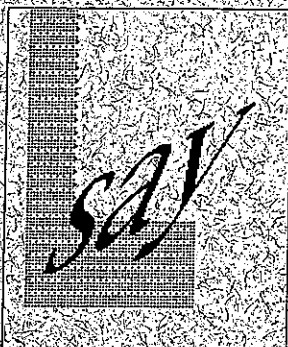




Australian Council for Educational Research



Longitudinal Surveys of Australian Youth

CODEBOOK: THE LSAY 1998 YEAR 9 SAMPLE WAVE 1(1998)

Technical Report Number 19

Nicole Fleming

August 2000

Longitudinal Surveys of Australian Youth: Technical Reports

COMPLETED

1. Reading and Numeracy Achievement Tests: 1975-1995, October 1996 (Not publicly available)
2. Overview of the Longitudinal Surveys of Australian Youth Program (LSAY), August 1997
3. The 1961 Cohort Questionnaires: 1975-1994, April 1997
4. The 1965 Cohort Questionnaires: 1981-1995, April 1997
5. The 1970 Cohort Questionnaires: 1985-1994, April 1997
6. The 1975 Cohort Questionnaires: 1989-1996, April 1997
7. The Australian Youth Survey Description
8. Sampling and Samples for the Longitudinal Surveys of Australian Youth
9. Codebook: The LSAY 1995 Year 9 Sample Wave 1 (1995), February 1997
10. Item Statistics for the Reading and Numeracy Tests: 1975-1995
11. Codebook: The LSAY 1995 Year 9 Sample Wave 2 (1996), November 1997
12. Codebook: the LSAY 1996 School Survey, October 1998
13. Codebook: the LSAY 1996 Teacher Survey, October 1998
14. The Measurement of Socioeconomic Status and Social Class in the LSAY project, November 1999
17. Codebook: The LSAY 1995 Year 9 Sample Wave 3 (1997), November 1999
18. Codebook: The LSAY 1995 Year 9 Sample Wave 4 (1998), November 1999
19. The LSAY 1998 Year 9 Sample Wave 1 (1998)
20. Codebook: The LSAY 1998 Teacher Survey, March 2000
21. Codebook: The LSAY 1995 Year 9 Sample Wave5 (1999), June 2000

IN PREPARATION

15. Weighting for Sample/Population differences and Sample Attrition in the 1995 and 1998 Year 9 Samples
16. The Designed and Achieved Sample of the 1998 LSAY Sample

Longitudinal Surveys of Australian Youth

Longitudinal Surveys of Australian Youth is a program of surveys of young people jointly managed by ACER and the Commonwealth Department of Education, Training and Youth Affairs. The surveys focus on the education and labour market experiences of groups of young Australians, beginning from their middle years of secondary schooling. Data collected include basic demographic variables, as well as information about educational and labour force participation extending over a number of years.

The 1998 Year 9 Cohort (Y98)

In 1998, a nationally representative sample of approximately 14,000 Year 9 students was selected to form the second cohort of the Longitudinal Surveys of Australian Youth. The sample was constructed by randomly selecting two Year 9 classes from a sample of schools designed to represent state and sector. Reading and numeracy tests were administered to students in their schools to provide information on early school achievement for use in later analyses of educational and labour market participation. Students also completed a background questionnaire about their educational and vocational plans and attitudes to school.

Dimensions of data set

Number of respondents: 14,117

Number of variables: 132

Method of data collection:

Reading and Maths Test

Survey completed in school

Data gathering staff

ACER staff: John Ainley, Nicole Fleming, Sue Fullarton, Stephen Lamb, Mike Long, Phil McKenzie, Gary Marks, Julie Zubrinich

LSAY Steering Committee: The LSAY program operates under the direction of a Steering Committee which sets overall policy and approves the analytical program. The Committee has 10 members representing national authorities concerned with education, training, and employment in Australia.

LSAY Reference Group: The Reference Group, which comprises representatives from DETYA and DEWRSB, advises ACER on priorities in the analytical program and survey development.

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R1 98 R1 Newspaper: Pay grab

.	missing	421	3.0
1	A	251	1.8
2	B	1048	7.4
3	C (Correct)	11619	82.3
4	D	765	5.4
8	Double Response	13	0.1

R2 98 R2 Newspaper: Battle of wharf

.	missing	404	2.9
1	A	696	4.9
2	B	1160	8.2
3	C (Correct)	10332	73.2
4	D	1511	10.7
8	Double Response	14	0.1

R3 98 R3 Newspaper: On strike

.	missing	421	3.0
1	A	1844	13.1
2	B	1783	12.6
3	C	509	3.6
4	D (Correct)	9538	67.6
8	Double Response	22	0.2

R4 98 R4 Newspaper: Index

.	missing	584	4.1
1	A	3597	25.5
2	B (Correct)	8382	59.4
3	C	390	2.8
4	D	1130	8.0
8	Double Response	34	0.2

R5 98 R5 Paracutin: Once the name

.	missing	398	2.8
1	A	625	4.4
2	B (Correct)	6993	49.5
3	C	5460	38.7
4	D	591	4.2
8	Double Response	50	0.4

R6 98 R6 Paracutin: Went to sleep

.	missing	408	2.9
1	A	311	2.2
2	B (Correct)	11485	81.4
3	C	1603	11.4
4	D	281	2.0
8	Double Response	29	0.2

R7 98 R7 Floating: Best description

.	missing	421	3.0
1	A	588	4.2
2	B	2435	17.2
3	C (Correct)	10044	71.1
4	D	589	4.2
8	Double Response	40	0.3

R8 98 R8 Floating: Human body

.	missing	410	2.9
1	A (Correct)	11848	83.9
2	B	621	4.4
3	C	817	5.8
4	D	404	2.9
8	Double Response	17	0.1

R9 98 R9 Floating: Is...

.	missing	484	3.4
1	A	4253	30.1
2	B	1115	7.9
3	C (Correct)	7953	56.3
4	D	260	1.8
8	Double Response	52	0.4

R10 98 R10 Floating: A person should...

.	missing	560	4.0
1	A (Correct)	8686	61.5
2	B	494	3.5
3	C	385	2.7
4	D	3946	28.0
8	Double Response	46	0.3

R11 98 R11 Tunnel: Bad weather

.	missing	551	3.9
1	A	1037	7.3
2	B (Correct)	8751	62.0
3	C	1601	11.3
4	D	2149	15.2
8	Double Response	28	0.2

R12 98 R12 Tunnel: Niche

.	missing	511	3.6
1	A (Correct)	11214	79.4
2	B	871	6.2
3	C	869	6.2
4	D	628	4.4
8	Double Response	24	0.2

R13 98 R13 Tunnel: Two trains

.	missing	599	4.2
1	A	2462	17.4
2	B	1710	12.1
3	C (Correct)	7703	54.6
4	D	1608	11.4
8	Double Response	35	0.2

R14 98 R14 Tunnel: Distance of express

.	missing	575	4.1
1	A	1016	7.2
2	B	3258	23.1
3	C (Correct)	8752	62.0
4	D	485	3.4
8	Double Response	31	0.2

R15 98 R15 Tunnel: Good Lord with me

.	missing	673	4.8
1	A	4214	29.9
2	B	738	5.2
3	C	1532	10.9
4	D (Correct)	6906	48.9
8	Double Response	54	0.4

R16 98 R16 Trees: Experiments

.	missing	735	5.2
1	A (Correct)	10285	72.9
2	B	1573	11.1
3	C	495	3.5
4	D	986	7.0
8	Double Response	43	0.3

R17 98 R17 Trees: Cloning technique

.	missing	868	6.1
1	A	2561	18.1
2	B	1419	10.1
3	C (Correct)	7019	49.7
4	D	2214	15.7
8	Double Response	36	0.3

R18 98 R18 Trees: Controlled environment

.	missing	975	6.9
1	A	2299	16.3
2	B	2291	16.2
3	C	6084	43.1
4	D (Correct)	2415	17.1
8	Double Response	53	0.4

R19 98 R19 Trees: Grafting technique

.	missing	1031	7.3
1	A	5264	37.3
2	B	1432	10.1
3	C	998	7.1
4	D (Correct)	5357	37.9
8	Double Response	35	0.2

R20 98 R20 Trees: Natural reproduction

.	missing	1137	8.1
1	A	2050	14.5
2	B (Correct)	7667	54.3
3	C	1755	12.4
4	D	1449	10.3
8	Double Response	59	0.4

M1 98 M1 Distance snail travels

.	missing	351	2.5
1	A	229	1.6
2	B (Correct)	12998	92.1
3	C	45	0.3
4	D	83	0.6
5	E	400	2.8
8	Double Response	11	0.1

M2 98 M2 Location of Xton

.	missing	498	3.5
1	A	1057	7.5
2	B	2434	17.2
3	C	641	4.5
4	D	184	1.3
5	E (Correct)	9285	65.8
8	Double Response	18	0.1

M3 98 M3 Matching patterns

.	missing	427	3.0
1	A	88	0.6
2	B	121	0.9
3	C (Correct)	13065	92.5
4	D	188	1.3
5	E	167	1.2
8	Double Response	61	0.4

M4 98 M4 Rounding up swimming speeds

.	missing	384	2.7
1	A	208	1.5
2	B	1101	7.8
3	C	1824	12.9
4	D (Correct)	6849	48.5
5	E	3728	26.4
8	Double Response	23	0.2

M5 98 M5 Time zones

.	missing	945	6.7
1	A	1471	10.4
2	B	966	6.8
3	C	3739	26.5
4	D	1385	9.8
5	E (Correct)	5569	39.4
8	Double Response	42	0.3

M6 98 M6 Complete pattern

.	missing	713	5.1
1	A	215	1.5
2	B (Correct)	10386	73.6
3	C	518	3.7
4	D	799	5.7
5	E	1465	10.4
8	Double Response	21	0.1

M7 98 M7 Distance Brite to Dalton

.	missing	381	2.7
1	A	197	1.4
2	B	1745	12.4
3	C (Correct)	9674	68.5
4	D	1710	12.1
5	E	394	2.8
8	Double Response	16	0.1

