools
68810	SRB: Certainty stratum
70301	SVK: Bratislavsky – basic and vocational schools
70302	SVK: Bratislavsky – secondary, high, secondary + high schools
70303	SVK: Bratislavsky – secondary, technical, sec. + techn. colleges
70304	SVK: trnavsky – basic and vocational schools
70305	SVK: trnavsky – secondary, high, secondary + high schools
70306	SVK: trnavsky – secondary, technical, sec. + techn. colleges
70307	SVK: trenciansky – basic and vocational schools
70308	SVK: trenciansky – secondary, high, secondary + high schools
70309	SVK: trenciansky – secondary, technical, sec. + techn. colleges
70310	SVK: nitriansky – basic and vocational schools
70311	SVK: nitriansky – secondary, high, secondary + high schools
70312	SVK: nitriansky – secondary, technical, sec. + techn. colleges
70313	SVK: zilinsky – basic and vocational schools
70314	SVK: zilinsky – secondary, high, secondary + high schools
70315	SVK: zilinsky – secondary, technical, sec. + techn. colleges
70316	SVK: banskobytricky – basic and vocational schools
70317	SVK: banskobytricky – secondary, high, secondary + high schools
70318	SVK: banskobytricky – secondary, technical, sec. + techn. colleges
70319	SVK: presovsky – - basic and vocational schools
70320	SVK: presovsky – secondary, high, secondary + high schools
70321	SVK: presovsky – secondary, technical, sec. + techn. colleges
70322	SVK: kosicky – basic and vocational schools
70323	SVK: kosicky – secondary, high, secondary + high schools
70324	SVK: kosicky – secondary, technical, sec. + techn. colleges
70325	SVK: Moderately small schools
70326	SVK: Very small schools
70501	SVN: Stratum 01
70502	SVN: Stratum 02
70503	SVN: Stratum 03
70504	SVN: Stratum 04
70505	SVN: Stratum 05
70506	SVN: Stratum 06
70508	SVN: Stratum 08
70509	SVN: Stratum 09
72401	ESP: ANDALUSIA_SCHTYPE1
72402	ESP: ANDALUSIA_SCHTYPE2
72403	ESP: ARAGON_SCHTYPE1
72404	ESP: ARAGON_SCHTYPE2
72405	ESP: ASTURIAS_SCHTYPE1
72406	ESP: ASTURIAS_SCHTYPE2
72407	ESP: BALEARIC_SCHTYPE1
72408	ESP: BALEARIC_SCHTYPE2
72409	ESP: CANARY_SCHTYPE1
72410	ESP: CANARY_SCHTYPE2
72411	ESP: CANTABRIA_SCHTYPE1
72412	ESP: CANTABRIA_SCHTYPE2
72413	ESP: CASTILEyLEON_SCHTYPE1
72414	ESP: CASTILEyLEON_SCHTYPE2
72415	ESP: LAMANCHA_SCHTYPE1
72416	ESP: LAMANCHA_SCHTYPE2
72417	ESP: CATALONIA_SCHTYPE1
72418	ESP: CATALONIA_SCHTYPE2
72419	ESP: EXTRAMADURA_SCHTYPE1
72420	ESP: EXTRAMADURA_SCHTYPE2
72421	ESP: GALICIA_SCHTYPE1
72422	ESP: GALICIA_SCHTYPE2
72423	ESP: LARIOJA_SCHTYPE1
72425	ESP: MADRID_SCHTYPE1
72426	ESP: MADRID_SCHTYPE2
72427	ESP: MURCIA_SCHTYPE1
72428	ESP: MURCIA_SCHTYPE2
72429	ESP: NAVARRA_SCHTYPE1
72430	ESP: NAVARRA_SCHTYPE2
72431	ESP: BASQUE_SCHTYPE1
72432	ESP: BASQUE_SCHTYPE1
72433	ESP: BASQUE_SCHTYPE1
72434	ESP: BASQUE_SCHTYPE2
72435	ESP: BASQUE_SCHTYPE2
72436	ESP: BASQUE_SCHTYPE2
72437	ESP: VALENCIA_SCHTYPE1
72438	ESP: VALENCIA_SCHTYPE2
72439	ESP: CEUTAyMELILLA_SCHTYPE1
72440	ESP: CEUTAyMELILLA_SCHTYPE2
72441	ESP: ANDALUSIA_SS
72442	ESP: ARAGON_SS
72443	ESP: ASTURIAS_MSS
72444	ESP: ASTURIAS_VSS
72445	ESP: CANTABRIA_MSS
72446	ESP: CANTABRIA_VSS
72447	ESP: CASTILEyLEON_MSS
72448	ESP: CASTILEyLEON_VSS
72449	ESP: CATALONIA_SS
72450	ESP: GALICIA_MSS
72451	ESP: GALICIA_VSS
72454	ESP: NAVARRA_SS
72455	ESP: BASQUE_MSS
72456	ESP: BASQUE_VSS
72457	ESP: OTHER_SS
72458	ESP: Certainty stratum
75201	SWE: Stratum 01
75202	SWE: Stratum 02
75203	SWE: Stratum 03
75204	SWE: Stratum 04
75205	SWE: Stratum 05
75206	SWE: Stratum 06
75207	SWE: Stratum 07
75208	SWE: Stratum 08
75209	SWE: Stratum 09
75210	SWE: Stratum 10
75697	CHE: Stratum 97
76401	THA: Stratum 01
76402	THA: Stratum 02
76403	THA: Stratum 03
76404	THA: Stratum 04
76405	THA: Stratum 05
76406	THA: Stratum 06
76407	THA: Stratum 07
76408	THA: Stratum 08
76409	THA: Stratum 09
76410	THA: Stratum 10
76411	THA: Stratum 11
76412	THA: Stratum 12
78801	TUN: PUB_EAST_LEVEL0_GEN
78802	TUN: PUB_EAST_LEVEL1_GEN
78803	TUN: PUB_EAST_LEVEL2_GEN
78804	TUN: PUB_WEST_LEVEL0_GEN
78805	TUN: PUB_WEST_LEVEL1_GEN
78806	TUN: PUB_WEST_LEVEL2_GEN
78807	TUN: PRIVATE
78808	TUN: VOCATIONAL
78809	TUN: VSS

78810	TUN: CERTAINTY
79201	TUR: Stratum 01
79202	TUR: Stratum 02
79203	TUR: Stratum 03
79204	TUR: Stratum 04
79205	TUR: Stratum 05
79206	TUR: Stratum 06
79207	TUR: Stratum 07
79208	TUR: Stratum 08
79209	TUR: Stratum 09
82601	GBR: Scotland: SGRADE_LOW
82602	GBR: Scotland: SGRADE_LOWMID
82603	GBR: Scotland: SGRADE_MID
82604	GBR: Scotland: SGRADE_HIGHMID
82605	GBR: Scotland: SGRADE_HIGH
82611	GBR: NONPRU_ENG
82612	GBR: NI
82613	GBR: WALES
82615	GBR: CERTAINTY
84097	USA: Stratum 97
85801	URY: Stratum 01
85802	URY: Stratum 02
85803	URY: Stratum 03
85804	URY: Stratum 04
85805	URY: Stratum 05
85807	URY: Stratum 07
85810	URY: Stratum 10
85811	URY: Stratum 11
85812	URY: Stratum 12
85813	URY: Stratum 13
85814	URY: Stratum 14
85815	URY: Stratum 15
85816	URY: Stratum 16
85817	URY: Stratum 17
85818	URY: Stratum 18
85819	URY: Stratum 19

TESTLANG (483) Language of Test (3-char)

Format: A3	Columns: 1780-1782
ARA	Arabic
AZE	Azerbaijani
BAQ	Basque
BUL	Bulgarian
CAT	Catalan
CHI	Chinese
CZE	Czech
DAN	Danish
DUT	Dutch
ENG	English
EST	Estonian
FIN	Finnish
FRE	French
GER	German
GLE	Irish
GLG	Galician
GRE	Greek, Modern
HEB	Hebrew
HUN	Hungarian
ICE	Icelandic
IND	Indonesian
ITA	Italian
JPN	Japanese
KIR	Kyrgyz
KOR	Korean
LAV	Latvian
LIT	Lithuanian
NOR	Norwegian
POL	Polish
POR	Portuguese
QMN	Montenegrin
QTU	Arabic dialect (TUN)
QVL	Valencian
RUM	Romanian
RUS	Russian
SCC	Serbian
SCR	Croatian
SLO	Slovak
SLV	Slovenian
SPA	Spanish
SWE	Swedish
THA	Thai
TUR	Turkish
UZB	Uzbek
WEL	Welsh

CLCUSE3A (484) Effort A: real

Format: F3.0	Columns: 1783-1785
997	N/A
998	Invalid
999	Missing

CLCUSE3B (485) Effort B: if counted

Format: F3.0	Columns: 1786-1788
997	N/A
998	Invalid
999	Missing

DEFFORT (486) Effort B - Effort A

Format: F3.0	Columns: 1789-1791
997	N/A
998	Invalid
999	Missing

S421Q02 (487) Deleted science item - Big and Small (Q02)

Format: A1	Columns: 1792-1792
0	No credit
1	Full credit
7	Not administered
9	Missing

S456Q01 (488) Deleted science item - The Cheetah (Q01)

Format: A2	Columns: 1793-1794
11	Yes, Yes: Full credit
12	Yes, No: No credit
18	Yes, Invalid: No credit
19	Yes, Missing: No credit
21	No, Yes: No credit
22	No, No: No credit
28	No, Invalid: No credit
29	No, Missing: No credit
71	N/A, Yes: Not administered
77	N/A, N/A: Not administered
81	Invalid, Yes: No credit
82	Invalid, No: No credit
88	Invalid, Invalid: No credit
89	Invalid, Missing: No credit
91	Missing, Yes: No credit
92	Missing, No: No credit
97	Missing, N/A: Not administered
98	Missing, Invalid: No credit
99	Missing, Missing: No credit

S456Q02 (489) Deleted science item - The Cheetah (Q02)

Format: A1	Columns: 1795-1795
1	No credit
2	No credit
3	Full credit
4	No credit
7	Not administered
8	Invalid
9	Missing

VER_STU (490) Version student database and date of release

Format: A13	Columns: 1796-1808

APPENDIX 8
CODEBOOK FOR PISA 2006 NON-SCORED COGNITIVE AND EMBEDDED ATTITUDE ITEMS

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
SUBNATIO	Adjudicated sub-region	1-5
A5	See Appendix 7 for labels	
SCHOOLID	School ID 5-digit	6-10
A5		
STIDSTD	Student ID 5-digit	11-15
A5		
CNT	Country code 3-character	16-18
A3	See Appendix 7 for labels	
COUNTRY	Country code 3-digit	19-21
A3	See Appendix 7 for labels	
OECD	OECD Country	22-22
F1.0	0 Non-OECD	
	1 OECD	
BOOKID	Booklet	23-24
F2.0		
M033Q01	MATH – P2000 A View Room (Q01)	26-26
Multiple Choice	1 No credit	Booklet 4: Q52
A1	2 No credit	Booklet 7: Q35
	3 No credit	Booklet 8: Q13
	4 Full credit	Booklet 9: Q1
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
M034Q01T	MATH – P2000 Bricks (Q01)	27-27
Closed Constructed	0 No credit	Booklet 4: Q63
Response	1 Full credit	Booklet 7: Q46
A1	7 N/A	Booklet 8: Q24
	8 M/R	Booklet 9: Q12
	9 Missing	
	r Not reached	
M155Q01	MATH – P2000 Population Pyramids (Q01)	28-28
Open Constructed	0 No credit	Booklet 4: Q55
Response	1 Full credit	Booklet 7: Q38
A1	7 N/A	Booklet 8: Q16
	9 Missing	Booklet 9: Q4
	r Not reached	
M155Q02T	MATH – P2000 Population Pyramids (Q02)	29-29
Open Constructed	0 No credit	Booklet 4: Q54
Response	1 Partial credit	Booklet 7: Q37
A1	2 Full credit	Booklet 8: Q15
	7 N/A	Booklet 9: Q3
	9 Missing	
	r Not reached	
M155Q03T	MATH – P2000 Population Pyramids (Q03)	30-30
Open Constructed	0 No credit	Booklet 4: Q56
Response	1 Partial credit	Booklet 7: Q39
A1	2 Full credit	Booklet 8: Q17
	7 N/A	Booklet 9: Q5
	9 Missing	
	r Not reached	
M155Q04T	MATH – P2000 Population Pyramids (Q04)	31-31
Complex Multiple	0 No credit	Booklet 4: Q57
Choice	1 No credit	Booklet 7: Q40
A1	2 No credit	Booklet 8: Q18
	3 No credit	Booklet 9: Q6
	4 Full credit	
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
M192Q01T	MATH – P2000 Containers (Q01)	32-32
Complex Multiple	0 No credit	Booklet 3: Q45
Choice	1 No credit	Booklet 7: Q51
A1	2 Full credit	Booklet 10: Q17
	3 Full credit	Booklet 11: Q5
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
M273Q01T	MATH – P2000 Pipelines (Q01)	33-33
Complex Multiple	0 No credit	Booklet 2: Q41
Choice	1 Full credit	Booklet 4: Q22
A1	7 N/A	Booklet 10: Q2
	8 M/R	Booklet 13: Q50
	9 Missing	
	r Not reached	
M302Q01T	MATH – P2003 Car Drive (Q01)	34-34
Closed Constructed	0 No credit	Booklet 3: Q53
Response	1 Full credit	Booklet 8: Q1
A1	7 N/A	Booklet 12: Q14
	8 M/R	Booklet 13: Q37
	9 Missing	Booklet UH: Q29
	r Not reached	
M302Q02	MATH – P2003 Car Drive (Q02)	35-35
Closed Constructed	0 No credit	Booklet 3: Q54
Response	1 Full credit	Booklet 8: Q2
A1	7 N/A	Booklet 12: Q15
	9 Missing	Booklet 13: Q38
	r Not reached	Booklet UH: Q30
M302Q03	MATH – P2003 Car Drive (Q03)	36-36
Open Constructed	0 No credit	Booklet 3: Q55
Response	1 Full credit	Booklet 8: Q3
A1	7 N/A	Booklet 12: Q16
	9 Missing	Booklet 13: Q39
	r Not reached	Booklet UH: Q31
M305Q01	MATH – P2003 Map (Q01)	37-37
Multiple Choice	1 No credit	Booklet 3: Q41
A1	2 No credit	Booklet 7: Q47
	3 Full credit	Booklet 10: Q13
	4 No credit	Booklet 11: Q1
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
M406Q01	MATH – P2003 Running Tracks (Q01)	38-38
Open Constructed	0 No credit	Booklet 3: Q46
Response	1 Full credit	Booklet 7: Q52
A1	7 N/A	Booklet 10: Q18
	9 Missing	Booklet 11: Q6
	r Not reached	
M406Q02	MATH – P2003 Running Tracks (Q02)	39-39
Open Constructed	0 No credit	Booklet 3: Q47
Response	1 Full credit	Booklet 7: Q53
A1	7 N/A	Booklet 10: Q19
	9 Missing	Booklet 11: Q7
	r Not reached	
M408Q01T	MATH – P2003 Lotteries (Q01)	40-40
Complex Multiple	0 No credit	Booklet 2: Q42
Choice	1 No credit	Booklet 4: Q23
A1	2 No credit	Booklet 10: Q3

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Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
	3 No credit	Booklet 13: Q51
	4 Full credit	
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
M411Q01	MATH – P2003 Diving (Q01)	41-41
Short Response A1	0 No credit	Booklet 4: Q58
	1 Full credit	Booklet 7: Q41
	7 N/A	Booklet 8: Q19
	9 Missing	Booklet 9: Q7
	r Not reached	
M411Q02	MATH – P2003 Diving (Q02)	42-42
Multiple Choice A1	1 No credit	Booklet 4: Q59
	2 No credit	Booklet 7: Q42
	3 No credit	Booklet 8: Q20
	4 Full credit	Booklet 9: Q8
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
M420Q01T	MATH – P2003 Transport (Q01)	43-43
Complex Multiple Choice A1	0 No credit	Booklet 2: Q43
	1 No credit	Booklet 4: Q24
	2 No credit	Booklet 10: Q4
	3 No credit	Booklet 13: Q52
	4 Full credit	
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
M421Q01	MATH – P2003 Height (Q01)	44-44
Open Constructed Response A1	0 No credit	Booklet 3: Q56
	1 Full credit	Booklet 8: Q4
	7 N/A	Booklet 12: Q17
	9 Missing	Booklet 13: Q40
	r Not reached	
M421Q02T	MATH – P2003 Height (Q02)	45-45
Complex Multiple Choice A1	0 No credit	Booklet 3: Q57
	1 No credit	Booklet 8: Q5
	2 No credit	Booklet 12: Q18
	3 No credit	Booklet 13: Q41
	4 Full credit	
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
M421Q03	MATH – P2003 Height (Q03)	46-46
Multiple Choice A1	1 No credit	Booklet 3: Q58
	2 No credit	Booklet 8: Q6
	3 No credit	Booklet 12: Q19
	4 Full credit	Booklet 13: Q42
	5 No credit	
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
M423Q01	MATH – P2003 Tossing Coins (Q01)	47-47
Multiple Choice A1	1 Full credit	Booklet 3: Q44
	2 No credit	Booklet 7: Q50
	3 No credit	Booklet 10: Q16
	4 No credit	Booklet 11: Q4
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
M442Q02	MATH – P2003 Braille (Q02)	48-48
Closed Constructed Response A1	0 No credit	Booklet 4: Q61
	1 Full credit	Booklet 7: Q44
	7 N/A	Booklet 8: Q22
	9 Missing	Booklet 9: Q10
	r Not reached	
M446Q01	MATH – P2003 Thermometer Cricket (Q01)	49-49
Short Response A1	0 No credit	Booklet 2: Q44
	1 Full credit	Booklet 4: Q25
	7 N/A	Booklet 10: Q5
	9 Missing	Booklet 13: Q53
	r Not reached	
M446Q02	MATH – P2003 Thermometer Cricket (Q02)	50-50
Open Constructed Response A1	0 No credit	Booklet 2: Q45
	1 Full credit	Booklet 4: Q26
	7 N/A	Booklet 10: Q6
	9 Missing	Booklet 13: Q54
	r Not reached	
M447Q01	MATH – P2003 Tile Arrangement (Q01)	51-51
Multiple Choice A1	1 No credit	Booklet 2: Q40
	2 No credit	Booklet 4: Q21
	3 No credit	Booklet 10: Q1
	4 Full credit	Booklet 13: Q49
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
M462Q01T	MATH – P2003 Third Side (Q01)	52-52
Open Constructed Response A1	0 No credit	Booklet 4: Q62
	1 Partial credit	Booklet 7: Q45
	2 Full credit	Booklet 8: Q23
	7 N/A	Booklet 9: Q11
	9 Missing	Booklet UH: Q26
	r Not reached	
M464Q01T	MATH – P2003 The Fence (Q01)	53-53
Short Response A1	0 No credit	Booklet 2: Q50
	1 Full credit	Booklet 4: Q31
	7 N/A	Booklet 10: Q11
	8 M/R	Booklet 13: Q59
	9 Missing	
	r Not reached	
M474Q01	MATH – P2003 Running Time (Q01)	54-54
Closed Constructed Response A1	0 No credit	Booklet 4: Q53
	1 Full credit	Booklet 7: Q36
	7 N/A	Booklet 8: Q14
	9 Missing	Booklet 9: Q2
	r Not reached	
M496Q01T	MATH – P2003 Cash Withdrawal (Q01)	55-55
Complex Multiple Choice A1	0 No credit	Booklet 3: Q42
	1 No credit	Booklet 7: Q48
	2 No credit	Booklet 10: Q14
	3 No credit	Booklet 11: Q2
	4 Full credit	
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
M496Q02	MATH – P2003 Cash Withdrawal (Q02)	56-56
Short Response A1	0 No credit	Booklet 3: Q43
	1 Full credit	Booklet 7: Q49
	7 N/A	Booklet 10: Q15
	9 Missing	Booklet 11: Q3
	r Not reached	

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
M559Q01	MATH – P2003 Telephone Rates (Q01)	57-57
Multiple Choice A1	1 No credit	Booklet 2: Q46
	2 No credit	Booklet 4: Q27
	3 No credit	Booklet 10: Q7
	4 Full credit	Booklet 13: Q55
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
M564Q01	MATH – P2003 Chair Lift (Q01)	58-58
Multiple Choice A1	1 No credit	Booklet 3: Q51
	2 Full credit	Booklet 7: Q57
	3 No credit	Booklet 10: Q23
	4 No credit	Booklet 11: Q11
	7 N/A	Booklet UH: Q27
	8 M/R	
	9 Missing	
	r Not reached	
M564Q02	MATH – P2003 Chair Lift (Q02)	59-59
Multiple Choice A1	1 No credit	Booklet 3: Q52
	2 No credit	Booklet 7: Q58
	3 Full credit	Booklet 10: Q24
	4 No credit	Booklet 11: Q12
	5 No credit	Booklet UH: Q28
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
M571Q01	MATH – P2003 Stop The Car (Q01)	60-60
Multiple Choice A1	1 No credit	Booklet 3: Q50
	2 No credit	Booklet 7: Q56
	3 No credit	Booklet 10: Q22
	4 Full credit	Booklet 11: Q10
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
M598Q01	MATH – P2003 Making A Booklet (Q01)	61-61
Closed Constructed Response A1	0 No credit	Booklet 3: Q60
	1 Full credit	Booklet 8: Q8
	7 N/A	Booklet 12: Q21
	9 Missing	Booklet 13: Q44
	r Not reached	
M603Q01T	MATH – P2003 Number Check (Q01)	62-62
Complex Multiple Choice A1	0 No credit	Booklet 3: Q48
	1 No credit	Booklet 7: Q54
	2 No credit	Booklet 10: Q20
	3 Full credit	Booklet 11: Q8
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
M603Q02T	MATH – P2003 Number Check (Q02)	63-63
Short Response A1	0 No credit	Booklet 3: Q49
	1 Full credit	Booklet 7: Q55
	7 N/A	Booklet 10: Q21
	8 M/R	Booklet 11: Q9
	9 Missing	
	r Not reached	
M710Q01	MATH – P2003 Forecast of Rain (Q01)	64-64
Multiple Choice A1	1 No credit	Booklet 3: Q59
	2 No credit	Booklet 8: Q7
	3 No credit	Booklet 12: Q20
	4 Full credit	Booklet 13: Q43
	5 No credit	
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
M800Q01	MATH – P2003 Computer Game (Q01)	65-65
Multiple Choice A1	1 No credit	Booklet 2: Q51
	2 No credit	Booklet 4: Q32
	3 Full credit	Booklet 10: Q12
	4 No credit	Booklet 13: Q60
	7 N/A	Booklet UH: Q25
	8 M/R	
	9 Missing	
	r Not reached	
M803Q01T	MATH – P2003 Labels (Q01)	66-66
Short Response A1	0 No credit	Booklet 4: Q60
	1 Full credit	Booklet 7: Q43
	7 N/A	Booklet 8: Q21
	8 M/R	Booklet 9: Q9
	9 Missing	
	r Not reached	
M810Q01T	MATH – P2003 Bicycles (Q01)	67-67
Short Response A1	0 No credit	Booklet 3: Q61
	1 Full credit	Booklet 8: Q9
	7 N/A	Booklet 12: Q22
	8 M/R	Booklet 13: Q45
	9 Missing	
	r Not reached	
M810Q02T	MATH – P2003 Bicycles (Q02)	68-68
Short Response A1	0 No credit	Booklet 3: Q62
	1 Full credit	Booklet 8: Q10
	7 N/A	Booklet 12: Q23
	8 M/R	Booklet 13: Q46
	9 Missing	
	r Not reached	
M810Q03T	MATH – P2003 Bicycles (Q03)	69-69
Open Constructed Response A1	0 No credit	Booklet 3: Q63
	1 Partial credit	Booklet 8: Q11
	2 Full credit	Booklet 12: Q24
	7 N/A	Booklet 13: Q47
	9 Missing	
	r Not reached	
M828Q01	MATH – P2003 Carbon Dioxide (Q01)	70-70
Open Constructed Response A1	0 No credit	Booklet 2: Q47
	1 Full credit	Booklet 4: Q28
	7 N/A	Booklet 10: Q8
	9 Missing	Booklet 13: Q56
	r Not reached	
M828Q02	MATH – P2003 Carbon Dioxide (Q02)	71-71
Short Response A1	0 No credit	Booklet 2: Q48
	1 Full credit	Booklet 4: Q29
	7 N/A	Booklet 10: Q9
	9 Missing	Booklet 13: Q57
	r Not reached	
M828Q03	MATH – P2003 Carbon Dioxide (Q03)	72-72
Short Response A1	0 No credit	Booklet 2: Q49
	1 Full credit	Booklet 4: Q30
	7 N/A	Booklet 10: Q10
	9 Missing	Booklet 13: Q58
	r Not reached	
M833Q01T	MATH – P2003 Seeing the tower (Q01)	73-73
Complex Multiple Choice A1	0 No credit	Booklet 3: Q64
	1 No credit	Booklet 8: Q12
	2 No credit	Booklet 12: Q25
	3 No credit	Booklet 13: Q48
	4 No credit	

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Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
	5 Full credit	
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
R055Q01	READ – P2000 Drugged Spiders (Q01)	74-74
Multiple Choice A1	1 No credit	Booklet 6: Q28
	2 No credit	Booklet 9: Q63
	3 No credit	Booklet 11: Q40
	4 Full credit	Booklet 13: Q9
	7 N/A	Booklet UH: Q21
	8 M/R	
	9 Missing	
	r Not reached	
R055Q02	READ – P2000 Drugged Spiders (Q02)	75-75
Open Constructed Response A1	0 No credit	Booklet 6: Q29
	1 Full credit	Booklet 9: Q64
	7 N/A	Booklet 11: Q41
	9 Missing	Booklet 13: Q10
	r Not reached	Booklet UH: Q22
R055Q03	READ – P2000 Drugged Spiders (Q03)	76-76
Open Constructed Response A1	0 No credit	Booklet 6: Q30
	1 No credit	Booklet 9: Q65
	2 Full credit	Booklet 11: Q42
	7 N/A	Booklet 13: Q11
	9 Missing	Booklet UH: Q23
	r Not reached	
R055Q05	READ – P2000 Drugged Spiders (Q05)	77-77
Open Constructed Response A1	0 No credit	Booklet 6: Q31
	1 Full credit	Booklet 9: Q66
	7 N/A	Booklet 11: Q43
	9 Missing	Booklet 13: Q12
	r Not reached	Booklet UH: Q24
R067Q01	READ – P2000 Aesop (Q01)	78-78
Multiple Choice A1	1 No credit	Booklet 2: Q54
	2 No credit	Booklet 6: Q37
	3 Full credit	Booklet 7: Q24
	4 No credit	Booklet 12: Q3
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
R067Q04	READ – P2000 Aesop (Q04)	79-79
Open Constructed Response A1	0 No credit	Booklet 2: Q55
	1 Partial credit	Booklet 6: Q38
	2 Full credit	Booklet 7: Q25
	7 N/A	Booklet 12: Q4
	9 Missing	
	r Not reached	
R067Q05	READ – P2000 Aesop (Q05)	80-80
Open Constructed Response A1	0 No credit	Booklet 2: Q56
	1 Partial credit	Booklet 6: Q39
	2 Full credit	Booklet 7: Q26
	7 N/A	Booklet 12: Q5
	9 Missing	
	r Not reached	
R102Q04A	READ – P2000 Shirts (Q04a)	81-81
Open Constructed Response A1	0 No credit	Booklet 2: Q57
	1 Full credit	Booklet 6: Q40
	7 N/A	Booklet 7: Q27
	9 Missing	Booklet 12: Q6
	r Not reached	
R102Q05	READ – P2000 Shirts (Q05)	82-82
Closed Constructed Response A1	0 No credit	Booklet 2: Q58
	1 Full credit	Booklet 6: Q41
	7 N/A	Booklet 7: Q28
	9 Missing	Booklet 12: Q7
	r Not reached	
R102Q07	READ – P2000 Shirts (Q07)	83-83
Multiple Choice A1	1 No credit	Booklet 2: Q59
	2 No credit	Booklet 6: Q42
	3 Full credit	Booklet 7: Q29
	4 No credit	Booklet 12: Q8
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
R104Q01	READ – P2000 Telephone (Q01)	84-84
Closed Constructed Response A1	0 No credit	Booklet 6: Q32
	1 Full credit	Booklet 9: Q67
	7 N/A	Booklet 11: Q44
	9 Missing	Booklet 13: Q13
	r Not reached	
R104Q02	READ – P2000 Telephone (Q02)	85-85
Closed Constructed Response A1	0 No credit	Booklet 6: Q33
	1 Full credit	Booklet 9: Q68
	7 N/A	Booklet 11: Q45
	9 Missing	Booklet 13: Q14
	r Not reached	
R104Q05	READ – P2000 Telephone (Q05)	86-86
Short Response A1	0 No credit	Booklet 6: Q34
	1 Partial credit	Booklet 9: Q69
	2 Full credit	Booklet 11: Q46
	7 N/A	Booklet 13: Q15
	9 Missing	
	r Not reached	
R111Q01	READ – P2000 Exchange (Q01)	87-87
Multiple Choice A1	1 No credit	Booklet 6: Q24
	2 No credit	Booklet 9: Q59
	3 No credit	Booklet 11: Q36
	4 Full credit	Booklet 13: Q5
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
R111Q02B	READ – P2000 Exchange (Q02b)	88-88
Open Constructed Response A1	0 No credit	Booklet 6: Q25
	1 Partial credit	Booklet 9: Q60
	2 Full credit	Booklet 11: Q37
	7 N/A	Booklet 13: Q6
	9 Missing	
	r Not reached	
R111Q06B	READ – P2000 Exchange (Q06b)	89-89
Open Constructed Response A1	0 No credit	Booklet 6: Q27
	1 Partial credit	Booklet 9: Q62
	2 Full credit	Booklet 11: Q39
	7 N/A	Booklet 13: Q8
	9 Missing	
	r Not reached	
R219Q01E	READ – P2000 Employment (Q01e)	90-90
Short Response A1	0 No credit	Booklet 2: Q52
	1 Full credit	Booklet 6: Q35
	7 N/A	Booklet 7: Q22
	9 Missing	Booklet 12: Q1
	r Not reached	Booklet UH: Q19
R219Q01T	READ – P2000 Employment (Q01)	91-91
Closed Constructed Response A1	0 No credit	Booklet 2: Q52
	1 No credit	Booklet 6: Q35
	2 No credit	Booklet 7: Q22
	3 No credit	Booklet 12: Q1
	4 Full credit	Booklet UH: Q19
	7 N/A	
	9 Missing	
	r Not reached	

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
R219Q02	READ – P2000 Employment (Q02)	92-92
Open Constructed Response A1	0 No credit	Booklet 2: Q53
	1 Full credit	Booklet 6: Q36
	7 N/A	Booklet 7: Q23
	9 Missing	Booklet 12: Q2
	r Not reached	Booklet UH: Q20
R220Q01	READ – P2000 South Pole (Q01)	93-93
Short Response A1	0 No credit	Booklet 2: Q60
	1 Full credit	Booklet 6: Q43
	7 N/A	Booklet 7: Q30
	9 Missing	Booklet 12: Q9
	r Not reached	
R220Q02B	READ – P2000 South Pole (Q02b)	94-94
Multiple Choice A1	1 Full credit	Booklet 2: Q61
	2 No credit	Booklet 6: Q44
	3 No credit	Booklet 7: Q31
	4 No credit	Booklet 12: Q10
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
R220Q04	READ – P2000 South Pole (Q04)	95-95
Multiple Choice A1	1 No credit	Booklet 2: Q62
	2 No credit	Booklet 6: Q45
	3 No credit	Booklet 7: Q32
	4 Full credit	Booklet 12: Q11
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
R220Q05	READ – P2000 South Pole (Q05)	96-96
Multiple Choice A1	1 No credit	Booklet 2: Q63
	2 No credit	Booklet 6: Q46
	3 Full credit	Booklet 7: Q33
	4 No credit	Booklet 12: Q12
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
R220Q06	READ – P2000 South Pole (Q06)	97-97
Multiple Choice A1	1 No credit	Booklet 2: Q64
	2 No credit	Booklet 6: Q47
	3 Full credit	Booklet 7: Q34
	4 No credit	Booklet 12: Q13
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
R227Q01	READ – P2000 Optician (Q01)	98-98
Multiple Choice A1	1 No credit	Booklet 6: Q20
	2 Full credit	Booklet 9: Q55
	3 No credit	Booklet 11: Q32
	4 No credit	Booklet 13: Q1
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
R227Q02T	READ – P2000 Optician (Q02)	99-99
Complex Multiple Choice A1	0 No credit	Booklet 6: Q21
	1 Partial credit	Booklet 9: Q56
	2 Full credit	Booklet 11: Q33
	7 N/A	Booklet 13: Q2
	8 M/R	
	9 Missing	
	r Not reached	
R227Q03	READ – P2000 Optician (Q03)	100-100
Open Constructed Response A1	0 No credit	Booklet 6: Q22
	1 Full credit	Booklet 9: Q57
	7 N/A	Booklet 11: Q34
	9 Missing	Booklet 13: Q3
	r Not reached	
R227Q06	READ – P2000 Optician (Q06)	101-101
Short Response A1	0 No credit	Booklet 6: Q23
	1 Full credit	Booklet 9: Q58
	7 N/A	Booklet 11: Q35
	9 Missing	Booklet 13: Q4
	r Not reached	
S114Q03T	SCIE – P2000 Greenhouse (Q03)	102-102
Open Response A1	0 No credit	Booklet 1: Q28
	1 Full credit	Booklet 2: Q6
	7 N/A	Booklet 8: Q30
	9 Missing	Booklet 11: Q52
	r Not reached	
S114Q04T	SCIE – P2000 Greenhouse (Q04)	103-103
Open Response A1	0 No credit	Booklet 1: Q29
	1 Partial credit	Booklet 2: Q7
	2 Full credit	Booklet 8: Q31
	7 N/A	Booklet 11: Q53
	9 Missing	
	r Not reached	
S114Q05T	SCIE – P2000 Greenhouse (Q05)	104-104
Open Response A1	0 No credit	Booklet 1: Q30
	1 Full credit	Booklet 2: Q8
	7 N/A	Booklet 8: Q32
	9 Missing	Booklet 11: Q54
	r Not reached	
S131Q02T	SCIE – P2000 Good Vibrations (Q02)	105-105
Open Response A1	0 No credit	Booklet 4: Q34
	1 Full credit	Booklet 5: Q2
	7 N/A	Booklet 11: Q14
	9 Missing	Booklet 12: Q49
	r Not reached	
S131Q04T	SCIE – P2006 (broken link) Good Vibrations (Q04)	106-106
Open Response A1	0 No credit	Booklet 4: Q35
	1 Full credit	Booklet 5: Q3
	7 N/A	Booklet 11: Q15
	9 Missing	Booklet 12: Q50
	r Not reached	
S213Q01T	SCIE – P2000 Clothes (Q01)	107-107
Complex Multiple Choice A1	0 No credit	Booklet 1: Q65
	1 No credit	Booklet 5: Q42
	2 No credit	Booklet 7: Q4
	3 No credit	Booklet 13: Q19
	4 Full credit	
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S213Q02	SCIE – P2000 Clothes (Q02)	108-108
Multiple Choice A1	1 Full credit	Booklet 1: Q66
	2 No credit	Booklet 5: Q43
	3 No credit	Booklet 7: Q5
	4 No credit	Booklet 13: Q20
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S256Q01	SCIE – P2000 Spoons (Q01)	109-109
Multiple Choice A1	1 Full credit	Booklet 4: Q33
	2 No credit	Booklet 5: Q1
	3 No credit	Booklet 11: Q13
	4 No credit	Booklet 12: Q48
	7 N/A	Booklet UH: Q1
	8 M/R	
	9 Missing	
	r Not reached	

