

1970 British Cohort Study

Reading and Matrices Tests

BCS4(1986)

DATA NOTE

October 2017, Edition 1

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1 Introduction

This note covers the use of test scores from the 1986 (age 16) sweep of the British Cohort Study (BCS70). These test scores were not transcribed at the time of collection, In 2013-14 they were transcribed, and in 2017 they were deposited in the UK data archive.

Background to the BCS70

BCS70 began in 1970 with the collection of data about 17,198 babies born in April 1970 and their families. This was followed up with collections during childhood in 1975 (age 5), 1980 (age 10) and 1986 (age 16). The data covered in this note forms part of the age 16 sweep. At each of these sweeps, the population of the cohort was augmented with the addition of immigrants to Britain who were born in the target week. Further sweeps were conducted in 1996 (age 26), 2000 (age 30), 2004 (age 34), 2008 (age 38) and most recently in 2012 (age 42).

BCS70 age 16 follow up

The age 16 follow up, also known as Youthscan, was conducted by the International Centre for Child Studies. A variety of questionnaires were used, comprising an Educational Pack and Health Pack. The Education Pack included educational tests, self-completion questionnaires, a dietary diary and questionnaires completed by both teachers and head teachers. The Health Pack included interviews and self-completion questionnaires with parents, a medical examination and a leisure and activity diary.

The majority of information was transcribed and deposited at the UK Data Archive (then the ESRC Data Archive). A number of cognitive tests (Document B: Student Test Booklet and Document C: Student Score form) were administered to students. A total of 6003 students completed the Student Score Form. However, there were two versions of document B. A selection of tests, covering reading, matrices and arithmetic were included in the first version administered in schools. When it was later decided to increase the response rate by producing a home version of the Education Pack to be sent out and returned via mail, these tests were omitted. Only tests common to both versions were originally deposited. The arithmetic test scores have since been deposited and made available via the [UK Data Archive](#).

Further information covering the BCS70 age 16 dataset is available from the UK Data Archive and the [Centre for Longitudinal Studies](#), who now administer this study.

Please see Appendix A for relevant extracts from the documents available.

Origins of the tests

The Reading Test is the Shortened Edinburgh Reading Test. This was developed by the CHES team and the Godfrey Thompson Unit for Academic Assessment in Edinburgh for the 1970 sweep of the BCS (then called the CHES). It was drawn from all four of the Edinburgh Reading Tests, each of which was designed to accommodate a different age range. The shortened version contains questions from all four age ranges.

The Matrices are extracted from the British Ability Scales standard set of tests. The Matrices section of the British Ability Scales used in 1980 contained 28 matrices questions, including the 11 used in the Matrices tests from 1986.

2 Variables

The following test scores were identified as requiring transcription and deposit:

- **Reading Test:**
 - Section A: Skimming (10 items)
 - Section B: Vocabulary (20 items)
 - Section C: Reading for facts (15 items)
 - Section D: Points of view (17 items)
 - Section E: Comprehension (13 items)
- Matrices Test (11 items)

The scores were transcribed and scored as being 'right' or 'wrong'. A score was then created for each section as well as a combined score for the Reading Test. Where a question was not answered, the individual score has been set to Not applicable, whilst overall scores remain an overall of the questions answered.

The following points should be noted:

- In some cases cohort members ticked more than one of the options on the score form. Where one was clearly emphasized (the other having been crossed through or an attempt made to erase it) only one score was transcribed. Where no such clarity existed, both scores were transcribed. This was scored as wrong in all cases, though one of the answers may have been correct.
- In Section C: Reading for facts, there were only three possible answers (a, b and c) on the questionnaire. However, the student score form was generic and there were five boxes that could be marked. In some cases, cohort members marked d and e for these questions. These have been included and marked as wrong in all cases.
- Not all questions were completed by some students. The total has not been adjusted for non-completion, but is the total number of completed questions that were correct from those available to the cohort member.

The data were transcribed manually from the forms, which are not able to be scanned as per their original intention via available tools. It was checked and cleaned at the Centre for Longitudinal Studies and matched to the BCSID in use at the Data Archive to allow linkage to other sets of data.

One variable was added to the data set, covering the sex of cohort members.

Figure 1: Table of variables with question text and correct answer

Variable	Description	Correct answer
ans_A1	Into how many pieces should the chicken be cut?	D
ans_A2	In what utensil should the dish be cooked?	B
ans_A3	For how many minutes should it be cooked?	D
ans_A4	What meat, other than chicken, is used?	E
ans_A5	How should the apple be prepared before heating?	A
ans_A6	How much curry powder is used?	C

Continued on next page

Table 1 – continued from previous page

ans_A7	What liquid should be added?	A
ans_A8	How many tomatoes are required?	B
ans_A9	What should be added to the water in which the rice is cooked?	E
ans_A10	What are the wheaten cakes called?	C
ans_B1	Don't <i>magnify</i> this horrible picture any more.	B
ans_B2	His pleasure in our defeat was <i>obvious</i> .	C
ans_B3	If you can be <i>obstinate</i> , so can I	E
ans_B4	What <i>advantage</i> can you possibly gain from keeping goldfish?	D
ans_B5	This story is no more <i>ridiculous</i> than the previous one.	A
ans_B6	They <i>interrogated</i> him on his part in the affair.	A
ans_B7	He chose the wrong <i>moment</i> to open the door.	D
ans_B8	Six boys lost overboard sounds like <i>negligence</i> to me.	A
ans_B9	They eat a curious <i>replacement</i> for bread which they buy already cut into slices.	E
ans_B10	The <i>results</i> of your action could be most disagreeable.	B
ans_B11	He measured their volume by <i>submerging</i> them in the swimming pool.	D
ans_B12	You do not realise how <i>tedious</i> it is to do work like this.	B
ans_B13	The game will have to be <i>postponed</i> till the waters subside.	A
ans_B14	It was his gum-boots rather than the mud that <i>impeded</i> his progress.	C
ans_B15	They <i>conspired</i> to escape by hot air balloon.	E
ans_B16	The rabbit <i>avoided</i> him and he grabbed nothing.	C
ans_B17	Seeing him without his wig did not <i>diminish</i> my respect for him.	D
ans_B18	They tried to <i>deter</i> the coach party by making ghostly noises in the dungeon.	B
ans_B19	She will never <i>thrive</i> as a teacher.	C
ans_B20	After the Christmas pudding our relations with the cook <i>deteriorated</i> .	E
ans_C1	There were fewer than nine conspirators.	B
ans_C2	Soldiers were injured when the bomb exploded.	A
ans_C3	The man who threw the bomb was arrested.	C
ans_C4	The bomb failed to go off.	B
ans_C5	The President himself was unharmed by the explosion.	A
ans_C6	The president left by a different route.	B
ans_C7	The gunman was captured by the army.	A
ans_C8	The President was killed by gunshots.	C
ans_C9	The carriage had an open top.	C
ans_C10	The slates are held on with nails.	C
ans_C11	The boards underneath the felt are called sarking boards.	A
ans_C12	Only new slates will be used to replace broken ones.	B
ans_C13	Not all the underslating felt will be replaced.	B
ans_C14	Defective downpipes will be replaced.	A
ans_C15	The window frames are made of wood.	C
ans_D1	Do you know how much land a kilometre of motorway covers?	B
ans_D2	Who will be using the roads in a hundred years time?	D
ans_D3	Cars are made for travelling, not sitting in traffic jams.	E
ans_D4	It's the man with the bulldozers who's pushing behind the scenes for more roads.	A