M8 98 M8 Jan's Speed

.	missing	539	3.8
1	A	517	3.7
2	B	740	5.2
3	C (Correct)	10582	75.0
4	D	1493	10.6
5	E	228	1.6
8	Double Response	18	0.1

M9 98 M9 1249 divided by 29

.	missing	667	4.7
1	A	533	3.8
2	B	1159	8.2
3	C (Correct)	8588	60.8
4	D	1657	11.7
5	E	1491	10.6
8	Double Response	22	0.2

M10 98 M10 Perimeter of rectangle

.	missing	544	3.9
1	A (Correct)	10200	72.3
2	B	1457	10.3
3	C	761	5.4
4	D	381	2.7
5	E	755	5.3
8	Double Response	19	0.1

M11 98 M11 Fraction closest to

.	missing	569	4.0
1	A	1906	13.5
2	B (Correct)	8152	57.7
3	C	2894	20.5
4	D	387	2.7
5	E	184	1.3
8	Double Response	25	0.2

M12 98 M12 Rainfall graph

.	missing	599	4.2
1	A	1268	9.0
2	B (Correct)	8435	59.8
3	C	2309	16.4
4	D	745	5.3
5	E	732	5.2
8	Double Response	29	0.2

M13 98 M13 Who is taller

.	missing	492	3.5
1	A	311	2.2
2	B (Correct)	11450	81.1
3	C	569	4.0
4	D	495	3.5
5	E	784	5.6
8	Double Response	16	0.1

M14 98 M14 Axis of symmetry

.	missing	725	5.1
1	A (Correct)	6336	44.9
2	B	397	2.8
3	C	553	3.9
4	D	1153	8.2
5	E	4869	34.5
8	Double Response	84	0.6

M15 98 M15 Membership of soccer club

.	missing	595	4.2
1	A	639	4.5
2	B	457	3.2
3	C	759	5.4
4	D	4575	32.4
5	E (Correct)	7065	50.0
8	Double Response	27	0.2

M16 98 M16 Sum of dots on dice

.	missing	880	6.2
1	A	1478	10.5
2	B	819	5.8
3	C	1929	13.7
4	D (Correct)	5390	38.2
5	E	3542	25.1
8	Double Response	79	0.6

M17 98 M17 Price of computer game

.	missing	773	5.5
1	A	6202	43.9
2	B	1161	8.2
3	C (Correct)	5088	36.0
4	D	526	3.7
5	E	342	2.4
8	Double Response	25	0.2

M18 98 M18 Stack of cubes

.	missing	679	4.8
1	A (Correct)	8800	62.3
2	B	708	5.0
3	C	1774	12.6
4	D	117	0.8
5	E	1809	12.8
8	Double Response	230	1.6

M19 98 M19 Water in sponge

.	missing	868	6.1
1	A (Correct)	4234	30.0
2	B	1355	9.6
3	C	6671	47.3
4	D	395	2.8
5	E	574	4.1
8	Double. Response	20	0.1

M20 98 M20 Figure rotation

.	missing	1143	8.1
1	A	3706	26.3
2	B	3394	24.0
3	C	1202	8.5
4	D (Correct)	3944	27.9
5	E	695	4.9
8	Double Response	33	0.2

TOTR Total Reading Score

. Missing	354	2.5
0	9	0.1
1	16	0.1
2	48	0.3
3	118	0.8
4	185	1.3
5	309	2.2
6	423	3.0
7	546	3.9
8	616	4.4
9	787	5.6
10	894	6.3
11	1055	7.5
12	1180	8.4
13	1244	8.8
14	1388	9.8
15	1372	9.7
16	1362	9.6
17	1080	7.7
18	740	5.2
19	357	2.5
20	34	0.2

TOTRC Total Reading Score - Corrected

. Missing	354	2.5
6.666	1	0.0
5.3327	2	0.0
4.9994	4	0.0
4.6661	1	0.0
3.9994	25	0.2
3.6661	6	0.0
3.3329	1	0.0
3.3328	3	0.0
2.9997	1	0.0
2.9995	1	0.0
2.6663	1	0.0
2.6661	68	0.5
2.3329	2	0.0
2.3328	17	0.1
1.9996	2	0.0
1.9995	6	0.0
1.6664	1	0.0
1.6662	2	0.0
1.3331	1	0.0
1.333	1	0.0
1.3329	1	0.0
1.3328	107	0.8
0.9998	1	0.0
0.9997	1	0.0
0.9996	6	0.0
0.9995	31	0.2
0.6665	1	0.0
0.6664	3	0.0
0.6663	4	0.0
0.6662	4	0.0

0.3333	1	0.0
0.3331	2	0.0
0.333	3	0.0
0.3329	2	0.0
0	6	0.0
0.0001	1	0.0
0.0005	198	1.4
0.3334	2	0.0
0.3336	3	0.0
0.3337	14	0.1
0.3338	50	0.4
0.6669	4	0.0
0.667	5	0.0
0.6671	13	0.1
1.0001	1	0.0
1.0003	1	0.0
1.0004	7	0.0
1.3334	1	0.0
1.3337	5	0.0
1.3338	298	2.1
1.6668	1	0.0
1.6669	6	0.0
1.667	13	0.1
1.6671	48	0.3
2.0001	1	0.0
2.0002	8	0.1
2.0003	9	0.1
2.0004	11	0.1
2.3334	1	0.0
2.3335	1	0.0
2.3336	4	0.0
2.3337	6	0.0
2.6668	3	0.0
2.667	6	0.0
2.6671	380	2.7
3	1	0.0
3.0001	1	0.0
3.0002	2	0.0
3.0003	21	0.1
3.0004	76	0.5
3.3335	1	0.0
3.3336	8	0.1
3.3337	19	0.1
3.6667	1	0.0
3.6668	2	0.0
3.6669	5	0.0
3.667	8	0.1
4	1	0.0
4.0001	4	0.0
4.0002	3	0.0
4.0003	8	0.1
4.0004	429	3.0
4.3335	4	0.0
4.3336	19	0.1
4.3337	88	0.6
4.6668	10	0.1
4.6669	4	0.0
4.667	22	0.2
5	1	0.0
5.0001	1	0.0
5.0002	9	0.1

5.0003	10	0.1
5.3334	1	0.0
5.3335	9	0.1
5.3336	15	0.1
5.3337	613	4.3
5.6667	1	0.0
5.6668	4	0.0
5.6669	19	0.1
5.667	86	0.6
6.0001	8	0.1
6.0002	6	0.0
6.0003	22	0.2
6.3335	7	0.0
6.3336	13	0.1
6.6667	2	0.0
6.6668	8	0.1
6.6669	11	0.1
6.667	667	4.7
7.0001	5	0.0
7.0002	24	0.2
7.0003	125	0.9
7.3334	5	0.0
7.3335	13	0.1
7.3336	19	0.1
7.6667	2	0.0
7.6668	1	0.0
7.6669	9	0.1
8.0001	1	0.0
8.0002	8	0.1
8.0003	861	6.1
8.3335	46	0.3
8.3336	108	0.8
8.6667	2	0.0
8.6668	5	0.0
8.6669	27	0.2
9	1	0.0
9.0001	5	0.0
9.0002	15	0.1
9.3334	7	0.0
9.3335	14	0.1
9.3336	982	7.0
9.6667	3	0.0
9.6668	15	0.1
9.6669	130	0.9
10.0001	9	0.1
10.0002	25	0.2
10.3334	2	0.0
10.3335	9	0.1
10.6667	3	0.0
10.6668	14	0.1
10.6669	1073	7.6
11	1	0.0
11.0001	16	0.1
11.0002	106	0.8
11.3334	4	0.0
11.3335	32	0.2
11.6668	10	0.1
12.0001	13	0.1
12.0002	1232	8.7
12.3334	9	0.1
12.3335	98	0.7

12.6667	1	0.0
12.6668	23	0.2
13.0001	11	0.1
13.3334	9	0.1
13.3335	1259	8.9
13.6667	14	0.1
13.6668	86	0.6
14	1	0.0
14.0001	10	0.1
14.3334	10	0.1
14.6667	4	0.0
14.6668	1289	9.1
15	3	0.0
15.0001	66	0.5
15.3334	5	0.0
15.6667	1	0.0
16	1	0.0
16.0001	1046	7.4
16.3334	31	0.2
16.6667	1	0.0
17	2	0.0
17.3334	723	5.1
17.6667	15	0.1
18	2	0.0
18.6667	356	2.5
19	1	0.0
20	34	0.2

TOTM Total Maths Score

. Missing	321	2.3
0	3	0.0
1	14	0.1
2	30	0.2
3	62	0.4
4	155	1.1
5	239	1.7
6	459	3.3
7	651	4.6
8	842	6.0
9	1099	7.8
10	1308	9.3
11	1350	9.6
12	1424	10.1
13	1267	9.0
14	1200	8.5
15	1012	7.2
16	879	6.2
17	680	4.8
18	565	4.0
19	362	2.6
20	195	1.4

TOTMC Total Maths Score - Corrected

. Missing	321	2.3
5	1	0.0
4.75	1	0.0
3.75	9	0.1
3.5	1	0.0
2.75	1	0.0
2.5	11	0.1
2.25	5	0.0
1.75	2	0.0
1.5	1	0.0
1.25	33	0.2
1	12	0.1
0.75	5	0.0
0.5	2	0.0
0.25	3	0.0
0	92	0.7
0.25	18	0.1
0.5	8	0.1
0.75	11	0.1
1	6	0.0
1.25	145	1.0
1.5	44	0.3
1.75	23	0.2
2	12	0.1
2.25	8	0.1
2.5	281	2.0
2.75	100	0.7
3	31	0.2
3.25	27	0.2
3.5	6	0.0
3.75	418	3.0
4	127	0.9
4.25	54	0.4
4.5	31	0.2
4.75	13	0.1
5	560	4.0
5.25	157	1.1
5.5	76	0.5
5.75	43	0.3
6	30	0.2
6.25	801	5.7
6.5	170	1.2
6.75	68	0.5
7	37	0.3
7.25	17	0.1
7.5	977	6.9
7.75	201	1.4
8	75	0.5
8.25	36	0.3
8.5	18	0.1
8.75	1029	7.3
9	216	1.5
9.25	64	0.5
9.5	41	0.3
9.75	18	0.1
10	1139	8.1
10.25	197	1.4
10.5	50	0.4
10.75	24	0.2