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Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S268Q01	SCIE – P2000 Algae (Q01)	110-110
Multiple Choice A1	1 No credit	Booklet 2: Q24
	2 No credit	Booklet 3: Q5
	3 Full credit	Booklet 5: Q64
	4 No credit	Booklet 9: Q39
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S268Q02T	SCIE – P2000 Algae (Q02)	111-111
Open Response A1	0 No credit	Booklet 2: Q25
	1 Full credit	Booklet 3: Q6
	7 N/A	Booklet 5: Q65
	9 Missing	Booklet 9: Q40
	r Not reached	
S268Q06	SCIE – P2000 Algae (Q06)	112-112
Multiple Choice A1	1 No credit	Booklet 2: Q26
	2 Full credit	Booklet 3: Q7
	3 No credit	Booklet 5: Q66
	4 No credit	Booklet 9: Q41
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S269Q01	SCIE – P2000 Earth Temperature (Q01)	113-113
Open Response A1	0 No credit	Booklet 1: Q5
	1 Full credit	Booklet 9: Q17
	7 N/A	Booklet 10: Q48
	9 Missing	Booklet 12: Q30
	r Not reached	
S269Q03T	SCIE – P2000 Earth Temperature (Q03)	114-114
Open Response A1	0 No credit	Booklet 1: Q6
	1 Full credit	Booklet 9: Q18
	7 N/A	Booklet 10: Q49
	9 Missing	Booklet 12: Q31
	r Not reached	
S269Q04T	SCIE – P2000 Earth Temperature (Q04)	115-115
Complex Multiple Choice A1	0 No credit	Booklet 1: Q7
	1 No credit	Booklet 9: Q19
	2 No credit	Booklet 10: Q50
	3 No credit	Booklet 12: Q32
	4 Full credit	
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S304Q01	SCIE – P2003 Water (Q01)	116-116
Open Response A1	0 No credit	Booklet 5: Q22
	1 Full credit	Booklet 6: Q3
	7 N/A	Booklet 8: Q46
	9 Missing	Booklet 10: Q27
	r Not reached	
S304Q02	SCIE – P2003 Water (Q02)	117-117
Multiple Choice A1	1 No credit	Booklet 5: Q23
	2 No credit	Booklet 6: Q4
	3 Full credit	Booklet 8: Q47
	4 No credit	Booklet 10: Q28
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S304Q03A	SCIE – P2003 Water (Q03a)	118-118
Open Response A1	0 No credit	Booklet 5: Q24
	1 Full credit	Booklet 6: Q5
	7 N/A	Booklet 8: Q48
	9 Missing	Booklet 10: Q29
	r Not reached	
S304Q03B	SCIE – P2003 Water (Q03b)	119-119
Open Response A1	0 No credit	Booklet 5: Q25
	1 Full credit	Booklet 6: Q6
	7 N/A	Booklet 8: Q49
	9 Missing	Booklet 10: Q30
	r Not reached	
S326Q01	SCIE – P2003 Milk (Q01)	120-120
Open Response A1	0 No credit	Booklet 1: Q44
	1 Full credit	Booklet 3: Q23
	7 N/A	Booklet 4: Q3
	9 Missing	Booklet 6: Q50
	r Not reached	
S326Q02	SCIE – P2003 Milk (Q02)	121-121
Open Response A1	0 No credit	Booklet 1: Q45
	1 Full credit	Booklet 3: Q24
	7 N/A	Booklet 4: Q4
	9 Missing	Booklet 6: Q51
	r Not reached	
S326Q03	SCIE – P2003 Milk (Q03)	122-122
Multiple Choice A1	1 No credit	Booklet 1: Q46
	2 Full credit	Booklet 3: Q25
	3 No credit	Booklet 4: Q5
	4 No credit	Booklet 6: Q52
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S326Q04T	SCIE – P2003 Milk (Q04)	123-123
Complex Multiple Choice A1	0 No credit	Booklet 1: Q47
	1 No credit	Booklet 3: Q26
	2 No credit	Booklet 4: Q6
	3 Full credit	Booklet 6: Q53
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S408Q01	SCIE – P2006 Wild Oat Grass (Q01)	124-124
Multiple Choice A1	1 No credit	Booklet 1: Q48
	2 No credit	Booklet 3: Q27
	3 No credit	Booklet 4: Q7
	4 Full credit	Booklet 6: Q54
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S408Q03	SCIE – P2006 Wild Oat Grass (Q03)	125-125
Open Response A1	0 No credit	Booklet 1: Q49
	1 Full credit	Booklet 3: Q28
	7 N/A	Booklet 4: Q8
	9 Missing	Booklet 6: Q55
	r Not reached	
S408Q04T	SCIE – P2006 Wild Oat Grass (Q04)	126-126
Complex Multiple Choice A1	0 No credit	Booklet 1: Q50
	1 No credit	Booklet 3: Q29
	2 No credit	Booklet 4: Q9
	3 Full credit	Booklet 6: Q56
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S408Q05	SCIE – P2006 Wild Oat Grass (Q05)	127-127
Multiple Choice A1	1 No credit	Booklet 1: Q51
	2 No credit	Booklet 3: Q30
	3 No credit	Booklet 4: Q10
	4 Full credit	Booklet 6: Q57
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S413Q04T	SCIE – P2006 Plastic Age (Q04)	128-128
Complex Multiple Choice A1	0 No credit	Booklet 4: Q49
	1 No credit	Booklet 5: Q17
	2 No credit	Booklet 11: Q29
	3 Full credit	Booklet 12: Q64
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S413Q05	SCIE – P2006 Plastic Age (Q05)	129-129
Multiple Choice A1	1 No credit	Booklet 4: Q50
	2 Full credit	Booklet 5: Q18
	3 No credit	Booklet 11: Q30
	4 No credit	Booklet 12: Q65
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S413Q06	SCIE – P2006 Plastic Age (Q06)	130-130
Closed Constructed Response A1	0 No credit	Booklet 4: Q48
	1 Full credit	Booklet 5: Q16
	7 N/A	Booklet 11: Q28
	9 Missing	Booklet 12: Q63
	r Not reached	
S415Q02	SCIE – P2006 Solar Power Generation (Q02)	131-131
Multiple Choice A1	1 No credit	Booklet 1: Q60
	2 No credit	Booklet 3: Q39
	3 No credit	Booklet 4: Q19
	4 Full credit	Booklet 6: Q66
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S415Q07T	SCIE – P2006 Solar Power Generation (Q07)	132-132
Complex Multiple Choice A1	0 No credit	Booklet 1: Q59
	1 No credit	Booklet 3: Q38
	2 Full credit	Booklet 4: Q18
	7 N/A	Booklet 6: Q65
	8 M/R	
	9 Missing	
	r Not reached	
S415Q08T	SCIE – P2006 Solar Power Generation (Q08)	133-133
Complex Multiple Choice A1	0 No credit	Booklet 1: Q61
	1 No credit	Booklet 3: Q40
	2 No credit	Booklet 4: Q20
	3 Full credit	Booklet 6: Q67
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S416Q01	SCIE – P2006 The Moon (Q01)	134-134
Closed Constructed Response A1	0 No credit	Booklet 1: Q67
	1 Full credit	Booklet 5: Q44
	7 N/A	Booklet 7: Q6
	9 Missing	Booklet 13: Q21
	r Not reached	
S421Q01	SCIE – P2006 Big and Small (Q01)	135-135
Closed Constructed Response A1	0 No credit	Booklet 1: Q79
	1 Full credit	Booklet 5: Q56
	7 N/A	Booklet 7: Q18
	9 Missing	Booklet 13: Q33
	r Not reached	Booklet UH: Q6
S421Q03	SCIE – P2006 Big and Small (Q03)	136-136
Closed Constructed Response A1	0 No credit	Booklet 1: Q81
	1 Full credit	Booklet 5: Q58
	7 N/A	Booklet 7: Q20
	9 Missing	Booklet 13: Q35
	r Not reached	Booklet UH: Q8

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S425Q02	SCIE – P2006 Penguin Island (Q02)	137-137
Multiple Choice A1	1 No credit	Booklet 1: Q72
	2 Full credit	Booklet 5: Q49
	3 No credit	Booklet 7: Q11
	4 No credit	Booklet 13: Q26
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S425Q03	SCIE – P2006 Penguin Island (Q03)	138-138
Open Response A1	0 No credit	Booklet 1: Q70
	1 Full credit	Booklet 5: Q47
	7 N/A	Booklet 7: Q9
	9 Missing	Booklet 13: Q24
	r Not reached	
S425Q04	SCIE – P2006 Penguin Island (Q04)	139-139
Open Response A1	0 No credit	Booklet 1: Q73
	1 Full credit	Booklet 5: Q50
	7 N/A	Booklet 7: Q12
	9 Missing	Booklet 13: Q27
	r Not reached	
S425Q05	SCIE – P2006 Penguin Island (Q05)	140-140
Multiple Choice A1	1 No credit	Booklet 1: Q71
	2 Full credit	Booklet 5: Q48
	3 No credit	Booklet 7: Q10
	4 No credit	Booklet 13: Q25
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S426Q03	SCIE – P2006 The Grand Canyon (Q03)	141-141
Multiple Choice A1	1 No credit	Booklet 1: Q10
	2 No credit	Booklet 9: Q22
	3 No credit	Booklet 10: Q53
	4 Full credit	Booklet 12: Q35
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S426Q05	SCIE – P2006 The Grand Canyon (Q05)	142-142
Multiple Choice A1	1 No credit	Booklet 1: Q11
	2 No credit	Booklet 9: Q23
	3 Full credit	Booklet 10: Q54
	4 No credit	Booklet 12: Q36
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S426Q07T	SCIE – P2006 The Grand Canyon (Q07)	143-143
Complex Multiple Choice A1	0 No credit	Booklet 1: Q9
	1 No credit	Booklet 9: Q21
	2 Full credit	Booklet 10: Q52
	7 N/A	Booklet 12: Q34
	8 M/R	
	9 Missing	
	r Not reached	
S428Q01	SCIE – P2006 Bacteria in Milk (Q01)	144-144
Multiple Choice A1	1 No credit	Booklet 5: Q26
	2 No credit	Booklet 6: Q7
	3 Full credit	Booklet 8: Q50
	4 No credit	Booklet 10: Q31
	7 N/A	Booklet UH: Q2
	8 M/R	
	9 Missing	
	r Not reached	

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S428Q03	SCIE – P2006 Bacteria in Milk (Q03)	145-145
Multiple Choice A1	1 No credit	Booklet 5: Q27
	2 No credit	Booklet 6: Q8
	3 No credit	Booklet 8: Q51
	4 Full credit	Booklet 10: Q32
	7 N/A	Booklet UH: Q3
	8 M/R	
	9 Missing	
	r Not reached	
S428Q05	SCIE – P2006 Bacteria in Milk (Q05)	146-146
Open Response A1	0 No credit	Booklet 5: Q28
	1 Full credit	Booklet 6: Q9
	7 N/A	Booklet 8: Q52
	9 Missing	Booklet 10: Q33
	r Not reached	Booklet UH: Q4
S437Q01	SCIE – P2006 Extinguishing Fires (Q01)	147-147
Multiple Choice A1	1 No credit	Booklet 1: Q54
	2 Full credit	Booklet 3: Q33
	3 No credit	Booklet 4: Q13
	4 No credit	Booklet 6: Q60
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S437Q03	SCIE – P2006 Extinguishing Fires (Q03)	148-148
Multiple Choice A1	1 No credit	Booklet 1: Q55
	2 No credit	Booklet 3: Q34
	3 Full credit	Booklet 4: Q14
	4 No credit	Booklet 6: Q61
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S437Q04	SCIE – P2006 Extinguishing Fires (Q04)	149-149
Multiple Choice A1	1 No credit	Booklet 1: Q56
	2 No credit	Booklet 3: Q35
	3 Full credit	Booklet 4: Q15
	4 No credit	Booklet 6: Q62
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S437Q06	SCIE – P2006 Extinguishing Fires (Q06)	150-150
Open Response A1	0 No credit	Booklet 1: Q57
	1 Full credit	Booklet 3: Q36
	7 N/A	Booklet 4: Q16
	9 Missing	Booklet 6: Q63
	r Not reached	
S438Q01T	SCIE – P2006 Green Parks (Q01)	151-151
Complex Multiple Choice A1	0 No credit	Booklet 5: Q30
	1 No credit	Booklet 6: Q11
	2 No credit	Booklet 8: Q54
	3 Full credit	Booklet 10: Q35
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S438Q02	SCIE – P2006 Green Parks (Q02)	152-152
Multiple Choice A1	1 No credit	Booklet 5: Q31
	2 No credit	Booklet 6: Q12
	3 No credit	Booklet 8: Q55
	4 Full credit	Booklet 10: Q36
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S438Q03T	SCIE – P2006 Green Parks (Q03)	153-153
Open Response A1	0 No credit	Booklet 5: Q32
	1 Full credit	Booklet 6: Q13
	7 N/A	Booklet 8: Q56
	9 Missing	Booklet 10: Q37
	r Not reached	
S447Q02	SCIE – P2006 Sunscreens (Q02)	154-154
Multiple Choice A1	1 No credit	Booklet 4: Q44
	2 No credit	Booklet 5: Q12
	3 No credit	Booklet 11: Q24
	4 Full credit	Booklet 12: Q59
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S447Q03	SCIE – P2006 Sunscreens (Q03)	155-155
Multiple Choice A1	1 Full credit	Booklet 4: Q45
	2 No credit	Booklet 5: Q13
	3 No credit	Booklet 11: Q25
	4 No credit	Booklet 12: Q60
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S447Q04	SCIE – P2006 Sunscreens (Q04)	156-156
Multiple Choice A1	1 No credit	Booklet 4: Q46
	2 No credit	Booklet 5: Q14
	3 No credit	Booklet 11: Q26
	4 Full credit	Booklet 12: Q61
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S447Q05	SCIE – P2006 Sunscreens (Q05)	157-157
Open Response A1	0 No credit	Booklet 4: Q47
	1 Partial credit	Booklet 5: Q15
	2 Full credit	Booklet 11: Q27
	7 N/A	Booklet 12: Q62
	9 Missing	
	r Not reached	
S458Q01	SCIE – P2006 The Ice Mummy (Q01)	158-158
Open Response A1	0 No credit	Booklet 5: Q20
	1 Full credit	Booklet 6: Q1
	7 N/A	Booklet 8: Q44
	9 Missing	Booklet 10: Q25
	r Not reached	
S458Q02T	SCIE – P2006 The Ice Mummy (Q02)	159-159
Complex Multiple Choice A1	0 No credit	Booklet 5: Q21
	1 No credit	Booklet 6: Q2
	2 No credit	Booklet 8: Q45
	3 Full credit	Booklet 10: Q26
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S465Q01	SCIE – P2006 Different Climates (Q01)	160-160
Open Response A1	0 No credit	Booklet 4: Q36
	1 Partial credit	Booklet 5: Q4
	2 Full credit	Booklet 11: Q16
	7 N/A	Booklet 12: Q51
	9 Missing	
	r Not reached	
S465Q02	SCIE – P2006 Different Climates (Q02)	161-161
Multiple Choice A1	1 No credit	Booklet 4: Q37
	2 No credit	Booklet 5: Q5
	3 Full credit	Booklet 11: Q17

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
	4 No credit	Booklet 12: Q52
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S465Q04	SCIE – P2006 Different Climates (Q04)	162-162
Multiple Choice A1	1 No credit	Booklet 4: Q38
	2 Full credit	Booklet 5: Q6
	3 No credit	Booklet 11: Q18
	4 No credit	Booklet 12: Q53
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S466Q01T	SCIE – P2006 Forest Fires (Q01)	163-163
Complex Multiple Choice A1	0 No credit	Booklet 5: Q35
	1 No credit	Booklet 6: Q16
	2 No credit	Booklet 8: Q59
	3 Full credit	Booklet 10: Q40
	7 N/A	Booklet UH: Q15
	8 M/R	
	9 Missing	
	r Not reached	
S466Q05	SCIE – P2006 Forest Fires (Q05)	164-164
Multiple Choice A1	1 No credit	Booklet 5: Q37
	2 Full credit	Booklet 6: Q18
	3 No credit	Booklet 8: Q61
	4 No credit	Booklet 10: Q42
	7 N/A	Booklet UH: Q17
	8 M/R	
	9 Missing	
	r Not reached	
S466Q07T	SCIE – P2006 Forest Fires (Q07)	165-165
Complex Multiple Choice A1	0 No credit	Booklet 5: Q36
	1 No credit	Booklet 6: Q17
	2 Full credit	Booklet 8: Q60
	7 N/A	Booklet 10: Q41
	8 M/R	Booklet UH: Q16
	9 Missing	
	r Not reached	
S476Q01	SCIE – P2006 Heart Surgery (Q01)	166-166
Multiple Choice A1	1 No credit	Booklet 1: Q23
	2 No credit	Booklet 2: Q1
	3 Full credit	Booklet 8: Q25
	4 No credit	Booklet 11: Q47
	7 N/A	Booklet UH: Q10
	8 M/R	
	9 Missing	
	r Not reached	
S476Q02	SCIE – P2006 Heart Surgery (Q02)	167-167
Multiple Choice A1	1 No credit	Booklet 1: Q24
	2 No credit	Booklet 2: Q2
	3 Full credit	Booklet 8: Q26
	4 No credit	Booklet 11: Q48
	7 N/A	Booklet UH: Q11
	8 M/R	
	9 Missing	
	r Not reached	
S476Q03	SCIE – P2006 Heart Surgery (Q03)	168-168
Multiple Choice A1	1 Full credit	Booklet 1: Q25
	2 No credit	Booklet 2: Q3
	3 No credit	Booklet 8: Q27
	4 No credit	Booklet 11: Q49
	7 N/A	Booklet UH: Q12
	8 M/R	
	9 Missing	
	r Not reached	

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S477Q02	SCIE – P2006 Mary Montagu (Q02)	169-169
Multiple Choice A1	1 No credit	Booklet 2: Q20
	2 Full credit	Booklet 3: Q1
	3 No credit	Booklet 5: Q60
	4 No credit	Booklet 9: Q35
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S477Q03	SCIE – P2006 Mary Montagu (Q03)	170-170
Multiple Choice A1	1 No credit	Booklet 2: Q21
	2 Full credit	Booklet 3: Q2
	3 No credit	Booklet 5: Q61
	4 No credit	Booklet 9: Q36
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S477Q04	SCIE – P2006 Mary Montagu (Q04)	171-171
Open Response A1	0 No credit	Booklet 2: Q22
	1 Full credit	Booklet 3: Q3
	7 N/A	Booklet 5: Q62
	9 Missing	Booklet 9: Q37
	r Not reached	
S478Q01	SCIE – P2006 Antibiotics (Q01)	172-172
Multiple Choice A1	1 No credit	Booklet 4: Q40
	2 No credit	Booklet 5: Q8
	3 Full credit	Booklet 11: Q20
	4 No credit	Booklet 12: Q55
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S478Q02T	SCIE – P2006 Antibiotics (Q02)	173-173
Complex Multiple Choice A1	0 No credit	Booklet 4: Q41
	1 No credit	Booklet 5: Q9
	2 No credit	Booklet 11: Q21
	3 Full credit	Booklet 12: Q56
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S478Q03T	SCIE – P2006 Antibiotics (Q03)	174-174
Complex Multiple Choice A1	0 No credit	Booklet 4: Q42
	1 No credit	Booklet 5: Q10
	2 Full credit	Booklet 11: Q22
	7 N/A	Booklet 12: Q57
	8 M/R	
	9 Missing	
	r Not reached	
S485Q02	SCIE – P2006 Acid Rain (Q02)	175-175
Open Response A1	0 No credit	Booklet 1: Q18
	1 Full credit	Booklet 9: Q30
	2 Full credit	Booklet 10: Q61
	7 N/A	Booklet 12: Q43
	9 Missing	
	r Not reached	
S485Q03	SCIE – P2006 Acid Rain (Q03)	176-176
Multiple Choice A1	1 Full credit	Booklet 1: Q19
	2 No credit	Booklet 9: Q31
	3 No credit	Booklet 10: Q62
	4 No credit	Booklet 12: Q44
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S485Q05	SCIE – P2006 Acid Rain (Q05)	177-177
Open Response A1	0 No credit	Booklet 1: Q20
	1 Partial credit	Booklet 9: Q32

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
	2 Full credit	Booklet 10: Q63
	7 N/A	Booklet 12: Q45
	9 Missing	
	r Not reached	
S493Q01T	SCIE – P2006 Physical Exercise (Q01)	178-178
Complex Multiple Choice A1	0 No credit	Booklet 1: Q62
	1 No credit	Booklet 5: Q39
	2 No credit	Booklet 7: Q1
	3 Full credit	Booklet 13: Q16
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S493Q03T	SCIE – P2006 Physical Exercise (Q03)	179-179
Complex Multiple Choice A1	0 No credit	Booklet 1: Q63
	1 No credit	Booklet 5: Q40
	2 Full credit	Booklet 7: Q2
	7 N/A	Booklet 13: Q17
	8 M/R	
	9 Missing	
	r Not reached	
S493Q05T	SCIE – P2006 Physical Exercise (Q05)	180-180
Open Response A1	0 No credit	Booklet 1: Q64
	1 Full credit	Booklet 5: Q41
	7 N/A	Booklet 7: Q3
	9 Missing	Booklet 13: Q18
	r Not reached	
S495Q01T	SCIE – P2006 Radiotherapy (Q01)	181-181
Complex Multiple Choice A1	0 No credit	Booklet 1: Q35
	1 No credit	Booklet 2: Q13
	2 No credit	Booklet 8: Q37
	3 Full credit	Booklet 11: Q59
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S495Q02T	SCIE – P2006 Radiotherapy (Q02)	182-182
Complex Multiple Choice A1	0 No credit	Booklet 1: Q36
	1 No credit	Booklet 2: Q14
	2 Full credit	Booklet 8: Q38
	7 N/A	Booklet 11: Q60
	8 M/R	
	9 Missing	
	r Not reached	
S495Q03	SCIE – P2006 Radiotherapy (Q03)	183-183
Open Response A1	0 No credit	Booklet 1: Q37
	1 Full credit	Booklet 2: Q15
	7 N/A	Booklet 8: Q39
	9 Missing	Booklet 11: Q61
	r Not reached	
S495Q04T	SCIE – P2006 Radiotherapy (Q04)	184-184
Complex Multiple Choice A1	0 No credit	Booklet 1: Q34
	1 No credit	Booklet 2: Q12
	2 No credit	Booklet 8: Q36
	3 Full credit	Booklet 11: Q58
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S498Q02T	SCIE – P2006 Experimental Digestion (Q02)	185-185
Complex Multiple Choice A1	0 No credit	Booklet 2: Q32
	1 No credit	Booklet 3: Q13
	2 No credit	Booklet 5: Q72
	3 Full credit	Booklet 9: Q47
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S498Q03	SCIE – P2006 Experimental Digestion (Q03)	186-186
Multiple Choice A1	1 Full credit	Booklet 2: Q33
	2 No credit	Booklet 3: Q14
	3 No credit	Booklet 5: Q73
	4 No credit	Booklet 9: Q48
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S498Q04	SCIE – P2006 Experimental Digestion (Q04)	187-187
Open Response A1	0 No credit	Booklet 2: Q34
	1 Partial credit	Booklet 3: Q15
	2 Full credit	Booklet 5: Q74
	7 N/A	Booklet 9: Q49
	9 Missing	
	r Not reached	
S508Q02T	SCIE – P2006 Genetically Modified Food (Q02)	188-188
Complex Multiple Choice A1	0 No credit	Booklet 1: Q1
	1 No credit	Booklet 9: Q13
	2 Full credit	Booklet 10: Q44
	7 N/A	Booklet 12: Q26
	8 M/R	
	9 Missing	
	r Not reached	
S508Q03	SCIE – P2006 Genetically Modified Food (Q03)	189-189
Multiple Choice A1	1 No credit	Booklet 1: Q2
	2 No credit	Booklet 9: Q14
	3 No credit	Booklet 10: Q45
	4 Full credit	Booklet 12: Q27
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S510Q01T	SCIE – P2006 Magnetic Hovertrain (Q01)	190-190
Complex Multiple Choice A1	0 No credit	Booklet 1: Q42
	1 No credit	Booklet 3: Q21
	2 Full credit	Booklet 4: Q1
	7 N/A	Booklet 6: Q48
	8 M/R	
	9 Missing	
	r Not reached	
S510Q04T	SCIE – P2006 Magnetic Hovertrain (Q04)	191-191
Open Response A1	0 No credit	Booklet 1: Q43
	1 Full credit	Booklet 3: Q22
	7 N/A	Booklet 4: Q2
	9 Missing	Booklet 6: Q49
	r Not reached	
S514Q02	SCIE – P2006 Development and Disaster (Q02)	192-192
Open Response A1	0 No credit	Booklet 1: Q75
	1 Full credit	Booklet 5: Q52
	7 N/A	Booklet 7: Q14
	9 Missing	Booklet 13: Q29
	r Not reached	
S514Q03	SCIE – P2006 Development and Disaster (Q03)	193-193
Open Response A1	0 No credit	Booklet 1: Q76
	1 Full credit	Booklet 5: Q53
	7 N/A	Booklet 7: Q15
	9 Missing	Booklet 13: Q30
	r Not reached	

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S514Q04	SCIE – P2006 Development and Disaster (Q04)	194-194
Complex Multiple Choice A1	0 No credit	Booklet 1: Q77
	1 Full credit	Booklet 5: Q54
	7 N/A	Booklet 7: Q16
	9 Missing	Booklet 13: Q31
	r Not reached	
S519Q01	SCIE – P2006 Airbags (Q01)	195-195
Open Response A1	0 No credit	Booklet 2: Q27
	1 Partial credit	Booklet 3: Q8
	2 Full credit	Booklet 5: Q67
	7 N/A	Booklet 9: Q42
	9 Missing	
	r Not reached	
S519Q02T	SCIE – P2006 Airbags (Q02)	196-196
Complex Multiple Choice A1	0 No credit	Booklet 2: Q28
	1 No credit	Booklet 3: Q9
	2 Full credit	Booklet 5: Q68
	7 N/A	Booklet 9: Q43
	8 M/R	
	9 Missing	
	r Not reached	
S519Q03	SCIE – P2006 Airbags (Q03)	197-197
Open Response A1	0 No credit	Booklet 2: Q29
	1 Full credit	Booklet 3: Q10
	7 N/A	Booklet 5: Q69
	9 Missing	Booklet 9: Q44
	r Not reached	
S521Q02	SCIE – P2006 Cooking Outdoors (Q02)	198-198
Multiple Choice A1	1 No credit	Booklet 1: Q31
	2 Full credit	Booklet 2: Q9
	3 No credit	Booklet 8: Q33
	4 No credit	Booklet 11: Q55
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S521Q06	SCIE – P2006 Cooking Outdoors (Q06)	199-199
Multiple Choice A1	1 No credit	Booklet 1: Q32
	2 Full credit	Booklet 2: Q10
	3 No credit	Booklet 8: Q34
	4 No credit	Booklet 11: Q56
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S524Q06T	SCIE – P2006 Penicillin Manufacture (Q06)	200-200
Complex Multiple Choice A1	0 No credit	Booklet 2: Q37
	1 No credit	Booklet 3: Q18
	2 Full credit	Booklet 5: Q77
	7 N/A	Booklet 9: Q52
	8 M/R	
	9 Missing	
	r Not reached	
S524Q07	SCIE – P2006 Penicillin Manufacture (Q07)	201-201
Open Response A1	0 No credit	Booklet 2: Q38
	1 Full credit	Booklet 3: Q19
	7 N/A	Booklet 5: Q78
	9 Missing	Booklet 9: Q53
	r Not reached	
S527Q01T	SCIE – P2006 Extinction of the Dinosaurs (Q01)	202-202
Complex Multiple Choice A1	0 No credit	Booklet 1: Q13
	1 No credit	Booklet 9: Q25
	2 No credit	Booklet 10: Q56
	3 Full credit	Booklet 12: Q38
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S527Q03T	SCIE – P2006 Extinction of the Dinosaurs (Q03)	203-203
Complex Multiple Choice A1	0 No credit	Booklet 1: Q14
	1 No credit	Booklet 9: Q26
	2 Full credit	Booklet 10: Q57
	7 N/A	Booklet 12: Q39
	8 M/R	
	9 Missing	
	r Not reached	
S527Q04T	SCIE – P2006 Extinction of the Dinosaurs (Q04)	204-204
Complex Multiple Choice A1	0 No credit	Booklet 1: Q15
	1 No credit	Booklet 9: Q27
	2 No credit	Booklet 10: Q58
	3 Full credit	Booklet 12: Q40
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S408QNA	INTR – P2006 Wild Oat Grass (A)	205-205
Likert A1	1 High interest (score=3)	Booklet 1: Q52
	2 Medium interest (score=2)	Booklet 3: Q31
	3 Low interest (score=1)	Booklet 4: Q11
	4 No interest (score=0)	Booklet 6: Q58
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S408QNB	INTR – P2006 Wild Oat Grass (B)	206-206
Likert A1	1 High interest (score=3)	Booklet 1: Q52
	2 Medium interest (score=2)	Booklet 3: Q31
	3 Low interest (score=1)	Booklet 4: Q11
	4 No interest (score=0)	Booklet 6: Q58
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S408QNC	INTR – P2006 Wild Oat Grass (C)	207-207
Likert A1	1 High interest (score=3)	Booklet 1: Q52
	2 Medium interest (score=2)	Booklet 3: Q31
	3 Low interest (score=1)	Booklet 4: Q11
	4 No interest (score=0)	Booklet 6: Q58
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S413QNA	INTR – P2006 Plastic Age (A)	208-208
Likert A1	1 High interest (score=3)	Booklet 4: Q51
	2 Medium interest (score=2)	Booklet 5: Q19
	3 Low interest (score=1)	Booklet 11: Q31
	4 No interest (score=0)	Booklet 12: Q66
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S413QNB	INTR – P2006 Plastic Age (B)	209-209
Likert A1	1 High interest (score=3)	Booklet 4: Q51
	2 Medium interest (score=2)	Booklet 5: Q19
	3 Low interest (score=1)	Booklet 11: Q31
	4 No interest (score=0)	Booklet 12: Q66
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	

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Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S413QNC	INTR – P2006 Plastic Age (C)	210-210
Likert	1 High interest (score=3)	Booklet 4: Q51
A1	2 Medium interest (score=2)	Booklet 5: Q19
	3 Low interest (score=1)	Booklet 11: Q31
	4 No interest (score=0)	Booklet 12: Q66
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S416QNA	INTR – P2006 The Moon (A)	211-211
Likert	1 High interest (score=3)	Booklet 1: Q68
A1	2 Medium interest (score=2)	Booklet 5: Q45
	3 Low interest (score=1)	Booklet 7: Q7
	4 No interest (score=0)	Booklet 13: Q22
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S416QNB	INTR – P2006 The Moon (B)	212-212
Likert	1 High interest (score=3)	Booklet 1: Q68
A1	2 Medium interest (score=2)	Booklet 5: Q45
	3 Low interest (score=1)	Booklet 7: Q7
	4 No interest (score=0)	Booklet 13: Q22
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S428QNA	INTR – P2006 Bacteria in Milk (A)	213-213
Likert	1 High interest (score=3)	Booklet 5: Q29
A1	2 Medium interest (score=2)	Booklet 6: Q10
	3 Low interest (score=1)	Booklet 8: Q53
	4 No interest (score=0)	Booklet 10: Q34
	7 N/A	Booklet UH: Q5
	8 M/R	
	9 Missing	
	r Not reached	
S428QNB	INTR – P2006 Bacteria in Milk (B)	214-214
Likert	1 High interest (score=3)	Booklet 5: Q29
A1	2 Medium interest (score=2)	Booklet 6: Q10
	3 Low interest (score=1)	Booklet 8: Q53
	4 No interest (score=0)	Booklet 10: Q34
	7 N/A	Booklet UH: Q5
	8 M/R	
	9 Missing	
	r Not reached	
S428QNC	INTR – P2006 Bacteria in Milk (C)	215-215
Likert	1 High interest (score=3)	Booklet 5: Q29
A1	2 Medium interest (score=2)	Booklet 6: Q10
	3 Low interest (score=1)	Booklet 8: Q53
	4 No interest (score=0)	Booklet 10: Q34
	7 N/A	Booklet UH: Q5
	8 M/R	
	9 Missing	
	r Not reached	
S437QNA	INTR – P2006 Extinguishing Fires (A)	216-216
Likert	1 High interest (score=3)	Booklet 1: Q58
A1	2 Medium interest (score=2)	Booklet 3: Q37
	3 Low interest (score=1)	Booklet 4: Q17
	4 No interest (score=0)	Booklet 6: Q64
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S437QNB	INTR – P2006 Extinguishing Fires (B)	217-217
Likert	1 High interest (score=3)	Booklet 1: Q58
A1	2 Medium interest (score=2)	Booklet 3: Q37
	3 Low interest (score=1)	Booklet 4: Q17
	4 No interest (score=0)	Booklet 6: Q64
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S437QNC	INTR – P2006 Extinguishing Fires (C)	218-218
Likert	1 High interest (score=3)	Booklet 1: Q58
A1	2 Medium interest (score=2)	Booklet 3: Q37
	3 Low interest (score=1)	Booklet 4: Q17
	4 No interest (score=0)	Booklet 6: Q64
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S438QNA	INTR – P2006 Green Parks (A)	219-219
Likert	1 High interest (score=3)	Booklet 5: Q33
A1	2 Medium interest (score=2)	Booklet 6: Q14
	3 Low interest (score=1)	Booklet 8: Q57
	4 No interest (score=0)	Booklet 10: Q38
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S438QNB	INTR – P2006 Green Parks (B)	220-220
Likert	1 High interest (score=3)	Booklet 5: Q33
A1	2 Medium interest (score=2)	Booklet 6: Q14
	3 Low interest (score=1)	Booklet 8: Q57
	4 No interest (score=0)	Booklet 10: Q38
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S438QNC	INTR – P2006 Green Parks (C)	221-221
Likert	1 High interest (score=3)	Booklet 5: Q33
A1	2 Medium interest (score=2)	Booklet 6: Q14
	3 Low interest (score=1)	Booklet 8: Q57
	4 No interest (score=0)	Booklet 10: Q38
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S456QNA	INTR – P2006 The Cheetah (A)	222-222
Likert	1 High interest (score=3)	Booklet 1: Q40
A1	2 Medium interest (score=2)	Booklet 2: Q18
	3 Low interest (score=1)	Booklet 8: Q42
	4 No interest (score=0)	Booklet 11: Q64
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S456QNB	INTR – P2006 The Cheetah (B)	223-223
Likert	1 High interest (score=3)	Booklet 1: Q40
A1	2 Medium interest (score=2)	Booklet 2: Q18
	3 Low interest (score=1)	Booklet 8: Q42
	4 No interest (score=0)	Booklet 11: Q64
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S456QNC	INTR – P2006 The Cheetah (C)	224-224
Likert	1 High interest (score=3)	Booklet 1: Q40
A1	2 Medium interest (score=2)	Booklet 2: Q18
	3 Low interest (score=1)	Booklet 8: Q42
	4 No interest (score=0)	Booklet 11: Q64
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S466QNA	INTR – P2006 Forest Fires (A)	225-225
Likert	1 High interest (score=3)	Booklet 5: Q38
A1	2 Medium interest (score=2)	Booklet 6: Q19
	3 Low interest (score=1)	Booklet 8: Q62

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
	4 No interest (score=0)	Booklet 10: Q43
	7 N/A	Booklet UH: Q18
	8 M/R	
	9 Missing	
	r Not reached	
S466QNB	INTR – P2006 Forest Fires (B)	226-226
Likert	1 High interest (score=3)	Booklet 5: Q38
A1	2 Medium interest (score=2)	Booklet 6: Q19
	3 Low interest (score=1)	Booklet 8: Q62
	4 No interest (score=0)	Booklet 10: Q43
	7 N/A	Booklet UH: Q18
	8 M/R	
	9 Missing	
	r Not reached	
S466QNC	INTR – P2006 Forest Fires (C)	227-227
Likert	1 High interest (score=3)	Booklet 5: Q38
A1	2 Medium interest (score=2)	Booklet 6: Q19
	3 Low interest (score=1)	Booklet 8: Q62
	4 No interest (score=0)	Booklet 10: Q43
	7 N/A	Booklet UH: Q18
	8 M/R	
	9 Missing	
	r Not reached	
S476QNA	INTR – P2006 Heart Surgery (A)	228-228
Likert	1 High interest (score=3)	Booklet 1: Q26
A1	2 Medium interest (score=2)	Booklet 2: Q4
	3 Low interest (score=1)	Booklet 8: Q28
	4 No interest (score=0)	Booklet 11: Q50
	7 N/A	Booklet UH: Q13
	8 M/R	
	9 Missing	
	r Not reached	
S476QNB	INTR – P2006 Heart Surgery (B)	229-229
Likert	1 High interest (score=3)	Booklet 1: Q26
A1	2 Medium interest (score=2)	Booklet 2: Q4
	3 Low interest (score=1)	Booklet 8: Q28
	4 No interest (score=0)	Booklet 11: Q50
	7 N/A	Booklet UH: Q13
	8 M/R	
	9 Missing	
	r Not reached	
S476QNC	INTR – P2006 Heart Surgery (C)	230-230
Likert	1 High interest (score=3)	Booklet 1: Q26
A1	2 Medium interest (score=2)	Booklet 2: Q4
	3 Low interest (score=1)	Booklet 8: Q28
	4 No interest (score=0)	Booklet 11: Q50
	7 N/A	Booklet UH: Q13
	8 M/R	
	9 Missing	
	r Not reached	
S478QNA	INTR – P2006 Antibiotics (A)	231-231
Likert	1 High interest (score=3)	Booklet 4: Q43
A1	2 Medium interest (score=2)	Booklet 5: Q11
	3 Low interest (score=1)	Booklet 11: Q23
	4 No interest (score=0)	Booklet 12: Q58
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S478QNB	INTR – P2006 Antibiotics (B)	232-232
Likert	1 High interest (score=3)	Booklet 4: Q43
A1	2 Medium interest (score=2)	Booklet 5: Q11
	3 Low interest (score=1)	Booklet 11: Q23
	4 No interest (score=0)	Booklet 12: Q58
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S478QNC	INTR – P2006 Antibiotics (C)	233-233
Likert	1 High interest (score=3)	Booklet 4: Q43
A1	2 Medium interest (score=2)	Booklet 5: Q11
	3 Low interest (score=1)	Booklet 11: Q23
	4 No interest (score=0)	Booklet 12: Q58
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S485QNA	INTR – P2006 Acid Rain (A)	234-234
Likert	1 High interest (score=3)	Booklet 1: Q21
A1	2 Medium interest (score=2)	Booklet 9: Q33
	3 Low interest (score=1)	Booklet 10: Q64
	4 No interest (score=0)	Booklet 12: Q46
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S485QNB	INTR – P2006 Acid Rain (B)	235-235
Likert	1 High interest (score=3)	Booklet 1: Q21
A1	2 Medium interest (score=2)	Booklet 9: Q33
	3 Low interest (score=1)	Booklet 10: Q64
	4 No interest (score=0)	Booklet 12: Q46
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S485QNC	INTR – P2006 Acid Rain (C)	236-236
Likert	1 High interest (score=3)	Booklet 1: Q21
A1	2 Medium interest (score=2)	Booklet 9: Q33
	3 Low interest (score=1)	Booklet 10: Q64
	4 No interest (score=0)	Booklet 12: Q46
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S498QNA	INTR – P2006 Experimental Digestion (A)	237-237
Likert	1 High interest (score=3)	Booklet 2: Q35
A1	2 Medium interest (score=2)	Booklet 3: Q16
	3 Low interest (score=1)	Booklet 5: Q75
	4 No interest (score=0)	Booklet 9: Q50
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S498QNB	INTR – P2006 Experimental Digestion (B)	238-238
Likert	1 High interest (score=3)	Booklet 2: Q35
A1	2 Medium interest (score=2)	Booklet 3: Q16
	3 Low interest (score=1)	Booklet 5: Q75
	4 No interest (score=0)	Booklet 9: Q50
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S498QNC	INTR – P2006 Experimental Digestion (C)	239-239
Likert	1 High interest (score=3)	Booklet 2: Q35
A1	2 Medium interest (score=2)	Booklet 3: Q16
	3 Low interest (score=1)	Booklet 5: Q75
	4 No interest (score=0)	Booklet 9: Q50
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	

