

Gary Neil Marks

List of Publications by Year in descending order

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85
papers

2,051
citations

331259

21
h-index

301761

39
g-index

90
all docs

90
docs citations

90
times ranked

1597
citing authors

#	ARTICLE	IF	CITATIONS
1	How much do students'™ scores in PISA reflect general intelligence and how much do they reflect specific abilities?. <i>Journal of Educational Psychology</i> , 2022, 114, 1121-1135.	2.1	14
2	Cognitive ability and conscientiousness are more important than SES for educational attainment: An analysis of the UK Millennium Cohort Study. <i>Personality and Individual Differences</i> , 2022, 188, 111471.	1.6	4
3	General or specific abilities? Evidence from 33 countries participating in the PISA assessments. <i>Intelligence</i> , 2022, 92, 101653.	1.6	4
4	Should value-added school effects models include student-and school-level covariates? Evidence from Australian population assessment data. <i>British Educational Research Journal</i> , 2021, 47, 181-204.	1.4	10
5	Are the effects of intelligence on student achievement and well-being largely functions of family income and social class? Evidence from a longitudinal study of Irish adolescents. <i>Intelligence</i> , 2021, 84, 101511.	1.6	11
6	Inadequacies in the SES-Achievement model: Evidence from PISA and other studies. <i>Review of Education</i> , 2021, 9, e3293.	1.1	16
7	No evidence for cumulating socioeconomic advantage. Ability explains increasing SES effects with age on children's domain test scores. <i>Intelligence</i> , 2021, 88, 101582.	1.6	2
8	Occupational mobility and cognitive ability: A commentary on BetthÄuser, Bourne and Bukodi. <i>British Journal of Sociology</i> , 2020, 71, 898-901.	0.8	2
9	Accounting for language background differences in the Australian National Assessments - Literacy and Numeracy. <i>Australian Journal of Social Issues</i> , 2020, 55, 302-322.	1.7	1
10	Is the relationship between socioeconomic status (SES) and student achievement causal? Considering student and parent abilities. <i>Educational Research and Evaluation</i> , 2020, 26, 344-367.	0.9	3
11	Family income effects on mathematics achievement: their relative magnitude and causal pathways. <i>Oxford Review of Education</i> , 2019, 45, 769-785.	1.4	11
12	Socioeconomic background, education, cognitive ability and genetics: A commentary on Bourne et al.. <i>Research in Social Stratification and Mobility</i> , 2019, 61, 20-23.	1.2	1
13	How important are socioeconomic background and other factors to the university career vis-À-vis prior student performance: evidence from Australian longitudinal data. <i>Educational Research and Evaluation</i> , 2019, 25, 357-380.	0.9	1
14	Response: Issues surrounding Effectively Maintained Inequality and educational transitions. <i>Social Science Research</i> , 2018, 71, 6-10.	1.1	0
15	Do the labour market returns to university degrees differ between high and low achieving youth? Evidence from Australia. <i>Journal for Labour Market Research</i> , 2018, 52, 5.	0.6	3
16	The Impact of School SES on Student Achievement: Evidence From U.S. Statewide Achievement Data. <i>Educational Evaluation and Policy Analysis</i> , 2018, 40, 613-630.	1.6	40
17	Is SES really that important for educational outcomes in Australia? A review and some recent evidence. <i>Australian Educational Researcher</i> , 2017, 44, 191-211.	1.6	22
18	Family Income Has Only Weak Effects on Cognitive Scores in Australia: A Comment on Khanam and Nghiem. <i>Demography</i> , 2017, 54, 801-807.	1.2	0

