

# **SECTION 5**

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# **APPENDIX 1**

## **BCS70: MAJOR SOURCES OF FUNDING\***

<b>BIRTH 1970</b> <b>(British Births Survey)</b>	Department of Health and Social Security Glaxo Marks and Spencer National Birthday Trust Fund Pergamon Press Royal College of Obstetricians & Gynaecologists Variety Club of Great Britain
<b>22 MONTHS 1972</b>	Medical Research Council
<b>42 MONTHS 1973</b>	Medical Research Council
<b>5 YEARS 1975</b> <b>(Child Health and Education Study I)</b>	Action Research for the Crippled Child Economic and Social Research Council Leverhulme Trust Medical Research Council National Birthday Trust Fund W T Grant Foundation (USA)
<b>7 YEARS 1977</b>	Economic and Social Research Council
<b>10 YEARS 1980</b> <b>(Child Health and Education Study II)</b>	Columbia University (USA) Department of Education and Science Department of Health and Social Security Joseph Rowntree Memorial Trust Manpower Services Commission National Institute of Child Health and Development (USA) W T Grant Foundation (USA)
<b>16 YEARS 1986</b> <b>(Youthscan)</b>	Albert Fisher Group plc Allen & Hanburys plc Allied Lyons Artix plc BP Gen. Education Charity Beechams (now SKB plc) British Printing Corporation British Petroleum plc Cancer Research Campaign Channel 4 Colt Cars Ltd Daily Star Douglas Robinson Group plc Dunhill Medical Trust Esmée Fairbairn Charitable Trust

Notes: \*, 10,000 or over

HTV  
Hayward Foundation  
Home Office  
Independent Television Authority  
Kelloggs plc  
Lankelly Foundation  
Laura Ashley Trust  
Ministry of Agriculture, Food and Fisheries  
Mirror Group Newspapers plc  
National Birthday Trust Fund  
New Moorgate Trust (now John Ellerman Trust)  
Westland plc  
W T Grant Foundation (USA)  
Sir J Knott Settlement

**21 YEARS 1991  
(BCS70)**

Adult Literacy & Basic Skills Unit (now BSA)  
Dulverton Trust  
International Centre for Child Studies  
Leverhulme Trust  
Mirror Group Newspapers plc  
Paul Hamlyn 1988 Trust  
Trustee Savings Bank plc

# APPENDIX 2

## BCS70: SUMMARY OF INFORMATION COLLECTED AT BIRTH, 5, 10 AND 16 YEARS

### 1. BBS: 1970 (Birth)

#### Parents

Father's occupation  
Mother's occupation  
Marital status  
Family size  
Contraceptive practice  
Obstetric history  
Date of last menstrual period  
Antenatal care  
Smoking in pregnancy  
Complications in pregnancy  
Length and abnormalities of labour  
Analgesia and anaesthesia

#### Baby

Condition at birth  
Sex, birthweight, gestation  
Length, head circumference  
Illnesses & outcome in infant  
Congenital anomalies  
How fed?  
Place of care in first week

### 2. CHES: 1975 (5 Years)

#### Parents

Social and family background  
Anomalous parental situation(s)  
Environmental background  
Ethnicity  
Smoking habits of mother and father  
Major illnesses in family  
Mother's health - Malaise Inventory

#### Child

Hospital admission(s)  
Accidents, Outpatient and clinic attendance(s)  
Illnesses and operations  
Assessment of child's behaviour

Preschool nursery and day-care attendance  
Screening and assessment procedures  
Use of health and dental service(s)  
Rutter Behavioural Scale (A-Scale)

#### Measurements

Height and head circumference  
Human figure drawing test  
Copying designs test  
English Picture Vocabulary Test  
Schonell graded reading test  
Complete-a-profile test

### 3. CHES: 1980 (10 Years)

#### Parents

Father's occupation and education  
Mother's occupation and education  
Type and tenure of accommodation  
Ethnicity  
Type of neighbourhood  
Overcrowding  
Household amenities. Heating. Damp  
Mother's health - Malaise Inventory  
Smoking habits of mother and father  
Child

Hospital admission(s)  
Accident, Outpatient and clinic attendance(s)  
Medical history  
Illnesses and operations  
Use of health and dental service(s)  
Psychiatric/psychological problems  
Rutter Behavioural Scale (A-Scale)  
Connors Hyperactivity Scale  
Inventory of 51 Skills

#### Medical Examination

Medical history and results of examination  
Disability or chronic illness  
Height and weight

## **10 Years (cont'd)**

Head circumference  
Blood pressure  
Pulse  
Near and distant vision  
Audiometry  
Laterality  
Co-ordination tests

### Child (Self-Completion)

Caraloc (locus of control) Scale  
Lawseq (Self-Esteem) Scale  
Food and drink consumption  
Cough, wheeze or shortness of breath  
Smoking, if any

### The Child at School

Language assessment  
Rutter Behavioural Scale (B-Scale)  
Connors Hyperactivity Scale  
Academic achievement  
School composition  
Teaching methods  
Curriculum of school  
Discipline and ethos of school  
Teacher's assessment of behaviour  
Special education

### Tests

Picture Language Comprehension Test  
Writing, copying and spelling tests  
Social judgement scale  
Modified British Ability Scale  
Mathematics test  
Shortened Edinburgh Reading Test  
Sequential recall (mths of yr)  
Naming body parts (R-L)  
Diagnostic reading test

## **4. YOUTHSCAN: 1986 (16 Years)**

### Parents

Health status of child  
Number and composition of family

Anomalous parental situation(s)  
Ethnicity  
Separations, in-care  
Family health  
Father's education and occupation  
Mother's education and occupation  
Family finances. Income of household  
Household amenities. Heating. Damp  
Type and tenure of accommodation  
Overcrowding Index  
Type of neighbourhood  
Smoking, mother and father  
Alcohol consumption, mother and father  
Medication  
Alternative medicine  
Mother's health - Malaise Inventory  
Mother's index of mental health (Rosenberg)  
Child  
Outpatient and clinic attendance  
Accident, illnesses and operations  
Use of health service(s)  
Asthma, hay fever, eczema  
Convulsive disorders  
Rutter Behavioural Scale (A-Scale)  
Connors Hyperactivity Scale

### Medical Examination

Medical history and systemic examination  
Blood pressure and pulse  
Distant and near vision tests  
Audiometry  
Height and weight  
Head circumference  
Disability or chronic illness  
Psychological/psychiatric problem(s)  
Laterality  
Co-ordination tests  
Special requirements

### School

Academic achievement  
School composition  
Teaching methods  
Curriculum  
Discipline and ethos  
Teacher's assessment of child's behaviour

## **16 Years (cont'd)**

Any special education

### Child (self completion)

Attitudes to school

Careers advice, work experience

Life-skills

Exercise and sports activities

Hygiene

Leisure and spare-time activities

Family life

Friends, peer group and social behaviour

Religion

Leaving home

Spending habits

Smoking, alcohol, if any

Television, video and radio

Video nasties

Law and order and crime

Sex education

Sexual behaviour, attitudes, and contraception

Health related behaviour

Attitudes to health education

Use of solvents, hard and soft drugs

School attendance

Education, training and employment

Occupational interests

CSE and 'O' Levels (sat or passed)

Diary of Food and Drink taken over four days

Diary of all activities over four days, including

TV viewing

### Tests/Measurements

Physical measurement (see medical examination)

Malaise Inventory

Moving On (Scale of work readiness)

Spelling and Vocabulary Tests

Caraloc (Locus of Control) Scale

Lawseq (Self-Esteem) Scale

21 Attitudinal Scales (various)

# **APPENDIX 3**

## **BCS70:** **PUBLICATIONS AND REPORTS**

**BOOKS AND MONOGRAPHS**  
**CHAPTERS IN BOOKS**  
**ARTICLES IN JOURNALS**  
**WORKING PAPERS**  
**REPORTS**  
**LETTERS TO JOURNALS**

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*Difficulties with Basic Skills.*  
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DJI-Arbeitspapier Nr. 2-095, Munich: DJI.

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Resisting Unemployment : The Role of Education and Training in Different Labour Markets.

In: *Youth, Work, Unemployment and Identity* Verhaar, C.H.A. and de Klaver, P.M. (eds.)  
Aldershot: Avebury

Butler, N.R. 1977

Family and community influences on 0-5's; utilisation of preschool day-care and preventive health care.

In: *0-5's: A Changing population; Implications for Parents, the Public and Policymakers. Papers from a seminar of Institute of Child Health, University of London, 20 May 1977*.  
Voluntary Organisations' Liaison Council for Under Fives; pp 30-62.

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# **APPENDIX 4**

**BCS70: ALTERNATIVE VERSIONS OF 16 YEAR DOCUMENTS**

**DOCUMENT B  
DOCUMENT G  
DOCUMENT J  
DOCUMENT O  
AMENDMENT Q**

**NB** It should be noted that the pagination in Appendix 4 is on the questionnaire itself and not related to the document.

# **DOCUMENT B**

**VERSION 1: SCHOOL**

# YOUTHSCAN UK

DOCUMENT B

An initiative of the International Centre for Child Studies

A national study of all children born 5th–11th April 1970 in England, Wales and Scotland  
Originating from the 1970 Birth Cohort of the National Birthday Trust Fund



Director Professor Neville Butler  
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Ashley Down House  
16 Cotham Park  
BRISTOL  
BS6 6BU  
Tel (0272) 739783 or 743405

PLEASE RETURN

## STUDENT TEST BOOKLET

### TO THE STUDENT

You are among 15,000 young people, all born in one week in April 1970, throughout England, Scotland and Wales, who are being asked to try these educational tests. Please complete all the tests and questions in this booklet as well as you can. This will help us to find out more about young people of your age and means we shall be able to do more for the young people of tomorrow.

Thank you for your help

NEVILLE BUTLER  
DIRECTOR OF YOUTHSCAN

PLEASE DO *NOT* WRITE IN THIS BOOKLET. ANSWERS TO ALL THE QUESTIONS SHOULD BE WRITTEN ON THE SEPARATE STUDENT SCORE FORM

The following tests and questions are included in this booklet:

**FOR THE STUDENT TO COMPLETE**

- 1** READING TEST
- 2** MATRICES TEST
- 3** ARITHMETIC TEST
- 4** VOCABULARY TEST
- 5** ATTITUDINAL SCALES
- 6** BACKGROUND INFORMATION
- 7** SPELLING TEST
- 8** OCCUPATIONAL INTERESTS GUIDE

**FIRST** please fill in your personal details on the front page of the Student Score Form (ie. the answer sheet).

When you fill in the lozenge spaces on the answer sheet use a fairly blunt pencil that is neither too hard nor too soft. Choose only one lozenge for each question. If you change your mind, rub out the mark you have made as completely as possible then choose the answer you want.

The marks you make in the lozenges on the Student Score Form are read by a machine and then fed directly into a computer. It is important that the lozenges are filled in correctly, otherwise the machine can't read them.

The lozenges should be filled in like this ●. They should *not* be marked like this ☑ or this ☒. Do not use a pen.

# READING TEST

YOUTHSCAN  
TEST NUMBER

1

YOU WILL BE TOLD WHEN TO START — please read the instructions on this page first

## INSTRUCTIONS

Please remember to enter your choice of answer in the space provided on page one of the Separate Student Score Form

There are five parts to this test of English. Each part has a time limit as follows

Section A	Skimming	10 questions	3 minutes
Section B	Vocabulary	20 questions	11 minutes
Section C	Reading for facts	15 questions	8 minutes
Section D	Points of view	17 questions	12 minutes
Section E	Comprehension	13 questions	12 minutes

Start each section when you are told to begin. Carry on to the end of each section unless you are told to stop.

If you find that you can't do a question, simply leave it and go on to the next one. You lose nothing by guessing, so guess even if you are not sure.

There are ten questions in Section A overleaf. Read the questions and find the answers in the recipe which tells you all you need to know. You don't have time to read the recipe thoroughly. Just skim through it to find the answers you are looking for. There are no examples for practice.

Remember, you have only three minutes, so work as quickly as you can.

**DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO**

**SECTION A (3 minutes)**

**YOUTHSCAN  
TEST NUMBER**

**1**

Below is a recipe. Use it to answer the ten questions as quickly as possible.

Remember to mark your answers on page one of the Student Score Form.

**CHICKEN SAUTÉ À L'INDIENNE:**

Cut up a chicken into about 15 pieces; that is to say, divide each joint into two or three pieces. Put it into a saucepan, in which there has previously been heated some butter (with oil or with lard), a large chopped onion, one cup (100 grams) of ham cut into very small dice, and a large grated eating apple.

Add a sprig of thyme, a bay leaf, a pinch of cardamom, a pinch of cinnamon, a pinch of mace, and two crushed cloves of garlic. Sprinkle over four teaspoons of curry powder. Mix. Add two tomatoes, peeled and seeded; pour in two cups of coconut milk and cook for 40 minutes.

Set in a bowl, and serve with rice cooked in water coloured with saffron, and extra-thin flat cakes of fine wheaten flour, called Chapattis.

- A1. Into how many pieces should the chicken be cut? (a) 2 (b) 3 (c) 4 (d) 15 (e) 100**
- A2. In what utensil should the dish be cooked?**  
(a) bowl (b) saucepan (c) cup (d) teaspoon (e) casserole
- A3. For how many minutes should it be cooked? (a) 10 (b) 15 (c) 30 (d) 40 (e) 45**
- A4. What meat, other than chicken, is used?**  
(a) mace (b) pork (c) curry (d) beef (e) ham
- A5. How should the apple be prepared before heating?**  
(a) grated (b) seeded (c) peeled (d) chopped (e) crushed
- A6. How much curry powder is used?**  
(a) 1 cup (b) a pinch (c) 4 teaspoons (d) 2 cups (e) 2 teaspoons
- A7. What liquid should be added?**  
(a) coconut milk (b) oil (c) water (d) tomato juice (e) cream
- A8. How many tomatoes are required? (a) 1 (b) 2 (c) 3 (d) 4 (e) 15**
- A9. What should be added to the water in which the rice is cooked?**  
(a) flour (b) cakes (c) tomatoes (d) coconut milk (e) saffron
- A10. What are the wheaten cakes called?**  
(a) thyme (b) saffron (c) chapattis (d) garlic (e) cinnamon

**END OF SECTION A**

**DO NOT TURN OVER.  
CHECK YOUR WORK ON THIS PAGE UNTIL TIME IS UP.**

**SECTION B (11 minutes)**YOUTHSCAN  
TEST NUMBER**1**

One word in each sentence B1 to B20 is underlined. From the five words that follow choose the one that means the same or nearly the same and mark your answer on page one of the Student Score Form. Altogether there are 20 items on two pages.

**Questions**

- B1** Don't magnify this horrible picture any more  
(a) copy (b) enlarge (c) exhibit (d) illustrate (e) imagine
- B2** His pleasure in our defeat was obvious  
(a) characteristic (b) cruel (c) evident (d) nasty (e) suspicious
- B3** If you can be obstinate so can I  
(a) arrogant (b) clever (c) inquisitive (d) selfish (e) stubborn
- B4** What advantage can you possibly gain from keeping goldfish?  
(a) promotion (b) income (c) experience (d) benefit (e) ability
- B5** This story is no more ridiculous than the previous one  
(a) absurd (b) difficult (c) faulty (d) insignificant (e) reasonable
- B6** They interrogated him on his part in the affair  
(a) questioned (b) judged (c) criticised (d) congratulated (e) advised
- B7** He chose the wrong moment to open the door  
(a) motive (b) method (c) key (d) instant (e) action
- B8** Six boys lost overboard sounds like negligence to me  
(a) carelessness (b) disaster (c) discrimination (d) indulgence (e) murder
- B9** They eat a curious replacement for bread which they buy already cut into slices  
(a) composition (b) food (c) inducement (d) replica (e) substitute
- B10** The results of your action could be most disagreeable  
(a) causes (b) consequences (c) directions (d) penalties (e) remnants

**GO STRAIGHT ON TO THE NEXT PAGE**

SECTION B cont.

YOUTHSCAN  
TEST NUMBER

1

- B11. He measured their volume by submerging them in the swimming pool.  
(a) weighing (b) dropping (c) drowning (d) immersing (e) interring
- B12. You do not realise how tedious it is to do work like this.  
(a) amusing (b) boring (c) clever (d) exciting (e) important
- B13. The game will have to be postponed till the waters subside.  
(a) deferred (b) dried (c) played (d) renewed (e) resigned
- B14. It was his gum-boots rather than the mud that impeded his progress.  
(a) burdened (b) complicated (c) hindered (d) imposed (e) prevented
- B15. They conspired to escape by hot-air balloon.  
(a) agreed (b) attempted (c) decided (d) intended (e) plotted
- B16. The rabbit avoided him and he grabbed nothing.  
(a) deceived (b) disowned (c) eluded (d) involved (e) reviled
- B17. Seeing him without his wig did not diminish my respect for him.  
(a) destroy (b) dispel (c) increase (d) lessen (e) preserve
- B18. They tried to deter the coach party by making ghostly noises in the dungeon.  
(a) capture (b) discourage (c) entertain (d) frighten (e) guide
- B19. She will never thrive as a teacher.  
(a) function (b) inspire (c) prosper (d) survive (e) work
- B20. After the Christmas pudding our relations with the cook deteriorated  
(a) dissolved (b) ended (c) improved (d) revived (e) worsened

END OF SECTION B

DO NOT TURN OVER.  
LOOK OVER YOUR WORK, IN THIS SECTION ONLY, UNTIL TIME IS UP.



**SECTION C (5 minutes)**

YOUTHSCAN  
TEST NUMBER

1

Read this passage, then look at each of the statements below and decide whether the passage agrees with it, disagrees with it, or doesn't say

Mark your answer on page one of the Student Score Form

**INCIDENT AT RAMILLA**

When the President drove into Ramilla the conspirators had laid their plans carefully and no fewer than nine of them had concealed themselves along the route. The first assassination attempt was made at the entrance to the town square. A bomb was thrown, it hit the carriage but slid off. Two soldiers in attendance were badly wounded by the blast but the President was not harmed.

For the return journey another route was planned but the cheering crowd, uncontrolled by either police or army, opened a lane for the carriage, and by a fatal mistake the carriage started back on the original route. The conspirators were still waiting in their chosen positions. The President's carriage slowed down and a young man pushed through to the front of the crowd. He was quickly disarmed by soldiers but not before he had fired two gunshots at short range.

- C1 There were fewer than nine conspirators**  
(a) Agrees (b) Disagrees (c) Doesn't say
- C2 Soldiers were injured when the bomb exploded**  
(a) Agrees (b) Disagrees (c) Doesn't say
- C3 The man who threw the bomb was arrested**  
(a) Agrees (b) Disagrees (c) Doesn't say
- C4 The bomb failed to go off**  
(a) Agrees (b) Disagrees (c) Doesn't say
- C5 The President himself was unharmed by the explosion**  
(a) Agrees (b) Disagrees (c) Doesn't say
- C6 The President left by a different route**  
(a) Agrees (b) Disagrees (c) Doesn't say
- C7 The gunman was captured by the army**  
(a) Agrees (b) Disagrees (c) Doesn't say
- C8 The President was killed by gunshots**  
(a) Agrees (b) Disagrees (c) Doesn't say
- C9 The carriage had an open top**  
(a) Agrees (b) Disagrees (c) Doesn't say

**GO STRAIGHT ON TO THE NEXT PAGE**

SECTION C cont.

YOUTHSCAN  
TEST NUMBER

1

Now read this passage, then look at each of the statements below and say whether the passage agrees with it, disagrees with it, or doesn't say

WE HEREBY OFFER TO CARRY OUT THE FOLLOWING:

*Slater*

Erect tubular scaffolding as necessary. Dismantle and remove on completion of work. Strip slate-work from entire area of roof and lay aside best of old slates for re-use. Completely strip underslating felt and clean down sarking boards and re-cover them with new felt. Re-slate roof, replacing any broken ones with good quality second-hand Welsh slates.

*Plumber*

Take down and replace any defective guttering and downpipes, including all joints, stop ends and drops. Prove all pipes clear. Check fixings to wall and replace any defective fixings.

*Glazier*

Re-putty all windows; replace any cracked glass. Re-paint window frames.

*Builder*

Clean out decayed mortar. Re-point around the brick-work of all walls with cement mortar.

The whole to cost £2,268.

- C10. The slates are held on with nails**  
(a) Agrees (b) Disagrees (c) Doesn't say
- C11. The boards underneath the felt are called sarking boards**  
(a) Agrees (b) Disagrees (c) Doesn't say
- C12. Only new slates will be used to replace broken ones**  
(a) Agrees (b) Disagrees (c) Doesn't say
- C13. Not all the underslating felt will be replaced**  
(a) Agrees (b) Disagrees (c) Doesn't say
- C14. Defective downpipes will be replaced**  
(a) Agrees (b) Disagrees (c) Doesn't say
- C15. The window frames are made of wood**  
(a) Agrees (b) Disagrees (c) Doesn't say

END OF SECTION C

**DO NOT TURN OVER  
LOOK OVER YOUR WORK, IN THIS SECTION ONLY, UNTIL TIME IS UP**

**SECTION D (12 minutes)**

**YOUTHSCAN  
TEST NUMBER**

**1**

Here are five people's comments on road building. Read them and then answer the items below.

- (a) Road building is just a way to put money in the pockets of contractors and hauliers. If it weren't for business interests, the railways could take the extra traffic.
- (b) New roads break up communities, ruin views and produce more pollution. They cost far more in environmental upheaval and destruction than they save by improving communications.
- (c) We must build roads, because faster and more efficient communication stimulates economic growth and provides jobs in areas that are remote and therefore depressed.
- (d) What is the point of building larger roads if petrol and other materials essential to our present level of industrial activity are soon to run out?
- (e) I'm all for building better roads so that driving can be a pleasure.

Here are further sayings of the five persons. On your Score Form, fill in the lozenge marked a, b, c, d or e to indicate the person above who is most likely to have made each of the following statements.

- D1 Do you know how much land a kilometre of motorway covers?
- D2 Who will be using the roads in a hundred years time?
- D3 Cars are made for travelling, not sitting in traffic jams.
- D4 It's the man with the bulldozers who's pushing behind the scenes for more roads.
- D5 With a good road we could be at the seaside in half the time it takes now.
- D6 A worker in Inverness has as much to offer as one in Birmingham.
- D7 Of course, the car manufacturers are on to a good thing, so, willy-nilly, we have to have more cars and more roads.
- D8 By the time all these roads are built, they won't leave anywhere worth travelling to.
- D9 We should be simplifying and localising the economy, not encouraging long distance trade that cannot be maintained.
- D10 Without better roads this country is likely to go bankrupt.

**GO STRAIGHT ON TO THE NEXT PAGE**

**SECTION D cont.**

**YOUTHSCAN  
TEST NUMBER**

**1**

Here are five people's comments on staying on at school.

Read them and then answer the items below.

- (a) School should be education for life, not merely training for work. It is the failure of schools to produce civilised human beings that calls the raising of the leaving age into doubt.
- (b) I think that people should stay at school only as long as they can prove that they are benefiting from it. They should be tested regularly, and when they stop improving they should leave.
- (c) Schooling is a waste of time. Instead of stuffing their heads with Shakespeare and algebra and other rubbish, children should go to work and get some real practical knowledge.
- (d) The real point of raising the school-leaving age was not to improve education, but to take pressure off the jobs market when there wasn't enough work to go round.
- (e) Raising the leaving age put even greater demands on the school staff and accommodation which were already in short supply.

These are further sayings of the same five persons. On your Score Form fill in the lozenge marked a, b, c, d or e to indicate the person above who is most likely to have made each of the following statements

- D11. I went out to work at twelve, and I've got more sense than these namby-pamby graduates that head office sends us.**
- D12. The next time there's high employment, they'll be sorry they did it.**
- D13. The schools, because they haven't got the resources to cope, give everyone a worse education as a result.**
- D14. Continuing education is a privilege; and those who want it should be able to show they deserve it.**
- D15. You don't need the *Odyssey*, you know, to enjoy a Mediterranean holiday.**
- D16. In these days people are always asking about practical value, but what a man can do is not as important as what a man is.**
- D17. It would have been much better if our scarce resources had been devoted to nursery education.**

**END OF SECTION D**

**DO NOT TURN OVER  
LOOK OVER YOUR WORK, IN THIS SECTION ONLY, UNTIL TIME IS UP**

SECTION E (12 minutes)

YOUTHSCAN  
TEST NUMBER

1

Read this passage. Then decide how each of the items E1–E7 below should be completed to reproduce the sense of the passage. Enter on Page one of the Student Score Form the appropriate answer for each item E1–E7.

I locked the door, knowing it would hold my pursuers for a few moments, and attempted to open the window. It would not budge. Sheer blind panic seized my mind as the panels splintered, but then my fingers found the catch, the window opened, and I was breathing the cold air. There was a deafening blast, and something struck my shoulder, pushing me off the ledge.

Had there not been a large rose bush below, I would not have got up, for my fall was all arms and legs, naturally enough. As it was, I arose scratched and furious. My panic had gone completely, and I wished only to avenge myself on my attackers, for the idea of flight, which had previously obsessed me, had now left me entirely. I stood there with the snow melting on my knees, shaking my fist at my pursuers, who fortunately could not see me in the dark.

E1 This passage describes

- (a) a kidnapping (b) a man's escape from attackers (c) police raiding a house  
(d) a murder (e) a robbery

E2 The man locked the door

- (a) to secure privacy (b) as the panels splintered (c) to keep his pursuers out of the house  
(d) to hinder his pursuers (e) in a panic

E3 The window would not open because

- (a) he had not undone the catch (b) it was stuck (c) it was frozen  
(d) he had locked it (e) it was too heavy

E4 The "deafening blast" (line 4) was probably

- (a) the wind through the window (b) the door breaking down (c) a gunshot  
(d) thunder (e) a car backfiring

E5 The result of the fall was to

- (a) injure him badly (b) make him forget his panic (c) wind him  
(d) make him panic (e) blind him

E6 The action probably happened on a

- (a) summer day (b) summer night (c) spring morning (d) winter day  
(e) winter night

E7 When he fell from the window, the man

- (a) did not get up (b) ran away to find help (c) stood and shook his fist  
(d) was lost (e) called the police

GO STRAIGHT ON TO THE NEXT PAGE

Read this passage. Then decide how each of the items E8–E13 should be completed to reproduce the sense of the passage. Enter on page one of the Student Score Form, the appropriate answer to each item E8–E13.

When I got outside, the roads were completely covered in a layer of slimy moisture. The sky was low and inky; with golden rents moving rapidly westward. Except for the paper-boy, there was scarcely a sign of life along the whole length of the street, only an old woman, looking at me from behind a lifted corner of lace curtain, and seeing the free world she has left for a frowsy, dingy confinement in a bed-sitting room. At the end of the street, the church clock was, as usual, bearing false witness. It occurred to me to wonder why the world should labour six days, solely to hide its lethargy behind these dirty walls on this, the seventh.

**E8. The passage describes**

- (a) a weekday (b) a bank holiday (c) Christmas (d) Easter (e) a Sunday

**E9. The wind was blowing from the**

- (a) north (b) south (c) southwest (d) east (e) west

**E10. The old woman**

- (a) may be housebound (b) wants to attract the writer's attention  
(c) has stayed up all night (d) is delivering papers (e) thinks the writer is a criminal

**E11. For her, the writer represents**

- (a) the mobility she has lost (b) laziness (c) the social services  
(d) someone to talk to (e) a possible criminal

**E12. By "false witness" (line 6), the author means that the clock**

- (a) was hard to read (b) was not visible (c) told the wrong time (d) did not go  
(e) struck six

**E13. The writer does not like**

- (a) how hard people have to work (b) winter (c) Sunday mornings  
(d) old women (e) the way people use their Sundays

END OF SECTION E

**LOOK OVER ALL YOUR WORK UNTIL TIME IS UP  
MAKE SURE YOU HAVE NOT MISSED A PAGE**

# MATRICES TEST

(SECTION OF BRITISH ABILITY SCALES)

YOUTHSCAN  
TEST NUMBER

2

YOU WILL BE TOLD WHEN TO START — please read the instructions on this page first

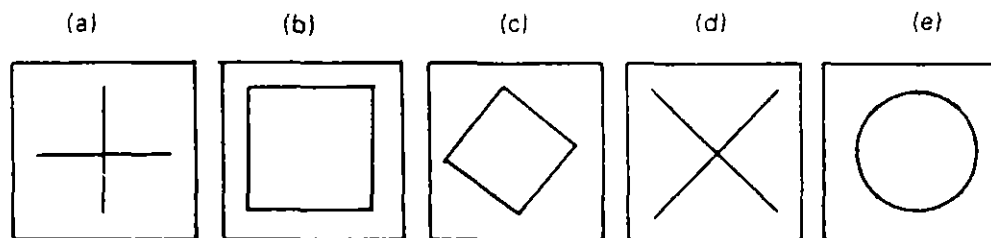
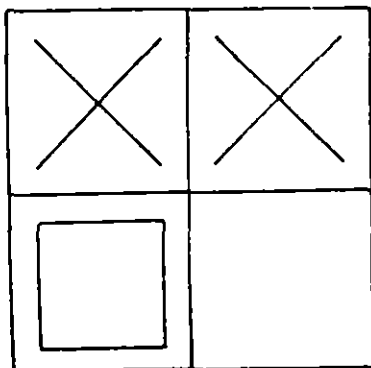
## INSTRUCTIONS

This is a test of pattern reasoning. Each pattern has a piece missing from the bottom right hand corner. You have to work out what the missing piece looks like and find it among the five square tiles offered alongside the incomplete pattern.

Please remember to enter your choice of answer in the space provided on the separate Student Score Form. Use an HB pencil.

Please look at the two examples below.

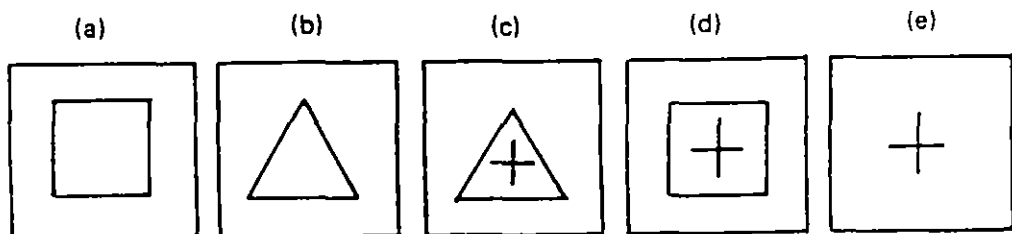
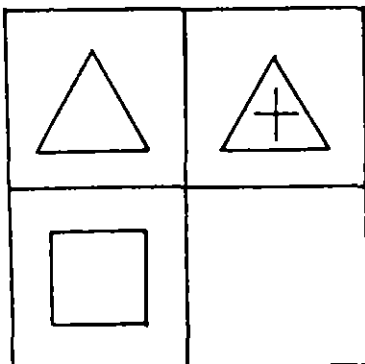
### 1st example



Tile (b) completes the pattern, so the (b) space has been filled in for you on the Score Form opposite "1st example".

Now try the next example for yourself.

### 2nd example



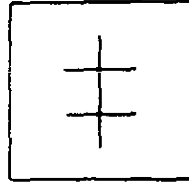
You should have filled in the lozenge space labelled d underneath "2nd example" on the Score Form. In this case the idea is that the shape stays the same in each row (triangles in the top row, squares in the bottom row), with a cross coming into the shape in the right hand column.

**GO STRAIGHT ON TO THE NEXT PAGE**

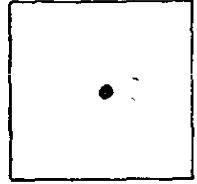
Now try the third example. See if you can discover the rule or rules that determine the pattern.

3rd example

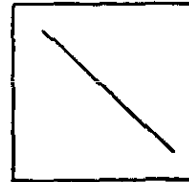

(a)



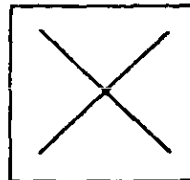
(b)



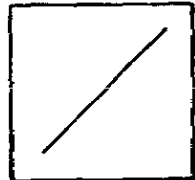
(c)



(d)



(e)



You should have chosen tile **e** filled in the **e** box space on the Score Form. This time the rule is that all the rows are the same and all the columns are the same. So, the pattern has to make sense up and down as well as across.

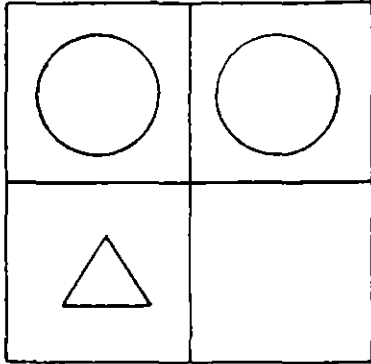
Six items follow in Section 1 on the next three pages. The first one is fairly easy to work out, but they get more difficult as you go on. Try to do as many of them as you can. If you come across an item that is too hard don't waste a lot of time on it. Go on to the next one. When you finish a page, turn over to the next page.

Remember, that you have to choose the tile which completes the pattern in the way that makes most sense. You have two minutes in which to do these next six items. If you finish before then, you can go back over your answers to check them.

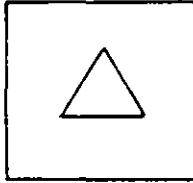


SECTION 1

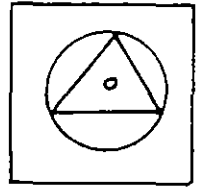
ITEM 1



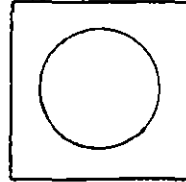
(a)



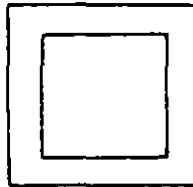
(b)



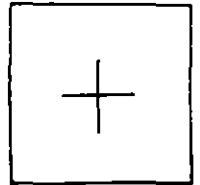
(c)



(d)

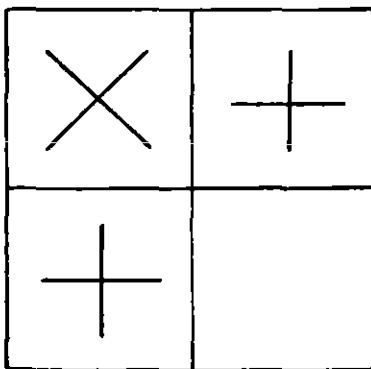


(e)

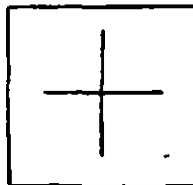


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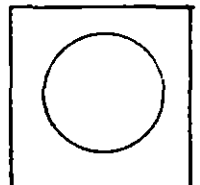
ITEM 2



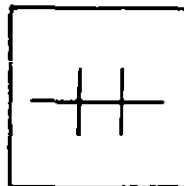
(a)



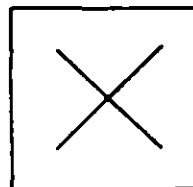
(b)



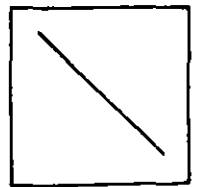
(c)



(d)

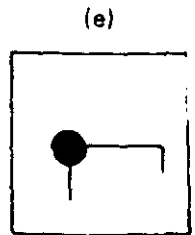
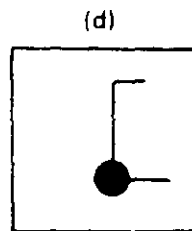
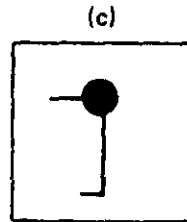
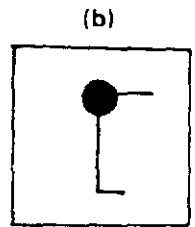
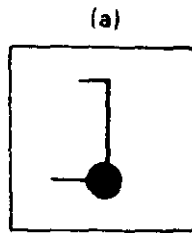
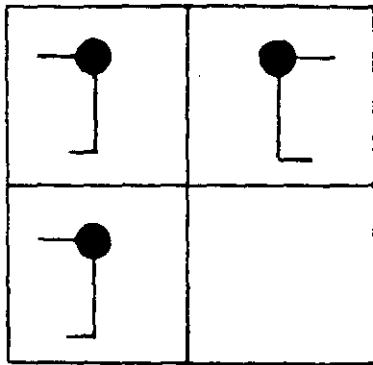


(e)

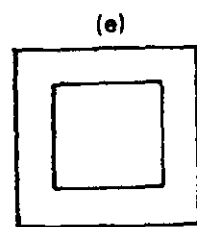
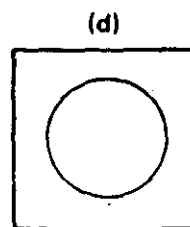
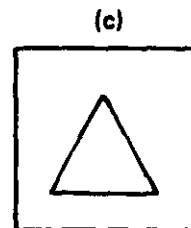
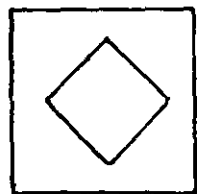
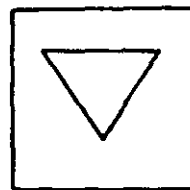
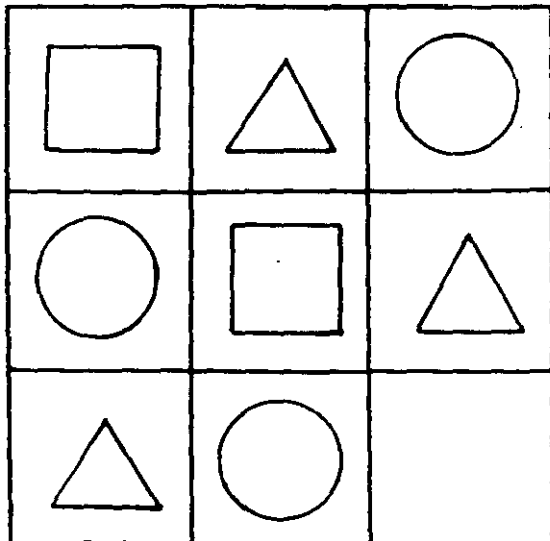


GO STRAIGHT ON TO THE NEXT PAGE

ITEM 3

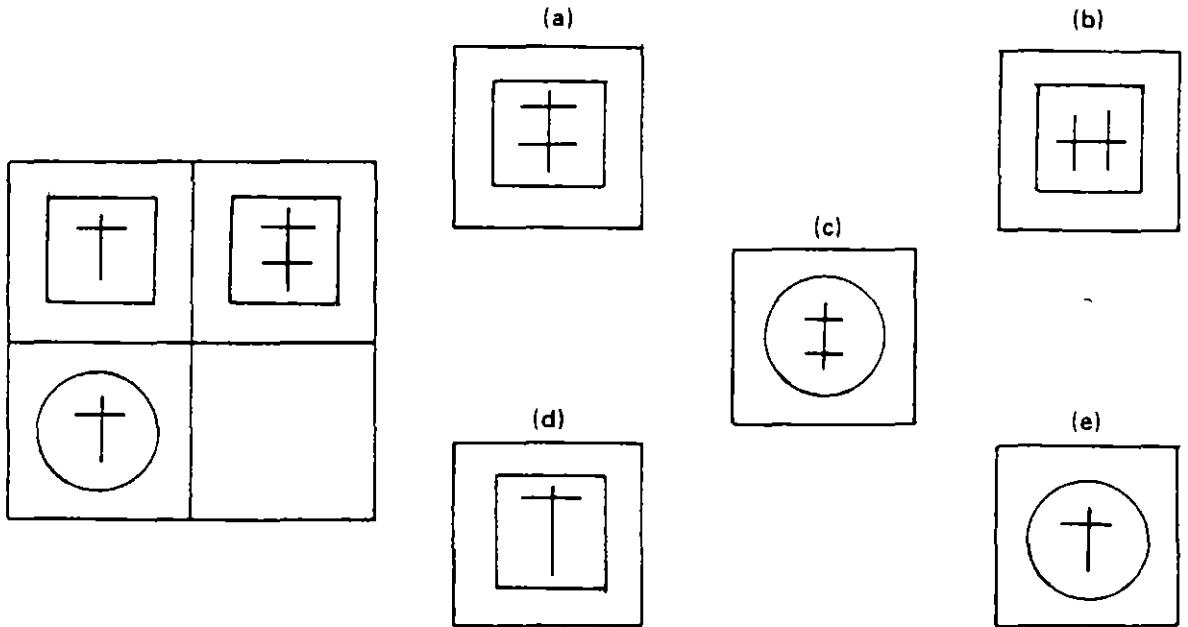


ITEM 4

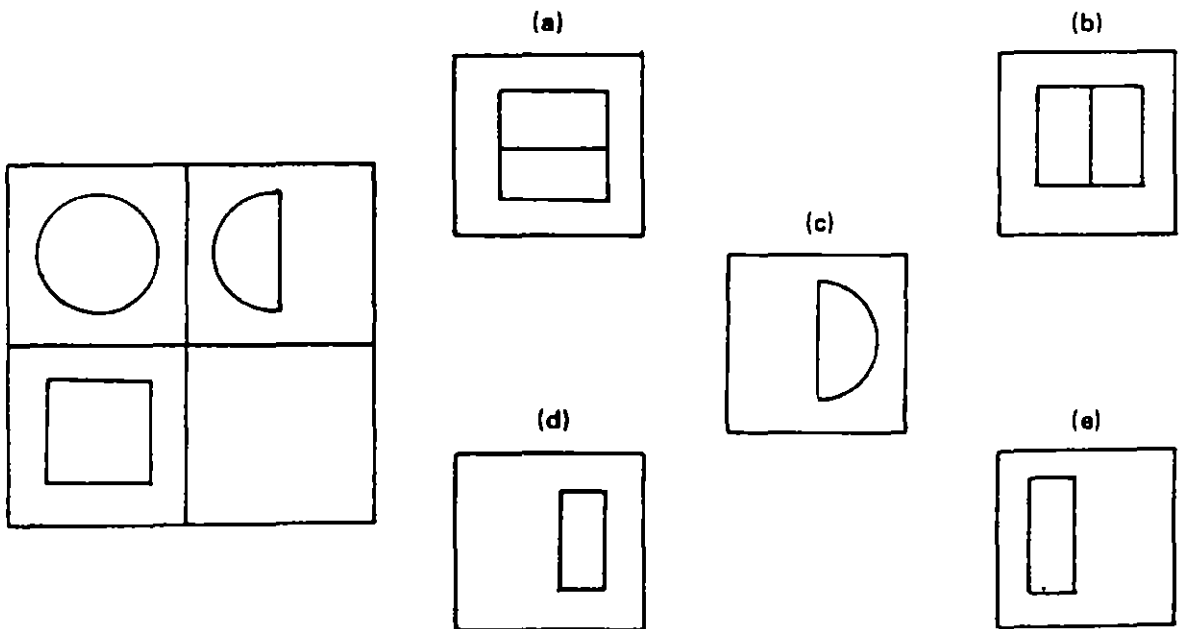


GO STRAIGHT ON TO THE NEXT PAGE

ITEM 5



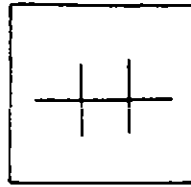
ITEM 6



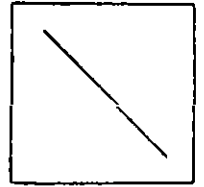
LOOK OVER THESE FIRST SIX ITEMS UNTIL THE TIME IS UP  
DO NOT TURN OVER PAGE 17 UNTIL YOUR ARE TOLD TO DO SO

The next five items are rather more difficult. Here are three more examples to give you extra practice

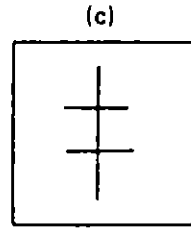
4th example

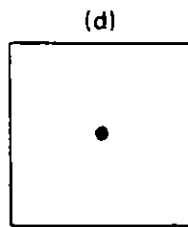
(a)



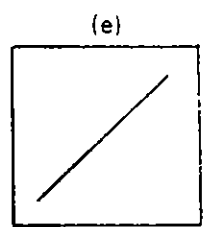
(b)



(c)



(d)

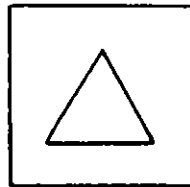


(e)

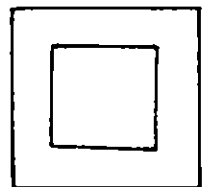
Tile c is correct because the rule is that every row and column has the same three shapes in it. Check that you have filled in lozenge c in the space provided on page two on your Score Form

Now try the next example

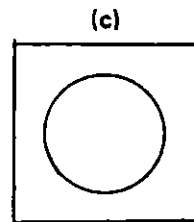
5th example

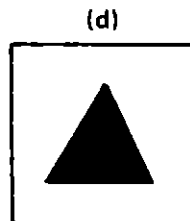
(a)



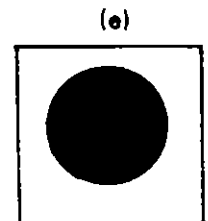
(b)



(c)



(d)



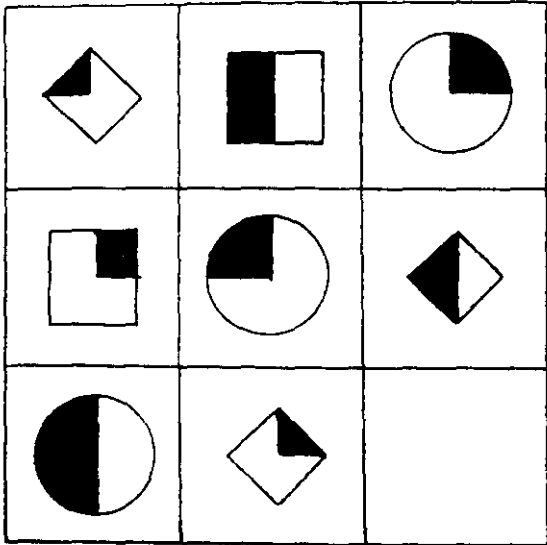
(e)

You should have chosen tile a. The rule is that every row and column contains the same three shapes, only one of which is solid black.

