

TIMSS 2023 Curriculum Questionnaire—Eighth Grade

The TIMSS 2023 Curriculum Questionnaire is designed to collect basic information about the structure of the education system as well as the organization, content, and implementation of the mathematics and/or science curricula in each country.

The questionnaire should be completed by National Research Coordinators, drawing on the expertise of curriculum specialists and educators. Please submit this questionnaire by **January 31, 2024**.

Please note that the General Module is the same for the fourth and eighth grades. National Research Coordinators of countries participating in TIMSS 2023 at both the fourth and eighth grade should complete the General Module at only one of the grade levels. The Mathematics and Science Modules should be completed for both grades.

If you have any questions about the content of this questionnaire, please contact the TIMSS & PIRLS International Study Center at Boston College: timss@bc.edu

If you have any technical questions about how to complete this questionnaire, please contact IEA Hamburg: timss@iea-hamburg.de

GENERAL MODULE

To be completed by all countries participating in TIMSS

Grade Structure and Student Flow

G1. What is your country's name for the grade(s) tested in TIMSS 2023, in English (e.g., grade 4, grade 8)?

G2. A. In your country, what is the stated official policy or regulation on students' age of entry to primary school (ISCED Level 1)?

Examples: "Children begin school during the calendar year of their 6th birthday"; "Children must be 6 years old by the end of June to begin school the following September."

B. If the official policy allows some parental discretion or choice, please describe the usual practice.

Example: "Even though the official policy is that students can begin school in the year when they turn 6 years old, children typically begin primary school at age 7 because their parents feel they will benefit from being more mature."

G3. A. Has the stated official policy changed in the last 10 years?

Click one circle only.

Yes

No

B. If Yes... How did the policy change, and what is the status of implementation?

G4. What are the ages (or grades) of compulsory education in your country?

Example: "Ages 6-16; Grades 1-9."

G5. Beginning with ISCED Level 1, what grades of schooling are provided to students through ISCED Level 3 (upper secondary)?

Example: "Grades 1-12."

G6. Does your country have a policy on the promotion and retention of students across grades 1-8?

Example: "Automatic promotion for grades 1-5, dependent on academic progress for grades 6-8."

Click **one** circle only.

Yes

No

Please describe:

G7. Does your country have a nationally mandated number of school days per year?

Click **one** circle only.

Yes

No

Please describe:

Languages of Instruction

G8. A. State the official language(s) and describe the major language subgroups in your country.**B. Describe the languages of instruction for mathematics and science in the fourth and eighth grades. For example, is the instruction in these grades for these subjects presented to the students in their native language or in a second language?**

Early Childhood Education

Early childhood education (ISCED Level 0) is subdivided into:

- **Early childhood educational development (ECED)** programs for children under age 3; and
- **Pre-primary education (PPE)** programs including Kindergarten for children age 3 or older.

G9. A. Are the following forms of early childhood education available in your country?

Click **one** circle for each line.

	Yes	No	Varies by State
a) Government-sponsored ECED programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Government-sponsored PPE programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Private ECED programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Private PPE programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Targeted ECED programs for certain subgroups (e.g., low-income families)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Targeted PPE programs for certain subgroups (e.g., low-income families)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 12

B. How many years can children attend ECED and PPE programs altogether?

Click **one** circle only.

- 1 year
- 2 years
- 3 years
- 4 or more years

Page 13

C. If your country has an integrated or unitary system of early childhood education (i.e., is not formally divided into ECED and PPE), please describe:

Comments:

Page 14

G10. Does your country have national curriculum guidance documents for ECED or PPE programs?

Click **one** circle for each line.

	Yes	No
a) ECED programs for children under age 3	<input type="radio"/>	<input type="radio"/>
b) PPE programs for children age 3 or older	<input type="radio"/>	<input type="radio"/>

Examinations

G11. A. Does an educational authority in your country (e.g., National Ministry of Education) administer examinations that have consequences for individual students, such as entry to a higher school system, entry to a university, and/or exiting or graduating from secondary school?

Click **one** circle only.

Yes

No

B. If Yes... Please describe the grades at which the exams are given, the subjects that are assessed, and the purpose of each exam.

