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 Eklund 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 current 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

Principal Investigator
Neville Butler, Director, International Centre for Child Studies (ICCS), c/o Social Statistics Research Unit (SSRU)
City University, Northampton Square, London EC1V OHB

Original Organisation
ICCS

Depositor
John Bynner, Director SSRU, City University

Documentation
Prepared at SSRU by Alison Goodman and Neville Butler
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)

Acknowledgements
Neville Butler, Director, International Centre for Child Studies (ICCS), c/o Social Statistics Research Unit (SSRU)
City University, Northampton Square, London EC1V OHB

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

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<tr>
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<tbody>
<tr>
<td>Birth 5</td>
<td>10</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Mother</td>
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<td>School</td>
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<td>Tests</td>
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<tr>
<td>Medical</td>
<td>Medical</td>
<td>Medical</td>
<td>Medical</td>
</tr>
<tr>
<td>History</td>
<td>Exam.</td>
<td>Exam.</td>
<td>Subject</td>
</tr>
</tbody>
</table>

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 (Bjur, 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 comprehensibly 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 backcloth 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

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

- 'What about Work?' (Attitudes to work)  
- 'Right and Might' (Law)  
- 'Have a Drink' (Alcohol)  
- 'What's in a Job' (Preferences for jobs)  
- 'Looking Ahead' (Expectations)  
- 'Up in Smoke' (Cigarettes)  
- 'Compared with Others' (Fitness for Life)  
- 'Knowing Myself' (Insight)  
- 'How I Feel' (GHQ 12 items)  
- 'Fate and Fortune' (Caraloc-Locus of Control)  
- 'What I Read' (in Newspaper)  
- 'Me and the Box' (TV)  
- 'Feeling Healthy' (Malaise Inventory)  
- 'My Point of View' (General topics)  
- 'WotalotIgot' (Possessions)  
- 'Me and My Family' (Shared activities)  
- 'Soft Drink Special' (Drinks consumed)  
- 'Home Rule' (Parental expectations)

1 Goldberg (1978)
j. 'At Leisure' (Spare time activities)  
k. 'My Interests' (Lifestyle)  

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

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

**Post:** BCS70 User Support Group
Social Statistics Research Unit
City University
Northampton Square
London
EC1V 0HB

**Tel:** (0171) 477-8489
**Fax:** (0171) 477-8583
**Email:** 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).

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

**Post:** The Data Archive
University of Essex
Colchester
CO4 3SQ

**Tel:** (01206) 872001
**Fax:** (01206) 872003
**Email:** 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.

Vision Problems in Under 5s

Barker, D.J.P.; Osmond, C.; Golding, J. and Wadsworth, M.E.J. (1988)
Acute appendicitis and bathrooms in three samples of British children.

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

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

*British Births: Vol. 1. 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)
Windsor: National Foundation for Educational Research

What do our ten year old children eat?
A cohort study of special educational needs in ten-year olds in the United Kingdom.
In *Understanding Learning Disabilities International and Multidisciplinary Views*. Duane, D.D.

Fathers and childcare.

Maternal employment, depression and child behaviour.


Rodgers, B. (1983)
The identification and prevalence of specific reading retardation.
*British Journal of Educational Psychology*, 53, pp. 369-73.

Rosenberg, M. (1965)

Relationship of cigarette smoking and social class to birthweight and perinatal mortality among all births in Britain, 5-11 April 1970.
*Journal of Epidemiology and Community Health*, 37, pp. 249-55.

Stewart-Brown, S. (1986)
Vision defects in school-children: Screening policy and educational implications.

Breastfeeding, eczema, asthma and hay fever.
*Journal of Epidemiology and Community Health*, 37, pp. 95-9.

Teenage mothering: admission to hospital and accidents during the first five years.
*Archives of Disease in Childhood*, 58, pp. 6-11.


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.

<table>
<thead>
<tr>
<th>Survey document</th>
<th>Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>C Student Score Form</td>
<td>6,003</td>
</tr>
<tr>
<td>E Moving On</td>
<td>4,433</td>
</tr>
<tr>
<td>F Health-related Behaviour</td>
<td>5,265</td>
</tr>
<tr>
<td>G Home and All That</td>
<td>6,349</td>
</tr>
<tr>
<td>H Friends and the Outside World</td>
<td>6,290</td>
</tr>
<tr>
<td>J Life and Leisure</td>
<td>6,417</td>
</tr>
<tr>
<td>L Educational (Teacher's) Questionnaire</td>
<td>3,816</td>
</tr>
<tr>
<td>O Parental Interview Form</td>
<td>9,584</td>
</tr>
<tr>
<td>T Family Follow-up Form</td>
<td>7,336</td>
</tr>
<tr>
<td>P Maternal Self-completion Form</td>
<td>8,993</td>
</tr>
<tr>
<td>Q Student Self-completion Health Questionnaire</td>
<td>6,898</td>
</tr>
<tr>
<td>R Medical Examination Form</td>
<td>6,143</td>
</tr>
<tr>
<td>S Leisure and Activity Diary</td>
<td>7,544</td>
</tr>
</tbody>
</table>

Documents to be deposited in the future with the ESRC Data Archive:

<table>
<thead>
<tr>
<th>Survey document</th>
<th>Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>M Head Teacher Questionnaire</td>
<td>(not yet cleaned)</td>
</tr>
<tr>
<td>K Dietary Diary</td>
<td>4,693</td>
</tr>
</tbody>
</table>
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 asterix 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\(^1\). 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\(^2\). 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.

\(^1\)The birth sweep covered the United Kingdom, but subsequent sweeps excluded Northern Ireland.

\(^2\)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 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 multcodes. 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 multcodes 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

---

3 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 \( C_{5R} \) 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 \( C_{5K} \) 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 \( C_{5O} \) 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 (\( B\text{VERSION} \)) 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: \( C_{5L22} \) and \( C_{5L25} \).

**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 \(\text{BMI} = \frac{\text{WEIGHT}}{\text{HEIGHT}^2}\) 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

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

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 1-11 pm
- **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?"

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

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 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

---

4 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.

5 Northern Ireland was excluded from all sweeps subsequent to birth.
or ten year data. The bias percentage is calculated as follows:

\[
\frac{(\text{16 year Survey Document Achieved } \%)}{\text{(Target } \%)} - \frac{(\text{Target } \%)}{\text{(Target } \%)} \times 100
\]

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)
BCS70 SIXTEEN-YEAR FOLLOW-UP (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]
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
Social Statistics Research Unit
City University
Northampton Square
LONDON EC1 OHB

Conventions

F1, F5, etc Refer to the function keys
Alt, F, X Refer to the Alt, F and X keys
- and + Refer to the - and + keys on the numeric keypad
[!BCS], [!IDL], etc Are cross references 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.

Cursor movement: Simply use the arrow/PgUp/PgDn/Home/End keys 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**  
**[!YCS] = About Youthscan**  
**[Alt FX] = Exit**

---

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

The 1970 British Cohort Study

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BBS</td>
<td>5</td>
<td>10</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>CHES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHES(1970)</td>
<td>13,135</td>
<td>14940</td>
<td>11622</td>
<td>11622</td>
</tr>
<tr>
<td>YSC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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:**

<table>
<thead>
<tr>
<th>Opening Screen</th>
<th>Next Screen</th>
<th>Search for</th>
<th>Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>![Open]</code></td>
<td><code>+/-</code></td>
<td><code>F5</code></td>
<td><code>Alt F X</code></td>
</tr>
<tr>
<td>(To access <code>[!...]</code> place cursor on <code>!</code> and press F9. Press F10 to backtrack)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
Data deposited at the ESRC Data Archive
Text material
Variable names
Longitudinal linkage
Data cleaning
Missing values
Alternative versions of questionnaires
Documents S and K
Response bias
Using multiple documents
Confidential data
Further information
Acquiring BCS70 data for research

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.)

"idealList": 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.)

"idealList": 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.)

"idealList": 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)

Quiting:  To leave Idealist = Alt F X
NB: Press and hold down ALT, and then press F followed by X
"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".

"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"
- 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


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 11.2% 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 13% of all 5 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 severe 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. Not difficulty in sequencing poor writing and frequently left or mixed handedness. Males outnumbered females 1 to 1.

EDUCATIONAL ATTAINMENT AND HANDEDNESS 30% of 10 year olds used their left hand inconsistently at 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

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

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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>A</td>
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<td>J</td>
<td>K</td>
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<tr>
<td>L</td>
<td>M</td>
</tr>
</tbody>
</table>
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 of child development. The first began in 1945 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

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, spare-time 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 to 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 O or this O.

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 than 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 □

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 □

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

A □ B □ C □ D □ E □

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 cannot 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 pupils have written their names on alternate pages throughout the Student Score Form. Then please pass the Student Score Form to the School Coordinator, who will return it with the other test material to the LEA Coordinator.

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, which many teachers will be familiar with, 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
For the convenience of teachers, there now follows a summary of the Procedures for Attitudinal Scales (SA) to (SU) 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?**

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.

<table>
<thead>
<tr>
<th>Example given in Test Booklet</th>
<th>Answer</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question</strong></td>
<td><strong>Agree fully</strong> (a)</td>
<td><strong>Agree partly</strong> (b)</td>
</tr>
<tr>
<td>Do you agree that Education is important, whether or not it gets you a job?</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

*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

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.

<table>
<thead>
<tr>
<th>Example given in Test Booklet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement</td>
</tr>
<tr>
<td>I always do what I'm told</td>
</tr>
</tbody>
</table>

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

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.

<table>
<thead>
<tr>
<th>Example given in Test Booklet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement</td>
</tr>
<tr>
<td>Drinking alcohol causes people to lose jobs</td>
</tr>
</tbody>
</table>

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?

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 above to help other people?"

<table>
<thead>
<tr>
<th>Example given in Test Booklet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
</tr>
<tr>
<td>How much will it matter to me to work with my hands?</td>
</tr>
</tbody>
</table>

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

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?

<table>
<thead>
<tr>
<th>Example given in Test Booklet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
</tr>
<tr>
<td>How much will it matter to be able to come home as late as I like?</td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Example given in Test Booklet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement</td>
</tr>
<tr>
<td>Smoking is expensive</td>
</tr>
<tr>
<td>Answer (a) means that you agree fully that smoking is expensive</td>
</tr>
</tbody>
</table>

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.

COMPAARED WITH OTHERS

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 age and sex. The first statement asks: “Compared with others of your own age and sex, do you get the right amount of sleep?”

<table>
<thead>
<tr>
<th>Example given in Test Booklet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement</td>
</tr>
<tr>
<td>Compared with others of your own age and sex</td>
</tr>
<tr>
<td>My height is</td>
</tr>
<tr>
<td>much more</td>
</tr>
<tr>
<td>The above answer (c) means that your height is about the same compared with others of your own age and sex</td>
</tr>
</tbody>
</table>

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**

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 “am quiet” applies very much, somewhat, or not at all to the teenager concerned.

<table>
<thead>
<tr>
<th>Example given in Test Booklet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement</strong></td>
</tr>
<tr>
<td>I am optimistic</td>
</tr>
</tbody>
</table>

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**

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.

<table>
<thead>
<tr>
<th>Example given in Test Booklet for questions 1-6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement</strong></td>
</tr>
<tr>
<td>“I have just lately been able to remember things”</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Example given in Test Booklet for questions 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement</strong></td>
</tr>
<tr>
<td>“I have lately been feeling miserable”</td>
</tr>
</tbody>
</table>

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

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**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rarely or never</th>
<th>Less than once a week</th>
<th>Once a week</th>
<th>More than once a week</th>
<th>Would you like to do it more?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to bingo</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
<td>(d)</td>
<td>(1)</td>
</tr>
</tbody>
</table>

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

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**

<table>
<thead>
<tr>
<th>Health Topic</th>
<th>Very interested</th>
<th>Quite interested</th>
<th>Not sure</th>
<th>Not interested at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>How interested are you in -</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
<td>(d)</td>
</tr>
<tr>
<td>Health Education?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

These 26 questions consist of the 'CARALOC' Scale of 'locus of control' devised by Philip 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**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you find it easy to get to school in the morning?</td>
<td>(a) Yes (b) No (c) Don't know</td>
</tr>
</tbody>
</table>

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

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.

<table>
<thead>
<tr>
<th>Example given in Test Booklet</th>
<th>Read as little as I can</th>
<th>Read some of the time</th>
<th>Read as much as I can</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>Weather reports</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, e.g., 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

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 (e.g., boxing) as little as possible, some of the time or as much as he/she can.

<table>
<thead>
<tr>
<th>Example given in Test Booklet</th>
<th>View as little as I can</th>
<th>View some of the time</th>
<th>View as much as I can</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>Big Band programmes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer (a) means that you view big band programmes as little as you can.

Comment

Please see 5M above.

FEELING HEALTHY

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.

<table>
<thead>
<tr>
<th>Example given in Test Booklet</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Rarely or never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>Do you get nightmares?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree fully (a)</th>
<th>Agree partly (b)</th>
<th>Disagree (c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women dress better than men</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Own one (a)</th>
<th>Would like one (b)</th>
<th>Wouldn't want one (c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leather Jacket</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rarely or never (a)</th>
<th>Less than once a week (b)</th>
<th>Once a week (c)</th>
<th>More than once a week (d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>We go to a cafe together</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Example given in Test Booklet

<table>
<thead>
<tr>
<th>Question</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much do you drink each day of —</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ginger Beer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer (5) means that you usually drink about 5 glasses of ginger beer a day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
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

<table>
<thead>
<tr>
<th>Question</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents definitely expect me to —</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take the dog for a walk every day</td>
<td>(a)</td>
<td>(b)</td>
</tr>
<tr>
<td>Answer (b) means that your parents don't expect you to take the dog for a walk every day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

WHAT I EAT
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

<table>
<thead>
<tr>
<th>Question</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you eat — Buns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By filling in the lozenge under 3 you are saying that you usually eat buns on 3 days a week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment
Youths can 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, 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 and 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 the 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)

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>
<thead>
<tr>
<th>Section</th>
<th>Qualifications</th>
<th>Training</th>
<th>Study needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>None needed</td>
<td>Up to about 3 months</td>
<td>NO</td>
</tr>
<tr>
<td>B</td>
<td>Not usually needed but some passes might help</td>
<td>2-3 months to about 1 year</td>
<td>NO not usually</td>
</tr>
<tr>
<td>C</td>
<td>O's or CSE's often asked for but you could still get some jobs without them</td>
<td>1 to 3 years (possibly more)</td>
<td>YES part of the training usually means going to college say 1 year a week</td>
</tr>
<tr>
<td>D</td>
<td>A number of O's would be essential</td>
<td>About 2-3 yrs (possibly more)</td>
<td>YES study (full time or part time) usually quite important</td>
</tr>
<tr>
<td>E</td>
<td>A's or H's would be needed in relevant subjects</td>
<td>About 2-4 yrs (possibly more)</td>
<td>YES study (full or part time) forms part of training</td>
</tr>
<tr>
<td>F</td>
<td>2-3 A's or 3-4 H's plus O's required. Good grades in main subjects often necessary</td>
<td>3 to 5 years (sometimes more)</td>
<td>YES you would need a degree (or equivalent qualification)</td>
</tr>
</tbody>
</table>
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 pupils who have difficulty with Section Choice.
2. Check that the Sections chosen have been marked on the separate JJIG-CAL Answer Sheet.
3. See that less able pupils have extra time, if needed.
4. Keep the JJIG-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 0 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

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. JJIG-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 should be returned to the School Coordinator, who will place it in the same pack as the other Test material.

PROCEDURE "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 the answers for them. In such a case, please could you make a note on the front of Document E about any questions where you gave help. Please use ink of a different colour from that used by the pupil.
There are 4 student self-completion questionnaires to be completed.

