

Pre-registration: Mental Models of High School Success – Supplementary Evidence on Mechanisms*

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Abstract

Following two earlier data collections with Danish adolescents at the transition between elementary and secondary school, we conduct a supplementary experiment: Using a within-subject design, we analyze how adolescents infer characteristics of the production function of educational performance from observed gender differences in educational performance. We invite a random 20 percent of the Danish population born in 2009 to participate in an online survey. In the survey, everyone is exposed to two hypothetical scenarios – one in which girls in a Danish school on average outperform boys in an exam, and one in which boys outperform girls. For each scenario, we elicit i) perceived returns to effort in the exam and ii) perceived returns to intelligence in the exam. Our hypothesis is that the returns to effort (intelligence) are perceived as higher (lower) when girls (boys) outperform boys (girls). We also elicit perceived effort costs among the girls (boys) in the two hypothetical scenarios from female (male) respondents in order to test whether effort costs of one's own gender are perceived as lower (higher) when one's own gender group outperforms the other group.

JEL-Codes: D83, D84, I24.

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1 Introduction

In this pre-registration plan, we describe the study parameters, the survey design, and our main research question. This experiment builds on two previous data collections. See <https://osf.io/k43m9> and <https://www.socialscienceregistry.org/trials/15963> for the corresponding pre-registrations.

2 Study parameters

- Surveys, sample type and distribution: A survey among adolescents born in 2009 who, at the time of the data collection (October-November 2025), are about 16 years old and expected to mainly attend grade 10 or have recently started an upper secondary education.
- Sample size: We have obtained the contact information (CPR numbers) of a 20 percent sample of the Danish population born in 2009 from Statistics Denmark. This results in a target sample of 11,892 adolescents. To contact our survey sample, we will make use of the centralized official mailing system in Denmark, “digital mail”, that is commonly used by the administration to contact citizens.
- We will start our data collection on October 21st, 2025 (after pre-registration), by sending out one survey invitation to each participant.
- Our data collection will end on November 20th, 2025.
- Incentives: In the survey invitation and on the welcome screens of the survey, respondents are informed about the chance to win one out of a total of 40 giftcards, each worth DKK 1,000, if they complete the survey.
- Expected sample size: Based on a previous data collection, we expect a response rate of roughly 6-7%, giving us an expected final sample of around 700-850 adolescents.
- Analysis sample: We plan to work with the full sample of individuals who completed the survey up until the final survey screen.

3 Survey Design

The full instructions for our survey can be found in an attached document, both in the original Danish version and translated to English.

In the survey, participants will be exposed to two different scenarios in random order. In both scenarios, we describe a Danish school class in the first year of upper secondary school (“high school”) that took an exam in a particular (unknown) subject. Respondents are asked to think of everyone in the class who in the last school year obtained a mark of 7 on the exam subject on their report card.

In the first scenario, respondents are asked to imagine that in the exam girls on average scored a 10 and boys a 7. In the second scenario, the grades are reversed, i.e., boys scored an average grade of 10 and girls a 7. On the Danish grading scale, a 10 (roughly 60th to 90th percentile) indicates higher performance than a 7 (roughly 30th to 60th percentile).

For each of the scenarios, we elicit the following set of main outcomes:

- Perceived returns to effort in the exam.
- Perceived returns to intelligence in the exam.
- Perceived social norms in relation to study effort in the hypothetical class for students of respondent’s gender.
- Perceived effort costs for students of respondent’s gender in the hypothetical class.

We also elicit a range of background variables including personal characteristics of the respondent, own effort costs, and perceived social norms in one’s own environment. For the full list of outcomes please refer to the survey instructions.

4 Research question

Context The broader question we aim to answer is: Through which mechanism(s) do perceived gender differences in high school success affect students’ own decision-making in relation to the transition between primary and secondary education? This question is motivated by evidence we found based on two previous data collections. Based on samples of students approaching the end of elementary school, we found that the more girls believe that girls outperform boys in high school, the more optimistic they are about their own potential high school performance. For boys, we found the opposite effect. We also found that girls who believe in a larger “girl advantage” are more likely to enroll in high school in the subsequent school year and plan to provide more

effort conditional on enrollment. The goal of this new data collection is to understand the mechanisms through which anticipated gender patterns in school performance affect own planned effort, anticipated own high school performance, and high school enrollment.

Hypotheses Motivated by patterns we found in open-ended responses in our first data collection, we will explore the following potential channels:

- Do students perceive higher returns to effort when girls outperform boys compared to when boys outperform girls?
- Do students perceive higher returns to intelligence when boys outperform girls compared to when girls outperform boys?
- Do female (male) respondents infer lower effort costs of girls (boys) when girls (boys) outperform boys (girls) as compared to when boys (girls) outperform girls (boys)?

