

YOUTHSCAN UK

DOCUMENT B

An initiative of the International Centre for Child Studies

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



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STUDENT TEST BOOKLET

TO THE STUDENT

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

Thank you for your help

NEVILLE BUTLER
DIRECTOR OF YOUTHSCAN

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

The following tests and questions are included in this booklet:

FOR THE STUDENT TO COMPLETE

- | |
|---|
| 1 |
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 READING TEST
- | |
|---|
| 2 |
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 MATRICES TEST
- | |
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| 3 |
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 ARITHMETIC TEST
- | |
|---|
| 4 |
|---|

 VOCABULARY TEST
- | |
|---|
| 5 |
|---|

 ATTITUDINAL SCALES
- | |
|---|
| 6 |
|---|

 BACKGROUND INFORMATION
- | |
|---|
| 7 |
|---|

 SPELLING TEST
- | |
|---|
| 8 |
|---|

 OCCUPATIONAL INTERESTS GUIDE

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

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

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

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

READING TEST

YOUTHSCAN
TEST NUMBER

1

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

INSTRUCTIONS

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

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

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

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

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

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

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

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

SECTION A (3 minutes)

YOUTHSCAN
TEST NUMBER

1

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

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

CHICKEN SAUTÉ À L'INDIENNE:

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

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

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

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

END OF SECTION A

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

SECTION B (11 minutes)

YOUTHSCAN
TEST NUMBER

1

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

Questions

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

GO STRAIGHT ON TO THE NEXT PAGE

SECTION B cont.

**YOUTHSCAN
TEST NUMBER**

1

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

END OF SECTION B

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

SECTION C (5 minutes)

**YOUTHSCAN
TEST NUMBER**

1

**Read this passage, then look at each of the statements below and decide whether the passage agrees with it, disagrees with it, or doesn't say.
Mark your answer on page one of the Student Score Form.**

INCIDENT AT RAMILLA

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

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

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

GO STRAIGHT ON TO THE NEXT PAGE

SECTION C cont.

**YOUTHSCAN
TEST NUMBER**

1

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

WE HEREBY OFFER TO CARRY OUT THE FOLLOWING:

Slater

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

Plumber

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

Glazier

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

Builder

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

The whole to cost £2,268.

C10. The slates are held on with nails

(a) Agrees (b) Disagrees (c) Doesn't say

C11. The boards underneath the felt are called sarking boards

(a) Agrees (b) Disagrees (c) Doesn't say

C12. Only new slates will be used to replace broken ones

(a) Agrees (b) Disagrees (c) Doesn't say

C13. Not all the underslating felt will be replaced

(a) Agrees (b) Disagrees (c) Doesn't say

C14. Defective downpipes will be replaced

(a) Agrees (b) Disagrees (c) Doesn't say

C15. The window frames are made of wood

(a) Agrees (b) Disagrees (c) Doesn't say

END OF SECTION C

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

SECTION D (12 minutes)

YOUTHSCAN
TEST NUMBER

1

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

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

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

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

GO STRAIGHT ON TO THE NEXT PAGE

SECTION D cont.

YOUTHSCAN
TEST NUMBER

1

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

Read them and then answer the items below.

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

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

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

END OF SECTION D

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

SECTION E (12 minutes)

**YOUTHSCAN
TEST NUMBER**

1

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

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

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

E1. This passage describes

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

E2. The man locked the door

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

E3. The window would not open because

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

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

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

E5. The result of the fall was to

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

E6. The action probably happened on a

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

E7. When he fell from the window, the man

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

GO STRAIGHT ON TO THE NEXT PAGE

SECTION E cont.

YOUTHSCAN
TEST NUMBER

1

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

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

E8. The passage describes

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

E9. The wind was blowing from the

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

E10. The old woman

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

E11. For her, the writer represents

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

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

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

E13. The writer does not like

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

END OF SECTION E

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

EDINBURGH READING TESTS—STAGE 4. Shortened OMR format. The Godfrey Thosiger Unit, University of Edinburgh, in association with the Scottish Education Department and the Educational Institute of Scotland. © 1977 University of Edinburgh.

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MATRICES TEST

(SECTION OF BRITISH ABILITY SCALES)

YOUTHSCAN
TEST NUMBER

2

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

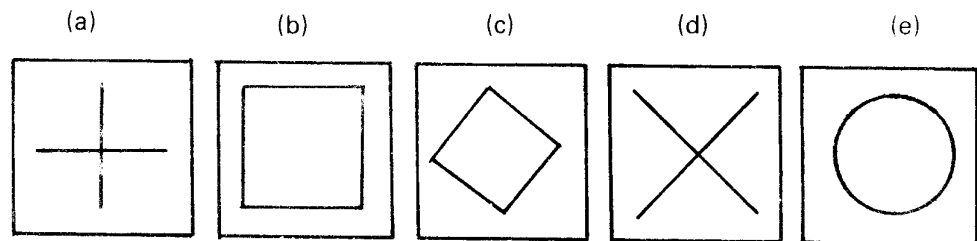
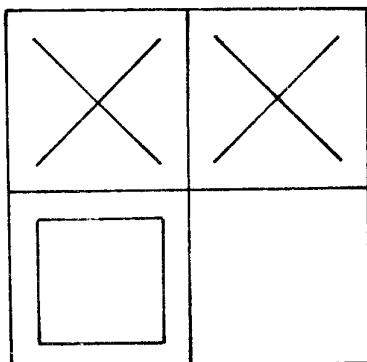
INSTRUCTIONS

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

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

Please look at the two examples below.

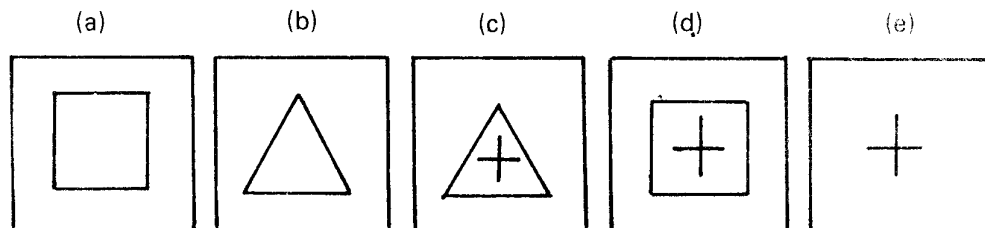
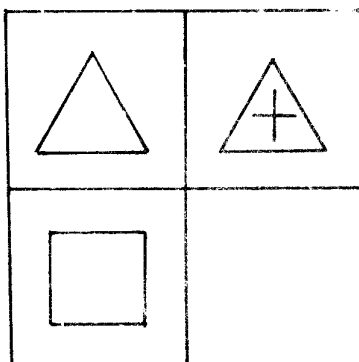
1st example



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

Now try the next example for yourself.

2nd example

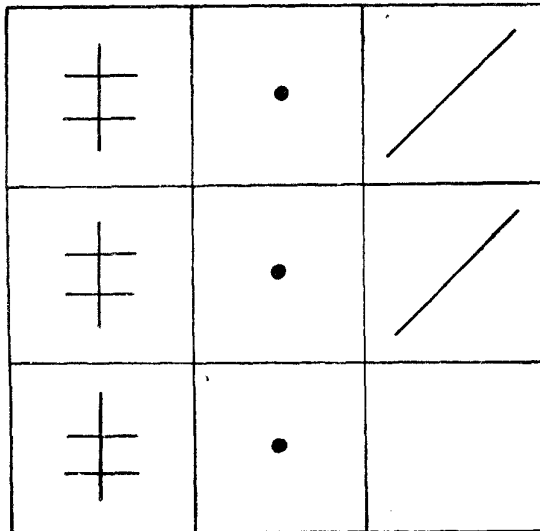


You should have filled in the lozenge space labelled **d** underneath "2nd example" on the Score Form. In this case the idea is that the shape stays the same in each row (triangles in the top row, squares in the bottom row), with a cross coming into the shape in the right hand column.