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Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S508QNA	INTR – P2006 Genetically Modified Food (A)	240-240
Likert	1 High interest (score=3)	Booklet 1: Q4
A1	2 Medium interest (score=2)	Booklet 9: Q16
	3 Low interest (score=1)	Booklet 10: Q47
	4 No interest (score=0)	Booklet 12: Q29
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S508QNB	INTR – P2006 Genetically Modified Food (B)	241-241
Likert	1 High interest (score=3)	Booklet 1: Q4
A1	2 Medium interest (score=2)	Booklet 9: Q16
	3 Low interest (score=1)	Booklet 10: Q47
	4 No interest (score=0)	Booklet 12: Q29
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S508QNC	INTR – P2006 Genetically Modified Food (C)	242-242
Likert	1 High interest (score=3)	Booklet 1: Q4
A1	2 Medium interest (score=2)	Booklet 9: Q16
	3 Low interest (score=1)	Booklet 10: Q47
	4 No interest (score=0)	Booklet 12: Q29
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S514QNA	INTR – P2006 Development and Disaster (A)	243-243
Likert	1 High interest (score=3)	Booklet 1: Q78
A1	2 Medium interest (score=2)	Booklet 5: Q55
	3 Low interest (score=1)	Booklet 7: Q17
	4 No interest (score=0)	Booklet 13: Q32
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S514QNB	INTR – P2006 Development and Disaster (B)	244-244
Likert	1 High interest (score=3)	Booklet 1: Q78
A1	2 Medium interest (score=2)	Booklet 5: Q55
	3 Low interest (score=1)	Booklet 7: Q17
	4 No interest (score=0)	Booklet 13: Q32
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S514QNC	INTR – P2006 Development and Disaster (C)	245-245
Likert	1 High interest (score=3)	Booklet 1: Q78
A1	2 Medium interest (score=2)	Booklet 5: Q55
	3 Low interest (score=1)	Booklet 7: Q17
	4 No interest (score=0)	Booklet 13: Q32
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S519QNA	INTR – P2006 Airbags (A)	246-246
Likert	1 High interest (score=3)	Booklet 2: Q30
A1	2 Medium interest (score=2)	Booklet 3: Q11
	3 Low interest (score=1)	Booklet 5: Q70
	4 No interest (score=0)	Booklet 9: Q45
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S519QNB	INTR – P2006 Airbags (B)	247-247
Likert	1 High interest (score=3)	Booklet 2: Q30
A1	2 Medium interest (score=2)	Booklet 3: Q11
	3 Low interest (score=1)	Booklet 5: Q70
	4 No interest (score=0)	Booklet 9: Q45
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S519QNC	INTR – P2006 Airbags (C)	248-248
Likert	1 High interest (score=3)	Booklet 2: Q30
A1	2 Medium interest (score=2)	Booklet 3: Q11
	3 Low interest (score=1)	Booklet 5: Q70
	4 No interest (score=0)	Booklet 9: Q45
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S521QNA	INTR – P2006 Cooking Outdoors (A)	249-249
Likert	1 High interest (score=3)	Booklet 1: Q33
A1	2 Medium interest (score=2)	Booklet 2: Q11
	3 Low interest (score=1)	Booklet 8: Q35
	4 No interest (score=0)	Booklet 11: Q57
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S521QNB	INTR – P2006 Cooking Outdoors (B)	250-250
Likert	1 High interest (score=3)	Booklet 1: Q33
A1	2 Medium interest (score=2)	Booklet 2: Q11
	3 Low interest (score=1)	Booklet 8: Q35
	4 No interest (score=0)	Booklet 11: Q57
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S524QNA	INTR – P2006 Penicillin Manufacture (A)	251-251
Likert	1 High interest (score=3)	Booklet 2: Q39
A1	2 Medium interest (score=2)	Booklet 3: Q20
	3 Low interest (score=1)	Booklet 5: Q79
	4 No interest (score=0)	Booklet 9: Q54
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S524QNB	INTR – P2006 Penicillin Manufacture (B)	252-252
Likert	1 High interest (score=3)	Booklet 2: Q39
A1	2 Medium interest (score=2)	Booklet 3: Q20
	3 Low interest (score=1)	Booklet 5: Q79
	4 No interest (score=0)	Booklet 9: Q54
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S524QNC	INTR – P2006 Penicillin Manufacture (C)	253-253
Likert	1 High interest (score=3)	Booklet 2: Q39
A1	2 Medium interest (score=2)	Booklet 3: Q20
	3 Low interest (score=1)	Booklet 5: Q79
	4 No interest (score=0)	Booklet 9: Q54
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S527QNA	INTR – P2006 Extinction of the Dinosaurs (A)	254-254
Likert	1 High interest (score=3)	Booklet 1: Q16
A1	2 Medium interest (score=2)	Booklet 9: Q28
	3 Low interest (score=1)	Booklet 10: Q59
	4 No interest (score=0)	Booklet 12: Q41
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S527QNB	INTR – P2006 Extinction of the Dinosaurs (B)	255-255
Likert	1 High interest (score=3)	Booklet 1: Q16
A1	2 Medium interest (score=2)	Booklet 9: Q28
	3 Low interest (score=1)	Booklet 10: Q59
	4 No interest (score=0)	Booklet 12: Q41
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S527QNC	INTR – P2006 Extinction of the Dinosaurs (C)	256-256
Likert	1 High interest (score=3)	Booklet 1: Q16
A1	2 Medium interest (score=2)	Booklet 9: Q28
	3 Low interest (score=1)	Booklet 10: Q59
	4 No interest (score=0)	Booklet 12: Q41
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S408QSA	SUPP – P2006 Wild Oat Grass (A)	257-257
Likert	1 Strongly agree (score=3)	Booklet 1: Q53
A1	2 Agree (score=2)	Booklet 3: Q32
	3 Disagree (score=1)	Booklet 4: Q12
	4 Strongly disagree (score=0)	Booklet 6: Q59
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S408QSB	SUPP – P2006 Wild Oat Grass (B)	258-258
Likert	1 Strongly agree (score=3)	Booklet 1: Q53
A1	2 Agree (score=2)	Booklet 3: Q32
	3 Disagree (score=1)	Booklet 4: Q12
	4 Strongly disagree (score=0)	Booklet 6: Q59
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S408QSC	SUPP – P2006 Wild Oat Grass (C)	259-259
Likert	1 Strongly agree (score=3)	Booklet 1: Q53
A1	2 Agree (score=2)	Booklet 3: Q32
	3 Disagree (score=1)	Booklet 4: Q12
	4 Strongly disagree (score=0)	Booklet 6: Q59
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S416QSA	SUPP – P2006 The Moon (A)	260-260
Likert	1 Strongly agree (score=3)	Booklet 1: Q69
A1	2 Agree (score=2)	Booklet 5: Q46
	3 Disagree (score=1)	Booklet 7: Q8
	4 Strongly disagree (score=0)	Booklet 13: Q23
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S416QSB	SUPP – P2006 The Moon (B)	261-261
Likert	1 Strongly agree (score=3)	Booklet 1: Q69
A1	2 Agree (score=2)	Booklet 5: Q46
	3 Disagree (score=1)	Booklet 7: Q8
	4 Strongly disagree (score=0)	Booklet 13: Q23
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S416QSC	SUPP – P2006 The Moon (C)	262-262
Likert	1 Strongly agree (score=3)	Booklet 1: Q69
A1	2 Agree (score=2)	Booklet 5: Q46
	3 Disagree (score=1)	Booklet 7: Q8
	4 Strongly disagree (score=0)	Booklet 13: Q23
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S421QSA	SUPP – P2006 Big and Small (A)	263-263
Likert	1 Strongly agree (score=3)	Booklet 1: Q82
A1	2 Agree (score=2)	Booklet 5: Q59
	3 Disagree (score=1)	Booklet 7: Q21
	4 Strongly disagree (score=0)	Booklet 13: Q36
	7 N/A	Booklet UH: Q9
	8 M/R	
	9 Missing	
	r Not reached	
S421QSC	SUPP – P2006 Big and Small (C)	264-264
Likert	1 Strongly agree (score=3)	Booklet 1: Q82
A1	2 Agree (score=2)	Booklet 5: Q59
	3 Disagree (score=1)	Booklet 7: Q21
	4 Strongly disagree (score=0)	Booklet 13: Q36
	7 N/A	Booklet UH: Q9
	8 M/R	
	9 Missing	
	r Not reached	
S425QSA	SUPP – P2006 Penguin Island (A)	265-265
Likert	1 Strongly agree (score=3)	Booklet 1: Q74
A1	2 Agree (score=2)	Booklet 5: Q51
	3 Disagree (score=1)	Booklet 7: Q13
	4 Strongly disagree (score=0)	Booklet 13: Q28
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S425QSB	SUPP – P2006 Penguin Island (B)	266-266
Likert	1 Strongly agree (score=3)	Booklet 1: Q74
A1	2 Agree (score=2)	Booklet 5: Q51
	3 Disagree (score=1)	Booklet 7: Q13
	4 Strongly disagree (score=0)	Booklet 13: Q28
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S425QSC	SUPP – P2006 Penguin Island (C)	267-267
Likert	1 Strongly agree (score=3)	Booklet 1: Q74
A1	2 Agree (score=2)	Booklet 5: Q51
	3 Disagree (score=1)	Booklet 7: Q13
	4 Strongly disagree (score=0)	Booklet 13: Q28
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S426QSA	SUPP – P2006 The Grand Canyon (A)	268-268
Likert	1 Strongly agree (score=3)	Booklet 1: Q12
A1	2 Agree (score=2)	Booklet 9: Q24
	3 Disagree (score=1)	Booklet 10: Q55
	4 Strongly disagree (score=0)	Booklet 12: Q37
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	

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Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S426QSB	SUPP – P2006 The Grand Canyon (B)	269-269
Likert	1 Strongly agree (score=3)	Booklet 1: Q12
A1	2 Agree (score=2)	Booklet 9: Q24
	3 Disagree (score=1)	Booklet 10: Q55
	4 Strongly disagree (score=0)	Booklet 12: Q37
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S426QSC	SUPP – P2006 The Grand Canyon (C)	270-270
Likert	1 Strongly agree (score=3)	Booklet 1: Q12
A1	2 Agree (score=2)	Booklet 9: Q24
	3 Disagree (score=1)	Booklet 10: Q55
	4 Strongly disagree (score=0)	Booklet 12: Q37
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S438QSA	SUPP – P2006 Green Parks (A)	271-271
Likert	1 Strongly agree (score=3)	Booklet 5: Q34
A1	2 Agree (score=2)	Booklet 6: Q15
	3 Disagree (score=1)	Booklet 8: Q58
	4 Strongly disagree (score=0)	Booklet 10: Q39
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S438QSB	SUPP – P2006 Green Parks (B)	272-272
Likert	1 Strongly agree (score=3)	Booklet 5: Q34
A1	2 Agree (score=2)	Booklet 6: Q15
	3 Disagree (score=1)	Booklet 8: Q58
	4 Strongly disagree (score=0)	Booklet 10: Q39
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S438QSC	SUPP – P2006 Green Parks (C)	273-273
Likert	1 Strongly agree (score=3)	Booklet 5: Q34
A1	2 Agree (score=2)	Booklet 6: Q15
	3 Disagree (score=1)	Booklet 8: Q58
	4 Strongly disagree (score=0)	Booklet 10: Q39
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S456QSA	SUPP – P2006 The Cheetah (A)	274-274
Likert	1 Strongly agree (score=3)	Booklet 1: Q41
A1	2 Agree (score=2)	Booklet 2: Q19
	3 Disagree (score=1)	Booklet 8: Q43
	4 Strongly disagree (score=0)	Booklet 11: Q65
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S456QSB	SUPP – P2006 The Cheetah (B)	275-275
Likert	1 Strongly agree (score=3)	Booklet 1: Q41
A1	2 Agree (score=2)	Booklet 2: Q19
	3 Disagree (score=1)	Booklet 8: Q43
	4 Strongly disagree (score=0)	Booklet 11: Q65
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S456QSC	SUPP – P2006 The Cheetah (C)	276-276
Likert	1 Strongly agree (score=3)	Booklet 1: Q41
A1	2 Agree (score=2)	Booklet 2: Q19
	3 Disagree (score=1)	Booklet 8: Q43
	4 Strongly disagree (score=0)	Booklet 11: Q65
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S465QSA	SUPP – P2006 Different Climates (A)	277-277
Likert	1 Strongly agree (score=3)	Booklet 4: Q39
A1	2 Agree (score=2)	Booklet 5: Q7
	3 Disagree (score=1)	Booklet 11: Q19
	4 Strongly disagree (score=0)	Booklet 12: Q54
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S465QSB	SUPP – P2006 Different Climates (B)	278-278
Likert	1 Strongly agree (score=3)	Booklet 4: Q39
A1	2 Agree (score=2)	Booklet 5: Q7
	3 Disagree (score=1)	Booklet 11: Q19
	4 Strongly disagree (score=0)	Booklet 12: Q54
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S476QSA	SUPP – P2006 Heart Surgery (A)	279-279
Likert	1 Strongly agree (score=3)	Booklet 1: Q27
A1	2 Agree (score=2)	Booklet 2: Q5
	3 Disagree (score=1)	Booklet 8: Q29
	4 Strongly disagree (score=0)	Booklet 11: Q51
	7 N/A	Booklet UH: Q14
	8 M/R	
	9 Missing	
	r Not reached	
S476QSB	SUPP – P2006 Heart Surgery (B)	280-280
Likert	1 Strongly agree (score=3)	Booklet 1: Q27
A1	2 Agree (score=2)	Booklet 2: Q5
	3 Disagree (score=1)	Booklet 8: Q29
	4 Strongly disagree (score=0)	Booklet 11: Q51
	7 N/A	Booklet UH: Q14
	8 M/R	
	9 Missing	
	r Not reached	
S476QSC	SUPP – P2006 Heart Surgery (C)	281-281
Likert	1 Strongly agree (score=3)	Booklet 1: Q27
A1	2 Agree (score=2)	Booklet 2: Q5
	3 Disagree (score=1)	Booklet 8: Q29
	4 Strongly disagree (score=0)	Booklet 11: Q51
	7 N/A	Booklet UH: Q14
	8 M/R	
	9 Missing	
	r Not reached	
S477QSA	SUPP – P2006 Mary Montagu (A)	282-282
Likert	1 Strongly agree (score=3)	Booklet 2: Q23
A1	2 Agree (score=2)	Booklet 3: Q4
	3 Disagree (score=1)	Booklet 5: Q63
	4 Strongly disagree (score=0)	Booklet 9: Q38
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S477QSB	SUPP – P2006 Mary Montagu (B)	283-283
Likert	1 Strongly agree (score=3)	Booklet 2: Q23
A1	2 Agree (score=2)	Booklet 3: Q4
	3 Disagree (score=1)	Booklet 5: Q63
	4 Strongly disagree (score=0)	Booklet 9: Q38
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S477QSC	SUPP – P2006 Mary Montagu (C)	284-284
Likert	1 Strongly agree (score=3)	Booklet 2: Q23
A1	2 Agree (score=2)	Booklet 3: Q4

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
	3 Disagree (score=1)	Booklet 5: Q63
	4 Strongly disagree (score=0)	Booklet 9: Q38
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S485QSB	SUPP – P2006 Acid Rain (B)	285-285
Likert	1 Strongly agree (score=3)	Booklet 1: Q22
A1	2 Agree (score=2)	Booklet 9: Q34
	3 Disagree (score=1)	Booklet 10: Q65
	4 Strongly disagree (score=0)	Booklet 12: Q47
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S485QSC	SUPP – P2006 Acid Rain (C)	286-286
Likert	1 Strongly agree (score=3)	Booklet 1: Q22
A1	2 Agree (score=2)	Booklet 9: Q34
	3 Disagree (score=1)	Booklet 10: Q65
	4 Strongly disagree (score=0)	Booklet 12: Q47
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S498QSA	SUPP – P2006 Experimental Digestion (A)	287-287
Likert	1 Strongly agree (score=3)	Booklet 2: Q36
A1	2 Agree (score=2)	Booklet 3: Q17
	3 Disagree (score=1)	Booklet 5: Q76
	4 Strongly disagree (score=0)	Booklet 9: Q51
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S498QSB	SUPP – P2006 Experimental Digestion (B)	288-288
Likert	1 Strongly agree (score=3)	Booklet 2: Q36
A1	2 Agree (score=2)	Booklet 3: Q17
	3 Disagree (score=1)	Booklet 5: Q76
	4 Strongly disagree (score=0)	Booklet 9: Q51
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S519QSA	SUPP – P2006 Airbags (A)	289-289
Likert	1 Strongly agree (score=3)	Booklet 2: Q31
A1	2 Agree (score=2)	Booklet 3: Q12
	3 Disagree (score=1)	Booklet 5: Q71
	4 Strongly disagree (score=0)	Booklet 9: Q46
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S519QSB	SUPP – P2006 Airbags (B)	290-290
Likert	1 Strongly agree (score=3)	Booklet 2: Q31
A1	2 Agree (score=2)	Booklet 3: Q12
	3 Disagree (score=1)	Booklet 5: Q71
	4 Strongly disagree (score=0)	Booklet 9: Q46
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S519QSC	SUPP – P2006 Airbags (C)	291-291
Likert	1 Strongly agree (score=3)	Booklet 2: Q31
A1	2 Agree (score=2)	Booklet 3: Q12
	3 Disagree (score=1)	Booklet 5: Q71
	4 Strongly disagree (score=0)	Booklet 9: Q46
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S527QSB	SUPP – P2006 Extinction of the Dinosaurs (B)	292-292
Likert	1 Strongly agree (score=3)	Booklet 1: Q17
A1	2 Agree (score=2)	Booklet 9: Q29
	3 Disagree (score=1)	Booklet 10: Q60
	4 Strongly disagree (score=0)	Booklet 12: Q42
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
S527QSC	SUPP – P2006 Extinction of the Dinosaurs (C)	293-293
Likert	1 Strongly agree (score=3)	Booklet 1: Q17
A1	2 Agree (score=2)	Booklet 9: Q29
	3 Disagree (score=1)	Booklet 10: Q60
	4 Strongly disagree (score=0)	Booklet 12: Q42
	7 N/A	
	8 M/R	
	9 Missing	
	r Not reached	
M034R01	MATH – P2000 Bricks (Q01) – original responses	295-302
Closed Constructed	21 Full credit	Booklet 4: Q63
Response	9997 N/A	Booklet 7: Q46
F8.2	9998 M/R	Booklet 8: Q24
	9999 Missing	Booklet 9: Q12
M155R02	MATH – P2000 Population Pyramids (Q02) – original responses	303-304
Open Constructed	00 No credit	Booklet 4: Q54
Response	11 Partial credit	Booklet 7: Q37
A2	12 Partial credit	Booklet 8: Q15
	13 Partial credit	Booklet 9: Q3
	21 Full credit	
	97 N/A	
	99 Missing	
M155R03	MATH – P2000 Population Pyramids (Q03) – original responses	305-306
Open Constructed	00 No credit	Booklet 4: Q56
Response	11 Partial credit	Booklet 7: Q39
A2	12 Partial credit	Booklet 8: Q17
	13 Partial credit	Booklet 9: Q5
	21 Full credit	
	22 Full credit	
	23 Full credit	
	97 N/A	
	99 Missing	
M155R04	MATH – P2000 Population Pyramids (Q04) – original responses	307-310
Complex Multiple	2111 Full credit	Booklet 4: Q57
Choice	7777 N/A	Booklet 7: Q40
A4		Booklet 8: Q18
		Booklet 9: Q6
M192R01	MATH – P2000 Containers (Q01) – original responses	311-313
Complex Multiple	162 Full credit	
Choice	16* Full credit	Booklet 3: Q45
A3	1*2 Full credit	Booklet 7: Q51
	*62 Full credit	Booklet 10: Q17
	777 N/A	Booklet 11: Q5
M273R01	MATH – P2000 Pipelines (Q01) – original responses	314-317
Complex Multiple	4213 Full credit	Booklet 2: Q41
Choice	9997 N/A	Booklet 4: Q22
A4	9998 M/R	Booklet 10: Q2
	9999 Missing	Booklet 13: Q50

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
M302R01	MATH – P2003 Car Drive (Q01) – original responses	318-325
Closed Constructed Response F8.2	60 Full credit	Booklet 3: Q53
	9997 N/A	Booklet 8: Q1
	9998 M/R	Booklet 12: Q14
	9999 Missing	Booklet 13: Q37
		Booklet UH: Q29
M408R01	MATH – P2003 Lotteries (Q01) – original responses	326-329
Complex Multiple Choice A4	1222 Full credit	Booklet 2: Q42
	7777 N/A	Booklet 4: Q23
		Booklet 10: Q3
M420R01	MATH – P2003 Transport (Q01) – original responses	330-333
Complex Multiple Choice A4	1112 Full credit	Booklet 2: Q43
	7777 N/A	Booklet 4: Q24
		Booklet 10: Q4
		Booklet 13: Q52
M421R02	MATH – P2003 Height (Q02) – original responses	334-337
Complex Multiple Choice A4	2222 Full credit	Booklet 3: Q57
	7777 N/A	Booklet 8: Q5
		Booklet 12: Q18
		Booklet 13: Q41
M462R01	MATH – P2003 Third Side (Q01) – original responses	338-339
Open Constructed Response A2	01 No credit	Booklet 4: Q62
	02 No credit	Booklet 7: Q45
	11 Partial credit	Booklet 8: Q23
	12 Partial credit	Booklet 9: Q11
	21 Full credit	Booklet UH: Q26
	97 N/A	
	99 Missing	
M464R01	MATH – P2003 The Fence (Q01) – original responses	340-347
Short Response F8.2	144 Full credit	Booklet 2: Q50
	9997 N/A	Booklet 4: Q31
	9998 M/R	Booklet 10: Q11
	9999 Missing	Booklet 13: Q59
M496R01	MATH – P2003 Cash Withdrawal (Q01) – original responses	348-351
Complex Multiple Choice A4	2111 Full credit	Booklet 3: Q42
	7777 N/A	Booklet 7: Q48
	Booklet 10: Q14	
	Booklet 11: Q2	
M603R01	MATH – P2003 Number Check (Q01) – original responses	352-354
Complex Multiple Choice A3	112 Full credit	Booklet 3: Q48
	777 N/A	Booklet 7: Q54
	Booklet 10: Q20	
	Booklet 11: Q8	
M603R02	MATH – P2003 Number Check (Q02) – original responses	355-362
Short Response F8.2	7 Full credit	Booklet 3: Q49
	9997 N/A	Booklet 7: Q55
	9998 M/R	Booklet 10: Q21
	9999 Missing	Booklet 11: Q9
M803R01	MATH – P2003 Labels (Q01) – original responses	363-370
Short Response F8.2	12 Full credit	Booklet 4: Q60
	9997 N/A	Booklet 7: Q43
	9998 M/R	Booklet 8: Q21
	9999 Missing	Booklet 9: Q9
M810R01	MATH – P2003 Bicycles (Q01) – original responses	371-378
Short Response F8.2	282 Full credit	Booklet 3: Q61
	9997 N/A	Booklet 8: Q9
	9998 M/R	Booklet 12: Q22
	9999 Missing	Booklet 13: Q45
M810R02	MATH – P2003 Bicycles (Q02) – original responses	379-386
Short Response F8.2	8 Full credit	Booklet 3: Q62
	9997 N/A	Booklet 8: Q10
	9998 M/R	Booklet 12: Q23
	9999 Missing	Booklet 13: Q46

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
M810R03	MATH – P2003 Bicycles (Q03) – original responses	387-388
Open Constructed Response A2	00 No credit	Booklet 3: Q63
	11 Partial credit	Booklet 8: Q11
	12 Partial credit	Booklet 12: Q24
	21 Full credit	Booklet 13: Q47
	97 N/A	
	99 Missing	
M833R01	MATH – P2003 Seeing the tower (Q01) – original responses	389-393
Complex Multiple Choice A5	43122 Full credit	Booklet 3: Q64
	77777 N/A	Booklet 8: Q12
		Booklet 12: Q25
		Booklet 13: Q48
R219R01	READ – P2000 Employment (Q01) – original responses	394-397
Closed Constructed Response A4	1111 Full credit	Booklet 2: Q52
	7777 N/A	Booklet 6: Q35
		Booklet 7: Q22
		Booklet 12: Q1
		Booklet UH: Q19
R227R02	READ – P2000 Optician (Q02) – original responses	398-404
Complex Multiple Choice A7	2121121 Full credit	Booklet 6: Q21
	5 or 6 out of 7 Partial credit	Booklet 9: Q56
	7777777 N/A	Booklet 11: Q33
		Booklet 13: Q2
S114R03	SCIE – P2000 Greenhouse (Q03) – original responses	405-406
Open Response A2	01 No credit	Booklet 1: Q28
	02 No credit	Booklet 2: Q6
	11 Full credit	Booklet 8: Q30
	12 Full credit	Booklet 11: Q52
	97 N/A	
	99 Missing	
S114R05	SCIE – P2000 Greenhouse (Q05) – original responses	407-408
Open Response A2	01 No credit	Booklet 1: Q30
	02 No credit	Booklet 2: Q8
	03 No credit	Booklet 8: Q32
	11 Full credit	Booklet 11: Q54
	12 Full credit	
	97 N/A	
	99 Missing	
S131R02	SCIE – P2000 Good Vibrations (Q02) – original responses	409-410
	01 No credit	Booklet 4: Q34
	02 No credit	Booklet 5: Q2
	03 No credit	Booklet 11: Q14
	11 Full credit	Booklet 12: Q49
	12 Full credit	
	97 N/A	
	99 Missing	
S131R04	SCIE – P2006 (broken link) Good Vibrations (Q04) – original responses	411-412
Open Response A2	01 No credit	Booklet 4: Q35
	02 No credit	Booklet 5: Q3
	03 No credit	Booklet 11: Q15
	04 No credit	Booklet 12: Q50
	11 Full credit	
	12 Full credit	
	97 N/A	
	99 Missing	
S213R01	SCIE – P2000 Clothes (Q01) – original responses	413-416
Complex Multiple Choice A4	1112 Full credit	Booklet 1: Q65
	7777 N/A	Booklet 5: Q42
		Booklet 7: Q4
		Booklet 13: Q19

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S269R03	SCIE – P2000 Earth Temperature (Q03) – original responses	417-418
Open Response A2	01 No credit	Booklet 1: Q6
	02 No credit	Booklet 9: Q18
	11 Full credit	Booklet 10: Q49
	12 Full credit	Booklet 12: Q31
	97 N/A	
	99 Missing	
S269R04	SCIE – P2000 Earth Temperature (Q04) – original responses	419-422
Complex Multiple Choice A4	2112 Full credit	Booklet 1: Q7
	7777 N/A	Booklet 9: Q19
		Booklet 10: Q50
		Booklet 12: Q32
S326R04	SCIE – P2003 Milk (Q04) – original responses	423-425
Complex Multiple Choice A3	122 Full credit	Booklet 1: Q47
	777 N/A	Booklet 3: Q26
		Booklet 4: Q6
		Booklet 6: Q53
S408R04	SCIE – P2006 Wild Oat Grass (Q04) – original responses	426-428
Complex Multiple Choice A3	211 Full credit	Booklet 1: Q50
	777 N/A	Booklet 3: Q29
		Booklet 4: Q9
		Booklet 6: Q56
S413R04	SCIE – P2006 Plastic Age (Q04) – original responses	429-431
Complex Multiple Choice A3	112 Full credit	Booklet 4: Q49
	777 N/A	Booklet 5: Q17
	Booklet 11: Q29	
	Booklet 12: Q64	
S415R07	SCIE – P2006 Solar Power Generation (Q07) – original responses	432-433
Complex Multiple Choice A2	21 Full credit	Booklet 1: Q59
	77 N/A	Booklet 3: Q38
	Booklet 4: Q18	
	Booklet 6: Q65	
S415R08	SCIE – P2006 Solar Power Generation (Q08) – original responses	434-436
Complex Multiple Choice A3	112 Full credit	Booklet 1: Q61
	777 N/A	Booklet 3: Q40
	Booklet 4: Q20	
	Booklet 6: Q67	
S426R07	SCIE – P2006 The Grand Canyon (Q07) – original responses	437-438
Complex Multiple Choice A2	12 Full credit	Booklet 1: Q9
	77 N/A	Booklet 9: Q21
		Booklet 10: Q52
		Booklet 12: Q34
S438R01	SCIE – P2006 Green Parks (Q01) – original responses	439-441
Complex Multiple Choice A3	112 Full credit	Booklet 5: Q30
	777 N/A	Booklet 6: Q11
		Booklet 8: Q54
		Booklet 10: Q35
S438R03	SCIE – P2006 Green Parks (Q03) – original responses	442-443
Open Response A2	01 No credit	Booklet 5: Q32
	11 Full credit	Booklet 6: Q13
	12 Full credit	Booklet 8: Q56
	97 N/A	Booklet 10: Q37
	99 Missing	
S458R02	SCIE – P2006 The Ice Mummy (Q02) – original responses	444-446
Complex Multiple Choice A3	112 Full credit	Booklet 5: Q21
	777 N/A	Booklet 6: Q2
		Booklet 8: Q45
		Booklet 10: Q26

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S466R01	SCIE – P2006 Forest Fires (Q01) – original responses	447-449
Complex Multiple Choice A3	121 Full credit	Booklet 5: Q35
	777 N/A	Booklet 6: Q16
		Booklet 8: Q59
		Booklet 10: Q40
		Booklet UH: Q15
S466R07	SCIE – P2006 Forest Fires (Q07) – original responses	450-451
Complex Multiple Choice A2	21 Full credit	Booklet 5: Q36
	77 N/A	Booklet 6: Q17
		Booklet 8: Q60
		Booklet 10: Q41
		Booklet UH: Q16
S478R02	SCIE – P2006 Antibiotics (Q02) – original responses	452-454
Complex Multiple Choice A3	212 Full credit	Booklet 4: Q41
	777 N/A	Booklet 5: Q9
		Booklet 11: Q21
		Booklet 12: Q56
S478R03	SCIE – P2006 Antibiotics (Q03) – original responses	455-456
Complex Multiple Choice A2	12 Full credit	Booklet 4: Q42
	77 N/A	Booklet 5: Q10
		Booklet 11: Q22
		Booklet 12: Q57
S493R01	SCIE – P2006 Physical Exercise (Q01) – original responses	457-459
Complex Multiple Choice A3	121 Full credit	Booklet 1: Q62
	777 N/A	Booklet 5: Q39
		Booklet 7: Q1
		Booklet 13: Q16
S493R03	SCIE – P2006 Physical Exercise (Q03) – original responses	460-461
Complex Multiple Choice A2	12 Full credit	Booklet 1: Q63
	77 N/A	Booklet 5: Q40
		Booklet 7: Q2
		Booklet 13: Q17
S493R05	SCIE – P2006 Physical Exercise (Q05) – original responses	462-463
Open Response A2	01 No credit	Booklet 1: Q64
	11 Full credit	Booklet 5: Q41
	12 Full credit	Booklet 7: Q3
	97 N/A	Booklet 13: Q18
	99 Missing	
S495R01	SCIE – P2006 Radiotherapy (Q01) – original responses	464-466
Complex Multiple Choice A3	122 Full credit	Booklet 1: Q35
	777 N/A	Booklet 2: Q13
		Booklet 8: Q37
		Booklet 11: Q59
S495R02	SCIE – P2006 Radiotherapy (Q02) – original responses	467-468
Complex Multiple Choice A2	11 Full credit	Booklet 1: Q36
	77 N/A	Booklet 2: Q14
		Booklet 8: Q38
		Booklet 11: Q60
S495R04	SCIE – P2006 Radiotherapy (Q04) – original responses	469-471
Complex Multiple Choice A3	112 Full credit	Booklet 1: Q34
	777 N/A	Booklet 2: Q12
		Booklet 8: Q36
		Booklet 11: Q58
S498R02	SCIE – P2006 Experimental Digestion (Q02) – original responses	472-474
Complex Multiple Choice A3	121 Full credit	Booklet 2: Q32
	777 N/A	Booklet 3: Q13
		Booklet 5: Q72
		Booklet 9: Q47

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Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S508R02	SCIE – P2006 Genetically Modified Food (Q02) – original responses	475-476
Complex Multiple Choice A2	21 Full credit	Booklet 1: Q1
	77 N/A	Booklet 9: Q13
		Booklet 10: Q44
		Booklet 12: Q26
S510R01	SCIE – P2006 Magnetic Hovertrain (Q01) – original responses	477-478
Complex Multiple Choice A2	11 Full credit	Booklet 1: Q42
	77 N/A	Booklet 3: Q21
		Booklet 4: Q1
		Booklet 6: Q48
S510R04	SCIE – P2006 Magnetic Hovertrain (Q04) – original responses	479-480
Open Response A2	01 No credit	Booklet 1: Q43
	11 Full credit	Booklet 3: Q22
	12 Full credit	Booklet 4: Q2
	97 N/A	Booklet 6: Q49
	99 Missing	
S519R02	SCIE – P2006 Airbags (Q02) – original responses	481-482
Complex Multiple Choice A2	12 Full credit	Booklet 2: Q28
	77 N/A	Booklet 3: Q9
		Booklet 5: Q68
		Booklet 9: Q43
S524R06	SCIE – P2006 Penicillin Manufacture (Q06) – original responses	483-484
Complex Multiple Choice A2	21 Full credit	Booklet 2: Q37
	77 N/A	Booklet 3: Q18
		Booklet 5: Q77
		Booklet 9: Q52
S527R01	SCIE – P2006 Extinction of the Dinosaurs (Q01) – original responses	485-487
Complex Multiple Choice A3	133 Full credit	Booklet 1: Q13
	777 N/A	Booklet 9: Q25
		Booklet 10: Q56
		Booklet 12: Q38
S527R03	SCIE – P2006 Extinction of the Dinosaurs (Q03) – original responses	488-489
Complex Multiple Choice A2	12 Full credit	Booklet 1: Q14
	77 N/A	Booklet 9: Q26
		Booklet 10: Q57
		Booklet 12: Q39
S527R04	SCIE – P2006 Extinction of the Dinosaurs (Q04) – original responses	490-492
Complex Multiple Choice A3	121 Full credit	Booklet 1: Q15
	777 N/A	Booklet 9: Q27
		Booklet 10: Q58
		Booklet 12: Q40
CLCUSE3A	Effort A: real	494-496
F3.0	997 N/A	
	998 M/R	
	999 Missing	
CLCUSE3B	Effort B: if counted	497-499
F3.0	997 N/A	
	998 M/R	
	999 Missing	
DEFFORT	Effort B – Effort A	500-502
F3.0	997 N/A	
	998 M/R	
	999 Missing	
TESTLANG	Language of Test (3-character)	503-505
A3	See Appendix 7 for labels	
VER_COGN	Version of cognitive database and date of release	506-519
A13		