**PROCEDURE 10 HEALTH RELATED BEHAVIOUR**

- 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 neighbours 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 15 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 LEA Coordinator when all the other documents have been completed. (Independent Schools please return direct to Youthscan).

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

**Procedure 11 HOME AND ALL THAT** (Self-completion questionnaire, Document G) contains the following sections: DIET, PARENTS AND FAMILY, HANDESEDNESS, 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 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 LEA 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 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 into your 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 LEI 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, examination courses and school intake. The Head Teacher Questionnaire should be filled in for every institution asking 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 LEA coordinator with the other material in the school pack for onward despatch to Youthscan Independent Schools.

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 LEA 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 C Student Score From (completed by the pupil from the Student Test Booklet)
DOCUMENT D Jig-Cal answer sheet P1 (completed by the pupil from the Student Test Booklet)
DOCUMENT E “Moving on”, Life Skills Test (student self-completion)
DOCUMENT F “Health Related Behaviour” — Student self-completion questionnaire
DOCUMENT G “Home and all that”, Student self-completion questionnaire
DOCUMENT H “Friends and the World Outside”, Student self-completion questionnaire
DOCUMENT J “Life and Leisure”, Student self-completion questionnaire
DOCUMENT K Dietary Diary

Teacher-based

DOCUMENT L Educational (Teacher's) questionnaire
DOCUMENT M 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 YOUTHSCAN 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 their 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. Where, 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.
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


YOUTHSCAN 1986/76
INFORMATION MANUAL
FOR
HEALTH PERSONNEL

FOR CLINICAL MEDICAL OFFICERS
HEALTH VISITORS AND SCHOOL NURSES

Youthscan U K
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

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 these 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 preschool period.

EDUCATION

PRE SCHOOL EDUCATION. 28.5% of the cohort had no preschool experience. 19% attended LEA schools or nursery classes and 48% attended halls 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 intellectually unprofitable. 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 in 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 11% 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 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
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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 1980's.

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 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 MD FRCP FRCOG DCH
Director
This manual contains information about the procedures necessary for the completion of Youthscan.

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**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)

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
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
12 Taylor B Wadsworth J Golding J and Butler N R (1982) Breathing, 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
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
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/Boardare 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 cooperation 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 DHA. 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 O)

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.

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 that the questionnaires should be completed before the teenager leaves the venue of the medical examination.

Please reassert 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 another 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 sphygmmomanometer: 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 DHA 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/mathematics, 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.

THANK YOU SO MUCH FOR YOUR HELP AND INTEREST.
SOME OF THE IMPORTANT ISSUES TO BE INVESTIGATED ON BRITAIN'S 16 YEAR OLDS IN YOUTHSCAN 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

To be read at a distance of
not more than 10 inches from the eye
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.
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 (i.e., 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

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

CHAIR

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

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

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

Now try the next example, 2, for yourself.

2nd Example

HALT

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

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

There are 75 questions in this test. Try to do as many of them as you can. If you cannot answer a question, don’t waste too much time on it but go on to the next one. You have 15 minutes to do this test. If you finish before then, you can go back over your answers to check them.
ATTITUDBINAL SCALES

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 other 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 5A to 5U as follows:

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

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

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

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

WHAT ABOUT WORK?

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 5A 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.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you agree that education is important whether or not it gets you a job?</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>fully</td>
</tr>
<tr>
<td></td>
<td>partly</td>
</tr>
<tr>
<td></td>
<td>disagree</td>
</tr>
</tbody>
</table>

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 5A a set of empty lozenges headed (a), (b) and (c). This is where you should record your answers. For each statement 1-9, give your answer by filling in what you decide is the correct lozenge. Fill in only one lozenge in reply to each statement. You should record your answers on the Students Score Form not on this page.

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

STATEMENTS

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

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

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:

EXAMPLE

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>ANSWER</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>I always do what I’m told</td>
<td>(a)</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
| 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 5e. That is where you record your answers. Fill in the lozenge which corresponds to true or false for each statement.

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

HAVE A DRINK

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:

EXAMPLE

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>ANSWER</th>
<th>Agree fully</th>
<th>Agree partly</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drinking alcohol causes people to lose jobs</td>
<td>(a)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
| 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 5e. 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.

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.

- 5 -
WHAT'S IN A JOB?

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:

EXAMPLE

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>Matters very much</th>
<th>Matters somewhat</th>
<th>Doesn't matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much does it matter to you to be able to work with my hands?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 50, 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.

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

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 of these will matter to you.

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

EXAMPLE

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>Matters very much</th>
<th>Matters somewhat</th>
<th>Doesn't matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much will it matter to me to work with my hands?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer (a) means that it matters very much to you as an adult to be able to work with your hands.

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 5E. 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.

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

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.

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>STATEMENT</th>
<th>ANSWER</th>
<th>FULLY</th>
<th>PARTLY</th>
<th>DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking is expensive</td>
<td>(a)</td>
<td>Agree</td>
<td>(b)</td>
<td>Agree</td>
<td>(c)</td>
</tr>
</tbody>
</table>
| 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 5f. 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.

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

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.

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>STATEMENT</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compared with others of my own age and sex</td>
<td>(a)</td>
<td>(b)</td>
</tr>
<tr>
<td>My height is much less or much more</td>
<td>(d)</td>
<td>(e)</td>
</tr>
</tbody>
</table>
| The above answer means that your height is about the same compared with others of your own age and sex.

Please turn now to page 5 in the Student Score Form. There you will find in Section 5g a block of empty lozenges. This is where you put all your answers to each statement 1 to 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 5f 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.

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

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:

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Applies very much</th>
<th>Applies somewhat</th>
<th>Doesn't apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am optimistic</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

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 5a 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 5a of Student Score Form and not in this text 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.

HOW I FEEL

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

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

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have just lately been able to remember things</td>
<td>□</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have lately been feeling</td>
<td>□</td>
</tr>
</tbody>
</table>

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 5a 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.

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

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.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>FILL IN THIS FIRST</th>
<th>THEN THIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to bingo</td>
<td>Rarely</td>
<td>Less than once a week</td>
</tr>
</tbody>
</table>

Answer (a) means that you go to bingo once a week. The fact that the leisure 1 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 leisure 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. 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 answers 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 (C5:5 A/B)
2 Stay at home and watch videos (C5:5 A/B)
3 Listen to records/tapes (C5:5 A/B)
4 Listen to the radio (C5:5 A/B)
5 Read newspapers (C5:5 A/B)
6 Read comics/magazines (C5:5 A/B)
7 Read books (C5:5 A/B)
8 Use home computer (C5:5 A/B)
9 Cook partly for fun (C5:5 A/B)
10 Sew partly for fun (C5:5 A/B)
11 Knit partly for fun (C5:5 A/B)
12 Do decorating/DIY (C5:5 A/B)
13 Play card/board games (C5:5 A/B)
14 Play electronic games (C5:5 A/B)
15 Play a musical instrument (C5:5 A/B)
16 Do keep fit/aerobics (C5:5 A/B)
17 Make models or other craftwork (C5:5 A/B)
18 Draw paint or write for fun (C5:5 A/B)
19 Attend after school activities (C5:5 A/B)
20 Go to a friend's house (C5:5 A/B)
21 Have friends round to my house (C5:5 A/B)
22 Ride a bike around (C5:5 A/B)
23 Go to a youth club/organisation (C5:5 A/B)
24 Go to a cinema (C5:5 A/B)
25 Go window shopping (C5:5 A/B)
26 Go to dancing classes (C5:5 A/B)
27 Go to museums or galleries (C5:5 A/B)
28 Go to theatre (C5:5 A/B)
29 Go to the concert (C5:5 A/B)
30 Go to a disco (C5:5 A/B)
31 Go to a nightclub (C5:5 A/B)
32 Go to the library (C5:5 A/B)
33 Take the dog for a walk (C5:5 A/B)
34 Go out with brother/sister (C5:5 A/B)
35 Do some volunteer/community work (C5:5 A/B)
36 Hang about the street (C5:5 A/B)
37 Go to a cafe/his/hamburger bar (C5:5 A/B)
38 Go to an amusement arcade (C5:5 A/B)
39 Go to the pub (C5:5 A/B)
40 Go to a meeting or political club (C5:5 A/B)
41 Go out with my girl/boyfriend (C5:5 A/B)
42 Go out with friends (C5:5 A/B)
43 Go for a drive in a car (C5:5 A/B)
44 Go to a drive-in cinema (C5:5 A/B)
45 Play sports (at club/centre etc) (C5:5 A/B)
46 Play sports (in the street/park/ground) (C5:5 A/B)
47 Go to watch a match (football etc) (C5:5 A/B)

* C5:5 A: "DO YOU DO THIS?"
C5:5 B: "WOULDN'T LIKE TO DO IT MORE?"

SEE DOCUMENT C.

-9-
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.

Please now turn to page 6 of the Student Score Form. On that page, in section 5, 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.

<table>
<thead>
<tr>
<th>HEALTH TOPIC</th>
<th>VERY INTERESTED</th>
<th>QUITE INTERESTED</th>
<th>NOT SURE</th>
<th>NOT INTERESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>How interested are you in: Health Education?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

LIST OF HEALTH TOPICS

How interested are you in:

1. How the body works (C5K1)
2. Staying well (C5K2)
3. Immunisation (C5K3)
4. Illness and recovery (C5K4)
5. Talking with Doctors, Nurses and Dentists (C5K5)
6. Care of hair, teeth, skin (C5K6)
7. Care of eyes (C5K7)
8. Care of feet (C5K8)
9. Human reproduction (C5K9)
10. Menstruation (periods) (C5K10)
11. Food and Health (C5K11)
12. Drinking alcohol (C5K12)
13. Glue-sniffing (C5K13)
14. Smoking (C5K14)
15. Physical fitness (C5K15)
16. Understanding the needs of handicapped people (C5K16)
17. Understanding the needs of old people (C5K17)
18. Health and social services (C5K18)
19. Safety at home (C5K19)
20. Safety in traffic (C5K20)
21. Water safety (C5K21)
22. First aid (C5K22)
23. Family life (C5K23)
24. Separation from parents (C5K24)
25. Death and bereavement (C5K25)
26. Stress and relaxation (C5K26)
27. The difference between boys' behaviour and girls' behaviour (C5K27)
28. Normal growth and development (C5K28)
29. Relationships with other boys and girls of the same age (C5K29)
30. Understanding people of different race or religion (C5K30)
31. Feelings (love, hate, anger, jealousy) (C5K31)
32. Bullying (C5K32)
33. Building self-confidence (C5K33)
34. Making decisions (C5K34)
35. Honesty (C5K35)
36. Responsibility for your own (C5K36) behaviour
37. Spare-time activities (C5K37)
38. Boredom (C5K38)
39. Caring for pets (C5K39)
40. Vandalism (C5K40)
41. Stealing (C5K41)
42. Pollution (C5K42)
43. Conservation (C5K43)
44. Contraception (C5K44)
45. Parenthood and child care (C5K45)
46. Sexually transmitted diseases (C5K46)
47. Control of body weight (C5K47)
48. Violence on the television screen (C5K48)
49. Cancer (C5K49)
FATE AND FORTUNE

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

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you find it easy to get to school in the morning?</td>
<td>Yes (a) No (b) Don't know (c)</td>
</tr>
</tbody>
</table>

The answer (a) 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 a set of lozenges headed (a) (b) and (c). You should record your answer there and not on this page.

Keep in one lozenge in reply to each question 1–26. Remember not to write any of your answers in this test booklet.

WHAT I READ

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

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

EXAMPLE

<table>
<thead>
<tr>
<th>Read as little as you can</th>
<th>Read some of the time</th>
<th>Read as much as you can</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather reports</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer (a) 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. That is where you should fill in your answers. Please fill in one only of the 2 boxes to tell us whether you read each item 1–26 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. Brush 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)
ME AND THE BOX

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.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Band programmes</td>
<td>View as little as I can</td>
</tr>
</tbody>
</table>

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 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.

FEELING HEALTHY

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.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you get nightmares?</td>
<td>Most of the time</td>
</tr>
</tbody>
</table>

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 50. 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.

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

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.

EXAMPLE

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Agree fully</th>
<th>Agree partly</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women dress better than men</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
</tbody>
</table>

Answer (c) means 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 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.

WOTALOTIGOT

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.

EXAMPLE

<table>
<thead>
<tr>
<th>POSSESSION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leather jacket</td>
<td>Own one</td>
</tr>
</tbody>
</table>

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 5a a set of empty lozenges headed (a), (b) and (c). That is where you record your answers. For each item 1 to 30 give your answer by filling in one only of the three lozenges (a), (b) or (c).

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.

- 13 -
ME AND MY FAMILY

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.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never</td>
<td>Less than once a week</td>
</tr>
</tbody>
</table>

We go to a cafe together
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 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 the correct lozenge (a), (b), (c) or (d).

SOFT DRINK SPECIAL

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.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much do you drink each day of - Ginger Beer</td>
<td>0 1 2 3 4 5 6 or more</td>
</tr>
</tbody>
</table>

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 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.

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.
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.

EXAMPLE

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

ANSWER
True
False

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

Keep this page open. Look at the first question no. 1 on this page and then fill in your answers on page 8 of the Student Score Form. Then proceed to question 2 and so on.

WHAT I EAT

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

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

EXAMPLE

QUESTION
How often do you eat Buns?

ANSWER

Days a week
0 1 2 3 4 5 6 7

By filling in the lozenges under (a) you are saying that you usually eat buns 0 to 3 days a week.

Now turn to page 8 in the Student Score Form. You will find in Section 5 the 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 to 18 give your answers by filling in the correct lozenge. Remember not to write your answers in this booklet but in the Student Score Form.

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

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)

---

SPELLING

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)
PPELLING B] (C781) (C782) (C783) (C784) ...... (C7896) (C7897) (C7898) (C7899) (C78100)
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
Date of birth
Date Month Year
Today's date

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

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

### 1st Example

<table>
<thead>
<tr>
<th>CVO1</th>
<th>CVO2</th>
<th>CVO3</th>
<th>CVO4</th>
<th>CVO5</th>
<th>CVO6</th>
<th>CVO7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

### 2nd Example

<table>
<thead>
<tr>
<th>CVO8</th>
<th>CVO9</th>
<th>CVO10</th>
<th>CVO11</th>
<th>CVO12</th>
<th>CVO13</th>
<th>CVO14</th>
<th>CVO15</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
</tbody>
</table>

---

**NB.** THE PREFIX FOR THESE 75 VARIABLES IS CVO (ALL LETTERS)
### 5A WHAT ABOUT WORK?

**Do you?**

<table>
<thead>
<tr>
<th>MARK</th>
<th>YES</th>
<th>NO</th>
<th>MAYBE</th>
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<tbody>
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### 5B MIGHT AND RIGHT

**Is it?**

<table>
<thead>
<tr>
<th>MARK</th>
<th>YES</th>
<th>NO</th>
<th>MAYBE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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### 5C HAVE A DRINK

**Do you?**

<table>
<thead>
<tr>
<th>MARK</th>
<th>YES</th>
<th>NO</th>
<th>MAYBE</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

### 5D WHATS IN A JOB?

**Does it?**

<table>
<thead>
<tr>
<th>MARK</th>
<th>YES</th>
<th>NO</th>
<th>MAYBE</th>
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### 5E LOOKING AHEAD

**Does it?**

<table>
<thead>
<tr>
<th>MARK</th>
<th>YES</th>
<th>NO</th>
<th>MAYBE</th>
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### 5F UP IN SMOKE

**Do you?**

<table>
<thead>
<tr>
<th>MARK</th>
<th>YES</th>
<th>NO</th>
<th>MAYBE</th>
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Please write your name here: ___________________________
**5G COMPARED WITH OTHERS**

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

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

**5H KNOWING MYSELF**

Does it?