11	21	0.1
11.25	1035	7.3
11.5	164	1.2
11.75	49	0.3
12	23	0.2
12.25	9	0.1
12.5	977	6.9
12.75	152	1.1
13	47	0.3
13.25	15	0.1
13.5	10	0.1
13.75	881	6.2
14	99	0.7
14.25	25	0.2
14.5	11	0.1
14.75	9	0.1
15	770	5.5
15.25	90	0.6
15.5	12	0.1
15.75	9	0.1
16.25	615	4.4
16.5	50	0.4
16.75	12	0.1
17	3	0.0
17.5	535	3.8
17.75	29	0.2
18	1	0.0
18.75	351	2.5
19	11	0.1
20	195	1.4

V1 Student id number

Respondent's ID	14117	100.0
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V2 98 Class within school in 98

1 Class 1 In School	6379	45.2
2 Class 2 In School	5901	41.8
3 Class 3 In School	1123	8.0
4 Class 4 In School	193	1.4
8 First Half of School (not in classes)	486	3.4
9 Second Half of School (not in classes)	35	0.2

V3 98 Yr level in 98: Yr9

9 Year 9	14110	100.0
10 Year 10	7	0.0

V4 98 Self concept of ability: English

. Missing	365	2.6
1 Very Well	2068	14.6
2 Better Than Average	4126	29.2
3 About Average	6462	45.8
4 Not Very Well	905	6.4
5 Very Poorly	126	0.9
8 Double Response	65	0.5

V5 98 Self concept of ability: Maths

. Missing	378	2.7
1 Very Well	2463	17.4
2 Better Than Average	3769	26.7
3 About Average	5455	38.6
4 Not Very Well	1754	12.4
5 Very Poorly	244	1.7
8 Double Response	54	0.4

V6 98 Self concept of ability: Overall

. Missing	427	3.0
1 Very Well	1999	14.2
2 Better Than Average	4915	34.8
3 About Average	6189	43.8
4 Not Very Well	425	3.0
5 Very Poorly	66	0.5
8 Double Response	96	0.7

V7 98 Plan to leave school after Year ?

. Missing	331	2.3
1 At the end of Year 9	89	0.6
2 At the end of Year 10	850	6.0
3 At the end of Year 11	177	1.3
4 At the end of Year 12	10529	74.6
5 I haven't made up my mind	2050	14.5
8 Double Response	91	0.6

STATE 98 State of school attended in 98

1 ACT	558	4.0
2 NSW	3384	24.0
3 VIC	2950	20.9
4 QLD	3111	22.0
5 SA	1249	8.8
6 WA	1689	12.0
7 TAS	715	5.1
8 NT	461	3.3

SCLTYP 98 School type in 98

1 Government	8887	63.0
2 Catholic	3122	22.1
3 Independent	2108	14.9

V8A 98 Post school plans: students – full-time job

1 Ticked Box	3184	22.6
2 Box Not Ticked	10933	77.4

V8B 98 Post school plans: students – part-time job

1 Ticked Box	5226	37.0
2 Box Not Ticked	8891	63.0

V8C 98 Post school plans: students – part-time study

1 Ticked Box	3851	27.3
2 Box Not Ticked	10266	72.7

V8D 98 Post school plans: students – full-time study

1 Ticked Box	4037	28.6
2 Box Not Ticked	10080	71.4

V8E 98 Post school plans: students - don't know

1 Ticked Box	2780	19.7
2 Box Not Ticked	11337	80.3

V9A 98 Post school plans: parents – full-time job

1 Ticked Box	2474	17.5
2 Box Not Ticked	11643	82.5

V9B 98 Post school plans: parents – part-time job

1 Ticked Box	2218	15.7
2 Box Not Ticked	11899	84.3

V9C 98 Post school plans: parents – part-time study

1 Ticked Box	1559	11.0
2 Box Not Ticked	12558	89.0

V9D 98 Post school plans: parents – full-time study

1 Ticked Box	3988	28.2
2 Box Not Ticked	10129	71.8

V9E 98 Post school plans: parents - don't know

1 Ticked Box	5798	41.1
2 Box Not Ticked	8319	58.9

V10 98 Post school study?

. Missing	980	6.9
1 Yes	11171	79.1
2 No	1948	13.8
8 Double Response	18	0.1

V11 98 Post school study: type

. Missing	665	4.7
0 Skipped	1959	13.9
1 University Course	7209	51.1
2 Apprenticeship	1208	8.6
3 Other TAFE Course	1945	13.8
4 Other	674	4.8
8 Double Response	457	3.2

V12 98 QSL: Interest/Motivation (I/M) The work we do is interesting

. missing	381	2.7
1 Strongly agree	358	2.5
2 Agree	8282	58.7
3 Disagree	4346	30.8
4 Strongly disagree	616	4.4
8 Uncodeable	134	0.9

V13 98 QSL: Teachers (T) Teachers are fair

.	missing	408	2.9
1	Strongly agree	812	5.8
2	Agree	7113	50.4
3	Disagree	4253	30.1
4	Strongly disagree	1368	9.7
8	Uncodeable	163	1.2

V14 98 QSL: Opportunity (O) The things I learn are important to me

.	missing	363	2.6
1	Strongly agree	3722	26.4
2	Agree	8459	59.9
3	Disagree	1248	8.8
4	Strongly disagree	204	1.4
8	Uncodeable	121	0.9

V15 98 QSL: Achievement (A) I have learnt to work hard

.	missing	360	2.6
1	Strongly agree	2453	17.4
2	Agree	8369	59.3
3	Disagree	2518	17.8
4	Strongly disagree	309	2.2
8	Uncodeable	108	0.8

V16 98 QSL: Positive affect (P) I feel happy

.	missing	372	2.6
1	Strongly agree	1914	13.6
2	Agree	8354	59.2
3	Disagree	2586	18.3
4	Strongly disagree	685	4.9
8	Uncodeable	206	1.5

V17 98 QSL:T Teachers listen

.	missing	403	2.9
1	Strongly agree	1262	8.9
2	Agree	7883	55.8
3	Disagree	3422	24.2
4	Strongly disagree	900	6.4
8	Uncodeable	247	1.7

V18 98 QSL:A Achievement standards are satisfactory to me

.	missing	389	2.8
1	Strongly agree	2678	19.0
2	Agree	8861	62.8
3	Disagree	1841	13.0
4	Strongly disagree	244	1.7
8	Uncodeable	104	0.7

V19 98 QSL:P I like learning

.	missing	377	2.7
1	Strongly agree	1610	11.4
2	Agree	8263	58.5
3	Disagree	2919	20.7
4	Strongly disagree	731	5.2
8	Uncodeable	217	1.5

V20 98 QSL:P I enjoy being there

.	missing	403	2.9
1	Strongly agree	1041	7.4
2	Agree	6515	46.2
3	Disagree	4772	33.8
4	Strongly disagree	1168	8.3
8	Uncodeable	218	1.5

V21 98 QSL:O The work I do is good preparation for the future

.	missing	382	2.7
1	Strongly agree	4559	32.3
2	Agree	6876	48.7
3	Disagree	1771	12.5
4	Strongly disagree	399	2.8
8	Uncodeable	130	0.9

V22 98 QSL:I/M I like to ask questions

.	missing	384	2.7
1	Strongly agree	1851	13.1
2	Agree	6589	46.7
3	Disagree	4470	31.7
4	Strongly disagree	679	4.8
8	Uncodeable	144	1.0

V23 98 QSL:T Teachers give marks I deserve

.	missing	401	2.8
1	Strongly agree	1850	13.1
2	Agree	8735	61.9
3	Disagree	2450	17.4
4	Strongly disagree	465	3.3
8	Uncodeable	216	1.5

V24 98 QSL:O Useful skills

.	missing	417	3.0
1	Strongly agree	3714	26.3
2	Agree	7837	55.5
3	Disagree	1662	11.8
4	Strongly disagree	350	2.5
8	Uncodeable	137	1.0

V25 98 QSL:A I always achieve a satisfactory standard in my work

.	missing	413	2.9
1	Strongly agree	2330	16.5
2	Agree	7989	56.6
3	Disagree	2966	21.0
4	Strongly disagree	265	1.9
8	Uncodeable	154	1.1

V26 98 QSL:I/M I like to do extra work

.	missing	409	2.9
1	Strongly agree	561	4.0
2	Agree	3071	21.8
3	Disagree	6960	49.3
4	Strongly disagree	2918	20.7
8	Uncodeable	198	1.4

V27 98 QSL:T Teachers take a personal interest in me

.	missing	439	3.1
1	Strongly agree	806	5.7
2	Agree	5459	38.7
3	Disagree	5978	42.3
4	Strongly disagree	1226	8.7
8	Uncodeable	209	1.5

V28 98 QSL:P I like to go each day

.	missing	406	2.9
1	Strongly agree	687	4.9
2	Agree	4494	31.8
3	Disagree	6380	45.2
4	Strongly disagree	1926	13.6
8	Uncodeable	224	1.6

V29 98 QSL:I/M I enjoy what I do in class

.	missing	423	3.0
1	Strongly agree	629	4.5
2	Agree	7514	53.2
3	Disagree	4419	31.3
4	Strongly disagree	765	5.4
8	Uncodeable	367	2.6

V30 98 QSL:I/M I always try to do my best

.	missing	409	2.9
1	Strongly agree	3644	25.8
2	Agree	7578	53.7
3	Disagree	2097	14.9
4	Strongly disagree	195	1.4
8	Uncodeable	194	1.4

V31 98 QSL:O The things I learn will help in adult life

.	missing	411	2.9
1	Strongly agree	3956	28.0
2	Agree	7794	55.2
3	Disagree	1475	10.4
4	Strongly disagree	326	2.3
8	Uncodeable	155	1.1

V32 98 QSL:A I know how to cope with the work

.	missing	416	2.9
1	Strongly agree	2153	15.3
2	Agree	9348	66.2
3	Disagree	1820	12.9
4	Strongly disagree	239	1.7
8	Uncodeable	141	1.0

