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British Social Attitudes

1985 Survey

Technical Report

Sharon Witherspoon

P.815

Social and Community Planning Research

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the **Qualitative Research Unit** which specialises in the design, conduct and interpretation of group discussions, depth interviews and other non-quantitative methods of social research.

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INTRODUCTION

1.1 The series

This report describes the design, administration and data format of British Social Attitudes 1985 survey. This is the third in an annual series of surveys started by SCPR in 1983 and core-funded by the Monument Trust until at least 1987. The series is designed to chart movements in a wide range of social attitudes in Britain - attitudes towards politics, the economy, the workplace, and other social and moral issues. It is similar to the General Social Survey carried out by NORC in the United States. The data derive from annual cross-sectional surveys with a representative sample of adults aged 18 or over living in private households in Britain.

The study has been designed as a series of surveys, to allow the monitoring and understanding of trends in attitudes. The survey is repeated at annual intervals not because we believe that most social attitudes change dramatically from year to year, but because one of the aims of the study is to examine the relative rates at which different sorts of attitudes change.

Not all questions or groups of questions (modules) are included in each fieldwork round. The modules repeated annually tend either to be on subjects where fairly rapid change in attitude is expected - and for which an annual trend line is therefore likely to be helpful - or on variables such as demographic characteristics or party identification which are needed for interpreting other answers. In any event, constraints of space (we confine ourselves to an average of an hour-long interview each year), the need for economy and our wish to insert at least one fresh module into the questionnaire every year for the time being, combine to limit the frequency with which each group of questions can be carried. All questions are, however, scheduled for regular repetition.

Users may like to take note of other developments to the Social Attitudes series which might affect the analyses they intend to carry out, this dataset may not be the most appropriate for their purposes.

First, the ESRC has funded the introduction of a panel element into the series, enabling about one third of the 1983 respondents to be re-interviewed in 1984. This allows individual attitudinal change, rather than aggregate change, to be both measured and modelled. The panel has also been continued in the 1985 round of fieldwork. For further information about the panel, please contact Denise Lievesley or Jennifer Waterton at SCPR, a separate data tape and technical report will be produced for the panel.

Second, the Nuffield Foundation funded SCPR to convene a series of meetings at which we could confer with our counterparts in the USA (NORC), the Federal Republic of Germany (ZUMA), and Australia (ANU) to devise a module of identical questions to be carried in all four countries. The first such module, on attitudes to government intervention and the role of government, is part of the 1985 dataset, and direct international comparisons on this topic will now be possible. Further rounds on different topics are planned in 1986 and 1987. The Australian National University at Canberra is also planning to produce a cumulative datatape with the results of all

participating countries and standardised background variables, and this will be deposited at the ESRC archive as soon as it is available.

Third, standardised SPSS-X system files have now been produced for the 1983, 1984 and 1985 data. These have been written by John Curtice at the University of Liverpool with help from Clarissa Levine, a researcher at the University of Oxford. The SPSS-X files for 1985 will be deposited at the Archive with the datatape, thus freeing users from the necessity of devising their own SPSS files. (Of course full data are still available on the tape to allow alternative classification or assembly of variables.) 1983 and 1984 SPSS-X system files are also being deposited.

Fourth, we have arranged for 'on-line' access via the Data Library at the University of Edinburgh. This will mean that users who wish to examine only a few questions and who have access to a terminal can access the data immediately, using JANET or a special telephone account. For further details contact SCPR or Peter Burnhill at the Centre for Applications, Software and Technology (CAST), 18 Buccleuch Place, Edinburgh EH8 9LN (tel. 031 667 1011, ext. 6204).

Finally, the user may wish to pool data from more than one year in order to examine particular subgroups. For instance this might be desirable when looking at questions relating to employment-status, or ethnic identity. A cross-index of the 1983, 1984, and 1985 surveys appears as Appendix J of this volume, so that identical questions may be compared. SCPR is happy to give advice on such pooling. From 1986, the sample size of the survey will be increased to 3000, which should give greater scope than in 1984 for the separate inspection of subgroups and for multivariate analysis, although all questions may not be asked of the larger sample.

1.2 The 1985 survey

As with the previous Social Attitudes surveys, the 1985 questionnaire had two sections. The main part was a questionnaire administered by interviewers, and lasting on average, about an hour. The second section was a short self-completion supplement for respondents to fill in either before or after the interview. The supplement was, in the event, completed by all but 15% of respondents.

As noted above, an appendix to this volume, contains a cross-index to the 1983 and 1984 surveys, which allows identical questions to be identified and compared. However, as we found in 1983, a few questions did not seem to work very well, despite contrary indications at the pilot stage. Many survey series face this difficulty, and its resolution is by no means straightforward. To change or remove unsatisfactory questions would sacrifice comparability over time; to retain them would run the risk of producing and reproducing misleading information. Neither practice is desirable but one or the other is unavoidable. Wherever any change has been made to question wording which might affect the interpretation, we note this and give full details in the cross-index in APPENDIX J.