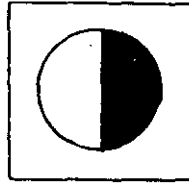
**GO STRAIGHT ON TO THE NEXT PAGE**

Here is the last example for you to practise on.

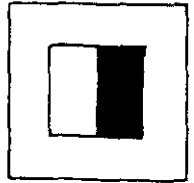
6th example



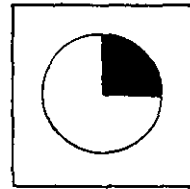
(a)



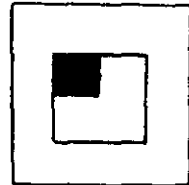
(b)



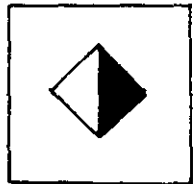
(c)



(b)



(e)

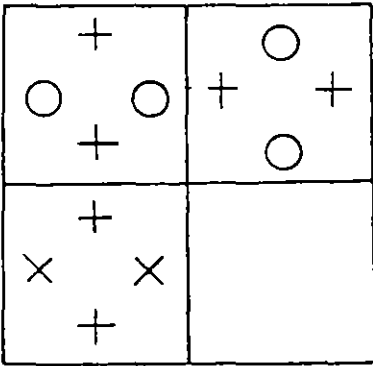


You should have filled in lozenge d. Each row and column carries the same three shapes, one of which has its left half blackened. The other two shapes are  $\frac{1}{4}$  blackened, one in the top right quarter, the other in the top left quarter.

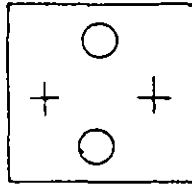
You have five minutes in which to do the last five items in Section 2. If you finish before then you can go back over your answers to check them.

SECTION 2

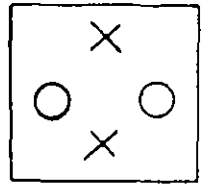
ITEM 7



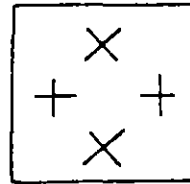
(a)



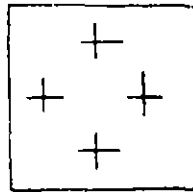
(b)



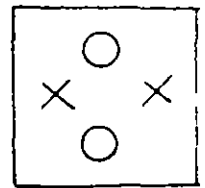
(c)



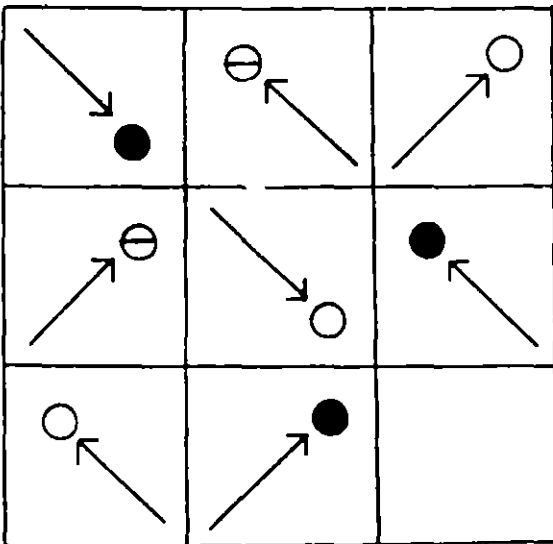
(d)



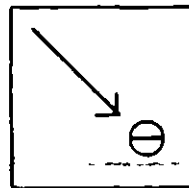
(e)



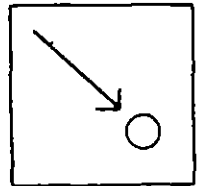
ITEM 8



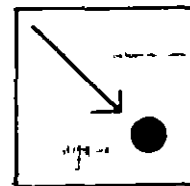
(a)



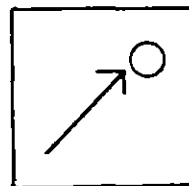
(b)



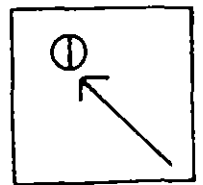
(c)



(d)



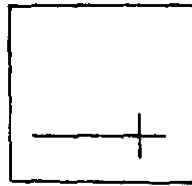
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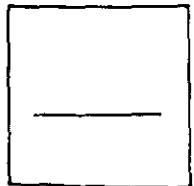
GO STRAIGHT ON TO THE NEXT PAGE

ITEM 9

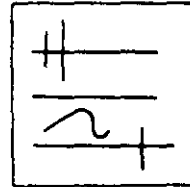

(a)



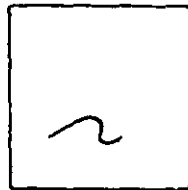
(b)



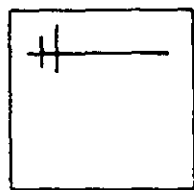
(c)



(d)

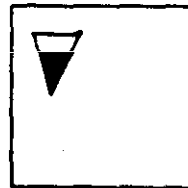


(e)

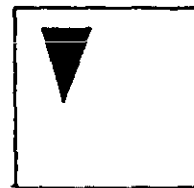


ITEM 10

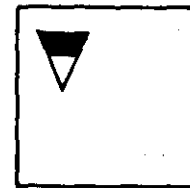

(a)



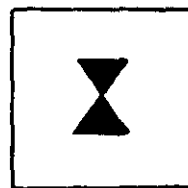
(b)



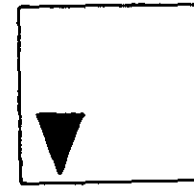
(c)



(d)

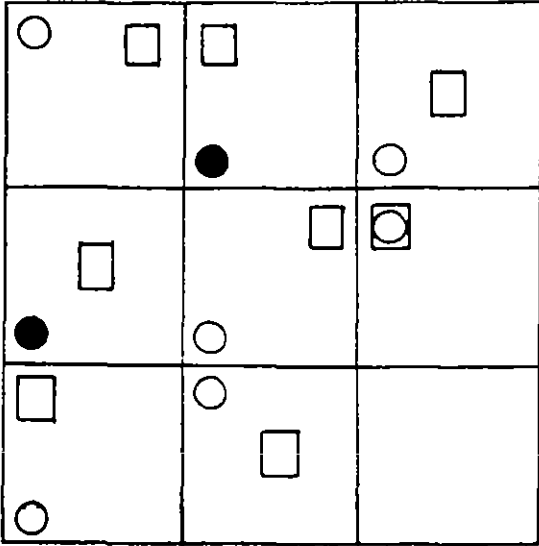


(e)

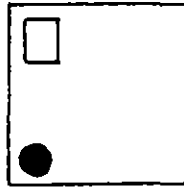


GO STRAIGHT ON TO THE NEXT PAGE

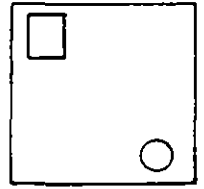
ITEM 11



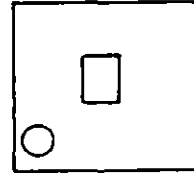
(a)



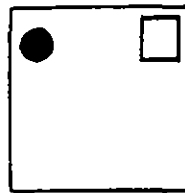
(b)



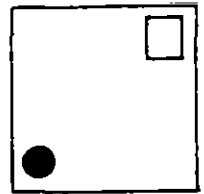
(c)



(d)



(e)



LOOK OVER YOUR WORK UNTIL TIME IS UP

---



# ARITHMETIC TEST

YOUTHSCAN  
TEST NUMBER

3

YOU WILL BE TOLD WHEN TO START – please read the instructions on this page first.

## INSTRUCTIONS

This is a test of arithmetic. You can work out the answers in your head or use spare paper for any rough work.

Please remember to enter your choice of answer on the separate Student Score Form.

Please look first at the two examples shown below. You will see that for each question there are five answers to choose from. Only one answer is correct.

### 1st example

$$2 \times 2 =$$

(a)	(b)	(c)	(d)	(e)
1	2	3	4	5

The correct answer is 4, so the d space has been filled in for you on the Score Form opposite "1st example". Look at the answer sheet and check this.

Now proceed to do the next example for yourself.

### 2nd example

$$4 + 4 =$$

(a)	(b)	(c)	(d)	(e)
2	4	8	10	15

You should have filled in space c opposite the "2nd example" on the Score Form, since the correct answer is 8 in column c.

There are 60 questions in this test. Try to answer as many of them as you can. If you cannot answer a question don't waste too much time on it but go on to the next one. When you have finished one page, go on to the next page. There are three pages of questions altogether. You have 30 minutes to do this test. If you finish before then, you can go back over your answers to check them.

**DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO**

	(a)	(b)	(c)	(d)	(e)
1 $2 + 3 =$	$\frac{1}{5}$	3	4	5	7
2 $2 \times 4 =$	6	8	12	16	24
3 $12 - 3 =$	4	6	9	12	36
4 $359 - 126 =$	103	113	133	213	233
5 $57 + 135 =$	78	182	192	642	705
6 What number multiplied by itself gives 81?	7	8	9	10	11
7 Add half of 26 to twice 24	61	74	100	101	124
8 Choose in figures fourteen hundred and three	103	143	403	1403	1430
9 $1.85 - 0.45 =$	1.2	1.4	1.45	1.65	2.3
10 $4 \times 6 - 3 =$	3	4	5	6	8
11 $44 \times 11 =$	55	88	444	484	584
12 Subtract a quarter of 12 from half of 12	3	4	5	6	8
13 $27.85 - 15.32 =$	33.17	43.17	43.27	44.17	44.77
14 $196 - 14 =$	6	8	10	12	14
15 $6 \times 0.33 =$	1.88	1.98	2	2.05	2.19
16 $1.25 - 0.875 =$	1.875	1.9	2.125	2.215	2.225
17 What is the square root of 36?	3	4	6	12	16
18 What is the average of 2, 4 and 12?	6	7	8	9	10
19 What is the average of 43, 37, 125 and 35?	30	35	40	45	60
20 25, 24, 22, 19? What number comes next?	16	15	14	13	12
21 $12^2 =$	24	122	144	148	156
22 $2^4 =$	48	32	24	16	8
23 $4^3 =$	12	43	56	64	143

24-26 A letter is to be chosen at random from the word "ARITHMETIC"  
What is the probability that it will be

	(a)	(b)	(c)	(d)	(e)
24 The letter 'R'?	0.1 or $\frac{1}{10}$	0.2 or $\frac{1}{5}$	0.3 or $\frac{3}{10}$	0.4 or $\frac{2}{5}$	0.5 or $\frac{1}{2}$
25 The letter 'T'?	0.1 or $\frac{1}{10}$	0.12 or $\frac{3}{25}$	0.15 or $\frac{3}{20}$	0.18 or $\frac{9}{50}$	0.2 or $\frac{1}{5}$
26 A vowel?	0.2 or $\frac{1}{5}$	0.4 or $\frac{2}{5}$	0.5 or $\frac{1}{2}$	0.6 or $\frac{3}{5}$	1.0 or 1

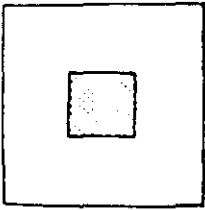
	(a)	(b)	(c)	(d)	(e)
27 20% of 50 =	10	15	20	25	30
28 $0.5 \times 0.25 =$	0.105	0.115	0.125	0.75	1.25
29 If we multiply a number by 9, subtract 8 and divide by 7 we get 13. What is the number?	8	9	10	11	13
30 What is the cube root of 27?	1	2	3	4	9

31-33 A box contains 25 black marbles, 35 white marbles and 40 red marbles. If one marble is taken at random from the box, what is the probability that it will be

	(a)	(b)	(c)	(d)	(e)
31 A red marble?	0.35 or $\frac{7}{20}$	0.4 or $\frac{2}{5}$	0.45 or $\frac{9}{20}$	0.5 or $\frac{1}{2}$	0.75 or $\frac{3}{4}$
32 A white marble?	0.2 or $\frac{1}{5}$	0.25 or $\frac{1}{4}$	0.3 or $\frac{3}{10}$	0.35 or $\frac{7}{20}$	0.4 or $\frac{2}{5}$
33 A marble that is not black?	0.35 or $\frac{7}{20}$	0.4 or $\frac{2}{5}$	0.65 or $\frac{13}{20}$	0.7 or $\frac{7}{10}$	0.75 or $\frac{3}{4}$

34. What is  $\frac{17}{100}$  expressed as a decimal fraction? . . . (a) 10.7 (b) 1.7 (c) 0.7 (d) 0.17 (e) 0.017
35.  $(7 \times 1000) + (8 \times 100) + (9 \times 10) = 100 \times ?$  . . . 78.9 79.8 789 798 71890
36. 10% of the seats in a cinema with 1700 seats were empty. How many people were in the cinema? . . . 170 1170 1530 1570 1630

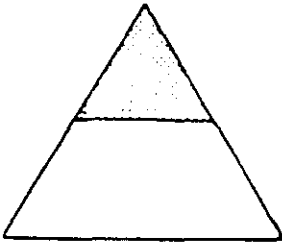
37.



Look at this figure, then work out what fraction of the whole area is shaded. . . . .

- (a)  $\frac{1}{10}$  (b)  $\frac{1}{9}$  (c)  $\frac{1}{5}$  (d)  $\frac{1}{4}$  (e)  $\frac{1}{3}$

38.



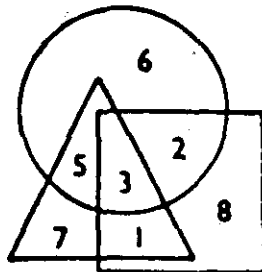
Now look at this figure and work out what fraction of the whole area is shaded. . . . .

- (a)  $\frac{1}{4}$  (b)  $\frac{1}{5}$  (c)  $\frac{1}{6}$  (d)  $\frac{1}{7}$  (e)  $\frac{1}{9}$

39. 99, 97, 93, 85, 69, ? What number comes next? . . . 53 43 39 37 35
40. If we cube a number greater than 0 and divide the result by 16 we get the number we started with. What is the number? . . . 0 1 2 3 4
- 41-42. Two children had to be chosen from a group of three boys and four girls:  
 B<sub>1</sub> B<sub>2</sub> B<sub>3</sub> G<sub>1</sub> G<sub>2</sub> G<sub>3</sub> G<sub>4</sub> . . . . . (a) (b) (c) (d) (e)
41. In how many ways could two girls be chosen? . . . 3 4 6 9 10
42. In how many ways could a boy and a girl be chosen? . . . 3 4 6 9 12
43. 27% of 30 - 17% of 30 = . . . . . 2 3 13 17 25
44. The sum of two numbers is 89 and the difference between them is 23.  
 What is the smaller number? . . . . . (a) 16 (b) 29 (c) 31 (d) 33 (e) 57

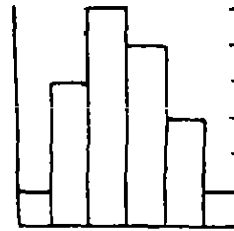
45-47.

The total in the circle is 16  
 The total in the triangle is 16  
 The total in the square is 14



- (a) (b) (c) (d) (e)
45. Which number must be increased if all the totals are to be equal? . . . . . 1 2 3 7 8
46. Which number must be changed if the totals in the circle, in the triangle and in the square are all to be changed equally? . . . . . 3 5 6 7 8
47. Which number must be increased if the totals in the circle and the triangle are to be 6 greater than the total in the square? . . . . . 2 5 6 7 8

48-50 A group of 100 people were asked to estimate the length of a line  
 It's true length was 5 cms  
 The histogram shows the distribution of their estimates



	Estimated length of line in cms				
	(a)	(b)	(c)	(d)	(e)
48 How many people guessed correctly?	5	15	20	25	30
49 What percentage of the group were only one centimetre out in their estimate?	35	40	45	50	55
50 What is the mean of the group's estimates?	4.4	4.5	4.7	4.9	5
51 0, 3, 10, 21, 36, ? What number comes next?	41	45	55	57	61
52 $14.9 \times 5.4 - 2.7 =$	29.8	31.2	32.8	39.8	46.8
53 Divide 200 in the ratio 7 : 3	110	90	120	80	130
54 Divide 600 in the ratio 3 : 2 : 1	70	140	60	150	50
(a) 200 150 100	(b) 200 200 100	(c) 200 200 200	(d) 300 100 100	(e) 300 200 100	
55 Divide 300 in the ratio 3 : 4 : 2 : 6	(a) 50 80 40 120	(b) 60 80 40 120	(c) 60 70 50 120	(d) 60 80 50 110	(e) 70 80 30 120
56 How many rectangular blocks 30 cms long, 20 cms wide and 6 cms deep will fit into a rectangular box 90 cms long, 80 cms wide and 72 cms deep?	(a) 144	(b) 154	(c) 156	(d) 164	(e) 166
57 The line round a football pitch is 350 metres long. The pitch is 35 metres longer than it is broad. How many metres long is it?	85	95	105	125	135
58 What is the radius in cms of a circle of 62.8 cms circumference? (Take $\pi = 3.14$ )	5	6	8	9	10
59 What is the area in $\text{cm}^2$ of a circle of 3 cms radius? (Take $\pi = 3.14$ )	(a) 31.46	(b) 31.4	(c) 30.28	(d) 30.26	(e) 28.26
60 If a two figure number is written backwards it makes a number that is 72 smaller. What is the number?	(a) 68	(b) 75	(c) 86	(d) 91	(e) 97

END OF TEST 3

# VOCABULARY TEST

YOUTHSCAN  
TEST NUMBER

4

YOU WILL BE TOLD WHEN TO START — please read the instructions on this page first.

## INSTRUCTIONS

This is a test to see if you know the meanings of certain words.

Please remember to make your choice of answer on the Separate Student Score Form. Now, please look at the two examples 1 and 2 below:

You will see that the first word in each example is printed in CAPITAL LETTERS. After it there are five other words labelled A, B, C, D and E. One of these five words means the same or nearly the same as the word printed in capital letters. You have to decide which word it is. Then fill in the corresponding lozenge space for Test Number 4 of the Student Score Form.

### 1st Example

CHAIR	(a) poor	(b) step	(c) seat	(d) thick	(e) mat
-------	-------------	-------------	-------------	--------------	------------

Which of the words labelled a to e means the same as CHAIR?

The correct answer is "seat" so the c space has been filled in for you on the Score Form beneath the 1st Example. Look at the Score Form to check this.

Now try the next example, 2, for yourself.

### 2nd Example

HALT	(a) trip	(b) wear	(c) dislike	(d) stop	(e) pass
------	-------------	-------------	----------------	-------------	-------------

You should have filled in the lozenge space labelled d underneath the 2nd Example on the Score Form, since the correct answer is "stop".

There are 75 questions in this test. Try to do as many of them as you can. If you cannot answer a question, don't waste too much time on it but go on to the next one. When you have finished the first page, please go on to the second. There are two pages of questions altogether. You have 15 minutes to do this test. If you finish before then, you can go back over your answers to check them.

DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO

	(a)	(b)	(c)	(d)	(e)
1 BEGIN	ask	start	plain	over	away
2 AID	help	contrive	assent	manage	hurry
3 FOREST	grass	wood	sleep	grind	judge
4 QUICK	always	best	neat	sick	fast
5 REWARD	notice	golden	prize	stable	marine
6 ENQUIRE	betray	baffle	singers	occult	ask
7 CHASE	hunt	cost	lever	chair	gamble
8 MOAN	wail	profit	self	yield	low
9 WITNESS	observer	scramble	clean	serve	lawyer
10 ADVERTISE	magazine	cinema	publicise	blame	copy
11 SPECIMEN	refuge	view	example	duty	level
12 TIDINGS	steps	reason	jetty	mountains	news
13 DISCUSS	debate	javelin	arrest	slope	jest
14 DETEST	contract	delay	imply	indulge	hate
15 CONSENT	estimate	exceed	bargain	agree	relate
16 PERILOUS	jewelled	maritime	convenient	dangerous	aghast
17 CONCEAL	advise	hide	gather	freeze	conciliate
18 DISCIPLINE	follower	oval	residence	hero	control
19 FAULT	willing	poor	broken	steady	defect
20 FERTILE	bleached	stolen	fruitful	sudden	empty
21 CRUCIAL	detected	rodent	urgent	spell	bowl
22 RADIANT	generous	haggard	delightful	feverish	shining
23 ANGUISH	frozen	clash	misery	fishy	national
24 FATIGUE	elderly	post	heavy	tire	weighty
25 REPEL	resist	portray	displace	repeat	avid
26 NEUTRAL	anxious	huge	settled	origin	unbiased
27 UNIQUE	several	matchless	simple	ancient	absurd
28 DUBIOUS	tawny	obstinate	gloomy	muddy	doubtful
29 INACCURATE	erroneous	mystic	severed	precise	count
30 INEVITABLE	moist	jubilant	jealous	avid	unavoidable
31 DIFFERENTIATE	exclude	ascent	attribute	distinguish	overt
32 PITEOUS	shaft	wretched	cavern	bountiful	cold
33 TRIVIAL	trefoil	alluvial	trifling	eccentric	tawdry
34 RECREATION	tearing	swollen	measuring	pastime	making
35 SPATE	fraud	dirt	river	flood	digger
36 BENEVOLENT	keen	charitable	excellent	modern	initial
37 ORTHODOX	conventional	angular	bohemian	liturgical	amazing
38 OMINOUS	threatening	auspicious	comprehensive	dilatory	amorphous
39 PLAUSIBLE	aggressive	humane	shallow	wide	credible
40 FEASIBLE	timid	parent	practicable	distant	hope

	(a)	(b)	(c)	(d)	(e)
41. SIGNIFY	deter	subscribe	avail	submit	denote
42. ASSENT	agreement	ritual	climb	odour	prevent
43. CONSPICUOUS	plotting	gargantuan	suspicious	prominent	deserved
44. PUNGENT	witty	submerged	acid	eschewed	concentric
45. PRECEDENCE	guess	priority	cleverness	sympathy	regalia
46. IMPLICATE	ingest	involve	produce	malformed	deviate
47. RECAPITULATE	surrender	assemble	expose	verify	summarise
48. SUCCOUR	aid	imbecile	apt	general	brief
49. CORROBORATE	urbane	polite	negate	confirm	allow
50. INDIFFERENT	similar	disillusioned	inequitable	identical	uninterested
51. TENUOUS	small	slender	flowery	heavy	decimal
52. CREDULOUS	apt	genuine	opposed	gullible	trustworthy
53. SEETHE	soften	mow	boil	surround	perceive
54. SOPORIFIC	dye	moribund	sporadic	sleepy	bribery
55. OBSOLETE	execrable	secret	innocuous	rigid	redundant
56. SUBJUGATE	hurt	confess	conquer	erase	lather
57. IMPLACABLE	unique	involved	relentless	incomplete	strong
58. SUSTAIN	mark	fight	nourish	ignoble	pursue
59. ERUDITE	learned	spasmodic	superfluous	pathetic	spurious
60. SUCCINCT	clever	ephemeral	severe	concise	competent
61. TEMERITY	virile	rashness	accusation	quality	auditory
62. TACIT	orator	shy	obvious	unspoken	sticky
63. SONOROUS	sleepy	resonant	docile	simile	averse
64. NOMENCLATURE	emetic	terminology	masculine	ethnology	solecism
65. TRACTABLE	prescience	divergent	commensurate	malleable	cacophonous
66. PRETENTIOUS	sham	clever	concealed	showy	abusive
67. SENSUAL	clever	carnal	emotional	heretic	slanderous
68. PRINCIPLE	conviction	chief	smallest	corrosion	governor
69. ACQUIESCE	watery	concur	steal	quiet	glow
70. SUPINE	propensity	recumbent	eating	umbrage	suspect
71. UBIQUITOUS	omnipresent	perdition	adduce	muddy	viscous
72. PROSAIC	commonplace	flowery	laudable	poetical	spacious
73. ASCETIC	artistic	dissolute	austere	antipathetic	charlatan
74. APOSTATE	insufferable	monastic	exegetis	renegade	vicious
75. PUSILLANIMOUS	loud	living	timid	averse	correct

END OF TEST 4.

DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO.

# ATTITUDINAL SCALES

5

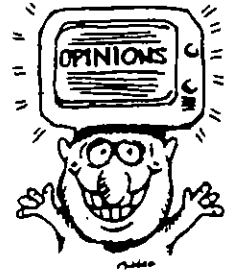
These scales have been made up in order that you as a teenager in 1986 can express your own views on important subjects

This is so that adults and others can learn what young people really think, which may be very different from what they felt as teenagers Your own name will never be mentioned, attention *will* be paid to what you think and feel The number of questions has to be a lot We are sorry to take up so much time but hope you'll think it is worth it

## INSTRUCTIONS

The Attitudinal Scales are divided into sections 5<sup>A</sup> to 5<sup>U</sup> as follows

- |   |                      |   |                    |
|---|----------------------|---|--------------------|
| A | WHAT ABOUT WORK?     | K | MY INTERESTS       |
| B | RIGHT AND MIGHT      | L | FATE AND FORTUNE   |
| C | HAVE A DRINK         | M | WHAT I READ        |
| D | WHAT'S IN A JOB?     | N | ME AND THE BOX     |
| E | LOOKING AHEAD        | O | FEELING HEALTHY    |
| F | UP IN SMOKE          | P | MY POINT OF VIEW   |
| G | COMPARED WITH OTHERS | Q | WOTALOTIGOT        |
| H | KNOWING MYSELF       | R | ME AND MY FAMILY   |
| I | HOW I FEEL           | S | SOFT DRINK SPECIAL |
| J | AT LEISURE           | T | HOME RULE          |
|   |                      | U | WHAT I EAT         |



Each section consists of a number of statements You are asked to state your opinions about each

The Scales are *not* timed, just take your time looking at the statements and select your choice of answer There are no right or wrong answers This is simply to find out what young people of today think and feel

PLEASE REMEMBER TO ENTER YOUR CHOICE OF ANSWER IN THE SPACE PROVIDED ON THE SEPARATE STUDENT SCORE FORM



## WHAT ABOUT WORK?



5<sup>A</sup>

## INSTRUCTIONS

This section contains a number of statements listed below about jobs and careers You are asked to state whether you agree fully, agree partly or disagree or are uncertain about each statement Please write your answers on page 4 of the Student Score Form in Section 5<sup>A</sup> where there are lozenges for you to fill in your answers to each statement

Here is an example to show you exactly how to do this

STATEMENT	EXAMPLE		
Do you agree that	Agree fully	Agree partly	Disagree
Education is important whether or not it gets you a job?	(a) <input checked="" type="checkbox"/>	(b) <input type="checkbox"/>	(c) <input type="checkbox"/>
Answer (a) means that you agree fully that education is important whether or not it helps you to get a job			

Please turn now to page 4 of the Student Score Form You will find in Section 5<sup>A</sup> a set of empty lozenges headed (a), (b) and (c) This is where you should record your answers For each statement 1-9, give your answer by filling in what you decide is the correct lozenge Fill in only one lozenge in reply to each statement You should record your answers on the Students Score Form *not* on this page

KEEP THIS PAGE OPEN, LOOK AT THE STATEMENT NO 1 BELOW AND FILL IN YOUR ANSWER ON THE STUDENT SCORE FORM PAGE 4 THEN PROCEED TO NO 2 AND SO ON

## STATEMENTS

Please say whether you agree fully, agree partly or disagree that

- 1 People with qualifications stand more chance of getting a job
- 2 It is not what you know but who you know that decides whether you get a job
- 3 If you are really determined it is possible to get a job
- 4 With unemployment the way it is, it is just a chance whether or not you get a job
- 5 Continuing full time education only puts off the time when you become unemployed
- 6 It is best to leave school as soon as possible so as to get work experience
- 7 It's no good planning for a career when there are not enough jobs to go round
- 8 These days you have to take whatever job you can get whether you are suited for it or not
- 9 Job experience is more important than getting qualifications



# RIGHT AND MIGHT

5<sup>B</sup>

## INSTRUCTIONS

In this section you will find a number of statements about how you feel about the law and other things. You are asked to state whether or not you think each statement is true or false.

We have labelled below an example to show you exactly how to do this:

STATEMENT	ANSWER	
	True (a)	False (b)
I always do what I'm told'	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Answer (b) means that the statement is false and you do not always do what you are told.

Please turn now to page 4 in the Student Score Form. You will find a set of empty lozenges in Section 5<sup>B</sup>. That is where you record your answers. Fill in the lozenge which corresponds to true or false for each statement.

## STATEMENTS

Please say whether this is true or false:

1. I like everyone I know.
2. It is OK to break the law if most other people do.
3. It is always wrong to break the law even if nobody is harmed.
4. I am always willing to admit I have made a mistake.
5. It is always wrong to break the law even if you have no other choice.
6. It is OK to break the law if the victim is a dishonest person.
7. I always go out of my way to help people in trouble.
8. It is always wrong to break the law even if they seem unfair and unjust.
9. I am always nice to people.
10. It is OK to break the law if it is done to help a friend in need.

KEEP THIS PAGE OPEN, LOOK AT THE STATEMENTS ABOVE AND FILL IN YOUR ANSWERS ON THE STUDENT SCORE FORM.

# HAVE A DRINK

5<sup>C</sup>

## INSTRUCTIONS

This section contains a list of 17 statements about drinking alcohol. Whether or not you drink alcohol yourself, we are asking you to reply to each statement to say whether you agree fully, agree partly or disagree with it.

We have labelled an example to show you exactly what to do:

STATEMENT	ANSWER		
	Agree fully (a)	Agree partly (b)	Disagree (c)
'Drinking alcohol causes people to lose jobs'	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer (a) means that you agree fully that drinking alcohol can cause people to lose jobs.

Please turn now to page 4 of the Student Score Form. On that page you will find a set of empty lozenges headed (a), (b) and (c) in section 5<sup>C</sup>. That is where you record your answers by filling in one of the lozenges for each statement.

Remember not to put your answers on this page but in the Student Score Form.

## STATEMENTS

Please say whether you agree or disagree that:

1. If you don't go to pubs you miss a lot of fun.
2. Boys and girls who drink know how to look after themselves.
3. Drinking can make you feel on top of the world.
4. Drinking can help people when they feel nervous or shy.
5. It worries me that so many grown-ups can't stop drinking.
6. Drinking alcohol is not dangerous for teenagers.
7. Drinking is very enjoyable.
8. If a woman drinks when she is pregnant it may harm her baby.
9. Drinking makes you feel more at ease.
10. Young people who drink are more attractive than those who don't.
11. Drinkers cause trouble and get into fights fairly often.
12. It's only natural and right for a man to like drinking.
13. Adults only try to stop you drinking because they don't like to see you enjoying it.
14. There is nothing wrong with drinking.
15. Drinkers are usually more friendly than non-drinkers.
16. Students caught drinking at school should be punished.
17. Drinking is bad for your health.

KEEP THIS PAGE OPEN, LOOK AT THE STATEMENT No. 1 ABOVE AND FILL IN YOUR ANSWER ON PAGE 4 OF THE STUDENT SCORE FORM. THEN PROCEED TO NO 2 . . . AND SO ON.

# WHATS IN A JOB?

5<sup>D</sup>

## INSTRUCTIONS

This section consists of a list of questions concerning things which people of your age think to be important in deciding what sort of career they want in the future. We are asking you to indicate for each whether it matters very much to you, matters somewhat or doesn't matter.

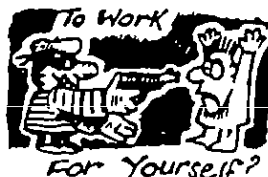
We have labelled an example below to show you exactly how to do this.

QUESTION	EXAMPLE		
	Matters very much (a)	Matters somewhat (b)	Doesn't matter (c)
How much will it matter to me to work with my hands?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer (c) means that you think it will matter somewhat for your job or career that you work with your hands.			

Please now turn to page 4 of the Student Score Form. On that page, in section 5<sup>D</sup>, you will find a set of lozenges headed (a), (b) and (c). Record in these lozenges your answers to each of the questions listed here about what might be important for a job or career. You should record your answers to 1-16 by filling in questions on the score form either lozenge (a), (b) or (c), in a similar way to the example above. Remember not to put your answers on this Test Booklet but in the Student Score Form. Fill in only one lozenge in answer to each question.

## QUESTIONS

- How much does it matter to you
- To be able to help other people?
  - To have high earnings/wages?
  - To have an understanding boss?
  - To work outside in the open?
  - To work for myself?
  - To have an interesting job with variety?
  - Not to have to work too hard?
  - To get promotion so I can get ahead?
  - To work with figures?
  - To get trained for a trade or profession?
  - To have a quiet life?
  - To have long term security?
  - To get a job with a real challenge?
  - To have a chance to travel?
  - To make or build things?
  - To have a job with regular hours?



KEEP THIS PAGE OPEN, LOOK AT THE FIRST QUESTION No 1 ABOVE AND THEN FILL IN YOUR ANSWERS ON PAGE 4 OF THE STUDENT SCORE FORM THEN PROCEED TO QUESTION 2 AND SO ON.

# LOOKING AHEAD

5<sup>E</sup>

## INSTRUCTIONS

This section contains a list of some 15 topics which some people of your age think are very important in adult life. We are asking you to indicate how much each one of these will matter to you.

We have labelled an example to show you exactly how to do this.

QUESTION	EXAMPLE		
	Matters very much (a)	Matters somewhat (b)	Doesn't matter (c)
How much will it matter to be able to come home as late as I like?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer (a) means that it matters very much to you as an adult to be able to come home as late as you like.			

Please turn now to page 4 in the Student Score Form. There you will find a set of empty lozenges headed (a), (b) and (c), in section 5<sup>E</sup>. That is where you record your answers. Please fill in one of the lozenges (a), (b) or (c) in reply to each of the 15 statements listed here on this page. Remember to put your answers not on this page but on the Student Score Form.

## QUESTIONS

- How much do you think the following will matter to you as an adult?
- Having more fun?
  - Having a full time job?
  - Taking more responsibility for myself?
  - Not being bossed about?
  - Being able to vote?
  - Not being able to doss around?
  - Living away from home?
  - Getting married?
  - Being able to go to nightclubs?
  - Being involved in the local community?
  - Going to X rated films?
  - Being legally able to drink alcohol in public?
  - Taking an active part in politics?
  - Having children of my own?
  - Being free to decide what I want?

KEEP THIS PAGE OPEN. LOOK AT THE FIRST STATEMENT No 1 ABOVE AND THEN FILL IN YOUR ANSWERS ON PAGE 4 OF THE STUDENT SCORE FORM THEN PROCEED TO QUESTION 2 AND SO ON.



# UP IN SMOKE



5<sup>F</sup>

## INSTRUCTIONS

This section contains a number of statements about smoking. We are asking you to say for each one whether you agree fully, agree partly or disagree.

