LONGITUDINAL SURVEYS OF AUSTRALIAN YOUTH

TECHNICAL REPORT 54

2003 Cohort : User guide

Longitudinal Surveys of Australian Youth

TECHNICAL PAPER

Longitudinal Surveys of Australian Youth (LSAY)

2003 cohort: User guide

Technical report 54

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH

This user guide has been developed for users of the LSAY data. The guide aims to consolidate existing technical documentation and other relevant information.

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Tables and figures

Background

The Longitudinal Surveys of Australian Youth (LSAY) is a research program that tracks young people as they move from school into further study, work and other destinations. It uses large, nationally representative samples of young people to collect information about education and training, work, and social development.

It includes surveys conducted from the mid-1970s through to the mid-1990s: the Youth in Transition (YIT) program; the Australian Longitudinal Survey (ALS); the Australian Youth Survey (AYS); and the current LSAY collection, which began in 1995.

Survey participants in the current LSAY collection (collectively known as a 'cohort') enter the study at age 15 years, or as was the case in earlier studies, when they were in Year 9. Individuals are contacted once a year for up to 12 years, but respondents can miss one survey wave and still remain in the survey. Studies began in 1995 (Y95 cohort), 1998 (Y98 cohort), 2003 (Y03 cohort) and more recently in 2006 (Y06 cohort). Over 10 000 students start out in each cohort.

Since 2003, the initial survey wave has been integrated with the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA).

The LSAY research program provides a rich source of information to enable a better understanding of young people and their transitions from school to post-school destinations; it also explores their social outcomes, such as wellbeing.

Information collected as part of the LSAY program covers a wide range of school and post-school topics, including: student achievement, student aspirations, school retention, social background, attitudes to school, work experiences and what students are doing when they leave school.

LSAY is managed and funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR), with support from state and territory governments. On 1 July 2007, the National Centre for Vocational Education Research (NCVER) was contracted to provide LSAY analytical and reporting services. NCVER is undertaking this service for the department in collaboration with the Australian National University's Social Policy Evaluation, Analysis and Research Centre (SPEAR).

Between 1995 and 2007 the LSAY analytical and reporting services were previously provided by the Australian Council for Educational Research (ACER) jointly with the Department of Education, Science and Training[1] (DEST).

More information can be obtained from the LSAY website, or by contacting NCVER:

Toll free: 1800 825 233 Email: <lsay@ncver.edu.au>
Ph: +61 8 8230 8400 Website: <www.lsay.edu.au>
Fax: +61 8 8212 3436

[1] Replaced in December 2007 by the Department of Education, Employment and Workplace Relations.

Using this guide

This *User guide* has been developed for users of the LSAY data. The guide endeavours to consolidate existing technical documentation and other relevant information into a single document, thereby improving data accessibility and promoting wider use of the LSAY data.

To promote effective use of the data, the guide aims to address all aspects of LSAY data, including information about: how to access the data, data restrictions, variable naming conventions, the structure of the data (using topic areas, topic maps and data elements), classifications and code frames used, weights and derived variables.

A series of additional documents (*Data elements A* to *D*) complement this *User guide*. Data elements represent variables that are common within and between waves. These documents contain information about the data elements, including the variables they cover, the valid values (or response options) for each variable and additional notes (where applicable). Information about the data elements documentation is contained in section 'The LSAY data: Data elements' on page 17.

Users may also find the metadata workbook useful. The workbook provides a listing of all variables in the Y03 data set, as well as basic information about each variable. Data can be filtered and inspected by wave/year, questionnaire section, topic area(s) and/or data element. See 'The LSAY data: Variable listing/metadata workbook' on page 18 for further information. The metadata workbook can be accessed at: <www.lsay.edu.au/publications/2225.html>.

This is the first version of the *User guide* and feedback is welcome. If you have any issues finding the information you need or understanding the information contained in this guide, please do not hesitate to contact the LSAY branch at NCVER:

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Email: <lsay@ncver.edu.au>
Website: <www.lsay.edu.au>

The Y03 cohort

In 2003, a nationally representative sample of approximately 12 500 students aged 15 years was selected to participate in the Programme for International Student Assessment (PISA), conducted by the Organisation for Economic Co-operation and Development (OECD). More than 10 000 of these young people became the third cohort of the LSAY program. This is referred to as the LSAY Y03 cohort.

The PISA sample was constructed by randomly selecting 50 students aged 15 years from a sample of schools designed to represent all states and sectors. Assessments in mathematical literacy, reading literacy, scientific literacy and problem-solving were administered in their schools to provide information on school achievement for use in later analyses of educational and labour market participation. Students also completed a background questionnaire about their families, educational and vocational plans, and attitudes to school. In a follow-up telephone interview, students provided further school and work information.

In 2004, members of the Y03 cohort were contacted for their annual LSAY telephone interview, and have been contacted annually to 2009. The questionnaire for their 2004 interview included questions on school, transitions from school, post-school education and training, work, job history, job search history, non-labour force activities, health, living arrangements and finance, and general attitudes. Subsequent surveys (conducted by the Wallis Consulting Group) asked similar questions but with the emphasis changing from school to post-school education, training and work, depending on the young person's circumstances.

Due to both population shifts over time and survey attrition, care needs to be taken when comparing individual waves of the cohort with other samples drawn from different populations. For example, it can be misleading to compare the LSAY Y03 wave 3 (2005) information with information about 18-year-olds from other surveys in the same year.

Prior to the development of this *User guide*, a range of documents contained information about the Y03 cohort. These documents were categorised as codebooks (including the questionnaire, frequency tables and data dictionary), cohort reports, technical papers and research reports. Information from these documents has been consolidated in this *User guide* to provide a single source for Y03 technical information. These documents are discussed below.

Questionnaires and codebooks

The following four questionnaire instruments were used in PISA 2003:

- the School Questionnaire
- the Student Questionnaire
- the Educational Careers Questionnaire
- the Information Communication Technology Questionnaire.

The Educational Careers and Information Communication Technology questionnaires were offered as international options.

The 2003 PISA questionnaires and codebooks are available from the OECD website: <http://pisa2003.acer.edu.au/downloads.php>.

The LSAY codebooks include the questionnaire for that survey year, a series of frequency tables for each variable, as well as a data dictionary. The data dictionary (also known as a codebook) contains the variable names, formats and base populations for the Y03 data set.

The Y03 LSAY codebooks can be accessed at <www.lsay.edu.au/data/31272.html>. Table 1 provides a summary of the available codebooks.

Table 1 Technical documents – codebooks

Wave/year	Technical report/paper
Wave 1 / 2003	Technical report no. 34, Part A (Data dictionary)[2]
	Technical report no. 34, Part B (Frequency tables)[3]
	Technical report no. 34, Part C (Questionnaire)[4]
Wave 2 / 2004	Technical report no. 35, Part A (Data dictionary)
	Technical report no. 35, Part B (Frequency tables)
	Technical report no. 35, Part C (Questionnaire)
Wave 3 / 2005	Technical report no. 38, Part A (Data dictionary)
	Technical report no. 38, Part B (Frequency tables)
	Technical report no. 38, Part C (Questionnaire)
Wave 4 / 2006	Technical report no. 41 (Codebook)
Wave 5 / 2007	Technical report no. 45A (Questionnaire)
	Technical report no. 45B (Codebook)
	Technical report no. 45C (Frequency tables)
Wave 6 / 2008	Technical report no. 51A (Questionnaire)
	Technical report no. 51B (Codebook)
	Technical report no. 51C (Frequency tables)

Cohort reports

The Y03 cohort reports provide a longitudinal snapshot of the activities of the Y03 cohort from 2003 to the current wave of interviewing. They are updated on an annual basis as new waves of data become available.

The content of the cohort reports focuses on the areas of educational attainment, employment, measures of engagement in study and work, and social outcomes. The cohort reports present a series of tables for each of the indicators. Each series of tables is able to be filtered by a range of demographic variables and can be downloaded into Excel.

[2] LSAY Technical report no. 34, Part A (Data dictionary) contains information for all variables contained in the LSAY Y03 dataset, i.e. it includes information for both PISA and LSAY variables.

[3] LSAY Technical report no. 34, Part B (Frequency tables) contains frequency tables for all variables contained in the LSAY Y03 dataset; i.e. it includes frequency tables for both PISA and LSAY variables.

[4] The 2003 PISA questionnaires are available from the OECD website: <http://pisa2003.acer.edu.au/downloads.php>.

The Y03 cohort reports can be accessed at: <www.lsay.edu.au/cohort/introduction.html>, and are particularly useful for cross-validation for data users. See figure 1 for an illustration of the cohort reports.

Figure 1 Cohort reports

Longitudinal Surveys of Australian Youth, Y03 cohort to 2008, released September 2009

Table 2: Education Indicators for Y03 LSAY cohort, 2003 - 2008.

Year	2003	2004	2005	2006	2007	2008
Wave	1	2	3	4	5	6
Average age of respondents (years)	15.7	16.7	17.7	18.7	19.7	20.7
Number of respondents	10370	9378	8691	7721	6658	6074
Attending school (%)						
Year 12	0.4	17.4	56.8	5.7	0.1*	0.0
Year 11	19.1	61.5	7.0	0.1*	0.0	0.0
Year 10	71.9	7.6	0.1*	0.0	0.0	0.0
Year 9 or below	8.7	0.1*	0.0	0.0	0.0	0.0
At School - Year level unknown	0.0	0.0	0.0	0.0	0.0	0.0
Not at school	0.0	13.4	36.0	94.2	99.9	100.0
Level of current study - study leading to a qualification (%)						
Certificate I	0.0	1.3	1.9	3.0	2.8	2.2

Previous cohort reports focused on describing the education, employment and social participation of young people during the year, and the experiences and attainment in these domains up to a point in time.

These previous reports are available in PDF format and can be accessed at: <www.lsay.edu.au/cohort/other_search.html>.

Table 2 provides a summary of the earlier cohort reports.

Table 2 Technical documents – old cohort reports

Wave/year	Technical report/paper
Wave 1/2003	The 2003 LSAY cohort of 15-year-olds: 15-year-olds in 2003
Wave 2/2004	The 2003 LSAY cohort of 15-year-olds: 16-year-olds in 2004
Wave 3/2005	The 2003 LSAY cohort of 15-year-olds: 17-year-olds in 2005

Other technical papers

Other technical papers that may be useful include sampling and weighting methodology and the PISA data analysis manuals.

Technical paper number 43, *Sampling and weighting the 2003 LSAY cohort*, can be accessed at: <http://www.lsay.edu.au/publications/1962.html>.

The PISA 2003 data analysis manuals for SAS and SPSS users provides all the information required to understand the PISA 2003 data (contained in the first wave of the Y03 cohort) and to perform analyses in accordance with the complex methodologies used to collect and process the data.

The *PISA 2003 data analysis manual* (for both SAS and SPSS users) is available from: <http://www.oecd.org/document/18/0,3343,en_32252351_32236173_35016146_1_1_1_1,00.html>.

Accessing the data

LSAY data sets are deposited annually with the Australian Social Science Data Archives (ASSDA) at the Australian National University in Canberra. Permission to use the data and access requirements are managed by the Australian Social Science Data Archives. Data access requires authorisation from the Data Archive Manager.

The data can be accessed by:
- contacting the Australian Social Science Data Archives (details below) and requesting the LSAY 'Application to access restricted data' and 'User undertaking' forms
- completing both forms
- returning the completed forms via email to the Australian Social Science Data Archives.

Part of NCVER's role is to promote and encourage the use of the LSAY data. If you have any feedback or queries about the data and how to access it you should contact:

NCVER
email: <lsayrequests@ncver.edu.au>
LSAY hotline: 1800 825 233

Australian Social Science Data Archives
email: <assda@anu.edu.au>
phone: 02 6125 4400
fax: 02 6125 0627

Specific data requests

A specific data request allows you to ask for specific tables and/or data analysis to be undertaken by NCVER without the need for you to obtain full sets of the data.

A specific data request can be made to <lsayrequests@ncver.edu.au>.

There are fees and charges applicable for all data requests that require more than one hour to complete. Please refer to NCVER's policy on charging: <www.ncver.edu.au/ aboutncver/statistics/data.html>.

LSAY data releases

Information about the latest LSAY data releases is available from the LSAY website: <www.lsay.edu.au/data/latest.html>.

You may also request to be notified of recent LSAY releases, which include publications and data releases. You can subscribe to NCVER's LSAY alert page at: <www.lsay.edu.au/ newsevents/lsayupdates.html>.

Data restrictions

Data use is restricted to research; data are not to be used for commercial or financial gain. In addition, LSAY information by state and school sector cannot be accessed in combination with the achievement information. This reflects permission requirements agreed at the time the data were collected. LSAY data sets therefore contain either state/sector information or

achievement data. As a condition of use, LSAY data users must also agree to refrain from matching the state/sector with school achievement information.

Further conditions of use are outlined in the LSAY 'User undertaking' form which is available on request from ASSDA by email at: <assda@anu.edu.au>. The conditions of use are as follows:

1. Use of the material is restricted for statistical purposes. This means the user can only use the material to produce information of a statistical nature. Examples of such uses are:
   a. the manipulation of data to produce means, correlations or other descriptive summary measures
   b. the estimation of population characteristics from sample data
   c. the use of data as input to mathematical models and for other types of analyses (for example, factor analysis)
   d. the provision of graphical and pictorial representation of characteristics of the population or sub-sets of the population.

2. The material is not to be used for any non-statistical purposes, or for commercial or financial gain without the express written permission of the Data Archive Manager. Examples of non-statistical purposes are:
   a. transmitting or allowing access to the data in part or whole to any other person/department/organisation not a party to this undertaking
   b. attempting to match unit record data in whole or in part with any other information for the purposes of attempting to identify individuals.