Each year SCPR is committed to producing a book which serves as a guided tour around some of the substantive findings. The book on the 1985 survey is British Social Attitudes: The 1986 Report (ed by Jowell, Witherspoon and Brook Aldershot). Potential users of the data may wish to look at that volume to see if questions pertaining to their field of interest were included in the 1985 survey (the questionnaires appear as Appendix III to that volume, as well as in Appendix H of this report). The survey may be of interest substantively (either as a single cross-sectional sample or eventually as recording change over time) or methodologically (for instance, in comparing different ways of asking questions, or the development of scale items).

The 1985 survey was core-funded by the Monument Trust, whose generous support has guaranteed the existence of the survey until at least 1987. Contributions have also been made by several other organisations: the Department of Employment, to ensure adequate coverage of the employment-related questions, the Department of Environment, to ensure coverage of the housing questions, the Countryside Commission, for the module on countryside issues, the Nuffield Foundation, for support of the International Social Survey Project module on the role of government, the ESRC, for the panel element, and Marks and Spencer plc and Shell UK Ltd, who have provided support to help ensure the continuation of the series.

The dataset for each year's survey is deposited at the ESRC Data Archive at the University of Essex so that anyone in the social science community may do analytic or interpretative work of their own. This volume is intended to serve as the technical documentation for the 1985 datatape, to allow users to find and interpret the information they need.

I would like to thank Lindsay Brook for compiling the response information, and for preparing the cross-index of the 1983, 1984, and 1985 surveys.

THE SAMPLE

The survey was designed to achieve 1800 interviews with a representative sample of adults aged 18 or over living in private households in Britain

For practical reasons, the sample was confined to those living in private households whose addresses were included in the electoral registers. Thus we excluded people living in institutions (though not private households at such institutions) and those living in private households whose addresses were not on the electoral register

In order to reduce the number of out-of-scopes, fieldwork was moved back one month so that current electoral registers (those coming into effect in February 1985) could be used. The sampling method involved a multi-stage design, with four separate stages of selection

2.1 Selection of parliamentary constituencies

The first task was to select 114 parliamentary constituencies from among all those in England, Scotland and Wales. (In Scotland constituencies north of the Caledonian Canal were omitted for reasons of cost)

Prior to selection, the constituencies were stratified according to information held in SCPR's constituency datafile. This datafile is a compilation of information gathered from OPCS Monitors, and includes a variety of social indicators such as population density, per cent Labour vote at the last general election, per cent of those holding professional qualifications, per cent of male unemployment, etc. The stratification factors used in this survey were

- 1 Registrar General's Standard Regions (see Appendix A)
- 2 Population density persons per hectare
over 10
5 - 10
under 5
- 3 A ranking by percentage of homes that were owner-occupied. (This was felt to give more equal strata than, for instance, the per cent of those voting Labour at the last election, which in any event correlates to some extent with per cent owner-occupation)

Constituencies were sampled in a systematic way, with probability proportionate to the electorate in the constituency. This gives rise to a random sample of constituencies

2.2 Selection of polling districts

In the course of selecting constituencies, a random elector was picked in each selected constituency. Then all the polling districts in the constituency were listed in order within wards, and all wards in order within the constituency, using the order given in the OPCS constituency file. The electorate was then cumulated for each polling district throughout the constituency file, and the polling district that contained

the random elector was then identified and selected. 114 polling districts were selected using this procedure, which again results in random selection with probability proportionate to the electorate.

Appendix A contains a listing of the selected constituencies and polling districts included in the sample.

2.3 Selection of addresses

Twenty-two addresses were selected in each of the 114 polling districts, using the Electoral Registers. The sample issued to interviewers was therefore $114 \times 22 = 2508$ addresses. The selection was made from a random starting point and, treating the list of electors as circular, a fixed interval was applied to generate the required number of addresses for each polling district. By this means addresses were chosen with probability proportionate to their number of listed electors. At each sampled address the names of all electors given on the register were listed, and the name of the individual on which the sampling interval landed was marked with an asterisk (this person is known as the 'starred elector').

2.4 Selection of individuals

The sample selection procedure adopted is one which minimises the amount of weighting required, since the Electoral Register cannot be satisfactorily taken as a frame of individuals, although it is reasonably complete as a frame of addresses. Overall only about 3.6% of adults live in addresses which are not in the Electoral Register in the April following publication. The age group least well covered is 18-24 year olds, of whom about 8% live in addresses not in the Register. As many as 14% of New Commonwealth citizens who are eligible to vote live in addresses not in the Register. There is also some regional variation, with about 9% of adults in Inner London, and about 6% in the South West of England living in addresses which are not in the register.

In order to convert this sample of addresses into a sample of individuals, the interviewers called at the address of each 'starred elector'. They listed all those eligible for inclusion in the sample, that is all persons currently aged 18 or over and resident at the selected household. Where the listing revealed a difference between the register entry and the current members of the household, (because there had been movement in or out of the address since the register was compiled, or if some people were not registered), the interviewer selected one respondent by means of a random selection grid (a Kish grid). In households where there had been no change, the interviewer attempted to interview the 'starred elector'. Where there were two or more households at the selected address, interviewers were required to identify the household of the elector whose name had led to the selection of that address, or the household occupying that part of the address where he or she used to live, before following a similar procedure. The documents used in identifying addresses (the Address Record Form, or ARF) and in selecting respondents (the Respondent Selection Sheet, or RSS) may be found in APPENDIX C

3 WEIGHTING

Prior to analysis, the data were weighted to take account of any differences between the number of people listed on the register and those found at the address. Such differences occurred in approximately 20% of cases, in each of which the data were weighted by the number of persons aged 18 or over living at that household, divided by the number of electors listed on the register for that address.