Planned Analyses We will exploit within-subject variation in perceptions between the two hypothetical scenarios described above. Our estimating equation is as follows:

$$Y_{is} = \beta_0 + \gamma_i + \beta_1 \mathbb{I}_{\text{Girls} > \text{Boys}_{is}} + \varepsilon_i$$

Y_{is} is the self-reported outcome of interest of respondent i in scenario s , for example the perceived returns to effort in scenario s . γ_i is an individual fixed effect. $\mathbb{I}_{\text{Girls} > \text{Boys}_{is}}$ is an indicator variable that takes value one whenever scenario s was the scenario in which girls are described to outperform boys. Our coefficient of interest is β_1 , i.e., we are interested in the differential survey responses given across the two hypothetical scenarios.

5 Ethical Considerations

- Participants are informed that the survey involves an educational study and a random prize lottery.
- The data collection is covered by Ethical Approval from the Research Ethics Committee at the Department of Economics of Copenhagen University. IRB Approval Date: April 1, 2025.

Survey Instructions for Supplementary Data Collection II

	Danish	English
1	Screen: Welcome Page	
	  Tusind tak fordi du deltager i denne undersøgelse om uddannelse - det sætter vi stor pris på! Som en tak for din tid, udlodder vi i alt 40 gavekort til GoGift blandt dem, der besvarer hele spørgeskemaet. Gavekortene er nemme at bruge, og gyldige i mange butikker og onlineforretninger. Hvert gavekort har en værdi på 1.000 kr.	  Thank you very much for participating in this survey about education - we really appreciate it! As a thank you for your time, we draw a total of 40 GoGift gift cards among those who complete the entire survey. These gift cards are good for many things and are very easy to use in stores and online. Each gift card is worth 1,000 kr.
2	Screen: Demographics [Show 2a - 2c on the same screen]	
2a	[gender] Hvilket køn identificerer du dig mest med? - Mand - Kvinde	Which gender do you most identify with? - Male - Female

	[answer to question "gender" determines value {\$custom1} used below; if answer is "Mand" {\$custom1} = "dreng" if answer is "Kvinde" {\$custom1} = "piger"]	
2b	[birthyear] Hvornår blev du født? - Før 2008 - 2008 - 2009 - 2010 eller senere	When were you born? - Before 2008 - 2008 - 2009 - 2010 or later
2c	[educ_curre] Hvad beskriver bedst din nuværende situation? - Jeg går i 8. klasse - Jeg går i 9. klasse - Jeg går i 10. klasse (alle typer skoler, såsom folkeskoler, efterskoler og privatskoler) - Jeg er i gang med en erhvervsuddannelse eller er i arbejde - Jeg er indskrevet på STX, HHX eller HTX - Jeg er indskrevet på HF - Jeg er indskrevet på EUX - Andet/intet af ovenstående: _____	What describes your current situation best? - I am in 8th grade - I am in 9th grade - I am in 10th grade (All types of schools, such as public schools, continuation schools and private schools) - I am doing a vocational training or working in a job - I am enrolled in STX, HHX or HTX - I am enrolled in HFX - Other/none of the above: _____
	Screen: Hypothetical Block	

3	[Intro] I de følgende spørgsmål, vil vi præsentere dig for to forskellige hypotetiske scenarier, der handler om skolen - specifikt om eksamenskarakterer og hvad som kan påvirke dem. Læs de to scenarier grundigt, og tag dig god tid til at besvare spørgsmålene. Der er ingen rigtige eller forkerte svar, vi er blot interesserede i dine tanker. [show if educ_curre = vocational training or other:] Bemærk: Selvom scenarierne handler om gymnasiet, er vi især interesserede i at høre fra dig, der ikke har valgt en gymnasial uddannelse.	In the following, we will present you with two different hypothetical scenarios about school, and in particular about exam grades and what matters for them. Please read the two scenarios carefully and take your time in responding to them. There are no right or wrong answers, we are just interested in your thoughts. [show if educ_curre = vocational training or other:] Please note: Even though the context of the scenarios is high school, we particularly care about the views of those of you who did not choose a high school path.
3a	[returns] <u>Scenarie 1:</u> Forestil dig en dansk skoleklasse i første år af gymnasiet. Alle i klassen går op til eksamen i et bestemt fag. Tænk på de elever i denne klasse, der i 9. klasse havde standpunktskarakteren 7 i det fag, de nu går op til eksamen i. Forestil dig nu, at til denne eksamen i gymnasiet, fik pigerne i gennemsnit [10/7] og drengene i gennemsnit [7/10]. Husk, at dette er drenge og	[In the following, randomize between 7 and 10 in the text] <u>Scenario 1:</u> Imagine a Danish school class in the first year of high school. Everyone in the class takes an exam in a given subject. Consider the students in this class who, in 9th grade, had a grade of 7 in the exam subject. Now imagine that in this exam in high school, the girls on average scored a [10/7] and the boys on average scored a [7/10]. Remember that