Continued on next page

Table 1 – continued from previous page

ans_D5	With a good road we could be at the seaside in half the time it takes now.	E
ans_D6	A worker in Inverness has as much to offer as one in Birmingham.	C
ans_D7	Of course, the car manufacturers are on to a good thing; so, willy-nilly, we have to have more cars and more roads.	A
ans_D8	By the time all these roads are built, they won't leave anything worth travelling to.	B
ans_D9	We should be simplifying and localising the economy, not encouraging long distance trade that cannot be maintained.	B
ans_D10	Without better roads this country is likely to go bankrupt.	C
ans_D11	I went out to work at twelve, and I've got more sense than these namby-pamby graduates that head office sends us.	C
ans_D12	The next time there's high unemployment, they'll be sorry they did it.	D
ans_D13	The schools, because they haven't got the resources to cope, give everyone else a worse education as a result.	E
ans_D14	Continuing education is a privilege; and those who want it should be able to show they deserve it.	B
ans_D15	You don't need the <i>Odyssey</i> , you know, to enjoy a Mediterranean holiday.	C
ans_D16	In these days people are always asking us about practical value, but what a man can do is not as important as what a man is.	A
ans_D17	It would have been much better if our scarce resources had been devoted to nursery education.	E
ans_E1	This passage describes [which crime]	B
ans_E2	The man locked the door [for which reason]	D
ans_E3	The window would not open because [of which reason]	A
ans_E4	The deafening blast (line 4) was probably [caused by what]	B
ans_E5	The result of the fall was [to cause which emotional response]	B
ans_E6	The action probably happened on a [which time of day and season]	E
ans_E7	When he fell from the window, the man [took which action]	C
ans_E8	This passage describes [what type of day]	E
ans_E9	The wind was blowing from the [direction]	D
ans_E10	The old woman [which item from the list]	A
ans_E11	For her, the writer represents [which item from the list]	A
ans_E12	By false witness (line 6), the author means that the clock [did what]	C
ans_E13	The writer does not like [which item from the list]	E
ans_m1	The image that completes the series for item 1 in the Matrices test	A
ans_m2	The image that completes the series for item 2 in the Matrices test	D
ans_m3	The image that completes the series for item 3 in the Matrices test	B
ans_m4	The image that completes the series for item 4 in the Matrices test	E
ans_m5	The image that completes the series for item 5 in the Matrices test	C
ans_m6	The image that completes the series for item 6 in the Matrices test	E
ans_m7	The image that completes the series for item 7 in the Matrices test	C
ans_m8	The image that completes the series for item 8 in the Matrices test	A
ans_m9	The image that completes the series for item 9 in the Matrices test	D
ans_m10	The image that completes the series for item 10 in the Matrices test	B
ans_m11	The image that completes the series for item 11 in the Matrices test	E

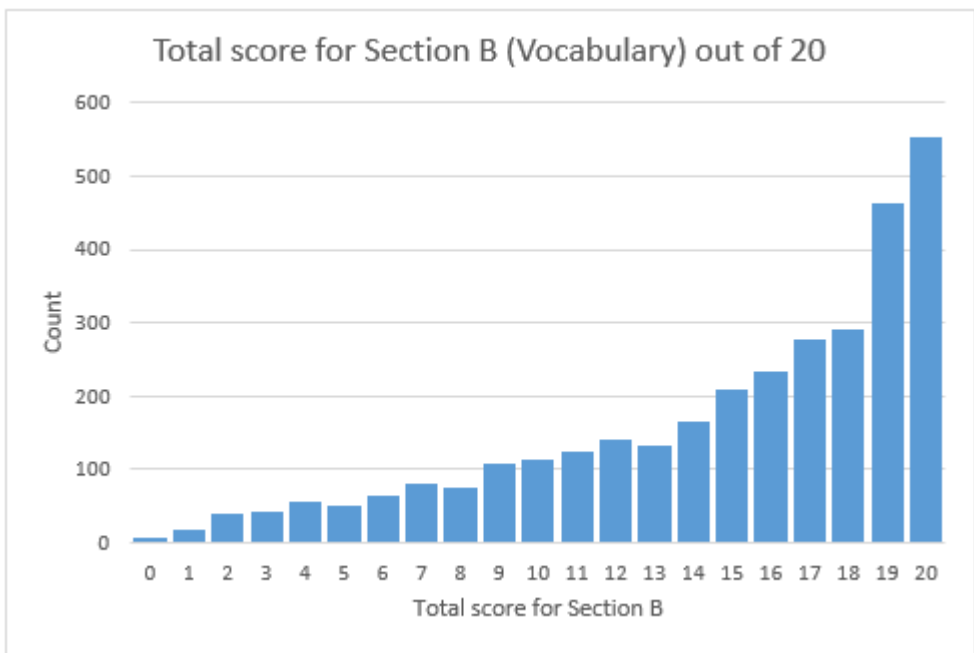
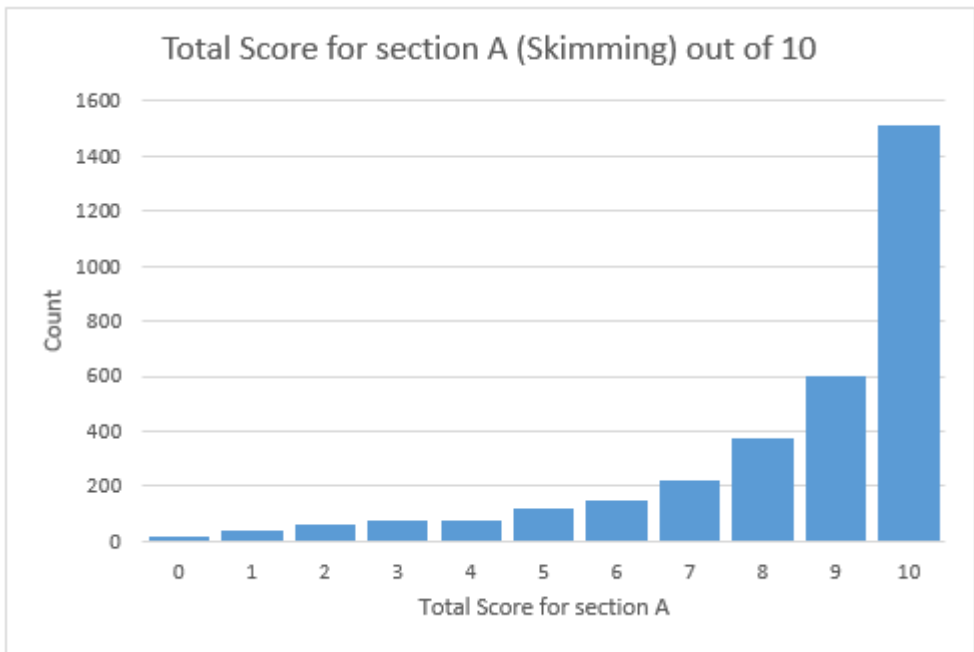
All variables beginning "scr_" are the scores for the questions listed above (1=correct, 0=wrong). There are also scr_A-E and scr_M which are totals for each section as well as

scrtotal which is the total score for all of the reading tests.