Weights were applied as follows

- A - number of listed electors at the address (col 109 - 110)
- B - number of listed electors in the sampled household (col 139 - 140)
- C - number of eligible people in the household (col 144 - 145)
- D - number of eligible people at the address (col 147 - 148)
- E - number of dwelling units at the address (col 149 - 150)
- F - number of eligible people in selected dwelling unit
(col 153 - 154)
- G - number of adults aged 18 or over in household (Q 98b)

	<u>weight</u>
<u>One household at the address</u>	
1 Electors on register exactly correspond to eligible people in the household	$\frac{C}{A} = 1$
2 Eligible people in the household do <u>not</u> exactly correspond to the electors listed on the Register	$\frac{C}{A}$
<u>Two or more households at the address</u>	
3 Electors on the Register exactly correspond to these eligible in starred elector's household	$\frac{C}{B} = 1$
4 Eligible people in the starred elector's household do not exactly correspond to the members of that household listed on the Register	$\frac{C}{B}$
5 Starred elector not resident selection made from whole address	$\frac{D}{A}$
6 Starred elector not resident selection made from one dwelling at the address	$\frac{E \times F}{A}$
<u>Where Respondent Selection Sheet was missing</u>	
7 Proxy weight of numbers of adults in household compared to number of electors on Register	$\frac{G}{A}$

The vast majority of such weights fell within a range between 0.25 and 2.0; in only seven cases were weights greater than 2.0 applied, ranging 3.0 to 8.0. In about 80% of cases, the number of persons listed on the register and those found at the address matched, so the effective weight was one.

THE DATA MUST BE WEIGHTED BEFORE ANALYSIS. Weights for each record have been computed and may be found on columns 155 - 161 of the dataset. A decimal point is implied at column 157 (e.g. the format is xx.xxxx).

4 SAMPLING ERRORS

No sample reflects precisely the characteristics of the population it represents because of both sampling and non-sampling errors. As far as sampling error is concerned, if a sample were designed as a simple random sample - i.e. if every adult had an equal and independent chance of inclusion in the sample - then we could calculate the sampling error of any percentage, p , using the formula

$$s e (p) = \sqrt{\frac{p(100 - p)}{n}}$$

where n is the number of respondents on which the percentage is based. Once the sampling error had been obtained, it would be a straightforward exercise to calculate a confidence interval for the true population percentage. For example, a 95% confidence interval would be given by the formula

$$p \pm 1.96 \times s e (p)$$

Clearly, for a simple random sample (srs), the sampling error depends only on the values of p and n . However, simple random sampling is almost never used in practice because of its inefficiency in terms of time and cost.

As noted above, the Social Attitudes sample, like most large scale surveys, was clustered according to a stratified multi-stage design into 114 polling districts. With a complex design like this, the sampling error of a percentage is not simply a function of the number of respondents in the sample and the size of the percentage, but also depends on how the characteristic is spread within and between polling districts. The complex design may be assessed relative to simple random sampling by calculating a range of design factors, DEFTs, associated with it, where

$$DEFT = \sqrt{\frac{\text{Variance of estimator with complex design, sample size } n}{\text{Variance of estimator with srs design, sample size } n}}$$

and represents the multiplying factor to be applied to the simple random sampling error to produce its complex equivalent. A design factor of one means that the complex sample has achieved the same precision as a simple random sample of the same size. A design factor greater than one means the complex sample is less precise than its simple random sample equivalent.

If the DEFT for a particular characteristic is known, a 95% confidence interval for a percentage may be calculated using the formula

$$p \pm 1.96 \times \text{complex sampling error } (p)$$
$$= p \pm 1.96 \times DEFT \times \sqrt{\frac{p(100 - p)}{n}}$$

In order to assess the impact of clustering the Social Attitudes sample in 114 polling districts, sampling error computations were carried out for a range of variables which were expected to exhibit different degrees of clustering; these included some classification variables, some behavioural variables and some attitudinal variables. These have been calculated by SCPR's Survey Methods Centre using the World Fertility Survey 'Clusters' program.

The table overleaf contains examples of the DEFTs calculated. The vast majority lie in the interval 1.0-1.5.

In general, classification variables have DEFTs in the range 1.0-1.5 with the important exception of housing tenure, which has a high DEFT because tenure is strongly related to area. Most design factors for behavioural and attitudinal variables lie in range 1.3-1.8, and in the case of many attitudinal variables DEFTs are at the lower end of the range. In the case of attitudinal variables, then, the fact that DEFTs are close to 1.0 means that the use of standard statistical tests of significance (based on the assumption of simple random sampling) is unlikely to be seriously misleading. For certain variables, however, particularly those strongly associated with area, care needs to be taken in the interpretation of test statistics and the estimation of parameter values.

It should be noted that these calculations are based on the total sample from the 1985 survey (n = 1,804) and that errors for proportions based on subgroups would be larger.