	piger, der i det forrige skoleår havde samme standpunktskarakter i dette fag. [Importance_gender] [page break]	these are boys and girls who in the past school year had the same grade in this subject. [Importance_gender] [page break]
3b	[effort cost gender] [page break]	[effort cost gender] [page break]
3c	[returns] <u>Scenarie 2:</u> Forestil dig nu en anden dansk skoleklasse, som går op til en anden eksamen i første år af gymnasiet. I denne klasse fik drengene i gennemsnit karakteren [10/7] og pigerne i gennemsnit karakteren [7/10] til eksamen i gymnasiet, selvom alle disse elever havde fået standpunktskarakteren 7 i dette fag i 9. klasse. [Importance_gender] [page break]	[Wherever 7 was picked in scenario 1, pick 10 and vice versa] <u>Scenario 2:</u> Now imagine a different school class and a different exam in the first year of high school. In this scenario, the boys on average scored a [10/7] and the girls on average scored a [7/10], even though all the students we look at had a 7 in the exam subject in 9th grade. [Importance_gender] [page break]
3d	[effort cost gender] [page break]	[effort cost gender] [page break]
4	Screen: Additional Beliefs	
4a	[rel_grading] Man plejer at sige, at der er to forskellige måder, som lærere kan bedømme eksamener på. Vi er	We usually say that there are two different ways in which teachers can evaluate exams. We are interested in

	interesserede i, hvilken form for bedømmelse du mener, at lærere egentlig bruger i danske gymnasier. 1. <u>Absolut bedømmelse</u>: Jo bedre du klarer dig til en prøve, jo højere karakter får du, uanset hvordan dine klassekammerater klarer sig. Det vil sige, at når læreren skal beslutte, hvilken karakter du skal have, er vedkommende fuldstændig "blind" over for dine klassekammeraters præstationer. 2. <u>Relativ bedømmelse</u>: Lærerne sammenligner alle i klassens præstationer til prøven. Den eller de elever, der har klaret sig bedst, får en høj karakter, mens de andre får lavere karakterer. Det betyder, at jo dårligere dine klassekammerater har klaret sig, jo bedre bliver din egen karakter. Træk slideren for at vise, til hvilken grad du tror, at lærere bedømmer eksamener absolut over for relativt. [slider range [-100, 100] default position: middle] [hide labels and values of slider] Absolut bedømmelse-----Relativ bedømmelse	which form of grading, you believe, happens in reality in Danish upper secondary schools. 1) <u>Absolute grading</u>: The better your performance in a test, the higher your grade will be, regardless of how your classmates perform. I.e., when deciding on what grade to assign to you, the teacher will be completely "blind" to the performance of your classmates. 2) <u>Relative grading</u>: Teachers compare the test performance of everyone in the class. The highest-performing student(s) will receive a high grade, others will receive lower grades. This means that the lower the performance of your classmates, the better your own grade will be. Please use the slider to tell us where you think the truth about grading lies. [slider range [-100, 100] default position: middle] Absolute grading-----Relative grading
5	Screen: Additional questions on respondent [Questions about respondent]	

5a	[show if educ_curre = vocational training or other:] Bemærk: De følgende spørgsmål handler om din tid i skolen (inklusiv gymnasiet). Hvis du ikke længere går i skole eller i gymnasiet, skal du tænke tilbage på dine tidligere oplevelser i skolen og besvare spørgsmålene ud fra disse.	[show if educ_curre = vocational training or other:] Please note: The following questions are about your time at school (incl. high school). If you are no longer attending school or high school, please just think back to your past experiences at school and answer accordingly.
5b	[belief in own return to effort] Tænk på dig selv i skolen. Tror du, at det kan betale sig for dig personligt at arbejde hårdt og læse op til eksamener? Hvis du læser op i 10 timer i stedet for kun i én time, hvor sandsynligt er det så, at du får en bedre eksamenskarakter? 0 at gøre en indsats betaler sig ikke 100 at gøre en indsats betaler sig virkelig meget	Think about yourself in school. Do you think it pays off for you personally to work hard and study in preparation for exams? In particular, if you study for 10 hours instead of only 1 hour, how likely is it that you would obtain a better grade? 0 effort does not pay off 100 effort pays off a lot
5c	[own study cost] Forestil dig en typisk skoleuge. Hvor meget ville du nyde den uge, hvis du studerede i alt 10 timer i løbet af ugen, sammenlignet med hvis du kun studerede en time i løbet af ugen? [sliders range [0, 100]] Jeg ville nyde ugen meget mindre Ingen forskel Jeg ville nyde ugen meget mere	Imagine a typical school week. How much would you enjoy that week if you studied for 10 hours rather than for only one hour in total during that week? [sliders range [0, 100]] I would enjoy it much less no difference I would enjoy it much more