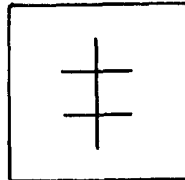
GO STRAIGHT ON TO THE NEXT PAGE

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

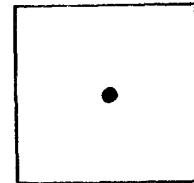
3rd example



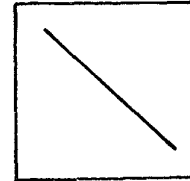
(a)



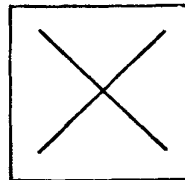
(b)



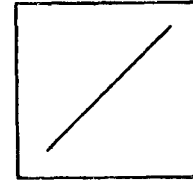
(c)



(d)



(e)



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

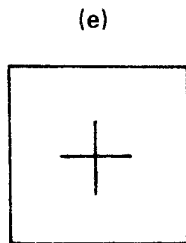
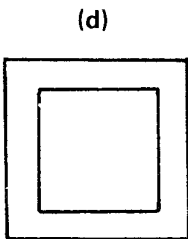
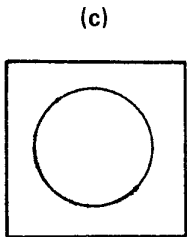
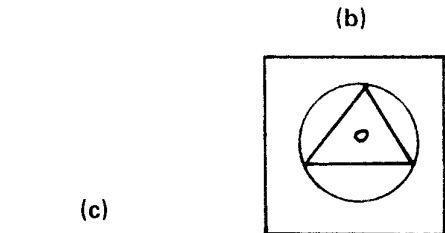
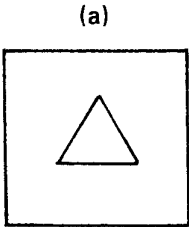
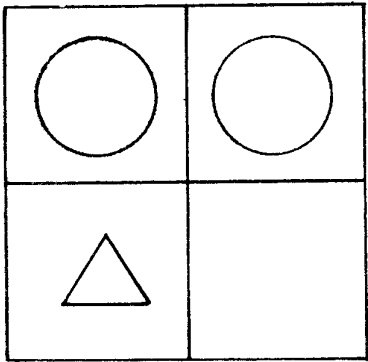
Six items follow in Section 1 on the next three pages. The first one is fairly easy to work out, but they get more difficult as you go on. Try to do as many of them as you can. If you come across an item that is too hard don't waste a lot of time on it. Go on to the next one. When you finish a page,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

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

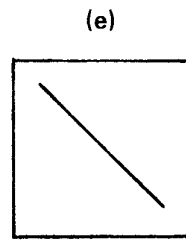
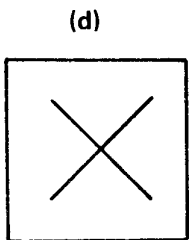
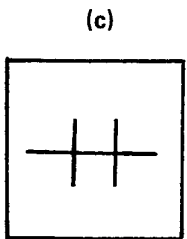
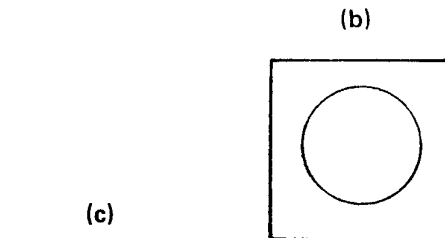
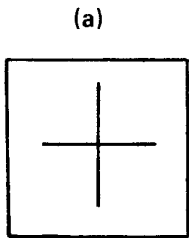
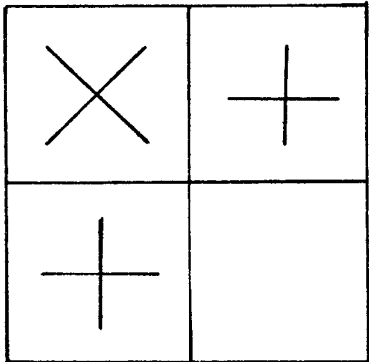
DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO

SECTION 1

ITEM 1

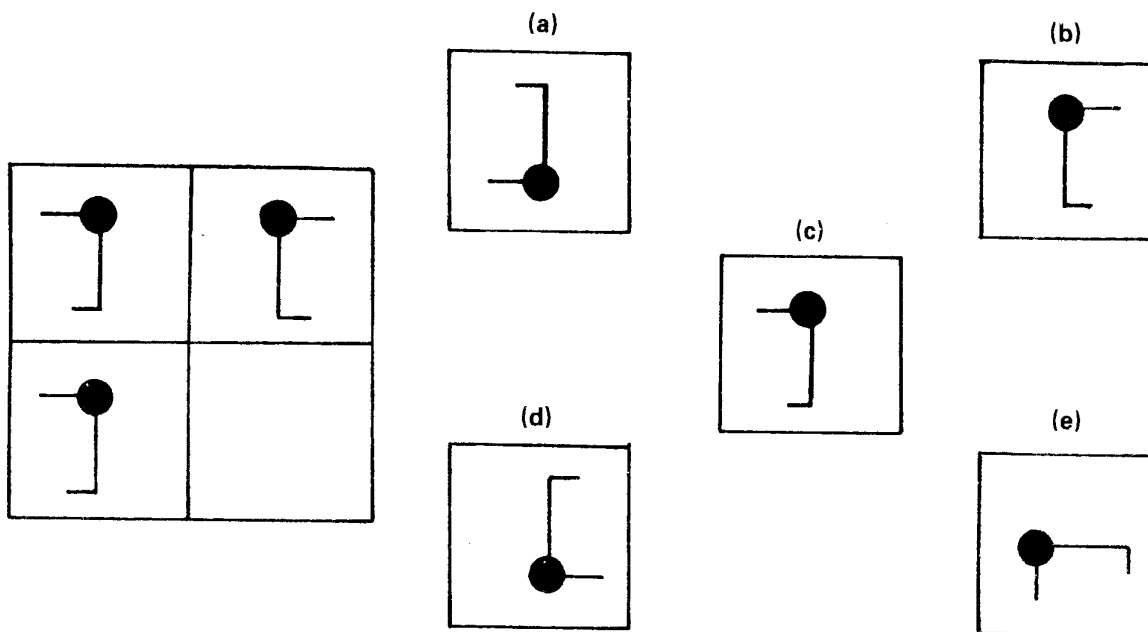


ITEM 2

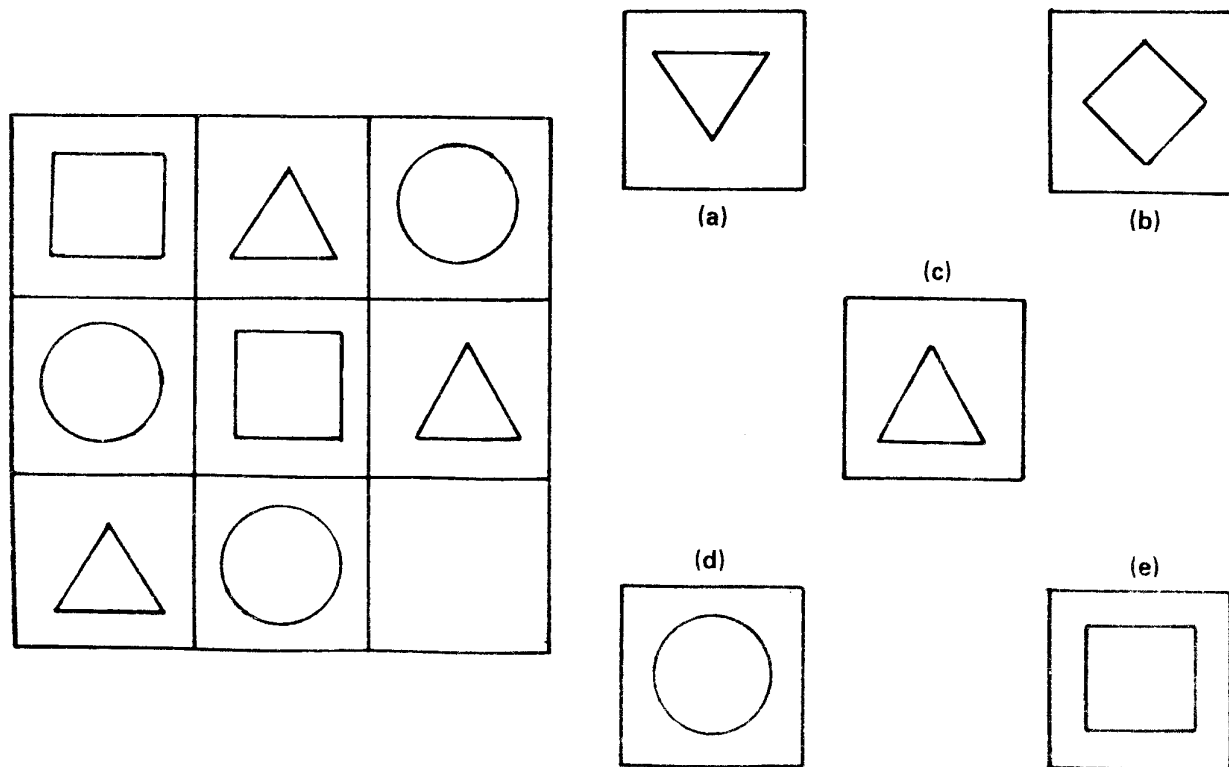


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ITEM 3

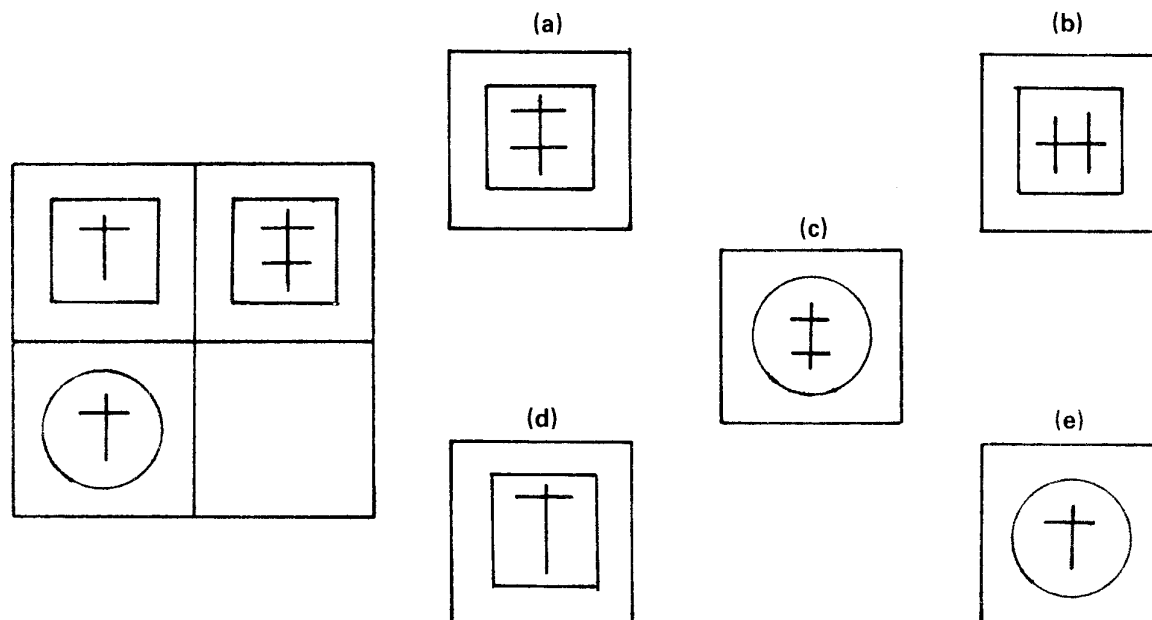


ITEM 4

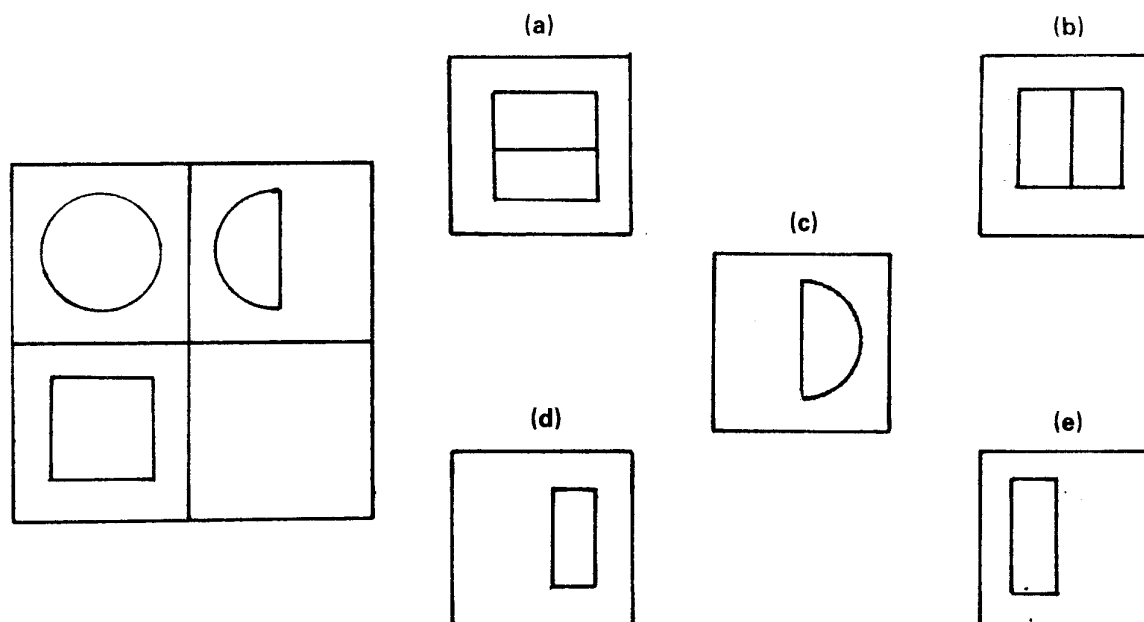


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ITEM 5



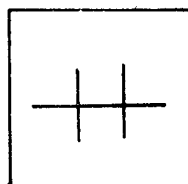
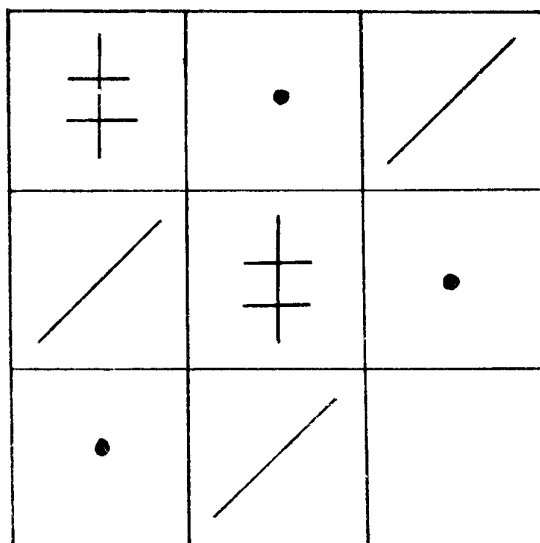
ITEM 6