		1985 Survey			Sampling Errors
		% (p)	Complex standard error of p (%)	DEFT	95% confidence interval
Q 2	Party identification				
	Conservative	30 8	1 5	1 41	27 7-33 9
	Alliance	17 6	1 2	1 35	15 2-20 0
	Labour	36 5	1 9	1 67	32 7-40 2
Q 75	Housing tenure				
	Rented from local authority	29 8	2 5	2 28	24 9-34 7
	Rented from housing association	2 0	0 5	1 59	0 9-3 0
	Other rented	7 0	1 0	1 61	5 0-8 9
Q 100	Age of completing full-time education				
	16 or under	75 9	1 8	1 75	79 4-15 8
	17 or 18	12 6	1 0	1 35	10 5-14 7
	19 or over	10 2	1 0	1 40	8 2-12 2
Q 7	Britain should rid itself of nuclear weapons	27 2	1 4	1 36	24 4-30 1
Q 10	Expect inflation to go up	88 1	0 8	0 99	86 6-89 6
Q 11	Expect unemployment to go up	67 0	1 3	1 20	64 3-69 7
Q 73	The government should increase taxes and spend more on health, education and social benefits	45 4	1 4	1 18	42 6-48 1
Q 86	What is taught in schools should be up to the local education authority to decide	52 6	1 5	1 3	49 5-55 7
Q 87	A system of comprehensive schools provides the best all-round education for secondary school children	45 4	1 4	1 2	42 6-48 2

5 DATA COLLECTION AND RESPONSE

5.1 Pilot

Pilot interviews were carried out between 23 February and 5 March. Four interviewers worked on this stage of the survey, and between them carried out 30 interviews according to quota. The pilot stage was personally debriefed. The sample for the pilot was selected on a quota basis to include men and women, manual and non-manual workers, a range of ages and people with and without employment.

5.2 Main stage fieldwork

The start of fieldwork was delayed by one month in 1985, in order that current Electoral Registers could be used. Interviewing was carried out largely during the months of April and May 1985, with approximately four per cent of interviews (twelve of them re-issued addresses) carried out in June.

The interviews were carried out by 114 interviewers drawn from SCPR's regular interviewing panel, all of whom attended a one-day briefing about the questionnaires and sampling procedures. Interview length averaged about 53 minutes.

The response achieved is shown below.

	No	%
Addresses issued	2508	
Vacant, derelict, out of scope	58	
In scope	2450	100
Interview achieved	1804	74
Interview not achieved	646	26
Refused	472	19
Non-contact	118	5
Other non-response	56	2

For a more complete statement of response, see Appendix B.

There were some regional variations in achieved response. The highest levels of response were achieved in the West Midlands (82%) and the North (82%) with the lowest levels in Yorkshire and Humberside (71%), South East (70%) and Greater London (63%). A Summary of response by Standard Region is included in Appendix B.

The self-completion questionnaire was longer in 1985 than in previous years, due to the inclusion of the international social survey programme module. Where necessary, two postal reminders were sent to obtain the supplement, and self-completion questionnaires were accepted until mid-July when the data was being edited.

In 274 instances (fifteen percent of the achieved sample), the self-completion questionnaire was not returned by the respondent, and is therefore absent from the dataset. Those not returning a self-completion questionnaire included a higher proportion of respondents aged 65 or over (21% of those who did not complete a self-completion questionnaire were over 65 compared with 16% of the sample as a whole). Non-respondents were also slightly more likely to be those who worked in semi-skilled or unskilled manual occupations, and to be those with no party allegiance.

Since the overall proportion returning a self-completion questionnaire was still fairly high, (85%), it was felt that these non-response biases did not warrant corrective weighting of the self-completion questionnaire. Those not returning a self-completion questionnaire will have blank records on cards 20, 21 and 22, and are coded 118-119 '51'. Records with a self-completion questionnaire are identified at 118-119 '61'.

6 DATA PREPARATION AND ANALYSIS

6.1 Data preparation

As questionnaires were returned from the field they were booked in (that is, checked against the issued sample) and sent to SCPR's office at Brentwood for clerical editing and data preparation. A coding supervisor was appointed for this stage of the survey and she worked closely with both project director and programmer.

Data editing was carried out using both clerical and computer methods. The clerical coding team initially went through each questionnaire and it was at this stage that occupation coding was carried out, and also the coding of all open questions. Listings were prepared of verbatim answers to all open questions from 200 questionnaires. From these listings, code frames were drawn up by the project director and amended and agreed with the University researchers. The code frames were then incorporated into the clerical edit and coding process.

Following the clerical edit the questionnaires were sent for punching which was 100% verified. The computer edit followed, this contained a full set of range and filter checks. Error reports generated by the computer were of two kinds, a summary of errors by type and a listing of individual errors. Some classes of error were resolved by the application of logical rules, the remainder by individual amendments made by reference to the questionnaires. After correction, the records were re-submitted to the edit procedure. The edit process continued until all records 'passed'.