5d	[study cost group] Forestil dig en typisk skoleuge. Hvor meget tror du, at den gennemsnitlige [pige/dreng] i Danmark ville nyde den uge, hvis [hun/han] studerede i alt 10 timer i løbet af ugen, sammenlignet med hvis [hun/han] kun studerede en time i løbet af ugen? [sliders range [0, 100]] [Hun/Han] ville nyde ugen meget mindre Ingen forskel [Hun/Han] ville nyde ugen meget mere	[pick girl or boy so that it fits the respondent's gender] Imagine a typical school week. How much, do you think, would the average [girl/boy] in Denmark enjoy that week if [she/he] studied for 10 hours rather than for only one hour in total during that week? [sliders range [0, 100]] [She/He] would enjoy it much less No difference [She/He] would enjoy it much more
5e	[overall utility high school] Hvor vigtigt er det for dig at afslutte gymnasiet med gode karakterer? Bemærk: Det kunne være vigtigt for dig af forskellige grunde: f.eks. grundet de karrieremuligheder du får med gode gymnasiekarakterer, eller fordi gode karakterer vil give dig personlig tilfredsstillelse og stolthed. Tag alle de faktorer, der er vigtige for dig personligt, i betragtning. [sliders range [0, 100]] Det er slet ikke vigtigt for mig ----- Det er meget vigtigt for mig	How much do you care overall about finishing high school with a good grade? Note: You might care because of the career options you gain through a good high school degree, or you might care because you gain personal satisfaction and pride. Please take into account all factors you personally care about. [sliders range [0, 100]] I do not care at all ----- I care a great deal
5f	[group identification] I hvor høj grad synes du, at du minder om andre {\$custom1}?	To what extent do you think of yourself as similar to other {\$custom1}s?

	[sliders range [0, 100]] Slet ikke ----- ----- I meget høj grad	[sliders range [0, 100]] Not at all ----- -----Completely
5g	[social norm] I hvor høj grad vil du sige, at din egen adfærd i skolen er påvirket af, hvad andre anser for acceptabel adfærd? Hvis du for eksempel bemærker, at dine klassekammerater synes, at det er sejt at klare sig godt i skolen og gøre en indsats for det, ville det så motivere dig til at lægge flere kræfter i skolearbejdet? [sliders range [0, 100]] Slet ikke ----- ----- meget høj grad	To what extent, would you say, is your own behavior in the context of school influenced by what others consider acceptable behavior? For instance, if you realize that your classmates find it cool to do well in school and to make an effort for that, would that nudge you to put more effort into studying for school? [sliders range [0, 100]] Not at all ----- -----Completely
6	Screen: Family Type	
6a	[type_home] Hvilken type hjem kommer du fra? Vælg den mulighed, som passer bedst til din situation. Jeg bor med både min mor og far og/eller jeg ser både min mor og far jævnligt. [1] Jeg bor kun med min far og har ikke jævnlig kontakt med min mor. [2] Jeg bor kun med min mor og har ikke jævnlig kontakt med min far. [3]	What type of home are you from? Select the option that best suits your situation. - I live with both my mother and father and/or I see both my mother and father regularly. [1] - I only live with my father and do not have regular contact with my mother. [2]

	Jeg har ingen forældre eller ingen kontakt med mine forældre. [4]	- I only live with my mother and do not have regular contact with my father. [3] - I have no parents or no contact with my parents. [4]
7	Screen: Parental Education [Show 4a - 4b on separate screens]	
7a	[dad_educ] {show if type_home (6a)= [1] or [2]} Har din far en studentereksamen? Hvis du ikke er sikker, så bare giv os dit bedste gæt. Bemærk: Studentereksamen betyder, at han har gennemført en gymnasial uddannelse (STX, HTX, eller HHX) eller en højere forberedelseseksamen (HF). - Ja - Nej	Does your dad have a high school diploma? If you're not sure, just give us your best guess. Note: High school diploma means that he has completed an upper secondary education (STX, HTX or HHX) or a higher examination (HF). - Yes - No
7b	[mum_educ] {show if type_home (6a)= [1] or [3]} Har din mor en studentereksamen? Hvis du ikke er sikker, så bare giv os dit bedste gæt. Bemærk: Studentereksamen betyder, at hun har gennemført en gymnasial uddannelse (STX, HTX, eller HHX) eller en højere forberedelseseksamen (HF).	Does your mom have a high school diploma? If you're not sure, just give us your best guess. Note: High school diploma means that she has completed an upper secondary education (STX, HTX or HHX) or a higher examination (HF) - Yes