3. Statistical tables, graphs etc. obtained from analysis of these data may be further disseminated provided that the user:
   a. acknowledges both the original depositors and the Australian Social Science Data Archive
   b. acknowledges another archive where the data file is made available through the Australian Social Science Data Archive by another archive
   c. declares that those who carried out the original analysis and collection of the data bear no responsibility for the further analysis or interpretation of it.

4. Use of the material is solely at the user's risk and the user must indemnify the Australian National University and the Australian Social Science Data Archive.

5. The Australian National University and the Australian Social Science Data Archive are not held responsible for the accuracy and completeness of the material supplied.

6. Where applicable:
   a. The user must draw the terms and conditions of the undertaking to the attention of persons within the department/organisation who shall make use of the material.
   b. The Australian National University and the Australian Social Science Data Archive are not to be held liable for any breach of this undertaking.

7. LSAY state/sector information cannot be matched with the LSAY student achievement information. For this reason, these data are only available in separate files.

Overview of the questionnaires

Programme for International Student Assessment (PISA)

In 2003, the initial survey wave (wave 1) was integrated with the OECD's Programme for International Student Assessment. Assessments in mathematical literacy, reading literacy, scientific literacy and problem-solving were administered in their various schools to provide information on school achievement. Students also completed a background questionnaire about their families, educational and vocational plans, and attitudes to school.

PISA 2003 covered four domains: reading literacy, mathematical literacy, scientific literacy and problem-solving. For each PISA data collection, one of these domains is chosen as a major domain, while the others are considered minor domains. A major domain is tested more thoroughly in the year of collection. The major domain for PISA 2003 was mathematical literacy.

The PISA 2003 assessments consisted of a self-completion written test. Literacy in PISA was assessed through units consisting of a stimulus (for example, text, table, chart, figure etc.), followed by a number of tasks associated with this common stimulus. This is an important feature, allowing questions to go into greater depth than if each question introduced an entirely new context. It also allows time for the student to assimilate material, which can then be used to assess multiple aspects of performance.

Examples of items from the PISA 2003 assessment are available in *The PISA 2003 Assessment Framework – Mathematics, Reading, Science and Problem Solving Knowledge and Skills* available at: <http://www.oecd.org/document/29/0,3343,en_32252351_32236173_33694301_1_1_1_1,00.html>.

This publication presents the guiding principles of the PISA 2003 assessment, which are described in terms of the content that students need to acquire, the processes that need to be performed, and the context in which knowledge and skills are applied. It also illustrates the assessment domains with a range of simple tasks.

Plausible values

In PISA student assessment is undertaken using a different number of questionnaire booklets. Students from individual schools received different sets of questions. In order to counteract any biases resulting from the use of different questionnaires, the OECD calculates plausible values. Plausible values allow for the fact that there is measurement error at the individual level (through differing questionnaires), and the determination of these plausible values takes this error into account.

For each student, five plausible values have been calculated for each of the four domains (reading, mathematics, science and problem-solving), and for the mathematics sub-domains (space and shape, change and relationship, uncertainty and quantity).

Data users are encouraged to read the documents outlined in table 3 to better understand the construction and use of plausible values in LSAY.

Table 3 PISA technical documents

Technical report/paper	Web address
PISA 2003 Data analysis manual	<http://www.oecd.org/document/18/0,3343,en_32252351_32236173_35016146_1_1_1_1,00.html>
PISA 2003 Technical report	<https://mypisa.acer.edu.au/index.php?option=com_content&task=view&id=96&Itemid=448>
The role of plausible values in large-scale surveys	<http://www.oecd.org/document/13/0,3343,en_32252351_32236173_35188685_1_1_1_1,00.html>.

How do I use plausible values?

There are five plausible values for each achievement domain and sub-domain in the LSAY dataset. Unbiased estimates of achievement will only be obtained if plausible values are incorporated appropriately. The following are some key points:

- Averaging plausible values over individuals will lead to biased estimates and incorrect standard errors.
- Analysis should be repeated for each plausible value (five times), and any subsequent estimate (for example, coefficients, standard errors) combined in an appropriate way to obtain population estimates.
- Plausible values are correlated within a domain, and, as such, an analysis may be undertaken using only a single plausible value, but being aware that standard errors may be incorrect.

Users are reminded that plausible values are not equivalent to the achievement scores in the Y95 and Y98 LSAY cohorts.

The LSAY questionnaires

In 2003, follow-up telephone interviews were conducted which collected further information on respondents' schools and on part-time work.

The longitudinal nature of the LSAY data collections means that new surveys are closely linked to, are comparable with, and build on, the previous surveys.

From 2004 (wave 2), students have been contacted annually by telephone and asked a range of questions across the following sections:

- Section A: School
- Section B: Transition from school
- Section C: Post-school study
- Section D: Work
- Section E: Job history
- Section F: Job search activity
- Section G: Not in the labour force
- Section H: Living arrangements, finance and health
- Section J: General attitudes

The Y03 questionnaires are contained within the series of Y03 technical papers and can be accessed at: <www.lsay.edu.au/data/31272.html>. Table 1 on page 9 provides a summary of the available technical papers.

The LSAY data

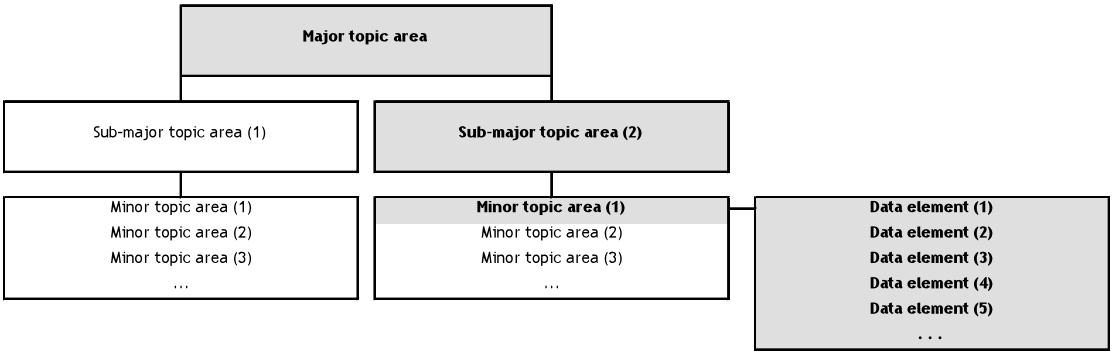
The LSAY data sets are large and particularly complex. About 700 variables are collected (on average) across each wave, culminating in more than 4000 variables across the entire data set. To improve accessibility of the LSAY datasets, data have been grouped into common themes called 'topic areas'.

Topic areas

The topic areas comprise four hierarchical levels:

- *Major topic areas* are the broadest topic area. There are four major topic areas.
- *Sub-major topic areas* are subdivisions of the major topic areas. There are 11 sub-major topic areas.
- *Minor topic areas* are subdivisions of the sub-major topic areas. There are about 180 sub-major topic areas.
- *Data elements* are subdivisions of the minor topic areas. There are more than 2000 data elements.

Figure 2 LSAY hierarchical levels



The four major topic areas are *Demographics*, *Education*, *Employment* and *Social*. The divisions of these major topic areas into sub-major topic areas and minor topic areas are illustrated in figures 3 to 6.

Figure 3 Major topic area 1 – Demographics

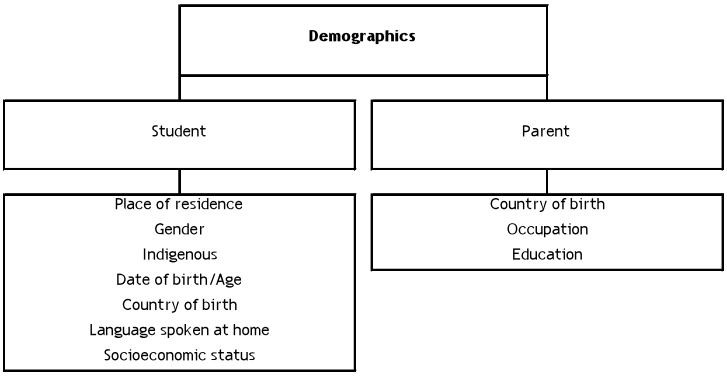


Figure 4 Major topic area 2 – Education

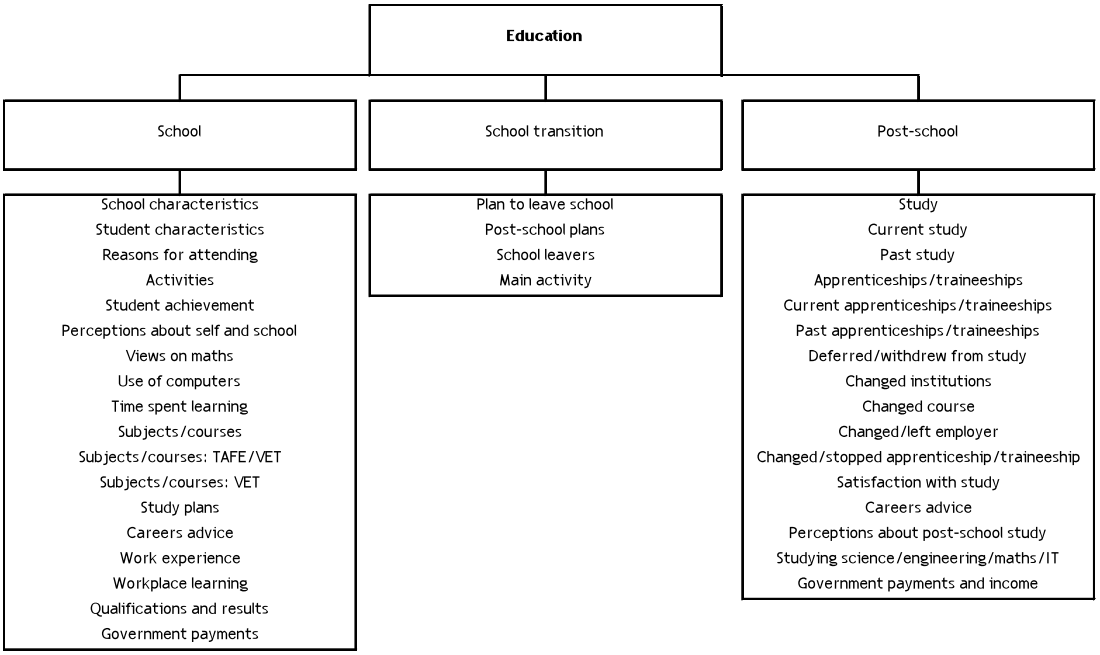


Figure 5 Major topic area 3 – Employment

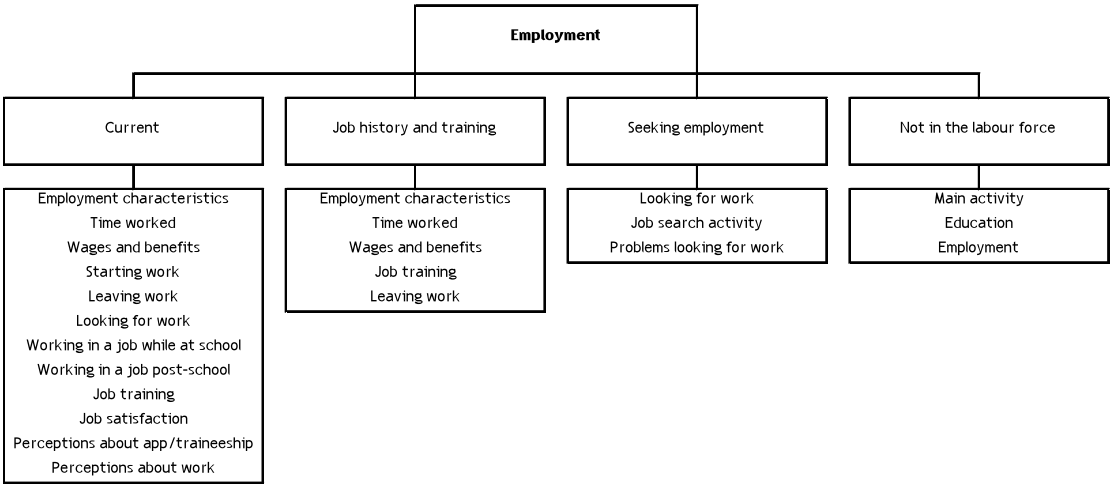
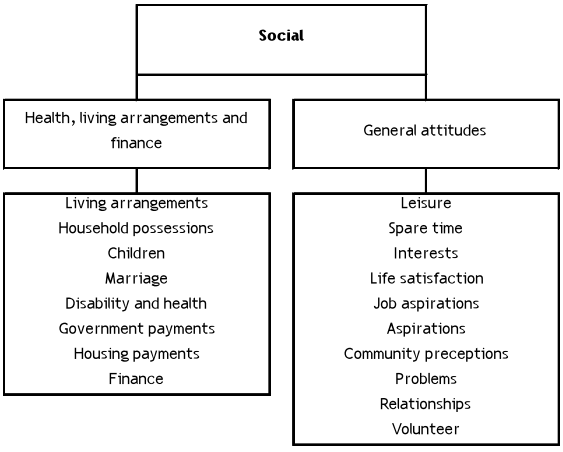


Figure 6 Major topic area 4 – Social



Topic maps

Topic maps have been developed for each of the 11 sub-major topic areas. The topic maps aim to improve accessibility of the LSAY data by linking common questions (or variables) within and between waves. These common variables are identified as *data elements*.

Topic maps by sub-major topic area can be found in the 'Topic maps' section of this *User guide*. A summary of the topic maps appears in table 4.

Table 4 Topic maps

Major topic area	Topic map	Sub-major topic area
Demographics	1	Student
	2	Parent
Education	3	School
	4	School transition
	5	Post-school
Employment	6	Current
	7	Job history and training
	8	Seeking employment
	9	Not in the labour force
Social	10	Health, living arrangements and finance
	11	General attitudes

Data elements

Data elements represent variables that are common within and between waves. In some instances, a data element may represent a single variable (when not collected across multiple waves). Information about each data element is contained in the supplementary sections (*Data elements A* to *D*) of this *User guide*. They can be accessed at: <www.lsay.edu.au/publications/2225.html>.