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19	The Contribution of Genes and the Environment to Educational and Socioeconomic Attainments in Australia. <i>Twin Research and Human Genetics</i> , 2017, 20, 281-289.	0.3	10
20	Students in Australian Catholic and Independent Schools Have More Positive Learning Environments: Evidence From the 2012 PISA Study. <i>Journal of School Choice</i> , 2017, 11, 426-441.	0.6	3
21	University and vocational education, and youth labour market outcomes in Australia. <i>Journal of Education and Work</i> , 2017, 30, 868-880.	0.8	6
22	Is adjusting for prior achievement sufficient for school effectiveness studies?. <i>Educational Research and Evaluation</i> , 2017, 23, 148-162.	0.9	4
23	Malleability in educational effectiveness: what are realistic expectations about effect sizes? Introduction to the special issue. <i>Educational Research and Evaluation</i> , 2017, 23, 143-147.	0.9	4
24	Explaining the substantial inter-domain and over-time correlations in student achievement: the importance of stable student attributes. <i>Educational Research and Evaluation</i> , 2016, 22, 45-64.	0.9	5
25	The relative effects of socio-economic, demographic, non-cognitive and cognitive influences on student achievement in Australia. <i>Learning and Individual Differences</i> , 2016, 49, 1-10.	1.5	23
26	The declining influence of family background on educational attainment in Australia: The role of measured and unmeasured influences. <i>Social Science Research</i> , 2016, 55, 171-185.	1.1	9
27	Do Catholic and Independent schools 'add-value' to students' Tertiary Entrance Performance? Evidence from longitudinal population data. <i>Australian Journal of Education</i> , 2015, 59, 133-157.	0.9	18
28	Are school-SES effects statistical artefacts? Evidence from longitudinal population data. <i>Oxford Review of Education</i> , 2015, 41, 122-144.	1.4	59
29	School Sector Differences in Student Achievement in Australian Primary and Secondary Schools: A Longitudinal Analysis. <i>Journal of School Choice</i> , 2015, 9, 219-238.	0.6	8
30	The size, stability, and consistency of school effects: evidence from Victoria. <i>School Effectiveness and School Improvement</i> , 2015, 26, 397-414.	1.4	17
31	Demographic and socioeconomic inequalities in student achievement over the school career. <i>Australian Journal of Education</i> , 2014, 58, 223-247.	0.9	28
32	Reaching Year 12 in Victoria, Australia: student and school influences. <i>Educational Research and Evaluation</i> , 2014, 20, 333-347.	0.9	1
33	Evaluating Effectively Maintained Inequality: School and post-school transitions, socioeconomic background, academic ability and curricular placement. <i>Social Science Research</i> , 2013, 42, 1635-1649.	1.1	14
34	Reproduction of Economic Inequalities: Are the Figures for the United States and United Kingdom Too High?. <i>Comparative Social Research</i> , 2013, , 341-363.	1.0	2
35	Issues in the Conceptualisation and Measurement of Socioeconomic Background: Do Different Measures Generate Different Conclusions?. <i>Social Indicators Research</i> , 2011, 104, 225-251.	1.4	38
36	What aspects of schooling are important? School effects on tertiary entrance performance. <i>School Effectiveness and School Improvement</i> , 2010, 21, 267-287.	1.4	35

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37	Improvements over the Educational Career of Immigrant Students. Australian Journal of Education, 2010, 54, 133-154.	0.9	11
38	School sector and socioeconomic inequalities in university entrance in Australia: the role of the stratified curriculum. Educational Research and Evaluation, 2010, 16, 23-37.	0.9	15
39	Meritocracy, modernization and students' occupational expectations: Cross-national evidence. Research in Social Stratification and Mobility, 2010, 28, 275-289.	1.2	12
40	Introduction to this special issue. Educational Research and Evaluation, 2009, 15, 323-325.	0.9	1
41	Accounting for School-Sector Differences in University Entrance Performance. Australian Journal of Education, 2009, 53, 19-38.	0.9	16
42	Modernization Theory and Changes Over Time in the Reproduction of Socioeconomic Inequalities in Australia. Social Forces, 2009, 88, 917-944.	0.9	22
43	Australian Social Attitudes 2: Citizenship, Work, and Aspirations. Contemporary Sociology, 2009, 38, 246-247.	0.0	0
44	The Social effects of the Australian Higher Education Contribution Scheme (HECS). Higher Education, 2009, 57, 71-84.	2.8	18
45	The Influence of Cultural Capital on Educational and Early Labour Market Outcomes of Young People in Australia. , 2009, , 89-103.		5
46	Is There a Housing Crisis? The Incidence and Persistence of Housing Stress 2001-2006. Australian Economic Review, 2008, 41, 215-221.	0.4	24
47	Gender Differences in the Effects of Socioeconomic Background. International Sociology, 2008, 23, 845-863.	0.4	11
48	Accounting for the gender gaps in student performance in reading and mathematics: evidence from 31 countries. Oxford Review of Education, 2008, 34, 89-109.	1.4	153
49	Do Schools Matter for Early School Leaving? Individual and School Influences in Australia. School Effectiveness and School Improvement, 2007, 18, 429-450.	1.4	24
50	Are Father's or Mother's Socioeconomic Characteristics More Important Influences on Student Performance? Recent International Evidence. Social Indicators Research, 2007, 85, 293-309.	1.4	70
51	Detrimental Effects of Living with a Grandparent: Cross-National Evidence. Journal of Comparative Family Studies, 2007, 38, 169-178.	0.2	7
52	CHAPTER FOURTEEN Australia: Changes in Socioeconomic Inequalities in University Participation. , 2007, , 351-373.		11
53	Family Size, Family Type and Student Achievement: Cross-National Differences and the Role of Socioeconomic and School factors. Journal of Comparative Family Studies, 2006, 37, 1-24.	0.2	48
54	Influences on, and the consequences of, low achievement. Australian Educational Researcher, 2006, 33, 95-115.	1.6	10