APPENDIX 9
CODEBOOK FOR PISA 2006 SCORED COGNITIVE AND EMBEDDED ATTITUDE ITEMS

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
SUBNATIO	Adjudicated sub-region	1-5
A5	See Appendix 7 for labels	
SCHOOLID	School ID 5-digit	6-10
A5		
STIDSTD	Student ID 5-digit	11-15
A5		
CNT	Country code 3-character	16-18
A3	See Appendix 7 for labels	
COUNTRY	Country code 3-digit	19-21
A3	See Appendix 7 for labels	
OECD	OECD Country	22-22
F1.0	0 Non-OECD	
	1 OECD	
BOOKID	Booklet	23-24
F2.0		
M033Q01	MATH – P2000 A View Room (Q01)	26-26
Multiple Choice	0 Score=0	Booklet 4: Q52
A1	1 Score=1	Booklet 7: Q35
	7 N/A	Booklet 8: Q13
	8 Not reached	Booklet 9: Q1
M034Q01T	MATH – P2000 Bricks (Q01)	27-27
Closed	0 Score=0	Booklet 4: Q63
Constructed	1 Score=1	Booklet 7: Q46
Response	7 N/A	Booklet 8: Q24
A1	8 Not reached	Booklet 9: Q12
M155Q01	MATH – P2000 Population Pyramids (Q01)	28-28
Open Constructed	0 Score=0	Booklet 4: Q55
Response	1 Score=1	Booklet 7: Q38
A1	7 N/A	Booklet 8: Q16
	8 Not reached	Booklet 9: Q4
M155Q02T	MATH – P2000 Population Pyramids (Q02)	29-29
Open Constructed	0 Score=0	Booklet 4: Q54
Response	1 Score=1	Booklet 7: Q37
A1	2 Score=2	Booklet 8: Q15
	7 N/A	Booklet 9: Q3
	8 Not reached	
M155Q03T	MATH – P2000 Population Pyramids (Q03)	30-30
Open Constructed	0 Score=0	Booklet 4: Q56
Response	1 Score=1	Booklet 7: Q39
A1	2 Score=2	Booklet 8: Q17
	7 N/A	Booklet 9: Q5
	8 Not reached	
M155Q04T	MATH – P2000 Population Pyramids (Q04)	31-31
Complex Multiple	0 Score=0	Booklet 4: Q57
Choice	1 Score=1	Booklet 7: Q40
A1	7 N/A	Booklet 8: Q18
	8 Not reached	Booklet 9: Q6
M192Q01T	MATH – P2000 Containers (Q01)	32-32
Complex Multiple	0 Score=0	Booklet 3: Q45
Choice	1 Score=1	Booklet 7: Q51
A1	7 N/A	Booklet 10: Q17
	8 Not reached	Booklet 11: Q5
M273Q01T	MATH – P2000 Pipelines (Q01)	33-33
Complex Multiple	0 Score=0	Booklet 2: Q41
Choice	1 Score=1	Booklet 4: Q22
A1	7 N/A	Booklet 10: Q2
	8 Not reached	Booklet 13: Q50
M302Q01T	MATH – P2003 Car Drive (Q01)	34-34
Closed Constructed	0 Score=0	Booklet 3: Q53
Response	1 Score=1	Booklet 8: Q1
A1	7 N/A	Booklet 12: Q14
	8 Not reached	Booklet 13: Q37
		Booklet UH: Q29

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
M302Q02	MATH – P2003 Car Drive (Q02)	35-35
Closed	0 Score=0	Booklet 3: Q54
Constructed	1 Score=1	Booklet 8: Q2
Response	7 N/A	Booklet 12: Q15
A1	8 Not reached	Booklet 13: Q38
		Booklet UH: Q30
M302Q03	MATH – P2003 Car Drive (Q03)	36-36
Open Constructed	0 Score=0	Booklet 3: Q55
Response	1 Score=1	Booklet 8: Q3
A1	7 N/A	Booklet 12: Q16
	8 Not reached	Booklet 13: Q39
		Booklet UH: Q31
M305Q01	MATH – P2003 Map (Q01)	37-37
Multiple Choice	0 Score=0	Booklet 3: Q41
A1	1 Score=1	Booklet 7: Q47
	7 N/A	Booklet 10: Q13
	8 Not reached	Booklet 11: Q1
M406Q01	MATH – P2003 Running Tracks (Q01)	38-38
Open Constructed	0 Score=0	Booklet 3: Q46
Response	1 Score=1	Booklet 7: Q52
A1	7 N/A	Booklet 10: Q18
	8 Not reached	Booklet 11: Q6
	r Not reached	
M406Q02	MATH – P2003 Running Tracks (Q02)	39-39
Open Constructed	0 Score=0	Booklet 3: Q47
Response	1 Score=1	Booklet 7: Q53
A1	7 N/A	Booklet 10: Q19
	8 Not reached	Booklet 11: Q7
M408Q01T	MATH – P2003 Lotteries (Q01)	40-40
Complex Multiple	0 Score=0	Booklet 2: Q42
Choice	1 Score=1	Booklet 4: Q23
A1	7 N/A	Booklet 10: Q3
	8 Not reached	Booklet 13: Q51
M411Q01	MATH – P2003 Diving (Q01)	41-41
Short Response	0 Score=0	Booklet 4: Q58
A1	1 Score=1	Booklet 7: Q41
	7 N/A	Booklet 8: Q19
	8 Not reached	Booklet 9: Q7
M411Q02	MATH – P2003 Diving (Q02)	42-42
Multiple Choice	0 Score=0	Booklet 4: Q59
A1	1 Score=1	Booklet 7: Q42
	7 N/A	Booklet 8: Q20
	8 Not reached	Booklet 9: Q8
M420Q01T	MATH – P2003 Transport (Q01)	43-43
Complex Multiple	0 Score=0	Booklet 2: Q43
Choice	1 Score=1	Booklet 4: Q24
A1	7 N/A	Booklet 10: Q4
	8 Not reached	Booklet 13: Q52
M421Q01	MATH – P2003 Height (Q01)	44-44
Open Constructed	0 Score=0	Booklet 3: Q56
Response	1 Score=1	Booklet 8: Q4
A1	7 N/A	Booklet 12: Q17
	8 Not reached	Booklet 13: Q40
M421Q02T	MATH – P2003 Height (Q02)	45-45
Complex Multiple	0 Score=0	Booklet 3: Q57
Choice	1 Score=1	Booklet 8: Q5
A1	7 N/A	Booklet 12: Q18
	8 Not reached	Booklet 13: Q41
M421Q03	MATH – P2003 Height (Q03)	46-46
Multiple Choice	0 Score=0	Booklet 3: Q58
A1	1 Score=1	Booklet 8: Q6
	7 N/A	Booklet 12: Q19
	8 Not reached	Booklet 13: Q42

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Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
M423Q01	MATH – P2003 Tossing Coins (Q01)	47-47
Multiple Choice A1	0 Score=0	Booklet 3: Q44
	1 Score=1	Booklet 7: Q50
	7 N/A	Booklet 10: Q16
	8 Not reached	Booklet 11: Q4
M442Q02	MATH – P2003 Braille (Q02)	48-48
Closed Constructed Response A1	0 Score=0	Booklet 4: Q61
	1 Score=1	Booklet 7: Q44
	7 N/A	Booklet 8: Q22
	8 Not reached	Booklet 9: Q10
M446Q01	MATH – P2003 Thermometer Cricket (Q01)	49-49
Short Response A1	0 Score=0	Booklet 2: Q44
	1 Score=1	Booklet 4: Q25
	7 N/A	Booklet 10: Q5
	8 Not reached	Booklet 13: Q53
M446Q02	MATH – P2003 Thermometer Cricket (Q02)	50-50
Open Constructed Response A1	0 Score=0	Booklet 2: Q45
	1 Score=1	Booklet 4: Q26
	7 N/A	Booklet 10: Q6
	8 Not reached	Booklet 13: Q54
M447Q01	MATH – P2003 Tile Arrangement (Q01)	51-51
Multiple Choice A1	0 Score=0	Booklet 2: Q40
	1 Score=1	Booklet 4: Q21
	7 N/A	Booklet 10: Q1
	8 Not reached	Booklet 13: Q49
M462Q01T	MATH – P2003 Third Side (Q01)	52-52
Open Constructed Response A1	0 Score=0	Booklet 4: Q62
	1 Score=1	Booklet 7: Q45
	2 Score=2	Booklet 8: Q23
	7 N/A	Booklet 9: Q11
	8 Not reached	Booklet UH: Q26
M464Q01T	MATH – P2003 The Fence (Q01)	53-53
Short Response A1	0 Score=0	Booklet 2: Q50
	1 Score=1	Booklet 4: Q31
	7 N/A	Booklet 10: Q11
	8 Not reached	Booklet 13: Q59
M474Q01	MATH – P2003 Running Time (Q01)	54-54
Closed Constructed Response A1	0 Score=0	Booklet 4: Q53
	1 Score=1	Booklet 7: Q36
	7 N/A	Booklet 8: Q14
	8 Not reached	Booklet 9: Q2
M496Q01T	MATH – P2003 Cash Withdrawal (Q01)	55-55
Complex Multiple Choice A1	0 Score=0	Booklet 3: Q42
	1 Score=1	Booklet 7: Q48
	7 N/A	Booklet 10: Q14
	8 Not reached	Booklet 11: Q2
M496Q02	MATH – P2003 Cash Withdrawal (Q02)	56-56
Short Response A1	0 Score=0	Booklet 3: Q43
	1 Score=1	Booklet 7: Q49
	7 N/A	Booklet 10: Q15
	8 Not reached	Booklet 11: Q3
M559Q01	MATH – P2003 Telephone Rates (Q01)	57-57
Multiple Choice A1	0 Score=0	Booklet 2: Q46
	1 Score=1	Booklet 4: Q27
	7 N/A	Booklet 10: Q7
	8 Not reached	Booklet 13: Q55
M564Q01	MATH – P2003 Chair Lift (Q01)	58-58
Multiple Choice A1	0 Score=0	Booklet 3: Q51
	1 Score=1	Booklet 7: Q57
	7 N/A	Booklet 10: Q23
	8 Not reached	Booklet 11: Q11
		Booklet UH: Q27
M564Q02	MATH – P2003 Chair Lift (Q02)	59-59
Multiple Choice A1	0 Score=0	Booklet 3: Q52
	1 Score=1	Booklet 7: Q58
	7 N/A	Booklet 10: Q24
	8 Not reached	Booklet 11: Q12
		Booklet UH: Q28

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
M571Q01	MATH – P2003 Stop The Car (Q01)	60-60
Multiple Choice A1	0 Score=0	Booklet 3: Q50
	1 Score=1	Booklet 7: Q56
	7 N/A	Booklet 10: Q22
	8 Not reached	Booklet 11: Q10
M598Q01	MATH – P2003 Making A Booklet (Q01)	61-61
Closed Constructed Response A1	0 Score=0	Booklet 3: Q60
	1 Score=1	Booklet 8: Q8
	7 N/A	Booklet 12: Q21
	8 Not reached	Booklet 13: Q44
M603Q01T	MATH – P2003 Number Check (Q01)	62-62
Complex Multiple Choice A1	0 Score=0	Booklet 3: Q48
	1 Score=1	Booklet 7: Q54
	7 N/A	Booklet 10: Q20
	8 Not reached	Booklet 11: Q8
M603Q02T	MATH – P2003 Number Check (Q02)	63-63
Short Response A1	0 Score=0	Booklet 3: Q49
	1 Score=1	Booklet 7: Q55
	7 N/A	Booklet 10: Q21
	8 Not reached	Booklet 11: Q9
M710Q01	MATH – P2003 Forecast of Rain (Q01)	64-64
Multiple Choice A1	0 Score=0	Booklet 3: Q59
	1 Score=1	Booklet 8: Q7
	7 N/A	Booklet 12: Q20
	8 Not reached	Booklet 13: Q43
M800Q01	MATH – P2003 Computer Game (Q01)	65-65
Multiple Choice A1	0 Score=0	Booklet 2: Q51
	1 Score=1	Booklet 4: Q32
	7 N/A	Booklet 10: Q12
	8 Not reached	Booklet 13: Q60
		Booklet UH: Q25
M803Q01T	MATH – P2003 Labels (Q01)	66-66
Short Response A1	0 Score=0	Booklet 4: Q60
	1 Score=1	Booklet 7: Q43
	7 N/A	Booklet 8: Q21
	8 Not reached	Booklet 9: Q9
M810Q01T	MATH – P2003 Bicycles (Q01)	67-67
Short Response A1	0 Score=0	Booklet 3: Q61
	1 Score=1	Booklet 8: Q9
	7 N/A	Booklet 12: Q22
	8 Not reached	Booklet 13: Q45
M810Q02T	MATH – P2003 Bicycles (Q02)	68-68
Short Response A1	0 Score=0	Booklet 3: Q62
	1 Score=1	Booklet 8: Q10
	7 N/A	Booklet 12: Q23
	8 Not reached	Booklet 13: Q46
M810Q03T	MATH – P2003 Bicycles (Q03)	69-69
Open Constructed Response A1	0 Score=0	Booklet 3: Q63
	1 Score=1	Booklet 8: Q11
	2 Score=2	Booklet 12: Q24
	7 N/A	Booklet 13: Q47
	8 Not reached	
M828Q01	MATH – P2003 Carbon Dioxide (Q01)	70-70
Open Constructed Response A1	0 Score=0	Booklet 2: Q47
	1 Score=1	Booklet 4: Q28
	7 N/A	Booklet 10: Q8
	8 Not reached	Booklet 13: Q56
M828Q02	MATH – P2003 Carbon Dioxide (Q02)	71-71
Short Response A1	0 Score=0	Booklet 2: Q48
	1 Score=1	Booklet 4: Q29
	7 N/A	Booklet 10: Q9
	8 Not reached	Booklet 13: Q57
M828Q03	MATH – P2003 Carbon Dioxide (Q03)	72-72
Short Response A1	0 Score=0	Booklet 2: Q49
	1 Score=1	Booklet 4: Q30
	7 N/A	Booklet 10: Q10
	8 Not reached	Booklet 13: Q58

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
M833Q01T	MATH – P2003 Seeing the tower (Q01)	73-73
Complex Multiple Choice A1	0 Score=0	Booklet 3: Q64
	1 Score=1	Booklet 8: Q12
	7 N/A	Booklet 12: Q25
	8 Not reached	Booklet 13: Q48
R055Q01	READ – P2000 Drugged Spiders (Q01)	74-74
Multiple Choice A1	0 Score=0	Booklet 6: Q28
	1 Score=1	Booklet 9: Q63
	7 N/A	Booklet 11: Q40
	8 Not reached	Booklet 13: Q9
		Booklet UH: Q21
R055Q02	READ – P2000 Drugged Spiders (Q02)	75-75
Open Constructed Response A1	0 Score=0	Booklet 6: Q29
	1 Score=1	Booklet 9: Q64
	7 N/A	Booklet 11: Q41
	8 Not reached	Booklet 13: Q10
		Booklet UH: Q22
R055Q03	READ – P2000 Drugged Spiders (Q03)	76-76
Open Constructed Response A1	0 Score=0	Booklet 6: Q30
	1 Score=1	Booklet 9: Q65
	7 N/A	Booklet 11: Q42
	8 Not reached	Booklet 13: Q11
		Booklet UH: Q23
R055Q05	READ – P2000 Drugged Spiders (Q05)	77-77
Open Constructed Response A1	0 Score=0	Booklet 6: Q31
	1 Score=1	Booklet 9: Q66
	7 N/A	Booklet 11: Q43
	8 Not reached	Booklet 13: Q12
		Booklet UH: Q24
R067Q01	READ – P2000 Aesop (Q01)	78-78
Multiple Choice A1	0 Score=0	Booklet 2: Q54
	1 Score=1	Booklet 6: Q37
	7 N/A	Booklet 7: Q24
	8 Not reached	Booklet 12: Q3
R067Q04	READ – P2000 Aesop (Q04)	79-79
Open Constructed Response A1	0 Score=0	Booklet 2: Q55
	1 Score=1	Booklet 6: Q38
	2 Score=2	Booklet 7: Q25
	7 N/A	Booklet 12: Q4
	8 Not reached	
R067Q05	READ – P2000 Aesop (Q05)	80-80
Open Constructed Response A1	0 Score=0	Booklet 2: Q56
	1 Score=1	Booklet 6: Q39
	2 Score=2	Booklet 7: Q26
	7 N/A	Booklet 12: Q5
	8 Not reached	
R102Q04A	READ – P2000 Shirts (Q04a)	81-81
Open Constructed Response A1	0 Score=0	Booklet 2: Q57
	1 Score=1	Booklet 6: Q40
	7 N/A	Booklet 7: Q27
	8 Not reached	Booklet 12: Q6
R102Q05	READ – P2000 Shirts (Q05)	82-82
Closed Constructed Response A1	0 Score=0	Booklet 2: Q58
	1 Score=1	Booklet 6: Q41
	7 N/A	Booklet 7: Q28
	8 Not reached	Booklet 12: Q7
R102Q07	READ – P2000 Shirts (Q07)	83-83
Multiple Choice A1	0 Score=0	Booklet 2: Q59
	1 Score=1	Booklet 6: Q42
	7 N/A	Booklet 7: Q29
	8 Not reached	Booklet 12: Q8
R104Q01	READ – P2000 Telephone (Q01)	84-84
Closed Constructed Response A1	0 Score=0	Booklet 6: Q32
	1 Score=1	Booklet 9: Q67
	7 N/A	Booklet 11: Q44
	8 Not reached	Booklet 13: Q13

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
R104Q02	READ – P2000 Telephone (Q02)	85-85
Closed Constructed Response A1	0 Score=0	Booklet 6: Q33
	1 Score=1	Booklet 9: Q68
	7 N/A	Booklet 11: Q45
	8 Not reached	Booklet 13: Q14
R104Q05	READ – P2000 Telephone (Q05)	86-86
Short Response A1	0 Score=0	Booklet 6: Q34
	1 Score=1	Booklet 9: Q69
	2 Score=2	Booklet 11: Q46
	7 N/A	Booklet 13: Q15
	8 Not reached	
R111Q01	READ – P2000 Exchange (Q01)	87-87
Multiple Choice A1	0 Score=0	Booklet 6: Q24
	1 Score=1	Booklet 9: Q59
	7 N/A	Booklet 11: Q36
	8 Not reached	Booklet 13: Q5
R111Q02B	READ – P2000 Exchange (Q02b)	88-88
Open Constructed Response A1	0 Score=0	Booklet 6: Q25
	1 Score=1	Booklet 9: Q60
	2 Score=2	Booklet 11: Q37
	7 N/A	Booklet 13: Q6
	8 Not reached	
R111Q06B	READ – P2000 Exchange (Q06b)	89-89
Open Constructed Response A1	0 Score=0	Booklet 6: Q27
	1 Score=1	Booklet 9: Q62
	2 Score=2	Booklet 11: Q39
	7 N/A	Booklet 13: Q8
	8 Not reached	
R219Q01E	READ – P2000 Employment (Q01e)	90-90
Short Response A1	0 Score=0	Booklet 2: Q52
	1 Score=1	Booklet 6: Q35
	7 N/A	Booklet 7: Q22
	8 Not reached	Booklet 12: Q1
		Booklet UH: Q19
R219Q01T	READ – P2000 Employment (Q01)	91-91
Closed Constructed Response A1	0 Score=0	Booklet 2: Q52
	1 Score=1	Booklet 6: Q35
	7 N/A	Booklet 7: Q22
	8 Not reached	Booklet 12: Q1
		Booklet UH: Q19
R219Q02	READ – P2000 Employment (Q02)	92-92
Open Constructed Response A1	0 Score=0	Booklet 2: Q53
	1 Score=1	Booklet 6: Q36
	7 N/A	Booklet 7: Q23
	8 Not reached	Booklet 12: Q2
		Booklet UH: Q20
R220Q01	READ – P2000 South Pole (Q01)	93-93
Short Response A1	0 Score=0	Booklet 2: Q60
	1 Score=1	Booklet 6: Q43
	7 N/A	Booklet 7: Q30
	8 Not reached	Booklet 12: Q9
R220Q02B	READ – P2000 South Pole (Q02b)	94-94
Multiple Choice A1	0 Score=0	Booklet 2: Q61
	1 Score=1	Booklet 6: Q44
	7 N/A	Booklet 7: Q31
	8 Not reached	Booklet 12: Q10
R220Q04	READ – P2000 South Pole (Q04)	95-95
Multiple Choice A1	0 Score=0	Booklet 2: Q62
	1 Score=1	Booklet 6: Q45
	7 N/A	Booklet 7: Q32
	8 Not reached	Booklet 12: Q11
R220Q05	READ – P2000 South Pole (Q05)	96-96
Multiple Choice A1	0 Score=0	Booklet 2: Q63
	1 Score=1	Booklet 6: Q46
	7 N/A	Booklet 7: Q33
	8 Not reached	Booklet 12: Q12
R220Q06	READ – P2000 South Pole (Q06)	97-97
Multiple Choice A1	0 Score=0	Booklet 2: Q64
	1 Score=1	Booklet 6: Q47
	7 N/A	Booklet 7: Q34
	8 Not reached	Booklet 12: Q13

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Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
R227Q01	READ – P2000 Optician (Q01)	98-98
Multiple Choice A1	0 Score=0	Booklet 6: Q20
	1 Score=1	Booklet 9: Q55
	7 N/A	Booklet 11: Q32
	8 Not reached	Booklet 13: Q1
R227Q02T	READ – P2000 Optician (Q02)	99-99
Complex Multiple Choice A1	0 Score=0	Booklet 6: Q21
	1 Score=1	Booklet 9: Q56
	2 Score=2	Booklet 11: Q33
	7 N/A	Booklet 13: Q2
	8 Not reached	
R227Q03	READ – P2000 Optician (Q03)	100-100
Open Constructed Response A1	0 Score=0	Booklet 6: Q22
	1 Score=1	Booklet 9: Q57
	7 N/A	Booklet 11: Q34
	8 Not reached	Booklet 13: Q3
R227Q06	READ – P2000 Optician (Q06)	101-101
Short Response A1	0 Score=0	Booklet 6: Q23
	1 Score=1	Booklet 9: Q58
	7 N/A	Booklet 11: Q35
	8 Not reached	Booklet 13: Q4
S114Q03T	SCIE – P2000 Greenhouse (Q03)	102-102
Open Response A1	0 Score=0	Booklet 1: Q28
	1 Score=1	Booklet 2: Q6
	7 N/A	Booklet 8: Q30
	8 Not reached	Booklet 11: Q52
S114Q04T	SCIE – P2000 Greenhouse (Q04)	103-103
Open Response A1	0 Score=0	Booklet 1: Q29
	1 Score=1	Booklet 2: Q7
	2 Score=2	Booklet 8: Q31
	7 N/A	Booklet 11: Q53
	8 Not reached	
S114Q05T	SCIE – P2000 Greenhouse (Q05)	104-104
Open Response A1	0 Score=0	Booklet 1: Q30
	1 Score=1	Booklet 2: Q8
	7 N/A	Booklet 8: Q32
	8 Not reached	Booklet 11: Q54
S131Q02T	SCIE – P2000 Good Vibrations (Q02)	105-105
Open Response A1	0 Score=0	Booklet 4: Q34
	1 Score=1	Booklet 5: Q2
	7 N/A	Booklet 11: Q14
	8 Not reached	Booklet 12: Q49
S131Q04T	SCIE – P2006 (broken link) Good Vibrations (Q04)	106-106
Open Response	0 Score=0	Booklet 4: Q35
	1 Score=1	Booklet 5: Q3
	7 N/A	Booklet 11: Q15
	8 Not reached	Booklet 12: Q50
S213Q01T	SCIE – P2000 Clothes (Q01)	107-107
Complex Multiple Choice A1	0 Score=0	Booklet 1: Q65
	1 Score=1	Booklet 5: Q42
	7 N/A	Booklet 7: Q4
	8 Not reached	Booklet 13: Q19
S213Q02	SCIE – P2000 Clothes (Q02)	108-108
Multiple Choice A1	0 Score=0	Booklet 1: Q66
	1 Score=1	Booklet 5: Q43
	7 N/A	Booklet 7: Q5
	8 Not reached	Booklet 13: Q20
S256Q01	SCIE – P2000 Spoons (Q01)	109-109
Multiple Choice A1	0 Score=0	Booklet 4: Q33
	1 Score=1	Booklet 5: Q1
	7 N/A	Booklet 11: Q13
	8 Not reached	Booklet 12: Q48
		Booklet UH: Q1
S268Q01	SCIE – P2000 Algae (Q01)	110-110
Multiple Choice A1	0 Score=0	Booklet 2: Q24
	1 Score=1	Booklet 3: Q5
	7 N/A	Booklet 5: Q64
	8 Not reached	Booklet 9: Q39
S268Q02T	SCIE – P2000 Algae (Q02)	111-111
Open Response A1	0 Score=0	Booklet 2: Q25
	1 Score=1	Booklet 3: Q6
	7 N/A	Booklet 5: Q65
	8 Not reached	Booklet 9: Q40

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S268Q06	SCIE – P2000 Algae (Q06)	112-112
Multiple Choice A1	0 Score=0	Booklet 2: Q26
	1 Score=1	Booklet 3: Q7
	7 N/A	Booklet 5: Q66
	8 Not reached	Booklet 9: Q41
S269Q01	SCIE – P2000 Earth Temperature (Q01)	113-113
Open Response A1	0 Score=0	Booklet 1: Q5
	1 Score=1	Booklet 9: Q17
	7 N/A	Booklet 10: Q48
	8 Not reached	Booklet 12: Q30
S269Q03T	SCIE – P2000 Earth Temperature (Q03)	114-114
Open Response A1	0 Score=0	Booklet 1: Q6
	1 Score=1	Booklet 9: Q18
	7 N/A	Booklet 10: Q49
	8 Not reached	Booklet 12: Q31
S269Q04T	SCIE – P2000 Earth Temperature (Q04)	115-115
Complex Multiple Choice A1	0 Score=0	Booklet 1: Q7
	1 Score=1	Booklet 9: Q19
	7 N/A	Booklet 10: Q50
	8 Not reached	Booklet 12: Q32
S304Q01	SCIE – P2003 Water (Q01)	116-116
Open Response A1	0 Score=0	Booklet 5: Q22
	1 Score=1	Booklet 6: Q3
	7 N/A	Booklet 8: Q46
	8 Not reached	Booklet 10: Q27
S304Q02	SCIE – P2003 Water (Q02)	117-117
Multiple Choice A1	0 Score=0	Booklet 5: Q23
	1 Score=1	Booklet 6: Q4
	7 N/A	Booklet 8: Q47
	8 Not reached	Booklet 10: Q28
S304Q03A	SCIE – P2003 Water (Q03a)	118-118
Open Response A1	0 Score=0	Booklet 5: Q24
	1 Score=1	Booklet 6: Q5
	7 N/A	Booklet 8: Q48
	8 Not reached	Booklet 10: Q29
S304Q03B	SCIE – P2003 Water (Q03b)	119-119
Open Response A1	0 Score=0	Booklet 5: Q25
	1 Score=1	Booklet 6: Q6
	7 N/A	Booklet 8: Q49
	8 Not reached	Booklet 10: Q30
S326Q01	SCIE – P2003 Milk (Q01)	120-120
Open Response A1	0 Score=0	Booklet 1: Q44
	1 Score=1	Booklet 3: Q23
	7 N/A	Booklet 4: Q3
	8 Not reached	Booklet 6: Q50
S326Q02	SCIE – P2003 Milk (Q02)	121-121
Open Response A1	0 Score=0	Booklet 1: Q45
	1 Score=1	Booklet 3: Q24
	7 N/A	Booklet 4: Q4
	8 Not reached	Booklet 6: Q51
S326Q03	SCIE – P2003 Milk (Q03)	122-122
Multiple Choice A1	0 Score=0	Booklet 1: Q46
	1 Score=1	Booklet 3: Q25
	7 N/A	Booklet 4: Q5
	8 Not reached	Booklet 6: Q52
S326Q04T	SCIE – P2003 Milk (Q04)	123-123
Complex Multiple Choice A1	0 Score=0	Booklet 1: Q47
	1 Score=1	Booklet 3: Q26
	7 N/A	Booklet 4: Q6
	8 Not reached	Booklet 6: Q53
S408Q01	SCIE – P2006 Wild Oat Grass (Q01)	124-124
Multiple Choice A1	0 Score=0	Booklet 1: Q48
	1 Score=1	Booklet 3: Q27
	7 N/A	Booklet 4: Q7
	8 Not reached	Booklet 6: Q54
S408Q03	SCIE – P2006 Wild Oat Grass (Q03)	125-125
Open Response A1	0 Score=0	Booklet 1: Q49
	1 Score=1	Booklet 3: Q28
	7 N/A	Booklet 4: Q8
	8 Not reached	Booklet 6: Q55

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S408Q04T	SCIE – P2006 Wild Oat Grass (Q04)	126-126
Complex Multiple Choice A1	0 Score=0	Booklet 1: Q50
	1 Score=1	Booklet 3: Q29
	7 N/A	Booklet 4: Q9
	8 Not reached	Booklet 6: Q56
S408Q05	SCIE – P2006 Wild Oat Grass (Q05)	127-127
Multiple Choice A1	0 Score=0	Booklet 1: Q51
	1 Score=1	Booklet 3: Q30
	7 N/A	Booklet 4: Q10
	8 Not reached	Booklet 6: Q57
S413Q04T	SCIE – P2006 Plastic Age (Q04)	128-128
Complex Multiple Choice A1	0 Score=0	Booklet 4: Q49
	1 Score=1	Booklet 5: Q17
	7 N/A	Booklet 11: Q29
	8 Not reached	Booklet 12: Q64
S413Q05	SCIE – P2006 Plastic Age (Q05)	129-129
Multiple Choice A1	0 Score=0	Booklet 4: Q50
	1 Score=1	Booklet 5: Q18
	7 N/A	Booklet 11: Q30
	8 Not reached	Booklet 12: Q65
S413Q06	SCIE – P2006 Plastic Age (Q06)	130-130
Closed Constructed Response A1	0 Score=0	Booklet 4: Q48
	1 Score=1	Booklet 5: Q16
	7 N/A	Booklet 11: Q28
	8 Not reached	Booklet 12: Q63
S415Q02	SCIE – P2006 Solar Power Generation (Q02)	131-131
Multiple Choice A1	0 Score=0	Booklet 1: Q60
	1 Score=1	Booklet 3: Q39
	7 N/A	Booklet 4: Q19
	8 Not reached	Booklet 6: Q66
S415Q07T	SCIE – P2006 Solar Power Generation (Q07)	132-132
Complex Multiple Choice A1	0 Score=0	Booklet 1: Q59
	1 Score=1	Booklet 3: Q38
	7 N/A	Booklet 4: Q18
	8 Not reached	Booklet 6: Q65
S415Q08T	SCIE – P2006 Solar Power Generation (Q08)	133-133
Complex Multiple Choice A1	0 Score=0	Booklet 1: Q61
	1 Score=1	Booklet 3: Q40
	7 N/A	Booklet 4: Q20
	8 Not reached	Booklet 6: Q67
S416Q01	SCIE – P2006 The Moon (Q01)	134-134
Closed Constructed Response A1	0 Score=0	Booklet 1: Q67
	1 Score=1	Booklet 5: Q44
	7 N/A	Booklet 7: Q6
	8 Not reached	Booklet 13: Q21
S421Q01	SCIE – P2006 Big and Small (Q01)	135-135
Closed Constructed Response A1	0 Score=0	Booklet 1: Q79
	1 Score=1	Booklet 5: Q56
	7 N/A	Booklet 7: Q18
	8 Not reached	Booklet 13: Q33
		Booklet UH: Q6
S421Q03	SCIE – P2006 Big and Small (Q03)	136-136
Closed Constructed Response A1	0 Score=0	Booklet 1: Q81
	1 Score=1	Booklet 5: Q58
	7 N/A	Booklet 7: Q20
	8 Not reached	Booklet 13: Q35
		Booklet UH: Q8
S425Q02	SCIE – P2006 Penguin Island (Q02)	137-137
Multiple Choice A1	0 Score=0	Booklet 1: Q72
	1 Score=1	Booklet 5: Q49
	7 N/A	Booklet 7: Q11
	8 Not reached	Booklet 13: Q26
S425Q03	SCIE – P2006 Penguin Island (Q03)	138-138
Open Response A1	0 Score=0	Booklet 1: Q70
	1 Score=1	Booklet 5: Q47
	7 N/A	Booklet 7: Q9
	8 Not reached	Booklet 13: Q24
S425Q04	SCIE – P2006 Penguin Island (Q04)	139-139
Open Response A1	0 Score=0	Booklet 1: Q73
	1 Score=1	Booklet 5: Q50
	7 N/A	Booklet 7: Q12
	8 Not reached	Booklet 13: Q27

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S425Q05	SCIE – P2006 Penguin Island (Q05)	140-140
Multiple Choice A1	0 Score=0	Booklet 1: Q71
	1 Score=1	Booklet 5: Q48
	7 N/A	Booklet 7: Q10
	8 Not reached	Booklet 13: Q25
S426Q03	SCIE – P2006 The Grand Canyon (Q03)	141-141
Multiple Choice A1	0 Score=0	Booklet 1: Q10
	1 Score=1	Booklet 9: Q22
	7 N/A	Booklet 10: Q53
	8 Not reached	Booklet 12: Q35
S426Q05	SCIE – P2006 The Grand Canyon (Q05)	142-142
Multiple Choice A1	0 Score=0	Booklet 1: Q11
	1 Score=1	Booklet 9: Q23
	7 N/A	Booklet 10: Q54
	8 Not reached	Booklet 12: Q36
S426Q07T	SCIE – P2006 The Grand Canyon (Q07)	143-143
Complex Multiple Choice A1	0 Score=0	Booklet 1: Q9
	1 Score=1	Booklet 9: Q21
	7 N/A	Booklet 10: Q52
	8 Not reached	Booklet 12: Q34
S428Q01	SCIE – P2006 Bacteria in Milk (Q01)	144-144
Multiple Choice A1	0 Score=0	Booklet 5: Q26
	1 Score=1	Booklet 6: Q7
	7 N/A	Booklet 8: Q50
	8 Not reached	Booklet 10: Q31
		Booklet UH: Q2
S428Q03	SCIE – P2006 Bacteria in Milk (Q03)	145-145
Multiple Choice A1	0 Score=0	Booklet 5: Q27
	1 Score=1	Booklet 6: Q8
	7 N/A	Booklet 8: Q51
	8 Not reached	Booklet 10: Q32
		Booklet UH: Q3
S428Q05	SCIE – P2006 Bacteria in Milk (Q05)	146-146
Open Response A1	0 Score=0	Booklet 5: Q28
	1 Score=1	Booklet 6: Q9
	7 N/A	Booklet 8: Q52
	8 Not reached	Booklet 10: Q33
		Booklet UH: Q4
S437Q01	SCIE – P2006 Extinguishing Fires (Q01)	147-147
Multiple Choice A1	0 Score=0	Booklet 1: Q54
	1 Score=1	Booklet 3: Q33
	7 N/A	Booklet 4: Q13
	8 Not reached	Booklet 6: Q60
S437Q03	SCIE – P2006 Extinguishing Fires (Q03)	148-148
Multiple Choice A1	0 Score=0	Booklet 1: Q55
	1 Score=1	Booklet 3: Q34
	7 N/A	Booklet 4: Q14
	8 Not reached	Booklet 6: Q61
S437Q04	SCIE – P2006 Extinguishing Fires (Q04)	149-149
Multiple Choice A1	0 Score=0	Booklet 1: Q56
	1 Score=1	Booklet 3: Q35
	7 N/A	Booklet 4: Q15
	8 Not reached	Booklet 6: Q62
S437Q06	SCIE – P2006 Extinguishing Fires (Q06)	150-150
Open Response A1	0 Score=0	Booklet 1: Q57
	1 Score=1	Booklet 3: Q36
	7 N/A	Booklet 4: Q16
	8 Not reached	Booklet 6: Q63
S438Q01T	SCIE – P2006 Green Parks (Q01)	151-151
Complex Multiple Choice A1	0 Score=0	Booklet 5: Q30
	1 Score=1	Booklet 6: Q11
	7 N/A	Booklet 8: Q54
	8 Not reached	Booklet 10: Q35
S438Q02	SCIE – P2006 Green Parks (Q02)	152-152
Multiple Choice A1	0 Score=0	Booklet 5: Q31
	1 Score=1	Booklet 6: Q12
	7 N/A	Booklet 8: Q55
	8 Not reached	Booklet 10: Q36