This series of data element documents are identified by their major and sub-major topic area. An overview of these data element documents is given in table 5.

For each data element, the following information is provided (where applicable):

- *Data element*—the data element name
- *Purpose*—what information is provided by the data element
- *Variables*—the variable names which correspond to this data element
- *Variable type*—whether the variable is in numeric or character format
- *Variable label*—the variable label; this includes the question number (where applicable) and a short description of the variable
- *Question*—the question wording for the associated variable
- *Values*—the possible values each variable can take and corresponding formats
- *Base population*—the syntax for the number of respondents eligible to answer the corresponding question
- *Notes*—other information.

Table 5 *User guide* data element documents

User guide	Major topic area	Sub-major topic area(s)
Part A	Demographics	Student
		Parent
Part B1	Education	School
		School transition
Part B2	Education	Post-school
Part C	Employment	Current
		Job history and training
		Seeking employment
		Not in the labour force
Part D	Social	Health, living arrangements and finance
		General attitudes

Variable listing/metadata workbook

To further assist in the use of the LSAY data, an Excel metadata workbook has been developed by NCVER. It provides a complete listing of all the variables in the Y03 data set, as well as information about each variable. Data can be filtered and inspected by wave/year, questionnaire section, topic area(s) and/or data element.

The metadata workbook can be accessed at: <www.lsay.edu.au/publications/2225.html>.

The information contained in this workbook is similar to that contained in the topic maps and data elements documents, but can be manipulated using filters to search for and group variables.

There are two worksheets included in the metadata workbook: *Variables* and *Values*. Both worksheets list each variable in the order it appears in the data set. Major, sub-major and minor topic areas as well as data elements are provided for each variable. The wave/year, questionnaire section and variable label are also included (where applicable).

The first worksheet, *Variables*, includes the variable type, variable label, question (wording) and base population. The second worksheet, *Values*, lists each variable and the values that variable can take (where applicable).

Note that, while all variables are included in the listing, variables provided in the data sets (available from the Australian Social Science Data Archive) are limited by existing data restrictions. See section ‘Accessing the data: Data restrictions’ on page 11.

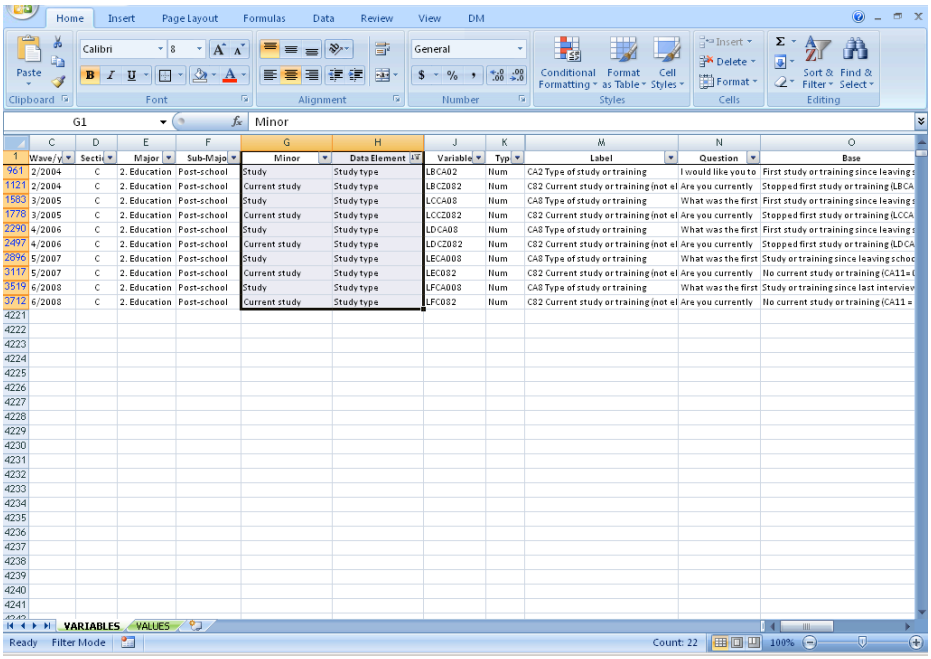
Variable selection

Not all variables assigned to a data element are directly comparable. Additional attributes such as question wording, values, classifications used and base populations must be considered when selecting variables and analysing the data.

Data elements have been created to assist in grouping and thereby simplifying variable selection. They are unique within a minor topic area but may not be unique across topic areas.

For example, the data element, *Study type*, exists under the major and sub-major topic area *Education: Post-school*. This data element appears under two different minor topic areas: *Study* and *Current study*. The *Study* minor topic area may include both past and current study (depending on the questionnaire sequencing). When identifying a data element and/or variable for use, it is therefore important to consider other related data elements that may be located in a different topic area. This is illustrated in figure 5 using an excerpt from the metadata workbook.

Figure 7 Identifying related topic areas



To identify variables for analysis and support accurate variable selection, refer to the topic maps contained in ‘Topic maps’ section on page 33. Here relevant data elements can be identified by:

- navigating to a major topic area of interest (for example, *Education*)
- identifying a sub-major topic area of interest (for example, *Post-school [education]*)
- identifying a minor topic area of interest (for example, *Current study*)
- inspecting the data elements available within that minor topic area (for example, *Month started study*)

The number of times that data element appears within a wave is shown in the column corresponding to the particular wave.

Before using and/or analysing the variables/data elements selected, it is important to consider:

- variable attributes such as question wording, variable values, classifications used and base populations
- data elements which appear more than once within a wave
- data elements which appear more than once across waves (for longitudinal analysis)
- data elements of the same name across other topic areas (if applicable)
- other data elements that may be closely linked within a topic area or across other topic areas.

Variable naming conventions

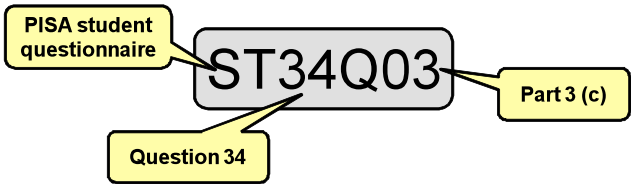
PISA variables

PISA variables only exist in wave 1 of the Y03 cohort and have a separate variable naming convention. Naming conventions for different types of PISA variables are summarised in table 5.

The questionnaire instruments for PISA are comprised of the following three components:
- the Student Questionnaire (ST)
- the Educational Careers Questionnaire (EC)
- the Information Communication Technology Questionnaire (IC).

Most PISA variables are named using the following convention: questionnaire component, question number, and question part (where applicable). For example, the variable:
- ST16Q01 is question number 16 from the student questionnaire
- EC06Q01 is question number 6 from the educational careers questionnaire
- ST34Q03 is question number 34 (part c) from the student questionnaire
- IC01Q01 is question number 1 from the ICT questionnaire.

Figure 8 PISA variable naming convention



Countries are also able to introduce country-specific questions in the PISA questionnaires, referred to as 'national options' questions. These are denoted on the variable name by the last character 'N'. For example, the variable ST34Q15N is question number 34 from the student questionnaire, with part 15 a national options question, denoted by the 'N' at the end of the variable name.

Plausible values are used to report student achievement in PISA. There are five plausible values for each of the domains and sub-domains[5] and the PISA student achievement variables take this information into account in the variable name. For example, the variable:
- PV1MATH points to the first plausible value in the maths domain.
- PV4SCIE points to the fourth plausible value in the science domain.
- PV1MATH1 points to the first plausible value in the first maths sub-domain: Mathematics – Space and Shape
- PV5MATH2 points to the fifth plausible value in the second maths sub-domain: Mathematics - Change and Relationships domain.

[5] The PISA 2003 major assessment domains are reading, mathematics, science and problem-solving. The PISA 2003 mathematics sub-domains are space and shape, change and relationship, uncertainty and quantity.

Replicate weights have been used to estimate sampling variances for population estimates derived from a complex sample design. The weights are simply named chronologically from W_FSTR1 to W_FSTR80. The variable W_FSTUWT is the final student weight.

Detailed information about plausible values and replicate weights is available from the OECD PISA 2003 data analysis manuals located at: <http://www.oecd.org/document/18/0,3343,en_32252351_32236173_35016146_1_1_1_1,00.html>

Two types of indices are provided in the PISA dataset: simple indices and scale indices. Several student- and school-level indices combine several answers provided by students or principals to build a broader, not directly observable concept. These indices appear towards the end of the PISA data and tend to be descriptive rather than having adopted a variable naming convention. For example:

- AGE is a simple index.
- CULTPOSS is a student-level scale index derived from cultural possessions (for example, classic literature, books of poetry).

Table 6 Summary of PISA variable naming conventions

PISA variable	Examples of PISA variable names	Description
Standard variables	ST16Q01 IC05Q01 EC01Q01 ST34Q03	The first two characters indicate the questionnaire instrument. The PISA questionnaire instruments are the Student Questionnaire (ST), the Educational Careers Questionnaire (EC) and the Information Communication Technology Questionnaire (ICT). The following two digits indicate the question number (e.g. ST16 is question 16 from the student questionnaire). The final three characters are the question part or sub-section. So ST34Q03 is part 3 of question 16 from the student questionnaire.
National options	ST34Q15N	The character 'N' at the end of the variable indicates that the question is a national options question (i.e. a national, not international question).
Student achievement/ plausible values	PV1MATH PV1MATH1 PV4PROB	The first two characters 'PV' indicate the variable is a plausible value. The next character indicates whether it is the first plausible value up to the fifth plausible value. The next four characters indicate the domain or sub-domain. PV1MATH indicates that the variable is from the mathematics domain, while PV1MATH1 indicates that the variable is from the first maths sub-domain (Space and Shape). *For further information on plausible values, see section* 'Overview of the questionnaires: Plausible values' on page 13.
Replicate weights	W_FSTR1 W_FSTR80	Replicate weights are identified using the characters "W_FSTR" followed by a chronological number. *For further information on replicate weights, see the* PISA 2003 Data analysis manual.
Indices	AGE HISCED CULTPOSS	Student and school-level simple and scaled indices tend to be descriptive rather than adopting a naming convention.

LSAY standard variables

Most variable names are constructed using four pieces of information: the questionnaire instrument, the survey wave, the questionnaire section and the question number.

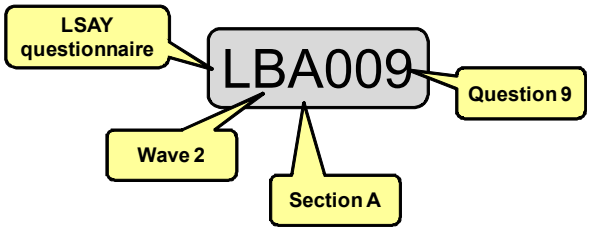
The character 'L' is used to identify the survey instrument, where L represents the LSAY survey instrument (as opposed to the PISA survey instrument). A wave identifier is used to identify the survey wave. The first survey (or wave) is allocated an A, the second survey a B

up until wave 11, which is allocated a K. The section identifier is used to identify the section of the questionnaire. The question identifier is used to identify the question number.

For example, the variable LBA009 refers to:

- the LSAY survey instrument, denoted by the first character 'L'
- wave 2, denoted by the second character B
- section A, denoted by the third character A
- question 9, denoted by the last three characters 009.

Figure 9 LSAY standard variable naming convention



LSAY non-standard variables

There are a series of other variables that do not take the standard variable naming convention mentioned above. These variables are summarised in the table below.

Table 7 Summary of LSAY non-standard variable naming conventions

Non-standard variable	Examples of non-standard variable names	Description
Demographics	SEX INDIG	Demographic variables, such as gender and Indigenous status, tend to be descriptive rather than adopting a naming convention.
School characteristics	STATEID SECTOR	School characteristics, such as state of the school and school sector, tend to be descriptive rather than adopting a naming convention.
Derived variables	XLFS2004 XCEL2005	Derived variables have been constructed across all waves to summarise key information such as labour force status and current education level. *For further information about derived variables see the section on* 'Derived variables' *on page24.*
IN flag	IN2003 IN2006	IN flags have been created for each survey year to indicate whether a respondent participated in the survey in that year. If the value of the IN flag is equal to 1, this indicates that the respondent participated in the survey for that year. IN flag variables are denoted by the two characters 'IN' followed by four digits for the survey year.
Interview dates	DINT00 MINT00 YINT00 INTDAT00 INTSAS00	Day of interview, month of interview, and year of interview are collected each survey year and consolidated into an interview date variable. Interview date variables are denoted by DINT for day of interview, MINT for month of interview, YINT for year of interview, and INTDAT for the consolidated interview date (in both character and SAS® date format) followed by two digits for the survey year.

Non-standard variable	Examples of non-standard variable names	Description
Sample and derived items	LBWSAMP1 LDWDV01 LEWSAM07	Sample and derived items look at information from previous years surveys. They have been created to enable more efficient and effective direction of questions. For example, the variable LEWSAM07 looks at whether the respondent had a job at the previous interview. Questions about whether respondents have the same job as reported at their last interview would only be asked of those who were recorded as being employed at the previous interview. Sample items are denoted by: • the first character 'L' (to indicate the LSAY survey instrument was used) • followed by the wave identifier (A to F) • followed by the character 'W' • followed by the characters 'SAMP' (up to wave 4, 2006), 'SAM' (from wave 5, 2007), or 'DV' for items derived by the field contractor • followed by one digit (up to wave 4, 2006) or two digits (from wave 5, 2007) denoting the sample item.
Weights	WT06GEN ACH06WT WT2006	Weight variables are denoted by the two characters 'WT' either at the beginning or end of the variable name. *For further information about weights see section,* 'Sample and survey design – Weights' *on page 26.*

Derived variables

A series of derived variables has been developed to simplify use of the LSAY data and provide useful measures/indicators for analysis. The derived variables focus on the areas of educational attainment, employment, measures of engagement in study and work, and social indicators.

