

# **BCS70 - The 1970 British Cohort Study: The Sixteen-year Follow-up**

**A Guide to the BCS70 16 Year Data Available  
at the  
Economic and Social Research Council Data Archive**

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## Acknowledgments

The preparation for the 1970 British Cohort Study (BCS70) was laid down at the time of the children's birth by the National Birthday Trust Fund (NBTF). Indeed sponsorship and continued support from the NBTF proved invaluable for BCS70. Progression towards the 16 year study was continued at the Bristol University Department of Child Health at 5 and 10 years with the help of Albert Osborn, Sue Dowling, Brian Howlett, Walker Barker, Mary Haslum and Jean Golding among others. The 16 year BCS70 follow-up was carried out by the International Centre for Child Studies (ICCS) (Chairmen D. Hawkins and A. Cummins and Honorary Secretary P. Lynch) kindly provided premises and raised the necessary funds (see Appendix 1).

As Principal Investigator in the 16 year study, NRB would like to acknowledge the help by secondment of expert staff from Department of Trade and Industry, Department of Employment, Department of the Environment, the British Printing Corporation, Rolls Royce, Rio Tinto Zinc, WH Smith, Cadbury Schweppes and Sun Life. The Manpower Services Commission kindly provided funds towards the hard working middle and junior staff. Great help in preparation was given by Penelope Leach and Derek Shrimpton among others. Dr Peter Lambert and Dr David Richards were among those who have worked indefatigably on the 16 year information.

We would like to thank all the health visitors, teachers, school nurses, doctors and administrators involved in the collection of the data, as well as those at ICCS who carried out the survey and began the data cleaning (including **Carol Ekinsmyth** and **Scott Montgomery** who later moved with the study to SSRU).

BCS70 came to the Social Statistics Research Unit at City University in 1991, funded by ICCS and SSRU, and we would like to acknowledge the contributions made by the following: **Professor John Bynner**, Director of SSRU, for his continual commitment to BCS70, **Peter Shepherd** for his help in co-ordinating the preparation of both the data and the accompanying documentation, including the development of the interactive data dictionary, **Tim Howe** who developed the foundations of the data cleaning programs, **Kutub Rumanay**, a work-placement student from the School of Informatics at City University, who worked on the interactive data dictionary, and **Matthew Hall** and the many others who have assisted with the data cleaning and documentation.

Most importantly, none of this would be possible without the co-operation of the cohort members and their parents, and for this we are very grateful.

## Preface

This booklet is a guide to the 1970 British Cohort Study (BCS70) Sixteen Year Follow-up and is designed to accompany the first deposit of data from this survey with the *Economic and Social Research Council Data Archive*, at the University of Essex. The documentation and data have been prepared by the *Social Statistics Research Unit (SSRU)* at City University which is now responsible for BCS70.

In Section 1 a short history of the whole longitudinal study is followed by a more detailed account of the 16 year survey begun in 1986. Section 2 provides an in-depth guide to using the 16 year data, outlining amongst other issues the data cleaning policy, differences in questionnaires, response bias and reliability of specific questions. In Sections 3 and 4 the information manuals and annotated questionnaires are reproduced. In Section 5, there are 7 appendices which give a more detailed account of topics touched on in the previous sections - funding, summary of topics available, publications, alternative versions of documents, representativeness of the data, and two-way and three-way frequencies of combinations of documents.

Everyone is strongly advised to read Section 1 first, as the historical context facilitates a clearer interpretation of the data.

## Summary of the Data Deposit

### **1970 Birth Cohort Study 16-Year Follow-Up**

<b>Principal Investigator</b>	Neville Butler, Director, International Centre for Child Studies (ICCS), c/o Social Statistics Research Unit (SSRU) City University, Northampton Square, London EC1V OHB
<b>Original Organisation</b>	ICCS
<b>Depositor</b>	John Bynner, Director SSRU, City University
<b>Documentation</b>	Prepared at SSRU by Alison Goodman and Neville Butler
<b>Acknowledgements</b>	General Administration Staff of ICCS Fieldwork 117 GB Education Authorities, 218 Health Authorities - Health Visitors, Teachers, Nurses, Doctors Cleaning and Editing SSRU (T Howe and A Goodman)

**Purpose** To review and evaluate adolescent (mid-teenage) health, care, education, social and family environment throughout Great Britain, as experienced by the cohort of children born in the week 5-11 April 1970

**Variables** 5 types of instruments used

Self-Completion Questionnaires (Child, Parent, Teacher)

Diaries (Child)

Interview (Health Visitor/Parent)

Medical Examination (School Doctor/Child)

Tests (Child Self-Completion)

Measurement Scales

Rutter A Scale of behavioural deviance and the Malaise Inventory (Rutter, M et al, 1970), Hyperactivity/Behavioural Scale (Connors, 1964), 12 item General Health Questionnaire (Goldberg, 1978), Lawseq (Self-Esteem Scale), Caraloc (Locus of Control Scale), 21 general and specific Attitudinal Scales, Index of Mental Health (Rosenberg, 1965)

**Population** Children born 5-11 April 1970

**Sampling Procedures** An attempt was made to trace all children born 5-11 April 1970 through the cooperation of Local Education Authorities and Family Practitioner Committees (RCs and HBs in Scotland) 70% of the 1970 Cohort were traced and completed one or more survey documents

**Cases (target)** 16,500 approximately

**Cases (obtained)** 11,622

**Method of Data Collection** Oral interview, medical examination, self-completion questionnaire, diaries, tests

**Date of Data Collection** 1986/7

# **SECTION 1**

## **INTRODUCTION TO THE 1970 BRITISH COHORT STUDY: WITH PARTICULAR REFERENCE TO THE 16 YEAR FOLLOW-UP**

## **1.0 Introduction**

Britain has a unique tradition in conducting longitudinal birth cohort studies. Three continuing studies have been embarked upon starting in 1946 (*National Survey of Health and Development, NSHD*), 1958 (*National Child Development Study, NCDS*) and 1970 (the *1970 British Cohort Study, BCS70*). Each was launched as a study of ante-natal and post-natal service provision, perinatal mortality and morbidity, and all three studies collected information about almost all births occurring nationwide in a target week in 1946 (NSHD, n=13,687), 1958 (NCDS, n=17,414) and 1970 (BCS70, n=17,198) respectively. Each study has subsequently carried out multi-disciplinary follow-up surveys (or sweeps) at various ages. The studies present, both individually and in combination, an unprecedented opportunity to investigate the forces and patterns that have shaped and continue to shape the lives of three overlapping generations of people living in this country today.

This section, which is designed to accompany the first deposit of data from the *BCS70 Sixteen-year Follow-up* with the *Economic and Social Research Council Data Archive* at the University of Essex, is divided into two parts. Firstly, the background to BCS70 is outlined in terms of the number of sweeps, the instruments used, the availability of the BCS70 data and some of the publications arising from research using the BCS70 data. Secondly, the *BCS70 Sixteen-year Follow-up*, which began in 1986, is described in detail. The documentation and data have been prepared by the *Social Statistics Research Unit (SSRU)* at City University which is now responsible for BCS70, as well as NCDS.

### **1.1 Background to the 1970 British Cohort Study**

#### **1.1.1 Outline of the Longitudinal Study**

BCS70 began in 1970 when data were collected about the births and families of 17,198 babies born in England, Scotland, Wales and Northern Ireland in the week 5th-11th of April. At this time, the study was named the *British Births Survey (BBS)* and it was sponsored by the *National Birthday Trust Fund*, in association with the *Royal College of Obstetricians and Gynaecologists*. Since 1970 there have been three attempts to gather information from the full cohort (see chart on next page). A listing of the main funders for each sweep is available in Appendix 1.

Data have been collected from a number of different sources, and by varying types of instrument. With each successive attempt, the scope of enquiry has broadened from a strictly medical focus at birth, to encompass physical and educational development at the age of five, and physical, educational and social development at the ages of ten and sixteen.

In the birth survey, information was collected by means of a questionnaire that was completed by the midwife present at the birth, and supplementary information was obtained from clinical records.

The five year and ten year surveys were carried out by the *Department of Child Health*, Bristol University and the survey at these times was named the *Child Health and Education Study (CHES)*. In both 1975 and 1980, parents of the cohort members were interviewed by Health Visitors, the subjects themselves undertook tests of ability, and the school health service gathered medical information on each child. This was supplemented at ten years by information gathered from head and class teachers who completed questionnaires. In 1975, 1980 and 1986, the cohort was augmented by the addition of immigrants to Britain who were born in the target week in 1970.

Subjects from *Northern Ireland*, who had been included in the birth survey, were dropped from the study in all subsequent sweeps.



### The 1970 British Cohort Study

<b>BBS (1970)</b>	<b>CHES (1975)</b>	<b>CHES (1980)</b>	<b>Youthscan (1986)</b>
<i>Birth</i>	5	10	16
Mother	Parents	Parents	Parents
		School	School
	Tests	Tests	Tests
Medical	Medical History	Medical Exam.	Medical Exam.
		Subject	Subject
17,198*	13,135*	14,940*	11,622*

*Notes:* \* Achieved Sample - at least one survey instrument partially completed.

The last full survey of the cohort took place in 1986 and was carried out by the ***International Centre For Child Studies*** and named ***Youthscan***. In this sweep, sixteen separate survey instruments were employed, including parental questionnaires, head and class teacher questionnaires and medical examinations (including measurement of height, weight, blood pressure, and pulse). The cohort members completed questionnaires, kept two four-day diaries (one for nutrition and one for leisure and TV/video), and undertook some educational assessments.

As the chart above shows, response rates varied between survey sweeps. The figure of 17,198 achieved at birth was estimated to have included between 96% and 98% of all births in England, Scotland, Wales and Northern Ireland in the survey week. The lower response at 16 arose because a teachers' strike at the same time resulted in many subjects not receiving their questionnaires. Measures were taken later to improve response rates by sending appropriate survey documents to the cohort member's homes (see section 1.2 for further details).

In addition to the four major sweeps, sub-sample surveys were carried out in 1972, 1973, 1977 and 1991. In 1972 and 1973 the ***British Births Child Survey*** took as its subjects three sub-samples; all twins in the original cohort, the low-birth-weight and post-mature births, and a random ten per cent of the original cohort. The ***South-West Region Survey***, also carried out at this time, included ninety five per cent of the cohort members who lived in the south west of England and Glamorgan, South Wales. These smaller scale surveys were undertaken so that the large gap in child development terms between birth and five years of age (when the next full sweep was planned) could be bridged. In 1977, an attempt was made to assess the effect of non-response to the five year survey when 1917 non-responders were traced and interviewed. At age 21 a ten per cent sample survey (over 1600 cases) was carried out which focused on adult literacy and numeracy problems as well as the transition from school to work.

A summary of the topics from the full surveys for which BCS70 data is available is provided in Appendix 2.

### 1.1.2 BCS70 - Availability of Data

Data sets containing the *birth*, *22-month*, *42-month*, *five year* and *16 year* data are already lodged at the *ESRC Data Archive*, and are available to the research community for analysis.

Data sets containing the *ten year* and *twenty-one year* data are currently being prepared by SSRU, and will be deposited with the *ESRC Data Archive* upon completion.

A fully documented database which will contain all BCS70 data, is being prepared by SSRU and will also be made available via the *ESRC Data Archive*. Until data are generally available in this way, it is possible to obtain data not already lodged with the Data Archive from the SSRU directly (see Section 1.2.5 on page 1.13 for further details of how to contact SSRU directly).

### 1.1.3 BCS70 - Some Examples of Published Material

Wide-ranging use has already been made of the data arising from the four full sweeps of BCS70. It is not within the scope of this document to review the literature, but it is useful when considering the background to the project to mention some key works. The birth sweep provided a valuable insight into the patterns at that time of obstetric and neonatal care in the United Kingdom (Chamberlain et al 1973, 1975). The birth and five year findings relating to health were discussed in Butler, Golding and Howlett's (1986) *From Birth to Five: A Study of the Health and Behaviour of Britain's 5-Year Olds*, and general findings from the first two sweeps were also outlined in a book written by Osborn, Butler and Morris (1985). Chamberlain and Simpson (1979) also concentrated on the health data arising from the birth, 22 and 42 months surveys in their book *The Prevalence of Illness in Childhood*.

In addition to these general accounts of the findings of BCS70, a number of specific projects have been undertaken in a wide range of fields. In the area of health, investigations have ranged from vision problems (Atkinson and Butler, 1985; Stewart-Brown, 1986) to childhood accidents (Bijur, 1984; Wadsworth et al, 1983a), appendicitis (Barker et al, 1988), breast-feeding (Taylor et al, 1983a, 1984) teenage mothering (Taylor et al, 1983b; Wadsworth et al, 1983b) and much more. Special educational problems and needs have formed the scope of some of the research arising from the BCS70 data. For example, Haslum and Butler (1985) considered the special education needs of ten year olds, and Rodgers (1983) investigated the prevalence of reading retardation. Different forms of social behaviour and their influence on health and development have also been investigated. Rush and Cassano (1983) considered the influence of parental smoking on perinatal mortality; Haslum, Morris and Golding (1984) reported on the diets of Britain's ten year olds; Osborn (1984) considered maternal employment and depression and their influence on child behaviour; and Osborn and Morris (1982) investigated fathers' roles in child care. Osborn and Milbank (1987) showed the longer term value of pre-school education and day-care. A full bibliography of publications and reports arising from BCS70 is reproduced in Appendix 3.

The data already collected provide a remarkably rich research resource in a large number of areas. Future data collection by means of regular sweeps, and the adoption of an integrated approach to the design and analysis of this study with the 1958 cohort study (NCDS) will present exciting new possibilities and dimensions.

## **1.2 The BCS70 Sixteen Year Follow-Up**

The *BCS70 Sixteen-year Follow-up* is the third full national follow-up of the 1970 cohort born in Great Britain 5-11 April 1970. The cohort has been seen comprehensively at birth, five, ten and sixteen years, and samples were seen at 22 months, 42 months, seven and twenty-one years. The sixteen year follow-up was originally entitled Youthscan UK, but in 1991 the whole 1970 Cohort Study was renamed the British Cohort Study 1970 (BCS70) and the sixteen year study became known as BCS70-16 years.

### **1.2.1 Rationale and Overall Design**

#### ***Reasons for a Mid-teenage Sweep***

The middle teens is a particularly critical stage of development. As compulsory schooling comes to an end, choices have to be made between staying on in education or leaving to get a job and what kind of occupation to pursue. At the same time relationships are changing within the family and with teenage peers. Partnerships are beginning to form, and the responsibilities of adult citizenship are starting to loom. The attractions of teenage culture are also present as are the problems of teenage pregnancy, drug abuse, mental illness and crime. For the BCS70 cohort these developmental changes were taking place against a backdrop of radical economic transformation in which the effects of new technology and the economic recession had changed the nature of work and ended much of youth employment. Except in the most affluent areas, the alternative to work for an increasing number of young people leaving school was government training schemes or unemployment. This made a study of the cohort's experience at the age of 16 both essential in terms of the developmental record and exceptionally timely in offering insights into the way young people were responding to change. Surveys at age 16 in the 1946 and 1958 birth cohort studies also opened up comparative possibilities.

#### ***Co-operation from Official Bodies***

It was planned originally to trace the cohort in time to see them well before the minimum school-leaving age. Approval was obtained of, among others, the Society of Chief Education Officers, Association of Metropolitan Authorities, British Medical Association, Scottish Medical Association and Association of Head Teachers. The National Union of Teachers, however, declined to recommend the study to its members. No action was taken against any of their teacher members who cooperated but this clearly was a factor in reducing returns. Unfortunately the start of the study had to be delayed by the advent of industrial action by teachers who were to be asked to carry out the Educational tests. Indeed the strike which continued through 1986, led to the redesign of many questionnaires and the adaptation of test instruments for self-completion. Modifications to the study carried out as a result of the industrial action will be outlined in the subsequent sections.

## ***Methodology***

It was decided to employ similar administrative arrangements to those used during the ten year follow-up by enlisting the cooperation of Local Education Authorities (LEAs) and Regional Councils (RCs) in Scotland to trace the whereabouts of cohort children who were on their secondary school registers. As before, LEAs and RCs would be asked to appoint a study coordinator to receive and distribute an Educational Pack for completion in school, and return the Packs to us for analysis. District Health Authorities (DHAs) and Scottish Health Boards (HBs) would be asked to cooperate and to appoint a medical and/or nurse coordinator with the remit to arrange for each study member a home interview and a medical examination with completion of a Health Pack. These procedures were adopted but extra measures had to be introduced to cover the shortage of available teacher time and to allow for the significant number of children who had left secondary school before the sweep could be accomplished.

## ***Tracing***

The vast majority of LEAs (104/105 = 99%) and RCs (11/12 = 91%) agreed to undertake the tracing and to join in the study proper. Each Education Department duly agreed to send trace sheets to all their secondary and special educational establishments on which to enter names and addresses of cohort members who were on their school register. Independent schools were contacted by the central survey staff directly. This tracing exercise yielded around 10,800 children. Further cohort members were located through Family Practitioner Committees (FPCs) and their equivalents in Scottish Health Boards (HBs). FPCs and HBs were asked to assemble a list of names and addresses of all children on their register born 5-11 April 1970 who were currently on the lists of family doctors. This information was passed on to LEA/RC and DHA/HB survey coordinators and thereby increased the identified rates. A few extra children were traced through health records by DHAs/HBs. We are unable to say exactly how many extra sixteen year olds were traced through these local confidential exercises, but it is estimated that the overall number traced from all sources could not have been less than 13,000. The pool of eligible survivors from the birth, five and ten year studies who qualified for inclusion at sixteen years was approximately 16,500 giving an overall trace rate of 78%.

## ***Informed Consent***

A Parental Pack seeking informed consent and including explanatory letters to parent and cohort member was sent out early in 1986 to current addresses if already traced, or to last known address if so far untraced. DHA/HB and LEA/RC coordinators were supplied with Parental Packs to send on to any cohort members subsequently identified.

### **1.2.2 Survey Instruments**

The ***BCS70 Sixteen-year Follow-up*** made use of some 18 separate survey documents, comprising manuals, assessments, self-completion questionnaires, interview schedules, self-completion diaries, and a medical examination record. In some cases there are alternative versions of the same instrument, designed to be used in different contexts. All survey documents were designed mainly by the Director of Youthscan - Professor Neville Butler - over a six month period, with help and advice from many quarters and especially from Dr Penelope Leach, then Research Associate at Bristol University.

Table 1.1 overleaf identifies the survey documents, shows those for which data are deposited at the *ESRC Data Archive*, and specifies the number of cases for which data are available. The questionnaires were distributed as two *packs* known as the '*Educational Pack*' and the '*Health Pack*' because they were distributed by the Educational and Health Authorities respectively. In terms of actual content matter there is a degree of overlap between the two packs but the terms 'Educational' and 'Health' are convenient summary labels.

All but 2 (Documents K and M) of the *BCS70 Sixteen-year Follow-up* questionnaires are deposited at the *Archive*. The test material and the JIIG-CAL Occupational Interests Guide which are unique to the longer version of Document B are also not being deposited (see section 2.3 and Appendix 4 for further information on the different versions of documents).

**Table 1.1: Data deposited with the *ESRC Data Archive***

<i>Survey document</i>		<i>Deposited</i>	<i>Cases</i>
<b><i>EDUCATIONAL PACK</i></b>			
A Information Manual for Teachers		dna	dna
B Student Test Booklet		dna	dna
C Student Score Form		Yes	6,003
E Moving On		Yes	4,433
F Health-related Behaviour	Yes		5,265
G Home and All That		Yes	6,349
H Friends and the Outside World	Yes		6,290
J Life and Leisure		Yes	6,417
K Dietary Diary		No	4,693
L Educational (Teacher's) Questionnaire		Yes	3,816
M Head Teacher Questionnaire		No	na
<b><i>HEALTH PACK</i></b>			
N Information Manual for Health Personnel		dna	dna
O Parental Interview Form		Yes	9,584
P Maternal Self-completion Form	Yes		8,993
Q Student Self-completion Health Questionnaire		Yes	6,898
R Medical Examination Form		Yes	6,143
S Leisure and Activity Diary		Yes	7,544
T Family Follow-up Form		Yes	7,336

Notes: dna=does not apply; na=not applicable

Details of the development and administration of both the Educational and Health Packs are given separately below.

## A The Educational Pack

### *Preparation and Piloting*

Before finalising the questionnaires in the Educational Pack, they were piloted to ensure ease of completion and accuracy. Sixteen year olds born outside the study week at secondary schools in Avon completed the pilot forms (2 Grammar and 4 Comprehensive Schools). Intensive pilot studies were conducted on teenage *smoking* and *alcohol* to cover the wide range of questions and answers needed in these comprehensive sections. For the *dietary diary*, a first pilot study of 75 prototype diaries was conducted in Avon, over an initial seven-day period but this was found to induce fatigue and poor returns. A second pilot was performed using 200 diaries in the London area, from which a four-day format evolved which produced a higher level of compliance and accuracy.

### *Contents of Educational Pack*

The Educational Pack consisted of 6 student self-completion questionnaires (Documents B/C, E, F, G, H and J), a four-day dietary diary (Document K), two teacher self-completion questionnaires (Documents L and M) and an instruction booklet (Document A). All of these questionnaires have been reproduced in Section 4 and a copy of Document A is available in Section 3. It should be noted that though this Pack is termed 'Educational' it also contains a large quantity of health, environment and social questions.

### **Document B/C Student Test Booklet/Student Score Form:**

Documents B and C are grouped together as Document C is primarily the answer booklet for the questions asked in Document B. While there is only one version of Document C, there is a long (School) and a short (Home) version of Document B. Document B contains a section on demographic background, as well as the educational tests and attitudinal scales described below.

***Educational Tests Material*** The vocabulary and spelling tests are common to both versions of Document B, but the reading, matrices and arithmetic tests as well as the JIIG-CAL Occupational Interests Guide (known originally as Document D) are unique to the longer version administered while the cohort members were still at school. Only those tests common to both versions of Document B are being deposited with the Data Archive.

***Attitudinal Scales*** A series of 21 scales, each of which enquires about attitudes towards the following subjects (438 questions in all):

- |  |  |
|--|--|
| a. 'What about Work?' (Attitudes to work)    | l. 'Fate and Fortune' (Caraloc-Locus of Control) |
| b. 'Right and Might' (Law)                   | m. 'What I Read' (in Newspaper)                  |
| c. 'Have a Drink' (Alcohol)                  | n. 'Me and the Box' (TV)                         |
| d. 'What's in a Job' (Preferences for jobs)  | o. 'Feeling Healthy' (Malaise Inventory)         |
| e. 'Looking Ahead' (Expectations)            | p. 'My Point of View' (General topics)           |
| f. 'Up in Smoke' (Cigarettes)                | q. 'WotalotIgot' (Possessions)                   |
| g. 'Compared with Others' (Fitness for Life) | r. Me and My Family (Shared activities)          |
| h. 'Knowing Myself' (Insight)                | s. 'Soft Drink Special' (Drinks consumed)        |
| i. 'How I Feel' (GHQ 12 items) <sup>1</sup>  | t. 'Home Rule' (Parental expectations)           |

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<sup>1</sup> Goldberg (1978)

j. 'At Leisure' (Spare time activities)  
k. 'My Interests' (Lifestyle)

u. 'What I Eat' (Foods eaten)

**Document E "Moving On"** Student Self-completion: Some 72 questions compiled by the Associated Examination Board on students' knowledge about: Living away from home; Knowledge of the law; Life in the community; Applying for a job; Starting at work; Unemployment; World of commerce; Starting a business.

**Document F "Health-related Behaviour"** Student Self-completion: Some 62 questions prepared by HEA Schools Health Unit on Cycling; Car driving; Homework; Television viewing; Computer games; Reading matter; Term-time job(s); Sports in/out of school; Lawseq self-esteem scale; Hygiene; Medicaments; Visits to doctor; Vaccinations; Dental care; Food and drink intake over past 24 hours; Weight control; Smoking; Close friends; First aid; Discos; Source(s) of sex education; Pocket money; Spending habits; Savings; Newspapers and magazines read.

**Document G "Home and All That"** Student Self-completion: Beverages; Vegetarian status; Upsets after food; Self concept of weight, height and food intake. Relationships with parent(s); Disciplinary measures; Homework; Help given at home; Handedness; Faith/religion; Short and long-term intentions; Reasons for leaving home. Video-viewing/video nasties - how many seen, when, where, where obtained, titles. Spending money and source; how spent; job(s); savings. Detailed section on teenager's smoking habits.

**Document H "Friends and the Outside World"** Student Self-completion: Health in past year - Screenings, Accidents, Illnesses, Seen GP, Hospital; Dental care; Cough; Phlegm, Wheezing; Menarche; Dysmenorrhoea; Height; Weight; Sex experience/ education; Contraception. Friends - number; type; activities; parental interest and involvement. Antisocial activities - fights; aggression; contact and attitudes towards police; cautions; convictions; been victimised and why; unwelcome sexual approaches. Detailed section on alcohol habits.

**Document J "Life and Leisure"** Student Self-completion: TV viewing - why, what, when and how often viewed? Violent programme(s)? Radio - what, how often listened; general or music programmes? Change(s) of secondary schools; Subjects chosen/studied/examined; Instruction in computers and allied skills; Activities arranged by school; Local community visits; School absence(s) and causes; Careers/jobs - guidance received; Work visits/experience; Expressed choice of job/career/profession; Plans for employment/further education/training after sixteen or eighteen. Hobbies and spare-time activities - what, how often, when and attitudes? Football club(s) supported/matches attended; any violence seen or experienced? Leisure shared with parents? Attendance at sports or community centres/youth clubs/uniformed organisations/church activities. Attitude(s) to drug abuse and major world problems.

**Document K Four-day Dietary Diary:** Four-day diary in which cohort member records everything eaten and drank over four days, meal by meal. Two files exist: food groups and nutritional values. **NB** This document will be deposited at a later stage.

**Document L Educational (Teacher's) Questionnaire:** Teacher's prediction of 'O'/CSE grades. Rating of general academic ability and performance. Reading, writing and maths ability. Special skills and talents. Special educational needs, action taken and help given. Extent and provision for behaviour, health or specific social problems or disabilities. Case conferences. School absences. Contact with the law or social services.

**Document M Head Teacher Questionnaire:** Core subjects and sports; curriculum subjects offered/examined; Prevocational and vocational courses; Number exam entrants. Profiling of students. Previous 'O'/CSE result(s). Careers policy; Extracurricular activities; Disciplinary measure; Pastoral care; School academic level; catchment area. Parents social mix; unemployment rate; ethnic mix. **NB:** This questionnaire requires cleaning and will be deposited at a later stage.

### ***Data Collection***

In April 1986 LEA and RC coordinators were forwarded Educational Packs to send to each school where cohort member(s) were on the register. Where no reply had been obtained to the original school tracing form one pack was sent for every 350 total pupils. We were anxious to get completed as many as possible Educational Packs during the summer term of 1986, as some would then be leaving secondary education. Two methods were used to increase returns. The first was through Family Practitioner Committees (see the section on Tracing on page 1.5) and the second method was through the Family Follow-up Form (Document T).

### ***Educational Home Packs***

A total of over 4000 Educational Packs were received back by the end of 1986, when it was decided to try to achieve in 1987 increased response by the postal route in order to enable *home* completion of appropriate parts of the Educational Pack. The modifications introduced as a result of sending the questionnaires to the home rather than the school are described in Section 2.3 and Appendix 4. Approximately 6,000 Educational Home Packs were dispatched to the last known home address of relevant cohort members. Where neither the Educational or Health Pack had been returned (see below for a description of the Health Pack), a double Home Pack was sent containing appropriate education and health questionnaires.

### ***Educational Pack Returns***

On receipt of Educational Packs at survey headquarters, the contents of each pack was assigned a unique sixteen year Survey Number. This was prior to the attempt to link with a corresponding Health Pack and to assign where possible the same Central Survey Number as used in previous sweeps. Of approximately 6800 Educational Packs received back, about two thirds had been filled in at school or other educational placement and nearly all the individual documents from these Packs were completed. The remaining third were among those completed at home.

## **B The Health Pack**

### ***Preparation and Piloting***

The vast majority of DHAs ( $197/203 = 97\%$ ) and Health Boards, Scotland ( $15/15 = 100\%$ ) agreed to join in the study. Health Visitors arranged piloting of the Parental Interview Form (Document O) and of the Maternal Self-completion Questionnaire (Document P) on home visits in Avon to the parent(s) of sixteen year olds not born in the birth study week. The Medical Examination Form (Document R) and the Student Self-completion Health Questionnaire (Document Q) were piloted by Community Medical Officers on these sixteen year olds. A series of special pilots were also carried out on the Leisure /Television Diary (Document S) - an experience which led to the incorporation of a precoded section as well as the narrative.



## ***Contents of Health Packs***

The ***Health Pack*** consisted of five instruments: the Parental Interview Form (Document O), the Maternal Self-completion Questionnaire (Document P), the Student Self-completion Health Questionnaire (Document Q), the Medical Examination Form (Document R) and the Leisure and Activity Diary (Document S). The Family Follow-up Form (Document T) was not included in the initial distribution (see below for further details).

**Document O Parental Interview Form:** (Completed by Health Visitor). Composition of household; Older and younger siblings; Family dynamics, Single-parent and in-care situations. Hospital admissions; Out-patient visits; Operations; Accidents. Sections on asthma/epilepsy. Teenager's medical, dental, psychiatric and behavioural history and current health problems; Medical causes of school absence; Any private or alternative medical care. Disabilities and handicaps. Family ill-health and smoking habits. Family finances - income; expenditure; hardship. Type/tenure of housing; home amenities; crowding. Health Visitor's assessment of residential neighbourhood/of home tidiness/equipment/relationship with neighbours.

**Document P Maternal Self-completion Form:** Health and behaviour pattern of teenager, including Rutter/Connors Behavioural Scales. Parent-school contact and cooperation. Role(s) of parent(s) in upbringing; Time spent together as a family. Mother's Malaise health inventory and Index of mental health (Rosenberg, 1965). Type and preparation of all articles of food bought for the household and eaten by the teenager. Dampness and allied problems. Household amenities. Family drinking habits. Newspapers/magazines read. Parental rating on importance of 49 Health education topics taught in schools.

**Document Q Student Health Self-completion Questionnaire:** The teenager's own medical history. Section on the law - including any of 13 different offences committed by friends/acquaintances/self in past year. Any abuse of solvents - Uppers, Downers, Cannabis, LSD, Cocaine, Heroin - how many tried, when, why, where, who with, how felt and source. Teenager's assessments of own environment.

**Document R Medical Examination Form:** (Completed by Community Medical Officer/ School Nurse). Utilisation of health services; Illnesses; Screening procedures. Physical, mental, educational and emotional problems and disabilities - diagnosis, extent, current and future medical needs. Full medical examination including height, weight, blood pressure, tests of near and distant vision, hearing, motor coordination.

**Document S Leisure and Activity Diary** Student Self-completion: A 4-day narrative, including a weekend, of all activities undertaken by cohort member - exactly what done, when, with whom, where and how long taken? Precoded section covering same activities. A TV/video diary kept over same period - names, times, duration of programmes viewed, satisfaction level.

**Document T Family Follow-up Form:** This was administered late in 1986 or early 1987 by a Health Visitor at home visit or was sent by post for completion by parent(s). Document T asked about the following areas: cohort member's results in 'O'-levels and CSEs; mother's and father's employment status, occupation group, socio-economic groups, social class, educational qualifications and hours worked; the current whereabouts of the cohort member - whether at place of continuing/further education, at vocational training, at work or work training schemes, or unemployed.

## ***Briefing Sessions***

Detailed briefing meetings for field workers in each region were held by the Director and survey staff at Regional Hospital Authority Headquarters in England, Scotland and Wales. These took place in Birmingham, Bristol, Cambridge, Cardiff, Edinburgh, Glasgow, Leeds, Liverpool, London, Manchester, Newcastle, Oxford, Sheffield and Winchester. 50-100 administrative, medical and nursing staff, and health visitors from DHAs/HBs attended in each region. Relevant staff were also invited from all LEAs/RCs and Family Practitioner Committees within each region.

## ***Data Collection***

DHAs agreed to be responsible for completion, retrieval and return of the completed Health Pack and the vast majority of them appointed a nursing and/or medical coordinator. An appropriate number of Health Packs were dispatched to coordinators. A list was sent to DHAs containing names and addresses of those sixteen year cohort members identified by their LEA, together with names and addresses of cohort members untraced since they were seen at ten years. This formed the basis of the health study.

These names and addresses were then passed by the Health Coordinator to the appropriate Health Visitor. The Health Visitor arranged to complete a Parental Interview Form (Document O) at a home interview with the mother, who was also asked to complete a Maternal Self-Completion Form (Document P). A copy of the Leisure and Activity Diary (Document S) was left for the cohort member to complete. Medical examinations were conducted usually at Child Health Clinics by a Community Medical Officer (Document R). Document R also contained a section on measurements and medical history usually filled in by the school or clinic nurse. Finally, the cohort member was invited to fill in a Student Self-completion Health Questionnaire (Document Q) at the time of the medical examination. During the fieldwork, an ongoing dialogue was maintained with coordinators to identify those students who had not yet completed or only partially completed a Health Pack. Coordinators were asked to enquire the reasons for non-compliance or alternatively to let us know which, if any, other documents required completion.

A Family Follow-up Interview Form (Document T) was introduced in September 1986 (four months after the main Health Pack) and gathered details of whether they had left secondary school and if so whether he/she was in further education, vocational training, employment training, employed or unemployed. It also gathered other very useful information as outlined on page 1.10. Document T was sent to Health Coordinators who forwarded it to Health Visitors, who included it in the parental interview if not yet done, made a special visit, or sent it by post. In this way, social class and related information was obtained on over 7000 of the cohort.

## ***Health Home Packs***

If no completed material had been received from a traced cohort member by the end of 1986, a modified Health Home Pack was compiled and was mailed directly to the last known address of the cohort member. Several revisions to the Health Pack were now necessary. The medical examination form (Document R) was omitted. The parental interview form (Document O) was modified slightly to enable self-completion, and some confidential Health Visitor assessments were excluded from it. Documents O and T were later combined to reduce volume. Documents P, Q and S were unaltered. (See Section 2.3 and Appendix 4 for further details).

## ***Health Pack Returns***

On arrival at study headquarters each fully or partially completed Health Pack was, wherever possible, matched with the corresponding Educational Pack. Unmatched packs were ascribed new unique serial numbers and later all packs were assigned the same Central Survey Number as used in previous follow-ups.

By mid 1987, the survey headquarters year study had received back over 9000 Health Packs, nearly half of which were "fully completed" (with nil or only a small portion missing). In the remainder, some but not all of the questionnaires in the Health Home Packs were completed. In the event, over 90% of the Health Packs completed were arranged and carried out by DHAs and not by post.

A further 1,613 traced cohort members were known **not** to have completed a Health Pack, including children for whom Educational Packs had been returned. A minimum of 932 were known to have refused outright. The remainder of the deficit was thought to be due mainly to failure of contact by DHA, and/or difficulty in arranging or keeping appointments.

### **1.2.3 Data Processing of the Educational and Health Packs**

A Data Research Agency keyed in 12 of the questionnaires using Easy Entry from a Screen. 15% of Documents keyed in the first 4 weeks were verified and the error rate was under 3%. Some 500 questionnaires were keyed in by the International Centre for Child Studies and then compared with the Data Research Agency's data. The correspondence rate was 95% and thereafter verification was discontinued. Textual material was keyed in separately. The Agency was registered under Data Protection and safeguards were taken to prevent identification of individuals.

### **1.2.4 Response to the Survey**

Details of the response to the survey are given in Table 1.2 below. It can be seen that the overall response appears satisfactorily high - data are available for some 11,622 cohort members. However, Table 1.2 also reveals differential response to the many elements of the survey.

**TABLE 1.2 Questionnaire completion rates**

<i>Survey Instrument</i>	<i>Number</i>
Document C Student Score Form	6003
Document E 'Moving On'	4433
Document F Health-related Behaviour	5265
Document G Home and All That	6349
Document H Friends and the Outside World	6290
Document J Life and Leisure	6417
Document K Dietary Diary	4693
Document L Educational (Teacher's) Questionnaire	3816
Document M Head Teacher Questionnaire	(Not yet cleaned)
Document O Parental Interview Form	9584
Document P Maternal Self-completion Form	8993
Document Q Student Self-completion Health Questionnaire	6898
Document R Medical Examination Form	6143

Document S	Leisure and Activity Diary	7544
Document T	Family Follow-up Form	7336
Total answering one or more questionnaires		11622

### ***Response bias***

The total sixteen year olds on whom some study information was obtained was 11,622, which formed 88% of the number traced of 13,000 plus, or 70% of the 16,500 estimated to be eligible at sixteen years. The completion rate of individual questionnaires was very much lower and this predictably involved the ***Educational Packs*** more than ***Health Packs***, as shown in Table 1.2 above.

The differential response revealed in Table 1.2 suggests that the sample of individuals for whom data is available may be biased in some way. Fortunately, one advantage of longitudinal studies, such as BCS70, is that because nearly all of those cohort members who missed all or part of one follow-up will have data from earlier surveys, it is possible to check for response bias by comparing the attained sample at any follow-up to the target sample (e.g. the birth sweep). The 96% - 98% completion rate of the BCS70 birth data facilitates these analyses, as definitive information relating to the base population is available in terms of social parameters and it is therefore possible to assess the representativeness of subsequent response. Where necessary corrective weighting factors can be applied in order to offset any biases resulting from attrition in the form of non-response, mortality or emigration. An analysis of the response bias for the ***BCS70 Sixteen-year Follow-up*** has been conducted by comparing respondents and non-respondents to each survey instrument using variables representing ***Region***, ***Social Class***, and ***Sex*** obtained during the birth and ten year surveys (see Appendix 5).

The results suggest that young men and those from the lower social classes are consistently under-represented in the ***BCS70 Sixteen-year Follow-up*** data, while the picture for individual regions is more varied. Tests of the statistical significance of these differences reveal many "biases" to be significant beyond the .001 level. However, this does not necessarily mean that the sample is highly unrepresentative, as in samples of this size statistical tests are sensitive enough to detect very small differences. More importantly, a correction factor for any biases present in the study outcomes at 16 years can be calculated, using this to re-weight the data as appropriate. Weighting for sex and social class has already been applied to the 16 year data (Furlong, 1993). Further details of the analysis of response bias are to be found in Section 2.5 and Appendix 5.

### ***Sample sizes***

The differential response to the many survey instruments, revealed in Table 1.2 above, may have an important impact on the sample of cases available for analyses which draw on data from different elements of the survey. Further details of the maximum sample sizes that result if data are taken from any two or any three survey instruments are to be found in Appendix 6.

### 1.2.5 Further Information on BCS70

For more information about the BCS70 Sixteen-year Follow-up contact the **BCS70 User Support Group** by post, 'phone, fax, or email as shown below:

<b>Post:</b>	BCS70 User Support Group Social Statistics Research Unit City University Northampton Square London EC1V 0HB	<b>Tel:</b>	(0171) 477-8489
		<b>Fax:</b>	(0171) 477-8583
		<b>Email:</b>	bcs70@ssru.city.ac.uk

#### *User Support Group*

This provides advice and guidance on the use of BCS70 data; produces documentation; collates and disseminates information on uses of the data, publications, and other developments; produces and distributes a newsletter and working papers; provides access to non-computerised BCS70 data; collects additional information; and services the User Group.

#### *User Group*

This is open to all users of BCS70 data. It provides opportunities for users to get together to explore developments, problems, and other issues of mutual interest. Ad hoc "Updates" on BCS70 data and developments are circulated to members.

Membership is free on application to the User Support Group.

### 1.2.6 Acquiring BCS70 Data for Research

As noted above, data sets containing the *birth*, *22-month*, *42-month*, *five year* and *16 year* data are already lodged at the **ESRC Data Archive**, and are available to the research community for analysis. Data sets containing the *ten year* and *twenty-one year* data are currently being prepared by SSRU, and will be deposited with the **ESRC Data Archive** upon completion.

A fully documented database, which will contain all BCS70 data, is also being prepared by SSRU and, when complete, a copy will also be made available via the **ESRC Data Archive**. Until data are generally available in this way, it is possible to obtain data not already lodged with the Data Archive from the SSRU directly (see section 1.2.5 above).

**TheData Archive** may be contacted by post, 'phone, fax, or email as shown below:

<b>Post:</b>	The Data Archive University of Essex Colchester CO4 3SQ	<b>Tel:</b>	(01206) 872001
		<b>Fax:</b>	(01206) 872003
		<b>Email:</b>	archive@essex.ac.uk

## 1.2.7 References

Details of the publications cited in this section are given below. A full list of publications arising from BCS70 is given in Appendix 3.

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Vision Problems in Under 5s

In *The At-Risk Infant: Psycho/Social/Medical Aspects*. Harel, S. and Anastasia, N.J. (eds).

London: Paul Brookes Publishing Co.

Barker, D.J.P.; Osmond, C.; Golding, J. and Wadsworth, M.E.J. (1988)

Acute appendicitis and bathrooms in three samples of British children.

*British Medical Journal*, 262 pp. 956-958.

Bijur, P. (1984)

*The Relationship Between Child Behaviour and Accidents from Birth to Five: a multivariate analysis of a national cohort.*

Ph.D Thesis Columbia University, New York.

Butler, N.R.; Golding, J. and Howlett, B. (1986)

*From Birth to Five: A study of the health and behaviour of Britain's 5-year olds.*

Oxford: Pergamon Press.

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*British Births: Vol. 1. The First Week of Life.*

London: Heinemann.

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*British Births 1970, Vol. 2, The First Week of Life.*

Heinemann Medical Books.

Chamberlain, R.N. and Simpson, R.N. (1979)

*The Prevalence of Illness in Childhood.*

Tunbridge Wells: Pitman Medical.

Furlong, A (1993)

*Schooling for Jobs: Changes in the career preparation of British secondary school children.*

Aldershot: Avebury.

Goldberg, D (1978)

*Manual of the General Health Questionnaire.*

Windsor: National Foundation for Educational Research

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What do our ten year old children eat?

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*Journal of Epidemiology and Community Health*, 37, pp. 95-9.
- Taylor, B., Wadsworth, J., Golding, J. and Butler, N.R. (1983b)  
Teenage mothering: admission to hospital and accidents during the first five years.  
*Archives of Disease in Childhood*, 58, pp. 6-11.

Taylor, B., Wadsworth, J., Wadsworth, M.E.J. and Peckham, C.S. (1984)  
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Family type and accidents in pre-school children.  
*Journal of Epidemiology and Community Health*, 37, pp. 100-4.

Wadsworth, J., Taylor, B., Osborn, A. and Butler, N.R. (1983b)  
Teenage mothering: child development at five years.  
*Journal of Child Psychology and Psychiatry*, 25, pp. 305-13.



# **SECTION 2**

## **USING THE 16 YEAR DATA**

## **2.0 INTRODUCTION**

### *Survey Instruments*

As mentioned in Section 1, the *BCS70 Sixteen-year Follow-up* made use of some 18 separate survey documents, comprising manuals, assessments, self-completion questionnaires and diaries, interview schedules, and a medical examination record. An introduction to the development and use of these documents has been outlined in Section 1. A copy of the information manuals and the questionnaires are reproduced in Sections 3 and 4 respectively.

This section is designed to assist users of the data by describing:

- \* Linkage of *BCS70 Sixteen-year Follow-up* data to data from previous sweeps.
- \* The more important elements of data cleaning that have been undertaken by SSRU, including the coding of missing values.
- \* The reliability of specific elements of data.
- \* The alternative versions of some of the questionnaires.
- \* An introduction to using the Interactive Data Dictionary

**Table 2.1: Present and future BCS70 16 Year Data deposits with the ESRC Data Archive.**

<i>Survey document</i>	<i>Cases</i>
<u>Documents already deposited with the ESRC Data Archive:</u>	
C Student Score 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
L Educational (Teacher's) Questionnaire	3,816
O Parental Interview Form	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
<u>Documents to be deposited in the future with the ESRC Data Archive:</u>	
M Head Teacher Questionnaire	(not yet cleaned)
K Dietary Diary	4,693

Table 2.1 above outlines which 16 year documents are already deposited at the *ESRC Data Archive*, and which are to be deposited in the future. All but 2 of the 16 year questionnaires have been deposited at the Archive during the first deposit of data. Document M (The Head Teacher's Questionnaire) which is specific to each school in the survey rather than to each case, has not yet been cleaned. Document K (The Dietary Diary) requires further documentation, but it is hoped that it will be made available shortly. The sections unique to the longer 'School' version of Document B (see Section 2.3 and Appendix 4) are not being deposited with the Archive.

### *Text material*

Throughout this section text variables will be referred to as 'alphanumeric' variables, which are in contrast to the numeric variables. Of those documents deposited with the Data Archive, Documents B/C, E, and F do not have any alphanumeric variables. For those documents that do have alphanumeric variables (Documents G, H, J, L, O, P, Q, R, S and T) there are instances where the field allocated for the text is shorter than the amount of text on the questionnaire. In many of these cases very little of significance has been lost, but occasionally the truncation is severe, and it is then necessary to look up the text response on the actual paper questionnaire. If access to the questionnaires is required, the BCS70 User Support Group should be contacted (see Section 1.2.5 for further details).

### *Variable names*

There are over 5000 numeric variables and over 900 alphanumeric variables in the 16 year dataset deposited with the Data Archive. Variables in the *BCS70 Sixteen-year Follow-up* data set have, on the whole, names that are derived from both the document identifier (*eg*: C, G, etc) and the question number within the document (*eg*: question B28 from Document J). With few exceptions the first letter of the variable name is the document identifier. The subsequent positions of the variable name are made up of the question number and then a method of differentiating the sub-sections of the question number (either through introducing a full-stop followed by a number and/or letter, or simply through the addition of a number and/or letter). For example, in Document C the data for question 5G is found in variables C5G1 - C5G28; in Document J the data for question B27 is found in variables JB27A1 - JB27A17; in Document O the data for question A12 is found in variables OA12.1 - OA12.8.

There are occasions, however, where the above guidelines do not hold. Sometimes the meaning of the question is reflected in the variable's name. For example, with the Audiogram on Document R, data for the 'Frequencies tested by sweep' are held in the variables RFREQ1 - RFREQ8, and for Document O the data for the status of the interviewer is held in the numeric variable STATUS. There are also a few instances where the numbering of the variable is inconsistent - in question B27 of Document J concerning choice of job/career/profession, the numeric variable JB27A16 indicates whether there is an answer to 'Job not included above' and the accompanying text field is held in the variable JB2716B. In this example, the text variable should have been called JB27B16 to make it consistent with the numbering of the numeric variable and it is envisaged that an updated dataset will be produced at a later stage with these anomalies removed.

It should be noted that in the annotated questionnaires (see Section 4) an alphanumeric variable is differentiated from a numeric variable by an asterisk after the variable name *eg*. (RC4A.1)\*.

## **2.1 Longitudinal linkage to earlier datasets**

For the 16 year survey a new identifier (YNUMBER and TC) was introduced. However, the serial number deposited with the data is **CHESNO** and **TC2** which was used as a concatenated variable (**KEY**) in the previous full sweeps at birth, five and ten as well as the subsamples at 22 and 42 months. A unique identifier is only achieved using the combination of CHESNO and TC2, and both these variables should be used in matching or sorting files. CHESNO records a birth event, while TC2 notes whether the birth event was a singleton or multiple birth. The population for the 1970 British Cohort Study is everyone born in (or in subsequent sweeps living in) Great Britain between 5-11th April 1970<sup>1</sup>. This population has grown through immigrations and therefore there are new serial numbers appearing with each sweep. For the 16 year sweep, the new members to the study were given CHESNO values of 80000 and over, and these cases will have no linkage to earlier datasets. In order to match the 16 year data with the earlier data it is therefore necessary to partition KEY into 2 variables. In SPSS this would be achieved by the following statements:

```
compute CHESNO=trunc(KEY/10)
compute TC2=mod(KEY,CHESNO)
```

## **2.2 Data Cleaning of the BCS70 16 year data**

This section outlines firstly the overall cleaning policy that was applied to the 16 year dataset, secondly the differential coding of the missing values and finally points relevant to specific questionnaires including issues of reliability.

### **2.2.1 Overall Cleaning Policy**

The data have been cleaned through computer editing, using range checks and forward coding in the numeric variables<sup>2</sup>. Due to limited resources, it has not always been possible at this stage to check outliers or multicodings against the questionnaires themselves, and therefore such values have been set to a missing value. With forward coding, if the primary question is answered in a way that does not lead on to the subsidiary questions then any responses in the subsidiary sections are set to a missing value (see Section 2.2.2 below). For example, if the question is 'Have you ever been to hospital?' then only those that have ticked 'Yes' will be included in the subsidiary questions on date, reason etc for admittance to hospital. With an interview based questionnaire, this is obviously what would happen during the interview. However, with self-completion questionnaires, sometimes respondents change their minds when they see the subsidiary questions without changing the answer to the primary question and with forward coding these subsidiary answers are lost. The alphanumeric (text) data have not been edited in any way and therefore there may be a few cases appearing in the text material that are not in the numeric variable. It should be noted that the number of answers lost through forward coding is very small.

If the question asks for the respondent to tick all that apply, then blanks are not indicative of missing data and have accordingly been set to a non-missing 'no response' category - all questions of this type have value 1 'Yes' and value 2 'No response'. When a question includes 'tick all that apply' and gives a choice of 'None of these apply', a consistency in the answers has been aimed for.

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<sup>1</sup>The birth sweep covered the United Kingdom, but subsequent sweeps excluded Northern Ireland.

<sup>2</sup>The only questions that have not been forward coded are on smoking (Section GH in Document G), alcohol (Section HD in Document H), substances (Section Q3 in Document Q) and the Leisure Questionnaire (Part 2 in Document S). These questions have only had outliers edited as forward coding would have eradicated significant amounts of data in the subsidiary questions.

If 'None of these apply' has been ticked in addition to any of the positive answers, 'None of these apply' has been set to 'No response'.