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Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S438Q03T	SCIE – P2006 Green Parks (Q03)	153-153
Open Response	0 Score=0	Booklet 5: Q32
A1	1 Score=1	Booklet 6: Q13
	7 N/A	Booklet 8: Q56
	8 Not reached	Booklet 10: Q37
S447Q02	SCIE – P2006 Sunscreens (Q02)	154-154
Multiple Choice	0 Score=0	Booklet 4: Q44
A1	1 Score=1	Booklet 5: Q12
	7 N/A	Booklet 11: Q24
	8 Not reached	Booklet 12: Q59
S447Q03	SCIE – P2006 Sunscreens (Q03)	155-155
Multiple Choice	0 Score=0	Booklet 4: Q45
A1	1 Score=1	Booklet 5: Q13
	7 N/A	Booklet 11: Q25
	8 Not reached	Booklet 12: Q60
S447Q04	SCIE – P2006 Sunscreens (Q04)	156-156
Multiple Choice	0 Score=0	Booklet 4: Q46
A1	1 Score=1	Booklet 5: Q14
	7 N/A	Booklet 11: Q26
	8 Not reached	Booklet 12: Q61
S447Q05	SCIE – P2006 Sunscreens (Q05)	157-157
Open Response	0 Score=0	Booklet 4: Q47
A1	1 Score=1	Booklet 5: Q15
	2 Score=2	Booklet 11: Q27
	7 N/A	Booklet 12: Q62
	8 Not reached	
S458Q01	SCIE – P2006 The Ice Mummy (Q01)	158-158
Open Response	0 Score=0	Booklet 5: Q20
A1	1 Score=1	Booklet 6: Q1
	7 N/A	Booklet 8: Q44
	8 Not reached	Booklet 10: Q25
S458Q02T	SCIE – P2006 The Ice Mummy (Q02)	159-159
Complex Multiple	0 Score=0	Booklet 5: Q21
Choice	1 Score=1	Booklet 6: Q2
A1	7 N/A	Booklet 8: Q45
	8 Not reached	Booklet 10: Q26
S465Q01	SCIE – P2006 Different Climates (Q01)	160-160
Open Response	0 Score=0	Booklet 4: Q36
A1	1 Score=1	Booklet 5: Q4
	2 Score=2	Booklet 11: Q16
	7 N/A	Booklet 12: Q51
	8 Not reached	
S465Q02	SCIE – P2006 Different Climates (Q02)	161-161
Multiple Choice	0 Score=0	Booklet 4: Q37
A1	1 Score=1	Booklet 5: Q5
	7 N/A	Booklet 11: Q17
	8 Not reached	Booklet 12: Q52
S465Q04	SCIE – P2006 Different Climates (Q04)	162-162
Multiple Choice	0 Score=0	Booklet 4: Q38
A1	1 Score=1	Booklet 5: Q6
	7 N/A	Booklet 11: Q18
	8 Not reached	Booklet 12: Q53
S466Q01T	SCIE – P2006 Forest Fires (Q01)	163-163
Complex Multiple	0 Score=0	Booklet 5: Q35
Choice	1 Score=1	Booklet 6: Q16
A1	7 N/A	Booklet 8: Q59
	8 Not reached	Booklet 10: Q40
		Booklet UH: Q15
S466Q05	SCIE – P2006 Forest Fires (Q05)	164-164
Multiple Choice	0 Score=0	Booklet 5: Q37
A1	1 Score=1	Booklet 6: Q18
	7 N/A	Booklet 8: Q61
	8 Not reached	Booklet 10: Q42
		Booklet UH: Q17
S466Q07T	SCIE – P2006 Forest Fires (Q07)	165-165
Complex Multiple	0 Score=0	Booklet 5: Q36
Choice	1 Score=1	Booklet 6: Q17
A1	7 N/A	Booklet 8: Q60
	8 Not reached	Booklet 10: Q41
		Booklet UH: Q16

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S476Q01	SCIE – P2006 Heart Surgery (Q01)	166-166
Multiple Choice	0 Score=0	Booklet 1: Q23
A1	1 Score=1	Booklet 2: Q1
	7 N/A	Booklet 8: Q25
	8 Not reached	Booklet 11: Q47
		Booklet UH: Q10
S476Q02	SCIE – P2006 Heart Surgery (Q02)	167-167
Multiple Choice	0 Score=0	Booklet 1: Q24
A1	1 Score=1	Booklet 2: Q2
	7 N/A	Booklet 8: Q26
	8 Not reached	Booklet 11: Q48
		Booklet UH: Q11
S476Q03	SCIE – P2006 Heart Surgery (Q03)	168-168
Multiple Choice	0 Score=0	Booklet 1: Q25
A1	1 Score=1	Booklet 2: Q3
	7 N/A	Booklet 8: Q27
	8 Not reached	Booklet 11: Q49
		Booklet UH: Q12
S477Q02	SCIE – P2006 Mary Montagu (Q02)	169-169
Multiple Choice	0 Score=0	Booklet 2: Q20
A1	1 Score=1	Booklet 3: Q1
	7 N/A	Booklet 5: Q60
	8 Not reached	Booklet 9: Q35
S477Q03	SCIE – P2006 Mary Montagu (Q03)	170-170
Multiple Choice	0 Score=0	Booklet 2: Q21
A1	1 Score=1	Booklet 3: Q2
	7 N/A	Booklet 5: Q61
	8 Not reached	Booklet 9: Q36
S477Q04	SCIE – P2006 Mary Montagu (Q04)	171-171
Open Response	0 Score=0	Booklet 2: Q22
A1	1 Score=1	Booklet 3: Q3
	7 N/A	Booklet 5: Q62
	8 Not reached	Booklet 9: Q37
S478Q01	SCIE – P2006 Antibiotics (Q01)	172-172
Multiple Choice	0 Score=0	Booklet 4: Q40
A1	1 Score=1	Booklet 5: Q8
	7 N/A	Booklet 11: Q20
	8 Not reached	Booklet 12: Q55
S478Q02T	SCIE – P2006 Antibiotics (Q02)	173-173
Complex Multiple	0 Score=0	Booklet 4: Q41
Choice	1 Score=1	Booklet 5: Q9
A1	7 N/A	Booklet 11: Q21
	8 Not reached	Booklet 12: Q56
S478Q03T	SCIE – P2006 Antibiotics (Q03)	174-174
Complex Multiple	0 Score=0	Booklet 4: Q42
Choice	1 Score=1	Booklet 5: Q10
A1	7 N/A	Booklet 11: Q22
	8 Not reached	Booklet 12: Q57
S485Q02	SCIE – P2006 Acid Rain (Q02)	175-175
Open Response	0 Score=0	Booklet 1: Q18
A1	1 Score=1	Booklet 9: Q30
	7 N/A	Booklet 10: Q61
	8 Not reached	Booklet 12: Q43
S485Q03	SCIE – P2006 Acid Rain (Q03)	176-176
Multiple Choice	0 Score=0	Booklet 1: Q19
A1	1 Score=1	Booklet 9: Q31
	7 N/A	Booklet 10: Q62
	8 Not reached	Booklet 12: Q44
S485Q05	SCIE – P2006 Acid Rain (Q05)	177-177
Open Response	0 Score=0	Booklet 1: Q20
A1	1 Score=1	Booklet 9: Q32
	2 Score=2	Booklet 10: Q63
	7 N/A	Booklet 12: Q45
	8 Not reached	
S493Q01T	SCIE – P2006 Physical Exercise (Q01)	178-178
Complex Multiple	0 Score=0	Booklet 1: Q62
Choice	1 Score=1	Booklet 5: Q39
A1	7 N/A	Booklet 7: Q1
	8 Not reached	Booklet 13: Q16
S493Q03T	SCIE – P2006 Physical Exercise (Q03)	179-179
Complex Multiple	0 Score=0	Booklet 1: Q63
Choice	1 Score=1	Booklet 5: Q40
A1	7 N/A	Booklet 7: Q2
	8 Not reached	Booklet 13: Q17

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S493Q05T	SCIE – P2006 Physical Exercise (Q05)	180-180
Open Response A1	0 Score=0	Booklet 1: Q64
	1 Score=1	Booklet 5: Q41
	7 N/A	Booklet 7: Q3
	8 Not reached	Booklet 13: Q18
S495Q01T	SCIE – P2006 Radiotherapy (Q01)	181-181
Complex Multiple Choice A1	0 Score=0	Booklet 1: Q35
	1 Score=1	Booklet 2: Q13
	7 N/A	Booklet 8: Q37
	8 Not reached	Booklet 11: Q59
S495Q02T	SCIE – P2006 Radiotherapy (Q02)	182-182
Complex Multiple Choice A1	0 Score=0	Booklet 1: Q36
	1 Score=1	Booklet 2: Q14
	7 N/A	Booklet 8: Q38
	8 Not reached	Booklet 11: Q60
S495Q03	SCIE – P2006 Radiotherapy (Q03)	183-183
Open Response A1	0 Score=0	Booklet 1: Q37
	1 Score=1	Booklet 2: Q15
	7 N/A	Booklet 8: Q39
	8 Not reached	Booklet 11: Q61
S495Q04T	SCIE – P2006 Radiotherapy (Q04)	184-184
Complex Multiple Choice A1	0 Score=0	Booklet 1: Q34
	1 Score=1	Booklet 2: Q12
	7 N/A	Booklet 8: Q36
	8 Not reached	Booklet 11: Q58
S498Q02T	SCIE – P2006 Experimental Digestion (Q02)	185-185
Complex Multiple Choice A1	0 Score=0	Booklet 2: Q32
	1 Score=1	Booklet 3: Q13
	7 N/A	Booklet 5: Q72
	8 Not reached	Booklet 9: Q47
S498Q03	SCIE – P2006 Experimental Digestion (Q03)	186-186
Multiple Choice A1	0 Score=0	Booklet 2: Q33
	1 Score=1	Booklet 3: Q14
	7 N/A	Booklet 5: Q73
	8 Not reached	Booklet 9: Q48
S498Q04	SCIE – P2006 Experimental Digestion (Q04)	187-187
Open Response A1	0 Score=0	Booklet 2: Q34
	1 Score=1	Booklet 3: Q15
	2 Score=2	Booklet 5: Q74
	7 N/A	Booklet 9: Q49
	8 Not reached	
S508Q02T	SCIE – P2006 Genetically Modified Food (Q02)	188-188
Complex Multiple Choice A1	0 Score=0	Booklet 1: Q1
	1 Score=1	Booklet 9: Q13
	7 N/A	Booklet 10: Q44
	8 Not reached	Booklet 12: Q26
S508Q03	SCIE – P2006 Genetically Modified Food (Q03)	189-189
Multiple Choice A1	0 Score=0	Booklet 1: Q2
	1 Score=1	Booklet 9: Q14
	7 N/A	Booklet 10: Q45
	8 Not reached	Booklet 12: Q27
S510Q01T	SCIE – P2006 Magnetic Hovertrain (Q01)	190-190
Complex Multiple Choice A1	0 Score=0	Booklet 1: Q42
	1 Score=1	Booklet 3: Q21
	7 N/A	Booklet 4: Q1
	8 Not reached	Booklet 6: Q48
S510Q04T	SCIE – P2006 Magnetic Hovertrain (Q04)	191-191
Open Response A1	0 Score=0	Booklet 1: Q43
	1 Score=1	Booklet 3: Q22
	7 N/A	Booklet 4: Q2
	8 Not reached	Booklet 6: Q49
S514Q02	SCIE – P2006 Development and Disaster (Q02)	192-192
Open Response A1	0 Score=0	Booklet 1: Q75
	1 Score=1	Booklet 5: Q52
	7 N/A	Booklet 7: Q14
	8 Not reached	Booklet 13: Q29

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S514Q03	SCIE – P2006 Development and Disaster (Q03)	193-193
Open Response A1	0 Score=0	Booklet 1: Q76
	1 Score=1	Booklet 5: Q53
	7 N/A	Booklet 7: Q15
	8 Not reached	Booklet 13: Q30
S514Q04	SCIE – P2006 Development and Disaster (Q04)	194-194
Complex Multiple Choice A1	0 Score=0	Booklet 1: Q77
	1 Score=1	Booklet 5: Q54
	7 N/A	Booklet 7: Q16
	8 Not reached	Booklet 13: Q31
S519Q01	SCIE – P2006 Airbags (Q01)	195-195
Open Response A1	0 Score=0	Booklet 2: Q27
	1 Score=1	Booklet 3: Q8
	2 Score=2	Booklet 5: Q67
	7 N/A	Booklet 9: Q42
	8 Not reached	
S519Q02T	SCIE – P2006 Airbags (Q02)	196-196
Complex Multiple Choice A1	0 Score=0	Booklet 2: Q28
	1 Score=1	Booklet 3: Q9
	7 N/A	Booklet 5: Q68
	8 Not reached	Booklet 9: Q43
S519Q03	SCIE – P2006 Airbags (Q03)	197-197
Open Response A1	0 Score=0	Booklet 2: Q29
	1 Score=1	Booklet 3: Q10
	7 N/A	Booklet 5: Q69
	8 Not reached	Booklet 9: Q44
S521Q02	SCIE – P2006 Cooking Outdoors (Q02)	198-198
Multiple Choice A1	0 Score=0	Booklet 1: Q31
	1 Score=1	Booklet 2: Q9
	7 N/A	Booklet 8: Q33
	8 Not reached	Booklet 11: Q55
S521Q06	SCIE – P2006 Cooking Outdoors (Q06)	199-199
Multiple Choice A1	0 Score=0	Booklet 1: Q32
	1 Score=1	Booklet 2: Q10
	7 N/A	Booklet 8: Q34
	8 Not reached	Booklet 11: Q56
S524Q06T	SCIE – P2006 Penicillin Manufacture (Q06)	200-200
Complex Multiple Choice A1	0 Score=0	Booklet 2: Q37
	1 Score=1	Booklet 3: Q18
	7 N/A	Booklet 5: Q77
	8 Not reached	Booklet 9: Q52
S524Q07	SCIE – P2006 Penicillin Manufacture (Q07)	201-201
Open Response A1	0 Score=0	Booklet 2: Q38
	1 Score=1	Booklet 3: Q19
	7 N/A	Booklet 5: Q78
	8 Not reached	Booklet 9: Q53
S527Q01T	SCIE – P2006 Extinction of the Dinosaurs (Q01)	202-202
Complex Multiple Choice A1	0 Score=0	Booklet 1: Q13
	1 Score=1	Booklet 9: Q25
	7 N/A	Booklet 10: Q56
	8 Not reached	Booklet 12: Q38
S527Q03T	SCIE – P2006 Extinction of the Dinosaurs (Q03)	203-203
Complex Multiple Choice A1	0 Score=0	Booklet 1: Q14
	1 Score=1	Booklet 9: Q26
	7 N/A	Booklet 10: Q57
	8 Not reached	Booklet 12: Q39
S527Q04T	SCIE – P2006 Extinction of the Dinosaurs (Q04)	204-204
Complex Multiple Choice A1	0 Score=0	Booklet 1: Q15
	1 Score=1	Booklet 9: Q27
	7 N/A	Booklet 10: Q58
	8 Not reached	Booklet 12: Q40
S408QNA	INTR – P2006 Wild Oat Grass (A)	205-205
Likert A1	0 Score=0	Booklet 1: Q52
	1 Score=1	Booklet 3: Q31
	2 Score=2	Booklet 4: Q11
	3 Score=3	Booklet 6: Q58

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Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
	7 N/A	
	8 Not reached	
	9 Missing	
S408QNB	INTR – P2006 Wild Oat Grass (B)	206-206
Likert	0 Score=0	Booklet 1: Q52
A1	1 Score=1	Booklet 3: Q31
	2 Score=2	Booklet 4: Q11
	3 Score=3	Booklet 6: Q58
	7 N/A	
	8 Not reached	
	9 Missing	
S408QNC	INTR – P2006 Wild Oat Grass (C)	207-207
Likert	0 Score=0	Booklet 1: Q52
A1	1 Score=1	Booklet 3: Q31
	2 Score=2	Booklet 4: Q11
	3 Score=3	Booklet 6: Q58
	7 N/A	
	8 Not reached	
	9 Missing	
S413QNA	INTR – P2006 Plastic Age (A)	208-208
Likert	0 Score=0	Booklet 4: Q51
A1	1 Score=1	Booklet 5: Q19
	2 Score=2	Booklet 11: Q31
	3 Score=3	Booklet 12: Q66
	7 N/A	
	8 Not reached	
	9 Missing	
S413QNB	INTR – P2006 Plastic Age (B)	209-209
Likert	0 Score=0	Booklet 4: Q51
A1	1 Score=1	Booklet 5: Q19
	2 Score=2	Booklet 11: Q31
	3 Score=3	Booklet 12: Q66
	7 N/A	
	8 Not reached	
	9 Missing	
S413QNC	INTR – P2006 Plastic Age (C)	210-210
Likert	0 Score=0	Booklet 4: Q51
A1	1 Score=1	Booklet 5: Q19
	2 Score=2	Booklet 11: Q31
	3 Score=3	Booklet 12: Q66
	7 N/A	
	8 Not reached	
	9 Missing	
S416QNA	INTR – P2006 The Moon (A)	211-211
Likert	0 Score=0	Booklet 1: Q68
A1	1 Score=1	Booklet 5: Q45
	2 Score=2	Booklet 7: Q7
	3 Score=3	Booklet 13: Q22
	7 N/A	
	8 Not reached	
	9 Missing	
S416QNB	INTR – P2006 The Moon (B)	212-212
Likert	0 Score=0	Booklet 1: Q68
A1	1 Score=1	Booklet 5: Q45
	2 Score=2	Booklet 7: Q7
	3 Score=3	Booklet 13: Q22
	7 N/A	
	8 Not reached	
	9 Missing	
S428QNA	INTR – P2006 Bacteria in Milk (A)	213-213
Likert	0 Score=0	Booklet 5: Q29
A1	1 Score=1	Booklet 6: Q10
	2 Score=2	Booklet 8: Q53
	3 Score=3	Booklet 10: Q34
	7 N/A	Booklet UH: Q5
	8 Not reached	
	9 Missing	
S428QNB	INTR – P2006 Bacteria in Milk (B)	214-214
Likert	0 Score=0	Booklet 5: Q29
A1	1 Score=1	Booklet 6: Q10
	2 Score=2	Booklet 8: Q53
	3 Score=3	Booklet 10: Q34
	7 N/A	Booklet UH: Q5
	8 Not reached	
	9 Missing	

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S428QNC	INTR – P2006 Bacteria in Milk (C)	215-215
Likert	0 Score=0	Booklet 5: Q29
A1	1 Score=1	Booklet 6: Q10
	2 Score=2	Booklet 8: Q53
	3 Score=3	Booklet 10: Q34
	7 N/A	Booklet UH: Q5
	8 Not reached	
	9 Missing	
S437QNA	INTR – P2006 Extinguishing Fires (A)	216-216
Likert	0 Score=0	Booklet 1: Q58
A1	1 Score=1	Booklet 3: Q37
	2 Score=2	Booklet 4: Q17
	3 Score=3	Booklet 6: Q64
	7 N/A	
	8 Not reached	
	9 Missing	
S437QNB	INTR – P2006 Extinguishing Fires (B)	217-217
Likert	0 Score=0	Booklet 1: Q58
A1	1 Score=1	Booklet 3: Q37
	2 Score=2	Booklet 4: Q17
	3 Score=3	Booklet 6: Q64
	7 N/A	
	8 Not reached	
	9 Missing	
S437QNC	INTR – P2006 Extinguishing Fires (C)	218-218
Likert	0 Score=0	Booklet 1: Q58
A1	1 Score=1	Booklet 3: Q37
	2 Score=2	Booklet 4: Q17
	3 Score=3	Booklet 6: Q64
	7 N/A	
	8 Not reached	
	9 Missing	
S438QNA	INTR – P2006 Green Parks (A)	219-219
Likert	0 Score=0	Booklet 5: Q33
A1	1 Score=1	Booklet 6: Q14
	2 Score=2	Booklet 8: Q57
	3 Score=3	Booklet 10: Q38
	7 N/A	
	8 Not reached	
	9 Missing	
S438QNB	INTR – P2006 Green Parks (B)	220-220
Likert	0 Score=0	Booklet 5: Q33
A1	1 Score=1	Booklet 6: Q14
	2 Score=2	Booklet 8: Q57
	3 Score=3	Booklet 10: Q38
	7 N/A	
	8 Not reached	
	9 Missing	
S438QNC	INTR – P2006 Green Parks (C)	221-221
Likert	0 Score=0	Booklet 5: Q33
A1	1 Score=1	Booklet 6: Q14
	2 Score=2	Booklet 8: Q57
	3 Score=3	Booklet 10: Q38
	7 N/A	
	8 Not reached	
	9 Missing	
S456QNA	INTR – P2006 The Cheetah (A)	222-222
Likert	0 Score=0	Booklet 1: Q40
A1	1 Score=1	Booklet 2: Q18
	2 Score=2	Booklet 8: Q42
	3 Score=3	Booklet 11: Q64
	7 N/A	
	8 Not reached	
	9 Missing	
S456QNB	INTR – P2006 The Cheetah (B)	223-223
Likert	0 Score=0	Booklet 1: Q40
A1	1 Score=1	Booklet 2: Q18
	2 Score=2	Booklet 8: Q42
	3 Score=3	Booklet 11: Q64
	7 N/A	
	8 Not reached	
	9 Missing	

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S456QNC	INTR – P2006 The Cheetah (C)	224-224
Likert	0 Score=0	Booklet 1: Q40
A1	1 Score=1	Booklet 2: Q18
	2 Score=2	Booklet 8: Q42
	3 Score=3	Booklet 11: Q64
	7 N/A	
	8 Not reached	
	9 Missing	
S466QNA	INTR – P2006 Forest Fires (A)	225-225
Likert	0 Score=0	Booklet 5: Q38
A1	1 Score=1	Booklet 6: Q19
	2 Score=2	Booklet 8: Q62
	3 Score=3	Booklet 10: Q43
	7 N/A	Booklet UH: Q18
	8 Not reached	
	9 Missing	
S466QNB	INTR – P2006 Forest Fires (B)	226-226
Likert	0 Score=0	Booklet 5: Q38
A1	1 Score=1	Booklet 6: Q19
	2 Score=2	Booklet 8: Q62
	3 Score=3	Booklet 10: Q43
	7 N/A	Booklet UH: Q18
	8 Not reached	
	9 Missing	
S466QNC	INTR – P2006 Forest Fires (C)	227-227
Likert	0 Score=0	Booklet 5: Q38
A1	1 Score=1	Booklet 6: Q19
	2 Score=2	Booklet 8: Q62
	3 Score=3	Booklet 10: Q43
	7 N/A	Booklet UH: Q18
	8 Not reached	
	9 Missing	
S476QNA	INTR – P2006 Heart Surgery (A)	228-228
Likert	0 Score=0	Booklet 1: Q26
A1	1 Score=1	Booklet 2: Q4
	2 Score=2	Booklet 8: Q28
	3 Score=3	Booklet 11: Q50
	7 N/A	Booklet UH: Q13
	8 Not reached	
	9 Missing	
S476QNB	INTR – P2006 Heart Surgery (B)	229-229
Likert	0 Score=0	Booklet 1: Q26
A1	1 Score=1	Booklet 2: Q4
	2 Score=2	Booklet 8: Q28
	3 Score=3	Booklet 11: Q50
	7 N/A	Booklet UH: Q13
	8 Not reached	
	9 Missing	
S476QNC	INTR – P2006 Heart Surgery (C)	230-230
Likert	0 Score=0	Booklet 1: Q26
A1	1 Score=1	Booklet 2: Q4
	2 Score=2	Booklet 8: Q28
	3 Score=3	Booklet 11: Q50
	7 N/A	Booklet UH: Q13
	8 Not reached	
	9 Missing	
S478QNA	INTR – P2006 Antibiotics (A)	231-231
Likert	0 Score=0	Booklet 4: Q43
A1	1 Score=1	Booklet 5: Q11
	2 Score=2	Booklet 11: Q23
	3 Score=3	Booklet 12: Q58
	7 N/A	
	8 Not reached	
	9 Missing	
S478QNB	INTR – P2006 Antibiotics (B)	232-232
Likert	0 Score=0	Booklet 4: Q43
A1	1 Score=1	Booklet 5: Q11
	2 Score=2	Booklet 11: Q23
	3 Score=3	Booklet 12: Q58
	7 N/A	
	8 Not reached	
	9 Missing	

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S478QNC	INTR – P2006 Antibiotics (C)	233-233
Likert	0 Score=0	Booklet 4: Q43
A1	1 Score=1	Booklet 5: Q11
	2 Score=2	Booklet 11: Q23
	3 Score=3	Booklet 12: Q58
	7 N/A	
	8 Not reached	
	9 Missing	
S485QNA	INTR – P2006 Acid Rain (A)	234-234
Likert	0 Score=0	Booklet 1: Q21
A1	1 Score=1	Booklet 9: Q33
	2 Score=2	Booklet 10: Q64
	3 Score=3	Booklet 12: Q46
	7 N/A	
	8 Not reached	
	9 Missing	
S485QNB	INTR – P2006 Acid Rain (B)	235-235
Likert	0 Score=0	Booklet 1: Q21
A1	1 Score=1	Booklet 9: Q33
	2 Score=2	Booklet 10: Q64
	3 Score=3	Booklet 12: Q46
	7 N/A	
	8 Not reached	
	9 Missing	
S485QNC	INTR – P2006 Acid Rain (C)	236-236
Likert	0 Score=0	Booklet 1: Q21
A1	1 Score=1	Booklet 9: Q33
	2 Score=2	Booklet 10: Q64
	3 Score=3	Booklet 12: Q46
	7 N/A	
	8 Not reached	
	9 Missing	
S498QNA	INTR – P2006 Experimental Digestion (A)	237-237
Likert	0 Score=0	Booklet 2: Q35
A1	1 Score=1	Booklet 3: Q16
	2 Score=2	Booklet 5: Q75
	3 Score=3	Booklet 9: Q50
	7 N/A	
	8 Not reached	
	9 Missing	
S498QNB	INTR – P2006 Experimental Digestion (B)	238-238
Likert	0 Score=0	Booklet 2: Q35
A1	1 Score=1	Booklet 3: Q16
	2 Score=2	Booklet 5: Q75
	3 Score=3	Booklet 9: Q50
	7 N/A	
	8 Not reached	
	9 Missing	
S498QNC	INTR – P2006 Experimental Digestion (C)	239-239
Likert	0 Score=0	Booklet 2: Q35
A1	1 Score=1	Booklet 3: Q16
	2 Score=2	Booklet 5: Q75
	3 Score=3	Booklet 9: Q50
	7 N/A	
	8 Not reached	
	9 Missing	
S508QNA	INTR – P2006 Genetically Modified Food (A)	240-240
Likert	0 Score=0	Booklet 1: Q4
A1	1 Score=1	Booklet 9: Q16
	2 Score=2	Booklet 10: Q47
	3 Score=3	Booklet 12: Q29
	7 N/A	
	8 Not reached	
	9 Missing	
S508QNB	INTR – P2006 Genetically Modified Food (B)	241-241
Likert	0 Score=0	Booklet 1: Q4
A1	1 Score=1	Booklet 9: Q16
	2 Score=2	Booklet 10: Q47
	3 Score=3	Booklet 12: Q29

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Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
	7 N/A	
	8 Not reached	
	9 Missing	
S508QNC	INTR – P2006 Genetically Modified Food (C)	242-242
Likert	0 Score=0	Booklet 1: Q4
A1	1 Score=1	Booklet 9: Q16
	2 Score=2	Booklet 10: Q47
	3 Score=3	Booklet 12: Q29
	7 N/A	
	8 Not reached	
	9 Missing	
S514QNA	INTR – P2006 Development and Disaster (A)	243-243
Likert	0 Score=0	Booklet 1: Q78
A1	1 Score=1	Booklet 5: Q55
	2 Score=2	Booklet 7: Q17
	3 Score=3	Booklet 13: Q32
	7 N/A	
	8 Not reached	
	9 Missing	
S514QNB	INTR – P2006 Development and Disaster (B)	244-244
Likert	0 Score=0	Booklet 1: Q78
A1	1 Score=1	Booklet 5: Q55
	2 Score=2	Booklet 7: Q17
	3 Score=3	Booklet 13: Q32
	7 N/A	
	8 Not reached	
	9 Missing	
S514QNC	INTR – P2006 Development and Disaster (C)	245-245
Likert	0 Score=0	Booklet 1: Q78
A1	1 Score=1	Booklet 5: Q55
	2 Score=2	Booklet 7: Q17
	3 Score=3	Booklet 13: Q32
	7 N/A	
	8 Not reached	
	9 Missing	
S519QNA	INTR – P2006 Airbags (A)	246-246
Likert	0 Score=0	Booklet 2: Q30
A1	1 Score=1	Booklet 3: Q11
	2 Score=2	Booklet 5: Q70
	3 Score=3	Booklet 9: Q45
	7 N/A	
	8 Not reached	
	9 Missing	
S519QNB	INTR – P2006 Airbags (B)	247-247
Likert	0 Score=0	Booklet 2: Q30
A1	1 Score=1	Booklet 3: Q11
	2 Score=2	Booklet 5: Q70
	3 Score=3	Booklet 9: Q45
	7 N/A	
	8 Not reached	
	9 Missing	
S519QNC	INTR – P2006 Airbags (C)	248-248
Likert	0 Score=0	Booklet 2: Q30
A1	1 Score=1	Booklet 3: Q11
	2 Score=2	Booklet 5: Q70
	3 Score=3	Booklet 9: Q45
	7 N/A	
	8 Not reached	
	9 Missing	
S521QNA	INTR – P2006 Cooking Outdoors (A)	249-249
Likert	0 Score=0	Booklet 1: Q33
A1	1 Score=1	Booklet 2: Q11
	2 Score=2	Booklet 8: Q35
	3 Score=3	Booklet 11: Q57
	7 N/A	
	8 Not reached	
	9 Missing	
S521QNB	INTR – P2006 Cooking Outdoors (B)	250-250
Likert	0 Score=0	Booklet 1: Q33
A1	1 Score=1	Booklet 2: Q11
	2 Score=2	Booklet 8: Q35
	3 Score=3	Booklet 11: Q57
	7 N/A	
	8 Not reached	
	9 Missing	
S524QNA	INTR – P2006 Penicillin Manufacture (A)	251-251
Likert	0 Score=0	Booklet 2: Q39
A1	1 Score=1	Booklet 3: Q20
	2 Score=2	Booklet 5: Q79
	3 Score=3	Booklet 9: Q54
	7 N/A	
	8 Not reached	
	9 Missing	
S524QNB	INTR – P2006 Penicillin Manufacture (B)	252-252
Likert	0 Score=0	Booklet 2: Q39
A1	1 Score=1	Booklet 3: Q20
	2 Score=2	Booklet 5: Q79
	3 Score=3	Booklet 9: Q54
	7 N/A	
	8 Not reached	
	9 Missing	
S524QNC	INTR – P2006 Penicillin Manufacture (C)	253-253
Likert	0 Score=0	Booklet 2: Q39
A1	1 Score=1	Booklet 3: Q20
	2 Score=2	Booklet 5: Q79
	3 Score=3	Booklet 9: Q54
	7 N/A	
	8 Not reached	
	9 Missing	
S527QNA	INTR – P2006 Extinction of the Dinosaurs (A)	254-254
Likert	0 Score=0	Booklet 1: Q16
A1	1 Score=1	Booklet 9: Q28
	2 Score=2	Booklet 10: Q59
	3 Score=3	Booklet 12: Q41
	7 N/A	
	8 Not reached	
	9 Missing	
S527QNB	INTR – P2006 Extinction of the Dinosaurs (B)	255-255
Likert	0 Score=0	Booklet 1: Q16
A1	1 Score=1	Booklet 9: Q28
	2 Score=2	Booklet 10: Q59
	3 Score=3	Booklet 12: Q41
	7 N/A	
	8 Not reached	
	9 Missing	
S527QNC	INTR – P2006 Extinction of the Dinosaurs (C)	256-256
Likert	0 Score=0	Booklet 1: Q16
A1	1 Score=1	Booklet 9: Q28
	2 Score=2	Booklet 10: Q59
	3 Score=3	Booklet 12: Q41
	7 N/A	
	8 Not reached	
	9 Missing	
S408QSA	SUPP – P2006 Wild Oat Grass (A)	257-257
Likert	0 Score=0	Booklet 1: Q53
A1	1 Score=1	Booklet 3: Q32
	2 Score=2	Booklet 4: Q12
	3 Score=3	Booklet 6: Q59
	7 N/A	
	8 Not reached	
	9 Missing	
S408QSB	SUPP – P2006 Wild Oat Grass (B)	258-258
Likert	0 Score=0	Booklet 1: Q53
A1	1 Score=1	Booklet 3: Q32
	2 Score=2	Booklet 4: Q12
	3 Score=3	Booklet 6: Q59
	7 N/A	
	8 Not reached	
	9 Missing	

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S408QSC	SUPP – P2006 Wild Oat Grass (C)	259-259
Likert	0 Score=0	Booklet 1: Q53
A1	1 Score=1	Booklet 3: Q32
	2 Score=2	Booklet 4: Q12
	3 Score=3	Booklet 6: Q59
	7 N/A	
	8 Not reached	
	9 Missing	
S416QSA	SUPP – P2006 The Moon (A)	260-260
Likert	0 Score=0	Booklet 1: Q69
A1	1 Score=1	Booklet 5: Q46
	2 Score=2	Booklet 7: Q8
	3 Score=3	Booklet 13: Q23
	7 N/A	
	8 Not reached	
	9 Missing	
S416QSB	SUPP – P2006 The Moon (B)	261-261
Likert	0 Score=0	Booklet 1: Q69
A1	1 Score=1	Booklet 5: Q46
	2 Score=2	Booklet 7: Q8
	3 Score=3	Booklet 13: Q23
	7 N/A	
	8 Not reached	
	9 Missing	
S416QSC	SUPP – P2006 The Moon (C)	262-262
Likert	0 Score=0	Booklet 1: Q69
A1	1 Score=1	Booklet 5: Q46
	2 Score=2	Booklet 7: Q8
	3 Score=3	Booklet 13: Q23
	7 N/A	
	8 Not reached	
	9 Missing	
S421QSA	SUPP – P2006 Big and Small (A)	263-263
Likert	0 Score=0	Booklet 1: Q82
A1	1 Score=1	Booklet 5: Q59
	2 Score=2	Booklet 7: Q21
	3 Score=3	Booklet 13: Q36
	7 N/A	Booklet UH: Q9
	8 Not reached	
	9 Missing	
S421QSC	SUPP – P2006 Big and Small (C)	264-264
Likert	0 Score=0	Booklet 1: Q82
A1	1 Score=1	Booklet 5: Q59
	2 Score=2	Booklet 7: Q21
	3 Score=3	Booklet 13: Q36
	7 N/A	Booklet UH: Q9
	8 Not reached	
	9 Missing	
S425QSA	SUPP – P2006 Penguin Island (A)	265-265
Likert	0 Score=0	Booklet 1: Q74
A1	1 Score=1	Booklet 5: Q51
	2 Score=2	Booklet 7: Q13
	3 Score=3	Booklet 13: Q28
	7 N/A	
	8 Not reached	
	9 Missing	
S425QSB	SUPP – P2006 Penguin Island (B)	266-266
Likert	0 Score=0	Booklet 1: Q74
A1	1 Score=1	Booklet 5: Q51
	2 Score=2	Booklet 7: Q13
	3 Score=3	Booklet 13: Q28
	7 N/A	
	8 Not reached	
	9 Missing	
S425QSC	SUPP – P2006 Penguin Island (C)	267-267
Likert	0 Score=0	Booklet 1: Q74
A1	1 Score=1	Booklet 5: Q51
	2 Score=2	Booklet 7: Q13
	3 Score=3	Booklet 13: Q28
	7 N/A	
	8 Not reached	
	9 Missing	
S426QSA	SUPP – P2006 The Grand Canyon (A)	268-268
Likert	0 Score=0	Booklet 1: Q12
A1	1 Score=1	Booklet 9: Q24
	2 Score=2	Booklet 10: Q55
	3 Score=3	Booklet 12: Q37
	7 N/A	
	8 Not reached	
	9 Missing	
S426QSB	SUPP – P2006 The Grand Canyon (B)	269-269
Likert	0 Score=0	Booklet 1: Q12
A1	1 Score=1	Booklet 9: Q24
	2 Score=2	Booklet 10: Q55
	3 Score=3	Booklet 12: Q37
	7 N/A	
	8 Not reached	
	9 Missing	
S426QSC	SUPP – P2006 The Grand Canyon (C)	270-270
Likert	0 Score=0	Booklet 1: Q12
A1	1 Score=1	Booklet 9: Q24
	2 Score=2	Booklet 10: Q55
	3 Score=3	Booklet 12: Q37
	7 N/A	
	8 Not reached	
	9 Missing	
S438QSA	SUPP – P2006 Green Parks (A)	271-271
Likert	0 Score=0	Booklet 5: Q34
A1	1 Score=1	Booklet 6: Q15
	2 Score=2	Booklet 8: Q58
	3 Score=3	Booklet 10: Q39
	7 N/A	
	8 Not reached	
	9 Missing	
S438QSB	SUPP – P2006 Green Parks (B)	272-272
Likert	0 Score=0	Booklet 5: Q34
A1	1 Score=1	Booklet 6: Q15
	2 Score=2	Booklet 8: Q58
	3 Score=3	Booklet 10: Q39
	7 N/A	
	8 Not reached	
	9 Missing	
S438QSC	SUPP – P2006 Green Parks (C)	273-273
Likert	0 Score=0	Booklet 5: Q34
A1	1 Score=1	Booklet 6: Q15
	2 Score=2	Booklet 8: Q58
	3 Score=3	Booklet 10: Q39
	7 N/A	
	8 Not reached	
	9 Missing	
S456QSA	SUPP – P2006 The Cheetah (A)	274-274
Likert	0 Score=0	Booklet 1: Q41
A1	1 Score=1	Booklet 2: Q19
	2 Score=2	Booklet 8: Q43
	3 Score=3	Booklet 11: Q65
	7 N/A	
	8 Not reached	
	9 Missing	
S456QSB	SUPP – P2006 The Cheetah (B)	275-275
Likert	0 Score=0	Booklet 1: Q41
A1	1 Score=1	Booklet 2: Q19
	2 Score=2	Booklet 8: Q43
	3 Score=3	Booklet 11: Q65
	7 N/A	
	8 Not reached	
	9 Missing	
S456QSC	SUPP – P2006 The Cheetah (C)	276-276
Likert	0 Score=0	Booklet 1: Q41
A1	1 Score=1	Booklet 2: Q19
	2 Score=2	Booklet 8: Q43
	3 Score=3	Booklet 11: Q65
	7 N/A	
	8 Not reached	
	9 Missing	
S465QSA	SUPP – P2006 Different Climates (A)	277-277
Likert	0 Score=0	Booklet 4: Q39
A1	1 Score=1	Booklet 5: Q7
	2 Score=2	Booklet 11: Q19
	3 Score=3	Booklet 12: Q54
	7 N/A	
	8 Not reached	
	9 Missing	

