

Table 405.—Average science scores, at the end of secondary school, by sex, and average time spent studying science out of school, by country: 1994–95

| Country | Average score in science | | | Amount of daily out-of-school study time in science | | | | | | Average hours ¹ |
|---------------------------------|--------------------------|------------|------------|---|------------|------------------|------------|---------------------|------------|----------------------------|
| | Science overall | Males | Females | Less than 1 hour | | One to two hours | | Three or more hours | | |
| | | | | Percent | Mean score | Percent | Mean score | Percent | Mean score | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Australia ² | 527 (9.8) | 547 (11.5) | 513 (9.4) | 58 (1.8) | 540 (9.5) | 35 (1.7) | 575 (6.9) | 7 (1.0) | 588 (33.0) | 1.0 (0.04) |
| Austria ² | 520 (5.6) | 554 (8.7) | 501 (5.8) | 87 (1.4) | 529 (6.0) | 11 (1.4) | 526 (13.8) | 1 (0.3) | — | 0.4 (0.03) |
| Canada ² | 532 (2.6) | 550 (3.6) | 518 (3.8) | 57 (2.1) | 554 (4.2) | 35 (1.8) | 567 (6.8) | 8 (0.9) | 537 (18.0) | 1.1 (0.05) |
| Cyprus ² | 448 (3.0) | 459 (5.8) | 439 (3.0) | 80 (1.1) | 436 (3.7) | 16 (0.9) | 483 (10.7) | 4 (0.6) | 552 (11.8) | 0.5 (0.03) |
| Czech Republic | 487 (8.8) | 512 (8.8) | 460 (11.0) | 84 (2.6) | 520 (11.6) | 14 (2.3) | 571 (11.5) | 3 (0.5) | 583 (13.6) | 0.5 (0.05) |
| Denmark ² | 509 (3.6) | 532 (5.4) | 490 (4.1) | 73 (1.8) | 555 (4.7) | 25 (1.6) | 570 (6.1) | 3 (0.6) | 565 (15.0) | 0.7 (0.03) |
| France ² | 487 (5.1) | 508 (6.7) | 468 (4.8) | 59 (2.0) | 497 (5.7) | 35 (1.8) | 525 (7.0) | 6 (0.8) | 515 (9.1) | 1.0 (0.04) |
| Germany ² | 497 (5.1) | 514 (7.9) | 478 (8.5) | — | — | — | — | — | — | — |
| Hungary | 471 (3.0) | 484 (4.2) | 455 (4.3) | 67 (1.2) | 475 (3.9) | 27 (0.9) | 486 (4.9) | 6 (0.6) | 497 (11.5) | 0.4 (0.03) |
| Iceland ² | 549 (1.5) | 572 (2.7) | 530 (2.1) | 87 (1.0) | 566 (2.5) | 12 (1.0) | 575 (4.6) | 1 (0.3) | — | 0.9 (0.01) |
| Italy ² | 475 (5.3) | 495 (6.7) | 458 (5.6) | 70 (2.8) | 487 (6.3) | 25 (2.5) | 482 (9.7) | 5 (1.2) | 462 (13.9) | 0.8 (0.06) |
| Lithuania ² | 461 (5.7) | 481 (6.4) | 450 (7.3) | 69 (1.5) | 465 (5.5) | 26 (1.3) | 469 (6.5) | 5 (0.6) | 470 (11.4) | 0.8 (0.03) |
| Netherlands ² | 558 (5.3) | 582 (5.7) | 532 (6.2) | 78 (2.8) | 593 (6.4) | 20 (2.9) | 605 (16.9) | 1 (0.4) | — | 0.7 (0.03) |
| New Zealand | 529 (5.2) | 543 (7.1) | 515 (5.2) | 80 (1.1) | 551 (6.3) | 18 (1.1) | 581 (6.6) | 3 (0.5) | 553 (15.3) | 0.6 (0.02) |
| Norway ² | 544 (4.1) | 574 (5.1) | 513 (4.5) | 74 (2.4) | 592 (7.1) | 23 (2.2) | 598 (10.8) | 3 (0.7) | 583 (23.8) | 0.5 (0.02) |
| Russian Federation ² | 481 (5.7) | 510 (5.7) | 463 (6.7) | 61 (1.6) | 478 (6.0) | 30 (1.3) | 488 (7.0) | 10 (0.8) | 501 (8.0) | 1.1 (0.04) |
| Slovenia ² | 517 (8.2) | 541 (12.7) | 494 (6.4) | 85 (2.0) | 528 (8.1) | 13 (1.9) | 548 (8.9) | 2 (0.6) | — | 0.5 (0.04) |
| South Africa ² | 349 (10.5) | 367 (11.5) | 333 (13.0) | 47 (1.6) | 373 (15.5) | 35 (1.3) | 367 (12.2) | 18 (1.4) | 326 (7.3) | 1.5 (0.05) |
| Sweden | 559 (4.4) | 585 (5.9) | 534 (3.5) | 81 (1.9) | 599 (7.4) | 17 (1.8) | 632 (10.1) | 2 (0.5) | — | 0.6 (0.03) |
| Switzerland | 523 (5.3) | 540 (6.1) | 500 (7.8) | 76 (2.3) | 564 (6.6) | 21 (2.3) | 564 (10.9) | 3 (0.9) | 508 (29.0) | 0.7 (0.04) |
| United States ² | 480 (3.3) | 492 (4.5) | 469 (3.9) | 76 (2.1) | 505 (4.3) | 21 (2.1) | 517 (5.7) | 2 (0.4) | — | 0.7 (0.04) |

—Not available.

¹ Average hours based on: No time = 0; Less than 1 hour = .5; 1–2 hours = 1.5; 3–5 hours = 4; More than 5 hours = 7.² Countries not meeting all International Association for the Evaluation of Education Achievement's sampling specifications.

NOTE: End of secondary school is equivalent to 12th-grade in the U.S. and a few other countries, but ranges from 9th- to 14th-grade among the survey countries. Standard errors appear in parentheses.

SOURCE: International Association for the Evaluation of Educational Achievement, *Mathematics and Science Achievement in the Final Year of Secondary School: IEA's Third International Mathematics and Science Study, 1998*, by Ina V.S. Mullis et al. Copyright © 1998 Boston College, Chestnut Hill, MA. (This table was prepared October 1998.)