



Question	United States ^a (2014)		Canada (2013)	China (2010)	EU (2005)	India (2004)	Japan ^b (2011)	Malaysia (2014)	Russia (2003)	South Korea (2004)
<i>whether the baby is a boy or a girl.</i> ^d (True)	59		NA	58	64	38	26	45	22	59
<i>Antibiotics kill viruses as well as bacteria.</i> ^e (False)	55		53	28	46	39	28	16	18	30
<i>Human beings, as we know them today, developed from earlier species of animals.</i> (True)	49	^f	74	66	70	56	78	NA	44	64

NOTES:

NA = not available, question not asked.
 EU = European Union.

See notes to table 7-2 for the full list of questions in the trend factual knowledge of science scale. EU data includes Austria, Belgium, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, and the United Kingdom, but does not include Bulgaria and Romania.

^a See appendix table 7-7 for U.S. trends.

^b Numbers for Japan are the average from two studies conducted in 2011.

^c An experiment in the 2012 General Social Survey showed that adding the preface "according to astronomers" increased the percentage correct from 39% to 60% (NSB 2014).

^d China and Europe surveys asked about "mother's gene" instead of "father's gene."

^e Japan survey asked about "antibodies" instead of "antibiotics."

^f An experiment in the 2012 General Social Survey showed that adding the preface "according to the theory of evolution" increased the percentage correct from 48% to 72% (NSB 2014).

SOURCES:

United States—University of Chicago, National Opinion Research Center, General Social Survey (2014); Canada—Council of Canadian Academies, Expert Panel on the State of Canada's Science Culture, *Science Culture: Where Canada Stands* (2014); China—Chinese Association for Science and Technology/China Research Institute for Science Popularization, Chinese National Survey of Public Scientific Literacy (2010); EU—European Commission, Eurobarometer 224/Wave 63.1: Europeans, Science and Technology (2005); India—National Council of Applied Economic Research, National Science Survey (2004); Japan—National Institute of Science and Technology Policy/Ministry of Education, Culture, Sports, Science and Technology, Survey of Public Attitudes Toward and Understanding of Science and Technology in Japan (2011); Malaysia—Malaysian Science and Technology Information Centre/Ministry of Science, Technology and Innovation, Survey of the Public's Awareness of Science and Technology: Malaysia (2014); Russia—Gokhberg L, Shuvalova O, *Russian Public Opinion of the Knowledge Economy: Science, Innovation, Information Technology and Education as Drivers of Economic Growth and Quality of Life*, British Council, Russia (2004), Figure 7; South Korea—Korea Science Foundation (now Korea Foundation for the Advancement of Science and Creativity), Survey of Public Attitudes Toward and Understanding of Science and Technology (2004).

Science and Engineering Indicators 2016