Example: "There is an exam including language and mathematics given at the end of grade 8 to determine placement for entry to secondary school."

Page 16

Environmental Sustainability

G12. Are there any national efforts or initiatives related to promoting sustainability or environmentalism in schools in your country?

Click **one** circle only.

Yes

No

If Yes... Please describe.

Page 17

Social-Emotional Learning

G13. Are there any national efforts or initiatives related to promoting social-emotional learning in your country?

Click **one** circle only.

Yes

No

If Yes... Please describe.

Teacher Preparation

G14. A. What is the main preparation route(s) for teachers of students in the fourth and eighth grades?

If your country participates in TIMSS at one grade level, answer for that grade level only.

Click **all that apply** in each column.

	Fourth Grade	Eighth Grade
a) Completion of a university degree in education	<input type="checkbox"/>	<input type="checkbox"/>
b) Completion of a graduate degree in education	<input type="checkbox"/>	<input type="checkbox"/>
c) Completion of a teachers college or normal school degree	<input type="checkbox"/>	<input type="checkbox"/>
d) Completion of a specialized teaching program following a university degree	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

 Page 19

B. Does the main preparation route(s) include an extended supervised practicum?

Click **one** circle only.

Yes

No

If Yes... How long is this period?

 Page 20

C. In addition to the main teacher preparation route(s), are there other requirements for being a teacher of students in the fourth and eighth grades?

If your country participates in TIMSS at one grade level, answer for that grade level only.

Click **all that apply** in each column.

	Fourth Grade	Eighth Grade
a) Passing a qualifying examination (e.g., licensing, certification)	<input type="checkbox"/>	<input type="checkbox"/>
b) Completion of a probationary teaching period If Yes... How long is this period for each grade? <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Completion of a mentoring or induction program (e.g., experienced teachers work with novice teachers to provide instructional guidance)	<input type="checkbox"/>	<input type="checkbox"/>
d) Other, please specify for each grade: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. In the last 10 years, has there been a change in the stated official policy about the requirements for being a teacher of students in the fourth or eighth grades?

Click **one** circle only.

Yes

No

If Yes... How did the policy change, and what is the status of implementation?

Page 22

G15. Describe any differences between the preparation of fourth grade teachers and the preparation of eighth grade teachers to teach mathematics and science in your country.

If your country only participates in TIMSS at the eighth grade, please skip this question.

Page 23

Principal Preparation

G16. A. What are the current requirements for being a principal of a school with fourth grade or eighth grade students?

If your country participates in TIMSS at one grade level, answer for that grade level only.

Click **all that apply** for each column.

	Fourth Grade	Eighth Grade
a) Teaching experience	<input type="checkbox"/>	<input type="checkbox"/>
b) Completion of a specialized school leadership training program (not an academic degree)	<input type="checkbox"/>	<input type="checkbox"/>
c) Graduate degree in school leadership	<input type="checkbox"/>	<input type="checkbox"/>
d) Other, please specify for each grade: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

Page 24

B. In the last 10 years, has there been a change in the stated official policy about the requirements for being a principal of a school with fourth grade or eighth grade students?

Click **one** circle only.

Yes

No

If Yes... How did the policy change, and what is the status of implementation?

COVID-19 and Policy Changes

G17. Did the COVID-19 pandemic lead to any enduring education policy changes in your country?

Click **one** circle only.

Yes

No

If Yes... Please describe.

Example: "Remote learning has remained an option for some students with health issues even after schools reopened."

MATHEMATICS MODULE GRADE 8

To be completed by all countries participating in TIMSS at the eighth grade

This mathematics module refers to the national curriculum that was in effect for the eighth grade students assessed in TIMSS 2023—the curriculum that covers mathematics instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

About the Eighth Grade Mathematics Curriculum

This mathematics module refers to the national curriculum that was in effect for the eighth grade students assessed in TIMSS 2023—the curriculum that covers mathematics instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

M1. Does your country have a national curriculum that covers mathematics instruction at the eighth grade of formal schooling?

Click **one** circle only.