1. (CSH1)  
2. (CSH2)  
3. (CSH3)  
4. (CSH4)  
5. (CSH5)  
6. (CSH6)  
7. (CSH7)  
8. (CSH8)  
9. (CSH9)  
10. (CSH10)  
11. (CSH11)  
12. (CSH12)

**5I HOW I FEEL**

Do you feel this?

1.  
2.  
3.  
4.  
5.  
6.  

Do you feel this?

7.  
8.  
9.  
10.  
11.  
12.  

MARK LIKE THIS  PLEASE DO NOT MARK LIKE THIS  OR  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

### 6. BACKGROUND INFORMATION

**MARK LIKE THIS** ← PLEASE DO NOT MARK LIKE THIS ← OR ← ← ← OR ← ← ← OR ← ← ←

1. Are you male? [Male] [Female] ← 2. Are you a Twin? Yes [No] ←

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 ) |
   |   | 1 | 2 | 3 | 4 | More than 4 |
   | (a) Older than you? [CG 3A] | ← | ← | ← | ← | ← |
   | (b) Younger than you? [CG 3B] | ← | ← | ← | ← | ← |

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 ) |
   |   | 1 | 2 | 3 | 4 | More than 4 |
   | (a) Older than you? [CG 4A] | ← | ← | ← | ← | ← |
   | (b) Younger than you? [CG 4B] | ← | ← | ← | ← | ← |

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 or step brothers and sisters, cousins and any non-relatives who are living in the same household as you)

   | ( Fill in one lozenge ) |
   |   | 1 | 2 | 3 | 4 | More than 4 |
   | Younger than you [CG 5] | ← | ← | ← | ← | ← |

6. Answer (a), (b) and (c)

   | YES | NO | DON'T KNOW |
   | (a) Do you intend to leave school at the earliest opportunity [CG 6A] ← | ← | ← |
   | (b) Did your mother leave school at the earliest opportunity [CG 6B] ← | ← | ← |
   | (c) Did your father leave school at the earliest opportunity [CG 6C] ← | ← | ← |

7. Do you live with

   - Your real mother and father? [CG 7]
   - Your mother and new father (eg step-father)?[CG 7]
   - Your father and new mother (eg step-mother)?[CG 7]
   - Your mother alone? [CG 7]
   - Your father alone? [CG 7]
   - A relative? [CG 7]
   - Someone else? [CG 7]

8. Is the house you live in

   - Bought or being bought by your parents? [CG 8]
   - Rented privately? [CG 8]
   - Rented from the council? [CG 8]
   - Something else? [CG 8]
   - Don't know [CG 8]

9. Where you live

   - A house or bungalow? [CG 9]
   - A shared house or bungalow? [CG 9]
   - A flat? [CG 9]
   - A shared flat? [CG 9]
   - Rooms? [CG 9]
   - Carehaven? [CG 9]
   - Something else? [CG 9]

10. What do you want to do after this school year? [CG 10]

    - Get a job? [CG 10]
    - Get job training through YTS? [CG 10]
    - Stay on for vocational training? [CG 10]
    - Stay on at school for A levels etc? [CG 10]
    - Go into HM services? [CG 10]
    - Be unemployed? [CG 10]
    - Don't know [CG 10]

11. How many rooms are there in your home? (excluding bathroom/toilets) [CG 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)? [CG 12]

    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 or more |
    | ← | ← | ← | ← | ← | ← | ← | ← | ← | ← |

13. Do you live in

    - A big city? [CG 13]
    - A town? [CG 13]
    - A village? [CG 13]
    - The country? [CG 13]

14. Were you born

    - European? [CG 14]
    - West Indian? [CG 14]
    - Asian? [CG 14]
    - Chinese? [CG 14]
    - A mixture of two of the above? [CG 14]
    - Other race? [CG 14]

15. How old is your mother? [CG 15]

    - Under 35? [CG 15]
    - 40-44? [CG 15]
    - 45-49? [CG 15]
    - 50 or more? [CG 15]

16. Is your father employed? [CG 16]

    - Yes [CG 16]
    - No [CG 16]
    - Don't know [CG 16]

17. Have you ever been taken into care by the local authority?

    - Yes [CG 17]
    - No [CG 17]
    - Don't know [CG 17]

18. How many cigarettes do you smoke a week? none [CG 18]

    - Less than 1 [CG 18]
    - 1-4 [CG 18]
    - 5-20 [CG 18]

19. What exams are you taking this summer? CSEs [CG 19]

    - O levels [CG 19]
    - Neither [CG 19]
    - Both [CG 19]
Please refer to the Student Test Booklet page 42 for details on how to complete this form.

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PLEASE REFER TO THE STUDENT TEST BOOKLET PAGE 42 FOR DETAILS ON HOW TO COMPLETE THIS FORM.
DOCUMENT E

MOVING ON
A National Study in England, Wales and Scotland of all children born
5 - 11 April 1970

PLEASE USE BLOCK CAPITALS

SURNAME
FORENAMES
SEX MALE [ ] FEMALE [ ] DATE OF BIRTH [ ]
NAME OF SCHOOL
ADDRESS OF SCHOOL

“MOVING ON”

45 minutes allowed
Attempt as many questions as you can.
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

© AEB 1986

The material in this paper has been prepared by The Associated Examining Board
Stag Hill House, Guildford, Surrey, GU2 5XJ
**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

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<tbody>
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<td><strong>1.</strong> Write down one way in which the advertisement limits the type of people who would apply for the flat.</td>
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<td><strong>2.</strong> What does &quot;£80 p.c.m.&quot; mean?</td>
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<td><strong>3.</strong> What are the advantages to the tenant of having a rent book?</td>
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</table>
4. If a bill is said to be "quarterly" it arrives...
   (a) every four weeks?  
   (b) four times per year?  
   (c) every four months?  
   (d) every calendar month?  

   Tick the correct box.  

5. Name one risk against which you should insure your home.  

   .............................................................  

   (1 mark)

6. You see the following abbreviation in the Housing column of your local newspaper, "Oil C.h.". What does it mean?  

   .............................................................  

   (1 mark)

7. Give one reason for taking out an insurance policy, for example on your new stereo.  

   .............................................................  

   (1 mark)

B. YOU AND THE LAW

Wayne (18) says he was hanging around outside the newsagents, 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?  

   .............................................................  

   (1 mark)
9. Tell Wayne why

(1 mark)

10. If Wayne wanted to make an official complaint, to whom should he complain?

(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 (1 mark)

12. Can she plead guilty by post?

Yes/No (1 mark)

13. In which type of court will her case be heard?

(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?

(1 mark)

15. If you have your parents' consent, what is the youngest age at which you can get married in Great Britain?

(1 mark)
16. If you are eating a meal in a public house, at what age can you drink alcohol with it?

(1 mark)

17. At what age does a child legally become an adult in Great Britain?

(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.
18. To which one local representative could you write for details of the new factory?

(£18)

(1 mark)

19. How could you find out the name and address of this person?

I could find the address of this person by

(£19)

(1 mark)

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.

20. Make one suggestion as to how you could proceed.

(£20)

(1 mark)

You must make sure that everyone in your neighbourhood gets to hear about the activities you have planned.

21. How could you set about telling them?

(£21)

(1 mark)

22. You and your family will be away from home for two weeks. List two different precautions you should take to protect your home.

(1) (£22.1)

(2 marks)

(11) (£22.2)
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)

---

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.

28 Complete this Application Form (12 marks)

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<td>(Please complete ALL sections of this form)</td>
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<tr>
<td><strong>Surname</strong></td>
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<td>First name/s</td>
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<td>Marital status</td>
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<td>Address and Post Code</td>
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<td><strong>Present occupation</strong></td>
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<td>Qualifications gained (with grades) AND/OR Examinations to be taken (specify which)</td>
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<td>Details of any useful experience</td>
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<td><strong>Reason for your application</strong></td>
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<tr>
<td><strong>REFEREE</strong> 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</td>
</tr>
<tr>
<td><strong>Signed</strong></td>
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</tbody>
</table>

*(Derived marks: At least 7 parts answered and all parts answered and no crossing out)*
29. When writing for information about jobs, you might be asked to send a "s.a.e.". What is this?

(E29) ..............................................................................................................

(1 mark)

THE INTERVIEW

30. (E30)

Write down two things you think may be wrong with his attitude or behaviour.

(1 mark)

31. (E31)

(1 mark)

The picture shows a young man at an interview for an office job that he hopes to get.

Leave this margin blank

/ Turn Over
### E. STARTING WORK

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<th>Answer</th>
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<tbody>
<tr>
<td>32. You were interviewed for a job in a large firm by a member of the Personnel Department. Name one other important job which the Personnel Department does besides giving interviews.</td>
<td>Leave this margin blank</td>
</tr>
<tr>
<td>33. Your new boss gives you a card and tells you that you must &quot;clock in&quot; every day. What does she mean?</td>
<td>Leave this margin blank</td>
</tr>
<tr>
<td>34. Jane says &quot;We can start work at any time between 8 am and 10 am in the morning and finish between 4 pm and 6 pm&quot;. What is the name of this kind of arrangement?</td>
<td>Leave this margin blank</td>
</tr>
<tr>
<td>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.</td>
<td>Leave this margin blank</td>
</tr>
<tr>
<td>36. People work for a number of reasons. One is to earn money. Give one other reason.</td>
<td>Leave this margin blank</td>
</tr>
<tr>
<td>37. If you are 16, and you leave school in July, without a job, in which month can you first claim Supplementary Benefit?</td>
<td>Leave this margin blank</td>
</tr>
</tbody>
</table>
John (17) has lost his job. The firm made him redundant after three months.

38. Is he entitled to redundancy pay?  
   Yes/No (1 mark)

39. Will he get unemployment benefit?  
   Yes/No (1 mark)

40. Will he get supplementary benefit?  
   Yes/No (1 mark)

41. Is he eligible for a place on a Youth Training Scheme?  
   Yes/No (1 mark)

42. John would prefer a job again. Where should he go for advice?  
   ...................................................... (1 mark)

G. HOW THE ORGANISATION WORKS

43. Phillip has a job in retailing. What kind of place does he work in?  
   ...................................................... (1 mark)

44. Sandra has a job in catering. What kind of place does she work in?  
   ...................................................... (1 mark)

45. When a manufacturing company is planning a new product it often carries out "market research" first.  
   Name one way in which "market research" can be done.  
   ...................................................... (1 mark)
46 Some sections of industry are owned by the state. Tick the state-owned industry named in the list below. (1 mark)

1. I C I
2. British Telecom
3. National Coal Board

47 Fill in the missing word in the next sentence. (1 mark)
Chambers of local community represent businesses in the

48. What does it mean if a shop sells goods on "credit"? (1 mark)

49. What is "interest" on a loan? (1 mark)

50. What do the letters "C.O.D." stand for? (1 mark)

51. Give one reason why firms should take complaints about faulty goods seriously. (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? (1 mark)

53. Advantage for employer. (1 mark)
54. Disadvantage for employer .......................................................... (ES4)                            (1 mark)

The management of some firms spend a great deal of money producing a glossy staff magazine.

55. Give one reason why they do this. (ES5) .......................................................... (1 mark)

56. What information might you expect to find in such a magazine? (ES6) .......................................................... (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 .......... (ES7) (1 mark)

58. Is British Rail a public limited company?
Yes ........ No .......... (ES8) (1 mark)

59. Is Marks and Spencer a public limited company?
Yes ........ No .......... (ES9) (1 mark)

G. BEING EMPLOYED

UNITED BUS WORKERS UNION: NOTICE BOARD

EMERGENCY MEETING
1.00 PM TODAY, MARCH 15TH
IN CANTEN TO DISCUSS PROPOSALS FOR DRIVER-ONLY BUSES.
PLEASE MAKE SURE YOU COME ALONG.

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.
Anyone who wishes to join the union darts team, please contact P. Arrows

UNION ELECTIONS
1. SHOP STEWARD
2. HEALTH AND SAFETY REPRESENTATIVE

YOU HAVE A VOTE: MAKE SURE YOU USE IT!

/Turn Over
60. June Salter is a shop steward. What does a shop steward do?  
(1 mark)  

61. Look at the notice about union elections. Why do trade unions have "health and safety representatives"?  
(1 mark)  

62. The trade union talks to management about pay. What else do unions discuss with management?  
(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?  
(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 ................. .................  
(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.

65. What is a "profit"? .................................................................

.................................................................
(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. 

.................................................................
(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.

.................................................................
(1 mark)

68. How can they find out how many people are likely to use the "odd job" service?

They can .................................................................

.................................................................
(1 mark)
69 They have only got £90 in cash between them and the equipment they need costs £150 00

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) ........................................

(2 marks)

END OF TEST

If you have time left over, you should go back and check your answers.
HEALTH-RELATED BEHAVIOUR
An initiative of the International Centre for Child Studies


STUDENT SELF-COMPLETION QUESTIONNAIRE

HEALTH-RELATED BEHAVIOUR

1986

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

Tel (0272) 739783
or (0272) 743405

PLEASE COMPLETE IN BLOCK CAPITALS

<table>
<thead>
<tr>
<th>Surname</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Forenames</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sex</th>
<th>Date of Birth (DOB 86)</th>
<th>Today's Date (DOC-MTH-YR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>0 4 7 0</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address of School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Education Authority</th>
<th>(LEA 86)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

(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?

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) 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? 

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>A few times</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

10b. Do you intend learning to ride a moped or motorcycle? 

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

10c. Have you signed up for motorcycle training by an expert, either at school or as a special course? 

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

10d. Are you an "L" driver with a provisional licence for a moped or motorcycle? 

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

10e. Have you taken a driving test for a moped or motorcycle? 

<table>
<thead>
<tr>
<th></th>
<th>Part 1</th>
<th>Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

10f. Do you own a moped or motorcycle? 

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

11a. Do you intend learning to drive a car? 

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

11b. Have you ever tried to drive a car, even for a VERY short distance? 

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

11c. Have you had driving lessons on the highway from any of these? 

( Please circle an answer on each line. )

<table>
<thead>
<tr>
<th></th>
<th>Your parents</th>
<th>A relative or friend</th>
<th>A qualified driving instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

11d. Have you taken a driving test for a car? 

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

12. Was any homework set for you yesterday? 

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

13. For how long did you watch television programmes (live or home-recorded) after school yesterday? 

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Less than 1 hour</th>
<th>More than 1 hour</th>
<th>More than 2 hours</th>
<th>More than 3 hours</th>
<th>More than 4 hours</th>
<th>More than 5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

14. For how long did you watch video films (bought or borrowed) after school yesterday? 

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Less than 1 hour</th>
<th>More than 1 hour</th>
<th>More than 2 hours</th>
<th>More than 3 hours</th>
<th>More than 4 hours</th>
<th>More than 5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
15 How long did you spend playing computer games after school yesterday? (F15)

- 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

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

17 How long did you spend reading a book for pleasure at home yesterday? (F17)

- 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

18 Do you help at home (e.g., housework, gardening)? (F18)

- Never: 0
- Sometimes: 1
- Most days: 2
- Every day: 3

19a Do you do a regular job DURING TERM TIME for which you earn money? (F19a)

- Yes: 1
- No: 0

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)
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.)