V33 98 QSL:T The teachers help me do my best

.	missing	426	3.0
1	Strongly agree	1627	11.5
2	Agree	8063	57.1
3	Disagree	3218	22.8
4	Strongly disagree	561	4.0
8	Uncodeable	222	1.6

V34 98 QSL:I/M I get excited about the work we do

.	missing	423	3.0
1	Strongly agree	233	1.7
2	Agree	2855	20.2
3	Disagree	8004	56.7
4	Strongly disagree	2391	16.9
8	Uncodeable	211	1.5

V35 98 QSL:P I find that learning is fun

.	missing	446	3.2
1	Strongly agree	595	4.2
2	Agree	5153	36.5
3	Disagree	6043	42.8
4	Strongly disagree	1520	10.8
8	Uncodeable	360	2.6

V36 98 QSL:O I am given the chance to do interesting work

.	missing	436	3.1
1	Strongly agree	1528	10.8
2	Agree	6659	47.2
3	Disagree	4195	29.7
4	Strongly disagree	1093	7.7
8	Uncodeable	206	1.5

V37 98 QSL:A I know that I can be successful

.	missing	438	3.1
1	Strongly agree	4103	29.1
2	Agree	8376	59.3
3	Disagree	896	6.3
4	Strongly disagree	179	1.3
8	Uncodeable	125	0.9

V38 98 QSL:O The things I am taught are worthwhile learning

.	missing	433	3.1
1	Strongly agree	2173	15.4
2	Agree	8477	60.0
3	Disagree	2266	16.1
4	Strongly disagree	450	3.2
8	Uncodeable	318	2.3

V39 98 QSL:P I feel safe and secure

.	missing	442	3.1
1	Strongly agree	2142	15.2
2	Agree	8420	59.6
3	Disagree	2226	15.8
4	Strongly disagree	700	5.0
8	Uncodeable	187	1.3

V40 98 QSL:T The teachers treat me fairly in class

.	missing	470	3.3
1	Strongly agree	1575	11.2
2	Agree	8479	60.1
3	Disagree	2473	17.5
4	Strongly disagree	850	6.0
8	Uncodeable	270	1.9

V41 98 QSL:A I am a success as a student

.	missing	485	3.4
1	Strongly agree	2538	18.0
2	Agree	8400	59.5
3	Disagree	1951	13.8
4	Strongly disagree	456	3.2
8	Uncodeable	287	2.0

V42 98 Do you currently have a job: yes/no

.	Missing	1251	8.9
1	Yes	3182	22.5
2	No	9675	68.5
8	Double Response	9	0.1

ASCOSTD ASCO(1999) Code for Student's Occupation

.	Missing	10911	77.3
	Uncodeable	78	0.6
	1-9999 ASCO 4 DIGIT CODE	3128	22.2

V44 98 Job: hours per week

. Missing	1346	9.5
0 Skipped	9687	68.6
1-10 Hrs Per Week	2259	16.0
11-20 Hrs Per Week	532	3.8
21-30 Hrs Per Week	76	0.5
31-40 Hrs Per Week	28	0.2
More than 40 hrs/week	189	1.3

V45 98 Job: weekly take-home pay

. Missing	1428	10.1
0 Skipped	9691	68.6
\$1-\$50 Per Week	1828	12.9
\$51-\$100 Per Week	743	5.3
\$101-\$150 Per Week	150	1.1
\$151-\$200 Per Week	65	0.5
Over \$200 Per Week	212	1.5

V46 98 Date of Birth of respondent: Day

. Missing	717	5.1
1-31 Day of Month	13367	94.7
98 Uncodeable	33	0.2

V47 98 Date of Birth of respondent: Month

. missing	640	4.5
1 January	1098	7.8
2 February	1024	7.3
3 March	1239	8.8
4 April	1126	8.0
5 May	1133	8.0
6 June	1107	7.8
7 July	1148	8.1
8 August	1175	8.3
9 September	1193	8.5
10 October	1075	7.6
11 November	1071	7.6
12 December	1084	7.7
98 Uncodeable	4	0.0

V48 98 Date of Birth of respondent: Year

. Missing	684	4.8
80	4	0.0
81	12	0.1
82	196	1.4
83	5863	41.5
84	7000	49.6
85	39	0.3
86	1	0.0
87	2	0.0
98 Uncodeable	316	2.2

SEX

. Missing	86	0.6
1 Male	7227	51.2
2 Female	6804	48.2

V50 98 Aboriginal or Torres Strait Islander

. Missing	747	5.3
1 Yes	442	3.1
2 No	12917	91.5
8 Double Response	11	0.1

V51 98 Country of Birth of student: Australia / Other

. Missing	667	4.7
1 Australia	12006	85.0
2 Other	1441	10.2
8 Double Response	3	0.0

V52A Respondent's Country of Birth - 11 Major Groups

. Missing	12712	90.0
1 English speaking: NZ	165	1.2
2 English speaking: UK & Ireland	221	1.6
3 English speaking: other	59	0.4
4 Europe: southern	103	0.7
5 Europe: other	80	0.6
6 Asia	441	3.1
7 Middle East & North Africa	78	0.6
8 Other Africa	83	0.6
9 South & Central America	32	0.2
10 Pacific	141	1.0
11 North America: non-English speaking	2	0.0

V53 98 Year of student's arrival in Australia

. Missing	807	5.7
0 Skipped	12018	85.1
82	1	0.0
83	24	0.2
84	83	0.6
85	78	0.6
86	105	0.7
87	93	0.7
88	98	0.7
89	122	0.9
90	105	0.7
91	69	0.5
92	74	0.5
93	57	0.4
94	58	0.4
95	87	0.6
96	76	0.5
97	86	0.6
98	76	0.5

V54 98 Country of Birth of Father: Australia / Other

. Missing	742	5.3
1 Australia	9031	64.0
2 Other	4339	30.7
8 Double Response	5	0.0

V55A Father's Country of Birth - 11 Major Groups

. Missing	9894	70.1
1 English speaking: NZ	301	2.1
2 English speaking: UK & Ireland	1227	8.7
3 English speaking: other	89	0.6
4 Europe: southern	786	5.6
5 Europe: other	448	3.2
6 Asia	743	5.3
7 Middle East & North Africa	258	1.8
8 Other Africa	123	0.9
9 South & Central America	45	0.3
10 Pacific	196	1.4
11 North America: non-English speaking	7	0.0

V56 98 Country of Birth of Mother: Australia / Other

. Missing	671	4.8
1 Australia	9462	67.0
2 Other	3978	28.2
8 Double Response	6	0.0

V57A Mother's Country of Birth - 11 Major Groups

. Missing	10249	72.6
1 English speaking: NZ	294	2.1
2 English speaking: UK & Ireland	1097	7.8
3 English speaking: other	89	0.6
4 Europe: southern	572	4.1
5 Europe: other	315	2.2
6 Asia	880	6.2
7 Middle East & North Africa	227	1.6
8 Other Africa	148	1.0
9 South & Central America	48	0.3
10 Pacific	195	1.4
11 North America: non-English	3	0.0

V58 98 Home language: English / Other

. Missing	595	4.2
1 English	12078	85.6
2 Other	1191	8.4
8 Double Response	253	1.8

V59B 98 Home language: recoded

. Missing	832	5.9
0 SKIPPED	12076	85.5
1 Greek	53	0.4
2 Italian	69	0.5
3 Yugoslav	95	0.7
4 Macedonian	52	0.4
5 Spanish	34	0.2
6 Polish	25	0.2
7 Maltese	13	0.1
8 German	17	0.1
9 Other Europe	89	0.6
10 Chinese eg Cantonese Mandarin	182	1.3
11 Vietnamese	99	0.7
12 Other Asian	224	1.6
13 Arabic	65	0.5
14 Lebanese	52	0.4
15 Turkish	39	0.3
16 Pacific Is / Maori	50	0.4
17 ATSI	4	0.0
18 Other	47	0.3

V61 98 Disability

. Missing	722	5.1
1 Yes	299	2.1
2 No	13090	92.7
8 Double Response	6	0.0

V62B Type of disability: recognised

. Missing	1000	7.1
0 Skipped	13089	92.7
1 Sight:1-2	11	0.1
2 Hearing:4	10	0.1
3 Physical:13-20	6	0.0
5 Social/emotional:12	1	0.0

ASCODAD ASCO(1999) Code for Father's Occupation

. Missing	2099	14.9
Uncodeable	586	4.2
1-9999 ASCO 4 DIGIT CODE	11432	81.0

ASCOMUM ASCO(1999) Code for Mother's Occupation

. Missing	2955	20.9
Uncodeable	402	2.8
1-9999 ASCO 4 DIGIT CODE	10760	76.2

V65 98 Father's level of secondary education

. Missing	1526	10.8
1 None	334	2.4
2 Some	5386	38.2
3 All years	6826	48.4
8 Double response	45	0.3

V66 98 Mother's level of secondary education

. Missing	1336	9.5
1 None	277	2.0
2 Some	5319	37.7
3 All years	7139	50.6
8 Double Response	46	0.3

V67 98 Father's qualifications: None

. Missing	1	0.0
1 Ticked Box	2737	19.4
2 Box Not Ticked	11379	80.6

V68 98 Father's qualifications: Apprenticeship

. Missing	1	0.0
1 Ticked Box	3749	26.6
2 Box Not Ticked	10367	73.4

V69 98 Father's qualifications: TAFE

. Missing	1	0.0
1 Ticked Box	1536	10.9
2 Box Not Ticked	12580	89.1

V70 98 Father's qualifications: University

. Missing	1	0.0
1 Ticked Box	3074	21.8
2 Box Not Ticked	11042	78.2

V71 98 Father's qualifications: Other

. Missing	1	0.0
1 Ticked Box	1765	12.5
2 Box Not Ticked	12351	87.5

V73 98 Mother's qualifications: None

1 Ticked Box	3872	27.4
2 Box Not Ticked	10245	72.6

V74 98 Mother's qualifications: Apprenticeship

1 Ticked Box	1049	7.4
2 Box Not Ticked	13068	92.6

V75 98 Mother's qualifications: TAFE

1 Ticked Box	2015	14.3
2 Box Not Ticked	12102	85.7

V76 98 Mother's qualifications: Uni

1 Ticked Box	2891	20.5
2 Box Not Ticked	11226	79.5

V77 98 Mother's qualifications: other

1 Ticked Box	1835	13.0
2 Box Not Ticked	12282	87.0

V79 98 Ever repeated a year at school?