The following table summarises the series of additional derived variables available on the Y03 data set.

Derived variables are denoted by the character X, followed by several characters uniquely identifying the derived variable; this is then followed by four digits for the survey year.

Detailed technical documentation outlining how the variables are derived as well as their properties is forthcoming and will be linked within this document when it becomes available. In the meantime, data users can request further information about the derived variables from NCVER via e-mail: <lsay@ncver.edu.au>

Table 8 Derived variables

Indicators	Derived variable	Variable name
Education	Attending school	XCSL*YYYY*
	Level of current study – study leading to a qualification	XCEL*YYYY*
	Study status in VET (incl. apprenticeship and traineeships)	XVET*YYYY*
	Status of study in bachelor degree or higher	XBAC*YYYY*
	Mode of attendance	XFTS*YYYY*
	Highest year of school completed	XHSL*YYYY*
	Completed Year 12 or certificate level II or higher	X122*YYYY*
	Completed Year 12 or certificate level III or higher	X123*YYYY*
	Highest non-school qualification completed	XHEL*YYYY*
Employment	Labour force status at time of interview	XLFS*YYYY*
	Full or part-time status of main job	XFTP*YYYY*
	Employment status	XEMP*YYYY*
	Undertaking an apprentice or traineeship	XATR*YYYY*
	Job mobility during last year	XMOB*YYYY*
	ANZSCO 1 digit occupation of respondent	XOCC*YYYY*
	Average gross weekly pay for those in full-time employment	XWKP*YYYY*
	Average hourly wage for all respondents	XHRP*YYYY*
	Average weekly working hours	XHRS*YYYY*
Study and work	Whether in full-time education or full-time employment	XFTE*YYYY*
	Whether or not had any spell of unemployment during the year	XUNE*YYYY*
Social indicators	Marital status	XMAR*YYYY*
	Living in parental home	XATH*YYYY*
	Living in own home	XOWN*YYYY*
	Number of dependent children	XCHI*YYYY*

Sample and survey design

In 2003, a nationally representative sample of approximately 12 500 15-year-old students was selected to participate in PISA conducted by the OECD.

The 2003 PISA sample comprised 355 schools from all states and territories. This sample was designed to be representative of students across Australia, using state/territory, school sector and region (metropolitan or non-metropolitan) as strata. Within each school, 50 students aged 15 years were selected at random. In schools with fewer than 50 students, all 15-year-olds were selected. Smaller jurisdictions and Indigenous students were oversampled to ensure that reliable results could be produced by state and Indigenous status. The final 2003 PISA sample size was 12 551 individuals.

Of these, 10 370 were successfully contacted to undertake a follow-up telephone interview in 2003. This interview collected further information on the respondent's school experience, school and post-school intentions, and part-time work. This group of young people became the third cohort of LSAY. These respondents have since been contacted annually using computer-assisted telephone interviews (CATI).

Further information on the survey design for the Y03 cohort can be found in LSAY technical paper no. 43, *Sampling and weighting of the 2003 LSAY cohort*, which can be accessed at: <www.lsay.edu.au/publications/1962.html>.

Response rates

Table 9 shows the final sample size for the PISA assessment, and the subsequent sample size for the first wave of the LSAY Y03 cohort. Table 10 shows the sample sizes and response rates for each wave of the LSAY Y03 cohort from 2003.

Table 9 Sample sizes: PISA and LSAY 2003

	PISA	LSAY
Age at 30 June	15.7	15.7
Sample size (n)	12 551	10 370
% of PISA	100	82.6

Table 10 Sample sizes and response rates: LSAY Y03

	Wave/year					
	1/2003	*2/2004*	*3/2005*	*4/2006*	*5/2007*	*6/2008*
Age at 30 June	15.7	16.7	17.7	18.7	19.7	20.7
Sample size (n)	10 370	9 378	8 691	7 721	6 658	6 074
% of wave 1	100	90.4	83.8	74.5	64.2	58.6
% of previous wave	na	90.4	92.7	88.8	86.2	91.2

Sources of error

Estimates based on sample surveys have two major sources of error: non-sampling and sampling error. A brief description of the two types and an outline of what can be done to overcome the effects of these errors are given below.

Non-sampling error

Non-sampling error arises from inaccuracies in collecting, recording and processing the data. Some common examples of non-sampling error include: non-response, incorrect responses, missing responses, interviewer and processing error. Non-sampling error can be accounted for, in part, by using weighted estimates to adjust for non-response. However, there are no statistical measures to accurately adjust for other types of non-sampling error. Nevertheless, other types of non-sampling error can be minimised through questionnaire design, training and monitoring of interviewers, the use of computer-assisted interviews (CATI) and effective data-checking and processing procedures.

Non-response

All surveys suffer from error related to non-response. Non-response is a form of non-sampling error that can be accounted for in the analysis of survey data. There are typically two forms of survey non-response:

- *Item non-response* occurs when a respondent does not answer all the questions in the survey.
- *Unit non-response* occurs when not all respondents answer the survey due to, for example, refusal to participate, or inaccurate contact details.

Item non-response can be minimised with the use of CATI, which can forward-feed information from previous interviews. Item non-response is generally treated using imputations. There are currently no imputed data for missing values in LSAY. However, data users can apply a number of techniques to help make the data more complete. The use of statistical modelling techniques, such as Multiple Imputation (MI), allows data users to estimate item non-response, along with their respective standard errors.

Unit non-response (also called attrition) can lead to biased population estimates and incorrect standard errors, particularly if certain groups of the sample drop out at differing rates. Survey attrition is counteracted by trying to maximise the year-on-year response rate, appropriate statistical modelling techniques, and/or the application of appropriate survey weights.

Weights

In order for the LSAY sample to more accurately represent the population of Australian 15-year-olds in 2003, the collected sample must be weighted to account for differences in the sampling distributions from the original population distribution that may have arisen during the sampling process.

There are two weighting procedures applied to the LSAY data:

1. *Sample weights* reflect the original sample design, and ensure that the sample matches the population distribution from which the original sample was drawn. In the case of LSAY, the sample weights sum to the sample size. For example, the sample weights add to 10 371 in wave 1, 9378 in wave 2 etc. The distribution of stratum levels (state/territory, school sector and region) matches that of the original population. Students from states and territories with smaller numbers of 15-year-olds are over-sampled and students from states with larger numbers of 15-year-olds are under-sampled. In order for the sample to more accurately

represent the population of Australian 15-year-olds, the sample is weighted so that sample sizes within strata are proportional to the population sizes of the strata.

2. *Attrition weights* are used to address unit non-response by ensuring that the distribution of the sample matches the distribution of the sample population. Attrition weights used in LSAY account for attrition from the PISA sample to the LSAY sample in the first wave (2003) and wave-on-wave attrition from the first wave.

In calculating attrition weights, a non-response analysis was undertaken to determine the factors that contributed to attrition. These factors are used to calculate attrition weights for both the attrition from PISA to LSAY, and wave-on-wave attrition. The use of attrition weights ensures that distributions in each wave (and from wave 1 to PISA) match those obtained in PISA (for the factors identified as contributing to attrition).

The final LSAY weights for each wave combine both the sample and attrition weights. Weighted data are presented in all cohort reports unless otherwise stated.

Users must be aware that survey drop-out may not be fully accounted for in the attrition weights for all sub-populations. This is despite attempts to counteract attrition bias. To allow users to determine the effectiveness of the attrition weights, data in the cohort report demographic tables are presented both weighted and unweighted. The Y03 cohort reports can be accessed at: <www.lsay.edu.au/cohort/introduction.html>. Researchers are encouraged to determine their own weighting methodology or analysis methods to deal with attrition, to ensure its appropriateness to their own research questions.

Further information regarding weights for the Y03 cohort can be found in LSAY technical paper no. 43, *Sampling and weighting of the 2003 LSAY cohort,* which can be accessed at: <www.lsay.edu.au/publications/1962.html>.

Table 11 shows the three different types of available weights and the variable naming convention for each, where *YY* and *YYYY* denote the survey year.

Table 11 Weight variables

Weight	Variables
Sample weight	WT*YY*GEN
Attrition weight	ACH*YY*WT
Final weight	WT*YYYY*

NCVER is currently reviewing the weights provided in the Y03 dataset and will be implementing a logistic regression approach to weighting. These weights will be provided in the 2010 release of the Y03 data (available from ASSDA) alongside the existing weights. NCVER will also provide technical documentation on this weighting methodology. This methodology will be consistent with the weighting approach taken for the Y06 cohort.

Sampling error

Users of the LSAY data must consider the size of the sampling error when deriving or interpreting estimates obtained from LSAY. Sampling error arises because estimates are obtained from the use of a sample rather than from measuring the entire population. It is possible to select many different individual samples from a single population; each of these would provide a different population estimate. So an estimate obtained from a sample is subject

to sample-to-sample variation (sampling error). In random (probability) sampling, the size of the sampling error (for a given sample) is measured using the standard error of the estimate.

It is important that users take into consideration the reliability of estimates obtained from survey data. Standard errors, confidence intervals and relative standard errors (RSEs) can be calculated to determine the reliability of the estimate(s).

The greatest contributor to standard error is the sample size. Small sample sizes generally result in higher standard errors and wider confidence intervals. The RSE enables a comparison of the accuracy between two different estimates. An estimate with a high RSE or wide confidence interval should be used with caution, and users are advised against relying on estimates obtained from sample sizes of fewer than five or estimates that have an RSE of greater than 25%.

In the LSAY cohort reports, estimates obtained from sample sizes of fewer than five respondents have been highlighted using double asterisks. Estimates which have a relative standard error greater than 25% are highlighted using a single asterisk. The Y03 cohort reports can be accessed at: <www.lsay.edu.au/cohort/introduction.html>.

Standard errors

The standard error of an estimate indicates the accuracy to which that estimate approximates the true population parameter. There are multiple methods for calculating the standard errors in complex surveys. One method commonly used is the Taylor series expansion.[6] This technique has been applied to obtain estimates of standard errors for the LSAY cohort reports. These standard errors can then be used to calculate confidence intervals and relative standard errors.

Confidence intervals

The confidence interval is an interval estimate of the population parameter. Sample estimates which have high standard errors will have wide confidence intervals.

The mathematical derivation of a 95% confidence interval for a proportion is:

$$\hat{p} \pm 2 \times se(\hat{p})$$

where $\hat{p}$ is the estimate obtained from the sample, and $se(\hat{p})$ is the standard error of the estimate (typically obtained from a statistical analysis package).

Relative standard errors

The relative standard error (RSE) is a standardised measure that enables the comparison between different estimates in terms of their reliability. The RSE is derived by dividing the standard error of the estimate by the estimate itself, expressed as a percentage:

$$RSE(\hat{p}) = \frac{se(\hat{p})}{\hat{p}} \times 100$$

[6] For further information on this technique, users should consult William Cochran, *Sampling techniques*, 3rd edn, John Wiley and Sons, New York, 1977, sections 11.18, 11.91 and 11.20.

Examples

Consider the following estimates of highest school level completed (XHSL2008) to 2008 taken from the Y03 cohort reports. In this example, estimates obtained from a large sample are compared with estimates obtained from a small sample. Table 12 presents the highest school level for all respondents (large sample), while Table 13 presents the highest school level obtained for those from remote areas (small sample).

Table 12 Estimates, standard errors, RSEs and confidence limits for highest school level completed, Y03 cohort in 2008 for a large sample (all respondents)

Level	Frequency	%	Standard error of %	RSE (%)	95% confidence interval	
					Lower limit	Upper limit
Year 12	5189	83.17	0.62	0.75	81.93	84.41
Year 11	510	8.96	0.45	5.02	8.06	9.85
Year 10	357	7.27	0.43	5.85	6.42	8.12
Year 9 or below	18	0.60*	0.24	40.17	0.12	1.09
Total	6074	100				

* Estimate has a relative standard error greater than 25%.

Table 13 Estimates, standard errors, RSEs and confidence limits for highest school level completed, Y03 cohort in 2008 for a small sample (remote respondents)

Level	Frequency	%	Standard error of %	RSE (%)	95% confidence interval	
					Lower limit	Upper limit
Year 12	87	74.07	6.95	9.39	60.16	87.97
Year 11	12	18.74*	6.91	36.86	4.93	32.56
Year 10	8	6.24*	2.39	38.38	1.45	11.03
Year 9 or below	1	0.95**	0.96	100.56	-0.96	2.86
Total	108	100				

*Estimate has a relative standard error greater than 25%.

** Estimate has a sample size of fewer than five.

Using this example, we see the estimate for all respondents who finished Year 12 is 83.17%, with a RSE of 0.75%. The estimate for remote respondents who finished Year 12 is 74.07%, with a RSE of 9.39%. Both estimates have an RSE of less than 25%, so are considered reliable; however, the estimate for remote respondents is much less reliable than the estimate for all respondents, given that the RSE for remote respondents (9.39%) is considerably higher than the RSE of all respondents (0.75%).

In addition, we would not recommend using estimates obtained from respondents who have only completed Year 9 or below (for both all and rural respondents), as the RSEs are higher than 25%. Similarly, we would not recommend using any of the estimates obtained for remote respondents who have completed Years 9, 10, or 11, as RSEs of these estimates are also higher than 25%.

The interpretation of the confidence intervals (consider Year 12 for remote respondents in Table 12) is: we are 95% confident that the true population estimate of Year 12 completion lies between 60.16 and 87.97%.

Classifications and code frames

There are a number of variables contained in the LSAY datasets that are coded using standard classifications. The information for these variables is collected using open-ended questions and verbatim responses are recorded. These responses are then coded using standard classifications.