<table>
<thead>
<tr>
<th>TEAM ACTIVITIES</th>
<th>IN SCHOOL (including school clubs)</th>
<th>OUT OF SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At least once a week</td>
<td>At least once a month</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td>(F20A1)</td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td>(F20A2)</td>
<td></td>
</tr>
<tr>
<td>Cricket</td>
<td>(F20A3)</td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td>(F20A4)</td>
<td></td>
</tr>
<tr>
<td>Hockey</td>
<td>(F20A5)</td>
<td></td>
</tr>
<tr>
<td>Netball</td>
<td>(F20A6)</td>
<td></td>
</tr>
<tr>
<td>Rounders</td>
<td>(F20A7)</td>
<td></td>
</tr>
<tr>
<td>Rugby</td>
<td>(F20A8)</td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td>(F20A9)</td>
<td></td>
</tr>
<tr>
<td>Other (please state)</td>
<td>(F20A10)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDIVIDUAL ACTIVITIES</th>
<th>IN SCHOOL (including school clubs)</th>
<th>OUT OF SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At least once a week</td>
<td>At least once a month</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aerobics</td>
<td>(F20A11)</td>
<td></td>
</tr>
<tr>
<td>Track/field events</td>
<td>(F20A12)</td>
<td></td>
</tr>
<tr>
<td>Badminton</td>
<td>(F20A13)</td>
<td></td>
</tr>
<tr>
<td>Canoeing</td>
<td>(F20A14)</td>
<td></td>
</tr>
<tr>
<td>Cross-country</td>
<td>(F20A15)</td>
<td></td>
</tr>
<tr>
<td>Cycling</td>
<td>(F20A16)</td>
<td></td>
</tr>
<tr>
<td>Dancing</td>
<td>(F20A17)</td>
<td></td>
</tr>
<tr>
<td>Gymnastics</td>
<td>(F20A18)</td>
<td></td>
</tr>
<tr>
<td>Horse riding</td>
<td>(F20A19)</td>
<td></td>
</tr>
<tr>
<td>Jogging</td>
<td>(F20A20)</td>
<td></td>
</tr>
<tr>
<td>Fitness exercises</td>
<td>(F20A21)</td>
<td></td>
</tr>
<tr>
<td>Motorcycling</td>
<td>(F20A22)</td>
<td></td>
</tr>
<tr>
<td>Roller or ice skating</td>
<td>(F20A23)</td>
<td></td>
</tr>
<tr>
<td>Rowing</td>
<td>(F20A24)</td>
<td></td>
</tr>
<tr>
<td>Sailing</td>
<td>(F20A25)</td>
<td></td>
</tr>
<tr>
<td>Scrambling</td>
<td>(F20A26)</td>
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<tr>
<td>Skiing</td>
<td>(F20A27)</td>
<td></td>
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<tr>
<td>Squash</td>
<td>(F20A28)</td>
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<tr>
<td>Swimming</td>
<td>(F20A29)</td>
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<tr>
<td>Table tennis</td>
<td>(F20A30)</td>
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<tr>
<td>Tennis</td>
<td>(F20A31)</td>
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<tr>
<td>Walking</td>
<td>(F20A32)</td>
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<tr>
<td>Water-skiing</td>
<td>(F20A33)</td>
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<tr>
<td>Weight-training</td>
<td>(F20A34)</td>
<td></td>
</tr>
<tr>
<td>Wind-surfing</td>
<td>(F20A35)</td>
<td></td>
</tr>
<tr>
<td>Other (please state)</td>
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<table>
<thead>
<tr>
<th>OTHER SPORTS</th>
<th>IN SCHOOL (including school clubs)</th>
<th>OUT OF SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At least once a week</td>
<td>At least once a month</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Billiards</td>
<td>(F20A37)</td>
<td></td>
</tr>
<tr>
<td>Darts</td>
<td>(F20A38)</td>
<td></td>
</tr>
<tr>
<td>Fishing</td>
<td>(F20A39)</td>
<td></td>
</tr>
<tr>
<td>Pool</td>
<td>(F20A40)</td>
<td></td>
</tr>
<tr>
<td>Shooting</td>
<td>(F20A41)</td>
<td></td>
</tr>
<tr>
<td>Snooker</td>
<td>(F20A42)</td>
<td></td>
</tr>
<tr>
<td>Other (please state)</td>
<td>(F20A43)</td>
<td></td>
</tr>
</tbody>
</table>

Please do NOT write in the boxes.
21a Within the last year, have you represented your school in any sporting activities?
If "Yes" please list the sports.
- Yes/No

Yes/No

21b Within the last year, have you represented a club outside school in any sporting activities?
If "Yes", please list the sports.
- Yes/No

Yes/No

22a Are there lots of things about yourself you would like to change?
- Yes, No, Don't know

22b Do you think that your parents usually like to hear about your ideas?
- Yes, No, Don't know

22c When you have to say something in front of teachers, do you usually feel uneasy?
- Yes, No, Don't know

22d Do other pupils in the school often fall out with you?
- Yes, No, Don't know

22e Do you often feel lonely at school?
- Yes, No, Don't know

22f Do you think that other pupils in the school often say nasty things about you?
- Yes, No, Don't know

22g When you want to tell a teacher something, do you usually feel silly?
- Yes, No, Don't know

22h Do you often have to find new friends because your old friends are with somebody else?
- Yes, No, Don't know
22i. Do you usually feel foolish when you talk to your parents? 
Yes ............ 0  
No ............ 2  
Don’t know .... 1 

22j. Do other people often think that you tell lies? 
Yes ............ 0  
No ............ 2  
Don’t know .... 1 

23. Are you confident when swimming out of your depth? 
Yes ............ 1  
No ............ 0  

24. Do you wash your hands after visiting the lavatory? 
Never or almost never .... 1  
Sometimes .................. 2  
Whenever possible .......... 3  

25. How many times did you clean your teeth yesterday? 
Not at all ............ 0  
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? 
............. times  

27a. How many times in the last 7 days have you had a bath or shower at school? 
Not at all ............ 0  
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? 
Not at all ............ 0  
Once .................... 1  
2 or 3 times ........... 2  
4 or 5 times .......... 4  
6 or 7 times .......... 6  

Please do NOT write in the boxes.
28a How often do you use an antiperspirant or deodorant?  

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0</td>
</tr>
<tr>
<td>Some days</td>
<td>1</td>
</tr>
<tr>
<td>Most days</td>
<td>2</td>
</tr>
<tr>
<td>Every day</td>
<td>3</td>
</tr>
</tbody>
</table>

28b When do you use an antiperspirant or deodorant?  

(Please circle an answer on each line.)

<table>
<thead>
<tr>
<th>Use</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>After washing</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>At other times</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

29 Prescribed medicines

During the last 7 days, have you taken any pills or medicine, or used lotions or creams, on doctor’s orders?

<table>
<thead>
<tr>
<th>Duration</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>0</td>
</tr>
<tr>
<td>On 1 or 2 days</td>
<td>1</td>
</tr>
<tr>
<td>On 3 to 6 days</td>
<td>3</td>
</tr>
<tr>
<td>Every day</td>
<td>7</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Medicine</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspirin, Anadin, etc (for headaches and pains)</td>
<td>(F30A)</td>
</tr>
<tr>
<td>Cough drops or cough medicine</td>
<td>(F30B)</td>
</tr>
<tr>
<td>Iron tablets, vitamin tablets</td>
<td>(F30C)</td>
</tr>
<tr>
<td>Lemsip, Beecham’s Powder, etc (for colds)</td>
<td>(F30D)</td>
</tr>
<tr>
<td>Milk of Magnesia, Milpar, etc (for indigestion)</td>
<td>(F30E)</td>
</tr>
<tr>
<td>Lotions or creams</td>
<td>(F30F)</td>
</tr>
</tbody>
</table>

31 When did you last use aspirin, Anadin, paracetamol, or other similar pain-killer?

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last 7 days</td>
<td>1</td>
</tr>
<tr>
<td>In the past 2 weeks</td>
<td>2</td>
</tr>
<tr>
<td>In the past month</td>
<td>3</td>
</tr>
<tr>
<td>In the past 3 months</td>
<td>4</td>
</tr>
<tr>
<td>More than 3 months ago</td>
<td>5</td>
</tr>
</tbody>
</table>

32 When you last took medicine or pills that were not on doctor’s orders, who decided that you should do so?

<table>
<thead>
<tr>
<th>Decision Maker</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>You did</td>
<td>1</td>
</tr>
<tr>
<td>Someone else did</td>
<td>2</td>
</tr>
</tbody>
</table>
33a. When did you last visit your doctor? \[F_{33a}\]

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within the last week</td>
<td>1</td>
</tr>
<tr>
<td>Within the last month</td>
<td>2</td>
</tr>
<tr>
<td>Within the last 3 months</td>
<td>3</td>
</tr>
<tr>
<td>Within the last 6 months</td>
<td>4</td>
</tr>
<tr>
<td>Within the last year</td>
<td>5</td>
</tr>
<tr>
<td>More than a year ago</td>
<td>6</td>
</tr>
</tbody>
</table>

33b. When you last visited your doctor, did you go into the surgery on your own? \[F_{33b}\]

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
</tr>
</tbody>
</table>

33c. On this last visit, was the doctor a man or a woman? \[F_{33c}\]

<table>
<thead>
<tr>
<th>Gender</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man</td>
<td>1</td>
</tr>
<tr>
<td>Woman</td>
<td>2</td>
</tr>
</tbody>
</table>

33d. Did you feel at ease with your doctor on this last visit? \[F_{33d}\]

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
<tr>
<td>Don't know</td>
<td>2</td>
</tr>
</tbody>
</table>

34. Have you been vaccinated against:

(a) Polio \[F_{34a}\]

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
<tr>
<td>Don't know</td>
<td>2</td>
</tr>
</tbody>
</table>

(b) Tetanus \[F_{34b}\]

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
<tr>
<td>Don't know</td>
<td>2</td>
</tr>
</tbody>
</table>

(c) Tuberculosis (BCG) \[F_{34c}\]

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
<tr>
<td>Don't know</td>
<td>2</td>
</tr>
</tbody>
</table>

**Girls only**

(d) Rubella (German Measles) \[F_{34d}\]

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
<tr>
<td>Don't know</td>
<td>2</td>
</tr>
</tbody>
</table>

**Boys only**

Please circle this number \[F_{34e}\]

35. When did you last have a school dental inspection? \[F_{35}\]

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within the last 12 months</td>
<td>1</td>
</tr>
<tr>
<td>Within the last 2 years</td>
<td>2</td>
</tr>
<tr>
<td>More than 2 years ago</td>
<td>3</td>
</tr>
</tbody>
</table>
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
- 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)

- Fillings (F36B1) 0
- Extraction (having teeth out) (F36B2) 0
- Scaling and polishing (F36B3) 0
- Brace fitted or checked (F36B4) 0
- Other treatment (F36B5) 0
- Check up only (F36B6) 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
- 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? (F36)

- In school - served over counter 1
- In school - your own packed lunch 2
- Outside school - e.g. fish & chips, burger from shop 3
- 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.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>AMOUNT AND DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meat (also sausages, pies, beefburgers, etc.)</td>
<td></td>
</tr>
<tr>
<td>Fish (also fish fingers)</td>
<td></td>
</tr>
<tr>
<td>Eggs, cheese</td>
<td></td>
</tr>
<tr>
<td>Milk (drinks of milk, on its own, hot or cold)</td>
<td></td>
</tr>
<tr>
<td>Milk (in milk beverages, custard, etc.) or yoghurt</td>
<td></td>
</tr>
<tr>
<td>Tea (number of cups)</td>
<td>How many spoons of sugar in each cup?</td>
</tr>
<tr>
<td>Coffee (number of cups)</td>
<td>How many spoons of sugar in each cup?</td>
</tr>
<tr>
<td>Cereal (brand name)</td>
<td>Did you add sugar? Yes / No</td>
</tr>
<tr>
<td>Bread (also in sandwiches), toast, or rolls</td>
<td>White bread</td>
</tr>
<tr>
<td>Soup (flavour)</td>
<td></td>
</tr>
<tr>
<td>Potatoes (e.g. boiled, chipped)</td>
<td></td>
</tr>
<tr>
<td>Baked beans</td>
<td></td>
</tr>
<tr>
<td>Rice, spaghetti, or other pasta dishes</td>
<td></td>
</tr>
<tr>
<td>Packets of crisps</td>
<td></td>
</tr>
<tr>
<td>Ice lollies, ice cream, mousse, etc.</td>
<td></td>
</tr>
<tr>
<td>Sweets, chocolate biscuits or bars</td>
<td></td>
</tr>
<tr>
<td>Biscuits, cakes or tarts</td>
<td></td>
</tr>
<tr>
<td>Fruit pies, puddings, etc.</td>
<td></td>
</tr>
<tr>
<td>Squash or cordial</td>
<td></td>
</tr>
<tr>
<td>Fizzy drinks (Please state if low calorie)</td>
<td></td>
</tr>
<tr>
<td>Fruit juice</td>
<td></td>
</tr>
<tr>
<td>Fresh fruit</td>
<td></td>
</tr>
<tr>
<td>Raw vegetables or salads</td>
<td></td>
</tr>
<tr>
<td>Cooked vegetables (not potatoes)</td>
<td></td>
</tr>
<tr>
<td>Alcoholic drinks</td>
<td></td>
</tr>
<tr>
<td>Other items (Please state)</td>
<td></td>
</tr>
</tbody>
</table>
40. What sort of breakfast did you have this morning? (\textit{F40})
(Please circle the closest answer)

- Nothing at all
- Just something to drink
- Cereal or bread/toast + drink
- Cereal and bread/toast + drink
- Just an egg + drink
- Cooked breakfast with cereal or bread/toast + drink
- Cooked breakfast with cereal and bread/toast + drink

41a. Have you ever tried to lose weight or to avoid putting on weight? (\textit{F41A})
Yes 1
No 0

41b. If so, please describe what you did

42. Have you ever tried to gain weight? (\textit{F42})
Yes 1
No 0

43a. Since this time yesterday, how many cigarettes have you smoked? (\textit{F43A})

43b. Since this time last week, how many cigarettes have you smoked? (\textit{F43B})

44. Smoking Which of the following most nearly describes you? (\textit{F44})
- I have never smoked a cigarette
- I have only ever tried smoking once or twice
- I used to smoke sometimes, but I don't now
- I smoke and I would like to give it up
- I do not want to give up smoking

45. Which adult do you get on best with? (\textit{F45})
(Please circle one response only)

- Mother
- Father
- Mother and father
- Brother or sister
- Other relation
- Teacher
- Friend
- Employer
- No-one

Please do NOT write in the boxes.
46a. Have you got a regular boyfriend or girlfriend? (F46A)

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
</tr>
</tbody>
</table>

46b. If you have, how long has this relationship lasted? (F46B)

<table>
<thead>
<tr>
<th>Weeks</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Months</td>
<td>2</td>
</tr>
<tr>
<td>A year</td>
<td>3</td>
</tr>
<tr>
<td>More than a year</td>
<td>4</td>
</tr>
</tbody>
</table>

47. When you meet new people of your own age and sex, how do you feel? (F47)

<table>
<thead>
<tr>
<th>Very uneasy</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A little uneasy</td>
<td>2</td>
</tr>
<tr>
<td>At ease</td>
<td>3</td>
</tr>
</tbody>
</table>

48. When you meet new people of your own age and opposite sex, how do you feel? (F48)

<table>
<thead>
<tr>
<th>Very uneasy</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A little uneasy</td>
<td>2</td>
</tr>
<tr>
<td>At ease</td>
<td>3</td>
</tr>
</tbody>
</table>

49. For close friends, whom do you have? (F49)

| More people of your own sex | 1 |
| 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)

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
</tr>
</tbody>
</table>

50b. If so, who instructed you? (F50B)

<table>
<thead>
<tr>
<th>Nurse</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor</td>
<td>2</td>
</tr>
<tr>
<td>St John's Ambulance instructor</td>
<td>3</td>
</tr>
<tr>
<td>Scout/Guide leader, etc.</td>
<td>4</td>
</tr>
<tr>
<td>School teacher</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
</tbody>
</table>

50c. Was it in school time? (F50C)

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
</tr>
</tbody>
</table>
51 When did you last go to a disco or dance in school or outside school? (FS1)

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within the last week</td>
<td>1</td>
</tr>
<tr>
<td>Within the last 2 weeks</td>
<td>2</td>
</tr>
<tr>
<td>Within the last month</td>
<td>3</td>
</tr>
<tr>
<td>Within the last 6 months</td>
<td>4</td>
</tr>
<tr>
<td>Not within the last 6 months</td>
<td>5</td>
</tr>
<tr>
<td>I have never been to either</td>
<td>6</td>
</tr>
</tbody>
</table>