### 2.2.2 Missing Values

There are three different missing values in the 16 year data: '-1', '-2' and '-4'. The numeric variables from 12 of the documents<sup>3</sup> are matched into a large rectangular file and therefore as each serial number does not have every document, the missing value '-1' is used to denote that there was 'No questionnaire' and the frequency of the '-1' remains constant through all the variables for a particular document. The missing value '-2' ('Not stated') is used where an answer is expected but was not found, where an out of range value was detected, where information on a particular value was unavailable, or in cases of multicoding where limited resources meant that it was not always possible to look at all the questionnaires in order to determine the significance of the multICODES. The missing value of '-4' ('Not asked') is used for subsidiary questions in forward coding where an answer is not expected as a consequence of the response to the primary question.

### 2.2.3 Cleaning issues on individual questionnaires

#### DOCUMENT B/C: (Student Test Booklet/Student Score Form)

Document B and C can be thought of as one document, as Document B is the question booklet while Document C is primarily the corresponding answer booklet. There are two versions of Document B (School and Home - see Section 2.3 and Appendix 4), and only those sections which are common to **both** versions of B (vocabulary and spelling tests, attitudinal scales and the demographic information) have been deposited. Since all the answers are in Document C, the variables all have the prefix 'C' and the following discussion will only refer to Document C. There is no forward coding in document C as all questions are self-contained.

#### *Strategies for multicoding*

Because the data for Document C was optically read, each value for a question in Document C was originally stored as a separate variable. This meant that strategies for handling multicoding needed to be developed when the separate values were merged into just the one variable - in all the other files instances of multicoding had already been separately denoted by the data inputters. It would of course be possible to ignore multicoding and simply overwrite the value with a missing code, but attempting to preserve some of the data by combining the multICODES according to a set of rules, is a compromise where it is hoped that the error level is low.

For questions **C5A C5C C5D C5E C5F C5H C5P** where both 'Agree fully' and 'Agree partly' have been ticked but not the third option of 'Disagree', only the 'Agree partly' option is kept. If there is another combination of ticks, then a missing value is given. For **C5G** where the 5 options range from 'much less' to 'much more' if only the first two are ticked then it becomes value 2, while if the last 2 are ticked, it becomes the penultimate value. With **C5I** if values 3 'rather more than usual' and 4 'much more than usual' are the only ones to be ticked then value 3 is left. With **C5JA**

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<sup>3</sup> The numeric variables from Part 2 of Document S are held in a separate file as the final cleaning of this file was completed after the preparation of the interactive data dictionary and the merging in of this file would have meant that the base frequencies of the data dictionary would have not matched the merged file since there are 6 extra cases in Document S. The Leisure, TV/Video (Document S) and Dietary Diaries (Document K) are held separately because, except for the 'Week' Aggregate File of the Leisure Diary, case= event rather than case=serial number in these files and there are multiple entries for each serial number.

and **C5R** if there are 2 or 3 ticks in the range 'less than once a week' 'once a week' 'more than once a week' then 'once a week' is left. With **C5K** if there are 2 or 3 ticks and 'very interested' is blank then the 'not sure' option is left. If only 'very interested' and 'quite interested' are ticked then 'quite interested' is left. With **C5O** if 'most of the time' and 'some of the time' are ticked then the latter has been left.

*Creation of a flag differentiating the two versions of the B Document.*

The longer version of B which was administered at School was filled in under test conditions whereas the tests in the shorter Home version were not necessarily filled in under test conditions. A flag has been created (BVERSION) which differentiates between the Home and School versions of Document B by separating those who have filled in the additional tests in the longer version from those who have not filled in any of these tests.

**DOCUMENT E:** (Moving On)

All of the answers to Document E are in the form 1 'Correct answer', 2 'Incorrect answer' and -2 'Not stated'. There was no need for forward coding as each question is self-contained, and there are no alphanumeric (text) variables. The date of completion is not available for this document.

**DOCUMENT F:** (Health-related Behaviour)

**F1** The coding frame only indicates labels for values 1-5. Although values 6 (117 cases) and 7 (355 cases) are likely to be the weekend, no documentation is available on this and these values have been set to a missing code.

**F6** Shoe size goes from 1-17 and checks still remain to be done on whether the upper sizes are likely given the weight/height of the individual. Some of the outliers may therefore be input errors.

**F20A1 to F20B43** These are individual sports played in and out of school and columns were ticked indicating playing of these sports. All other values have been put into a 'no response' non-missing category.

**F20 aggregate scores.** 2 points are scored for 'at least once a week' and 1 point for 'at least once a month'. The total 'total' scores for both in and out of school includes the 'other sports' variables as these derived variables give an idea of the total amount of sport played.

**F22 aggregate score for self-esteem** The coding frame says that if there are some answers, then for those missing add 1 (equivalent to the 'don't know' option). Some of the questions in the self-esteem scale were not answered by those having left school (see Section 2.3), and therefore there are much higher numbers of missing data for these questions. It should be noted that 2 variables from the Caraloc (Locus of Control) Scale on Document C belong to the self-esteem scale: C5L22 and C5L25.

**F39C** The coding frame does not specify what value 21 is (26 cases) so these have gone into missing.

**F43A F43B F44** Smoking: if either F43A or F43B indicate some cigarettes were smoked and F44 is 'never smoked' F44 becomes missing.

**F59A** Pub visits were not likely to be greater than 20 times a week (even this is keen) (1 case 25, 1

case 28 have been set to missing).

**F65A-F65K** These have been made into yes/no response.

**F66A-F66F** The coding frame indicates that if more than one answer was ticked, the first one was chosen. This will of course bias the response towards sharing problems solely with parents.

There are no alphanumeric variables available with the F document. If researchers are interested in the original text then the actual questionnaires will need to be investigated. The coding frame for Document F has been included with the annotated questionnaire.

#### **DOCUMENT G:** (Home and All That)

**GA1B1 to GA1B6** If respondents indicated in GA1A1-4 that they did not add sugar or sweetener to a particular drink or did not drink one of them then these became missing values for GA1B1-GA1B6.

**GB10** There is a lot of multicoding on GB10A1 (619 cases) GB10B1 (736 cases) and GB10C1 (466 cases) which perhaps indicates that respondents ticked both 'Some' and 'Can't remember' (they had done some homework but couldn't remember how many hours). GB10C1 was omitted on the second version of Document G so blanks in the original data have been set to missing.

**GE2** The questionnaire indicates that only values 1-3 from GE2 should go forward to GE2A1-GE2A10. However value 4 'Sometime in the future' carries a lot of data in GE2A1-10 and perhaps respondents ticked it when they were not clear as to the exact date they would be leaving home. Only value 5 'Uncertain' has been filtered out.

**GH** The questions on smoking is a complicated section. Firstly the initial question from which all the subsequent questions could be forward coded, is incomplete as it is missing the option of having given up smoking less than 3 months ago. It is not clear what this group of people would have ticked. In GH1 although the filter arrows only indicate that values 1 and 2 should proceed to GH1A1 - GH1A8, only value 4 has been omitted which defines the person as a smoker. Missing values have been allowed to proceed to the next section as well as the 'less than 1 cig a week' group. Omitting only value 4 allows practically all of the data in the filtered variables GH1A1-GH1A8 to remain.

The variables 'I do not smoke' or 'I have never smoked' occur separately 8 times, as well as being values within 12 non-dichotomous variables. Although attempts have been made to form a single value for 'I do not smoke' and 'I have never smoked' respectively, if forward coding proceeds from these derived variables much data is lost and the finer issue of self-definition of the respondent is obscured or even lost. If one assumes that someone who ticks 'never smoked' has never smoked then this misses out the data from GH5 to GH10 on 'trying smoking'. It seems that one can define oneself as never having smoked a cigarette, while still having tried smoking and one can define oneself as not being a smoker, but still take occasional puffs. After many attempts all filtering has been eliminated from GH2 onwards and the inconsistencies are present in the data, thereby enabling researchers to make their own decisions about this complicated section.

#### **DOCUMENT H:** (Friends and the Outside World)

The trend of the frequencies for question HC7 does not make intuitive sense but these variables have been left in the dataset. The original data file has been checked to see if the data definition

was wrong, but it is correct. It may be that the closeness of the boxes that the respondent needs to tick may have made the answers unreliable.

The section on Alcohol (HD) has been left with no forward coding in order to leave in potentially interesting inconsistencies (see below), in the same way that the smoking section in Document G (Home and All That) has been left without filtering. It has been noted above that respondents can simultaneously state that they have never smoked cigarettes while at the same time having tried smoking cigarettes. Similarly, respondents in section HD can state that they never drink alcohol but at the same time have tried alcohol. It is possible that the questionnaire is ambiguous, or that a respondent's definition of 'never drink alcohol' refers to a habitual activity rather than a one-off taster. Therefore to exclude from subsequent questions those who state that they have never drunk alcohol, would eradicate these interesting contradictions and they have therefore been preserved without forward coding.

## **DOCUMENT J: (Life and Leisure)**

**Date** The date of completing the questionnaire is currently absent. Which version of the J document (see Section 2.3) was completed has been derived with reference to JB3 and JB6 which are not on version 2 (Home) and the grades achieved section of JB15 which is absent in version 1 (School). It had been assumed that the first version was used before the summer exams of 1986 were taken and that the second version was used post summer 86 exams thereby aiding in the rough dating of the questionnaire. However, it has recently come to light that version 1 was also given to those remaining at school after the summer of 1986. For the questions missing in a particular version, the value -4 'Not asked' has been used.

**JB2** This is a derived variable drawn from variables that state if the number was ringed (indicating that the subject was chosen as an option). JB2 gives the number of options for each respondent, though if someone wanted to find out whether a particular subject held in the alphanumeric (text) variable was taken as an option, this is not possible with the current dataset. This is probably not going to be a very useful variable.

**JB5** Although it looks from the questionnaire that 'No' is likely to have been coded value 1 and 'Yes' value 2 given that 'No' precedes 'Yes', in fact the coding frame stipulates 1 for 'Yes'. It is not known whether the reversal of 'No' and 'Yes' on the questionnaire (all other such questions in Document J are in the order 'Yes' 'No') has affected the reliability of the question.

**JB6 JB15** It has not been possible to locate a coding frame for 'Type of exam' beyond values 1-3. The values from 4 onwards are certificates but even linking from the numeric values to the alphanumerics has failed to ascertain the relationship. Therefore all values 4 and higher have been set to missing - by far the bulk of the cases are covered by values 1-3 which represent 'O' levels, CSEs and 'A' levels/Highers.

**JB10 JB16 JB17 JB18 JB22** The number of community visits, careers talks, and days of work experience have been curtailed at 72. Although this large number seems unlikely, 58 cases have 72 and 63 cases have 36 visits with very few cases inbetween these values. As 36 and its multiples are likely to be length of terms these could be valid values.

**JB27A17** This is the 'can't decide' variable from question JB27 on choices of jobs/careers/professions for which various amounts of training are necessary. A 'yes' on JB27A17 is derived from adding up any scores on columns A and/or B (first choice and might do it). This obviously doesn't make sense in terms of 'can't decide' and there should have been just one box to



tick. The reliability of this variable is questionable.

**JC23AA JC23AB** These come off the filter question JC23 so the value 'not been at all' should have been filtered off. Any cases with this value have been put to missing, rather than employing backward coding.

#### **DOCUMENT K:** (Dietary Diary)

The dietary diary (Document K) will be deposited at a later stage as more documentation is required in order for the data to be understandable to researchers. The dietary diary consists of two files: food groups and nutritional values.

#### **DOCUMENT L:** (Educational (Teacher's) Questionnaire)

There were no problems in the cleaning of Document L, which was edited in line with the policy set out in Sections 2.2.1 and 2.2.2 above.

#### **DOCUMENT M:** (Head Teacher Questionnaire)

Cleaning has not yet started on Document M.

#### **DOCUMENT O:** (Parental Questionnaire)

**OA2.1** This erroneously implies that the Irish Republic is part of the United Kingdom. The filter into OA2.6 has been amended so that both the Irish Republic and Other Country respond to 'year came to UK'.

**OA7** In the cleaning of the relationship, sex and date of birth information, if there is no relationship information, subsequent sex and dob are set to 'Not Asked' (ie filtering through the relationship variables). Although a coding frame for some of the values in the relationships was available, most of the rest had to be worked out by looking up questionnaires. In some cases, it was not possible to work out what a particular code meant, and as the numbers associated with these codes were very small, they were turned to 'Not Stated'. There is still scope for a lot more cleaning of these variables - is the sex appropriate to the relationship and is the date of birth appropriate for the relationship (ie grandmothers and great grandmothers having likely ages)?

**OA11** One should be able to forward code from OA11.1 to the subsidiary question OA11.5, from OA11.2 to OA11.6, from OA11.3 to OA11.7 and from OA11.4 to OA11.8. However, a vast amount of data is lost indicating that perhaps the questionnaire was not clear.

**OB1.2 OB2.2 OB7.2 OB9.13 OB14.5 OD7.2 OG1.5** For these questions which had different variables for 'no', 'don't know' and various forms of 'yes', if one of the 'yes' variables was ticked then any tick on the 'no' or 'don't know' variables was blanked out. If there were no 'yes' variables, but the 'no' and the 'don't know' were ticked then the 'no' took precedence over the 'don't know' and the latter was blanked out.

**OB9.2 OB9.4 OB9.6** had 'no' as value 1 and 'yes' as value 2 which is the opposite to all the other coding and is a function of the setup of the questionnaire.

**OB13.1** It is better if OB13.1 is used as a filter for forward coding rather than OB13.2 otherwise much data is eradicated. The downside of using OB13.1 is that there is an increase in the 'Not

stated' missing values and a decrease in the 'Not asked' missing values.

**OB15.1** Like the filtering from OB13.1, there is far less data loss if the filtering is from OB15.1 rather than OB15.2 in the accident data.

**OG3.2 OK1** These variables are corrupted in the copies of the original data file and have therefore been dropped from the data set.

#### **DOCUMENT P:** (Maternal Self-completion Form)

Some questions that should have a text response are represented by a numeric flag variable (PB3.7, PC4.2, PC5.2, PH1 and PM2.2). In these cases the text was not entered by the data inputters but it is indicated by the numeric flag that text exists on the questionnaire. Researchers requiring the actual text will need to seek access to the questionnaires (see Section 1.2.5).

In the question "Which type of milk do you take and which does your teenager drink?" (variables PE2.1 to PE2.9), an extra pair of boxes is present against the text line "(which \_\_\_\_)" (variable PE2.7). This is inappropriate as answer boxes are already provided in the line above "Other types of milk" (variable PE2.5) Following an examination of the numbers of respondents completing the alphanumeric variable PE2.6 "(which \_\_\_\_)" PE2.7 has been combined with PE2.5, keeping PE2.5.

Variables PG9.34 and PG9.35 relate to teen and husband as well as mother, though this is not clear from the questionnaire.

#### **DOCUMENT Q:** (Student Self-completion Health Questionnaire)

Q13.31('Don't know if been to a Specialist Clinic') is not present in the raw data file, and this has been noted on the annotated questionnaire. The Q data was held in 2 separate non-overlapping files as a result of the research strategy to make respondents feel more anonymous about answering sensitive questions relating to drugs and crime. Each questionnaire had an 'A' or a 'B' printed in it, and respondents were instructed to obliterate the letter, and answer the appropriate list of questions. The cases were divided into the 2 files as a consequence of having List A or List B of questions - each list having the same questions but in a different order. In combining the files, the variables in one file had to be renamed in order to match to the other file. The variable LIST differentiates between List A and List B responders. In Section 3 of Document Q on Substances, there is no forward coding from the initial questions on drug use as there would have been widespread data loss.

#### **DOCUMENT R:** (Medical Examination Form)

**RD2.1 RD3.1 RD4.1** The cleaning of the physical data in R centred on removing outrageous outliers from the weight, height and head circumference variables, as well as bringing all the values into the metric system - the questionnaire allowed for answers in both the metric and Imperial systems. The maximum and minimum values considered likely are shown in the table below. In order to confirm that extreme heights/weights were not valid outliers, Body Mass Index was computed [ $BMI = (WEIGHT/(HEIGHT)^2)$ ] for individuals thereby ascertaining the likelihood that a given height and weight would co-occur. 4 individuals with extreme values were found to have BMIs within the range 10.0 - 30.0. This is an extremely generous range (tables of BMI range from 17 (underweight) to 30 ( dangerously overweight)) but it was felt that individual researchers should be allowed to decide whether to exclude these individuals or not. The 10 year data was also examined in these 4 cases to check the reliability of the 16 year data. In 3 cases the 10 year data

was present and was compatible with the 16 year data - i.e. no data values had decreased with the passage of time. These 4 individuals were kept in the data set.

**Table 2.2 Physical Data Cleaning in Document R**

Variable	Min value suggested	N cases < min value	Max value suggested	N cases > max value	N valid cases (initial)	% change valid cases
<b>RD4.1</b> (Weight in kg)	28.7	28	127.3	11	5905	0.660
<b>RD3.1</b> (Head Circ. in mm)	450	40	695	51	5797	1.570
<b>RD2.1</b> (Height in metres)	1.067	101	2.134	17	5921	1.993

**Date of Completion of Document R: RDOC\_MT RDOC\_YR** It should be noted that the date of completion used for R is the date that the medical officer signed the form, rather than the date entered in the front of the questionnaire. This date has far less missing values and reflects the date of the actual examination.

**RC4** It has recently come to light that for variables RC4.1 - RC4.9, some medical respondents ticked all the 'Yes' values when they thought they were ticking 'No'. This error only occurred in about 20 cases and was probably a result of all the previous questions in Document R being in the order 'Yes' 'No' 'Don't Know', whereas for RC4.1 - RC4.9 the order was 'No' 'Yes' 'Don't Know'. As this error is a recent discovery it has not been possible to edit the file before the data deposit. A revised variable will be deposited at a later date, but as an interim measure all cases which answer 'Yes' on **all** the variables RC4.1 - RC4.9 should be recoded to 'No' for all these variables.

## **DOCUMENT S: (Leisure and Activity Diary)**

### *The Leisure/TV Diaries*

There are three files relating to the leisure diary (the basic time slot event file, and aggregate files for day and "week") and one file relating to the Television diary. The construction of the leisure and TV data files took place with only the serial number as an identifying variable. A check on the validity of the serial number was run on all the files and any anomalies removed. However, since there was no further information about the respondent such as sex or date of birth, it was not possible to establish complete certainty about the linkage between the leisure diary and the rest of the data, though the level of uncertainty is very small. Verification of the correspondence of completion dates amongst the three leisure diary files, the video diary file and the numeric file has not as yet been undertaken - theoretically these dates should all match. A detailed report on the coding of the Leisure and TV Diaries is included in Appendix 7.

### *The Leisure Questionnaire - Part 2 of Document S*

The 12 time variables relating to SA8 and SA13 have not been forward coded as the data loss was quite substantial. SD3K.1-4 have been merged with SD3L.1-4 as they both dealing with 'Something else' and the duplication is because of the questionnaire design.

The major problem encountered in Document S was over the interpretation of the 'time' variables (SA2 SA4 SA8 SA12 SA13 SC1 SD6). As there is no coding information on how midnight and noon were coded it is sometimes impossible to differentiate them when both values would be valid, and these cases they have been set to missing. It was also not known what the code '9.99' meant and this has also been set to missing.

#### Time ranges used for Document S time variables:

**SA2** What time did you leave home for school? range for hours: 7-9 am

**SA4** What time did you arrive at school? range for hours: 7-9 am

**SA8** What time did school end officially? range for hours: 1-6 pm

**SA12** What time did you get home? (value 12 set to missing) range 1-11 pm

**SA13** What time did the next person get home? (value 12 set to missing) range 1-11pm

**SC1** What time did you get out of bed this morning? 5-12 (12 assumed to be noon)

**SD6** What time did you go to bed? This question has not only variables for the time, but also an 'AM' or 'PM' variable. Again there is the ambiguity about what 12 am or 12 pm means. The time has been incorporated with the AM/PM variables converting into a 24 hour notation. For those times with no AM/PM value, values 7-11 became 19-23 and the value 12 became 0 (midnight). The range of values allowed was midnight to 11 am and then 7 pm to 11pm. Although there probably are people who go to bed at noon, for each variable there were several hundred and this seemed unlikely particularly given that the adjacent values had only a handful of cases. At this point 12 pm has been set to missing as it is unclear what this means and it has been assumed that 12 am is midnight.

#### **DOCUMENT T: (Family Follow-up Form)**

Document T was separated from Document O (Parental Interview Form), but it has not yet been possible to identify the different versions of T (see Section 2.3 below). If it does become possible to identify the Document T versions, some of the missing values for the T date of completion (TDOC\_MT TDOC\_YR) can be brought from the Document O date of completion for the Document T version that was incorporated with Document O.

In T12.1 and T12.2 there is a printing error on the questionnaire which duplicates the value 'not supervising others' - this has been rectified in the cleaning job.

### **2.3 Description of the Alternative Versions of Questionnaires**

Appendix 4 contains the alternative versions of Documents B, G, J and O as well as an addendum to Document Q. Where the differences in the alternative versions are small, the document has not been reproduced (F, H and Q). In general, different versions of Documents filled in by the cohort member (B/C, F, G, J) were produced because the length of the survey was extended due to the reasons outlined in Section 1, necessitating the production of questionnaires that did not assume that the cohort member was still at school.

#### *Documents B/C (Student Test Booklet/Student Score Form)*

There are two versions of the Student Test Booklet (Document B) and only one version of the accompanying answer booklet (Document C). The original Student Test Booklet (Version 1: SCHOOL) contains the following sections that are not replicated in Version 2: reading test, matrices test, arithmetic test and an occupational interests guide (known as Document D).

The tests in Version 1 were administered at School under test conditions. All of these additional tests from Version 1 of B are **not** being deposited at the Archive (including Document D - the occupational interests guide). The revised shorter Student Test Booklet (Version 2: HOME) contains only the vocabulary test, attitudinal scales, background information and spelling test, and the vocabulary and spelling tests from this version may not be reliable as they were not administered under test conditions. A flag variable (BVERSION) in the main numeric dataset differentiates between HOME and SCHOOL versions of Document B.

#### Document F (Health-related Behaviour)

On the later version of Document F, a sticker was placed on the front cover stating:

IF YOU HAVE LEFT SCHOOL  
YOU NEED NOT ANSWER QUESTIONS  
3,4, 12-16, 19, 22(C) - (G)  
or 27(A).

#### Document G (Home and All That)

**GB10** The later version only asks about homework in the last 2 years at school.

**GG7** The early version asks 'have you got a paid job now, or have you had a paid job in the past?'. The later version asks 'Did you have a part-time job at any time while at school during the Summer Term of 1986 or previous to that?'

**GH12** The value labels have changed in this variable from the early version that assumes everyone is at school e.g. 'Before school' to more general labels like 'Before breakfast'.

#### Document H (Friends and the Outside World)

Document H was modified in August 1986 for Scotland and the Scottish version omitted questions B9 to B12 inclusive which deal with attitudes to sex. The variable LAND86 in the numeric dataset differentiates the countries of Great Britain and therefore identifies those living in Scotland. However, there are substantial amounts of data for B9 to B12 attached to the Scottish dataset, and therefore it has not been possible to differentiate the 2 versions of H. Since the alternative version of Document H only excluded the above questions, a copy is not included for reference.

#### Document J (Life and Leisure)

The 2 versions of the J Document are differentiated in the dataset by the variable JVERSION. Version 2 was administered after the cohort members had finished the school year ending July 1986 and had left school, and as a consequence a number of variables have been added or dropped. In some cases Version 1 of Document J was administered to those remaining at school after July 1986.

#### Dropped Variables in Version 2 of Document J

**JB3** "Are there any subjects not on your timetable that you studied last year?"  
(JB3A1 JB3A2 JB3A3 JB3A4 JB3A5 JB3A6)

**JB6** "Have you already taken any examinations since September 1984?"

<u>Subject taken</u>	<u>CSEs 'O's A's/H's</u>	<u>Grade obtained</u>
JB6AA1-J1	JB6AA2-J2	JB6AA3-J3
Any other exams taken? (please specify)		JB6A4

## Added Variables in Version 2 of Document J

**JB15** In Version 1 the question is what exams will be sat in the summer of 1986. In Version 2 of the document, which was administered after the exams had been taken, there are additional variables on 'Grade obtained' (**JB15AA3 -JB15AP3**).

## Wording changes in Version 2 of Document J

1) *Question changes:* B1 B2 B4 B9 B9a B10 B10a B10c B11 B12 B14 B15 B16 B16a B17 B18 B18a B19 B20 B21 B22 B22a B22c B24 B25 B28 B29 B30 B31B33 B33a B33b B34 B34a B34b

2) *Answer changes:* B10 B10a B10c

## Documents O/T (Parental Questionnaire/Family Follow-up Form)

The original Document O was completed by an interviewer and did not have the T questionnaire incorporated into it. The later version of O which is a parental self-completion questionnaire incorporated Document T into it, though without questions T3-T5 which asked about whether various questionnaires had yet been completed.

The later self-completion version of Document O omits OG3, which is a 3 part question requiring an interviewer to make confidential assessments about the home and family:

OG3.1 Tidiness of home

OG3.2 Furniture/equipment in home (variable is not available)

OG3.3 Relationship of family with neighbours

Section J in Document O which asks the respondent for an assessment of the teenager's health etc, has been dropped from the later self-completion version of Document O. A flag variable OJ1 indicates the presence of text on the questionnaire, and researchers requiring access to this text will need to look at the questionnaires themselves. The variable OK1 becomes OH2 in the second version, where the space allowed for the answer is reduced. OK1 and OH2 are not currently available. A flag variable which distinguishes between the two versions of either the O or the T Document has not yet been created.

## Document Q (Student Self-completion Health Questionnaire)

There are two versions of Document Q. In order to further reassure respondents about the confidentiality of their answers, the document had either an 'A' or an 'B' printed on pages 7 and 8. The 'A' and the 'B' refers to 'List A' or 'List B' on pages 6 and 7 in Section 2 'The Law', as well as List A or B on page 8 in Section 3 'Substances'. The same questions are asked in both List A and B but in a different order. The questions on Substances include 'filler' questions on various sporting activities, and these filler questions have not been included in the data deposit. In the data the variable names are taken from List A, and the corresponding variable in List B has been renamed so that the data could be combined for the two lists. The numeric variable LIST differentiates between the List A or B users. As the only difference between the 2 versions of Document Q is the printing of an 'A' or 'B', the alternative version of the questionnaire is not reproduced in Appendix 4.

An amendment to Document Q was sent out to remedy errors in the original questionnaire on questions 3.5, 3.8, 3.13 and 3.14. A copy of the amendment form is available in Appendix 4.

## **2.4 The Leisure and Television Diaries (Document S) and Dietary Diary (Document K)**<sup>4</sup>

The data from both the front (the Leisure Diary) and the back (the TV/Video Diary) parts of Document S, as well as Document K (The Dietary Diary) have been coded on an event-level and there are therefore multiple entries for each serial number. In addition to the basic event-level Leisure Diary (event=time slot), aggregate files for the Leisure Diary also exist which have been derived from the basic file: there is a case=day level with 40 activity aggregations and a case="week" (though of course the diary does not cover a full week). A full report on the coding of the Leisure Diary is available in Appendix 7. The numeric variables from Part 2 of Document S are held separately from the main numeric file, though at a later date they will be combined with the large numeric file. The alphanumeric variables for all the documents (excluding the text in the TV diaries) are held in one file.

### *Cases with only Document S or Document K*

It should be noted that there are 6 respondents who only answered Document S and a further respondent who only answered Document K. Because the S numeric variables and the Document K data files are held separately from the main numeric file, basic information for these 7 respondents (sex, lea and dha) is not available in the large numeric file but has been provided in a small additional file.

## **2.5 The Representativeness of the 16 year data in comparison to the birth and ten year data**

The representativeness of the 16 year data in terms of social class, region and sex of cohort member was 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 results of these analyses are presented in Appendix 5. It should be noted that there are 930 respondents at 16 who are not present in the birth data. These respondents represent immigrations as well as those who were born in Great Britain but were not included in the birth data.

The 16 year data was compared to a subset of the birth data having removed from the analysis those born in Northern Ireland<sup>5</sup> and those who failed to survive the early neo-natal period. Of the 16771 survivors from the early neo-natal period, a further 608 from Northern Ireland were removed leaving 16163 cases in the comparison birth sample. In the comparison of the 16 year data to the ten year data, 14906 respondents at 10 form the baseline for the analysis. The chi-square statistic (the Mantel-Haenszel statistic is presented in Appendix 5) was calculated by crosstabulating those in the birth (or ten year) sample who did not complete a particular 16 year questionnaire (the expected frequency) against those who did complete this 16 year questionnaire (the observed frequency). All of the chi-square statistics obtained for the social class and sex variables indicate significant differences between the two groups.

In the tables in Appendix 5, the target percentage refers to the overall percentage of that value in the birth or ten year 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

---

<sup>4</sup> It should be noted that the initial deposit will not include the Dietary Diary (Document K) but it is envisaged that it will follow shortly when more extensive documentation has been prepared.

<sup>5</sup> Northern Ireland was excluded from all sweeps subsequent to 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.

Biases in the 16 year data can be reduced by applying an appropriate correction factor. This is achieved by weighting the 16 year data to the birth distributions, for instance for sex and social class. This is a facility that is uniquely available in longitudinal studies where birth data provide a standard for adjustment.

## **2.6 Research using multiple Documents**

In Appendix 6 the frequencies for two-way and three-way combinations of the 16 year documents are given. These frequencies have been provided to enable researchers to assess the baseline numbers for using overlapping data from two or three documents.

## **2.7 Confidential Alphanumeric (Text) Variables**

Those variables which would lead to the identification of a cohort member or their family have been removed from the dataset. These confidential variables include first and last names, addresses including postcodes, National Health Service number, and school addresses.

## **2.8 Interactive Data Dictionary\***

In order to help users find their way about the *BCS70 Sixteen-year Follow-up*, SSRU has prepared an *Interactive Data Dictionary* as guide to the contents of the SPSS data. This is based on the *ideaList* Information Retrieval System, and is distributed, free of charge on floppy disk.



### 2.8.1 Disk contents

There are two *Interactive Data Dictionary* disks. Together they hold four files:

- \* BCS16\_V1.ZIP - the *Data Dictionary* in "compressed" form.
- \* PKUNZIP.EXE - software to "uncompress" the *Data Dictionary*.
- \* BCS16.MAN - this document is in ASCII format.
- \* READ.ME - notes on how to load the data base on your PC.

***YOU MAY COPY THESE DISKS AS MANY TIMES AS YOU WISH.***

### IMPORTANT

Further details of the *Interactive Data Dictionary* are given below. Please read these carefully before attempting to load/use this software. If you have any problems or queries, please contact the BCS70 User Support Group (see next page for full contact information).

### 2.8.2 Loading the *Interactive Data Dictionary* from disk

(See also file "READ.ME")

What you should enter on your keyboard is shown in *italics*

To load this documentation on your PC:

1. Create a directory called "*\bcs70dd*" on your hard disk  
  
eg:    *mkdir bcs70dd*
2. Make this your current working directory  
  
eg:    *cd bcs70dd*
3. Put *Data Dictionary* Disk #1 in your floppy drive (eg: drive a:)
4. Uncompress and copy the *Data Dictionary* to your hard disk :

eg: *a:pkunzip bcs16\_v1 c:*

Follow the instructions which appear on the screen, and the files which comprise the

---

\* The *Interactive Data Dictionary* was prepared by Kutub Rumanay and Peter Shepherd.  
*Data Dictionary* will be copied to your hard disk.

NB: The uncompressed *Data Dictionary* will occupy some 24,200,000 bytes.

5. To use the **Data Dictionary** you must be in the "bcs70dd" directory. To start the **Data Dictionary**, enter: *bcs16*
6. We suggest you keep the floppy disks as a back-up!
7. Please advise the *BCS70 User Support Group* of any queries or problems via email - **bcs70@ssru.city.ac.uk** (see below for full contact information).

### 2.8.3 Guide to using the *Interactive Data Dictionary*

#### *Starting the Data Dictionary*

Type *bcs16* (within the "bcs70dd" directory) to start the application.

You will be presented with an opening screen offering a number of options:

```

-----
              1970 BRITISH COHORT STUDY (BCS70)
B C S 7 0      S I X T E E N - Y E A R      F O L L O W - U P      (Youthscan)
Interactive Data Dictionary - Guide to Variables on the SPSS Data Set
Using the "ideaList" Information Retrieval System
              VERSION 1.0 (NB: May contain errors)
(c) SSRU (this "ideaList" application)/Blackwell ("ideaList" software)
-----
YOUR NEXT MOVE... To access [!...] place cursor on "!" and press F9.
Press F10 to backtrack.  F1, F5, Alt, F, X refer to function keys, etc.

      About BCS70      = [!BCS]      About the SPSS Data = [!SPS]
      About "ideaList" = [!IDL]      Help from "ideaList" = F1
      Search for...    = F5          Exit                  = Alt F X
-----
You are advised to always consult BCS70 survey instruments and other
documentation before selecting variables or interpreting analyses.
-----
BCS70 User Support Group      Contact:
Social Statistics Research Unit Telephone: (0171) 477-8489
City University              Fax       : (0171) 477-8583
Northampton Square           Email    : bcs70@ssru.city.ac.uk
LONDON EC1 OHB
-----

```

#### *Conventions*

F1, F5, etc	Refer to the <i>function</i> keys
Alt, F, X	Refer to the <i>Alt</i> , <i>F</i> and <i>X</i> keys
-, +	Refer to the - and + keys on the numeric keypad
[!BCS], [!IDL], etc	Are <i>cross references</i> providing access to additional information. To activate these, place the cursor on the ! of the appropriate [!...] entry
and	press the F9 key. Press the F10 to return to the page where you
pressed	the F9 key.
keys	<i>Cursor movement:</i> Simply use the <i>arrow/PgUp/PgDn/Home/End</i> in the normal manner.

## About BCS70 - [!BCS]

A brief overview of BCS70 is presented in a series of screens. The contents of these screens are shown below:

### Screen #1:

-----  
Opening Screen = F10                      Next Screen = +/-                      Exit = Alt F X  
(F10, +, -, Alt, F, X refer to function, numeric keys, etc.)  
-----

About BCS70: BCS70 - A Brief Summary (Screen 1 of 2)  
-----

The 1970 British Cohort Study (BCS70) is a continuing, multi-disciplinary longitudinal study which takes as its subjects all those living in Great Britain who were born between 5 and 11 April, 1970.

BCS70 began with the collection of data about the births and families of babies born in England, Scotland, Wales and Northern Ireland. At the time the study was named the British Births Survey (BBS). The National Birthday Trust Fund and the Royal College of Obstetricians and Gynaecologists sponsored this study. Since 1970 further studies were conducted in 1975, 1980 and 1986. The scope of the enquiry changed from a strictly medical focus at birth to encompass physical, and educational development at the age of five, and physical, educational and social development at the ages of ten and sixteen. The chart on the next screen indicates the sources of data.

Additional information may be accessed via the menu bar at the top of this next screen.  
-----

Use the + or - keys on the numeric keypad to access the second page.

### Screen #2:

-----  
[+/-] = Next Screen                      [!Open] = Opening Screen                      [!BBS] = About BBS  
[!CHES] = About CHES                      [!YSC] = About Youthscan                      [Alt FX] = Exit  
-----

Chart:1970 British Cohort Study (Screen 2 of 2)  
-----

The 1970 British Cohort Study  
-----

BBS (1970) Birth	CHES (1975) 5	CHES (1980) 10	Youthscan (1986) 16
------------------------	---------------------	----------------------	---------------------------

Mother	Parents	Parents	Parents
	Tests	School	School
	Medical	Tests	Tests
		Medical	Medical
		Subject	Subject

17.198*	13,135	14940	11622
---------	--------	-------	-------

  
-----

\* Achieved Sample - at least one survey instrument partially completed  
-----

## Further information about BCS70 - [!BBS], [!CHES], [!YCS]

Additional information about the birth survey and subsequent follow-ups which comprise BCS70 may be found by using the *cross references* which give access to summaries of the *British Births Survey* ([!BBS]), the *Child Health and Education Study* ([!CHES]), and *Youthscan* ([!YCS]).

Each of these entries may also contain further *cross references* to additional background details.

Remember, to follow a *cross reference*, place the cursor on the ! of the appropriate [...] entry and press the F9 key. Press the F10 to return to the page where you pressed the F9 key.

### ***About the SPSS Data Set - [!SPS]***

Again there are two screens.

#### ***Screen #1:***

```
-----
Opening Screen = [!Open]                      Next Screen = +/-
Search for...   = F5                          Exit       = Alt F X
(To access [...] place cursor on "!" and press F9. Press F10 to backtrack)
-----
```

BCS70: 1986 Follow-up (Youthscan) - SPSS Data - INTRODUCTION: Page 1 of 2

---

#### INTRODUCTION

Data gathered during the 1986 Follow-up of the 1970 British Cohort Study (BCS70) are available for secondary analysis via the Economic and Social Research Council Data Archive at the University of Essex.

Data were supplied to the Archive as SPSS data sets, and this "Interactive Data Dictionary" is designed to:

- \* Describe the nature and content of the SPSS data sets.
- \* Help you find the location of variables of interest.

It has been derived directly from information generated using SPSS, and from the other documentation prepared to accompany the data deposit.

You are advised to always consult BCS70 survey instruments and other documentation before selecting variables or interpreting analyses.

---

Use the + or - keys on the numeric keypad to access the second page.

This provides a series of *cross references* providing access to a wide range of information about the data collection and preparation, and other background information.

Remember, to follow a *cross reference*, place the cursor on the ! of the appropriate [...] entry and press the F9 key. Press the F10 to return to the page where you pressed the F9 key.

## Screen #2:

Press the F10 key to return to previous page

BCS70: 1986 Follow-up (Youthscan) - SPSS Data - INTRODUCTION: Page 2 of 2

For more information about any of the topics listed below, place cursor on the ! of the appropriate [!...] entry in the right hand column and press the F9 key. To return to this page, press the F10 key.

Survey instruments	[!Instruments]
Data deposited at the ESRC Data Archive	[!Deposit]
Text material	[!Text]
Variable names	[!Names]
Longitudinal linkage	[!Linkage]
Data cleaning	[!Cleaning]
Missing values	[!Missing]
Alternative versions of questionnaires	[!Versions]
Documents S and K	[!SandK]
Response bias	[!Bias]
Using multiple documents	[!Samples]
Confidential data	[!Confidential]
Further information	[!Info]
Acquiring BCS70 data for research	[!Acquiring]

## About *ideaList* - [!IDL]

An introduction to using the *ideaList* software is presented in a series of 6 screens. Use the + and/or - keys on the numeric keypad to browse these screens.

The contents of these screens are reproduced below.

## Screen #1:

Opening Screen = [!Open] Next Screen = +/- Search for... = F5 Exit = Alt F X  
(To access [!...] place cursor on "!" and press F9. Press F10 to backtrack.  
F5, F9, F10, +, -, Alt, F, X refer to function, numeric keys, etc.)

"ideaList": A Brief Guide - (Screen 1 of 6)

NB: Please read what follows carefully before proceeding

Purpose: To provide information about variables on the BCS70 SPSS Data

Conventions: F1, Alt, Enter, etc below refer to F1, Alt,  
Enter, keys on your keyboard

+ and - below refer to + (plus) and - (minus) keys on  
the NUMERIC (rightmost) keypad

[!...] require you to place the cursor on "!" and press F9  
F10 takes you back to your previous position

F1 will provide "ideaList" help screens

## Screen #2:

-----  
Opening Screen = [!Open] Next Screen = +/- Search for... = F5 Exit = Alt F X  
(To access [!...] place cursor on "!" and press F9. Press F10 to backtrack.  
F5, F9, F10, +, -, Alt, F, X refer to function, numeric keys, etc.)  
-----

"ideaList": A Brief Guide - (Screen 2 of 6)  
-----

Search: To SEARCH = F5 (or Alt S and select from drop down menu)  
Enter {string} Enter to search for all examples of  
{string} in BCS70 DATA SET variable names/records/variable  
labels, OR  
F1 to display INDEX (names/records/labels are FULLY  
indexed)

NB: You may BROWSE index using Cursor or letters/numbers  
until desired string is highlighted  
Pressing Return will select records containing the string

Hit List: Selected records are known as a HIT LIST  
To BROADEN search = F6 (or Alt S and select from menu)  
To NARROW search = F7 (or Alt S and select from menu)  
To EXCLUDE from search = F8 (or Alt S and select from menu)  
-----

## Screen #3:

-----  
Opening Screen = [!Open] Next Screen = +/- Search for... = F5 Exit = Alt F X  
(To access [!...] place cursor on "!" and press F9. Press F10 to backtrack.  
F5, F9, F10, +, -, Alt, F, X refer to function, numeric keys, etc.)  
-----

"ideaList": A Brief Guide - (Screen 3 of 6)  
-----

Viewing: To VIEW records selected by SEARCH command (ie: the HIT  
List):

Move FORWARD/BACKWARD through records = + or - keys

For an OVERVIEW of ALL selected records = Alt V and select  
"Overview" from menu. F1 will reveal list for browsing

Dropping

Records: To DROP one or more records from the HIT LIST = Alt R  
Using this menu you may MARK and DROP selected/all records in  
the HIT LIST  
-----

## Screen #4:

-----  
Opening Screen = [!Open] Next Screen = +/- Search for... = F5 Exit = Alt F X  
(To access [!...] place cursor on "!" and press F9. Press F10 to backtrack.  
F5, F9, F10, +, -, Alt, F, X refer to function, numeric keys, etc.)  
-----

"ideaList": A Brief Guide - (Screen 4 of 6)  
-----

Printing To PRINT a copy of the records on a HIT LIST = Alt X  
Using this menu you may choose WHAT to "export" and to WHERE  
YOU SHOULD NOT CHOOSE "Export All"  
YOU ARE ADVISED TO CHOOSE "Export to File"

NB: To achieve "Export":

Alt X and select "Export to File" (This is pre-selected)  
Alt F and name export format file  
Name destination file (your choice)

Quitting: To leave Idealist = Alt F X

NB: Press and hold down ALT, and then press F followed by X  
-----

### Screen #5:

-----  
Opening Screen = [!Open] Next Screen = +/- Search for... = F5 Exit = Alt F X  
(To access [!...] place cursor on "!" and press F9. Press F10 to backtrack.  
F5, F9, F10, +, -, Alt, F, X refer to function, numeric keys, etc.)  
-----

"ideaList": A Brief Guide - (Screen 5 of 6)  
-----

Cross references [!...] These provide links to additional information, and are indicated by the following: [!text]

To access, place cursor over the ! (or anywhere between the square braces) and press the F9 key. To return to the page (screen) from where you followed the cross reference.

NB: In other software, cross references are sometimes known as "hypertext links".  
-----

### Screen #6:

-----  
Opening Screen = [!Open] Next Screen = +/- Search for... = F5 Exit = Alt F X  
(To access [!...] place cursor on "!" and press F9. Press F10 to backtrack.  
F5, F9, F10, +, -, Alt, F, X refer to function, numeric keys, etc.)  
-----

"ideaList": A Brief Guide - (Screen 6 of 6)  
-----

Variable entries: The format of the variable descriptions is summarised below.  
-----

MENU: A guide to available options  
-----

SURVEY: Survey during which the data were gathered  
-----

INSTRUMENT: The questionnaire, etc used to gather the data  
-----

VARIABLE: SPSS "Variable name" and "Variable label" as on the data set  
-----

VALUES: Frequency distribution, including any SPSS "Value labels"  
NB: (1) Where a variable has very many values descriptive statistics are provided.

- (2) No distribution information is provided for:  
(a) Case identifiers;  
(b) Alphanumeric variables holding the text.  
-----

NOTE: Comments on the nature and/or utility of the variable, etc.  
-----

Please note that the comments of the nature/utility of variables (**NOTE** field of Screen #6 above) may also contain *cross references* to additional information.

# **SECTION 3**

## **BCS70 16 YEAR STUDY INFORMATION MANUALS**

**NB** It should be noted that the pagination in Section 3 is on the questionnaire itself and not related to the document



# **DOCUMENT A**

## **INFORMATION MANUAL FOR TEACHERS**

This outlines the background to the BCS70 sixteen year study, contains summaries of past findings and the contents of the study by topic rather than questionnaire

There is a detailed description of the Educational Pack

B	Student Test Booklet
C	Student Score Form
E	Moving On
F	Health-related Behaviour
G	Home and All That
H	Friends and the Outside World
J	Life and Leisure
K	Dietary Diary
L	Educational (Teacher's) Questionnaire
M	Head Teacher Questionnaire

.

# **YOUTHSCAN UK**

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

## **INFORMATION MANUAL FOR TEACHERS**

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

# SOME PAST FINDINGS FROM THE 1970 BRITISH BIRTHS COHORT STUDY

## EDUCATION

**PRE SCHOOL EDUCATION** 28.5% of the cohort had no pre-school experience. 19% attended LEA schools or nursery classes and 48% attended hall or home playgroups. The remainder were in other types of day care. Ordinary nursery education as practised in LEA nursery schools, classes and playgroups in 1975 had a demonstrable effect on children's educational progress at the age of ten. This has never been shown conclusively before and refutes a popularly held view that traditional pre-school education is likely to be ineffectual. Early entry into infant classes was not found in this study to increase children's educational potential. This suggests that curriculum for the under-fives as practised in LEA nursery schools and playgroups were more effective than those of infant reception classes, but there could be other explanations.

**EARNING DIFFICULTIES** Three children out of every thousand at 10 years were designated officially as having severe learning difficulties and 1.1% had moderate learning difficulties. However, an enquiry of parents, teachers and doctors showed that 18% of all children at 10 years had some form of physical, emotional or learning problem and for 13% of all it was affecting their everyday life. This shows that the problem is very much greater than hitherto imagined. Interestingly, learning difficulties were particularly prevalent in the 2% of children identified as severely clumsy, though the overall relationship between lesser degrees of clumsiness and learning difficulties was quite low.

**DYSLEXIA** At least 1 in 50 of all 10 year old children could be described as dyslexic, with normal cognitive ability but difficulty in sequencing, poor writing and frequently left or mixed handedness. Males outnumbered females 4 to 1.

**EDUCATIONAL ATTAINMENT AND HANDEDNESS** 30% of 10 year olds used their left hand, right hand inconsistently or were poorer than average at maths as well as reading.

**MATHEMATICS ATTAINMENT** School factors best predicting mathematics attainment were the school social intake, school ethos and maths focus. Significant family based factors included degree of parental interest, the children's self-esteem and their locus of control. Maths ability and child behaviour were also closely linked.

## HEALTH

**YOUNG CHILDREN IN HOSPITAL OR SEPARATED FROM THEIR PARENTS IN EARLY LIFE** 1 in 5 had been in hospital for one night or more before their fifth birthday. A higher proportion developed behavioural difficulties after allowing for many other possible factors. A similar effect tended to follow mother/child separations early in life.

**DIABETES** Comparison with previous birth cohorts suggested that in the UK the risk of juvenile diabetes is doubling roughly every decade! Further research is progressing.

**VISION** 1 in 4 of those 10 year old children wearing spectacles appeared to be doing so needlessly!

**DENTAL CARE** Six times as many children from unskilled families as from professional classes did not take advantage of the preventive dental services in the pre-school period.

## SOCIAL AND FAMILY CIRCUMSTANCES

**SINGLE PARENT FAMILIES** At age ten years, 1 in 10 children were in single-parent families, a doubling from 20 years ago. Nearly as many again had at some time been without a father or mother figure during their first 10 years. Most of the 'adverse' outcomes found could be shown to be associated with the disadvantaged social and environmental circumstances in these families.

**TEENAGE MOTHERS** Children of teenage mothers — one in eleven of all the cohort — were functioning about one year behind on educational testing at 10 years; these children had more accidents, physical problems and behavioural difficulties than the children born to mothers in their twenties or thirties.

# CONTENTS OF INFORMATION MANUAL

This manual contains information about the procedures necessary for the completion of Youthscan

PROCEDURES FOR PUPILS	Where to find the Questions	Where to put the Answers	Where to be carried out	Approximate Time needed (mins)
1 READING TEST	Student Test Booklet (Document B)	Student Score Form (Document C)	Supervised at school	44 (timed)
2 MATRICES TEST				7 (timed)
3 ARITHMETIC TEST				30 (timed)
4 VOCABULARY TEST				15 (timed)
5 ATTITUDINAL SCALES				60
6 BACKGROUND INFORMATION				15
7 SPELLING TESTS				20 (timed)
8 OCCUPATIONAL INTERESTS GUIDE		JIG CAL Answer Sheet Form P1 (Document D)		25
9 MOVING-ON' LIFE SKILLS TEST	Document E	Document E		45
10 HEALTH-RELATED BEHAVIOUR ' SELF-COMPLETION QUESTIONNAIRE	Document F	Document F		45
11 HOME AND ALL THAT'' SELF-COMPLETION QUESTIONNAIRE	Document G	Document G		30
12 'FRIENDS AND THE OUTSIDE WORLD'' SELF-COMPLETION QUESTIONNAIRE	Document H	Document H		30
13 LIFE AND LEISURE'' SELF-COMPLETION QUESTIONNAIRE	Document J	Document J	(Unsupervised at home if preferred)	30
14 DIETARY DIARY	Document K	Document K	Unsupervised	
TOTAL *				396 minutes

This is the time allowed for the completion of the actual tests and questionnaires. Approximately 10% additional time should be allowed for instructions, administration etc.