. Missing	706	5.0
1 Yes	1048	7.4
2 No	12357	87.5
8 Double Response	6	0.0

V80 98 Year level repeated

. Missing	801	5.7
0 Year 0 (eg. Prep)	2	0.0
1 Year 1	261	1.8
2 Year 2	187	1.3
3 Year 3	98	0.7
4 Year 4	74	0.5
5 Year 5	81	0.6
6 Year 6	45	0.3
7 Year 7	37	0.3
8 Year 8	33	0.2
9 Year 9	29	0.2
10 Year 10	2	0.0
12 Year 11	3	0.0
98 Uncodeable	107	0.8
99 Skipped	12357	87.5

Appendix 1:

The 1998

Background Questionnaire

LONGITUDINAL SURVEYS OF AUSTRALIAN YOUTH


ACER

- 1 Name: _____
- 2 HOME ADDRESS:
- Street and Street Number: _____
- Town, City or Suburb: _____ Postcode: _____

YOU AND YOUR SCHOOL

- 1 Name of School Schlno / Schyp / v2
- 2 Year level in 1998 v3
- 3 Compared with most of the students in your year level at school, how well are you doing in:
- | | | Very well | Better than average | About average | Not very well | Very poorly |
|-------------------------------|----|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| English? | v4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mathematics? | v5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Your school subjects overall? | v6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

YOUR PLANS AFTER SCHOOL

- 1 When do you plan to leave school? v7 (Tick one box)
- At the end of Year 9 ☐
- At the end of Year 10 ☐
- At the end of Year 11 ☐
- At the end of Year 12 ☐
- I haven't made up my mind ☐
- 2 In the year after leaving school: (Tick as many boxes as you need to in each line)
- | | | Full-time job | Part-time job | Part-time study | Full-time study | Don't know |
|--------------------------------------|----|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| What do you plan to do? | v8 | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
| What do your parents want you to do? | v9 | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | D <input type="checkbox"/> | E <input type="checkbox"/> |
- 3 Do you plan to do any further study at any time after you leave school?
- v10 YES ☐ NO ☐  Please go on to the next page
- What type of course do you plan to do? (Tick one box) v11
- University course ☐
- Apprenticeship ☐
- Other TAFE course ☐
- Other ☐

Please tell us where

YOUR LIFE AT SCHOOL

This section contains 30 statements. Each statement says that My school is a place where some particular thing happens to you, or you feel a particular way. We want you to say whether you Strongly Agree, Agree, Disagree or Strongly Disagree with each statement.

Please read each statement carefully, and for each one tick the answer which best describes how you feel. Don't forget that you have to put My school is a place where before each statement for it to make sense: eg. My school is a place where I really like to go each day.

		(Tick one box in each line)			
		Strongly agree	Agree	Disagree	Strongly disagree
My school is a place where ...					
• the work we do is interesting.	v12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• teachers are fair and just to me.	v13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the things I learn are important to me.	v14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I have learnt to work hard.	v15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I feel happy.	v16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• teachers listen to what I say.	v17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I achieve a standard in my work which I consider satisfactory.	v18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I like learning.	v19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I get enjoyment from being there.	v20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the work I do is good preparation for my future.	v21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I like to ask questions in class.	v22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• teachers give me the marks I deserve.	v23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I have acquired skills that will be of use to me when I leave school.	v24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I always achieve a satisfactory standard in my work.	v25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I like to do extra work.	v26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• teachers take a personal interest in helping me with my school work.	v27	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I really like to go each day.	v28	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I enjoy what I do in class.	v29	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I always try to do my best.	v30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the things I learn will help me in my adult life.	v31	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I know how to cope with the work.	v32	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• teachers help me to do my best.	v33	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I get excited about the work that we do.	v34	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I find that learning is a lot of fun.	v35	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I am given the chance to do work that really interests me.	v36	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I know I can do well enough to be successful.	v37	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the things I am taught are worthwhile learning.	v38	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I feel safe and secure.	v39	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• teachers treat me fairly in class.	v40	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I am a success as a student.	v41	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORKING IN A JOB WHILE AT SCHOOL

- 1 Do you currently (in August, September or October 1995) have a part-time or casual job?
(a job you do not only in school holidays, but during school term time, and for which you are paid; don't include jobs you do around the house for pocket money)

v42 YES ☐

NO ☐



Please go on to the section YOU AND YOUR FAMILY



Please tell us about your job. If you have more than one job, tell us about your main job

- 2 What kind of job is it? What do you do in this job?

ASCOSTD

- 3 How many hours a week do you work at this job? v44 hours per week

- 4 Altogether, about how much take-home pay do you get each week? \$ v45

YOU AND YOUR FAMILY

- 1 What is your date of birth? v46 day v47 month 19v48 year

- 2 Sex: Male ☐ Female ☐ SEX

- 3 Are you an Aboriginal person or Torres Strait Islander person? v50 YES ☐ NO ☐

- 4 Where were you and your parents born?

(Tick one box in each line)
Australia Other
country

If not born in Australia, please tell us
Which country

You	v51	<input type="checkbox"/>	<input type="checkbox"/>	→	v52	→	Which year did you come to live in Australia? 19 v53
Father	v54	<input type="checkbox"/>	<input type="checkbox"/>	→	v55		
Mother	v56	<input type="checkbox"/>	<input type="checkbox"/>	→	v57		

- 5 What language does your family mostly speak at home? v58 English ☐ Other ☐ v59

Please tell us which language

6 How often do you speak English at home? (Tick one box) v60

Always or almost always ☐ Sometimes ☐ Rarely or never ☐

7 Do you have a disability which entitles you to receive special funding or access to special education support services? v61 YES ☐ NO ☐

What is the nature of your disability? v62
(e.g. a hearing or visual impairment, a physical disability, a learning disability)

8 What are your parents' jobs? Name their occupations, and describe what they do.
*If your mother and father are not working now, describe their jobs before they stopped working.
Please answer this question even if your mother or father doesn't live with you.*

What is your father's occupation? ASCODAD

What does he do in that job?

What is your mother's occupation? ASCOMUM

What does she do in that job?

9 What is the highest level of secondary schooling your father and mother have completed?

	(Tick one box) Father	(Tick one box) Mother
None	<input type="checkbox"/>	<input type="checkbox"/>
Some	<input type="checkbox"/>	<input type="checkbox"/>
All years	<input type="checkbox"/>	<input type="checkbox"/>

v65

v66

10 What other qualification do your father and mother have?

	(Tick as many boxes as you need to) Father	Mother
None	v67 <input type="checkbox"/>	v73 <input type="checkbox"/>
Apprenticeship, trade or technical certificate	v68 <input type="checkbox"/>	v74 <input type="checkbox"/>
Other TAFE certificate or diploma	v69 <input type="checkbox"/>	v75 <input type="checkbox"/>
University degree or diploma	v70 <input type="checkbox"/>	v76 <input type="checkbox"/>
Some other qualification	v71 <input type="checkbox"/>	v77 <input type="checkbox"/>

Please specify

11 Have you ever repeated a year at school?

YES v79 ☐
NO ☐

→ which year level(s)? v80

Thank you for completing this questionnaire



LONGITUDINAL SURVEYS OF AUSTRALIAN YOUTH

ACER

Reading Test

NAME:

SCHOOL: YEAR LEVEL:

HOME ADDRESS:

Street and Street Number:

Town, City or Suburb: Postcode:

INSTRUCTIONS FOR STUDENTS

Read the instructions for each question carefully.

Some of the questions in the test are about a newspaper, ACE News, which is included on pages 3 and 4 of this booklet. To answer questions 1 to 10 you will have to find the information in the newspaper. Questions 11 to 20 are about short passages of writing. You will have to first read the passage and then answer the questions.

All the questions allow you to choose the correct answer from four possible answers. Just to make sure that you understand how to answer the questions, a short passage with two practice questions is shown below. Circle the letter next to the answer you think is correct. The first question has been done for you. Now answer the second question. If you do not understand how to answer questions like this, ask your teacher.

Practice Questions

Uncle Fred is a very good fisherman. On fine weekends he goes out on his launch with his box of lines, hooks and bait. He always brings home a sack of big silver fish.

What does Uncle Fred have in his sack?

- A lines and hooks
- B bait
- ☒ C fish
- D silver

When does Uncle Fred go fishing?

- A on fine weekends
- B every weekend
- C every day
- D whenever he can

You have 25 minutes in which to answer the 20 questions in this booklet. Once you have started, continue until the end of the booklet. Begin answering the questions when your teacher asks you to.

PLEASE DO NOT TURN THIS PAGE UNTIL YOU ARE ASKED TO DO SO

ACER

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Find the answers to Questions 1 to 10 in the two pages of *ACE NEWS*.

- 1 The headline on the front page, **Pay grab sparks off security clamp**, means
- A sparks came off a clamp when it was grabbed and dropped.
 - B bandits grabbed the pay and set off some electric sparks.
 - C the payroll robbery will make the company take more care.
 - D the pay grabbers put the security men in a clamp.
- 2 The headline on the front page, **Hoofs win heave-ho battle of the wharf**, means
- A a camel attacked workers at the wharf.
 - B workers fought a battle with each other at the wharf.
 - C a camel won a tug-of-war at the wharf.
 - D workers had a tug-of-war with each other at the wharf.
- 3 Read the article **On Strike** in the **NEWS IN BRIEF** column on the front page. How will the striking workers treat the public?
- A They will avoid them.
 - B They will inconvenience them.
 - C They will ignore them.
 - D They will help them.
- 4 Look at the front page. At the bottom right corner find the index of news in other pages. You have not been given all the pages. If you had, on which page would you find the opinions of people who have written to the newspaper?
- A 5
 - B 6
 - C 7
 - D 31

GO ON TO NEXT PAGE



ACER to launch major youth study

The Australian Council for Educational Research has announced the next phase in its long-running research project called *Longitudinal Surveys of Australian Youth*. This year more than ten thousand students in schools from across Australia will be asked to take part in the first stage of the program, which aims to provide information about how young people make the transition from school to further study and to work.