	- Ja - Nej	- No
8	Screen: Grade report	
8a	[math_grade9] {if educ_curre (2c) = “Jeg går i 8. Klasse”} I december i 8. klasse modtog du standpunktskarakterer i skolen. Fortæl os venligst, baseret på din hukommelse, hvilken karakter du modtog i matematik uden hjælpemidler/færdighedsregning i december i 8. klasse. Hvis du er usikker, skal du bare rapportere dit bedste skøn ud fra din hukommelse. - -3 - 0 - 2 - 4 - 7 - 10 - 12	In December of 8th grade, you received grades at school. Please tell us, based on your memory, what grade you received in math without help/computational skills in December of 8th grade. If you are unsure, just report your best estimate based on your memory. - -3 - 0 - 2 - 4 - 7 - 10 - 12
8b	[math_grade9] {if educ_curre (2c) = “Jeg går i 9. Klasse” OR if educ_curre (2c) = ”Andet/intet af ovenstående”} I juni i 8. klasse, fik du standpunktskarakterer i skolen.	In June at the end of 8th grade, you received grades in school.

	Angiv venligst, baseret på din hukommelse, hvilken karakter du fik i matematik uden hjælpemidler/færdighedsregning i juni i 8. klasse. Hvis du er usikker, skal du bare rapportere dit bedste skøn ud fra din hukommelse. - -3 - 00 - 02 - 4 - 7 - 10 - 12	Please tell us, based on your memory, what grade you received in math without help/computational skills in June of 8th grade. If you are unsure, just report your best estimate based on your memory. - -3 - 0 - 2 - 4 - 7 - 10 - 12
8c	[math_grade9] {if educ_curre (2c) = "Jeg går i 10. klasse" OR (2c) = "Jeg er i gang med en erhvervsuddannelse eller er i arbejde" OR (2c) = "Jeg er indskrevet på STX, HHX eller HTX" OR (2c) = "Jeg er indskrevet på HF" OR (2c) = "Jeg er indskrevet på EUX" } I juni i slutningen af 9. klasse fik du standpunktskarakterer i skolen. Angiv venligst, baseret på din hukommelse, hvilken karakter du fik i matematik uden hjælpemidler/færdighedsregning i juni i 9. Klasse.	In June at the end of 9th grade, you received grades in school. Please tell us, based on your memory, what grade you received in math without help/computational skills in June of 9th grade. If you are unsure, just report your best estimate based on your memory.

	Hvis du er usikker, skal du bare rapportere dit bedste skøn ud fra din hukommelse. - -3 - 00 - 02 - 4 - 7 - 10 - 12	- -3 - 0 - 2 - 4 - 7 - 10 - 12
8d	[danish_grade9] {if educ_curre (2c) = "Jeg går i 8. Klasse"} Fortæl os venligst, baseret på din hukommelse, hvilken karakter du modtog i dansk, skriftlig fremstilling i december i 8. klasse. Hvis du er usikker, skal du bare rapportere dit bedste skøn ud fra din hukommelse. - -3 - 0 - 2 - 4 - 7 - 10 - 12	Please tell us, based on your memory, what grade you received in Danish, writing/ presentation in December in 8th grade. If you are unsure, just report your best estimate based on your memory. - -3 - 0 - 2 - 4 - 7 - 10 - 12
8e	[danish_grade9] {if educ_curre (2c) = "Jeg går i 9. klasse" OR if educ_curre (2c) = "Andet/intet af ovenstående"}	

	Angiv venligst, baseret på din hukommelse, hvilken karakter du fik i dansk, skriftlig fremstilling i juni i 8. klasse. Hvis du er usikker, skal du bare rapportere dit bedste skøn ud fra din hukommelse. - -3 - 00 - 02 - 4 - 7 - 10 - 12	Please tell us, based on your memory, what grade you received in Danish, writing/ presentation in June of 8th grade. If you are unsure, just report your best estimate based on your memory. - -3 - 0 - 2 - 4 - 7 - 10 - 12
8f	[danish_grade9] {if educ_curre (2c) = "Jeg går i 10. Klasse" OR (2c) = "Jeg er i gang med en erhvervsuddannelse eller er i arbejde" OR (2c) = "Jeg er indskrevet på STX, HHX eller HTX" OR (2c) = "Jeg er indskrevet på HF" OR (2c) = "Jeg er indskrevet på EUX" } Angiv venligst, baseret på din hukommelse, hvilken karakter du fik i dansk, skriftlig fremstilling i juni i 9. klasse. Hvis du er usikker, skal du bare rapportere dit bedste skøn ud fra din hukommelse. - -3 - 00 - 02	Please tell us, based on your memory, what grade you received in Danish, writing/ presentation in June in 9th grade. If you are unsure, just report your best estimate based on your memory. - -3 - 0 - 2 - 4 - 7