We have labelled an example below to show you exactly how to do this:

STATEMENT	EXAMPLE		
	Agree fully (a)	Agree partly (b)	Disagree (c)
'Smoking is expensive'	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer (a) means that you agree fully that smoking is expensive			

Please turn now to page 4 in the Student Score Form. Find the set of empty lozenges headed (a), (b) and (c) in Section 5<sup>F</sup>. That is where you record your answers. You should fill in one of the lozenges (a), (b) or (c) in reply to each of the 17 statements listed on this page.

## STATEMENTS

- Please say whether you agree fully, agree partly or disagree that:
- Smoking is only bad for you if you do it for years.
  - Children caught smoking should be punished.
  - Smoking can help you keep your weight down.
  - Breathing other people's smoke harms non-smokers.
  - All advertising for cigarettes should be banned.
  - Most people who get lung cancer have smoked regularly.
  - Smoking is enjoyable.
  - Parents should not allow sons daughters to smoke.
  - Smoking is only bad for you if you smoke a lot.
  - You have to smoke when you're with friends who smoke.
  - If a woman smokes when she is pregnant it may harm her baby.
  - Smokers live as long as non-smokers.
  - Cigarettes should be harder to get.
  - Others make fun of you if you don't smoke.
  - Smoking is a dirty smelly habit
  - Some cigarettes are not dangerous
  - Smoking can help people when they feel nervous embarrassed.

KEEP THIS PAGE OPEN. LOOK AT THE FIRST STATEMENT No. 1 ABOVE AND THEN FILL IN YOUR ANSWER ON PAGE 4 OF THE STUDENT SCORE FORM. THEN PROCEED TO STATEMENT 2 . . . AND SO ON.

# COMPARED WITH OTHERS

5<sup>G</sup>

## INSTRUCTIONS

This section contains a list of 28 statements about yourself and what you might do or feel. We are asking you to state whether in your case this applies to you less than to other people. By other people we mean teenagers of your own age and sex. Please try to compare yourself with teenagers everywhere as well as with your own friends.

We have labelled an example to show you exactly how to do this:

STATEMENT	EXAMPLE				
	(a)	(b)	(c)	(d)	(e)
Compared with others of my own age and sex, My height is . . . much less	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The above answer (c) means that your height is about the same compared with others of your own age and sex.					

Please turn now to page 5 of the Student Score Form. There you will find in Section 5<sup>G</sup> a block of empty lozenges. This where you put all your answers to each statement 1-28. Remember not to write anything on this booklet. You should fill in only one lozenge in answer to each statement.

### Notes

- in section 5<sup>G</sup> on the Student Score Form, sometimes 'much less' come first and 'much more' last and sometimes the opposite. Please look out for this.
- Statements (8) and (18) on this page refer to drinking and smoking. Fill in the lozenge marked 'much less' if you are a non-drinker or non-smoker.

## STATEMENTS

- Compared with an average teenager of my own age and sex:
- The amount of sleep I get is.....
  - I get worried.....
  - I get worn out.....
  - I can take care of myself.....
  - The physical condition of my body is.....
  - I look healthy.....
  - I am happy.....
  - The amount of alcohol I drink is.....
  - Physically I am able to do.....
  - I am fit.....
  - I am relaxed.....
  - I take exercise.....
  - My job prospects are.....
  - I get ill.....
  - I am alert.....
  - The number of good friends I have is.....
  - The care I take over personal cleanliness is.....
  - The number of cigarettes I smoke is.....
  - I am happy with my sex life.....
  - I go out with friends.....
  - My shape is.....
  - When exercising I get out of breath.....
  - I am energetic.....
  - The amount of healthy foods I eat is.....
  - I do sport.....
  - I feel well.....
  - I get fresh air and sun.....
  - The stability of my family life is.....

KEEP THIS PAGE OPEN, LOOK AT THE FIRST STATEMENT No. 1 ABOVE AND THEN FILL IN YOUR ANSWER ON PAGE 5 OF THE STUDENT SCORE FORM. THEN PROCEED TO STATEMENT 2 . . . AND SO ON.

## INSTRUCTIONS

This next section is about yourself. We make 27 statements each of which might or might not apply to you. We want you to indicate for each statement whether or not it applies to you.

We have labelled an example to show you exactly how to do this.

STATEMENT	EXAMPLE		
	Applies very much (a)	Applies somewhat (b)	Doesn't apply (c)
I am optimistic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer (a) means that the statement I am optimistic applies very much to yourself.			

Please turn now to page 5 of the Student Score Form. There you will find in section 5<sup>H</sup> a set of empty lozenges headed (a), (b) and (c). To record your answers, fill in one of the lozenges (a), (b) or (c) in reply to each of the 27 statements listed here on this page. Remember to put your answers in Section 5<sup>H</sup> of Student Score Form and *not* in this test booklet.

KEEP THIS PAGE OPEN, LOOK AT THE FIRST STATEMENT No. 1 AND THEN FILL IN YOUR ANSWER ON PAGE 5 OF THE STUDENT SCORE FORM. THEN PROCEED TO STATEMENT No. 2 AND SO ON.

## STATEMENTS

Please say whether the following applies to you.

- 1 I am quiet
- 2 I am keen on pets
- 3 I am good looking
- 4 I am friendly
- 5 I am bored
- 6 I am clever
- 7 I am lazy
- 8 I am grown-up for my age
- 9 I am punctual
- 10 I am not very good at school
- 11 I am shy
- 12 I am often told off
- 13 I am angry
- 14 I am helpful
- 15 I am a responsible person
- 16 I am keen on sports
- 17 I am nervous
- 18 I am keen on many different things
- 19 I am obedient
- 20 I am violent
- 21 I am good at exams
- 22 I am influenced by what my friends think
- 23 I am lonely
- 24 I am independent
- 25 I am reliable
- 26 I am a loving person
- 27 I am popular

# HOW I FEEL

## INSTRUCTIONS

Here is a list of statements about how you might be feeling. You are asked to read each statement and then decide which one of four possible answers is the one which most nearly applies to you. Remember we want to know how you feel at present.

We have labelled an example to show you exactly what to do in answer to statements 1-6.

STATEMENT	EXAMPLE 1			
	More than usual (a)	Same as usual (b)	Less than usual (c)	Much less than usual (d)
I have just lately been able to remember things	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Answer (c) means that compared with how you usually remember things just lately you have been remembering them less well than usual.				

Now another example shows how to answer questions 7-12.

STATEMENT	EXAMPLE 2			
	Not at all (a)	No more than usual (b)	Rather more than usual (c)	Much more than usual (d)
I have lately been feeling miserable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer (a) means that you haven't been feeling miserable just lately.				

Please now turn to page 5 of the Student Score Form. There you will find in section 5<sup>I</sup> a set of empty lozenges under the headings (a), (b), (c) and (d). This is where you record your answers and not on this page. Please fill in one of the lozenges (a), (b), (c), or (d) in reply to each of the statements 1-12 listed here on this page. Fill in only one lozenge in answer to each statement.

## STATEMENTS

- 1 I have just lately
  - 1 Been able to concentrate on whatever I am doing
  - 2 Felt capable of making decisions about things
  - 3 Been able to face up to my problems
  - 4 Been feeling reasonably happy all things considered
  - 5 Been able to enjoy my normal day to day activities
  - 6 Felt that I am playing a useful part in things
- 7 Lost much sleep over worry
- 8 Felt constantly under strain
- 9 Felt that I couldn't overcome my difficulties
- 10 Been feeling unhappy and depressed
- 11 Been losing confidence in myself
- 12 Been thinking of myself as a worthless person

KEEP THIS PAGE OPEN, LOOK AT THE FIRST STATEMENT No. 1 ABOVE AND THEN FILL IN YOUR ANSWER ON PAGE 5 OF THE STUDENT SCORE FORM THEN PROCEED TO STATEMENT 2 AND SO ON.



# AT LEISURE



5<sup>J</sup>

## INSTRUCTIONS

Here you will find a list of leisure activities which young people like to do in their spare time. We would like you to say for each of these how often you do each of them: whether rarely or never, less than once a week, once a week or more than once a week. We also want you to tell us whether or not you would like to do each one more often than you do. (See the example below).

Here is an example to show you exactly how to do this.

EXAMPLE						
STATEMENT	FILL IN THIS FIRST				THEN THIS	
	ANSWER				Would you like to do it more?	
	Rarely or never	Less than once a week	Once a week	More than once a week	Yes	No
Go to bingo	(a)	(b)	(c)	(d)	(1)	(2)
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Answer (c) means that you go to bingo once a week. The fact that the lozenge 1 (Yes) is filled in means that you would like to go to bingo more often. If you wouldn't like to do a thing more often fill in lozenge 2.

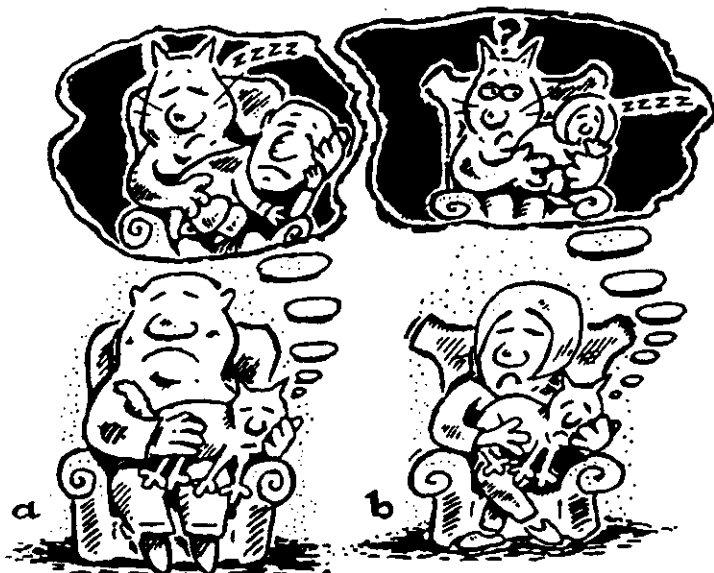
Please turn now to page 6 in the Student Score Form. You will find a set of empty lozenges headed (a), (b), (c), (d), (1) and (2) in section 5<sup>J</sup>. That is where you record your answers by filling in one of the lozenges a-d and then one of the lozenges (1) and (2) in reply to each of the 47 listed leisure activities on this page. Remember to record your answer on the Student Score Form.

KEEP THIS PAGE OPEN, LOOK AT THE FIRST LEISURE ACTIVITY No. 1 AND THEN FILL IN YOUR ANSWERS ON PAGE 6 OF THE STUDENT SCORE FORM. THEN PROCEED TO NUMBER 2 . . . AND SO ON.

## LEISURE ACTIVITIES

How often do you:

1. Stay at home and watch TV.
2. Stay at home and watch videos.
3. Listen to records/tapes.
4. Listen to the radio.
5. Read newspapers.
6. Read comics magazines.
7. Read books.
8. Use home computer.
9. Cook, partly for fun.
10. Sew, partly for fun.
11. Knit, partly for fun.
12. Do decorating/DIY.
13. Play card/board games.
14. Play electronic games.
15. Play a musical instrument.
16. Do keep fit aerobics.
17. Make models or other craftwork.
18. Draw, paint or write for fun.
19. Attend after-school activities.
20. Go to a friend's house.
21. Have friends round to my house.
22. Ride a bike around.
23. Go to a youth club organisation.
24. Go to a cinema.
25. Go window shopping.
26. Go to dancing classes.
27. Go rollerskating or skateboarding.
28. Go to museums or galleries.
29. Go to the theatre.
30. Go to a concert/gig.
31. Go dancing to a disco.
32. Go to the library.
33. Take the dog for a walk.
34. Go out with brother(s)/sister(s).
35. Do some volunteer or community work.
36. Hang about the street.
37. Go to a cafe/chippy or hamburger bar.
38. Go to an amusement arcade.
39. Go to the pub.
40. Ride around on motorbike/scooter.
41. Go to a meeting or political club.
42. Go out with my girl/boyfriend.
43. Go out with friends.
44. Go for a drive in a car.
45. Play sports (at club/centre, etc).
46. Play sports (in the street/park playground).
47. Go to watch a match (football, etc).



**Cat Napping**

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# MY INTERESTS

5K

## INSTRUCTIONS

Here you will find a list of health topics. We want to ask you to tell us for each health topic whether you are very interested, quite interested, not sure, or not interested at all.

We have labelled below an example to show you exactly how to do this.

HEALTH TOPIC	ANSWER			
	Vary interested (a)	Quite interested (b)	Not sure (c)	Not interested at all (d)
How interested are you in Health Education?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer (b) means that you are quite interested (but not very interested) to know more about health education.

Please now turn to page 6 of the Student Score Form. On that page, in section 5K you will find a set of lozenges headed (a), (b), (c) and (d). Record in these lozenges your answers to each of the list of health topics 1-49 which are on this page. You should answer by filling in one of the lozenges (a), (b), (c), (d) or (e), in a similar way to the example above on this page. Remember not to put your answers in this Test booklet, but in the Student Score Form. Fill in *one lozenge only* in answer to each health topic.

KEEP THIS PAGE OPEN, LOOK AT THE FIRST HEALTH TOPIC No 1 AND THEN FILL IN YOUR ANSWERS ON PAGE 6 OF THE STUDENT SCORE FORM THEN PROCEED TO NUMBER 2 AND SO ON.

## LIST OF HEALTH TOPICS

- How interested are you in
- 1 How the body works
  - 2 Staying well
  - 3 Immunisation
  - 4 Illness and recovery
  - 5 Talking with Doctors, Nurses and Dentists
  - 6 Care of hair, teeth, skin
  - 7 Care of eyes
  - 8 Care of feet
  - 9 Human reproduction
  - 10 Menstruation (periods)
  - 11 Food and Health
  - 12 Drinking alcohol
  - 13 Glue-sniffing
  - 14 Smoking
  - 15 Physical fitness
  - 16 Understanding the needs of handicapped people
  - 17 Understanding the needs of old people
  - 18 Health and social services
  - 19 Safety at home
  - 20 Safety in traffic
  - 21 Water safety
  - 22 First aid
  - 23 Family life
  - 24 Separation from parents
  - 25 Death and bereavement
  - 26 Stress and relaxation
  - 27 The difference between boys' behaviour and girls' behaviour
  - 28 Normal growth and development
  - 29 Relationships with other boys and girls of the same age
  - 30 Understanding people of different race or religion
  - 31 Feelings (love, hate, anger, jealousy)
  - 32 Bullying
  - 33 Building self-confidence
  - 34 Making decisions
  - 35 Honesty
  - 36 Responsibility for your own behaviour
  - 37 Spare-time activities
  - 38 Boredom
  - 39 Caring for pets
  - 40 Vandalism
  - 41 Stealing
  - 42 Pollution
  - 43 Conservation
  - 44 Contraception
  - 45 Parenthood and child care
  - 46 Sexually transmitted diseases
  - 47 Control of body weight
  - 48 Violence on the television screen
  - 49 Cancer



## INSTRUCTIONS

Here you will find a list of questions about how you feel yourself. Please read the questions and decide for each one which answer applies to you.

We have labelled an example to show you exactly how to do it.

EXAMPLE			
QUESTION	ANSWER		
	Yes (a)	No (b)	Don't know (c)
Do you find it easy to get to school in the morning?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The answer (b) means that you don't find it easy to get to school in the morning!			

Please turn to page 7 in the Student Score Form. There you will find in Section 5<sup>L</sup> a set of lozenges headed (a), (b) and (c). You should record your answer there and not on this page. Please fill in one lozenge in reply to each question 1-26. Remember not to write any of your answers in this test booklet.

KEEP THIS PAGE OPEN. LOOK AT THE FIRST QUESTION No. 1 AND THEN FILL IN YOUR ANSWER ON PAGE 7 OF THE STUDENT SCORE FORM. THEN PROCEED TO QUESTION 2... AND SO ON.

## QUESTIONS

1. Do you feel that most of the time it's not worth trying hard because things never turn out right anyway?
2. Do you feel that wishing can make good things happen?
3. Are people good to you no matter how you act towards them?
4. Do you like taking part in plays or concerts?
5. Do you usually feel that it's almost useless to try in school because most students are cleverer than you?
6. Are you good at spelling?
7. Is a high mark just a matter of 'luck' for you?
8. Are tests just a lot of guess work for you?
9. Are you a person who believes that planning ahead makes things turn out better?
10. Are you often blamed for things which just aren't your fault?
11. Do you find it easy to get up in the morning?
12. When someone is very angry with you is it impossible to make him your friend again?
13. When bad things happen to you is it usually someone else's fault?
14. When nice things happen to you is it only good luck?
15. When you get into an argument is it usually the other person's fault?
16. Do you feel sad when it's time to leave school each day?
17. Are you surprised when your teacher says you've done well?
18. Do you like to read books?
19. Do you usually get low marks, even when you study hard?
20. Do you think studying for tests is a waste of time?
21. Do you like outdoor games?
22. Do you often feel sad because you have nobody to talk to at school?
23. Do you like writing stories or doing creative writing?
24. Are you good at mathematics?
25. When you have to talk in front of other students, do you usually feel silly?
26. Do you find it difficult to do things like woodwork or knitting?

## WHAT I READ

## INSTRUCTIONS

This section is about a number of items which you may read or enjoy reading in the newspapers. We are asking you to tell us for each item whether you read it as little as you can, read it some of the time or read it as much as you can.

We have labelled an example below to show you exactly how to do this.

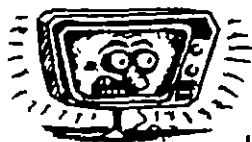
QUESTION	EXAMPLE		
	Read as little as I can (a)	Read some of the time (b)	Read as much as I can (c)
Weather reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Answer (b) means that you read the weather reports some of the time.			

Please turn now to page 7 of the Student Score Form. There you will find a set of empty lozenges marked (a), (b) and (c) in section 5<sup>M</sup>. That is where you should fill in your answers. Please fill in one only of the 3 boxes to tell us whether you read each item 1-25 written on this page. Remember not to write any of your answers on *this* page but in the Student Score Form.

## TOPICS

1. Strip cartoons/jokes.
2. Crossword puzzles.
3. Your stars/Horoscopes.
4. TV pages.
5. Readers' letters.
6. Pop news/Pop page.
7. Articles on pop stars.
8. Articles on film stars.
9. Articles on TV personalities.
10. Things about Royal Family.
11. British Political news.
12. Home news.
13. World news.
14. Terrible accidents/tragedies.
15. Crime news.
16. Stories about ordinary people.
17. Special children's features.
18. Bingo/competitions.
19. The sports page.
20. The womens' page.
21. The business page.
22. The gossip column.
23. Computers/technology.
24. Pin-ups.
25. Advice on problems.

KEEP THIS PAGE OPEN. LOOK AT THE FIRST TOPIC ABOVE AND THEN FILL IN YOUR ANSWER(S) ON PAGE 7 OF THE STUDENT SCORE FORM. THEN PROCEED TO TOPIC 2... AND SO ON.



# ME AND THE BOX



5<sup>N</sup>

## INSTRUCTIONS

Here you will find a list of types of programmes on television. You are asked to say for each one whether you view as little as you can, sometimes view or view as much as you can.

We have labelled an example to show you exactly how to do this.

QUESTION	EXAMPLE		
	View as little as I can (a)	View some of the time (b)	View as much as I can (c)
Big Band programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer (a) means that you view big band programmes as little as you can.			

Please now turn to page 7 of the Student Score Form. There you will find in section 5<sup>N</sup> a set of lozenges marked (a), (b) and (c). You should record your answer there by filling in one only of the lozenges (a), (b), or (c). Remember not to write your answers on *this* booklet but in the Student Score Form.

KEEP THIS PAGE OPEN, LOOK AT THE FIRST TYPE OF PROGRAMME No 1 AND THEN FILL IN YOUR ANSWER ON PAGE 7 OF THE STUDENT SCORE FORM THEN PROCEED TO PROGRAMME 2 AND SO ON.

## TYPES OF PROGRAMMES

How often do you watch -

- 1 'Combat' sports (e.g. boxing)
- 2 Team sports (e.g. football)
- 3 Racquet sports (e.g. tennis)
- 4 Racing (e.g. horse/dog/car)
- 5 Skating/skiing
- 6 Athletics/gymnastics
- 7 Snooker
- 8 Comedy shows
- 9 Variety shows
- 10 Chat shows
- 11 Cartoons
- 12 Quiz programmes
- 13 Soap operas
- 14 Crime and violence programmes
- 15 Plays and dramas
- 16 News/current affairs
- 17 Documentaries
- 18 Horror films
- 19 Westerns
- 20 Pop/rock music
- 21 Classical music
- 22 Children's programmes



PAINS IN THE EYES?



Worried?

# FEELING HEALTHY

5<sup>O</sup>

## INSTRUCTIONS

Here you will find a list of health problems from which a number of people suffer. We are asking you to tell us whether you have each of these problems most of the time, some of the time, rarely or never.

We have labelled an example to show you how to do this.

QUESTION	EXAMPLE		
	Most of the time (a)	ANSWER Some of the time (b)	Rarely or never (c)
Do you get nightmares?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Answer (b) means that you get nightmares some of the time.			

Please turn now to page 7 in the Student Score Form. Find the set of empty lozenges in section 5<sup>O</sup>. This is where you should record your answers, by filling in one of the lozenges (a), (b), or (c) in reply to each of the 22 questions listed on this page. Remember not to write your answers on *this* booklet but in the Student Score Form. Fill in only one lozenge in answer to each question.

## QUESTIONS

- 1 Do you have backache?
- 2 Do you feel tired?
- 3 Do you feel miserable or depressed?
- 4 Do you have headaches?
- 5 Do things worry you?
- 6 Do you have great difficulty sleeping?
- 7 Do you wake unnecessarily early in the mornings?
- 8 Do you wear yourself out worrying about your health?
- 9 Do you ever get in a violent rage?
- 10 Do people annoy and irritate you?
- 11 Have you at times a twitching of the face, head or shoulders?
- 12 Do you suddenly become scared for no good reason?
- 13 Are you scared if alone?
- 14 Are you easily upset or irritated?
- 15 Are you frightened of going out alone or meeting people?
- 16 Are you keyed up and jittery?
- 17 Do you suffer from indigestion?
- 18 Do you suffer from upset stomach?
- 19 Is your appetite poor?
- 20 Does every little thing get on your nerves and wear you out?
- 21 Does your heart race like mad?
- 22 Do you have bad pains in your eyes?

KEEP THIS PAGE OPEN, LOOK AT THE FIRST QUESTION No 1 ABOVE AND THEN FILL IN YOUR ANSWER ON PAGE 7 OF THE STUDENT SCORE FORM THEN PROCEED TO QUESTION 2 AND SO ON.



# MY POINT OF VIEW

5<sup>P</sup>

## INSTRUCTIONS

This section asks for your opinions on a list of statements on this page on things some people feel strongly about. We are asking you to say for each one whether you agree fully, agree partly or disagree.

We have labelled below an example to show you exactly how to do this.

STATEMENT	ANSWER		
	Agree fully (a)	Agree partly (b)	Disagree (c)
Women dress better than men	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Answer (c) means that you disagree that women dress better than men			

Please turn now to page 7 in the Student Score Form. There you will find in Section 5<sup>P</sup> a set of empty lozenges headed under (a), (b) and (c). That is where you should record your answers. Fill in one only of the lozenges in reply to each of the 21 statements listed on this page.

KEEP THIS PAGE OPEN, LOOK AT THE FIRST STATEMENT No. 1 AND THEN FILL IN YOUR ANSWER ON PAGE 7 OF THE STUDENT SCORE FORM THEN PROCEED TO STATEMENT 2 ... AND SO ON.

## STATEMENTS

- Please say whether you agree or disagree that:
- Flogging should be brought back for violent crime.
  - Trade unions are necessary to represent workers rights.
  - Strikes should be made illegal.
  - Women can do the same jobs as men
  - Marriage is no real marriage without children.
  - Handicapped teenagers don't enjoy the same things as other people.
  - Women should be allowed abortion on demand.
  - Black people should not marry white people
  - World famine is a natural disaster.
  - It's up to the Africans to grow enough food to feed themselves.
  - The biggest danger is an accidental nuclear war.
  - There's nothing wrong with sex before marriage
  - Religious Education is essential in schools.
  - Hanging should be brought back (for murder)
  - Black people are just as good as white people.
  - Royalty (the Queen) should be abolished.
  - Girls of 16 should be able to get 'the pill'.
  - Teachers should be strict.
  - Cannabis should be legalised.
  - Homosexuals should be prosecuted.
  - Women's Lib is a good thing.

# WOTALOTIGOT

5<sup>Q</sup>

## INSTRUCTIONS

In this section you will find a series of questions about possessions. We are asking you to tell us for each possession whether you own one, or if not, whether you would like one or whether you wouldn't.

We have labelled an example to show you how to do this.

POSSESSION	ANSWER		
	Own one (a)	Would like one (b)	Wouldn't want one (c)
Leather Jacket	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Answer (c) means that you don't own a leather jacket and wouldn't want one.			

Now turn to page 8 in the Student Score Form. You will find in Section 5<sup>Q</sup> a set of empty lozenges headed (a), (b) and (c). That is where you record your answers. For each item 1-30 give your answer by filling in one only of the three lozenges (a), (b) or (c).

## QUESTIONS

- Which of the following things do you have for your own personal use?
- Camera.
  - Radio.
  - Stereo/Hi fi.
  - Personal stereo/Walkman.
  - Cassette recorder.
  - TV.
  - Video recorder.
  - Electronic TV games.
  - Calculator.
  - Bicycle.
  - Motorbike.
  - Moped.
  - Skateboard.
  - Ice skates.
  - Climbing gear.
  - Tennis racquet.
  - Table tennis table.
  - Snorkel/diving gear.
  - Sewing machine.
  - Leather jacket/coat.
  - Hair dryer.
  - Home computer.
  - Roller skates.
  - Fishing tackle.
  - String musical instrument(s).
  - Brass musical instrument(s).
  - Wind musical instrument(s).
  - Drums.
  - Pony.
  - Piano.

KEEP THIS PAGE OPEN, LOOK AT THE FIRST QUESTION NO. 1 ON THIS PAGE AND THEN FILL IN YOUR ANSWER ON PAGE 8 OF THE STUDENT SCORE FORM, THEN PROCEED TO QUESTION 2 ... AND SO ON.

# ME AND MY FAMILY

5<sup>R</sup>

## INSTRUCTIONS

In this section is a list of things which young people and parent(s) do together. For each activity, say how often (if ever) you do any of these things with your parents.

We have labelled an example to show you how to do this.

STATEMENT	ANSWER			
	Rarely or never (a)	Less than once a week (b)	Once a week (c)	More than once a week (d)
We go to a cafe together	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer (b) means that you sometimes go to a cafe with your parent(s) but less than once a week.				

By filling in lozenge B you are saying that you do go sometimes to a cafe with your parents but less than once a week.

Now turn to page 8 in the Student Score Form. You will find in Section 5<sup>R</sup> a set of empty lozenges headed, (a), (b), (c) and (d). That is where you should record your answers. For each activity 1-15 on this list give your answer on the Student Score Form by filling in what you decide is the correct lozenge (a), (b), (c) or (d).

## QUESTIONS

Do you do the following things with your parents?

- 1 Visit friends or relatives?
- 2 Play indoor games (cards, board games, snooker, table tennis, darts, etc.)?
- 3 Go to the pub?
- 4 Do outdoor recreations (play tennis, go jogging, swimming, etc.)?
- 5 Go to football or other sports?
- 6 Share outdoor hobby (e.g. fishing)?
- 7 Share indoor hobby?
- 8 Go shopping?
- 9 Go on holiday?
- 10 Go to clubs, dances or parties?
- 11 Go to church, chapel, synagogue or mosque?
- 12 Go to the cinema or theatre?
- 13 Sit down and eat a meal at home?
- 14 Go out to a cafe or restaurant?
- 15 Play musical instrument(s)?

KEEP THIS PAGE OPEN, LOOK AT THE FIRST QUESTION No 1 ON THIS PAGE AND THEN FILL IN YOUR ANSWERS ON PAGE 8 OF THE STUDENT SCORE FORM THEN PROCEED TO QUESTION 2 AND SO ON

# SOFT DRINK SPECIAL

5<sup>S</sup>

## INSTRUCTIONS

In this section is a list of non-alcoholic drinks which people take. You are asked to indicate how many cups/glasses of each one you usually drink daily, if any.

We have labelled an example to show you exactly how to do this.

QUESTION	ANSWERS							
	Cups/glasses a day							
How much do you drink each day of: Ginger Beer	0	1	2	3	4	5	6	7 or more
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This answer means that you usually drink about 5 glasses of ginger beer a day.								

Now turn to page 8 in the Student Score Form. You will find in Section 5<sup>S</sup> a set of empty lozenges labelled 0-7. That is where you record your answers. For each type of drink 1-10 fill in the lozenge which corresponds to how much you drink daily. Fill in only one lozenge for each type of drink.

## TYPE OF DRINK

How much do you usually drink daily of?

- 1 Water
- 2 Tea
- 3 Coffee
- 4 Chocolate/Cocoa
- 5 Milk
- 6 Coca Cola
- 7 Pepsi Cola
- 8 Fresh Fruit juice
- 9 Fruit squash
- 10 Low calorie/sugar free drinks

KEEP THIS PAGE OPEN, LOOK AT THE FIRST QUESTION NO 1 ON THIS PAGE AND THEN FILL IN YOUR ANSWER ON PAGE 8 OF THE STUDENT SCORE FORM THEN PROCEED TO QUESTION 2 AND SO ON

# HOME RULE

5<sup>T</sup>

## INSTRUCTIONS

In this section is written a series of 23 statements about things which parents sometimes expect young people to agree to do. We want you to say whether, in your case, each statement is true or false.

We have labelled an example to show you how to do this.

EXAMPLE	
QUESTION	ANSWER
My parents definitely expect me to:	True (a) <input type="checkbox"/>
Take the dog for a walk every day	False (b) <input checked="" type="checkbox"/>
Answer (b) means that your parents don't expect you to take the dog for a walk every day	

Now turn to page 8 in the Student Score Form. There you will find in Section 5<sup>T</sup> a set of empty lozenges headed (a) and (b). That is where you record your answers. For each activity 1-23 listed on this page, give your answer on the Student Score Form by filling in what you decide is the correct lozenge. Please only fill in one lozenge in answer to each question. Remember not to write your answers on this booklet but in the Student Score Form.

KEEP THIS PAGE OPEN. LOOK AT THE FIRST QUESTION NO. 1 ON THIS PAGE AND THEN FILL IN YOUR ANSWERS ON PAGE 8 OF THE STUDENT SCORE FORM. THEN PROCEED TO QUESTION 2 . . . AND SO ON.

## QUESTIONS

My parents expect me to:

1. Go to school whenever it is a school day
2. Do any homework that is set.
3. Do chores at home which are 'my job' to do.
4. Help in the house when I am asked.
5. Keep my room tidy enough for them.
6. Do what they tell me (even if I don't agree).
7. Be polite to them (even when they are not).
8. Be friendly and talk to them even when I don't feel like it.
9. Come home by a certain time on schooldays.
10. Come home by a certain time at weekends.
11. Tell them what time I'm coming home.
12. Ask them if I want to buy trendy clothes.
13. Tell them where I am going.
14. Tell them who I am with.
15. Tell them if I'm in trouble.
16. Ask permission before I go to a party or disco.
17. Not to go to parties or discos.
18. Not to go to pubs.
19. Not to see friends they disapprove of.
20. Not to have a serious boy/girlfriend.
21. Go with them to see relatives or go on holiday even if I'd rather do something else.
22. Ask them before I bring friends home.
23. Ask them if I want to change my hairstyle or colour.

# WHAT I EAT

5<sup>U</sup>

## INSTRUCTIONS

In this section is a list of foods people commonly eat. We want you to tell us for each food how often on average you eat it.

We have labelled an example to show you just how to do this.

QUESTION	ANSWER							
	Days a week							
How often do you eat: Buns	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
By filling in the lozenge under 3 you are saying that you usually eat buns on 3 days a week.								

Now turn to page 8 in the Student Score Form. You will find in Section 5<sup>U</sup> a set of empty lozenges headed 0-7. This is where you record your answers. Fill in one lozenge only for each food. For each food 1-18 give your answers by filling in what you decide is the correct lozenge. Remember not to write your answers in this booklet but on the Student Score Form.

## QUESTIONS

How many days a week do you eat each of the following foods?

1. White bread.
2. Wholemeal/granary bread.
3. Breakfast cereal.
4. Butter.
5. Margarine.
6. Cheese.
7. Eggs.
8. Chips.
9. Meat.
10. Crisps.
11. Sweets.
12. Chocolate.
13. Puddings.
14. Fresh fruit.
15. Cakes or buns.
16. Sweet biscuits.
17. Chicken or turkey.
18. Fish.

KEEP THIS PAGE OPEN. LOOK AT THE FIRST QUESTION NO.1 ABOVE AND THEN FILL IN YOUR ANSWER ON PAGE 8 OF THE STUDENT SCORE FORM. THEN PROCEED TO QUESTION 2 . . . AND SO ON.

# BACKGROUND INFORMATION

6

## INSTRUCTIONS

In this section you are asked to give some facts about yourself, your family, where you live and what your plans are. This time, you will find that the questions are on the Student Score Form on page 9 marked Section 6. They are beside where you fill up the lozenges to give your answers.

Turn to page 9 on the Student Score Form and you will see that the first question asked is "Are you male or female?"

Fill in the correct lozenge in answer to question one, in pencil on the Student Score Form, then proceed to the next question. There are twenty-one questions in all. If you have any difficulty, please ask the teacher who is supervising.

---

## SPELLING

7

## INSTRUCTIONS

On page 10 of the Student Score Form is a list of 100 words. Some are spelled correctly. Others are not correct. You have to decide which ones are correct and which incorrect. If you think that a word has been spelled incorrectly, fill in the 'Not Correct' box next to that word. If you think that the spelling is correct, fill in the 'Correct' box.

Time is short, so you will have to work quickly. You lose nothing by guessing, so it pays to guess even if you are not sure. You have 10 minutes.

Now turn to page 10 of the Student Score Form, and begin.

There is another spelling test on page 11 of the Student Score Form. Please complete this one in the same manner as the first one by filling in your answers on the Student Score Form.

# JIIG-CAL Occupational Interests Guide

This questionnaire is fun to complete. It is NOT A TEST. There are no right or wrong answers to the questions. It is about your INTERESTS, and the kinds of things you might like to do in a job after you leave school.

The questionnaire is called the Occupational Interests Guide, and it is divided up into Six Sections. Each Section represents a number of jobs.

You don't answer the whole of the Guide but only TWO of these Sections.

## Choosing Sections

Jobs vary a great deal. Some are easy to learn. Others are quite complicated and need a lot of training. Which kinds of jobs are you aiming for? Your choice of Sections depends on three things:-

1. What QUALIFICATIONS you have or think you need.
2. How much TRAINING YOU ARE PREPARED TO DO.
3. What kind of STUDY (if any) you are willing to do, after you leave school.

Below there is a Table of Sections to help you make up your mind. Read it through and think very carefully before you choose your two Sections.

YOU MUST CHOOSE TWO TOGETHER The Sections must be next to each other, so you can choose - A & B, B & C, C & D, D & E, or E & F.

<b>Table of Sections</b>			
Section	Qualifications	Training	Study needed?
<b>A</b>	None needed	Up to about 3 months	NO
<b>B</b>	Not usually needed but some passes might help	2-3 months to about 1 year	NO not usually
<b>C</b>	O's or CSE's often asked for but you could still get some jobs without them	1 to 3 years (possibly more)	YES part of the training usually means going to college say 1 day a week
<b>D</b>	A number of O's would be essential	About 2-3 yrs (possibly more)	YES study (full time or part time) usually quite important
<b>E</b>	A's or H's would be needed in relevant subjects	About 2-4 yrs (possibly more)	YES study (full or part time) forms part of training
<b>F</b>	2-3 A's or 3-4 H's plus O's required. Good grades in main subjects often necessary	3 to 5 years (sometimes more)	YES you would need a degree (or equivalent qualification)

### MARKING YOUR ANSWER SHEET

Once you have chosen your TWO Sections, you should mark them (in Pencil) on your Answer Sheet. This is called Form P1

You should mark it like this:-

**Form P1**

Use an HB PENCIL  
Mark like this   
NOT this      
Rub out mistakes thoroughly

On your Answer Sheet you will see two columns headed like this:-

First Section      Second Section

Don't write anything here but on your Answer Sheet, mark ONE lozenge in each column to show the TWO Sections you have chosen. Do that now.

# Before you do the Guide! -

## A word of advice



SPROG SAYS

The job with

EVERYTHING YOU LIKE



AND

NOTHING YOU DISLIKE



DOESN'T EXIST

Every job has a MIXTURE

of things you would



LIKE



NOT MIND

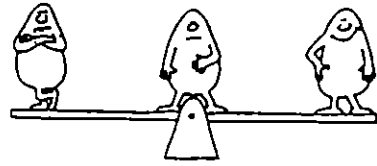


DISLIKE



2

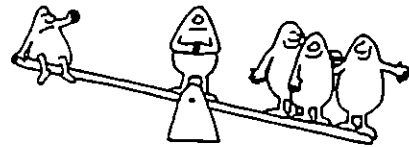
What matters is the BALANCE of



LIKES over DISLIKES

The BEST you can expect

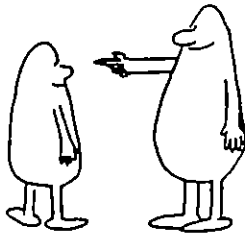
is to find a job with MORE



of the things you LIKE

SPROG SAYS

Of course a lot depends on

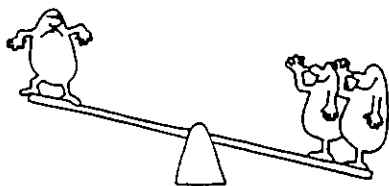


## Your Attitude

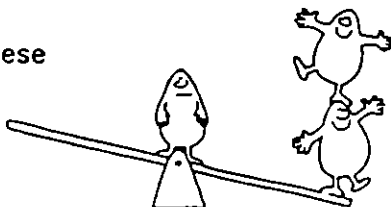
If you LIKE a lot of things



you have a better chance of finding



jobs like these

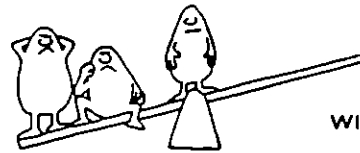


4

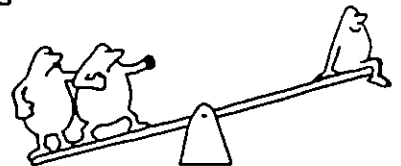
If you DISLIKE a lot of things



you are likely to find most jobs



will be like this



So when you answer the questions in the Occupational Interests Guide

Don't say DISLIKE



unless you really mean it!

If you mean LIKE



say so!

Say NOT MIND



if you feel in between

# Doing the Guide

The Guide is NOT A TEST

There are no right or wrong answers to the questions. It is a questionnaire about your INTERESTS.

In the booklet are a number of activities; the kinds of things people do in their jobs.

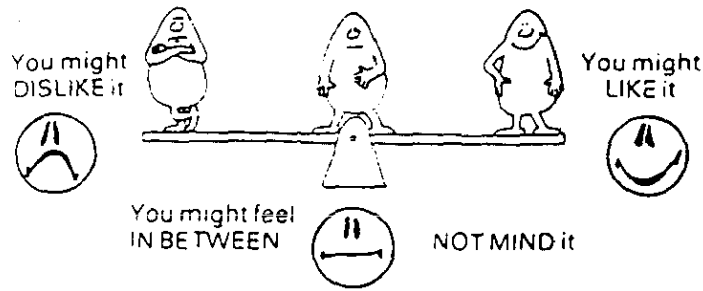
They are always in PAIRS like this

Grow flowers .....    A

Paint pictures .....    B

## First

Look at each activity and decide if you would like to do that either as a job or as part of a job.



For example:-

In this pair, if you liked A and didn't mind B you would mark the boxes under the faces like this-

Grow flowers .....    A

Paint pictures .....    B

## Next

Of the two, decide which one you would pick if you HAD to choose between them.

Of course you might LIKE  both  
 or DISLIKE  both  
 or NOT MIND  both

BUT YOU STILL HAVE TO CHOOSE A or B

For example :-

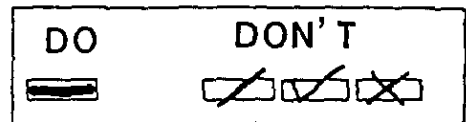
In this pair, if you liked A you would probably choose it. Then you should mark the box beside the A like this :-

Grow flowers .....    A

Paint pictures .....    B

## Marking your Answer Sheet

It is IMPORTANT to mark your answers in the correct way.