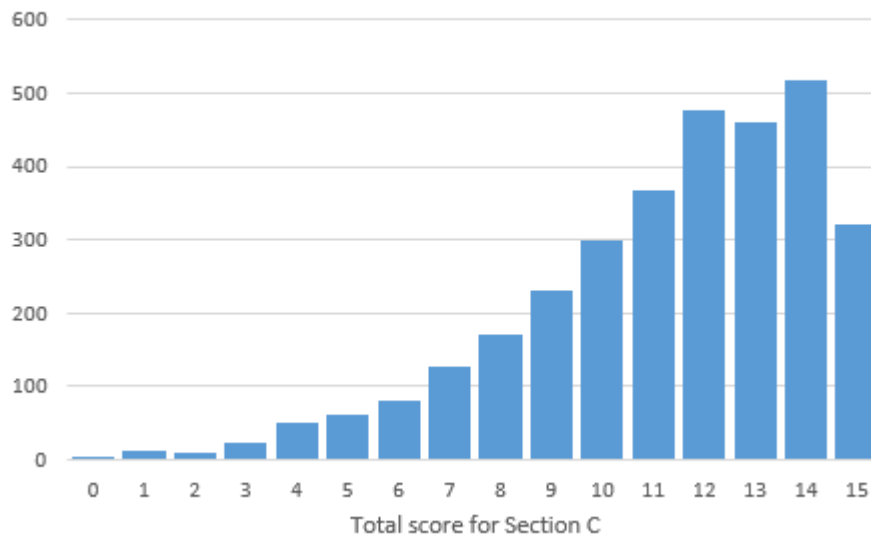
3 Summary of outcomes

There were 3653 cases in which the questionnaire could be found and matched to a cohort member. Only cases where the cohort member completed the questionnaire at School are included in this data set. The tests being deposited here were not included in the Home version of the Education Pack.

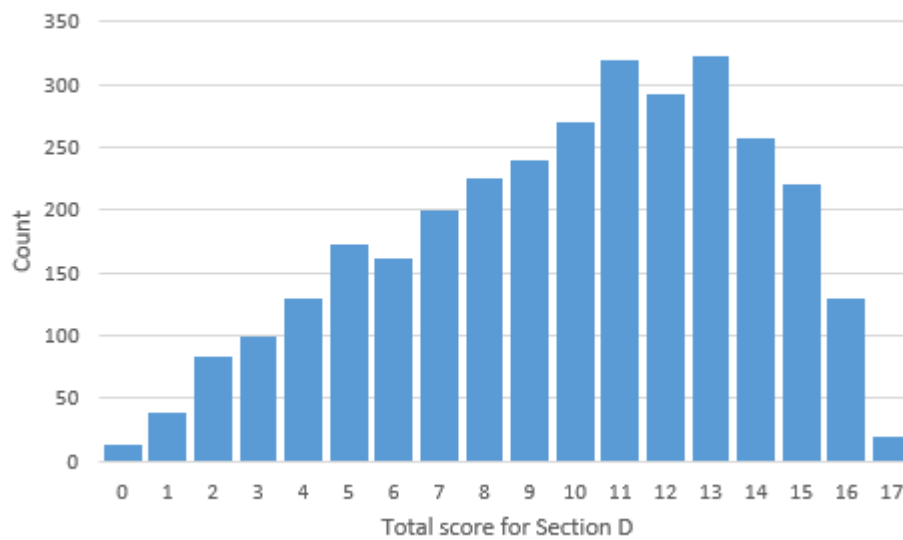
Scores varied across the tests. 46.8% of those taking the school version of the tests achieved 10/10 for Test A (Skimming). This compares to only 0.6% achieving 17/17 for Test D (Points of view). Only 3 cohort members achieved 75/75 for the reading test overall. For the matrices test 14.3% achieved 11/11.

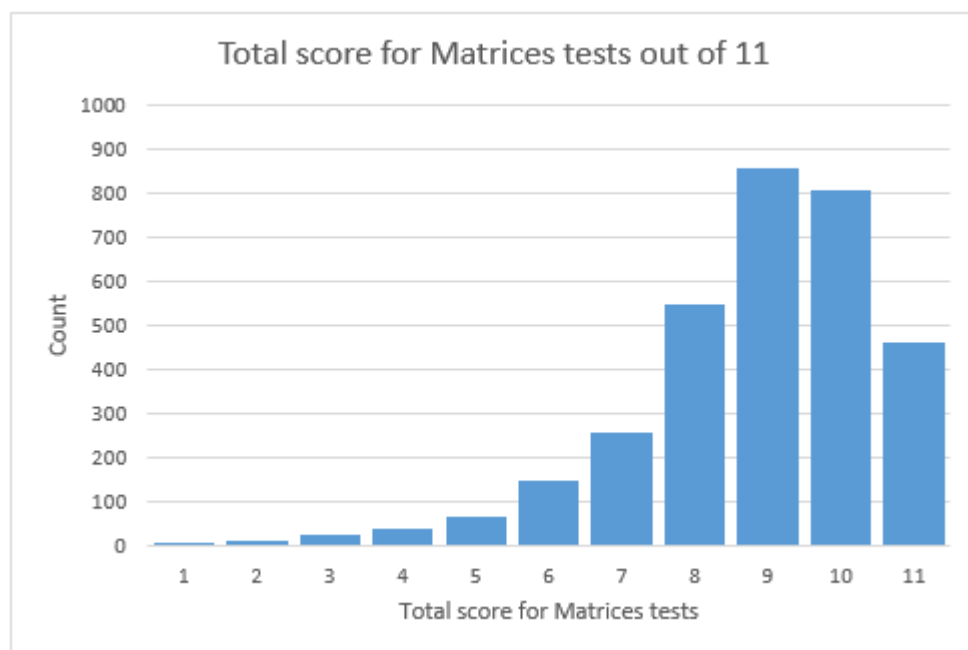
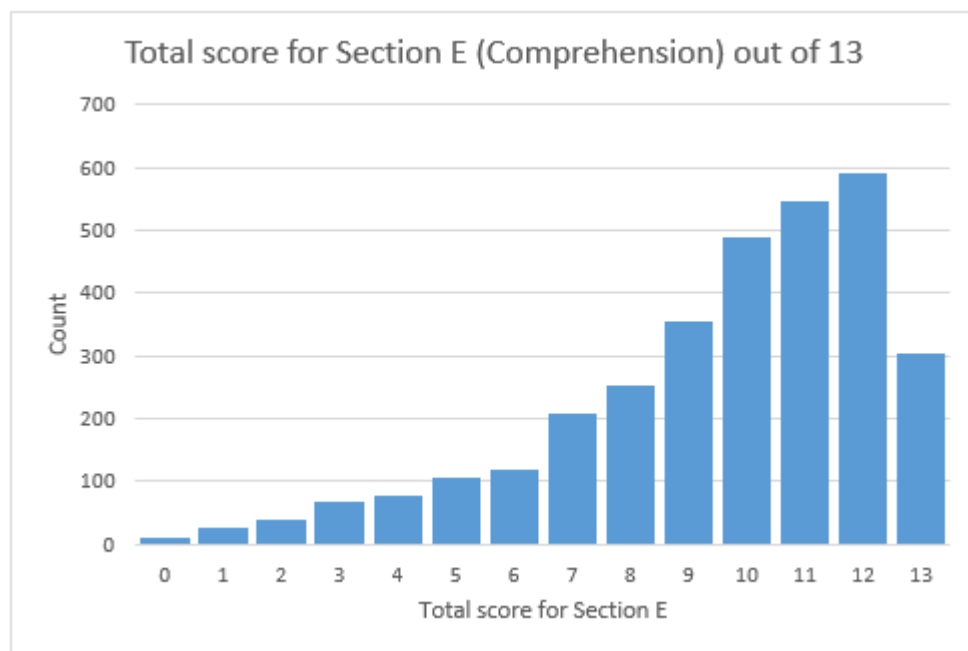