The details of these classifications are not provided in the data elements documents because they are very lengthy and can be summarised in various ways. This section provides a summary of the classifications and code frames used for each survey wave and references the relevant classifications and code frames.

Table 14 Summary of classifications and code frames used in the LSAY Y03 dataset

Wave/year	Education	Occupation	Industry	Institution	Country	Language
1/2003	ISCED 97	ISCO 88/ ASCO 2nd edition	Not applicable	Not applicable	ISO country code	ISO language code
2/2004	ASCED	ASCO 2nd edition	ANZSIC 1993	Institution code frame 1	Not applicable	Not applicable
3/2005	ASCED	ASCO 2nd edition	ANZSIC 1993	Institution code frame 2	Not applicable	Not applicable
4/2006	ASCED	ANZSCO 1st edition	ANZSIC 2006	Institution code frame 2	Not applicable	Not applicable
5/2007	ASCED	ANZSCO 1st edition	ANZSIC 2006	Institution code frame 2	Not applicable	Not applicable
6/2008	ASCED	ANZSCO 1st edition	ANZSIC 2006	Institution code frame 2	Not applicable	Not applicable

ISCED International Standard Classification of Education
ASCED Australian Standard Classification of Education
ISCO International Standard Classification of Occupations
ASCO Australian Standard Classification of Occupations
ANZSCO Australian and New Zealand Standard Classification of Occupations
ANZSIC Australian and New Zealand Standard Industrial Classification
ISO International Organization for Standardization

Education

The International Standard Classification of Education (ISCED 1997) is used to code parental education levels and expected student educational levels. These are collected in the first wave of the 2003 cohort as part of PISA.

The ISCED has the following categories:

- None
- ISCED 1 (primary education)
- ISCED 2 (lower secondary)
- ISCED 3B or 3C (vocational/pre-vocational upper secondary)
- ISCED 3A (upper secondary) and/or ISCED 4 (non-tertiary post-secondary)
- ISCED 5B (vocational tertiary)
- ISCED 5A or 6 (theoretically oriented tertiary and post-graduate).

Further information about ISCED is available at:
<http://www.uis.unesco.org/ev.php?ID=3813_201&ID2=DO_TOPIC>.

The Australian Standard Classification of Education[7] (ASCED) is used to code the area of study from wave 2 (2004).

Occupation

The International Standard Classification of Occupations (ISCO 88) is used to code parental occupation and expected student occupation in the first wave of the 2003 cohort as part of PISA.

Further information about ISCO is available at:
<http://www.ilo.org/public/english/bureau/stat/isco/isco88/index.htm>

The Australian Standard Classification of Occupations[8] (ASCO) second edition is used to code (the remaining) occupational data from waves 1 to 3 (2003 to 2005). From wave 4 (2006), the Australian and New Zealand Standard Classification of Occupations[9] (ANZSCO) first edition is used.

Industry

The Australian and New Zealand Standard Industrial Classification[10] (ANZSIC) 1993 is used to code industries for waves 2 and 3 (2004 to 2005). From wave 4 (2006), ANZSIC 2006 is used.

Institution

Non-standard institution code frames have been developed specifically for LSAY to enable consistent coding of education institutions. These code frames are also used across other LSAY cohorts (for example Y95, Y98 etc.).

The first code frame uses four digits to code institutions for wave 2 (2004).

The code frame was revised to incorporate information about the institution campus and uses six digits to code institutions (including campus) from wave 3 (2005).

The institution code frames can be accessed at: <www.lsay.edu.au/publications/2225.html>.

Country

The country codes used in PISA are the ISO 3166 country codes. The code frame uses eight digits to code countries (for variables ISO_S, ISO_F and ISO_M) at wave 1 (2003) only.

The country codes can be accessed at: <www.lsay.edu.au/publications/2225.html>.

The ISO country codes provided have been sourced from the 2003 PISA Australian database and can be accessed at: <http://www.acer.edu.au/ozpisa/au_db.html>.

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[7] ABS 2001, *Australian Standard Classification of Education (ASCED)*, cat.no.1272.0, ABS, Canberra.
[8] ABS 1997, *Australian Standard Classification of Occupations*, 2nd edn, cat.no.1220.0, ABS, Canberra.
[9] ABS 2006, *Australian and New Zealand Standard Classification of Occupations*, 1st edn, cat.no.1220.0, ABS, Canberra.
[10] ABS 1993, *Australian and New Zealand Standard Industrial Classification*, cat.no.1292.0, ABS, Canberra.

Language

The language codes used in PISA are the ISO 639 language codes. The code frame uses six digits to code languages (for variable LANG) at wave 1 (2003) only.

The language codes can be accessed at: <www.lsay.edu.au/publications/2225.html>.

The ISO language codes provided have been sourced from the 2003 PISA Australian database and can be accessed at: <http://www.acer.edu.au/ozpisa/au_db.html>.

Topic maps

The following series of topic maps list the data elements for each sub-major topic area by minor topic area.

The digits within the tables indicate the:
- survey waves in which this data element exists
- number of times the data element appears within a wave. This is equivalent to the number of variables that correspond to the data element in a single wave.

'Topic map 1: Demographics – Student' contains demographic information relating to respondents' place of residence, gender, Indigenous status, date of birth and age, country of birth, language spoken at home, and socioeconomic status.

'Topic map 2: Demographics – Parent' contains demographic information relating to a respondent's mother and father's country of birth, occupation and education levels.

'Topic map 3: Education – School' contains school education information relating to respondents' school characteristics, student characteristics, reasons for attending their school, extracurricular activities, student achievement, perceptions about self and school, views on maths, use of computers, time spent learning, study plans, careers advice, work experience, workplace learning, subjects and courses undertaken, qualifications and results, and receipt of government payments.

'Topic map 4: Education – School transition' contains school transition information about intentions and reasons for leaving school, post-school plans, and school leavers' main activity since leaving school.

'Topic map 5: Education – Post-school' contains post-school education information relating to study (including current and past study, apprenticeships and traineeships), qualifications obtained, reasons for withdrawing/deferring from study, changes in study status and/or details (including changes to course, institution, employer, and apprentice or traineeship), satisfaction with study, careers advice, perceptions about post-school study, views on maths/science/engineering/IT post-school study, and government payments and income.

It is worth noting that within the following minor topic areas:
- *Study* may refer to past and/or current study as well as apprenticeships and traineeships (for some waves).
- *Current study* may refer to apprenticeships and traineeships (for some waves).
- *Past study* may refer to apprenticeships and traineeships (for some waves).
- *Apprenticeship/traineeships* may refer to past and/or current apprenticeships (for some waves).

'Topic map 6: Employment – Current' contains the respondents' current employment including: employment characteristics, time worked, wages and benefits, when started and left work, reasons for leaving work, employment while at school, post-school employment, job training, job satisfaction, perceptions about their apprenticeship/traineeship, and perceptions about work.

'Topic map 7: Employment – Job history and training' contains respondents' job history and training information (including any other employment currently undertaken by the respondent) relating to employment characteristics, time worked, wages and benefits, job training undertaken, reasons for leaving work, and perceptions about work.

'Topic map 8: Employment – Seeking employment' contains information about respondents' job-seeking behaviour, including whether they were looking for work, job search activity details and problems in looking for work.

'Topic map 9: Employment – Not in the labour force' contains respondents' main activity while not in the labour force and their prospects for seeking employment or commencing study.

'Topic map 10: Social – Health, living arrangements and finance' contains respondents' information about their living arrangements, household possessions, children, marriage, disability and health (including associated funding), government payments, housing payments and financial circumstances.

'Topic map 11: Social – General attitudes' contains respondents' information about what they do in their leisure time, their interests, life satisfaction, job and life aspirations, community perceptions, social problems encountered, relationships, and any volunteer work undertaken.

Topic map 1: Demographics – Student

Table 15 Demographics – Student

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
Place of residence	State		1	1	1	1	1
	Postcode	1	1	1	1	1	1
Gender	Gender	2					
Indigenous	ATSI	1					
Date of birth/age	Age	1					
	Date of birth: Month	1					
	Date of birth: Year	1					
	Date of birth	1					
	Date of birth: SAS date	1					
Country of birth	Country of birth: All	1					
	Country of birth: Major groups	1					
	Country of birth: ISO	1					
	Age of arrival in Australia	1					
	Immigration status	1					
Language spoken at home	Language spoken at home: All	1					
	Language spoken at home: English/other	1					
	Language spoken at home: Major groups	1					
	Language spoken at home: ISO	1					
Socioeconomic status	Expected educational level (ISCED)	1					
	Expected occupation (ISEI)	1					
	Occupation: White/blue collar classification	1					
	Economic social cultural status	1					

Topic map 2: Demographics – Parent

Table 16 Demographics – Parent

Minor topic area	Data element	Wave/year		
		1/2003	2/2004	3/2005
Country of birth	Mother's country of birth: All	1		
	Mother's country of birth: Major groups	1		
	Mother's country of birth: ISO	1		
	Father's country of birth: All	1		
	Father's country of birth: Major groups	1		
	Father's country of birth: ISO	1		
Occupation	Mother's main activity	1	1	1
	Mother works in job/business		1	1
	Mother works full/part-time		1	1
	Mother's occupation (ISCO)	1		
	Mother's occupation (ISEI)	1		
	Mother's occupation: White/blue collar classification	1		
	Mother's occupation (ASCO)		1	
	Father's main activity	1	1	1
	Father works in job/business		1	1
	Father works full/part-time		1	1
	Father's occupation (ISCO)	1		
	Father's occupation (ISEI)	1		
	Father's occupation: White/blue collar classification	1		
	Father's occupation (ASCO)		1	
	Parents' occupation (ISEI)	1		
	Parents' occupation: White/blue collar classification	1		
Education	Mother's schooling: Upper secondary	1		
	Mother's schooling: Vocational/pre-vocational upper secondary	1		
	Mother's schooling: Lower secondary	1		
	Mother's schooling: Primary school	1		
	Mother's schooling: None	1		
	Mother's qualifications: University	1		
	Mother's qualifications: Post-secondary training qualification	1		
	Mother's qualifications: Post-secondary training certificate	1		
	Mother's qualifications: Post-secondary qualification		1	
	Mother's highest education level	1	1	
	Father's schooling: Upper secondary	1		
	Father's schooling: Vocational/pre-vocational upper secondary	1		
	Father's schooling: Lower secondary	1		
	Father's schooling: Primary school	1		
	Father's schooling: None	1		
	Father's qualifications: University	1		
	Father's qualifications: Post-secondary training qualification	1		
	Father's qualifications: Post-secondary training certificate	1		
	Father's qualifications: Post-secondary qualification		1	
	Father's highest education level	1	1	
	Highest parental education level	1		

Topic map 3: Education – School

Table 17 Education – School

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
School characteristics	Geographic location	1					
	School identifier	2					
	School state	1	1	2	2	1	
	School sector	1	1	1	1		
	School offers IB		1	1	1		
	Number of students in maths class	1					
Student characteristics	At school		1	2	2	2	2
	At school (at last interview)			1	1	1	1
	Year level	4	2	2	2	1	2
	Study program	1					
	ISCED level	1					
	ISCED program	1					
	ISCED orientation	1					
	Studying for IB	1	1	1	1		
	Attended kindergarten/pre-school	1					
	Age commenced primary school	1					
	Changed primary school	1					
	Changed lower secondary school	1					
	Changed schools/same school			1	1		
	Changed schools: Month			1	1		
	Changed schools: Year			1	1		
	Missed primary school	1					
	Missed lower secondary school	1					
	Repeated year: Primary	1					
	Repeated year: Lower secondary	1					
	Repeated year: Year 11/12	1					
Reasons for attending	Local	1					
	Better school	1					
	Study program	1					
	Religious philosophy	1					
	Family members	1					
	Other	1					
Activities	Sport	1					
	Music	1					
	Debating	1					
	Drama	1					
	School/peer support	1					
	Volunteer	1					
Student achievement	Maths pass mark	1					
	Plausible value in maths	5					
	Plausible value in maths: Space and shape	5					
	Plausible value in maths: Change and relationships	5					
	Plausible value in maths: Uncertainty	5					
	Plausible value in maths: Quantity	5					

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
	Plausible value in reading	5					
	Plausible value in science	5					
	Plausible value in problem-solving	5					
Perceptions about self and school	Subject: English	1					
	Subject: Maths	1					
	Subjects: Overall	1		1			
	Classes: Students eager	1					
	Classes: Students' progress	1					
	Classes: Students worked hard	1					
	Classes: Students well behaved	1					
	Life at school: Preparation for adulthood	1					
	Life at school: Waste of time	1					
	Life at school: Give confidence	1					
	Life at school: Useful for job	1					
	Life at school: Outsider	1					
	Life at school: Make friends	1					
	Life at school: Belonging	1					
	Life at school: Awkward	1					
	Life at school: I'm liked	1					
	Life at school: Feel lonely	1		1			
	Life at school: Learn important things	1					
	Life at school: Feel happy	1					
	Life at school: Preparation for future	1					
	Life at school: Like learning	1					
	Life at school: Useful skills	1					
	Life at school: Enjoy being there	1					
	Life at school: Help in adult life	1					
	Life at school: I like to go to school	1					
	Life at school: Interesting work	1					
	Life at school: Learning is fun	1					
	Life at school: Worthwhile learning	1					
	Life at school: Feel safe and secure	1					
	Teachers: Get along with students	1					
	Teachers: Interested in students' well-being	1					
	Teachers: Listen	1					
	Teachers: Provide extra help	1					
	Teachers: Treat me fairly	1		1	1		
	Teachers: Know subject matter	1					
	Teachers: Explain things clearly	1					
	Teachers: Well prepared/organised	1					
	Teachers: Communicate well	1					
	Teachers: Maintain student interest	1					
	Teachers: Manage student discipline	1					
	Teachers: Talk privately about schoolwork			1	1		
	Teachers: Talk privately about personal matters			1	1		
	Punctuality	1					