There are three practice questions on your Answer Sheet for you to try. Do those now.

REMEMBER

DON'T SAY DISLIKE UNLESS YOU REALLY MEAN IT

PLEASE DO NOT WRITE ON THIS BOOKLET

## Now

Do you understand what you have to do ?

If not, ASK FOR HELP.

OK. Now turn over the pages till you come to the Sections of the Guide you have chosen, then begin.

## SECTION A

YOUTHSCAN  
TEST NUMBER

8

- |    |  |   |
|----|--|---|
| 1  | Repair holes in roads                              | A |
|    | Lift potatoes from fields                          | B |
| 2  | Show people where to go at exhibitions             | A |
|    | Iron and press clothes at a cleaners               | B |
| 3  | Take patients to an operating theatre on a trolley | A |
|    | Demolish old buildings                             | B |
| 4  | Put letters into envelopes ready for posting       | A |
|    | Put straw into animal cages in a zoo               | B |
| 5  | Make beds in an old peoples home                   | A |
|    | Ask people for membership cards at a sports centre | B |
| 6  | Load and unload lorries                            | A |
|    | Write labels and tie them on parcels               | B |
| 7  | Grow vegetables                                    | A |
|    | Lay tables neatly                                  | B |
| 8  | Call out numbers at Bingo games                    | A |
|    | Dig with a pick and shovel                         | B |
| 9  | Mix dough for bread                                | A |
|    | Operate a cash register in a supermarket           | B |
| 10 | Tidy rooms for invalids                            | A |
|    | Look after animals in a pet shop                   | B |
| 11 | Put up scaffolding for building work               | A |
|    | Clean silver and brass                             | B |
| 12 | Take money and give change in a shop               | A |
|    | Do shopping for people too ill to go out           | B |
| 13 | Clean out hen-houses                               | A |
|    | Take peoples coats at a cloakroom                  | B |
| 14 | Set out goods on display shelves                   | A |
|    | Carry luggage for elderly people                   | B |
| 15 | Sell tickets at a railway station                  | A |
|    | Hand out locker keys at a swimming pool            | B |
| 16 | Take out weeds from flower beds                    | A |
|    | Push a wheelbarrow on a building site              | B |
| 17 | Alter hems on coats and jackets                    | A |
|    | Take people up in a lift                           | B |
| 18 | Fill up cars with petrol and oil                   | A |
|    | Take people in wheelchairs out for walks           | B |
| 19 | Cut grass  | A |
|    | Count packets on store shelves                     | B |
| 20 | Tell people on trains when meals will be served    | A |
|    | Help disabled children to dress themselves         | B |
| 21 | Check parking meters in a street                   | A |
|    | Stack crates in a warehouse                        | B |
| 22 | Set out salads nicely on a plate                   | A |
|    | Put brand marks on sheep with coloured dye         | B |
| 23 | Empty dustbins                                     | A |
|    | Show customers how to use a launderette            | B |
| 24 | Work a machine to print addresses                  | A |
|    | Fold and pack clothes in boxes to go to shops      | B |
| 25 | Feed farm animals                                  | A |
|    | Serve tea in a hostel for homeless people          | B |
| 26 | Polish furniture                                   | A |
|    | Oil and grease machines                            | B |
| 27 | Play games with sick children                      | A |
|    | Stick price labels on goods in a shop              | B |
| 28 | Open doors for people at a museum                  | A |
|    | Trim hedges  | B |
| 29 | Feed patients who can't feed themselves            | A |
|    | Wrap gifts in a store                              | B |
| 30 | Call taxis for guests at hotels                    | A |
|    | Sell newspapers                                    | B |



## SECTION B

YOUTHSCAN  
TEST NUMBER

8

- |     |  |   |
|-----|--|---|
| 1.  | Clean and repair stonework on buildings              | A |
|     | Spray fertilisers on crops                           | B |
| 2.  | Show parties of visitors round a factory.            | A |
|     | Model new clothes                                    | B |
| 3.  | Keep an eye on children in a playground              | A |
|     | Fight fires  | B |
| 4.  | Type and send out bills                              | A |
|     | Milk cows  | B |
| 5.  | Visit old people who need help at home               | A |
|     | Introduce records at a discotheque                   | B |
| 6.  | Lay paving stones.                                   | A |
|     | Sort letters to be delivered by postmen              | B |
| 7.  | Water seeds growing in a greenhouse                  | A |
|     | Measure and make curtains                            | B |
| 8.  | Tell people where to wait for appointments           | A |
|     | Drive a lorry  | B |
| 9.  | Print patterns on cloth                              | A |
|     | Add up money taken in at a counter                   | B |
| 10. | Supervise mealtimes in a children's home             | A |
|     | Care for newborn lambs                               | B |
| 11. | Repair railway tracks                                | A |
|     | Inspect samples of cloth for faults                  | B |
| 12. | Operate a duplicating machine in an office           | A |
|     | Rescue people  | B |
| 13. | Groom horses at a stable                             | A |
|     | Direct people to the right counters at a store       | B |
| 14. | Cut and stitch leather to make belts.                | A |
|     | Help injured people into ambulances                  | B |
| 15. | Issue tickets for air flights                        | A |
|     | Get people to take part in holiday camp activities   | B |
| 16. | Herd sheep   | A |
|     | Cut wood with a circular saw.                        | B |
| 17. | Put make-up on actors and actresses                  | A |
|     | Announce guests at a wedding reception               | B |
| 18. | Repair dents and holes in car bodies                 | A |
|     | Look out for swimmers in difficulty at a pool        | B |
| 19. | Plant flower bulbs in parks and gardens              | A |
|     | Give out leaflets at a travel agents                 | B |
| 20. | Chat to customers while serving at a bar             | A |
|     | Mind children for working mothers                    | B |
| 21. | File letters into folders.                           | A |
|     | Mind a machine in an engineering factory.            | B |
| 22. | Match pieces of hair and make wigs                   | A |
|     | Clear land of weeds ready for planting               | B |
| 23. | Drive a bus or taxi.                                 | A |
|     | Answer peoples questions at an information desk      | B |
| 24. | Check customer's orders at a cleaners                | A |
|     | Bake buns and cakes                                  | B |
| 25. | Breed birds for sale                                 | A |
|     | Help people stranded by floods                       | B |
| 26. | Make lampshades                                      | A |
|     | Dig up roads with a drill                            | B |
| 27. | Take a mobile shop round hospital wards.             | A |
|     | Make lists of goods stored in a warehouse            | B |
| 28. | Meet visitors to an office and give them directions. | A |
|     | Protect animals and plants on a country estate       | B |
| 29. | Wash hospital patients and help them to dress        | A |
|     | Mount pictures in frames                             | B |
| 30. | Demonstrate goods in a showroom.                     | A |
|     | Weigh food in a shop                                 | B |

## SECTION C

YOUTHSCAN  
TEST NUMBER

8

- |    |   |   |
|----|---|---|
| 1  | Cut and fit glass for windows                           | A |
|    | Shear sheep   | B |
| 2  | Give advice at exhibition stands                        | A |
|    | Arrange window displays                                 | B |
| 3  | Care for handicapped children to give parents a holiday | A |
|    | Build walls with bricks                                 | B |
| 4  | Make up wage packets                                    | A |
|    | Buy farm animals at markets                             | B |
| 5  | Deal with emergency calls and send help                 | A |
|    | Perform in a variety concert                            | B |
| 6  | Repair farm machinery                                   | A |
|    | Prepare bills for goods sold at a warehouse             | B |
| 7  | Spray fruit trees and bushes to prevent disease         | A |
|    | Paint stage scenery                                     | B |
| 8  | Answer telephone enquiries at an advice bureau          | A |
|    | Plaster walls and ceilings                              | B |
| 9  | Cut cloth to be sewn into suits                         | A |
|    | Make up orders and accounts for a mailing firm          | B |
| 10 | Cope with children taken ill at school                  | A |
|    | Grow vegetables in a market garden                      | B |
| 11 | Install electric wiring                                 | A |
|    | Arrange displays of flowers                             | B |
| 12 | Count money to be handed in at a bank                   | A |
|    | Give first aid to people injured in accidents           | B |
| 13 | Recognise sickness in dairy cows and call in a vet      | A |
|    | Give city visitors information on events of interest    | B |
| 14 | Cover old chairs with new material                      | A |
|    | Take care of invalids throughout the night              | B |
| 15 | Write shorthand   | A |
|    | Announce events at sports meetings                      | B |
| 16 | Train and exercise greyhounds                           | A |
|    | Dismantle and repair car gear boxes                     | B |
| 17 | Hang paintings in an art gallery                        | A |
|    | Meet and welcome people staying at hotels               | B |
| 18 | Plumb in baths and showers                              | A |
|    | Look after patients at a dentist's surgery              | B |
| 19 | Assist a vet with the treatment of small animals        | A |
|    | Work out shift timetables at a factory                  | B |
| 20 | Stop people and ask their opinions for surveys          | A |
|    | Help people whose relatives have died                   | B |
| 21 | Type letters  | A |
|    | Fix slates on roofs                                     | B |
| 22 | Display sets of costumes for a show                     | A |
|    | Take charge of the harvesting of farm crops             | B |
| 23 | Weld steel girders for roof supports                    | A |
|    | Show people round historical buildings                  | B |
| 24 | Work out the cost of posting parcels                    | A |
|    | Draw and colour maps                                    | B |
| 25 | Take cuttings of shrubs for transplanting               | A |
|    | Teach road safety to young children                     | B |
| 26 | Decorate cakes with icing                               | A |
|    | Lay wooden floors for houses                            | B |
| 27 | Deliver meals to old people                             | A |
|    | Check reports for typing errors                         | B |
| 28 | Sort out travel difficulties for tourists               | A |
|    | Raise chickens and ducks                                | B |
| 29 | Train patients to walk with crutches                    | A |
|    | Make hats   | B |
| 30 | Greet passengers boarding aeroplanes                    | A |
|    | Make business appointments for a manager                | B |

SECTION D

YOUTHSCAN  
TEST NUMBER

8

1.	Dismantle and repair cameras	A
	Identify chemicals in samples of soil	B
2.	Report events of interest in a local newspaper	A
	Draw film cartoons	B
3.	Fit people with artificial legs and arms	A
	Plan the best arrangement of machines in a factory	B
4.	Set up a filing system for an office	A
	Grow plants from seed in nurseries	B
5.	Help with the treatment and cure of drug addicts	A
	Lead discussion groups	B
6.	Maintain and repair a ship's engines	A
	Inspect passports at docks and ports	B
7.	Cultivate tropical plants in a botanical garden	A
	Design wallpaper	B
8.	Answer questions about exhibits in a museum	A
	Conduct tests on radar equipment	B
9.	Make special costumes for films and stage shows	A
	Arrange loans for people buying houses	B
10.	Organise play activities for disturbed children	A
	Analyse the fat content of milk samples	B
11.	Tune racing car engines	A
	Create pictures for advertisements	B
12.	Keep accounts and give out money at a bank	A
	Train deaf children to use sign language	B
13.	Organise the planting of a forest	A
	Write leaflets describing places of interest	B
14.	Make and repair gold jewellery	A
	Run dances for hospital patients	B
15.	Supervise clerks in an office	A
	Perform in advertising films	B
16.	Manage the feeding and care of animals	A
	Check the progress of work on bridge construction	B
17.	Carve sculpture	A
	Escort groups of visitors from overseas	B
18.	Build hi-fi equipment	A
	Encourage people suffering from depression	B
19.	Identify blood groups in a laboratory	A
	Take notes of committee meetings	B
20.	Act in plays	A
	Look into complaints of cruelty to children	B
21.	Calculate interest on savings accounts	A
	Repair faults in television sets	B
22.	Design prints for textiles	A
	Run a farm	B
23.	Make technical drawings in an engineering firm	A
	Introduce acts at variety shows	B
24.	Work out currency exchange rates	A
	Make pottery	B
25.	Care for birds affected by oil pollution	A
	Nurse mentally ill people	B
26.	Plan and cut out paper patterns for clothes	A
	Direct site work for new roadways	B
27.	Train disabled people to play sports	A
	Calculate peoples wages and salaries	B
28.	Read aloud to an audience	A
	Estimate the age of fish from their scales	B
29.	Persuade a firm to employ a blind person	A
	Engrave designs on silver ornaments	B
30.	Organise entertainment for hotel guests	A
	Explain and sell insurance policies	B

## SECTION E

YOUTHSCAN  
TEST NUMBER

8

- |    |   |   |
|----|---|---|
| 1  | Work out flight speeds and routes for aircraft          | A |
|    | Advise on choice of plants and trees for public parks   | B |
| 2  | Make up headlines for newspaper reports                 | A |
|    | Improve the style and appearance of household goods     | B |
| 3  | Visit sick and elderly people in a parish               | A |
|    | Draw up plans for building ships                        | B |
| 4  | Manage a branch of a bank                               | A |
|    | Dissect plants and study their structure                | B |
| 5  | Provide a happy home environment for children in care   | A |
|    | Write magazine articles                                 | B |
| 6  | Apply maths to solving problems of traffic flow         | A |
|    | Catalogue information in a Government office            | B |
| 7  | Give advice on methods of pest control                  | A |
|    | Design covers for records                               | B |
| 8  | Audition people for parts in a play                     | A |
|    | Make calculations for designing bridges                 | B |
| 9  | Do engravings on glass                                  | A |
|    | Arrange for the insurance of ships and aeroplanes       | B |
| 10 | Find foster parents for children                        | A |
|    | Control the spread of diseases in cattle                | B |
| 11 | Design car engines                                      | A |
|    | Train people to carve sculpture in wood                 | B |
| 12 | Estimate the value of houses                            | A |
|    | Give guidance to people whose marriages are breaking up | B |
| 13 | Test food for the presence of harmful bacteria          | A |
|    | Research information for documentaries                  | B |
| 14 | Create new ideas for jewellery                          | A |
|    | Arrange welfare benefits for families in need           | B |
| 15 | Estimate the potential market for a new product         | A |
|    | Announce programmes on radio                            | B |
| 16 | Breed fish on a fish farm                               | A |
|    | Locate and correct faults in computers                  | B |
| 17 | Plan colour schemes for hotel interiors                 | A |
|    | Write the wording for advertisements                    | B |
| 18 | Conduct performance tests on diesel engines             | A |
|    | Calm down a disturbed mental patient                    | B |
| 19 | Develop chemicals for eliminating poisonous plants      | A |
|    | Organise advertising campaigns                          | B |
| 20 | Direct actors and actresses rehearsing films            | A |
|    | Train people to overcome speech defects                 | B |
| 21 | Sort out disputes between management and workers        | A |
|    | Test the strength of metals for use in industry         | B |
| 22 | Draw and paint illustrations for books                  | A |
|    | Study methods of improving fruit harvests               | B |
| 23 | Inspect buildings for faults and defects                | A |
|    | Introduce speakers at a public meeting                  | B |
| 24 | Monitor office accounts at regular intervals            | A |
|    | Create new fashion styles                               | B |
| 25 | Advise farmers on suitable crops for different soils    | A |
|    | Persuade a landlord not to raise an old person's rent   | B |
| 26 | Plan a range of curtain materials                       | A |
|    | Design machinery for processing gas                     | B |
| 27 | Advise people wanting to adopt babies                   | A |
|    | Discuss and agree sales targets with managers           | B |
| 28 | Interview people on television                          | A |
|    | Analyse water supplies to check for pollution           | B |
| 29 | Help ex-prisoners to find jobs                          | A |
|    | Design uniforms   | B |
| 30 | Report international news events                        | A |
|    | Give people advice on buying and selling property       | B |

## SECTION F

YOUTHSCAN  
TEST NUMBER

8

- |     |  |   |
|-----|--|---|
| 1.  | Do research on new ways of producing energy . . . . .            | A |
|     | Study the causes of diseases. . . . .                            | B |
| 2.  | Take part in debates. . . . .                                    | A |
|     | Design a series of postage stamps . . . . .                      | B |
| 3.  | Help children with learning difficulties . . . . .               | A |
|     | Study the structure of atoms . . . . .                           | B |
| 4.  | Reorganise a factory to improve production . . . . .             | A |
|     | Plan the development of a forest area . . . . .                  | B |
| 5.  | Look into the reasons for children playing truant . . . . .      | A |
|     | Read scripts for books and decide which to publish . . . . .     | B |
| 6.  | Develop processes for extracting chemicals from coals . . . . .  | A |
|     | Check accounts for suspected fraud. . . . .                      | B |
| 7.  | Collect and preserve plant specimens. . . . .                    | A |
|     | Plan the restoration of a cathedral . . . . .                    | B |
| 8.  | Decide which items should be printed in a newspaper . . . . .    | A |
|     | Observe stars with a radio telescope . . . . .                   | B |
| 9.  | Plan a course for students at an art college . . . . .           | A |
|     | Estimate the risks involved in insurance schemes . . . . .       | B |
| 10. | Help under-privileged people with their legal problems . . . . . | A |
|     | Advise farmers on problems of rearing animals . . . . .          | B |
| 11. | Calculate orbital heights and speeds for satellites . . . . .    | A |
|     | Draw design styles for houses . . . . .                          | B |
| 12. | Interpret statistics on imports and exports. . . . .             | A |
|     | Teach handicapped children . . . . .                             | B |
| 13. | Analyse blood specimens for bacteria. . . . .                    | A |
|     | Write a novel . . . . .  | B |
| 14. | Study the painting techniques used by artists . . . . .          | A |
|     | Organise training schemes for the disabled . . . . .             | B |
| 15. | Prepare graphs of production and sales figures . . . . .         | A |
|     | Plan a TV current affairs programme . . . . .                    | B |
| 16. | Go on expeditions to find rare species . . . . .                 | A |
|     | Apply mathematics to the design of aeroplanes . . . . .          | B |
| 17. | Plan and carve sculpture for new buildings . . . . .             | A |
|     | Write scripts for radio programmes. . . . .                      | B |
| 18. | Work on developing new metal alloys . . . . .                    | A |
|     | Organise aid for people affected by disasters . . . . .          | B |
| 19. | Estimate the age of rocks from fossil contents. . . . .          | A |
|     | Prepare cases for companies in legal disputes . . . . .          | B |
| 20. | Review plays . . . . .   | A |
|     | Investigate the causes and treatment of delinquency. . . . .     | B |
| 21. | Arrange foreign government contracts for exporters . . . . .     | A |
|     | Conduct experiments with electricity and magnetism . . . . .     | B |
| 22. | Design stained glass windows . . . . .                           | A |
|     | Diagnose and treat animal diseases. . . . .                      | B |
| 23. | Devise specialised electronic equipment . . . . .                | A |
|     | Collect and preserve documents of national interest . . . . .    | B |
| 24. | Negotiate sales contracts for businesses . . . . .               | A |
|     | Paint portraits. . . . .   | B |
| 25. | Breed sheep with better quality wool . . . . .                   | A |
|     | Run a campaign to improve bad housing areas . . . . .            | B |
| 26. | Plan costumes and scenery for opera companies . . . . .          | A |
|     | Supervise the design and construction of dams . . . . .          | B |
| 27. | Prepare reports on children appearing before courts . . . . .    | A |
|     | Manage a large manufacturing company . . . . .                   | B |
| 28. | Give talks and lectures. . . . .                                 | A |
|     | Trace the migration routes of birds . . . . .                    | B |
| 29. | Diagnose and treat mental illnesses . . . . .                    | A |
|     | Restore and preserve works of art . . . . .                      | B |
| 30. | Translate books and articles into English . . . . .              | A |
|     | Draw up wills for clients . . . . .                              | B |

# **DOCUMENT G**

**VERSION 2**

# YOUTHSCAN U.K.

An Initiative of the International Centre for Child Studies

A national study of all children born 5th-11th April 1970 in England, Wales and Scotland originating from the 1970 Birth Cohort of the National Birthday Trust Fund

## HOME AND ALL THAT

### STUDENT SELF-COMPLETION QUESTIONNAIRE



#### CONFIDENTIAL

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 MD, FRCP FRCOG DCH  
 International Centre for Child Studies  
 Ashley Down House  
 16 Cotham Park  
 Bristol BS6 6BU  
 Tel (0272) 739783 or 743405

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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<b>BLOCK CAPITALS PLEASE</b>	
Student s Surname	
Student s Forename(s)	Sex
Student s Home Address	
	Postcode
Name of school	Date of Birth _____ /4/70
	Today's Date

#### TO THE STUDENT COMPLETING THIS FORM

This national survey concerns your health and education — also your interests, hopes and ambitions, and that of the other 15,000 friends of ours whose 16th birthdays fell between the 5th-11th April 1986. In this form we are asking your help in telling us about your views and opinions, and what you are doing and thinking. All the information you give will be treated in the strictest confidence. No names will be given out and this form will not be seen by anyone else.

If you should have any difficulty in filling in any part of this questionnaire, please consult the person at school who gave it to you.

#### MOST OF THE QUESTIONS ARE ANSWERED IN ONE OF TWO WAYS

a) BY TICKING ONE BOX

Example 1

Are you ever depressed when you have no money?	
Tick one box	
YES	<input checked="" type="checkbox"/>
NO	<input type="checkbox"/>
Can't say	<input type="checkbox"/>

This answer means that you are depressed when you have no money

b) BY TICKING ALL THE BOXES THAT ARE RELEVANT TO YOU

Example 2

What sort of radio programmes do you listen to?	
	Tick all that apply
Pop Music	<input type="checkbox"/>
News Programmes	<input checked="" type="checkbox"/>
Talk Programmes	<input type="checkbox"/>
Plays	<input type="checkbox"/>
Classical Music	<input checked="" type="checkbox"/>
Phone-ins	<input type="checkbox"/>

This answer means that you listen to News Programmes and Classical Music

PLEASE READ ALL THE EXAMPLES BEFORE YOU ANSWER ANY QUESTION. See also front cover.  
 In the next type of question, you will see a number of questions are on successive lines labelled (a), (b), (c), and the answers are on the same line. You are expected to give an answer by ticking one box on each line.

**Example 3**

Which of the following eat herrings?	Not at all	Sometimes	Often
(a) My Mother .....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) My Father .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c) My Brother(s)/Sister(s) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

This answer means that your mother does not eat herrings, your father sometimes eats herrings and your brother(s)/sister(s) often eat herrings.

★ Sometimes the questions can be across the page and the answers down the page; that is, they are reversed.

**Example 4**

Which of the following eat herrings?	(a) My Mother	(b) My Father	(c) My Brother(s)/Sister(s)
Not at all .....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Often .....	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

This answer means that your mother does not eat herrings, your father sometimes eats herrings and your brother(s)/sister(s) often eat herrings, exactly the same as in Example 3.

★ In the next type of question, you will be asked to list things in order of importance as well as to tick all that apply.

**Example 5**

When you go out in the evenings, who do you go with?  
 Under A please tick boxes beside each person who you go out with  
 Under B please put a number to indicate the people with whom you go out (the most = 1, next commonest = 2, next = 3)

	A Tick all that apply	B Number 1, 2, 3
My Parents .....	<input checked="" type="checkbox"/>	<u>2</u>
My Brother(s)/Sister(s) .....	<input checked="" type="checkbox"/>	<u>    </u>
My best friend .....	<input checked="" type="checkbox"/>	<u>1</u>
A boy/girlfriend .....	<input type="checkbox"/>	<u>    </u>
Other friends .....	<input checked="" type="checkbox"/>	<u>3</u>
On my own .....	<input type="checkbox"/>	<u>    </u>
Someone else .....	<input type="checkbox"/>	<u>    </u>
I don't go out in the evening .....	<input type="checkbox"/>	<u>    </u>

This answer means that you go out in the evening with your parents, your brother(s)/sister(s), your best friend and other friends. You go out most often with your best friend, next most with your parents and next most with your other friends.

★ The next type of question has subsections, which you have to answer.

**Example 6**

Do you listen to the radio?  
 Tick one box

YES       If YES, answer (a) and (b) below.  
 NO

(a) For how long each day do you listen? Tick one box	(b) Which is your favourite music? Tick all that apply
Less than 1 hour .....	Pop music .....
1-2 hours .....	Soul music .....
2-3 hours .....	Electro music .....
3-4 hours .....	Chart music .....
4-5 hours .....	Reggae music .....
More than 5 hours .....	Punk music .....

This means that you do listen to the radio; that you listen for 1-2 hours daily; and that your favourite types of music are soul, chart and reggae.

★ Sometimes you are asked to give your answers in a space provided

**Example 7**

Who do you go out with the most?  
 Tick one box

My Father .....

My Mother .....

My Brother(s)/Sister(s) .....

Someone else  Who? My best friend

This answer means that you go out with your best friend the most.

**Example 8**

Please tell us which DJ you listen to:  
I listen to David Smith

This answer means that you like to listen to David Smith.

**Example 9**

How many days do you eat fish each week?  
 Give number 4

This answer means that you eat fish 4 days a week.

**Example 10**

On what days do you go swimming each week  
 Tick all that apply

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

This answer means that you go swimming on Wednesday and Saturday.



# DIET

**A1** Some people drink their tea coffee etc without milk or sugar or sweeteners What do you do?

Tick all boxes which apply a-d

Do you add	Tea	Coffee	Cocoa drink
a) Milk (fresh powdered etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Sugar to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Sweeteners to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Don't drink this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much do you add to tea coffee cocoa?

	Tea	Coffee	Cocoa drink
How many teaspoons per cup	—	—	—
How many sweeteners per cup	—	—	—
Give brand of sweeteners	_____		

**A2** Are you a vegetarian?

Tick one box

YES I have been as long as I can remember

YES I have been since the age of \_\_\_\_\_ years

NO

→ If YES please answer 2(a) and 2(b) below

**2(a)** Does your diet include Tick all that apply

Fish	<input type="checkbox"/>
Eggs	<input type="checkbox"/>
Dairy products (milk and cheese)	<input type="checkbox"/>
Other products (What? _____)	<input type="checkbox"/>

**2(b)** For what reason are you vegetarian? Tick all that apply

One or more of my family are vegetarian	<input type="checkbox"/>
Religious reasons	<input type="checkbox"/>
My own choice	<input type="checkbox"/>
because it is more healthy	<input type="checkbox"/>
because it is wrong to kill animals	<input type="checkbox"/>
because of factory farming	<input type="checkbox"/>
Other reasons (What? _____)	<input type="checkbox"/>

**A3** How many times a week do you get something at or from a take-away?

Tick one box

0	1	2	3	4	5	6	7	More than 7 times
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you usually get? 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

**A4** Do you think you are

Tick one box

Underweight

Overweight

About the right weight

Don't know

**A5** Do you think you are

Tick one box

Shorter than average

Taller than average

About average height

Don't know

**A6** Do you think you eat

Tick one box

Less than average

More than average

About the same as average

Don't know

**A7** Have you ever had any upset after eating any kind of food or drink? (exclude food poisoning)

Tick one box

YES

NO

→ If YES, answer 7(a) and 7(b) below

**7(a)** What form did this upset take? Tick all that apply

Rash	<input type="checkbox"/>
Headaches	<input type="checkbox"/>
Skin eczema	<input type="checkbox"/>
Swelling(s)	<input type="checkbox"/>
Asthma	<input type="checkbox"/>
Diarrhoea	<input type="checkbox"/>
Vomiting	<input type="checkbox"/>
Dizziness	<input type="checkbox"/>
Other (What? _____)	<input type="checkbox"/>

If you have ticked any in 7(a) please answer 7(b)

**7(b)** Please describe what kind of food it was and what happened

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

# PARENTS AND FAMILY

B1. Which of the following descriptions would you say fits best with how you get on with your parent(s)?

	Tick all that apply		Tick all that apply
My parents: Allow me freedom of action within reason .....	<input type="checkbox"/>	I feel I can't understand what they do want .....	<input type="checkbox"/>
Are overprotective/fussing/ worrying .....	<input type="checkbox"/>	Are helpful/good in a crisis .....	<input type="checkbox"/>
Are understanding/can talk to them .....	<input type="checkbox"/>	Are strict/bossy/have too many rules .....	<input type="checkbox"/>
Treat me like a child .....	<input type="checkbox"/>	Are generous/buy me clothes/things I need .....	<input type="checkbox"/>
Don't understand me/my motives .....	<input type="checkbox"/>	Are nagging/moaning/complaining .....	<input type="checkbox"/>
Are loving/caring/look after me .....	<input type="checkbox"/>		

B2. Some parents are very strict, and others give lots of freedom. What about yours?

Tick one of the boxes on this line to show how strict your parents are with you. The closer to the left you go, the more strict your parents are, the closer to the right you go, the more freedom you get. If you fill in box (d) it means that you think they are neither strict nor free.

Tick one box only

a      b      c      d      e      f      g  
 Very strict                        Very free

B3. Is there anything important that you really want to do very much but your parents won't let you do it?

<p style="text-align: center;">Tick one box</p> <p>YES, there is ..... <input type="checkbox"/></p> <p>NO, not really ..... <input type="checkbox"/></p>	<p>↳ If YES, answer 3(a).</p>	<p>3(a). What is it you really want to do?</p> <p>_____</p> <p>_____</p>
--	-------------------------------	--

B4. Have your father or mother told you off in the last month if you did something they thought was wrong?

<p style="text-align: center;">Tick one box</p> <p>YES ..... <input type="checkbox"/></p> <p>NO ..... <input type="checkbox"/></p>	<p>↳ If YES, please answer 4(a). below:</p>
--	---

4(a). Tick one box if it was your mother or your father. Tick both boxes if it was mother and father. Write the reason on the right-hand side.

	Mother	Father	
My	<input type="checkbox"/>	<input type="checkbox"/>	Shouted/told me off, because I _____
My	<input type="checkbox"/>	<input type="checkbox"/>	Hit me, because I _____
My	<input type="checkbox"/>	<input type="checkbox"/>	Kept me in, because I _____
My	<input type="checkbox"/>	<input type="checkbox"/>	Stopped my pocket money, because I _____
My	<input type="checkbox"/>	<input type="checkbox"/>	Went to my school to talk, because I _____
My	<input type="checkbox"/>	<input type="checkbox"/>	Did something else, because I _____
			(say what _____)

B5. Do your parents approve/disapprove of your spare-time activities?

	Tick one box
My parent(s) disapprove of	
nearly everything I do .....	<input type="checkbox"/>
many of my activities .....	<input type="checkbox"/>
a few of my activities .....	<input type="checkbox"/>
My parents generally approve of all my activities .....	<input type="checkbox"/>
My parents are uninterested/don't care what I do .....	<input type="checkbox"/>
Space for your comments	
_____	

B6. Do your parents approve/disapprove of your friends?

	Tick one box
My parents disapprove of	
nearly all of my friends .....	<input type="checkbox"/>
many of my friends .....	<input type="checkbox"/>
a few of my friends .....	<input type="checkbox"/>
My parents generally approve of all my friends .....	<input type="checkbox"/>
My parents are uninterested/don't know my friends .....	<input type="checkbox"/>
Space for your comments	
_____	

B7. Do you care what your mother and father think about you?

	(Tick one box) What my mother thinks of me		(Tick one box) What my father thinks of me
I care a lot about .....	<input type="checkbox"/>		<input type="checkbox"/>
I care a little about .....	<input type="checkbox"/>		<input type="checkbox"/>
I don't care at all about .....	<input type="checkbox"/>		<input type="checkbox"/>

88 Living at home you are bound to come into contact with your parent(s) but how often do you spend time with your parent(s)? By this we mean talking together, doing things together going out together etc because you want to

Answer a b and c and Tick one box on each line

I do things together with my	A Most days in week					
	B Some days in week					
	C Once a week					
	D Occasionally					
	E Little or never					
(a) Mother alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Father alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Both parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

89 Where and when in your house are you allowed to entertain your friends?

Tick all that apply for friends of same sex column (a) and then for friends of opposite sex column (b)

I am allowed to entertain	Tick all that apply (a)	Tick all that apply (b)
	Same sex as me	Opposite sex
<u>During the daytime</u> --		
in my bedroom	<input type="checkbox"/>	<input type="checkbox"/>
elsewhere in our house	<input type="checkbox"/>	<input type="checkbox"/>
<u>During the evening</u> --		
in my bedroom	<input type="checkbox"/>	<input type="checkbox"/>
elsewhere in our house	<input type="checkbox"/>	<input type="checkbox"/>
<u>Overnight</u>	<input type="checkbox"/>	<input type="checkbox"/>

810 How much homework did you have in 4th or 5th year? (Scotland 3rd or 4th)

Tick one box on each line a c

Give average number of hours in each year	None	Some	Now give hrs per week	Can't remember
(a) School year starting September 1985	<input type="checkbox"/>	<input type="checkbox"/>	_____ hours	<input type="checkbox"/>
(b) School year starting September 1984	<input type="checkbox"/>	<input type="checkbox"/>	_____ hours	<input type="checkbox"/>

811 How much interest and help did you have with your homework from your parents during the last school year?

Tick all boxes that apply in column (a) and column (b)	Tick all that apply	Tick all that apply
	MOTHER	FATHER
	(a)	(b)
Mainly let me get on with it on my own	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes helped me	<input type="checkbox"/>	<input type="checkbox"/>
Tried but couldn't really help	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged me but did not help me	<input type="checkbox"/>	<input type="checkbox"/>
I didn't do homework	<input type="checkbox"/>	<input type="checkbox"/>

812 What kind of things do you help with at home?

Answer a m (Tick one box for each line)	Regul- arly	Some- times	Rarely or never	Doesn't apply
(a) Shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Washing up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Cleaning the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Making the beds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Cooking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Looking after elderly relatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) Looking after pets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) Washing and/or ironing clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Gardening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(j) Cleaning car if any	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k) Painting or decorating (DIY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(l) Looking after younger children if any	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(m) Other things I help with (PLEASE WRITE IN)				
1 _____				
2 _____				
3 _____				

# HANDEDNESS

C1. Below are a number of items about which hand you use for doing various things. Please indicate for each of the items below whether you always use your left hand, usually your left hand, have no preference, usually use your right hand, or always use your right hand. Be sure to answer every item.

Answer all questions a - k and tick one box on each line

I use the following hand:-

	Always left	Usually left	No hand preference	Usually right	Always right
(a) to write a letter legibly .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) to throw a ball to hit a target .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) to use a racquet for games .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) to hold top of a broom to sweep .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) to hold top of shovel .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) to hold a match when striking it .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) to hold scissors to cut paper .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) to deal playing cards .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(j) to hammer a nail into wood .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k) to unscrew the lid of a jar .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(a) Are there any other one-handed activities for which you use your least preferred hand? (ie. NOT the hand that you use to write a letter legibly - Item a). Please record them here, if there are. If none, write none.

\_\_\_\_\_

\_\_\_\_\_

# FAITH AND RELIGION

Please answer D1 and then D2

D1. What religion were you born into?

Were you born a:

Tick one box

Christian		
Church of England .....	<input type="checkbox"/>	
Catholic .....	<input type="checkbox"/>	
Other Christian .....	<input type="checkbox"/>	(what? _____)
Muslim/Islam .....	<input type="checkbox"/>	
Hindu .....	<input type="checkbox"/>	
Buddhist .....	<input type="checkbox"/>	
Sikh .....	<input type="checkbox"/>	
Jewish .....	<input type="checkbox"/>	
Other cultural group .....	<input type="checkbox"/>	(what? _____)
None (atheist, agnostic etc.) .....	<input type="checkbox"/>	

D2. Is religion an important part of your life?

Tick one box

YES, very important ..	<input type="checkbox"/>
YES, quite important ..	<input type="checkbox"/>
NO, not important ..	<input type="checkbox"/>
Have no religion at all	<input type="checkbox"/>
Don't know .....	<input type="checkbox"/>

D3. What do you think about people with strong religious beliefs?

Answer questions a - f and tick one box on each line

People with strong religious beliefs are:

	I Agree strongly	I Agree	No opinion	I Disagree	I Disagree strongly
(a) Lucky to have something to believe in .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Old fashioned .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Valuable members of society .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Misguided .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) People who go to help you in trouble .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) No different from other people .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## LEAVING HOME

E1 Some young people like living at home with their parents and others feel they need to be independent. How would you describe your feelings about living at home with your parents?

	Tick one box only
I am very happy	<input type="checkbox"/>
I am happy	<input type="checkbox"/>
I am somewhat unhappy	<input type="checkbox"/>
I don't live with my parent(s)	<input type="checkbox"/>
Don't know or no feelings	<input type="checkbox"/>

E2 Some people your age decide to leave home early, some later, and some never. Are you thinking of leaving home?

	Tick one box only
Now/very soon	<input type="checkbox"/>
In the next year	<input type="checkbox"/>
From 1-3 years	<input type="checkbox"/>
Sometime in the future	<input type="checkbox"/>
Uncertain	<input type="checkbox"/>

2(a)

If leaving now or within the foreseeable future, what is the reason?

	Tick all that apply
To find a job	<input type="checkbox"/>
To take up a job	<input type="checkbox"/>
To go to College/University	<input type="checkbox"/>
To get married/live with partner	<input type="checkbox"/>
To have a family of my own	<input type="checkbox"/>
To be independent of my family	<input type="checkbox"/>
Not happy at home generally	<input type="checkbox"/>
Parents splitting up	<input type="checkbox"/>
Want a place of my own	<input type="checkbox"/>
Other reason (say what) _____	<input type="checkbox"/>

3 When you first leave home, do you expect to be living alone?

	Tick one box only
Yes, I expect to live alone	<input type="checkbox"/>
No, share with relatives of my own age	<input type="checkbox"/>
No, share with adults	<input type="checkbox"/>
No, share with friends	<input type="checkbox"/>
No, with (marriage) partner and possibly with children	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

4 Looking ahead 5 years, what do you see yourself doing?

	Tick one box
Following a profession	<input type="checkbox"/>
Working in an office	<input type="checkbox"/>
Doing a skilled trade	<input type="checkbox"/>
Working with my hands	<input type="checkbox"/>
Working in the open air	<input type="checkbox"/>
At a University/Polytechnic	<input type="checkbox"/>
Doing something else	<input type="checkbox"/>
(What? _____)	

5 What do you think you will be doing and where do you think you will be living in 10 years time?

Please write

## VIDEOS

F1 How often have you watched TV or videos in the past 4 weeks?

Answer questions a-e and tick one box per line	Most days	2-3 times a week	1-2 times a week	Less than once a week	Never
(a) TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Video nasties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Blue films/Porn videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Video films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) TV Programmes on Video	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F2. Have you actually seen a video nasty or a blue film (porn video) in the last month?)



Tick one box

YES, I have seen a video nasty .....

YES, I have seen a blue film .....

YES, I have seen both of above .....

NO .....

If YES, please answer 2(a), 2(b) and 2(c) below:

2(a) Where did you watch the last one you saw? Tick one box

At home .....

At a friend's house .....

Somewhere else .....

(Where? \_\_\_\_\_)

2(b) Where did it/they come from? Tick all that apply

Newsagent .....

Video Shop .....

Sex shop .....

Off-licence .....

Service Station .....

Somewhere else .....

(Where? \_\_\_\_\_)

2(c) What was it called \_\_\_\_\_

F3. How many video nasties/porn videos have you seen?



Tick one box only

None .....

One or two .....

3-5 .....

5-10 .....

10+ .....

If seen you've seen any video nasties/porn videos, please answer 3(a) below

3(a) Can you name the 3 most shocking videos you have ever seen?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

F4. Do you think these 'nasties' and 'blue' films are as shocking as some people say?

F5. Should video nasties/blue films be banned?

Tick one box only

Not shocking at all .....

Fairly shocking .....

Very shocking .....

Tick one box only

YES, altogether .....

YES, for people my age and older .....

YES, for people younger than me .....

NO .....

## SPENDING POWER

G1. Do you have regular spending money each week?



Tick one box

NO .....

YES, regularly .....

YES, some weeks .....

If NO, please answer 1(a) below

If YES, please answer 1(b) below

1(a). If you don't have spending money, how do you manage? Tick all that apply

Parents/relations give me it when I need it .....

Parents/relations sometimes pay for the chore .....

I do occasional outside work .....

I 'borrow' from family .....

I 'borrow' from friends .....

Other ways .....

(please say what \_\_\_\_\_)

1(b). Where did it come from? Tick all that apply

Given by parents regularly without strings .....

Rewards for achievement eg. passing exams .....

Earned in the house .....

Given by other relations .....

Earned from other relations .....

Earned outside the home from paid job .....

(please say how \_\_\_\_\_)

G2 How do you feel about the amount of money your parents give you to spend on yourself or to do things with?

G3 Are you ever depressed when you have no money?