52 When you last went to a disco or a dance, in school or outside school, how did you go? (FS2)

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alone</td>
<td>1</td>
</tr>
<tr>
<td>With your parents</td>
<td>2</td>
</tr>
<tr>
<td>With a friend or relation of the same sex</td>
<td>3</td>
</tr>
<tr>
<td>With a friend or relation of the opposite sex</td>
<td>4</td>
</tr>
<tr>
<td>With a group of friends of the same sex</td>
<td>5</td>
</tr>
<tr>
<td>With a group of friends of the opposite sex</td>
<td>6</td>
</tr>
<tr>
<td>With a group of friends of both sexes</td>
<td>7</td>
</tr>
</tbody>
</table>

53 What is your main reason for going to a disco or dance? (Please circle one response only) (FS3)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because you don’t want to feel left out</td>
<td>1</td>
</tr>
<tr>
<td>To see your group of friends</td>
<td>2</td>
</tr>
<tr>
<td>To drink alcohol</td>
<td>3</td>
</tr>
<tr>
<td>To have a dance or enjoy the music</td>
<td>4</td>
</tr>
<tr>
<td>To get away from home</td>
<td>5</td>
</tr>
<tr>
<td>In the hope of getting more friendly with someone of the opposite sex</td>
<td>6</td>
</tr>
<tr>
<td>Because it is the only place where you can meet people</td>
<td>7</td>
</tr>
</tbody>
</table>

54a Please indicate who or what is your main source of information about sex (Please circle one response only) (FS4A1)

<table>
<thead>
<tr>
<th>Source</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your parents</td>
<td>1</td>
</tr>
<tr>
<td>Your teachers</td>
<td>2</td>
</tr>
<tr>
<td>Your friends</td>
<td>3</td>
</tr>
<tr>
<td>Brothers, sisters, other close relations</td>
<td>4</td>
</tr>
<tr>
<td>Doctor, Family Planning Association, etc</td>
<td>5</td>
</tr>
<tr>
<td>Books, posters, magazines, television, etc</td>
<td>6</td>
</tr>
<tr>
<td>Other sources <em>(Please state which)</em></td>
<td>7</td>
</tr>
</tbody>
</table>

54b Who or what do you think should be your main source of information about sex? (FS4B)
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!)

<table>
<thead>
<tr>
<th>Circle ONE number only.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never ............... 1</td>
</tr>
<tr>
<td>A few times ....... 2</td>
</tr>
<tr>
<td>Most times .......... 3</td>
</tr>
<tr>
<td>Every time ......... 4</td>
</tr>
</tbody>
</table>

56. If you have had any alcoholic drink since this time last week, on how many days did you do so?

<table>
<thead>
<tr>
<th>(FS5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>days</td>
</tr>
</tbody>
</table>

57. Since this time last week, how much of the following have you drunk?

(If you have had any alcoholic drink since this time last week, on how many days did you do so?)

<table>
<thead>
<tr>
<th>(FS7-5H)</th>
<th>(FS7-B)</th>
<th>(FS7-C)</th>
<th>(FS7-W)</th>
<th>(FS7-V)</th>
<th>(FS7-SP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shandy</td>
<td>Beer</td>
<td>Cider</td>
<td>Wine</td>
<td>Martini, Cinzano, vermouth, port, sherry</td>
<td>Spirits</td>
</tr>
</tbody>
</table>

58. If you drank alcohol since this time last week, where did you get it from? *(Please circle an answer on each line.)*

<table>
<thead>
<tr>
<th>(FS8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>(FS9.A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>times</td>
</tr>
</tbody>
</table>

59b. When you last went to a pub or bar, how did you go?

<table>
<thead>
<tr>
<th>(FS9.B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have never been in a pub</td>
</tr>
<tr>
<td>Alone</td>
</tr>
<tr>
<td>With your parents</td>
</tr>
<tr>
<td>With a friend or relation of the same sex</td>
</tr>
<tr>
<td>With a friend or relation of the opposite sex</td>
</tr>
<tr>
<td>With a group of friends of the same sex</td>
</tr>
<tr>
<td>With a group of friends of the opposite sex</td>
</tr>
<tr>
<td>With a group of friends of both sexes</td>
</tr>
<tr>
<td>With anyone else</td>
</tr>
</tbody>
</table>
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)

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)

- 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 discs, 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) 1 0 (F62-19)
- 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

63. How much money did you receive last week as
(a) Pocket money/allowance (including money earned for working around your home)? £(F63A) (£63A2)
(b) Money earned from your regular job (if any)? £(F63B) (£63B2)
(c) A gift? £(F63C) (£63C2)
64a. How much of your money did you spend last week? €(64a) (64a2)

64b. How much money did you put into a bank, post office savings account, building society, or other savings scheme, last week? €(64b) (64b2)

65. Please write down the names of any newspapers, magazines, comics, or other periodicals which you read regularly.

National newspapers (65 - ON) (65 - W)
Local newspapers (65 - ON) (65 - M/S)
Magazines (65 - L) (65 - Hob)
Comics (65 - C) (65 - Mus)
Other (65 - G) (65 - O)

Now please draw a circle round the names of any of the following national daily newspapers that are regularly in your home:

Express (65A) Guardian (65B) Mail (65C) Mirror (65D) Telegraph (65E)
Times (65F) Scotsman (65G) Star (65H) Sun (65I)
Daily Express (Scotland) (65J) 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 (66A)
Money (66B)
Family (66C)
Health (66D)
Friends (66E)
Career (66F)
CODING FRAME FOR 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 "X X X" 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 the 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.

Day

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 - Sex

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 3

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 8

FP 0 family position of the case, so add 1 to the number.

Question 9

Look at 9b and 9c together - 9c should be 3 if 9b is YES. Do not permit both 9b and 9c to be coded 1. Check carefully to see that 1 or 0's circled on each line.
Question 10(c) 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 school or club in sports use 0. If the question is unanswered, use 0's.

**Questions 22**
Total self-esteem questions and put in "Est". If a part is unanswered, score 1. If question is totally unanswered, score 99.

**Questions 25**
Maximum 3 times.

**Questions 29**
If 23a is NEVER, 23b will be 2 x 0. If part of 23b is #ass#e#d# for the other part.

**Questions 30**
You should code 0 x 0; not completed. If completed, 7 is the maximum in any box.

**Questions 31**
Check that either "boys" or "girls" sections are answered, but NOT BOTH.

**Questions 36(a)**
Please check that 1 or 0 has been circled on each line. If check-up only is 1, then other responses will be 0.

**Questions 38**
Only ONE answer is permitted.

**Questions 39 D1ST**
Iron
Any sort of red meat, sausages (2) <d-ev 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 ½ point.

Round up ½ 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, yoghurt or custard

The total is recorded in the box marked 'M'.

---
**Breakfast cereal**

The type of breakfast cereal consumed is recorded.

### Names of cereal eaten

<table>
<thead>
<tr>
<th>Code</th>
<th>Cereal</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>none</td>
</tr>
<tr>
<td>01</td>
<td>Cornflakes</td>
</tr>
<tr>
<td>02</td>
<td>Weetabix/wheetabakes</td>
</tr>
<tr>
<td>03</td>
<td>Shredded wheat</td>
</tr>
<tr>
<td>04</td>
<td>Rice crispies</td>
</tr>
<tr>
<td>05</td>
<td>Readybrek</td>
</tr>
<tr>
<td>06</td>
<td>Porridge</td>
</tr>
<tr>
<td>07</td>
<td>Muesli</td>
</tr>
<tr>
<td>08</td>
<td>Frosties</td>
</tr>
<tr>
<td>09</td>
<td>Start</td>
</tr>
<tr>
<td>10</td>
<td>Shreddies</td>
</tr>
<tr>
<td>11</td>
<td>Puffed wheat</td>
</tr>
<tr>
<td>12</td>
<td>Sugar puffs</td>
</tr>
<tr>
<td>13</td>
<td>Bran cereals</td>
</tr>
<tr>
<td>14</td>
<td>Special K</td>
</tr>
<tr>
<td>15</td>
<td>Harvest crunch</td>
</tr>
<tr>
<td>16</td>
<td>Oat crunches</td>
</tr>
<tr>
<td>17</td>
<td>Coco Pops</td>
</tr>
<tr>
<td>18</td>
<td>Rice</td>
</tr>
<tr>
<td>19</td>
<td>Honey snacks</td>
</tr>
<tr>
<td>20</td>
<td>Metic</td>
</tr>
<tr>
<td>21</td>
<td>Shredded wheat</td>
</tr>
<tr>
<td>22</td>
<td>Rice/spaghetti</td>
</tr>
<tr>
<td>23</td>
<td>Scones/buns/baps</td>
</tr>
<tr>
<td>24</td>
<td>Tart/cake/2 biscuits</td>
</tr>
<tr>
<td>25</td>
<td>Fruit pie/pudding</td>
</tr>
<tr>
<td>26</td>
<td>Pizza</td>
</tr>
</tbody>
</table>

### Chips

The number of portions of chips consumed on the previous day is recorded.

### Crisps

The number of packets of crisps, or their equivalent, eaten the previous day is recorded.

### Sweets

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)

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cereals</td>
<td>2</td>
</tr>
<tr>
<td>Sugary cereals</td>
<td>1</td>
</tr>
<tr>
<td>Bread (1 slice, 1 roll)</td>
<td>1</td>
</tr>
<tr>
<td>Potatoes</td>
<td>2</td>
</tr>
<tr>
<td>Baked beans</td>
<td>½</td>
</tr>
<tr>
<td>Rice/spaghetti</td>
<td>2</td>
</tr>
<tr>
<td>Crisp</td>
<td>½</td>
</tr>
<tr>
<td>Scones/buns/baps</td>
<td>1½</td>
</tr>
<tr>
<td>Tart/cake/2 biscuits</td>
<td>1</td>
</tr>
<tr>
<td>Fruit pie/pudding</td>
<td>1</td>
</tr>
<tr>
<td>Pizza</td>
<td>1</td>
</tr>
</tbody>
</table>

Total, divide by 2

### 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.
Fizzy drinks

The number of fizzy drinks consumed the previous day is recorded.

Vitamin 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, rhubarb, blackcurrants, melon, stewed gooseberries, cabbage, sprouts, green vegetables, potatoes roasted, boiled, crunched

Score 2 points

Tomatoes, apples and crisps score 1 point

Fibre

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
Baked beans
Carrots
Lentils
Spring greens
= 2 points

Asparagus
Cabbage
Cucumber
Mushrooms
Parsnips
Swede
Lettuce
Crisps
= 1 point

Alcoholic drinks

The number of alcoholic drinks consumed the previous day is recorded.
Number of nutrients lacking in the diet

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.

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iron</td>
<td>0, 1, 2</td>
</tr>
<tr>
<td>Milk</td>
<td>0</td>
</tr>
<tr>
<td>Vit C</td>
<td>0, 1</td>
</tr>
<tr>
<td>Fibre</td>
<td>0, 1, 2, 3</td>
</tr>
</tbody>
</table>

i.e. if a child scores 2 for Iron and 1 for Fibre, these deficiencies would be recorded 2 in the [ ] T.

Carbohydrates (Sugary)

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>1 point</td>
</tr>
<tr>
<td>Fruit Juice</td>
<td>1 point</td>
</tr>
<tr>
<td>Squash/cordial</td>
<td>1 point</td>
</tr>
<tr>
<td>Fizzy drinks</td>
<td>½ point</td>
</tr>
<tr>
<td>Fruit pie/pudding</td>
<td>1 point</td>
</tr>
<tr>
<td>2 biscuits, bun, scone</td>
<td>¼ point</td>
</tr>
<tr>
<td>Tart</td>
<td>1 point</td>
</tr>
<tr>
<td>Cake</td>
<td>½ point</td>
</tr>
<tr>
<td>Sweet</td>
<td>1 point</td>
</tr>
<tr>
<td>Chocolate bar</td>
<td>2 points</td>
</tr>
<tr>
<td>Chocolate biscuit</td>
<td>1 point</td>
</tr>
<tr>
<td>Ice lolly</td>
<td>1 point</td>
</tr>
<tr>
<td>Ice cream</td>
<td>¼ point</td>
</tr>
<tr>
<td>Baked beans</td>
<td>1 point</td>
</tr>
<tr>
<td>Sugary cereals</td>
<td>1 point</td>
</tr>
</tbody>
</table>

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 3. 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 B.
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

\[ B = \text{total number of units of alcohol consumed} \]

- 1 wine = 1
- 1 sherry = 1
- 1 spirit = 1
- 1 pint shandy = 1
- 1/4 pint beer/lager = 1
- 1/4 pint cider = 1

Use children's quantities to obtain \( B \), not any "adult quantities" in the table, e.g. 1/4 pint beer will be coded in the table as 1, but this should not be counted as 2 units.

**Question 58**

Code 8 x 9 if child 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**

11am = 1100 midnight = 1200 1 00am = 1300

**Question 62**

Please check that each line has been circled, especially the last.

**Question 63 & 64**

500 = 0050, £2 75 = 0275 £2

Largest amount codeable = 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
W = 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, etc.

P or scotdex is derived strictly from the newspapers in the name, 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 55**  
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, Topsy, Tiger, Button, 2000 AD, Dr Who.

**Girls**  
Tommy, Bunty, 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, House/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 56**  
Code using the list provided below. If more than one answer is given use the first.

0 No-one 
1 Mother 
2 Father 
2 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.

<table>
<thead>
<tr>
<th>SPORT ACTIVITIES</th>
<th>IN SCHOOL</th>
<th>OUT OF SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cricket</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Badminton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (common to all)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Archery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canoeing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cycling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gondola</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horse Riding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sailing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Skiing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ice skating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horse racing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (common to all)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each item ticked gains 1 point if under "At least once a month" and 2 points if under "At least once a week".

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 ½ 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. ½ points.
Fruit juice, cordial and squash, alcoholic drinks, confectionary, sugar cereals, and baked beans. 1 point.
3 added teaspoonsful of sugar 1 point.
Sex Information

Please note that the table for 54b is printed before 54a.

Alcoholic drinks in the last week

The table whimsically labelled BOCZETOT sums the number of alcoholic items declared in the six previous tables, on the following scale:

1 pint (or large can) of shandy
½ pint (or small can) of beer or lager
½ pint of cider
1 glass of wine
1 glass of fortified wine
1 measure of spirits

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

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


HOME AND ALL THAT

STUDENT SELF-COMPLETION QUESTIONNAIRE

CONFIDENTIAL

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

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
NO
Can't say

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

Example 2

What sort of radio programmes do you listen to?

Pop Music
News Programmes
Talk Programmes
Plays
Classical Music
Phone-Ins

Tick all that apply.

This answer means that you listen to News Programmes and Classical Music.
PLEASE READ 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?

(a) My Mother
(b) My Father
(c) My Brother(s)/Sister(s)

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)

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. Under A = 1, next commonest = 2, next = 3

A

<table>
<thead>
<tr>
<th>My Parents</th>
<th>My Brother(s)/Sister(s)</th>
<th>My best friend</th>
<th>A boy/girlfriend</th>
<th>Other friends</th>
<th>On my own</th>
<th>Someone else</th>
<th>Don't go out</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B

<table>
<thead>
<tr>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Tick one box

<table>
<thead>
<tr>
<th>Less than 1 hour</th>
<th>1-2 hours</th>
<th>2-3 hours</th>
<th>3-4 hours</th>
<th>4-5 hours</th>
<th>More than 5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>My Father</th>
<th>My Mother</th>
<th>My Brother(s)/Sister(s)</th>
<th>Someone else</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Example 8**

Please tell us which DJ you listen to:

1. 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

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

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:
- Milk (fresh powdered etc) [GA1A1]
- Sugar to [GA1A2]
- Sweeteners to [GA1A3]
- Don't drink tea, coffee cocoa? [GA1A4]

How much do you add to tea, coffee, cocoa?
- How many teaspoons per cup [GA1B1]
- How many sweeteners per cup [GA1B2]

Give brand of sweeteners: [GA1B3]*

A2 Are you a vegetarian?