Over the next two months, the students, mostly in year 9, will complete a questionnaire and reading and mathematics tests in their schools. The participants in the study will then be contacted once each year from 1999 until they are aged 25 and asked questions, mainly about their education and

their employment. Information from the project can be used by governments to develop education and training programs to help particular groups of young people, and to monitor the effects of changes in circumstances for young people entering the labour market at different times.

However *Longitudinal Surveys of Australian Youth* is not a new project; the students being contacted this year make up the sixth group to be part of the program. The research has been conducted by ACER since 1978, when the first group of young people was asked about their experiences of school; members of that group have continued to respond to the questionnaires almost every year since, and in 1994 they were thirty three years old.

Hoofs win heave-ho battle of the wharf

It was seven against one in a bizarre tug-of-war on Melbourne's North Wharf yesterday and the one beat the seven easily.

All attempts to force Bumper the camel on board ship yesterday failed. He was supposed to join the other animals from Ashton's circus for a Noah's Ark voyage to Tasmania on the

'Seaway Trader'. But, being the landlubber that he is, Bumper was not convinced of the wisdom of the voyage. Seven burly circus attendants were called in to give Bumper a boost but they only increased his determination not to leave the shore.

The men heaved mightily on a rope. Bumper was unmoved.

He simply dug his hoofs in deeper. Something had to give ... and it did.

The rope snapped and Bumper made fools of the men, who were thrown every which way. After their muscle power failed them, the men decided on a less violent plan and finally Bumper was coaxed on board.

NEWS IN BRIEF

Rings a bell

A man caught stealing Josef Stalin's telephone from a museum in Georgia said he wanted it because it was more reliable than a modern phone.

Work of Art

Business is booming for a small English painting and decorating firm since it changed its name to Van Gogh. The firm's latest tactic is to advertise newly repainted houses as "another masterpiece by Van Gogh".

On Strike

Workers on Cook Strait ferries in New Zealand are on strike. But to avoid inconveniencing the public, they say that they will work at their normal jobs for no pay.

Not Cricket

Chinese police closed eight Shanghai markets selling crickets to try to stop illegal gambling on fights between the insects. About 230 crickets were confiscated.

Valor award

LONDON, Wednesday: Jean-Marc Boivin, a 29-year-old Frenchman who made a hang-glider flight off the world's second highest mountain, received the international award for valor in sport here yesterday.

Boivin was suffering from exhaustion when he made his leap from close to the summit of K2, the 8500-m peak in the Karakoram range of north-east Pakistan.

He had previously spent four months scaling the mountain in appalling conditions during which he suffered permanent eye damage.

For the first few seconds of his descent Boivin fell at 130 km/h and was still travelling at 40 km/h when he landed after a 13 minute flight.

Boivin was presented with a solid gold laurel wreath, valued at \$A200,000 at the annual ceremony in London's 500-year-old Guildhall.

The presentation was made by Japanese explorer Naomi Uemura, last year's winner, who made the first solo trip to the North Pole.

Pay grab sparks off security clamp

Ansett Transport Industries will improve security precautions after yesterday's lightning \$891,128 payroll grab.

Three armed bandits burst in on three women checking the payroll minutes after it had been delivered. They fled through a seldom-used door that can be opened only from the inside into busy Victoria St.

"I'm not saying it was an inside job, but you would have to case the area very well to know that door was there", general staff manager, Mr Bob Reay, said.

A meeting of senior personnel yesterday afternoon reviewed security measures and decided on immediate improvements. Three bandits, wearing stocking masks and balaclavas, struck at 8.20 a.m.

OTHER PAGES

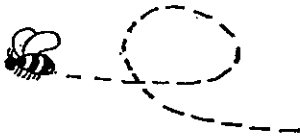
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Registered for transmission by post as a newspaper - Category C

Science Snippets



WHAT IS A BEE-LINE?

To make a bee-line is to follow the example of bees in taking the shortest route from one place to another. The expression comes from the belief that bees return to the hive by the shortest possible way after they have gathered their food. And the shortest possible distance between two points is, of course, a straight line.

But on their return home, the bees sometimes make lines which are far from straight. These are dancing movements in the air to inform other members of the colony about their source of supply. They indicate whether the food is pollen or nectar, the direction and distance from the hive and even the colours of the flowers.

This bee code was discovered by the German naturalist Professor K. von Frisch. He found, for example, that a circular dance says the food source is close to the hive and that a waggle dance indicates longer distances.

HOW TO FLOAT!



The main reason why we are able to float is that the density of our bodies is relatively less than the density of water. A large part of the human body is made up of air and water.

Buoyancy - the ability to float - depends on the individual. But with experience it is possible to improve your body balance, in other words to distribute your weight evenly throughout your body. This makes floating easier.

In learning to float the beginner often experiences difficulty in keeping the legs horizontal. This can be remedied by extending the arms beyond the head to act as a counterbalance.

PARACUTIN

Paracutin was born in Mexico in February, 1943. At the end of one week, Paracutin was over 150 metres high and it is now over 2700 metres high. Today Paracutin is asleep.

What is Paracutin? It is one of the few volcanoes in the world which has been seen from its birth right up to the present day. On February 20, 1943, a peasant and his wife set out to work in their maize fields from the Mexican village of Paracutin. They were surprised to find the earth warm under their feet. Suddenly they heard noises deep in the earth and a small hollow appeared in their field. In the afternoon there was a sudden loud noise and stones were flung high in the air. The peasants ran from the field and turned to watch. They saw the birth of a volcano.

There were great bursts of stone and lava and a little hill began to form. By evening this hill was 30 metres high and hot ashes were falling on the village. At night the glare of the hot lava lit up the countryside. The trees near the village were killed and the villagers had to leave their houses. When the village was abandoned, its name was given to the volcano. The news quickly spread to Mexico City, far to the east. Many sightseers and scientists flocked to the scene. The volcano grew and grew for ten years and hundreds of square miles of forest were destroyed. Then Paracutin went to sleep. In spite of all the explosions, not one person was killed.

WHY WE YAWN

When you yawn, or when you see somebody else do it, it is a sign of great need. That need is for more oxygen in your lungs. When you have been sitting in a room where the air has been stale, your body cries out for oxygen to cleanse and purify your blood - and the quickest way to supply that need is to open the mouth wide and gulp air.

Better still, you should get out into the fresh air and breathe deeply. You will then find that the need to yawn will vanish, because you are getting a better supply of oxygen.

You must have noticed that you sometimes yawn when you are tired. This means your body-cells need renewal and your blood needs help in its continual task of reaching and restoring the farthest parts of your body. It indicates oxygen-hunger. Going to sleep not only rests the body, but sets up deep rhythmic breathing which satisfies this hunger.

Why should you yawn when you are bored? You are probably not breathing deeply and feeding your lungs as you should. Of course the ideal cure is to escape from what is boring you. If that is not possible, try breathing deeply. This will not get rid of the boredom, but will tend to stop the yawning.

HELP THE ENVIRONMENT



Plant a tree

SPACE computing

For all your computing needs

BRAIN TEASER

Inspector Gadget is trying to find Penny who is in the clutches of the dreaded Dr Claw. He has arrived in a room with a super (and pretty tricky) computer. Apart from the doorway through which Gadget has just entered, there are three exits from the room: one left, one right, and one straight ahead.

Gadget asks the computer: "Which exit should I take to find Penny?"

The computer answers (truthfully): "Each of the three exits leads to a different place. One leads to a cell where Penny is held prisoner, a second leads to a corridor in which all who enter are burnt alive, and a third leads to a room in which all who enter are drowned. The exit which leads to burning is to the left of the exit which leads to drowning, but the exit which leads to Penny is not next to the exit which leads to drowning."

Brain, who has followed Gadget disguised as a washerwoman, has overheard the computer's pronouncements, and has already dashed through the correct exit. Gadget, suspicious of the washerwoman, has set off in pursuit. Which exit did they take?

Read the article about *Paracutin* at the top of page 2 of *ACE NEWS*, then use the information to answer Questions 5 and 6.

- 5 Paracutin was once the name of
- | | |
|--------------|--------------------|
| A a peasant. | C an old mountain. |
| B a village. | D a Mexican. |
- 6 When the writer says that Paracutin 'went to sleep', he means that it
- | |
|---------------------------------------|
| A flattened out. |
| B stopped sending out ashes and lava. |
| C will never be a volcano again. |
| D got covered with grass and trees. |

Questions 7 to 10 are for the newspaper article '*How to Float*'.

- 7 In the article *How to Float!* on page 2 of the newspaper, floating is best described as
- | | |
|---------------|-------------------|
| A relativity. | C buoyancy. |
| B density. | D counterbalance. |
- 8 The human body has
- | |
|-------------------------------|
| A lesser density than water. |
| B greater density than water. |
| C more water than air. |
| D less water than air. |
- 9 Floating is
- | |
|---|
| A completely dependent on an individual's body density. |
| B completely independent of an individual's body density. |
| C something that can be developed with practice. |
| D something that cannot be developed with practice. |
- 10 When floating, a person should
- | |
|-----------------------------------|
| A keep the whole body horizontal. |
| B keep the whole body vertical. |
| C balance the head. |
| D counterbalance the head. |

Read the passage below and then answer Questions 11 to 15 on the next page.

The passage is about a railway worker whose job it is to check the tracks in a very long tunnel each day.

'It was a bad day, with a cold wind and a heavy fog. I had started from Langen, and there was snow piled up around the entrance and a lot of icicles. I felt miserable and wished I were at home. The sleepers were covered with ice, and I knew they would be for the first two or three kilometres. I was wearing shoes with thick rubber soles and had my ice-axe, but even so I had to be careful. You can't walk fast on a day like that. I had gone about six hundred metres when I saw the lights of the morning express from Vienna coming down towards me. There was a niche* next to me, but I didn't go in. The lights were still far away, at least three kilometres - or so I thought. Well, I walked on, and then I had that funny feeling in my ears - the air stood still, you know. I turned around and saw that a train had entered the tunnel behind me from Langen. Then I remembered that the dispatcher in Langen had told me a special freight train would leave Langen at about that time. I'd forgotten about it because I felt so cold and low that morning. The niche ahead of me wasn't very far, and I began to walk faster, but the ice made it hard. It was like in a nightmare, when you want to walk faster, and your feet are tied to the ground, with heavy weights hanging on them. I wasn't really frightened though. True, the train behind me was close, but the express in front of me was still a comfortable distance away, to judge by the size of the headlights.'