Tick one box only which is closest to the way you feel

My parents give me as much as I need

I'm sure they would give me more if they could

I'm sure they would give more but I'm satisfied

They could easily give me more but they won't

I could get them to give me more but I wouldn't ask them

They wouldn't give me any more even if I asked them

They wouldn't be able to give me any more anyway

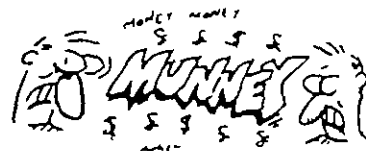
They don't give me any money at all

Tick one box

YES

NO

CAN'T SAY



G4 Do you ever feel you miss out on things that your friends have or things they can do because you can't afford to do the same?

Tick one box

YES occasionally

YES often

NO

If you feel you miss out please answer 4(a) and 4(b) below

4(b) What sort of things do you miss out on? Tick all that apply

Having fashionable clothes

Having big possessions like a stereo or a camera

Having small possessions like records or cassettes

School trips

Entry money for Cinema/disco

Entry money for sports

Going out with my friends

Money for travel to go places

Treating my friends

Buying presents

Other things

(say what \_\_\_\_\_)

4(a) How do you feel about that? Tick one box

I mind very much

I mind quite a bit

It doesn't bother me

It doesn't bother me at all

G5 Sometimes it is tempting to do things without having to pay. Have you ever found ways of going places or getting into things without paying?

Please tick any of the following ways that you have used in the past six months

Always pay for everything

I sometimes go by bus without paying

I sometimes go by train without paying

I sometimes get into a dance or disco without paying

I sometimes get into a sports centre or swimming pool without paying

I sometimes get cheaper tickets by saying I'm young enough for half price

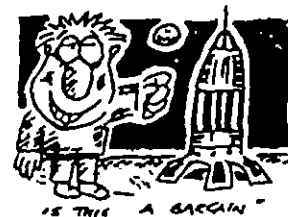
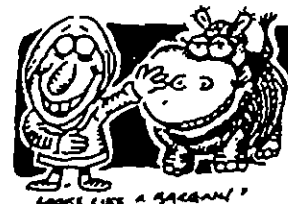
Other ways?

What? \_\_\_\_\_

G6 Just suppose you had twice as much money per week, which of the things below would you spend it on?

Tick all that apply in column A. Then in Column B put a number beside the three most important things (1 = most important, 2 = next most important, etc.) in the space beside the boxes you have ticked

	A Tick all that apply	B Number as 1 2 3
Sweets/snacks/fizzy drinks from shops/takeaways	<input type="checkbox"/>	_____
Alcohol	<input type="checkbox"/>	_____
Cigarettes	<input type="checkbox"/>	_____
Newspapers/magazines/books	<input type="checkbox"/>	_____
Makeup/clothes	<input type="checkbox"/>	_____
Sports clothes/equipment/club dues and entrance fees to sports facilities	<input type="checkbox"/>	_____
Records and/or cassettes	<input type="checkbox"/>	_____
Equipment for your hobby	<input type="checkbox"/>	_____
Presents for your family and friends	<input type="checkbox"/>	_____
Tickets for cinema/concert	<input type="checkbox"/>	_____
Admission money for disco/gig/dances	<input type="checkbox"/>	_____
Entrance money to sports fixtures	<input type="checkbox"/>	_____
Travel fares (eg to meet people, get to youth clubs, places of entertainment)	<input type="checkbox"/>	_____
Betting/gambling	<input type="checkbox"/>	_____



G7. Did you have a part-time job at any time while at school during the Summer Term of 1986 or previous to that?

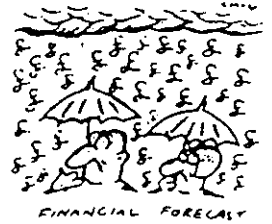
Tick one box

YES, in Summer Term

NO, not in Summer Term but previously

NO, not while in Secondary School

Please answer 7(a), 7(b) and 7(c) below:



7(a)

At what age did you start your job (or previous job if you hadn't one in Summer Term)?

At \_\_\_\_\_ years \_\_\_\_\_ months

7(b)

What is/was your part-time job?

- Newspaper round
- Baby sitting
- Saturday job in: Supermarket
- Newsagent
- Other shop (What? \_\_\_\_\_)

Tick all that apply

7(c) How long had you been doing the job you were doing in Summer Term (or your previous job)?

I have been doing it for \_\_\_\_\_ months

- Help with a milk round
- Help in a restaurant/café
- Help in a cleaning job
- Other (say what \_\_\_\_\_)

G8. Do you save money?

Tick one box

YES

NO

If YES, please answer 8(a) below:

If NO, please answer 8(b) below:



8(a) What do you save up for?

Tick all that apply

- Just for the sake of it
- Holiday
- Audio equipment
- Presents
- Bike/moped
- Sports Equipment
- Equipment for hobby
- Other thing(s)
- (please say what \_\_\_\_\_)

8(b)

What are the reasons you don't save money?

Tick all that apply

- I don't believe in saving money
- I never have enough money to be able to save
- It takes too long to save a worthwhile sum
- I find it too difficult to save
- My parents are saving money for me, anyway
- Other reason
- (say what \_\_\_\_\_)

## SMOKING

A lot of people try cigarettes as children or teenagers. Some of them take up smoking regularly, others smoke cigarette occasionally, some never smoke at all when they are older. What about you and smoking? Please answer a questions whether you smoke or not.

H1. Please tell us what kind of "smoker" you are by ticking one of the boxes below. (By "smoker" we mean someone who smokes at least one cigarette a week).

Tick one box

I have never smoked a cigarette

I used to smoke but I haven't for 3 months or more

I smoke sometimes, but not as much as one cigarette a week

I am a smoker (at least one cigarette a week)

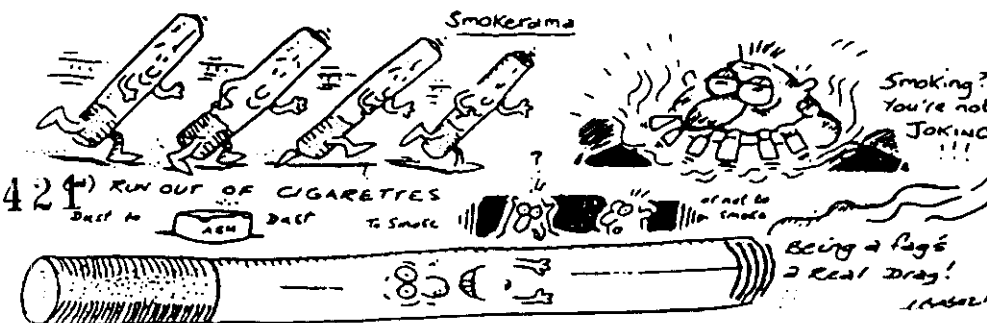
If you've never smoked or don't smoke now; answer 1(a)

1(a)

What are the reasons you don't smoke?

Tick all that apply

- I don't like it
- It's too expensive anyway
- It's unhealthy
- My parents won't let me
- I'm afraid I would get hooked
- It's a dirty habit
- It upsets me
- Other reasons
- (What? \_\_\_\_\_)





H2 How many cigarettes do you smoke in a week?

	Tick one box
I am a non smoker	<input type="checkbox"/>
I probably smoke one whole cigarette a week on average	<input type="checkbox"/>
More than 1 and up to 5	<input type="checkbox"/>
More than 5 and up to 10	<input type="checkbox"/>
More than 10 and up to 20	<input type="checkbox"/>
More than 20 and up to 40	<input type="checkbox"/>
More than 40 and up to 70	<input type="checkbox"/>
More than 70 and up to 100	<input type="checkbox"/>
More than 100 a week on average	<input type="checkbox"/>

H3 Why do you think people smoke?

People smoke because	Tick all that apply
They can't do without it	<input type="checkbox"/>
They enjoy smoking	<input type="checkbox"/>
It helps them forget problems	<input type="checkbox"/>
It helps them be less nervous	<input type="checkbox"/>
It helps them relax	<input type="checkbox"/>
It helps them feel less tense	<input type="checkbox"/>
It helps them to be sociable	<input type="checkbox"/>
It helps them to think they're grown up	<input type="checkbox"/>
Other reasons (What? _____)	<input type="checkbox"/>

H4 Please tell us what kind of smoker or non smoker you are

	Tick all that apply to you
I have never smoked/I have given up smoking	<input type="checkbox"/>
I never have a whole cigarette to myself but I sometimes have a puff of someone else's	<input type="checkbox"/>
I never ask for or buy cigarettes but I sometimes accept one that is offered	<input type="checkbox"/>
I never buy cigarettes but I sometimes ask for one when someone else is smoking	<input type="checkbox"/>
I buy cigarettes sometimes to smoke myself but I don't always buy more when they're gone	<input type="checkbox"/>
I buy a new packet of cigarettes as soon as the last packet is empty	<input type="checkbox"/>
If I run out of cigarettes I have to go and buy more even if it means going out specially	<input type="checkbox"/>

Think back to the time you first tried smoking How old were you at the time?

Tick one box only	5 yrs or less	6 yrs	7 yrs	8 yrs	9 yrs	10 yrs	11 yrs	12 yrs	13 yrs	14 yrs	15 yrs	Can't remember	Never smoked
I was	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H6 How did you feel when you first tried smoking?

	Tick all that apply
I enjoyed it	<input type="checkbox"/>
I felt grand and grown up	<input type="checkbox"/>
It made me sick	<input type="checkbox"/>
It made me cough	<input type="checkbox"/>
It made me dizzy	<input type="checkbox"/>
It made me feel funny in other ways (How? _____)	<input type="checkbox"/>
I can't remember	<input type="checkbox"/>
I have never had a cigarette	<input type="checkbox"/>

H7 Where were you when you first tried smoking?

	Tick one box
I was at home	<input type="checkbox"/>
I was at a friend's home	<input type="checkbox"/>
I was out of doors somewhere	<input type="checkbox"/>
I was at a club/disco	<input type="checkbox"/>
I was at school	<input type="checkbox"/>
I was somewhere else (Where? _____)	<input type="checkbox"/>
I can't remember	<input type="checkbox"/>
I have never had a cigarette	<input type="checkbox"/>

H8 Who was with you when you first tried smoking?

	Tick one box
I was Alone	<input type="checkbox"/>
With my parents	<input type="checkbox"/>
With my brother/sister	<input type="checkbox"/>
With friends	<input type="checkbox"/>
I was with people older than me	<input type="checkbox"/>
I was with someone else (Who? _____)	<input type="checkbox"/>
I can't remember	<input type="checkbox"/>
I have never tried a cigarette	<input type="checkbox"/>

H9 Where did you get your 1st cigarette?

	Tick one box
I bought it	<input type="checkbox"/>
I found it	<input type="checkbox"/>
I just took it	<input type="checkbox"/>
Someone gave it to me (Who? _____)	<input type="checkbox"/>
I can't remember	<input type="checkbox"/>
I have never had a cigarette	<input type="checkbox"/>

H10 Can you remember the brand of cigarette when you tried smoking first?

	Tick one box
YES	<input type="checkbox"/>
NO	<input type="checkbox"/>
Never smoked	<input type="checkbox"/>

If YES please give brand

Which brand was it? _____
_____

H11. Over the past 12 months what has been your smoking habit?

	Tick one box
Not smoking at start of year but began during the year .....	<input type="checkbox"/>
Smoked all through same amount .....	<input type="checkbox"/>
Smoked all through, but cut down .....	<input type="checkbox"/>
Smoked all through and increased .....	<input type="checkbox"/>
Smoked at beginning, but gave up some time in the year .....	<input type="checkbox"/>
Have not smoked throughout .....	<input type="checkbox"/>

H12. Looking back over the last seven days:

	Tick all that apply
At what time of day have you had a smoke?	
Before breakfast .....	<input type="checkbox"/>
During the morning .....	<input type="checkbox"/>
Lunch hour .....	<input type="checkbox"/>
During afternoon .....	<input type="checkbox"/>
4 pm — 6 pm .....	<input type="checkbox"/>
In the evening, 6 pm onwards .....	<input type="checkbox"/>
In bed .....	<input type="checkbox"/>
I don't smoke .....	<input type="checkbox"/>

H13. Nowadays, where do you usually get your cigarettes from?

	Tick all that apply
I buy them from a shop .....	<input type="checkbox"/>
I buy them from a cigarette machine .....	<input type="checkbox"/>
I get my parents to buy them .....	<input type="checkbox"/>
I get my friends to buy them .....	<input type="checkbox"/>
My parents give them to me .....	<input type="checkbox"/>
I help myself to any lying around .....	<input type="checkbox"/>
I sometimes take them without permission .....	<input type="checkbox"/>
I don't smoke .....	<input type="checkbox"/>
I get them from somewhere else (Where? _____) .....	<input type="checkbox"/>

H14. Nowadays where do you usually do your smoking

	Tick all that apply
I smoke at home everywhere .....	<input type="checkbox"/>
I smoke at home, not in front of parents .....	<input type="checkbox"/>
I used to smoke during lunch hours .....	<input type="checkbox"/>
I smoke around town/out of doors .....	<input type="checkbox"/>
I smoke in friends' houses .....	<input type="checkbox"/>
I smoke somewhere else (Where? _____) .....	<input type="checkbox"/>
I don't smoke .....	<input type="checkbox"/>

H15. Nowadays, who is usually with you when you're smoking?

	Tick all that apply
I usually smoke alone .....	<input type="checkbox"/>
I smoke with one friend .....	<input type="checkbox"/>
I smoke with other teenagers .....	<input type="checkbox"/>
I smoke with parents .....	<input type="checkbox"/>
With other people (Who? _____) .....	<input type="checkbox"/>
I don't smoke .....	<input type="checkbox"/>

H16. Looking back over the last seven days:

How much money have you spent on cigarettes in the past 7 days?

If nothing, write 0
Put amount in figures      £ _____ p

H17. What is the brand of cigarette you like the best?

If you do not smoke please write none
(i) _____
(ii) _____

H18. Which brand(s) of cigarettes do you usually smoke?


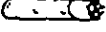

Tick all that apply	Tick all that apply
I don't smoke .....	<input type="checkbox"/>
I smoke Benson & Hedges .....	<input type="checkbox"/>
I smoke John Player Special .....	<input type="checkbox"/>
I smoke John Player Blue .....	<input type="checkbox"/>
I smoke Players No. 6 Filter Tip .....	<input type="checkbox"/>
I smoke Players No. 10 Filter Tip .....	<input type="checkbox"/>
I smoke Silk Cut .....	<input type="checkbox"/>
I smoke Marlboro .....	<input type="checkbox"/>
I smoke Superkings .....	<input type="checkbox"/>
I smoke Consulate .....	<input type="checkbox"/>
I smoke Embassy Regal .....	<input type="checkbox"/>
I smoke Rothmans .....	<input type="checkbox"/>
I smoke Dunhill .....	<input type="checkbox"/>
I smoke other brand(s) (What? _____) .....	<input type="checkbox"/>
	<input type="checkbox"/>

Please continue in next column

H19. Do you know the tar level of the cigarettes you usually smoke?

Tick one box	19(a)	Tick one box
YES .....	If YES, answer 19(a)	Is it:
NO .....		High Tar .....
I don't smoke .....		Medium Tar .....
		Medium to Low Tar .....
		Low Tar .....

H20 How far down the cigarette do you usually smoke?

	Tick one box
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
I can't say it varies	<input type="checkbox"/>
I don't smoke	<input type="checkbox"/>

H21 How much smoke if any do you inhale?

	Tick all that apply
I hold the smoke in my mouth only	<input type="checkbox"/>
I take the smoke to the back of my throat	<input type="checkbox"/>
I take smoke partly into my chest	<input type="checkbox"/>
I take smoke right back into my chest	<input type="checkbox"/>
I don't smoke	<input type="checkbox"/>

H22 How difficult would you find it to go without smoking for several days or even a week?

	Tick one box
Impossible	<input type="checkbox"/>
Very difficult	<input type="checkbox"/>
Fairly difficult	<input type="checkbox"/>
Not at all difficult	<input type="checkbox"/>
Don't know	<input type="checkbox"/>
I don't smoke	<input type="checkbox"/>

H23 Some people say smoking is a habit and they can't help themselves other people say they can take it or leave it What about you?

	Tick one box
I'm happy with the amount I smoke but I feel I could stop altogether if I wanted	<input type="checkbox"/>
I suppose I smoke too much but I'm sure I could stop if I really wanted	<input type="checkbox"/>
I smoke too much but one day I'll cut down	<input type="checkbox"/>
I really wish I didn't smoke so much but I haven't the willpower to stop	<input type="checkbox"/>
None of the above	<input type="checkbox"/>
I don't smoke	<input type="checkbox"/>

H24 Do you think you will be smoking twelve months from now?

	Tick one box
YES I'm afraid so	<input type="checkbox"/>
NO	<input type="checkbox"/>
I Don't know	<input type="checkbox"/>
I don't smoke	<input type="checkbox"/>

if YES answer 24(a) below

	Tick one box
How much will you be smoking?	
More than now	<input type="checkbox"/>
Same as now	<input type="checkbox"/>
Less than now	<input type="checkbox"/>

H25 Do your parents friends or relatives ever smoke?

Which of the following smoke(s)	Tick one box on each line a-e			
	Not at all	Sometimes	Often	Don't know
(a) My mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) My father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) My brother(s)/sister(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) My best friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) My boy/girl friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H26 How many of your friends smoke?

	Tick one box
None of them	<input type="checkbox"/>
About a quarter of them	<input type="checkbox"/>
About half of them	<input type="checkbox"/>
Most of them	<input type="checkbox"/>

H27 How would your parents feel if they saw you smoking?

They would be	Tick one box for each parent	
	My Mother	My Father
Extremely upset	<input type="checkbox"/>	<input type="checkbox"/>
Very upset	<input type="checkbox"/>	<input type="checkbox"/>
Quite upset	<input type="checkbox"/>	<input type="checkbox"/>
Not very upset	<input type="checkbox"/>	<input type="checkbox"/>
Wouldn't mind	<input type="checkbox"/>	<input type="checkbox"/>
Quite pleased	<input type="checkbox"/>	<input type="checkbox"/>
This parent doesn't live with me	<input type="checkbox"/>	<input type="checkbox"/>

H28 Lets compare smokers and non-smokers

Which do you believe are	Tick one box on each line a-f		
	Non Smokers	Smokers	Both equal
(a) Healthier?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) More attractive to opposite sex?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) More sociable and mix better?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) More likely to take drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) More likely to get a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Better at exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**This space is for you to tell us the ways in which you are satisfied about what is being done for young people of your age, and the ways in which you are dissatisfied. What would you like to be done to make life better and more interesting for teenagers, right now and in the future: —**

# **DOCUMENT J**

**VERSION 2**

# YOUTHSCAN U.K.

An Initiative of the International Centre for Child Studies

A national study of all children born 5th-11th April 1970 in England, Wales and Scotland originating from the 1970 Birth Cohort of the National Birthday Trust Fund

## LIFE AND LEISURE

### YOUTHSCAN SELF-COMPLETION QUESTIONNAIRE



#### CONFIDENTIAL

Director Professor Neville Butler  
 MD FRCP FRCOG DCH  
 International Centre for Child Studies  
 Ashley Down House  
 16 Cotham Park  
 Bristol BS6 6BU  
 Tel (0272) 429961

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**BLOCK CAPITALS PLEASE**

Surname \_\_\_\_\_

Forename(s) \_\_\_\_\_ Sex \_\_\_\_\_

Home Address \_\_\_\_\_

Postcode \_\_\_\_\_

Name of school attended/attending \_\_\_\_\_ Date of Birth \_\_\_\_\_ /4/70

Telephone Number \_\_\_\_\_ Today's Date \_\_\_\_\_

#### TO THE YOUTHSCAN PARTICIPANT COMPLETING THIS FORM

This national survey concerns your health and education – also your interests, hopes and ambitions and that of the other 15 000 friends of ours whose 16th birthdays fell between the 5th-11th April 1986. In this form we are asking your help in telling us about your views and opinions and what you are doing and thinking. All the information you give will be treated in the strictest confidence. No names will be given out and this form will not be seen by anyone else.

If you should have any difficulty in filling in any part of this questionnaire please consult the person at school who gave it to you.

#### MOST OF THE QUESTIONS ARE ANSWERED IN ONE OF TWO WAYS

a) BY TICKING ONE BOX

Example 1

Are you ever depressed when you have no money?

YES

NO

Can't say

Tick one box

This answer means that you are depressed when you have no money

b) BY TICKING ALL THE BOXES THAT ARE RELEVANT TO YOU

Example 2

What sort of radio programmes do you listen to?

Pop Music

News Programmes

Talk Programmes

Plays

Classical Music

Phone Ins

Tick all that apply

This answer means that you listen to News Programmes and Classical Music

PLEASE READ THE EXPLANATIONS BEFORE YOU ANSWER ANY QUESTION. See also front cover.  
 In the next type of question, you will see a number of questions are on successive lines labelled (a), (b), (c), and the answers are on the same line. You are expected to give an answer by ticking one box on each line.

**Example 3**

Which of the following eat herrings?

	Not at all	Sometimes	Often
(a) My Mother .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(b) My Father .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c) My Brother(s)/Sister(s) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

This answer means that your mother does not eat herrings, your father sometimes eats herrings and your brother(s)/sister(s) often eat herrings.

\* Sometimes the questions can be across the page and the answers down the page; that is, they are reversed

**Example 4**

Which of the following eat herrings?

	(a) My Mother	(b) My Father	(c) My Brother(s)/Sister(s)
Not at all .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes .....	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Often .....	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

This answer means that your mother does not eat herrings, your father sometimes eats herrings and your brother(s)/sister(s) often eat herrings, exactly the same as in Example 3

\* In the next type of question, you will be asked to list things in order of importance as well as to tick all that apply

**Example 5**

When you go out in the evenings, who do you go with?

Under A please tick boxes beside each person who you go out with  
 Under B please put a number to indicate the people with whom you go out the most: 1. next, 2. next, 3. next

	A Tick all that apply	B Number 1 2 3
My Parents .....	<input checked="" type="checkbox"/>	2
My Brother(s)/Sister(s) .....	<input checked="" type="checkbox"/>	1
My best friend .....	<input checked="" type="checkbox"/>	3
A boy/girlfriend .....	<input type="checkbox"/>	---
Other friends .....	<input type="checkbox"/>	---
On my own .....	<input type="checkbox"/>	---
Someone else .....	<input type="checkbox"/>	---
I don't go out in the evening .....	<input type="checkbox"/>	---

This answer means that you go out in the evening with your parents, your brother(s)/sister(s), your best friend and other friends. You go out most often with your best friend, next most with your parents and next most with your other friends.

\* The next type of question has subsections, which you have to answer.

**Example 6**

Do you listen to the radio?  
 Tick one box

YES       NO

If YES, answer (a) and (b) below.

(a) For how long each day do you listen?  
 Tick one box

Less than 1 hour

1-2 hours

2-3 hours

3-4 hours

4-5 hours

More than 5 hours

(b) Which is your favourite music?  
 Tick all that apply

Pop music

Soul music

Electro music

Chart music

Reggae music

Punk music

This means that you do listen to the radio; that you listen for 1-2 hours daily; and that your favourite types of music are soul, chart and reggae.

\* Sometimes you are asked to give your answers in a space provided

**Example 7**

Who do you go out with the most?  
 Tick one box

My Father

My Mother

My Brother(s)/Sister(s)

Someone else  Who? My best friend

This answer means that you go out with your best friend the most.

**Example 8**

Please tell us which DJ you listen to:  
I listen to David Smith

This answer means that you like to listen to David Smith.

**Example 9**

How many days do you eat fish each week? Give number 4

This answer means that you eat fish 4 days a week.

**Example 10**

On what days do you go swimming each week? Tick all that apply

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

This answer means that you go swimming on Wednesday and Saturday.

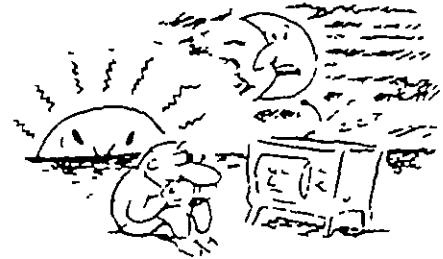
# "LIFE & LEISURE"

NOW PLEASE BEGIN YOUR ANSWERS

## TV AND RADIO

A1 People have all sorts of reasons for watching TV. In general, why do you do it?

I watch TV	Tick all that apply
To help me relax	<input type="checkbox"/>
To give me something to do	<input type="checkbox"/>
To follow my special programmes	<input type="checkbox"/>
To be sociable	<input type="checkbox"/>
To get me out of homework	<input type="checkbox"/>
To delay going to bed	<input type="checkbox"/>
To get me out of an argument	<input type="checkbox"/>
To get me out of having to think	<input type="checkbox"/>
Any other reason	<input type="checkbox"/>
(What _____)	
I don't watch television	<input type="checkbox"/>



When and how often do you watch it?

Answer a-g and Tick one box on each line	Most days	2-3 times a week	Once a week	Less than once a week	Rarely or never
a) Early morning TV (before 9.00 am)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Morning TV (9.00 am - 12.00 pm)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Lunchtime TV (12.00 - 2.00 pm)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Afternoon TV (2.00 - 6.00 pm)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Evening TV (6.00 - 9.00 pm)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Evening TV (9.00 - 11.00 pm)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Late night TV (11.00 pm - closedown)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A3 What are your three favourite weekly TV programmes? (Include chat shows, serials, soap operas, pop programmes etc.)

1st	_____
2nd	_____
3rd	_____

A4 Please name your three favourite celebrities/media personalities (Include TV, Radio, Showbiz, Popstars, Sportsmen, other personalities)

1st	_____
2nd	_____
3rd	_____

A5 How much of the TV you view consists of violent programmes? (such as crime/spy/torture/thriller/Westerns)

Most of it	<input type="checkbox"/>
Quite a lot of it	<input type="checkbox"/>
Not much of it	<input type="checkbox"/>
Very little of it	<input type="checkbox"/>
None of it	<input type="checkbox"/>

→ 5(a)

List the particular programmes of this type which you enjoy in order of importance	
1	_____
2	_____
3	_____
4	_____

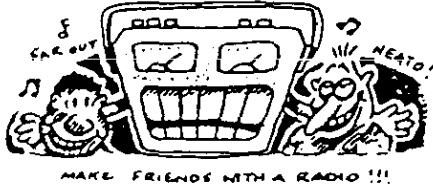




A6. Do you listen to the radio these days?

YES .....   
 NO .....

If YES, please answer 6(a).



6(a). For how long each day? Tick one box

Less than 1hr .....   
 1hr but less than 2hrs .....   
 2hrs but less than 3hrs .....   
 3hrs but less than 4hrs .....   
 4hrs but less than 5hrs .....   
 5hrs or more .....

A7. Which radio stations have you listened to in the last 7 days?

	Tick all that apply		Tick all that apply
Radio One .....	<input type="checkbox"/>	Commercial Radio .....	<input type="checkbox"/>
Radio Two .....	<input type="checkbox"/>	Radio Luxembourg .....	<input type="checkbox"/>
Radio Three .....	<input type="checkbox"/>	Pirate Radio .....	<input type="checkbox"/>
Radio Four .....	<input type="checkbox"/>	Others .....	<input type="checkbox"/>
BBC Local Radio .....	<input type="checkbox"/>	Which ones? .....	

A8. What sort of radio programmes do you listen to?

Tick all that apply		What other programmes do you listen to on the radio?
Pop Music ..... <input type="checkbox"/>		1 _____
News programmes ..... <input type="checkbox"/>		2 _____
Talk programmes ..... <input type="checkbox"/>		3 _____
Plays ..... <input type="checkbox"/>		4 _____
Classical Music ..... <input type="checkbox"/>		
Phone-ins ..... <input type="checkbox"/>		

A9. Shakespeare said "If music be the food of love, play on." How about you and music?  
 Think back, how long did you listen to music of any sort last Saturday (include radio, video and all the ways listed question A10 below.)

	Not at all	Less than 1hr	1hr	2hr	3hr	4hr	5hr	6hr	7hr	or more
I listened to music for .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A10. What are the sources of the music you listen to usually?

Tick all that apply

Walkman .....   
 Radio .....   
 Video .....   
 Compact disc .....   
 TV .....   
 Hi-fi .....   
 Record player .....   
 Live Concert .....   
 Disco/Party .....   
 Background only, at pub, cafe, etc. ....

A11. What sort of music do you listen to usually?

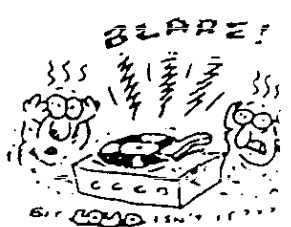
Tick all that apply

Classical .....   
 Light music .....   
 Folk music .....   
 Disco .....   
 Reggae .....   
 Soul .....   
 Heavy Rock .....   
 Funk .....   
 Electric .....   
 Punk .....   
 Other Pop music .....   
 Other .....   
 What? .....

A12. When you listen to music how far do you turn up the volume?

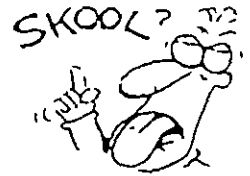
Tick one box

As loud as I can .....   
 Moderately loud .....   
 Louder than speaking voice .....   
 Same as speaking voice .....   
 Soft .....   
 Can't say .....



# LIFE AT SCHOOL

B1 Did you have any change(s) of school between the time you began your secondary schooling (at around 11 years) and your 16th birthday?



Tick one box

NO change (same school)

all the time

YES one change

YES two changes

YES three changes

YES four or more changes

If YES please answer 1(a) and (b) below

1(a) Give name and address of the last school you went to before the one you attended in the Summer Term of 1986

\_\_\_\_\_

\_\_\_\_\_

1(b) Give dates that you attended that school

From \_\_\_\_\_ till \_\_\_\_\_

B2 Please write down all the subjects that were on your timetable in the two school years up to July 1986

Please also RING the number(s) to indicate those you chose as options

1 _____	6 _____	11 _____
2 _____	7 _____	12 _____
3 _____	8 _____	13 _____
4 _____	9 _____	14 _____
5 _____	10 _____	15 _____

B3

B4 Looking back to before you started the two school years up to July 1986 whose views were sought about the subjects you were to study?

Tick one box

School decided by themselves

My parents and I were seen

My parents were seen but not me

I was seen but not my parents

B5 Were there any subjects you wanted to take but could not do so? (for example because they were not available or couldn't be timetabled)

NO

YES  If YES please answer 5(a) below

5(a)

List the subjects you couldn't take

1 \_\_\_\_\_ 2 \_\_\_\_\_

3 \_\_\_\_\_ 4 \_\_\_\_\_

B6

B7. Have you had any instruction in the use of computers? (e.g. the BBC micro, Sinclair, Apple etc.)

Tick all that apply

YES at school .....

YES at work experience .....

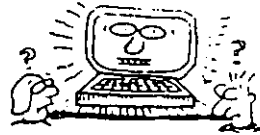
YES at home .....

YES elsewhere .....

(Where \_\_\_\_\_)

No .....

If YES, please answer 7(a) below:



7(a).

What can you do now with computers:

Tick all that apply

I can use teaching programmes .....

I can programme .....

I can play games .....

I can do other things .....  What? \_\_\_\_\_

I can't really do anything .....



B8. Have you got a practical (working) knowledge of any of the following skills?

Answer a-n and tick one box only on each line

	Yes and got it mainly at school	Yes, and got it mainly outside school	No, I know very little about it
a) How to write an application form (for a job, for career, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) How to get by at an interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) How to write a letter of application (job, course, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) How to drive a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) How to ride a motorbike	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) How to understand information technology (eg word processors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) How to understand electronics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) How to understand communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) How to give first aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) How to change plugs/fuses/bulbs etc (electrical)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) How to get a healthy diet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) How to do woodwork/metalwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) How to wash clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) How to sew and mend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B9. In the two school years up to July 1986, please tell us what courses/clubs/activities you went to during those 2 years which were arranged by the school.

Tick one box on each line. Answer a-g

	NO	YES In school year ending July 1986	YES In school year ending July 1985
a) Concerts, plays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Excursions, day trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Holidays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Field Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Clubs/Societies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Charitable activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Other (what _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer 9(a) below.

9(a).

Please tell us which courses/clubs/activities you have been to during the two school years up to July 1986

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

It can be HELL  
being a CAT...



You have to stay  
out in the RAIN  
ON COLD nights



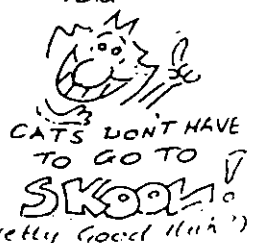
FEEDING PROBLEMS  
Seem never ending!



And don't forget  
DOG TROUBLE



But one thing  
makes up for all  
these horrible  
INDIGNITIES.



B10 In the two school years up to July 1986 did your school organise any visits in the local community for you?  
(Include working with the elderly with young children with the handicapped etc )

YES they did   
NO they didn't

If YES answer 10(a) & (b)  
If NO answer 10(c)

10(a)

How many times did you go? \_\_\_\_\_

10(c)

Why didn't you go? Tick one box

Facility was not available

Did not want to

Other reason(s)

What? \_\_\_\_\_

10(b)

What did you do? Tick all that apply

I helped/visited hospitals

I visited/helped elderly people

I helped with nurseries/playgroups

I visited community care centres or homes

I helped with handicapped people

Other things

What? \_\_\_\_\_

B11 Please could you tell us what you usually did at dinner time during the Spring Term of 1986?

Gone out of school alone (not home)

Gone out of school with friends

Played an outdoor sport/game

Gone to school club/activity

Done homework/read book

Wandered about in school grounds with friends

Done a school duty

Other things

Tick all that apply



B12 Do you think that people aged 15 should be allowed to stay from school if they don't want to go?

YES I do think so

NO I don't think so

CAN'T SAY

Tick one box



WHAT'D YOU DO?  
AT DINNER TIME?

B13 Have you stayed away from school at all since September 1985, for reasons other than illness, when you should have been there?

YES I have

NO I haven't

I am a boarder

Tick one box

If YES, please answer 13(a) and 13(b) below



13(a)

Why did you stay away from school? Tick all that apply

I was fed up with school

I had to help at home

I wanted to do something special away from school

I had some other reason

(What? \_\_\_\_\_)

13(b)

For how long did you stay away? Tick one box

Odd days

As much as a week

More than once a week and up to 2 weeks

More than 2 weeks and up to 4 weeks

Over a month

B14 Below is a list of things that some people of your age said about how they feel/felt about their secondary schooling (Read carefully and say whether it is/was true in your case)

Answer each and tick one box on each line

	Very true	Partly true	Not true at all
(a) I felt school was largely a waste of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) I was quiet in the classroom and got on with my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) I thought homework was a bore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) I found it difficult to keep my mind on my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) I never took schoolwork seriously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) I didn't like school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) I thought there was no point in planning for the future you should take things as they came	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) I was always willing to help the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

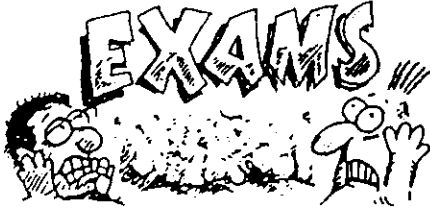
B15. Did you sit for any exams/certificates during the two school years up to July 1986?  
If so, please give grades obtained.

YES .....   
NO .....

If YES, please answer 15(a) below:

15(a).

Please write down the subjects concerned, specify which exams (tick box) certificates (write in space provided) you took and the grades obtained.



	Subject	Exam(s) taken			Grade Obtained	Certificates entered for (eg RSA, TVEI)
		CSE	'O'	'A'		
1	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
2	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
3	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
4	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
5	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
6	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
7	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
8	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
9	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
10	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
11	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
12	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

B16. In the two school years up to July 1986 did you attend any timetabled classes at which careers were discussed?

YES .....   
NO .....

If YES answer 16(a) and 16(b) below:

16(a).

Please say how many such classes you attended in school year ending July 1986 \_\_\_\_\_  
Please say how many classes you attended in school year ending July 1985 \_\_\_\_\_



16(b).

Did you find them helpful?

Tick one box

- YES, very helpful .....   
YES, quite helpful .....   
NO, not very helpful .....   
NO, not helpful at all .....

B17. Apart from the above, have you, in the two school years up to July 1986, been present at any meetings/classes at school in which careers/jobs were discussed?

Tick one box  
YES .....   
NO .....   
DON'T KNOW .....

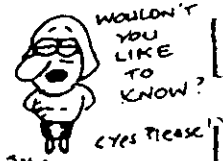
If YES, please answer 17(a) and 17(b) below:

17(a).

How many in school year ending July 1986? \_\_\_\_\_

17(b).

How many in school year ending July 1985? \_\_\_\_\_



B18. Did anyone come into school from OUTSIDE to talk to you about careers/jobs etc. in the two school years up to July 1986?

Tick one box  
YES .....   
NO .....   
DON'T KNOW .....

If YES, answer 18(a), 18(b), and 18(c) below:

18(a).

How many times in school year ending July 1986? \_\_\_\_\_  
How many in school year ending July 1985? \_\_\_\_\_

18(b).

Who gave the talks?

- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

18(c).

Were they helpful? Tick one box only

- YES, very helpful .....   
YES, quite helpful .....   
NO, not very helpful .....   
NO, not helpful at all .....

B19 In the two school years up to July 1986 did you have any personal contact with a teacher to discuss your career/job/further education? (Exclude careers lessons entered above)

YES   
NO

If YES please answer 19(a) and 19(b) below



19(a)

Who did you see? Tick all that apply

Careers teacher   
Form teacher/tutor   
Year Head   
Other teacher   
(Who? \_\_\_\_\_)

19(b)

Where were you? Tick all that apply

On my own   
With my parents   
Somewhere else   
(Where? \_\_\_\_\_)

B20 Did your school arrange any of the following for you in the two school years up to July 1986?

Answer a, b and c and tick one box on each line	YES	NO	DON T KNOW
(a) Information at school about choice of work, YTS or further education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Information from Careers Officer (Guidance Officer Scotland) about addresses of employers, colleges of further education or YTS managing agents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Interview(s) with a Careers Officer (Guidance Officer Scotland) about careers guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B21 In the two school years up to July 1986, did you visit from school any of the following?

answer a, b and c and tick one box on each line	YES	NO	DON T KNOW
(a) An office, factory or other workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) A college of further education as part of a Link Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Another school for one or more timetabled class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B22 In the two school years up to July 1986, did you take part in any work experience arranged by the school?

YES   
NO

If YES answer 22(a), 22(b) and 22(c) below

22(a)

How many different work experience schemes were you on?

Tick one box

1  2  3 or more

22(b)

Please describe the type of firm, work done and time spent (in days)

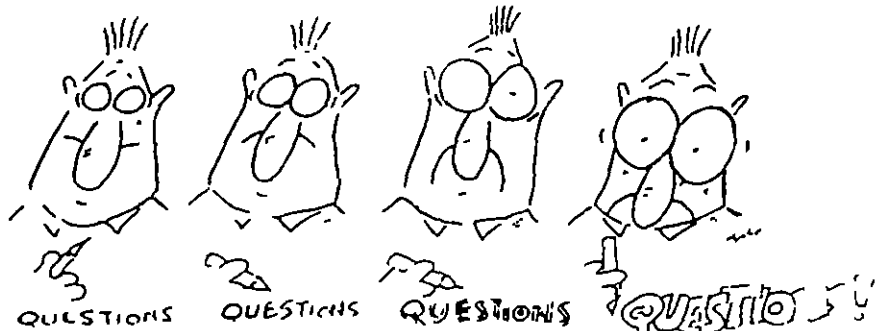
Type of Firm	Work done	No. of days
1 _____	_____	_____
2 _____	_____	_____
3 _____	_____	_____

22(c)

Did you find the opportunity useful in your career planning?