Total score for Section C (Reading for facts) out of 15



Total score for Section D (Points of view) out of 17





4 References

Hodder and Stoughton (1979) The Shortened Edinburgh Reading Test. Kent: Hodder and Stoughton Educational Ltd

5 Appendix A: Extracts from questionnaires relevant to the data

Extract from Document A: Information manual for teachers

PROCEDURE 1 READING TEST (Shortened Edinburgh Reading Test)

Test time: 44 minutes

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

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

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

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

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

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

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

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

PROCEDURE 2 MATRICES TEST (from British Abilities Scales)

Test time: 7 minutes

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

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

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

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.

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 DMR format. The Scottish Thomson 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.

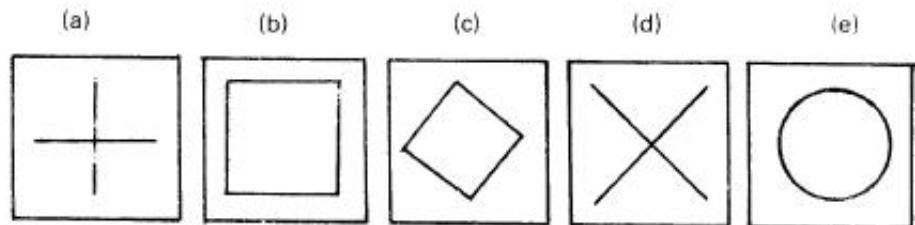
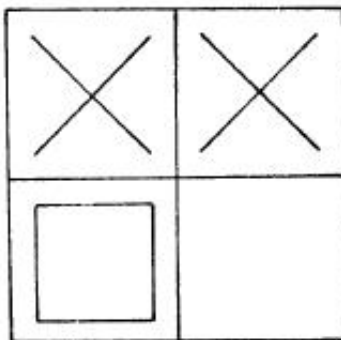
INSTRUCTIONS

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.

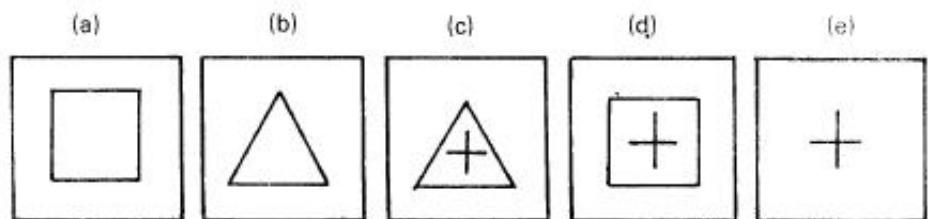
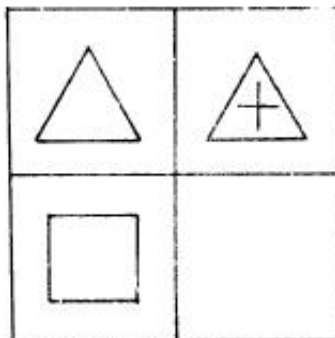
1st example



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

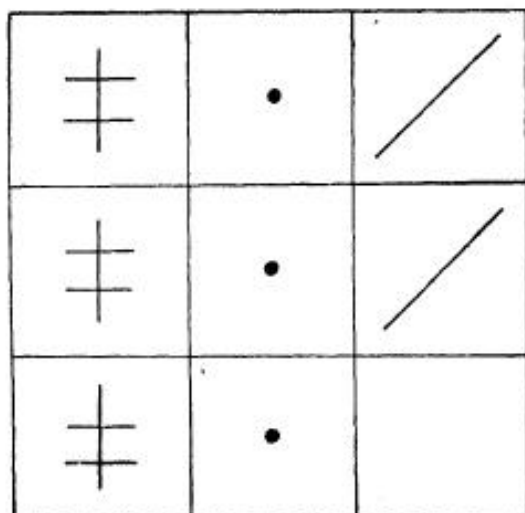


You should have filled in the lozenge space labelled **d** underneath "2nd example" on the Score Form. In this case the idea is that the shape stays the same in each row (triangles in the top row, squares in the bottom row), with a cross coming into the shape in the right hand column.

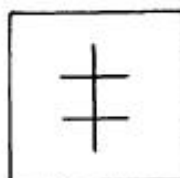
GO STRAIGHT ON TO THE NEXT PAGE

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

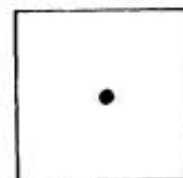
3rd example



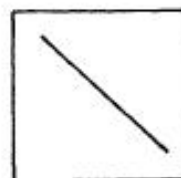
(a)



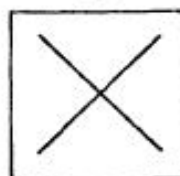
(b)



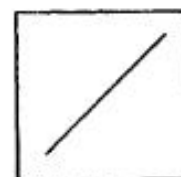
(c)



(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.

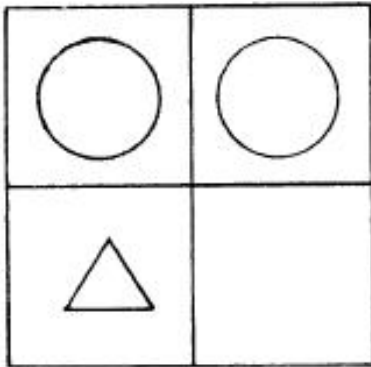
Six items follow in Section 1 on the next three pages. The first one is fairly easy to work out, but they get more difficult as you go on. Try to do as many of them as you can. If you come across an item that is too hard don't waste a lot of time on it. Go on to the next one. When you finish a page,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

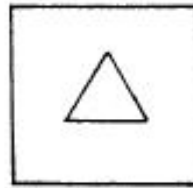
DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD TO DO SO

SECTION 1

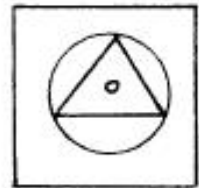
ITEM 1



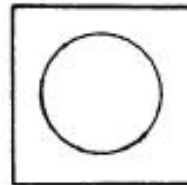
(a)



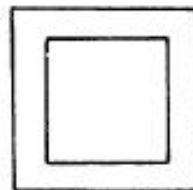
(b)



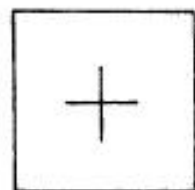
(c)