## DOCUMENTS

INFORMATION MANUAL FOR TEACHERS

STUDENT TEST BOOKLET

STUDENT SCORE FORM

JIG CAL ANSWER SHEET FORM P1

MOVING-ON' LIFE SKILLS TEST

HEALTH RELATED BEHAVIOUR – STUDENT SELF-COMPLETION QUESTIONNAIRE

HOME AND ALL THAT'' – STUDENT SELF-COMPLETION QUESTIONNAIRE

FRIENDS AND THE OUTSIDE WORLD'' – STUDENT SELF-COMPLETION QUESTIONNAIRE

LIFE AND LEISURE ' – STUDENT SELF-COMPLETION QUESTIONNAIRE

DIETARY DIARY

EDUCATIONAL (TEACHER'S) QUESTIONNAIRE

HEAD TEACHER QUESTIONNAIRE

## DESIGNATION

A
B
C
D
E
F
G
H
J
K
L
M

## BACKGROUND TO YOUTHSCAN

Youthscan is the name given to the 16 year follow up of some 15 000 teenagers in England Scotland and Wales all of whom were born during the week 5th 11th April 1970 These children have already been studied at the time of the British Births Survey and at the ages of 5 and 10 in the Child Health and Education Study (CHES) The name was changed to Youthscan because the children have now reached their mid teens and a more adult nomenclature was considered necessary Extensive information was obtained about their health and development during the pre-school and primary school period This has included details of their family life their experience of pre-school and primary education and their use of community and specialist health services The Study about to take place in 1986 at a time when the children reach minimum school-leaving age will document their progress through secondary school and provide measures of school attainment health and behaviour These can be related to their experiences at birth five and ten Youthscan is not the first British National Longitudinal Study on child development The first began in 1946 and the children are now 40 years of age, the second was started in 1958 that cohort now being 28 years old The third cohort which is the origin of the Youthscan sample, began in 1970 Thus the three together will provide unique comparative information about the lives of British children over a span of three decades

## YOUTHSCAN 1985/1986

A very important part of the present study is the educational assessment of all the cohort children This comprehensive assessment includes reading non verbal matrices, arithmetic, vocabulary and spelling tests Other tests JIG-CAL and 'MOVING ON' concentrate on the children's future jobs and their careers Past surveys have shown the need to have wide-ranging measures These tests have been designed so that virtually all the children can attain some sort of score There are also two short questionnaires for the school staff to complete One is designed to assess the pupils progress and is to be completed by their Form Teacher or Tutor The other is a questionnaire about the school for completion by the School Head

We are most grateful for the co-operation of your school and yourself and also any other teacher(s) involved in getting the enclosed tests completed We realise that in the present difficult climate this is an extra imposition on the time and effort required to complete it Some indication of past results of the study on education health and family background are shown on the inside cover On the back cover is a summary of aspects of the present 16 year study which we hope to investigate with your help and that of doctors health visitors and nurses in your District Health Authority who will be asked to interview the parents and to carry out a medical examination on the same children An explanatory letter has been sent to the parents of every child in the study, giving them further information and enlisting their co-operation We should like to thank Head Teachers, Form Teachers/Tutors and others who are assisting directly and indirectly in the necessary procedures

All information received by Youthscan will be treated in the utmost confidence There will be no identification of individual children or schools in any of the reports issued on the Study We are also most grateful to the pupils for the co-operation they are offering in the assessment of the well-being and the problems facing youth in Britain today

## PROCEDURES IN STUDENT TEST BOOKLET

1 — 8

These consist of eight tests and scales for the pupil to complete All of these together with details about their completion, are in the STUDENT TEST BOOKLET (DOCUMENT B) Most of the answers to the tests and scales should be filled in by the pupil on the STUDENT SCORE FORM (DOCUMENT C) Detailed instructions about how the pupil should complete the Student Score Form are on pages 4 and 5 of this manual

## GENERAL GUIDELINES FOR TEST ADMINISTRATION

The importance of establishing rapport and putting the youngsters at ease must be emphasised Please explain the broad ideas behind the research, which charts the development of individuals from birth to adult life (See front inside cover of this booklet for some of the discoveries and achievements that have already emerged from this study) More generally, by monitoring progress it is possible to pinpoint those influences such as diet sport reading habits, sparetime activities, hobbies etc that affect people's development, including the way they think in various important respects It is also an opportunity to let us know more about teenager's opinions and attitudes and something of their lifestyles Every teenager in the study was born between 5th and 11th April 1970 and the research team is following their progress with keen interest

Try to arrange the testing sessions to minimise inconvenience, not only to yourself but also to promote a co-operative frame of mind on the part of the pupil(s) Encourage them to do their best and allay any anxiety, antagonism or suspicion that may be apparent Please thank the pupil(s) for their co-operation and express willingness to discuss if time permits, the study and the tests after these have been completed

Please explain to the pupil(s) that these tests are not meant to be easy, although some of them may get through quite quickly For the timed tests the limits are deliberately short There is no need for any pupil to feel unhappy if he/she is

unable to finish in the time allowed e.g. say 'You will probably find some of the questions quite difficult and it is unlikely that you will have enough time to finish all of them. Don't worry. Simply do the best you can in the time available.'

All the tests are suitable for group administration. Five of the tests are timed. For the remainder, although there is no time limit, the pupil(s) should be encouraged to work as quickly as possible.

Please ensure that individuals are well spaced out to avoid collusion or interference if more than one pupil is being tested. It would be a help if noise and other distractions can be minimised and interruptions of the test session kept to a minimum.

Before each test, please go over the detailed instructions in the Student Test Booklet to make sure that everyone understands what has to be done. It would be appreciated if any queries can be dealt with sympathetically and patiently. Would you mind in particular checking that the preliminary examples are correctly answered? Once the session proper has started, however, no further individual help should be necessary other than of a logistic nature e.g. if a youngster has difficulty relating a question in the Student Test Booklet to the appropriate section in the Student Score Form, clearly guidance is permissible.

## STUDENT SCORE FORM — DOCUMENT C

The answers on the Student Score Form are machine readable. This means that when the forms are marked with a suitable pencil, they can be automatically scanned by the Optical Mark Reader (OMR) and the answers fed directly into a computer.

It is therefore imperative that the lozenge spaces on the score form are filled in correctly. Each youngster needs a pencil that is not too sharp and a rubber eraser. A spare pencil should be available. There should also be a supply of scrap paper for rough working as required. You will need a Stopwatch or at least a reliable timepiece with a second hand. For the longer timed tests (half an hour or so) please alert the youngsters when the last five minutes arrive.

The pupils must be shown how to fill in the lozenges which appear throughout the Student Score Form prior to the commencement of the tests. You will be familiar with this type of answer, as it is the same as that used on Examination Board answer sheets. Will you please ask the pupil to fill in a practice response before the tests commence, using the three items reproduced below. This will ensure that the pupil knows how to use lozenges. The pupils should use a pencil line or mark that completely fills the lozenge. Please emphasise this when you are checking the initial examples. Please also ensure that the pupil understands that marking a particular box indicates the choice of that response.

Emphasise that the lozenges should be marked like this . They should NOT be marked like this  or this .

Show the pupil the above examples of correct or incorrect markings before he/she makes a response to the examples below.

**Example 1** "People with qualifications stand more chance of getting a job"

- A Strongly agree
- B Agree
- C Neutral
- D Disagree
- E Strongly disagree

Please explain to the pupil that if he/she 'agrees' with the statement that people with qualifications stand more chance of getting a job then he/she should fill in the lozenge under "B". Then pass this manual to the pupil to fill in lozenge B on this page.

A	B	C	D	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOW ASK THE PUPIL(S) TO TELL YOU THEIR RESPONSE TO THE NEXT TWO EXAMPLES AND LET THEM FILL IN THE APPROPRIATE LOZENGES ON THIS PAGE.

**Example 2** "Education is important whether or not it helps you to get a job"

A	B	C	D	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




**Example 3** "Job experience is more important than getting qualifications"

A	B	C	D	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INSTRUCTIONS TO THE PUPIL(S) IN THE STUDENT TEST BOOKLET ARE AS FOLLOWS

"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."

After the tests are completed and the score forms collected, it would be appreciated if you would verify that the pencil marks are not too faint and that no marks have been made outside the areas designated. Please also check that the pupil(s) have written their name on alternate pages throughout the Student Score Form. Then please pass the Student Score Form to the School Co-ordinator, who will return it with the other test material to the L.E.A. Co-ordinator.

## STUDENT TEST BOOKLET — DOCUMENT **B**

This booklet contains the Test Material for Procedures No. 1 to No. 8.

**Suggested order of completion** Five of the first 8 Procedures are timed. These are Procedures (1), (2), (3), (4) and (7). They have an estimated duration of 116 minutes, exclusive of time for explanation. For details of individual test times see pages 5, 6 and 14 of this Instruction Booklet.

Approximately 100 minutes should be allowed for completion of Procedures (5), (6) and (8), namely the Attitudinal Scales, the Background Information and Occupational Interest Guide. However, these latter three Procedures do not have to be timed and this can be made more flexible.

The method of administration is the same whether the tests are given to one individual or to a group. First hand out the Student Score Form, then ask each pupil to write their name and other identifiers on the front cover. The Test Booklet should then be handed out. No details or identification need be written on the front cover of the Student Test Booklet. Direct the pupil to read the instructions written on the front and on the inside cover of the Student Test Booklet.

When these Procedures are completed, the pupil can be told to look at page one of the Student Test Booklet and start reading the instructions for Procedure **1** **READING TEST**.

### PROCEDURE **1** **READING TEST** (Shortened Edinburgh Reading Test)

Test time 44 minutes

This test, with which many teachers will be familiar, can be administered to one individual or given to a group of any number. The instructions are self-explanatory. Tests of this nature will already be familiar to the vast majority of pupils and there should be very little difficulty in this regard.

Please try to ensure that the pupils do not start reading prematurely the instructions for the Reading Test on page 1 of the Student Test Booklet. This clearly might influence the results. It probably will not be necessary to go over the instructions for the Edinburgh Reading Test with the pupils, other than enquiring whether they are understood.

The Edinburgh Reading Test, however, does differ from the other tests in that there are no examples to be worked, and the time limits are tight.

Please stress beforehand the need to work quickly. Reassure any pupil(s) who could be disheartened by what they might regard as a "failure" to finish on time. It will be an advantage if a spare pencil is at hand, should the first one break, or a sharpener kept to hand.

Before each of the five sections of this test (A to E) is started, please announce the time limit and indicate the number of pages involved. At this stage, it may be necessary to check that each pupil is aware which page on the Score Form they should be using.

In the event that anyone finishes inside the prescribed time limit, they can be instructed to go to the next section. Ask them to use any spare time to check what they have already done.

Once each pupil is settled and clear about how to use the Test Booklet in conjunction with the Score Form, the test proper should be started. If no stopwatch is available, please make a careful note of the precise time of starting. With the shortened sections there is no point in giving a "Last five minutes" warning, but please make an announcement when there is one minute left so that the pupils can pace themselves. It is essential that time limits be observed for the results to be comparable nationally.

Care must be taken when answering pupils' enquiries to ensure that the response you make does not provide any clue to a solution of any particular test item. On the whole, these tests are so straightforward that the vast majority of youngsters can cope without difficulty and you should have little to do other than to keep a close eye on the time.

### PROCEDURE **2** **MATRICES TEST** (from British Abilities Scales)

Test time 7 minutes

As with the previous test, the Matrices can be administered to one individual or to a group. Again the instructions are largely self-explanatory. All you need to do is to confirm that they have been understood and that the answers are correctly matched to the score form.

There are three examples initially, followed on the next three pages by a total of six easy items. For each of these there is a two-minute time limit. Then follows three more examples. Lastly, on the subsequent three pages there are five

more difficult items and this time there is a five minute time limit. There is no point in giving a 'Last minute' alert for the initial six items, but please do so for the final five items

### PROCEDURE **3** ARITHMETIC TEST (from Assessment Performance Unit)

Test time 30 minutes

Here the procedure is broadly the same as for the Edinburgh Reading Test and the Matrices. Please note the time allowed. Give an alert after 25 minutes that 'You have five minutes to go' and finally announce the 'Last minute'. Again it is essential to observe strictly the time limit. In this case it is 30 minutes for the test proper, beginning after the examples have been checked.

### PROCEDURE **4** VOCABULARY TEST (from Assessment Performance Unit)

Test time 15 minutes

Here again the procedure is similar, except for a different time limit. Give the first alert after ten minutes to the effect 'You have five minutes to go' and finally announce the 'Last minute'. Please keep strictly to the 15 minute duration.

### PROCEDURE **5** ATTITUDINAL SCALES

Approximate time 1 hour

These consist of 21 scales, each one representing a different facet of teenage life. These scales have been made up in order for the teenager to express his/her own views on a number of subjects of importance in teenage life. Pilot tests have shown that the manner of the responses may be very different from what we felt as teenagers.

The procedure is for the pupil to read each scale serially from (5A) to (5U). The scales are in the Student Test Booklet and answers are recorded on the Student Score Form. The actual time taken to answer these scales will vary according to the alertness and motivation of individual pupils. Pupils may need meanings of occasional words explained to them but pilots have shown this to be unusual.

The titles of the scales are as follow:

A	What about work?	L	Fate and Fortune
B	Right and Might	M	What I Read
C	Have a Drink	N	Me and the Box
D	What's in a Job?	O	Feeling Healthy
E	Looking Ahead	P	My Point of View
F	Up in Smoke	Q	Wot-a lot I-got
G	Compared with Others	R	Me and My Family
H	Knowing Myself	S	Soft Drink Special
I	How I Feel	T	Home Rule
J	At Leisure	U	What I Eat
K	My Interests		

Please explain to the pupil that each scale consists of a number of statements or items and that the pupil should enter his/her answer on the Student Score Form indicating their response to each statement. They can take their time doing this, as the scales are untimed. They should look carefully at each statement and then select their choice of answer. Please point out to them that there are no right or wrong answers and that this is being done to find out what young people today think and feel.

PLEASE REMEMBER TO ENSURE THAT PUPILS ENTER THEIR CHOICE OF ANSWER IN THE SPACE PROVIDED IN THE STUDENT SCORE FORM

For the convenience of teachers, there now follows a summary of the Procedures for Attitudinal Scales (5A) to (5U) taken from the Student Test Booklet. Examples are given of how to complete each scale. For the interest of teachers we have added a paragraph at the end of each scale giving the rationale of why this scale has been included and/or what use might be made of it in the future.

#### WHAT ABOUT WORK?

**5A**

A series of nine statements, the first of which asks whether the student agrees fully, agrees partly or disagrees that young people with qualifications stand more chance of getting a job.

*Example given in Test Booklet*

Question

Agree fully  
(a)

Answer  
Agree partly  
(b)

Disagree  
(c)

Do you agree that  
Education is important, whether or not  
it gets you a job?



Answer (a) means that you agree fully that education is important, whether or not it helps you to get a job.

#### COMMENT

This scale seeks to probe fully the current ambivalence of rising 16 year olds about whether (ability permitting) to continue in full-time education, to enter a difficult employment market, or to elect for training with YTS or other schemes. In this section we are trying to discover more about the teenagers' attitudes and motivation to work.



## ATTITUDINAL SCALES (cont)

### RIGHT AND MIGHT

5B

This scale of ten statements has two purposes. Statements 1, 4, 7 and 9 invite the teenager to tell us whether his/her self concept is of someone who likes everyone else, is always willing to admit mistakes, is always willing to go out of his/her way to help other people and is always nice to people. This is a useful means of detecting subjects who are over confident, the sort of response which raises the validity of the replies to other scales.

#### Example given in Test Booklet

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

#### Comment

The other six questions are about attitudes to breaking the law under various extenuating circumstances, the first of which is that it is OK to break the law if most other people do.

### HAVE A DRINK

5C

Seventeen statements eliciting opinions about alcohol and its consequences. The first asks whether the teenager agrees fully, agrees partly or disagrees that if you don't go to pubs you miss a lot of fun.

#### Example given in Test Booklet

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

#### Comment

There is an increasing tendency in teenagers to drink alcohol. Here we are trying to get at attitudes, opinions and expectations among teenagers concerning alcohol and their awareness of the dangers of excess alcohol. This will be analysed in conjunction with a large section in the Student Self-Completion Questionnaire Document G.

### WHAT'S IN A JOB?

5D

Sixteen questions are asked about teenagers' job expectations and preferences. The format is typified by the first one "How much will it matter in a future job to be able to help other people?"

#### Example given in Test Booklet

Question	Answer		
	Matters very much (a)	Matters somewhat (b)	Doesn't matter (c)
How much will it matter to me to work with my hands?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Answer (b) means that you think it will matter somewhat for your job or career that you work with your hands

#### Comment

This is an effort to assess the attitudes, expectations, hopes, fears and ambitions of mid teenagers concerning the vexed question of what sort of work they want now or see themselves undertaking in their late teens during the latter years of the 1980's. Is the expectation-norm, for instance, to go for a job where one has not to work too hard, has a quiet life, has regular hours, has an understanding boss and high earnings, or is it to be able to work hard, to get promotion, to help others, to get the sort of job with a real challenge with a chance to travel?

## LOOKING AHEAD

5E

Fifteen questions about teenagers' vision of an adult life. The first question asks: How much do you think it will matter as an adult to you to have more fun than as a teenager?

### Example given in Test Booklet

#### Question

How much will it matter to be able to come home as late as I like?

Matters  
very much

(a)

☒

Answer  
Matters  
somewhat

(b)

☐

Doesn't  
matter

(c)

☐

Answer (a) means that it will matter very much to you as an adult to be able to come home as late as you like

#### Comment

The mid-teenagers of today will be parents within 5-10 years and it is important to see how they see themselves and what they think are the most important values. Is it to be able to be involved in local communities, to take an active part in politics, to be treated as they want, able to vote, able to take more responsibility — or is it that they feel they want to no longer be bossed about, want to be able to go to nightclubs, X-rated films, legally able to drink alcohol and to have fun? The truth probably lies mid-way!

## UP IN SMOKE

5F

Seventeen statements about smoking. The first question asks: Please say whether you agree fully, agree partly, disagree that smoking is only bad for you if you do it for years.

### Example given in Test Booklet

#### Statement

Smoking is expensive

Agree fully  
(a)

☒

Answer  
Agree partly  
(b)

☐

Disagree  
(c)

☐

Answer (a) means that you agree fully that smoking is expensive

#### Comment

This section attempts to gain further insight into teenage attitudes on short-term and long-term effects of smoking. The habit is now known to be increasing particularly in mid-teenage females. How much for instance will parental example, advertising, peer group practice, knowledge of risk of long-term cancer affect whether, when and how much teenagers smoke? Do they realise that smoking can have adverse effects on pregnant women? This will be analysed in conjunction with a large smoking section in the Student Self-Completion Questionnaire Document H.

## COMPARED WITH OTHERS

5G

A scale of 28 statements concerning many aspects of health, behaviour and lifestyle in which the pupil compares his/her prowess with what he/she considers would be normal for a person of the same sex and age. The first statement asks: "Compared with others of your own age and sex, do you get the right amount of sleep?"

### Example given in Test Booklet

#### Statement

Compared with others of my own age and sex  
My height is

much less

(a)

☐

(b)

☐

(c)

☒

(d)

☐

(e)

☐

much more

The above answer (c) means that your height is about the same compared with others of your own age and sex

#### Comment

The scale has been developed for Youthscan after numerous discussions and field trials amongst teenagers by Dr Lindsay St. Claire, Department of Psychology, at Bristol University and is known as the Fitness for Life Scale. It is designed to identify positive indices of good health, including the attitude encapsulated by such factors as

- interest in self-health
- pursuing an active life
- showing concern for others
- having pride in living

In contrast to the medical model of ill-health, the FFL scale is based on those events that stimulate and motivate the individual to success and good health. A high score of the accumulated factors can be an indication of fitness of mind, body and spirit. The FFL index touches on teenagers' own hopes and aspirations for life. A number of factors which

influence interpretation will be controlled for in the analysis, including

Sex

Social family and environmental background

Presence of physical handicap, disabilities and chronic illness i.e. the opposite of what we are measuring

Behavioural factors

This approach is very much a trial and will certainly need modification. However, the main thing in which teachers will be interested is the attitude that it encapsulates, namely the search for positive indices of good health and assessment of a wholesome existence. A positive attitude to health and health care is the main point — what is going right and how an active life can be fulfilled.

## KNOWING MYSELF

5H

A series of 27 statements are made epitomising self-assessment of a number of characteristics ranging from the punctual and good at exams to being 'bored' or violent. The first statement asks whether the statement 'I am quiet' applies very much, somewhat, or not at all to the teenager concerned.

### Example given in Test Booklet

Statement

Answer

Applies very much

Applies somewhat

Doesn't apply

(a)

(b)

(c)

I am optimistic

☒

☐

☐

Answer (a) means that the statement 'I am optimistic' applies very much to the person completing the questions.

### Comment

This scale of self assessment follows logically upon the previous positive health scale. It will be compared with a number of behavioural characteristics in the teenager and measured against job success/failure or progress in further education.

## HOW I FEEL

5I

This scale consists of 12 statements originating from the General Health Questionnaire (GHQ) of Goldberg (1972, 1978, 1981). This is a widely used population instrument to assist in the detection of psychological and psychiatric problems. The first question asks the subject whether just lately he/she has been able to concentrate on whatever he/she is doing more than usual, the same as usual, less or much less than usual.

### Example given in Test Booklet for questions 1-6

Statement

Answer

More than usual

Same as usual

Less than usual

Much less than usual

(a)

(b)

(c)

(d)

'I have just lately been able to remember things

☐

☐

☒

☐

Answer (c) means that compared with how you usually remember things just lately you have been remembering them less well than usual.

### Example given in Test Booklet for questions 7-12

Statement

Answer

Not at all

No more than usual

Rather more than usual

Much more than usual

(a)

(b)

(c)

(d)

'I have lately been feeling miserable

☒

☐

☐

☐

Answer (a) means that you haven't been feeling miserable just lately.

### Comment

The instrument used here is the abbreviated 12 item scale which correctly identified 82.5% of 17 year olds with anxiety, severe depression or social disfunction with a sensitivity of 71% and a specificity of 80% (Banks MH (1973) *Psychological Medicine* 13: 349-357).

## AT LEISURE

5J

A series of 47 questions about spare-time activities the first of which is How often do you stay at home and watch TV?

### Example given in Test Booklet

Statement	Answer				Would you like to do it more?	
	Rarely or never (a)	Less than once a week (b)	Once a week (c)	More than once a week (d)	Yes (1)	No (2)
Go to bingo	<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 Yes is filled in on the separate scale means that you would like to go to bingo more often.

### Comment

With the increasing amount of recreational time available for young school-leavers consequent upon increasing automation and economic problems, it is essential to plan use of leisure time. Increasingly in the future, disposable time must make up more of the day than established employment. This section enquires into what activities the 16 year old joins in, how often and whether he/she would like more participation. The spare time activities range from reading newspapers, magazines and books to working home computers, going to (political) meetings to concerts or doing voluntary community work.

## MY INTERESTS

5K

A series of 49 questions about how interested or otherwise the teenager is in factors such as family life, reproduction, contraception, parenthood, child education and health education. The first question is: How interested are you in knowing more about immunisation?

### Example given in Test Booklet

Health Topic	Answer			
	Very 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.

### Comment

In both comprehensive and independent schools, the value of practical tuition in life skills in complementing the value of academic tuition is well recognised. The range of subjects in which the teenagers' interests are probed is very wide, ranging from safety in the home, in traffic, and in the water to moral issues such as building self-confidence, decision making, control of boredom, stress, vandalism and television violence.

This scale was devised by Dr. John Balding who is Director of the Health Education Council School's Health Education Unit at the University of Exeter. Known as 'Just a Tick', it has been used widely in over 400 secondary schools. Parents and teachers are invited to use the same scale to express whether they think the teenager should be taught these subjects in school or not. Together with Dr. Balding's 'Health Related Behaviour Schedule' which many teachers will recognise as our Student Self-Completion Questionnaire F. This scale fulfills a useful function in highlighting the knowledge and gaps requiring filling in secondary schools concerning education for health, life and social skills.

## FATE AND FORTUNE

5L

These 26 questions consist of the 'CARALOC' Scale of 'locus of control' devised by Phillip Gammage, Professor of Education at the University of Nottingham (Gammage P. Socialisation, Schooling and Locus of Control, PhD Thesis University of Bristol 1975). The first question asks the teenager "Do you feel that most of the time it's not worth trying hard because things never turn out right anyway?"

### Example given in Test Booklet

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"/>

Answer (b) means that you don't find it easy to get to school in the mornings.

### Comment

The valuable scale is one of a set of predictors which are used on the same cohort at 10 years old.

## WHAT I READ

5M

This section is about 25 items which teenagers might read or enjoy reading in the newspapers. The first item concerns strip cartoons/jokes and the pupils are asked if they read them as little as they can, sometimes read them or read them as much as they can.

<i>Example given in Test Booklet</i>			
Item	Read as little as I can	Answer Read some of the time	Read as much as I can
	(a)	(b)	(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			

### Comment

This and the next scale, which is about TV viewing, will give information on where and to what extent teenagers use the media as a source of entertainment and information, and where their interests lie. This will be analysed in the context of their social background and education and also information already gathered, eg. on TV viewing at 5 and 10 years. There are also large sections on usage of the media in the Student Self Completion Questionnaire, Document J.

## ME AND THE BOX

5N

This section contains a list of 22 types of programme available currently on television. In the first example, the teenager is asked to say whether they view combat sports (eg. boxing) as little as possible, some of the time, or as much as he/she can.

<i>Example given in Test Booklet</i>			
Question	View as little as I can	Answer View some of the time	View as much as I can
	(a)	(b)	(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			

### Comment

Please see 5M above

## FEELING HEALTHY

5O

This is part of a 22 item Malaise Inventory to identify depression (Rutter M, Tizard J, Whitmore K, Education, Health and Behaviour, 1978 Longmans, London). The first question asks the teenager whether they have backache most of the time, some of the time or rarely or never.

<i>Example given in Test Booklet</i>			
Question	Most of the time	Answer Some of the time	Rarely or never
	(a)	(b)	(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			

### Comment

This scale has been found to discriminate reasonably well between those with or without a psychiatric disorder determined by independent interview (Rutter M et al (1976), Isle of Wight Studies 1964-74, Psychological Medicine 6: 311).

## MY POINT OF VIEW

5P

This is an effort to gauge teenagers' views on 21 issues, such as attitude to marriage, nuclear war, racism, equal rights, handicapped people etc. The first question asks the teenager whether they agree fully, agree partly or disagree that flogging should be brought back for violent crime.

### Example given in Test Booklet

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			

### Comment

There are a great many controversial questions about life in the present and the future in which teenagers have expressed an interest. These 21 out of nearly 100 piloted turned out to have a satisfactory distribution. Others are included in the Student Self completion Questionnaires.

## WOT A LOT I-GOT

5Q

This section contains a list of 30 items which teenagers often possess. In the first question they are asked to tell us whether they own a camera, and if not, whether or not they would like one.

### Example given in Test Booklet

Item	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			

### Comment

To a great extent, teenager's possessions reflect their interests, so this section is a logical extension of that on the use of the media and TV. The range of teenagers' possessions is ever increasing. This list is by no means exhaustive but includes 'communications' material, sports and travel equipment.

## ME AND MY FAMILY

5R

In this section is a list of 15 activities which young people and parent(s) do together. The first question asks how often, if ever, they visit friends or relatives, with their parent(s).

### Example given in Test Booklet

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				

### Comment

Does the 'generation gap' and the increasing opportunities for pursuing special interests affect how much time the family unit does spend together? The lessened availability of grandparents and relatives, with the decline of the extended family, makes it even more important that the 'whole family' interact and do things of interest together. Here we are looking at what teenagers actually do meaningfully with their mother and/or father, both in the same house and outside the home in respect of eating out, visiting friends/relatives, religious activities etc.

## SOFT DRINK SPECIAL

5S

### Example given in Test Booklet

#### Question

How much do you drink each day of —  
Ginger Beer

0

☐

1

☐

2

☐

Cups/glasses a day

3

☐

4

☐

5

☒

6

☐

7 or more

☐

Answer (5) means that you usually drink about 5 glasses of ginger beer a day

#### Comment

Here we are looking at which type how often and how much teenagers consume of the common beverages such as tea coffee cocoa milk fruit juice etc. Their consumption of certain cola type drinks other soft drinks and also of low calorie drinks is enquired. When last seen at the age of 10 a national picture emerged of an average consumption of more than 8 fl oz of cola drinks daily. 20% were drinking coffee. We shall also look at artificial sweeteners additives and a number of important things in the food and drink section of this enquiry.

## HOME RULE

5T

This is an effort to contrast permissive and more rigid parental attitudes and their effects on teenagers. It consists of a list of 23 items which parents may or may not expect their teenage children to do. It starts off in an obvious way by asking whether the teenager is expected to go to school whenever it is a school day and proceeds to various levels of parental control.

### Example given in Test Booklet

#### Question

My parents definitely  
expect me to —  
Take the dog for a walk every day

True

(a)

☐

Answer

False

(b)

☒

Answer (b) means that your parents don't expect you to take the dog for a walk every day

#### Comment

This scale will be an important variable for looking at behavioural changes in adolescents.

## WHAT I EAT

5U

The teenager is asked to say how often they eat 18 major items of diet ranging from protein-rich material to convenience foods. The first question concerns the consumption of white bread.

### Example given in Test Booklet

#### Question

How often do you eat —  
Buns

0

☐

1

☐

2

☐

Answer  
Days a week

3

☒

4

☐

5

☐

6

☐

7

☐

By filling in the lozenge under 3 you are saying that you usually eat buns on 3 days a week

#### Comment

Youthscan will be conducting a detailed study of teenagers' dietary habits which will include a four-day record of dietary information in the form of a Dietary Diary.

## PROCEDURE **6** BACKGROUND INFORMATION

In this section the study pupils are asked to record some facts about themselves, their families where they live and what their plans are. There are 21 questions in all. The questions can be found on page 9 in the Student Score Form in Section 6. They are beside where the pupils fill up the lozenges to give their answers.

Ask the pupils to turn to page 9 of the Student Score Form and they will see that the first question is 'Are you male or female?'

Will you please make sure that they record their answers by filling up the lozenges correctly.

Only one lozenge should be filled in in response to each question. None of the questions are open-ended. No other text or remarks should be written on the score sheet in response to these questions.

## PROCEDURE **7** SPELLING TEST (Two Sections A and B)

Test time: 10 minutes for A  
10 minutes for B

This is a straightforward test procedure. By now the youngsters will be familiar with the general format and procedure. The only difference is that the questions for this test are not in the Student Test Booklet but on the Student Score Form. Both the questions and the space for the answers are on pages 10-11 of the Student Score Form. The correct lozenge for each one should be filled in with a blunt pencil in the usual way.

If today is an even date, could you please present the two Spelling tests in the order A and B. If today is an odd date, please use a B and A sequence. This will counterbalance practice effects over the whole sample. Please give the standard 'Last five minutes' alert when the tests are nearly completed.

## PROCEDURE **8** OCCUPATIONAL INTERESTS GUIDE (JIIG-CAL)

Approximate time: 20-30 minutes

About JIIG-CAL

JIIG-CAL is really a system for computer-assisted careers education and guidance. It is in use in 63 LEAs throughout all parts of the UK. It is therefore possible that your authority, and even your school, already uses the system.

JIIG-CAL normally provides teachers and careers officers with a systematic basis for giving guidance on careers based primarily but not solely on occupational interests.

For the purposes of Youthscan, JIIG-CAL is used as a test. The analysis will provide an opportunity for studying how occupational interests are related to a wide range of factors which influence pupils' career intentions and their subsequent satisfaction — or lack of it! The results of this should enable us to provide teachers with better resources for career guidance, and with improved training on the use of those resources. Our most important objective, of course, is that through this research we will be able to provide more effective career guidance for pupils in the future.

### NOTE FOR SCHOOLS ALREADY USING JIIG-CAL

It is possible that some pupils will have already completed the Guide and may therefore ask why they have to do it again. If you can explain that this is necessary for the Youthscan Project while the first time was for other reasons, we should be most grateful.

TABLE OF SECTIONS			
Section	Qualifications	Training	Study needed?
A	None needed	Up to about 3 months	NO
B	Not usually needed but some passes might help	2-3 months to about 1 year	NO not usually
C	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
D	A number of O's would be essential	About 2-3 yrs (possibly more)	YES study (full time or part time) usually quite important
E	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
F	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)



What we should like you to do

There is very little for you to do with regard to the Occupational Interests Guide. The pupil instructions are straightforward. They have already been used effectively by more than half a million pupils. These instructions are contained in the Student Test Booklet. We suggest that you might like to read them through before advising pupils.

There are four specific ways in which we shall value your help. These are explained below.

1. Help any pupil(s) who have difficulty with Section Choice.
2. Check that the Sections chosen have been marked on the separate JIIG-CAL Answer Sheet.
3. See that less able pupils have extra time, if needed.
4. Keep the JIIG-CAL Answer Sheet CLEAN and FLAT. Do not staple!

#### Choosing sections

The area in which you are perhaps most likely to be asked for help is in Choosing Sections. Each pupil is asked to choose TWO ADJACENT Sections from the table on page 14. Most will have no difficulty. A few may ask for your advice, and in these instances you will be able to use your common sense, together with your knowledge of the pupil.

As far as possible, it is most important that pupils should DECIDE FOR THEMSELVES. Please do not make a choice for them, but confine your help to clarifying any difficulties they may have in understanding the Table of Sections.

#### New exams and qualifications

We are aware that a number of initiatives have been, or are being introduced, which will necessitate changes in the Qualifications column in the Table of Sections. Some of the major changes (e.g. Standard Grades in Scotland) have been deferred. For this reason, we have not yet been able to produce a version of the table which will reflect adequately the varied situations in all schools.

It is in those instances where pupils are following courses leading to qualifications other than CSE s/O s/A s (or O grades and H grades in Scotland) that your advice regarding appropriate equivalents for Section Choice purposes would be most valuable.

#### Marking up the Choice of Sections on the Answer Sheet

DOCUMENT **D**

For the Guide, a separate answer sheet called Form P1 is supplied.

It is essential that pupils record their choice of First and Second Sections at the top of the two columns on the Form P1. Without this information, the pupil responses to the Interests Guide CANNOT BE INTERPRETED by the computer scoring programs. We should therefore appreciate your help in checking that these Sections have been marked on the Answer Sheet Form P1 before it is returned.

#### Doing the Guide —

The Guide is not a test. There are no right or wrong answers to the questions. The Guide is an untimed questionnaire. Most pupils will complete it in 20-30 minutes, though a few may take longer.

#### Less able pupils

Pupils of lower ability and some of those with specific reading difficulties usually need more time than average pupils to work through exercises which involve significant amounts of reading. JIIG-CAL is no exception to this. Our experience has shown that such pupils can cope quite adequately with the Interests Guide, provided they are given additional time to complete it. Some get quite absorbed in it, and motivation is less of a problem here than in tests with right/wrong answers.

#### Return of Answer Sheets — DOCUMENT **D** (FORM P1)

The answer sheets will be computer scored. For this purpose it is essential to keep them CLEAN and FLAT at all times. The answer sheet **P1** should be returned to the School Coordinator, who will place it in the same pack as the other Test material.

#### PROCEDURE **9** "MOVING-ON" LIFE SKILLS TEST DOCUMENT **E**

This test has been prepared specially for Youthscan by the Associated Examining Board and is a test of Life Skills. It is designed to test the understanding of the young people about further training/education and about the early years of employment. The test concentrates on core skills and knowledge.

The test should be completed at school under supervision. It is untimed. It takes approximately 45 minutes. The time taken for completion, however, may be considerably less, but the authors of the Test ask that the pupil should not leave before 30 minutes have elapsed. The answers are to be recorded on Document E itself in the spaces below each question. Pupils are advised to use a blue or black biro or pen. If a pencil is used, writing should be made very legible. All answers are written and no boxes need to be filled in.

During the test pupils should be supervised to avoid collusion.

Normally you are asked not to explain or rephrase any of the questions. However, if a pupil has great difficulty with reading the questions or writing the answers help is permissible, and if there is time you may wish to write down their answers for them. In such a case, please could you make a note on the front of Document E about any question(s) where you gave help. Please use ink of a different colour from that used by the pupil.

## SUMMARY OF PROCEDURES 10 - 13 DOCUMENTS F G H J

There are 4 student self completion questionnaires to be completed

PROCEDURE 10	HEALTH RELATED BEHAVIOUR"	DOCUMENT F
PROCEDURE 11	HOME AND ALL THAT"	DOCUMENT G
PROCEDURE 12	FRIENDS AND THE OUTSIDE WORLD "	DOCUMENT H
PROCEDURE 13	LIFE AND LEISURE	DOCUMENT J

Procedures 10 to 12 should be done under supervision at school

Procedure 13 can be given to the pupil to complete unsupervised at home if preferred

### PROCEDURE 10 HEALTH RELATED BEHAVIOUR DOCUMENT F

Introductory remarks to the pupil(s)

The questionnaire is to help the development of a curriculum which will be more useful and interesting to them. Therefore honest answers are required — not the ones given by their neighbour or the ones that they think might be expected. The method of completion of the questionnaire differs from the others in that the pupils are asked to circle numbers rather than tick boxes or fill up lozenges.

A practice page is provided

Please go through this practice page slowly with the pupil(s) to sort out any problems

Type 1 question Write in the answer

Type 2 question Circle one number only

Type 3 question Circle 1 or 0 on each line

#### Beginning the Questionnaire

Discourage consultation — individual views are required. Pupil(s) should work at their own pace, as the test is untimed.

#### After all have finished

Ask the pupil(s) to check the entries for the following questions one by one

Page 8 34d (Rubella) All boys should have circled the 9

Page 9 36b (Dentist) Circle one answer on each line

Page 14 58 (Alcohol) Circle one answer on each line

Page 16 66 (Problems) Write one answer from the list on each line

Please return this questionnaire to your School Coordinator who will return it to the L E A Coordinator when all the other documents have been completed. (Independent Schools please return direct to Youthscan)

### PROCEDURES 11 — 13 STUDENT SELF-COMPLETION QUESTIONNAIRES

DOCUMENTS G H and J

Procedure 11 HOME AND ALL THAT" (Self-completion questionnaire, Document G) contains the following sections: DIET, PARENTS AND FAMILY, HANDEDNESS, RELIGION, LEAVING HOME, VIDEO, SPENDING POWER, SMOKING

Procedure 12 "FRIENDS AND THE OUTSIDE WORLD" (Self-completion questionnaire, Document H) contains the following sections: HEALTH, FRIENDS, LAW AND ORDER, ALCOHOL

Procedure 13 "LIFE AND LEISURE" (Self-completion questionnaire, Document J) contains the following sections: T V AND RADIO, LIFE AT SCHOOL AND AFTER, LEISURE ACTIVITIES

Please reassure the pupil(s) that their answers will be treated in strict confidence. Documents G and H must be completed at school under supervision. The Document J has been composed in such a way that it is suitable either for completion in school under supervision, or in the case of a responsible pupil, for completion out of school and returning to the school later. Certainly, more literate pupils will have no difficulty in the completion of this questionnaire outside school. Ideally, a decision should be made in conjunction with each pupil whether this questionnaire is to be completed at school or at home. Before the pupil starts each questionnaire please take them through the Examples reproduced on the cover and inside cover of each questionnaire to ensure the pupils know how to answer the various types of questions.

After each questionnaire has been completed please check that all questions have been answered. Then sign the sheet provided to acknowledge the pupil has done the test. Again may we stress that the confidential nature of these documents should be respected. Two self-sealing A4 size plastic containers are provided, in which the completed forms can be placed if the pupil so wishes.

When the questionnaires G H J are complete, please pass them to your School Coordinator who will return them together with the rest of the completed material to Youthscan, via your L E A coordinator. (Independent Schools please return direct to Youthscan)

## PROCEDURE 14 DIETARY DIARY DOCUMENT K

### RATIONALE

There is a growing awareness about possible relationships between consumption of certain foods and health/disease. Particularly in this age group, there is mounting concern about possible links between diet and behaviour, hyperactivity, school progress and the development in later life of heart disease, etc. In the diary we will collect data which could be used to investigate these relationships.

In order to make a much needed study of teenagers' diet and nutrition, a dietary diary will be kept by each study teenager as a record of everything eaten or drunk over a four day period.

### PROCEDURE

The first day should be a Friday. The pupils should record everything they eat and drink from waking up on Friday through Saturday and Sunday until they go to bed on Monday night.

WE SUGGEST THAT YOU HAND THE PUPIL(S) THE DIETARY DIARY AS SOON AS THEY HAVE FINISHED PROCEDURES 1 - 8. ASK THEM TO FILL IN THEIR NAME AND PERSONAL DETAILS ON THE FRONT COVER OF THE DIARY AT THIS STAGE.

Please give them also a single sheet, labelled Dietary Diary Instruction Sheet, which you will find in the Student Educational Pack. A copy will have already been sent to them by us to their homes in most instances, but they probably will not bring it with them.

They cannot commence the diary on the first Friday after they receive it from you; it can be started on a subsequent Friday. The four days must be consecutive and must include a weekend.

The pupil(s) should read the instructions on the inside front cover of the dietary diary itself and these are summarised next —

### PUPIL INSTRUCTIONS

#### How to keep the Diary

The diary should be kept for 4 consecutive days — Friday, Saturday, Sunday and Monday. The first day is always a Friday. Start the diary when you wake up on Friday morning.

Write down **EVERYTHING** that you eat and **EVERYTHING** that you drink from then, until you go to sleep on Monday night. There are some instructions at the beginning of the diary. Read them through before you start. There is an example as well, so read that carefully too.

The most important things to remember are

- Write the day and date at the top of each page
- Start each new day on a new page
- Use a new line for each item of food or drink

Write down the time each time you have something to eat or drink. Give a good description of the food and drink taken. Look at the examples to see how to put it down. For example

Say how many slices of bread you have and whether it is white, wholemeal or granary bread. Are the slices thick or thin or medium? Say if bread has butter or margarine on it, whether food is tinned or frozen.

People often forget to put drinks down. Remember, everything, even water, and record whether or not you put sugar in hot drinks.

The easiest way to complete the diary is to carry it with you and fill it in each time you have something. That way nothing is forgotten.

#### When the diary is completed

The pupils are asked to return the completed diary to the School Coordinator as soon as it has been filled in. The School Coordinator should check that the pupil's name and details are filled in on the cover of the diary, and that the diary has been filled in as fully as possible.

When the dietary diary is completed the School Coordinator should return it with the other documents to the L.E. / coordinator who will return it to Youthscan. If the Dietary Diary has not been returned within two weeks of its issue, the School Coordinator or teacher concerned should remind the pupil(s).

# TEACHER QUESTIONNAIRES

## EDUCATIONAL (TEACHER'S) QUESTIONNAIRE DOCUMENT **L**

This is a short questionnaire enquiring about the progress of each study pupil in the school. It is hoped that they will be completed by the pupil's form Teacher/Tutor in consultation with the Year Head or House Head.

Questions include some on the pupil's academic attainment and examinations taken or about to be taken. There is also a section on any special educational needs and other special measures.

Teachers will want to know that from their participation in previous sweeps, parents and pupils will be aware of Youthscan and that wherever possible each parent and pupil has had an individual letter to ensure their cooperation on this occasion.

Please return this Educational (Teacher's) Questionnaire together with the others to the School Coordinator.

## HEAD TEACHER QUESTIONNAIRE DOCUMENT **M**

Head Teachers will receive the Head Teacher Questionnaire in the School Kit containing the Student Educational Packs. This short questionnaire has sections to be completed about school curriculum, type and structure of classes, teaching methods, careers education, any disciplinary methods, pastoral care, special educational needs, vocational examination courses and school intake. The Head Teacher Questionnaire should be filled in for every institution taking pupils of secondary school age in order to gain a national picture (Over 90% will have one or more pupils in Youthscan). After completion, the Head Teacher Questionnaire should be sent back to the L.E.A. coordinator with the other material in the school pack for onward despatch to Youthscan. Independent Schools should send it direct to Youthscan.

## INSTRUCTIONS TO THE TEACHER FOR THE RETURN OF THE PUPIL QUESTIONNAIRES

Every Head Teacher has been asked to nominate a Youthscan Coordinator in each school to be responsible for the receipt, administration and return of the Test Material and Dietary Diary. The coordinator will either be a member of the teaching or the administrative staff and will be asked to ensure that as far as possible that individual tests and questionnaires are timetabled and supervised.

Supervisors of each procedure or set of procedures should liaise with the school coordinator to whom completed material should be sent.

Arrangements will need to be made for the return to the L.E.A. coordinator of the following completed documents. For this purpose a large polythene container is provided and an adhesive label on which to enter the details of the completeness of each questionnaire.

### Pupil-based

DOCUMENT	<b>C</b>	Student Score Form (completed by the pupil from the Student Test Booklet)
DOCUMENT	<b>D</b>	Jiig-Cal answer sheet P1 (completed by the pupil from the Student Test Booklet)
DOCUMENT	<b>E</b>	"Moving on", Life Skills Test (student self-completion)
DOCUMENT	<b>F</b>	"Health Related Behaviour" — Student self-completion questionnaire
DOCUMENT	<b>G</b>	"Home and all that" Student self-completion questionnaire
DOCUMENT	<b>H</b>	"Friends and the World Outside", Student self-completion questionnaire
DOCUMENT	<b>J</b>	"Life and Leisure", Student self-completion questionnaire*
DOCUMENT	<b>K</b>	Dietary Diary

### Teacher-based

DOCUMENT	<b>L</b>	Educational (Teacher's) questionnaire
DOCUMENT	<b>M</b>	Head Teacher questionnaire

\* This questionnaire has been designed so that, if desired, the pupil can fill it in out of school hours and return it completed to the school coordinator or his/her nominee.

FURTHER DETAILS FOR THE SCHOOL CO-ORDINATOR REGARDING THE RECEIPT AND RETURN OF THE QUESTIONNAIRE AND TEST MATERIAL ARE ON A SEPARATE SHEET IN THE SCHOOL KIT.

## **SOME OF THE IMPORTANT ISSUES TO BE INVESTIGATED ON BRITAIN'S 16 YEAR OLDS IN YOUTHSKAN UK**

**EDUCATION** School attainment, based on educational tests and teacher's assessments. Attitudes and plans regarding higher education, vocational training and employment. Children with special needs: the prevalence of specific and general learning difficulties. Pre vocational training. TVEI etc. Community and work experience.

**TRANSITION FROM SCHOOL TO EMPLOYMENT** How does their education prepare them for life and job seeking? Guidance on career prospects? What input from industry? What is the relative influence of school, parents, peers? How do they react to the possibility of unemployment, shared jobs, increased leisure? What is their stated occupational aim and what are the motives (job satisfaction/money/status/security?)

**LIFESKILLS AND PREPARATION FOR LIFE** What practical skills do they learn e.g. to run a home etc. Dealing with form filling, money handling, tax, insurance etc? How are they being fitted to deal with relationships, marriage, children and so on? Health education programmes.

**HEALTH** We want to know how fit teenagers feel, what constitutes good health, and how to measure this. Their use of preventive health services, of jogging, exercise, health and fitness clubs.

**ILL HEALTH** Pattern and frequency of appetite disturbances including anorexia, depression, mental illness, skin conditions, accidents, hospital attendance/admission and illnesses. Have any visual, hearing or speech problems developed or remained undetected?

**FOOD AND DIET** Do they take a well balanced diet or chips with everything? The head cook of the household will record how, where and when food is bought, prepared, cooked and served.

**SPARE TIME ACTIVITIES** What, where, when and with whom is leisure time spent? Group versus individual activities. Sports, discos, hobbies or hanging about? What leisure activities with friend/family? What money available to spend on leisure?

**COMMUNITY ACTIVITIES** Loners or community minded? Utilisation of youth clubs/associations. Scouts/Guides etc. Voluntary community activities.

**PEER GROUP INFLUENCE** Whether they go about with a best friend or in groups (and what draws people together into a group). Influence of peers? How much do parents influence choice of friends or boy/girl friend?

**ALCOHOL/SOFT DRINKS** What do teenagers drink, where and when? How much health education is given?

**SEXUALITY** Education about sex matters and by whom? Attitudes and practice regarding pre marital sex. Preparation for parenthood, knowledge of teenage pregnancy. To whom do they turn with problems in this field?

**WHAT DO THEY READ, HEAR AND VIEW** How much do they watch TV and when? What sort of things, pop, films, comics, documentaries? How much is TV viewing associated with violence? Pattern of radio listening/cinema going. What, when and where do they read — books, newspapers, magazines, strip cartoons, comics?

**MONEY** How much, where, when and on what is money spent? How important do they feel money is? Have they learnt how to save or manage it?

**MINORITY GROUPS (RELIGION/RACE/SOCIAL DEPRIVATION)** Educational and health experience of Asians, West Indians and cultural influences. Specific difficulties of children of single parent families, those living in Inner City, rural areas, etc. Their educational progress, home background, job prospects.

**SMOKING** When and how started smoking? How many smoke? Choice of brand — medium/low tar? How much money spent on it? Knowledge about health hazards? Influence(s) of parents, media, peer group?

**SUBSTANCE ABUSE** Confidential section enquiring about attitudes to law and order, solvent abuse etc.

# **DOCUMENT N**

## **INFORMATION MANUAL FOR HEALTH PERSONNEL**

This outlines the background to BCS70, and the Sixteen-year Follow-up. It also gives a short summary of the past findings of BCS70 as well as detailed guidance on the administration of the Health Pack. The latter includes detailed notes on completion of the following:

Document O - Parental Interview Form

Document P - Maternal Self-completion Form

Document Q - Student Self-completion Health Questionnaire

Document R - Medical Examination Form

Document S - Leisure and Activity Diary

In addition, there is a list of some of the important issues dealt with in the sixteen year follow-up.

# **YOUTHSCAN 1986/87**

**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**

## **YOUTHSCAN 1986/76 INFORMATION MANUAL FOR HEALTH PERSONNEL**

**FOR CLINICAL MEDICAL OFFICERS  
HEALTH VISITORS AND SCHOOL NURSES**

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**Youthscan U K  
International Centre for Child Studies  
Ashley Down House  
16 Cotham Park  
Bristol BS6 6BU  
Tel (0272) 739783/743405**

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# SOME PAST FINDINGS FROM THE 1970 BRITISH BIRTHS COHORT STUDY

## HEALTH

**YOUNG CHILDREN IN HOSPITAL OR SEPARATED FROM THEIR PARENTS IN EARLY LIFE** 1 in 5 had been in hospital for one night or more before their fifth birthday. A higher proportion developed behavioural difficulties after allowing for many other possible factors. A similar effect tended to follow mother/child separations early in life.