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55	Reforming the Labour Market for Australian Teachers. Australian Journal of Education, 2006, 50, 185-202.	0.9	5
56	Are between- and within-school differences in student performance largely due to socio-economic background? Evidence from 30 countries. Educational Research, 2006, 48, 21-40.	0.9	84
57	Explaining socioeconomic inequalities in student achievement: The role of home and school factors. Educational Research and Evaluation, 2006, 12, 105-128.	0.9	164
58	Teaching and the Teacher Labour Market: The Case for Reform. Australian Economic Review, 2005, 38, 91-98.	0.4	5
59	The Structure and Distribution of Household Wealth in Australia. Australian Economic Review, 2005, 38, 159-175.	0.4	107
60	Household wealth in Australia. Journal of Sociology, 2005, 41, 47-68.	0.9	26
61	State Differences in Achievement among Secondary School Students in Australia. Australian Journal of Education, 2005, 49, 141-151.	0.9	5
62	Accounting for immigrant non-immigrant differences in reading and mathematics in twenty countries. Ethnic and Racial Studies, 2005, 28, 925-946.	1.5	136
63	Cross-National Differences and Accounting for Social Class Inequalities in Education. International Sociology, 2005, 20, 483-505.	0.4	118
64	Issues in the school-to-work transition. Journal of Sociology, 2005, 41, 363-385.	0.9	17
65	Communist party membership in five former Soviet bloc countries, 1945-1989. Communist and Post-Communist Studies, 2004, 37, 241-263.	0.2	20
66	Longitudinal Studies of Australian Youth. Australian Economic Review, 2003, 36, 428-434.	0.4	18
67	Declining inequality? The changing impact of socio-economic background and ability on education in Australia. British Journal of Sociology, 2003, 54, 453-471.	0.8	31
68	The Formation of Materialist and Postmaterialist Values. Social Science Research, 1997, 26, 52-68.	1.1	40
69	Influences and Consequences of Well-being Among Australian Young People: 1980-1995. , 1997, 46, 301-323.		171
70	Forecasting Australian elections: 1993, and all that. Australian Journal of Political Science, 1994, 29, 277-291.	1.0	22
71	EXPLAINING LABOR'S WIN AT THE 1993 AUSTRALIAN FEDERAL ELECTION. International Journal of Public Opinion Research, 1994, 6, 241-263.	0.7	1
72	Comparative Social Fluidity: Trends over Time in Father-to-Son Mobility in Japan and Australia, 1965-1985. Social Forces, 1994, 72, 775.	0.9	1

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73	Partisanship and the vote in Australia: Changes over time 1967-1990. <i>Political Behavior</i> , 1993, 15, 137-166.	1.7	18
74	Intra- and extra-familial political socialization: The Australian case and changes over time, 1967-1990. <i>Electoral Studies</i> , 1993, 12, 128-157.	1.0	3
75	The Australian federal election of 1993. <i>Electoral Studies</i> , 1993, 12, 253-256.	1.0	6
76	Ascription versus Achievement in Australia: Changes over Time 1965-1990. <i>The Australian and New Zealand Journal of Sociology</i> , 1992, 28, 330-350.	0.2	14
77	Sources of electoral support for minor parties: The case of the Australian Democrats. <i>Electoral Studies</i> , 1992, 11, 311-333.	1.0	22
78	Change Over Time in Father-Son Mobility in Australia. <i>The Australian and New Zealand Journal of Sociology</i> , 1991, 27, 315-331.	0.2	4
79	The Australian Class Structure: Some Preliminary Results from the Australian Class Project. <i>The Australian and New Zealand Journal of Sociology</i> , 1989, 25, 100-120.	0.2	5
80	Class and Income in Australia. <i>The Australian and New Zealand Journal of Sociology</i> , 1989, 25, 410-427.	0.2	4
81	SEMI-PERIPHERIES OR PARTICULAR PATHWAYS: THE CASE OF AUSTRALIA, NEW ZEALAND AND CANADA AS CLASS FORMATIONS. <i>International Sociology</i> , 1989, 4, 67-90.	0.4	9
82	Effects of progesterone on mammary carcinogenesis by DMBA applied directly to rat mammae. <i>British Journal of Cancer</i> , 1979, 40, 268-273.	2.9	10
83	Income Poverty, Subjective Poverty and Financial Stress. <i>SSRN Electronic Journal</i> , 0, , .	0.4	33
84	School socioeconomic-background effects are generally small: a response to Sciffer, Perry, and McConney. <i>British Journal of Sociology of Education</i> , 0, , 1-11.	1.1	3
85	Policy issues for Australia's education systems: Evidence from international and Australian research. <i>Education Policy Analysis Archives</i> , 0, 12, 17.	0.3	3