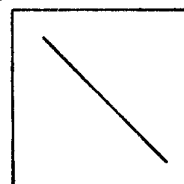
LOOK OVER THESE FIRST SIX ITEMS UNTIL THE TIME IS UP.
DO NOT TURN OVER PAGE 17 UNTIL YOUR ARE TOLD TO DO SO

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

4th example

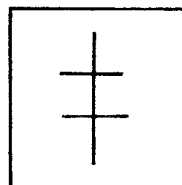


(a)

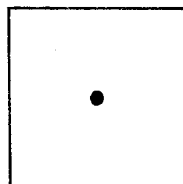


(b)

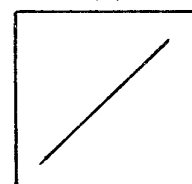
(c)



(d)



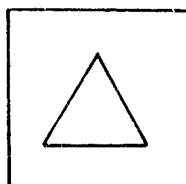
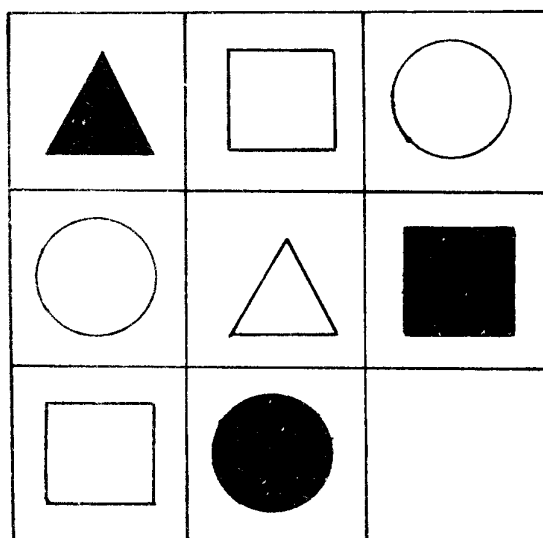
(e)



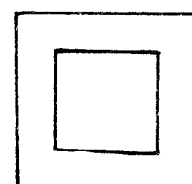
Tile **c** is correct because the rule is that every row and column has the same three shapes in it. Check that you have filled in lozenge **c** in the space provided on page two on your Score Form.

Now try the next example.

5th example

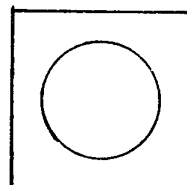


(a)



(b)

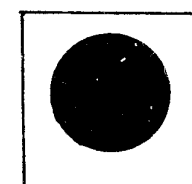
(c)



(d)



(e)

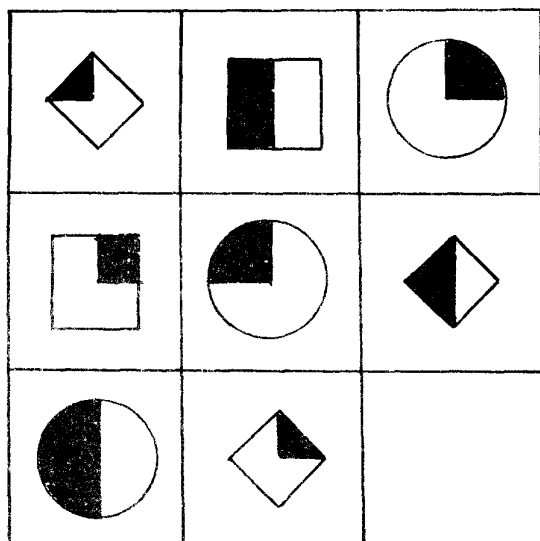


You should have chosen tile **a**. The rule is that every row and column contains the same three shapes, only one of which is solid black.

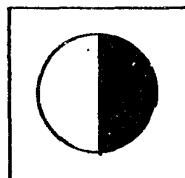
GO STRAIGHT ON TO THE NEXT PAGE

Here is the last example for you to practise on.

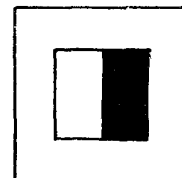
6th example



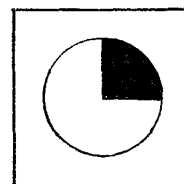
(a)



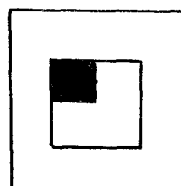
(b)



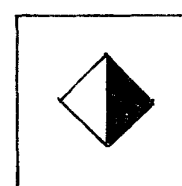
(c)



(b)



(e)



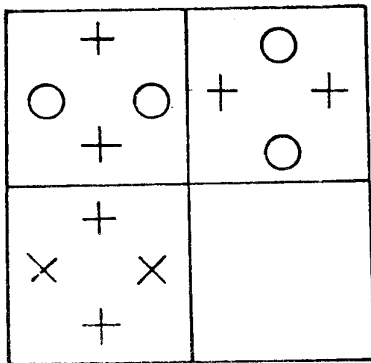
You should have filled in lozenge **d**. Each row and column carries the same three shapes, one of which has its left half blackened. The other two shapes are $\frac{1}{4}$ blackened, one in the top right quarter, the other in the top left quarter.

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

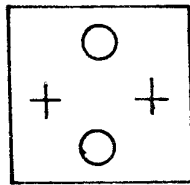
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SECTION 2

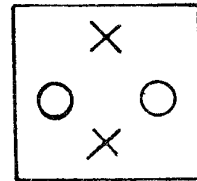
ITEM 7



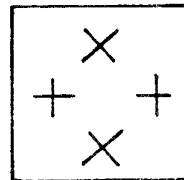
(a)



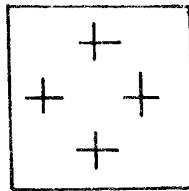
(b)



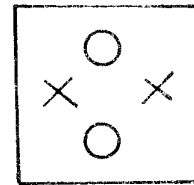
(c)



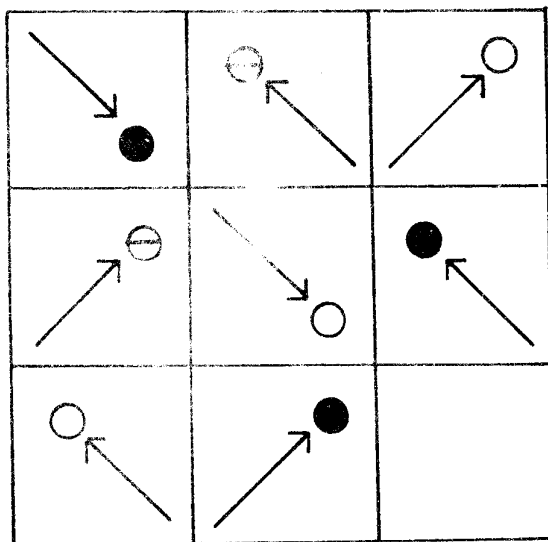
(d)



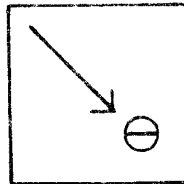
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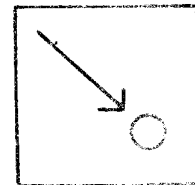
ITEM 8



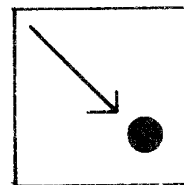
(a)



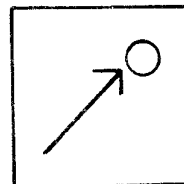
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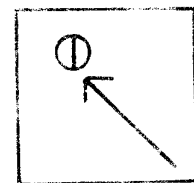
(c)



(d)