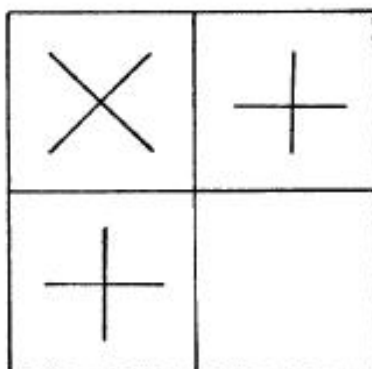
(d)



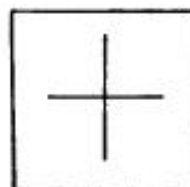
(e)



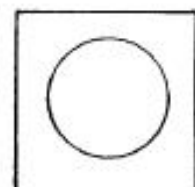
ITEM 2



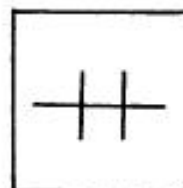
(a)



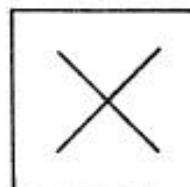
(b)



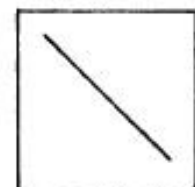
(c)



(d)

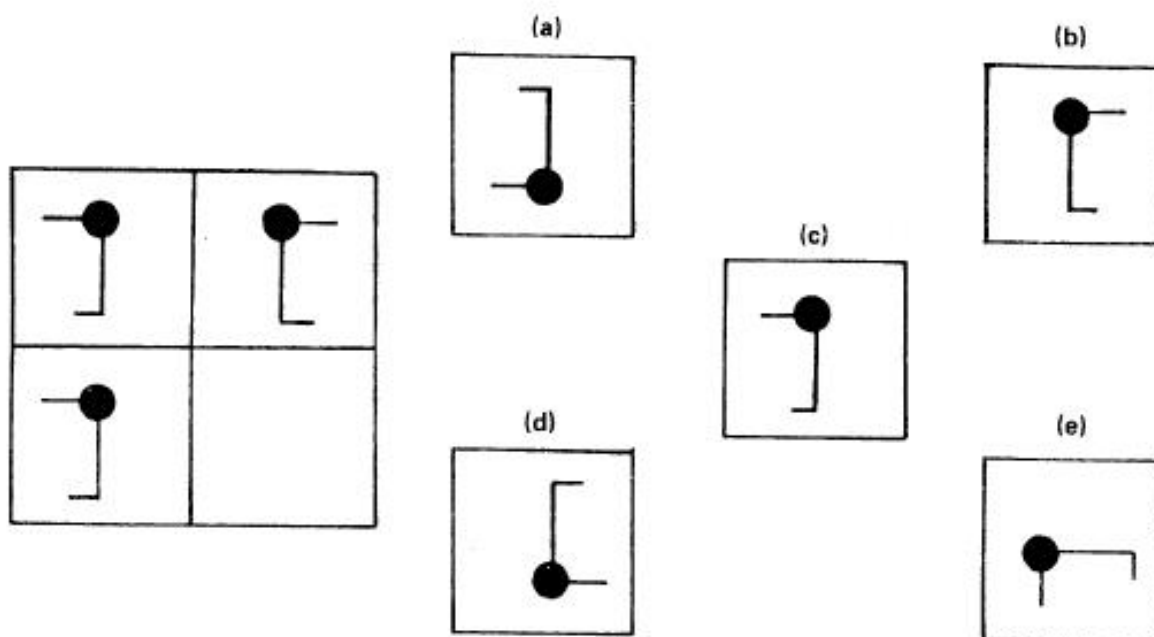


(e)