Tick one box

YES   
NO   
CAN'T SAY



**B23. Since September 1984 who has helped/advised you about jobs/careers/further education?**

Under column A, please tick the boxes to indicate those who have helped you  
 Under column B, enter the three people who were of most help (Most = 1, Next = 2, and Next = 3)

I have been helped by:	A			B			
	Tick all that apply	1	2	3	1	2	3
Friends .....	<input type="checkbox"/>						
Employment agency .....	<input type="checkbox"/>						
Parent(s) .....	<input type="checkbox"/>						
Sister/Brother .....	<input type="checkbox"/>						
Other member(s) of my family .....	<input type="checkbox"/>						
Careers Officer (Guidance Officer Scotland) .....	<input type="checkbox"/>						
Careers teacher (Guidance teacher Scotland) .....	<input type="checkbox"/>						
Other teacher(s) at school .....	<input type="checkbox"/>						
Staff of further education college .....	<input type="checkbox"/>						
School Library .....	<input type="checkbox"/>						
Other person Who? .....	<input type="checkbox"/>						

**B24. During the school year ending July 1986, were your parents invited to discuss your future with the school?**


YES they were .....	<input type="checkbox"/>	If YES, please answer 24(a)	24(a)	Did your parents go?
NO .....	<input type="checkbox"/>			YES .....
			NO .....	
			DON'T KNOW .....	

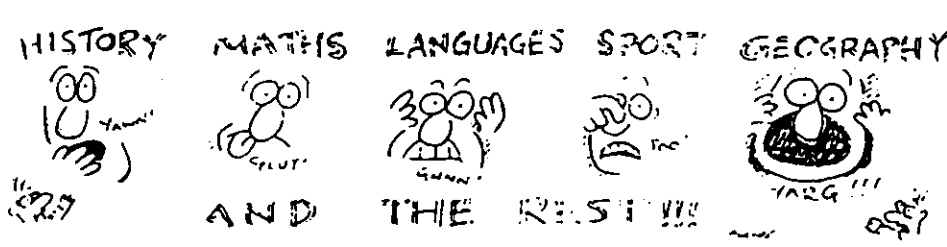
**B25. Summing up, to what extent did your school help you to plan your future during the two school years up to July 1986?**

Answer a - e and tick one box on each line

Did school inform you about:	Yes Fully	Yes a bit	No at all
(a) The choices for further education .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) The qualifications you need for jobs/careers .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) The opportunities under Youth Training Schemes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) The choices and prospects of employment .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Schemes for unemployed young people .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B26. Thinking back on the subjects you have taken, how many do you think will be useful for the future?**

<p>Tick one box</p> <p>All are useful .....</p> <p>Some are useful .....</p> <p>Many are not useful .....</p>	Now, please answer 26(a), 26(b), 26(c), below:	
26(a).	26(b).	26(c).
<p>LIST THE 3 MOST USEFUL</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>LIST THE 3 LEAST USEFUL</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>LIST ANY OTHERS YOU WISH YOU HAD TAKEN</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>



B27 Nearly everyone of your age has some sort of idea of what they will want to do in life. Here is a list of types of jobs/careers/professions for which various amounts of training are necessary. How about your choice(s)?

In Column A please tick one box to indicate your first choice for type of career and in Column B please tick boxes to indicate other types of jobs you feel you might do if any

	A	B
	Tick one box for first choice	Tick all others you might do
Professional (needing a degree)	<input type="checkbox"/>	<input type="checkbox"/>
Managerial/Nursing/Teaching	<input type="checkbox"/>	<input type="checkbox"/>
Trained clerical (e.g. bank clerk)	<input type="checkbox"/>	<input type="checkbox"/>
Administrative – office work	<input type="checkbox"/>	<input type="checkbox"/>
Worker on farm/agriculture/fishing industry	<input type="checkbox"/>	<input type="checkbox"/>
Craftsman/designer – making or designing small individual objects	<input type="checkbox"/>	<input type="checkbox"/>
Maintenance worker – repairs and service	<input type="checkbox"/>	<input type="checkbox"/>
Processing worker – computing information technology	<input type="checkbox"/>	<input type="checkbox"/>
Food industry/restaurant worker	<input type="checkbox"/>	<input type="checkbox"/>
Salesman/representative/shop worker	<input type="checkbox"/>	<input type="checkbox"/>
Health worker	<input type="checkbox"/>	<input type="checkbox"/>
Transport worker	<input type="checkbox"/>	<input type="checkbox"/>
Worker in manufacturing/assembling products or goods	<input type="checkbox"/>	<input type="checkbox"/>
Service work – cleaning/dishwashing	<input type="checkbox"/>	<input type="checkbox"/>
HM Forces	<input type="checkbox"/>	<input type="checkbox"/>
Job not included above (what? _____)	<input type="checkbox"/>	<input type="checkbox"/>
Can't decide	<input type="checkbox"/>	<input type="checkbox"/>

B28 Now we've just talked about the type of career/job in which you're interested. Can we now ask whether there is an ACTUAL JOB which you would like to do within the trade/industry or profession in which you hope to work e.g. If you said above that you want to be a transport worker, now's your chance to say driver/guard or ticket collector.

Is there an ACTUAL JOB you would like to do now or when your education is complete? (If you are now employed and your present job is what you would like to go on doing, please enter your present job)

Tick one box

YES

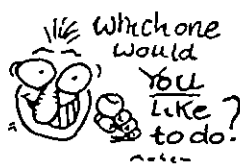
NO

DON'T KNOW

If YES, please complete 28(a) below



28(a) Please give details



Name or nature of job I would like to do \_\_\_\_\_

Industry, trade or profession in which I want to work \_\_\_\_\_

Remarks \_\_\_\_\_

B29 When you need to get a job/another job, do your parents or anyone you know have contact(s) who might be able to help you?

Tick one box

YES

NO

DON'T KNOW

If YES, please answer 29(a) below



29(a) Tick all that apply

Business owned by your family

Family member who is in a position to employ people or help with a job

Other person who is in a position to employ people or help with a job

Other type of contact (Who? \_\_\_\_\_)



B30. When you need to get a job/ another job, how easy or difficult do you expect it to be to get a job?

Tick one box

Very easy .....

Fairly easy .....

Fairly difficult .....

Very difficult .....

I already have a job promised .....

Don't know .....

B31. What do you think are your strong points for the future?

Tick 3 boxes

I am:

A good communicator .....

Good with my hands .....

A clear thinker .....

A hard worker .....

A clean and tidy person .....

Reliable .....

Good timekeeper .....

Able to take responsibility .....

Other strong points (What .....

B32. Do you think you have any educational or health problem which could make it difficult for you to follow a job/career/profession you really want?

YES .....

NO .....

If YES, please answer 32(a) below:



(a)

Please describe your problem:

---



---

B33. Have you now left full-time education?

YES .....

NO .....

If YES, please answer 33(a) and 33(b) below:

33(a).

Why did you leave full-time education?  
Tick all reasons that apply

I had always taken it for granted .....

I needed to earn as soon as possible .....

I wanted to earn a wage and be independent as soon as I could .....

I wanted to do the same as most of my friends .....

I was advised to do this by my parents .....

I couldn't study what I wanted at school .....

I was advised to do this by my teacher(s) .....

I had a particular course or job in mind, for which I didn't have to stay on at school .....

I wanted to leave home as soon as possible .....

I wanted to get married in the next year or so .....

I wanted to go somewhere else to learn a trade/ complete my training .....

I'm not bright enough to stay on .....

33(b).

What are you doing now that you have left school?  
Tick one

I am looking for a job .....

I have a job .....

I plan to try for an apprenticeship .....

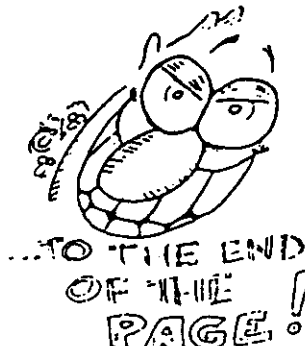
I am attending a Youth Training Scheme (YTS) .....

I am unemployed .....

I am doing something else .....

What? \_\_\_\_\_

If working, where do you work?  
\_\_\_\_\_  
\_\_\_\_\_



B34 Are you still in full time education and if so what are you doing?

Tick one box

NO left full time education and doing something else as in 33(b)

YES doing GCE A Level Course

YES doing O Level or CSE Course

YES doing/continuing other educational course/training

YES something else

(What? \_\_\_\_\_)

— Please answer 34(a) and 34(c)

— Please answer 34(b) and 34(c)

34(a) Where are you studying? Tick one box

Same school as previously

Other school

Sixth Form College

College of Further Education

Somewhere else

(Where? \_\_\_\_\_)

34(b) What vocational course are you doing? Tick one box

CPVE

City & Guilds Foundation Course

B Tech Training Course

RSA Course

Continuing with T V E I

Something else

(What? \_\_\_\_\_)

Please give the name and address of the School/ College which you are attending

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please give the name and address of the place which you are attending

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1(c) Do you plan to go on with your education/training after the age of 18? Tick one box

YES I hope to

NO probably not

DON T KNOW

34(d) If YES answer 34(d) below Tick one box

Where do you think you might go?

University/polytechnic

Teacher training college (college of education)

Technical college college of commerce or secretarial college

College of art music or drama

Somewhere else where? \_\_\_\_\_

### LEISURE ACTIVITIES

1 Do you have any hobby or hobbies?

YES

NO

— If YES, please answer 1(a) (b) and 1(c) below



1(a) How many hours a week do you normally spend on your hobby/hobbies? Tick one box

less than 1 hr    2 hrs    3 hrs    4 hrs    5 hrs    6 hrs    7 hrs    8 hrs    9 hrs or more

On my hobbies I spend about

1(b) Does your main hobby fit into any of the broad groups below? Tick one box only

Artistic eg drawing photography

Making things eg model planes, pottery

Collecting things eg stamps

Musical activity

An outdoor activity eg football fishing

Cooking

Keeping (or training) animals or birds

Something else

What? \_\_\_\_\_

1(c) What do you actually do in the course of your hobbies?

Main hobby \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other hobby/hobbies \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C2. Do you support a particular football club? (Include Football League clubs, Amateur League clubs, but not school or neighbourhood football).

YES .....   
 NO .....

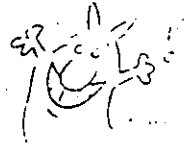
If YES, which one do you support?

Please write name in this box

C3. Have you been to a soccer football match in the last 12 months?

Tick all that apply  
 YES, to League Match .....   
 YES, to Amateur Match .....   
 NO, to neither .....

If YES, please answer 3a) 3b) and 3c) below:



3(a).  
 How often have you been this season?  
 Tick one box  
 About once a week .....   
 About once a month .....   
 Less than monthly .....   
 Once or twice only .....

3(b).  
 Do you usually go to:  
 Tick all that apply  
 Home matches .....   
 Away matches by car .....   
 Away matches by coach .....   
 Away matches by other transport .....

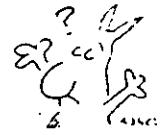


3(c).  
 Who do you usually go with?  
 Tick all that apply Home Matches  
 Tick all that apply Away Matches  
 I go and stay alone .....   
 I go and meet up with people .....   
 I go with my family .....   
 I go with friends .....

C4. Have you actually ever seen or been involved in any disturbances in a football crowd?

Tick one box only  
 YES, seen a disturbance .....   
 YES been involved .....   
 NEVER seen/been involved .....   
 Not been to a football match .....

If YES, please answer 4a) below:



4(a).  
 Could you say what happened? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

C5. Which of the following do you think are causes of football violence?

Tick all that you feel are important  
 Overcrowding .....   
 Crowds standing and pushing .....   
 Opposing and home fans getting mixed up .....   
 Drink (alcohol) .....   
 High unemployment rates .....   
 Boredom among fans .....   
 A few who are out to make trouble .....   
 Bad example given by some footballers .....   
 Too much sensationalism by press/TV .....   
 Long time in queues to get in .....

C6. Which of the following do you think would be useful measures to improve matters?

Tick all that you feel are important  
 Ban alcohol at matches .....   
 Search everyone for "weapons" .....   
 Bring in more police .....   
 Separate home and away supporters .....   
 Ban away supporters .....   
 Ticket-only matches .....   
 Build family enclosures .....   
 Provision of more seating .....   
 Tougher sentences for offenders .....   
 Provide jobs for young people .....   
 Separate entrances/exits for home/away fans .....

C7. What do you think are the really important problems and ways of dealing with football violence?

Write here: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

C8 Which of the following describes how you feel about your spare time?

Answer a-f and tick one box on each line

	I agree	I disagree
(a) I usually find plenty of enjoyable things to do in my spare time	<input type="checkbox"/>	<input type="checkbox"/>
(b) I spend most of my spare time at my home or a friend's house	<input type="checkbox"/>	<input type="checkbox"/>
(c) Where I live I don't feel it's safe for people like me to be out and about on the streets	<input type="checkbox"/>	<input type="checkbox"/>
(d) I don't usually have enough money to do what I like	<input type="checkbox"/>	<input type="checkbox"/>
(e) I am often bored and don't know what to do	<input type="checkbox"/>	<input type="checkbox"/>
(f) Anything is better than staying at home even if there's nowhere special to go	<input type="checkbox"/>	<input type="checkbox"/>

C9 Do you have a shared interest with your mother/father on which you spend up to several hours a week?

Tick one box

YES share interest(s) with Mother only	<input type="checkbox"/>	If YES please answer 9a below
YES share interest(s) with Father only	<input type="checkbox"/>	
YES share interest(s) with both	<input type="checkbox"/>	
NO shared interest with either	<input type="checkbox"/>	

9(a)

What is it? \_\_\_\_\_

C10 Have you ever taken part in any of the following spare time activities? (Do not include anything if you were paid.)

Tick one box on each line a-f

	Never or hardly ever	Sometimes	Often
a) Babysitting for younger brothers and sisters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Babysitting elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Helping old people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Voluntary conservation work (helping with nature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Helping single parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Other voluntary activities in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(What? \_\_\_\_\_)

C11 Is there some spare-time activity which does not exist in your area that you would like to see introduced so that you could take part?

YES <input type="checkbox"/>	If YES please answer 11a below
NO <input type="checkbox"/>	

11(a)

Please describe \_\_\_\_\_

C12 Have you in the past 12 months had any instruction in any of the following?

	Tick all that apply in both columns			Tick all that apply in both columns	
	At School	Outside School		At School	Outside School
Self defence	<input type="checkbox"/>	<input type="checkbox"/>	Shorthand	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	Typing	<input type="checkbox"/>	<input type="checkbox"/>
Dancing	<input type="checkbox"/>	<input type="checkbox"/>	Aerobics/Keep fit	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	None of these	<input type="checkbox"/>	<input type="checkbox"/>
Drama/Speech	<input type="checkbox"/>	<input type="checkbox"/>	Other things	<input type="checkbox"/>	<input type="checkbox"/>
Dressmaking	<input type="checkbox"/>	<input type="checkbox"/>	(What? _____)		

C13 Have you read a book(s) for pleasure in the past 4 weeks?

YES <input type="checkbox"/>	If YES please answer 13(a) and (b) below
NO <input type="checkbox"/>	



13(a)

What books? Tick all that apply

Novels	<input type="checkbox"/>
Modern Sci Fi	<input type="checkbox"/>
Books about hobbies/interests/pets	<input type="checkbox"/>
Biographies	<input type="checkbox"/>
Historical books	<input type="checkbox"/>
Other type of book	<input type="checkbox"/>

(What? \_\_\_\_\_)

13(b)

Can you remember what any of them were called?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

C14. Here are some reasons people give for not reading more books than they do. Tell us which of these might be your case.

Tick all that apply

Usually too busy with other things .....

Don't find books very interesting .....

Interested but no library available nearby .....

Too few books in the house .....

Don't find reading easy .....

I have and read plenty of books .....

Other reason (What? \_\_\_\_\_)



C15. Have you read any of the following magazines in the past 4 weeks?

Tick all that apply

Just 17 ..... <input type="checkbox"/> Blue Jeans ..... <input type="checkbox"/> Patches ..... <input type="checkbox"/> Super Bike ..... <input type="checkbox"/> What Bike ..... <input type="checkbox"/> Bike ..... <input type="checkbox"/> Street Machine ..... <input type="checkbox"/> True Romances ..... <input type="checkbox"/> Smash Hits ..... <input type="checkbox"/>	Over 21 ..... <input type="checkbox"/> My Guy ..... <input type="checkbox"/> Shoot ..... <input type="checkbox"/> Radio Times ..... <input type="checkbox"/> TV Times ..... <input type="checkbox"/> 19 ..... <input type="checkbox"/> Honey ..... <input type="checkbox"/> Motor Cycle Sport ..... <input type="checkbox"/> Marvel, Beano, other comics ..... <input type="checkbox"/>
---	---

Any other magazines? 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

C16. The type of clothes young people wear can be very important. For what reasons do you choose your clothes?

Tick all that apply

Cheapness .....

Fun .....

Fashion .....

Comfort .....

Sex appeal .....

Other reason (What? \_\_\_\_\_)

C17. Do you do anything to the colour of your hair?

YES .....  If YES, please answer 17a below

NO .....



17 (a).

Tick all that apply

What do you do?

Bleaching .....

Highlighting .....

Colouring .....

Something else .....

(What? \_\_\_\_\_)

\_\_\_\_\_

\_\_\_\_\_

C18. How often do you wear jewellery or make-up, if at all?

Tick one box on each line

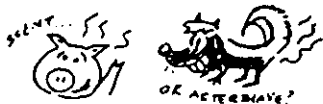
	Always	Often	Only when going out	Never
a) I wear make-up .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I wear jewellery .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



C19. Do you use any form of scent or aftershave?

YES .....  If YES, please answer 19(a) below.

NO .....



19(a).

What brand do you usually use? 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

C20. About how much did you spend last month on the following?

Tick one box on every line

	Nothing	Under £1	£1-£2	£3/4	£5/9	£10/19	£20/39	£40/59	£60 or more	Doesn't apply to me
(a) Make-up/Toiletries .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Clothes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Hairdressing .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Jewellery .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Shoes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C21 Do you and your friends play cards for money?

YES   
NO

If YES please answer 21(a)

21(a)

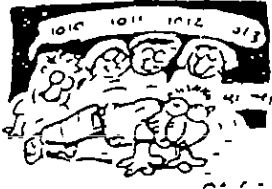
What is the most you have lost? £ \_\_\_\_\_ p \_\_\_\_\_  
What is the most you have won? £ \_\_\_\_\_ p \_\_\_\_\_

C22 Did you take any exercise last Saturday?

YES   
NO

If YES please answer 22(a) below

22(a)



What were you doing last Saturday? Tick all that apply to you

(a) Walking over 1 mile   
 (b) Running/jogging over 1 mile   
 (c) Bicycling over 1 mile   
 (d) Swimming 4 lengths or over   
 (e) Dancing (disco)   
 (f) Indoor sport(s) (What? \_\_\_\_\_)   
 (g) Outdoor sport(s) (What? \_\_\_\_\_)   
 (h) Exercise/Keep Fit class   
 (i) Other form of exercise (What? \_\_\_\_\_)

C23 Different areas in Britain provide more or less facilities recreation for young people We would like to know how it is for you?

Have you been to a sports centre or a community centre in the past 12 months?

Tick one box

YES to Sports Centre only   
 YES to Community Centre only   
 YES to both   
 NO to both   
 NO to both though went before 12 months ago to one or the other

If YES please answer 23(a) below

If NO please answer 23(b) below



23(a)

How often have you been in the last 12 months? Tick one box for Sports Centre and one for Community Centre

	Sports Centre	Community Centre
More than once a week	<input type="checkbox"/>	<input type="checkbox"/>
Once a week	<input type="checkbox"/>	<input type="checkbox"/>
Once or twice a month	<input type="checkbox"/>	<input type="checkbox"/>
Occasionally	<input type="checkbox"/>	<input type="checkbox"/>
Not been at all	<input type="checkbox"/>	<input type="checkbox"/>

23(b)

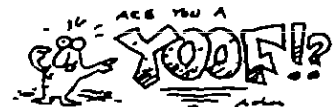
Why don't/didn't you go? Tick all that apply

No longer have time   
 Don't want to   
 Too far away   
 None in area now   
 No transport   
 Too expensive   
 None of my friends go   
 No longer interested in sport   
 Other reasons   
 What? \_\_\_\_\_

C24 Have you been to a youth club(s) in the past 12 months?

YES   
NO

If YES, please answer 23(a) and 23(b)



24(a)

On how many occasions have you been? Tick one box

More than once a week   
 Once a week   
 Once or twice a month   
 Less than once a month

24(b)

What sort of things do/did you do there?

1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_

C25. Have you been/belonged to any uniformed youth organisations in the past 12 months?



Tick one box

YES belong/go to one or more .....

NO used to go, but not now .....

NO, never been or belonged .....

If YES, please answer 25(a) and 25(b) below:

25(a).

Tick one box

How often have you been in the last 12 months?

More than once a week .....

Once a week .....

Once or twice a month .....

Less than once a month .....

25(b).

Where did you go? Tick all that apply

Army Cadets/T.A. ....

Boys Brigade/Girls Brigade .....

Salvation Army .....

Sea Cadets/Rangers .....

Boy Scouts/Girl Guides .....

Air Training Corps .....

Red Cross Cadets .....

St. John's Ambulance Cadets .....

Other organisation(s) (What? \_\_\_\_\_)

\_\_\_\_\_

\_\_\_\_\_

C26. Have you been to any 'church' activities etc. in the past 12 months? (i.e. activities to do with your religion or place of worship, whatever its nature or denomination)

YES .....

NO .....

If YES, please answer 26(a) and 26(b) below:



26(a).

Tick one box

On how many occasions in the past 12 months?

More than once a week .....

Once a week .....

Once or twice a month .....

Occasionally .....

26(b).

What sort of activities? Tick all that apply

Youth Club/Fellowship or Group .....

Tuition Group(s) .....

Trips/outings .....

Sports activities .....

Concert .....

Choir .....

Attend services (or equivalent) .....

Other activities connected with your religion .....

What? \_\_\_\_\_

C27. Apart from the above do you belong to any clubs, organisations or groups?

YES .....

NO .....

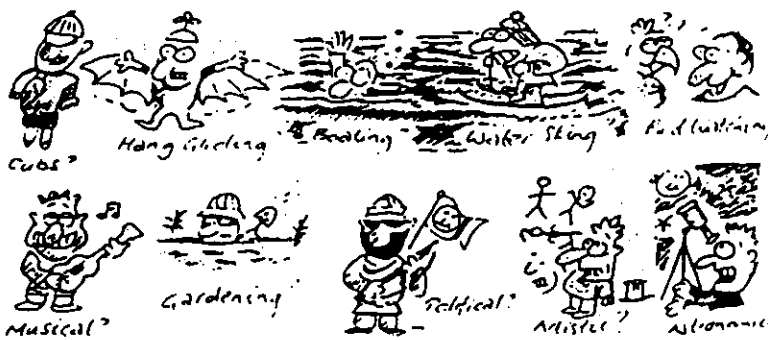
If YES, please answer 27(a) below:

27(a).

What are they and how often do you go and what do you do? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



A lot is said nowadays about Drug Abuse. Would you like to say why, in your opinion, some young people take hard or soft drugs, what they sometimes take, how harmful you think each one can be, and what can be done to help people with a drug problem?

What do you understand by the term drug abuse? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why do some young people take drugs? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What sort of drugs do they take? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How harmful can they be? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What can be done to help people with a drug problem? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The following is a list of major world problems often in the news. Which of these problems do you think we should work towards solving first? Put the list in your order of importance.

Famine / The Arms Race / Racism / Pollution of the Environment / Terrorism / Violent Crime / Unemployment

Place in order of importance

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 Any other issues you feel very strongly about? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Which three people would you most like to be like? (locally or anywhere)  
(eg. Famous People, Celebrities, Entertainers etc.)

Give in order of preference

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What are the three things you like doing the most/the least?

Things I like doing the most

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Things I like doing the least

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What are the three sorts of holiday you would like most?  
(eg. beach, camping, countryside, adventure, foreign travel, doing hobby, etc.)

Give in order of preference

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

THANK YOU VERY MUCH FOR YOUR HELP

# **DOCUMENT O**

## **PARENTAL QUESTIONNAIRE**



# TEENAGER'S EXAMINATION RESULTS & CURRENT PLACEMENT

Please give study teenager's exam results and placement, if applicable. (Include all exams taken.) If he/she did no exams, please write "No Exams". (Please go straight to page 3 if you have already completed a Family Follow-up Form).

	Tick all that apply 'O' or Equivalent	Enter Grading obtained	Tick all that apply CSE or Equivalent	Enter Grading obtained
English Language .....	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
English Literature .....	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
Mathematics .....	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
Science .....	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
Physics .....	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
Biology .....	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
History .....	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
Geography .....	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
Chemistry .....	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
French .....	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
German .....	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
Business Comm. ....	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
RE .....	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
Home Economics .....	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
Other subject(s) please specify:				
1 _____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
2 _____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
3 _____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
4 _____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
5 _____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
6 _____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

Please continue on a separate sheet of paper if more than six others.  
NB. If in Scotland and no grade has been given, please write N/G under 'Grading'.

Please say what teenager is doing/will be doing shortly

Please answer (a), (b), (c) and if necessary, (d)

(a) Is teenager now (or about to be) continuing his/her education eg. in 6th Form, 6th Form College, College of Further Education, Technical College, etc.

Tick one box

YES  NO

If YES, give nature of establishment attended (or will attend) i.e. Same school, 6th Form College, FE College, Technical College or other establishment: \_\_\_\_\_

Give Name & Address of establishment \_\_\_\_\_

Give date when started (is starting) \_\_\_\_\_

What Examination(s)/Certificate(s)/Diplomas(s), if any, is he/she studying for? \_\_\_\_\_

(b) Is teenager in (or about to be in) a youth training scheme (YTS)?

Tick one box

YES  NO

If YES, give Name and Address of YTS Scheme \_\_\_\_\_

Give Nature of YTS Training \_\_\_\_\_

Give date when started (is starting) \_\_\_\_\_

(c) Is teenager already in (or about to be in) employment?

Tick one box

YES  NO

If YES, give actual job \_\_\_\_\_

Give Trade or Industry \_\_\_\_\_

Give Name & Address of Place of Employment \_\_\_\_\_

(d) If teenager is not in any of the above, what is he/she doing (about to do)?

Tick one box

UNEMPLOYED

DOING SOMETHING ELSE  (WHAT? \_\_\_\_\_)

# ENVIRONMENT OF YOUR CHILD

A1 Has your teenager had the same surname since birth?

YES <input type="checkbox"/> NO <input type="checkbox"/> NOT KNOWN <input type="checkbox"/>	If NO, please give your teenager's full name (a) at birth _____ (b) at 10 years _____
---	---

A2 What was your teenager's country of birth?

Tick one box England <input type="checkbox"/> Wales <input type="checkbox"/> Scotland <input type="checkbox"/> Northern Ireland <input type="checkbox"/> Irish Republic <input type="checkbox"/> Other country (please specify _____) <input type="checkbox"/>	If not born in UK answer 2(d)	If born in the United Kingdom please answer 2(a) 2(b) and 2(c) 2(a) Your home address at time of his/her birth _____ _____ _____ _____ 2(b) Name and address of maternity hospital or place where your teenager was born _____ _____ _____ _____ 2(c) Your teenagers home address at age 10 years If same as at birth, please put AS ABOVE _____ _____ _____ _____
2(d) Please give the year when he/she first came to live in UK Year of arrival 19 ____		

A3 What ethnic group are the study teenager and present parents?

Please tick one box in column A B and C English, Welsh, Scottish N Irish Irish Other European West Indian or Guyanese Indian Pakistani Bangladeshi Mixed parentage or any other ethnic group (please describe _____) No mother/father figure Please add any comments felt necessary _____	A Teenager	B Mother	C Father
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

A4 Where is the teenager's home most of the time?

Private household <input type="checkbox"/> Private boarding school <input type="checkbox"/> Residential special school <input type="checkbox"/> A children's home <input type="checkbox"/> Hospital (long stay) <input type="checkbox"/> Other place (please describe _____) <input type="checkbox"/>	Tick one box
--	--------------

A5 At how many addresses has your teenager lived for six months or longer since her/his 10th birthday?

_____ address(es)
-------------------

A6 What language is usually spoken in your home?

English only <input type="checkbox"/> Mainly English, but also another language <input type="checkbox"/> Another language with some English <input type="checkbox"/> Another language without English <input type="checkbox"/> (please describe other language _____)	Tick one box
---	--------------

A7. A household consists of a group of people who all live at the same address and who are all catered for by the same person, list below all the members of this household. Include the study teenager, the 'present' parents, other children, relatives or lodgers, who are members of this household. Exclude any who are only at home for short periods.

Relationship to the study teenager (eg father, step-brother) or status in the household (eg lodger)	Surname	First name(s)	Sex	Date of Birth
1. Study teenager				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

If more than 10 please continue on back page

List below any members of the family not included in the above table. Record, those who are only home for holidays or leave, and give your reason for absence, (for example at residential school, or working away.)

Relationship to teenager	Surname	First name(s)	Sex	Date of birth	Reason for absence from home

A8. Answer (a) and (b) and fill in four numbers on each line (if none write 0)	Younger than study teenager	Exactly same age as teenager	Older but under 21	Older and 21 or over
	a) How many people are there in the household in all?	_____	_____	_____
b) How many are blood brothers and sisters of the study teenager (or half-brothers/sisters)?	_____	_____	_____	_____

A9. What is the relationship to the teenager of his/her mother (or mother figure)?

	Tick one box
Natural mother	<input type="checkbox"/>
Mother by legal adoption	<input type="checkbox"/>
Stepmother	<input type="checkbox"/>
Foster mother	<input type="checkbox"/>
Grandmother	<input type="checkbox"/>
Elder sister	<input type="checkbox"/>
Cohabitee of father	<input type="checkbox"/>
Other mother figure	<input type="checkbox"/>
(Please specify _____)	
No mother figure	<input type="checkbox"/>

A10. What is the relationship to the teenager of his/her father (or father figure)?

	Tick one box
Natural father	<input type="checkbox"/>
Father by legal adoption	<input type="checkbox"/>
Stepfather	<input type="checkbox"/>
Foster father	<input type="checkbox"/>
Grandfather	<input type="checkbox"/>
Elder brother	<input type="checkbox"/>
Cohabitee of mother	<input type="checkbox"/>
Other father figure	<input type="checkbox"/>
(Please specify _____)	
No father figure	<input type="checkbox"/>

9(a). If the teenager is not living with his/her natural mother, when did the natural mother leave?  
19 \_\_\_\_\_  
(If teenager has never lived with natural mother write 1970)

9(b). If the teenager's present mother is not his/her natural mother, when did she take up this responsibility? 19 \_\_\_\_\_

9(c). Since the teenager's birth how many people have acted as his/her mother?  
\_\_\_\_\_

10(a). If the teenager is not living with his/her natural father, when did the natural father leave?  
19 \_\_\_\_\_  
(If teenager has never lived with natural father write 1970)

10(b). If the teenager's present father is not his/her natural father, when did he take up this responsibility? 19 \_\_\_\_\_

10(c). Since the teenager's birth how many people have acted as his/her father?  
\_\_\_\_\_

**A11 With how many natural parents was the study teenager living at Birth at 5 at 10 and at 16 years of age?**

Answer a) b) c) and d) and tick one box on each line	1 Both natural parents	2 Natural mother	3 Natural father	4 Neither natural parents
a) Birth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Five	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Ten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Sixteen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If 2 3 or 4 are ticked at any age, please answer 11(a)-11(h) below, and specify the changed situation and the reason for this change

**11(a)**

Who was the teenager living with at birth five ten and sixteen years? Tick one box in Column A and then tick one box in Column B C and D	A	B	C	D
	At birth	At 5	At 10	At 16
Natural mother and step father/natural father and step-mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Natural mother and cohabitee/natural father and cohabitee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mother and relative/father and relative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mother alone/father alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other situation(s) (What? _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**11(b)**

Reason for any change – birth-5, 5-10, 10-16 Tick one box for Column A then one box for Column B then one box for Column C	A	B	C
	Birth-5	5-10	10-16
Death of mother (or mother figure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Death of father (or father figure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Death of both mother and father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Separation of parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Divorce of parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other situation (what _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**11(c)**

If there has been any significant change(s) since 10 years, please specify below

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**11(d) How often did the child meet the absent natural parent? (If the absence began less than one year ago answer part (ii) only, and refer to the whole period for which it has lasted Otherwise answer part i and then part ii) If more than one absence refer to the most recent**

<p><b>(i) During the first 6 months of the parent's absence</b></p> <p style="text-align: right;">Tick one box</p> <p>YES, once a week or more <input type="checkbox"/></p> <p>YES, two or three times a month <input type="checkbox"/></p> <p>YES, once a month <input type="checkbox"/></p> <p>YES 3-5 times in all <input type="checkbox"/></p> <p>YES 1-2 times in all <input type="checkbox"/></p> <p>NEVER <input type="checkbox"/></p> <p>Not known <input type="checkbox"/></p> <p>Not applicable <input type="checkbox"/></p> <p>Absence began less than one year ago <input type="checkbox"/></p>	<p><b>(ii) During the last 6 months of the parent's absence</b></p> <p style="text-align: right;">Tick one box</p> <p>YES, once a week <input type="checkbox"/></p> <p>YES, two or three times a month <input type="checkbox"/></p> <p>YES, once a month <input type="checkbox"/></p> <p>YES, 3-5 times in all <input type="checkbox"/></p> <p>YES, 1-2 times in all <input type="checkbox"/></p> <p>NEVER <input type="checkbox"/></p> <p>Not known <input type="checkbox"/></p>
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If YES, answer 11(e) below

**11 (e) Did the child ever go on holiday/vacation with the absent natural parent? (during the whole period of the absence)**

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>
DON'T KNOW	<input type="checkbox"/>

11(f). Did the child's natural parents (who are now living apart from each other) discuss with each other the following aspects of the child's life?

Answer (a)-(d) and tick one box in each line

	Never discussed this issue	Only in an emergency or crisis	Routinely discussed this issue	Not known	Not applicable
a) Child's educational attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Child's health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Child's behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Plans for the child's future education, training, employment etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11(g).

Does the absent natural parent pay maintenance to the child's custodial parent?

YES

NO but has in past

NO never

Not known

Not applicable

11(h)

Has a court ever ordered that maintenance should be paid to the child's custodial parent by the absent natural parent?

YES

NO

Not known

Not applicable

A12. Has the teenager ever been subject to any of the following orders:

Tick all that apply

Adoption

Residential care

Supervision order

Place of safety order

Youth custody

Detention centre

(Name of above \_\_\_\_\_)

None of above



A13. Has anyone ever had to take parental responsibility from the child's natural or adoptive parent(s)?

YES

NO

DON'T KNOW

If YES, answer 13(a), (b), (c), (d), (e), (f), (g)

13(a) Tick one box to indicate number of times

How many times has this occurred in all?

1	2	3	4	5	6	7	8	9	10+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13(b) Tick one box

How many times has this occurred since the 10th birthday?

0	1	2	3	4	5	6	7	8	9	10+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the most recent episode, please give the following information:

13(c) Age of child (years and months) at onset \_\_\_\_\_

13(d) Age (years and months) when ended \_\_\_\_\_

13(e) Where did he/she stay? (eg fostered, institution, at home, with friends, with relatives, elsewhere)

Say where \_\_\_\_\_

13(f) Was a statutory order made?

YES, supervisory

YES, care

NO

13(g) What was the reason for the most recent episode?

Eviction

Desertion

Judicial Sentence

Illness

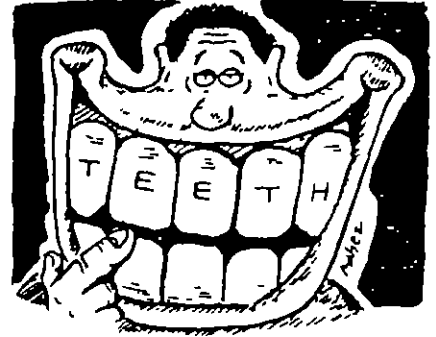
Other reason (what? \_\_\_\_\_)



## Section B HEALTH

B1 Has the study teenager lost any second teeth?

	Tick all that apply
NO	<input type="checkbox"/>
DON T KNOW	<input type="checkbox"/>
YES through decay	<input type="checkbox"/>
YES as a procedure for straightening teeth	<input type="checkbox"/>
YES for other reason	<input type="checkbox"/>
(please specify _____)	
YES reason not known	<input type="checkbox"/>



B2 Has the study teenager been seen by a dentist during the past 12 months?

	Tick all that apply
NO	<input type="checkbox"/>
DON T KNOW	<input type="checkbox"/>
YES but don t know reason	<input type="checkbox"/>
YES for inspection	<input type="checkbox"/>
YES for fillings and/or extractions	<input type="checkbox"/>
YES for straightening teeth	<input type="checkbox"/>
YES other reason	<input type="checkbox"/>
(please specify _____)	

If YES please answer 2(a)

	Tick all that apply
Was it a	
School dentist?	<input type="checkbox"/>
NHS dentist?	<input type="checkbox"/>
Dental hospital?	<input type="checkbox"/>
Casualty department?	<input type="checkbox"/>
Private dentist?	<input type="checkbox"/>

B3 Does the teenager wear a

	Yes	No
Dental brace?	<input type="checkbox"/>	<input type="checkbox"/>
False tooth (or teeth)?	<input type="checkbox"/>	<input type="checkbox"/>
Capped tooth (or teeth)?	<input type="checkbox"/>	<input type="checkbox"/>
Hearing aid?	<input type="checkbox"/>	<input type="checkbox"/>



B4 Has the teenager ever been prescribed spectacles or contact lens?

For Column A tick one box		
Then for Column B tick one box	A	B
	Glasses	Contact lens
YES, he/she wears them only for close vision (like reading)	<input type="checkbox"/>	<input type="checkbox"/>
YES he/she wears them only for distant vision	<input type="checkbox"/>	<input type="checkbox"/>
YES he/she wears them all the time	<input type="checkbox"/>	<input type="checkbox"/>
YES, but he/she doesn t wear them	<input type="checkbox"/>	<input type="checkbox"/>
NO	<input type="checkbox"/>	<input type="checkbox"/>

If YES, answer 4a, b c d

(a) When was he/she prescribed them?	
(b) How many pairs has he/she had all together?	
(c) If he/she doesn't wear them, when did he/she stop?	
(d) Why did he/she stop?	

B5 Has the study teenager suffered in the past 12 months from any of the following?

	Tick all that apply
Hay fever or allergic rhinitis	<input type="checkbox"/>
Recurrent vomiting or bilious attacks	<input type="checkbox"/>
Dysmenorrhoea (girls only)	<input type="checkbox"/>
Travel sickness	<input type="checkbox"/>
Recurrent abdominal pain(s)	<input type="checkbox"/>
Recurrent throat and/or ear infections requiring treatment by a doctor	<input type="checkbox"/>
Acne (other than trivial)	<input type="checkbox"/>
Eczematous rashes	<input type="checkbox"/>
Psoriasis	<input type="checkbox"/>
None of the above	<input type="checkbox"/>



# Migraine

86. Has the study teenager had attacks of migraine or recurrent sick headaches in the past 12 months?

Tick one box

NO .....

DON'T KNOW .....

YES, but none in the past month .....

YES, one in the past month .....

YES, more than one in the past month .....

YES, but frequency unknown .....

If YES, please specify exact nature of attacks:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(continue at back of form if necessary)

# Psychiatric and Behaviour Problems

87. Has the study teenager ever been seen by a specialist for an emotional or behaviour problem?

Tick all that apply

NO .....

DON'T KNOW .....

YES, as an inpatient in hospital .....

YES, in a hospital outpatient department .....

YES, at a family guidance clinic .....

YES, elsewhere .....

please specify \_\_\_\_\_

\_\_\_\_\_

If YES, please give year of attendance, diagnosis and name and address of hospital/clinic attended:

Year(s) of attendances(s)	Diagnosis	Name and address of hospital/clinic attended.
_____	_____	_____
_____	_____	_____
_____	_____	_____

88. Has the study teenager ever had any form of fit, convulsion, epileptic attack or other turn in which consciousness was lost, or has any part of the body made abnormal movements (do not include emotional faints)?

YES .....

NO .....

DON'T KNOW .....

If YES, please answer 8(a) and (b)

8(a).

What was diagnosed? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8(b).

Tick one box for first and one box for most recent

When did the first and most recent episodes occur?	First	Most recent
Before 1st birthday .....	<input type="checkbox"/>	<input type="checkbox"/>
Between 1st and 2nd birthdays .....	<input type="checkbox"/>	<input type="checkbox"/>
Between 2nd and 5th birthdays .....	<input type="checkbox"/>	<input type="checkbox"/>
Between 5th and 10th birthdays .....	<input type="checkbox"/>	<input type="checkbox"/>
Since 10th birthday but not in the past 12 months .....	<input type="checkbox"/>	<input type="checkbox"/>
In past 12 months .....	<input type="checkbox"/>	<input type="checkbox"/>
Don't know age .....	<input type="checkbox"/>	<input type="checkbox"/>

If any episode since 10 years, please answer 8(c) below.