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
	Attitudes towards school	1					
	Student teacher relations	1					
	Belonging	1					
	Friendships			1			
	Sport			1			
	Students treat me fairly				1		
	Feel part of community				1		
Views on maths	Attitudes: Enjoy reading	1					
	Attitudes: Make effort	1					
	Attitudes: Look forward	1					
	Attitudes: Enjoy maths	1					
	Attitudes: Improve career	1					
	Attitudes: Interested	1					
	Attitudes: Further study	1					
	Attitudes: Help get job	1					
	Confidence: Timetable	1					
	Confidence: Discount	1					
	Confidence: Area	1					
	Confidence: Graphs	1					
	Confidence: Linear equations	1					
	Confidence: Distances	1					
	Confidence: Quadratic equations	1					
	Confidence: Rates	1					
	Feelings: Worry	1					
	Feelings: Not good	1					
	Feelings: Tense	1					
	Feelings: Good marks	1					
	Feelings: Nervous	1					
	Feelings: Learn quickly	1					
	Feelings: Best subject	1					
	Feelings: Feel helpless	1					
	Feelings: Understand difficult work	1					
	Feelings: Poor marks	1					
	Studying: Important parts	1					
	Studying: New ways	1					
	Studying: Check myself	1					
	Studying: Concepts	1					
	Studying: Everyday life	1					
	Studying: Solve in sleep	1					
	Studying: By heart	1					
	Studying: Relate to what already known	1					
	Studying: Examples	1					
	Studying: Clarify problem	1					
	Studying: Applied	1					
	Studying: What I need to learn	1					
	Studying: Procedure	1					

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
	Studying: Relate to other subjects	1					
	Studying: Understand reasons	1					
	Studying: Teacher explain	1					
	Classes: Be the best	1					
	Classes: Group work	1					
	Classes: Exams	1					
	Classes: Project work	1					
	Classes: Effort	1					
	Classes: Work with others	1					
	Classes: Do better	1					
	Classes: Enjoy helping	1					
	Classes: Learn most with other students	1					
	Classes: Best work	1					
	Frequency: Teacher interested	1					
	Frequency: Students don't listen	1					
	Frequency: Teacher gives extra help	1					
	Frequency: Books	1					
	Frequency: Teacher helps	1					
	Frequency: Noise	1					
	Frequency: Teaches until understood	1					
	Frequency: Quieten down	1					
	Frequency: Can't work well	1					
	Frequency: Express opinions	1					
	Frequency: Late start	1					
	Interest	1					
	Motivation	1					
	Self-efficacy	1					
	Anxiety	1					
	Self-concept	1					
	Memorisation strategies	1					
	Elaboration strategies	1					
	Control strategies	1					
	Competitive learning	1					
	Cooperative learning	1					
	Teacher support	1					
	Disciplinary climate	1					
Use of computers	Available at home	2					
	Available at school	1					
	Available at other places	1					
	Used computer	1					
	How long used computers	1					
	Use computer at home	1					
	Use computer at school	1					
	Use computer other places	1					
	Frequency: Internet	1					
	Frequency: Play games	1					

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
	Frequency: Write documents	1					
	Frequency: Collaborate on Internet	1					
	Frequency: Use spreadsheets	1					
	Frequency: Download software	1					
	Frequency: Graphics programs	1					
	Frequency: Educational software	1					
	Frequency: School material	1					
	Frequency: Download music	1					
	Frequency: Write programs	1					
	Frequency: Email or chat rooms	1					
	How well: Start game	1					
	How well: Antivirus	1					
	How well: Open file	1					
	How well: Create/edit document	1					
	How well: Scroll	1					
	How well: Database	1					
	How well: Copy	1					
	How well: Save	1					
	How well: Print	1					
	How well: Delete	1					
	How well: Move files	1					
	How well: Internet	1					
	How well: Download	1					
	How well: Attachments	1					
	How well: Create program	1					
	How well: Use spreadsheet	1					
	How well: Presentation	1					
	How well: Computer games	1					
	How well: Download music	1					
	How well: Multimedia	1					
	How well: Draw pictures	1					
	How well: Send emails	1					
	How well: Web page	1					
	Experience: Important	1					
	Experience: Fun	1					
	Experience: Interested	1					
	Experience: Lose track of time	1					
	Taught about using computers	1					
	Taught about using the internet	1					
	Internet/entertainment use	1					
	Programs/software use	1					
	How well: Routine tasks	1					
	How well: Internet tasks	1					
	How well: High-level tasks	1					
	Attitudes	1					

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
Time spent learning	Homework/other	1					
	Remedial classes	1					
	Enrichment classes	1					
	Tutor	1					
	Out-of-school classes	1					
	Other	1					
	Maths: Homework/other	1					
	Maths: Remedial classes	1					
	Maths: Enrichment classes	1					
	Maths: Tutor	1					
	Maths: Out-of-school classes	1					
	Maths: Other	1					
	Number of maths classes (week)	1					
	Number of classes (week)	1					
	Maths homework ratio	1					
	Minutes of maths classes (week)	1					
	Minutes of classes (week)	1					
	Maths ratio	1					
Subjects/courses	Maths class	1					
	Maths/science (at last interview[s])					1	
	School subject information		1	1	1		
	English	1	1	1	1		
	English subject	2	4	4	4		
	LOTE	1	1	1	1		
	LOTE subject	1	4	4	4		
	Maths	1	1	1	1		
	Maths subject	3	3	4	4		
	Science	1	1	1	1		
	Science subject	4	4	4	4		
	Business/computing	1					
	Business/computing subject	4					
	Business		1	1	1		
	Business subject		5	4	4		
	Computing		1	1	1		
	Computing subject		4	4	4		
	SOSE	1					
	SOSE subject	4					
	Humanities/SOSE		1	1	1		
	Humanities/SOSE subject		4	4	4		
	Creative/performing arts	1	1	1	1		
	Creative/performing arts subject	3	4	4	4		
	Health/PE	1	1	1	1		
	Health/PE subject	3	4	4	4		
	Home economics	1	1	1	1		
	Home economics subject	3	4	4	4		
	Design/technology	1					

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
	Design/technology subject	4					
	Technology		1	1	1		
	Technology subject		4	4	4		
	Other	1	1	1	1		
	Other subject	4	4	4	4		
	Subject level	159					
Subjects/courses: TAFE/VET	TAFE subjects	1	1				
	TAFE subjects part of apprenticeship/traineeship	1	1				
	Non-TAFE VET subjects	1	1				
	Non-TAFE VET subjects part of	1	1				
Subjects/courses: VET	VET subjects			1	1		
	VET subjects at school			1	1		
	VET subjects at TAFE			1	1		
	VET subjects at other training organisation			1	1		
	VET subjects part of apprenticeship/traineeship			1	1		
	Number of VET subjects		1	1	1		
	English subject is VET		4	4	4		
	LOTE subject is VET		4	4	4		
	Maths subject is VET		4	4	4		
	Science subject is VET		4	4	4		
	Business subject is VET		4	4	4		
	Humanities/SOSE subject is VET		4	4	4		
	Creative/performing arts subject is VET		4	4	4		
	Health/PE subject is VET		4	4	4		
	Computing subject is VET		4	4	4		
	Home economics subject is VET		4	4	4		
	Technology subject is VET		4	4	4		
	Other subject is VET		4	4	4		
Study plans	Complete Year 10	1					
	Complete Year 10/11/other training	1					
	Complete Year 12	2	1	1	1		
	Complete post-secondary certificate	1					
	Complete post-secondary qualification	1					
	Complete university	1					
Careers advice	Talk from career advisor	1	1	1	1	1	
	Written material	1	1	1	1	1	
	Group discussion	1	1	1	1	1	
	Discuss with career advisor	1	1	1	1	1	
	Online guidance	1	1	1	1	1	
	Talk from employer representative	1	1	1	1	1	
	Talk from TAFE or university representative	1	1	1	1	1	
	Usefulness: Talk from career advisor	1	1	1	1	1	
	Usefulness: Written material	1	1	1	1	1	
	Usefulness: Group discussion	1	1	1	1	1	
	Usefulness: Discuss with career advisor	1	1	1	1	1	
	Usefulness: Online guidance	1	1	1	1	1	

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
	Usefulness: Talk from employer representative	1	1	1	1	1	
	Usefulness: Talk from TAFE or university	1	1	1	1	1	
Work experience	Work experience	1	1				
	Number of days (actual)	1					
	Number of days (planned)	1					
	Number of days (total)		1				
	Work experience (undertaken)		1				
	Teaches what work is really like	1	1				
	Teaches about people	1	1				
	Teaches about instructions	1	1				
	Teaches about think for self	1	1				
	Teaches about confidence	1	1				
	Teaches about job skills	1	1				
	Teaches about work conditions	1	1				
	Teaches about your future career	1	1				
Workplace learning	Workplace learning	2	2	1	1		
	Number of days (actual)	1					
	Number of days (planned)	1					
	Number of days (total)		1	1	1		
	Workplace learning (undertaken)		1	1	1		
	Teaches what work is really like	1	1	1	1		
	Teaches about people	1	1	1	1		
	Teaches about instructions	1	1	1	1		
	Teaches about think for self	1	1	1	1		
	Teaches about confidence	1	1	1	1		
	Teaches about job skills	1	1	1	1		
	Teaches about work conditions	1	1	1	1		
	Teaches about your future career	1	1	1	1		
Qualifications and results	Awarded certificate			1	1	1	1
	Received any other certificate			1	1	1	1
	Certificate name			2	2	2	1
	Received (state specific) score			1	1	1	1
	Result known						1
	Result			1	1	1	1
	Year level completed	1	1	1	1	1	1
	Completed Year 12 or Certificate II and above	1	1	1	1	1	1
Government payments	Receiving YA/ABSTUDY		1	1	1		
	Amount received per fortnight (YA/ABSTUDY)		1	1	1		
	Stay on at school without YA/ABSTUDY		1	1	1		

Topic map 4: Education – School transition

Table 18 Education – School transition

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
Plan to leave school	Reason: Have job/apprenticeship	1	1				
	Reason: Want job/apprenticeship	1	1				
	Reason: Not doing very well at school	1	1				
	Reason: Study/training not available at school	1	1				
	Reason: Don't like school	1	1				
	Reason: Financially difficult	1	1				
	Reason: Teachers	1	1				
	Reason: Earn own money	1	1				
	Reason: Parents	1	1				
	Reason: Subjects/courses not available at school	1	1				
	Reason: Year 12 wouldn't help get a job	1	1				
	Reason: Year 12 wouldn't help with further study/training	1	1				
	Reason: Main reason	1	1				
Post-school plans	Student plans	1	1	1	1		
	Parents' plans	1					
	Friends' plans	1					
	Study plans	1	1	1	1		
	Study plans: Type	1	1	1	1		
School leavers	Left school before completing Year 12		1	2	1	1	
	Month left school		1	1	1	1	1
	Year left school		1	2	2	2	2
	Year level left school		1	2	2	3	3
	Feelings about having left school		2	1	1	1	1
	Main activity		1	1	1	1	1
	Reason: Have job/apprenticeship		1	1	1	1	1
	Reason: To get job/apprenticeship		1	1	1	1	1
	Reason: Not good at school		1	1	1	1	1
	Reason: Study/training not available		1	1	1	1	1
	Reason: Didn't like school		1	1	1	1	1
	Reason: Financially difficult		1	1	1	1	1
	Reason: Teachers		1	1	1	1	1
	Reason: Earn own money		1	1	1	1	1
	Reason: Parents		1	1	1	1	1
	Reason: Subjects/courses not available at school		1	1	1	1	1
	Reason: Year 12 wouldn't help get a job		1	1	1	1	1
	Reason: Year 12 wouldn't help with further study/training		1	1	1	1	1
	Reason: Main reason		1	1	1	1	1
	Main reason returned to school			1	1	1	1
Main activity	Main activity			1	1	1	1

Topic map 5: Education – Post-school

Table 19 Education – Post-school

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
Study	Study status (at last interview)			1	1	1	1
	Still studying		4	6	6	6	6
	Confirmation of study			1	1	1	1
	Confirmation of deferred study			1	1	1	1
	Resumption of deferred study			1	1	1	1
	Commenced study		1	1	1	1	1
	Study type		1	1	1	1	1
	Qualification		2	2	2	2	2
	Qualification (at last interview)				1	1	1
	Main area of study		1	2	2	2	2
	Institution		1	2	2	2	2
	Month started study		1	1	1	1	1
	Year started study		1	1	1	1	1
	Applied for university place		1	1	1	1	
	Intend to apply for university place				1	1	
	Intend to reapply for university place				2	2	
	First preference: Institution		1	1	1	1	
	First preference: Offered place		1	1	1	1	
	First preference: Reason did not take up place		1	1	2		
	First preference: Reason did not take up place (taking break/holiday/travel)					1	
	First preference: Reason did not take up place (required leaving home)					1	
	First preference: Reason did not take up place (need Youth Allowance [YA])					1	
	First preference: Reason did not take up place (considering options)					1	
	First preference: Reason did not take up place (course costs)					1	
	First preference: Reason did not take up place (financial)					1	
	First preference: Reason did not take up place (prefer to work)					1	
	First preference: Reason did not take up place (prefer to study at TAFE)					1	
	First preference: Reason did not take up place (other)					1	
	First preference: Reason did not take up place (main reason)				1	1	
	University: Offered place		1	1	1	1	
	University: Institution		1	1	1	1	
	University: Accepted place				2	2	
	University: Reason did not take up place		1	1	2		
	University: Reason did not take up place (taking break/holiday/travel)					1	
	University: Reason did not take up place (required leaving home)					1	
	University: Reason did not take up place (need YA)					1	
	University: Reason did not take up place (considering options)					1	