6.2 The data

Appendix D contains a copy of the questionnaire marked with editing instructions and all extra codes added during analysis. In general code 8 (or 98, or 998, depending on the range of the column field) was used for "don't know" responses, while 9 (or 99, or 999) was used to indicate no response. Some open-ended questions were asked of subgroups which were too small to allow statistical analysis, serial number listings of answers to such questions are included in Appendix G. Final listings of "other" answers to all other questions were compiled, and may be obtained from SCPR if required for a particular purpose. Coding frames of the columns used for open-ended questions may be found in Appendix E.

Some coding (for instance occupation coding) requires further explanation.

6.3 Occupation coding

The occupation coding scheme used by SCPR is based on the 1980 Classification of Occupations as used for the 1981 Census. Two elements, 1980 Occupation Code and Employment Status, are coded. This enables Socio-Economic Group (SEG) and Registrar General's Social Class to be derived by reference to a look-up table. These items are then added to the dataset, as indicated.

The filtering for this question is the same as that used in 1984, but is slightly different from that used in the 1983 Social Attitudes Survey. In 1984 and 1985 occupation information was collected about the respondent and the respondent's spouse or partner. (In 1983, occupation information was also obtained about a traditionally- defined 'head of household'; see the filtering before Q.97 in the 1983 questionnaire.)

Social Class may be classified according to each respondent's current occupation only or according to respondent's current or last occupation, if the respondent is not presently in paid employment. Thus, for all respondents classified as being in paid work at the time of the interview, or as waiting to take up a paid job already offered, or as seeking work, or as retired or as looking after the home, the occupation (present, future or last as appropriate) was classified. (This differs from the practice adopted in the 1983 Social Attitudes survey, in that information about the last occupation of those looking after the home is also collected.)

In the 1980 Classification of Occupations, the codes appear as the 161 categories of KOS (The Department of Employment's Key Occupations for Statistical Purposes), followed by a full stop, followed by a 1 or 2 digit suffix. SCPR records these codes with the full stop omitted, left-justified in a 5-digit field. As most codings have only a 1 digit suffix, the last position in the 5 column field is usually blank. The respondent's occupation coding may be found on columns 925-929, while the occupation coding of the respondent's spouse or partner appears in columns 1007-1011.

The 1980 code should not be treated numerically, since this will, with most computer packages, lead to a confounding of blanks and zeros in the suffix. This is seldom a problem in practice, however, since usually only the first 3 digits are used in analyses; these form a numeric code of constant length with a range of 001 to 161 (plus the exceptions noted below). The suffixes are relevant only to the derivations of SEG and Registrar General's Social Class.

SCPR has renumbered four codes in the 1980 Classification of Occupations as follows, and made one addition for those who have never had a job.

<u>Classification of Occupations</u>	<u>SCPR Code</u>	<u>Description</u>
- .1	9981	Foremen (engineering and allied)
- .2	9982	Trainee craftsmen (ditto)
- .1	9991	Inadequately described
- .2	9992	Not stated
—	9993	Never had a job (and meets filter conditions)

(As the Classification of Occupations notes on page vi, these groups do not form part of the Condensed KOS structure).

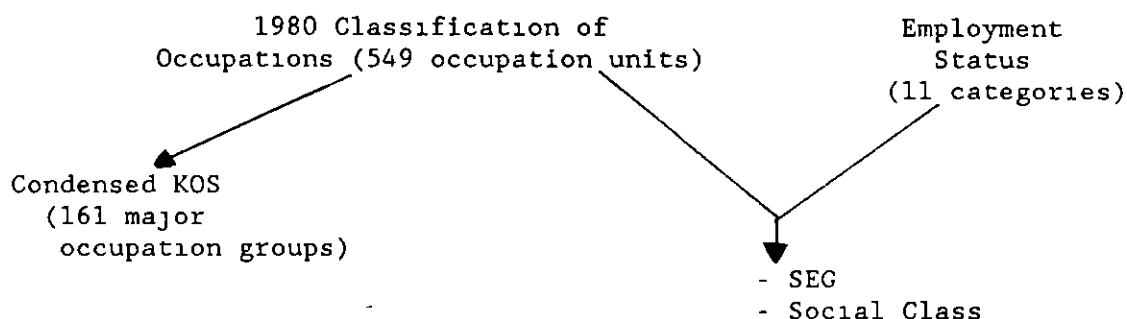
SCPR has expanded the categories for Employment Status in the 1980 Classification of Occupation to eleven, introducing codes for partial information and missing data. This enables the available data to be fully

used in deriving SEG and Social Class Coding of respondent's Employment Status appears on columns 930-931, that for respondent's spouse or partner appears on columns 1012-1013 The eleven categories used are as follows

EMPLOYMENT STATUS

<u>Codes</u>	<u>Description</u>
01	self employed (25+ employees)
02	self employed (1-24 employees)
03	self employed (no employees)
04	self employed (not stated how many employees)
05	manager (establishment of 25+ employees)
06	manager (establishment of 1-24 employees)
07	manager (not stated size of establishment)
08	foreman/supervisor
09	other employee
10	employee (not stated if manager/foreman/other)
11	not stated/insufficient information to code more specifically

The occupation coding, in conjunction with employment status, is then the basis for coding SEG and Social Class The following diagram may help explain this process, for further details see C. Hakim, Secondary Analysis in Social Research A Guide to Data Sources and Methods with Examples, pp 178 - 180, George Allen & Unwin London, 1982