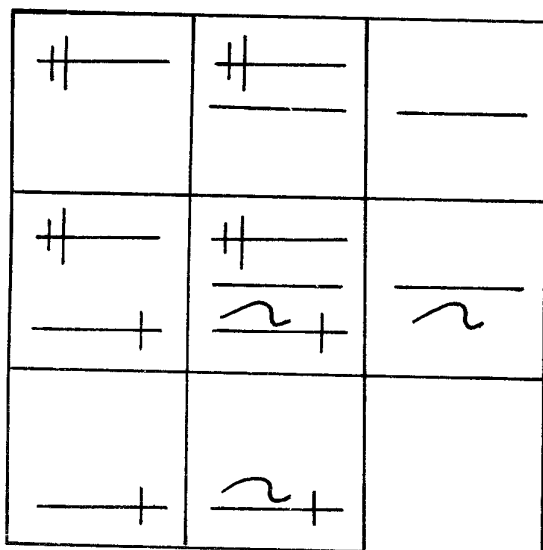


(e)

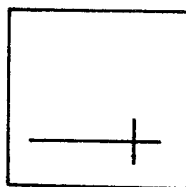


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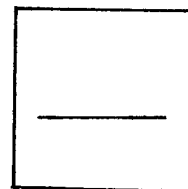
ITEM 9



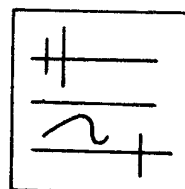
(a)



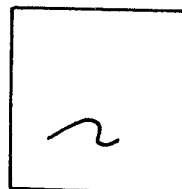
(b)



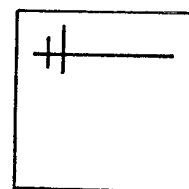
(c)



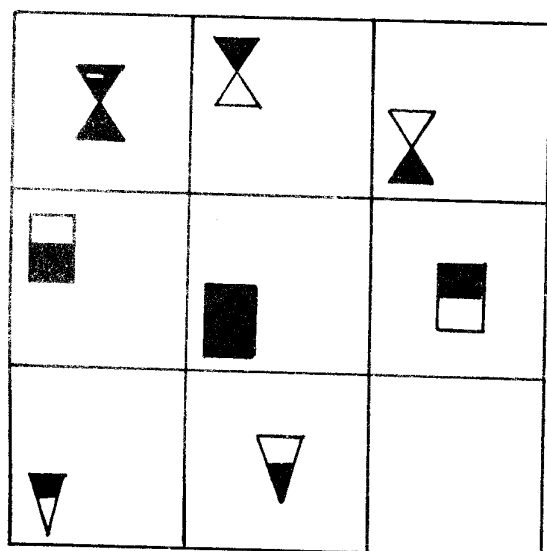
(d)



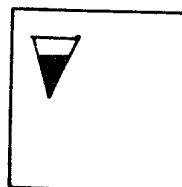
(e)



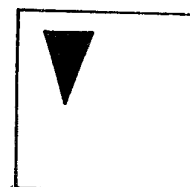
ITEM 10



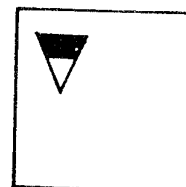
(a)



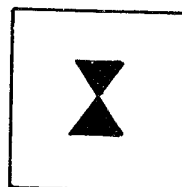
(b)



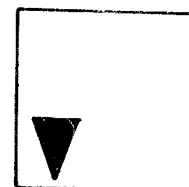
(c)



(d)

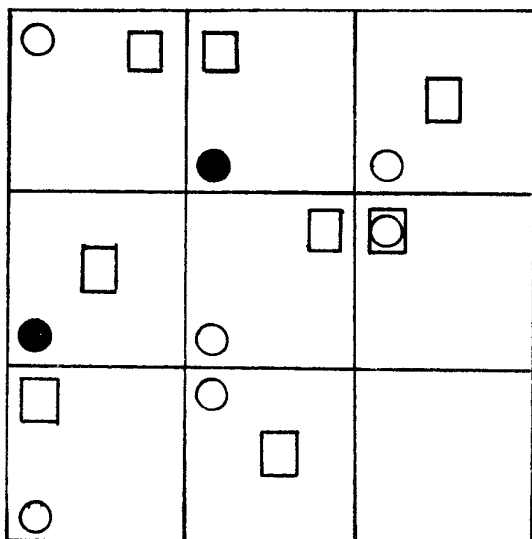


(e)

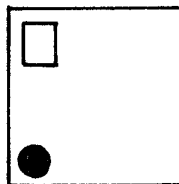


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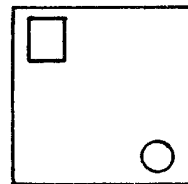
ITEM 11



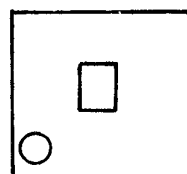
(a)



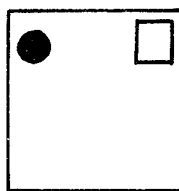
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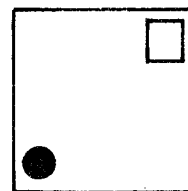
(c)



(d)



(e)



LOOK OVER YOUR WORK UNTIL TIME IS UP

ARITHMETIC TEST

YOUTHSCAN
TEST NUMBER

3

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

INSTRUCTIONS

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

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

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

1st example

	(a)	(b)	(c)	(d)	(e)
$2 \times 2 =$	1	2	3	4	5

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

Now proceed to do the next example for yourself.

2nd example

	(a)	(b)	(c)	(d)	(e)
$4 \div 4 =$	2	4	8	10	15

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

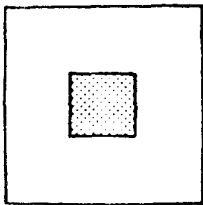
There are 60 questions in this test. Try to answer as many of them as you can. If you cannot answer a question don't waste too much time on it but go on to the next one. When you have finished one page, go on to the next page. There are three pages of questions altogether. You have 30 minutes to do this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

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

	(a)	(b)	(c)	(d)	(e)
1. $2 + 3 =$	$\frac{1}{5}$	3	4	5	7
2. $2 \times 4 =$	6	8	12	16	24
3. $12 \div 3 =$	4	6	9	12	36
4. $359 - 126 =$	103	113	133	213	233
5. $57 + 135 =$	78	182	192	642	705
6. What number multiplied by itself gives 81?	7	8	9	10	11
7. Add half of 26 to twice 24	61	74	100	101	124
8. Choose in figures "fourteen hundred and three"	103	143	403	1403	1430
9. $1.85 - 0.45 =$	1.2	1.4	1.45	1.65	2.3
10. $4 \times 6 \div 3 =$	3	4	5	6	8
11. $44 \times 11 =$	55	88	444	484	584
12. Subtract a quarter of 12 from half of 12	3	4	5	6	8
13. $27.85 + 15.32 =$	33.17	43.17	43.27	44.17	44.77
14. $196 \div 14 =$	6	8	10	12	14
15. $6 \times 0.33 =$	1.88	1.98	2	2.05	2.19
16. $1.25 + 0.875 =$	1.875	1.9	2.125	2.215	2.225
17. What is the square root of 36? . . .	3	4	6	12	16
18. What is the average of 2, 4 and 12?	6	7	8	9	10
19. What is the average of 43, 37, 125 and 35?	30	35	40	45	60
20. 25, 24, 22, 19? What number comes next?	16	15	14	13	12
21. $12^2 =$	24	122	144	148	156
22. $2^4 =$	48	32	24	16	8
23. $4^3 =$	12	43	56	64	143
24-26. A letter is to be chosen at random from the word "ARITHMETIC". What is the probability that it will be:					
	(a)	(b)	(c)	(d)	(e)
24. The letter 'R'?	0.1 or $\frac{1}{10}$	0.2 or $\frac{1}{5}$	0.3 or $\frac{3}{10}$	0.4 or $\frac{2}{5}$	0.5 or $\frac{1}{2}$
25. The letter 'T'?	0.1 or $\frac{1}{10}$	0.12 or $\frac{3}{25}$	0.15 or $\frac{3}{20}$	0.18 or $\frac{9}{50}$	0.2 or $\frac{1}{5}$
26. A vowel?	0.2 or $\frac{1}{5}$	0.4 or $\frac{2}{5}$	0.5 or $\frac{1}{2}$	0.6 or $\frac{3}{5}$	1.0 or 1
	(a)	(b)	(c)	(d)	(e)
27. 20% of 50 =	10	15	20	25	30
28. $0.5 \times 0.25 =$	0.105	0.115	0.125	0.75	1.25
29. If we multiply a number by 9, subtract 8 and divide by 7 we get 13. What is the number?	8	9	10	11	13
30. What is the cube root of 27?	1	2	3	4	9
31-33. A box contains 25 black marbles, 35 white marbles and 40 red marbles. If one marble is taken at random from the box, what is the probability that it will be:					
	(a)	(b)	(c)	(d)	(e)
31. A red marble?	0.35 or $\frac{7}{20}$	0.4 or $\frac{2}{5}$	0.45 or $\frac{9}{20}$	0.5 or $\frac{1}{2}$	0.75 or $\frac{3}{4}$
32. A white marble?	0.2 or $\frac{1}{5}$	0.25 or $\frac{1}{4}$	0.3 or $\frac{3}{10}$	0.35 or $\frac{7}{20}$	0.4 or $\frac{2}{5}$
33. A marble that is not black?	0.35 or $\frac{7}{20}$	0.4 or $\frac{2}{5}$	0.65 or $\frac{13}{20}$	0.7 or $\frac{7}{10}$	0.75 or $\frac{3}{4}$