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
	University: Reason did not take up place (course costs)					1	
	University: Reason did not take up place (financial)					1	
	University: Reason did not take up place (prefer to work)					1	
	University: Reason did not take up place (prefer to study at TAFE)					1	
	University: Reason did not take up place (other)					1	
	University: Reason did not take up place (main reason)				1	1	
	Full-time study or full-time work	1	1	1	1	1	1
	Status in bachelor degree or higher	1	1	1	1	1	1
	Status in VET	1	1	1	1	1	1
Current study	Study type		1	1	1	1	1
	Qualification	1	2	2	2	2	2
	Main area of study		1	2	2	2	2
	Institution		3	5	5	5	5
	Full-time or part-time study	1	4	4	5	5	5
	Month started study		1	2	2	2	2
	Year started study		1	2	2	2	2
	Month expect to complete study		1	1	1	1	1
	Year expect to complete study		1	1	1	1	1
Past study	Study completed/withdrawn/deferred/changed		2	2	2	2	2
	Main area of study		1				
	Institution		3	2	2	2	2
	Full-time or part-time study		3	3	3	3	3
	First preference		1	1	1	1	
	Month stopped study		3	3	3	3	3
	Year stopped study		3	3	3	3	3
	Highest education level completed	1	1	1	1	1	1
Apprenticeships/ traineeships	Still studying		1	1	1	1	2
	Confirmation of apprenticeship/traineeship			1	1	1	1
	Qualification		1	1	1	1	1
	Main area of study		1	1	1	1	1
	Employer type		1	1	1	1	1
	Classes off-the-job training at TAFE		1	1	1	1	1
	Provider of off-the-job training		1	1	1	1	1
	Month started study		1	1	1	1	1
	Year started study		1	1	1	1	1
	Status in apprenticeship/traineeship	1	1	1	1	1	1
Current apprenticeships/ traineeships	Employer type		2	2	2	2	2
	Classes off-the-job training at TAFE		1	1	1	1	1
	Provider of off-the-job training		1	1	1	1	1
	Full-time or part-time study				2	2	2
	Month expect to complete study		1	1	1	1	1
	Year expect to complete study		1	1	1	1	1
Past apprenticeships/ traineeships	Study completed/withdrawn/deferred/changed		1	1	1	1	1
	Employer type		1	1	1	1	1
	Month stopped study		1	1	1	1	1
	Year stopped study		1	1	1	1	1

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
Deferred/withdrew from study	Reason: Problems juggling study and work commitments		1	1	1	1	1
	Reason: Wanted job/apprenticeship/traineeship		1	1	1	1	1
	Reason: Financially difficult		1	1	1	1	1
	Reason: Lost interest		1	1	1	1	1
	Reason: Never wanted to study		1	1	1	1	1
	Reason: Course was not what you wanted		1	1	1	1	1
	Reason: Wouldn't have led to good job/career		1	1	1	1	1
	Reason: Poor results		1	1	1	1	1
	Reason: Study load		1	1	1	1	1
	Reason: Never intended to complete the course		1	1	1	1	1
	Reason: Access/transport		1	1	1	1	1
	Reason: Health/personal reasons		1	1	1	1	1
	Reason: Main reason		1	1	1	1	1
Changed institutions	Same institution		5	7	7	7	7
	Reason: The place you moved from wasn't your first choice		5	7	7	7	7
	Reason: Moved to get better quality education		5	7	7	7	7
	Reason: You had been getting poor results		5	7	7	7	7
	Reason: The course wasn't exactly what you wanted		5	7	7	7	7
	Reason: Desired course wasn't available at first institution		5	7	7	7	7
	Reason: Because of easier access or better transport		5	7	7	7	7
	Reason: Because of health or personal reasons		5	7	7	7	7
	Reason: Main reason		5	7	7	7	7
Changed course	Same course			2	2	2	2
	Reason: Course costs were too high in the first course		1	2	2	2	2
	Reason: The first course was a prerequisite for the second course		1	2	2	2	2
	Reason: You didn't like the first course		1	2	2	2	2
	Reason: Turned out to be not what you wanted		1	2	2	2	2
	Reason: Better career prospects from the second course		1	2	2	2	2
	Reason: You had been getting poor results		1	2	2	2	2
	Reason: The study load was too heavy		1	2	2	2	2
	Reason: Would really have preferred to do the second course		1	2	2	2	2
	Reason: Because of health or personal reasons		1	2	2	2	2
	Reason: Main reason		1	2	2	2	2
Changed/left employer	Same employer		2	2	2	2	2
	Circumstances of changing employer		3	3	3	3	3
	Reason: Someone offered you a better job		2	2	2	2	2
	Reason: You didn't get on with your boss/other people at work		2	2	2	2	2
	Reason: You weren't happy with the on-the-job training		2	2	2	2	2
	Reason: Because of problems with travelling or transport		2	2	2	2	2

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
	Reason: Because of health or personal reasons		2	2	2	2	2
	Reason: Main reason		2	2	2	2	2
	Way in which next job was better						2
	Month changed employer		2	2	2	2	2
	Year changed employer		2	2	2	2	2
Changed/stopped apprenticeship/ traineeship	Reason: Someone offered you a better job		1	1	1	1	1
	Reason: The pay was too low		1	1	1	1	1
	Reason: You weren't happy with the job prospects		1	1	1	1	1
	Reason: You basically didn't like the type of work		1	1	1	1	1
	Reason: You didn't get on with your boss/other people at work		1	1	1	1	1
	Reason: You weren't happy with the on-the-job training		1	1	1	1	1
	Reason: You weren't happy with the off-the-job training		1	1	1	1	1
	Reason: You found the study or training too difficult		1	1	1	1	1
	Reason: Because of problems with travelling or transport		1	1	1	1	1
	Reason: Because of health or personal reasons		1	1	1	1	1
	Reason: Main reason		1	1	1	1	1
Satisfaction with study	Problem-solving skills		1	1	1	1	1
	Analytic skills		1	1	1	1	1
	Ability to work as a team member		1	1	1	1	1
	Confidence in tackling unfamiliar problems		1	1	1	1	1
	Communication skills		1	1	1	1	1
	Work planning		1	1	1	1	1
	Overall satisfaction		1	1	1	1	1
	Improved career prospects		1	1	1	1	1
	Helped make contacts				1	1	1
	Student life: Like being a tertiary student		1	1	1	1	
	Student life: Think student life suits you		1	1	1	1	
	Student life: Like campus atmosphere		1	1	1	1	
	Student life: Student life meets expectations		1	1	1	1	
	Student life: Made close friends		1	1	1	1	
	Problems: Paying fees		1	1	1	1	
	Problems: Juggling study/work		1	1	1	1	
	Problems: Course difficulty		1	1	1	1	
	Problems: Family/study commitments		1	1	1	1	
	Problems: Caring for children/other family members		1	1	1	1	
	Problems: Balancing personal relationships		1	1	1	1	
	Problems: Fitting in/making friends		1	1	1	1	
	Problems: Other commitments		1	1	1	1	
	Problems: Other		1	1	1	1	
	Problems: None of the above		1	1	1	1	
	Problems: Main problem		1	1	1	1	

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
Careers advice	Careers guidance officer		1	1	1	1	1
	Questionnaire		1	1	1	1	1
	Employer program		1	1	1		
	Job application assistance		1	1	1	1	1
	Information about further study		1	1	1	1	1
	Usefulness: Careers guidance officer		1	1	1		
	Usefulness: Questionnaire		1	1	1		
	Usefulness: Employer program		1	1	1		
	Usefulness: Job application assistance		1	1	1		
	Usefulness: Information about further study		1	1	1		
	Usefulness					1	1
	Source: Educational institution					1	1
	Source: Government agency					1	1
	Source: Employer program					1	1
	Source: Private provider (you paid)					1	1
	Source: Internet					1	1
	Source: Family/friends					1	1
	Source: Current employer					1	1
	Source: Other					1	1
	Source: Unknown					1	1
	Reason for not accessing careers advice					1	1
Perceptions about post-school study	Fellow students are also close friends				1		
	Feel part of community				1		
	Lecturers treat me fairly				1		
	Students treat me fairly				1		
Studying maths/science/ engineering/IT	Main area of study: Science/engineering/maths/IT					1	
	Influence: Ability					1	
	Influence: Career					1	
	Influence: Careers advice					1	
	Influence: Teachers					1	
	Influence: Parents					1	
	Influence: School science					1	
	Influence: Employer					1	
	Influence: Employment					1	
	Influence: Parents'/relatives' career					1	
	Influence: None					1	
	Influence: Interest/enjoyment/ambitions					1	
	Influence: Pay					1	
	Influence: Prerequisite for further study					1	
	Influence: Friends					1	
	Influence: Other					1	
Not studying maths/science/ engineering/IT	Influence: No desire					1	
	Influence: Poor pay					1	
	Influence: Careers advisor/teachers' advice					1	
	Influence: Parents					1	
	Influence: Teachers					1	
	Influence: Friends					1	
	Influence: Negative image					1	
	Negative image: Reason					1	

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
	Influence: None					1	
	Influence: Interest					1	
	Influence: Prefer other subjects					1	
	Influence: Ability					1	
	Influence: Other					1	
	Change decision: Nothing					1	
	Change decision: Ability					1	
	Change decision: Prefer other subjects					1	
	Change decision: More information					1	
	Change decision: Financial					1	
	Change decision: More exciting/creative					1	
	Change decision: Teaching					1	
Government payments and income	Sources of income: YA/ABSTUDY		1	1	1	1	1
	Amount of YA/ABSTUDY		1	1	1	1	1
	Sources of income: Paid work		1	1	1	1	1
	Sources of income: Parents or family		1	1	1	1	1
	Sources of income: Scholarship or cadetship		1	1	1	1	
	Sources of income: Scholarship						1
	Sources of income: Cadetship						1
	Sources of income: Other government allowance		1	1	1	1	1
	Sources of income: Other		1	1	1	1	1
	Sources of income: None		1	1	1	1	1
	Course fees: None		1	1	1	1	1
	Course fees: Respondent		1	1	1	1	1
	Course fees: Parents/family		1	1	1	1	1
	Course fees: Employer		1	1	1	1	1
	Course fees: Government		1	1	1	1	1
	Course fees: Other		1	1	1	1	1
	Commonwealth supported (HECS)				1	1	1
	Commonwealth supported (HECS)/full-fee paying				1	1	1
	Full-fee paying				1	1	1

Topic map 6: Employment – Current

Table 20 Employment – Current

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
Employment characteristics	Work in job/business/farm	1	1	1	1	1	1
	Still have job (reported at last interview)			1	1	1	1
	Away from job		1	1	1	1	1
	School holiday job	1	1	1	1	1	1
	More than one job	1	1	1	1	1	1
	Wages/salary/self-employed	1	1	1	1	1	1
	Kind of work (ASCO)	1	1	1			
	Kind of work (ANZSCO)				1	1	1
	Kind of work (ANZSCO 1 digit)	1	1	1	1	1	1
	Employer's main kind of business (ANZSIC)		1	1	1	1	1
	Number of other jobs had		1	1	1	1	1
	Change of work conditions: Pay			1	1	1	1
	Change of work conditions: Skills			1	1	1	1
	Change of work conditions: Responsibility			1	1	1	1
	Change of work conditions: Promotion			1	1	1	1
	Labour force status	2	1	1	1	1	1
	Permanent/casual	1	1	1	1	1	1
	Job mobility	1	1	1	1	1	1
	Unemployed during the year	1	1	1	1	1	1
Time worked	Full-time or part-time		1	1	1	1	1
	Hours worked per week	2	1	1	1	1	1
	Hours worked per week (present job)	1	1	1	1	1	1
	Hours worked per week (main job if more than one)	1	1	1	1	1	1
	Hours worked per week (all jobs if more than one)		1	1	1	1	1
	Hours worked per week (job reported at last interview)			1	1	1	1
	Months worked		14	18			
	Months worked (full-time)				18	19	19
	Months worked (part-time)				18	19	19
	No full-time work since last interview				1	1	1
	No part-time work since last interview				1	1	1
	Number of weeks worked		1	1			
Wages and benefits	Frequency of pay	1	1	1	1	1	1
	Gross pay		1	1	1	1	1
	Hourly take-home pay	1					
	Hourly rate		2	2	2	2	2
	Gross weekly pay	1	1	1	1	1	1
	Annual salary				1	1	1
	Average weekly earnings		1	1	1	1	1
	Take-home pay	1	1	1	1	1	1
	Annual/sick leave		1	1	1	1	1
Starting work	Month began job		1	1	1	1	1
	Year began job		1	1	1	1	1
	How found job		1	1	1	1	1

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
Leaving work	Main reason left job			2	2	2	2
	Month left/finished job			2	2	2	2
	Year left/finished job			2	2	2	2
Looking for work	Prefer full-time or part-time work		1	1	1	1	1
	Looking for full-time work		1	1	1	1	1
	Looking for work		1	1	1	1	1
	Looking for work (additional or to change jobs)		1	1	1	1	1
Working in a job while at school	Kind of work want as career	1					
	Enjoy work	1					
	Family needs money	1					
	Independence	1					
	Help get job	1					
	Own money	1					
	Spare time	1					
	Get behind in school work	1					
	Parents happy	1					
	Better marks	1					
	Post-school plans	1					
	Homework	1					
	Balancing work/school demands	1					
	Time studying	1					
Working in a job post-school	Full-time job since leaving school		1	1	1	1	1
	Full-time job since leaving full-time study		1	1	1	1	1
	Time taken to find full-time job		1	1	1	1	1
	Still have job		1	1	1	1	1
Job training	Classroom-based training		1	1	1	1	1
	Hours of classroom-based training		1	1	1	1	1
	Training outside workplace		1	1	1	1	1
	Hours of training outside workplace		1	1	1	1	1
	On-the-job training		1	1	1	1	1
	Training helped get promotion or pay rise		1	1	1	1	1
	Training could help to get promotion or pay rise		1	1	1	1	1
	Training could help to get more responsibility		1	1	1	1	1
	Training could help to get different type of job		1	1	1	1	1
	Use of training		1	1	1	1	1
	Suitable amount of training received		1	1	1	1	1
Job satisfaction	Like job as career		1	1	1	1	1
	Job satisfaction: Kind of work		1	1	1	1	1
	Job satisfaction: Immediate boss/supervisor		1	1	1	1	1
	Job satisfaction: Other people		1	1	1	1	1
	Job satisfaction: Pay		1	1	1	1	1
	Job satisfaction: Opportunities for training		1	1	1	1	1
	Job satisfaction: Tasks assigned		1	1	1	1	1
	Job satisfaction: Recognition		1	1	1	1	1
	Job satisfaction: Opportunities for promotion		1	1	1	1	1
Perceptions about apprenticeship/ traineeship	Fellow workmates are also good friends				1		
	Feel part of a team				1		
	Boss treats me fairly				1		
	Workmates treat me fairly				1		