**DIABETES** Comparison with previous birth cohorts suggested that in the UK the risk of juvenile diabetes is doubling roughly every decade! Further research is progressing.

**VISION** 1 in 4 of those 10 year old children wearing spectacles appeared to be doing so needlessly!

**DENTAL CARE** Six times as many children from unskilled families as from professional classes did not take advantage of the preventive dental services in the pre school period.

## EDUCATION

**PRE SCHOOL EDUCATION** 28.5% of the cohort had no pre school experience. 19% attended LEA schools or nursery classes and 48% attended hall or home playgroups. The remainder were in other types of day care. Ordinary nursery education as practised in LEA nursery schools/classes and playgroups in 1975 had a demonstrable effect on children's educational progress at the age of ten. This has never been shown conclusively before and refutes a popularly held view that traditional pre school education is likely to be ineffectual. Early entry into infant classes was not found in this study to increase children's educational potential. This suggests that curriculum for the under fives as practised in LEA nursery schools and playgroups were more effective than those of infant reception classes but there could be other explanations.

**LEARNING DIFFICULTIES** Three children out of every thousand at 10 years were designated officially as having severe learning difficulties and 1.1% had moderate learning difficulties. However an enquiry of parents, teachers and doctors showed that 18% of all children at 10 years had some form of physical, emotional or learning problem and for 13% of all it was affecting their everyday life. This shows that the problem is very much greater than hitherto imagined. Interestingly learning difficulties were particularly prevalent in the 2% of children identified as severely clumsy though the overall relationship between lesser degrees of clumsiness and learning difficulties was quite low.

**DYSLEXIA** At least 1 in 50 of all 10 year old children could be described as dyslexic with normal cognitive ability but difficulty in sequencing, poor writing and frequently left or mixed handedness. Males outnumbered females by 4 to 1.

**EDUCATIONAL ATTAINMENT AND HANDEDNESS** 30% of 10 year olds used their left and right hand inconsistently and were poorer than average at maths as well as reading.

**MATHEMATICS ATTAINMENT** School factors best predicting mathematics attainment were the school social intake, school ethos and maths focus. Significant family based factors included degree of parental interest, the children's self esteem and their locus of control. Maths ability and child behaviour were also closely linked.

## SOCIAL AND FAMILY CIRCUMSTANCES

**SINGLE PARENT FAMILIES** At age ten years 1 in 10 children were in single parent families, a doubling from 20 years ago. Nearly as many again had at some time been without a father or mother figure during their first 10 years. Most of the adverse outcomes found could be shown to be associated with the disadvantaged social and environmental circumstances in these families.

**TEENAGE MOTHERS** Children of teenage mothers — one in eleven of all the cohort — were functioning about one year behind on educational testing at 10 years; these children had more accidents, physical problems and behavioural difficulties than the children born to mothers in their twenties or thirties.

The Director of Youthscan  
International Centre for Child Studies  
Ashley Down House  
16 Cotham Park, Bristol BS6 6BU  
Tel 0272 739783/743405/744408

April 1986

Dear Colleague

Thank you for your collaboration in this national Study of teenage life, this is being carried out with the cooperation of Local Education Authorities and District Health Authorities and Health Boards throughout England, Scotland and Wales, who have been approached with the consent of the Department of Health and Social Security and the Department of Education and Science. The success of this project is entirely dependent on the kind contribution of experts such as yourself. We are extremely grateful to you for your time and help in carrying out the field work for the study. Through the information which you are gathering and by your accuracy in recording the answers to questions and results of tests, you will contribute significantly to our country's knowledge of teenage life and health in the late 1980s.

The booklet describes the general plan for the nursing and medical participation in the 16 year follow up. Organisation of the field work will vary from District to District. Your SCM OR SCMO (Child Health) and your Director of Nursing Services (Community) or equivalent are likely to be conversant with arrangements for the study in your District Health Authority/Health Board or alternatively can put you in touch with the appropriate section of the District Health Authority who can give you exact details.

Once again, may I emphasise how very grateful I am to you for all your help.

Yours sincerely

*Neville Butler*

Neville Butler MD FRCP FRCOG DCH  
Director



This manual contains information about the procedures necessary for the completion of Youthscan.

	Procedures	Where to find the questions	Where the answers are written	Where to be carried out	Timing
1	Parental Interview Form	Document O	Document O	Parent's Home	45 mins
2	Maternal Self Completion Form	Document P	Document P	Parent's Home	45 mins
3	Student Self Completion Health Questionnaire	Document Q	Document Q	Child Health Clinic or equivalent	30 mins
4	Medical Examination Form	Document R	Document R	Child Health Clinic or equivalent	60 mins
5	Leisure Diary	Document S	Document S	Parent's Home	

## LIST OF DOCUMENTS

- N. Information Manual for Health Personnel.
- O. Parental Interview Form.
- P. Maternal Self-Completion Form.
- Q. Student Self-Completion Health Questionnaire.
- R. Medical Examination Form.
- S. Leisure Diary.

## DETAILS OF THIS STUDY

### Description of Youthscan

Youthscan is the name given to the 16 year follow-up of some 15,000 teenagers in England, Wales and Scotland, all of whom were born during the week 5th-11th April, 1970. Many of these children have already been studied by the National Birthday Trust Fund in the British Births Survey at the time of birth (1,2,). Some were seen subsequently at 2 years and 3 years in the British Births Child Study (3,4,5,). The whole cohort was again surveyed at the age of 5 years in the Child Health and Education Study, when extensive information was obtained about their health and development during the pre-school period (6-17). This included details gathered by Health Visitors on their medical history, family life, experience of day-care, use of community and specialist health services. Health visitors administered simple developmental tests. Thus, very full documentation is available on which to study the long-term effects of their perinatal and early social, medical and educational experience.

A further study took place at 10 years which continued to document their medical and educational progress during their first decade (18-22) with the cooperation of Area and District Health Authorities and Local Education Authorities. Information on the health, developmental progress and family environment between 5 and 10 years was obtained at interview with their parents. Parents were invited to fill in a self-completion form describing their child's behaviour, life-skills and activities at home and school. A medical examination was arranged by the school doctor. Educational tests were carried out at school.

The cohort born in April 1970 form the third British National Longitudinal Study on child development. The first were born in 1946 and the 'children' are now 40 years of age. The second were born in 1958, that cohort now being 28 years old. The third cohort, which is the origin of the Youthscan sample, began in 1970. The three together will provide unique comparative information about the lives and health of British children over a span of three decades.

Some publications concerning the 1970 British Births Cohort and follow up studies (Full Bibliography available on request )

- 1 Chamberlain R Chamberlain G Howlett B Claireaux A (1975) *British Births 1970 Vol 1 The First Week of Life* Heinemann London
- 2 Chamberlain G Philipp E Howlett B Claireaux A (1978) *British Births 1970 Vol 2 Obstetric Care* Heinemann London
- 3 Chamberlain R and Davey A (1975) Physical growth in twins postmature and small for dates children *Archives of Diseases in Childhood* 50 pp437-452
- 4 Chamberlain R and Davey A (1976) Cross sectional study of developmental test items in children aged 94 to 97 weeks report of the British Births Child Study *Developmental Medicine and Child Neurology* 18 pp54-70
- 5 Chamberlain R and Simpson R (1979) *The Prevalence of Illness in Childhood A report of the British Births Child Study into Illness and Hospital Experiences of Children during the first three and a half years of life* Pitman Medical London
- 6 Butler N R Golding J and Howlett B (1986) *From Birth to Five A study of the health and behaviour of a national cohort* Pergamon Press Oxford
- 7 Osborn A F Butler N R and Morris A C (1984) *The Social Life of Britain's Five Year Olds A report on the Child Health and Education Study* Routledge London
- 8 Osborn A F and Butler N R (1985) *Ethnic Minority Children* Commission for Racial Equality London
- 9 Osborn A F and Morris A C (1979) The Rationale for a composite index of social class and its evaluation *British Journal of Sociology* 30 1 39-60
- 10 Peters T J Golding J Butler N R Fryer J B Lawrence C J and Chamberlain G V P (1984) Factors associated with delayed onset of regular respiration *Early Human Development* 9 225-239
- 11 Peters T J Golding J Butler N R Fryer J B Lawrence C J and Chamberlain G V P (1984) Delayed onset of regular respiration and subsequent development *Early Human Development* 9 225-239
- 12 Taylor B Wadsworth J Golding J and Butler N R (1982) Breast feeding bronchitis and admissions for lower respiratory illness and gastroenteritis during the first five years *Lancet* 1 1227-9
- 13 Taylor B Wadsworth J Golding J and Butler N R (1983) Teenage mothering, admissions to hospital and accidents during the first five years *Archives of Disease in Childhood* 58 6 11
- 14 Taylor B Wadsworth J and Butler N R (1984) Breastfeeding and child development at five years *Developmental Medicine and Child Neurology*, 26 73-80
- 15 Verity C Butler N R and Golding J (1985) Febrile convulsions in a national cohort followed from birth Prevalence and recurrence in the first five years of life
- 16 Wadsworth J Burnell I Taylor B and Butler N R (1983) Family type and accidents in preschool children *Journal of Epidemiology and Community health* 37 100-104
- 17 Wadsworth J Taylor B Osborn A and Butler N R (1983) Teenage mothering child development at five years *Journal of Child Psychology and Psychiatry* 25 305-313
- 18 Butler N R Golding J Haslum M N and Stewart Brown S (1982) Recent findings from the 1970 Child Health and Education Study *Journal of the Royal Society of Medicine*, 75 781-4
- 19 Haslum M N and Butler N R (1985) *A Cohort Study of Special Educational Needs in Ten Year Olds in the United Kingdom Understanding Learning Disabilities International and Multidisciplinary Views*, D D Duane and C K Leone (eds) Plenum Press, pp 13-26
- 20 Stewart-Brown S Haslum M N and Butler N R (1985) Evidence for increasing prevalence of diabetes mellitus in childhood *British Medical Journal*, 286, 1844-1857
- 21 Stewart Brown S Haslum M N and Butler N R (1985) Educational attainments of ten year old children with visual defects *Developmental Medicine and Child Neurology* 27 504-513
- 22 Stewart Brown S and Butler N R (1985) Visual acuity in ten year old children *Journal of Epidemiology and Community Health* 39, 107-112

# IMPORTANT ADMINISTRATIVE POINTS

## YOUR STUDY COORDINATOR

The Study is being carried out with the cooperation of District Health Authorities and Health Boards throughout England, Wales and Scotland. Variation in the size and administration of all these Authorities means that no single study procedure for this study can be laid down which will be appropriate to all. The administrative section is intended as a general guideline. Youthscan Health Coordinator(s) have been selected by each District Health Authority and usually consist of either the DGM, DMO, SCM (Child Health) or SCMO Child Health (Admin) on the medical side and the Director of Nursing Services or DNS (Community) on the nursing side. You should refer for details briefing, advice and full instructions to the Youthscan Health Coordinator for your District. If you have difficulty in making contact, please contact Youthscan Headquarters at the address/telephone number given on the front of this booklet.

## THE STUDY POPULATION

All teenagers whose dates of birth fell in the week 5th-11th April, 1970 inclusive and who are currently living or attending school in your Health Authority/Board are eligible for inclusion in this 16 year follow-up, whether or not they have taken part in the C.H.E.S. Studies at 5 or 10 years, or whether or not they were born originally in Britain. The whereabouts of the majority of the cohort has been determined by your Local Education Authority. Your LEA Youthscan Coordinator will have a list of their names and addresses. It is vital that no child living in the UK and born in the Study week is omitted. If you should know or hear of a child born 5th-11th April, 1970 who has not yet been included in the Study procedures, we should be grateful if you would notify your Youthscan Health Coordinator at DHA or communicate with us directly at Youthscan. Your Health Coordinator has in his/her possession a supply of unused Student Health Packs.

## TEENAGERS WHO HAVE MOVED

Inevitably, some of the Study Teenagers will have changed their addresses (or schools) recently and a very few will have moved since they were traced through your Education Authority late in 1985. It is important that teenagers who have recently moved, whether within your own District Health Authority/Board or into another Health Authority/Health Board, should be included in the Study. Please ascertain the new address of any Study teenager who has moved in or out of your Health Authority/Health Board and notify your Study Coordinator, so that arrangements can be made for the study to be implemented.

## CHILDREN ATTENDING SCHOOL IN ONE HEALTH AUTHORITY/BOARD BUT RESIDENT IN ANOTHER

Please consult your Study Coordinator, as a special arrangement may be necessary with the other Health Authority/Board for completion of the Parental Interview Form and Maternal Self-Completion Form.

## TEENAGERS IN INDEPENDENT SCHOOLS

Teenagers born in the Study Week who are attending independent schools will be included in the survey. We are asking District Health Authorities/Health Boards if they will be kind enough to arrange the parental interview and the medical examination. It is possible therefore that you will be asked, for such a teenager, on the nursing side to organise a Parental Interview and to arrange for Maternal Self-Completion Form, and on the medical side to do a medical examination, by arrangement with the headmaster and parents. If the independent school already has a private school doctor who is willing to do the medical examination, would you please liaise with him/her about this, or inform the Study Health Coordinator so that suitable arrangements can be made.

## TWINS

Where only one twin is in the Survey, the procedure is as for singletons. Where both twins are included, all questions in the Medical Examination Form, Student Health Self-Completion Form and Leisure Diary require completion for each twin. Likewise, questions should be completed for each twin in the Parental Interview Form and Maternal Self-Completion Form which refer to the individual rather than the household or family. For the latter, the words 'SEE OTHER TWIN' can be written beside the appropriate questions in respect of the second twin.

## PARENTAL INVOLVEMENT

In the vast majority of instances, the parents of the teenager and the teenagers themselves have been sent a personal letter from us informing them that the 16 year follow-up is to take place and inviting their participation. In this letter they have been briefed by us to expect a parental interview and a medical examination. Notification of parents about the actual time(s) and venue(s) of the parental interview and notification of teenagers about the medical examination will of course be a matter for local implementation. There may still be a few parents who have not yet heard of Youthscan; to cover these such instances, we have included some spare parental packs in the material sent to District Health Authority/Health Board Youthscan Coordinators. Please arrange for a parental pack to be given/sent to such parents so that they may know about the health study and be invited to cooperate. It is very rare in our experience for families to refuse to join in at that stage, so it will be safe to arrange the parental interview and medical examinations

forthwith. However, a few parents have written to us earlier to say that they prefer that their teenager should not participate on this occasion. In such instances, we will arrange to have their names deleted from the list of Study teenagers held by your District Health Authority/Health Board. It is clearly important that the wishes of such families are respected, and we shall be grateful if you would ensure that no teenager is included where the teenager or the parents are unwilling.

## THE FAMILY DOCTOR

No clinical or administrative burden will fall on family doctors in this phase. However, in case the family doctor of the Study teenager would like information on the Study, your Youthscan Coordinator will be sent a supply of letters suitable for distribution to family doctors. The method of distribution of this letter will be a matter for local implementation. This letter informs the family doctor of the Study arrangements and invites him/her to give information, if he/she wishes, on the health and progress of the Study teenager.

## THE STUDY TEENAGER'S EDUCATIONAL TESTS

Your Local Education Authority have been sent educational material for the Study teenager to have an educational assessment. The school which the Study teenager is attending will carry this out.

## THE STUDY DOCUMENTS AND HOW THEY WILL REACH YOU

The Study Documents consist of a Student Health Pack for each individual teenager taking part in Youthscan.

The five forms in which we are asking the co-operation of community medical and nursing personnel for their completion are –

- 1 PARENTAL INTERVIEW FORM
- 2 MATERNAL SELF-COMPLETION FORM
- 3 STUDENT SELF-COMPLETION HEALTH QUESTIONNAIRE
- 4 MEDICAL EXAMINATION FORM
- 5 LEISURE DIARY

Your Youthscan Health Co-ordinator at your DHA/Health Board has been sent a sufficient number of Student Health Packs to cover every teenager born 5-11 April 1970 who is resident within your DHA/Health Board. Your Co-ordinator has an up-dated list of Study teenagers, their home addresses and the schools they are attending in your D H A. These are also kept centrally at Youthscan headquarters from whom information and further copies of the survey documents can be obtained if there is difficulty in contacting the Youthscan Co-ordinator at your DHA.

A Parental Interview Form, a Maternal Self-Completion Form, and a (Teenage) Leisure Diary will be forwarded by your Health Co-ordinator to the person nominated to conduct the home interview. The method of administration of each document is outlined in the individual sections of this manual. Arrangements for the home interview should be made according to local instructions.

A Medical Examination Form and Student Self-Completion Health Questionnaire will be forwarded by your DHA Youthscan Health Co-ordinator to the DHA clinic doctor who will be conducting the medical examination. According to local convenience, the medical examination will be arranged at child health clinics, at school, at health centre or at other venue designated by your Health Co-ordinator. The method of administration of the medical examination is outlined in this manual. Please note that access will be needed to all available child health records, and also to some special equipment for the medical examination.

## PROCEDURE 1 HOW TO ADMINISTER THE PARENTAL INTERVIEW FORM (PIF) (DOCUMENT 0)

### Contents of the PIF

The PIF is the main source of information about the Study teenager's health and home background, social experience, hospital admissions, accidents and a number of other factors concerning the health, environment and experiences of the family. The interviewer is asked to become familiar with the questions in the PIF, either by reading it through before conducting the interview or by a practice interview with a colleague or with the mother of a non-Study teenager.

### Whom to Interview

Please conduct the parental interview with the mother. If the mother or mother substitute is unavailable, interview the person who can best answer questions about the child's health and development.

## **The Time and Place of the Parental Interview**

This is left to local arrangements consistent with local facilities and the convenience of mother and designated interviewer. The most appropriate place would be the parental home. Alternatively, if the mother signifies her intention to attend, the interview could be held at the school or clinic prior to the child's medical examination. The PIF should, if possible, be completed in time for the doctor to have the teenager's medical history in front of him/her when conducting the medical examination, though this is not essential.

## **How To Phrase the Questions**

A few of the questions in the PIF are not phrased in such a way that they need be read out directly to the mother, so please use the approach you consider to be most suitable to obtain the required information. This applies particularly to a few potentially sensitive questions such as those on income or benefits. While it is important for the research that the PIF is answered as completely as possible, please do not press the mother to reply to questions if she says she would prefer not to answer. Please assure the mother that all information will be treated in complete confidence. Most of the items in the PIF consist of questions with a number of alternative answers. Be careful not to lead the mother towards a particular response. Please do not actually read out to the mother the various alternatives printed as possible responses to a given question unless she is having difficulty in making up her mind or you feel she needs prompting.

## **How the Questions should be answered**

The method of answering the questions is indicated on the front of the PIF. It consists mainly of putting a tick in an appropriate box indicating the correct answer.

## **Time Intervals**

Please note that different questions ask about events during the past seven days, during the past month, or even during the past twelve months. A few questions ask about events occurring since the teenager's tenth birthday or even occurrences since birth. Please read questions carefully to determine time intervals.

## **How to Fill in the Front Page of the PIF**

Please ensure that the identification details are correctly filled in.

HOME ADDRESS: Please check that this is the most recent one available and that the postcode is entered if available.

NHS NUMBER: The mother has been asked in our original parental letter to provide you with the teenager's NHS number, if available.

HEALTH DISTRICT: Please enter the Health District in which the teenager lives (rather than the one in which the teenager goes to school, if different).

NAME OF FAMILY PRACTITIONER: Please obtain the name of the family doctor with whom the Study Teenager is registered.

NAME OF RESPONDENT: Please say whether you are interviewing the 'mother-figure' (natural mother, step-mother, foster mother, grandmother, etc.), 'father-figure', or other person.

PARENTS TELEPHONE NUMBER: This of course is voluntary and confidential but will be invaluable for future tracing, and if we need to contact parents direct to clarify any ambiguous points in their answers or to learn their views on anything.

## **How to Use the Back Page of the Form**

If you have any reason to doubt the accuracy of the mother's reply to any of the questions, record nevertheless on the Form what she says, but please add a note on the back page of the Form expressing your own opinion separately. Please also feel free to enter on the back page any comments about the Study Teenager's health and development. The back page is also available as a continuation sheet if there is insufficient room to provide a full answer to any individual question in the Form, e.g. Hospital admissions, Accidents, etc.

## **Checking and Return of the Form**

After filling in the Form, please check for completeness. The completed PIF should if possible then be made available for the doctor examining the child at the school or clinic. This would enable the doctor to have access to the child's medical history. Please keep the document in a safe and secure place as the parent has been assured that the information contained in the PIF will be treated as strictly confidential.

## PROCEDURE 2 HOW TO ADMINISTER THE MATERNAL SELF COMPLETION FORM (DOCUMENT P)

### Contents of the Form

The purpose of this Form is to obtain from the mother her own ideas (and those of the father) about the Study teenager's behaviour, activities at home and school, the teenager's life skills and her own health. These are opinions which are sometimes difficult to obtain in the usual interview situation.

### Time and Place for Completion of the Form

Please consult your DHA Health Co-ordinator. There are a number of ways in which the Maternal Self Completion Form can be administered. The Maternal Self Completion Form will take approximately 30 minutes to complete in most cases.

- (a) You could hand it to the mother for completion at the parental interview, at her home or wherever else the interview is being carried out.
- (b) You could leave it at home with the mother and then collect it later, or ask the mother to bring the completed Questionnaire to the teenager's medical examination if she intends to be present.

If you leave it with the mother to be collected later, please check that the teenager's name, address, sex and date of birth have been clearly written on the front page by the time it is returned to you.

### The Person who will Complete the Form

Usually this will be the teenager's mother. The questions are worded as if they will be filled in by the mother or mother figure, but in the absence of the mother or mother-figure they can be completed by the father or any other person who knows the teenager well.

### Help For the Mother in Completing the Form

Please study this Form before you hand it to the mother in case she needs some further explanation or help in completing it. This Form has been carefully piloted, as have all the research documents, and can be completed without help by most mothers. We shall be grateful, however, if you could help the mother complete it should this be necessary, e.g. some immigrant mothers, those who have difficulty in reading, etc. etc.

### How the Mother Should Answer the Questions

Make sure that the mother knows how to record her answers to the questions. Please explain that some of the questions are answered by putting a tick in the appropriate box.

### Parental Change of Address Card

A Parental Change of Address Card will be enclosed with the Maternal Self-Completion Form. Please explain to the mother that we should like to keep in touch with her and her teenager. Would you please ask her to keep the card safe and turn it to us if and when she moves house, with details of her new address. There is also a space to record the new address of the study teenager if he/she leaves home.

### Checking and return of the Form

When the mother has completed the Form, please check that she has answered all the questions. The Maternal Self Completion Form should, if possible, be completed in time for the doctor examining the child at the school or clinic to have access to the information, e.g. on any behavioural difficulties. Please note that the mother has been assured that the information contained in the Maternal Self-Completion Form will be treated as strictly confidential at all times.

## PROCEDURE 3 HOW TO COMPLETE STUDENT SELF-COMPLETION HEALTH QUESTIONNAIRE (DOCUMENT Q)

Document Q should be given to the teenager for completion during his/her visit to the Health Clinic etc. for the Medical Examination. It can be started before the medical examination and completed afterwards. However, it is arranged, the questionnaire should be completed before the teenager leaves the venue of the medical examination.

Please reassure the pupil(s) that their answers will be treated in strict confidence. Document Q must be completed at clinic and not taken home.

After the self completion health questionnaire has been completed, please check that all questions have been answered. Then sign the sheet provided to acknowledge the pupil has done the test. Again, may we stress that the confidential nature of this document should be respected. A self-sealing A4 size plastic container is provided in which the completed form can be placed if the pupil so wishes.

## **PROCEDURE 4. HOW TO ADMINISTER THE MEDICAL EXAMINATION FORM (DOCUMENT R)**

### **Contents of the Form**

#### **Time and Place of Medical Examination**

The medical examination should be carried out at a child health clinic, at a school, at a health centre or at other designated venue. This will depend on local convenience and the availability of suitable premises. Please consult your DHA Youthscan Health Coordinator where necessary. It should preferably be in a place where the equipment and the facilities detailed in this booklet are readily available.

#### **How to Answer the Questions**

In answering the questions in the Medical Examination Form, a very simple method of ticking the boxes is employed. In answering requiring text, please write as clearly as possible, and preferably in BLOCK CAPITALS.

#### **How to Fill in the Front Page of the Form**

Please ensure that the identification details of the teenager are correctly filled in and that the home address is the most recent one available. Please enter the Health District in which the teenager lives rather than the one in which the teenager goes to school, if these are different.

#### **How to Complete the School Health Section**

In order to complete the section on school health fully, the following will be necessary: School medical records; results of screening tests; assessment reports; and any available copies of hospital letters or records. For handicapped teenagers or those receiving special education, the health file and relevant documents will be needed. You will be asked to provide a summary from the records of the progress and current status of each teenager with past or present handicap or disability.

#### **How to Complete the Medical Examination Section**

In order to complete the section on the medical examination fully, you will require the following equipment: —

1. Steel/wooden measuring rod or steel tape measure. If not available, use stadiometer on back of weighing machine.
2. Beam balance, or other weighing apparatus.
3. Paper or plastic-covered tape measure.
4. Snellen Distant Vision Chart or equivalent.
5. Mercury sphygmomanometer: the bladder within the cuff should be deep enough to cover about two thirds of the length of the upper arm and be long enough to encircle the arm completely. An adult-size cuff is preferable at this age.
6. A piece of chalk; a stop watch or a watch with a second hand.
7. In addition, a Near-Vision Card of the Sheridan-Gardiner type should be used. This will be provided by Youthscan

It is suggested that the medical examination should if possible be carried out after all the other relevant Study forms have been completed, including the Parental Interview Form. Much of the medical history will already have been entered on the Parental Interview Form. Information about common behavioural difficulties will have been recorded in questions in the Maternal Self-Completion Form. The rest of the Medical Examination is structured to permit maximum freedom in carrying out the actual examination. Certain of the tests, e.g. near and distant vision, height, weight, head circumference appear early in this section, as they could be carried out just prior to the clinical examination. Please feel free to vary the order in which the measurements and clinical examination occur, in the way which suits best the facilities available and the staff helping you. Please note that you are asked to summarise your findings at the end of the examination, and also to indicate whether the examination has brought to light any new findings.

#### **How to Complete the Audiogram Section**

In some instances the results of the sweep audiometry will be available in time for the completion of the Medical Examination Form. If the results of the sweep audiometry are abnormal, then we should be grateful if pure-tone audiometry could be carried out.

## PROCEDURE 5 HOW TO COMPLETE THE LEISURE DIARY (DOCUMENT S)

### RATIONALE

There is a growing awareness about the importance of encouraging teenagers in constructive use of leisure time. In this age group there is an increasing prospect of possible links between unemployment/boredom and other factors such as the development of delinquency. In the diary we will collect data which can be used to investigate these relationships and many others.

In order to make a much needed study of teenagers' spare time activities, a diary will be kept by each study teenager as a record of everything done over a four day period.

### PROCEDURE

The first day should be a Friday. The teenager should record everything he/she does from waking up on Friday through Saturday and Sunday until going to bed on Monday night.

WE SUGGEST THAT THE MOTHER IS HANDED THE LEISURE DIARY AT THE TIME OF THE PARENTAL INTERVIEW. ASK HER TO FILL IN THE TEENAGER'S NAME AND PERSONAL DETAILS ON THE FRONT COVER OF THE DIARY AT THIS STAGE. LATER SHE SHOULD HAND IT TO THE TEENAGER, ASKING HIM/HER TO COMMENCE IT ON THE FOLLOWING FRIDAY.

If the teenager cannot commence the diary on the first Friday after receiving it, it can be started on a subsequent Friday. The four days must be consecutive and must include a weekend.

The teenager should read the instructions on the inside front cover of the teenage diary.

#### When the diary is completed

It is suggested that the teenager return the completed diary to the person who conducted the Parental Interview by prior arrangement as soon as it has been filled in. A check should be made that the teenager's name and details are filled in on the cover of the diary and that the diary has been filled in as fully as possible.

When the leisure diary is completed it should be returned with the other documents to the D H A Youthscan Health Coordinator who will return it to Youthscan. If the Leisure Diary has not been returned to you within two weeks of its issue, the teenager should be reminded, either directly or through the mother.

#### Checking and Return of the Health Forms

Please check that all questions have been answered and suitably recorded. We should then be grateful if you could arrange to return the completed Medical Examination Forms to your Health Coordinator, with the completed Parental Interview Form and Maternal Self-Completion Form, if these are in your possession.

### ASPECTS OF THE STUDY NOT INVOLVING STAFF OF HEALTH AUTHORITIES/BOARDS

The following notes concerning other important aspects of this Study are included for your information. Clinical and administrative staff of Health Authorities/Boards will not be involved in this part of the Study.

#### The Youthscan 10-Year Educational Follow-up

A separate educational section of the study will examine the educational progress of all the Study teenagers. This is being arranged by each Local Education Authority and will be taking place about the same time as the Health Section. Each teenager will receive a comprehensive series of tests at school of reading/mathematic skills, language competence, spelling, reasoning ability. A careers occupation guide will be completed to determine career preference and aptitude and also a life-skills/work readiness schedule entitled 'Moving On' will be completed. Self completion questionnaires will cover many of the topics listed on page 2 of this manual.

The results will provide data about the educational progress and career readiness of a nationally representative sample of teenagers at the end of statutory secondary education. It will also provide much needed information about slow readers, slow learners and teenagers with specific education difficulties.

When linked with the results of the health study we will have a comprehensive picture of the physical and social characteristics of teenagers with learning difficulties, and of the health, educational progress and life prospects of all 16 year olds, with special emphasis on those with major and minor physical handicaps and those from ethnic minority groups, single parent families, inner cities and other potentially disadvantaged groups.



## **SOME OF THE IMPORTANT ISSUES TO BE INVESTIGATED ON BRITAIN'S 16 YEAR OLDS IN YOUTHCAN UK**

**HEALTH** Physical measurements. How well do teenagers feel? What constitutes 'good health' and how to measure this. What use of preventive health services. Exercise? Understanding and use of health education and procedures?

**ILL HEALTH** Pattern and frequency of appetite disturbances including anorexia, depression, mental illness, skin conditions, accidents, hospital attendance/admission and illnesses. Have any visual, hearing or speech problems developed, or remained undetected?

**FOOD AND DIET** Do they take a well-balanced diet or 'chips with everything'? The 'head cook' of the household will record how, where and when food is bought, prepared, cooked and served.

**EDUCATION** School attainment, based on educational tests and teacher's assessments. Attitudes and plans regarding higher education, vocational training and employment. Children with special needs. The prevalence of specific and general learning difficulties. Pre-vocational training, TVEI, etc. Community and work experience.

**TRANSITION FROM SCHOOL TO EMPLOYMENT** How does their education prepare them for life and job seeking? Guidance on career prospects? What input from industry? What is relative influence of school, parents, peers? How do they react to the possibility of unemployment, shared jobs, increased leisure? What is their stated occupational aim and what are the motives (job satisfaction/money/status/security)?

**'LIFESKILLS' AND PREPARATION FOR 'LIFE'** What practical skills do they learn, e.g. to run a home, etc. Dealing with form-filling, money-handling, tax, insurance, etc? How are they being fitted to deal with relationships – marriage, children and so on? Health education programmes.

**SPARE-TIME ACTIVITIES** What, where, when and with whom is leisure time spent? Group versus individual activities. Sports, discos, hobbies or 'hanging about'? what leisure activities with friends/family? what money available to spend on leisure?

**COMMUNITY ACTIVITIES** Loners or community minded? Utilisation of youth clubs/associations, scouts/guides, etc? Voluntary community activities.

**PEER GROUP INFLUENCE** Whether go about with 'best friends' or in groups (and what draws people together into a group). Influence of peers? How much do parents influence choice of friends, boy/girl friend?

**ALCOHOL/SOFT DRINKS** What do teenagers drink, where and when? How much health education is given?

**SEXUALITY** Education about sex matters and by whom? Attitudes and practice regarding pre-marital sex. Preparation for parenthood, knowledge of teenage pregnancy. To whom do they turn with problems in this field?

**WHAT DO THEY READ, HEAR AND VIEW** How much do they watch TV and when? What sort of things – pop, films, documentaries? How much TV viewing is associated with violence? Pattern of radio listening/cinema going. What, when and where do they read books, newspapers, magazines, strip cartoons, comics?

**MONEY** How much, where, when and on what is money spent? How important do they feel money is? Have they learnt how to save or manage it?

**MINORITY GROUPS (RELIGION/RACE/SOCIAL DEPRIVATION)** Educational and health experience of Asians, West Indians and Cultural influences. Specific difficulties of children of single-parent families, those living in Inner City, rural areas, etc. Their educational progress, home background, job prospects.

**SMOKING** When and how started smoking? How many smoke? Choice of brand – medium/low tar? How much money spent on it? knowledge about health hazards? Influence(s) of parents, media, peer group?

**SUBSTANCE ABUSE** Confidential section enquiring about attitudes to law and order, solvent abuse and hard and soft drugs.

# NEAR VISION TEST

PRODUCED FOR NATIONAL CHILD DEVELOPMENT STUDY

60	T	V	O
36	X	H	A
24	A	X	T
18	H	O	U
12	U	V	X
9		U	
6			

To be read at a distance of  
not more than 10 inches from the eye

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# **SECTION 4**

## **BCS70 16 YEAR ANNOTATED QUESTIONNAIRES**

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

# **DOCUMENTS**

## **B & C**

**STUDENT TEST BOOKLET/STUDENT SCORE FORM**

# 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



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## 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

THE VARIABLE VERSION IDENTIFIES THE  
VERSION OF DOCUMENT B.




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

# INSTRUCTIONS

**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.

## VOCABULARY TEST

YOUTHSCAN  
TEST NUMBER

4

Before you start the test, please read the instructions on this page.

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

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

	(a)	(b)	(c)	(d)	(e)
HALT	trip	wear	dislike	stop	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. You have 15 minutes to do this test. If you finish before then, you can go back over your answers to check them.

(CV01)	1	BEGIN	ask	start	plain	over	away
(CV02)	2	AID	help	contrive	assent	manage	hurry
(CV03)	3	FOREST	grass	wood	sleep	grind	judge
(CV04)	4	QUICK	always	best	neat	sick	fast
(CV05)	5	REWARD	notice	golden	prize	stable	marine
(CV06)	6	ENQUIRE	betray	baffle	singers	occult	ask
(CV07)	7	CHASE	hunt	cost	lever	chair	gamble
(CV08)	8	MOAN	wail	profit	self	yield	low
(CV09)	9	WITNESS	observer	scramble	clean	serve	lawyer
(CV10)	10	ADVERTISE	magazine	cinema	publicise	blame	copy
(CV11)	11	SPECIMEN	refuge	view	example	duty	level
(CV12)	12	TIDINGS	steps	reason	jetty	mountains	news
(CV13)	13	DISCUSS	debate	javelin	arrest	slope	jest
(CV14)	14	DETEST	contract	delay	imply	indulge	hate
(CV15)	15	CONSENT	estimate	exceed	bargain	agree	relate
(CV16)	16	PERILOUS	jewelled	maritime	convenient	dangerous	aghast
(CV17)	17	CONCEAL	advise	hide	gather	freeze	conciliate
(CV18)	18	DISCIPLINE	follower	oval	residence	hero	control
(CV19)	19	FAULT	willing	poor	broken	steady	defect
(CV20)	20	FERTILE	bleached	stolen	fruitful	sudden	empty
(CV21)	21	CRUCIAL	detected	rodent	urgent	spell	bowl
(CV22)	22	RADIANT	generous	haggard	delightful	levarish	shining
(CV23)	23	ANGUISH	frozen	clash	misery	fishy	national
(CV24)	24	FATIGUE	elderly	post	heavy	tire	weighty
(CV25)	25	REPEL	resist	portray	displace	repeat	avid
(CV26)	26	NEUTRAL	anxious	huge	settled	origin	unbiased
(CV27)	27	UNIQUE	several	matchless	simple	ancient	absurd
(CV28)	28	QUIRIOUS	tawny	obstinate	gloomy	muddy	doubtful
(CV29)	29	INACCURATE	erroneous	mystic	severed	precise	count
(CV30)	30	INEVITABLE	moist	jubilant	jealous	avid	unavoidable
(CV31)	31	DIFFERENTIATE	exclude	ascend	attribute	distinguish	overt
(CV32)	32	PIEQUEOUS	shaft	wretched	cavern	bountiful	cold
(CV33)	33	TRIVIAL	trefoil	alluvial	infing	eccentric	rawdry
(CV34)	34	RECREATION	tearing	swollen	measuring	pastime	making
(CV35)	35	SPATE	fraud	dirt	river	flood	digger
(CV36)	36	GENEVOLENT	keen	charitable	excellent	modern	initial
(CV37)	37	ORTHODOX	conventional	angular	bohemian	liturgical	amazing
(CV38)	38	OMINOUS	threatening	auspicious	comprehensive	diatory	amorphous
(CV39)	39	PLAUSIBLE	aggressive	humane	shallow	wide	credible
(CV40)	40	FEASIBLE	timid	parent	practicable	distant	hope
(CV41)	41	SIGNIFY	deter	subscribe	avail	submit	denote
(CV42)	42	ASSENT	agreement	ritual	climb	odour	prevent
(CV43)	43	CONSPICUOUS	plotting	gargantuan	suspicious	prominent	deserved
(CV44)	44	PUNGENT	witty	submerged	acid	eschewed	concentric
(CV45)	45	PRECEDENCE	guess	priority	cleverness	sympathy	regalia
(CV46)	46	IMPLICATE	ingest	involve	produce	malformed	deviate
(CV47)	47	RECAPITULATE	surrender	assemble	expose	verify	summarise
(CV48)	48	SUCCOUR	aid	imbecile	apt	general	brief
(CV49)	49	CORROBORATE	urbane	polite	negate	confirm	allow
(CV50)	50	INDIFFERENT	similar	disillusioned	inequitable	identical	uninterested
(CV51)	51	TENUOUS	small	slender	flowery	heavy	decimal
(CV52)	52	CREDULOUS	apt	genuine	opposed	gullible	trustworthy
(CV53)	53	SEETHE	soften	mow	boil	surround	perceive
(CV54)	54	SOPORIFIC	dye	moribund	sporadic	sleepy	bribery
(CV55)	55	OBSOLETE	execrable	secret	innocuous	rigid	redundant
(CV56)	56	SUBJUGATE	hurt	confess	conquer	erase	lather
(CV57)	57	IMPLACABLE	unique	involved	relentless	incomplete	strong
(CV58)	58	SUSTAIN	mark	fight	nourish	ignoble	pursue
(CV59)	59	ERUDITE	learned	spasmodic	superfluous	pathetic	spurious
(CV60)	60	SUCCINCT	clever	ephemeral	severe	concise	competent
(CV61)	61	TEMERITY	virile	rashness	accusation	quality	auditory
(CV62)	62	TACIT	orator	shy	obvious	unsspoken	sticky
(CV63)	63	SONOROUS	sleepy	resonant	docile	simile	averse
(CV64)	64	NOMENCLATURE	emetic	terminology	masculine	ethnology	satelism
(CV65)	65	TRACTABLE	prescience	divergent	commensurate	malleable	cacophonous
(CV66)	66	PRETENTIOUS	sham	clever	concealed	showy	abusive
(CV67)	67	SENSUAL	clever	carnal	emotional	heretic	slandorous
(CV68)	68	PRINCIPLE	conviction	chief	smallest	corrosion	governor
(CV69)	69	ACQUIESCE	watery	concur	steal	quiet	glow
(CV70)	70	SUPINE	propensity	recumbent	eating	umbrage	suspect
(CV71)	71	UBIQUITOUS	omnipresent	perdition	adduce	muddy	viscous
(CV72)	72	PROSAIC	commonplace	flowery	laudable	poetical	spacious
(CV73)	73	ASCETIC	artistic	dissolute	austere	antipathetic	charlatan
(CV74)	74	APOSTATE	insufferable	monastic	exegesis	renegade	vicious
(CV75)	75	PUSILLANIMOUS	loud	living	timid	averse	correct

END OF TEST

# ATTITUDINAL SCALES

5

These scales have been made up in order that you as a teenager in 1987 can express your own views on important subjects

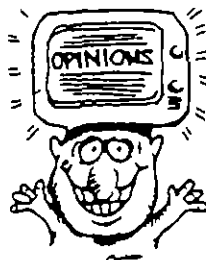
This is so that adults and others can learn what young people really think, which may be very different from what they felt as teenagers. Your own name will never be mentioned, attention will be paid to what you think and feel. The number of questions has to be a lot. We are sorry to take up so much 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?
- B RIGHT AND MIGHT
- C HAVE A DRINK
- D WHAT'S IN A JOB?
- E LOOKING AHEAD
- F UP IN SMOKE
- G COMPARED WITH OTHERS
- H KNOWING MYSELF
- I HOW I FEEL
- J AT LEISURE

- K MY INTERESTS
- L FATE AND FORTUNE
- M WHAT I READ
- N ME AND THE BOX
- O FEELING HEALTHY
- P MY POINT OF VIEW
- Q WOTALOTIGOT
- R ME AND MY FAMILY
- S SOFT DRINK SPECIAL
- 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		
	Agree fully (a)	Agree partly (b)	Disagree (c)
Do you agree that Education is important whether or not it gets you a job?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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

(CSA1)  
(CSA2)  
(CSA3)  
(CSA4)  
(CSA5)  
(CSA6)  
(CSA7)  
(CSA8)  
(CSA9)



# 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.

- I like everyone I know. (C5B1)
- It is OK to break the law if most other people do. (C5B2)
- It is always wrong to break the law even if nobody is harmed. (C5B3)
- I am always willing to admit I have made a mistake. (C5B4)
- It is always wrong to break the law even if you have no other choice. (C5B5)
- It is OK to break the law if the victim is a dishonest person. (C5B6)
- I always go out of my way to help people in trouble. (C5B7)
- It is always wrong to break the law even if they seem unfair and unjust. (C5B8)
- I am always nice to people. (C5B9)
- It is OK to break the law if it is done to help a friend in need. (C5B10)

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:

- If you don't go to pubs you miss a lot of fun. (C5C1)
- Boys and girls who drink know how to look after themselves. (C5C2)
- Drinking can make you feel on top of the world. (C5C3)
- Drinking can help people when they feel nervous or shy. (C5C4)
- It worries me that so many grown ups can't stop drinking. (C5C5)
- Drinking alcohol is not dangerous for teenagers. (C5C6)
- Drinking is very enjoyable. (C5C7)
- If a woman drinks when she is pregnant it may harm her baby. (C5C8)
- Drinking makes you feel more at ease. (C5C9)
- Young people who drink are more attractive than those who don't. (C5C10)
- Drinkers cause trouble and get into fights fairly often. (C5C11)
- It's only natural and right for a man to like drinking. (C5C12)
- Adults only try to stop you drinking because they don't like to see you enjoying it. (C5C13)
- There is nothing wrong with drinking. (C5C14)
- Drinkers are usually more friendly than non drinkers. (C5C15)
- Students caught drinking at school should be punished. (C5C16)
- Drinking is bad for your health. (C5C17)

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 (C5D1)
- To have high earnings/wages? (C5D2)
- To have an understanding boss? (C5D3)
- To work outside in the open? (C5D4)
- To work for myself? (C5D5)
- To have an interesting job with variety? (C5D6)
- Not to have to work too hard? (C5D7)
- To get promotion so I can get ahead? (C5D8)
- To work with figures? (C5D9)
- To get trained for a trade or profession? (C5D10)
- To have a quiet life? (C5D11)
- To have long term security? (C5D12)
- To get a job with a real challenge? (C5D13)
- To have a chance to travel? (C5D14)
- To make or build things? (C5D15)
- To have a job with regular hours? (C5D16)



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? (C5E1)
- Having a full-time job? (C5E2)
- Taking more responsibility for myself? (C5E3)
- Not being bossed about? (C5E4)
- Being able to vote? (C5E5)
- Not being able to doss around? (C5E6)
- Living away from home? (C5E7)
- Getting married? (C5E8)
- Being able to go to nightclubs? (C5E9)
- Being involved in the local community? (C5E10)
- Going to X-rated films? (C5E11)
- Being legally able to drink alcohol in public? (C5E12)
- Taking an active part in politics? (C5E13)
- Having children of my own? (C5E14)
- Being free to decide what I want? (C5E15)

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:

- 1 Smoking is only bad for you if you do it for years. (CSF1)
- 2 Children caught smoking should be punished. (CSF2)
- 3 Smoking can help you keep your weight down. (CSF3)
- 4 Breathing other people's smoke harms non smokers. (CSF4)
- 5 All advertising for cigarettes should be banned. (CSF5)
- 6 Most people who get lung cancer have smoked regularly. (CSF6)
- 7 Smoking is enjoyable. (CSF7)
- 8 Parents should not allow sons/daughters to smoke. (CSF8)
- 9 Smoking is only bad for you if you smoke a lot. (CSF9)
- 10 You have to smoke when you're with friends who smoke. (CSF10)
- 11 If a woman smokes when she is pregnant it may harm her baby. (CSF11)
- 12 Smokers live as long as non smokers. (CSF12)
- 13 Cigarettes should be harder to get. (CSF13)
- 14 Others make fun of you if you don't smoke. (CSF14)
- 15 Smoking is a dirty smelly habit. (CSF15)
- 16 Some cigarettes are not dangerous. (CSF16)
- 17 Smoking can help people when they feel nervous/embarassed. (CSF17)

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 is 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

- 1 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.
- 2 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:

- 1 The amount of sleep I get is. (CSG1)
- 2 I get worried. (CSG2)
- 3 I get worn out. (CSG3)
- 4 I can take care of myself. (CSG4)
- 5 The physical condition of my body is. (CSG5)
- 6 I look healthy. (CSG6)
- 7 I am happy. (CSG7)
- 8 The amount of alcohol I drink is. (CSG8)
- 9 Physically I am able to do. (CSG9)
- 10 I am fit. (CSG10)
- 11 I am relaxed. (CSG11)
- 12 I take exercise. (CSG12)
- 13 My job prospects are. (CSG13)
- 14 I get ill. (CSG14)
- 15 I am alert. (CSG15)
- 16 The number of good friends I have is. (CSG16)
- 17 The care I take over personal cleanliness is. (CSG17)
- 18 The number of cigarettes I smoke is. (CSG18)
- 19 I am happy with my sex life. (CSG19)
- 20 I go out with friends. (CSG20)
- 21 My shape is. (CSG21)
- 22 When exercising I get out of breath. (CSG22)
- 23 I am energetic. (CSG23)
- 24 The amount of healthy foods I eat is. (CSG24)
- 25 I do sport. (CSG25)
- 26 I feel well. (CSG26)
- 27 I get fresh air and sun. (CSG27)
- 28 The stability of my family life is. (CSG28)

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.

# KNOWING MYSELF

5<sup>H</sup>

## 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:

- I am quiet. (CSH5)
- I am keen on pets. (CSH2)
- I am good-looking. (CSH3)
- I am friendly. (CSH4)
- I am bored. (CSH5)
- I am clever. (CSH6)
- I am lazy. (CSH7)
- I am grown-up for my age. (CSH8)
- I am punctual. (CSH9)
- I am not very good at school. (CSH10)
- I am shy. (CSH11)
- I am often told off. (CSH12)
- I am angry. (CSH13)
- I am helpful. (CSH14)
- I am a responsible person. (CSH15)
- I am keen on sports. (CSH16)
- I am nervous. (CSH17)
- I am keen on many different things. (CSH18)
- I am obedient. (CSH19)
- I am violent. (CSH20)
- I am good at exams. (CSH21)
- I am influenced by what my friend think. (CSH22)
- I am lonely. (CSH23)
- I am independent. (CSH24)
- I am reliable. (CSH25)
- I am a loving person. (CSH26)
- I am popular. (CSH27)

# HOW I FEEL

5<sup>I</sup>

## 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

I have just lately:

- Been able to concentrate on whatever I am doing. (CSI1)
- Felt capable of making decisions about things. (CSI2)
- Been able to face up to my problems. (CSI3)
- Been feeling reasonably happy all things considered. (CSI4)
- Been able to enjoy my normal day-to-day activities. (CSI5)
- Felt that I am playing a useful part in things. (CSI6)
- Lost much sleep over worry. (CSI7)
- Felt constantly under strain. (CSI8)
- Felt that I couldn't overcome my difficulties. (CSI9)
- Been feeling unhappy and depressed. (CSI10)
- Been losing confidence in myself. (CSI11)
- Been thinking of myself as a worthless person. (CSI12)

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 (1) No (2)
Go to bingo	(a) <input type="checkbox"/>	(b) <input type="checkbox"/>	(c) <input checked="" type="checkbox"/>	(d) <input type="checkbox"/>	(1) <input checked="" type="checkbox"/> (2) <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.