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

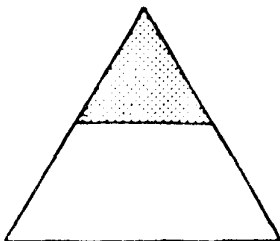
37.



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

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

38.



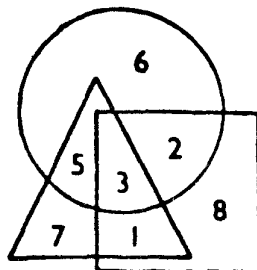
Now look at this figure and work out what fraction of the whole area is shaded.

- (a) $\frac{1}{4}$ (b) $\frac{1}{5}$ (c) $\frac{1}{6}$ (d) $\frac{1}{7}$ (e) $\frac{1}{8}$

39. 99, 97, 93, 85, 69, ? What number comes next? 53 43 39 37 35
40. If we cube a number greater than 0 and divide the result by 16 we get the number we started with. What is the number? 0 1 2 3 4
- 41-42. Two children had to be chosen from a group of three boys and four girls:
B₁ B₂ B₃ G₁ G₂ G₃ G₄ (a) (b) (c) (d) (e)
41. In how many ways could two girls be chosen? 3 4 6 9 10
42. In how many ways could a boy and a girl be chosen? 3 4 6 9 12
43. $27\% \text{ of } 30 - 17\% \text{ of } 30 =$ 2 3 13 17 25
44. The sum of two numbers is 89 and the difference between them is 23. (a) (b) (c) (d) (e)
 What is the **smaller** number? 16 29 31 33 57

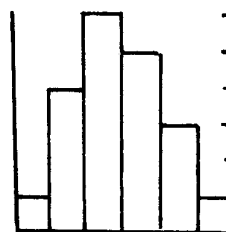
45-47.

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



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

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



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

END OF TEST 3

VOCABULARY TEST

YOUTHSCAN
TEST NUMBER

4

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

INSTRUCTIONS

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

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

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

1st Example

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

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

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

Now try the next example, 2, for yourself.

2nd Example

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

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

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

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

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

GO ON TO THE NEXT PAGE

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

END OF TEST 4.
DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO.

ATTITUDINAL SCALES

5

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

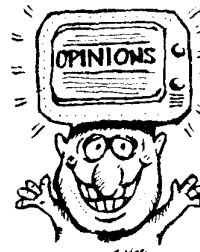
This is so that adults and others can learn what young people really think, which may be very different from what they felt as teenagers. Your own name will never be mentioned; attention *will* be paid to what you think and feel. The number of questions has to be a lot. We are sorry to take up so much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

INSTRUCTIONS

The Attitudinal Scales are divided into sections 5^A to 5^U as follows:

A WHAT ABOUT WORK?
B RIGHT AND MIGHT
C HAVE A DRINK
D WHAT'S IN A JOB?
E LOOKING AHEAD
F UP IN SMOKE
G COMPARED WITH OTHERS
H KNOWING MYSELF
I HOW I FEEL
J AT LEISURE

K MY INTERESTS
L FATE AND FORTUNE
M WHAT I READ
N ME AND THE BOX
O FEELING HEALTHY
P MY POINT OF VIEW
Q WOTALOTIGOT
R ME AND MY FAMILY
S SOFT DRINK SPECIAL
T HOME RULE
U WHAT I EAT



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

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

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



WHAT ABOUT WORK?



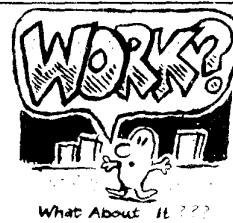
5^A

INSTRUCTIONS

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

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

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



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

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

STATEMENTS

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

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

RIGHT AND MIGHT

5^B

INSTRUCTIONS

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

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

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

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

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

STATEMENTS

Please say whether this is true or false:

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

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

HAVE A DRINK

5^C

INSTRUCTIONS

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

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

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

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

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

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

STATEMENTS

Please say whether you agree or disagree that:

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

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

WHATS IN A JOB?

5^D

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

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

QUESTIONS

How much does it matter to you:

1. To be able to help other people?
2. To have high earnings/wages?
3. To have an understanding boss?
4. To work outside in the open?
5. To work for myself?
6. To have an interesting job with variety?
7. Not to have to work too hard?
8. To get promotion so I can get ahead?
9. To work with figures?
10. To get trained for a trade or profession?
11. To have a quiet life?
12. To have long term security?
13. To get a job with a real challenge?
14. To have a chance to travel?
15. To make or build things?
16. To have a job with regular hours?



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

LOOKING AHEAD

5^E

INSTRUCTIONS

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

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

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

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

QUESTIONS

How much do you think the following will matter to you as an adult?

1. Having more fun?
2. Having a full-time job?
3. Taking more responsibility for myself?
4. Not being bossed about?
5. Being able to vote?
6. Not being able to doss around?
7. Living away from home?
8. Getting married?
9. Being able to go to nightclubs?
10. Being involved in the local community?
11. Going to X-rated films?
12. Being legally able to drink alcohol in public?
13. Taking an active part in politics?
14. Having children of my own?
15. Being free to decide what I want?

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



UP IN SMOKE



5^F

INSTRUCTIONS

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

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

STATEMENT	EXAMPLE		
	Agree fully (a)	Agree partly (b)	Disagree (c)
Smoking is expensive.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

STATEMENTS

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

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

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

COMPARED WITH OTHERS

5^G

INSTRUCTIONS

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

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

STATEMENT	EXAMPLE		
	much less	(d)	(e) much more
Compared with others of my own age and sex, my height is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The above answer means that your height is about the same as compared with others of your own age and sex.

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

Notes

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

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.

STATEMENTS

Compared with an average teenager of my own age and sex:

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



UP IN SMOKE



5^F

INSTRUCTIONS

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

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

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

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

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

STATEMENTS

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

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

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

COMPARED WITH OTHERS

Friday 31st

5^G

INSTRUCTIONS

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

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

STATEMENT	EXAMPLE				
	(a)	(b)	(c)	(d)	(e)
Compared with others of my own age and sex, My height is... much less	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Notes

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

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.