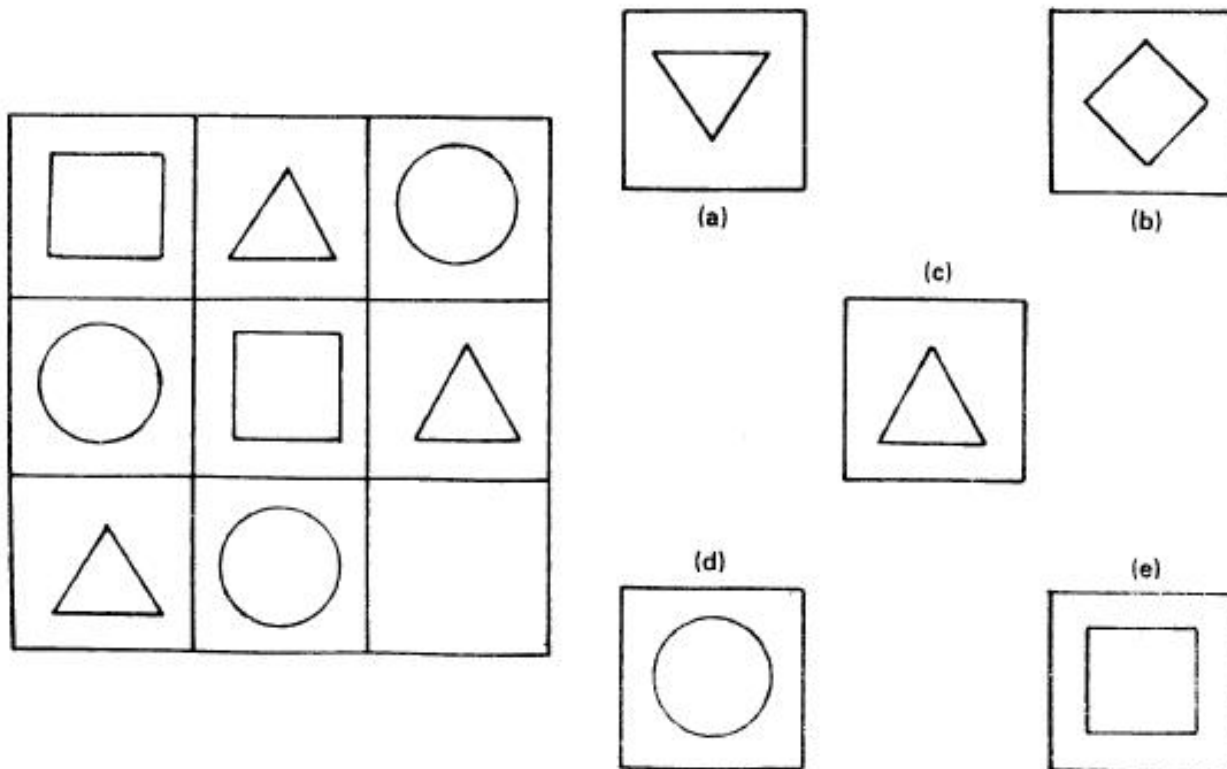


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ITEM 3

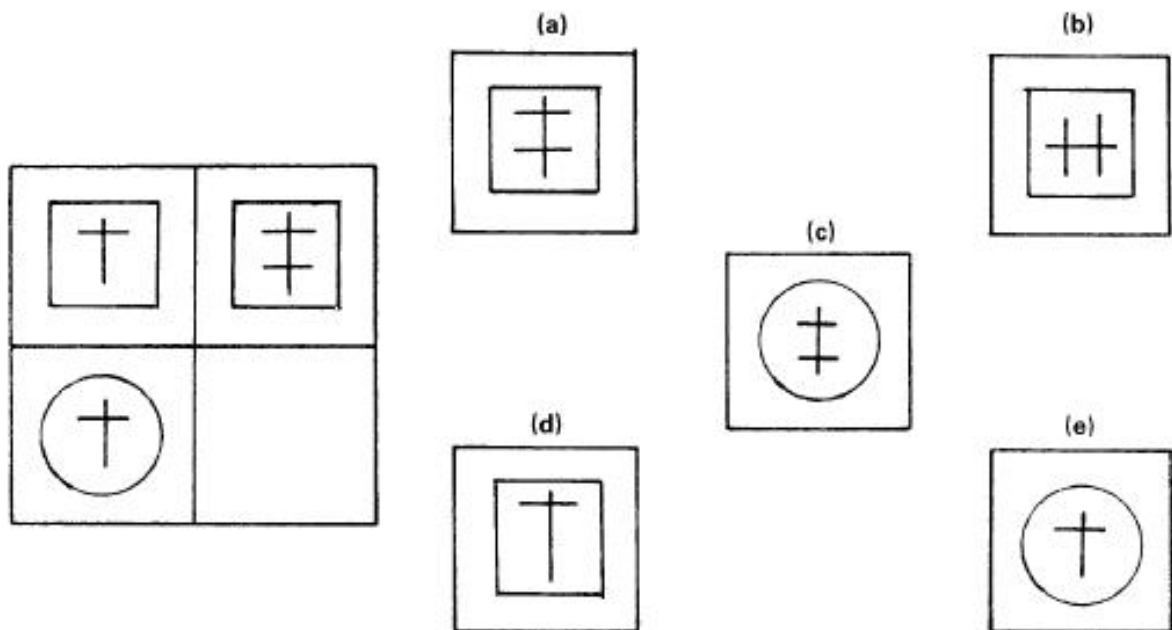


ITEM 4

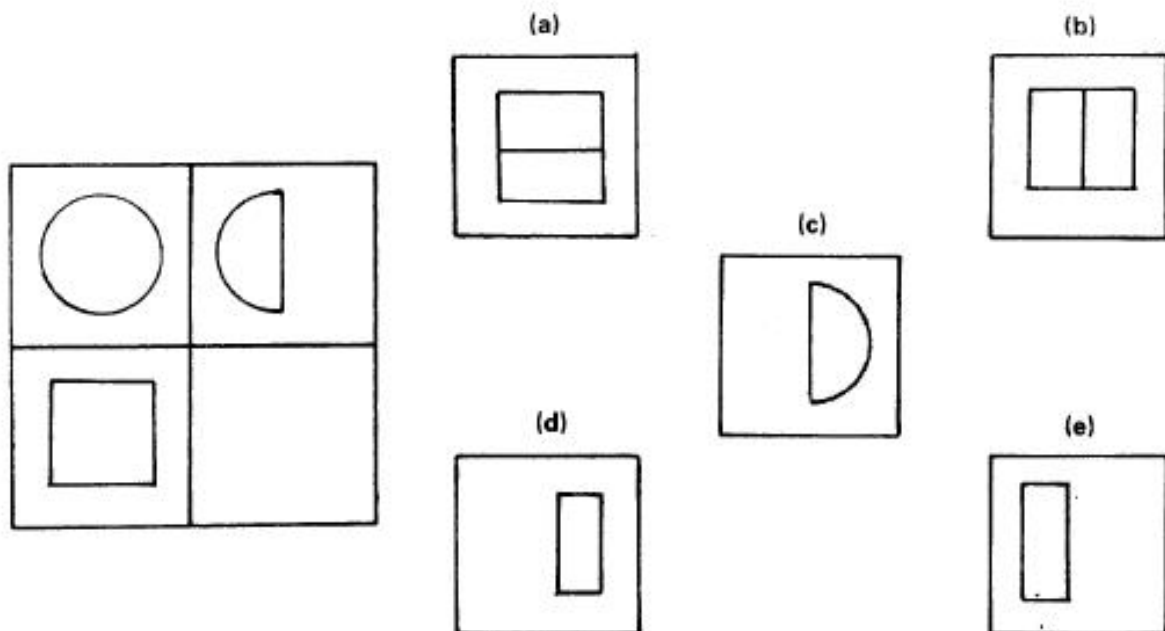


GO STRAIGHT ON TO THE NEXT PAGE

ITEM 5



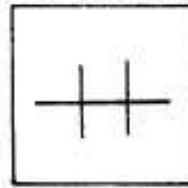
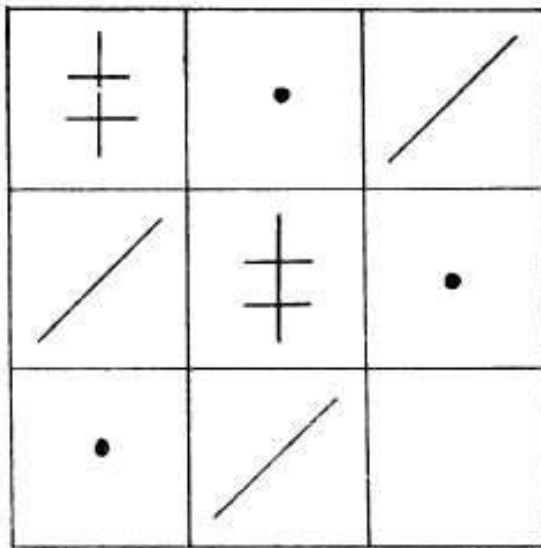
ITEM 6



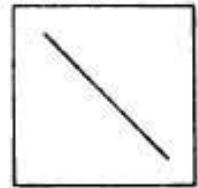
LOOK OVER THESE FIRST SIX ITEMS UNTIL THE TIME IS UP.
DO NOT TURN OVER PAGE 17 UNTIL YOUR ARE TOLD TO DO SO

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

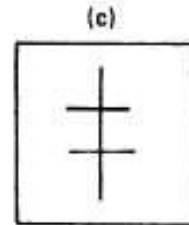
4th example



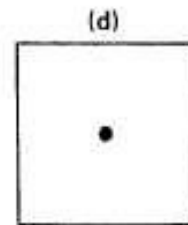
(a)



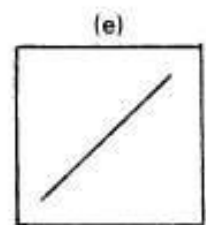
(b)



(c)



(d)

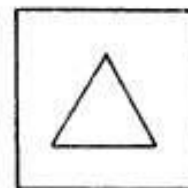
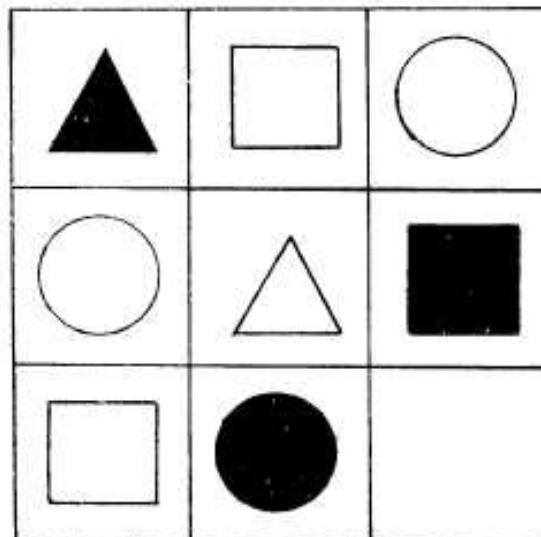


(e)

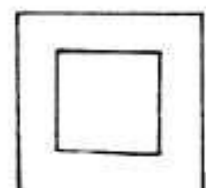
Tile **c** is correct because the rule is that every row and column has the same three shapes in it. Check that you have filled in lozenge **c** in the space provided on page two on your Score Form.