Yes

No

If Yes... Comments:

If No... What is the highest level of decision-making authority (e.g., state or province) that provides a curriculum that covers mathematics instruction at the eighth grade of formal schooling?

M2. A. In what year was the 2022-2023 mathematics curriculum introduced?

Comments (e.g., status of implementation):

B. Is the mathematics curriculum currently being revised?

Click **one** circle only.

Yes

No

If Yes... Please explain:

If No... Comments:

Curriculum Specifications

This mathematics module refers to the national curriculum that was in effect for the eighth grade students assessed in TIMSS 2023—the curriculum that covers mathematics instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

M3. Does the curriculum or any other official document prescribe the percentage of **total** instructional time to be devoted to **mathematics** instruction at the eighth grade of formal schooling?

Click **one** circle only.

Yes

No

If Yes... Please specify the percentage:

Comments:

M4. Does the eighth grade mathematics curriculum include any of the following?

Click **one** circle for each line.

	Yes	No
a) Recommendations for the amount of time to be spent on particular areas or topics	<input type="radio"/>	<input type="radio"/>
b) Recommendations for assessment methods	<input type="radio"/>	<input type="radio"/>
c) Recommendations for instructional activities	<input type="radio"/>	<input type="radio"/>
d) Recommendations for connecting mathematics to other subjects	<input type="radio"/>	<input type="radio"/>
e) Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>

M5. How is the mathematics curriculum implementation evaluated?Click **one** circle for each line.

	Yes	No
a) Visits by inspectors	<input type="radio"/>	<input type="radio"/>
b) Research programs (e.g., large scale curriculum evaluations)	<input type="radio"/>	<input type="radio"/>
c) School self-evaluation	<input type="radio"/>	<input type="radio"/>
d) National or regional examinations	<input type="radio"/>	<input type="radio"/>
e) Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Use of Digital Devices

This mathematics module refers to the national curriculum that was in effect for the eighth grade students assessed in TIMSS 2023—the curriculum that covers mathematics instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

M6. A. Does the national curriculum contain statements/policies about the use of digital devices (e.g., computers, tablets, calculators) in grade 8 mathematics instruction?Click **one** circle only.

- Yes
- No

If Yes... What are the statements/policies?

B. Does the national curriculum contain statements/policies about student use of digital devices (e.g., computers, tablets, calculators) in grade 8 mathematics tests or examinations?

Click **one** circle only.

Yes

No

If Yes... What are the statements/policies?

Comments:

Specialist Mathematics Teachers

M7. At what grade(s) are students first taught by mathematics subject specialists rather than general classroom teachers?

Eighth Grade Mathematics Topics Covered

This mathematics module refers to the national curriculum that was in effect for the eighth grade students assessed in TIMSS 2023—the curriculum that covers mathematics instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

M8. According to the national mathematics curriculum, what proportion of grade 8 students should have been taught each of the following topics or skills by the end of grade 8?

A. Number

Click **one** circle for each line.

	Proportion of Grade 8 Students Expected to be Taught Topic or Skill		
	All or almost all students	Only the more advanced students	Not included in the curriculum through Grade 8
a) Multiples, factors, and prime numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Add and subtract with negative numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Compare and order fractions and decimals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Add, subtract, multiply, and divide with fractions and decimals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Combine two or more properties of numbers or operations to solve a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Ratios and proportions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Find percentages; convert between percentages and fractions or decimals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

B. AlgebraClick **one** circle for each line.**Proportion of Grade 8 Students Expected to be Taught Topic or Skill**

	<i>All or almost all students</i>	<i>Only the more advanced students</i>	<i>Not included in the curriculum through Grade 8</i>
a) Find the value of an expression or formula given values of variables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Simplify and compare algebraic expressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Write expressions to represent problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Solve linear equations and inequalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Interpret and generate representations of linear functions in tables, graphs, or words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Interpret and generate representations of simple non-linear functions in tables, graphs, or words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

C. Geometry and MeasurementClick **one** circle for each line.**Proportion of Grade 8 Students Expected to be Taught Topic or Skill**