It should be noted that SEG and Social Class are not inter-convertible, see Appendix C of the 1980 Classification of Occupations

In order to derive SEG and Social Class the computer edit program accesses a look-up table organised as a matrix of the 1980 Occupation Codes and the 11 Employment Status Codes This information is taken from the table in Appendix B1 of the Classification of Occupations There are entries in each cell for SEG and Social Class A blank entry indicates an invalid combination of Occupation and Employment Status, so that the table performs an editing function as well At the end of the process, the values for respondent's SEG are located on columns 932-933, spouse/partner's is on columns 1014-1015 Respondent's Social Class is in columns 934-935 spouse/partner's is on 1016-1017

The codes used for SEG are the standard codes 01-17 as noted below, from the Classification of Occupations

Socio-Economic Group

<u>Code</u>	<u>Description</u>
01	Employers and managers in central and local government, industry, commerce etc. - large establishments (25+ employees)
02	Employers and managers in industry, commerce, etc. - small establishments (1-24 employees)
03	Professional workers - self-employed
04	Professional workers - employees
05	Intermediate non-manual workers
06	Junior non-manual workers
07	Personal service workers
08	Foremen and supervisors - manual
09	Skilled manual workers
10	Semi-skilled manual workers
11	Unskilled manual workers
12	'Own account' workers (other than professional)
13	Farmers - employers and managers
14	Farmers - own account
15	Agricultural workers
16	Members of armed forces
17	Inadequately described occupations, or occupations not stated

Social Class is shown in two distinct fields, each of one digit. The first is the Social Class category, with 1 - 5 corresponding to I - V, and two additional codes : 8 meaning not classified by the system and 9 indicating insufficient information to classify or occupation not stated. The second digit indicates whether the occupation is classified non-manual (code 1) or manual (code 2), with codes 8 and 9 used as for the first digit.

	Social Class	
I	Professional	
II	Intermediate	'Non-manual'
III (non-manual)	Skilled occupations	
III (manual)	Skilled occupations	
IV	Partly skilled occupations	'Manual'
V	Unskilled occupations	

(*Although not strictly true, the six categories are often dichotomised into basically manual or non-manual groups. But some respondents in basically 'non-manual' Social Classes are in fact manual workers.)

The economic positions of both respondent and spouse/partner are coded, and may be found in columns 245 - 246 (respondent) and columns 967 - 968 (spouse/partner). Please note that the conventions used for classifying those in paid work differs from that used in the Census, in that a lower limit to the number of hours worked per week is specified; the classification used in the Social Attitudes survey is based on those working 10 or more hours in the seven days preceding the interview. This especially affects the classification of women's economic positions.

6 4 Industry Coding

All respondents for whom an occupation was coded were allocated a Standard Industrial Classification Code (CSO as revised 1980) Two digit class codes were applied (Respondent's SIC is located on columns 936-937, spouse/partner's SIC on columns 1018-1019) Respondents with an occupation were also divided into public sector services, public sector manufacturing and transport, private sector manufacturing, private sector non-manufacturing This was done by cross-analysing SIC categories with responses to a question about the type of employer worked for As with Social Class, SIC may be generated on the basis of current occupation only, or the most recently classifiable occupation For a full listing of SIC categories, see Appendix F SIC also appears as a compressed variable on card 10, see Appendix I

6 5 Other analysis groupings

Some variables have been recoded at the end of the data set (in addition to retaining their original location) so that certain analyses will be easier to perform These include age within sex, area type, household type, party identification and respondent's SEG (grouped), SIC (grouped) and Social Class Appendix I contains a listing of these derived variables and their column and code locations If it is desired to examine only the SEG, SIC or Social Class of those currently economically active, further variable construction may be necessary This may be accomplished by filtering out respondents based on their current economic position and adding codes for those retired, looking after the home or in full-time education

Other variables in the dataset include

Region The Registrar General's Standard Regions (11) have been used In addition we divide areas into metropolitan counties (including Glasgow) and non-metropolitan counties

Great care must be taken with regional analysis, as the sample in many regions is small and heavily clustered, large sampling errors are therefore attached to regional analysis For most purposes it will be best to group regions to form broader categories for analysis

Region is specified as follows

Scotland	(cols 163-164 - 01)	E Midlands	(col 163-164 - 06)
North	(cols 163-164 - 02)	East Anglia	(col 163-164 - 07)
Northwest	(col 163-164 - 03)	South West	(col 163-167 - 08)
Yorkshire and		South East	(col 163-164 - 09)
Humberside	(col 163-164 - 04)	G L C	(col 163-164 - 10)
W Midlands	(col 163-164 - 05)	Wales	(col 163-164 - 11)

A summary coding of region also appears on column 165

A metropolitan/non-metropolitan classification may be found recoded at col 162 (see Appendix I)

Party identification :

Respondents were classified as identified with a particular political party on one of three counts: if they considered themselves supporters of the party (Q.2a,b), or as closer to it than to others (Q.2c,d), or as more likely to support it in the event of a general election (Q.2e). These three groups are described respectively in the Social Attitudes Report as partisans, sympathisers and residual identifiers. The three groups combined are referred to as identifiers. Alliance identifiers included those nominating the Social Democratic Party or the Liberal Party or the Alliance. Those who indicated no party preference were classified as non-aligned. A derived variable for full party identification is specified in Appendix I, as is a variable with compressed party identification.