Tick one box:
- YES I have been as long as I can remember [GA2]
- YES I have been since the age of ____ years
- NO

2(a) Does your diet include:
- Fish [GA2A1]
- Eggs [GA2A2]
- Dairy products (milk and cheese) [GA2A3]
- Other products (What? [GA2A4]*

2(b) For what reason are you vegetarian?

Tick all that apply:
- One or more of my family are vegetarian [GA2B1]
- Religious reasons [GA2B2]
- My own choice because it is more healthy [GA2B3]
- because it is wrong to kill animals [GA2B4]
- because of factory farming [GA2B5]
- Other reasons (What? [GA2B6]*

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

Tick one box:
- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- More than 7 times

What do you usually get?
- 1 [GA3B1]*
- 2 [GA3B2]*
- 3 [GA3B3]*
- 4 [GA3B4]*
- 5 [GA3B5]*

A4 Do you think you are

Tick one box:
- Underweight
- Overweight
- About the right weight
- Don't know

A5 Do you think you are

Tick one box:
- Shorter than average
- Taller than average
- About average height
- Don't know

A6 Do you think you eat

Tick one box:
- Less than average
- More than average
- About the same as average
- Don't know

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

Tick one box:
- YES
- NO

If YES, answer 7(a) and 7(b) below

7(a) What form did this upset take?

Tick all that apply:
- Rash [GA7A1]
- Headaches [GA7A2]
- Skin eczema [GA7A3]
- Swelling(s) [GA7A4]
- Asthma [GA7A5]
- Diarrhoea [GA7A6]
- Vomiting [GA7A7]
- Dizziness [GA7A8]
- Other (What? [GA7A9]*

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

<table>
<thead>
<tr>
<th>My parents:</th>
<th>Tick all that apply</th>
<th>Tick all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow me freedom of action within reason (GB1.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are overprotective/fussing/worrying (GB1.2)</td>
<td>I feel I can't understand what they do want (GB1.7)</td>
<td></td>
</tr>
<tr>
<td>Are understanding/can talk to them (GB1.3)</td>
<td>Are helpful/good in a crisis (GB1.8)</td>
<td></td>
</tr>
<tr>
<td>Treat me like a child (GB1.4)</td>
<td>Are strict/bossy/have too many rules (GB1.9)</td>
<td></td>
</tr>
<tr>
<td>Don't understand me/my motives (GB1.5)</td>
<td>Are generous/buy me clothes/things I need (GB1.10)</td>
<td></td>
</tr>
<tr>
<td>Are loving/caring/look after me (GB1.6)</td>
<td>Are nagging/moaning/complaining (GB1.11)</td>
<td></td>
</tr>
</tbody>
</table>

82. 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 (a) it means that you think they are neither strict nor free.

- Very strict
- Sometimes
- Sometimes
- Sometimes
- Sometimes
- Sometimes
- Sometimes
- Very free

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

If YES, answer 3(a).

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

If YES, please answer 4(a). below:

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

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

87. Do you care what your mother and father think about you?
**B 8** 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.

<table>
<thead>
<tr>
<th>Answer a b and c and Tick one box on each line</th>
<th>A Most days in week</th>
<th>B Some days in week</th>
<th>C Once a week</th>
<th>D Occasionally</th>
<th>E Little or never</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Mother alone (GB 81)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Father alone (GB 82)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Both parents (GB 83)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B 9** Where and when in your house are you allowed to entertain your friends?

<table>
<thead>
<tr>
<th>Tick all that apply for friends of same sex column (a)</th>
<th>and then for friends of opposite sex column (b)</th>
<th>I am allowed to entertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the daytime -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in my bedroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>elsewhere in our house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the evening -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in my bedroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>elsewhere in our house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overnight</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B 10** How much homework have you had in 3rd, 4th or 5th year? (Scotland 2nd, 3rd or 4th year)

<table>
<thead>
<tr>
<th>Tick one box on each line a c</th>
<th>Give average number of hours in each year</th>
<th>None</th>
<th>Some</th>
<th>Now give</th>
<th>Can't</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) This school year (starting September 1985) (GB10A1)</td>
<td>(GB10A2) hours</td>
<td>(GB10A3) hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Last school year (starting September 1984) (GB10B1)</td>
<td>(GB10B2) hours</td>
<td>(GB10B3) hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Previous school year (starting September 1983) (GB10C1)</td>
<td>(GB10C2) hours</td>
<td>(GB10C3) hours</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B 11** How much interest and help have you had with your homework from your parents this school year?

<table>
<thead>
<tr>
<th>Tick all boxes that apply in column (a) and column (b)</th>
<th>Tick all that apply</th>
<th>Tick all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainly let me get on with it on my own (GB11 1)</td>
<td>MOTHER (a)</td>
<td>FATHER (b)</td>
</tr>
<tr>
<td>Sometimes help me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try but can't really help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage me but do not help me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't do homework</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B 12** What kind of things do you help with at home?

<table>
<thead>
<tr>
<th>Answer a m (Tick one box for each line)</th>
<th>Regularly</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Doesn't apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Shopping</td>
<td>GB12 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Washing up</td>
<td>GB12 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Cleaning the house</td>
<td>GB12 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Making the beds</td>
<td>GB12 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Cooking</td>
<td>GB12 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Looking after elderly relatives</td>
<td>GB12 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g) Looking after pets</td>
<td>GB12 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h) Washing and/or ironing clothes</td>
<td>GB12 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Gardening</td>
<td>GB12 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(j) Cleaning car if any</td>
<td>GB12 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(k) Painting or decorating (DIY)</td>
<td>GB12 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(l) Looking after younger children if any</td>
<td>GB12 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(m) Other things I help with (PLEASE WRITE IN)</td>
<td>GB12M1 *</td>
<td>GB12M2 *</td>
<td>GB12M3</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always left</th>
<th>Usually left</th>
<th>No hand preference</th>
<th>Usually right</th>
<th>Always right</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) to write a letter legibly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) to throw a ball to hit a target</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) to use a racquet for games</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) to hold top of a broom to sweep</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) to hold top of shovel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) to hold a match when striking it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g) to hold scissors to cut paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h) to hold a racquet for games</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) to hold top of a broom to sweep</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(j) to hammer a nail into wood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are there any other one-handed activities for which you use your least preferred hand? (i.e. NOT the hand that you use to write a letter legibly - Item 1). Please record them here, if there are. If none, write none.

FAITH AND RELIGION

D1. What religion were you born into?

Were you born a: (G-D1A) Tick one box

- Christian
- Church of England
- Catholic
- Other Christian
- Muslim/Islam
- Hindu
- Buddhist
- Sikh
- Jewish
- Other cultural group
- None (atheist, agnostic etc.) (what? (G-D1-2)*)

D2. Is religion an important part of your life?

<table>
<thead>
<tr>
<th>(G-D2) Tick one box</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES, very important</td>
</tr>
<tr>
<td>YES, quite important</td>
</tr>
<tr>
<td>NO, not important</td>
</tr>
<tr>
<td>Have no religion at all</td>
</tr>
<tr>
<td>Don’t know</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>People with strong religious beliefs are:</th>
<th>I Agree</th>
<th>I Agree</th>
<th>No opinion</th>
<th>I Disagree</th>
<th>I Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Lucky to have something to believe in</td>
<td>(G-D3.1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Old fashioned</td>
<td>(G-D3.2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Valuable members of society</td>
<td>(G-D3.3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Misguided</td>
<td>(G-D3.4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) People who go to help you in trouble</td>
<td>(G-D3.5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) No different from other people</td>
<td>(G-D3.6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LEAVING HOME

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

Tick one box only

- I am very happy
- I am happy
- I am somewhat unhappy
- I don't live with my parent(s)
- Don't know or no feelings

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

Tick one box only

- Now/very soon
- In the next year
- From 1-3 years
- Sometime in the future
- Uncertain

2(a) If leaving now or within the foreseeable future, what is the reason?

Tick all that apply

- To find a job
- To take up a job
- To go to College/University
- To get married/live with partner
- To have a family of my own
- To be independent of my family
- Not happy at home generally
- Parents splitting up
- Want a place of my own
- Other reason (say what)

E3 When you first leave home, do you expect to be living alone?

Tick one box only

- Yes, I expect to live alone
- No, share with relatives of my own age
- No, share with adults
- No, share with friends
- No, with (marriage) partner and possibly with children
- Don't know

E4 Looking ahead 5 years. What do you see yourself doing?

Tick one box or tick box only

- Following a profession
- Working in an office
- Doing a skilled trade
- Working with my hands
- Working in the open air
- At a University/Polytechnic
- Doing something else (What?)

E5 What do you think you will be doing and where do you think you will be living in 10 years time?

Please write

- (G-E5a)

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

<table>
<thead>
<tr>
<th></th>
<th>Most days</th>
<th>2-3 times a week</th>
<th>1-2 times a week</th>
<th>Less than once a week</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) TV</td>
<td>(G-F1.1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Video nasties</td>
<td>(G-F1.2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Blue films/Porn videos</td>
<td>(G-F1.3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Video films</td>
<td>(G-F1.4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) TV Programmes on Video</td>
<td>(G-F1.5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
G2 How do you feel about the amount of money your parents give you to spend on yourself or to do things with?

(\text{G2}) \quad \text{Tick one box only which is closest to the way you feel}

- My parents give me as much as I need
- I\'m sure they would give me more if they could
- I\'m sure they would give more but I\'m satisfied
- They could easily give me more but they\'re tight
- I could get them to give me more but I\'d ask them
- They\'d be able to give me any more anyway
- They don\'t give me any money at all

G3 Are you ever depressed when you have no money?

(\text{G3}) \quad \text{Tick one box}

- YES
- NO
- CAN\'T SAY

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

(\text{G4}) \quad \text{Tick one box}

- YES occasionally
- YES often
- NO

4(a) How do you feel about that? (\text{G4A}) \quad \text{Tick one box}

- I mind very much
- I mind quite a bit
- It doesn\'t bother me
- It doesn\'t bother me at all

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

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

- Always pay for everything (\text{G5.1})
- I sometimes go by bus without paying (\text{G5.2})
- I sometimes pay by train without paying (\text{G5.3})
- I sometimes get into a dance or disco without paying (\text{G5.4})
- I sometimes get into a sports centre or swimming pool without paying (\text{G5.5})
- I sometimes get cheaper tickets by saying I\'m young enough for half price (\text{G5.6})
- Other ways? (\text{G5.7})
- What? (\text{G5.8})

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

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

- Sweets/snacks/fizzy drinks from shops/takeaways (\text{GG6.1})
- Alcohol (\text{GG6.2})
- Cigarettes (\text{GG6.3})
- Newspapers/magazines/books (\text{GG6.4})
- Makeup/clothes (\text{GG6.5})
- Sports clothes/equipment/club dues and entrances fees to sports facilities (\text{GG6.6})
- Records and/or cassettes (\text{GG6.7})
- Equipment for your hobby (\text{GG6.8})
- Presents for your family and friends (\text{GG6.9})
- Tickets for cinema/concert (\text{GG6.10})
- Admission money for disco/gig/dances (\text{GG6.11})
- Entrance money to sports fixtures (\text{GG6.12})
- Travel fares (eg to meet people, get to youth clubs, places of entertainment) (\text{GG6.13})
- Betting/gambling (\text{GG6.14})
G7. Have you got a paid job now, or have you had a paid job in the past?

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)

At ___ years ___ months

7(b) What is your part-time job?

Newspaper round  
Baby sitting  
Saturday job in Supermarket  
Newagent  
Other shop (What?) 
Help with milk round 
Help in a restaurant/cafeteria  
Help in a cleaning job  
Other

Say what

7(c) How long have you been doing your present job (or most recent job)?

I have been doing it for ___ months

G8. Do you save money?

Tick one box

YES  
NO

If YES, please answer 8(a) below:
If NO, please answer 8(b) below:

8(a) What do you save up for?

Tick all that apply

Just for the sake of it  
Holiday  
Audio equipment  
Presents  
Bike/moped  
Sports equipment  
Equipment for hobby  
Other thing(s)

(I please say what)

8(b) What are the reasons you don't save money?

Tick all that apply

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

(Say what)

SMOKING

A lot of people try cigarettes as children or teenagers. Some of them take up smoking regularly, others smoke 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).

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)

What are the reasons you don't smoke?

Tick all that apply

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

(Say what)
**H2** How many cigarettes do you smoke in a week?

<table>
<thead>
<tr>
<th>(GH2)</th>
<th>Tick one box</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am a non smoker</td>
<td>☐</td>
</tr>
<tr>
<td>I probably smoke one whole cigarette a week on average</td>
<td>☐</td>
</tr>
<tr>
<td>More than 1 and up to 5</td>
<td>☐</td>
</tr>
<tr>
<td>More than 5 and up to 10</td>
<td>☐</td>
</tr>
<tr>
<td>More than 10 and up to 20</td>
<td>☐</td>
</tr>
<tr>
<td>More than 20 and up to 40</td>
<td>☐</td>
</tr>
<tr>
<td>More than 40 and up to 70</td>
<td>☐</td>
</tr>
<tr>
<td>More than 70 and up to 100</td>
<td>☐</td>
</tr>
<tr>
<td>More than 100 a week on average</td>
<td>☐</td>
</tr>
</tbody>
</table>

**H3** Why do you think people smoke?

People smoke because

- 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

<table>
<thead>
<tr>
<th>(GH4)</th>
<th>Tick all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have never smoked/I have given up smoking</td>
<td>☐</td>
</tr>
<tr>
<td>I never have a whole cigarette to myself but I sometimes have a puff of someone else(s)</td>
<td>☐</td>
</tr>
<tr>
<td>I never ask for or buy cigarettes but I sometimes accept one that is offered</td>
<td>☐</td>
</tr>
<tr>
<td>I never buy cigarettes but I sometimes ask for one when someone else is smoking</td>
<td>☐</td>
</tr>
<tr>
<td>I buy cigarettes sometimes to smoke myself but I don’t always buy more when they’re gone</td>
<td>☐</td>
</tr>
<tr>
<td>I buy a new packet of cigarettes as soon as the last packet is empty</td>
<td>☐</td>
</tr>
<tr>
<td>If I run out of cigarettes I have to go and buy more even if it means going out specially</td>
<td>☐</td>
</tr>
</tbody>
</table>

**H5** Think back to the time you first tried smoking. How old were you at the time?

<table>
<thead>
<tr>
<th>(GH5)</th>
<th>5 yrs</th>
<th>6 yrs</th>
<th>7 yrs</th>
<th>8 yrs</th>
<th>9 yrs</th>
<th>10 yrs</th>
<th>11 yrs</th>
<th>12 yrs</th>
<th>13 yrs</th>
<th>14 yrs</th>
<th>15 yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**H6** How did you feel when you first tried smoking?