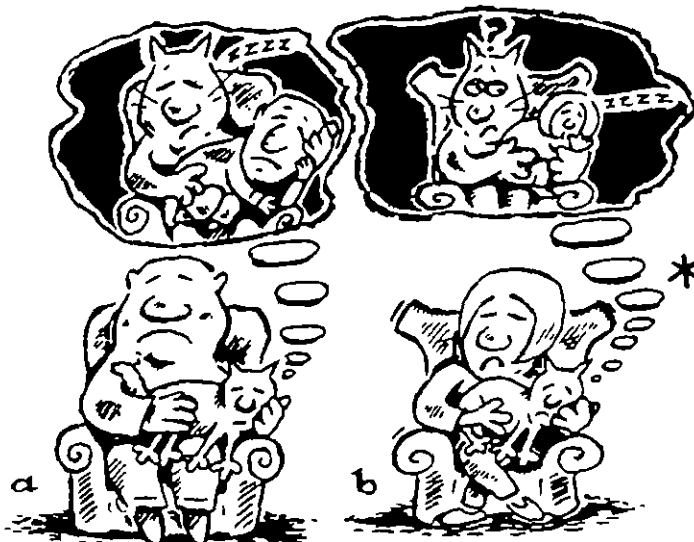
Please turn now to page 6 in the Student Score Form. You will find a set of empty lozenges headed (a) (b), (c) (d) (1) and (2) in section 5<sup>J</sup>. That is where you record your answers by filling in one of the lozenges a-d and then one of the lozenges (1) and (2) in reply to each of the 47 listed 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 (C5J1 A/B) \* SEE 220W
- 2 Stay at home and watch videos (C5J2 A/B)
- 3 Listen to records/tapes (C5J3 A/B)
- 4 Listen to the radio (C5J4 A/B)
- 5 Read newspapers (C5J5 A/B)
- 6 Read comics/magazines (C5J6 A/B)
- 7 Read books (C5J7 A/B)
- 8 Use home computer (C5J8 A/B)
- 9 Cook partly for fun (C5J9 A/B)
- 10 Sew partly for fun (C5J10 A/B)
- 11 Knit partly for fun (C5J11 A/B)
- 12 Do decorating/DIY (C5J12 A/B)
- 13 Play card/board games (C5J13 A/B)
- 14 Play electronic games (C5J14 A/B)
- 15 Play a musical instrument (C5J15 A/B)
- 16 Do keep fit/aerobics (C5J16 A/B)
- 17 Make models or other craftwork (C5J17 A/B)
- 18 Draw paint or write for fun (C5J18 A/B)
- 19 Attend after school activities (C5J19 A/B)
- 20 Go to a friend's house (C5J20 A/B)
- 21 Have friends round to my house (C5J21 A/B)
- 22 Ride a bike around (C5J22 A/B)
- 23 Go to a youth club/organisation (C5J23 A/B)
- 24 Go to a cinema (C5J24 A/B)
- 25 Go window shopping (C5J25 A/B)
- 26 Go to dancing classes (C5J26 A/B)
- 27 Go rollerskating or skateboarding (C5J27 A/B)
- 28 Go to museums or galleries (C5J28 A/B)
- 29 Go to the theatre (C5J29 A/B)
- 30 Go to a concert/gig (C5J30 A/B)
- 31 Go dancing to a disco (C5J31 A/B)
- 32 Go to the library (C5J32 A/B)
- 33 Take the dog for a walk (C5J33 A/B)
- 34 Go out with brother(s)/sister(s) (C5J34 A/B)
- 35 Do some volunteer or community work (C5J35 A/B)
- 36 Hang about the street (C5J36 A/B)
- 37 Go to a cafe/chippy or hamburger bar (C5J37 A/B)
- 38 Go to an amusement arcade (C5J38 A/B)
- 39 Go to the pub (C5J39 A/B)
- 40 Ride around on motorbike/scooter (C5J40 A/B)
- 41 Go to a meeting or political club (C5J41 A/B)
- 42 Go out with my girl/boyfriend (C5J42 A/B)
- 43 Go out with friends (C5J43 A/B)
- 44 Go for a drive in a car (C5J44 A/B)
- 45 Play sports (at club/centre etc) (C5J45 A/B)
- 46 Play sports (in the street/park playground) (C5J46 A/B)
- 47 Go to watch a match (football etc) (C5J47 A/B)



**Cat Napping**

(C) At Leisure! © Andrew May  
Youthscan Information Inc

[C5J1 A "DO YOU DO THIS?"  
C5J1 B "WOULD LIKE TO DO IT MORE?"]

SEE DOCUMENT C



# MY INTERESTS

5<sup>K</sup>

## 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			
	Very 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 5<sup>K</sup> 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

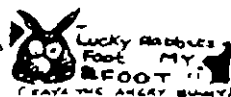
How interested are you in:

- How the body works. (CSK1)
- Staying well. (CSK2)
- Immunisation. (CSK3)
- Illness and recovery. (CSK4)
- Talking with Doctors, Nurses and Dentists. (CSK5)
- Care of hair, teeth, skin. (CSK6)
- Care of eyes. (CSK7)
- Care of feet. (CSK8)
- Human reproduction. (CSK9)
- Menstruation (periods). (CSK10)
- Food and Health. (CSK11)
- Drinking alcohol. (CSK12)
- Glue-sniffing. (CSK13)
- Smoking. (CSK14)
- Physical fitness. (CSK15)
- Understanding the needs of handicapped people. (CSK16)
- Understanding the needs of old people. (CSK17)
- Health and social services. (CSK18)
- Safety at home. (CSK19)
- Safety in traffic. (CSK20)
- Water safety. (CSK21)
- First aid. (CSK22)
- Family life. (CSK23)
- Separation from parents. (CSK24)
- Death and bereavement. (CSK25)
- Stress and relaxation. (CSK26)
- The difference between boys' behaviour and girls' behaviour. (CSK27)
- Normal growth and development. (CSK28)
- Relationships with other boys and girls of the same age. (CSK29)
- Understanding people of different race or religion. (CSK30)
- Feelings (love, hate, anger, jealousy). (CSK31)
- Bullying. (CSK32)
- Building self-confidence. (CSK33)
- Making decisions. (CSK34)
- Honesty. (CSK35)
- Responsibility for your own behaviour. (CSK36)
- Spare-time activities. (CSK37)
- Boredom. (CSK38)
- Caring for pets. (CSK39)
- Vandalism. (CSK40)
- Stealing. (CSK41)
- Pollution. (CSK42)
- Conservation. (CSK43)
- Contraception. (CSK44)
- Parenthood and child care. (CSK45)
- Sexually transmitted diseases. (CSK46)
- Control of body weight. (CSK47)
- Violence on the television screen. (CSK48)
- Cancer. (CSK49)



13

## FATE AND FORTUNE

5<sup>L</sup>

## 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	Yes	No	Don't know
	(a)	(b)	(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? (CSL1)
- 2 Do you feel that wishing can make good things happen? (CSL2)
- 3 Are people good to you no matter how you act towards them? (CSL3)
- 4 Do you like taking part in plays or concerts? (CSL4)
- 5 Do you usually feel that it's almost useless to try in school because most students are cleverer than you? (CSL5)
- 6 Are you good at spelling? (CSL6)
- 7 Is a high mark just a matter of luck for you? (CSL7)
- 8 Are tests just a lot of guess work for you? (CSL8)
- 9 Are you a person who believes that planning ahead makes things turn out better? (CSL9)
- 10 Are you often blamed for things which just aren't your fault? (CSL10)
- 11 Do you find it easy to get up in the morning? (CSL11)
- 12 When someone is very angry with you is it impossible to make him your 'friend' again? (CSL12)
- 13 When bad things happen to you is it usually someone else's fault? (CSL13)
- 14 When nice things happen to you is it only good luck? (CSL14)
- 15 When you get into an argument is it usually the other person's fault? (CSL15)
- 16 Do you feel sad when it's time to leave school each day? (CSL16)
- 17 Are you surprised when your teacher says you've done well? (CSL17)
- 18 Do you like to read books? (CSL18)
- 19 Do you usually get low marks even when you study hard? (CSL19)
- 20 Do you think studying for tests is a waste of time? (CSL20)
- 21 Do you like outdoor games? (CSL21)
- 22 Do you often feel sad because you have nobody to talk to at school? (CSL22)
- 23 Do you like writing stories or doing creative writing? (CSL23)
- 24 Are you good at mathematics? (CSL24)
- 25 When you have to talk in front of other students do you usually feel silly? (CSL25)
- 26 Do you find it difficult to do things like woodwork or knitting? (CSL26)

## WHAT I READ

5<sup>M</sup>

## 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.

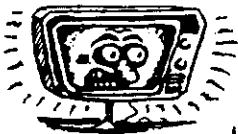
EXAMPLE			
	Read as little as I can	Read some of the time	Read as much as I can
	(a)	(b)	(c)
Weather reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Answer (b) means that you read the weather reports some of the time.			

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 (CSM1)
- 2 Crossword puzzles (CSM2)
- 3 Your stars/Horoscopes (CSM3)
- 4 TV pages (CSM4)
- 5 Readers' letters (CSM5)
- 6 Pop news/Pop page (CSM6)
- 7 Articles on pop stars (CSM7)
- 8 Articles on film stars (CSM8)
- 9 Articles on TV personalities (CSM9)
- 10 Things about Royal Family (CSM10)
- 11 British Political news (CSM11)
- 12 Home news (CSM12)
- 13 World news (CSM13)
- 14 Terrible accidents/tragedies (CSM14)
- 15 Crime news (CSM15)
- 16 Stories about ordinary people (CSM16)
- 17 Special children's features (CSM17)
- 18 Bingo competitions (CSM18)
- 19 The sports page (CSM19)
- 20 The women's page (CSM20)
- 21 The business page (CSM21)
- 22 The gossip column (CSM22)
- 23 Computers technology (CSM23)
- 24 Pin ups (CSM24)
- 25 Advice on problems (CSM25)

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) (CSN1)
2. 'Team' sports (e.g. football) (CSN2)
3. 'Racquet' sports (e.g. tennis) (CSN3)
4. Racing (e.g. horse/dog/car) (CSN4)
5. Skating/skiing (CSN5)
6. Athletics, gymnastics (CSN6)
7. Snooker. (CSN7)
8. Comedy shows. (CSN8)
9. Variety shows. (CSN9)
10. Chat shows. (CSN10)
11. Cartoons. (CSN11)
12. Quiz programmes. (CSN12)
13. Soap operas. (CSN13)
14. Crime and violence programmes. (CSN14)
15. Plays and dramas (CSN15)
16. News/current affairs. (CSN16)
17. Documentaries. (CSN17)
18. Horror films. (CSN18)
19. Westerns. (CSN19)
20. Pop/rock music. (CSN20)
21. Classical music. (CSN21)
22. Children's programmes (CSN22)



# 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)	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? (CSO1)
2. Do you feel tired? (CSO2)
3. Do you feel miserable or depressed? (CSO3)
4. Do you have headaches? (CSO4)
5. Do things worry you? (CSO5)
6. Do you have great difficulty sleeping? (CSO6)
7. Do you wake unnecessarily early in the mornings? (CSO7)
8. Do you wear yourself out worrying about your health? (CSO8)
9. Do you ever get in a violent rage? (CSO9)
10. Do people annoy and irritate you? (CSO10)
11. Have you at times a twitching of the face, head or shoulders? (CSO11)
12. Do you suddenly become scared for no good reason? (CSO12)
13. Are you scared if alone? (CSO13)
14. Are you easily upset or irritated? (CSO14)
15. Are you frightened of going out alone or meeting people? (CSO15)
16. Are you keyed up and jittery? (CSO16)
17. Do you suffer from indigestion? (CSO17)
18. Do you suffer from upset stomach? (CSO18)
19. Is your appetite poor? (CSO19)
20. Does every little thing get on your nerves and wear you out? (CSO20)
21. Does your heart race like mad? (CSO21)
22. Do you have bad pains in your eyes? (CSO22)

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	EXAMPLE		
	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:
1. Flogging should be brought back for violent crime (CSP1)
  2. Trade unions are necessary to represent workers' rights (CSP2)
  3. Strikes should be made illegal (CSP3)
  4. Women can do the same jobs as men (CSP4)
  5. Marriage is no real marriage without children (CSP5)
  6. Handicapped teenagers don't enjoy the same things as other people (CSP6)
  7. Women should be allowed abortion on demand (CSP7)
  8. Black people should not marry white people (CSP8)
  9. World famine is a natural disaster (CSP9)
  10. It's up to the Africans to grow enough food to feed themselves (CSP10)
  11. The biggest danger is an accidental nuclear war (CSP11)
  12. There's nothing wrong with sex before marriage (CSP12)
  13. Religious education is essential in schools (CSP13)
  14. Hanging should be brought back for murder (CSP14)
  15. Black people are just as good as white people (CSP15)
  16. Royalty (the Queen) should be abolished (CSP16)
  17. Girls of 16 should be able to get the pill (CSP17)
  18. Teachers should be strict (CSP18)
  19. Cannabis should be legalised (CSP19)
  20. Homosexuals should be prosecuted (CSP20)
  21. Women's Lib is a good thing (CSP21)

# 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	EXAMPLE		
	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?
1. Camera (C5Q1)
  2. Radio (C5Q2)
  3. Stereo Hi-fi (C5Q3)
  4. Personal stereo Walkman (C5Q4)
  5. Cassette recorder (C5Q5)
  6. TV (C5Q6)
  7. Video recorder (C5Q7)
  8. Electronic TV games (C5Q8)
  9. Calculator (C5Q9)
  10. Bicycle (C5Q10)
  11. Motorbike (C5Q11)
  12. Moped (C5Q12)
  13. Skateboard (C5Q13)
  14. Ice skates (C5Q14)
  15. Climbing gear (C5Q15)
  16. Tennis racket (C5Q16)
  17. Table tennis table (C5Q17)
  18. Snorkel/diving gear (C5Q18)
  19. Sewing machine (C5Q19)
  20. Leather jacket/coat (C5Q20)
  21. Hair dryer (C5Q21)
  22. Home computer (C5Q22)
  23. Roller skates (C5Q23)
  24. Fishing tackle (C5Q24)
  25. String musical instrument(s) (C5Q25)
  26. Brass musical instrument(s) (C5Q26)
  27. Wind musical instrument(s) (C5Q27)
  28. Drums (C5Q28)
  29. Pony (C5Q29)
  30. Piano (C5Q30)

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 or (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? (CSR1)
2. Play indoor games (cards, board games; snooker, table tennis, darts, etc.)? (CSR2)
3. Go to the pub? (CSR3)
4. Do outdoor recreations (play tennis, go jogging, swimming, etc.)? (CSR4)
5. Go to football or other sports? (CSR5)
6. Share outdoor hobby (e.g. fishing)? (CSR6)
7. Share indoor hobby? (CSR7)
8. Go shopping? (CSR8)
9. Go on holiday? (CSR9)
10. Go to clubs, dances or parties? (CSR10)
11. Go to church, chapel, synagogue or mosque? (CSR11)
12. Go to the cinema or theatre? (CSR12)
13. Sit down and eat a meal at home? (CSR13)
14. Go out to a cafe or restaurant? (CSR14)
15. Play musical instrument(s)? (CSR15)

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. (CS51)
2. Tea. (CS52)
3. Coffee. (CS53)
4. Chocolate/Cocoa. (CS54)
5. Milk. (CS55)
6. Coca Cola. (CS56)
7. Pepsi Cola. (CS57)
8. Fresh Fruit juice. (CS58)
9. Fruit squash. (CS59)
10. Low calorie/sugar-free drinks. (CS510)

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

## 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.

QUESTION	ANSWER	
	True (a)	False (b)
My parents definitely expect me to take the dog for a walk every day.	<input type="checkbox"/>	<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.

## QUESTIONS

- My parents expect me to
- Go to school whenever it is a school day (CST1)
  - Do any homework that is set (CST2)
  - Do chores at home which are my job to do (CST3)
  - Help in the house when I am asked (CST4)
  - Keep my room tidy enough for them (CST5)
  - Do what they tell me (even if I don't agree) (CST6)
  - Be polite to them (even when they are not) (CST7)
  - Be friendly and talk to them even when I don't feel like it (CST8)
  - Come home by a certain time on schooldays (CST9)
  - Come home by a certain time at weekends (CST10)
  - Tell them what time I'm coming home (CST11)
  - Ask them if I want to buy trendy clothes (CST12)
  - Tell them where I am going (CST13)
  - Tell them who I am with (CST14)
  - Tell them if I'm in trouble (CST15)
  - Ask permission before I go to a party or disco (CST16)
  - Not to go to parties or discos (CST17)
  - Not to go to pubs (CST18)
  - Not to see friends they disapprove of (CST19)
  - Not to have a serious boy/girlfriend (CST20)
  - Go with them to see relatives or go on holiday even if I'd rather do something else (CST21)
  - Ask them before I bring friends home (CST22)
  - Ask them if I want to change my hairstyle or colour (CST23)

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.

# WHAT I EAT

## 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							
	0	1	2	3	4	5	6	7
How often do you eat Buns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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?
- White bread (CSU1)
  - Wholemeal/granary bread (CSU2)
  - Breakfast cereal (CSU3)
  - Butter (CSU4)
  - Margarine (CSU5)
  - Cheese (CSU6)
  - Eggs (CSU7)
  - Chips (CSU8)
  - Meat (CSU9)
  - Crisps (CSU10)
  - Sweets (CSU11)
  - Chocolate (CSU12)
  - Puddings (CSU13)
  - Fresh fruit (CSU14)
  - Cakes or buns (CSU15)
  - Sweet biscuits (CSU16)
  - Chicken or turkey (CSU17)
  - Fish (CSU18)

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.

(C6.2) (C6.3A) (C6.3B) (C6.4A) (C6.4B) (C6.5) (C6.6A) (C6.6B) (C6.6C)  
(C6.7) (C6.8) (C6.9) (C6.10) (C6.11) (C6.12) (C6.13) (C6.14) (C6.15)  
(C6.16) (C6.17) (C6.18) (C6.19)

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## 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.

PELLING A] - (C7A1) (C7A2) (C7A3) (C7A4) ..... (C7A96) (C7A97) (C7A98) (C7A99) (C7A100)  
PELLING B] - (C7B1) (C7B2) (C7B3) (C7B4) ..... (C7B96) (C7B97) (C7B98) (C7B99) (C7B100)

**YOUTHSCAN U.K.**

An initiative of the International Centre for Child Studies

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

# STUDENT SCORE FORM

**CONFIDENTIAL**

BLOCK CAPITALS PLEASE

Surname

Forenames

POSTCODE

Are you Male? ☐ Female? ☒ (SEX86)

Date of birth  
(00886)

Date	Month	Year
	APRIL	1970

Today's date





Date	Month	Year
KARIABLE		1986
ABSENT FROM		
DATA FILE		

School Name

School Address

## INSTRUCTIONS

This is the answer for the Student Test Booklet. All your answers to the Youthscan Tests 1-7 should be written on this Score Form. Many of you will have completed similar answer sheets for your school exams.

When you fill in the lozenge spaces  on this form use a fairly blunt pencil. Do not use a pen. Fill the space fully and don't go beyond the edges. Choose only one answer for each question unless instructed otherwise. If you change your mind, rub out the mark you have made as completely as possible. The lozenges should be marked like this  and not like this  or this . Your answers will be read by a machine and then processed by a computer. This can only be done if the lozenges are filled in accurately. Please ensure that nothing else is entered near these spaces, otherwise the form will be unreadable. The teacher who is administering the test will show you some examples before you begin. Please ask your teacher if you need any more help. After all the tests are completed, this Score Form should be returned to the teacher.

**PLEASE DO NOT WRITE BELOW THIS LINE**

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

THANK YOU VERY MUCH

Director Professor Neville Butler  
MD, FRCP, FRCOG, DCH  
International Centre for Child Studies  
Ashley Down House  
16 Cotham Park  
Bristol BS6 6BU

# VOCABULARY TEST

4

MARK LIKE THIS ☒ PLEASE DO NOT MARK LIKE THIS ☐ OR ☒ OR ☒ OR ☐

1st Example	(CVO16) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO36) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO56) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	(CVO17) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO37) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO57) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2nd Example	(CVO18) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO38) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO58) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	(CVO19) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO39) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO59) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	(CVO20) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO40) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO60) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

(CVO1) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO21) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO41) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO61) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(CVO2) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO22) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO42) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO62) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(CVO3) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO23) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO43) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO63) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(CVO4) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO24) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO44) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO64) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(CVO5) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO25) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO45) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO65) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

(CVO6) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO26) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO46) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO66) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(CVO7) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO27) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO47) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO67) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(CVO8) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO28) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO48) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO68) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(CVO9) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO29) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO49) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO69) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(CVO10) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO30) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO50) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO70) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

(CVO11) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO31) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO51) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO71) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(CVO12) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO32) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO52) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO72) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(CVO13) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO33) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO53) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO73) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(CVO14) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO34) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO54) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO74) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(CVO15) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO35) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO55) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(CVO75) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

NB. THE PREFIX FOR THESE 75 VARIABLES IS CVO (ALL LETTERS)

MARK LIKE THIS ☒ PLEASE DO NOT MARK LIKE THIS ☐ OR ☒ OR ☒ OR ☐

## 5A WHAT ABOUT WORK?

Do you?

	Agree fully	Agree partly	Disagree
1. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSA1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSA2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSA3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSA4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSA5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSA6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSA7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSA8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSA9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## 5B MIGHT AND RIGHT

Is it?

	True	False
1. <input type="checkbox"/> a <input type="checkbox"/> b (CSB1)	<input type="checkbox"/>	<input type="checkbox"/>
2. <input type="checkbox"/> a <input type="checkbox"/> b (CSB2)	<input type="checkbox"/>	<input type="checkbox"/>
3. <input type="checkbox"/> a <input type="checkbox"/> b (CSB3)	<input type="checkbox"/>	<input type="checkbox"/>
4. <input type="checkbox"/> a <input type="checkbox"/> b (CSB4)	<input type="checkbox"/>	<input type="checkbox"/>
5. <input type="checkbox"/> a <input type="checkbox"/> b (CSB5)	<input type="checkbox"/>	<input type="checkbox"/>
6. <input type="checkbox"/> a <input type="checkbox"/> b (CSB6)	<input type="checkbox"/>	<input type="checkbox"/>
7. <input type="checkbox"/> a <input type="checkbox"/> b (CSB7)	<input type="checkbox"/>	<input type="checkbox"/>
8. <input type="checkbox"/> a <input type="checkbox"/> b (CSB8)	<input type="checkbox"/>	<input type="checkbox"/>
9. <input type="checkbox"/> a <input type="checkbox"/> b (CSB9)	<input type="checkbox"/>	<input type="checkbox"/>
10. <input type="checkbox"/> a <input type="checkbox"/> b (CSB10)	<input type="checkbox"/>	<input type="checkbox"/>



## 5C HAVE A DRINK

Do you?

	Agree fully	Agree partly	Disagree
1. <input type="checkbox"/> a <input type="checkbox"/> b (CSC1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <input type="checkbox"/> a <input type="checkbox"/> b (CSC2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <input type="checkbox"/> a <input type="checkbox"/> b (CSC3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <input type="checkbox"/> a <input type="checkbox"/> b (CSC4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <input type="checkbox"/> a <input type="checkbox"/> b (CSC5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <input type="checkbox"/> a <input type="checkbox"/> b (CSC6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <input type="checkbox"/> a <input type="checkbox"/> b (CSC7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <input type="checkbox"/> a <input type="checkbox"/> b (CSC8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <input type="checkbox"/> a <input type="checkbox"/> b (CSC9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. <input type="checkbox"/> a <input type="checkbox"/> b (CSC10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. <input type="checkbox"/> a <input type="checkbox"/> b (CSC11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. <input type="checkbox"/> a <input type="checkbox"/> b (CSC12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. <input type="checkbox"/> a <input type="checkbox"/> b (CSC13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. <input type="checkbox"/> a <input type="checkbox"/> b (CSC14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. <input type="checkbox"/> a <input type="checkbox"/> b (CSC15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. <input type="checkbox"/> a <input type="checkbox"/> b (CSC16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. <input type="checkbox"/> a <input type="checkbox"/> b (CSC17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## 5D WHATS IN A JOB?

Does it?

	Matters very much	Matters somewhat	Doesn't matter
1. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSD1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSD2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSD3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSD4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSD5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSD6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSD7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSD8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSD9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSD10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSD11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSD12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSD13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSD14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSD15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c (CSD16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5E LOOKING AHEAD

Does it?

	Matters very much	Matters somewhat	Doesn't matter
1. <input type="checkbox"/> a <input type="checkbox"/> b (CSE1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <input type="checkbox"/> a <input type="checkbox"/> b (CSE2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <input type="checkbox"/> a <input type="checkbox"/> b (CSE3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <input type="checkbox"/> a <input type="checkbox"/> b (CSE4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <input type="checkbox"/> a <input type="checkbox"/> b (CSE5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <input type="checkbox"/> a <input type="checkbox"/> b (CSE6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <input type="checkbox"/> a <input type="checkbox"/> b (CSE7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <input type="checkbox"/> a <input type="checkbox"/> b (CSE8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <input type="checkbox"/> a <input type="checkbox"/> b (CSE9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. <input type="checkbox"/> a <input type="checkbox"/> b (CSE10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. <input type="checkbox"/> a <input type="checkbox"/> b (CSE11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. <input type="checkbox"/> a <input type="checkbox"/> b (CSE12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. <input type="checkbox"/> a <input type="checkbox"/> b (CSE13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. <input type="checkbox"/> a <input type="checkbox"/> b (CSE14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. <input type="checkbox"/> a <input type="checkbox"/> b (CSE15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## 5F UP IN SMOKE

Do you?

	Agree fully	Agree partly	Disagree
1. <input type="checkbox"/> a <input type="checkbox"/> b (CSF1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <input type="checkbox"/> a <input type="checkbox"/> b (CSF2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <input type="checkbox"/> a <input type="checkbox"/> b (CSF3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <input type="checkbox"/> a <input type="checkbox"/> b (CSF4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <input type="checkbox"/> a <input type="checkbox"/> b (CSF5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <input type="checkbox"/> a <input type="checkbox"/> b (CSF6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <input type="checkbox"/> a <input type="checkbox"/> b (CSF7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <input type="checkbox"/> a <input type="checkbox"/> b (CSF8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <input type="checkbox"/> a <input type="checkbox"/> b (CSF9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. <input type="checkbox"/> a <input type="checkbox"/> b (CSF10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. <input type="checkbox"/> a <input type="checkbox"/> b (CSF11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. <input type="checkbox"/> a <input type="checkbox"/> b (CSF12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. <input type="checkbox"/> a <input type="checkbox"/> b (CSF13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. <input type="checkbox"/> a <input type="checkbox"/> b (CSF14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. <input type="checkbox"/> a <input type="checkbox"/> b (CSF15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. <input type="checkbox"/> a <input type="checkbox"/> b (CSF16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. <input type="checkbox"/> a <input type="checkbox"/> b (CSF17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## 5G COMPARED WITH OTHERS

Compared with others of your own age and sex do you?

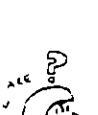
- |                         |                          |                          |                          |                  |
|-------------------------|--------------------------|--------------------------|--------------------------|------------------|
| 1 much less (CSG1)      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much more      |
| 2 much less (CSG2)      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much more      |
| 3 much less (CSG3)      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much more      |
| 4 much more (CSG4)      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much less      |
| 5 much better (CSG5)    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much worse     |
| 6 much more (CSG6)      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much less      |
| 7 much more (CSG7)      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much less      |
| 8 far more (CSG8)       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = far less       |
| 9 much more (CSG9)      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much less      |
| 10 much more (CSG10)    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much less      |
| 11 much more (CSG11)    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much less      |
| 12 much more (CSG12)    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much less      |
| 13 much less (CSG13)    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much more      |
| 14 much less (CSG14)    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much more      |
| 15 far less (CSG15)     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = far more       |
| 16 far less (CSG16)     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = far more       |
| 17 far less (CSG17)     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = far more       |
| 18 far less (CSG18)     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = far more       |
| 19 much more (CSG19)    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much less      |
| 20 ideal amount (CSG20) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much more/less |
| 21 too fat/thin (CSG21) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = perfect        |
| 22 much more (CSG22)    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much less      |
| 23 much more (CSG23)    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much less      |
| 24 much less (CSG24)    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much more      |
| 25 much less (CSG25)    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much more      |
| 26 much more (CSG26)    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much less      |
| 27 much less (CSG27)    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much more      |
| 28 much more (CSG28)    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | = much less      |



## 5H KNOWING MYSELF

Does it?

- |           | Applies very much        | Applies somewhat         | Doesn't apply            |
|-----------|--------------------------|--------------------------|--------------------------|
| 1 (CH1)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 (CH2)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 (CH3)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 (CH4)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 (CH5)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 (CH6)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 (CH7)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 (CH8)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 (CH9)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 (CH10) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 (CH11) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 (CH12) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 (CH13) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 (CH14) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 (CH15) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 (CH16) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 (CH17) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 (CH18) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 (CH19) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 (CH20) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 (CH21) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 (CH22) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 (CH23) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24 (CH24) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 (CH25) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26 (CH26) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27 (CH27) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



## 5I HOW I FEEL

Do you feel this?

- |   | More than usual          | Same as usual            | Less than usual          | Much less than usual     |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Do you feel this?

- |    | Not at all               | No more than usual       | Rather more than usual   | Much more than usual     |
|----|--------------------------|--------------------------|--------------------------|--------------------------|
| 7  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |





5J

# AT LEISURE

FILL IN PART 1

Do you do this?

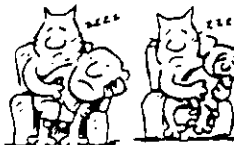
Rarely  
never  
Less than  
once a week  
Once a  
week  
More than  
once a week

THEN PART 2

Would like  
to do it more?

(CSJ1A)1				
(CSJ2A)2				
(CSJ3A)3				
(CSJ4A)4				
(CSJ5A)5				
(CSJ6A)6				
(CSJ7A)7				
(CSJ8A)8				
(CSJ9A)9				
(CSJ10A)10				
(CSJ11A)11				
(CSJ12A)12				
(CSJ13A)13				
(CSJ14A)14				
(CSJ15A)15				
(CSJ16A)16				
(CSJ17A)17				
(CSJ18A)18				
(CSJ19A)19				
(CSJ20A)20				
(CSJ21A)21				
(CSJ22A)22				
(CSJ23A)23				
(CSJ24A)24				
(CSJ25A)25				
(CSJ26A)26				
(CSJ27A)27				
(CSJ28A)28				
(CSJ29A)29				
(CSJ30A)30				
(CSJ31A)31				
(CSJ32A)32				
(CSJ33A)33				
(CSJ34A)34				
(CSJ35A)35				
(CSJ36A)36				
(CSJ37A)37				
(CSJ38A)38				
(CSJ39A)39				
(CSJ40A)40				
(CSJ41A)41				
(CSJ42A)42				
(CSJ43A)43				
(CSJ44A)44				
(CSJ45A)45				
(CSJ46A)46				
(CSJ47A)47				

(CSJ1B)	
(CSJ2B)	
(CSJ3B)	
(CSJ4B)	
(CSJ5B)	
(CSJ6B)	
(CSJ7B)	
(CSJ8B)	
(CSJ9B)	
(CSJ10B)	
(CSJ11B)	
(CSJ12B)	
(CSJ13B)	
(CSJ14B)	
(CSJ15B)	
(CSJ16B)	
(CSJ17B)	
(CSJ18B)	
(CSJ19B)	
(CSJ20B)	
(CSJ21B)	
(CSJ22B)	
(CSJ23B)	
(CSJ24B)	
(CSJ25B)	
(CSJ26B)	
(CSJ27B)	
(CSJ28B)	
(CSJ29B)	
(CSJ30B)	
(CSJ31B)	
(CSJ32B)	
(CSJ33B)	
(CSJ34B)	
(CSJ35B)	
(CSJ36B)	
(CSJ37B)	
(CSJ38B)	
(CSJ39B)	
(CSJ40B)	
(CSJ41B)	
(CSJ42B)	
(CSJ43B)	
(CSJ44B)	
(CSJ45B)	
(CSJ46B)	
(CSJ47B)	



5K

# MY INTERESTS

Are you?

very  
interested  
Quite  
interested  
Not sure  
Not interested  
at all

1				(CSK1)
2				(CSK2)
3				(CSK3)
4				(CSK4)
5				(CSK5)
6				(CSK6)
7				(CSK7)
8				(CSK8)
9				(CSK9)
10				(CSK10)
11				(CSK11)
12				(CSK12)
13				(CSK13)
14				(CSK14)
15				(CSK15)
16				(CSK16)
17				(CSK17)
18				(CSK18)
19				(CSK19)
20				(CSK20)
21				(CSK21)
22				(CSK22)
23				(CSK23)
24				(CSK24)
25				(CSK25)
26				(CSK26)
27				(CSK27)
28				(CSK28)
29				(CSK29)
30				(CSK30)
31				(CSK31)
32				(CSK32)
33				(CSK33)
34				(CSK34)
35				(CSK35)
36				(CSK36)
37				(CSK37)
38				(CSK38)
39				(CSK39)
40				(CSK40)
41				(CSK41)
42				(CSK42)
43				(CSK43)
44				(CSK44)
45				(CSK45)
46				(CSK46)
47				(CSK47)
48				(CSK48)
49				(CSK49)

5L FATE AND FORTUNE			5M WHAT I READ			5N ME AND THE BOX		
Is your answer Yes      No      Don't know			Do you read this? Read as little as I can      Read some of the time      Read as much as I can			Do you watch this? View as little as I can      View some of the time      View as much as I can		
1	(CSL1) =	=	1	(CSM1) =	=	1	(CSN1) =	=
2	(CSL2) =	=	2	(CSM2) =	=	2	(CSN2) =	=
3	(CSL3) =	=	3	(CSM3) =	=	3	(CSN3) =	=
4	(CSL4) =	=	4	(CSM4) =	=	4	(CSN4) =	=
5	(CSL5) =	=	5	(CSM5) =	=	5	(CSN5) =	=
6	(CSL6) =	=	6	(CSM6) =	=	6	(CSN6) =	=
7	(CSL7) =	=	7	(CSM7) =	=	7	(CSN7) =	=
8	(CSL8) =	=	8	(CSM8) =	=	8	(CSN8) =	=
9	(CSL9) =	=	9	(CSM9) =	=	9	(CSN9) =	=
10	(CSL10) =	=	10	(CSM10) =	=	10	(CSN10) =	=
11	(CSL11) =	=	11	(CSM11) =	=	11	(CSN11) =	=
12	(CSL12) =	=	12	(CSM12) =	=	12	(CSN12) =	=
13	(CSL13) =	=	13	(CSM13) =	=	13	(CSN13) =	=
14	(CSL14) =	=	14	(CSM14) =	=	14	(CSN14) =	=
15	(CSL15) =	=	15	(CSM15) =	=	15	(CSN15) =	=
16	(CSL16) =	=	16	(CSM16) =	=	16	(CSN16) =	=
17	(CSL17) =	=	17	(CSM17) =	=	17	(CSN17) =	=
18	(CSL18) =	=	18	(CSM18) =	=	18	(CSN18) =	=
19	(CSL19) =	=	19	(CSM19) =	=	19	(CSN19) =	=
20	(CSL20) =	=	20	(CSM20) =	=	20	(CSN20) =	=
21	(CSL21) =	=	21	(CSM21) =	=	21	(CSN21) =	=
22	(CSL22) =	=	22	(CSM22) =	=	22	(CSN22) =	=
23	(CSL23) =	=	23	(CSM23) =	=	23	(CSN23) =	=
24	(CSL24) =	=	24	(CSM24) =	=	24	(CSN24) =	=
25	(CSL25) =	=	25	(CSM25) =	=	25	(CSN25) =	=
26	(CSL26) =	=	26	(CSM26) =	=	26	(CSN26) =	=



5O FEELING HEALTHY?			5P MY POINT OF VIEW		
Do you feel this? Most of the time      Some of the time      Rarely or never			Do you? Agree fully      Agree partly      Disagree		
1	(CSO1) =	=	1	(CSP1) =	=
2	(CSO2) =	=	2	(CSP2) =	=
3	(CSO3) =	=	3	(CSP3) =	=
4	(CSO4) =	=	4	(CSP4) =	=
5	(CSO5) =	=	5	(CSP5) =	=
6	(CSO6) =	=	6	(CSP6) =	=
7	(CSO7) =	=	7	(CSP7) =	=
8	(CSO8) =	=	8	(CSP8) =	=
9	(CSO9) =	=	9	(CSP9) =	=
10	(CSO10) =	=	10	(CSP10) =	=
11	(CSO11) =	=	11	(CSP11) =	=
12	(CSO12) =	=	12	(CSP12) =	=
13	(CSO13) =	=	13	(CSP13) =	=
14	(CSO14) =	=	14	(CSP14) =	=
15	(CSO15) =	=	15	(CSP15) =	=
16	(CSO16) =	=	16	(CSP16) =	=
17	(CSO17) =	=	17	(CSP17) =	=
18	(CSO18) =	=	18	(CSP18) =	=
19	(CSO19) =	=	19	(CSP19) =	=
20	(CSO20) =	=	20	(CSP20) =	=
21	(CSO21) =	=	21	(CSP21) =	=
22	(CSO22) =	=	22	(CSP22) =	=

5Q

WOT A LOT I GOT

Do you own this?

Own one

Would like one

Wouldn't I want one

1

(C5Q1)

☐

☐

☐

2

(C5Q2)

☐

☐

☐

3

(C5Q3)

☐

☐

☐

4

(C5Q4)

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☐

5

(C5Q5)

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6

(C5Q6)

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7

(C5Q7)

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(C5Q8)

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(C5Q9)

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(C5Q10)

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(C5Q11)

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29

(C5Q29)

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30

(C5Q30)

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☐

5R

ME AND MY FAMILY

Do you do this?

Rarely or never

Less than once a week

Once a week

More than once a week

1

(C5R1)

☐

☐

☐

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2

(C5R2)

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3

(C5R3)

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4

(C5R4)

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5T

HOME RULE

Is this?

True

False

1

(C5T1)

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2

(C5T2)

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3

(C5T3)

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4

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22

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23

(C5T23)

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☐

5S

SOFT DRINK SPECIAL

Do you drink this?

MARK ONLY ONE LOZENGE IN EACH ROW

Number of cups or glasses

1

(C5S1)

☐

☐

☐

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2

(C5S2)

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(C5S3)

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10

(C5S10)

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5U

WHAT I EAT

Do you eat this?

MARK ONLY ONE LOZENGE IN EACH ROW

1

(C5U1)

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2

(C5U2)

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☐

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3

(C5U3)

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WHAT DO I THINK?

DO I KNOW?

107

00411 3-009 1/81

FRONT 00

# SECTION 6: BACKGROUND INFORMATION

6

MARK LIKE THIS ☒ PLEASE DO NOT MARK LIKE THIS ☐ OR ☐ OR ☐ OR ☐

Finally to complete the score form would you please provide the following information about yourself your family and where you live PLEASE FILL IN ONE LOZENGE ONLY IN ANSWER TO EACH QUESTION

1 Are you male ☒ female ☐ 2 Are you a Twin? Yes ☐ No ☒ (C6 2)

3 How many full brothers and sisters do you have who are still living in the same household as you? (Please note if a 2nd twin the first twin counts as older than you)

(Fill in one lozenge on each line)

	None	1	2	3	4	More than 4
(a) Older than you? (C6 3A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Younger than you? (C6 3B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 How many full brothers and sisters do you have who are no longer living in the same household as you?

(Fill in one lozenge on each line)

	None	1	2	3	4	More than 4
(a) Older than you? (C6 4A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Younger than you? (C6 4B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Apart from full brothers and sisters how many living relatives under 16 or other children under 16 normally live in your home? (i.e. younger half step brothers and sisters cousins and any non relatives who are living in the same household as you)

(Fill in one lozenge)

	None	1	2	3	4	More than 4
Younger than you (C6 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 Answer (a) (b) and (c)

	YES	NO	DON'T KNOW
(a) Do you intend to leave school at the earliest opportunity? (C6 6A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Did your mother leave school at the earliest opportunity? (C6 6B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Did your father leave school at the earliest opportunity? (C6 6C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 Do you live with (C6 7)

Your real mother and father? ☐  
 Your mother and new father (eg step-father) ☐  
 Your father and new mother (eg step-mother)? ☐  
 Your mother alone? ☐  
 Your father alone? ☐  
 A relative? ☐  
 Someone else? ☐

8 Is the house you live in (C6 8)

Bought or being bought by your parents? ☐  
 Rented privately? ☐  
 Rented from the council? ☐  
 Something else? ☐  
 Don't know? ☐

9 Is the place you live in (C6 9)

a house or bungalow? ☐  
 a shared house or bungalow? ☐  
 a flat? ☐  
 a shared flat? ☐  
 rooms? ☐  
 caravan? ☐  
 something else? ☐

10 What do you want to do after this school year? (C6 10)

Get a job? ☐  
 Get job training through YTS? ☐  
 Stay on for vocational training? ☐  
 Stay on at school for A levels etc? ☐  
 Go into HM services? ☐  
 Be unemployed? ☐  
 Don't know? ☐

11 How many rooms are there in your home? (excluding bathroom/toilets) (C6 11)

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 or more ☐

12 How many people (adults and children) normally live in your home (including yourself)? (C6 12)

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 or more ☐

13 Do you live in A big city ☐ A town ☐ A village ☐ The country ☒ (C6 13)

14 Were you born European ☐ West Indian ☐ Asian ☐ Chinese ☐  
 A mixture of two of the above ☐ Other race ☐ (C6 14)

15 How old is your mother? (C6 15) Under 35 ☐ 35-39 ☐ 40-44 ☐ 45-49 ☐ 50 or more ☐

16 Is your father employed? ☐ unemployed? ☒ (C6 16) 17 Have you ever been taken into care by the local authority? (C6 17)

Yes ☐ No ☐ Don't know ☐

18 How many cigarettes do you smoke a week? none ☐ less than 1 ☐ 1-4 ☐ 5-20 ☒ (C6 18)

19 What exams are you taking this summer? CSEs ☐ O levels ☐ Neither ☐ Both ☒ (C6 19)

MARK LIKE THIS ☒ PLEASE DO NOT MARK LIKE THIS ☐ OR ☐ OR ☐ OR ☐

# SPELLING A

7A

MARK LIKE THIS ☒ PLEASE DO NOT MARK LIKE THIS ☐ OR ☐ OR ☐ OR ☐

Please refer to the Student Test Booklet page 42 for details on how to complete this form.

	Correct	Not Correct		Correct	Not Correct		Correct	Not Correct
1. label	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A1)	36. figure	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A36)	71. traipse	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A71)
2. mother	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A2)	37. wierd	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A37)	72. seize	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A72)
3. neather	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A3)	38. sieze	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A38)	73. wimman	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A73)
4. mirror	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A4)	39. vauge	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A39)	74. wheather	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A74)
5. persun	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A5)	40. mirror	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A40)	75. usury	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A75)
6. ample	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A6)	41. toples	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A41)	76. independant	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A76)
7. patience	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A7)	42. charactor	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A42)	77. vogue	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A77)
8. scorpion	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A8)	43. voyage	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A43)	78. voyege	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A78)
9. character	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A9)	44. supe	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A44)	79. depprecate	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A79)
10. elephunt	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A10)	45. one	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A45)	80. whether	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A80)
11. fingar	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A11)	46. wreck	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A46)	81. pleasunt	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A81)
12. metle	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A12)	47. thumb	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A47)	82. cystitis	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A82)
13. thimble	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A13)	48. person	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A48)	83. ampul	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A83)
14. raise	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A14)	49. traypse	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A49)	84. weir	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A84)
15. leisure	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A15)	50. thimbel	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A50)	85. deppreciate	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A85)
16. laugh	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A16)	51. lart	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A51)	86. figger	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A86)
17. fraght	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A17)	52. liar	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A52)	87. cough	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A87)
18. baithe	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A18)	53. taught	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A53)	88. choir	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A88)
19. knowlege	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A19)	54. tigar	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A54)	89. plantiful	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A89)
20. perceive	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A20)	55. patience	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A55)	90. rist	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A90)
21. packege	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A21)	56. luggage	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A56)	91. vague	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A91)
22. weather	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A22)	57. coghe	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A57)	92. wreck	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A92)
23. quere	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A23)	58. elephant	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A58)	93. tippie	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A93)
24. cigar	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A24)	59. tripple	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A59)	94. wunder	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A94)
25. fiar	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A25)	60. prase	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A60)	95. bowgh	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A95)
26. seaze	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A26)	61. champion	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A61)	96. depreciate	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A96)
27. soap	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A27)	62. liesure	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A62)	97. usurey	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A97)
28. women	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A28)	63. knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A63)	98. dependent	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A98)
29. hopless	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A29)	64. bathe	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A64)	99. peritonitis	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A99)
30. triple	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A30)	65. cease	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A65)	100. deprecate	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A100)
31. vouge	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A31)	66. hopeless	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A66)			
32. pleasure	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A32)	67. concieve	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A67)			
33. reek	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A33)	68. plentyfull	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A68)			
34. bruther	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A34)	69. tiple	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A69)			
35. bough	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A35)	70. topless	<input checked="" type="checkbox"/>	<input type="checkbox"/> (C7A70)			



MARK LIKE THIS ☒ PLEASE DO NOT MARK LIKE THIS ☐ OR ☐ OR ☐ OR ☐

Please write your name here.....

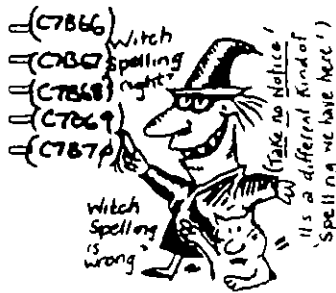
# SPELLING B

78

MARK LIKE THIS  PLEASE DO NOT MARK LIKE THIS  OR  OR  OR 

Please refer to the Student Test Booklet page 42 for details on how to complete this form

	Correct	Not Correct		Correct	Not Correct		Correct	Not Correct
1 able	=	=(C781)	36 wate	=	=(C7836)	71 comparative	=	=(C7871)
2 tongue	=	=(C782)	37 muscle	=	=(C7837)	72 guage	=	=(C7872)
3 neither	=	=(C783)	38 hieght	=	=(C7838)	73 author	=	=(C7873)
4 there	=	=(C784)	39 listen	=	=(C7839)	74 laryngitis	=	=(C7874)
5 clear	=	=(C785)	40 rong	=	=(C7840)	75 clearance	=	=(C7875)
6 address	=	=(C786)	41 money	=	=(C7841)	76 virtue	=	=(C7876)
7 huney	=	=(C787)	42 authour	=	=(C7842)	77 gaurd	=	=(C7877)
8 rough	=	=(C788)	43 clearence	=	=(C7843)	78 afect	=	=(C7878)
9 fisure	=	=(C789)	44 vericle	=	=(C7844)	79 thief	=	=(C7879)
10 mesure	=	=(C7890)	45 candle	=	=(C7845)	80 priviledge	=	=(C7880)
11 young	=	=(C7891)	46 fright	=	=(C7846)	81 grotesque	=	=(C7891)
12 tabel	=	=(C7892)	47 yot	=	=(C7847)	82 horizontal	=	=(C7892)
13 rythm	=	=(C7893)	48 proper	=	=(C7848)	83 rhythm	=	=(C7893)
14 answer	=	=(C7894)	49 effect	=	=(C7849)	84 committee	=	=(C7894)
15 guess	=	=(C7895)	50 decieve	=	=(C7850)	85 soape	=	=(C7895)
16 physical	=	=(C7896)	51 fearfully	=	=(C7851)	86 proppar	=	=(C7896)
17 height	=	=(C7897)	52 ther	=	=(C7852)	87 cleen	=	=(C7897)
18 mier	=	=(C7898)	53 mere	=	=(C7853)	88 receive	=	=(C7898)
19 lissen	=	=(C7899)	54 adress	=	=(C7854)	89 partical	=	=(C7899)
20 usule	=	=(C78990)	55 ounce	=	=(C7855)	90 fashon	=	=(C78990)
21 gauge	=	=(C78991)	56 usual	=	=(C7856)	91 genious	=	=(C78991)
22 ingenous	=	=(C78992)	57 yung	=	=(C7857)	92 tonsillitus	=	=(C78992)
23 measure	=	=(C78993)	58 weight	=	=(C7858)	93 mimmic	=	=(C78993)
24 thiare	=	=(C78994)	59 anwser	=	=(C7859)	94 comparative	=	=(C78994)
25 soup	=	=(C78995)	60 either	=	=(C7860)	95 yacht	=	=(C78995)
26 guard	=	=(C78996)	61 beuty	=	=(C7861)	96 privilege	=	=(C78996)
27 candel	=	=(C78997)	62 their	=	=(C7862)	97 ingenuous	=	=(C78997)
28 vertue	=	=(C78998)	63 tongue	=	=(C7863)	98 article	=	=(C78998)
29 theif	=	=(C78999)	64 phisics	=	=(C7864)	99 commitee	=	=(C78999)
30 mimic	=	=(C789990)	65 muscel	=	=(C7865)	99 grotesque	=	=(C789990)
31 beauty	=	=(C789991)	66 freind	=	=(C7866)	100 witch	=	=(C789991)
32 write	=	=(C789992)	67 fissure	=	=(C7867)	101 spelling	=	=(C789992)
33 ounce	=	=(C789993)	68 tuogh	=	=(C7868)	102 night	=	=(C789993)
34 friend	=	=(C789994)	69 nation	=	=(C7869)	103 witch	=	=(C789994)
35 geust	=	=(C789995)	70 ingenious	=	=(C7870)	104 spelling	=	=(C789995)



MARK LIKE THIS  PLEASE DO NOT MARK LIKE THIS  OR  OR  OR 

# DOCUMENT E

MOVING ON

# YOUTHSCAN UK

DOCUMENT E

A National Study in England, Wales and Scotland of all children born  
5 - 11 April 1970

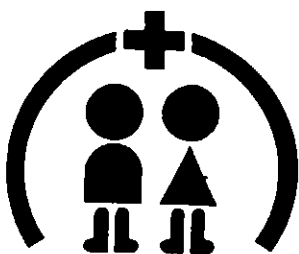
PLEASE USE BLOCK CAPITALS

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<u>FORENAMES</u>		
<u>SEX</u>	MALE <input type="checkbox"/>	FEMALE <input type="checkbox"/>
	(SEX 86)	
<u>DATE OF BIRTH</u>		Day Month Year
		<input type="text"/> <input type="text"/> <input type="text"/>
		(DOB 86)
<u>NAME OF SCHOOL</u>		
<u>ADDRESS OF SCHOOL</u>		

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YOUTHSCAN

1986/87

## “MOVING ON”

45 minutes allowed

Attempt as many questions as you can.

PO BOX 328  
BRISTOL  
BS99 7XQ

Please answer each question in the space provided

### To The Teacher

Some students may have difficulty in reading or writing

If you are required to READ part or all of this Paper to the student, write "R" in the box

If you are required to WRITE DOWN the student's responses, write "W" in the box

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The material in this paper has been prepared by The Associated Examining Board  
Stag Hill House, Guildford, Surrey, GU2 5XJ



ANSWER ALL QUESTIONS

**A. LIVING AWAY FROM HOME**

RENTING A FLAT

You have seen this advertisement in the local newspaper

Professional person required to  
share large furnished flat

Non-smoker essential. Own  
room. No children, no pets.