Raffeiner was silent for a while and drew on his cigarette. 'And then, suddenly, both trains seemed to rush at me. This was no nightmare; in a fraction of a second, I knew what had happened. The engineer of the express train had forgotten to switch on the large headlights. He was using the small lights. When I'd thought the train was at least three kilometres away, it was actually within nine hundred metres.'

'There was no time to rush to the niche. There wasn't even time to try to reach the side wall. I acted by instinct. I snatched off my rucksack, dropped my ice-axe and the wrench, and threw myself down alongside the drainage channel between the two tracks. It must have taken less than a second - a reflex action. The good Lord was with me. In many spots, there are shoulders of rock there, and if I'd hit a place like that, it would have been the end. But where I threw myself down, it was sort of hollowed out. There wasn't much space - I wouldn't advise you to try it. I had my head between my hands, trying to hug the icy ground, and then both trains seemed to race over me ...'.

It was very quiet in the tunnel, and a long while before Raffeiner spoke again.

'I must have stayed there quite a while. When I got up I could see nothing of either train - not even the tail-lights. I picked up my things and went right back to Langen. I didn't walk through the tunnel that day'.

*niche - a hole built into the wall of the tunnel.

- 11 On the day described, the bad weather
- A only affected the man's state of mind.
 - B affected both the man's feelings and his ability to move through the tunnel.
 - C only affected the man's ability to move through the tunnel.
 - D mainly affected the man's personal comfort.
- 12 It is implied in the passage that the man didn't go into the niche (line 7) because
- A he thought the train was still a long way away.
 - B the train was ahead of him rather than behind him.
 - C he was dazed by the lights of the train.
 - D the cold morning had made him feel depressed.
- 13 When the man realised that there were two trains in the tunnel he
- A at first thought he was dreaming.
 - B became so frightened that he could hardly move.
 - C became more anxious but remained calm.
 - D turned back to the niche he had just passed.
- 14 The man was mistaken about the distance of the express train because
- A he felt tired and cold.
 - B he had misjudged the size of the large headlights on the express.
 - C the express did not have all of its lights on.
 - D the lights on the express had failed.
- 15 When the man said 'The good Lord was with me' he was referring to the fact that
- A he had managed to get off the tracks in time.
 - B there had been a niche close by.
 - C he had had time to discard his bulky pack and tools.
 - D there had been room where he was, to get out of the path of the trains.

GO ON TO NEXT PAGE



Read the passage below and then answer Questions 16 to 20 on the next page.

In Tasmania's north-west, scientists are developing a new generation of 'super' trees – trees that could grow up to 15 times faster than those which occur naturally in our forests.

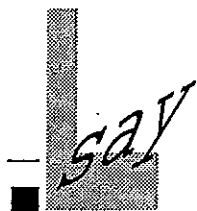
From specially bred specimens, scientists are producing a new generation of eucalypts through the cloning technique. This work is carried out in the laboratory and involves encouraging eucalypt shoots from selected trees to take root and grow. To help the natural process of growth along, the work is conducted in a controlled environment in which such things as the hours of light, temperature and hormone levels are manipulated. Essentially the cloning technique involves manufacturing trees from one plant rather than through cross breeding as in natural reproduction.

Another technique being used to create super trees is grafting. The process of grafting involves uniting a shoot with a living plant to form a new growth. The grafting is done in a computer-controlled glasshouse where the most favourable environmental conditions are maintained. Grafting is used to make selected breeding stock produce flowers immediately. Controlled cross breeding is then undertaken to create new and better specimens.

While these experiments offer exciting opportunities, scientists are also applying more familiar methods. They have established seed orchards in which carefully selected seeds from prime breeding stock are planted out in a process of selective natural cross breeding.

- 16 These experiments are being conducted with trees so that they
- | | | | |
|---|-----------------------------|---|---------------------------|
| A | take less time to grow. | C | need less hours of light. |
| B | grow larger than the usual. | D | are a new tree species. |
- 17 As described in the second paragraph, 'cloning technique' is a means of
- | | |
|---|---|
| A | reproduction through cross breeding. |
| B | reproduction under a microscope. |
| C | producing something the same as the parent. |
| D | producing a new plant species. |
- 18 The major benefit of a controlled environment for the cloning of trees is that
- | | | | |
|---|--------------------------------|---|---------------------------------------|
| A | it is controlled by computer. | C | factors for growth can be increased. |
| B | cross breeding can take place. | D | factors for growth can be researched. |
- 19 The main benefit of the grafting technique in plant breeding is that it
- | | |
|---|---|
| A | is done in a computer-controlled glasshouse. |
| B | involves less man hours per tree. |
| C | uses easily obtainable seeds. |
| D | produces flowers quickly from breeding stock. |
- 20 The process of natural reproduction of trees is best described as
- | | | | |
|---|---------------------------|---|----------------------------|
| A | selective cross breeding. | C | controlled cross breeding. |
| B | natural cross breeding. | D | cloned cross breeding. |

End of Test



LONGITUDINAL SURVEYS OF AUSTRALIAN YOUTH

ACER

Mathematics Test

NAME:

SCHOOL: YEAR LEVEL:

HOME ADDRESS:

Street and Street Number:

Town, City or Suburb: Postcode:

INSTRUCTIONS FOR STUDENTS

Calculators should not be used during this test.

For each question you should choose the answer which you think is correct from the five which you are given. You should circle the letter next to the answer you think is correct. Just to make sure that you understand how to answer the questions, two practice questions are given below. Please answer these questions now. Your teacher will tell you the correct answers before you start the test.

Practice Questions

- In the number 2064 what does the 6 stand for?

A 6 ones
B 6 tens
C 6 tenths

D 6 hundreds
E 6 thousands

- Where was it hottest?

A Brisbane
B Sydney
C Darwin
D Adelaide
E Perth

Maximum temperature degrees centigrade

Melbourne	17
Brisbane	30
Sydney	20
Canberra	18
Hobart	13
Darwin	34
Adelaide	19
Perth	22

You have 25 minutes in which to answer the 20 questions in this booklet. Once you have started, continue until the end of the booklet. Begin answering the questions when your teacher asks you to.

PLEASE DO NOT TURN THIS PAGE UNTIL YOU ARE ASKED TO DO SO

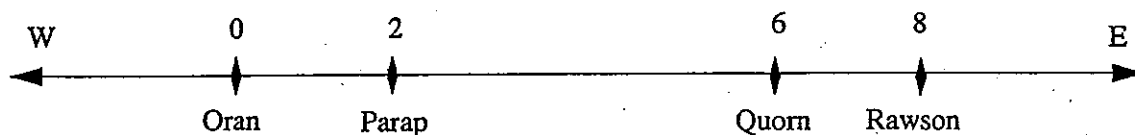
ACER

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The Australian Council for Educational Research Limited
19 Prospect Hill Road, Camberwell 3124
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- 1 If a snail takes 3 minutes to travel 90 centimetres, how many centimetres can it travel in one minute?

A 3
B 30
C 87
D 93
E 270

- 2 Xton is 5 kilometres from Rawson and 3 kilometres from Quorn. The towns all lie in the same straight road.



Xton is located

- A between Oran and Parap
B between Quorn and Rawson
C to the east of Rawson
D to the west of Oran
E Between Parap and Quorn
- 3 These shapes are arranged in a pattern.

○△○○△△○○○△△△

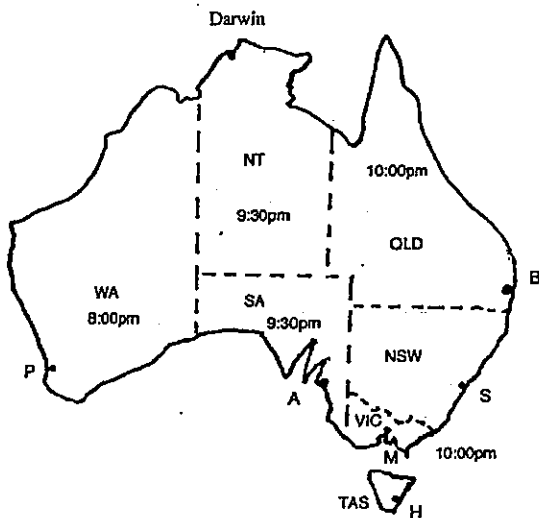
Which of the following set of shapes is arranged in the same pattern?

- A ★□★□★★□□★★□□
B □★□□★□□□★□□□□
C ★□★★□□★★★□□□
D □□★★□★□□★★□★
E □★□□★★□□□★★□

- 4 Swimming race times are rounded to the nearest hundredth of a second. A time of 89.0638 seconds would be rounded to

A 100 seconds
B 90 seconds
C 89.1 seconds
D 89.06 seconds
E 89.064 seconds

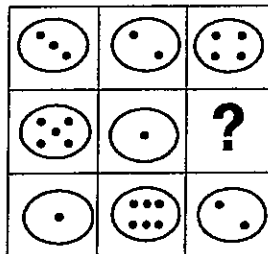
- 5 The map shows times in different parts of Australia when it is 12:00 noon in London on the same day.



What time is it in London when it is 7:12 am, Friday, in Darwin?