Now try the next example.

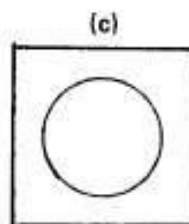
5th example



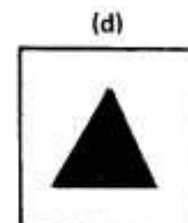
(a)



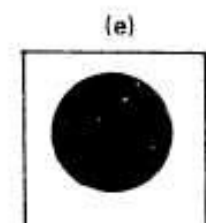
(b)



(c)



(d)



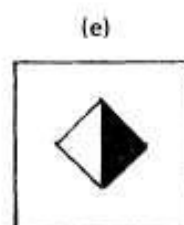
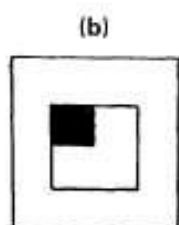
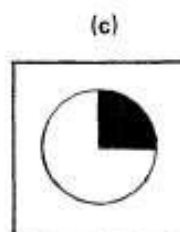
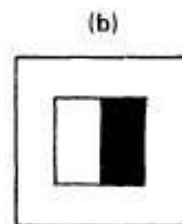
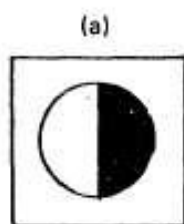
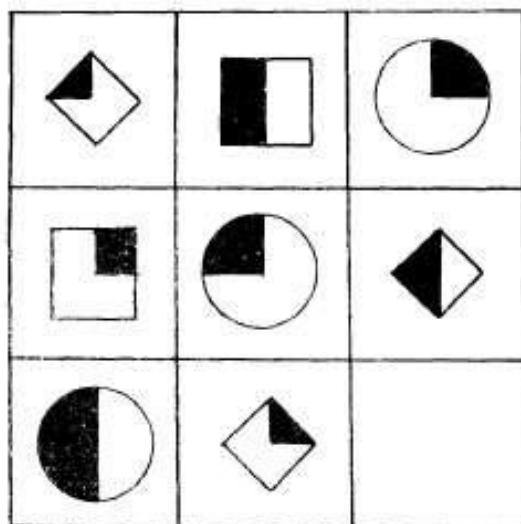
(e)

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

GO STRAIGHT ON TO THE NEXT PAGE

Here is the last example for you to practise on.

6th example

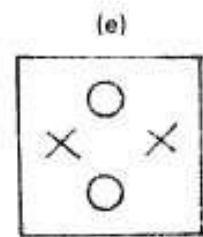
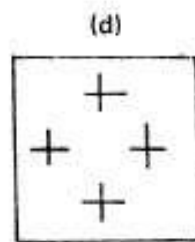
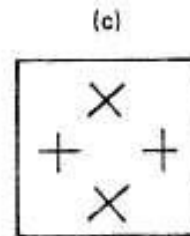
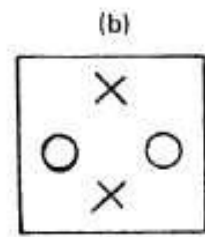
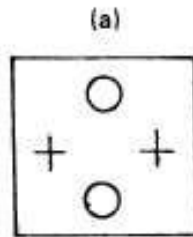
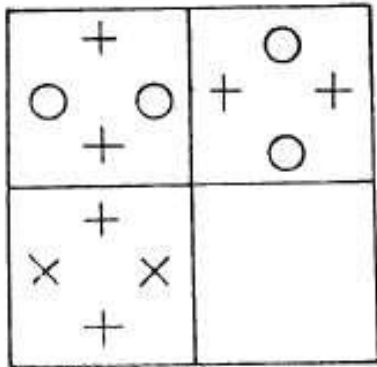


You should have filled in lozenge **d**. Each row and column carries the same three shapes, one of which has its left half blackened. The other two shapes are $\frac{1}{4}$ blackened, one in the top right quarter, the other in the top left quarter.

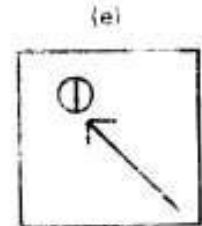
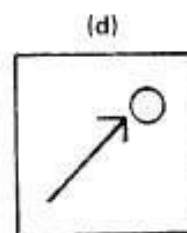
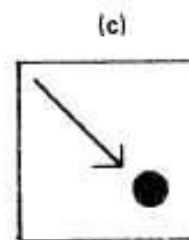
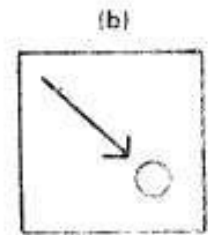
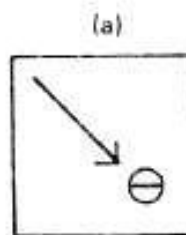
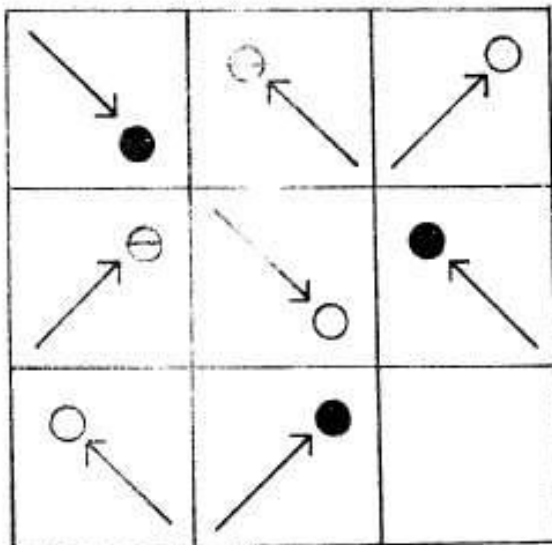
You have five minutes in which to do the last five items in Section 2. If you finish before then you can go back over your answers to check them.