Rent £80 p.c.m. £50 deposit.

References required.  
Apply Box No 123  
The Weekly Record  
Midtown

Leave this  
margin blank

1. Write down one way in which the advertisement limits the  
type of people who would apply for the flat.

(E1)

.....  
.....  
(1 mark)

2. What does "£80 p.c.m." mean?

(E2)

.....  
(1 mark)

3. What are the advantages to the tenant of having a rent book?

(E3)

.....  
(1 mark)

4. If a bill is said to be "quarterly" it arrives... (E4)

(a) every four weeks?

☐

(b) four times per year?

☐

(c) every four months?

☐

(d) every calendar month?

☐

Tick the correct box

(1 mark)

Leave this margin blank

5. Name one risk against which you should insure your home.

(E5)

(1 mark)

6. You see the following abbreviation in the Housing column of your local newspaper, "Oil c.h.". What does it mean?

(E6)

(1 mark)

7. Give one reason for taking out an insurance policy, for example on your new stereo.

(E7)

(1 mark)

## B. YOU AND THE LAW

Wayne (18) says he was hanging around outside the news-agents, minding his own business, when a young policeman asked him to turn out his pockets. The policeman said he suspected that Wayne was carrying stolen goods. He wasn't. Wayne is now complaining that the policeman had no right to search him.

8. Is this true?

(E8)

(1 mark)

9 Tell Wayne why (E9)	Leave this margin blank
(1 mark)	
10 If Wayne wanted to make an official complaint, to whom should he complain? (E10)	
(1 mark)	
Tracey (18) rode her motorbike without "L" plates even though she hadn't passed her test. She said she was sorry to the policewoman who stopped her but she's received a summons to appear in court	
11 Must she tell her parents what has happened? Yes/No (E11)	(1 mark)
12 Can she plead guilty by post? Yes/No (E12)	(1 mark)
13 In which type of court will her case be heard? (E13).....	(1 mark)
14 Before you are allowed to drive a motor-cycle or car, you must first have insurance. What is "third party" motor insurance? (E14).....	(1 mark)
15 If you have your parents' consent, what is the youngest age at which you can get married in Great Britain? (E15).....	(1 mark)

16. If you are eating a meal in a public house, at what age can you drink alcohol with it?

(E16)

.....  
(1 mark)

Leave this  
margin blank

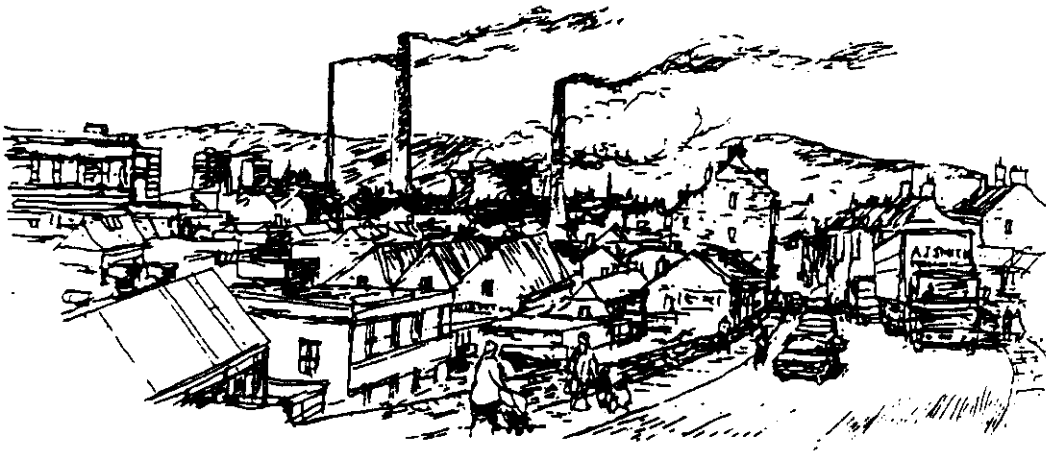
17. At what age does a child legally become an adult in Great Britain?

(E17)

.....  
(1 mark)

### C. LIFE IN THE COMMUNITY

#### THREAT TO THE NEIGHBOURHOOD



You read in the local newspaper that a new chemical factory is to be built not far from your house. Obviously you are concerned that there will be no poisonous gases or smoke coming from the factory.

<p>18 To which <b>one</b> local representative could you write for details of the new factory?</p> <p>(E18) . . . . .</p> <p style="text-align: right;">(1 mark)</p>	<p>Leave this margin blank</p>
<p>19 How could you find out the name and address of this person?</p> <p>I could find the address of this person by</p> <p>(E19) .. . . .</p> <p style="text-align: right;">(1 mark)</p>	
<p>You write your letters and eventually get replies, but you are still worried In the meantime you hear some of your friends and family say that they too are concerned about the effects of the new factory After discussing this, you all decide to demand some clearer answers to your questions</p> <p>20 Make <b>one</b> suggestion as to how you could proceed.</p> <p>(E20) .. . . .</p> <p>... .. (1 mark)</p>	
<p>You must make sure that everyone in your neighbourhood gets to hear about the activities you have planned</p> <p>21 How could you set about telling them?</p> <p>(E21) . . . . .</p> <p>.... (1 mark)</p>	
<p>22. You and your family will be away from home for two weeks List <b>two</b> different precautions you should take to protect your home</p> <p>(1) (E22.1) . . . . .</p> <p>(11) (E22.2) . . . . .</p> <p style="text-align: right;">(2 marks)</p>	

23. Read the three statements below about getting married. Only one of these statements is true. Tick the box next to the true statement. (E23)

(a) "People without religious beliefs cannot get married in church."

☐

(b) "A Roman Catholic may not marry a person of a different faith".

☐

(c) "Registry offices do not require a couple to state their religious beliefs."

☐

(1 mark)

Leave this margin blank

24. What title is given to those who are elected to local government?

(E24)

.....

(1 mark)

25. What is the "electoral register"?

(E25)

.....

(1 mark)

26. What tax is used by a local Council to raise money each year from its area?

(E26)

.....

(1 mark)

27. If someone calls at your door saying that he/she has been sent by the Council or the Gas Board, what is the first thing you should do?

(E27)

.....

.....

1 mark)

/Turn Over

## D. APPLYING FOR A JOB

Let us now imagine that you have seen an advertisement for the job of your choice, and that you have written to the firm or organisation concerned. You have been sent an Application Form which is printed below

Leave this margin blank

28 Complete this Application Form

(12 marks)

# APPLICATION FORM

(Please complete ALL sections of this form)



Surname	Title (E28 1)
First name/s	
Nationality	DoB (E28 2)
Marital status (E28 3)	No of children
Address and Post Code (E28 4)	
Present occupation (E28 5)	
Qualifications gained (with grades) AND/OR Examinations to be taken (specify which) (E28 6)	
Details of any useful experience (E28 7)	
Reason for your application (E28 8) <div style="text-align: right;">           DERIVED MARKS            (E28.9): AT LEAST 7 PARTS ANSWERED            (E28 10) - ALL PARTS ANSWERED AND NO CROSSING OUT         </div>	
REFEREE Give the name and position of a person (other than a member of your family) who has known you for at least three years and who will support your application	
Signed (E28 11)	Date (E28 12)

29. When writing for information about jobs, you might be asked to send a "s.a.e.". What is this?

(E29)

(1 mark)

Leave this margin blank

THE INTERVIEW



The picture shows a young man at an interview for an office job that he hopes to get.

Write down **two** things you think may be wrong with his attitude or behaviour.

30. (E30)

(1 mark)

31. (E31)

(1 mark)



E. STARTING WORK

32. You were interviewed for a job in a large firm by a member of the Personnel Department. Name <u>one</u> other important job which the Personnel Department does besides giving interviews.	Leave this margin blank
(E32) ... .. (1 mark)	
33. Your new boss gives you a card and tells you that you must "clock in" every day. What does she mean?	
(E33) ... .. (1 mark)	
34. Jane says "We can start work at any time between 8 am and 10 am in the morning and finish between 4 pm and 6 pm". What is the name of this kind of arrangement?	
(E34) ... .. (1 mark)	
35. Sharon and Mark have recently started a new job and have been undergoing a period of induction and training. Give an example of the sort of activities arranged for them during this period.	
(E35) ... .. (1 mark)	
36. People work for a number of reasons. One is to earn money. Give <u>one</u> other reason.	
(E36) ... .. (1 mark)	
37. If you are 16, and you leave school in July, without a job, in which month can you first claim Supplementary Benefit?	
(E37) ... .. (1 mark)	

**F. OUT OF WORK!**

<p>John (17) has lost his job. The firm made him redundant after three months.</p> <p>38. Is he entitled to redundancy pay?</p> <p>Yes/No (E38) (1 mark)</p>	<p>Leave this margin blank</p>
<p>39. Will he get unemployment benefit?</p> <p>Yes/No (E39) (1 mark)</p>	
<p>40. Will he get supplementary benefit?</p> <p>Yes/No (E40) (1 mark)</p>	
<p>41. Is he eligible for a place on a Youth Training Scheme?</p> <p>Yes/No (E41) (1 mark)</p>	
<p>42. John would prefer a job again. Where should he go for advice?</p> <p>(E42) ..... (1 mark)</p>	
<p><b>G. HOW THE ORGANISATION WORKS</b></p>	
<p>43. Phillip has a job in <u>retailing</u>. What kind of place does he work in?</p> <p>(E43) ..... (1 mark)</p>	
<p>44. Sandra has a job in <u>catering</u>. What kind of place does she work in?</p> <p>(E44) ..... (1 mark)</p>	
<p>45. When a manufacturing company is planning a new product it often carries out "market research" first.</p> <p>Name one way in which "market research" can be done.</p> <p>(E45) ..... (1 mark)</p>	

46 Some sections of industry are owned by the state Tick the state-owned industry named in the list below (E46)

Leave this margin blank

1 I C I

1. ☐

2 British Telecom

2 ☐

3 National Coal Board

3 ☐

(1 mark)

47 Fill in the missing word in the next sentence (E47)

Chambers of  
local community

represent businesses in the

(1 mark)

48. What does it mean if a shop sells goods on "credit"?

(E48)

(1 mark)

49. What is "interest" on a loan?

(E49)

(1 mark)

50. What do the letters "C O.D." stand for?

(E50)

(1 mark)

51. Give one reason why firms should take complaints about faulty goods seriously.

(E51)

(1 mark)

52. Sally is a secretary. Her boss, Mr Target, has signed a letter which is now ready for posting. Would Mr Target put the letter in his "in-tray" or his "out-tray" ready for Sally to collect and post?

(E52)

(1 mark)

Many companies are introducing new technology.

Name one advantage and one disadvantage for the employer.

53. Advantage for employer (E53)

(1 mark)

54. Disadvantage for employer ..... (E54) ..... (1 mark)	Leave the margin blank
The management of some firms spend a great deal of money producing a glossy staff magazine. 55. Give one reason why they do this. (E55) ..... (1 mark)	
56. What information might you expect to find in such a magazine? (E56) ..... (1 mark)	
Answer the three questions below about public limited companies and then put a tick against the correct answer. 57. Is a public limited company state owned? Yes ..... No ..... (E57) ..... (1 mark)	
58. Is British Rail a public limited company? Yes ..... No ..... (E58) ..... (1 mark)	
59. Is Marks and Spencer a public limited company? Yes ..... No ..... (E59) ..... (1 mark)	

G. BEING EMPLOYED

### UNITED BUS WORKERS UNION: NOTICE BOARD

**EMERGENCY MEETING**

1.00 PM TODAY, MARCH 15TH

IN CANTEEN - TO DISCUSS PROPOSALS FOR DRIVER-ONLY BUSES.

PLEASE MAKE SURE YOU COME ALONG.

*[Signature]*  
JUNE SALTER.  
UNION SHOP STEWARD.

**PAY RISES**

The union has agreed with management, that all staff will get a 4% pay rise for next year.

**UNION ELECTIONS**

- SHOP STEWARD
- HEALTH AND SAFETY REPRESENTATIVE

Anyone who wishes to join the union darts team, please contact F. Arrows

**YOU HAVE A VOTE:**

**MAKE SURE YOU USE IT!**

60. June Salter is a shop steward. What does a shop steward do?

(E60)

(1 mark)

Leave this margin blank

61. Look at the notice about union elections Why do trade unions have "health and safety representatives"?

(E61)

(1 mark)

62. The trade union talks to management about pay. What else do unions discuss with management?

(E62)

(1 mark)



Joe Lawson is a welder who works for a shipyard. His basic rate of pay is £8.00 per hour for a 38 hour week. At present he can earn overtime pay at "time and a half".

63. What does the term "time and a half" mean?

(E63)

(1 mark)

Joe is earning all this overtime because his shipyard is completing a rush order for a company in Saudi Arabia.

A **penalty clause** has been put in the contract in case the order is not ready on time.

64. The words "penalty clause" mean .....

(E64)

(1 mark)

Joe knows that if he and his mates work hard the shipyard will be able to complete the order in time and make a big profit.

Leave this margin blank

65. What is a "profit"? ..... (E65) .....  
..... (1 mark)

66. One way a shipyard could make use of its profits would be to pay higher wages. Name one other way profits can be used.  
(E66) .....  
..... (1 mark)

### I. BEING SELF-EMPLOYED

John, Peter and Angela are three young people who live in the same road. They all have some work experience but are unemployed at present. They are discussing their future.

They decide to start an "odd job" service locally.



67. Name one reason besides making money, why they might want to start their own business.  
(E67) .....  
..... (1 mark)

68. How can they find out how many people are likely to use the "odd job" service?  
They can (E68) .....  
..... (1 mark)

/Turn Over

- 69 They have only got £90 in cash between them and the equipment they need costs £150 00

Leave this margin blank

How could they try and get the equipment? (E69)

They could

(1 mark)

- 70 Give one disadvantage of being self-employed

(E70)

(1 mark)

Angela's father is a business man so the three friends talk to him about their plans



71. Why do they need a receipt book?

(E71)

(1 mark)

72. Name two ways they can let people know about their "odd job service"

(1) (E72 1)

(11) (E72 2)

(2 marks)

END OF TEST

If you have time left over, you should go back and check your answers.

# **DOCUMENT F**

**HEALTH-RELATED BEHAVIOUR**



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



1986

## STUDENT SELF-COMPLETION QUESTIONNAIRE

### HEALTH-RELATED BEHAVIOUR

Director Professor Neville Butler  
MD, FRCP, FRCOG, DCH  
International Centre for Child Studies  
Ashley Down House  
Cotham Park  
Bristol BS6 6BU

Tel (0272) 739783  
or (0272) 743405

PLEASE COMPLETE IN BLOCK CAPITALS

Surname	<div></div>																			
Forenames																				
Sex	M	<input type="checkbox"/>	F	<input type="checkbox"/>																
	(SEX86)																			
Date of Birth	(DOB86)				DAY			MTH			YR									
					<div></div>			<div></div>			<div></div>									
Today's Date					DAY			MTH			YR									
					<div></div>			<div></div>			<div></div>									
(FDOC-MTH)(FDOC-YR)																				
Name of School																				
Address of School																				
Local Education Authority	(LEA86)																			
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#### To the student

You are among 15,000 boys and girls in England, Wales and Scotland who are being asked to answer these questions in your own writing

We want to find out what young people of your age are doing and thinking. We should be very pleased if you would answer all the questions as well as you can. It will help us in our work, and that means that we shall be able to do more for the teenagers of tomorrow. Whatever you write will not be shown to anybody.

Thank you for your help

NEVILLE BUTLER  
DIRECTOR OF YOUTHSCAN

**IMPORTANT** BEFORE HANDING THIS FORM TO THE STUDENT PLEASE  
SEE THE APPROPRIATE PART OF THIS BOOKLET FOR  
ADVICE ON ADMINISTRATION OF THE FORM

## HEALTH RELATED BEHAVIOUR

### Practice Page

In this questionnaire there are different types of questions. These are the commonest:

*Please do NOT  
write in the boxes*

#### TYPE 1

These ask you to write in information about yourself.

60. What was the time when you got up this morning?

(Please write the time.) .....

--	--	--	--

#### TYPE 2

These ask you to indicate your answer by drawing a circle around one number.

51. When did you last go to a disco or dance in school or outside school?

- |                                   |   |  |
|-----------------------------------|---|--|
| Within the last week.....         | 1 |  |
| Within the last 2 weeks.....      | 2 |  |
| Within the last month.....        | 3 |  |
| Within the last 6 months.....     | 4 |  |
| Not within the last 6 months..... | 5 |  |
| I have never been to either.....  | 6 |  |
- Circle  
ONE  
number  
only*

#### TYPE 3

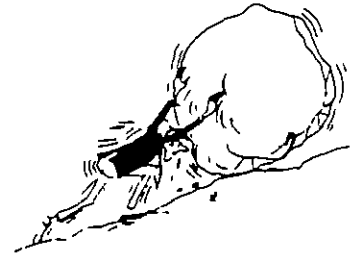
For these questions you are asked to answer Yes or No by circling 1 or 0 against each of the possible answers. Please remember to answer **each line**.

28b. When do you use an anti-perspirant or deodorant?

(Please circle an answer on each line.)

- |                      | Yes | No |
|----------------------|-----|----|
| After washing .....  | 1   | 0  |
| At other times ..... | 1   | 0  |

# HEALTH RELATED BEHAVIOUR



- (1) Please answer all questions honestly  
(2) Do NOT write your name on any page

Please do NOT  
write in the boxes

			S
D			M

(F1) 1 Today is      Tues      Wed      Thur      Fri      (please circle)

2 Your sex is (male/female)

(F3) 3 Which year group are you in? 1 2 3 4 5 6 7 (please circle)

(F4) 4 English set      Maths set

(F5) 5 Your age is      years      months

(F6) 6 Your shoe size is

(F7) 7 You have      brothers and      sisters

(F8) 8 How many brothers and sisters are older than you?

X	
Yr	
Set	
A	
S	
FS	
FP	

16

9a During the last 2 weeks, have you used a bicycle for any of these purposes? (Please circle an answer on each line)

Going to school

(F9A1)

Yes No

1 0

To do a paid job

(F9A2)

1 0

Going to see friends, do shopping, riding round, etc

(F9A3)

1 0

For enjoyment (outings)

(F9A4)

1 0

BMX type activities

(F9A5)

1 0

For racing on road or track

(F9A6)

1 0

9b Have you ever been on a Cycling Proficiency Training Course? (F9B)

1 0

9c If the answer to 9b is "No", could you have gone on one if you had wanted to? (F9C)

1 0

9d Would you go on an Advanced Cycling Training Course if you knew about one? (F9D)

1 0

- 10a. Have you ever been a passenger on a motorcycle? (F10A)
- |             |   |   |
|-------------|---|---|
| Never       | 0 | <i>Circle<br/>ONE<br/>number<br/>only</i> |
| A few times | 1 |   |
| Often       | 2 |   |

- |   | Yes | No |
|---|-----|----|
| 10b. Do you intend learning to ride a moped or motorcycle? (F10B) | 1   | 0  |

- |   |   |   |
|---|---|---|
| 10c. Have you signed up for motorcycle training by an expert, either at school or as a special course? (F10C) | 1 | 0 |
|---|---|---|

- |   |   |   |
|---|---|---|
| 10d. Are you an "L" driver with a provisional licence for a moped or motorcycle? (F10D) | 1 | 0 |
|---|---|---|

- 10e. Have you taken a driving test for a moped or motorcycle?
- |                |   |   |
|----------------|---|---|
| Part 1 (F10E1) | 1 | 0 |
| Part 2 (F10E2) | 1 | 0 |

- |   |   |   |
|---|---|---|
| 10f. Do you own a moped or motorcycle? (F10F) | 1 | 0 |
|---|---|---|

- |  |   |   |
|--|---|---|
| 11a. Do you intend learning to drive a car? (F11A) | 1 | 0 |
|--|---|---|

- |   |   |   |
|---|---|---|
| 11b. Have you ever tried to drive a car, even for a VERY short distance? (F11B) | 1 | 0 |
|---|---|---|

- 11c. Have you had driving lessons on the highway from any of these?  
(Please circle an answer on each line.)
- |                                |         |   |   |
|--------------------------------|---------|---|---|
| Your parents                   | (F11C1) | 1 | 0 |
| A relative or friend           | (F11C2) | 1 | 0 |
| A qualified driving instructor | (F11C3) | 1 | 0 |

- |  |   |   |
|--|---|---|
| 11d. Have you taken a driving test for a car? (F11D) | 1 | 0 |
|--|---|---|

- |   |   |   |
|---|---|---|
| 12. Was any homework set for you yesterday? (F12) | 1 | 0 |
|---|---|---|

13. For how long did you watch television programmes (live or home-recorded) after school yesterday? (F13)
- |                   |   |   |
|-------------------|---|---|
| Not at all        | 0 | <i>Circle<br/>ONE<br/>number<br/>only</i> |
| Less than 1 hour  | 1 |   |
| More than 1 hour  | 2 |   |
| More than 2 hours | 3 |   |
| More than 3 hours | 4 |   |
| More than 4 hours | 5 |   |
| More than 5 hours | 6 |   |



14. For how long did you watch video films (bought or borrowed) after school yesterday? (F14)
- |                   |   |   |
|-------------------|---|---|
| Not at all        | 0 | <i>Circle<br/>ONE<br/>number<br/>only</i> |
| Less than 1 hour  | 1 |   |
| More than 1 hour  | 2 |   |
| More than 2 hours | 3 |   |
| More than 3 hours | 4 |   |
| More than 4 hours | 5 |   |
| More than 5 hours | 6 |   |

- 15 How long did you spend playing computer games after school (F15)  
yesterday?



- |                   |   |
|-------------------|---|
| Not at all        | 0 |
| Less than 1 hour  | 1 |
| More than 1 hour  | 2 |
| More than 2 hours | 3 |
| More than 3 hours | 4 |
| More than 4 hours | 5 |
| More than 5 hours | 6 |

Circle  
ONE  
number  
only

- 16 How long did you spend doing homework after school yesterday? (F16)



- |                   |   |
|-------------------|---|
| Not at all        | 0 |
| Less than 1 hour  | 1 |
| More than 1 hour  | 2 |
| More than 2 hours | 3 |
| More than 3 hours | 4 |
| More than 4 hours | 5 |

Circle  
ONE  
number  
only

- 17 How long did you spend reading a book for pleasure at home (F17)  
yesterday?



- |                   |   |
|-------------------|---|
| Not at all        | 0 |
| Less than 1 hour  | 1 |
| More than 1 hour  | 2 |
| More than 2 hours | 3 |
| More than 3 hours | 4 |
| More than 4 hours | 5 |

Circle  
ONE  
number  
only

- 18 Do you help at home (e.g. housework, gardening)? (F18)

- |           |   |
|-----------|---|
| Never     | 0 |
| Sometimes | 1 |
| Most days | 2 |
| Every day | 3 |

Circle  
ONE  
number  
only

- 19a Do you do a regular job DURING TERM TIME for which you  
earn money? (F19A)

- |     |   |
|-----|---|
| Yes | 1 |
| No  | 0 |

Circle  
ONE  
number  
only

- 19b If you do a regular job DURING TERM TIME, please describe  
the work you do as accurately as possible

(F19B)

- 19c When do you do this regular work?

(F19C)

- 19d How many hours did you work for money last week?

(F19D) hours

## 20. DURING THE PAST YEAR, which of the following sports did you play when they were in season, and how often?

(Please tick the appropriate boxes. If you play the same sport IN SCHOOL and OUT OF SCHOOL, you will need to tick two boxes.)

		IN SCHOOL (including school clubs)		OUT OF SCHOOL		
		At least once a week	At least once a month	At least once a week	At least once a month	
TEAM ACTIVITIES	Baseball (F20A1)					(F20B1)
	Basketball (F20A2)					(F20B2)
	Cricket (F20A3)					(F20B3)
	Football (F20A4)					(F20B4)
	Hockey (F20A5)					(F20B5) In
	Netball (F20A6)					(F20B6)
	Rounders (F20A7)					(F20B7) Out
	Rugby (F20A8)					(F20B8)
	Volleyball (F20A9)					(F20B9)
	Other (please state) (F20A10)					(F20B10)
	INDIVIDUAL ACTIVITIES	Aerobics (F20A11)				
Track / field events (F20A12)						(F20B12)
Badminton (F20A13)						(F20B13)
Canoeing (F20A14)						(F20B14)
Cross-country (F20A15)						(F20B15)
Cycling (F20A16)						(F20B16)
Dancing (F20A17)						(F20B17)
Gymnastics (F20A18)						(F20B18)
Horse riding (F20A19)						(F20B19)
Jogging (F20A20)						(F20B20)
Fitness exercises (F20A21)						(F20B21)
Motorcycling (F20A22)						(F20B22) In
Roller or ice skating (F20A23)						(F20B23) Out
Rowing (F20A24)						(F20B24)
Sailing (F20A25)						(F20B25)
Scrambling (F20A26)						(F20B26)
Skiing (F20A27)						(F20B27) In
Squash (F20A28)						(F20B28)
Swimming (F20A29)						(F20B29) Out
Table tennis (F20A30)						(F20B30)
Tennis (F20A31)						(F20B31)
Walking (F20A32)					(F20B32)	
Water-skiing (F20A33)					(F20B33) In	
Weight-training (F20A34)					(F20B34) Out	
Wind-surfing (F20A35)					(F20B35)	
Other (please state) (F20A36)					(F20B36)	
OTHER SPORTS	Billiards (F20A37)					(F20B37)
	Darts (F20A38)					(F20B38)
	Fishing (F20A39)					(F20B39)
	Pool (F20A40)					(F20B40)
	Shooting (F20A41)					(F20B41)
	Snooker (F20A42)					(F20B42)
	Other (please state) (F20A43)					(F20B43)

VT  


 (F20VTIN)  
 (F20VOUT)

VI  


 (F20VIN)  
 (F20VOUT)

NVI  


 (F20NIN)  
 (F20NOUT)

TOT  


 (F20TOT-I)  
 (F20TOT-C)

68

21a Within the last year, have you represented your school  
in any sporting activities?

Yes/No

If "Yes" please list the sports

(F21A1) (F21A2) (F21A3) (F21A4)


21b Within the last year, have you represented a club outside school  
in any sporting activities?

Yes/No

If "Yes", please list the sports

(F21B1) (F21B2) (F21B3)

	2

77
----

C				→
---	--	--	--	---

22a Are there lots of things about yourself  
you would like to change? (F22A)

Yes

0

No

2

Don't know

1

Circle  
ONE  
number  
only

22b Do you think that your parents usually  
like to hear about your ideas? (F22B)

Yes

2

No

0

Don't know

1

Circle  
ONE  
number  
only

22c When you have to say something (F22C)  
in front of teachers, do you usually  
feel uneasy?

Yes

0

No

2

Don't know

1

Circle  
ONE  
number  
only

22d Do other pupils in the school often (F22D)  
fall out with you?

Yes

0

No

2

Don't know

1

Circle  
ONE  
number  
only

22e Do you often feel lonely at school? (F22E)

Yes

0

No

2

Don't know

1

Circle  
ONE  
number  
only

22f Do you think that other pupils (F22F)  
in the school often say nasty things  
about you?

Yes

0

No

2

Don't know

1

Circle  
ONE  
number  
only

22g When you want to tell a teacher (F22G)  
something, do you usually feel silly?

Yes

0

No

2

Don't know

1

Circle  
ONE  
number  
only

22h Do you often have to find new (F22H)  
friends because your old friends are  
with somebody else?

Yes

0

No

2

Don't know

1

Circle  
ONE  
number  
only

- 22i. Do you usually feel foolish when (F22I) you talk to your parents?
- |               |   |                                 |
|---------------|---|---------------------------------|
| Yes .....     | 0 | Circle<br>ONE<br>number<br>only |
| No .....      | 2 |                                 |
| Don't know .. | 1 |                                 |

- 22j. Do other people often think that you tell lies? (F22J)
- |               |   |                                 |
|---------------|---|---------------------------------|
| Yes .....     | 0 | Circle<br>ONE<br>number<br>only |
| No .....      | 2 |                                 |
| Don't know .. | 1 |                                 |

Est   (F22 SCORE)

23. Are you confident when swimming out of your depth? (F23)
- |           |   |                                 |
|-----------|---|---------------------------------|
| Yes ..... | 1 | Circle<br>ONE<br>number<br>only |
| No .....  | 0 |                                 |

24. Do you wash your hands after visiting the lavatory? (F24)
- |                             |   |                                 |
|-----------------------------|---|---------------------------------|
| Never or almost never ..... | 1 | Circle<br>ONE<br>number<br>only |
| Sometimes .....             | 2 |                                 |
| Whenever possible .....     | 3 |                                 |

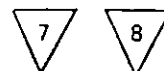
25. How many times did you clean your teeth yesterday? (F25)
- |                       |   |                                 |
|-----------------------|---|---------------------------------|
| Not at all .....      | 0 | Circle<br>ONE<br>number<br>only |
| Once .....            | 1 |                                 |
| Twice .....           | 2 |                                 |
| More than twice ..... | 3 |                                 |

26. How many times in the last 7 days have you washed your hair with soap, shampoo, or shower gel?

... (F26) ..... times

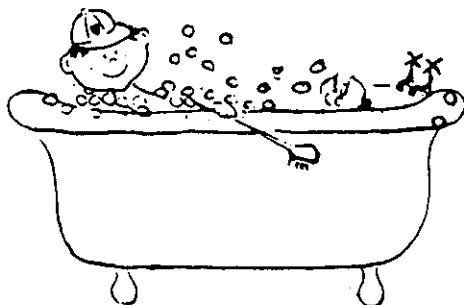
- 27a. How many times in the last 7 days have you had a bath or shower at school? (F27A)

Not at all .....	0	Circle ONE number only
Once .....	1	
2 or 3 times ...	2	
4 or 5 times ...	4	
6 or 7 times ...	6	



- 27b. How many times in the last 7 days have you had a bath or shower at home or elsewhere? (F27B)

Not at all .....	0	Circle ONE number only
Once .....	1	
2 or 3 times ...	2	
4 or 5 times ...	4	
6 or 7 times ...	6	





## 28a How often do you use an anti perspirant or deodorant? (F28A)

Never	0	Circle ONE number only
Some days	1	
Most days	2	
Every day	3	

## 28b When do you use an anti-perspirant or deodorant?

(Please circle an answer on each line)

	Yes	No
After washing (F28B1)	1	0
At other times (F28B2)	1	0

## 29 Prescribed medicines

During the last 7 days, have you taken any pills or medicine, (F29)  
or used lotions or creams, on doctor's orders?

Not at all	0	Circle ONE number only
On 1 or 2 days	1	
On 3 to 6 days	3	
Every day	7	

## 30 Medicines not prescribed

During the last 7 days, on how many days have you used any of  
the following, which were not on doctor's orders?

Aspirin Anadin etc (for headaches and pains)	(F30A) days	
Cough drops or cough medicine	(F30B) days	
Iron tablets vitamin tablets	(F30C) days	
Lemsip, Beecham's Powder, etc (for colds)	(F30D) days	
Milk of Magnesia, Milpar, etc (for indigestion)	(F30E) days	
Lotions or creams	(F30F) days	


31 When did you last use aspirin, Anadin, paracetamol, or other (F31)  
similar pain-killer?

In the last 7 days	1	Circle ONE number only
In the past 2 weeks	2	
In the past month	3	
In the past 3 months	4	
More than 3 months ago	5	

32 When you last took medicine or pills that were not on doctor's (F32)  
orders, who decided that you should do so?

You did	1	Circle ONE number only
Someone else did	2	

33a. When did you last visit your doctor?

(F33A)

- |                                |   |   |
|--------------------------------|---|---|
| Within the last week .....     | 1 | <i>Circle<br/>ONE<br/>number<br/>only</i> |
| Within the last month .....    | 2 |   |
| Within the last 3 months ..... | 3 |   |
| Within the last 6 months ..... | 4 |   |
| Within the last year .....     | 5 |   |
| More than a year ago .....     | 6 |   |

33b. When you last visited your doctor, did you go into the surgery (F33B)  
on your own?

- |           |   |   |
|-----------|---|---|
| Yes ..... | 1 | <i>Circle<br/>ONE<br/>number<br/>only</i> |
| No .....  | 0 |   |

33c. On this last visit, was the doctor a man or a woman?

(F33C)

- |             |   |   |
|-------------|---|---|
| Man .....   | 1 | <i>Circle<br/>ONE<br/>number<br/>only</i> |
| Woman ..... | 2 |   |

33d. Did you feel at ease with your doctor on this last visit?

(F33D)

- |                  |   |   |
|------------------|---|---|
| Yes .....        | 3 | <i>Circle<br/>ONE<br/>number<br/>only</i> |
| No .....         | 1 |   |
| Don't know ..... | 2 |   |

34. Have you been vaccinated against:

(a) Polio

- |                  |          |   |
|------------------|----------|---|
| Yes .....        | (F34A) 3 | <i>Circle<br/>ONE<br/>number<br/>only</i> |
| No .....         | 1        |   |
| Don't know ..... | 2        |   |

(b) Tetanus

- |                  |          |   |
|------------------|----------|---|
| Yes .....        | (F34B) 3 | <i>Circle<br/>ONE<br/>number<br/>only</i> |
| No .....         | 1        |   |
| Don't know ..... | 2        |   |

(c) Tuberculosis (BCG)

- |                  |          |   |
|------------------|----------|---|
| Yes .....        | (F34C) 3 | <i>Circle<br/>ONE<br/>number<br/>only</i> |
| No .....         | 1        |   |
| Don't know ..... | 2        |   |

Girls only

(d) Rubella (German Measles)

- |                  |          |   |
|------------------|----------|---|
| Yes .....        | (F34D) 3 | <i>Circle<br/>ONE<br/>number<br/>only</i> |
| No .....         | 1        |   |
| Don't know ..... | 2        |   |

Boys only

Please circle this number ..... 9

35. When did you last have a school dental inspection?

(F35)

- |                               |   |   |
|-------------------------------|---|---|
| Within the last 12 months ..  | 1 | <i>Circle<br/>ONE<br/>number<br/>only</i> |
| Within the last 2 years ..... | 2 |   |
| More than 2 years ago .....   | 3 |   |

36a When did you last visit the dentist in his or her surgery? (F36A)

- |                          |   |                                 |
|--------------------------|---|---------------------------------|
| Within the last week     | 1 |                                 |
| Within the last month    | 2 |                                 |
| Within the last 3 months | 3 | Circle<br>ONE<br>number<br>only |
| Within the last 6 months | 4 |                                 |
| Within the last year     | 5 |                                 |
| More than a year ago     | 6 |                                 |

36b What treatment did you have then?

(Please circle an answer on each line)

- |                                       | Yes | No |
|---------------------------------------|-----|----|
| Fillings (F36B1)                      | 1   | 0  |
| Extraction (having teeth out) (F36B2) | 1   | 0  |
| Scaling and polishing (F36B3)         | 1   | 0  |
| Brace fitted or checked (F36B4)       | 1   | 0  |
| Other treatment (F36B5)               | 1   | 0  |
| Check up only (F36B6)                 | 1   | 0  |

37 What is your main reason for looking after your teeth?

(Please circle one response only)

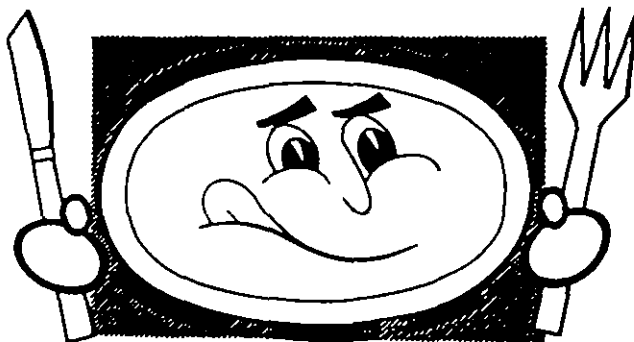
(F37)

- |   |   |                                 |
|---|---|---------------------------------|
| You like your teeth to look clean           | 1 |                                 |
| To avoid wearing false teeth                | 2 | Circle<br>ONE<br>number<br>only |
| You like your breath to smell clean         | 3 |                                 |
| To avoid toothache and dental treatment     | 4 |                                 |
| You like your teeth and mouth to feel clean | 5 |                                 |

38 What sort of lunch did you have yesterday?

(F38)

- |  |   |                                 |
|--|---|---------------------------------|
| In school – served over counter                      | 1 |                                 |
| In school – your own packed lunch                    | 2 |                                 |
| Outside school – e.g. fish & chips, burger from shop | 3 | Circle<br>ONE<br>number<br>only |
| Outside school – your own packed lunch from home     | 4 |                                 |
| At home  | 5 |                                 |
| Did not have any lunch                               | 6 |                                 |



**39. What did you eat and drink yesterday?**

Please think back over **all** the meals and snacks you had yesterday, and enter the items in the table below, giving **as much information as possible** about the **amount** (e.g. drink), **how cooked** (e.g. eggs), brand names (e.g. chocolate bars), and any other details that help give an **accurate** picture of what you drank and ate yesterday.

ITEM	AMOUNT AND DESCRIPTION	
Meat (also sausages, pies, beefburgers, etc.)		
Fish (also fish fingers)	<i>Also as sandwich fillings</i>	
Eggs, cheese		
Milk (drinks of milk, on its own, hot or cold)		
Milk (in milk beverages, custard, etc.) or yoghurt		
Tea (number of cups)	How many spoons of sugar in each cup?	
Coffee (number of cups)	How many spoons of sugar in each cup?	
Cereal (brand name)	Did you add sugar? Yes / No	
Bread (also in sandwiches, toast, or rolls)	Brown bread	
	White bread	
Soup (flavour)		
Potatoes (e.g. boiled, chipped)		
Baked beans		
Rice, spaghetti, or other pasta dishes		
Packets of crisps		
Ice lollies, ice cream, mousse, etc.		
Sweets, chocolate biscuits or bars		
Biscuits, cakes or tarts		
Fruit pies, puddings, etc.		
Squash or cordial		
Fizzy drinks (Please state if low calorie)		
Fruit juice		
Fresh fruit		
Raw vegetables or salads		
Cooked vegetables (not potatoes)		
Alcoholic drinks		
Other items (Please state)		

☐ I (F39-I)

☐ M (F39-M)

☐ B ☐ C (F39-C)

☐ Ch (F39-CH)

☐ Cr (F39-CR)

☐ Sw (F39-SW)

☐ StC (F39-STC)

☐ Fat (F39-FAT)

☐ Fz (F39-Fz)

☐ VitC (F39-VITC)

☐ VF (F39-VF)

☐ Al (F39-AL)

☐ T (F39-T)

☐ SuC

☐ 56

☐ 57

(F39-SuC)

- 40 What sort of breakfast did you have this morning? (F40)  
(Please circle the closest answer)



- |   |   |                                 |
|---|---|---------------------------------|
| Nothing at all  | 0 |                                 |
| Just something to drink                                     | 1 |                                 |
| Cereal or bread/toast + drink                               | 2 | Circle<br>ONE<br>number<br>only |
| Cereal <b>and</b> bread/toast + drink                       | 3 |                                 |
| Just an egg + drink   | 4 |                                 |
| Cooked breakfast with cereal or bread/toast + drink         | 5 |                                 |
| Cooked breakfast with cereal <b>and</b> bread/toast + drink | 6 |                                 |

- 41a Have you ever tried to lose weight or to avoid putting on weight? (F41A)

- |     |   |                                 |
|-----|---|---------------------------------|
| Yes | 1 | Circle<br>ONE<br>number<br>only |
| No  | 0 |                                 |

- 41b If so, please describe what you did

(F41B1) (F41B2)

	D
	E

- 42 Have you ever tried to gain weight?

(F42)

- |     |   |                                 |
|-----|---|---------------------------------|
| Yes | 1 | Circle<br>ONE<br>number<br>only |
| No  | 0 |                                 |

- 43a Since this time yesterday, how many cigarettes have you smoked?

(F43 A) cigarettes

--	--

- 43b Since this time last week, how many cigarettes have you smoked?

(F43 B) cigarettes

--	--

- 44 Smoking Which of the following most nearly describes you? (F44)

- |  |   |                                 |
|--|---|---------------------------------|
| I have never smoked a cigarette              | 0 |                                 |
| I have only ever tried smoking once or twice | 1 | Circle<br>ONE<br>number<br>only |
| I used to smoke sometimes, but I don't now   | 2 |                                 |
| I smoke and I would like to give it up       | 3 |                                 |
| I do not want to give up smoking             | 4 |                                 |

- 45 Which adult do you get on best with?

(Please circle one response only)

(F45)

- |                   |   |                                 |
|-------------------|---|---------------------------------|
| Mother            | 0 |                                 |
| Father            | 1 |                                 |
| Mother and father | 2 |                                 |
| Brother or sister | 3 | Circle<br>ONE<br>number<br>only |
| Other relation    | 4 |                                 |
| Teacher           | 5 |                                 |
| Friend            | 6 |                                 |
| Employer          | 7 |                                 |
| No-one            | 8 |                                 |

46a. Have you got a regular boyfriend or girlfriend? (F46A)

Yes . . . .	1	<i>Circle ONE number only</i>
No . . . .	0	

46b. If you have, how long has this relationship lasted? (F46B)

Weeks . . . . .	1	<i>Circle ONE number only</i>
Months . . . . .	2	
A year . . . . .	3	
More than a year . . .	4	

47. When you meet new people of your own age and sex, how do you feel? (F47)

Very uneasy . . . . .	1	<i>Circle ONE number only</i>
A little uneasy . . . . .	2	
At ease . . . . .	3	

48. When you meet new people of your own age and opposite sex, how do you feel? (F48)

Very uneasy . . . . .	1	<i>Circle ONE number only</i>
A little uneasy . . . . .	2	
At ease . . . . .	3	

49. For close friends, whom do you have? (F49)

More people of your own sex . . . . .	1	<i>Circle ONE number only</i>
About the same number of both sexes . . .	2	
More people of the opposite sex . . . . .	3	

50a. Have you done a course in First Aid within the last 2 years? (F50A)

Yes . . . .	1	<i>Circle ONE number only</i>
No . . . .	0	

50b. If so, who instructed you? (F50B)

Nurse . . . . .	1	<i>Circle ONE number only</i>
Doctor . . . . .	2	
St John's Ambulance instructor . . . .	3	
Scout/Guide leader, etc. . . . .	4	
School teacher . . . . .	5	
Other . . . . .	6	

50c. Was it in school time? (F50C)

Yes . . . .	1	<i>Circle ONE number only</i>
No . . . .	0	



--	--	--

51 When did you last go to a disco or dance in school or outside school? (FS1)



- |                              |   |
|------------------------------|---|
| Within the last week         | 1 |
| Within the last 2 weeks      | 2 |
| Within the last month        | 3 |
| Within the last 6 months     | 4 |
| Not within the last 6 months | 5 |
| I have never been to either  | 6 |

Circle  
ONE  
number  
only

52 When you last went to a disco or a dance, in school or outside school, how did you go? (FS2)

- |   |   |
|---|---|
| Alone   | 1 |
| With your parents                             | 2 |
| With a friend or relation of the same sex     | 3 |
| With a friend or relation of the opposite sex | 4 |
| With a group of friends of the same sex       | 5 |
| With a group of friends of the opposite sex   | 6 |
| With a group of friends of both sexes         | 7 |

Circle  
ONE  
number  
only53 What is your main reason for going to a disco or dance?(Please circle one response only)

(FS3)

- |   |   |
|---|---|
| Because you don't want to feel left out                               | 1 |
| To see your group of friends  | 2 |
| To drink alcohol  | 3 |
| To have a dance or enjoy the music                                    | 4 |
| To get away from home   | 5 |
| In the hope of getting more friendly with someone of the opposite sex | 6 |
| Because it is the <u>only</u> place where you can meet people         | 7 |

Circle  
ONE  
number  
only

L

	9
--	---

54a Please indicate who or what is your main source of information about sex(Please circle one response only)

(FS4A1)

- |   |   |
|---|---|
| Your parents                              | 1 |
| Your teachers                             | 2 |
| Your friends                              | 3 |
| Brothers, sisters other close relations   | 4 |
| Doctor, Family Planning Association, etc  | 5 |
| Books, posters magazines, television, etc | 6 |
| Other sources (Please state which)        | 7 |

Circle  
ONE  
number  
only54b Who or what do you think should be your main source of information about sex?

(FS4B)

(F55)

Please do NOT  
write in the boxes

55. Whenever you ride in the front seat of a car, how often do you fasten the seat-belt? (We know you are supposed to, but that is not the question!)

Never ..... 1  
A few times .... 2  
Most times ..... 3  
Every time ..... 4

Circle  
ONE  
number  
only.

56. If you have had any alcoholic drink since this time last week, on how many days did you do so?

(F56) days

--	--

57. Since this time last week, how much of the following have you drunk?  
(Assume that one small can = half a pint.)

Shandy .....	(F57-SH) pints	S	<table border="1"><tr><td></td><td></td></tr></table>		
Beer (including lager) .....	(F57-B) pints	B	<table border="1"><tr><td></td><td></td></tr></table>		
Cider .....	(F57-C) pints	C	<table border="1"><tr><td></td><td></td></tr></table>		
Wine .....	(F57-W) glasses	W	<table border="1"><tr><td></td><td></td></tr></table>		
Martini, Cinzano, vermouth, port, sherry .....	(F57-V) glasses	V	<table border="1"><tr><td></td><td></td></tr></table>		
Spirits (gin, whisky, vodka, brandy, Pernod, rum, Bacardi, etc.) .....	(F57-SP) measures	S	<table border="1"><tr><td></td><td></td></tr></table>		

BZ 

--	--

 (F57-TOT)

58. If you drank alcohol since this time last week, where did you get it from? (Please circle an answer on each line.)

	Yes	No
Supermarket .....	(F58A) 1	0
Off-licence .....	(F58B) 1	0
The pub (or bar) .....	(F58C) 1	0
Your home .....	(F58D) 1	0
Friend's home .....	(F58E) 1	0
Relation's home .....	(F58F) 1	0
Disco or party .....	(F58G) 1	0
Somewhere else (Please state where) .....	(F58H) 1	0

- 59a. Please say how many times you have visited a pub or bar within the last 2 weeks (even if you didn't drink anything)

(F59A) times

--	--

- 59b. When you last went to a pub or bar, how did you go? (F59B)

I have never been in a pub ..... 0  
Alone ..... 1  
With your parents ..... 2  
With a friend or relation of the same sex ..... 3  
With a friend or relation of the opposite sex ..... 4  
With a group of friends of the same sex ..... 5  
With a group of friends of the opposite sex ..... 6  
With a group of friends of both sexes ..... 7  
With anyone else ..... 8

Circle  
ONE  
number  
only.



60 What was the time when you got up this morning?  
(Please write the time) (F60A) (F60B)

61 What was the time when you went to bed last night?  
(Please write the time) (F61A) (F61B)


C

44

48

80

1

8

62 Have you spent money on any of the following in the last 4 weeks?  
(You will need to circle an answer on each line)



	Yes	No
Sweets chocolate ice cream etc (F62-1)	1	0
Comics magazines (F62-2)	1	0
Books (F62-3)	1	0
Cigarettes (F62-4)	1	0
Soft drinks (F62-5)	1	0
Alcoholic drinks (F62-6)	1	0
Going to discos, etc (F62-7)	1	0
Bus fares, train fares (F62-8)	1	0
Clothes and footwear (F62-9)	1	0
Cosmetics (F62-10)	1	0
Records or audio tapes (F62-11)	1	0
School equipment (F62-12)	1	0
Football admission, etc (F62-13)	1	0
Cinema (F62-14)	1	0
Video hire (F62-15)	1	0
Pets (F62-16)	1	0
Club subscriptions (F62-17)	1	0
Bicycle (F62-18)	1	0
Slot machines (space invaders, pinball etc) (F62-19)	1	0
Sports equipment (F62-20)	1	0
Computer equipment or games (F62-21)	1	0
Presents for other people (F62-22)	1	0
Other things (Please state what) (F62-23)	1	0

32

63 How much money did you receive last week as

(a) Pocket money/allowance (including money earned for working around your home)? £(F63A1) (F63A2)p

(b) Money earned from your regular job (if any)? £(F63B1) (F63B2)p

(c) A gift? £(F63C1) (F63C2)p


64a. How much of your money did you spend  
last week? ..... £(F64A1) (F64A2)p

--	--	--	--

64b. How much money did you put into a bank,  
post office savings account, building society,  
or other savings scheme, last week ? ..... £(F64B1) (F64B2)p

--	--	--	--

65. Please write down the names of any newspapers, magazines, comics,  
or other periodicals which you read regularly.

53

National newspapers ..... (F65-QN) (F65-W)

QN

--	--

W

Local newspapers ..... (F65-ON) (F65-MS)

ON

--	--

M/S

Magazines ..... (F65-L) (F65-HOB)

L

--	--

Hob

Comics ..... (F65-C) (F65-MUS)

C

--	--

Mu

Other ..... (F65-A) (F65-O)

G

--	--

O

Now please draw a circle round the names of any of the following  
national daily newspapers that are regularly in your home:

(F65A) (F65B) (F65C) (F65D) (F65E)  
Express Guardian Mail Mirror Telegraph

--

P

(F65F) (F65G) (F65H) (F65I)  
Times Scotsman Star Sun

(F65J) (F65K)  
Daily Express (Scotland) Daily Record (Scotland)

66. If you had a personal problem, with whom would you share it?

*Please think about the problem areas below, and against each  
problem write in one answer from this list of people:*

Mother, father, mother and father, brother, sister, other relation,  
teacher, friend, employer, or no-one.