<table>
<thead>
<tr>
<th>(GH6)</th>
<th>Tick all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoyed it</td>
<td>☐</td>
</tr>
<tr>
<td>I felt grand and grown up</td>
<td>☐</td>
</tr>
<tr>
<td>It made me sick</td>
<td>☐</td>
</tr>
<tr>
<td>It made me cough</td>
<td>☐</td>
</tr>
<tr>
<td>It made me dizzy</td>
<td>☐</td>
</tr>
<tr>
<td>It made me feel funny in other ways</td>
<td>☐</td>
</tr>
</tbody>
</table>
| How? | (GH6.7)
| I can’t remember | ☐ |
| I have never had a cigarette | ☐ |

**H7** Where were you when you first tried smoking?

<table>
<thead>
<tr>
<th>(GH7A)</th>
<th>Tick one box</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was at home</td>
<td>☐</td>
</tr>
<tr>
<td>I was at a friend’s home</td>
<td>☐</td>
</tr>
<tr>
<td>I was out of doors somewhere</td>
<td>☐</td>
</tr>
<tr>
<td>I was at club/disco</td>
<td>☐</td>
</tr>
<tr>
<td>I was at school</td>
<td>☐</td>
</tr>
<tr>
<td>I was somewhere else</td>
<td>☐</td>
</tr>
</tbody>
</table>
| Where? | (GH7B)
| I can’t remember | ☐ |
| I have never had a cigarette | ☐ |

**H8** Who was with you when you first tried smoking?

<table>
<thead>
<tr>
<th>(GH8A)</th>
<th>Tick one box</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was</td>
<td>☐</td>
</tr>
<tr>
<td>Alone</td>
<td>☐</td>
</tr>
<tr>
<td>With my parents</td>
<td>☐</td>
</tr>
<tr>
<td>With my brother/sister</td>
<td>☐</td>
</tr>
<tr>
<td>With friends</td>
<td>☐</td>
</tr>
<tr>
<td>I was with people older than me</td>
<td>☐</td>
</tr>
<tr>
<td>I was with someone else</td>
<td>☐</td>
</tr>
<tr>
<td>(Who? (GH8B))</td>
<td>☐</td>
</tr>
<tr>
<td>I can’t remember</td>
<td>☐</td>
</tr>
<tr>
<td>I have never tried a cigarette</td>
<td>☐</td>
</tr>
</tbody>
</table>

**H9** Where did you get your 1st cigarette?

<table>
<thead>
<tr>
<th>(GH9A)</th>
<th>Tick one box</th>
</tr>
</thead>
<tbody>
<tr>
<td>I bought it</td>
<td>☐</td>
</tr>
<tr>
<td>I found it</td>
<td>☐</td>
</tr>
<tr>
<td>I just took it</td>
<td>☐</td>
</tr>
<tr>
<td>Someone gave it to me</td>
<td>☐</td>
</tr>
<tr>
<td>(Who? (GH9B))</td>
<td>☐</td>
</tr>
<tr>
<td>I can’t remember</td>
<td>☐</td>
</tr>
<tr>
<td>I have never had a cigarette</td>
<td>☐</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>(GH10A)</th>
<th>Tick one box</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>☐</td>
</tr>
<tr>
<td>NO</td>
<td>☐</td>
</tr>
<tr>
<td>Never smoked</td>
<td>☐</td>
</tr>
</tbody>
</table>

If YES please give brand

Which brand was it? (GH10B)
H11. Over the past 12 months what has been your smoking habit?

- 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?
- Before school
- During morning break
- Lunch break
- Afternoon break
- After school
- In the evening
- In bed
- I don't smoke

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

- I buy them from a shop
- I buy them from a cigarette machine
- I get my parents to buy them
- I get my friends to buy them
- My parents give them to me
- I help myself to any lying around
- I sometimes take them without permission
- I don't smoke
- I get them from somewhere else

H14. Nowadays where do you usually do your smoking?

- I smoke at home everywhere
- I smoke at home, not in front of parents
- I smoke during school breaks etc.
- I smoke around town/out of doors
- I smoke in friends' houses
- I smoke somewhere else
- Where? (GH14.7)
- I don't smoke

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

- I usually smoke alone
- I smoke with one friend
- I smoke with other teenagers
- I smoke with parents
- With other people
- (Who? (GH15.6)
- I don't smoke

H16. Looking back over the last seven days:

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

- If nothing, write 0
- Put amount in figures £_________ p

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

- If you do not smoke please write none
- (GH17A)
- (GH17B)

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

- I don't smoke
- I smoke Benson & Hedges
- I smoke John Player Special
- I smoke John Player Blue
- I smoke Players No.6 Filter Tip
- I smoke Players No. 10 Filter Tip
- I smoke Silk Cut

Please continue in next column

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

- YES
- NO

If YES, answer 19(a)
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:—

(G-I 1) *
(G-I 2) *
(G-I 3) *
(G-I 4) *
(G-I 5) *
(G-I 6) *
(G-I 7) *
(G-I 8) *
(G-I 9) *
(G-I 10) *
FRIENDS AND THE OUTSIDE WORLD
YOUTHSCAN U.K.
An Initiative of the International Centre for Child Studies


FRIENDS AND THE OUTSIDE WORLD

STUDENT SELF-COMPLETION QUESTIONNAIRE

CONFIDENTIAL

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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

BLOCK CAPITALS PLEASE

Student’s Surname
Student’s Forename(s)
Student’s Home Address

Name of school

Sex (SEX86)

Postcode

Date of Birth (DOB86) 4/70

Today’s Date (HDOC-MT) (HDOC-Y)

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

NO

Can’t say

Tick one box

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

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

Example 2

What sort of radio programmes do you listen to?

Pop Music

News Programmes

Talk Programmes

Plays

Classical Music

Phone Ins

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

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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?

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) My Mother</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>(b) My Father</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>(c) My Brother(s)/Sister(s)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) My Mother</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>(b) My Father</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>(c) My Brother(s)/Sister(s)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

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?

- My Parents
- My Brother(s)/Sister(s)
- My best friend
- A boy/girlfriend
- Other friends
- On my own
- Someone else
- I don't go out in the evening

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?

YES [ ]

NO [ ]

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

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

- 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?

- Pop music
- Soul music
- Electro 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?

- 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 _______

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

Example 10

On what days do you go swimming each week?

- 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?

<table>
<thead>
<tr>
<th>Q</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A3** In the past 12 months have you been anywhere about your health

<table>
<thead>
<tr>
<th>Q</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td></td>
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</tr>
</tbody>
</table>

**A4** In the past 12 months have you had any of the following?

<table>
<thead>
<tr>
<th>Q</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td></td>
<td></td>
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<tr>
<td>(b)</td>
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<td>(c)</td>
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<tr>
<td>(d)</td>
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</tbody>
</table>

**A5** Have you had any illnesses or accidents requiring medical attention in the past 12 months?

- **5(a)**
  - If YES answer (5a) and (5b) below

- **5(b)**
  - Where were you treated?
    - I visited surgery/health centre
    - I was treated at home
    - I attended hospital
    - I was admitted to hospital

**A6** Here are some questions about coughs and colds

<table>
<thead>
<tr>
<th>Q</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td></td>
<td></td>
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<tr>
<td>(b)</td>
<td></td>
<td></td>
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<tr>
<td>(c)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A7** Have you started your monthly periods yet?

- **7(a)**
  - If YES please answer 7(a) 7(b) and 7(c)

- **7(b)**
  - Give the age when you had your first period

- **7(c)**
  - If you haven't had a period for over a month can you tell us why?
A8. The pill is used for painful periods as well as for contraception. Have you ever been on the pill for any reason whatsoever?

CHAB) 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? (HQA)

If YES, please answer 9(a) below

9(a) I get

Pain (HQA.1)
Depression (HQA.2)
Irritability (HQA.3)
Headaches (HQA.4)
Cramps (HQA.5)
Other problems (HQA.6) (What?)

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

4(a) At school, I have □ □ □ □ □ □ □ □ □ □
4(b) Outside school, I have □ □ □ □ □ □ □ □ □ □

B5. How many of your friends live very near, near, some way away or a long way away from you?

Give number

I have the following number of friends who live

School friends Other friends
Very near (walking distance) □ □ □ □ □ □ □ □ □ □
Near (but not walking distance) □ □ □ □ □ □ □ □ □ □
A few miles away □ □ □ □ □ □ □ □ □ □
A long way away □ □ □ □ □ □ □ □ □ □

B6. How often do you do the following things with your friend(s) or family in the evenings or at weekends?

<table>
<thead>
<tr>
<th>Answer questions a-i</th>
<th>During Term-Time</th>
<th>During School Holidays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tick one box on each line for term-time and one box on each line for school holidays.</td>
<td>A 4 days or more a week</td>
<td>B 2-3 days a week</td>
</tr>
<tr>
<td>C Once a week</td>
<td>D Less than once a week</td>
<td>E Rarely or never</td>
</tr>
<tr>
<td>(a) Stay indoors at home by myself or with family</td>
<td>□ □ □ □ (H66A.1)</td>
<td>□ □ □ □ (H66B.1)</td>
</tr>
<tr>
<td>(b) Go out by myself or with family</td>
<td>□ □ □ □ (H66A.2)</td>
<td>□ □ □ □ (H66B.2)</td>
</tr>
<tr>
<td>(c) Stay at home with girl/boyfriend</td>
<td>□ □ □ □ (H66A.3)</td>
<td>□ □ □ □ (H66B.3)</td>
</tr>
<tr>
<td>(d) Spend time at the home of girl/boyfriend</td>
<td>□ □ □ □ (H66A.4)</td>
<td>□ □ □ □ (H66B.4)</td>
</tr>
<tr>
<td>(e) Go out to cinema etc with girl/boyfriend</td>
<td>□ □ □ □ (H66A.5)</td>
<td>□ □ □ □ (H66B.5)</td>
</tr>
<tr>
<td>(f) Stay at home and have other friend(s) in</td>
<td>□ □ □ □ (H66A.6)</td>
<td>□ □ □ □ (H66B.6)</td>
</tr>
<tr>
<td>(g) Spend time at the home(s) of other friends</td>
<td>□ □ □ □ (H66A.7)</td>
<td>□ □ □ □ (H66B.7)</td>
</tr>
<tr>
<td>(h) Go out with friends to cinema, disco, etc</td>
<td>□ □ □ □ (H66A.8)</td>
<td>□ □ □ □ (H66B.8)</td>
</tr>
<tr>
<td>(i) Go out with friends and do nothing in particular</td>
<td>□ □ □ □ (H66A.9)</td>
<td>□ □ □ □ (H66B.9)</td>
</tr>
</tbody>
</table>
When you go out with friends your own age how often do your parents ask you?

Tick one box on each line a c
(a) Who you are going out with?
(b) Where you are going?
(c) What you are going to be doing?

Almost always  Mostly  Sometimes  Hardly ever

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)

Tick one box on each line a c
(a) Who you are really going to be with?
(b) Where you are really going?
(c) What you are really going to be doing?

Almost always  Mostly  Sometimes  Hardly ever

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
I've done it once
I've done it several times
I've done it regularly
I've only done it with one person
I've done it with more than one person
I've never done it
I'm glad I've done it
I enjoy it
I wish I had done it
I expect I shall do it soon
My parents would be horrified at the idea

Here are two statements about having sex Please answer both 9(a) and 9(b)

9(a)
I think it would be all right for me myself to do it with someone if we were engaged
On a first date
After a few dates
Married

9(b)
I think it is all right for other people to do it together if they were engaged
On a first date
After a few dates
Married

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

Tick all that apply

Which ways do you use nowadays?

The boy withdraws (pulls out)
The boy uses a rubber (durex)
The girl works out safe period
The girl is on the pill
The girl uses jelly/cream
The girl uses another method
Not having sex at all
Trust to luck
None of these
Don't know

Which ways do you think you would use in the future?

The boy withdraws (pulls out)
The boy uses a rubber (durex)
The girl works out safe period
The girl is on the pill
The girl uses jelly/cream
The girl uses another method
Not having sex at all
Trust to luck
None of these
Don't know
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.

I got/get information from:

- 'Sex Education' at school (HB12.1)
- My mother (HB12.2)
- My father (HB12.3)
- My friends' parents (HB12.4)
- My friends (HB12.5)
- My girlfriend/boyfriend (HB12.6)
- My brother/sister (HB12.7)
- Television/films (HB12.8)
- Books/magazines (HB12.9)
- From other place (Where? HB12.10) (HB12.11)

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?
- 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)
- 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? (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?
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?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Very tempted</th>
<th>Quite tempted</th>
<th>Not very tempted</th>
<th>Not at all tempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Take someone's bike with no intention of putting it back</td>
<td>(HC3 1)</td>
<td>(HC3 2)</td>
<td>(HC3 3)</td>
<td>(HC3 4)</td>
</tr>
<tr>
<td>(b) Sniff glue or other solvents</td>
<td>(HC3 5)</td>
<td>(HC3 6)</td>
<td>(HC3 7)</td>
<td>(HC3 8)</td>
</tr>
<tr>
<td>(c) Take a stranger's car or motorbike for a ride without permission</td>
<td>(HC3 9)</td>
<td>(HC3 10)</td>
<td>(HC3 11)</td>
<td>(HC3 12)</td>
</tr>
<tr>
<td>(d) Deliberately destroy or damage other people's property (e.g., break windows or paint slogans on walls)</td>
<td>(HC3 13)</td>
<td>(HC3 14)</td>
<td>(HC3 15)</td>
<td>(HC3 16)</td>
</tr>
<tr>
<td>(e) Take something worth about £5 (like a book or LP) from a shop without paying for it</td>
<td>(HC3 17)</td>
<td>(HC3 18)</td>
<td>(HC3 19)</td>
<td>(HC3 20)</td>
</tr>
<tr>
<td>(f) Get into someone's house without their permission</td>
<td>(HC3 21)</td>
<td>(HC3 22)</td>
<td>(HC3 23)</td>
<td>(HC3 24)</td>
</tr>
<tr>
<td>(g) Use physical force to get money from someone (not in your family)</td>
<td>(HC3 25)</td>
<td>(HC3 26)</td>
<td>(HC3 27)</td>
<td>(HC3 28)</td>
</tr>
</tbody>
</table>

In the area where you live, how common would you say are the following situations?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Very common</th>
<th>Fairly common</th>
<th>Not very common</th>
<th>Not at all common</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Noisy neighbours or loud parties</td>
<td>(HC4 1)</td>
<td>(HC4 2)</td>
<td>(HC4 3)</td>
<td>(HC4 4)</td>
<td>(HC4 5)</td>
</tr>
<tr>
<td>(b) Graffiti/slogans on walls or buildings</td>
<td>(HC4 6)</td>
<td>(HC4 7)</td>
<td>(HC4 8)</td>
<td>(HC4 9)</td>
<td>(HC4 10)</td>
</tr>
<tr>
<td>(c) Teenagers hanging round the streets</td>
<td>(HC4 11)</td>
<td>(HC4 12)</td>
<td>(HC4 13)</td>
<td>(HC4 14)</td>
<td>(HC4 15)</td>
</tr>
<tr>
<td>(d) Drunks/tramps on the streets</td>
<td>(HC4 16)</td>
<td>(HC4 17)</td>
<td>(HC4 18)</td>
<td>(HC4 19)</td>
<td>(HC4 20)</td>
</tr>
<tr>
<td>(e) Lots of rubbish/litter lying about</td>
<td>(HC4 21)</td>
<td>(HC4 22)</td>
<td>(HC4 23)</td>
<td>(HC4 24)</td>
<td>(HC4 25)</td>
</tr>
</tbody>
</table>

Have you seen/taken part in a fight(s) in the last 12 months?