	- 4 - 7 - 10 - 12	- 10 - 12
9	Screen: Plans for next school year	
9a	[track_choice] {if (2c) educ_curre = "Jeg går i 8. Klasse"} Om mindre end et år skal du beslutte, hvad det næste skridt i din uddannelse skal være. Hvilket af følgende ville være dit førstevalg efter 9. klasse? Hvis du ikke er sikker, så vælg den mulighed, som du anser for mest sandsynlig lige nu. - Starte på STX, HTX eller HHX efter 9. klasse - Gå i 10. klasse og derefter starte på STX, HTX eller HHX - Starte på HF efter 9. klasse - Gå i 10. klasse og derefter starte på HF - Starte på en erhvervsuddannelse efter 9. klasse - Gå i 10. klasse og derefter starte på en erhvervsuddannelse - Gå på EUX efter 9. klasse - Gå i 10. klasse og derefter starte på EUX - Forlade folkeskolen efter 9. klasse uden planer om videre uddannelse - Gå i 10. klasse og derefter forlade skolen uden planer om videre uddannelse	In less than a year, you'll have to decide what the next step in your education will be. Which of the following would be your first choice after 9th grade? If you're not sure, choose the option you think is most likely right now. - Start STX, HTX or HHX after 9th grade - Go to 10th grade and then start STX,HTX or HHX - Start HF after 9th grade - Go to 10th grade and then start HF - Start vocational training after 9th grade - Go to 10th grade and then start vocational education and training - Go to EUX after 9th grade - Attend 10th grade and then start EUX - Leave primary school after 9th grade with no plans for further education - Attend 10th grade and then leave school with no plans for further education - Take a gap year and then look for a youth education

	- Tage et sabbatår for derefter at søge en ungdomsuddannelse - Andet/intet af ovenstående	- Other/none of the above
9b	[track_choice] {if (2c) educ_curre = “Jeg går i 9. klasse”} I det kommende forår skal du beslutte, hvad det næste skridt i din uddannelse skal være. Hvilket af følgende ville være dit førstevalg efter 9. klasse? Hvis du ikke er sikker, skal du vælge det alternativ, du mener er mest sandsynligt på nuværende tidspunkt. - Starte på STX, HTX eller HHX efter 9. klasse - Gå i 10. klasse og derefter starte på STX, HTX eller HHX - Starte på HF efter 9. klasse - Gå i 10. klasse og derefter starte på HF - Starte på en erhvervsuddannelse efter 9. klasse - Gå i 10. klasse og derefter starte på en erhvervsuddannelse - Gå på EUX efter 9. klasse - Gå i 10. klasse og derefter starte på EUX - Forlade folkeskolen efter 9. klasse uden planer om videre uddannelse - Gå i 10. klasse og derefter forlade skolen uden planer om videre uddannelse - Tage et sabbatår for derefter at søge en ungdomsuddannelse - Andet/intet af ovenstående	In the coming spring, you'll have to decide what the next step in your education will be. Which of the following would be your first choice after 9th grade? If you're not sure, choose the option you think is most likely right now. - Start STX, HTX or HHX after 9th grade - Go to 10th grade and then start STX,HTX or HHX - Start HF after 9th grade - Go to 10th grade and then start HF - Start vocational training after 9th grade - Go to 10th grade and then start vocational education and training - Go to EUX after 9th grade - Attend 10th grade and then start EUX - Leave primary school after 9th grade with no plans for further education - Attend 10th grade and then leave school with no plans for further education - Take a gap year and then look for a youth education - Other/none of the above

9c	[track_choice] {if (2c) educ_curre = “Jeg går i 10. klasse”} I det kommende forår skal du beslutte, hvad det næste skridt i din uddannelse skal være. Hvilket af følgende ville være dit førstevalg efter 10. klasse? Hvis du ikke er sikker, skal du vælge det alternativ, du mener er mest sandsynligt på nuværende tidspunkt. - Starte på STX, HTX eller HHX - Starte på HF - Starte en erhvervsuddannelse - Starte på EUX - Forlade skolen efter 10. klasse uden planer om videre uddannelse - Tage et sabbatår for derefter at søge en ungdomsuddannelse - Andet/intet af ovenstående	In the coming spring, you'll have to decide what the next step in your education will be. Which of the following would be your first choice after 10th grade? If you're not sure, choose the option you think is most likely right now. - Start STX, HTX or HHX - Start HF - Start vocational education and training - Start EUX - Leave school after 10th grade with no plans for further education - Take a gap year and then look for a youth education - Other/None of the above.
10	Screen: Effort, ability, etc.	
10a	[expected_effort] {If (2c) = “Jeg går i 8. klasse“} Du er næsten færdig! Forestil dig, at du skal starte i gymnasiet efter 9. Klasse.	{If (2c) = “Jeg går i 8. klasse“} Almost done! Imagine you will start high school after 9th grade. How many hours do you think you will spend on homework and studying in