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Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S465QSB	SUPP – P2006 Different Climates (B)	278-278
Likert	0 Score=0	Booklet 4: Q39
A1	1 Score=1	Booklet 5: Q7
	2 Score=2	Booklet 11: Q19
	3 Score=3	Booklet 12: Q54
	7 N/A	
	8 Not reached	
	9 Missing	
S476QSA	SUPP – P2006 Heart Surgery (A)	279-279
Likert	0 Score=0	Booklet 1: Q27
A1	1 Score=1	Booklet 2: Q5
	2 Score=2	Booklet 8: Q29
	3 Score=3	Booklet 11: Q51
	7 N/A	Booklet UH: Q14
	8 Not reached	
	9 Missing	
S476QSB	SUPP – P2006 Heart Surgery (B)	280-280
Likert	0 Score=0	Booklet 1: Q27
A1	1 Score=1	Booklet 2: Q5
	2 Score=2	Booklet 8: Q29
	3 Score=3	Booklet 11: Q51
	7 N/A	Booklet UH: Q14
	8 Not reached	
	9 Missing	
S476QSC	SUPP – P2006 Heart Surgery (C)	281-281
Likert	0 Score=0	Booklet 1: Q27
A1	1 Score=1	Booklet 2: Q5
	2 Score=2	Booklet 8: Q29
	3 Score=3	Booklet 11: Q51
	7 N/A	Booklet UH: Q14
	8 Not reached	
	9 Missing	
S477QSA	SUPP – P2006 Mary Montagu (A)	282-282
Likert	0 Score=0	Booklet 2: Q23
A1	1 Score=1	Booklet 3: Q4
	2 Score=2	Booklet 5: Q63
	3 Score=3	Booklet 9: Q38
	7 N/A	
	8 Not reached	
	9 Missing	
S477QSB	SUPP – P2006 Mary Montagu (B)	283-283
Likert	0 Score=0	Booklet 2: Q23
A1	1 Score=1	Booklet 3: Q4
	2 Score=2	Booklet 5: Q63
	3 Score=3	Booklet 9: Q38
	7 N/A	
	8 Not reached	
	9 Missing	
S477QSC	SUPP – P2006 Mary Montagu (C)	284-284
Likert	0 Score=0	Booklet 2: Q23
A1	1 Score=1	Booklet 3: Q4
	2 Score=2	Booklet 5: Q63
	3 Score=3	Booklet 9: Q38
	7 N/A	
	8 Not reached	
	9 Missing	
S485QSB	SUPP – P2006 Acid Rain (B)	285-285
Likert	0 Score=0	Booklet 1: Q22
A1	1 Score=1	Booklet 9: Q34
	2 Score=2	Booklet 10: Q65
	3 Score=3	Booklet 12: Q47
	7 N/A	
	8 Not reached	
	9 Missing	
S485QSC	SUPP – P2006 Acid Rain (C)	286-286
Likert	0 Score=0	Booklet 1: Q22
A1	1 Score=1	Booklet 9: Q34
	2 Score=2	Booklet 10: Q65
	3 Score=3	Booklet 12: Q47
	7 N/A	
	8 Not reached	
	9 Missing	

Variable/ Item Type/ Format	Variable and value labels	Column/booklet & question
S498QSA	SUPP – P2006 Experimental Digestion (A)	287-287
Likert	0 Score=0	Booklet 2: Q36
A1	1 Score=1	Booklet 3: Q17
	2 Score=2	Booklet 5: Q76
	3 Score=3	Booklet 9: Q51
	7 N/A	
	8 Not reached	
	9 Missing	
S498QSB	SUPP – P2006 Experimental Digestion (B)	288-288
Likert	0 Score=0	Booklet 2: Q36
A1	1 Score=1	Booklet 3: Q17
	2 Score=2	Booklet 5: Q76
	3 Score=3	Booklet 9: Q51
	7 N/A	
	8 Not reached	
	9 Missing	
S519QSA	SUPP – P2006 Airbags (A)	289-289
Likert	0 Score=0	Booklet 2: Q31
A1	1 Score=1	Booklet 3: Q12
	2 Score=2	Booklet 5: Q71
	3 Score=3	Booklet 9: Q46
	7 N/A	
	8 Not reached	
	9 Missing	
S519QSB	SUPP – P2006 Airbags (B)	290-290
Likert	0 Score=0	Booklet 2: Q31
A1	1 Score=1	Booklet 3: Q12
	2 Score=2	Booklet 5: Q71
	3 Score=3	Booklet 9: Q46
	7 N/A	
	8 Not reached	
	9 Missing	
S519QSC	SUPP – P2006 Airbags (C)	291-291
Likert	0 Score=0	Booklet 2: Q31
A1	1 Score=1	Booklet 3: Q12
	2 Score=2	Booklet 5: Q71
	3 Score=3	Booklet 9: Q46
	7 N/A	
	8 Not reached	
	9 Missing	
S527QSB	SUPP – P2006 Extinction of the Dinosaurs (B)	292-292
Likert	0 Score=0	Booklet 1: Q17
A1	1 Score=1	Booklet 9: Q29
	2 Score=2	Booklet 10: Q60
	3 Score=3	Booklet 12: Q42
	7 N/A	
	8 Not reached	
	9 Missing	
S527QSC	SUPP – P2006 Extinction of the Dinosaurs (C)	293-293
Likert	0 Score=0	Booklet 1: Q17
A1	1 Score=1	Booklet 9: Q29
	2 Score=2	Booklet 10: Q60
	3 Score=3	Booklet 12: Q42
	7 N/A	
	8 Not reached	
	9 Missing	
CLCUSE3A	Effort A: real	295-297
F3.0	997 N/A	
	998 M/R	
	999 Missing	
CLCUSE3B	Effort B: if counted	298-300
F3.0	997 N/A	
	998 M/R	
	999 Missing	
DEFFORT	Effort B – Effort A	301-303
F3.0	997 N/A	
	998 M/R	
	999 Missing	
TESTLANG	Language of Test (3-character)	304-306
A3	See Appendix 7 for labels	
VER_COGN	Version of cognitive database and date of release	307-319
A13		

APPENDIX 10
CODEBOOK FOR PISA 2006 SCHOOL QUESTIONNAIRE DATA FILE

SUBNATIO (1) Adjudicated sub-region	
Format: A5	Columns: 1-5
	See Appendix 7 for labels

SCHOOLID (2) School ID 5-digit	
Format: A5	Columns: 6-10

CNT (3) Country code 3-character	
Format: A3	Columns: 11-13
	See Appendix 7 for labels

COUNTRY (4) Country code ISO 3-digit	
Format: A3	Columns: 14-16
	See Appendix 7 for labels

OECD (5) OECD country	
Format: F1.0	Columns: 17-17
0	Non-OECD
1	OECD

SC01Q01 (6) Number of boys Q1a	
Format: F5.0	Columns: 18-22
9997	N/A
9998	Invalid
9999	Missing

SC01Q02 (7) Number of girls Q1b	
Format: F5.0	Columns: 23-27
9997	N/A
9998	Invalid
9999	Missing

SC02Q01 (8) Public or private Q2	
Format: F1.0	Columns: 28-28
1	Public
2	Private
7	N/A
8	Invalid
9	Missing

SC03Q01 (9) Funding government Q3a	
Format: F8.2	Columns: 29-36
9997	N/A
9998	Invalid
9999	Missing

SC03Q02 (10) Funding student fees Q3b	
Format: F8.2	Columns: 37-44
9997	N/A
9998	Invalid
9999	Missing

SC03Q03 (11) Funding benefactors Q3c	
Format: F8.2	Columns: 45-52
9997	N/A
9998	Invalid
9999	Missing

SC03Q04 (12) Funding other Q3d	
Format: F8.2	Columns: 53-60
9997	N/A
9998	Invalid
9999	Missing

SC04Q01 (13) Grade 1 Q4a	
Format: F1.0	Columns: 61-61
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC04Q02 (14) Grade 2 Q4b	
Format: F1.0	Column: 62-62
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC04Q03 (15) Grade 3 Q4c	
Format: F1.0	Column: 63-63
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC04Q04 (16) Grade 4 Q4d	
Format: F1.0	Column: 64-64
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC04Q05 (17) Grade 5 Q4e	
Format: F1.0	Column: 65-65
1	Yes
2	No
7	N/A
8	Invalid
	Missing

SC04Q06 (18) Grade 6 Q4f	
Format: F1.0	Column: 66-66
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC04Q07 (19) Grade 7 Q4g	
Format: F1.0	Column: 67-67
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC04Q08 (20) Grade 8 Q4h	
Format: F1.0	Column: 68-68
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

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SC04Q09 (21) Grade 9 Q4i	
Format: F1.0	Column: 69-69
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC04Q10 (22) Grade 10 Q4j	
Format: F1.0	Column: 70-70
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC04Q11 (23) Grade 11 Q4k	
Format: F1.0	Column: 71-71
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC04Q12 (24) Grade 12 Q4l	
Format: F1.0	Column: 72-72
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC04Q13 (25) Grade 13 Q4m	
Format: F1.0	Column: 73-73
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC04Q14 (26) Ungraded school Q4n	
Format: F1.0	Column: 74-74
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC05Q01 (27) Repeat <grade> at <ISCED2> Q5a	
Format: F8.2	Column: 75-82
996	N/A
9997	N/A
9998	Invalid
9999	Missing

SC05Q02 (28) Repeat <grade> at <ISCED3> Q5b	
Format: F8.2	Column: 83-90
996	N/A
9997	N/A
9998	Invalid
9999	Missing

SC06Q01 (29) Size <test lang> classes <modal 15 year old grade> Q6	
Format: F2.0	Column: 91-92
1	15 students or fewer
2	16-20 students
3	21-25 students
4	26-30 students
5	31-35 students
6	36-40 students
7	41-45 students
8	46-50 students
9	More than 50 students
97	N/A
98	Invalid
99	Missing

SC07Q01 (30) School community Q7	
Format: F1.0	Column: 93-93
1	Village
2	Small town
3	Town
4	City
5	Large city
7	N/A
8	Invalid
9	Missing

SC08Q01 (31) Streaming between classes Q8a	
Format: F1.0	Column: 94-94
1	For all subjects
2	For some subjects
3	Not for any subject
7	N/A
8	Invalid
9	Missing

SC08Q02 (32) Streaming within classes Q8b	
Format: F1.0	Column: 95-95
1	For all subjects
2	For some subjects
3	Not for any subject
7	N/A
8	Invalid
9	Missing

SC09Q11 (33) Full time teachers in TOTAL Q9a1	
Format: F4.0	Column: 96-99
9997	N/A
9998	Invalid
9999	Missing

SC09Q12 (34) Part time teachers in TOTAL Q9a2	
Format: F4.0	Column: 100-103
9997	N/A
9998	Invalid
9999	Missing

SC09Q21 (35) Full time teachers fully certified Q9b1	
Format: F4.0	Column: 104-107
9997	N/A
9998	Invalid
9999	Missing

SC09Q22 (36) Part time teachers fully certified Q9b2	
Format: F4.0	Column: 108-111
9997	N/A
9998	Invalid
9999	Missing

SC09Q31 (37) Full time teachers ISCED5A Qual Q9c1	
Format: F4.0	Column: 112-115
9997	N/A
9998	Invalid
9999	Missing

SC09Q32 (38) Part time teachers ISCED5A Qual Q9c2	
Format: F4.0	Column: 116-119
9997	N/A
9998	Invalid
9999	Missing

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SC10Q01 (39) Fill science teaching vacancy Q10	
Format: F1.0	Column: 120-120
1	No vacancies
2	All positions filled
3	Not all filled
7	N/A
8	Invalid
9	Missing

SC11QA1 (40) Responsibility teacher hire – Principal or teachers Q11a1	
Format: F1.0	Column: 121-121
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QA2 (41) Responsibility teacher hire – School governing board Q11a2	
Format: F1.0	Column: 122-122
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QA3 (42) Responsibility teacher hire – Intermediate education authority Q11a3	
Format: F1.0	Columns: 123-123
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QA4 (43) Responsibility teacher hire – Central education authority Q11a4	
Format: F1.0	Columns: 124-124
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QB1 (44) Responsibility firing teachers – Principal or teachers Q11b1	
Format: F1.0	Columns: 125-125
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QB2 (45) Responsibility firing teachers – School governing board Q11b2	
Format: F1.0	Columns: 126-126
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QB3 (46) Responsibility firing teachers – Intermediate education authority Q11b3	
Format: F1.0	Columns: 127-127
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QB4 (47) Responsibility firing teachers – Central education authority Q11b4	
Format: F1.0	Columns: 128-128
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QC1 (48) Responsibility starting salaries – Principal or teachers Q11c1	
Format: F1.0	Columns: 129-129
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QC2 (49) Responsibility starting salaries – School governing board Q11c2	
Format: F1.0	Columns: 130-130
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QC3 (50) Responsibility starting salaries – Intermediate education authority Q11c3	
Format: F1.0	Columns: 131-131
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QC4 (51) Responsibility starting salaries – Central education authority Q11c4	
Format: F1.0	Columns: 132-132
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QD1 (52) Responsibility salary increases – Principal or teachers Q11d1	
Format: F1.0	Columns: 133-133
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QD2 (53) Responsibility salary increases – School governing board Q11d2	
Format: F1.0	Columns: 134-134
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QD3 (54) Responsibility salary increases – Intermediate education authority Q11d3	
Format: F1.0	Columns: 135-135
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QD4 (55) Responsibility salary increases – Central education authority Q11d4	
Format: F1.0	Columns: 136-136
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QE1 (56) Responsibility formulate budget – Principal or teachers Q11e1	
Format: F1.0	Columns: 137-137
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QE2 (57) Responsibility formulate budget – School governing board Q11e2	
Format: F1.0	Columns: 138-138
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QE3 (58) Responsibility formulate budget – Intermediate education authority Q11e3	
Format: F1.0	Columns: 139-139
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QE4 (59) Responsibility formulate budget – Central education authority Q11e4	
Format: F1.0	Columns: 140-140
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QF1 (60) Responsibility budget allocations – Principal or teachers Q11f1	
Format: F1.0	Columns: 141-141
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QF2 (61) Responsibility budget allocations – School governing board Q11f2	
Format: F1.0	Columns: 142-142
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QF3 (62) Responsibility budget allocations – Intermediate education authority Q11f3	
Format: F1.0	Columns: 143-143
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QF4 (63) Responsibility budget allocations – Central education authority Q11f4	
Format: F1.0	Columns: 144-144
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QG1 (64) Responsibility student discipline – Principal or teachers Q11g1	
Format: F1.0	Columns: 145-145
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QG2 (65) Responsibility student discipline – School governing board Q11g2	
Format: F1.0	Columns: 146-146
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QG3 (66) Responsibility student discipline – Intermediate education authority Q11g3	
Format: F1.0	Columns: 147-147
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QG4 (67) Responsibility student discipline – Central education authority Q11g4	
Format: F1.0	Columns: 148-148
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QH1 (68) Responsibility student assessment – Principal or teachers Q11h1	
Format: F1.0	Columns: 149-149
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QH2 (69) Responsibility student assessment – School governing board Q11h2	
Format: F1.0	Columns: 150-150
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QH3 (70) Responsibility student assessment – Intermediate education authority Q11h3	
Format: F1.0	Columns: 151-151
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QH4 (71) Responsibility student assessment – Central education authority Q11h4	
Format: F1.0	Columns: 152-152
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QI1 (72) Responsibility student admission – Principal or teachers Q11i1	
Format: F1.0	Columns: 153-153
1	Tick
2	No tick
7	N/A

8	Invalid
9	Missing

SC11QI2 (73) Responsibility student admission – School governing board Q11i2

Format: F1.0	Columns: 154-154
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QI3 (74) Responsibility student admission – Intermediate education authority Q11i3

Format: F1.0	Columns: 155-155
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QI4 (75) Responsibility student admission – Central education authority Q11i4

Format: F1.0	Columns: 156-156
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QJ1 (76) Responsibility textbook use – Principal or teachers Q11j1

Format: F1.0	Columns: 157-157
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QJ2 (77) Responsibility textbook use – School governing board Q11j2

Format: F1.0	Columns: 158-158
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QJ3 (78) Responsibility textbook use – Intermediate education authority Q11j3

Format: F1.0	Columns: 159-159
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QJ4 (79) Responsibility textbook use – Central education authority Q11j4

Format: F1.0	Columns: 160-160
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QK1 (80) Responsibility course content – Principal or teachers Q11k1

Format: F1.0	Columns: 161-161
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QK2 (81) Responsibility course content – School governing board Q11k2

Format: F1.0	Columns: 162-162
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QK3 (82) Responsibility course content – Intermediate education authority Q11k3

Format: F1.0	Columns: 163-163
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QK4 (83) Responsibility course content – Central education authority Q11k4

Format: F1.0	Columns: 164-164
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QL1 (84) Responsibility courses offered – Principal or teachers Q11l1

Format: F1.0	Columns: 165-165
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QL2 (85) Responsibility courses offered – School governing board Q11l2

Format: F1.0	Columns: 166-166
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QL3 (86) Responsibility courses offered – Intermediate education authority Q11l3

Format: F1.0	Columns: 167-167
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC11QL4 (87) Responsibility courses offered – Central education authority Q11l4

Format: F1.0	Columns: 168-168
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QA1 (88) Intermediate or central authority – Influence staffing Q12a1

Format: F1.0	Columns: 169-169
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QA2 (89) Intermediate or central authority – Influence budget Q12a2

Format: F1.0	Columns: 170-170
1	Tick

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2	No tick
7	N/A
8	Invalid
9	Missing

SC12QA3 (90) Intermediate or central authority – Influence instructional content Q12a3

Format: F1.0	Columns: 171-171
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QA4 (91) Intermediate or central authority – Influence assessment Q12a4

Format: F1.0	Columns: 172-172
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QB1 (92) School governing board – Influence staffing Q12b1

Format: F1.0	Columns: 173-173
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QB2 (93) School governing board – Influence budget Q12b2

Format: F1.0	Columns: 174-174
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QB3 (94) School governing board – Influence instructional content Q12b3

Format: F1.0	Columns: 175-175
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QB4 (95) School governing board – Influence assessment Q12b4

Format: F1.0	Columns: 176-176
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QC1 (96) Parent groups – Influence staffing Q12c1

Format: F1.0	Columns: 177-177
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QC2 (97) Parent groups – Influence budget Q12c2

Format: F1.0	Columns: 178-178
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QC3 (98) Parent groups – Influence instructional content Q12c3

Format: F1.0	Columns: 179-179
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QC4 (99) Parent groups – Influence assessment Q12c4

Format: F1.0	Columns: 180-180
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QD1 (100) Teacher groups – Influence staffing Q12d1

Format: F1.0	Columns: 181-181
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QD2 (101) Teacher groups – Influence budget Q12d2

Format: F1.0	Columns: 182-182
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QD3 (102) Teacher groups – Influence instructional content Q12d3

Format: F1.0	Columns: 183-183
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QD4 (103) Teacher groups – Influence assessment Q12d4

Format: F1.0	Columns: 184-184
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QE1 (104) Student groups – Influence staffing Q12e1

Format: F1.0	Columns: 185-185
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QE2 (105) Student groups – Influence budget Q12e2

Format: F1.0	Columns: 186-186
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QE3 (106) Student groups – Influence instructional content Q12e3

Format: F1.0	Columns: 187-187
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QE4 (107) Student groups – Influence assessment Q12e4	
Format: F1.0	Columns: 188-188
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QF1 (108) Examination board – Influence staffing Q12f1	
Format: F1.0	Columns: 189-189
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QF2 (109) Examination board – Influence budget Q12f2	
Format: F1.0	Columns: 190-190
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QF3 (110) Examination board – Influence instructional content Q12f3	
Format: F1.0	Columns: 191-191
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC12QF4 (111) Examination board – Influence assessment Q12f4	
Format: F1.0	Columns: 192-192
1	Tick
2	No tick
7	N/A
8	Invalid
9	Missing

SC13Q01 (112) Computers altogether Q13a	
Format: F5.0	Columns: 193-197
9997	N/A
9998	Invalid
9999	Missing

SC13Q02 (113) Computers instruction Q13b	
Format: F5.0	Columns: 198-202
9997	N/A
9998	Invalid
9999	Missing

SC13Q03 (114) Computers with web Q13c	
Format: F5.0	Columns: 203-207
9997	N/A
9998	Invalid
9999	Missing

SC14Q01 (115) Shortage science teachers Q14a	
Format: F1.0	Columns: 208-208
1	Not at all
2	Very little
3	To some extent
4	A lot
7	N/A
8	Invalid
9	Missing

SC14Q02 (116) Shortage maths teachers Q14b	
Format: F1.0	Columns: 209-209
1	Not at all
2	Very little
3	To some extent
4	A lot
7	N/A
8	Invalid
9	Missing

SC14Q03 (117) Shortage <test lang> teachers Q14c	
Format: F1.0	Columns: 210-210
1	Not at all
2	Very little
3	To some extent
4	A lot
7	N/A
8	Invalid
9	Missing

SC14Q04 (118) Shortage qualified teachers Q14d	
Format: F1.0	Columns: 211-211
1	Not at all
2	Very little
3	To some extent
4	A lot
7	N/A
8	Invalid
9	Missing

SC14Q05 (119) Shortage lab techs Q14e	
Format: F1.0	Columns: 212-212
1	Not at all
2	Very little
3	To some extent
4	A lot
7	N/A
8	Invalid
9	Missing

SC14Q06 (120) Shortage other personnel Q14f	
Format: F1.0	Columns: 213-213
1	Not at all
2	Very little
3	To some extent
4	A lot
7	N/A
8	Invalid
9	Missing

SC14Q07 (121) Shortage science lab equipment Q14g	
Format: F1.0	Columns: 214-214
1	Not at all
2	Very little
3	To some extent
4	A lot
7	N/A
8	Invalid
9	Missing

SC14Q08 (122) Shortage instruct material Q14h	
Format: F1.0	Columns: 215-215
1	Not at all
2	Very little
3	To some extent
4	A lot
7	N/A
8	Invalid
9	Missing

SC14Q09 (123) Shortage computers Q14i	
Format: F1.0	Columns: 216-216
1	Not at all
2	Very little
3	To some extent
4	A lot
7	N/A
8	Invalid
9	Missing

4	A lot
7	N/A
8	Invalid
9	Missing

SC14Q10 (124) Shortage Internet Q14j	
Format: F1.0	Columns: 217-217
1	Not at all
2	Very little
3	To some extent
4	A lot
7	N/A
8	Invalid
9	Missing

SC14Q11 (125) Shortage computer software Q14k	
Format: F1.0	Columns: 218-218
1	Not at all
2	Very little
3	To some extent
4	A lot
7	N/A
8	Invalid
9	Missing

SC14Q12 (126) Shortage library materials Q14l	
Format: F1.0	Columns: 219-219
1	Not at all
2	Very little
3	To some extent
4	A lot
7	N/A
8	Invalid
9	Missing

SC14Q13 (127) Shortage audio-visual Q14m	
Format: F1.0	Columns: 220-220
1	Not at all
2	Very little
3	To some extent
4	A lot
7	N/A
8	Invalid
9	Missing

SC15Q01 (128) Relative to other students Q15a	
Format: F1.0	Columns: 221-221
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC15Q02 (129) Relative to benchmarks Q15b	
Format: F1.0	Columns: 222-222
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC15Q03 (130) Relative to same grade Q15c	
Format: F1.0	Columns: 223-223
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC16Q01 (131) Parent pressure academic standards Q16	
Format: F1.0	Columns: 224-224
1	Many parents
2	Minority of parents
3	Largely absent
7	N/A
8	Invalid
9	Missing

SC17Q01 (132) Achievement public Q17a	
Format: F1.0	Columns: 225-225
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC17Q02 (133) Achievement principal Q17b	
Format: F1.0	Columns: 226-226
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC17Q03 (134) Achievement teachers Q17c	
Format: F1.0	Columns: 227-227
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC17Q04 (135) Achievement resources Q17d	
Format: F1.0	Columns: 228-228
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC17Q05 (136) Achievement tracked Q17e	
Format: F1.0	Columns: 229-229
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC18Q01 (137) Schooling available Q18	
Format: F1.0	Columns: 230-230
1	Two or more schools
2	One other school
3	No other schools
7	N/A
8	Invalid
9	Missing

SC19Q01 (138) Admittance residence Q19a	
Format: F1.0	Columns: 231-231
1	Prerequisite
2	High priority
3	Considered
4	Not considered
7	N/A
8	Invalid
9	Missing

SC19Q02 (139) Admittance academic record Q19b	
Format: F1.0	Columns: 232-232
1	Prerequisite
2	High priority
3	Considered
4	Not considered

7	N/A
8	Invalid
9	Missing

SC19Q03 (140) Admittance recommendation Q19c

Format: F1.0	Columns: 233-233
1	Prerequisite
2	High priority
3	Considered
4	Not considered
7	N/A
8	Invalid
9	Missing

SC19Q04 (141) Admittance parents endorse Q19d

Format: F1.0	Columns: 234-234
1	Prerequisite
2	High priority
3	Considered
4	Not considered
7	N/A
8	Invalid
9	Missing

SC19Q05 (142) Admittance special programme Q19e

Format: F1.0	Columns: 235-235
1	Prerequisite
2	High priority
3	Considered
4	Not considered
7	N/A
8	Invalid
9	Missing

SC19Q06 (143) Admittance family preference Q19f

Format: F1.0	Columns: 236-236
1	Prerequisite
2	High priority
3	Considered
4	Not considered
7	N/A
8	Invalid
9	Missing

SC20Q01 (144) Activities <science clubs> Q20a

Format: F1.0	Columns: 237-237
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC20Q02 (145) Activities <science fairs> Q20b

Format: F1.0	Columns: 238-238
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC20Q03 (146) Activities <science competitions> Q20c

Format: F1.0	Columns: 239-239
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC20Q04 (147) Activities <science projects> Q20d

Format: F1.0	Columns: 240-240
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC20Q05 (148) Activities <science trips> Q20e

Format: F1.0	Columns: 241-241
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC21Q01 (149) Envr specific course Q21a

Format: F1.0	Columns: 242-242
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC21Q02 (150) Envr natural sciences Q21b

Format: F1.0	Columns: 243-243
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC21Q03 (151) Envr geography course Q21c

Format: F1.0	Columns: 244-244
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC21Q04 (152) Envr another course Q21d

Format: F1.0	Columns: 245-245
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC22Q01 (153) Envr activity <outdoor> Q22a

Format: F1.0	Columns: 246-246
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC22Q02 (154) Envr activity museum Q22b

Format: F1.0	Columns: 247-247
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC22Q03 (155) Envr activity sci/tech Q22c

Format: F1.0	Columns: 248-248
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC22Q04 (156) Envr activity projects Q22d

Format: F1.0	Columns: 249-249
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

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SC22Q05 (157) Envr activity lectures Q22e	
Format: F1.0	Columns: 250-250
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

SC23Q01 (158) Participate job fairs Q23a	
Format: F1.0	Columns: 251-251
1	Never
2	Once a year
3	More than once a year
7	N/A
8	Invalid
9	Missing

SC23Q02 (159) Participate business/industry lectures Q23b	
Format: F1.0	Columns: 252-252
1	Never
2	Once a year
3	More than once a year
7	N/A
8	Invalid
9	Missing

SC23Q03 (160) Participate business/industry visits Q23c	
Format: F1.0	Columns: 253-253
1	Never
2	Once a year
3	More than once a year
7	N/A
8	Invalid
9	Missing

SC24Q01 (161) Training local business Q24	
Format: F1.0	Columns: 254-254
1	Not offered
2	Half or less
3	More than half
7	N/A
8	Invalid
9	Missing

SC25Q01 (162) Curriculum business/industry Q25	
Format: F1.0	Columns: 255-255
1	No influence
2	Minor influence
3	Considerable influence
7	N/A
8	Invalid
9	Missing

SC26Q01 (163) Developing science skills Q26	
Format: F1.0	Columns: 256-256
1	Incidental
2	Integrated
3	Focal
7	N/A
8	Invalid
9	Missing

SC27Q01 (164) Developing tertiary skills Q27	
Format: F1.0	Columns: 257-257
1	Incidental
2	Integrated
3	Focal
7	N/A
8	Invalid
9	Missing

SC28Q01 (165) Guidance responsibility Q28	
Format: F1.0	Columns: 258-258
1	Not applicable
2	All teachers
3	Specific teachers
4	Counsel employed
5	Counsel visits
7	N/A
8	Invalid
9	Missing

SC29Q01 (166) Career guidance Opportunity Q29	
Format: F1.0	Columns: 259-259
1	Voluntary
2	Compulsory
7	N/A
8	Invalid
9	Missing

ABGROUP (167) Ability grouping within schools recoded from SC08Q01 and SC08Q02 (2006)	
Format: F1.0	Columns: 260-260
1	Not for any subjects
2	For some subjects
3	For all subjects
7	N/A
9	Missing

CLSIZE (168) Size of <test language> class recoded from SC06Q01	
Format: F2.0	Columns: 261-262
97	N/A
99	Miss

COMPWEB (169) Proportion of computers connected to web	
Format: F8.3	Columns: 263-270
9997	N/A
9998	Invalid
9999	Missing

IRATCOMP (170) Ratio of computers for instruction to school size	
Format: F8.3	Columns: 271-278
9997	N/A
9998	Invalid
9999	Missing

PCGIRLS (171) Proportion of girls at school	
Format: F8.3	Columns: 279-286
9997	N/A
9998	Invalid
9999	Missing

PROPCERT (172) Proportion of certified teachers	
Format: F8.3	Columns: 287-294
9997	N/A
9998	Invalid
9999	Missing

PROPQUAL (173) Proportion of teachers with ISCED 5A	
Format: F8.3	Columns: 295-302
9997	N/A
9998	Invalid
9999	Missing

RATCOMP (174) Ratio of computers to school size	
Format: F8.3	Columns: 303-310
9997	N/A
9998	Invalid
9999	Missing

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SCHLTYPE (175) School ownership	
Format: F1.0	Columns: 311-311
1	Private independent
2	Private government-dependent
3	Public
7	N/A
8	Invalid
9	Missing

SCHSIZE (176) School size	
Format: F8.0	Columns: 312-319
99997	N/A
99998	Invalid
99999	Missing

SELSCH (177) School academic selectivity recoded from SC19Q02 and SC19Q03 (2006)	
Format: F1.0	Columns: 320-320
1	Not considered
2	At least one considered
3	At least one high priority
4	At least one prerequisite
7	N/A
9	Missing

STRATIO (178) Student-teacher ratio	
Format: F8.3	Columns: 321-328
9997	N/A
9998	Invalid
9999	Missing

RESPRES (179) Responsibility for resource allocation index PISA 2006	
Format: F8.3	Columns: 329-336
997	N/A
999	Miss

RESPCURR (180) Responsibility for curriculum & assessment index PISA 2006	
Format: F8.3	Columns: 337-344
997	N/A
999	Miss

ENVLEARN (181) School activities for learning environmental topics PISA 2006 (WLE)	
Format: F8.4	Columns: 345-352
997	N/A
999	Miss

SCIPROM (182) School activities to promote the learning of science PISA 2006 (WLE)	
Format: F8.4	Columns: 353-360
997	N/A
999	Miss

SCMATEDU (183) Quality of educational resources PISA 2006 (WLE)	
Format: F8.4	Columns: 361-368
997	N/A
999	Miss

TCSHORT (184) Teacher shortage (negative scale) PISA 2006 (WLE)	
Format: F8.4	Columns: 369-376
997	N/A
999	Miss

W_FSCHWT (185) Final school weight	
Format: F9.4	Columns: 377-385

STRATUM (186) Original stratum	
Format: A5	Columns: 386-390
	See Appendix 7 for labels

VER_SCH (187) Version of school database and date of release	
Format: A13	Columns: 391-403

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APPENDIX 11
CODEBOOK FOR PISA 2006 PARENTS QUESTIONNAIRE DATA FILE

SUBNATIO (1) Adjudicated sub-region	
Format: A5	Columns: 1-5
	See Appendix 7 for labels

SCHOOLID (2) School ID 5-digit	
Format: A5	Columns: 6-10

STIDSTD (3) Student ID 5-digit	
Format: A5	Columns: 11-15

CNT (4) Country code 3-character	
Format: A3	Columns: 16-18
	See Appendix 7 for labels

COUNTRY (5) Country code ISO 3-digit	
Format: A3	Columns: 19-21
	See Appendix 7 for labels

OECD (6) OECD country	
Format: F1.0	Columns: 22-22
0	Non-OECD
1	OECD

PA01Q01 (7) Completed Quest – Mother Q1a	
Format: F1.0	Columns: 23-23
1	Yes
7	N/A
9	Missing

PA01Q02 (8) Completed Quest – Father Q1b	
Format: F1.0	Columns: 24-24
1	Yes
7	N/A
9	Missing

PA01Q03 (9) Completed Quest – Other Q1c	
Format: F1.0	Columns: 25-25
1	Yes
7	N/A
9	Missing

PA02Q01 (10) Student at Age 10 – Science TV programmes Q2a	
Format: F1.0	Columns: 26-26
1	Very often
2	Regularly
3	Sometimes
4	Never
7	N/A
8	Invalid
9	Missing

PA02Q02 (11) Student at Age 10 – Science books Q2b	
Format: F1.0	Columns: 27-27
1	Very often
2	Regularly
3	Sometimes
4	Never
7	N/A
8	Invalid
9	Missing

PA02Q03 (12) Student at Age 10 – Science Fiction Q2c	
Format: F1.0	Columns: 28-28
1	Very often
2	Regularly
3	Sometimes
4	Never
7	N/A
8	Invalid
9	Missing

PA02Q04 (13) Student at Age 10 – Science websites Q2d	
Format: F1.0	Columns: 29-29
1	Very often
2	Regularly
3	Sometimes
4	Never
7	N/A
8	Invalid
9	Missing

PA02Q05 (14) Student at Age 10 – Science club Q2e	
Format: F1.0	Columns: 30-30
1	Very often
2	Regularly
3	Sometimes
4	Never
7	N/A
8	Invalid
9	Missing

PA03Q01 (15) School – Teachers competent Q3a	
Format: F1.0	Columns: 31-31
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA03Q02 (16) School – Achievements high Q3b	
Format: F1.0	Columns: 32-32
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA03Q03 (17) School – Content good Q3c	
Format: F1.0	Columns: 33-33
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA03Q04 (18) School – Discipline good Q3d	
Format: F1.0	Columns: 34-34
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

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PA03Q05 (19) School – Progress monitored Q3e	
Format: F1.0	Columns: 35-35
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA03Q06 (20) School – Progress information Q3f	
Format: F1.0	Columns: 36-36
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA03Q07 (21) School – Education good Q3g	
Format: F1.0	Columns: 37-37
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA04Q01 (22) Science Skills – Any job Q4a	
Format: F1.0	Columns: 38-38
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA04Q02 (23) Science Skills – Appreciated by employers Q4b	
Format: F1.0	Columns: 39-39
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA04Q03 (24) Science Skills – Required Q4c	
Format: F1.0	Columns: 40-40
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA04Q04 (25) Science Skills – Advantage Q4d	
Format: F1.0	Columns: 41-41
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA05Q01 (26) Science Career – Family Q5a	
Format: F1.0	Columns: 42-42
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

PA05Q02 (27) Science Career – Student interest Q5b	
Format: F1.0	Columns: 43-43
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