<table>
<thead>
<tr>
<th>Answer</th>
<th>No</th>
<th>Saw a fight</th>
<th>Took part</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) At school?</td>
<td>(HC5 1)</td>
<td>(HC5 2)</td>
<td>(HC5 3)</td>
</tr>
<tr>
<td>(b) At football matches</td>
<td>(HC5 4)</td>
<td>(HC5 5)</td>
<td>(HC5 6)</td>
</tr>
<tr>
<td>(c) Outside pubs?</td>
<td>(HC5 7)</td>
<td>(HC5 8)</td>
<td>(HC5 9)</td>
</tr>
<tr>
<td>(d) On buses/trains?</td>
<td>(HC5 10)</td>
<td>(HC5 11)</td>
<td>(HC5 12)</td>
</tr>
<tr>
<td>(e) Elsewhere What happened?</td>
<td>(HC5 13)</td>
<td>(HC5 14)</td>
<td>(HC5 15)</td>
</tr>
</tbody>
</table>

What do you think about fights? Which of the following statements do you agree with?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Agree</th>
<th>Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Fighting is wrong</td>
<td>(HC6 1)</td>
<td>(HC6 2)</td>
<td>(HC6 3)</td>
</tr>
<tr>
<td>(b) Everyone gets into fights</td>
<td>(HC6 4)</td>
<td>(HC6 5)</td>
<td>(HC6 6)</td>
</tr>
<tr>
<td>(c) Being in a fight can sometimes be exciting</td>
<td>(HC6 7)</td>
<td>(HC6 8)</td>
<td>(HC6 9)</td>
</tr>
<tr>
<td>(d) Sometimes I pick a fight just for the fun of it</td>
<td>(HC6 10)</td>
<td>(HC6 11)</td>
<td>(HC6 12)</td>
</tr>
<tr>
<td>(e) Fighting is sometimes the only way to settle an argument</td>
<td>(HC6 13)</td>
<td>(HC6 14)</td>
<td>(HC6 15)</td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th>Answer 2. a.</th>
<th>Shoplifting something worth less than £10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Using force to get money from a stranger</td>
</tr>
<tr>
<td></td>
<td>Breaking into someone's house to steal</td>
</tr>
</tbody>
</table>

Tick one box on each line.

1. If you knew you wouldn't be caught how tempted would you be to try this? (HC7A.1)
2. How wrong do you think it would be to do this? (HC7A.2)
3. How upset would your parents be if they found out you had done this? (HC7A.3)
4. Would your friends look down on you if you had done this? (HC7A.4)
5. How likely would you be to get caught if you did this? (HC7A.5)
6. Say next Saturday? (HC7A.6)
7. How bad do you think your punishment would be if a court found you guilty? (HC7A.7)
8. How much difference would it make to your job chances if you were caught? (HC7A.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)?

<table>
<thead>
<tr>
<th>WHAT HAS INFLUENCED YOUR OPINION ABOUT THE POLICE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) Is it because of anything you've SEEN on TV/in a newspaper?</td>
</tr>
<tr>
<td>(3) Is it because of something which has HAPPENED to you?</td>
</tr>
<tr>
<td>(4) Is it because of something you have been TOLD?</td>
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<tr>
<td>(5) Is it because of some other reason?</td>
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</tbody>
</table>

DO YOU AGREE WITH THESE STATEMENTS?

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>Yes</td>
<td>No</td>
<td>1</td>
</tr>
</tbody>
</table>

(a) The police in this area do their job as fairly as possible
(b) The police are generally helpful and friendly towards young people like me
(c) The police often mistakenly suspect young people like me of wrong-doing
(d) The police are often rough in the way they deal with young people like me
(e) The police are always picking on young people like me
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?

Someone in my family is a police officer
Someone in my family works for the police
I know a policeman or policewoman
I've chatted to a policeman/woman
I've been in a police station to look around
I've reported something to the police that happened to me
I've reported something to the police that happened to someone else
I've asked the police for help or advice

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?

A. Been moved on by the police
B. Been stopped and questioned by the police
C. Been accused of theft or shoplifting by a store detective
D. Been let off with just a warning by a police officer
E. Been arrested by a police officer and taken to a police station
F. Been formally cautioned by a police officer at a police station
G. Been found guilty by a court

(a) Has this ever happened to any of your close friends?

(b) Has this ever happened to any other friends?

(c) Has this happened to you since you were 10 yrs of age?

Have you yourself been formally cautioned at a police station since you were 10 yrs of age?

If YES please answer 11(a), 11(b), and 11(c) below.

On the last occasion how concerned were your parents about what happened to you?

CARED A GREAT DEAL

DID NOT CARE AT ALL

Please indicate here what the police said you had done:

(Additional space provided for answers.)
C12. Have you yourself been found guilty in a court since you were 10 years of age?

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?

- Never
- Once
- Twice
- Three times
- Four times or more

12(b) On the last (only) occasion, how concerned were your parents about what happened to you?

- 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

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 as if

How worried would you be about:

- Having your home broken into and something stolen?
- Being mugged and robbed?
- Being sexually molested or pestered?
- Having your home or property damaged by vandals?
- Being attacked by strangers?
- Being insulted or bothered by strangers?
- Other reasons

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
Your skin colour
The way you dress
Your family background
The way you speak
Your religion
Other reasons
Do not know why treated unfairly/unjustly
Never been treated unfairly/unjustly

If you feel you have been treated unfairly or unjustly in the past 12 months please tell us when and how:

C15. In the last 12 months, has anyone broken into your home to steal or try to steal anything?

- YES, once
- YES, twice
- YES, three times or more
- NO
C16  In the last 12 months has anyone stolen anything from you?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>YES I was mugged</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>YES from my person</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>YES from person by</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td>threats</td>
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<tr>
<td>YES my pocket was</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td>taken when I wasn't</td>
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Please describe what happened the last time anything was stolen from you:

(C16E.1) (C16E.2) (C16E.3) (C16E.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?

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<td>YES I borrowed</td>
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<td>genuinely forgot to</td>
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<td>get around to giving</td>
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<td>YES I have purposely</td>
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<td>I haven't borrowed</td>
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<td>or taken anything</td>
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</table>

17(a) How often in past 12 months?

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<tr>
<td>Once only</td>
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<td>2-5 times</td>
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<td>More than 5 times</td>
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<td>Don't know</td>
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</table>

17(b) Why did you do it?

<table>
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<tr>
<td>Bored</td>
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<td>For a dare</td>
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<td>Because I couldn't</td>
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<tr>
<td>to afford to buy</td>
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<td>the article</td>
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<td>Because my friends</td>
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<td>were having fun.</td>
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</table>

17(c) Can you tell us about what happened on the last occasion?

(C17E.1)

C18  In the last 12 months has anyone used force on you or been violent to you for any reason?

<table>
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</table>

Please describe what happened on the last occasion:

(C18E.1) (C18E.2)
C19. Apart from the above, in the past 12 months has anyone threatened they would use force or violence against you?

<table>
<thead>
<tr>
<th>Were the police told on the last occasion?</th>
<th>How upset were you on the last occasion?</th>
<th>How many times has it happened in the last 12 months?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tick one box</td>
<td>Tick one box</td>
<td>Tick one box</td>
</tr>
<tr>
<td>Yes</td>
<td>Very</td>
<td>Once times</td>
</tr>
<tr>
<td>No</td>
<td>Not at all</td>
<td></td>
</tr>
</tbody>
</table>

Please describe what happened on the last occasion? *(HC19E.1) * *(HC19E.2)*

20. Apart from the above, have you ever had any unwelcome sexual approaches made to you?

<table>
<thead>
<tr>
<th>(HC20)</th>
<th>Tick one box</th>
<th>If YES, please answer 20(a)</th>
</tr>
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<tbody>
<tr>
<td>YES</td>
<td></td>
<td>20(a). How old were you when it happened? Tick all that apply</td>
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<td>NO</td>
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</table>

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?

<table>
<thead>
<tr>
<th>(HD1)</th>
<th>Tick one box</th>
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<tbody>
<tr>
<td>Every day/most days</td>
<td></td>
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<tr>
<td>4 or 5 times a week</td>
<td></td>
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<tr>
<td>2 or 3 times a week</td>
<td></td>
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<tr>
<td>About once a week</td>
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<tr>
<td>Once a month</td>
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<tr>
<td>I drink only on special occasions</td>
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<tr>
<td>I never drink</td>
<td></td>
</tr>
</tbody>
</table>

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 can’t afford it *(HD1A.1)*
- I know people who drink too much *(HD1A.2)*
- I don’t like the taste *(HD1A.3)*
- I don’t get the opportunity *(HD1A.4)*
- I’m too young *(HD1A.5)*
- My parents won’t let me *(HD1A.6)*
- I’m forbidden by my religion *(HD1A.7)*
- It’s a waste of money *(HD1A.8)*
- None of my family drinks *(HD1A.9)*
- It’s unhealthy *(HD1A.10)*
- None of my friends drink *(HD1A.11)*
- It has bad effects on people *(HD1A.12)*
- Other reason *(what?)* *(HD1A.13)*
D2 In the past 12 months have you been given any information about the effects of drinking alcohol at school or elsewhere?

YES [ ] [ ] [ ] [ ]

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?

Talk(s) at school [ ] [ ] [ ] [ ]

Video/films at school [ ] [ ] [ ] [ ]

TV Programme [ ] [ ] [ ] [ ]

Books or leaflets [ ] [ ] [ ] [ ]

At youth club centre [ ] [ ] [ ] [ ]

From my parents [ ] [ ] [ ] [ ]

Can't remember [ ] [ ] [ ] [ ]

Other places [ ] [ ] [ ] [ ]

(D2B.7) [ ] [ ] [ ] [ ]

(D2B.8) [ ] [ ] [ ] [ ]

D3 Which do you prefer - alcoholic or non-alcoholic drinks?

(HD3) [ ] [ ] [ ] [ ]

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?

Because alcohol tastes good to me [ ] [ ] [ ] [ ]

Because it gives me a good feeling [ ] [ ] [ ] [ ]

Because it creates a sociable atmosphere [ ] [ ] [ ] [ ]

Because most of my friends do [ ] [ ] [ ] [ ]

Because it gives me a grown up feeling [ ] [ ] [ ] [ ]

Other reasons [ ] [ ] [ ] [ ]

(What?) [ ] [ ] [ ] [ ]

(HD3A.1) [ ] [ ] [ ] [ ]

(HD3A.2) [ ] [ ] [ ] [ ]

(HD3A.3) [ ] [ ] [ ] [ ]

(HD3A.4) [ ] [ ] [ ] [ ]

(HD3A.5) [ ] [ ] [ ] [ ]

(HD3A.6) [ ] [ ] [ ] [ ]

(HD3A.7) [ ] [ ] [ ] [ ]

3(b) If you prefer non-alcoholic drinks why is this?

I don't like the effects of alcohol [ ] [ ] [ ] [ ]

Soft drinks are cheaper [ ] [ ] [ ] [ ]

Soft drinks are healthier [ ] [ ] [ ] [ ]

I prefer the taste of soft drinks [ ] [ ] [ ] [ ]

Can't say as I've not drunk alcohol [ ] [ ] [ ] [ ]

Other reasons [ ] [ ] [ ] [ ]

(What?) [ ] [ ] [ ] [ ]

(HD3B.1) [ ] [ ] [ ] [ ]

(HD3B.2) [ ] [ ] [ ] [ ]

(HD3B.3) [ ] [ ] [ ] [ ]

(HD3B.4) [ ] [ ] [ ] [ ]

(HD3B.5) [ ] [ ] [ ] [ ]

(HD3B.6) [ ] [ ] [ ] [ ]

(HD3B.7) [ ] [ ] [ ] [ ]

(HD3B.8) [ ] [ ] [ ] [ ]

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)

<table>
<thead>
<tr>
<th></th>
<th>6y</th>
<th>7y</th>
<th>8y</th>
<th>9y</th>
<th>10y</th>
<th>11y</th>
<th>12y</th>
<th>13y</th>
<th>14y</th>
<th>15y</th>
<th>Never</th>
<th>Can't remember</th>
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<tbody>
<tr>
<td>(a)</td>
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<td>(b)</td>
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</table>

(a) When I had my first taste of an alcoholic drink I was [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

(b) When I began to drink with friends other than on special occasions I was [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

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

(HDS.1) [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

(HDS.2) [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

(HDS.3) [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

(HDS.4) [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

(HDS.5) [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

(HDS.6) [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

(HDS.7) [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

(HDS.8) [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
D6. Here are some alcoholic drinks. Which of these have you had to drink?

<table>
<thead>
<tr>
<th>Drink</th>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
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<tbody>
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<td>Beers</td>
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<td>Lager</td>
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<td>Bitter</td>
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<td>Home brewed</td>
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<td>Shandy</td>
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<td>Wine</td>
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<td>Home-made wine</td>
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<td>Babycham</td>
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<td>Sherry</td>
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<td>Martini</td>
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<td>Czarno</td>
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<td>Cider</td>
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<td>Whisky</td>
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<td>Rum/Bacardi</td>
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<td>Gin</td>
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<td>Other Alcoholic Drinks</td>
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<td>Other Alcohol</td>
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<td>Other Drinks</td>
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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) ☑

If YES, please answer 8(a) and 8(b)

8(a) How much did you spend on alcohol? 

8(b) What did you drink? 

D9. In the past 4 weeks, where have you had any alcohol?

At home 

At friends' house(s) 

In a wine bar

In a pub

At a restaurant

At a disco

At a club/centre

Somewhere else

I've not had any alcohol in past 4 weeks

D10. In the past 4 weeks, who have you had a drink with?

With girl/boyfriend

With other teenager(s)

With my parents

With brother/sister

With other adult(s)

With nobody but myself

With someone else

(Who) 

I've not had any alcohol in past 4 weeks

D11. What pleasant effects does drinking alcohol have on you?

It has no pleasant effects (HD11.1) ☑

It makes me feel 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) ☑

I rarely or never drink (HD11.10) ☑

D12. What unpleasant effects does it have?

It has no unpleasant effects (HD12.1) ☑

It makes me feel depressed (HD12.2) ☑

It makes me feel ill (HD12.3) ☑

It makes me actually sick (HD12.4) ☑

It makes me black out (HD12.5) ☑

It makes me abusive (HD12.6) ☑

It makes me violent (HD12.7) ☑

It has other effects (HD12.10) ☑

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
- I only drink to be sociable anyway
- I don't like the feeling of being really drunk
- I know I'd be sick if I drank more
- I know I'd feel ill next day if I drank more
- I run out of money
- Other people don't like it if you get drunk
- Can't say as I don't drink often enough
- Other reasons

D14 Have you ever been really drunk?

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?

YES often
YES sometimes
YES occasionally
NO
I rarely or never drink

If YES please answer 15(a)

Why do you drink more than you should?

Because I like the effect it has
Because I don't seem to able to stop
Because I don't like school
Because I've got a lot of other problems
Because I'm afraid about the future
Because I get carried away by friends
Because I can't hold my alcohol

D16 Think back over the last 2 weeks have you during that time had four or more drinks in a row?

YES
NO
I rarely or never drink

If YES please answer 16(a)

How often has this happened in the past 2 weeks?

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"

(a) Got into an argument or a fight?
(b) Got involved in breaking things?
(c) Upset your boy/girlfriend?
(d) Upset your friends?
(e) Driven a car or motorbike?
(f) Upset your parents?
(g) Thought it might be better not to go home?

What else has happened to you after drinking?

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?

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
D19. What about your mother's or your father's views on your drinking?

Tick one box

Mother  Father

Doesn't know

Knows but doesn't worry

Knows and we have arguments

(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

Music/entertainment/dancing

Food/snacks

Friendly atmosphere

Full and busy

Good lager/beer

Fruit machine/Space invaders

Wide range of drinks

Good service

Caters mainly for younger people

(HD20.1)  (HD20.2)

(HD20.3)  (HD20.4)  (HD20.5)  (HD20.6)  (HD20.7)  (HD20.8)  (HD20.9)  (HD20.10)

D21. Which of the following drink alcohol?

Answer all. Tick one box on each line

Occa-

Some

Most

Don't

Not at
days

days

or not

alive

Never

(a) My father  (HD21.1)
(b) My father's father  (HD21.2)
(c) My mother  (HD21.3)
(d) My mother's father  (HD21.4)
(e) My elder brother  (HD21.5)
(f) My elder sister  (HD21.6)
(g) My girl/boyfriend  (HD21.7)
(h) My best friend  (HD21.8)
(i) My next best friend  (HD21.9)

THANK YOU VERY MUCH FOR YOUR HELP