8(c).

If episode(s) have taken place since the age of 10, please enter details below:

Age and nature of attack, type, duration, disposal and treatment \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name and address of any hospital or specialist attended \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B9 Has the study teenager ever had any attacks of wheezing or whistling in the chest?

YES   
 NO   
 DON'T KNOW

If YES please answer 9(a) 9(b), 9(c), 9(d) 9(e) 9(f)

9(a) Please state when attacks have occurred		How many attacks?
Answer a) c) and tick one box on each line		
a) Before 5 years	No <input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> If yes, give number _____
b) Between 5 and 10 years	No <input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> If yes, give number _____
c) Since 10 years	No <input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> If yes, give number _____

9(b)

What were these thought to be due to? Tick all that apply

Asthma   
 Wheezy bronchitis   
 Other cause(s)   
 Please specify \_\_\_\_\_

9(c)

Have the attack(s) ever necessitated investigation/treatment? Tick all that apply

NO   
 DON'T KNOW   
 YES, admitted to hospital   
 YES seen by a specialist in an outpatient department/clinic   
 YES investigated by a GP

9(d)

When did (A) the first attack occur and (B) the most recent attack occur?  
 Tick one box under A and one under B

	A First attack	B Most recent
Before first birthday	<input type="checkbox"/>	<input type="checkbox"/>
Between 1st and 2nd birthdays	<input type="checkbox"/>	<input type="checkbox"/>
Between 2nd and 5th birthdays	<input type="checkbox"/>	<input type="checkbox"/>
Between 5th and 7th birthdays	<input type="checkbox"/>	<input type="checkbox"/>
Between 7th and 10th birthdays	<input type="checkbox"/>	<input type="checkbox"/>
Since 10th birthday but not in past 12 months	<input type="checkbox"/>	<input type="checkbox"/>
In past 12 months	<input type="checkbox"/>	<input type="checkbox"/>
Don't know age	<input type="checkbox"/>	<input type="checkbox"/>

9(e)

If the teenager has had asthma or wheezy bronchitis in the past 12 months, did this occur? Tick one box

At least once a week?   
 Usually less than once a week?   
 Less than once a month?   
 Frequency unknown?

9(f) Please describe what medication has been used in the past and/or currently

\_\_\_\_\_

\_\_\_\_\_

continue on back pages if necessary

B10 Has the study teenager had bronchitis since his/her 10th birthday?

YES   
 NO   
 DON'T KNOW

1 Has the teenager had any of the following since 10 years?

Tick all that apply

German measles   
 Measles   
 Mumps   
 Whooping cough   
 Chicken pox   
 Meningitis   
 Glandular fever   
 None of above



B12 Has the teenager had any operations since 10 years?

Tick all that apply

Tonsillectomy or Ts and As  at age \_\_\_\_\_ years  
 Hernia operation  at age \_\_\_\_\_ years  
 Appendisectomy  at age \_\_\_\_\_ years  
 Operation for squint  at age \_\_\_\_\_ years  
 Grommets  at age \_\_\_\_\_ years  
 Gynaecological procedure (what? \_\_\_\_\_)  at age \_\_\_\_\_ years  
 Any other operation   
 (What? \_\_\_\_\_)  at age \_\_\_\_\_ years  
 (What? \_\_\_\_\_)  at age \_\_\_\_\_ years  
 (What? \_\_\_\_\_)  at age \_\_\_\_\_ years  
 No operation since 10 years



B13. Has the study child been admitted to hospital since his/her 10th birthday?

YES .....   
 NO .....   
 DON'T KNOW .....

If YES, answer 13(a), 13(b), 13(c).

13(a) Please give total number of admissions since 10th birthday: No: \_\_\_\_\_

13(b) Please list details of all hospital admissions since 10th birthday:			
	1st admission	2nd admission	3rd admission
Age at admission (years)			
Number of nights in hospital			
Reason for admission and diagnosis			
Treatment including operations and other procedures			
Name and full address of hospital			

Continue on back page if more than 3 admissions

13(c). Please indicate any conditions for which the study teenager has been admitted to hospital overnight since 10th birthday.	Tick all that apply in Col 1 and Col 2	
	Col 1 In-Patient	Col 2 Out-Patient
Operation .....	<input type="checkbox"/>	<input type="checkbox"/>
Accident .....	<input type="checkbox"/>	<input type="checkbox"/>
Asthma/Wheezy bronchitis .....	<input type="checkbox"/>	<input type="checkbox"/>
Upper respiratory tract infection(s) (including E.N.T. problems) .....	<input type="checkbox"/>	<input type="checkbox"/>
Chest infections .....	<input type="checkbox"/>	<input type="checkbox"/>
Urinary tract infections/investigation .....	<input type="checkbox"/>	<input type="checkbox"/>
Other infections .....	<input type="checkbox"/>	<input type="checkbox"/>
Convulsions .....	<input type="checkbox"/>	<input type="checkbox"/>
Heart investigation/treatment .....	<input type="checkbox"/>	<input type="checkbox"/>
Abdominal conditions not requiring operation .....	<input type="checkbox"/>	<input type="checkbox"/>
Disorders of bones and joints .....	<input type="checkbox"/>	<input type="checkbox"/>
Blood disorders including leukaemia/anaemia etc. ....	<input type="checkbox"/>	<input type="checkbox"/>
Tumours, neoplasms and other malignant conditions .....	<input type="checkbox"/>	<input type="checkbox"/>
Endocrine disorders (diabetes, thyroid, etc.) .....	<input type="checkbox"/>	<input type="checkbox"/>
Skin conditions .....	<input type="checkbox"/>	<input type="checkbox"/>
Eye conditions .....	<input type="checkbox"/>	<input type="checkbox"/>
Problems of nutrition (e.g. over or underweight etc.) .....	<input type="checkbox"/>	<input type="checkbox"/>
Emotional conditions (specify _____)	<input type="checkbox"/>	<input type="checkbox"/>
Any other conditions (What? _____)	<input type="checkbox"/>	<input type="checkbox"/>

**Hospital Outpatient Attendances**

B14. Since 10 yrs, has the study teenager attended (i) a hospital outpatient department, (ii) a casualty/accident department or (iii) a specialist clinic?

NO .....   
 YES, a hospital outpatient department .....   
 YES, a casualty department .....   
 YES, a specialist clinic .....   
 DON'T KNOW .....

Tick all that apply

If YES, answer 14(a) below.

14(a). Please give details of all conditions or illnesses resulting in attendance(s) since his/her 10th birthday:			
	1st illness	2nd illness	3rd illness
Age at 1st attendance (years)			
Total number of attendances			
Diagnosis and treatment			
Name and address of department, hospital or clinic			

## Accidents

**B15** Has the study child had an accident requiring medical advice or treatment since his/her 10th birthday?

(Please include accidents at home, at school, on the road and elsewhere, ingestion of medicines/poisons burns/scalds )

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>
DON'T KNOW	<input type="checkbox"/>

If YES, (a) Please give total number of accidents since 10th birthday \_\_\_\_\_ accidents  
 (b) Please list below details of all accidents since 10th birthday

	1st accident	2nd accident	3rd accident
Age (years)			
Where did it happen? (road home school etc )			
What happened?			
Description of 'injuries' (e g burn/scald fracture, head injury with unconsciousness etc)			
Treatment (including stitches operation(s) plaster cast(s), traction etc)			
Where treated (GP, casualty, in patient)?			

(more spaces available at back of this form)

## Medical causes of school absence

**C1** How much time altogether has the study child missed from school in the past 12 months for reasons of ill-health or emotional disturbance?

	Tick one box
None, or less than one week in all	<input type="checkbox"/>
Over one week and up to one month in all	<input type="checkbox"/>
Over one month and up to three weeks in all	<input type="checkbox"/>
Over three months in all	<input type="checkbox"/>
Missed school, but don't know for how long	<input type="checkbox"/>
Don't know whether missed school	<input type="checkbox"/>
Does not attend school	<input type="checkbox"/>
Please state why _____	
_____	

If YES, answer 1(a) below

**1(a)** If absent for more than one week in all during the past 12 months please indicate reason(s) (If not applicable, leave blank, otherwise tick all that apply)

Colds, catarrh, sore throats, ear infections	<input type="checkbox"/>
Bronchitis or chest infections, including pneumonia or influenza	<input type="checkbox"/>
Asthma or wheeziness	<input type="checkbox"/>
Headaches	<input type="checkbox"/>
Emotional or nervous problems	<input type="checkbox"/>
(What? _____)	
Bilious attacks or diarrhoea	<input type="checkbox"/>
Dysmenorrhoea	<input type="checkbox"/>
Abdominal pain	<input type="checkbox"/>
Infectious diseases	<input type="checkbox"/>
(What? _____)	
Accident or injury	<input type="checkbox"/>
(Please specify _____)	
Convulsions fits or turns	<input type="checkbox"/>
Other cause(s)	<input type="checkbox"/>
(What? _____)	
(What? _____)	

D1. Has this teenager used any of the following services since 10 years of age?

Answer each one and tick all that apply	Yes in past 12 months	Yes between 10-15 years	Yes but not known when	Not known
Child/family guidance service, child psychiatrist or educational psychologist .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General practitioner service for:				
(a) a check up .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) immunisation (what against? _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) injury/illness (what? _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dental hygienist .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech therapist (what for? _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health visitor .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other service(s) used .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(What? _____)				

D2. Has this teenager, your husband or yourself been to any of the following in the past 12 months?

Tick all that apply	My Teenager	My Husband	Other Member of family	My self
Acupuncturist (Why? _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeopath (Why? _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faith healer (Why? _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Osteopath/chiropractor (Why? _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hypnotist (Why? _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other "alternative medical helper" .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Who? _____)				

**Private Medical Care**

D3. During the last 12 months, which if any of the family has been treated on a private basis by a qualified medical doctor?

Answer (a)-(c) and tick one box on each line.	No	Don't know	Yes & privately insured	Yes but not privately insured
(a) My teenager .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) My husband .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Myself .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

→ If YES, answer 3(a) below.

3(a). What was the condition/illness?

Study teenager .....

My husband .....

Myself .....

D4. Please enquire or state from your own knowledge if (a) the study teenager, and (b) any other member of the family, has had any contact with any of the following services since the study child's 10th birthday?

Tick all that apply separately for A and B	A Teenager	B Other member(s) of the family
Social Services or Social Work Department (including former Children's Department) .....	<input type="checkbox"/>	<input type="checkbox"/>
Educational Welfare Department .....	<input type="checkbox"/>	<input type="checkbox"/>
Careers Officer/Youth Employment Officer .....	<input type="checkbox"/>	<input type="checkbox"/>
Voluntary Social Work Agency .....	<input type="checkbox"/>	<input type="checkbox"/>
(Please state which: _____)		
Police .....	<input type="checkbox"/>	<input type="checkbox"/>
Probation Office .....	<input type="checkbox"/>	<input type="checkbox"/>

If there has been any such contact, please state why and who arranged the contact in the first instance:

\_\_\_\_\_

(more space available at back of this form)

D5. Has the study teenager ever been taken to court (or a children's hearing in Scotland) to your knowledge?

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YES .....	<input type="checkbox"/>
NO .....	<input type="checkbox"/>
DON'T KNOW .....	<input type="checkbox"/>

if YES, please give as many details as you can: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Section E: FAMILY FINANCES

Please explain that knowledge of the economic circumstances of families with teenage children is vital in this study of the development of teenagers in Britain.

E1 What have been the source(s) of income of the household during the past 12 months? Tick all that apply, but exclude study teenager's earnings, if any)

Father's employment . . . . .	<input type="checkbox"/>	One-parent Benefit . . . . .	<input type="checkbox"/>
Mother's employment . . . . .	<input type="checkbox"/>	Housing Benefit . . . . .	<input type="checkbox"/>
Brother's/sister's employment . . . . .	<input type="checkbox"/>	Mobility Allowance . . . . .	<input type="checkbox"/>
Other adult member(s) of household's employment . . . . .	<input type="checkbox"/>	Rent or Rates Rebate . . . . .	<input type="checkbox"/>
Investments and/or private income . . . . .	<input type="checkbox"/>	Retirement Pension . . . . .	<input type="checkbox"/>
Annuities and pensions (other than Social Security) . . . . .	<input type="checkbox"/>	Disability Pension . . . . .	<input type="checkbox"/>
Supplementary Benefit . . . . .	<input type="checkbox"/>	Attendance Allowance . . . . .	<input type="checkbox"/>
Unemployment Benefit . . . . .	<input type="checkbox"/>	Family Income Supplement . . . . .	<input type="checkbox"/>
Widow's Pension/Widowed mother's allowance . . . . .	<input type="checkbox"/>	Any other source(s) . . . . .	<input type="checkbox"/>
Sickness Benefit . . . . .	<input type="checkbox"/>	(Please specify: _____ )	

### Combined Income of present parents

E2. Please show the following table of incomes to the respondent and ask her to mark the income band which is appropriate. The figures refer to the COMBINED GROSS INCOME OF THE CHILD'S MOTHER AND FATHER. (Do not include Child Benefit, but include all other earned and unearned income before deductions for tax, national insurance, etc.) Enter either as weekly or yearly sum

WEEKLY INCOME	Tick one box	YEARLY INCOME	Tick one box
Less than £50	<input type="checkbox"/>	Less than £2600	<input type="checkbox"/>
£50 - £99	<input type="checkbox"/>	£2600 - £5199	<input type="checkbox"/>
£100 - £149	<input type="checkbox"/>	£5200 - £7799	<input type="checkbox"/>
£150 - £199	<input type="checkbox"/>	£7800 - £10399	<input type="checkbox"/>
£200 - £249	<input type="checkbox"/>	£10400 - £12999	<input type="checkbox"/>
£250 - £299	<input type="checkbox"/>	£13000 - £15599	<input type="checkbox"/>
£300 - £349	<input type="checkbox"/>	£15600 - £18199	<input type="checkbox"/>
£350 - £399	<input type="checkbox"/>	£18200 - £20799	<input type="checkbox"/>
£400 - £449	<input type="checkbox"/>	£20800 - £23399	<input type="checkbox"/>
£450 - £499	<input type="checkbox"/>	£23400 - £25999	<input type="checkbox"/>
£500 and over	<input type="checkbox"/>	£26000 and over	<input type="checkbox"/>
REFUSE TO ANSWER	<input type="checkbox"/>		<input type="checkbox"/>
UNCERTAIN	<input type="checkbox"/>		<input type="checkbox"/>



### Family Expenditure

E3. How much money is spent each week/month by your household on the following goods, and how many people share the goods? (It is realised that this will be an estimate and very approximate.)

Item	Answer (a)-(f) On each line, answer A or B, and C. If don't know, write DK.	A		C	
		Weekly Expenditure	OR		Monthly Expenditure
(a) Food and household sundries . . . . .		£ _____		£ _____	_____
(b) Alcohol . . . . .		£ _____		£ _____	_____
(c) Tobacco . . . . .		£ _____		£ _____	_____
(d) Clothing . . . . .		£ _____		£ _____	_____
(e) Travel . . . . .		£ _____		£ _____	_____
(f) Entertainment . . . . .		£ _____		£ _____	_____

E4. Have you, as a family, been seriously troubled by financial hardship in the past 12 months?

YES . . . . .	<input type="checkbox"/>	} ————	If YES, please answer 4(a).	Please can you give us any details? _____ _____ _____ _____
NO . . . . .	<input type="checkbox"/>			
Uncertain . . . . .	<input type="checkbox"/>			
Don't know . . . . .	<input type="checkbox"/>			
Other reply . . . . .	<input type="checkbox"/>			
(What? _____)				



## Section F: ACCOMMODATION

**F1** What accommodation do you occupy?

	Tick one box
House or bungalow occupied by us	<input type="checkbox"/>
Flat or maisonette with our own front door	<input type="checkbox"/>
Flat or rooms in building shared with other households (i.e. not self-contained)	<input type="checkbox"/>
Mobile home, houseboat, caravan or tent	<input type="checkbox"/>
Other type of accommodation (What? _____)	<input type="checkbox"/>

	Tick one box
1(a) Is the house or bungalow Detached?	<input type="checkbox"/>
Semi-detached?	<input type="checkbox"/>
Terraced (including end of terrace)?	<input type="checkbox"/>

	Tick one box
1(b) Please give the lowest floor on which living room(s) or bedroom(s) are situated	
Basement	<input type="checkbox"/>
Ground	<input type="checkbox"/>
Above ground (give floor _____)	<input type="checkbox"/>

**F2** When was your present accommodation built?

	Tick one box
In past 10 years	<input type="checkbox"/>
Between 10 and 25 years ago	<input type="checkbox"/>
Between 25 and 40 years ago	<input type="checkbox"/>
1914-1945	<input type="checkbox"/>
Pre-1914	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

**F3** Is your accommodation owned/rented by you?

	Tick all that apply
It is Owned outright	<input type="checkbox"/>
Being bought on mortgage or loan	<input type="checkbox"/>
Rented from local authority/council	<input type="checkbox"/>
Privately rented (unfurnished)	<input type="checkbox"/>
Privately rented (furnished)	<input type="checkbox"/>
Tied to occupation of a household member	<input type="checkbox"/>
Other situation (What? _____)	<input type="checkbox"/>

	Tick one box
3(a) Could you/did you buy as a sitting tenant of the Council?	
YES	<input type="checkbox"/>
NO	<input type="checkbox"/>
DON'T KNOW	<input type="checkbox"/>

**F4** How many rooms are there within your accommodation? (Do not count kitchen, bathroom or toilets, or any room used solely for business or trade purposes.)

		0	1	2	3	4	5	6	7	8	9+
Number of bedrooms	Tick one box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of other rooms	Tick one box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**F5** Have you the use of the following?

Answer (a) (d) and tick one box on each line			
	Sole Use	Shared Use	Lack this amenity
a) Bathroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Indoor lavatory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Hot water supply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Garden/yard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**F6** Please describe the kitchen. Which of the following applies?

	Tick one box
Kitchen less than 6 feet wide and not used as a living room	<input type="checkbox"/>
Kitchen less than 6 feet wide and used as a living room	<input type="checkbox"/>
Kitchen 6 feet or more wide and not used as a living room	<input type="checkbox"/>
Kitchen 6 feet or more wide and used as a living room	<input type="checkbox"/>
No kitchen	<input type="checkbox"/>
Don't know	<input type="checkbox"/>







# Section G: FAMILY HEALTH



**G1** Since the teenager's tenth birthday has anyone in the household had any severe or prolonged illness (medical surgical or psychiatric) or any handicap or disability? Please include illness in mother, father, other adults and children in household, exclude study teenager)

	Tick all that apply
YES, mother	<input type="checkbox"/>
YES, father	<input type="checkbox"/>
YES, other adult or child (exclude study teenager)	<input type="checkbox"/>
NO, no one in the household has been ill	<input type="checkbox"/>
DON'T KNOW	<input type="checkbox"/>

If YES, please answer 1(a)

1(a)

	1st person	2nd person	3rd person
Relationship to the teenager			
Year of onset			
Diagnosis or nature of the condition			
Duration of condition and months			
Outcome (e.g. recovered, died, condition still present)			
In what way, if any, has the condition caused any interference with the teenager's everyday life?			

If more than three people affected, please continue on back page

**G2** As far as you know, does your teenager smoke cigarettes and do you and your husband smoke?

Cigarette smoking is defined as one or more cigarettes daily on average

Tick one box under teenager, husband and self		My Teenager	My Husband	Myself
1	Yes, cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Smokes cigars/cigars/pipe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Not sure but probably smokes cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	No, non-smoker always	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	No, non-smoker now, but smoked in past	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer 2(a) and 2(b) for teenager, husband and self		My Teenager	My Husband	Myself
<b>If a smoker now</b>				
2(a)	How many cigarettes a day on average are smoked?	_____ cigs	_____ cigs	_____ cigs
2(b)	At what age did smoking commence?	_____ yrs	_____ yrs	_____ yrs
Answer 2(c) and 2(d) for teenager, husband and self		My Teenager	My Husband	Myself
<b>If you are an ex-smoker now</b>				
2(c)	At what age was smoking last given up?	_____ yrs	_____ yrs	_____ yrs
2(d)	How many cigarettes a day smoked just before gave up	_____ cigs	_____ cigs	_____ cigs

## Section H: NEIGHBOURHOOD

H1. In order to get some impression of the kind of district the teenager lives in, please mark which one of the following descriptions best characterised the neighbourhood.

1. In this district, houses are closely packed together and are in a poor state of repair. Multi-occupation is a common feature, and most families have low incomes .....	<input type="checkbox"/>
2. This district consists largely of council houses and flats or less expensive privately-owned houses, for example, older terrace houses. Multi-occupation is unusual and families have average incomes. Include 'New Towns' here.....	<input type="checkbox"/>
3. In this district houses are well spaced and the majority are well maintained. Multi-occupation is rare and most families have average incomes. Include 'New Towns' here .....	<input type="checkbox"/>
4. This district is part of a small market town, rural community or village. Some families may lack basic amenities but others may be fairly well-to-do. It is mainly characterised by the fact that the well-to-do and poorer families live close together in the community: This community could be: (a) A rural area with hardly any other houses nearby and some distance from any town or village .....	<input type="checkbox"/>
(b) A country neighbourhood, but in or close to a village .....	<input type="checkbox"/>
5. If none of these descriptions seem to characterise the district the teenager lives in, please describe in your own words what it is like _____ _____	

H2.

PLEASE ENTER BELOW	1. ANY FURTHER DETAILS ABOUT HOUSEHOLD MEMBERS, ACCIDENTS, HOSPITAL ADMISSIONS, OUTPATIENT ATTENDANCES, CHRONIC FAMILY ILLNESSES ETC. FOR WHICH THERE WAS INSUFFICIENT SPACE IN THE FORM.
	2. ANY COMMENTS OR INFORMATION YOU FEEL ARE RELEVANT.

### IMPORTANT

It may be helpful for the doctors on the survey to consult in confidence medical records about a child's admission(s) to hospital or attendance(s) at outpatients or illnesses treated by the family doctor. Would you please indicate if you give permission to do this should it prove necessary now or at a later date.

\*I am willing/I am not willing for medical records about my child's illnesses to be consulted if it should prove necessary, provided this is done in absolute confidence.

(\*delete as applicable)

Signature of parent/guardian \_\_\_\_\_

# SECTION J : PARENTAL QUALIFICATIONS AND OCCUPATION

(Please ignore this section if you have already completed a Family Follow-up Form)

## 1. What are the educational or occupational qualifications of the father and mother?

Fill in column A and column B and tick all that apply in each column	A FATHER	B MOTHER
Trade Apprenticeship, or other occupational training, (e.g. shorthand, typing, State Enrolled Nurse, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
'O' Level or equivalent (e.g. Scottish Certificate of Education (SCE) 'O' grade, C S E City and Guilds Intermediate Tech Cert Final Craft Cert etc)	<input type="checkbox"/>	<input type="checkbox"/>
'A' Level or equivalent (e.g. Scottish Certificate of Education (SCE) higher grade OND, ONC, City and Guilds Final Tech Cert)	<input type="checkbox"/>	<input type="checkbox"/>
Nurse (SEN or State Registered Nurse)	<input type="checkbox"/>	<input type="checkbox"/>
Teacher (Certificate of Education or equivalent)	<input type="checkbox"/>	<input type="checkbox"/>
Holder of Degree, or Diploma or Membership of Professional Institute (e.g. BSc, BEd, PhD HND HNC, FAC FRICS MIEE)	<input type="checkbox"/>	<input type="checkbox"/>
Other Qualification(s) (please specify _____)	<input type="checkbox"/>	<input type="checkbox"/>
No qualification(s)	<input type="checkbox"/>	<input type="checkbox"/>
Qualification(s) not known	<input type="checkbox"/>	<input type="checkbox"/>

## At what age did the teenager's father and mother finish full time education?

(a) Age father finished	_____ years
(b) Age mother finished	_____ years

## 3 Present employment situation of teenager's father and mother.

Fill in Column A and then Column B	Tick one box A FATHER	Tick one box B MOTHER
<b>WORKING</b>		
In a regular paid job or family business (even if temporarily absent from work for any reason, as long as there is a job to return to)	<input type="checkbox"/>	<input type="checkbox"/>
Works occasionally or on a casual basis only	<input type="checkbox"/>	<input type="checkbox"/>
Other employment situation (please specify _____)	<input type="checkbox"/>	<input type="checkbox"/>
<b>NOT WORKING</b>		
Out of work but seeking work	<input type="checkbox"/>	<input type="checkbox"/>
Out of work because of sickness or injury but intending to seek work	<input type="checkbox"/>	<input type="checkbox"/>
Looks after home/family (e.g. housewife)	<input type="checkbox"/>	<input type="checkbox"/>
Permanently sick or injured, not intending to seek work	<input type="checkbox"/>	<input type="checkbox"/>
Full-time student	<input type="checkbox"/>	<input type="checkbox"/>
Retired	<input type="checkbox"/>	<input type="checkbox"/>
No father/mother figure	<input type="checkbox"/>	<input type="checkbox"/>

## 4 Number of weeks teenager's father and mother have been off work in past 12 months due to (A) Unemployment (B) Illness/Injury (if none, write 0)

	FATHER Write number	MOTHER Write number
(A) Unemployment	_____ weeks	_____ weeks
(B) Illness/Injury	_____ weeks	_____ weeks

## 5 If teenager's father and mother not working now, how many years (months) since last employed regularly?

	FATHER Write number	MOTHER Write number
	_____ yrs    _____ mths	_____ yrs    _____ mths

**6. Present or most recent occupation of teenager's father and mother**

Please give for teenager's father and mother the actual job/occupation, trade/profession followed (or most recent if out of current work). Then describe the type of industry worked in or type of service given. Please avoid vague terms such as 'mechanic', 'foreman' and use precise terms such as 'radio-mechanic', 'toolroom foreman'. If special name is used within trade or profession, please include this. (If in H.M. Forces, please give rank in addition to actual job or type of industry).

**FATHER (OR FATHER FIGURE)**

Actual job, occupation, trade or profession . . . . . \_\_\_\_\_  
 \_\_\_\_\_  
 Type of industry, business or profession worked in . . . . . \_\_\_\_\_  
 (Give where necessary details of what is made, materials  
 used or type of service given) . . . . . \_\_\_\_\_

**MOTHER (OR MOTHER FIGURE)**

Actual job, occupation, trade or profession . . . . . \_\_\_\_\_  
 \_\_\_\_\_  
 Type of industry, business or profession worked in . . . . . \_\_\_\_\_  
 (Give where necessary details of what is made, . . . . . \_\_\_\_\_  
 materials used or type of service given) . . . . . \_\_\_\_\_

**7. Employment status of teenager's father and mother**

Please say whether employee or self-employed in present (or most recent) job.

	Tick one box only <b>FATHER</b>	Tick one box only <b>MOTHER</b>
<b>Employee —</b>		
not supervising others . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
not supervising others . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
as foreman, supervisor, chargehand . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
manager in establishments employing up to 24 persons . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
manager in establishments employing 25 or more persons . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
<b>Self-employed —</b>		
without employees other than family . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
with up to 24 employees . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
with 25 or more employees . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable . . . . .	<input type="checkbox"/>	<input type="checkbox"/>

**8. Number of hours worked by teenager's father and mother**

	<b>FATHER</b>	<b>MOTHER</b>
Please state how many hours worked during the last week worked . . .	_____ hrs	_____ hrs

**THE END**

**THANK YOU FOR YOUR HELP**

Please return to Youthscan, Freepost BS4571 Bristol BS6 6YX

**AMENDMENT  
DOCUMENT Q**

# AMENDMENT TO BE FOLDED INTO PAGES 8/9 ON DOCUMENT Q, STUDENT SELF-COMPLETION HEALTH QUESTIONNAIRE

## MISPRINT

**3 5** DELETE THE WORD "WHO" from the end of the first line of the question. This should now read "If you have tried any of the following, how did you feel on the last occasion, for those you haven't tried, can you tell us how you think you would have felt?"

THE BOXES HAVE UNFORTUNATELY BEEN MISSED OUT IN QUESTIONS 3 8, 3 13 and 3 14

**3 8** INSERT BOXES AFTER

(Other reasons (What \_\_\_\_\_)  a  b  c  d  e  f  g  h  i  j  k  l  m  n  o  p

**3 13** INSERT BOXES AFTER

b) Uppers

Drunk/  
out of  
control

Don't  
know

**3 14** INSERT BOXES AFTER

Don't know

Glue/  
Solvents

Uppers

Downers

Cannabis

LSD

Cocaine

Semeron

Heroin



# **APPENDIX 5**

## **BCS70: REPRESENTATIVENESS OF THE 16 YEAR DATA IN COMPARISON TO THE BIRTH AND TEN YEAR DATA**

## INTRODUCTION

The issue of response bias in the *BCS70 Sixteen-year Follow-up* has been mentioned previously in Sections 1.2.4 and 2.5. Details of response to the *BCS70 Sixteen-year Follow-up* are given in Table A5.1 below. While 11,622 cases have data from one or more survey documents, Table A5.1 indicates that for individual documents the response rate varies markedly, and any element of non-response could introduce problems of bias.

**Table A5.1: Response to the BCS70 Sixteen-year Follow-up**

<i>Survey document</i>	<i>Response</i>
B/C Student Score Booklet/Form	6,003
E Moving On	4,433
F Health-related Behaviour	5,265
G Home and All That	6,349
H Friends and the Outside World	6,290
J Life and Leisure	6,417
K Dietary Diary	4,693
L Educational (Teacher's) Questionnaire	3,816
O Parental Questionnaire	9,584
T Family Follow-up Form	7,336
P Maternal Self-completion Form	8,993
Q Student Self-completion Health Questionnaire	6,898
R Medical Examination Form	6,143
S Leisure and Activity Diary	7,544
One or more questionnaires	11,622

One advantage of longitudinal studies, such as BCS70, is that because those cohort members who missed all or part of one follow-up will nearly all have data from earlier surveys, it is possible to check for response bias by comparing an attained sample to a previous sample. The representativeness of the 16 year data in terms of social class, region and sex of cohort member has been analysed through a comparison of those present in **both** the 16 year data **and** either the birth or ten data (depending on the comparison), against the distribution of these variables at birth or at ten years.

The following tables show the *percentage biases* revealed for each *BCS70 Sixteen-year Follow-up* survey document. The target percentage refers to the percentage of that value in the birth (16163 cases) or ten year (14906) data, depending on which comparison is being made. The achieved percentage refers to the percentage in the 16 year survey document present in either the birth or ten year data. The bias percentage is calculated as follows:

$$((16 \text{ year Survey Document Achieved } \%) - (\text{Target } \%) / (\text{Target } \%) \times 100$$

A negative percentage bias means under-representation in the BCS70 16 year data, while a positive percentage bias indicates over-representation. It should be noted that while absolute differences between the 'target' and 'achieved' percentages can be fairly minimal, if the prevalence of the target sample is small then the percentage bias figures can be quite large.

Tests of the statistical significance of these differences are reported in each table and many "biases" are shown to be significant beyond the .001 level, though it should be noted that in samples of this size statistical tests are sensitive enough to detect very small differences.

In complex analyses drawing upon data from more than one survey instrument the effect of any differential response is multiplicative, and can lead to a dramatic reduction in the sample available for analysis, especially where complete information on all relevant variables is required. Insight into the impact on sample sizes of taking data from more than one survey instrument is given in Appendix 6.

## DOCUMENT C

### COMPARISON OF DOCUMENT C WITH THE BIRTH DATA

**Table A5.2A: BIRTH/C: Region of Residence of Mother at the birth of the cohort member**

Mantel-Haenszel Chi-Square Significance = .01066

Value Label	Target %	Achieved %	% Bias
North	6.1	6.8	11.5
Yorks & Humber	9.0	8.2	-8.8
North West	13.1	13.0	-0.8
East Midlands	6.2	6.7	8.1
West Midlands	10.6	10.8	1.9
East Anglia	3.2	4.3	34.4
South West	6.3	6.9	9.5
South Wales	3.7	4.2	13.5
North Wales	1.6	2.1	31.3
South East	17.6	18.1	2.8
London	12.8	9.0	-29.7
Scotland	9.7	10.0	3.1

**Table A5.2B: BIRTH/C: Social Class of Father in 1970 (birth variable)**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	4.8	6.6	37.5
II	11.2	13.6	21.4
III NM	11.3	14.0	23.9
III M	44.3	43.3	-2.3
IV	14.4	12.6	-12.5
V	6.3	4.1	-34.9
Other	3.0	2.9	-3.3
Not Supported	4.8	2.8	-41.7

**Table A5.2C: BIRTH/C: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.7	43.1	-16.6
Female	48.3	56.9	17.8

**COMPARISON OF DOCUMENT C WITH THE TEN YEAR DATA**

**Table A5.2D: TEN/C: Standard Region Group**

Mantel-Haenszel Chi-Square Significance = .78976

Value Label	Target %	Achieved %	% Bias
North	6.2	6.6	6.5
Yorks & Humber	10.0	9.2	-8.0
North West	12.4	12.4	0.0
East Midlands	6.6	7.2	9.1
West Midlands	10.5	10.9	3.8
East Anglia	3.6	4.3	19.4
South East	27.4	25.2	-8.0
South West	7.4	7.6	2.7
Wales	5.8	6.7	15.5
Scotland	9.9	9.9	0.0

**Table A5.2E: TEN/C: Social Class of Father 1980**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	5.8	7.5	29.3
II	22.1	26.1	18.1
III NM	8.5	9.7	14.1
III M	41.0	37.7	-8.0
IV	11.4	9.9	-13.2
V	3.7	3.0	-18.9
Not Supported	7.6	6.1	-19.7

**Table A5.2F: TEN/C: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.9	43.6	-16.0
Female	48.1	56.4	17.3

**DOCUMENT E**

**COMPARISON OF DOCUMENT E WITH THE BIRTH DATA**

**Table A5.3A: BIRTH/E: Region of Residence of the Mother at the birth of the cohort member**

Mantel-Haenszel Chi-Square Significance = .0001

Value Label	Target %	Achieved %	% Bias
North	6.1	7.1	16.4
Yorks & Humber	9.0	7.6	-15.5
North West	13.1	12.9	-1.5
East Midlands	6.2	7.1	14.5
West Midlands	10.6	10.8	1.9
East Anglia	3.2	4.0	25.0
South West	6.3	7.1	12.7
South Wales	3.7	4.2	13.5
North Wales	1.6	2.2	37.5
South East	17.6	19.5	10.8
London	12.8	8.8	-31.3
Scotland	9.7	8.6	-11.3

**Table A5.3B: BIRTH/E: Social Class of Father in 1970**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	4.8	6.6	37.5
II	11.2	14.0	25.0
III NM	11.3	13.8	22.1
III M	44.3	43.7	-1.4
IV	14.4	12.2	-15.3
V	6.3	3.9	-38.1
Other	3.0	2.8	-6.7
Not Supported	4.8	3.0	-37.5

**Table A5.3C: BIRTH/E: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.7	44.1	-14.7
Female	48.3	55.9	15.7

**COMPARISON OF DOCUMENT E WITH THE TEN YEAR DATA**

**Table A5.3D: TEN/E: Standard Region Group**

Mantel-Haenszel Chi-Square Significance = .341

Value Label	Target %	Achieved %	% Bias
North	6.2	6.9	11.3
Yorks & Humber	10.0	8.6	-14.0
North West	12.4	12.6	1.6
East Midlands	6.6	7.4	12.1
West Midlands	10.5	10.9	3.8
East Anglia	3.6	3.8	5.6
South East	27.4	26.8	-2.2
South West	7.4	7.7	4.1
Wales	5.8	6.7	15.5
Scotland	9.9	8.6	-13.1

**Table A5.3E: TEN/E: Social Class of Father 1980**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	5.8	7.4	27.6
II	22.1	26.7	20.8
III NM	8.5	9.7	14.1
III M	41.0	37.7	-8.0
IV	11.4	9.6	-15.8
V	3.7	2.6	-29.7
Not Supported	7.6	6.2	-18.4

**Table A5.3F: TEN/E: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.9	44.4	-14.5
Female	48.1	55.6	15.6



## DOCUMENT F

### COMPARISON OF DOCUMENT F WITH THE BIRTH DATA

**Table A5.4A: BIRTH/F: Region of Residence of Mother at birth of cohort member**

Mantel-Haenszel Chi-Square Significance = .25676

Value Label	Target %	Achieved %	% Bias
North	6.1	7.1	16.4
Yorks & Humber	9.0	9.1	1.1
North West	13.1	11.9	-9.2
East Midlands	6.2	7.2	16.1
West Midlands	10.6	9.8	-7.5
East Anglia	3.2	5.0	56.3
South West	6.3	6.7	6.3
South Wales	3.7	3.6	-2.7
North Wales	1.6	2.0	25.0
South East	17.6	18.2	3.4
London	12.8	8.9	-30.5
Scotland	9.7	10.7	10.3

**Table A5.4B: BIRTH/F: Social Class of Father in 1970**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	4.8	6.5	35.4
II	11.2	13.9	24.1
III NM	11.3	13.7	21.2
III M	44.3	42.9	-3.2
IV	14.4	12.5	-13.2
V	6.3	4.4	-30.2
Other	3.0	3.0	0.0
Not Supported	4.8	3.2	-33.3

**Table A5.4C: BIRTH/F: Sex**

Mantel-Haenszel Chi-Square Significance &lt;.000005

Value Label	Target %	Achieved %	% Bias
Male	51.7	43.6	-15.7
Female	48.3	56.4	16.8

**COMPARISON OF DOCUMENT F WITH THE TEN YEAR DATA****Table A5.4D: TEN/F: Standard Region Group**

Mantel-Haenszel Chi-Square Significance = .48424

Value Label	Target %	Achieved %	% Bias
North	6.2	6.8	9.7
Yorks & Humber	10.0	10.4	4.0
North West	12.4	11.5	-7.3
East Midlands	6.6	7.7	16.7
West Midlands	10.5	9.8	-6.7
East Anglia	3.6	5.0	38.9
South East	27.4	24.9	-9.1
South West	7.4	7.3	-1.4
Wales	5.8	5.9	1.7
Scotland	9.9	10.8	9.1

**Table A5.4E: TEN/F: Social Class of Father 1980**

Mantel-Haenszel Chi-Square Significance &lt;.000005

Value Label	Target %	Achieved %	% Bias
I	5.8	7.5	29.3
II	22.1	26.2	18.6
III NM	8.5	9.5	11.8
III M	41.0	37.6	-8.3
IV	11.4	9.8	-14.0
V	3.7	2.8	-24.3
Not Supported	7.6	6.5	-14.5

**Table A5.4F: TEN/F: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.9	43.9	-15.4
Female	48.1	56.1	16.6

**DOCUMENT G**

**COMPARISON OF DOCUMENT G WITH THE BIRTH DATA**

**Table A5.5A: BIRTH/G: Region of Residence of Mother at birth of cohort member**

Mantel-Haenszel Chi-Square Significance = .01126

Value Label	Target %	Achieved %	% Bias
North	6.1	6.6	8.2
Yorks & Humber	9.0	8.7	-3.3
North West	13.1	12.9	-1.5
East Midlands	6.2	6.9	11.3
West Midlands	10.6	10.7	0.9
East Anglia	3.2	4.2	31.3
South West	6.3	6.9	9.5
South Wales	3.7	3.9	5.4
North Wales	1.6	2.2	37.5
South East	17.6	18.1	2.8
London	12.8	9.0	-29.7
Scotland	9.7	10.1	4.1

**Table A5.5B: BIRTH/G: Social Class of Father in 1970**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	4.8	6.5	35.4
II	11.2	13.8	23.2
III NM	11.3	13.8	22.1
III M	44.3	43.0	-2.9
IV	14.4	12.7	-11.8
V	6.3	4.5	-28.6
Other	3.0	2.8	-6.7
Not Supported	4.8	3.0	-37.5

**Table A5.5C: BIRTH/G: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.7	42.3	-18.2
Female	48.3	57.7	19.5

**COMPARISON OF DOCUMENT G WITH THE TEN YEAR DATA**

**A5.5D: TEN/G: Standard Region Group**

Mantel-Haenszel Chi-Square Significance = .68156

Value Label	Target %	Achieved %	% Bias
North	6.2	6.3	1.6
Yorks & Humber	10.0	9.7	-3.0
North West	12.4	12.5	0.8
East Midlands	6.6	7.2	9.1
West Midlands	10.5	10.8	2.9
East Anglia	3.6	4.1	13.9
South East	27.4	25.3	-7.7
South West	7.4	7.6	2.7
Wales	5.8	6.3	8.6
Scotland	9.9	10.0	1.0