PA05Q03 (28) Science Career – Student work Q5c	
Format: F1.0	Columns: 44-44
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

PA05Q04 (29) Science Study After School – Student interest Q5d	
Format: F1.0	Columns: 45-45
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

PA05Q05 (30) Science Study After School – Student study Q5e	
Format: F1.0	Columns: 46-46
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

PA06Q01 (31) Views – Improve conditions Q6a	
Format: F1.0	Columns: 47-47
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA06Q02 (32) Views – Natural world Q6b	
Format: F1.0	Columns: 48-48
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA06Q03 (33) Views – Relate to others Q6c	
Format: F1.0	Columns: 49-49
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

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PA06Q04 (34) Views – Improve economy Q6d	
Format: F1.0	Columns: 50-50
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA06Q05 (35) Views – Everyday life Q6e	
Format: F1.0	Columns: 51-51
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA06Q06 (36) Views – Valuable to society Q6f	
Format: F1.0	Columns: 52-52
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA06Q07 (37) Views – Relevant to me Q6g	
Format: F1.0	Columns: 53-53
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA06Q08 (38) Views – Understand things Q6h	
Format: F1.0	Columns: 54-54
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA06Q09 (39) Views – Social benefits Q6i	
Format: F1.0	Columns: 55-55
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree
7	N/A
8	Invalid
9	Missing

PA07Q01 (40) Envr Issues – Air pollution Q7a	
Format: F1.0	Columns: 56-56
1	Concern for me
2	Concern for others in my country
3	Concern for other countries
4	Concern for no one
7	N/A
8	Invalid
9	Missing

PA07Q02 (41) Envr Issues – Energy Q7b	
Format: F1.0	Columns: 57-57
1	Concern for me
2	Concern for others in my country
3	Concern for other countries
4	Concern for no one
7	N/A
8	Invalid
9	Missing

PA07Q03 (42) Envr Issues – Extinction Q7c	
Format: F1.0	Columns: 58-58
1	Concern for me
2	Concern for others in my country
3	Concern for other countries
4	Concern for no one
7	N/A
8	Invalid
9	Missing

PA07Q04 (43) Envr Issues – Forests Q7d	
Format: F1.0	Columns: 59-59
1	Concern for me
2	Concern for others in my country
3	Concern for other countries
4	Concern for no one
7	N/A
8	Invalid
9	Missing

PA07Q05 (44) Envr Issues – Water Q7e	
Format: F1.0	Columns: 60-60
1	Concern for me
2	Concern for others in my country
3	Concern for other countries
4	Concern for no one
7	N/A
8	Invalid
9	Missing

PA07Q06 (45) Envr Issues – Nuclear Q7f	
Format: F1.0	Columns: 61-61
1	Concern for me
2	Concern for others in my country
3	Concern for other countries
4	Concern for no one
7	N/A
8	Invalid
9	Missing

PA08Q01 (46) Envr Probs – Air pollution Q8a	
Format: F1.0	Columns: 62-62
1	Improve
2	Stay same
3	Get worse
7	N/A
8	Invalid
9	Missing

PA08Q02 (47) Envr Probs – Energy Q8b	
Format: F1.0	Columns: 63-63
1	Improve
2	Stay same
3	Get worse
7	N/A
8	Invalid
9	Missing

PA08Q03 (48) Envr Probs – Extinction Q8c	
Format: F1.0	Columns: 64-64
1	Improve
2	Stay same
3	Get worse

7	N/A
8	Invalid
9	Missing

PA08Q04 (49) Envr Probs – Forests Q8d	
Format: F1.0	Columns: 65-65
1	Improve
2	Stay same
3	Get worse
7	N/A
8	Invalid
9	Missing

PA08Q05 (50) Envr Probs – Water Q8e	
Format: F1.0	Columns: 66-66
1	Improve
2	Stay same
3	Get worse
7	N/A
8	Invalid
9	Missing

PA08Q06 (51) Envr Probs – Nuclear Q8f	
Format: F1.0	Columns: 67-67
1	Improve
2	Stay same
3	Get worse
7	N/A
8	Invalid
9	Missing

PA09Q01 (52) Education cost Q9	
Format: A4	Columns: 68-71
1001	Less than 100 leva
1002	100 leva or more – less than 500 leva
1003	500 leva or more – less than 1000 leva
1004	1000 leva or more – less than 1500 leva
1005	1500 leva or more
1701	Less than COP$ 50000
1702	COP$ 50000 or more – less than COP$500000
1703	COP$500000 or more – less than COP$1000000
1704	COP$1000000 or more – less than COP$1500000
1705	COP$1500000 or more
1911	Less than 2000 kuna
1912	2000 kuna or more – less than 5000 kuna
1913	5000 kuna or more – less than 8000 kuna
1914	8000 kuna or more – less than 11000 kuna
1915	11000 kuna or more
2081	Less than 500 Dkr
2082	500 Dkr or more – less than 4000 Dkr
2083	4000 Dkr or more – less than 8000 Dkr
2084	8000 Dkr or more – less than 12000 Dkr
2085	12000 Dkr or more
2761	Less than 10 eruo
2762	10 eruo or more – less than 1200 euro
2763	1200 euro or more – less than 2400 euro
2764	2400 euro or more – less than 3600 euro
2765	3600 euro or more
3441	Less than HK$5000
3442	HK$5000 or more – less than HK$10000
3443	HK$10000 or more – less than HK$50000
3444	HK$50000 or more – less than HK$100000
3445	HK$100000 or more
3521	Less than 10000 Ikr
3522	10000 Ikr or more – less than 50000 Ikr
3523	50000 Ikr or more – less than 90000 Ikr
3524	90000 Ikr or more – less than 130000 Ikr
3525	130000 Ikr or more
3801	Less than 100 euro
3802	100 euro or more – less than 200 euro
3803	200 euro or more – less than 300 euro
3804	300 euro or more – less than 400 euro
3805	400 euro or more
4101	Less than 1500000 won
4102	1500000 won or more – less than 3000000 won
4103	3000000 won or more – less than 4500000 won
4104	4500000 won or more – less than 6000000 won
4105	6000000 won or more
4421	Less than 100 euro
4422	100 euro or more – less than 800 euro
4423	800 euro or more – less than 1600 euro
4424	1600 euro or more – less than 2 400 euro
4425	2400 euro or more
4461	Less than MOP$10000
4462	MOP$10000 or more – less than MOP$20000
4463	MOP$20000 or more – less than MOP$30000
4464	MOP$30000 or more – less than MOP$40000
4465	MOP$40000 or more
5541	Less than NZ$200
5542	NZ$200 or more – less than NZ$3000
5543	NZ$3000 or more – less than NZ$6000
5544	NZ$6000 or more – less than NZ$9000
5545	NZ$9000 or more
6161	Less than 300 zlotych
6162	300 zlotych or more – less than 600 zlotych
6163	600 zlotych or more – less than 1200 zlotych
6164	1200 zlotych or more – less than 2500 zlotych
6165	2500 zlotych or more
6201	Less than 20 euro
6202	20 euro or more – less than 4000 euro
6203	4000 euro or more – less than 8000 euro
6204	8000 euro or more – less than 12000 euro
6205	12000 euro or more
6341	Less than QR 1000
6342	QR 1000 or more – less than QR 6000
6343	QR 6000 or more – less than QR 11000
6344	QR 11000 or more – less than QR 16000
6345	QR 16000 or more
7921	Less than YTL 600
7922	YTL 600 or more – less than YTL 1200
7923	YTL 1200 or more – less than YTL 5000
7924	YTL 5000 or more – less than YTL 15000
7925	YTL 15000 or more
9997	N/A
9998	Invalid
9999	Missing

PA10Q01 (53) Father age Q10a	
Format: F1.0	Columns: 72-72
1	Younger than 36
2	36 – 40 years
3	41 – 45 years
4	46 – 50 years
5	51 years or older
7	N/A
8	Invalid
9	Missing

PA10Q02 (54) Mother age Q10b	
Format: F1.0	Columns: 73-73
1	Younger than 36
2	36 – 40 years
3	41 – 45 years
4	46 – 50 years
5	51 years or older
7	N/A
8	Invalid
9	Missing

PA11Q01 (55) PQ Father occupation (ISCO) Q11	
Format: A4	Columns: 74-77
	See ST05Q01 in Appendix 7 for labels

PA12Q01 (56) Father Qual <ISCED 5A,6> Q12a	
Format: F1.0	Columns: 78-78
1	Yes
2	No
7	N/A

8	Invalid
9	Missing

PA12Q02 (57) Father Qual – <ISCED 5B> Q12b	
Format: F1.0	Columns: 79-79
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

PA12Q03 (58) Father Qual – <ISCED 4> Q12c	
Format: F1.0	Columns: 80-80
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

PA12Q04 (59) Father Qual – <ISCED 3A> Q12d	
Format: F1.0	Columns: 81-81
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

PA13Q01 (60) PQ Mother occupation (ISCO) Q13	
Format: A4	Columns: 82-85
	See ST05Q01 in Appendix 7 for labels

PA14Q01 (61) Mother Qual – <ISCED 5A,6> Q14a	
Format: F1.0	Columns: 86-86
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

PA14Q02 (62) Mother Qual – <ISCED 5B> Q14b	
Format: F1.0	Columns: 87-87
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

PA14Q03 (63) Mother Qual – <ISCED 4> Q14c	
Format: F1.0	Columns: 88-88
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

PA14Q04 (64) Mother Qual – <ISCED 3A> Q14d	
Format: F1.0	Columns: 89-89
1	Yes
2	No
7	N/A
8	Invalid
9	Missing

PA15Q01 (65) Household income (relative to median) Q15	
Format: F1.0	Columns: 90-90
1	Less than < 0.5 median >
2	< 0.5 median > or more but less than < 0.75 median >
3	< 0.75 median > or more but less than < median >
4	< median > or more but less than < 1.25 median >
5	< 1.25 median > or more but less than < 1.5 median >
6	< 1.5 median > or more
7	N/A
8	Invalid
9	Missing

INCOME (66) Household income (national currency) Q15	
Format: A4	Columns: 91-94
1001	Less than 2000 leva
1002	2000 leva or more – less than 3000 leva
1003	3000 leva or more – less than 4000 leva
1004	4000 leva or more – less than 5000 leva
1005	5000 leva or more – less than 6000 leva
1006	6000 leva or more
1701	Less than COP$6000000
1702	COP$6000000 or more – less than COP$9000000
1703	COP$9000000 or more – less than COP$12000000
1704	COP$12000000 or more – less than COP$15000000
1705	COP$15000000 or more – less than COP$18000000
1716	COP$18000000 or more
1911	Less than 2000 kuna
1912	2000 kuna or more – less than 4000 kuna
1913	4000 kuna or more – less than 6000 kuna
1914	6000 kuna or more – less than 8000 kuna
1915	8000 kuna or more – less than 10000 kuna
1916	10000 kuna or more
2081	Less than 200000 Dkr
2082	200000 Dkr or more – less than 300000 Dkr
2083	300000 Dkr or more – less than 400000 Dkr
2084	400000 Dkr or more – less than 500000 Dkr
2085	500000 Dkr or more – less than 600000 Dkr
2086	600000 Dkr or more
2761	Less than 20000 euro
2762	20000 euro or more – less than 30000 euro
2763	30000 euro or more – less than 40000 euro
2764	40000 euro or more – less than 50000 euro
2765	50000 euro or more – less than 60000 euro
2766	60000 euro or more
3441	Less than HK$10000
3442	HK$10000 or more – less than HK$15000
3443	HK$15000 or more – less than HK$20000
3444	HK$20000 or more – less than HK$25000
3445	HK$25000 or more – less than HK$30000
3446	HK$30000 or more
3521	Less than 2250000 Ikr
3522	2250000 Ikr or more – less than 3375000 Ikr
3523	3375000 Ikr or more – less than 4500000 Ikr
3524	4500000 Ikr or more – less than 5625000 Ikr
3525	5625000 Ikr or more – less than 6750000 Ikr
3526	6750000 Ikr or more
4101	Less than 15000000 won
4102	15000000 won or more – less than 25000000 won
4103	25000000 won or more – less than 35000000 won
4104	35000000 won or more – less than 45000000 won
4105	45000000 won or more – less than 55000000 won
4106	55000000 won or more
4421	Less than 20000 euro
4422	20000 euro or more – less than 35000 euro
4423	35000 euro or more – less than 50000 euro
4424	50000 euro or more – less than 65000 euro
4425	65000 euro or more – less than 80000 euro
4426	80000 euro or more
4461	Less than MOP$72000
4462	MOP$72000 or more – less than MOP$144000
4463	MOP$144000 or more – less than MOP$216000
4464	MOP$216000 or more – less than MOP$288000
4465	MOP$288000 or more – less than MOP$360000
4466	MOP$360000 or more
5541	Less than NZ$30000
5542	NZ$30000 or more – less than NZ$45000
5543	NZ$45000 or more – less than NZ$60000
5544	NZ$60000 or more – less than NZ$75000
5545	NZ$75000 or more – less than NZ$90000
5546	NZ$90000 or more
6161	Less than 600 zlotych

6162	600 zlotych or more – less than 1200 zlotych
6163	1200 zlotych or more – less than 1800 zlotych
6164	1800 zlotych or more – less than 2400 zlotych
6165	2400 zlotych or more – less than 3000 zlotych
6166	3000 zlotych or more
6201	Less than 1000 euro
6202	1000 euro or more – less than 15000 euro
6203	15000 euro or more – less than 20000 euro
6204	20000 euro or more – less than 25000 euro
6205	25000 euro or more – less than 30000 euro
6206	30000 euro or more
6341	Less than QR 50000
6342	QR 50000 or more – less than QR 75000
6343	QR 75000 or more – less than QR 100000
6344	QR 100000 or more – less than QR 125000
6345	QR 125000 or more – less than QR 150000
6346	QR 150000 or more
7921	Less than YTL 6000
7922	YTL 6000 or more – less than YTL 12000
7923	YTL 12000 or more – less than YTL 24000
7924	YTL 24000 or more – less than YTL 48000
7925	YTL 48000 or more – less than YTL 72000
7926	YTL 72000 or more
9997	N/A
9998	Invalid
9999	Missing

PQBMMJ (67) PQ Occupational status Mother (SEI)

Format: F2.0	**Columns: 95-96**
97	N/A
98	Invalid
99	Missing

PQBFMJ (68) PQ Occupational status Father (SEI)

Format: F2.0	**Columns: 97-98**
97	N/A
98	Invalid
99	Missing

PQHISEI (69) PQ Highest parental occupational status (SEI)

Format: F2.0	**Columns: 99-100**
97	N/A
98	Invalid
99	Missing

PQSRC_M (70) PQ Mother science-related career

Format: F1.0	Columns: 101-101
0	No or indeterminate
1	Yes
7	N/A
8	Invalid
9	Missing

PQSRC_F (71) PQ Father science-related career

Format: F1.0	Columns: 102-102
0	No or indeterminate
1	Yes
7	N/A
8	Invalid
9	Missing

PQSRC_E (72) PQ Either parent science-related career

Format: F1.0	Columns: 103-103
0	No or indeterminate
1	Yes
7	N/A
8	Invalid
9	Missing

PQFISCED (73) PQ Educational level of father (ISCED)

Format: F1.0	Columns: 104-104
0	Below ISCED 3A
1	ISCED 3A
2	ISCED 4
3	ISCED 5B
4	ISCED 5A or 6
7	N/A
8	Invalid
9	Missing

PQMISCED (74) PQ Educational level of mother (ISCED)

Format: F1.0	Columns: 105-105
0	Below ISCED 3A
1	ISCED 3A
2	ISCED 4
3	ISCED 5B
4	ISCED 5A or 6
7	N/A
8	Invalid
9	Missing

PQHISCED (75) PQ Highest educational level of parents

Format: F1.0	Columns: 106-106
0	Below ISCED 3A
1	ISCED 3A
2	ISCED 4
3	ISCED 5B
4	ISCED 5A or 6
7	N/A
8	Invalid
9	Missing

PQENPERC (76) PQ Perception of environmental issues PISA 2006 (WLE)

Format: F9.4	Columns: 107-115
9997	N/A
9999	Missing

PQENVOPT (77) PQ Environmental optimism PISA 2006 (WLE)

Format: F9.4	Columns: 116-124
9997	N/A
9999	Missing

PQGENSCI (78) PQ General value of science PISA 2006 (WLE)

Format: F9.4	Columns: 125-133
9997	N/A
9999	Missing

PQPERSCI (79) PQ Personal value of science PISA 2006 (WLE)

Format: F9.4	Columns: 134-142
9997	N/A
9999	Missing

PQSCCAR (80) Parents reports on science career motivation PISA 2006 (WLE)

Format: F9.4	Columns: 143-151
9997	N/A
9999	Missing

PQSCHOOL (81) Parents perception of school quality PISA 2006 (WLE)

Format: F9.4	Columns: 152-160
9997	N/A
9999	Missing

PQSCIACT (82) Science activities at age 10 PISA 2006 (WLE)

Format: F9.4	Columns: 161-169
9997	N/A
9999	Missing

PQSCIMP (83) Parents view – importance of science PISA 2006 (WLE)

Format: F9.4	Columns: 170-178
9997	N/A
9999	Missing

VER_PAR (84) Version parent database and date of release

Format: A13	Columns: 179-191

APPENDIX 12
PISA 2006 QUESTIONNAIRE INDICES

Overview

The PISA 2006 context questionnaires included numerous items on student characteristics, student family background, student perceptions, school characteristics and perceptions of school principals. In 16 countries (optional) parent questionnaires were administered to the parents of the tested students.

Some of the items were designed to be used in analyses as single items (for example, gender). However, most questionnaire items were designed to be combined in some way so as to measure latent constructs that cannot be observed directly. For these items, transformations or scaling procedures are needed to construct meaningful indices.

Appendix 12 describes how student, school and parent questionnaire indices were constructed and validated. As in previous PISA surveys, two different kinds of indices can be distinguished:

- Simple indices: These indices were constructed through the arithmetical transformation or recoding of one or more items;
- Scale indices: These indices were constructed through the scaling of items. Typically, scale scores for these indices are estimates of latent traits derived through IRT scaling of dichotomous or Likert-type items.

Appendix 12 (i) outlines how simple indices were constructed, (ii) describes the methodology used for construct validation and scaling, (iii) details the construction and validation of scaled indices and (iv) illustrates the computation of the index on economic, social and cultural status (ESCS), including a discussion of some modifications from the PISA 2003 ESCS index. Some indices had already been used in previous PISA surveys and are constructed based on a similar scaling methodology (OECD 2005a). Most indices, however, were based on the elaboration of a questionnaire framework and are related to science as the major domain of the third PISA survey.

Simple questionnaire indices

Student questionnaire indices

Student age

The age of a student (*AGE*) was calculated as the difference between the year and month of the testing and the year and month of a student's birth. Data on student's age were obtained from both the questionnaire and the student tracking forms. If the month of testing was not know for a particular student, the median month of testing for that country was used in the calculation. The formula for computing *AGE* was

$$AGE = (100 + T_y - S_y) + \frac{(T_m - S_m)}{12}$$

where T_y and S_y are the year of the test and the year of the tested student's birth, respectively in two-digit format (for example "06" or "92"), and T_m and S_m are the month of the test and month of the student's birth respectively. The result is rounded to two decimal places.

Study programme indices

PISA 2006 collected data on study programmes available to 15-year-old students in each country. This information was obtained through the student tracking form and the student questionnaire. In the final database, all national programmes will be included in a separate variable (*PROGN*) where the first three digits are the ISO code for a country, the next two digits are the sub-national category, and the last two digits are the nationally specific programme code. All study programmes were classified using the international standard classification of education (ISCED) (OECD, 1999b). The following indices are derived from the data on study programmes: programme level (*ISCDL*) indicating whether students are on the lower or upper secondary level (ISCED 2 or ISCED 3); programme designation (*ISCEDD*) indicating the designation of the study programme (A = general programmes designed to give access to the next programme level, B = programmes designed to give access to vocational studies at the next programme level, C = programmes designed to give direct access to the labour market, M = modular programmes that combine any or all of these characteristics; and programme orientation (*ISCEDO*) indicating whether the programme's curricular content is general, pre-vocational or vocational.

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Table A12.1
Mapping of ISCED to accumulated years of education

		ISCED 1	ISCED 2	ISCED 3B or 3C	ISCED 3A or 4	ISCED 5B	ISCED 5A or 6
OECD	Australia	6.0	10.0	11.0	12.0	14.0	15.0
	Austria	4.0	9.0	12.0	12.5	15.0	17.0
	Belgium	6.0	9.0	12.0	12.0	14.5	17.0
	Canada	6.0	9.0	12.0	12.0	15.0	17.0
	Czech Republic	5.0	9.0	11.0	13.0	16.0	16.0
	Denmark	6.0	9.0	12.0	12.0	15.0	17.0
	England, Wales & North. Ireland	6.0	9.0	12.0	13.0	15.0	16.0
	Finland	6.0	9.0	12.0	12.0	14.5	16.5
	France	5.0	9.0	12.0	12.0	14.0	15.0
	Germany	4.0	10.0	13.0	13.0	15.0	18.0
	Greece	6.0	9.0	11.5	12.0	15.0	17.0
	Hungary	4.0	8.0	10.5	12.0	13.5	16.5
	Iceland	7.0	10.0	13.0	14.0	16.0	18.0
	Ireland	6.0	9.0	12.0	12.0	14.0	16.0
	Italy	5.0	8.0	12.0	13.0	16.0	17.0
	Japan	6.0	9.0	12.0	12.0	14.0	16.0
	Korea	6.0	9.0	12.0	12.0	14.0	16.0
	Luxembourg	6.0	9.0	12.0	13.0	16.0	17.0
	Mexico	6.0	9.0	12.0	12.0	14.0	16.0
	Netherlands	6.0	10.0		12.0		16.0
	New Zealand	5.5	10.0	11.0	12.0	14.0	15.0
	Norway	6.0	9.0	12.0	12.0	14.0	16.0
	Poland		8.0	11.0	12.0	15.0	16.0
	Portugal	6.0	9.0	12.0	12.0	15.0	17.0
	Scotland	7.0	11.0	13.0	13.0	16.0	16.0
	Slovak Republic	4.5	8.5	12.0	12.0	13.5	17.5
	Spain	5.0	8.0	10.0	12.0	13.0	16.5
	Sweden	6.0	9.0	11.5	12.0	14.0	15.5
	Switzerland	6.0	9.0	12.5	12.5	14.5	17.5
	Turkey	5.0	8.0	11.0	11.0	13.0	15.0
	United States	6.0	9.0		12.0	14.0	16.0
Partners	Argentina	6.0	10.0	12.0	12.0	14.5	17.0
	Azerbaijan	4.0	9.0	11.0	11.0	14.0	17.0
	Brazil	4.0	8.0	11.0	11.0	14.5	16.0
	Bulgaria	4.0	8.0	12.0	12.0	15.0	17.5
	Chile	6.0	8.0	12.0	12.0	16.0	17.0
	Colombia	5.0	9.0	11.0	11.0	14.0	15.5
	Croatia	4.0	8.0	11.0	12.0	15.0	17.0
	Estonia	4.0	9.0	12.0	12.0	15.0	16.0
	Hong Kong-China	6.0	9.0	11.0	13.0	14.0	16.0
	Indonesia	6.0	9.0	12.0	12.0	14.0	15.0
	Israel	6.0	9.0	12.0	12.0	15.0	15.0
	Jordan	6.0	10.0	12.0	12.0	14.5	16.0
	Kyrgyzstan	4.0	8.0	11.0	10.0	13.0	15.0
	Latvia	3.0	8.0	11.0	11.0	16.0	16.0
	Liechtenstein	5.0	9.0	11.0	13.0	14.0	17.0
	Lithuania	3.0	8.0	11.0	11.0	15.0	16.0
	Macao-China	6.0	9.0	11.0	12.0	15.0	16.0
	Montenegro	4.0	8.0	11.0	12.0	15.0	16.0
	Qatar	6.0	9.0	12.0	12.0	15.0	16.0
	Romania	4.0	8.0	11.5	12.5	14.0	16.0
	Russian Federation	4.0	9.0	11.5	12.0		15.0
	Serbia	4.0	8.0	11.0	12.0	14.5	17.0
	Slovenia	4.0	8.0	11.0	12.0	15.0	16.0
	Chinese Taipei	6.0	9.0	12.0	12.0	14.0	16.0
	Thailand	6.0	9.0	12.0	12.0	14.0	16.0
	Tunisia	6.0	9.0	12.0	13.0	16.0	17.0
	Uruguay	6.0	9.0	12.0	12.0	15.0	17.0

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Highest occupational status of parents

Occupational data for both the student's father and student's mother were obtained by asking open-ended questions. The response were coded to four-digit ISCO codes (ILO,1990) and then mapped to the international socio-economic index of occupational status (*ISEI*) (Ganzeboom *et al.*, 1992). Three indices were obtained from these scores: father's occupational status (*BFMJ*); mother's occupational status (*BMMJ*); and the highest occupational status of parents (*HISEI*) which corresponds to the higher *ISEI* score of either parent or to the only available parent's *ISEI* score. For all three indices, higher *ISEI* scores indicate higher levels of occupational status.

Educational level of parents

Parental education is a second family background variable that is often used in the analysis of educational outcomes. Theoretically, it has been argued that parental education is a more relevant influence on a student's outcomes than is parental occupation. Like occupation, the collection of internationally comparable data on parental education poses significant challenges, and less work has been done on internationally comparable measures of educational outcomes than has been done on occupational status. The core difficulties with parental education relate to international comparability (education systems differ widely between countries and within countries over time), response validity (students are often unable to accurately report their parents' level of education) and, especially with increasing immigration, difficulties in the national mapping of parental qualifications gained abroad.

Parental education is classified using ISCED (OECD,1999). Indices on parental education are constructed by recoding educational qualifications into the following categories: (0) None; (1) ISCED 1 (primary education); (2) ISCED 2 (lower secondary); (3) ISCED Level 3B or 3C (vocational/pre-vocational upper secondary); (4) ISCED 3A (upper secondary) and/or ISCED 4 (non-tertiary post-secondary); (5) ISCED 5B (vocational tertiary); and (6) ISCED 5A, 6 (theoretically oriented tertiary and post-graduate). Indices with these categories were provided for the students' mother (*MISCED*) and the students' father (*FISCED*). In addition, the index on the highest educational level of parents (*HISCED*) corresponds to the higher ISCED level of either parent.

The index scores for highest educational level of parents were also recoded into estimated years of schooling (*PARED*). A mapping of ISCED levels of years of schooling is in Table A12.1.

Immigration background

As in PISA 2000 and PISA 2003, information on the country of birth of the students and their parents was collected. Included in the database are three country-specific variables relating to the country of birth of the student, mother, and father (*COBN_S, COBN_M* and *COBN_F*). Also, the items ST11Q01, ST11Q02 and ST11Q03 have been recoded for the database into the following categories: (1) country of birth is same as country of assessment, and (2) otherwise.

The index on immigrant background (*IMMIG*) is calculated from these variables, and has the following categories: (1) native students (those students who had at least one parent born in the country), (2) first-generation students (those students born outside the country of assessment and whose parents were also born in another country), and (3) second generation' students (those born in the country of assessment but whose parent(s) were born in another country). Students with missing responses for either the student or for both parents have been given missing values for this variable.

Language spoken at home

Similar to PISA 2003, students also indicated what language they usually spoke at home, and the database includes a variable (*LANGN*) containing country-specific codes for each language. In addition, the item ST12Q01 has be recoded for the international database into the following categories: (1) language at home is same as the language of assessment for that student, (2) language at home is a national language of the country but the student was assessed in a different language, and (3) language at home is another (foreign) language.

Expected occupational status

As in PISA 2000 and 2003, students were asked to report their expected occupation at age 30 and a description of this job. The responses were coded to four-digit ISCO codes (ILO, 1990) and then mapped to the *ISEI* index (Ganzeboom *et al.*, 1992). Recoding of ISCO codes into *ISEI* index results in scores for the students' expected occupational status (*BSMJ*), where higher scores of *ISEI* indicate higher levels of expected occupational status.

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Blue-collar/white-collar parental occupation

As in 2003, the ISCO codes of parents were recoded into 4 categories: (1) white-collar high-skilled, (2) white-collar low-skilled, (3) blue-collar high-skilled, and (4) blue-collar low-skilled. Three variables are included, one indicating the mother's employment category (*MSECATEG*), another indicating father's employment category (*FSECATEG*), and another indicating the highest employment category of either parent (*HSECATEG*).

Table A12.2
ISCO major group white-collar/blue-collar classification

ISCO Major Group	White-collar/blue-collar classification
1	White-collar high-skilled
2	White-collar high-skilled
3	White-collar high-skilled
4	White-collar low-skilled
5	White-collar low-skilled
6	Blue-collar high-skilled
7	Blue-collar high-skilled
8	Blue-collar low-skilled
9	Blue-collar low-skilled

Science-related occupations for parents and students

The ISCO data were used to compute four variables indicating whether or not the student expects to have a science-related career at age 30 (*SRC_S*), whether their mother (*SRC_M*) or father (*SRC_F*) are in a science career, or whether either or both parents are in a science related career (*SRC_E*). Values of 1 on these indicate "yes", while values of 0 indicate "no or undetermined".

To reduce the amount of missing data for parents' career status, parents with the following responses for occupations were recoded to "no/undetermined': home makers, social beneficiaries and students. Furthermore, to reduce the amount of missing data on students' expected career status at age 30, students indicating "don't know" were recoded from missing to "no/undetermined". Also, students who responded to the items immediately subsequent to this question, but who did not respond to expected job at 30 were recoded to "no/undetermined'.

Since the ISCO coding scheme is rather broad for this purpose (*e.g.* some teaching professionals may be in a science-related career, but the scheme does not distinguish between teachers in different subject areas and disciplines), these science-related career variables should be interpreted as broad indicators rather than precise classifications. The ISCO occupation categories that were classified as science-related occupations are shown in Table A12.3.

Table A12.3
ISCO occupation categories classified as science-related occupations

ISCO Group Number	Occupation Category
1236	Computing services department managers
1237	Research and development department managers
211	Physicists, chemists and related professionals
2122	Statisticians
213	Computing professionals
214	Architects, engineers, professionals etc.
221	Life science professionals
222	Health professionals except nursing
223	Nursing and midwifery professionals
2442	Sociologists, anthropologists, professionals etc.
2445	Psychologists
2446	Social work professionals
311	Physical and engineering science associate professionals
313	Optical and electronic equipment operators
3143	Aircraft pilots, associate professionals etc.
3144	Air traffic controllers
3145	Air traffic safety technicians
315	Safety and quality inspectors
321	Life science, associate professionals etc.
322	Modern health professionals except nursing
323	Nursing and midwifery associate professionals

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School questionnaire indices

School size

As in previous surveys, the PISA 2006 index of school size (*SCHSIZE*) contains the total enrolment at school based on the enrolment data provided by the school principal, summing the number of girls and boys at a school.

Class size

The average class size (*CLSIZE*) is derived from one of nine possible categories, ranging from "15 students or fewer" to "More than 50 students'. *CLSIZE* takes the midpoint of each response category, a value of 13 for the lowest category, and a value of 53 for the highest.

Proportion of girls enrolled at school

As in previous surveys, the PISA 2006 index on the proportion of girls at school (*PCGIRLS*) is based on the enrolment data provided by the school principal, dividing the number of girls by the total of girls and boys at a school.

School type

Schools are classified as either public or private according to whether a private entity or a public agency has the ultimate power to make decisions concerning its affairs. As in previous PISA surveys, the index on school type (*SCHLTYPE*) has three categories: (1) public schools controlled and managed by a public education authority or agency, (2) government-dependent private schools controlled by a non-government organisation or with a governing board not selected by a government agency which receive more than 50% of their core funding from government agencies, (3) government-independent private schools controlled by a non-government organisation or with a governing board not selected by a government agency which receive less than 50% of their core funding from government agencies.[1]

Availability of computers

As in PISA 2000 and PISA 2003, school principals were asked to report the number of computers available at school. However, the question wording was modified for 2006 where principals were asked to report on the total number of computers, the number of computers available for instruction and the number of computers connected to the Internet. The index of availability of computers (*RATCOMP*) is obtained by dividing the number of computers at school by the number of students at school. The overall ratio of computers to school size (*IRATCOMP*) was obtained by dividing the number of computers available for instruction at school by the number of students at school. The proportion of computers connected to the Internet (*COMPWEB*) was obtained by dividing the total number of computers connected to the web by the total number of computers.

Quantity of teaching staff at school

As in previous PISA surveys, school principals were asked to report the number of full-time and part-time teachers at school. However, the number of items was reduced in 2006 to capture only teachers in total, certified teachers, and teachers with an ISCED 5A qualification.

The student-teacher ratio (*STRATIO*) was obtained by dividing the school size by the total number of teachers. The number of part-time teachers is weighted by 0.5 and the number of full-time teachers is weighted by 1.0. The proportion of fully certified teachers (*PROPCERT*) was computed by dividing the number of fully certified teachers by the total number of teachers. The proportion of teachers who have an ISCED 5A qualification (*PROPQUAL*) was calculated by dividing the number of these kinds of teachers by the total number of teachers.

School selectivity

As in previous surveys, school principals were asked about admittance policies at their school. Among these policies, principals were asked how much consideration was given to the following factors when students are admitted to the school, based on a scale with the categories "not considered", "considered", "high priority", and "pre-requisite": students' academic record (including placement tests) and the recommendation of feeder schools.

1. Data on public/private school ownership in Australia are not included in the PISA 2006 database. In Austria, the question on funding was omitted and only for private schools information on government funding was provided to construct this index.

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An index of school selectivity (*SELSCH*) was computed by assigning schools to four different categories: (1) schools where none of these factors is considered for student admittance; (2) schools considering at least one of these factors; (3) schools giving high priority to at least one of these factors; and (4) schools where at least one of these factors is a pre-requisite for student admittance.

Ability grouping

School principals were asked to report the extent to which their school organises instruction differently for student with different abilities. PISA 2003 included a similar question with two additional items which focused on mathematics classes. In 2006, this has been reduced to two items which ask about subject grouping in a more general sense. One item asked about the occurrence of ability grouping into different classes and the other regarding ability grouping within classes (with the response categories "For all subjects", "For some subjects" and "Not for any subject").

An index of ability grouping between or within classes (*ABGROUP*) was derived from the two items by assigning schools to three categories: (1) schools with no ability grouping for any subjects, (2) schools with at least one of these forms of ability grouping for some subjects and (3) schools with at least one of these two forms of ability grouping for all subjects.

School responsibility for resource allocation

An index of the relative level of responsibility of school staff in allocating resources (*RESPRES*) was derived from six items measuring the school principals' report on who has considerable responsibility for tasks regarding school management of resource allocation ("Selecting teachers for hire", "Firing teachers", "Establishing teachers' starting salaries", "Determining teachers' salaries increases", "Formulating the school budget", "Deciding on budget allocations within the school"). The index was calculated on the basis of the ratio of "yes" responses for principal or teachers to "yes" responses for central educational authority. Higher values on the scale indicate relatively higher levels of school responsibility in this area. The index was standardised to having an OECD mean of 0 and a standard deviation of 1 (for the pooled data with equally weighted country samples).[2]

School responsibility for curriculum and assessment

An index of the relative level of responsibility of school staff in issues relating to curriculum and assessment (*RESPCURR*) was computed from four items measuring the school principal's report concerning who had responsibility for curriculum and assessment ("Establishing student assessment policies", "Choosing which textbooks are used", "Determining course content", "Deciding which courses are offered"). The index was calculated on the basis of the ratio of "yes" responses for principal or teachers to "yes" responses for central education authorities. Higher values indicate relatively higher levels of school responsibility in this area. The index was standardised to having an OECD mean of zero and a standard deviation of one (for the pooled data with equally weighted country samples).[3]

Parent questionnaire indices

Educational level of parents

Administration of this instrument in PISA 2006 provided the opportunity to collect data on parental education directly from the parents in addition to the data provided by the student questionnaire. Similar to the student questionnaire data, parental education were classified using ISCED (OECD 1999). The question format differed from the one used in the student questionnaire as only four items were included with dichotomous response categories of Yes or No.

Indices were constructed by taking the highest level for father and mother and having the following categories: (0) None, (1) ISCED 3A (upper secondary) and/or ISCED 4 (non-tertiary post-secondary), (2) ISCED 5B (vocational tertiary), (3) ISCED 5A, 6 (theoretically oriented tertiary and post-graduate). Indices with these categories were computed for mother (*PQMISCED*) and father (*PQFISCED*). Highest Educational Level of Parents (*PQHISCED*) corresponds to the higher ISCED level of either parent.

2. The raw index was transformed as (*RESPRES*_raw-2.57)/2.2.

3. The raw index was transformed as (*RESPCURR*_raw-2.72)/1.8.

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Occupational status of parents

Occupational data for both the student's father and student's mother were obtained by asking open-ended questions in a manner similar to the questions asked of students. The responses were coded to four-digit ISCO codes (ILO, 1990) and then mapped to the international socio-economic index of occupational status (ISEI) (Ganzeboom, de Graaf & Treiman, 1992). Three ISEI indices were computed from these scores.