	Hvor mange timer tror du, du vil bruge på lektier og studier i en gennemsnitlig uge, ud over den tid, du bruger til undervisning? _____ timer {If (2c) = “Jeg er indskrevet på STX, HHX eller HTX” OR (2c) = “Jeg er indskrevet på HF”} Du er næsten færdig! Tænk på det kommende skoleår. Hvor mange timer tror du, du vil bruge på lektier og studier i en gennemsnitlig uge, ud over den tid, du bruger til undervisning? _____ timer {If (2c) ≠ “Jeg er indskrevet på STX, HHX eller HTX” AND (2c) ≠ “Jeg er indskrevet på HF” AND (2c) ≠ “Jeg går i 8. klasse”} Du er næsten færdig! Forestil dig, at du starter i gymnasiet i det kommende skoleår. Hvor mange timer tror du, du vil bruge på lektier og studier i en gennemsnitlig uge, ud over den tid, du bruger til undervisning? _____ timer	an average week, in addition to the time you spend in class? _____ hours {If (2c) = “Jeg er indskrevet på STX, HHX eller HTX” OR (2c) = “Jeg er indskrevet på HF”} Almost done! Think about the coming school year. How many hours do you think you will spend on homework and studying in an average week, in addition to the time you spend in class? _____ hours {If (2c) ≠ “Jeg er indskrevet på STX, HHX eller HTX” AND (2c) ≠ “Jeg er indskrevet på HF” AND (2c) ≠ “Jeg går i 8. klasse”} Almost done! Imagine that you are starting high school in the upcoming school year. How many hours do you think you will spend on homework and studying in an average week, in addition to the time you spend in class? _____ hours
11	Screen: Last Screen	
11a	Det var det - mange tak for din tid! Har du nogle tanker eller noget feedback, som du gerne vil dele med	That's it - thank you so much for your time! Do you have any thoughts or feedback

	os? I tekstboksen nedenfor kan du skrive til os, hvis der er noget, du vil dele. [textbox]	you'd like to share with us? If there's something you'd like to share with us, please let us know in the text box below. [textbox]
	END OF SURVEY	
	[Importance_gender] [Choose girls/boys in the following so that it fits with the respective scenario] Tænk nu over, hvad der fik [pigerne/drengene] til at klare sig så meget bedre end [drengene/pigerne] til denne eksamen. For hver af de to følgende faktorer, skal du bruge sliderne til at vise, hvor stor en rolle du tror, den faktor spillede i at få 10 i stedet for 7. 1. Studieindsats: Tror du, at eksamen var sådan, at det betalte sig at arbejde hårdt og læse op som forberedelse? (Det vil sige: hvis en elev gjorde en stor indsats og brugte 10 timer i stedet for kun én time på at læse op, ville den elev så få en bedre karakter?) 0 studieindsats betalte sig ikke 100 studieindsats betalte sig meget 2. Intelligens: Tror du, at eksamen var sådan, at det betalte sig at være	[Importance_gender] [Choose girls/boys in the following so that it fits with the respective scenario] Now think about this exam and what made the [girls/boys] do so much better than the [boys/girls]. For each of the following two factors, use the sliders to tell us how important you think it was for getting a 10 instead of a 7. 1) Study effort: Do you think the exam was such that it paid off to work hard and study in preparation? (I.e. if a student put in a lot of effort and studied for 10 hours instead of only 1 hour, would that student obtain a better grade?) 0 effort did not pay off 100 effort paid off a lot 2) Intelligence: Do you think the exam was such that it paid off to be naturally smart? (I.e., would a clever student with a natural talent for the subject