SECTION 2

ITEM 7

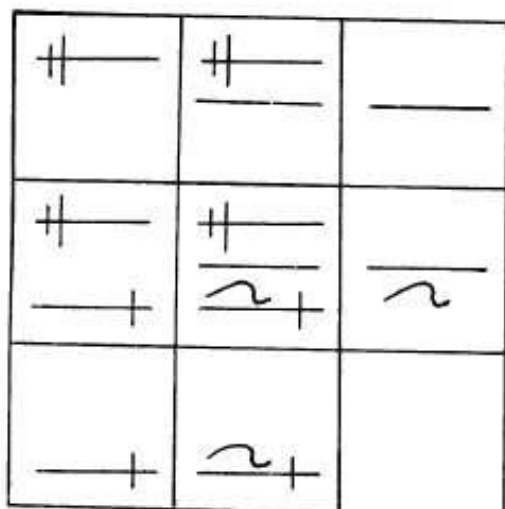


ITEM 8

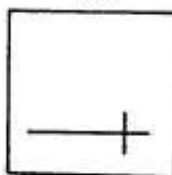


GO STRAIGHT ON TO THE NEXT PAGE

ITEM 9



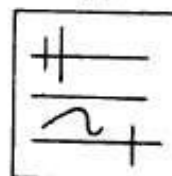
(a)



(b)



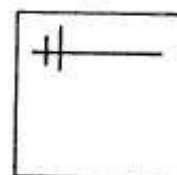
(c)



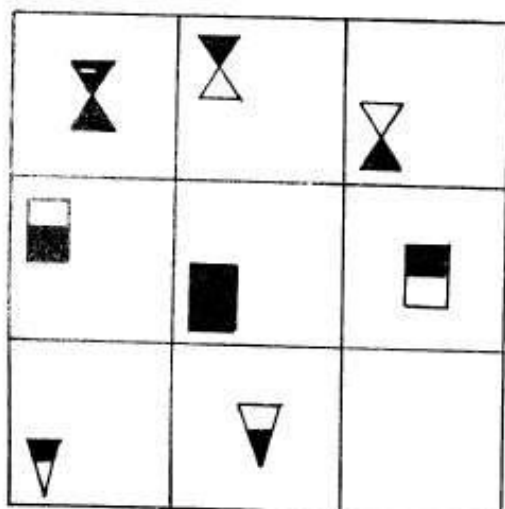
(d)



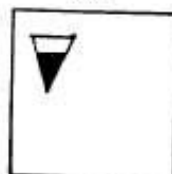
(e)



ITEM 10



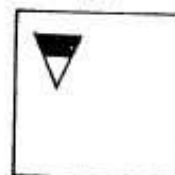
(a)



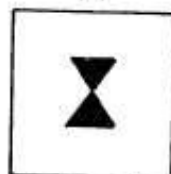
(b)



(c)



(d)

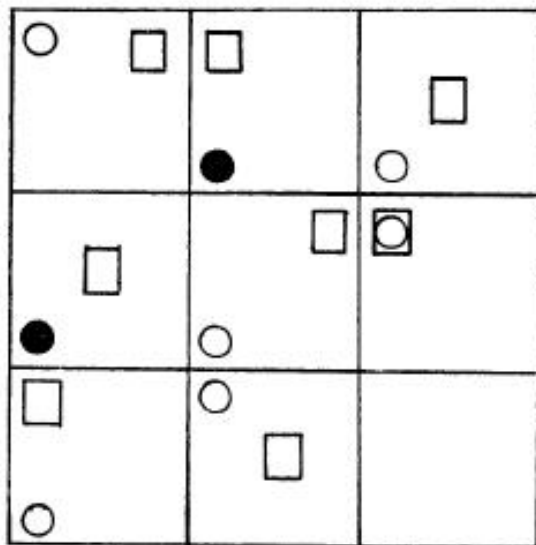


(e)

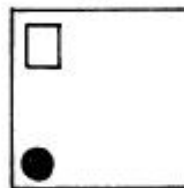


GO STRAIGHT ON TO THE NEXT PAGE

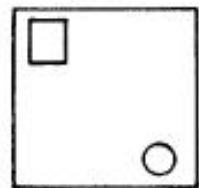
ITEM 11



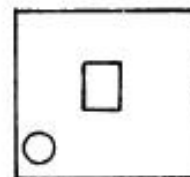
(a)



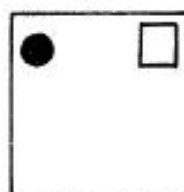
(b)



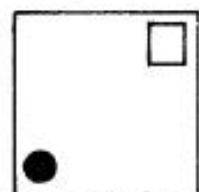
(c)



(d)



(e)



LOOK OVER YOUR WORK UNTIL TIME IS UP

**YOUTHSCAN U.K.**

An initiative of the International Centre for Child Studies

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

CONFIDENTIAL

BLOCK CAPITALS PLEASE

Surname

Forenames

POSTCODE

Are you Male? ☐ Female? ☐ (SEX86)Date of birth
(DOB86)

Date Month Year

APRIL 1970

Today's date

Date Month Year

VARIABLE
ABSENT FROM
DATA FILE

School Name

School Address

INSTRUCTIONS

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

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

PLEASE DO NOT WRITE BELOW THIS LINE

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

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

THANK YOU VERY MUCH

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

READING TEST

1

MARK LIKE THIS  PLEASE DO NOT MARK LIKE THIS  OR  OR  OR 

Section A Skimming

A1. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	A6. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
A2. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	A7. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
A3. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	A8. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
A4. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	A9. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
A5. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	A10. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e

Section B Vocabulary

B1. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	B6. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	B11. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	B16. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
B2. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	B7. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	B12. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	B17. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
B3. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	B8. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	B13. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	B18. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
B4. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	B9. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	B14. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	B19. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
B5. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	B10. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	B15. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	B20. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e

Section C Reading for facts

C1. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	C6. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	C11. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
C2. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	C7. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	C12. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
C3. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	C8. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	C13. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
C4. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	C9. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	C14. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
C5. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	C10. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	C15. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e

Section D Points of view

D1. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	D6. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	D11. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	D16. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
D2. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	D7. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	D12. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	D17. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
D3. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	D8. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	D13. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	
D4. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	D9. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	D14. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	
D5. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	D10. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	D15. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	

Section E Comprehension

E1. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	E6. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	E11. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
E2. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	E7. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	E12. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
E3. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	E8. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	E13. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e
E4. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	E9. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	
E5. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	E10. <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e	

MARK LIKE THIS  PLEASE DO NOT MARK LIKE THIS  OR  OR  OR 

MATRICES TEST

2

MARK LIKE THIS



PLEASE DO NOT MARK LIKE THIS



OR



OR



OR



Section 1

1st Example

a b c d e

☐ ☐ ☐ ☐ ☐

2nd Example

a b c d e

☐ ☐ ☐ ☐ ☐

3rd Example

a b c d e

☐ ☐ ☐ ☐ ☐

1. a b c d e

☐ ☐ ☐ ☐ ☐

2. a b c d e

☐ ☐ ☐ ☐ ☐

3. a b c d e

☐ ☐ ☐ ☐ ☐

4. a b c d e

☐ ☐ ☐ ☐ ☐

5. a b c d e

☐ ☐ ☐ ☐ ☐

6. a b c d e

☐ ☐ ☐ ☐ ☐

4th Example

a b c d e

☐ ☐ ☐ ☐ ☐

5th Example

a b c d e

☐ ☐ ☐ ☐ ☐

6th Example

a b c d e

☐ ☐ ☐ ☐ ☐

Section 2

7. a b c d e

☐ ☐ ☐ ☐ ☐

8. a b c d e

☐ ☐ ☐ ☐ ☐

9. a b c d e

☐ ☐ ☐ ☐ ☐

10. a b c d e

☐ ☐ ☐ ☐ ☐

11. a b c d e

☐ ☐ ☐ ☐ ☐