STATEMENTS

Compared with an average teenager of my own age and sex:

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

KNOWING MYSELF

5^H

INSTRUCTIONS

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

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

STATEMENT	EXAMPLE		
	Applies very much (a)	Applies somewhat (b)	Doesn't apply (c)
'I am optimistic'	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

STATEMENTS

Please say whether the following applies to you:

- I am quiet.
- I am keen on pets.
- I am good-looking.
- I am friendly.
- I am bored.
- I am clever.
- I am lazy.
- I am grown-up for my age.
- I am punctual.
- I am not very good at school.
- I am shy.
- I am often told off.
- I am angry.
- I am helpful.
- I am a responsible person.
- I am keen on sports.
- I am nervous.
- I am keen on many different things.
- I am obedient.
- I am violent.
- I am good at exams.
- I am influenced by what my friends think.
- I am lonely.
- I am independent.
- I am reliable.
- I am a loving person.
- I am popular.

HOW I FEEL

5^I

INSTRUCTIONS

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

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

STATEMENT	EXAMPLE 1			
	More than usual (a)	Same as usual (b)	Less than usual (c)	Much less than usual (d)
I have just lately been able to remember things ...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

STATEMENT	EXAMPLE 2			
	Not at all (a)	No more than usual (b)	Rather more than usual (c)	Much more than usual (d)
I have lately been feeling miserable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

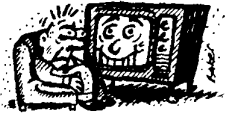
Please now turn to page 5 of the Student Score Form. There you will find in section 5^I a set of empty lozenges under the headings (a), (b), (c) and (d). *This is where you record your answers and not on this page.* Please fill in one of the lozenges (a), (b), (c), or (d) in reply to each of the statements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

STATEMENTS

I have just lately:

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

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



AT LEISURE



5^J

INSTRUCTIONS

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

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

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

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

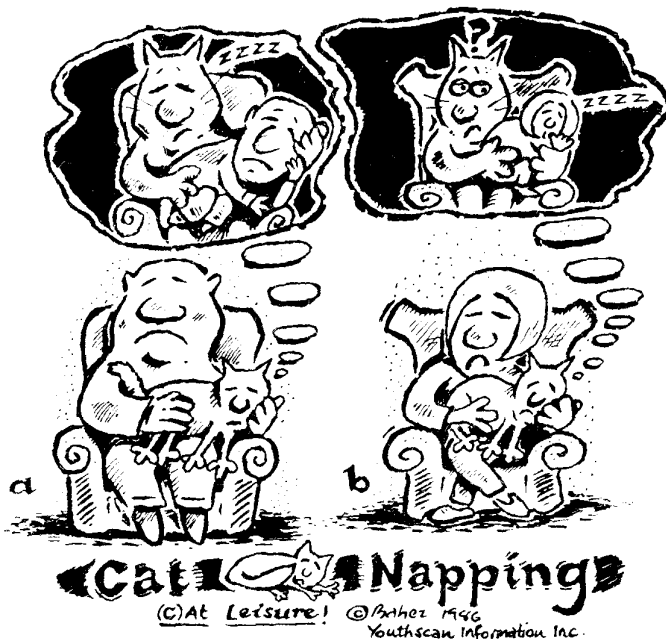
Please turn now to page 6 in the Student Score Form. You will find a set of empty lozenges headed (a), (b), (c), (d), (1) and (2) in section 5^J. That is where you record your answers by filling in one of the lozenges a-d and then one of the lozenges (1) and (2) in reply to each of the 47 listed leisure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

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

LEISURE ACTIVITIES

How often do you:

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





MY INTERESTS

5^K

INSTRUCTIONS

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

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

HEALTH TOPIC	EXAMPLE			
	Very interested	Quite interested	Not sure	Not interested at all
How interested are you in: Health Education?	(a) <input type="checkbox"/>	(b) <input checked="" type="checkbox"/>	(c) <input type="checkbox"/>	(d) <input type="checkbox"/>
Answer (b) means that you are quite interested (but not very interested) to know more about health education.				

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

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

LIST OF HEALTH TOPICS

How interested are you in:

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



FATE AND FORTUNE



5^L

INSTRUCTIONS

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

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

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

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

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

QUESTIONS

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

WHAT I READ

5^M

INSTRUCTIONS

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

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

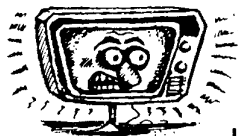
EXAMPLE			
	Read as little as I can (a)	Read some of the time (b)	Read as much as I can (c)
Weather reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Answer (b) means that you read the weather reports some of the time.			

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

TOPICS

- Strip cartoons/jokes.
- Crossword puzzles.
- Your stars/Horoscopes.
- TV pages.
- Readers' letters.
- Pop news/Pop page.
- Articles on pop stars.
- Articles on film stars.
- Articles on TV personalities.
- Things about Royal Family.
- British Political news.
- Home news.
- World news.
- Terrible accidents/tragedies.
- Crime news.
- Stories about ordinary people.
- Special children's features.
- Bingo/competitions.
- The sports page.
- The womens' page.
- The business page.
- The gossip column.
- Computers/technology.
- Pin-ups.
- Advice on problems.

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



ME AND THE BOX

INSTRUCTIONS

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

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

QUESTION	EXAMPLE		
	View as little as I can (a)	View some of the time (b)	View as much as I can (c)
'Big Band' programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Please now turn to page 7 of the Student Score Form. There you will find in section 5^N 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.



5^N

TYPES OF PROGRAMMES

How often do you watch:-

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



FEELING HEALTHY

5^O

INSTRUCTIONS

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

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

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

Answer (b) means that you get nightmares some of the time.

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

QUESTIONS

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

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

MY POINT OF VIEW

5^P

INSTRUCTIONS

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

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

STATEMENT	EXAMPLE		
	Agree fully (a)	Agree partly (b)	Disagree (c)
Women dress better than men	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Answer (c) means that you disagree that women dress better than men.

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

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

STATEMENTS

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

WOTALOTIGOT

5^Q

INSTRUCTIONS

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

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

POSSESSION	EXAMPLE		
	Own one (a)	Would like one (b)	Wouldn't want one (c)
Leather Jacket	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Answer (c) means that you don't own a leather jacket and wouldn't want one.

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

QUESTIONS

Which of the following things do you have for your own personal use?

1. Camera.
2. Radio.
3. Stereo/Hi fi.
4. Personal stereo/Walkman.
5. Cassette recorder.
6. TV.
7. Video recorder.
8. Electronic TV games.
9. Calculator.
10. Bicycle.
11. Motorbike.
12. Moped.
13. Skateboard.
14. Ice skates.
15. Climbing gear.
16. Tennis racquet.
17. Table tennis table.
18. Snorkel/diving gear.
19. Sewing machine.
20. Leather jacket coat.
21. Hair dryer.
22. Home computer.
23. Roller skates.
24. Fishing tackle.
25. String musical instrument(s).
26. Brass musical instrument(s).
27. Wind musical instrument(s).
28. Drums.
29. Pony.
30. Piano.

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

ME AND MY FAMILY

5^R

INSTRUCTIONS

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

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

STATEMENT	EXAMPLE			
	Rarely or never (a)	Less than once a week (b)	Once a week (c)	More than once a week (d)
We go to a cafe together	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer (b) means that you sometimes go to a cafe with your parent(s) but less than once a week.

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

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

QUESTIONS

Do you do the following things with your parents:

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

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

SOFT DRINK SPECIAL

5^S

INSTRUCTIONS

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

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

QUESTION	EXAMPLE							
	ANSWERS Cups/glasses a day							
How much do you drink each day of:- Ginger Beer	0	1	2	3	4	5	6	7 or more
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This answer means that you usually drink about 5 glasses of ginger beer a day.