**Table A5.5E: TEN/G: Social Class of Father in 1980**

Mantel-Haenszel Chi-Square Significance < .000005

Value Label	Target %	Achieved %	% Bias
I	5.8	7.5	29.3
II	22.1	26.1	18.1
III NM	8.5	9.6	12.9
III M	41.0	37.4	-8.8
IV	11.4	10.1	-11.4
V	3.7	3.1	-16.2
Not Supported	7.6	6.2	-18.4

**Table A5.5F: TEN/G: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.9	42.8	-17.5
Female	48.1	57.2	18.9

## DOCUMENT H

### COMPARISON OF DOCUMENT H WITH THE BIRTH DATA

**Table A5.6A: BIRTH/H: Region of Residence of the Mother at the birth of cohort member**

Mantel-Haenszel Chi-Square Significance = .00001

Value Label	Target %	Achieved %	% Bias
North	6.1	6.6	8.2
Yorks & Humber	9.0	8.8	-2.2
North West	13.1	13.2	0.8
East Midlands	6.2	6.9	11.3
West Midlands	10.6	10.7	0.9
East Anglia	3.2	4.2	31.3
South West	6.3	6.8	7.9
South Wales	3.7	4.0	8.1
North Wales	1.6	2.1	31.3
South East	17.6	18.4	4.5
London	12.8	9.1	-28.9
Scotland	9.7	9.3	-4.1

**Table A5.6B: BIRTH/H: Social Class of Father in 1970**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	4.8	6.6	33.3
II	11.2	13.7	22.3
III NM	11.3	13.8	22.1
III M	44.3	42.8	-3.4
IV	14.4	12.9	-10.4
V	6.3	4.5	-28.6
Other	3.0	2.8	-6.7
Not Supported	4.8	3.0	-37.5

**Table A5.6C: BIRTH/H: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.7	42.2	-18.4
Female	48.3	57.8	19.7

**COMPARISON OF DOCUMENT H WITH THE TEN YEAR DATA**

**Table A5.6D: TEN/H: Standard Region Group**

Mantel-Haenszel Chi-Square Significance = .07720

Value Label	Target %	Achieved %	% Bias
North	6.2	6.4	3.2
Yorks & Humber	10.0	9.7	-3.0
North West	12.4	12.7	2.4
East Midlands	6.6	7.3	10.6
West Midlands	10.5	10.9	3.8
East Anglia	3.6	4.2	16.7
South East	27.4	25.6	-6.6
South West	7.4	7.5	1.4
Wales	5.8	6.4	10.3
Scotland	9.9	9.2	-7.1

**Table A5.6E: TEN/H: Social Class of Father 1980**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	5.8	7.5	29.3
II	22.1	26.1	18.1
III NM	8.5	9.6	12.9
III M	41.0	37.3	-9.0
IV	11.4	10.1	-11.4
V	3.7	3.0	-18.9
Not Supported	7.6	6.4	-15.8

**Table A5.6F: TEN/H: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.9	42.6	-17.9
Female	48.1	57.4	19.3

## DOCUMENT J

### COMPARISON OF DOCUMENT J WITH THE BIRTH DATA

**Table A5.7A: BIRTH/J: Region of Residence of Mother at birth of the cohort member**

Mantel-Haenszel Chi-Square Significance = .00766

Value Label	Target %	Achieved %	% Bias
North	6.1	6.6	8.2
Yorks & Humber	9.0	8.7	-3.3
North West	13.1	13.0	-0.8
East Midlands	6.2	6.7	8.1
West Midlands	10.6	10.6	0.0
East Anglia	3.2	4.1	28.1
South West	6.3	6.9	9.5
South Wales	3.7	3.9	5.4
North Wales	1.6	2.1	31.3
South East	17.6	18.1	2.8
London	12.8	9.1	-28.9
Scotland	9.7	10.0	3.0

**Table A5.7B: BIRTH/J: Social Class of Father in 1970**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	4.8	6.5	35.4
II	11.2	13.7	22.3
III NM	11.3	14.0	23.9
III M	44.3	42.8	-3.4
IV	14.4	12.9	-10.4
V	6.3	4.5	-28.6
Other	3.0	2.8	-6.7
Not Supported	4.8	2.9	-39.6

**Table A5.7C: BIRTH/J: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.7	42.3	-18.2
Female	48.3	57.7	19.5



**COMPARISON OF DOCUMENT J WITH THE TEN YEAR DATA**

**Table A5.7D: TEN/J: Standard Region Group**

Mantel-Haenszel Chi-Square Significance = .80097

Value Label	Target %	Achieved %	% Bias
North	6.2	6.3	1.6
Yorks & Humber	10.0	9.7	-3.0
North West	12.4	12.6	1.6
East Midlands	6.6	7.2	9.1
West Midlands	10.5	10.8	2.9
East Anglia	3.6	4.1	13.9
South East	27.4	25.3	-7.7
South West	7.4	7.7	4.1
Wales	5.8	6.4	10.3
Scotland	9.9	10.1	2.0

**Table A5.7E: TEN/J: Social Class of Father in 1980**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	5.8	7.5	29.3
II	22.1	26.0	17.6
III NM	8.5	9.6	12.9
III M	41.0	37.4	-8.8
IV	11.4	10.1	-11.4
V	3.7	3.1	-16.2
Not -Supported	7.6	6.3	-17.1

**Table A5.7F: TEN/J: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.9	42.7	-17.7
Female	48.1	57.3	19.1

## DOCUMENT K

### COMPARISON OF DOCUMENT K WITH THE BIRTH DATA

**Table A5.8A: BIRTH/K: Region of Residence of Mother at birth of the cohort member**

Mantel-Haenszel Chi-Square Significance = .01397

Value Label	Target %	Achieved %	% Bias
North	6.1	6.5	6.6
Yorks & Humber	9.0	8.3	-7.8
North West	13.1	13.1	0.0
East Midlands	6.2	6.9	11.3
West Midlands	10.6	10.6	0.0
East Anglia	3.2	4.3	34.4
South West	6.3	7.2	14.3
South Wales	3.7	4.6	24.3
North Wales	1.6	2.5	56.2
South East	17.6	17.7	0.6
London	12.8	8.3	-35.2
Scotland	9.7	10.0	3.1

**Table A5.8B: BIRTH/K: Social Class of Father in 1970**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	4.8	6.6	37.5
II	11.2	13.6	21.4
III NM	11.3	14.5	28.3
III M	44.3	42.8	-3.4
IV	14.4	12.9	-10.4
V	6.3	4.0	-36.5
Other	3.0	2.6	-13.3
Not Supported	4.8	2.9	-39.6

**Table A5.8C: BIRTH/K: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.7	41.7	-19.3
Female	48.3	58.3	20.7

**COMPARISON OF DOCUMENT K WITH THE TEN YEAR DATA**

**Table A5.8D: TEN/K: Standard Region Group**

Mantel-Haenszel Chi-Square Significance = .91292

Value Label	Target %	Achieved %	% Bias
North	6.2	6.5	4.8
Yorks & Humber	10.0	9.6	-4.0
North West	12.4	12.7	2.4
East Midlands	6.6	7.2	9.1
West Midlands	10.5	10.7	1.9
East Anglia	3.6	4.3	19.4
South East	27.4	23.8	-13.1
South West	7.4	7.9	6.8
Wales	5.8	7.5	29.3
Scotland	9.9	9.9	0.0

**Table A5.8E: TEN/K: Social Class of Father in 1980**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	5.8	7.4	27.6
II	22.1	26.3	19.0
III NM	8.5	9.6	12.9
III M	41.0	37.4	-8.8
IV	11.4	10.4	-8.8
V	3.7	2.9	-21.6
Not -Supported	7.6	6.0	-21.0

**Table A5.8F: TEN/K: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.9	42.4	-17.7
Female	48.1	57.6	26.4

## DOCUMENT L

### COMPARISON OF DOCUMENT L WITH THE BIRTH DATA

**Table A5.9A: BIRTH/L: Region of Residence of Mother at birth of the cohort member**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
North	6.1	7.3	19.7
Yorks & Humber	9.0	7.8	-13.3
North West	13.1	13.6	3.8
East Midlands	6.2	7.1	14.5
West Midlands	10.6	11.4	7.5
East Anglia	3.2	3.9	21.9
South West	6.3	7.4	17.5
South Wales	3.7	4.2	13.5
North Wales	1.6	2.1	31.3
South East	17.6	18.1	2.8
London	12.8	8.7	-32.0
Scotland	9.7	8.3	-14.4

**Table A5.9B: BIRTH/L: Social Class of Father in 1970**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	4.8	5.6	16.7
II	11.2	13.0	16.1
III NM	11.3	13.1	15.9
III M	44.3	44.2	-0.2
IV	14.4	13.1	-9.0
V	6.3	4.6	-27.0
Other	3.0	3.1	3.3
Not Supported	4.8	3.2	-33.3

**Table A5.9C: BIRTH/L: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.7	47.6	-7.9
Female	48.3	52.4	8.5

**COMPARISON OF DOCUMENT L WITH THE TEN YEAR DATA**

**Table A5.9D: TEN/L: Standard Region Group**

Mantel-Haenszel Chi-Square Significance = .00085

Value Label	Target %	Achieved %	% Bias
North	6.2	7.1	14.5
Yorks & Humber	10.0	9.1	-9.0
North West	12.4	13.4	8.1
East Midlands	6.6	7.7	16.7
West Midlands	10.5	11.5	9.5
East Anglia	3.6	3.6	-
South East	27.4	25.3	-7.7
South West	7.4	7.8	5.4
Wales	5.8	6.5	12.1
Scotland	9.9	8.1	-18.2

**Table A5.9E: TEN/L: Social Class of Father in 1980**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	5.8	6.5	12.1
II	22.1	24.9	12.7
III NM	8.5	9.7	14.1
III M	41.0	39.1	-4.6
IV	11.4	10.4	-8.8
V	3.7	2.7	-27.0
Not Supported	7.6	6.7	-11.8

**Table A5.9F: TEN/L: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.9	47.6	-8.3
Female	48.1	52.4	8.9

## DOCUMENT O

### COMPARISON OF DOCUMENT O WITH THE BIRTH DATA

**Table A5.10A: BIRTH/O: Region of Residence of Mother at birth of cohort member**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
North	6.1	7.7	26.2
Yorks & Humber	9.0	8.9	1.1
North West	13.1	12.7	-3.1
East Midlands	6.2	7.1	14.5
West Midlands	10.6	10.5	-0.9
East Anglia	3.2	4.4	37.5
South West	6.3	6.8	7.9
South Wales	3.7	4.5	21.6
North Wales	1.6	1.8	12.5
South East	17.6	16.6	-5.7
London	12.8	9.1	-28.9
Scotland	9.7	10.0	3.1

**Table A5.10B: BIRTH/O: Social Class of Father in 1970**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	4.8	4.9	2.1
II	11.2	11.8	5.4
III NM	11.3	12.6	11.5
III M	44.3	44.6	0.7
IV	14.4	14.0	-2.8
V	6.3	5.8	-7.9
Other	3.0	2.8	-6.7
Not Supported	4.8	3.5	-27.1

**Table A5.10C: BIRTH/O: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.7	49.2	-4.8
Female	48.3	50.8	5.2

**COMPARISON OF DOCUMENT O WITH THE TEN YEAR DATA**

**Table A5.10D: TEN/O: Standard Region Group**

Mantel-Haenszel Chi-Square Significance = .00005

Value Label	Target %	Achieved %	% Bias
North	6.2	7.5	21.0
Yorks & Humber	10.0	10.1	1.0
North West	12.4	11.8	-6.5
East Midlands	6.6	7.6	15.2
West Midlands	10.5	10.5	0.0
East Anglia	3.6	4.6	27.8
South East	27.4	23.4	-14.6
South West	7.4	7.8	5.4
Wales	5.8	6.7	12.1
Scotland	9.9	10.0	1.0

**Table A5.10E: TEN/O: Social Class of Father in 1980**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	5.8	5.8	0.0
II	22.1	22.8	3.1
III NM	8.5	9.0	5.9
III M	41.0	40.8	-0.5
IV	11.4	11.0	-3.5
V	3.7	3.5	-5.4
Not Supported	7.6	6.9	-9.2

**Table A5.10F: TEN/O: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.9	49.5	-4.6
Female	48.1	50.5	5.0

## DOCUMENT P

### COMPARISON OF DOCUMENT P WITH THE BIRTH DATA

**Table A5.11A: BIRTH/P: Region of Residence of Mother at birth of cohort member**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
North	6.1	7.7	26.2
Yorks & Humber	9.0	8.9	-11
North West	13.1	13.0	-0.8
East Midlands	6.2	6.7	8.1
West Midlands	10.6	10.7	0.9
East Anglia	3.2	4.5	40.6
South West	6.3	6.7	6.3
South Wales	3.7	4.5	21.6
North Wales	1.6	1.9	18.8
South East	17.6	16.2	-8.0
London	12.8	8.8	-31.3
Scotland	9.7	10.4	7.2

**Table A5.11B: BIRTH/P: Social Class of Father in 1970**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	4.8	5.2	8.3
II	11.2	12.1	8.0
III NM	11.3	12.8	13.3
III M	44.3	44.2	-0.2
IV	14.4	14.0	-2.8
V	6.3	5.5	-12.7
Other	3.0	2.7	-10.0
Not Supported	4.8	3.5	-27.1

**Table A5.11C: BIRTH/P: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.7	48.8	-5.6
Female	48.3	51.2	6.0



## **COMPARISON OF DOCUMENT P WITH THE TEN YEAR DATA**

**Table A5.11D: TEN/P: Standard Region Group**

Mantel-Haenszel Chi-Square Significance = .00196

Value Label	Target %	Achieved %	% Bias
North	6.2	7.5	21.0
Yorks & Humber	10.0	9.9	-1.0
North West	12.4	12.1	-2.4
East Midlands	6.6	7.3	-10.6
West Midlands	10.5	10.7	1.9
East Anglia	3.6	4.8	33.3
South East	27.4	22.9	-16.4
South West	7.4	7.6	2.7
Wales	5.8	6.8	17.2
Scotland	9.9	10.4	5.1

**Table A5.11E: TEN/P: Social Class of Father 1980**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	5.8	6.1	5.2
II	22.1	23.4	5.9
III NM	8.5	9.0	5.9
III M	41.0	40.3	-1.7
IV	11.4	11.1	-2.6
V	3.7	3.4	-8.1
Not Supported	7.6	6.7	-11.8

**Table A5.11F: TEN/P: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.9	49.1	-5.4
Female	48.1	50.9	5.8

## DOCUMENT Q

### COMPARISON OF DOCUMENT Q WITH THE BIRTH DATA

**Table A5.12A: BIRTH/Q: Region of Residence of Mother at birth of cohort member**

Mantel-Haenszel Chi-Square Significance = .08018

Value Label	Target %	Achieved %	% Bias
North	6.1	7.8	27.9
Yorks & Humber	9.0	8.6	-4.4
North West	13.1	13.4	2.3
East Midlands	6.2	6.1	-1.6
West Midlands	10.6	9.7	8.5
East Anglia	3.2	4.6	43.8
South West	6.3	7.2	14.3
South Wales	3.7	3.8	2.7
North Wales	1.6	2.0	25.0
South East	17.6	16.8	-4.5
London	12.8	8.7	-32.0
Scotland	9.7	11.2	15.5

**Table A5.12B: BIRTH/Q: Social Class of Father in 1970**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	4.8	6.0	25.0
II	11.2	13.5	-20.5
III NM	11.3	13.3	17.7
III M	44.3	43.3	-2.3
IV	14.4	12.9	-10.4
V	6.3	4.8	-23.8
Other	3.0	3.0	0.0
Not Supported	4.8	3.2	-33.3

**Table A5.12C: BIRTH/Q: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.7	46.7	-9.7
Female	48.3	53.3	10.4

**COMPARISON OF DOCUMENT Q WITH THE TEN YEAR DATA**

**Table A5.12D: TEN/Q: Standard Region Group**

Mantel-Haenszel Chi-Square Significance = .93212

Value Label	Target %	Achieved %	% Bias
North	6.2	7.6	22.6
Yorks & Humber	10.0	9.8	-2.0
North West	12.4	12.4	0.0
Aest Midlands	6.6	6.4	-3.0
West Midlands	10.5	9.5	-9.5
Aest Anglia	3.6	4.9	36.1
South East	27.4	23.5	-14.2
South West	7.4	8.2	10.8
Wales	5.8	6.4	10.3
Scotland	9.9	11.2	13.1

**Table A5.12E: TEN/Q: Social Class of Father 1980**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	5.8	6.9	19.0
II	22.1	25.0	13.1
III NM	8.5	9.6	12.9
III M	41.0	38.7	-5.6
IV	11.4	10.4	-8.8
V	3.7	3.0	-18.9
Not Supported	7.6	6.3	-17.1

**Table A5.12F: TEN/Q: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.9	47.2	-9.1
Female	48.1	52.8	9.8

## DOCUMENT R

### COMPARISON OF DOCUMENT R WITH THE BIRTH DATA

**Table A5.13A: BIRTH/R: Region of Residence of Mother at birth of Cohort Member**

Mantel-Haenszel Chi-Square Significance = .20375

Value Label	Target %	Achieved %	% Bias
North	6.1	8.5	39.3
Yorks & Humber	9.0	7.9	-12.2
North West	13.1	12.9	-1.5
East Midlands	6.2	6.4	3.2
West Midlands	10.6	9.2	-13.2
East Anglia	3.2	5.1	59.4
South West	6.3	7.4	21.7
South Wales	3.7	3.8	2.7
North Wales	1.6	2.0	25.0
South East	17.6	16.7	-5.1
London	12.8	8.8	-31.3
Scotland	9.7	11.3	16.5

**Table A5.13B: BIRTH/R: Social Class of Father in 1970**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	4.8	5.7	18.8
II	11.2	13.5	20.5
III NM	11.3	12.9	14.2
III M	44.3	43.9	-0.9
IV	14.4	13.1	-9.0
V	6.3	4.9	-22.2
Other	3.0	3.1	3.3
Not Supported	4.8	3.0	-37.5

**Table A5.13C: BIRTH/R: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.7	48.4	-6.4
Female	48.3	51.6	6.8

**COMPARISON OF DOCUMENT R WITH THE TEN YEAR DATA**

**Table A5.13D: TEN/R: Standard Region Group**

Mantel-Haenszel Chi-Square Significance = .92284

Value Label	Target %	Achieved %	% Bias
North	6.2	8.3	33.9
Yorks & Humber	10.0	9.3	-7.0
North West	12.4	11.7	-5.6
East Midlands	6.6	6.9	4.5
West Midlands	10.5	9.1	-5.7
East Anglia	3.6	5.5	52.8
South East	27.4	23.2	-15.3
South West	7.4	8.4	13.5
Wales	5.8	6.4	10.3
Scotland	9.9	11.2	13.1

**Table A5.13E: TEN/R: Social Class of Father in 1980**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	5.8	6.8	17.2
II	22.1	24.8	12.2
III NM	8.5	9.5	11.8
III M	41.0	39.2	-4.4
IV	11.4	10.7	-6.1
V	3.7	2.9	-21.6
Not Supported	7.6	6.2	-18.4

**Table A5.13F: TEN/R: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.9	48.8	-6.0
Female	48.1	51.2	6.4

## DOCUMENT S

### COMPARISON OF DOCUMENT S WITH THE BIRTH DATA

**Table A5.14A: BIRTH/S: Region of Residence of Mother at birth of the cohort member**

Mantel-Haenszel Chi-Square Significance = .000005

Value Label	Target %	Achieved %	% Bias
North	6.1	7.9	29.5
Yorks & Humber	9.0	8.6	-4.4
North West	13.1	13.4	2.3
East Midlands	6.2	6.9	11.3
West Midlands	10.6	10.8	1.9
East Anglia	3.2	4.6	43.8
South West	6.3	6.5	3.2
South Wales	3.7	4.4	18.9
North Wales	1.6	1.9	18.8
South East	17.6	15.9	-9.7
London	12.8	8.6	-32.8
Scotland	9.7	10.6	9.3

**Table A5.14B: BIRTH/S: Social Class of Father in 1970**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	4.8	5.4	12.5
II	11.2	12.6	12.5
III NM	11.3	13.2	16.8
III M	44.3	44.5	0.5
IV	14.4	13.5	-6.3
V	6.3	5.0	-20.6
Other	3.0	2.6	-13.3
Not Supported	4.8	3.1	-35.4

**Table A5.14C: BIRTH/S: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.7	46.5	-10.1
Female	48.3	53.5	10.8

**COMPARISON OF DOCUMENT S WITH THE TEN YEAR DATA**

**Table A5.14D: TEN/S: Standard Region Group**

Mantel-Haenszel Chi-Square Significance = .00153

Value Label	Target %	Achieved %	% Bias
North	6.2	7.7	24.2
Yorks & Humber	10.0	9.7	-3.0
North West	12.4	12.4	0.0
East Midlands	6.6	7.4	12.1
West Midlands	10.5	10.8	2.9
East Anglia	3.6	4.9	36.1
South East	27.4	22.5	-17.9
South West	7.4	7.4	0.0
Wales	5.8	6.8	17.2
Scotland	9.9	10.6	7.1

**Table A5.14E: TEN/S: Social Class of Father in 1980**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	5.8	6.4	10.3
II	22.1	23.8	8.1
III NM	8.5	9.3	9.4
III M	41.0	40.1	-2.2
IV	11.4	11.0	-0.9
V	3.7	3.1	-16.2
Not -Supported	7.6	6.3	-17.1

**Table A5.14F: TEN/S: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.9	46.9	-9.6
Female	48.1	53.1	10.4

## DOCUMENT T

### COMPARISON OF DOCUMENT T WITH THE BIRTH DATA

**Table A5.15A: BIRTH/T: Region of Residence of Mother at birth of Cohort Member**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
North	6.1	6.6	8.2
Yorks & Humber	9.0	9.2	2.2
North West	13.1	12.4	-5.3
Aest Midlands	6.2	6.5	4.8
West Midlands	10.6	11.2	5.7
East Anglia	3.2	4.3	34.4
South West	6.3	6.8	7.9
South Wales	3.7	4.0	8.1
North Wales	1.6	1.6	0.0
South East	17.6	17.6	0.0
London	12.8	9.7	-0.2
Scotland	9.7	10.0	3.1

**Table A5.15B: BIRTH/T: Social Class of Father in 1970**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	4.8	6.7	39.6
II	11.2	13.8	23.2
III NM	11.3	14.1	24.8
III M	44.3	42.2	-4.7
IV	14.4	12.8	-11.1
V	6.3	4.6	-27.0
Other	3.0	2.9	-3.3
Not Supported	4.8	2.9	-39.6

**Table A5.15C: BIRTH/T: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.7	46.8	-9.5
Female	48.3	53.2	10.1



**COMPARISON OF DOCUMENT T WITH THE TEN YEAR DATA**

**Table A5.15D: TEN/T: Standard Region Group**

Mantel-Haenszel Chi-Square Significance = .65995

Value Label	Target %	Achieved %	% Bias
North	6.2	6.1	-1.6
Yorks & Humber	10.0	10.5	5.0
North West	12.4	11.5	-7.3
East Midlands	6.6	7.1	7.6
West Midlands	10.5	11.2	6.7
East Anglia	3.6	4.4	22.2
South East	27.4	22.2	-19.0
South West	7.4	7.8	5.4
Wales	5.8	5.9	1.7
Scotland	9.9	10.1	2.0

**Table A5.15E: TEN/T: Social Class of Father in 1980 Father**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
I	5.8	7.5	29.3
II	22.1	25.9	17.2
III NM	8.5	9.5	11.8
III M	41.0	38.2	-6.8
IV	11.4	9.7	-14.9
V	3.7	2.9	-21.6
Not Supported	7.6	6.2	-18.4

**Table A5.15F: TEN/T: Sex**

Mantel-Haenszel Chi-Square Significance <.000005

Value Label	Target %	Achieved %	% Bias
Male	51.9	47.1	-9.2
Female	48.1	52.9	10.0

# APPENDIX 6

BCS70: FREQUENCIES OF TWO-WAY  
AND THREE-WAY COMBINATIONS OF  
THE 16 YEAR DOCUMENTS

## INTRODUCTION

Details of response to the *BCS70 Sixteen-year Follow-up* are given in Table A6.1 below. While 11,622 cases have data from one or more survey documents, Table A6.1 indicates that for individual documents the response rate varies markedly.

**Table A6.1: Response to the BCS70 Sixteen-year Follow-up**

<i>Survey document</i>	<i>Response</i>
B/C Student Score Booklet/Form	6,003
E Moving On	4,433
F Health-related Behaviour	5,265
G Home and All That	6,349
H Friends and the Outside World	6,290
J Life and Leisure	6,417
K Dietary Diary	4,693
L Educational (Teacher's) Questionnaire	3,816
O Parental Questionnaire	9,584
T Family Follow-up Form	7,336
P Maternal Self-completion Form	8,993
Q Student Self-completion Health Questionnaire	6,898
R Medical Examination Form	6,143
S Leisure and Activity Diary	7,544
One or more questionnaires	11,622

When research on the *BCS70 Sixteen-year Follow-up* is based on two or more survey documents it is crucial for researchers to be able to estimate the resultant sample size. The following tables give the two-way and three-way combinations of the BCS70 16 Year Survey Documents.

**Table A6 2. FREQUENCIES OF TWO-WAY COMBINATIONS OF BCS70 16 YEAR DOCUMENTS**

	C	E	F	G	H	J	K	L	O	P	Q	R	S	T
C	6003													
E	4131	4433												
F	4754	4302	5265											
G	5619	4230	5079	6349										
H	5558	4198	5039	6157	6290									
J	5661	4222	5065	6184	6122	6417								
K	4245	3135	3693	4511	4466	4594	4693							
L	3353	3188	3232	3213	3182	3243	2489	3816						
O	4930	3455	4218	5279	5226	5336	4034	2827	9584					
P	4773	3298	4065	5131	5080	5187	3928	2655	8862	8993				
Q	4173	2748	3464	4535	4489	4584	3567	2166	6649	6525	6898			
R	3474	2452	3036	3712	3672	3752	2942	1992	5913	5740	5678	6143		
S	4306	2901	3617	4644	4591	4689	3627	2259	7417	7411	5812	5102	7544	
T	4503	3118	3922	4988	4953	5040	3795	2254	6354	6253	5316	4530	5592	7336

**FREQUENCIES OF THREE-WAY COMBINATIONS OF BCS70 16 YEAR DOCUMENTS**

**Table A6.3: DOCUMENT C**

	E	F	G	H	J	K	L	O	P	Q	R	S	T
<b>CE</b>	4131												
<b>CF</b>	4026	4754											
<b>CG</b>	3959	4616	5619										
<b>CH</b>	3933	4576	5460	5558									
<b>CJ</b>	3959	4612	5486	5435	5661								
<b>CK</b>	3003	3454	4123	4086	4183	4245							
<b>CL</b>	3080	3101	3082	3052	3100	2391	3353						
<b>CO</b>	3231	3826	4678	4623	4719	3645	2567	4930					
<b>CP</b>	3082	3684	4541	4488	4582	3548	2419	4724	4773				
<b>CQ</b>	2583	3149	4002	3964	4041	3223	2021	4064	4016	4173			
<b>CR</b>	2302	2764	3312	3274	3343	2665	1846	3391	3323	3303	3474		
<b>CS</b>	2728	3300	4127	4075	4160	3280	2099	4243	4237	3709	3104	4306	
<b>CT</b>	2888	3509	4352	4324	4398	3409	2102	4113	4079	3685	3004	3771	4503

**Table A6.4: DOCUMENT E**

	C	F	G	H	J	K	L	O	P	Q	R	S	T
<b>EC</b>	4131												
<b>EF</b>	4026	4302											
<b>EG</b>	3959	4163	4230										
<b>EH</b>	3933	4136	4112	4198									
<b>EJ</b>	3959	4151	4102	4082	4222								
<b>EK</b>	3003	3090	3060	3043	3095	3135							
<b>EL</b>	3101	3092	3049	3021	3032	2335	3188						
<b>EO</b>	3231	3370	3317	3290	3319	2573	2457	3455					
<b>EP</b>	3082	3216	3169	3144	3174	2469	2326	3266	3298				
<b>EQ</b>	2583	2685	2654	2639	2665	2169	1934	2663	2611	2748			
<b>ER</b>	2302	2392	2357	2340	2365	1897	1786	2376	2311	2301	2452		
<b>ES</b>	2728	2836	2798	2773	2806	2227	2024	2864	2849	2359	2107	2901	
<b>ET</b>	2888	3060	3028	3017	3041	2365	2047	2742	2703	2343	2032	2438	3118

**Table A6.5. DOCUMENT F**

	C	E	G	H	J	K	L	O	P	Q	R	S	T
FC	4754												
FE	4026	4302											
FG	4616	4163	5079										
FH	4576	4136	4935	5039									
FJ	4612	4151	4947	4910	5065								
FK	3454	3090	3625	3600	3652	3693							
FL	3101	3092	3122	3092	3104	2374	3232						
FO	3826	3370	4083	4051	4082	3089	2495	4218					
FP	3684	3216	3941	3912	3940	2988	2362	4015	4065				
FQ	3149	2685	3375	3356	3384	2668	1975	3359	3311	3464			
FR	2764	2392	2947	2926	2948	2315	1813	2948	2884	2867	3036		
FS	3300	2836	3524	3487	3523	2721	2052	3562	3555	3016	2654	3617	
FT	3509	3060	3829	3810	3835	2901	2087	3494	3456	3040	2603	3145	3922

**Table A6.6: DOCUMENT G**

	C	E	F	H	J	K	L	O	P	Q	R	S	T
GC	5619												
GE	3959	4230											
GF	4616	4163	5079										
GH	5460	4112	4935	6157									
GJ	5486	4102	4947	6027	6184								
GK	4123	3060	3625	4415	4473	4511							
GL	3082	3049	3122	3108	3095	2376	3213						
GO	4678	3317	4083	5130	5158	3888	2493	5279					
GP	4541	3169	3941	4987	5024	3789	2360	5075	5131				
GQ	4002	2654	3375	4418	4457	3457	1984	4402	4354	4535			
GR	3312	2357	2947	3604	3638	2837	1808	3623	3558	3537	3712		
GS	4127	2798	3524	4523	4561	3511	2053	4569	4566	4017	3324	4644	
GT	4352	3028	3829	4872	4909	3690	2093	4532	4492	4066	3272	4145	4988

**Table A6.7: DOCUMENT H**

	C	E	F	G	J	K	L	O	P	Q	R	S	T
<b>IC</b>	<b>5558</b>												
<b>IE</b>	3933	<b>4198</b>											
<b>IF</b>	4576	4136	<b>5039</b>										
<b>IG</b>	5460	4112	4935	<b>6157</b>									
<b>IJ</b>	5435	4082	4910	6027	<b>6122</b>								
<b>IK</b>	4086	3043	3600	4415	4434	<b>4466</b>							
<b>IL</b>	3052	3021	3092	3108	3072	2354	<b>3182</b>						
<b>IO</b>	4623	3290	4051	5130	5115	3853	2462	<b>5226</b>					
<b>IP</b>	4488	3144	3912	4987	4978	3752	2333	5027	<b>5080</b>				
<b>IQ</b>	3964	2639	3356	4418	4413	3430	1963	4359	4309	<b>4489</b>			
<b>IR</b>	3274	2340	2926	3604	3595	2809	1784	3585	3519	3490	<b>3672</b>		
<b>IS</b>	4075	2773	3487	4523	4514	3476	2028	4520	4511	3977	3285	<b>4591</b>	
<b>IT</b>	4324	3017	3810	4872	4873	3669	2074	4500	4460	4034	3241	4104	<b>4953</b>

**Table A6.8: DOCUMENT J**

	C	E	F	G	H	K	L	O	P	Q	R	S	T
<b>JC</b>	<b>5661</b>												
<b>JE</b>	3959	<b>4222</b>											
<b>JF</b>	4612	4151	<b>5065</b>										
<b>JG</b>	5486	4102	4947	<b>6184</b>									
<b>JH</b>	5435	4082	4910	6027	<b>6122</b>								
<b>JK</b>	4183	3095	3652	4473	4434	<b>4594</b>							
<b>JL</b>	3100	3032	3104	3095	3072	2426	<b>3243</b>						
<b>JO</b>	4719	3319	4082	5158	5115	3950	2517	<b>5336</b>					
<b>JP</b>	4582	3174	3940	5024	4978	3846	2386	5131	<b>5187</b>				
<b>JQ</b>	4041	2665	3384	4457	4413	3506	2004	4451	4399	<b>4584</b>			
<b>JR</b>	3343	2365	2948	3638	3595	2880	1818	3664	3596	3576	<b>3752</b>		
<b>JS</b>	4160	2806	3523	4561	4514	3562	2077	4614	4608	4054	3358	<b>4689</b>	
<b>JT</b>	4398	3041	3835	4909	4873	3740	2119	4581	4537	4106	3305	4180	<b>5040</b>

**Table A6.9: DOCUMENT K**

	C	E	F	G	H	J	L	O	P	Q	R	S	T
K C	4245												
K E	3003	3135											
K F	3454	3090	3693										
K G	4123	3060	3625	4511									
K H	4086	3043	3600	4415	4466								
K J	4183	3095	3652	4473	4434	4594							
K L	2391	2335	2374	2376	2354	2426	2489						
K O	3645	2573	3089	3888	3853	3950	2003	4034					
K P	3548	2469	2988	3789	3752	3846	1909	3896	3928				
K Q	3223	2169	2668	3457	3430	3506	1664	3480	3441	3567			
K R	2665	1897	2315	2837	2809	2880	1499	2881	2828	2831	2942		
K S	3280	2227	2721	3511	3476	3562	1698	3575	3561	3224	2665	3627	
K T	3409	2365	2901	3690	3669	3740	1749	3532	3492	3246	2636	3280	3795

**Table A6.10: DOCUMENT L**

	C	E	F	G	H	J	K	O	P	Q	R	S	T
L C	3353												
L E	3080	3188											
L F	3101	3092	3232										
L G	3082	3049	3122	3213									
L H	3052	3021	3092	3108	3182								
L J	3100	3032	3104	3095	3072	3243							
L K	2391	2335	2374	2376	2354	2426	2489						
L O	2567	2457	2495	2493	2462	2517	2003	2827					
L P	2419	2326	2362	2360	2333	2386	1909	2632	2655				
L Q	2021	1934	1975	1984	1963	2004	1664	2105	2054	2166			
L R	1846	1786	1813	1808	1784	1818	1499	1926	1864	1861	1992		
L S	2099	2024	2052	2053	2028	2077	1698	2233	2219	1827	1661	2259	
L T	2102	2047	2087	2093	2074	2119	1749	2024	1984	1737	1541	1772	2254



**Table A6.11: DOCUMENT O**

	C	E	F	G	H	J	K	L	P	Q	R	S	T
OC	4930												
OE	3231	3455											
OF	3826	3370	4218										
OG	4678	3317	4083	5279									
OH	4623	3290	4051	5130	5226								
OJ	4719	3319	4082	5158	5115	5336							
OK	3645	2573	3089	3888	3853	3950	4034						
OL	2567	2457	2495	2493	2462	2517	2003	2827					
OP	4724	3266	4015	5075	5027	5131	3896	2632	8862				
OQ	4064	2663	3359	4402	4359	4451	3480	2105	6472	6649			
OR	3391	2376	2948	3623	3585	3664	2881	1926	5703	5499	5913		
OS	4243	2864	3562	4569	4520	4614	3575	2233	7346	5735	5053	7417	
OT	4113	2742	3494	4532	4500	4581	3532	2024	6195	5189	4429	5519	6354

**Table A6.12: DOCUMENT P**

	C	E	F	G	H	J	K	L	O	Q	R	S	T
PC	4773												
PE	3082	3298											
PF	3684	3216	4065										
PG	4541	3169	3941	5131									
PH	4488	3144	3912	4987	5080								
PJ	4582	3174	3940	5024	4978	5187							
PK	3548	2469	2988	3789	3752	3846	3928						
PL	2419	2326	2362	2360	2333	2386	1909	2655					
PO	4724	3266	4015	5075	5027	5131	3896	2632	8862				
PQ	4016	2611	3311	4354	4309	4399	3441	2054	6472	6525			
PR	3323	2311	2884	3558	3519	3596	2828	1864	5703	5377	5740		
PS	4237	2849	3555	4566	4511	4608	3561	2219	7346	5725	5040	7411	
PT	4079	2703	3456	4492	4460	4537	3492	1984	6195	5155	4429	5518	6253

**Table A6.13. DOCUMENT Q**

	C	E	F	G	H	J	K	L	O	P	R	S	T
QC	4173												
QE	2583	2748											
QF	3149	2685	3464										
QG	4002	2654	3375	4535									
QH	3964	2639	3356	4418	4489								
QJ	4041	2665	3384	4457	4413	4584							
QK	3223	2169	2668	3457	3430	3506	3567						
QL	2021	1934	1975	1984	1963	2004	1664	2166					
QO	4064	2663	3359	4402	4359	4451	3480	2105	6649				
QP	4016	2611	3311	4354	4309	4399	3441	2054	6472	6525			
QR	3303	2301	2867	3537	3490	3576	2831	1861	5499	5377	5678		
QS	3709	2359	3016	4017	3977	4054	3224	1827	5735	5725	4856	5812	
QT	3685	2343	3040	4066	4034	4106	3246	1737	5189	5155	4303	4722	5316

**Table A6.14: DOCUMENT R**

	C	E	F	G	H	J	K	L	O	P	Q	S	T
RC	3474												
RE	2302	2452											
RF	2764	2392	3036										
RG	3312	2357	2947	3712									
RH	3274	2340	2926	3604	3672								
RJ	3343	2365	2948	3638	3595	3752							
RK	2665	1897	2315	2837	2809	2880	2942						
RL	1846	1786	1813	1808	1784	1818	1499	1992					
RO	3391	2376	2948	3623	3585	3664	2881	1926	5913				
RP	3323	2311	2884	3558	3519	3596	2828	1864	5703	5740			
RQ	3303	2301	2867	3537	3490	3576	2831	1861	5499	5377	5678		
RS	3104	2107	2654	3324	3285	3358	2665	1661	5053	5040	4856	5102	
RT	3004	2032	2603	3272	3241	3305	2636	1541	4429	4386	4303	4060	4530

**Table A6.15: DOCUMENT S**

	C	E	F	G	H	J	K	L	O	P	Q	R	T
SC	4306												
SE	2728	2901											
SF	3300	2836	3617										
SG	4127	2798	3524	4644									
SH	4075	2773	3487	4523	4591								
SJ	4160	2806	3523	4561	4514	4689							
SK	3280	2227	2721	3511	3476	3562	3627						
SL	2099	2024	2052	2053	2028	2077	1698	2259					
SO	4243	2864	3562	4569	4520	4614	3575	2233	7417				
SP	4237	2849	3555	4566	4511	4608	3561	2219	7346	7411			
SQ	3709	2359	3016	4017	3977	4054	3224	1827	5735	5725	5812		
SR	3104	2107	2654	3324	3285	3358	2665	1661	5053	5040	4856	5102	
ST	3771	2438	3145	4145	4104	4180	3280	1772	5519	5518	4722	4060	5592

**Table A6.16: DOCUMENT T**

	C	E	F	G	H	J	K	L	O	P	Q	R	S
TC	4503												
TE	2888	3118											
TF	3509	3060	3922										
TG	4352	3028	3829	4988									
TH	4324	3017	3810	4872	4953								
TJ	4398	3041	3835	4909	4873	5040							
TK	3409	2365	2901	3690	3669	3740	3795						
TL	2102	2047	2087	2093	2074	2119	1749	2254					
TO	4113	2742	3494	4532	4500	4581	3532	2024	6354				
TP	4079	2703	3456	4492	4460	4537	3492	1984	6195	6253			
TQ	3685	2343	3040	4066	4034	4106	3246	1737	5189	5155	5316		
TR	3004	2032	2603	3272	3241	3305	2636	1541	4429	4386	4303	4530	
TS	3771	2438	3145	4145	4104	4180	3280	1772	5519	5518	4722	4060	5592

# **APPENDIX 7**

## **BCS70: THE 16 YEAR LEISURE AND TELEVISION DIARIES: METHODOLOGY AND SOME BASIC RESULTS**

Appendix 7 is in the final stages of preparation.