Other analysis groupings :

These groupings are taken directly from the questionnaire, and to that extent are self-explanatory.

Sex (Q.98a)	Household type (Q.98a, b, c)
Age (Q.98b)	Ethnic group (Q.102)
Household income (Q.111)	Age of completing continuous full-time education (Q.100)
Employment position (Q.19,20,21)	Educational qualifications obtained (Q.101)
	Highest Educational qualification obtained (Q.101)
Religion (Q.93a)	Types of school attended (Q.99)
Housing tenure (Q.75)	Self-assigned social class (Q.92)
Marital status (Q.97b)	Self-rated racial prejudice (Q.94e)
	Trade union membership (Q.108a, b)

7 THE QUESTIONNAIRES

The 1985 interview questionnaire, as with previous Social Attitudes questionnaires, was divided into groups of questions, or modules, according to the substantive topic. Analysis of some subjects, however, will require links across modules. A summary of the questionnaire structure appears below, a more complete cross indexing of the 1983, and 1984 and 1985 questionnaires appears in APPENDIX J

Section 1	Media, politics, and international affairs	Q1-Q9
Section 2	Economic expectations and evaluations and labour market participation, work orientations	Q10-61
Section 3	Attitudes toward the countryside	Q62-68
Section 4	Social expenditure, welfare state issues, housing, education, social class, religion, racial prejudice, sexual morality	Q69-96
Section 5	Classification information household composition, education level, tenure, occupation coding, income	Q97-115

The self-completion questionnaire contains questions on the role of government (as part of the International Social Survey Programme), and also questions on the welfare state, the environment, new technology and employment, and on nuclear war

Appendix D contains a copy of the questionnaires marked with editing and coding instructions relevant to analysis. Appendix H contains a copy of the questionnaires with punching codes removed and the numerical distribution of weighted data written in, alongside the percentage distribution of marginals. Since both the percentage distributions and numerical frequency counts are based on weighted data, figures will not necessarily add up to 100%

APPENDIX A

- Sampled constituencies and polling districts
- Distribution of sample by region
- Registrar General's Standard Regions

* = COMPLETED AT O P C S

REGION (01)

Met / Non-Met
 Met=1
 NonMet=2

CONSTITUENCY	Met NonMet=2	WARD	POLLING DISTRICT	AREA NO.	SERIAL NO.RANGE
BISHOP AUCKLAND	2	HENKNOWLE	SOUTH CHURCH CK	001	7000 - 7021
HEXHAM	2	PONTELAND WEST	H BKC	002	7022 - 7043
HOUGHTON & WASHINGTON	1	EPPLETON	T	003	7044 - 7065
NORTH DURHAM	2	BURNOPFIELD	BB, BC	004	7066 - 7087
STOCKTON SOUTH *	2	YARM	AYD	005	7088 - 7109
SUNDERLAND NORTH	1	COLLIERY	C	006	7110 - 7131
TYNEMOUTH	1	WHITLEY BAY	RC	007	7132 - 7153

Met/Non/Met
Met-1
Non-Met-2

CONSTITUENCY	<i>Met-1</i> <i>Non-Met-2</i>	WARD	POLLING DISTRICT	AREA NO.	SERIAL NO RANGE
DON VALLEY	1	MEXBO'ROUGH	LD	021	7440 - 7461
BOOTHFERRY	2	STAMFORD BRIDGE	CATTON & STAMFORD BRIDGE	022	7462 - 7483
CALDER VALLEY	1	BRIGHOUSE	KA	023	7484 - 7505
WENTWORTH	1	NO 9	IA	024	7506 - 7527
BARNSLEY CENTRAL	1	ARDSLEY	F-1	025	7528 - 7549
NORMANTON	1	NORMANTON & SHARLSTON NO.9	9ND	026	7550 - 7571
LEEDS NORTH EAST	1	ROUNDHAY	2427	027	7572 - 7593
SHEFFIELD HALLAM	1	NETHER EDGE	CLIFFORD	028	7594 - 7615
KINGSTON UPON HULL EAST	2	LONGHILL	W	029	7616 - 7637
LEEDS WEST	1	WORTLEY	WOD6524	030	7638 - 7659

Met/Non-Met

CONSTITUENCY	<i>Met = 1 Non-Met = 2</i>	WARD	POLLING DISTRICT	AREA NO	SERIAL NO. RANGE
BOLSOVER	<i>2</i>	GLAPWELL	AN1	042	7902 - 7923
HOLLAND WITH BOSTON	<i>2</i>	FISHTOFT	P(3)91620	043	7924 - 7945
NORTHAMPTON SOUTH	<i>2</i>	BILLING	VB86	044	7946 - 7967
SOUTH DERBYSHIRE	<i>2</i>	SWADLINCOTE	BB	045	7968 - 7989
BLABY	<i>2</i>	ELLIS	Q	046	7990 - 8011
EREWASH	<i>2</i>	OLD PARK	KA1	047	8012 - 8033
NOTTINGHAM NORTH	<i>2</i>	BULWELL EAST	C	048	8034 - 8055
LEICESTER EAST	<i>* 2</i>	RUSHEY MEAD	RMB	049	8056 - 8077