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

TYPE OF DRINK

How much do you usually drink daily of?

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

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

HOME RULE

5^T

INSTRUCTIONS

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

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

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

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

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

QUESTIONS

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

WHAT I EAT

5^U

INSTRUCTIONS

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

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

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

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

QUESTIONS

- How many days a week do you eat each of the following foods?
- White bread.
 - Wholemeal/granary bread.
 - Breakfast cereal.
 - Butter.
 - Margarine.
 - Cheese.
 - Eggs.
 - Chips.
 - Meat.
 - Crisps.
 - Sweets.
 - Chocolate.
 - Puddings.
 - Fresh fruit.
 - Cakes or buns.
 - Sweet biscuits.
 - Chicken or turkey.
 - Fish.

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

BACKGROUND INFORMATION

6

INSTRUCTIONS

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

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

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

SPELLING

7

INSTRUCTIONS

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

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

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

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

JIIG~CAL Occupational Interests Guide

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

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

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

Choosing Sections

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

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

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

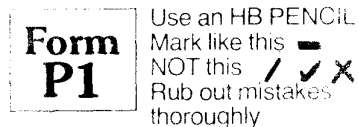
YOU MUST CHOOSE TWO TOGETHER The Sections must be next to each other, so you can choose - A & B, B & C, C & D, D & E, or E & F.

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

MARKING YOUR ANSWER SHEET

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

You should mark it like this:-



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

First Section Second Section

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

JIIG~CAL Occupational Interests Guide

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

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F	2-3 A's or 3-4 H's plus O's required. Good grades in main subjects often necessary	3 to 5 years (sometimes more)	YES you would need a degree (or equivalent qualification)

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Before you do the Guide! —

1

A word of advice

SPROG SAYS

The job with

EVERYTHING YOU LIKE



AND

NOTHING YOU DISLIKE



DOESN'T EXIST

Every job has a MIXTURE

of things you would



LIKE



NOT MIND

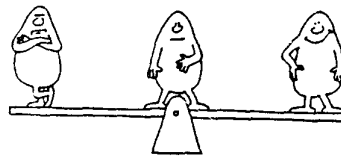


DISLIKE



2

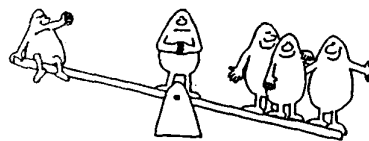
What matters is the BALANCE of



LIKES over DISLIKES

The BEST you can expect

is to find a job with MORE

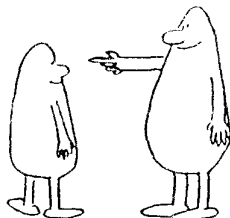


of the things you LIKE

3

SPROG SAYS

Of course a lot depends on

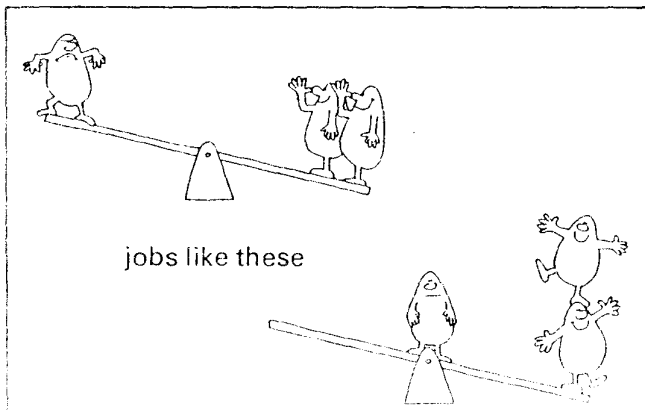


Your Attitude

If you LIKE a lot of things



you have a better chance of finding



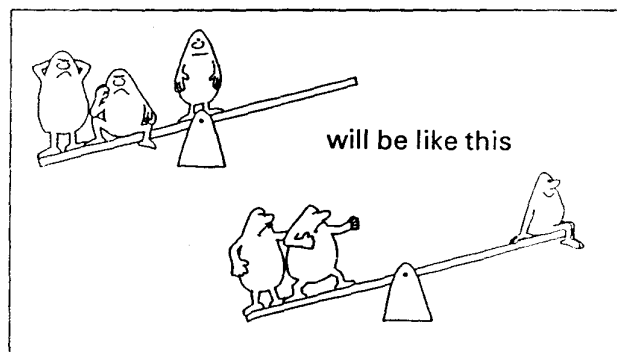
jobs like these

4

If you DISLIKE a lot of things



you are likely to find most jobs



will be like this

So when you answer the questions in the Occupational Interests Guide

Don't say DISLIKE



unless you really mean it!

If you mean LIKE



say so!

Say NOT MIND



if you feel in between

Doing the Guide

The Guide is NOT A TEST

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

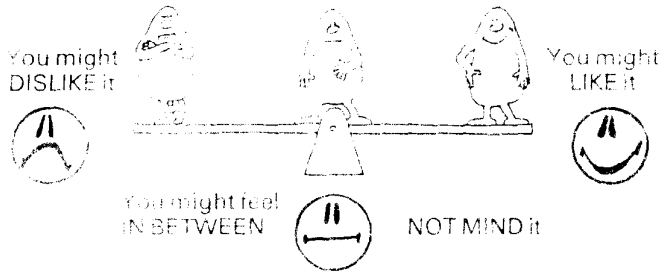
In the booklet are a number of activities; the kinds
of things people do in their jobs.

They are always in PAIRS like this

Grow flowers ----- 
Paint pictures ----- 

First

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






For example:-

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

Grow flowers ----- 
Paint pictures ----- 

Next

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

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

BUT YOU STILL HAVE TO CHOOSE A or B


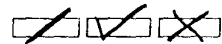
For example :-

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

Grow flowers ----- 
Paint pictures ----- 

Marking your Answer Sheet

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

DO	DON'T
	

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

REMEMBER

DON'T SAY DISLIKE UNLESS YOU REALLY MEAN IT

PLEASE DO NOT WRITE ON THIS BOOKLET

Now

Do you understand what you have to do ? If not, ASK FOR HELP.

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

Doing the Guide

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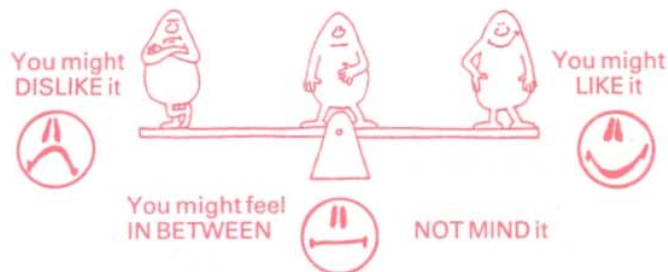
In the booklet are a number of activities; the kinds of things people do in their jobs.

They are always in PAIRS like this

Grow flowers ☐ ☐ ☐ A ☐
Paint pictures ☐ ☐ ☐ B ☐

First

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



For example:-

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

Grow flowers ☐ ☐ ☒ A ☐
Paint pictures ☐ ☒ ☐ B ☐

Next

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

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

BUT YOU STILL HAVE TO CHOOSE A or B

For example :-

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

Grow flowers ☐ ☐ ☒ A ☐
Paint pictures ☐ ☒ ☐ B ☐

Marking your Answer Sheet

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

SECTION A

YOUTHSCAN
TEST NUMBER

8

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

SECTION B

YOUTHSCAN
TEST NUMBER

8

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

SECTION C

YOUTHSCAN
TEST NUMBER

8

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

SECTION D

YOUTHSCAN
TEST NUMBER

8

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

SECTION E

YOUTHSCAN
TEST NUMBER

8

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

SECTION F

YOUTHSCAN
TEST NUMBER

8

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

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