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
Perceptions about work	Fellow workmates are also good friends				1		
	Feel part of a team				1		
	Boss treats me fairly				1		
	Workmates treat me fairly				1		

Topic map 7: Employment – Job history and training

Table 21 Employment – Job history and training

Minor topic area	Data element	Wave/year				
		2/2004	3/2005	4/2006	5/2007	6/2008
Employment characteristics	Work in job/business/farm (at last interview)		1	1	1	1
	Re-definition of second job as main job			1	1	1
	Kind of work (ASCO)	1	1			
	Kind of work (ANZSCO)			1	1	1
	Kind of work: Other/second job (ASCO)	1	1			
	Kind of work: Other/second job (ANZSCO)			1	1	1
	Kind of work: Other/third job (ASCO)	1	1			
	Kind of work: Other/third job (ANZSCO)			1	1	1
	Employer's main kind of business (ANZSIC)	1	1	1	1	1
	Employer's main kind of business: Other/second job (ANZSIC)	1	1	1	1	1
	Employer's main kind of business: Other/third job (ANZSIC)	1	1	1	1	1
	Wages/salary/self-employed: Other/second job	1	1	1	1	1
	Wages/salary/self-employed: Other/third job	1	1	1	1	1
Time worked	Hours worked per week: Other/second job	1	1	1	1	1
	Hours worked per week: Other/third job	1	1	1	1	1
Wages and benefits	Gross weekly pay: Other/second job	1	1	1	1	1
	Gross weekly pay: Other/third job	1	1	1	1	1
	Average weekly earnings: Other/second job	1	1	1	1	1
	Average weekly earnings: Other/third job	1	1	1	1	1
	Hourly rate: Other/second job	1	1	1	1	1
	Hourly rate: Other/third job	1	1	1	1	1
	Annual salary: Other/second job			1	1	1
	Annual salary: Other/third job			1	1	1
Job training	Classroom-based training	1	1	1	1	1
	Hours of classroom-based training	1	1	1	1	1
	Training outside workplace	1	1	1	1	1
	Hours of training outside workplace	1	1	1	1	1
	On-the-job training	1	1	1	1	1
	Training: Helped get promotion or pay rise	1	1	1	1	1
	Training: More responsibility	1	1	1	1	1
	Training: Different type of job	1	1	1	1	1
	Suitable amount of training received	1	1	1	1	1
Leaving work	Main reason left job	1	1	1	1	1

Topic map 8: Employment – Seeking employment

Table 22 Employment – Seeking employment

Minor topic area	Data element	Wave/year				
		2/2004	3/2005	4/2006	5/2007	6/2008
Looking for work	Looking for work (in the last 4 weeks)	1	1	1	1	1
	Looking for full-time or part-time work	1	1	1	1	1
	Prefer full-time work	1	1	1	1	1
	Available for work last week	1	1	1	1	1
Job search activity	Looked for work	1	1	1	1	1
	Number of weeks looking for work	1	1	1	1	1
	Months looking for work	14	18	18	19	19
	Registered with Centrelink	1	1	1	1	1
	Checked Centrelink touch screens	1	1	1	1	1
	Checked/registered with Job Network member	1	1	1	1	1
	Checked with another employment agency	1	1	1	1	1
	Looked at advertisements in newspaper/on the internet	1	1	1	1	1
	Answered advertisements in newspapers/on the internet	1	1	1	1	1
	Contacted friends or relatives	1	1		1	1
	Contacted friends			1		
	Contacted relatives			1		
	Written/phoned/approached an employer about a job	1	1	1	1	1
	Checked factory/workplace noticeboards	1	1	1	1	1
	Posted resume on the internet/checked for replies	1	1	1	1	
	Advertised/tendered for work (including on the internet)					1
	Asked school or another organisation for advice	1	1	1	1	1
	Any other job search activity	1	1	1	1	1
Problems looking for work	Health problems or some disability	1	1	1	1	1
	Employers think you are too young	1	1	1	1	1
	Problems with childcare	1	1	1	1	1
	Don't have suitable transport	1	1	1	1	1
	Not enough of the right kind of education	1	1	1	1	1
	Don't have enough work experience	1	1	1	1	1
	Not enough jobs available	1	1	1	1	1
	Gender	1	1	1	1	1
	Racial/ethnic background	1	1	1	1	1
	Need better reading and writing skills	1	1	1	1	1
	Don't have good interview skills	1	1	1	1	1
	Lack of skills in writing job applications	1	1	1	1	1
	Lack confidence	1	1	1	1	1
	Not good with numbers	1	1	1	1	1

Topic map 9: Employment – Not in the labour force

Table 23 Employment – Not in the labour force

Minor topic area	Data element	Wave/year				
		2/2004	3/2005	4/2006	5/2007	6/2008
Main activity	Main activity	1	1	1	1	1
Education	Likelihood of beginning full-time study	1	1	1	1	1
	Timeframe for beginning study	1	1	1	1	1
Employment	Likelihood of seeking employment	1	1	1	1	1
	Timeframe for seeking employment	1	1	1	1	1

Topic map 10: Social – Health, living arrangements and finance

Table 24 Social – Health, living arrangements and finance

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
Living arrangements	Type of accommodation				1	1	1
	Live with parents	1	2	2	2	2	2
	Living in own home	1	1	1	1	1	1
	Family structure	1					
	Number of (other) people in household		1	1	1	1	1
	Number of older siblings	1					
	Number of younger siblings	1					
	Number of same-age siblings	1					
	Father/step-father	1	1	1	1	1	1
	Male guardian	1					
	Mother/step-mother	1	1	1	1	1	1
	Female guardian	1					
	Brother/step-brother		1	1	1	1	1
	Sister/step-sister		1	1	1	1	1
	Husband/wife/de facto		1	1	1	1	1
	Partner		1	1	1	1	1
	Boyfriend/girlfriend		1	1	1	1	1
	Father-in-law/partner's father			1	1	1	1
	Mother-in-law/partner's mother			1	1	1	1
	Other relatives	1	1	1	1	1	1
	Own children	1	2	2	2	2	2
	Non-relatives		1	1	1	1	1
	Grandparent(s)			1			
	Husband/wife/partner currently working				1	1	1
	Husband/wife/partner other activity				1	1	1
	Husband/wife/partner works full-time or part-time				1	1	1
	Husband/wife/partner current occupation (ANZSCO)				1	1	1
Household possessions	Desk	1					
	Own room	1					
	Quiet study place	1					
	Computer	1					
	Educational software	1					
	Internet	1					
	Calculator	1					
	Classic literature	1					
	Poetry books	1					
	Art	1					
	Textbooks	1					
	Dictionary	1					
	Dishwasher	1					
	Number of books	1					
	Educational resources	1					
	Cultural possessions	1					
Children	Number of children				1	1	1
	Age of child 1				1	1	1
	Age of child 2				1	1	1

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
	Age of child 3						1
	Age of child 4						1
	Child(ren) are step-child(ren)/fostered				1	1	1
Marriage	Marital status (at last interview)					1	1
	Marital status	1	1	1	2	2	2
	Month married				1	1	1
	Year married				1	1	1
	Lived together before marriage				1	1	1
	Month started to live together				1	1	1
	Year started to live together				1	1	1
Disability and health	General health			1			
	Height (units)			1			
	Height (cm)			1			
	Weight (units)			1			
	Weight (kg)			1			
	Disability/health problem limits amount or type of work			1			
	Disability/health problem(s)			4			
Government payments	Youth Allowance/Newstart Allowance		1	1	1	1	1
	Parenting Payment		1	1	1	1	1
	Sickness Allowance		1	1	1	1	1
	Disability Support Pension		1	1	1	1	1
	Family Tax Benefit		1	1	1	1	1
	Other		1	1	1	1	1
	None of these		1	1	1	1	1
	Amount per fortnight received in government payments		1	1	1	1	1
Housing payments	Frequency of housing payments				1	1	1
	Amount of housing payments				1	1	1
Finance	Use of credit card						1
	Frequency of clearing debt on credit card(s)						1
	Able to save money						1
	Frequency of saving money						1
	Managing financially						1
	Shortage of money: Sold something because you needed money						1
	Shortage of money: Went without meals						1
	Shortage of money: Had to ask family or friends for money						1
	Shortage of money: Had to borrow money						1
	Shortage of money: Didn't get medicines or go to a doctor						1
	Shortage of money: Couldn't buy text books or other study materials						1
	Shortage of money: Couldn't buy other things you needed						1
	Shortage of money: Couldn't pay electricity, gas or telephone bills						1
	Shortage of money: Couldn't pay mortgage/rent on time						1
	Shortage of money: Couldn't afford to heat your home						1

Topic map 11: Social – General attitudes

Table 25 Social – General attitudes

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
Leisure	Hours spent watching TV	1					
	Hours spent listening to music	1					
	Hours spent playing sport	1					
	Hours spent reading for pleasure	1					
	Hours spent doing unpaid/volunteer work	1					
	Go to the library		1	1	1	1	1
	Read books		1	1	1	1	1
	Read newspapers or magazines		1	1	1	1	1
	Use the internet		1	1	1	1	1
	Play sport or do exercise		1	1	1	1	1
	Play computer/video games			1	1	1	1
	Community activities		1	1	1	1	1
	Go to church/place of worship			1	1	1	1
	Volunteer			1	1		1
Interests	Museum		1				
	Talking with friends		1				
	Writing stories/poems/plays		1				
	Building things		1				
	Solving problems/puzzles		1				
	Painting/drawing		1				
	Helping people		1				
	Making video/films		1				
	Cater for party		1				
	Reading scientific books/magazines		1				
	Thinking through problems		1				
	Driving trucks		1				
	Repairing things		1				
	Shopping		1				
	Performing		1				
	Machines and tools		1				
	Learning new things						1
	Why the world's in the state it is						1
	Why things happen the way they do						1
	Things that you don't understand						1
	New ideas						1
	Finding out how something works						1
	Improving skills after started work						1
	Learning new skills after started work						1
Life satisfaction	The work you do		1	1	1	1	1
	What you do in your spare time		1	1	1	1	1
	How you get on with people		1	1	1	1	1
	The money you get each week		1	1	1	1	1
	Your social life		1	1	1	1	1
	Your independence		1	1	1	1	1
	Your career prospects		1	1	1	1	1
	Your future		1	1	1	1	1
	Your life at home		1	1	1	1	1

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
	Your standard of living		1	1	1	1	1
	The way the country is run		1			1	1
	The state of the economy		1			1	1
	Where you live		1	1	1	1	1
	Your life as a whole	1	1	1	1	1	1
Job aspirations	Type of job expect at age 30	1					
	Importance: Job security	1					
	Importance: Work–life balance	1					
	Importance: Enjoy work	1					
	Importance: Working hours	1					
	Importance: Money	1					
	Importance: Help others	1					
	Importance: High status	1					
	Importance: Team work	1					
Aspirations	Likelihood of achieving life goals			1			
	Influence of family	1					
	Influence of friends	1					
	Influence of teachers	1					
	Influence of media	1					
	Influence of career advisor	1					
	Influence of work experience	1					
Community perceptions	Feel safe			1			
	Trusting			1			
	Opinions			1			
	Police			1			
	Trustworthy			1			
Problems	Self-esteem			1			
	Treated unfairly by police			1			
	Treated unfairly by teachers			1			
	Treated unfairly at work			1			
	Peer pressure			1			
	Vandalism			1			
	Conflict			1			
Relationships	Importance: Close friends			1	1		
	Importance: Family members			1	1		
	Importance: Household				1		
	Importance: Relatives			1	1		
	Importance: Neighbours			1	1		
	Importance: Friends' parents			1	1		
	Importance: Parents' friends/work mates			1	1		
	Frequency: Hang with friends			1	1		
	Frequency: Look after people			1			
	Frequency: Mother's relatives			1	1		
	Frequency: Father's relatives			1	1		
	Frequency: Visit friends' homes			1	1		
	Frequency: Have friends visit home			1	1		
	Frequency: Meals with friends/family			1	1		
	Frequency: Conversation with parents			1	1		
	Likelihood family friends/work contacts will help with job			1	1		

Minor topic area	Data element	Wave/year					
		1/2003	2/2004	3/2005	4/2006	5/2007	6/2008
	Number of close friends			1			
	Friendship group			1			
	Conflict			1			
	Friends: Employed/studying				1		
	Friends: Unemployed				1		
	Friends: Not in the labour force				1		
Volunteer	Canvassing/campaigning/fundraising					1	
	Unpaid member of board or committee					1	
	Provide information					1	
	Help organise activities					1	
	Coaching/teaching					1	
	Collect, serve or deliver food					1	
	Provide health care/support/counselling					1	
	Other					1	
	Outcomes: Job-related skills					1	
	Outcomes: Helped get a job					1	

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