	<i>All or almost all students</i>	<i>Only the more advanced students</i>	<i>Not included in the curriculum through Grade 8</i>
a) Recognize and draw different types of angles and lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Recognize two-dimensional shapes and use their properties (e.g., circles, triangles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) The Pythagorean Theorem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Geometric translations, reflections, and rotations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Recognize three-dimensional shapes and use their geometric properties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

D. Data and ProbabilityClick **one** circle for each line.**Proportion of Grade 8 Students Expected to be Taught Topic or Skill**

	<i>All or almost all students</i>	<i>Only the more advanced students</i>	<i>Not included in the curriculum through Grade 8</i>
a) Interpret data from one or more sources (e.g., make comparisons, draw conclusions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Organize and represent data in appropriate figures or tables to help answer questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Summarize data using the mean and median, and recognize the effect of spread	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Determine theoretical and empirical probability for simple events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Determine theoretical and empirical probability for compound events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

SCIENCE MODULE GRADE 8***To be completed by all countries participating in TIMSS at the eighth grade***

This science module refers to the national curriculum that was in effect for the eighth grade students assessed in TIMSS 2023—the curriculum that covers science instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

About the Eighth Grade Science Curriculum

This science module refers to the national curriculum that was in effect for the eighth grade students assessed in TIMSS 2023—the curriculum that covers science instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

S1. Does your country have a national curriculum that covers science instruction at the eighth grade of formal schooling?

Click **one** circle only.

Yes

No

If Yes... Comments:

If No... What is the highest level of decision-making authority (e.g., state or province) that provides a curriculum that covers science instruction at the eighth grade of formal schooling?

 Page 42

S2. A. In what year was the 2022-2023 science curriculum introduced?

Comments (e.g., status of implementation):

 Page 43

B. Is the science curriculum currently being revised?

Click **one** circle only.

Yes

No

If Yes... Please explain:

If No... Comments:

Curriculum Specifications

This science module refers to the national curriculum that was in effect for the eighth grade students assessed in TIMSS 2023—the curriculum that covers science instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

S3. Does the curriculum or any other official document prescribe the percentage of total instructional time to be devoted to science instruction at the eighth grade of formal schooling?

Click **one** circle only.

Yes

No

If Yes... Please specify the percentage:

Comments:

S4. Does the eighth grade science curriculum include any of the following?

Click **one** circle for each line.

	Yes	No
a) Recommendations for the amount of time to be spent on particular areas or topics	<input type="radio"/>	<input type="radio"/>
b) Recommendations for assessment methods	<input type="radio"/>	<input type="radio"/>
c) Recommendations for instructional activities	<input type="radio"/>	<input type="radio"/>
d) Recommendations for connecting science to other subjects	<input type="radio"/>	<input type="radio"/>
e) Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>

S5. How is the science curriculum implementation evaluated?

Click **one** circle for each line.

	Yes	No
a) Visits by inspectors	<input type="radio"/>	<input type="radio"/>
b) Research programs (e.g., large scale curriculum evaluations)	<input type="radio"/>	<input type="radio"/>
c) School self-evaluation	<input type="radio"/>	<input type="radio"/>
d) National or regional examinations	<input type="radio"/>	<input type="radio"/>
e) Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Use of Digital Devices

This science module refers to the national curriculum that was in effect for the eighth grade students assessed in TIMSS 2023—the curriculum that covers science instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

S6. Does the national curriculum contain statements/policies about the use of digital devices (e.g., computers, tablets, calculators) in grade 8 science instruction?

Click **one** circle only.

- Yes
- No

If Yes... What are the statements/policies?

Specialist Science Teachers**S7. At what grade(s) are students first taught by science subject specialists rather than general classroom teachers?**

Eighth Grade Science Topics Covered

This science module refers to the national curriculum that was in effect for the eighth grade students assessed in TIMSS 2023—the curriculum that covers science instruction at the eighth grade of formal schooling for the majority of students. If you do not have a national curriculum, please summarize for your state or provincial curricula.

S8. According to the national science curriculum, what proportion of grade 8 students should have been taught each of the following topics or skills by the end of grade 8?

A. Biology

Click **one** circle for each line.