*Problem Area*

*Answer*

School/College ..... (F66A)

Money ..... (F66B)

Family ..... (F66C)

Health ..... (F66D)

Friends ..... (F66E)

Career ..... (F66F)


71

C

--	--	--

75



80



# **CODING FRAME FOR DOCUMENT F**

# Document F

## CODING SCHEME

### VERSION 10

#### HEALTH RELATED BEHAVIOUR QUESTIONNAIRE

##### General Notes

To save the operators' time please use your judgment to correct or carry any doubtful entries

All coding corrections should be made outside the number box. Do not write over an alteration

If a block of similar answers has to be inserted, it is acceptable to write for example "5 X 9" to cover them

If a whole page is left unanswered please mark it as shown on the accompanying sheet

##### Missing values

Missing values are 9, 99 or 999, or may be shown as a block e.g. 12 x 9, where applicable. If response to part (a) of a question is NO, 9's may be used for the following missing values, except where (e.g. in hours worked) the more accurate coding is 00

##### Page 1

Male = 1

Female = 2

Site, year and sex must be coded or the whole script will be rejected by the computer. Any human error here results in very serious problems on the computer print-out. It is suggested that these three categories are filled in before commencing further coding. Do not use a 9 for a missing value in these boxes.

S = Site number

D = Day (Tues = 1, Wed = 2, Thur = 3, Fri = 4, Mon = 5)

M = Month (01 to 12)      Male = 1      Female = 2

##### Question 1 - Set

Please devise your own scheme if details are not provided by the school, and attach them to the form returned with the completed scripts. Use English sets in preference to Maths if both are provided

##### Question 5

Code age down to the nearest whole year

##### Question 6

Sh = Shoe size - code half sizes down. Small sizes 10-1 are coded as 1

##### Question 7

FS = number of children in the family, so add 1 to include the case child (e.g. 1 sister, 1 brother, FS = 3)

##### Question 3

FP = 0 family position of the case, so add 1 to the number

##### Question 9

Look at 9b and 9c together. 9c should be ① if 9b is YES. Do not permit both 9b and 9c to be coded ①①. Check carefully to see that ① or ② is circled on each line

Page 2

Question 10c and 10d minimum age = 16 years.

Question 10(e)

Make sure both parts are answered. If yes, is the pupil old enough to have taken a moped test? (16 yrs).

Question 11

Make sure all parts are answered.  
If 11d is yes, is the pupil old enough to have taken a car test? (17 yrs)

Question 19(a)

If no, code 19b and 19c "9", and 19d "00".

Question 19(b)

Type job

- 1 Babysitting
- 2 Shop/markets
- 3 Manual/factory/garage/car washing
- 4 Paper round/milk round/Corona from lorry/money collection
- 5 Hotel/cafe/restaurant
- 6 Farm/gardening
- 7 Miscellaneous
- 8 Paid housework/office cleaning

NB Where multiple jobs, attempt to select the most remunerative.

Question 19(c)

When work

- 1 Evenings
- 2 Mornings
- 3 Weekend
- 4 Mornings and evenings
- 5 Evenings and weekends
- 6 Mornings and weekends
- 7 All times

Question 19(d)

Hours

Code 00 if person does not work. Portions of hours are raised to next whole number.

Page 4

Question 20

Score 2 points for "at least once a week"  
Score 1 point for "at least once a month"  
and transfer these scores across into the relevant boxes. TOT is the total of VT and VI and does not include NVI.

Question 21(a)

In each box you can code the following sports:

- 1 Soccer
- 2 Rugby
- 3 Netball
- 4 Hockey
- 5 Tennis
- 6 Swimming
- 7 Athletics (incl. crosscountry)
- 8 Cricket
- 9 Other

These may be used for the first 3 boxes of Question 21(b).  
Box 4 of 21(b) will always be a 2. Please check that it is so.

If the child has not represented <sup>with</sup> school or club in sports use 0 If the question is unanswered, use 0's

Question 22

Total self-esteem questions and put in "Est"  
If a part is unanswered score 1, if question is totally unanswered score 99

Question 25

Maximum 8 times

Question 28

If 28a is NEVER, 28b will be 2 x 0  
If part of 28b is ① assume ② for the other part

Question 30

You should code 0 x 0 if not completed If completed 7 is the maximum in any box

Question 34

Check that either "boys" or "girls" sections are answered, but NOT BOTH

Question 36(b)

Please check that 1 or 0 has been circled on each line If check up only is ① then other responses will be ②

Question 38

Only ONE answer is permitted

Question 39 DIET

Iron

☐ :

Any sort of red meat, sausages (2) & dried liver, burgers, eggs or fortified cereals

Score 1 point

Fortified Cereals

Cornflakes

All Bran

Shredded Wheat

Start

Muesli

Special K

Weetabix

Shreddies

Frosties

Readybreak

Chicken, fish, bacon, sugar puffs & rice crispies, slice of bread, baked beans, crisps, vegetables, chocolate bars, complete salad

Score 1/2 point

Round up 1/2 points

Milk or dairy produce

☐ :

1 point is given for each of the following

Milk in daily tea or coffee

Milk on cereals

Large glass of milk

Cheese, yogurt or custard

The total is recorded in the box marked 'M'

### Breakfast cereal

3   C

The type of breakfast cereal consumed is recorded.

#### Names of cereal eaten

- |                            |                |                     |
|----------------------------|----------------|---------------------|
| 00 = none                  | 05 = Readybrek | 11 = Puffed wheat   |
| 01 = Cornflakes            | 06 = Porridge  | 12 = Sugar puffs    |
| 02 = Weetabix/wheetaflakes | 07 = Muesli    | 13 = Bran cereals   |
| 03 = Shredded wheat        | 08 = Frosties  | 14 = Special K      |
| 04 = Rice crispies         | 10 = Shreddies | 15 = Harvest crunch |
|                            |                | 16 = Star           |
|                            |                | 17 = Coco Pops      |
|                            |                | 33 = Unspecified    |
|                            |                | 18 = oat crunchies  |
|                            |                | 19 = Rice Krispies  |
|                            |                | 20 = Honey snacks   |

### Chips

Ch

The number of portions of chips consumed on the previous day is recorded.

### Crisps

Cr

The number of packets of crisps, or their equivalent, eaten the previous day is recorded.

### Sweets

Sw

The following method of scoring is used when calculating the number of sweet and confectionary items consumed:

- 1 = single sweet
- 2 = chocolate bar, e.g. Mars, Kit-kat, etc., or packet of sweets, e.g. toffees or polos.

The scale of the results is from 1-8.

### Carbohydrate (STARCHY)

C

- |                         |             |
|-------------------------|-------------|
| Cereals                 | = 2 points  |
| Sugary cereals          | = 1 point   |
| Bread (1 slice, 1 roll) | = 1 point   |
| Potatoes                | = 2 points  |
| Baked beans             | = ½ point   |
| Rice/spaghetti          | = 2 points  |
| Crisps                  | = ½ point   |
| Scones/buns/baps        | = 1½ points |
| Tart/cake/2 biscuits    | = 1 point   |
| Fruit pie/pudding       | = 1 point   |
| Pizza                   | = 1 point   |

Total, divide by 2

### Fat

Fat

1 point is given for each of the following:

- Butter or margarine on 1 round of bread.
  - 1 packet of crisps, or the equivalent food with a high fat content. e.g. Pastry, cakes or chocolate, fried foods.
- The total is recorded on a scale 1-8.

Fizz/ drinks

☐

Fz

The number of fizzy drinks consumed the previous day is recorded

Vitamin C

☐

Vit C

Items potentially rich in Vit C e.g. citrus fruits and juices, blackcurrants, green vegetables and tomatoes are counted and recorded as below

Citrus fruits (orange, lemon and grapefruit) and their juices, ribena, blackcurrants, melon, stewed gooseberries, cabbage, sprouts, green vegetables, potatoes roasted, boiled, chopped

Score 2 points

Tomatoes, apples and crisps score 1 point

Fibre

☐

VF

Bran - Bran cereals

= 3 points

Other cereals

= 2 points

Sliced brown bread

= 1 point

Fruits

Bananas, pears

= 2 points

Raspberries, Blackberries

= 2 points

Other fruits

= 1 point

Vegetables

Broccoli

Brussel sprouts

Baked beans

Runner beans

Carrots

Peas

Lentils

Sweetcorn

Spring greens

Spinach salad

= 2 points

Asparagus

Beetroot

Cabbage

Cauliflower

Cucumber

Celery

Mushrooms

Onions

Parsnips

Leeks

Swede

Tomato

Lettuce

Watercress

Crisps

) boiled

Potatoes ) baked

) chopped

= 1 point

Alcoholic drinks

☐

Al

The number of alcoholic drinks consumed the previous day is recorded.



Number or nutrients lacking in the diet

☐ T

In this analysis 4 nutrients - Iron, Milk, Vit C, and fibre - receive special attention. If one or more of these is lacking but not necessarily completely absent from the diet this deficiency is recorded here according to the scale given below.

Iron 0, 1, 2  
Milk 0  
Vit C 0, 1  
Fibre 0, 1, 2, 3

ie. if a child scores 2 for Iron and 1 for Fibre, these deficiencies would be recorded 2 in the ☐ T.

Carbohydrates (Sugary)

☐ S

Alcohol	= 1 point
Fruit Juice	= 1 point
Squash/cordial	= 1 point
Fizzy drinks	= 1½ points
Fruit pie/pudding	= 1 point
2 biscuits, bun, scone	= ½ point
Tart	= 1 point
Cake	= 1½ points
Sweet	= 1 point
Chocolate bar	= 2 points
Chocolate biscuit	= 1 point
Ice lolly	= 1 point
Ice cream	= ½ point
Baked beans	= 1 point
Sugary cereals	= 1 point

Added sugar (3 teaspoons)  
(drinks/cereals) = 1 point

Total and divide by 2.

Question 41

If answer to part (a) is NO, 41 (b) will be 2 x 9.

Question 41(b)

Use 1 or 0 in boxes D and E (Diet and Exercise) to indicate how the pupil has tried to control his or her own weight, or 99 if 41a is NO.

Question 43(a)  
& 43(b)

Maximum 98.

Question 46(b)

If 46a is NO, 46b will be 9.

Question 50

If 50(a) is NO, 50(b) and 50(c) will be 2 x 9. Check if part 50(a) is NO that (c) is not 0. Delete is necessary.

Questions 52, 53  
& 54(a)

Permit only one response to each.

Question 54(b)

Use coding No's of question 54(a) to fill in Bpx L. Indication of self experience code 8.

Question 56 If alcohol question is completely unanswered, use 9's. Look for any information to show that a child is a non-drinker, in which case use 0's. Take into consideration any discrepancy between 56, 57 and 58 before coding 56. If 0 in 56, and one drink below, record as 1, lots of drinks below, record as 9.

Question 57 Record the quantities consumed

BZ = total number of units of alcohol consumed

1 wine	= 1
1 sherry	= 1
1 spirit	= 1
1 pint shandy	= 1
½ pint beer/lager	= 1
½ pint cider	= 1

Use children's quantities to obtain BZ, not any "rounded quantities" in the table, e.g. ½ pint beer will be coded in the table as 1, but this should not be counted as 2 BZ units.

Question 58 Code 8 x 9 if pupil has had drinks but has not indicated their source

Question 59(a) If unanswered code 99

Question 50 Time 7 40 am = 0740

Question 51 11pm = 1100 midnight = 1200 1 00am = 1300

Question 62 Please check that each line has been circled, especially the last

Question 63 & 64 50a = 0050, 22 75 = 0275  
Largest amount codable = 99 98  
Code 0000 on unanswered line, 9's if whole question is ignored.

Question 65 QN = Quality Newspapers  
ON = Other Newspapers  
LN = Local Newspapers  
C = Comics  
G = Girls' magazines  
S = Sports magazines and motor, motor sports  
M = Computer, video, hobbies  
Mu = Music magazines  
O = Other magazines

Transfer newspaper details etc across to boxes

For QN see high list below

"Other" magazines include Radio and TV Times, porn, etc

P or source is derived strictly from the newspapers in the home, recording the highest level found there

High (1) = Times, Guardian, Telegraph, Scotsman  
Medium (2) = Mail, Express, Scottish Daily Express  
Low (3) = Star, Mirror, Sun, Scottish Daily Record

Question 65

Additional Information

Quality Newspapers = Times, Telegraph, Guardian, Sunday Observer

Ordinary Newspapers = Mail, Express, Mirror, Sun, Star, Record (Scotland)  
People, News of the World.

Local if yellow sheets from the school available use these to  
guide on local papers.

Comics Whizzer and chips, Dandy, Beano, Eagle, Roy of the  
Rovers, Look-in, Scream, Transformers, Tops, Tiger,  
Bulton, 2000 AD, Dr Who.

Girls Tommy, Bunt, Jackie, Girl, Oh Boy, Just 17, Hair,  
Patches, My Guy, Suzy, Blue Jeans, Photo Love,  
Darling, etc.

Womens Vogue, Womens Own, Realm, Good Housekeeping, Living,  
Family Circle, Habitat, etc.

Motor/sport Autocar, Shoot, Match, Fishing Mags, Horse/Pony

Hobbies Input, Sinclair user, Acorn, any video or computer  
mags. Aircraft mags, Spotters.

Others Radio Times, TV Times, Nat Geographical, Readers Digest,  
Porn, Farmers weekly, Dairy Farmer, Watch tower, Peoples  
Friend.

Question 66

Code using the list provided below. If more than one  
answer is given use the first.

- 0 No-one
- 1 Mother
- 2 Father
- 3 Mother and Father equally
- 4 Brother or sister
- 5 Teacher
- 6 Other relation
- 7 Friend
- 8 Employer

Sports played during the past year

The checklist of sport, arranged under the headings of "Team", "Individual", and "Other", is reproduced below. It will be noticed that sporting activity is subdivided into "in school" and "out of school" categories.

20 DURING THE PAST YEAR which of the following sports did you play when they were in season and how often?

(Please tick the appropriate box as to if you play the same sport IN SCHOOL and OUT OF SCHOOL you will need to tick both boxes.)

	IN SCHOOL		OUT OF SCHOOL	
	At least once a week	At least once a month	At least once a week	At least once a month
<b>TEAM ACTIVITIES</b>				
Soccer				
Basketball				
Cricket				
Football				
Hockey				
Netball				
Rugby				
Rugby				
Volleyball				
Other (please state)				
<b>INDIVIDUAL ACTIVITIES</b>				
Aerobics				
Track Field events				
Badminton				
Canoing				
Cross-country				
Cycling				
Dancing				
Gymnastics				
Horse Riding				
Swimming				
Figure Skating				
Mountain Biking				
Roller Skating				
Rowing				
Sailing				
Skateboarding				
Skating				
Squash				
Sumo Wrestling				
Table Tennis				
Tennis				
Weightlifting				
Water Skiing				
Weight Training				
Windsurfing				
Other (please state)				
<b>OTHER SPORTS</b>				
Billiards				
Q.arts				
Pool				
Shooting				
Snooker				
Other (please state)				

The total scores on pages 46 and 47 (TOTIN and TOTOUT) include the scores under "Team" and "Individual", but exclude the scores for "Other sports"

21 Representing school or club sports

The responses to these two questions are not included in the printout.

22 Self-esteem

The maximum score for each question is 2, giving a total of 20 points. Note that the "Yes" answer scores the maximum points for question 22b.

39 Yesterday's Diet

Much time has been spent trying to translate the answers to this question into a form in which the amounts of different foods and nutrients can be estimated. The following notes are intended to help explain how these are reckoned.

IRON

Iron-rich foods (e.g. red meat, kidney, liver, burgers, eggs or fortified cereals): 1 point each.

Chicken, fish, bacon, sugar-puffs, rice crispies, slice of bread, baked beans, crisps, vegetables, complete salads: 1 point each.

MILK

Milk in daily coffee or tea	)	
Milk on cereal	)	
Cheese or Yoghurt	)	1 point each
Each drink of milk	)	
Various milk puddings	)	

BREAKFAST CEREALS

A record of cereals eaten yesterday.

CHIPS

This indicates the number of portions of chips consumed.

CRISPS

This indicates the number of packets of crisps, rings, and similar processed snacks consumed.

SWEETS

1-3 individual sweets consumed: 1 point altogether.  
Kit-kat, Twix, Mars, packet of Polos, Minstrels, Penguin, Club, etc.: 2 points each.

39 cont CARBSTCH (Starchy Carbohydrates)

Foods rich in starch, e.g. potatoes, a portion of cereal, rice, and pasta 2 points each

Sugary cereals, a slice of bread, cakes and pastries, pizza, and 2 biscuits 1 point each

Baked beans and crisps 1 point each

Note that the normal limit of 8 points is frequently exceeded  
Therefore a scale of 0-16 is used for this question

FATS

Butter or margarine on one round of bread, fat in pastry or cakes, a packet of crisps and fried food 1 point each

FIZZIES

Number of fizzy drinks consumed yesterday

VITAMIN C

Foods rich in Vitamin C, e.g., citrus fruits, ribena & fruit juice, potatoes, green vegetables. 2 points for each item or serving

Tomatoes, crisps and apples: 1 point

VEGFIBRE

Bran and bran cereals. 3 points

Other cereals 2 points.

One slice of wholemeal bread 1 point

Fruit and vegetables. 1 or 2 points, depending on variety

DIETLACK

A tally is kept of the presence or absence of the following four nutrients: iron, milk, vitamin C and vegetable fibre. A point is scored for each nutrient which is absent, or present in a sufficiently low quantity as to indicate a level of anxiety. For example, if milk products were entirely absent and iron intake at a very low level, but vitamin C and vegetable fibre present in quantity, the diet lack score would be 2.

CARBSUGR

This refers to added sugar and food already rich in sugar  
Chocolate bar 2 points.

Fizzy drinks and iced cakes. 1 point

Fruit juice, cordial and squash, alcoholic drinks, confectionary, sugar cereals, and baked beans. 1 point

3 added teaspoonsful of sugar 1 point

Question  
number

54      Sex Information

Please note that the table for 54b is printed before 54a.

57      Alcoholic drinks in the last week

The table whimsically labelled 80CZETOT sums the number of alcoholic items declared in the six previous tables, on the following scale:

1 pint (or large can) of shandy	)	
1/2 pint (or small can) of beer or lager	)	
1/2 pint of cider	)	1 unit each
1 glass of wine	)	
1 glass of fortified wine	)	
1 measure of spirits	)	

63 & 64      Money

Please note that the column headings are given in pence, except for the last one. These represent the following amounts of money:

0. = None  
25. = 1p - 50p  
75. = 51p - £1.00  
125. = £1.01 - £1.50  
175. = £1.51 - £2.00  
250. = £2.01 - £3.00  
350. = £3.01 - £4.00  
450. = £4.01 - £5.00  
750. = £5.01 - £10.00

65      National Daily Newspapers

The answers to this question have been combined to give a rating of "social class index", based on the newspapers available in the home. The rating is as follows:

"High"      Times, Guardian, Telegraph, Independent, Scotsman.

"Medium"      Mail, Express, Today, Scottish Daily Express.

"Low"      Star, Mirror, Sun, Scottish Daily Record.

If newspapers corresponding to different indices are present in the same home, the "higher" one is selected.

# DOCUMENT G

HOME AND ALL THAT



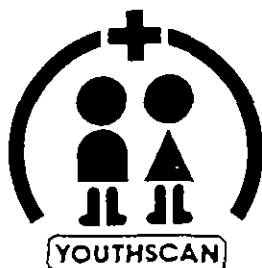
# YOUTHSCAN U.K.

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



1986/87

#### 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) 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"/>
<p><b>BLOCK CAPITALS PLEASE</b></p> <p>Student's Surname</p> <p>Student's Forename(s)</p> <p>Student's Home Address</p> <p>Name of school</p> <p style="text-align: right;">Sex (SEX86)</p> <p style="text-align: right;">Postcode</p> <p style="text-align: right;">Date of Birth (DOB86) / 4/70</p> <p style="text-align: right;">Today's Date (GDOC-MT) (GDOC-YR)</p>			

#### 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?	
<p>YES</p> <p>NO</p> <p>Can't say</p>	<p>Tick one box</p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

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?	
<p>Pop Music</p> <p>News Programmes</p> <p>Talk Programmes</p> <p>Plays</p> <p>Classical Music</p> <p>Phone-ins</p>	<p>Tick all that apply</p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p>

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>1</u>
My best friend .....	<input checked="" type="checkbox"/>	<u>3</u>
A boy/girlfriend .....	<input type="checkbox"/>	<u>  </u>
Other friends .....	<input checked="" type="checkbox"/>	<u>  </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

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.

# DIET

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

Do you add	Tea	Coffee	Cocoa drink
a) Milk (fresh powdered etc) (GA1A1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Sugar to (GA1A2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Sweeteners to (GA1A3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Don't drink this (GA1A4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much do you add to tea coffee cocoa?

How many teaspoons per cup (GA1B1) (GA1B2) (GA1B3)

How many sweeteners per cup (GA1B4) (GA1B5) (GA1B6)

Give brand of sweeteners (GA1B7)\*

A2 Are you a vegetarian?

Tick one box (GA2) (GA2A)

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	2(b) For what reason are you vegetarian?
Fish (GA2A1) <input type="checkbox"/>	One or more of my family are vegetarian (GA2B1) <input type="checkbox"/>
Eggs (GA2A2) <input type="checkbox"/>	Religious reasons (GA2B2) <input type="checkbox"/>
Dairy products (milk and cheese) (GA2A3) <input type="checkbox"/>	My own choice (GA2B3) <input type="checkbox"/>
Other products (GA2A4) <input type="checkbox"/>	because it is more healthy (GA2B4) <input type="checkbox"/>
(What? (GA2A5)* )	because it is wrong to kill animals (GA2B5) <input type="checkbox"/>
	because of factory farming (GA2B6) <input type="checkbox"/>
	Other reasons (GA2B7)* <input type="checkbox"/>
	(What? (GA2B7)* )

A3 How many times a week do you get something at or from a take-away? (GA3)

Tick one box

0 1 2 3 4 5 6 7 More than 7 times

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

What do you usually get? 1 (GA3B1)\* 2 (GA3B2)\* 3 (GA3B3)\* 4 (GA3B4)\* 5 (GA3B5)\*

A4 Do you think you are

Tick one box (GA4)

Underweight ☐

Overweight ☐

About the right weight ☐

Don't know ☐

A5 Do you think you are

Tick one box (GA5)

Shorter than average ☐

Taller than average ☐

About average height ☐

Don't know ☐

A6 Do you think you eat

Tick one box (GA6)

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 (GA7)

YES ☐

NO ☐

If YES, answer 7(a) and 7(b) below

7(a) What form did this upset take?

Tick all that apply

Rash (GA7A1) ☐

Headaches (GA7A2) ☐

Skin eczema (GA7A3) ☐

Swelling(s) (GA7A4) ☐

Asthma (GA7A5) ☐

Diarrhoea (GA7A6) ☐

Vomiting (GA7A7) ☐

Dizziness (GA7A8) ☐

Other (GA7A9) ☐

(What? (GA7A10)\* )

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 (GA7B1)\*

2 (GA7B2)\*

3 (GA7B3)\*

4 (GA7B4)\*

5 (GA7B5)\*

6 (GA7B6)\*

## PARENTS AND FAMILY

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

My parents:	Tick all that apply		Tick all that apply
Allow me freedom of action within reason (GB1.1)	<input type="checkbox"/>	I feel I can't understand what they do want (GB1.7)	<input type="checkbox"/>
Are overprotective/fussing/ worrying (GB1.2)	<input type="checkbox"/>	Are helpful/good in a crisis (GB1.8)	<input type="checkbox"/>
Are understanding/can talk to them (GB1.3)	<input type="checkbox"/>	Are strict/bossy/have too many rules (GB1.9)	<input type="checkbox"/>
Treat me like a child (GB1.4)	<input type="checkbox"/>	Are generous/buy me clothes/things I need (GB1.10)	<input type="checkbox"/>
Don't understand me/my motives (GB1.5)	<input type="checkbox"/>	Are nagging/moaning/complaining (GB1.11)	<input type="checkbox"/>
Are loving/caring/look after me (GB1.6)	<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. (GB2)

Tick one box only

a	b	c	d	e	f	g
Very strict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very free

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

(GB3) Tick one box

YES, there is ☐

NO, not really ☐

If YES, answer 3(a).

3(a). What is it you really want to do?

(GB3A) \*

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

(GB4) Tick one box

YES ☐

NO ☐

If YES, please answer 4(a). below:

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 (GB4A1) (GB4A2) *
My	<input type="checkbox"/>	<input type="checkbox"/>	Hit me, because I (GB4A3) (GB4A4) *
My	<input type="checkbox"/>	<input type="checkbox"/>	Kept me in, because I (GB4A5) (GB4A6) *
My	<input type="checkbox"/>	<input type="checkbox"/>	Stopped my pocket money, because I (GB4A7) (GB4A8) *
My	<input type="checkbox"/>	<input type="checkbox"/>	Went to my school to talk, because I (GB4A9) (GB4A10) *
My	<input type="checkbox"/>	<input type="checkbox"/>	Did something else, because I (GB4A11) (GB4A12) *

(say what)

B5. Do your parents approve/disapprove of your spare-time activities? (GB5A)

Tick one box

My parent(s) disapprove of

nearly everything I do ☐

many of my activities ☐

a few of my activities ☐

My parents generally approve of all my activities ☐

My parents are uninterested/don't care what I do ☐

Space for your comments

(GB5B) \*

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

Tick one box

My parents disapprove of (GB6A)

nearly all of my friends ☐

many of my friends ☐

a few of my friends ☐

My parents generally approve of all my friends ☐

My parents are uninterested/don't know my friends ☐

Space for your comments

(GB6B) \*

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

(GB7A) (Tick one box)

What my mother thinks of me

I care a lot about ☐

I care a little about ☐

I don't care at all about ☐

(GB7B) (Tick one box)

What my father thinks of me

☐

☐

☐

B8 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 (GB8 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Father alone (GB8 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Both parents (GB8 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B9 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) Same sex as me	Tick all that apply (b) Opposite sex
During the daytime -		
in my bedroom	<input type="checkbox"/> (GB9 1)	<input type="checkbox"/>
elsewhere in our house	<input type="checkbox"/> (GB9 2)	<input type="checkbox"/>
During the evening -		
in my bedroom	<input type="checkbox"/> (GB9 3)	<input type="checkbox"/>
elsewhere in our house	<input type="checkbox"/> (GB9 4)	<input type="checkbox"/>
Overnight	<input type="checkbox"/> (GB9 5)	<input type="checkbox"/>

B10 How much homework have you had in 3rd 4th or 5th year? (Scotland 2nd 3rd or 4th year)

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) This school year (starting September 1985) (GB10A1)	<input type="checkbox"/>	<input type="checkbox"/> (GB10A2) hours		<input type="checkbox"/>
(b) Last school year (starting September 1984) (GB10B1)	<input type="checkbox"/>	<input type="checkbox"/> (GB10B2) hours		<input type="checkbox"/>
(c) Previous school year (starting September 1983) (GB10C1)	<input type="checkbox"/>	<input type="checkbox"/> (GB10C2) hours		<input type="checkbox"/>

B11 How much interest and help have you had with your homework from your parents this school year?

Tick all boxes that apply in column (a) and column (b)

	Tick all that apply MOTHER (a)	Tick all that apply FATHER (b)
Mainly let me get on with it on my own (GB11 1)	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes help me (GB11 2)	<input type="checkbox"/>	<input type="checkbox"/>
Try but can t really help (GB11 3)	<input type="checkbox"/>	<input type="checkbox"/>
Encourage me but do not help me (GB11 4)	<input type="checkbox"/>	<input type="checkbox"/>
I don t do homework (GB11 5)	<input type="checkbox"/>	<input type="checkbox"/>

B12 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 (GB12 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Washing up (GB12 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Cleaning the house (GB12 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Making the beds (GB12 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Cooking (GB12 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Looking after elderly relatives (GB12 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) Looking after pets (GB12 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) Washing and/or ironing clothes (GB12 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Gardening (GB12 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(j) Cleaning car if any (GB12 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k) Painting or decorating (DIY) (GB12 11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(l) Looking after younger children if any (GB12 12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(m) Other things I help with (PLEASE WRITE IN)					
1	(GB12M1) *				
2	(GB12M2) *				
3	(GB12M3) *				

## 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	(GCI.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) to throw a ball to hit a target	(GCI.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) to use a racquet for games	(GCI.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) to hold top of a broom to sweep	(GCI.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) to hold top of shovel	(GCI.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) to hold a match when striking it	(GCI.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) to hold scissors to cut paper	(GCI.7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) to deal playing cards	(GCI.8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(j) to hammer a nail into wood	(GCI.9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k) to unscrew the lid of a jar	(GCI.10)	<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.

(GCI.A) \*

## FAITH AND RELIGION

Please answer D1 and then D2

D1. What religion were you born into?

Were you born a: (GD1A)

Tick one box

Christian	<input type="checkbox"/>
Church of England	<input type="checkbox"/>
Catholic	<input type="checkbox"/>
Other Christian	<input type="checkbox"/> (what? (GD1.2)*)
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? (GD1.3)*)
None (atheist, agnostic etc.)	<input type="checkbox"/>

D2. Is religion an important part of your life?

(GD2)

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 (GD3.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Old fashioned (GD3.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Valuable members of society (GD3.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Misguided (GD3.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) People who go to help you in trouble (GD3.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) No different from other people (GD3.6)	<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?

(GE1)

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?

(GE2)

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?

To find a job	(GE2A1)	<input type="checkbox"/>
To take up a job	(GE2A2)	<input type="checkbox"/>
To go to College/University	(GE2A3)	<input type="checkbox"/>
To get married/live with partner	(GE2A4)	<input type="checkbox"/>
To have a family of my own	(GE2A5)	<input type="checkbox"/>
To be independent of my family	(GE2A6)	<input type="checkbox"/>
Not happy at home generally	(GE2A7)	<input type="checkbox"/>
Parents splitting up	(GE2A8)	<input type="checkbox"/>
Want a place of my own	(GE2A9)	<input type="checkbox"/>
Other reason (say what)	(GE2A10) (GE2A11)*	<input type="checkbox"/>

- E3 When you first leave home, do you expect to be living alone?

(GE3)

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"/>

- E4 Looking ahead 5 years, what do you see yourself doing?

(GE4A)

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? (GE4B) *)	

- E5 What do you think you will be doing and where do you think you will be living in 10 years time?

Please write

(GE5) \*

(GE5A) \*

## 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 (GF1.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Video nasties (GF1.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Blue films/Porn videos (GF1.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Video films (GF1.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) TV Programmes on Video (GF1.5)	<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?



(GF2) 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? (GF2A1) Tick one box

At home ☐

At a friend's house ☐

Somewhere else (Where? (GF2A2) \*) ☐

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

Newsagent (GF2B1) ☐

Video Shop (GF2B2) ☐

Sex shop (GF2B3) ☐

Off-licence (GF2B4) ☐

Service Station (GF2B5) ☐

Somewhere else (GF2B6) ☐

(Where? (GF2B7) \*) ☐

2(c) What was it called (GF2C) \*

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



(GF3) 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. (GF3A1) \*

2. (GF3A2) \*

3. (GF3A3) \*

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

(GF4) Tick one box only

Not shocking at all ☐

Fairly shocking ☐

Very shocking ☐

F5. Should video nasties/blue films be banned?

(GF5) 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?

(GG1) 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? (GG1A1) Tick all that apply

Parents/relations give me it when I need it ☐

Parents/relations sometimes pay for the chore (GG1A2) ☐

I do occasional outside work (GG1A3) ☐

I 'borrow' from family (GG1A4) ☐

I 'borrow' from friends (GG1A5) ☐

Other ways (GG1A6) ☐

(please say what (GG1A7) \*) ☐

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

Given by parents regularly without strings (GG1B1) ☐

Rewards for achievement eg. passing exams (GG1B2) ☐

Earned in the house (GG1B3) ☐

Given by other relations (GG1B4) ☐

Earned from other relations (GG1B5) ☐

Earned outside the home from paid job (GG1B6) ☐

(please say how (GG1B7) \*) ☐



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

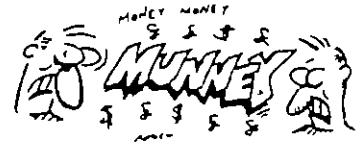
G3 Are you ever depressed when you have no money?

(GG2) Tick one box only which is closest to the way you feel

My parents give me as much as I need	<input type="checkbox"/>
I'm sure they would give me more if they could	<input type="checkbox"/>
I'm sure they would give more but I'm satisfied	<input type="checkbox"/>
They could easily give me more but they won't	<input type="checkbox"/>
I could get them to give me more but I wouldn't ask them	<input type="checkbox"/>
They wouldn't give me any more even if I asked them	<input type="checkbox"/>
They wouldn't be able to give me any more anyway	<input type="checkbox"/>
They don't give me any money at all	<input type="checkbox"/>

(GG3) Tick one box

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>
CAN'T SAY	<input type="checkbox"/>



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?

(GG4) Tick one box

YES occasionally	<input type="checkbox"/>
YES often	<input type="checkbox"/>
NO	<input type="checkbox"/>

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

4(a)

How do you feel about that? (GG4A) Tick one box

I mind very much	<input type="checkbox"/>
I mind quite a bit	<input type="checkbox"/>
It doesn't bother me	<input type="checkbox"/>
It doesn't bother me at all	<input type="checkbox"/>

4(b)

What sort of things do you miss out on? Tick all that apply

Having fashionable clothes (GG4B1)	<input type="checkbox"/>
Having big possessions like a stereo or a camera (GG4B2)	<input type="checkbox"/>
Having small possessions like records or cassettes (GG4B3)	<input type="checkbox"/>
School trips (GG4B4)	<input type="checkbox"/>
Entry money for Cinema/disco (GG4B5)	<input type="checkbox"/>
Entry money for sports (GG4B6)	<input type="checkbox"/>
Going out with my friends (GG4B7)	<input type="checkbox"/>
Money for travel to go places (GG4B8)	<input type="checkbox"/>
Treating my friends (GG4B9)	<input type="checkbox"/>
Buying presents (GG4B10)	<input type="checkbox"/>
Other things (GG4B11)	<input type="checkbox"/>
(say what (GG4B12) *)	<input type="checkbox"/>

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?

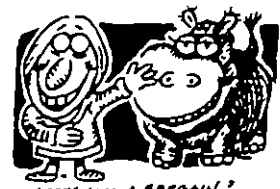
Please tick any of the following ways that you have used in the past six months

Always pay for everything (GG5.1)	<input type="checkbox"/>	Tick all that apply	I sometimes get into a sports centre or swimming pool without paying (GG5.5)	<input type="checkbox"/>
I sometimes go by bus without paying (GG5.2)	<input type="checkbox"/>		I sometimes get cheaper tickets by saying (GG5.6)	<input type="checkbox"/>
I sometimes go by train without paying (GG5.3)	<input type="checkbox"/>		I'm young enough for half price (GG5.7)	<input type="checkbox"/>
I sometimes get into a dance or disco without paying (GG5.4)	<input type="checkbox"/>		Other ways? (GG5.8)	<input type="checkbox"/>
			What? (GG5.9) *	

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 besides the boxes you have ticked

	A	B
	Tick all that apply	Number as 1 2 3
Sweets/snacks/fizzy drinks from shops/takeaways (GG6.1)	<input type="checkbox"/>	
Alcohol (GG6.2)	<input type="checkbox"/>	
Cigarettes (GG6.3)	<input type="checkbox"/>	
Newspapers/magazines/books (GG6.4)	<input type="checkbox"/>	
Makeup/clothes (GG6.5)	<input type="checkbox"/>	
Sports clothes/equipment/club dues and entrances fees to sports facilities (GG6.6)	<input type="checkbox"/>	
Records and/or cassettes (GG6.7)	<input type="checkbox"/>	
Equipment for your hobby (GG6.8)	<input type="checkbox"/>	
Presents for your family and friends (GG6.9)	<input type="checkbox"/>	
Tickets for cinema/concert (GG6.10)	<input type="checkbox"/>	
Admission money for disco/gig/dances (GG6.11)	<input type="checkbox"/>	
Entrance money to sports fixtures (GG6.12)	<input type="checkbox"/>	
Travel fares (eg to meet people get to youth clubs places of entertainment) (GG6.13)	<input type="checkbox"/>	
Betting/gambling (GG6.14)	<input type="checkbox"/>	



G7. Have you got a paid job now, or have you had a paid job in the past?

(GG7)

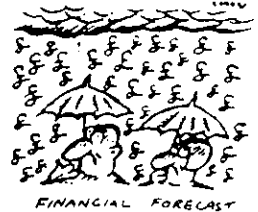
Tick one box

YES, now ☐

YES, but not now ☐

NO, never ☐

If YES, answer 7(a), 7(b) and 7(c) below:



7(a)

At what age did you start your present job? (or most recent job if you haven't got one now)

(GG7A1) At years (GG7A2) months

7(b)

What is/was your part-time job?

Tick all that apply

Newspaper round (GG7B1) ☐

Baby sitting (GG7B2) ☐

Saturday job in: Supermarket (GG7B3) ☐

Newsagent (GG7B4) ☐

Other shop (What? (GG7B5) (GG7B6)\*) ☐

Help with a milk round (GG7B7) ☐

Help in a restaurant/café (GG7B8) ☐

Help in a cleaning job (GG7B9) ☐

Other (say what (GG7B10) (GG7B11)\*) ☐

7(c) How long have you been doing your present job (or most recent job)?

I have been doing it for (GG7C) months

G8. Do you save money?

(GG8)

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 (GG8A1) ☐

Holiday (GG8A2) ☐

Audio equipment (GG8A3) ☐

Presents (GG8A4) ☐

Bike/moped (GG8A5) ☐

Sports Equipment (GG8A6) ☐

Equipment for hobby (GG8A7) ☐

Other thing(s) (GG8A8) ☐

(please say what (GG8A9)\*) ☐

8(b)

What are the reasons you don't save money?

Tick all that apply

I don't believe in saving money (GG8B1) ☐

I never have enough money to be able to save (GG8B2) ☐

It takes too long to save a worthwhile sum (GG8B3) ☐

I find it too difficult to save (GG8B4) ☐

My parents are saving money for me, anyway (GG8B5) ☐

Other reason (GG8B6) ☐

(say what (GG8B7)\*) ☐

## SMOKING

A lot of people try cigarettes as children or teenagers. Some of them take up smoking regularly, others smoke a cigarette occasionally, some never smoke at all when they are older. What about you and smoking? Please answer all 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).

(GH1)

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 (GH1A1) ☐

It's too expensive anyway (GH1A2) ☐

It's unhealthy (GH1A3) ☐

My parents won't let me (GH1A4) ☐

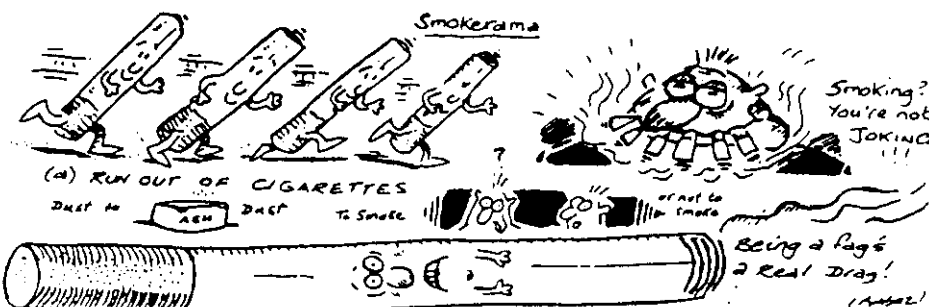
I'm afraid I would get hooked (GH1A5) ☐

It's a dirty habit (GH1A6) ☐

It upsets me (GH1A7) ☐

Other reasons (GH1A8) ☐

(What? (GH1A9)\*) ☐



H2 How many cigarettes do you smoke in a week?

(GH2)

Tick one box

I am a non smoker ☐

I probably smoke one whole cigarette a week on average ☐

More than 1 and up to 5 ☐

More than 5 and up to 10 ☐

More than 10 and up to 20 ☐

More than 20 and up to 40 ☐

More than 40 and up to 70 ☐

More than 70 and up to 100 ☐

More than 100 a week on average ☐

H3 Why do you think people smoke?

People smoke because

Tick all that apply

They can't do without it (GH3.1) ☐

They enjoy smoking (GH3.2) ☐

It helps them forget problems (GH3.3) ☐

It helps them be less nervous (GH3.4) ☐

It helps them relax (GH3.5) ☐

It helps them feel less tense (GH3.6) ☐

It helps them to be sociable (GH3.7) ☐

It helps them to think they're grown up (GH3.8) ☐

Other reasons (What? (GH3.9) (GH3.10)\*) ☐

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

(GH4.1) Tick all that apply to you

I have never smoked/I have given up smoking ☐

I never have a whole cigarette to myself but I sometimes have a puff of someone else's (GH4.2) ☐

I never ask for or buy cigarettes but I sometimes accept one that is offered (GH4.3) ☐

I never buy cigarettes but I sometimes ask for one when someone else is smoking (GH4.4) ☐

I buy cigarettes sometimes to smoke myself but I don't always buy more when they're gone (GH4.5) ☐

I buy a new packet of cigarettes as soon as the last packet is empty (GH4.6) ☐

If I run out of cigarettes I have to go and buy more even if it means going out specially (GH4.7) ☐

H5 Think back to the time you first tried smoking. How old were you at the time?

Tick one box only (GH5)

5 yrs 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 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

H6 How did you feel when you first tried smoking?

Tick all that apply

I enjoyed it (GH6.1) ☐

I felt grand and grown up (GH6.2) ☐

It made me sick (GH6.3) ☐

It made me cough (GH6.4) ☐

It made me dizzy (GH6.5) ☐

It made me feel funny in other ways (GH6.6) ☐

How? (GH6.7) \* ☐

I can't remember (GH6.8) ☐

I have never had a cigarette (GH6.9) ☐

H7 Where were you when you first tried smoking?

(GH7A)

Tick one box

I was at home ☐

I was at a friend's home ☐

I was out of doors somewhere ☐

I was at a club/disco ☐

I was at school ☐

I was somewhere else (Where? (GH7B) \*) ☐

I can't remember ☐

I have never had a cigarette ☐

H8 Who was with you when you first tried smoking?

(GH8A)

Tick one box

I was Alone ☐

With my parents ☐

With my brother/sister ☐

With friends ☐

I was with people older than me ☐

I was with someone else (Who? (GH8B) \*) ☐

I can't remember ☐

I have never tried a cigarette ☐

H9 Where did you get your 1st cigarette?

(GH9A)

Tick one box

I bought it ☐

I found it ☐

I just took it ☐

Someone gave it to me (Who? (GH9B) \*) ☐

I can't remember ☐

I have never had a cigarette ☐

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

(GH10A)

Tick one box

YES ☐

NO ☐

Never smoked ☐

If YES please give brand

Which brand was it? (GH10B) \*

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

(GH11)

Tick one box

Not smoking at start of year but began during the year ☐

Smoked all through same amount ☐

Smoked all through, but cut down ☐

Smoked all through and increased ☐

Smoked at beginning, but gave up some time in the year ☐

Have not smoked throughout ☐

H12. Looking back over the last seven days:

At what time of day have you had a smoke? Tick all that apply.

Before school (GH12.1) ☐

During morning break (GH12.2) ☐

Lunch break (GH12.3) ☐

Afternoon break (GH12.4) ☐

After school (GH12.5) ☐

In the evening (GH12.6) ☐

In bed (GH12.7) ☐

I don't smoke (GH12.8) ☐

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

Tick all that apply

I buy them from a shop (GH13.1) ☐

I buy them from a cigarette machine (GH13.2) ☐

I get my parents to buy them (GH13.3) ☐

I get my friends to buy them (GH13.4) ☐

My parents give them to me (GH13.5) ☐

I help myself to any lying around (GH13.6) ☐

I sometimes take them without permission (GH13.7) ☐

I don't smoke (GH13.8) ☐

I get them from somewhere else (GH13.9) ☐

(Where? (GH13.10) \*) ☐

H14. Nowadays where do you usually do your smoking?

Tick all that apply

I smoke at home everywhere (GH14.1) ☐

I smoke at home, not in front of parents (GH14.2) ☐

I smoke during school breaks etc. (GH14.3) ☐

I smoke around town/out of doors (GH14.4) ☐

I smoke in friends' houses (GH14.5) ☐

I smoke somewhere else (GH14.6) ☐

(Where? (GH14.7) \*) ☐

I don't smoke (GH14.8) ☐

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

Tick all that apply

I usually smoke alone (GH15.1) ☐

I smoke with one friend (GH15.2) ☐

I smoke with other teenagers (GH15.3) ☐

I smoke with parents (GH15.4) ☐

With other people (GH15.5) ☐

(Who? (GH15.6) \*) ☐

I don't smoke (GH15.7) ☐

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 (GH16)

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) (GH17A) \* ☐

(ii) (GH17B) \* ☐

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

Tick all that apply

I don't smoke (GH18.1) ☐

I smoke Benson & Hedges (GH18.2) ☐

I smoke John Player Special (GH18.3) ☐

I smoke John Player Blue (GH18.4) ☐

I smoke Players No.6 Filter Tip (GH18.5) ☐

I smoke Players No.10 Filter Tip (GH18.6) ☐

I smoke Silk Cut (GH18.7) ☐

Please continue in next column

Tick all that apply

I smoke Marlboro (GH18.8) ☐

I smoke Superkings (GH18.9) ☐

I smoke Consulate (GH18.10) ☐

I smoke Embassy Regal (GH18.11) ☐

I smoke Rothmans (GH18.12) ☐

I smoke Dunhill (GH18.13) ☐

I smoke other brand(s) (GH18.14) (GH18.16) ☐

(What? (GH18.15) \* ☐

(GH18.17) \* ☐

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

(GH19)

Tick one box

YES ☐

NO ☐

I don't smoke ☐

19(a)

If YES, answer 19(a)

Is it: (GH19A)

Tick one box

High Tar ☐

Medium Tar ☐


Medium to Low Tar ☐


Low Tar ☐


H20 How far down the cigarette do you usually smoke?

(GH20)

Tick one box

☐ 

☐ 

☐ 

☐ I can't say it varies

☐ I don't smoke

H21 How much smoke if any do you inhale?

Tick all that apply

I hold the smoke in my mouth only (GH21.1) ☐

I take the smoke to the back of my throat (GH21.2) ☐

I take smoke partly into my chest (GH21.3) ☐

I take smoke right back into my chest (GH21.4) ☐

I don't smoke (GH21.5) ☐

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

(GH22)

Tick one box

☐ Impossible

☐ Very difficult

☐ Fairly difficult

☐ Not at all difficult

☐ Don't know

☐ I don't smoke

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?

(GH23)

Tick one box

☐ I'm happy with the amount I smoke but I feel I could stop altogether if I wanted

☐ I suppose I smoke too much but I'm sure I could stop if I really wanted

☐ I smoke too much but one day I'll cut down

☐ I really wish I didn't smoke so much but I haven't the willpower to stop

☐ None of the above

☐ I don't smoke

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

(GH24)

Tick one box

☐ YES I'm afraid so

☐ NO

☐ I Don't know

☐ I don't smoke

if YES answer 24(a) below

How much will you be smoking? (GH24a) Tick one box

☐ More than now

☐ Same as now

☐ Less than now

H25 Do your parents, friends or relatives ever smoke?

Tick one box on each line a-e

Which of the following smoke(s)	Not at all	Sometimes	Often	Don't know
(a) My mother (GH25.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) My father (GH25.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) My brother(s)/sister(s) (GH25.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) My best friend (GH25.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) My boy/girl friend (GH25.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H26 How many of your friends smoke?

(GH26)

Tick one box

☐ None of them

☐ About a quarter of them

☐ About half of them

☐ Most of them

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

(GH27A) (GH27B)

Tick one box for each parent

	My Mother	My Father
They would be		
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

Tick one box on each line a-f

	Smokers	Non Smokers	Both equal
Which do you believe are			
(a) Healthier? (GH28.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) More attractive to opposite sex? (GH28.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) More sociable and mix better? (GH28.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) More likely to take drugs (GH28.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) More likely to get a good job (GH28.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Better at exams (GH28.6)	<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: —

(GI1)\*

(GI2)\*

(GI3)\*

(GI4)\*

(GI5)\*

(GI6)\*

(GI7)\*

(GI8)\*

(GI9)\*

(GI10)\*

# **DOCUMENT H**

**FRIENDS AND THE OUTSIDE WORLD**

# 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

## FRIENDS AND THE OUTSIDE WORLD

### STUDENT SELF-COMPLETION QUESTIONNAIRE



1986/87

#### CONFIDENTIAL

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Bristol BS6 6BU  
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BLOCK CAPITALS PLEASE			
Student's Surname		Sex (SEX86)	
Student's Forename(s)			
Student's Home Address			
Name of school		Postcode	
		Date of Birth (DOB86) 4/70	
		Today's Date (HDOC MT) (HDOC YR)	

#### 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?	
YES	Tick one box
NO	
Can't say	
	<input checked="" type="checkbox"/> <input type="checkbox"/> <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?	
Pop Music News Programmes Talk Programmes Plays Classical Music Phone Ins	Tick all that apply <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <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 = most commonest, 2 = next, 3 = next.

	A	B
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 checked="" 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 ☐

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

# HEALTH

A1 What is your present weight and height?

Weight

My weight is \_\_\_\_\_ lbs  
(or \_\_\_\_\_ stones \_\_\_\_\_ lbs)  
(or (HA1 1) kilos)

Height

My height is \_\_\_\_\_ inches  
(or \_\_\_\_\_ feet \_\_\_\_\_ inches)  
(or (HA1 2) cms)

A2 In the past 12 months what has been done for your health at school?