Recoding of ISCO codes into ISEI gives scores for the mother's occupational status (*PQBMMJ*) and father's occupational status (*PQBFMJ*). The highest occupational level of parents (*PQHIISEI*) is the higher ISEI score of either parent or to the only available parent's ISEI score. Higher scores of ISEI will indicate higher level of occupational status.

Similar to the science-related career variables derived from the student questionnaire, three indicators were derived from the parent data: whether the mother (*PQSRC_M*) or father (*PQSRC_F*) is in a science-related career, and whether either or both of the parents is in a science-related career (*PQSRC_E*).

Questionnaire scale indices

Scaling procedures

Most questionnaire items were scaled using IRT scaling methodology (one-parameter Rasch model). See Chapter 16 in the PISA 2006 Technical Report (OECD, 2009) for the details inscaling.

International item parameters were obtained from calibration samples consisting of randomly selected sub-samples:

- For the calibration of student item parameters, sub-samples of 500 students were randomly selected within each OECD country sample. As final student weights had not been available at the time the calibration sample was drawn, the random selection was based on preliminary student weights obtained from the ratio between sampled and enrolled student within explicit sampling strata. The final calibration sample included data from 15,000 students;
- For the calibration of school item parameters, 100 schools were randomly selected within each OECD country sample. The random selection was based on school level weights in order to ensure that a representative sample of schools was selected from each country. School data from Luxembourg were not included due to of the small number of schools. Data from France were not available because the school questionnaire was not administered in France. The final calibration sample included data from 2 800 school principals.

Once international item parameter had been estimated from the calibration sample, weighted likelihood estimation (WLE) was used to obtain individual student scores. IRT scores were derived using ACER *ConQuest*® with pre-calibrated item parameters.

WLEs were transformed to an international metric with an OECD average of zero and an OECD standard deviation of one. Model fit and scale reliabilities for each of the indices are presented by country in Chapter 16 of the PISA 2006 Technical Report (OECD, 2009).

Student scale indices

Household possessions

Collecting household possessions as indicators of family wealth has received much attention in international studies in the field of education (Buchmann, 2000). Household assets are believed to capture wealth better than income because they reflect a more stable source of wealth.

In PISA 2006, students reported the availability of 13 different household items at home. In addition, countries added three specific household items that were seen as appropriate measures of family wealth within the country's context. A list of the country-specific household items is presented in Appendix 6 of the PISA 2006 Technical Report (OECD, 2009).

Four different indices were derived from these items: (i) family wealth possessions (*WEALTH*), (ii) cultural possessions (*CULTPOSS*), (iii) home educational resources (*HEDRES*) and (iiii) home possessions (*HOMEPOS*). The last index is a summary index of all household items and also included the variable indicating the number of books at home, but recoded into three categories: (0) 0-25 books, (1) 26-100 books, and (2) 101 or more books. *HOMEPOS* was also one of three components in the construction of the index on economic, social and cultural status (ESCS, see the section on ESCS index construction below). Table A12.4 shows the wording of items and their allocation to the four indices.

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Table A12.4
Household possessions and home background indices

Item		Item is used to measure index			
		WEALTH	CULTPOSS	HEDRES	HOMEPOS
ST13	In your home, do you have:				
ST13Q01	A desk to study at			X	X
ST13Q02	A room of your own	X			X
ST13Q03	A quiet place to study			X	X
ST13Q04	A computer you can use for school work			X	
ST13Q05	Educational software			X	X
ST13Q06	A link to the Internet	X			X
ST13Q07	Your own calculator			X	X
ST13Q08	Classic literature (*e.g.* <Shakespeare>)		X		X
ST13Q09	Books of poetry		X		X
ST13Q10	Works of art (*e.g.* paintings)		X		X
ST13Q11	Books to help with your school work			X	X
ST13Q12	A dictionary			X	X
ST13Q13	A dishwasher (country-specific)	X			X
ST13Q14	A <DVD or VCR> player (country-specific)	X			X
ST13Q15	<Country-specific wealth item 1>	X			X
ST13Q16	<Country-specific wealth item 2>	X			X
ST13Q17	<Country-specific wealth item 3>	X			X
ST14	How many of these are there at your home?				
ST14Q01	Cellular phones	X			X
ST14Q02	Televisions	X			X
ST14Q03	Computers	X			X
ST14Q04	Cars	X			X
ST15	How many books are there in your home				X

Note: Item categories were "yes" (1) and "no" (2) for ST13, "None", "One", "Two" and "Three or more" for ST14, The categories for ST15 ("0-10 books", "11-25 books", "26-100 books", 101-200 books", "201-500 books" and "More than 500 books") were recoded into three categories ("0-25 books", 26-100 books" and "More than 100 books" ; Items in ST13 for were inverted for scaling and the first two categories of ST14Q01 and ST14Q02 were collapsed into one for scaling.

The *WEALTH* and *HOMEPOS* scales were constructed in two stages. A basket of common items was chosen (ST13Q02, ST13Q06, ST14Q01, ST14Q02, ST14Q03 and ST14Q04 for *WEALTH*, and in addition to these ST13Q01, ST13Q03, ST13Q05 to ST13Q12 and ST15Q01 for *HOMEPOS*) and item parameters were estimated for each country based on this item set. The sum of the set's item parameters was constrained to zero for each country. Next, these item parameters were anchored. The remaining country-specific items were added, and each country was scaled separately.

The other two scales derived from household possession items, *CULTPOSS* and *HEDRES*, were scaled in one step but the item parameters were allowed to vary by country.

Interest in and enjoyment of science learning

Eight items are used to measure general interest in science learning in PISA 2006. While the interest items which are embedded in the test instrument provide data on interest in specific contexts, the items here will provide data on students' interest in more general terms. The items were inverted for scaling and so, more positive values on this index indicate higher levels of interest in learning science.

Interest in science learning (INTSCIE)

Item	How much interest do you have in learning about the following <broad science> topics? (High interest / Medium interest / Low interest / No interest)
ST21Q01	a) Topics in physics
ST21Q02	b) Topics in chemistry
ST21Q03	c) The biology of plants
ST21Q04	d) Human biology
ST21Q05	e) Topics in astronomy
ST21Q06	f) Topics in geology
ST21Q07	g) Ways scientists design experiments
ST21Q08	h) What is required for scientific explanations

Note: All items were inverted for scaling.

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Four items are used to measure enjoyment of science learning in PISA 2006. The items were inverted for scaling and so, more positive values on this index indicate higher levels of enjoyment of science.

Enjoyment of science (JOYSCIE)

Item	How much do you agree with the statements below? (Strongly agree / Agree / Disagree / Strongly disagree)
ST16Q01	a) I generally have fun when I am learning <broad science> topics
ST16Q02	b) I like reading about <broad science>
ST16Q03	c) I am happy doing <broad science> problems
ST16Q04	d) I enjoy acquiring new knowledge in <broad science>
ST16Q05	e) I am interested in learning about <broad science>

Note: All items were inverted for scaling.

Motivation to learn science

Five items measuring the construct of instrumental motivation were included in the PISA 2006 main study. The items were inverted for scaling and so, more positive values on this index indicate higher levels of instrumental motivation to learn science.

Instrumental motivation to learn science (INSTSCIE)

Item	How much do you agree with the statements below? (Strongly agree / Agree / Disagree / Strongly disagree)
ST35Q01	a) Making an effort in my <school science> subject(s) is worth it because this will help me in the work I want to do later on
ST35Q02	b) What I learn in my <school science> subject(s) is important for me because I need this for what I want to study later on
ST35Q03	c) I study <school science> because I know it is useful for me
ST35Q04	d) Studying my <school science> subject(s) is worthwhile for me because what I learn will improve my career prospects
ST35Q05	e) I will learn many things in my <school science> subject(s) that will help me get a job

Note: All items were inverted for scaling.

Expectations about tertiary science studies and working in science-related careers are another important aspect of student motivations to learning science. Four items measuring students' motivations to take up a science-related career were included in the student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate higher levels of motivation to take up a science-related career.

Future-oriented science motivation (SCIEFUT)

Item	How much do you agree with the statements below? (Strongly agree / Agree / Disagree / Strongly disagree)
ST29Q01	a) I would like to work in a career involving <broad science>
ST29Q02	b) I would like to study <broad science> after <secondary school>
ST29Q03	c) I would like to spend my life doing advanced <broad science>
ST29Q04	d) I would like to work on <broad science> projects as an adult

Note: All items were inverted for scaling.

Self-related cognitions in science

Eight items measuring students' science self-efficacy (their confidence in performing science-related tasks) were included. These items cover important themes identified in the science literacy framework: identifying scientific questions, explaining phenomena scientifically and using scientific evidence. The items were inverted for scaling and so, more positive values on this index indicate higher levels of self-efficacy in science.

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Six items on science self-concept were included in the student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate higher levels of self-concept in science.

Science self-concept (SCSCIE)

Item	How much do you agree with the statements below? (Strongly agree / Agree / Disagree / Strongly disagree)
ST37Q01	a) Learning advanced <school science> topics would be easy for me
ST37Q02	b) I can usually give good answers to <test questions> on <school science> topics
ST37Q03	c) I learn <school science> topics quickly
ST37Q04	d) <School science> topics are easy for me
ST37Q05	e) When I am being taught <school science>. I can understand the concepts very well
ST37Q06	f) I can easily understand new ideas in <school science>

Note: All items were inverted for scaling.

Value of science

Five items measuring perceptions of the general value of science were included in the student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate more positive students' perceptions of the general value of science.

General value of science (GENSCIE)

Item	How much do you agree with the statements below? (Strongly agree / Agree / Disagree / Strongly disagree)
ST18Q01	a) Advances in <broad science and technology> usually improve people's living conditions
ST18Q02	b) <Broad science> is important for helping us to understand the natural world
ST18Q04	d) Advances in <broad science and technology> usually help improve the economy
ST18Q06	f) <Broad science> is valuable to society
ST18Q09	i) Advances in <broad science and technology> usually bring social benefits

Note: All items were inverted for scaling.

Five items measuring perceptions of the personal value of science were included in the student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate more positive positive students' perceptions of the general value of science.

Science-related activities

Student participation in non-compulsory activities related to science or choice of course combinations with an emphasis on this subject are important indicators of engagement. Furthermore, out-of-school activities relating to science can contribute considerably to students' engagement and learning in science.

Six items measuring students' activities related to science were included in the student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate higher frequencies of students' science activities.

Science activities (SCIEACT)

Item	How often do you do these things? (Very often / Regularly / Sometimes / Never or hardly ever)
ST19Q01	a) Watch TV programmes about <broad science>
ST19Q02	b) Borrow or buy books on <broad science> topics
ST19Q03	c) Visit web sites about <broad science> topics
ST19Q04	d) Listen to radio programmes about advances in <broad science>
ST19Q05	e) Read <broad science> magazines or science articles in newspapers
ST19Q06	f) Attend a <science club>

Note: All items were inverted for scaling.

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Environment and sustainable development

Five items measuring students' awareness of environmental issues were included in the student questionnaire. More positive values on this index indicate higher levels of students' awareness of environmental issues.

Awareness of environmental issues (ENVAWARE)

Item	How informed are you about the following environmental issues? (I have never heard of this / I have heard about this but I would not be able to explain what it is / I know something about this and could explain the general issue / I am familiar with this and I would be able to explain this well)
ST22Q01	a) The increase of greenhouse gases in the atmosphere
ST22Q02	b) Use of genetically modified organisms (<GMO>)
ST22Q03	c) Acid rain
ST22Q04	d) Nuclear waste
ST22Q05	e) The consequences of clearing forests for other land use

Six items measuring students' perception of environmental issues as a concern were included in the student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate higher levels of students' concerns about environmental issues.

Perception of environmental issues (ENVPERC)

Item	Do you see the environmental issues below as a serious concern for yourself and/or others? (This is a serious concern for me personally as well as others / This is a serious concern for other people in my country but not me personally / This is a serious concern only for people in other countries / This is not a serious concern to anyone)
ST24Q01	a) Air pollution
ST24Q02	b) Energy shortages
ST24Q03	c) Extinction of plants and animals
ST24Q04	d) Clearing of forests for other land use
ST24Q05	e) Water shortages
ST24Q06	f) Nuclear waste

Note: All items were inverted for scaling.

Students' optimism regarding environmental issues was measured by six items in the student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate higher levels of students' optimism about environmental issues.

Environmental optimism (ENVOPT)

Item	Do you think problems associated with the environmental issues below will improve or get worse over the next 20 years? (Improve / Stay about the same / Get worse)
ST25Q01	a) Air pollution
ST25Q02	b) Energy shortages
ST25Q03	c) Extinction of plants and animals
ST25Q04	d) Clearing of forests for other land use
ST25Q05	e) Water shortages
ST25Q06	f) Nuclear waste

Note: All items were inverted for scaling.

Seven items measuring students' responsibility for sustainable development were included in the student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate higher levels of students' responsibility for sustainable development.

Responsibility for sustainable development (RESPDEV)

Item	How much do you agree with the statements below? (Strongly agree / Agree / Disagree / Strongly disagree)
ST26Q01	a) It is important to carry out regular checks on the emissions from cars as a condition of their use
ST26Q02	b) It disturbs me when energy is wasted through the unnecessary use of electrical appliances
ST26Q03	c) I am in favour of having laws that regulate factory emissions even if this would increase the price of products
ST26Q04	d) To reduce waste, the use of plastic packaging should be kept to a minimum
ST26Q05	e) Industries should be required to prove that they safely dispose of dangerous waste materials
ST26Q06	f) I am in favour of having laws that protect the habitats of endangered species
ST26Q07	g) Electricity should be produced from renewable sources as much as possible, even if this increases the cost

Note: All items were inverted for scaling.

Science career preparation

Four items measuring students' perceptions of the usefulness of schooling as preparation for science-related careers were included in the student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate higher levels of agreement with usefulness of schooling for this purpose.

School preparation for science career (CARPREP)

Item	How much do you agree with the statements below? (Strongly agree / Agree / Disagree / Strongly disagree)
ST27Q01	a) The subjects available at my school provide students with the basic skills and knowledge for a <science-related career>
ST27Q02	b) The <school science> subjects at my school provide students with the basic skills and knowledge for many different careers
ST27Q03	c) The subjects I study provide me with the basic skills and knowledge for a <science-related career>
ST27Q04	d) My teachers equip me with the basic skills and knowledge I need for a <science-related career>

Note: All items were inverted for scaling.

Four items measuring students' perceptions of being informed about science-related careers are included in the student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate higher levels of information about science-related careers.

Student information on science careers (CARINFO)

Item	How informed are you about these topics? (Very well informed / Fairly informed / Not well informed / Not informed at all)
ST28Q01	a) <Science-related careers> that are available in the job market
ST28Q02	b) Where to find information about <science-related careers>
ST28Q03	c) The steps a student needs to take if they want a <science-related career>
ST28Q04	d) Employers or companies that hire people to work in <science-related careers>

Note: All items were inverted for scaling.

Three items measuring students' reports on the frequency of student investigations in science lessons were included in the student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate higher frequencies of this type of science teaching.

Science teaching: student investigations (SCINVEST)

Item	When learning <school science> topics at school, how often do the following activities occur? (In all lessons / In most lessons / In some lessons / Never or hardly ever)
ST34Q08	h) Students are allowed to design their own experiments
ST34Q11	k) Students are given the chance to choose their own investigations
ST34Q16	p) Students are asked to do an investigation to test out their own ideas

Note: All items were inverted for scaling.

Five items measuring students' reports on the frequency of teaching in science lessons with a focus on applications are included in the student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate higher frequencies of this type of science teaching.

Science teaching: focus on models or applications (SCAPPLY)

Item	When learning <school science> topics at school, how often do the following activities occur? (In all lessons / In most lessons / In some lessons / Never or hardly ever)
ST34Q07	g) The teacher explains how a <school science> idea can be applied to a number of different phenomena (*e.g.* the movement of objects, substances with similar properties)
ST34Q12	l) The teacher uses science to help students understand the world outside school
ST34Q15	o) The teacher clearly explains the relevance of <broad science> concepts to our lives
ST34Q17	q) The teacher uses examples of technological application to show how <school science> is relevant to society

Note: All items were inverted for scaling.

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ICT familiarity

The ICT familiarity questionnaire was an optional instrument administered which was administered in 40 of the participating countries in PISA 2006, for which four scaled indices were computed.

As in PISA 2003, six items measuring the frequency of ICT use related to Internet and entertainment were included in the PISA 2006 student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate higher frequencies of ICT Internet/entertainment use.

ICT Internet/entertainment use (INTUSE)

Item	How often do you use computers for the following reasons? (Almost every day/Once or twice a week/A few times a month/Once a month or less/Never)
IC04Q01	a) Browse the Internet for information about people, things, or ideas
IC04Q02	b) Play games
IC04Q04	d) Use the Internet to collaborate with a group or team
IC04Q06	f) Download software from the Internet to (including games)
IC04Q09	i) Download music from the Internet
IC04Q11	k) For communication (*e.g.* e-mail or "chat rooms")

Note: All items were inverted for scaling.

As in PISA 2003, six items measuring the frequency of ICT use related to programming and software packages are included in the PISA 2006 student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate higher frequencies of ICT program/software use.

ICT program/software use (PRGUSE)

Item	How often do you use computers for the following reasons? (Almost every day/Once or twice a week/A few times a month/Once a month or less/Never)
IC04Q03	c) Write documents (*e.g.* with <Word® or WordPerfect®>)
IC04Q05	e) Use spreadsheets (*e.g.* <Lotus 1 2 3® or Microsoft Excel®>)
IC04Q07	g) Drawing, painting or using graphics programs
IC04Q08	h) Use educational software such as Mathematics programs
IC04Q10	j) Writing computer programs

Note: All items were inverted for scaling.

As in PISA 2003, items measuring students' confidence in doing ICT Internet tasks were included. However, a modified set of six items was used in the PISA 2006 student questionnaire where three items were already included in the previous cycle. The items were inverted for scaling and so, more positive values on this index indicate higher levels of ICT self-confidence in Internet tasks.

ICT self-confidence in Internet tasks (INTCONF)

Item	How often do you use computers for the following reasons? (I can do this very well by myself/I can do this with help from someone/I know what this means but I cannot do it/I don't know what this means)
IC05Q01	a) Chat online
IC05Q07	g) Search the Internet for information
IC05Q08	h) Download files or programs from the Internet
IC05Q09	i) Attach a file to an e-mail message
IC05Q13	m) Download music from the Internet
IC05Q15	o) Write and send e-mails

Note: All items were inverted for scaling.

As in PISA 2003, items measuring student's confidence in doing ICT high-level tasks were included in the PISA 2006 student questionnaire. The set of eight items used in the PISA 2006 main study is modified somewhat from the 2003 item set. The items were inverted for scaling and so, more positive values on this index indicate higher levels of ICT self-confidence in high-level ICT tasks.

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ICT self-confidence in high-level ICT tasks (HIGHCONF)

Item	How often do you use computers for the following reasons? (I can do this very well by myself / I can do this with help from someone / I know what this means but I cannot do it / I don't know what this means)
IC05Q02	b) Use software to find and get rid of computer viruses
IC05Q03	c) Edit digital photographs or other graphic images
IC05Q04	d) Create a database (*e.g.* using <Microsoft Access®>)
IC05Q10	j) Use a word processor (*e.g.* to write an essay for school)
IC05Q11	k) Use a spreadsheet to plot a graph
IC05Q12	l) Create a presentation (*e.g.* using <Microsoft PowerPoint®>)
IC05Q14	n) Create a multi-media presentation (with sound, pictures, video)
IC05Q16	p) Construct a web page

Note: All items were inverted for scaling.

School questionnaire scale indices

The index on teacher shortage (*TCSHORT*) was derived from four items measuring the school principal's perceptions of potential factors hindering instruction at school. Similar items were used in PISA 2000 and 2003. More positive values on this index indicate higher rates of teacher shortage at a school.

Teacher shortage (TCSHORT)

Item	Is your school's capacity to provide instruction hindered by any of the following? (Not at all / Very little / To some extent / A lot)
SC14Q01	a) A lack of qualified science teachers
SC14Q02	b) A lack of qualified mathematics teachers
SC14Q03	c) A lack of qualified <test language> teachers
SC14Q04	d) A lack of qualified teachers of other subjects

The index on the school's educational resources (*SCMATEDU*) was computed on the basis of seven items measuring the school principal's perceptions of potential factors hindering instruction at school. Similar items were used in PISA 2000 and 2003 but question format and item wording were modified for PISA 2006. The items were inverted for scaling and so, more positive values on this index indicate higher levels of educational resources.

Quality of educational resources (SCMATEDU)

Item	Is your school's capacity to provide instruction hindered by any of the following? (Not at all / Very little / To some extent / A lot)
SC14Q07	g) Shortage or inadequacy of science laboratory equipment
SC14Q08	h) Shortage or inadequacy of instructional materials (*e.g.* textbooks)
SC14Q09	i) Shortage or inadequacy of computers for instruction
SC14Q10	j) Lack or inadequacy of Internet connectivity
SC14Q11	k) Shortage or inadequacy of computer software for instruction
SC14Q12	l) Shortage or inadequacy of library materials
SC14Q13	m) Shortage or inadequacy of audio-visual resources

Note: All items were inverted for scaling.

School principals are asked to report what activities to promote students' learning of science occur at their school. Items were coded (Yes=1, No=0) so that more positive values on this index indicate higher levels of school activities to promote the learning of science.

School activities to promote the learning of science (SCIPROM)

Item	Is your school involved in any of the following activities to promote engagement with science among students in <national modal grade for 15-year-olds>? (Yes/No)
SC20Q01	a) Science clubs
SC20Q02	b) Science fairs
SC20Q03	c) Science competitions
SC20Q04	d) Extracurricular science projects (including research)
SC20Q05	e) Excursions and field trips

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School principals are asked to report what activities to promote students' learning of environmental topics occur at their school. Items will be coded (Yes=1, No=0) so that more positive values on this index indicate higher levels of school activities for learning environmental topics.

School activities for learning environmental topics (ENVLEARN)

Item	Does your school organise any of the following activities to provide opportunities to students in <national modal grade for 15-year-olds> to learn about environmental topics? (Yes/No)
SC22Q01	a) <Outdoor education>
SC22Q02	b) Trips to museums
SC22Q03	c) Trips to science and/or technology centres
SC22Q04	d) Extracurricular environmental projects (including research)
SC22Q05	e) Lectures and/or seminars (*e.g.* guest speakers)

Parent questionnaire scale indices

Parent questionnaire indices are only available for the 16 countries which chose to administer the optional parent questionnaire.

Six items measuring students' activities related to science at age 10 were included in the parent questionnaire. The items were inverted for scaling and so, more positive values on this index indicate higher frequencies of students' science activities at age 10.

Science activities at age 10 (PQSCIACT)

Item	Thinking back to when your child was about 10 years old, how often would your child have done these things? (Very often / Regularly / Sometimes / Never)
PA02Q01	a) Watched TV programmes about science
PA02Q02	b) Read books on scientific discoveries
PA02Q03	c) Watched, read or listened to science fiction
PA02Q04	d) Visited web sites about science topics
PA02Q05	e) Attended a science club

Note: All items were inverted for scaling.

Seven items measuring parents' perceptions of the quality of school learning were included in the parent questionnaire. The items were inverted for scaling and so, more positive values on this index indicate more positive parents' perception of school quality.

Parents' perception of school quality (PQSCHOOL)

Item	How much do you agree with the following statements? (Strongly agree / Agree / Disagree / Strongly disagree)
PA03Q01	a) Most of my child's school teachers seem competent and dedicated
PA03Q02	b) Standards of achievement are high in my child's school
PA03Q03	c) I am happy with the content taught and the instructional methods used in my child's school
PA03Q04	d) I am satisfied with the disciplinary atmosphere in my child's school
PA03Q05	e) My child's progress is carefully monitored by the school
PA03Q06	f) My child's school provides regular and useful information on my child's progress
PA03Q07	g) My child's school does a good job in educating students

Note: All items were inverted for scaling.

Four items measuring parents' views on the importance of science were included in the PISA 2006 parent questionnaire. The items were inverted for scaling and so, more positive values on this index indicate more positive parents' views on importance of science.

Parents' views on importance of science (PQSCIMP)

Item	We are interested in what you think about the need for science skills in the job market today. How much do you agree with the following statements? (Strongly agree / Agree / Disagree / Strongly disagree)
PA04Q01	a) It is important to have good scientific knowledge and skills in order to get any good job in today's world
PA04Q02	b) Employers generally appreciate strong scientific knowledge and skills among their employees
PA04Q03	c) Most jobs today require some scientific knowledge and skills
PA04Q04	d) It is an advantage in the job market to have good scientific knowledge and skills

Note: All items were inverted for scaling.

Four items measuring parents' reports on science career motivation for their child were included in the PISA 2006 parent questionnaire. The items were inverted for scaling and so, more positive values on this index indicate higher frequencies of parents' reports on science career motivation. One item in this set (*PA05Q01* "Does anybody in your family (including you) work in a <science-related career>?") was not included in the scale since it is unrelated to the construct of career motivation of parents for their child.

Parents' reports on science career motivation (PQSCCAR)

Item	Please answer the questions below (Yes/No)
PA05Q02	b) Does your child show an interest to work in a <science-related career>?
PA05Q03	c) Do you expect your child will go into a <science-related career>?
PA05Q04	d) Has your child shown interest in studying science after completing <secondary school>?
PA05Q05	e) Do you expect your child will study science after completing <secondary school>?

Note: All items were inverted for scaling.

Five items measuring parents' perceptions of the general value of science were included in the PISA 2006 parent questionnaire; similar items were also included in the student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate more positive parents' view on general value of science.

Parents' view on general value of science (PQGENSCI)

Item	The following question asks about your views towards science. How much do you agree with the following statements? (Strongly agree / Agree / Disagree / Strongly disagree)
PA06Q01	a) Advances in <broad science and technology> usually improve people's living conditions
PA06Q02	b) <Broad science> is important for helping us to understand the natural world
PA06Q04	d) Advances in <broad science and technology> usually help improve the economy
PA06Q06	f) <Broad science> is valuable to society
PA06Q09	i) Advances in <broad science and technology> usually bring social benefits

Note: All items were inverted for scaling.

Four items measuring parents' perceptions of the personal value of science are included in the PISA 2006 parent questionnaire; similar items are included in the student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate more positive parents' view on personnal value of science.

Parents' view on personal value of science (PQPERSCI)

Item	The following question asks about your views towards science. How much do you agree with the following statements? (Strongly agree / Agree / Disagree / Strongly disagree)
PA06Q03	c) Some concepts in <broad science> help me to see how I relate to other people
PA06Q05	e) There are many opportunities for me to use <broad science> in my everyday life
PA06Q07	g) <Broad science> is very relevant to me
PA06Q08	h) I find that <broad science> helps me to understand the things around me

Note: All items were inverted for scaling.

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Six items measuring perception of environmental issues as a concern were included in the PISA 2006 parent questionnaire; similar items were also included in the student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate higher levels of parents' concerns about environmental issues.

Parents' perception of environmental issues (PQENPERC)

Item	Do you see the environmental issues below as a serious concern for yourself and/or others? (This is a serious concern for me personally as well as others / This is a serious concern for other people in my country but not me personally / This is a serious concern for people in other countries / This is not a serious concern to anyone)
PA07Q01	a) Air pollution
PA07Q02	b) Energy shortages
PA07Q03	c) Extinction of plants and animals
PA07Q04	d) Clearing of forests for other land use
PA07Q05	e) Water shortages
PA07Q06	f) Nuclear waste

Note: All items were inverted for scaling.

Six items measuring parents' optimism regarding environmental issues were included in the PISA 2006 parent questionnaire similar to items on the student questionnaire. The items were inverted for scaling and so, more positive values on this index indicate higher levels of parents' optimism about environmental issues.

Parents' environmental optimism (PQENVOPT)

Item	Do you think problems associated with the environmental issues below will improve or get worse over the next 20 years? (Improve / Stay about the same / Get worse)
PA08Q01	a) Air pollution
PA08Q02	b) Energy shortages
PA08Q03	c) Extinction of plants and animals
PA08Q04	d) Clearing of forests for other land use
PA08Q05	e) Water shortages
PA08Q06	f) Nuclear waste

Note: All items were inverted for scaling.

The PISA index of economic, social and cultural status (ESCS)

Computation of ESCS

The index of *ESCS* was used first in the PISA 2000 analysis and at that time was derived from five indices: highest occupational status of parents (*HISEI*), highest educational level of parents (in years of education according to ISCED), family wealth, cultural possessions and home educational resources (all three WLE estimates based on student reports on home possessions).

The *ESCS* for PISA 2003 was derived from three variables related to family background: highest parental education (in number of years of education according to ISCED classification), highest parental occupation (*HISEI* scores), and number of home possessions including books in the home.[4] The rationale for using these three components is that socio-economic status is usually seen as based on education, occupational status and income. As no direct income measure is available from the PISA data, the existence of household items is used as proxy for family wealth.

The *ESCS* has been slightly modified because: (i) there were more indicators available in the recent survey; and (ii) a consultation with countries regarding the mapping of ISCED levels to years of schooling led to minor changes in the indicator of parental education.

As in PISA 2003, the components comprising *ESCS* for 2006 are home possessions, *HOMEPOS* which comprises all items on the *WEALTH*, *CULTPOS* and *HEDRES* scales (except ST14Q04), as well as books in the home (ST15Q01) recoded into a three-level categorical variable (less than 25 books, 25-100 books, more than 100 books), the higher parental occupation (*HISEI*) and the higher parental education expressed as years of schooling (*PARED*).

4. Here, home possessions only included items from ST17, as well as books in the home (*ST19Q01*) which was recoded into a dichotomous item (0 = "Less than 100 books', 1 = "100 books or more") (see OECD, 2004, p. 283).

Missing values for students with missing data for only one component were imputed with predicted values plus a random component based on a regression on the other two variables. Variables with imputed values were then used for a principal component analysis with an OECD senate weight.

The *ESCS* scores were obtained as component scores for the first principal component with zero being the score of an average OECD student and one the standard deviation across equally weighted OECD countries. For partner countries, *ESCS* scores were obtained as

$$ESCS = \frac{\beta_1 HISEI' + \beta_\Sigma PARED' + \beta_\sigma HOMEPOS'}{\varepsilon_f}$$

where $_1$, $_2$ and $_3$ are the OECD factor loadings, *HISEI', PARED'* and *HOMEPOS'* the "OECD-standardised" variables and ε_f is the eigenvalue of the first principal component.[5]

Consistency across cycles

Results for similar *ESCS* indices in 2003 and 2000 showed quite a high degree of consistency (see Schulz, 2006). Comparing *ESCS* mean scores per country shows that in spite of these differences there is a very high correlation of 0.98 between ESCS 2003 and ESCS 2006 country means.

Table A12.5
Factor loadings and internal consistency of ESCS 2006 in OECD countries

	Factor loadings			
	HISEI	PARED	HOMEPOS	Reliability[1]
Australia	0.80	0.78	0.67	0.59
Austria	0.81	0.78	0.71	0.64
Belgium	0.83	0.80	0.71	0.68
Canada	0.79	0.78	0.67	0.60
Czech Republic	0.84	0.78	0.70	0.65
Denmark	0.79	0.78	0.70	0.63
Finland	0.77	0.75	0.63	0.52
France	0.82	0.79	0.73	0.67
Germany	0.81	0.76	0.72	0.64
Greece	0.84	0.82	0.72	0.71
Hungary	0.83	0.85	0.77	0.74
Iceland	0.80	0.80	0.59	0.57
Ireland	0.81	0.79	0.74	0.67
Italy	0.84	0.81	0.73	0.71
Japan	0.72	0.77	0.68	0.53
Korea	0.76	0.81	0.75	0.66
Luxembourg	0.83	0.81	0.73	0.69
Mexico	0.85	0.86	0.82	0.80
Netherlands	0.82	0.78	0.75	0.68
New Zealand	0.79	0.76	0.69	0.59
Norway	0.78	0.77	0.66	0.55
Poland	0.87	0.86	0.74	0.73
Portugal	0.86	0.85	0.80	0.77
Slovak Republic	0.85	0.82	0.74	0.72
Spain	0.84	0.82	0.70	0.69
Sweden	0.77	0.73	0.70	0.57
Switzerland	0.80	0.78	0.68	0.62
Turkey	0.80	0.83	0.79	0.72
United Kingdom	0.78	0.75	0.71	0.60
United States	0.80	0.81	0.74	0.67
Median	**0.81**	**0.79**	**0.72**	**0.67**

1. Reliabilities (Standardised Cronbach's alpha) computed with weighted national samples.

5. Only one principal component with an eigenvalue greater than 1 was identified in each of the participating countries.

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Consistency across countries

Using principal component analysis (PCA) to derive factor loading for each participating country provides insight into the extent to which there are similar relationships between the three components. Table A12.5 shows the PCA results for the OECD countries and Table A12.6 those for partner countries and economies. The tables also include the scale reliabilities for the *z*-standardised variables (Cronbach's Alpha).

Table A12.6
Factor loadings and internal consistency of ESCS 2006 in partner countries/economies

	Factor loadings			
	HISEI	PARED	HOMEPOS	Reliability[1]
Argentina	0.81	0.78	0.79	0.69
Azerbaijan	0.83	0.83	0.73	0.70
Brazil	0.82	0.83	0.80	0.73
Bulgaria	0.84	0.83	0.77	0.74
Chile	0.86	0.85	0.83	0.80
Colombia	0.82	0.82	0.79	0.73
Croatia	0.83	0.81	0.73	0.69
Estonia	0.81	0.77	0.72	0.63
Hong Kong-China	0.83	0.82	0.77	0.72
Indonesia	0.81	0.83	0.78	0.73
Israel	0.78	0.75	0.73	0.60
Jordan	0.83	0.83	0.75	0.73
Kyrgyzstan	0.76	0.76	0.71	0.57
Latvia	0.81	0.78	0.74	0.66
Liechtenstein	0.83	0.81	0.62	0.63
Lithuania	0.81	0.79	0.76	0.68
Macao-China	0.79	0.77	0.75	0.65
Montenegro	0.80	0.80	0.73	0.66
Qatar	0.82	0.86	0.55	0.60
Romania	0.82	0.75	0.80	0.69
Russian Federation	0.81	0.79	0.69	0.59
Serbia	0.84	0.84	0.72	0.71
Slovenia	0.84	0.84	0.71	0.71
Chinese Taipei	0.77	0.79	0.70	0.61
Thailand	0.85	0.84	0.82	0.78
Tunisia	0.86	0.85	0.83	0.79
Uruguay	0.83	0.81	0.81	0.74
Median	**0.82**	**0.81**	**0.75**	**0.69**

1. Reliabilities (Cronbach's alpha) computed with weighted national samples.

Comparing results from within-country PCA reveals that patterns of factor loadings are generally similar across countries. Only in a few countries somehow distinct patterns emerge, however, all three components contribute more or less equally to this index with factor loadings ranging from 0.55 to 0.87. Internal consistency ranges between 0.52 and 0.80, the median scale reliability for the pooled OECD countries is 0.67.

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User's Guide

Preparation of data files

All data files (in text format) and the SAS® control files are available on the PISA website (*www.pisa.oecd.org*).

SAS® users

By running the SAS® control files, the PISA data files are created in the SAS® format. Before starting analysis, assigning the folder in which the data files are saved as a SAS® library.

For example, if the PISA 2000 data files are saved in the folder of "c:\pisa2000\data\", the PISA 2003 data files are in "c:\pisa2003\data\", and the PISA 2006 data files are in "c:\pisa2006\data\", the following commands need to be run to create SAS® libraries:

```
libname PISA2000 "c:\pisa2000\data\";
libname PISA2003 "c:\pisa2003\data\";
libname PISA2006 "c:\pisa2006\data\";
run;
```

SAS® syntax and macros

All syntaxes and macros in this manual can be copied from the PISA website (*www.pisa.oecd.org*). The 17 SAS® macros presented in Chapter 17 need to be saved under "c:\pisa\macro\", before staring analysis. Each chapter of the manual contains a complete set of syntaxes, which must be done sequentially, for all of them to run correctly, within the chapter.

Rounding of figures

In the tables and formulas, figures were rounded to a convenient number of decimal places, although calculations were always made with the full number of decimal places.

Country abbreviations used in this manual

AUS	Australia	FRA	France	MEX	Mexico
AUT	Austria	GBR	United Kingdom	NLD	Netherlands
BEL	Belgium	GRC	Greece	NOR	Norway
CAN	Canada	HUN	Hungary	NZL	New Zealand
CHE	Switzerland	IRL	Ireland	POL	Poland
CZE	Czech Republic	ISL	Iceland	PRT	Portugal
DEU	Germany	ITA	Italy	SVK	Slovak Republic
DNK	Denmark	JPN	Japan	SWE	Sweden
ESP	Spain	KOR	Korea	TUR	Turkey
FIN	Finland	LUX	Luxembourg	USA	United States

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