A 9:12 pm, Thursday
B 9:12 am, Thursday
C 9:42 am, Friday
D 9:12 am, Friday
E 9:42 pm, Thursday

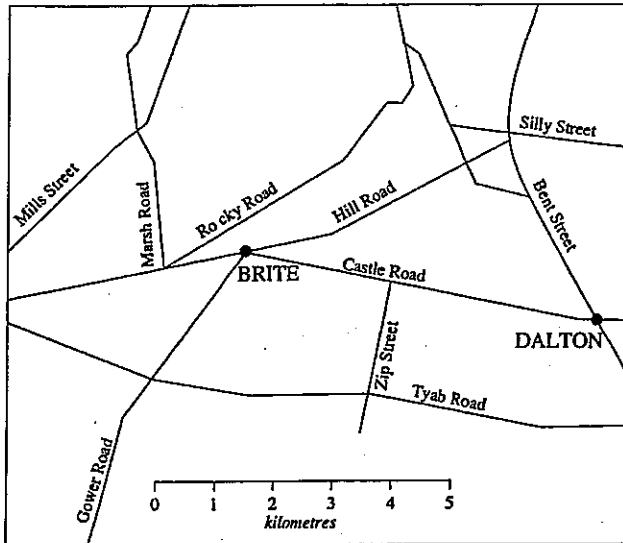
6



Part of the pattern above is missing as shown by the question-mark. Which figure best completes the pattern?



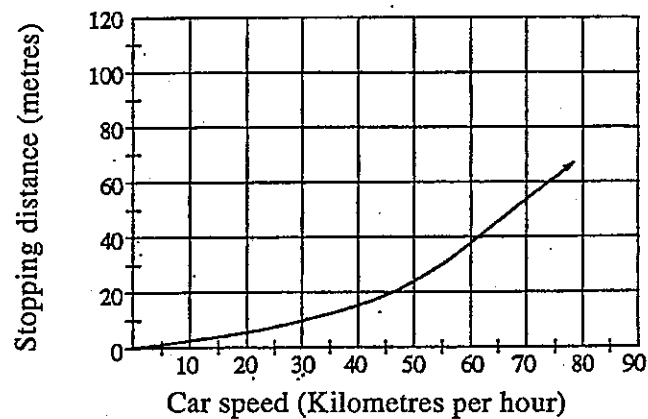
7



How far is it between Brite and Dalton?

- A 4 kilometres
- B 5 kilometres
- C 6 kilometres
- D 7 kilometres
- E 8 kilometres

- 8 The graph shows the distance Jan's car travels before coming to a stop after the brakes are applied when travelling at different speeds



If Jan's car stopped 30 metres after the brakes were applied, about how fast was the car travelling at the time of braking?

- A 30 kilometres per hour
- B 48 kilometres per hour
- C 55 kilometres per hour
- D 70 kilometres per hour
- E 160 kilometres per hour

9 $1240 \div 29$ is about

A 20

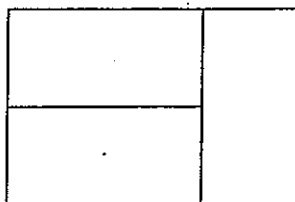
D 50

B 30

E 60

C 40

- 10 Three equal rectangles, each eight centimetres long and four centimetres wide, are drawn with sides touching as shown in the diagram.



The perimeter of the larger rectangle so formed is:

A 40 cm

B 48 cm

C 56 cm

D 60 cm

E 72 cm

- 11 Which fraction is closest in size to $\frac{3}{16}$?

A $\frac{1}{16}$

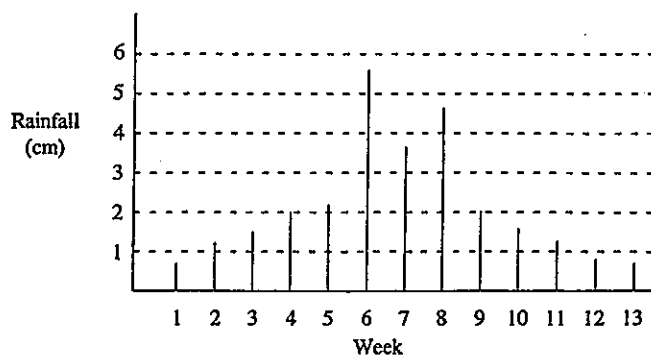
B $\frac{1}{4}$

C $\frac{3}{8}$

D $\frac{7}{16}$

E $\frac{1}{2}$

12 In the graph below rainfall in cm (centimetres) is plotted for 13 weeks.



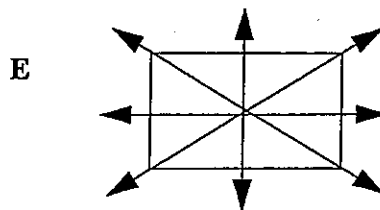
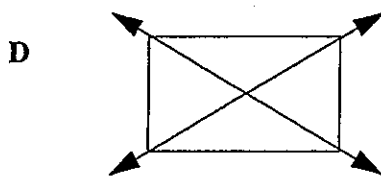
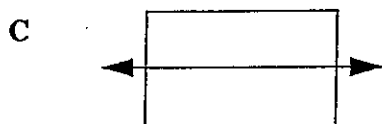
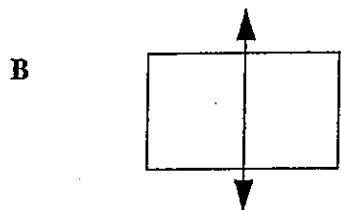
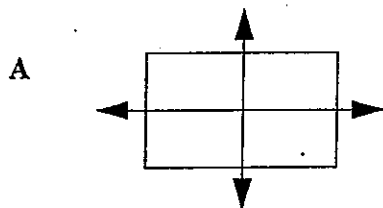
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C 3 cm

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E It is impossible to say

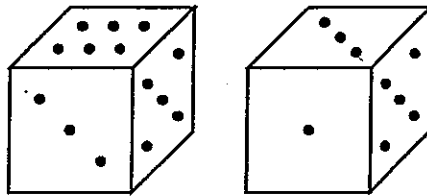
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- 15 An indoor soccer club has nine more men than women. Let M stand for the number of men and W stand for the number of women. Which one of the following is true?

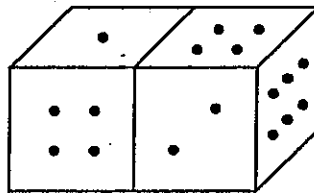
A $9 = W - M$
B $M = W \times 9$
C $W = M \times 9$
D $W = M + 9$
E $M = W + 9$

- 16 A die (plural = dice) is a cube where each face has one of the numbers from one to six as dots on it. The sum of the numbers on opposite faces is always 7.



Two identical dice are shown in different positions above.

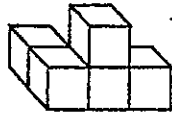
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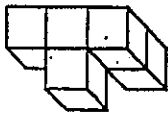
- A 3
B 4
C 5
D 6
E 7
- 17 If the price of a computer game is raised from \$60 to \$75, what is the percentage increase in price?
- A 15%
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E $33\frac{1}{3}\%$

- 18 This figure is made from five small cubes.

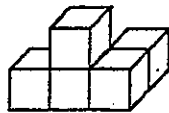


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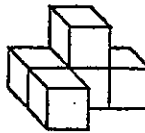
A



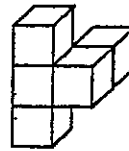
B



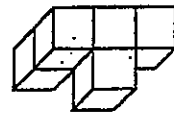
C



D



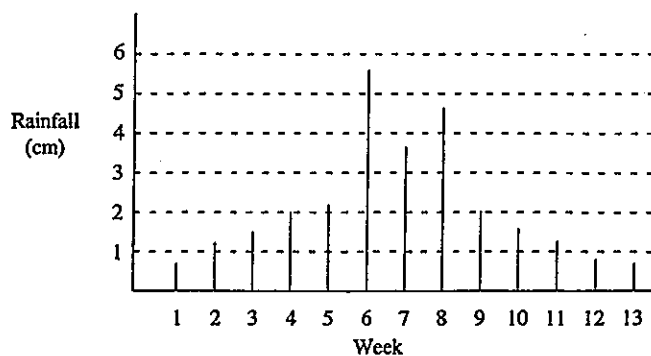
E



- 19 After soaking in water, a sponge weighed 1.62 kilogram. The water in the sponge weighed twice as much as the sponge itself. How much did the sponge weigh when dry?
- A 0.54 kilogram
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End of Test

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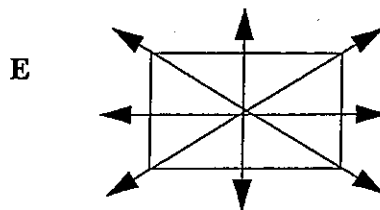
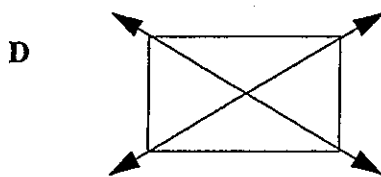
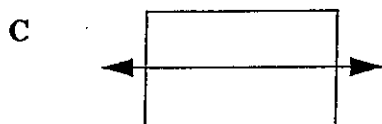
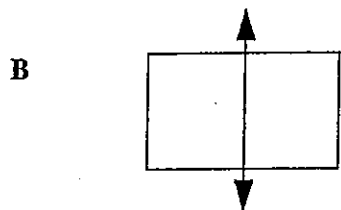
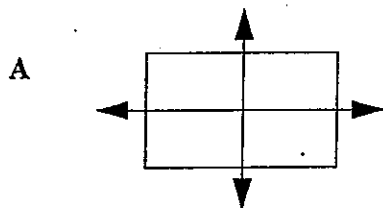
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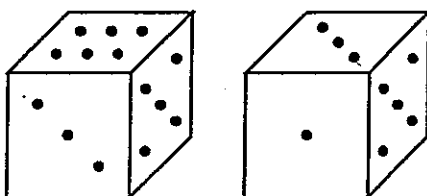
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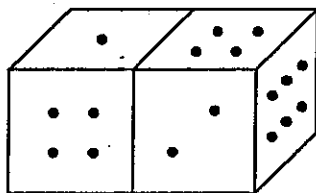
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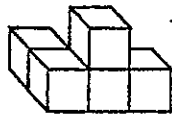
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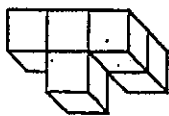
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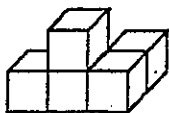


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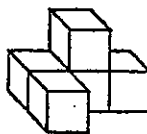
A



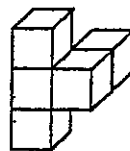
B



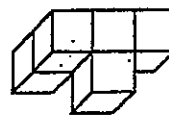
C



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E



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End of Test