Answer all questions a d and tick one box per line

		Yes	No
(a) Seen the School nurse	<u>(HA2 1)</u>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Had a school medical examination	<u>(HA2 2)</u>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Had an eyesight test at school	<u>(HA2 3)</u>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Had a hearing test at school	<u>(HA2 4)</u>	<input type="checkbox"/>	<input type="checkbox"/>

A3 In the past 12 months have you been anywhere about your health

Tick one box on each line. Answer all questions a g

	Yes	No		Why?
(a) Consulted family doctor	<input type="checkbox"/>	<input type="checkbox"/>	—	<u>(HA3A 2)</u> *
(b) Had a dental check up	<input type="checkbox"/>	<input type="checkbox"/>	—	<u>(HA3B 2)</u> *
(c) Had dental treatment	<input type="checkbox"/>	<input type="checkbox"/>	—	<u>(HA3C 2)</u> *
(d) Attended Hospital Outpatients	<input type="checkbox"/>	<input type="checkbox"/>	—	<u>(HA3D 2)</u> *
(e) Been admitted to Hospital	<input type="checkbox"/>	<input type="checkbox"/>	—	<u>(HA3E 2)</u> *
(f) Had an accident	<input type="checkbox"/>	<input type="checkbox"/>	—	<u>(HA3F 2)</u> *
(g) Had an operation	<input type="checkbox"/>	<input type="checkbox"/>	—	<u>(HA3G 2)</u> *

A4 In the past 12 months have you had any of the following?

Answer every question a j and tick box to indicate Yes or No

	Yes	No		Yes	No
(a) Sore throats	<input type="checkbox"/>	<input type="checkbox"/>	(e) Wheezing on the chest	<input type="checkbox"/>	<input type="checkbox"/>
(b) Earache	<input type="checkbox"/>	<input type="checkbox"/>	(f) Asthma	<input type="checkbox"/>	<input type="checkbox"/>
(c) Hearing difficulty	<input type="checkbox"/>	<input type="checkbox"/>	(g) Acne	<input type="checkbox"/>	<input type="checkbox"/>
(d) Problems with eyesight	<input type="checkbox"/>	<input type="checkbox"/>	(h) Nervous problems	<input type="checkbox"/>	<input type="checkbox"/>
			(i) Other problems	<input type="checkbox"/>	<input type="checkbox"/>
			What?	<u>(HA4 10)</u> *	

A5 Have you had any illnesses or accidents requiring medical attention in the past 12 months?

(HA5)  
YES ☐ If YES answer (5a)  
NO ☐ and (5b) below

5(a)

What were you told was the matter?

1 (HASA 1) \*

2 (HASA 2) \*

3 (HASA 3) \*

5(b)

Where were you treated? Tick all that apply

I visited surgery/health centre (HASB 1) ☐

I was treated at home (HASB 2) ☐

I attended hospital (HASB 3) ☐

I was admitted to hospital (HASB 4) ☐

## HERE ARE SOME QUESTIONS ABOUT COUGHS AND COLDS

A6

Please tick one box on each line

	Yes	No
(a) Do you usually cough first thing in the morning in winter?	<input type="checkbox"/>	<input type="checkbox"/>
(b) Do you usually bring up any phlegm (spit) from your chest first thing in the morning in winter?	<input type="checkbox"/>	<input type="checkbox"/>
(c) Do you bring up any phlegm (spit) from your chest during the day in winter?	<input type="checkbox"/>	<input type="checkbox"/>
(d) Do you get short of breath when hurrying on flat ground or walking up a slight hill?	<input type="checkbox"/>	<input type="checkbox"/>

If YES to any of these please answer 6(a) below

6(a)

Do you cough or bring up phlegm (spit) for as many as 3 months each year? (HA6A 1)

YES ☐

NO ☐

## QUESTIONS A7 A9 – GIRLS ONLY

A7 Have you started your monthly periods yet?

(HA7)  
Tick one box  
YES ☐ If YES please answer 7(a) 7(b)  
NO ☐ and 7(c)

Give the age when you had your first period. Tick one box

10 yrs or less (HA7 1) ☐

11 yrs ☐

12 yrs ☐

13 yrs ☐

14 yrs ☐

15 yrs ☐

7(b) When was the first day of your last menstrual period?  
(HA7 2A), (HA7 2B) 1986 (HA7 2C)

7(c) If you haven't had a period for over a month can you tell us why? (HA7 3) \*

A8. The pill is used for painful periods as well as for contraception. Have you ever been on the pill for any reason whatsoever?

(H8)

Tick all that apply

YES, I take it now ☐

YES, I've taken it but I'm not on it now ☐

NO, I've never taken it ☐

A9. Do you get unpleasant symptoms before or during your periods? (HA9)

YES ☐

NO ☐

If YES, please answer 9(a) below

9(a)

I get

Pain (HA9A.1)

Depression (HA9A.2)

Irritability (HA9A.3)

Headaches (HA9A.4)

Cramps (HA9A.5)

Other problems (HA9A.6)

(What? (HA9A.7) \*

## FRIENDS

B1. Have you got or ever had a steady boyfriend/girlfriend?

(HB1)

Tick one box

YES at the moment ☐

YES, used to but not now ☐

NO, never had one ☐



B2. Whether or not you've got a girlfriend/boyfriend, have you got a best friend who you feel you can really trust?

(HB2)

Tick one box

YES ☐

NO ☐

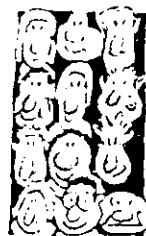
B3. Have you got a teenage relative (brother/sister/cousin) of around your age with whom you are very close?

(HB3)

Tick one box

YES ☐

NO ☐



B4. How many other close friends have you got at your school or outside?

Answer 4(a) and then (b). Tick one box.

0 1 2 3 4 5 6 7 8 9 or more friends

4(a) At school, I have (HB4.1) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

4(b) Outside school, I have (HB4.2) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

B5. How many of your friends live very near, near, some way away or a long way away from you?

I have the following number of friends who live

Give number

School friends Other friends

Very near (walking distance) (HB5A.1) (HB5B.1)

Near (but not walking distance) (HB5A.2) (HB5B.2)

A few miles away (HB5A.3) (HB5B.3)

A long way away (HB5A.4) (HB5B.4)

B6. How often do you do the following things with your friend(s) or family in the evenings or at weekends?

Answer questions a - i

Tick one box on each line for term-time and one box on each line for school holidays.

During Term-Time

A 4 days or more a week

B 2-3 days a week

C Once a week

D Less than once a week

E Rarely or never

During School Holidays

A 4 days or more a week

B 2-3 days a week

C Once a week

D Less than once a week

E Rarely or never

(a) Stay indoors at home by myself or with family (HB6A.1) ☐ ☐ ☐ ☐ ☐

(b) Go out by myself or with family (HB6A.2) ☐ ☐ ☐ ☐ ☐

(c) Stay at home with girl/boyfriend (HB6A.3) ☐ ☐ ☐ ☐ ☐

(d) Spend time at the home of girl/boyfriend (HB6A.4) ☐ ☐ ☐ ☐ ☐

(e) Go out to cinema etc with girl/boyfriend (HB6A.5) ☐ ☐ ☐ ☐ ☐

(f) Stay at home and have other friend(s) in (HB6A.6) ☐ ☐ ☐ ☐ ☐

(g) Spend time at the home(s) of other friends (HB6A.7) ☐ ☐ ☐ ☐ ☐

(h) Go out with friends to cinema, disco, etc. (HB6A.8) ☐ ☐ ☐ ☐ ☐

(i) Go out with friends and do nothing in particular (HB6A.9) ☐ ☐ ☐ ☐ ☐

(HB6B.1) ☐ ☐ ☐ ☐ ☐

(HB6B.2) ☐ ☐ ☐ ☐ ☐

(HB6B.3) ☐ ☐ ☐ ☐ ☐

(HB6B.4) ☐ ☐ ☐ ☐ ☐

(HB6B.5) ☐ ☐ ☐ ☐ ☐

(HB6B.6) ☐ ☐ ☐ ☐ ☐

(HB6B.7) ☐ ☐ ☐ ☐ ☐

(HB6B.8) ☐ ☐ ☐ ☐ ☐

(HB6B.9) ☐ ☐ ☐ ☐ ☐

87 When you go out with friends your own age how often do your parents ask you?

	Almost always	Mostly	Sometimes	Hardly ever
Tick one box on each line a - c				
(a) Who you are going out with? (HB7.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Where you are going? (HB7.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) What you are going to be doing? (HB7.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

88 When you do go out with friends your own age how often do you tell your parents (either of your own accord or in answer to their asking)

	Almost always	Mostly	Sometimes	Hardly ever
Tick one box on each line a - c				
(a) Who you are really going to be with? (HB8.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Where you are really going? (HB8.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) What you are really going to be doing? (HB8.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

89 A lot is talked nowadays about teenagers and sex. Please tell us about how you feel about having sex

		Tick all that apply to you
I don't feel ready for sex	(HB9.1)	<input type="checkbox"/>
I have done it once	(HB9.2)	<input type="checkbox"/>
I've done it several times	(HB9.3)	<input type="checkbox"/>
I've done it regularly	(HB9.4)	<input type="checkbox"/>
I've only done it with one person	(HB9.5)	<input type="checkbox"/>
I've done it with more than one person	(HB9.6)	<input type="checkbox"/>
I've never done it	(HB9.7)	<input type="checkbox"/>
I'm glad I've done it	(HB9.8)	<input type="checkbox"/>
I enjoy it	(HB9.9)	<input type="checkbox"/>
I wish I had done it	(HB9.10)	<input type="checkbox"/>
I expect I shall do it soon	(HB9.11)	<input type="checkbox"/>
My parents would be horrified at the idea	(HB9.12)	<input type="checkbox"/>

910 Here are two statements about having sex. Please answer both 9(a) and 9(b)

910(a).

I think it would be all right for me myself to do it with someone if we were	(HB10.1)	Tick one box
On a first date	<input type="checkbox"/>	
After a few dates	<input type="checkbox"/>	
Engaged	<input type="checkbox"/>	
Married	<input type="checkbox"/>	

910(b)

I think it is all right for other people to do it together if they were	(HB10.2)	Tick one box
On a first date	<input type="checkbox"/>	
After a few dates	<input type="checkbox"/>	
Engaged	<input type="checkbox"/>	
Married	<input type="checkbox"/>	

911 Obviously nobody wants to start a baby by mistake (and least of all the people who care about you) - whether or not this applies to you at the moment, we'd like to know your views about taking precautions against pregnancy

Which ways do you use nowadays?	ANSWER BOTH	Which ways do you think you would use in the future?
Tick all that apply		Tick all that apply
<input type="checkbox"/> (HB11A.1)	The boy withdraws (pulls out)	<input type="checkbox"/> (HB11B.1)
<input type="checkbox"/> (HB11A.2)	The boy uses a rubber (durex)	<input type="checkbox"/> (HB11B.2)
<input type="checkbox"/> (HB11A.3)	The girl works out safe period	<input type="checkbox"/> (HB11B.3)
<input type="checkbox"/> (HB11A.4)	The girl is on the pill	<input type="checkbox"/> (HB11B.4)
<input type="checkbox"/> (HB11A.5)	The girl uses jelly/cream	<input type="checkbox"/> (HB11B.5)
<input type="checkbox"/> (HB11A.6)	The girl uses another method	<input type="checkbox"/> (HB11B.6)
<input type="checkbox"/> (HB11A.7)	Not having sex at all	<input type="checkbox"/> (HB11B.7)
<input type="checkbox"/> (HB11A.8)	Trusting to luck	<input type="checkbox"/> (HB11B.8)
<input type="checkbox"/> (HB11A.9)	None of these	<input type="checkbox"/> (HB11B.9)
<input type="checkbox"/> (HB11A.10)	Don't know	<input type="checkbox"/> (HB11B.10)

B12. What do you think were/are the important sources of your knowledge about sexual matters?

In Column A, tick all boxes which indicate from where you obtained help/knowledge  
In Column B, put a number 1, 2 or 3 beside the boxes you have ticked to indicate the 3 most important sources of help

	A	B
	Tick all that apply	Number the most important sources 1, 2, 3
I got/get information from:		
'Sex Education' at school	<input type="checkbox"/>	
My mother	<input type="checkbox"/>	
My father	<input type="checkbox"/>	
My friends' parents	<input type="checkbox"/>	
My friends	<input type="checkbox"/>	
My girlfriend/boyfriend	<input type="checkbox"/>	
My brother/sister	<input type="checkbox"/>	
Television/films	<input type="checkbox"/>	
Books/magazines	<input type="checkbox"/>	
From other place (Where?)	<input type="checkbox"/>	

Handwritten notes: (HB12.1) to (HB12.11) are written next to the corresponding rows. (HB12.11) is marked with an asterisk.

LAW AND ORDER

C1. Do you and your friends ever just mess about outside doing nothing in particular?

(HC1) Tick one box

YES, often ☐

YES, occasionally ☐

NO ☐

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

1(a).

Why do you do it? Tick all that apply

We talk to each other (HC1A.1) ☐

We meet girls/boys sometimes (HC1A.2) ☐

We do it because there's nothing better to do (HC1A.3) ☐

We do it to get out of our homes (HC1A.4) ☐

We do it just to mess about (HC1A.5) ☐

We do it to see if anything exciting turns up, even if there's a risk (HC1A.6) ☐

We do it because there's lots going on outside and we feel we can play a part (HC1A.7) ☐

1(b).

How often do you do it? (HC1B) Tick one box

Once in a while ☐

1-3 days a month ☐

1-3 days a week ☐

4 or more days a week ☐

1(c).

How many of you are usually there in all? Tick one box (HC1C)

One ☐

Two/three ☐

Four/five/six ☐

Seven or more ☐

C2. When you are out with friends do you ever get led into doing things that you would not consider doing on your own?

(HC2) Tick one box

YES, often ☐

YES, sometimes ☐

YES, but rarely ☐

NO, never ☐

Don't Know ☐

NO, never ☐

If YES, please answer 2(a) below:

2(a).

Are these things that might get you into trouble with the Police if they knew about it?

YES (HC2A.1) ☐

NO ☐

DON'T KNOW ☐

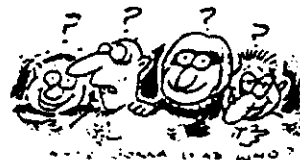
If YES, would you like to tell us in confidence about it? (HC2A.2) \*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



C3 Here are some things that people sometimes dare their friends to do Just supposing you could do all these things with no chance of ever being found out how tempted would you be to do them?

Answer a g and tick one box on each line	Very tempted	Quite tempted	Not very tempted	Not at all tempted
(a) Take someone's bike with no intention of putting it back	<input type="checkbox"/> (HC3 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Sniff glue or other solvents	<input type="checkbox"/> (HC3 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Take a stranger's car or motorbike for a ride without permission	<input type="checkbox"/> (HC3 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Deliberately destroy or damage other people's property (eg break windows or paint slogans on walls)	<input type="checkbox"/> (HC3 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Take something worth about £5 (like a book or LP) from a shop without paying for it	<input type="checkbox"/> (HC3 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Get into someone's house without their permission	<input type="checkbox"/> (HC3 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) Use physical force to get money from someone (not in your family)	<input type="checkbox"/> (HC3 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C4 In the area where you live how common would say are the following situations?

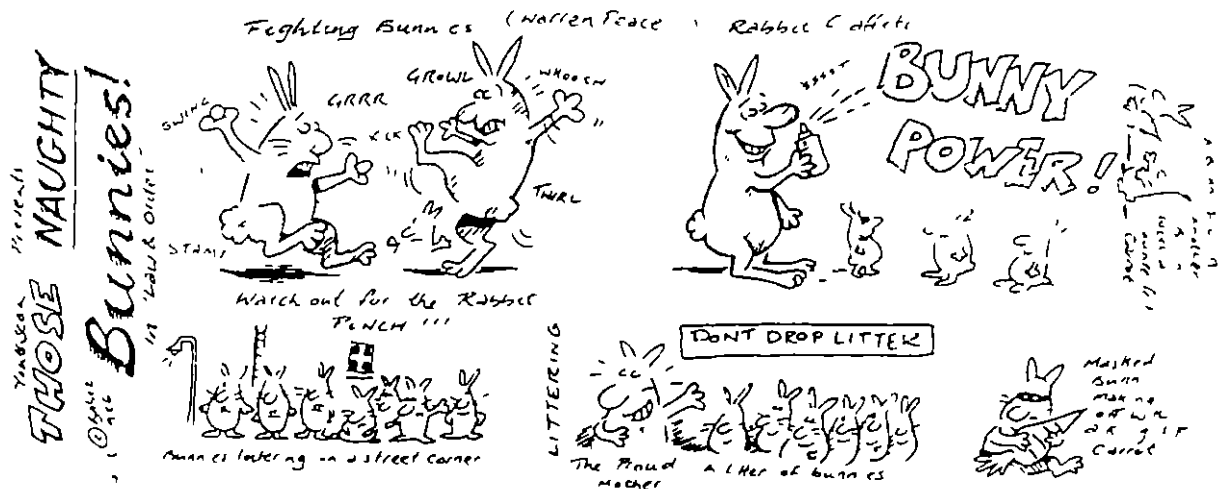
Answer a e and tick one box on each line	Very common	Fairly common	Not very common	Not at all common	Don't know
(a) Noisy neighbours or loud parties	<input type="checkbox"/> (HC4 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Graffiti/slogans on walls or buildings	<input type="checkbox"/> (HC4 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Teenagers hanging round the streets	<input type="checkbox"/> (HC4 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Drunks/tramps on the streets	<input type="checkbox"/> (HC4 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Lots of rubbish/litter lying about	<input type="checkbox"/> (HC4 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C5 Have you seen/taken part in a fight(s) in the last 12 months?

Answer a e and tick one box on each line	No	Saw a fight	Took part
(a) At school?	<input type="checkbox"/> (HC5 1)	<input type="checkbox"/>	<input type="checkbox"/>
(b) At football matches	<input type="checkbox"/> (HC5 2)	<input type="checkbox"/>	<input type="checkbox"/>
(c) Outside pubs?	<input type="checkbox"/> (HC5 3)	<input type="checkbox"/>	<input type="checkbox"/>
(d) On buses/trains?	<input type="checkbox"/> (HC5 4)	<input type="checkbox"/>	<input type="checkbox"/>
(e) Elsewhere	<input type="checkbox"/> (HC5 5)	<input type="checkbox"/>	<input type="checkbox"/>
What happened?	<input type="checkbox"/> (HC5 6) *		
	<input type="checkbox"/> (HC5 7) *		

C6 What do you think about fights? Which of the following statements do you agree with?

Answer a e and tick one box on each line	Agree	Disagree	Don't know
(a) Fighting is wrong	<input type="checkbox"/> (HC6 1)	<input type="checkbox"/>	<input type="checkbox"/>
(b) Everyone gets into fights	<input type="checkbox"/> (HC6 2)	<input type="checkbox"/>	<input type="checkbox"/>
(c) Being in a fight can sometimes be exciting	<input type="checkbox"/> (HC6 3)	<input type="checkbox"/>	<input type="checkbox"/>
(d) Sometimes I pick a fight just for the fun of it	<input type="checkbox"/> (HC6 4)	<input type="checkbox"/>	<input type="checkbox"/>
(e) Fighting is sometimes the only way to settle an argument	<input type="checkbox"/> (HC6 5)	<input type="checkbox"/>	<input type="checkbox"/>



C7. Here are three things that some people of your age get up to when they are with their friends. How do you feel about each of them?

On each line you have to fill in three boxes: one for shoplifting, one for taking money by force and one for breaking into a house.

Answer: a. h

This will be complete when you have put 3 ticks on each line, one for shoplifting, one for using force, and one for breaking into a house.

	Shoplifting something worth less than £10				Using force to get money from a stranger				Breaking into someone's house to steal			
	Very much	Quite a bit	Not very much	Not at all	Very much	Quite a bit	Not very much	Not at all	Very much	Quite a bit	Not very much	Not at all
(a) If you knew you wouldn't be caught how tempted would you be to try this? . . . . .	(HCTA.1)				(HCTB.1)				(HCTC.1)			
(b) How wrong do you think it would be to do this? . . . . .	(HCTA.2)				(HCTB.2)				(HCTC.2)			
(c) How upset would your parents be if they found out you had done this? . . . . .	(HCTA.3)				(HCTB.3)				(HCTC.3)			
(d) Would your friends look down on you if you had done this? . . . . .	(HCTA.4)				(HCTB.4)				(HCTC.4)			
(e) How likely would you be to get caught if you did this, say next Saturday? . . . . .	(HCTA.5)				(HCTB.5)				(HCTC.5)			
(f) How likely is it you would have to go to court if you were caught? . . . . .	(HCTA.6)				(HCTB.6)				(HCTC.6)			
(g) How bad do you think your punishment would be if a court found you guilty? . . . . .	(HCTA.7)				(HCTB.7)				(HCTC.7)			
(h) How much difference would it make to your job chances if you were caught? . . . . .	(HCTA.8)				(HCTB.8)				(HCTC.8)			

C8. The following five statements are sometimes made about the police. For each statement about the police please say first whether you agree or disagree with the statement (give your answer in column 1). Then in columns 2, 3, 4 and 5 you are asked to say what has influenced the way you have just answered. Has it been influenced by something you've seen on TV or in the paper (tick the box in column 2), if by something which has happened to you personally, (tick the box in column 3), if by something you've been told about the police, (tick the box in column 4), or if by something else, (tick the box in column 5)?

#### WHAT HAS INFLUENCED YOUR OPINION ABOUT THE POLICE?

- (2) Is it because of anything you've SEEN on TV/in a newspaper?  
 (3) Is it because of something which has HAPPENED to you?  
 (4) Is it because of something you have been TOLD?  
 (5) Is it because of some other reason?

DO YOU AGREE WITH THESE STATEMENTS?

	(1) Yes, I agree	(2) No, I disagree	(3) Tick all boxes which apply	(4) Tick all boxes which apply	(5) Tick all boxes which apply
(a) The police in this area do their job as fairly as possible	(HCSA.1)	(HCSB.1)	(HCSB.1)	(HCSB.1)	(HCSB.1)
(b) The police are generally helpful and friendly towards young people like me	(HCSA.2)	(HCSB.2)	(HCSB.2)	(HCSB.2)	(HCSB.2)
(c) The police often mistakenly suspect young people like me of wrong-doing	(HCSA.3)	(HCSB.3)	(HCSB.3)	(HCSB.3)	(HCSB.3)
(d) The police are often rough in the way they deal with young people like me	(HCSA.4)	(HCSB.4)	(HCSB.4)	(HCSB.4)	(HCSB.4)
(e) The police are always picking on young people like me	(HCSA.5)	(HCSB.5)	(HCSB.5)	(HCSB.5)	(HCSB.5)

9 Apart from the police doing these things to you there are all sorts of other ways you can have contact with the police Which of these things have applied to you in the past year?

	HC9 1)	HC9 2)	HC9 3)	HC9 4)	HC9 5)	HC9 6)	HC9 7)	HC9 8)
Someone in my family is a police officer	<input checked="" type="checkbox"/>							
Someone in my family works for the police	<input checked="" type="checkbox"/>							
I know a policeman or policewoman	<input checked="" type="checkbox"/>							
I've chatted to a policeman/woman	<input checked="" type="checkbox"/>							
I've been in a police station to look around	<input checked="" type="checkbox"/>							
I've reported something to the police that happened to me	<input checked="" type="checkbox"/>							
I've reported something to the police that happened to someone else	<input checked="" type="checkbox"/>							
I've asked the police for help or advice	<input checked="" type="checkbox"/>							

10 In different areas young people have different ideas about the attitude of the police and how the law treats them Now we are thinking about how you and your friends may have come into contact with the law Have any of the following ever happened to your close friends other friends or yourself

Answer all questions a c

This will be complete when you have put 7 ticks on each line to indicate Yes or No for A B C D E F and G which are across the top of the table

	A	B	C	D	E	F	G
(a) Has this ever happened to any of your close friends?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(b) Has this ever happened to any other friends?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(c) Has this happened to you since you were 10 yrs of age?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

11 Have you yourself been formally cautioned at a police station since you were 10 yrs of age?

YES ☒ (HC11)

NO ☐

If YES please answer 11a) 11b) and 11(c) below

11(a)

How many times has this happened to you since you were 10 years of age?

Tick one box

	Up to 1 year ago	In past year
Never	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Once	<input type="checkbox"/>	<input type="checkbox"/>
Twice	<input type="checkbox"/>	<input type="checkbox"/>
Three times	<input type="checkbox"/>	<input type="checkbox"/>
Four times or more	<input checked="" type="checkbox"/> (HC11A 1)	<input checked="" type="checkbox"/> (HC11A 2)

11(b)

On the last occasion how concerned were your parents about what happened to you? (HC11B 1)

Fill in one box

CARED A GREAT DEAL ☐ ☐ ☐ ☐ ☐ DID NOT CARE AT ALL



11(c)

Please indicate here what the police said you had done

(HC11C 1) \*

(HC11C 2) \*



C12. Have you yourself been found guilty in a court since you were 10 years of age?

YES ... (HC12) ☐  
NO ... ☐

If YES please answer 12(a) 12(b) and 12(c) below

12(a)

How many times has this happened to you since you were 10 years of age?

Tick one box

Up to 1 year ago In past year

Never ☐ ☐  
Once ☐ ☐  
Twice ☐ ☐  
Three times ☐ ☐  
Four times or more (HC12A.1) (HC12A.2) ☐ ☐

12(b)

On the last (only) occasion, how concerned were your parents about what happened to you? (HC12B.1)

CARED A GREAT DEAL ☐ DID NOT CARE AT ALL ☐

12(c)

Please indicate here what the court said you had done on the last (only) occasion

(HC12C.1) \*

C13. Many young people worry at some time or other about being the victim of a crime. We would like to know how worried you would be about the danger of different crimes happening to you?

For each item please mark the box which best describes your feelings. Answer all

How worried would you be about:	Very Worried	Fairly Worried	Not very Worried	Not at all Worried	Don't Know
(a) Having your home broken into and something stolen? (HC13.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Being mugged and robbed? (HC13.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Being sexually molested or pestered? (HC13.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Having your home or property damaged by vandals? (HC13.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Being attacked by strangers? (HC13.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Being insulted or bothered by strangers? (HC13.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now can we think about what has happened to you personally in the past 12 months.

C14. If you have been treated unfairly/unjustly in the last 12 months, do you think that this was because of other people's attitudes towards any of the following?

Tick all that apply

Your sex (HC14.1) ☐  
Your skin colour (HC14.2) ☐  
The way you dress (HC14.3) ☐  
Your family background (HC14.4) ☐  
The way you speak (HC14.5) ☐  
Your religion (HC14.6) ☐  
Other reasons (HC14.7) ☐  
Do not know why treated unfairly/unjustly (HC14.8) ☐  
Never been treated unfairly/unjustly (HC14.9) ☐

14(a).

If you feel you have been treated unfairly or unjustly in the past 12 months please tell us when and how:

(HC14A.1) \*  
(HC14A.2) \*  
(HC14A.3) \*

C15. In the last 12 months, has anyone broken into your home to steal or try to steal anything?

YES, once (HC15) ☐  
YES, twice ☐  
YES, three times or more ☐  
NO ☐

C16 In the last 12 months has anyone stolen anything from you?

<p>Tick all that apply</p> <p>NO (HC16A 1) <input type="checkbox"/></p> <p>YES I was mugged (HC16A 2) <input type="checkbox"/> If YES</p> <p>YES from my person by force (HC16A 3) <input type="checkbox"/> If YES</p> <p>YES from my person by threats (HC16A 4) <input type="checkbox"/> If YES</p> <p>YES my pocket was picked (HC16A 5) <input type="checkbox"/> If YES</p> <p>YES some of my property was taken when I wasn't there (HC16A 6) <input type="checkbox"/> If YES</p>	<p>Were the police told?</p> <p>Tick one box</p> <p>Yes No Don't know</p> <p>(HC16B 2) <input type="checkbox"/></p> <p>(HC16B 3) <input type="checkbox"/></p> <p>(HC16B 4) <input type="checkbox"/></p> <p>(HC16B 5) <input type="checkbox"/></p> <p>(HC16B 6) <input type="checkbox"/></p>	<p>How upset were you?</p> <p>Tick one box</p> <p>Very (HC16C 2) <input type="checkbox"/> Not at all</p> <p>Very (HC16C 3) <input type="checkbox"/> Not at all</p> <p>Very (HC16C 4) <input type="checkbox"/> Not at all</p> <p>Very (HC16C 5) <input type="checkbox"/> Not at all</p> <p>Very (HC16C 6) <input type="checkbox"/> Not at all</p>	<p>How much was it worth?</p> <p>Tick one box</p> <p>Under £5 More than £20 Don't know</p> <p>(HC16D 2) <input type="checkbox"/></p> <p>(HC16D 3) <input type="checkbox"/></p> <p>(HC16D 4) <input type="checkbox"/></p> <p>(HC16D 5) <input type="checkbox"/></p> <p>(HC16D 6) <input type="checkbox"/></p>
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Please describe what happened the last time anything was stolen from you

(HC16E 1) \* (HC16E 2) \* (HC16E 3) \* (HC16E 4) \*

C17 The other way round we all know we shouldn't borrow things from people unless we mean to return them. Sometimes we borrow and forget to give them back and sometimes we borrow and don't mean to give back (i.e. steal). What about you in the past 12 months?

<p>Tick all that apply</p> <p>YES I borrowed something and genuinely forgot to give it back (HC17 1) <input type="checkbox"/></p> <p>YES I borrowed something and didn't get around to giving it back (HC17 2) <input type="checkbox"/></p> <p>YES I have purposely taken something not belonging to me (HC17 3) <input type="checkbox"/></p> <p>NO I haven't borrowed or taken anything not belonging to me (HC17 4) <input type="checkbox"/></p>	<p>If YES what was it? (HC17 5) *</p> <p>If YES answer 17(a) 17(b) and 17(c) below</p>
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17(a)

<p>Tick one box</p> <p>How often in past 12 months?</p> <p>Once only (HC17 6) <input type="checkbox"/></p> <p>2-5 times <input type="checkbox"/></p> <p>More than 5 times <input type="checkbox"/></p> <p>Don't know <input type="checkbox"/></p>
---

17(b)

<p>Tick all that apply</p> <p>Why did you do it?</p> <p>Bored (HC17 7) <input type="checkbox"/></p> <p>For a dare (HC17 8) <input type="checkbox"/></p> <p>Because I couldn't afford to buy the article (HC17 9) <input type="checkbox"/></p> <p>Because my friends did (HC17 10) <input type="checkbox"/></p> <p>For the thrill fun of it (HC17 11) <input type="checkbox"/></p>
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17(c)

<p>Can you tell us about what happened on the last occasion?</p> <p>(HC17 12) *</p>
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C18 In the past 12 months has anyone used force on you or been violent to you for any reason?

<p>Tick all that apply</p> <p>NO (HC18A 1) <input type="checkbox"/></p> <p>YES to make me shoplift (HC18A 2) <input type="checkbox"/> YES</p> <p>YES to make me break into a house without permission (HC18A 3) <input type="checkbox"/> YES</p> <p>YES to make me do something else against the law (HC18A 4) <input type="checkbox"/> If YES</p> <p>YES to make me have sex when I didn't want to (HC18A 5) <input type="checkbox"/> YES</p> <p>YES to make me do petting when I didn't want to (HC18A 6) <input type="checkbox"/> YES</p> <p>YES just to frighten me (HC18A 7) <input type="checkbox"/> YES</p> <p>YES for other reasons (HC18A 8) <input type="checkbox"/> YES</p>	<p>Were the police told on the last occasion?</p> <p>Tick one box</p> <p>Yes No Don't know</p> <p>(HC18B 2) <input type="checkbox"/></p> <p>(HC18B 3) <input type="checkbox"/></p> <p>(HC18B 4) <input type="checkbox"/></p> <p>(HC18B 5) <input type="checkbox"/></p> <p>(HC18B 6) <input type="checkbox"/></p> <p>(HC18B 7) <input type="checkbox"/></p> <p>(HC18B 8) <input type="checkbox"/></p>	<p>How upset were you on the last occasion?</p> <p>Tick one box</p> <p>Very (HC18C 2) <input type="checkbox"/> Not at all</p> <p>Very (HC18C 3) <input type="checkbox"/> Not at all</p> <p>Very (HC18C 4) <input type="checkbox"/> Not at all</p> <p>Very (HC18C 5) <input type="checkbox"/> Not at all</p> <p>Very (HC18C 6) <input type="checkbox"/> Not at all</p> <p>Very (HC18C 7) <input type="checkbox"/> Not at all</p> <p>Very (HC18C 8) <input type="checkbox"/> Not at all</p>	<p>How many times has it happened in the last 12 months?</p> <p>Tick one box</p> <p>Once 2-5 times More than 5 times</p> <p>(HC18D 2) <input type="checkbox"/></p> <p>(HC18D 3) <input type="checkbox"/></p> <p>(HC18D 4) <input type="checkbox"/></p> <p>(HC18D 5) <input type="checkbox"/></p> <p>(HC18D 6) <input type="checkbox"/></p> <p>(HC18D 7) <input type="checkbox"/></p> <p>(HC18D 8) <input type="checkbox"/></p>
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Please describe what happened on the last occasion (HC18E 1) \* (HC18E 2) \*

C19. Apart from the above, in the past 12 months has anyone **threatened** they would use force or violence against you?

Tick all that apply	Were the police told on the last occasion?		How upset were you on the last occasion?		How many times has it happened in the last 12 months?	
	Yes	No	Very	Not at all	Once	5 times
NO, never (HC19A.1) <input type="checkbox"/>	Don't know (HC19B.2)		Very (HC19C.2)		Once (HC19D.2)	
YES, to make me shoplift (HC19A.2) <input type="checkbox"/>	No (HC19B.3)		Very (HC19C.3)		5 times (HC19D.3)	
YES, to make me break into a house without permission (HC19A.3) <input type="checkbox"/>	Don't know (HC19B.4)		Very (HC19C.4)		Once (HC19D.4)	
YES, to make me do something else against the law (HC19A.4) <input type="checkbox"/>	Yes (HC19B.5)		Very (HC19C.5)		5 times (HC19D.5)	
YES, to make me have sex when I didn't want to (HC19A.5) <input type="checkbox"/>	No (HC19B.6)		Very (HC19C.6)		Once (HC19D.6)	
YES, to make me do petting when I didn't want to (HC19A.6) <input type="checkbox"/>	Don't know (HC19B.7)		Very (HC19C.7)		5 times (HC19D.7)	
YES, just to frighten me (HC19A.7) <input type="checkbox"/>	Yes (HC19B.8)		Very (HC19C.8)		Once (HC19D.8)	
YES, for other reasons (HC19A.8) <input type="checkbox"/>						

Please describe what happened on the last occasion? (HC19E.1) \* (HC19E.2) \*

C20. Apart from the above, have you ever had any unwelcome sexual approaches made to you?

(HC20) Tick one box

YES ☐

NO ☐

If YES, please answer 20(a)

20(a). How old were you when it happened? Tick all that apply

I was under 10 (HC20A.1) ☐

I was over 10 but under 15 (HC20A.2) ☐

In the last 12 months (HC20A.3) ☐

If it happened in the last 12 months, how many times? (HC20A.4) ☐

20(b). What happened? (HC20B.1) \* (HC20B.2) \*

D1. In the last 12 months, about how often have you had anything alcoholic to drink?

ALCOHOL

I NEVER TOUCH THE STUFF! (HC20B.1) \* (HC20B.2) \*

(HD1) Tick one box

Every day/most days ☐

4 or 5 times a week ☐

2 or 3 times a week ☐

About once a week ☐

Once a month ☐

I drink only on special occasions ☐

I never drink ☐

If you drink alcohol, please answer 1(a) below

If you don't drink alcohol, please answer 1(b) below:

1(a). If you drink alcohol can you tell us why? Tick all that apply

I drink to be sociable (HD1A.1) ☐

I drink out of habit (HD1A.2) ☐

I drink because I like it (HD1A.3) ☐

I drink to help me relax (HD1A.4) ☐

I drink because it helps me forget my problems (HD1A.5) ☐

I drink to lose my inhibitions (HD1A.6) ☐

I drink to pass the time (HD1A.7) ☐

Other reason (what?) (HD1A.8) \*

1(b). If you don't drink alcohol, can you tell us why? Tick all that apply

I can't afford it (HD1B.1) ☐

I know people who drink too much (HD1B.2) ☐

I don't like the taste (HD1B.3) ☐

I don't get the opportunity (HD1B.4) ☐

I'm too young (HD1B.5) ☐

My parents won't let me (HD1B.6) ☐

I'm forbidden by my religion (HD1B.7) ☐

It's a waste of money (HD1B.8) ☐

None of my family drinks (HD1B.9) ☐

It's unhealthy (HD1B.10) ☐

None of my friends drink (HD1B.11) ☐

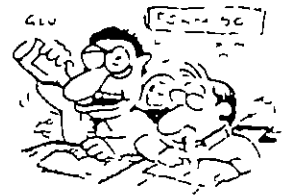
It has had effects on people (HD1B.12) ☐

Other reason (what?) (HD1B.13) \*

D2 In the past 12 months have you been given any information about the effects of drinking alcohol at school or elsewhere?

YES ☒ (HD2)  
 NO ☐  
 Can't say ☐

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



2(a)

What have you been told? (HD2A 1) \*  
 (HD2A 2) \*



2(b)

Where did you get the information? Tick all that apply

Talk(s) at school	(HD2B 1)
Video/films at school	(HD2B 2)
TV Programme	(HD2B 3)
Books or leaflets	(HD2B 4)
At youth club centre	(HD2B 5)
From my parents	(HD2B 6)
Can't remember	(HD2B 7)
Other places	(HD2B 8)
(Where?)	(HD2B 9) *

D3 Which do you prefer — alcoholic or non alcoholic drinks (e.g. coke, Pepsi, fruit juice, etc.)?

(HD3) Tick one only

I prefer drinking alcoholic drinks ☐  
 I prefer on the whole drinking non alcoholic drinks ☐  
 On the whole I don't mind which I drink ☐  
 I never drink alcohol ☐

If you prefer alcoholic drinks answer 3(a) below  
 If you prefer non alcoholic drinks answer 3(b) below

3(a)

If you prefer alcoholic drinks why is this? Tick all that apply

Because alcohol tastes good to me (HD3A 1) ☐  
 Because it gives me a good feeling (HD3A 2) ☐  
 Because it creates a sociable atmosphere (HD3A 3) ☐  
 Because most of my friends do (HD3A 4) ☐  
 Because it gives me a grown up feeling (HD3A 5) ☐  
 Other reasons (HD3A 6) ☐  
 (What?) (HD3A 7) \*

3(b)

If you prefer non alcoholic drinks why is this? Tick all that apply

I don't like the effects of alcohol (HD3B 1) ☐  
 Soft drinks are cheaper (HD3B 2) ☐  
 Soft drinks are healthier (HD3B 3) ☐  
 I prefer the taste of soft drinks (HD3B 4) ☐  
 Can't say as I've not drunk alcohol (HD3B 5) ☐  
 Other reason (HD3B 6) ☐  
 (What?) (HD3B 7) \*

D4 Can you tell us how old you were when you started to drink any alcohol?

First tick one box only on line (a)  
 Then tick one box only on line (b)

	6y or less	7y	8y	9y	10y	11y	12y	13y	14y	15y	Never drink	Can't remember
(a) When I had my first taste of an alcoholic drink I was (HD4-1)	<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"/>
(b) When I began to drink with friends other than on special occasions I was (HD4-2)	<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"/>

D5 During the past 7 days on what actual days have you had one or more alcoholic drinks?

Tick all that apply

I had an alcoholic drink on

Mon	Tues	Wed	Thur	Fri	Sat	Sun	None
(HD5 1)	(HD5 2)	(HD5 3)	(HD5 4)	(HD5 5)	(HD5 6)	(HD5 7)	(HD5 8)

D6. Here are some alcoholic drinks. Which of these have you had to drink?



For each type of drink, tick one box only.

(a) = I rarely or never drink these  
(b) = I sometimes drink these  
(c) = My usual alcoholic drinks are

		(a) I rarely or never drink these	(b) I sometimes drink these	(c) My usual alcoholic drinks are	Brand name(s) if known
Beers	Lager	<input checked="" type="checkbox"/> (HD6A.1)	<input type="checkbox"/>	<input type="checkbox"/>	(HD6A.2) *
	Bitter	<input checked="" type="checkbox"/> (HD6B.1)	<input type="checkbox"/>	<input type="checkbox"/>	(HD6B.2) *
	Home brewed beer	<input checked="" type="checkbox"/> (HD6C.1)	<input type="checkbox"/>	<input type="checkbox"/>	(HD6C.2) *
	Shandy	<input checked="" type="checkbox"/> (HD6D.1)	<input type="checkbox"/>	<input type="checkbox"/>	(HD6D.2) *
Wines	Wine	<input checked="" type="checkbox"/> (HD6E.1)	<input type="checkbox"/>	<input type="checkbox"/>	(HD6E.2) *
	Home-made wine	<input checked="" type="checkbox"/> (HD6F.1)	<input type="checkbox"/>	<input type="checkbox"/>	(HD6F.2) *
	Babycham	<input checked="" type="checkbox"/> (HD6G.1)	<input type="checkbox"/>	<input type="checkbox"/>	(HD6G.2) *
	Sherry	<input checked="" type="checkbox"/> (HD6H.1)	<input type="checkbox"/>	<input type="checkbox"/>	(HD6H.2) *
	Martini	<input checked="" type="checkbox"/> (HD6I.1)	<input type="checkbox"/>	<input type="checkbox"/>	(HD6I.2) *
	Cinzano	<input checked="" type="checkbox"/> (HD6J.1)	<input type="checkbox"/>	<input type="checkbox"/>	(HD6J.2) *
	Port	<input checked="" type="checkbox"/> (HD6K.1)	<input type="checkbox"/>	<input type="checkbox"/>	(HD6K.2) *
	Cider	<input checked="" type="checkbox"/> (HD6L.1)	<input type="checkbox"/>	<input type="checkbox"/>	(HD6L.2) *
Spirits	Whisky	<input checked="" type="checkbox"/> (HD6M.1)	<input type="checkbox"/>	<input type="checkbox"/>	(HD6M.2) *
	Rum/Bacardi	<input checked="" type="checkbox"/> (HD6N.1)	<input type="checkbox"/>	<input type="checkbox"/>	Variable NOT AVAILABLE
	Gin	<input checked="" type="checkbox"/> (HD6O.1)	<input type="checkbox"/>	<input type="checkbox"/>	(HD6O.2) *
	Vodka	<input checked="" type="checkbox"/> (HD6P.1)	<input type="checkbox"/>	<input type="checkbox"/>	(HD6P.2) *
	Brandy	<input checked="" type="checkbox"/> (HD6Q.1)	<input type="checkbox"/>	<input type="checkbox"/>	(HD6Q.2) *
	Other	I also drink	(HD6R.1) *	(HD6R.2)	<input type="checkbox"/>
Alcoholic Drinks	I also drink	(HD6S.1) *	(HD6S.2)	<input type="checkbox"/>	(HD6S.3) *
	I also drink	(HD6T.1) *	(HD6T.2)	<input type="checkbox"/>	(HD6T.3) *
	I also drink	(HD6U.1) *	(HD6U.2)	<input type="checkbox"/>	(HD6U.3) *
	I also drink	(HD6V.1) *	(HD6V.2)	<input type="checkbox"/>	(HD6V.3) *

D7. What is/was your favourite alcoholic drink?

Type of drink? (HD7) \*

D8. Have you spent any money on alcoholic drinks or buying alcohol in the past 7 days?

YES (HD8) ☐  
NO ☐

If YES, please answer B(a) and B(b)

B(a) How much did you spend on alcohol? £ (HD8.1)

B(b) What did you drink? (HD8.2) \*

D9. In the past 4 weeks, where have you had any alcohol?

Tick all that apply

At home (HD9.1) ☐  
At friends' house(s) (HD9.2) ☐  
In a wine bar (HD9.3) ☐  
In a pub (HD9.4) ☐  
At a restaurant (HD9.5) ☐  
At a disco (HD9.6) ☐  
At a club/centre (HD9.7) ☐  
Somewhere else (HD9.8) ☐  
(where?) (HD9.9) \*

I've not had any alcohol in past 4 weeks (HD9.10) ☐

D10. In the past 4 weeks, who have you had a drink with?

Tick all that apply

With girl/boyfriend (HD10.1) ☐  
With other teenager(s) (HD10.2) ☐  
With my parents (HD10.3) ☐  
With brother/sister (HD10.4) ☐  
With other adult(s) (HD10.5) ☐  
With nobody but myself (HD10.6) ☐  
With someone else (HD10.7) ☐  
(Who?) (HD10.8) \*

I've not had any alcohol in past 4 weeks (HD10.9) ☐

D11. What pleasant effects does drinking alcohol have on you?

Tick all that apply

It has no pleasant effects (HD11.1) ☐  
It makes me less shy/more chatty (HD11.2) ☐  
It makes me feel happy (HD11.3) ☐  
It makes me more friendly (HD11.4) ☐  
It makes me feel more relaxed and confident (HD11.5) ☐  
It makes me forget my problems (HD11.6) ☐  
It makes me feel sexy (HD11.7) ☐  
It has other effects (HD11.8) ☐  
(What?) (HD11.9) \*

I rarely or never drink (HD11.10) ☐

D12. What unpleasant effects does it have?

Tick all that apply

It has no unpleasant effects (HD12.1) ☐  
It makes me feel depressed (HD12.2) ☐  
It makes me fall asleep (HD12.3) ☐  
It makes me feel ill (HD12.4) ☐  
It makes me actually sick (HD12.5) ☐  
It makes me black out (HD12.6) ☐  
It gives me a headache (HD12.7) ☐  
It makes me abusive (HD12.8) ☐  
It makes me violent (HD12.9) ☐  
It has other effects (HD12.10) ☐  
(What?) (HD12.11) \*

I rarely or never drink (HD12.12) ☐

D13 When you are drinking alcohol what is it that stops you drinking too much?

Tick all that apply

I usually can't afford any more (HD13.1) ☐

I only drink to be sociable anyway (HD13.2) ☐

I don't like the feeling of being really drunk (HD13.3) ☐

I know I'd be sick if I drank more (HD13.4) ☐

I know I'd feel ill next day if I drank more (HD13.5) ☐

I run out of money (HD13.6) ☐

Other people don't like it if you get drunk (HD13.7) ☐

Can't say as I don't drink often enough (HD13.8) ☐

Other reason(s) (HD13.9) ☐

(What? (HD13.10) ☐

I rarely or never drink (HD13.11) ☐

D14 Have you ever been really drunk?

(HD14) Tick one box

NO never ☐

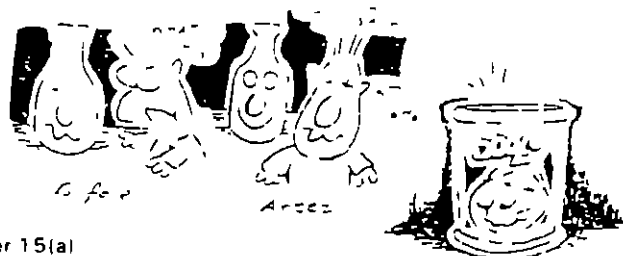
YES but only once ☐

YES more than once ☐

YES every few weeks ☐

YES almost every week ☐

I rarely or never drink ☐



D15 Do you think that you drink more than you should?

(HD15) Tick one box

YES often ☐

YES sometimes ☐

YES occasionally ☐

NO ☐

I rarely or never drink ☐

If YES please answer 15(a)

15(a)

Why do you drink more than you should?

Because I like the effect it has (HD15A.1) ☐

Because I don't seem to be able to stop (HD15A.2) ☐

Because I don't like school (HD15A.3) ☐

Because I've got a lot of other problems (HD15A.4) ☐

Because I'm afraid about the future (HD15A.5) ☐

Because I get carried away by friends (HD15A.6) ☐

Because I can get hold of it easily (HD15A.7) ☐

D16 Think back over the last 2 weeks have you during that time had four or more drinks in a row?

(HD16.1) Tick one box

YES ☐

NO ☐

I rarely or never drink ☐

If YES please answer 16(a)

16(a)

How often has this happened in the past 2 weeks? (HD16.2) Tick one box

Once ☐

Twice ☐

3-5 times ☐

6-9 times ☐

10 or more times ☐



D17 After drinking have you ever done any of the following?

Tick one box on each line and answer a-g

	No never	Yes once	Yes more than once	I rarely or never drink
(a) Got into an argument or a fight? (HD17.1) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Got involved in breaking things? (HD17.2) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Upset your boy/girlfriend? (HD17.3) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Upset your friends (HD17.4) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Driven a car or motorbike (HD17.5) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Upset your parents? (HD17.6) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) Thought it might be better not to go home? (HD17.7) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What else has happened to you after drinking? (HD17.8)* <input type="checkbox"/>				

D18 When people have too much to drink they sometimes come into contact with the police as a result has this ever happened to you?

(HD18.1) Tick one box

YES once ☐

YES more than once ☐

NO never had contact with police after drinking ☐

Never had too much to drink ☐

If YES please answer 18(a) below

Describe what happened (HD18.2)\* ☐

D19. What about your mother's or your father's views on your drinking?

	Tick one box Mother	Tick one box Father
Doesn't know	<input type="checkbox"/>	<input type="checkbox"/>
Know(s) but doesn't worry	<input type="checkbox"/>	<input type="checkbox"/>
Know(s) and we have arguments	<input type="checkbox"/>	<input type="checkbox"/>

(HD19.1) (HD19.2)

19(a)  
Would you like to tell us more? \_\_\_\_\_  
(HD19.3) \* (HD19.4) \*

D20. What do you think makes a good pub?

Tick all that apply
Don't know, don't go into any (HD20.1)
Music/entertainment/dancing (HD20.2)
Food/snacks (HD20.3)
Friendly atmosphere (HD20.4)
Full and busy (HD20.5)
Good lager/beer (HD20.6)
Fruit machine/space invaders (HD20.7)
Wide range of drinks (HD20.8)
Good service (HD20.9)
Caters mainly for younger people (HD20.10)

D21. Which of the following drink alcohol?

Answer a - tick one box on each line	Never	Occa- sionally	Some days	Most days	Don't know	Not at home or not alive
(a) My father (HD21.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) My father's father (HD21.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) My mother (HD21.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) My mother's father (HD21.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) My elder brother (HD21.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) My elder sister (HD21.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) My girl/boyfriend (HD21.7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) My best friend (HD21.8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) My next best friend (HD21.9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THANK YOU VERY MUCH FOR YOUR HELP