naturligt klog? (Dvs. ville en begavet elev, med et naturligt talent for faget, få en bedre karakter end en mindre begavet elev?) 0 intelligens betalte sig ikke 100 intelligens betalte sig meget [next button, above answers locked in and new questions below are added; only reveal new questions if previous sliders have been clicked] [In the following, pick girls or boys so that it matches with the gender of the respondent] Tænk nu specifikt på [pigerne/drengene] i denne klasse. Husk, at pigerne i gennemsnit fik [10/7] og drengene i gennemsnit [7/10]. For hver af de to følgende faktorer, skal du bruge sliderne til at vise, hvor stor en rolle du tror, den faktor spillede for [pigerne/drengene] i at få en bedre karakter til eksamen. 1. Studieindsats: Tror du, at eksamen var sådan, at det betalte sig for [pigerne/drengene] at arbejde hårdt og læse op som forberedelse? Det vil sige: hvis en [pige/dreng] gjorde en stor indsats og brugte 10 timer i stedet for kun én time på at læse op, ville [hun/han] så få en bedre karakter?) [slider range [0, 100]	obtain a better grade than a less gifted student?) 0 cleverness did not pay off 100 cleverness paid off a lot [next button, above answers locked in and new questions below are added; only reveal new questions if previous sliders have been clicked] [In the following, pick girls or boys so that it matches with the gender of the respondent] Now think about the [girls/boys] in this class in particular. Remember, the girls on average scored a [10/7] and the boys a [7/10]. For each of the following two factors, use the sliders to tell us how important you think it was for [girls/boys] for getting a better grade in the exam. 1) Study effort: Do you think the exam was such that it paid off for [girls/boys] to work hard and study in preparation? (I.e. if a [girl/boy] put in a lot of effort and studied for 10 hours instead of only 1 hour, would that [girl/boy] obtain a better grade?) [slider range [0, 100]
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	0 studieindsats betalte sig ikke 100 studieindsats betalte sig meget 2. Intelligens: Tror du, at eksamen var sådan, at det betalte sig for [pigerne/drengene] at være naturligt kloge? (Dvs. ville en begavet [pige/dreng], med et naturligt talent for faget, få en bedre karakter end en mindre begavet elev?) [slider range [0, 100]] 0 intelligens betalte sig ikke 100 intelligens betalte sig meget	0 effort did not pay off 100 effort paid off a lot 3) Intelligence: Do you think the exam was such that it paid off for [girls/boys] to be naturally smart? (I.e., would a clever [girl/boy] with a natural talent for the subject obtain a better grade than a less gifted one?) [slider range [0, 100]] 0 cleverness did not pay off 100 cleverness paid off a lot
	[effort cost gender] [In the following, pick girls or boys so that it matches with the gender of the respondent] Tænk igen på den samme eksamen, hvor pigerne i gennemsnit fik [10/7] og drengene [7/10]. Nu vil vi gerne vide, hvad du tror eleverne i denne klasse forventer af [piger/dreng], når det kommer til skolearbejde. Hvor socialt acceptabelt tror du, at det ville være blandt eleverne i klassen, hvis en [pige/dreng] arbejdede hårdt og læste op til eksamen? [Sliders with range [-100, 100]: show default position at 0]	[effort cost gender] [In the following, pick girls or boys so that it matches with the gender of the respondent] Think about the same exam again, in which girls on average scored a [10/7] and boys a [7/10]. Now we would like to understand what you think classmates in this class expect from [girls/boys] when it comes to working for school. What do you think: How socially acceptable is it among classmates if [girls/boys] worked hard and prepared for the exam? [Sliders with range [-100, 100]: show default position at 0]

[Skyder:] Det ville ikke være socialt acceptabelt, hvis en [pige/dreng] arbejdede hårdt i skolen Det ville ikke gøre en forskel for social status Det ville være meget sejt, hvis en [pige/dreng] arbejdede hårdt i skolen Nu vil vi gerne vide, hvor meget du tror [pigerne/drengene] i denne klasse kan lide eller ikke kan lide skolearbejde. For eksempel kan nogle elever måske godt lide at studere, fordi de synes at stoffet er interessant, mens andre måske ikke kan lide det, fordi det tager tid fra andre aktiviteter. Hvis en [dreng/pige] brugte 10 timer i stedet for kun én time på at forberede sig og læse op i ugen før eksamen, hvor meget mere ubehagelig eller behagelig tror du så, at den uge ville have været for [ham/hende]? [slider range [-100, 100]: show default position at 0] Meget mere ubehagelig -----Ingen forskel----- Meget mere behagelig	[Slider:] Totally not acceptable for [girls/boys] to work hard for school Makes no difference for social status Totally cool for [girls/boys] to work hard for school Now we would like to understand what you think about how much the [girls/boys] in this class enjoy or dislike studying for school. For example, some students might enjoy studying because they find the materials interesting while others might dislike it because it takes away time from other activities. If a [boy/girl] studied for 10 hours in the week before the exam rather than for just 1 hour, how much more unpleasant or pleasant do you think that week would have been for [her/him]? [slider range [-100, 100]: show default position at 0] Much more unpleasant -----No difference----- Much more pleasant
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