	Proportion of Grade 8 Students Expected to be Taught Topic or Skill		
	All or almost all students	Only the more advanced students	Not included in the curriculum through Grade 8
a) Differences among major taxonomic groups of organisms (e.g., plants, fungi, reptiles, insects)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Structures and functions of major organ systems in humans; how these compare to other organisms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) How animals respond to internal and external changes to maintain stable body conditions (e.g., increased heart rate during exercise, sweating in heat)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Structures in plants and animal cells and their functions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Photosynthesis and cellular respiration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Life cycles and patterns of development in different types of organisms (e.g., mammals, birds)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) DNA and inheritance in plants and animals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Variation and natural selection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Fossils as evidence for changes in life on Earth over time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Flow of energy through ecosystems (e.g., producers, consumers, decomposers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Cycling of water, oxygen, and carbon in ecosystems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Relationships among populations of organisms in an ecosystem (e.g., competition, predation, symbiosis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Positive and negative impacts of human behavior on the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Causes, transmission, prevention of, and resistance to diseases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) Diet, exercise, and other lifestyle choices for promoting human health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

B. ChemistryClick **one** circle for each line.**Proportion of Grade 8 Students
Expected to be Taught Topic or Skill**

	<i>All or almost all students</i>	<i>Only the more advanced students</i>	<i>Not included in the curriculum through Grade 8</i>
a) Structure of atoms and molecules (e.g., electrons, protons, neutrons)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Elements, compounds, and mixtures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) The periodic table of elements as a way of organizing the elements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Physical and chemical properties of matter (e.g., boiling point, flammability)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Use of physical and chemical properties to classify matter (e.g., metals, nonmetals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Separating mixtures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Concepts related to solutions (e.g., solvent, solute, concentration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Properties of acids and bases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Characteristics of chemical changes (e.g., production of a new substance, color change)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Conservation of matter and release/absorption of energy in chemical reactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Chemical bonds between atoms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

C. PhysicsClick **one** circle for each line.**Proportion of Grade 8 Students
Expected to be Taught Topic or Skill**

	<i>All or almost all students</i>	<i>Only the more advanced students</i>	<i>Not included in the curriculum through Grade 8</i>
a) Motion of particles in solids, liquids, and gases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Changes in states of matter (e.g., melting, condensation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Forms of energy and energy transformation (e.g., kinetic, potential, thermal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Thermal energy transfer and thermal conductivity of metals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Properties of light (e.g., speed, transmission through media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Properties of sound (e.g., amplitude, frequency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Conductors and movement of electricity through circuits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Properties of permanent magnets and electromagnets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Concepts related to motion (e.g., speed, acceleration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Common forces and their characteristics (e.g., strength, direction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Effects of forces (e.g., floating, sinking, water pressure)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Functioning of simple machines (e.g., levers, inclined planes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

D. Earth Science

Click **one** circle for each line.

	Proportion of Grade 8 Students Expected to be Taught Topic or Skill		
	All or almost all students	Only the more advanced students	Not included in the curriculum through Grade 8
a) Earth's structure and physical characteristics (e.g., crust, mantle, distribution of water)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Makeup of Earth's atmosphere (i.e., nitrogen, oxygen, water vapor, carbon dioxide)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Geological processes that have shaped Earth's surface (the rock cycle, formation of fossil fuels)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Earth's water cycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Differences between weather and climate and evidence for climate change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Management of Earth's resources (e.g., advantages and disadvantages of different energy sources, methods of waste management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Land and water use (e.g., importance of conservation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Observable phenomena on Earth resulting from the movements of Earth and the Moon (e.g., seasons, tides, eclipses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) The role of the Sun in the Solar System (i.e., provides light/heat to planets and their moons)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Compare characteristics of Earth to other bodies in the Solar System (e.g., presence of water, distance from Sun)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Page 53

Submit Data

This completes the *Grade 8 TIMSS 2023 Curriculum Questionnaire*. Please click "Submit Data" to complete data entry and submit your responses to IEA.

Last Page

Thank you for completing the TIMSS 2023 Curriculum Questionnaire.