Met/Non-met

Met=1
Non-met=2

CONSTITUENCY		WARD	POLLING DISTRICT	AREA NO.	SERIAL NO. RANGE
MILTON KEYNES	2	FENNY STRATFORD	CI	063	8364 - 8385
BRAINTREE	2	NORTH BOCKING	CR	064	8386 - 8407
NEWBURY	2	HUNGERFORD	FH,FR	065	8408 - 8429
MID BEDFORDSHIRE	2	SANDY ALL SAINTS	BS,BTA	066	8430 - 8451
MAIDSTONE	2	HEATH	M	067	8452 - 8473
TONBRIDGE & MALLING	2	DITTON	LA	068	8474 - 8495
HORSHAM	2	HENFIELD	NW	069	8496 - 8517
EAST SURREY	2	GODSTONE	GA	070	8518 - 8539
NEW FOREST	2	LYNDHURST	MX	071	8540 - 8561
HARWICH	2	FRINTON	J	072	8562 - 8583
WELWYN HATFIELD	2	HOWLANDS	B/D/A	073	8584 - 8605
EAST BERKSHIRE	2	GREAT HOLLANDS NORTH	LH	074	8606 - 8627
ALDERSHOT	2	ST.MARKS	RK	075	8628 - 8649
SOUTH WEST HERTFORDSHIRE	2	OXHEY HALL	D/C/A	076	8650 - 8671
CHERTSEY & WALTON	2	HERSHAM SOUTH	RA	077	8672 - 8693
MID KENT	2	LORDSWOOD	AB,AC	078	8694 - 8715
WOKING	2	MOUNT HERMAN EAST	J	079	8716 - 8737
EASTLEIGH	2	HEDGE END WILDERN	FG	080	8738 - 8759
GILLINGHAM	2	ST.MARGARETS	LB	081	8760 - 8781
CASTLE POIN	2	ST.MARKS	J	082	8782 - 8803

*Met/Non-met**Met=1
Non-met=2*

CONSTITUENCY	WARD	POLLING DISTRICT	AREA NO.	SERIAL NO. RANGE
CHISLEHURST	ST. PAUL'S CRAY	CV	085	8848 - 8869
ORPINGTON	GODDINGTON	OZ	086	8870 - 8891
HACKNEY SOUTH & SHORE	MOORFIELDS	VC	087	8892 - 8913
ISLINGTON NORTH	JUNCTION	EB	038	8914 - 8935
BATTERSEA	NORTHCOTE	HA	089	8936 - 8957
PUTNEY	THAMESFIELD	CB	090	8958 - 8979
NEWHAM NORTH WEST	UPTON	19	091	8980 - 9001
HORNSEY & WOOD GREEN	HIGHGATE	HH2	092	9002 - 9023
FELTHAM & HESTON	FELTHAM CENTRAL	DA	093	9024 - 9045
NEWHAM NORTH EAST	LITTLE ILFORD	9	094	9046 - 9067
BECKENHAM	LAWRIE PARK & KENT HOUSE	BA	095	9068 - 9089
WIMBLEDON	WEST BARNES	JB	096	9090 - 9111
ROMFORD	CHASE CROSS	IE	097	9112 - 9133
SUTTON & CHEAM	ROSEHILL	GA	098	9134 - 9155

P 815 - 1985 SOCIAL ATTITUDES SURVEY

SUMMARY OF TOTALS SELECTED

(22 SELECTED PER POLLING DISTRICT)

<u>REGION</u>	<u>TOTAL SELECTED</u>
01 (NORTH EAST)	154
02 (NORTH WEST)	286
03 (YORKSHIRE & HUMBERSIDE)	220
04 (WEST MIDLANDS)	242
05 (EAST MIDLANDS)	176
06 (EAST ANGLIA)	88
07 (SOUTH EAST)	198
08 (SOUTH WEST)	484
09 (GLC)	308
00 (WALES)	132
10 (SCOTLAND)	220
OVERALL TOTAL SELECTED	<hr/> 2,508 <hr/>

Registrar General's Standard Regions

1. Northern
Cleveland, Cumbria, Durham, Northumberland, Tyne & Wear
2. Yorkshire and Humberside
Humberside, North Yorks, South Yorks, West Yorks
3. East Midlands
Derbyshire, Leicestershire, Lincolnshire, Northamptonshire,
Nottinghamshire
4. East Anglia
Cambridgeshire, Norfolk, Suffolk
5. South East
Bedfordshire, Berkshire, Buckinghamshire, East Sussex, Essex,
Greater London, Hampshire, Herefordshire, Isle of Wight, Kent,
Oxfordshire, Surrey, West Sussex
6. South West
Avon, Cornwall, Devon, Dorset, Gloucestershire, Somerset, Wiltshire
7. West Midlands
Hereford and Worcester, Salop, Staffordshire, Warwickshire,
West Midlands
8. North West
Cheshire, Lancashire, Greater Manchester, Merseyside
9. Wales
10. Scotland

APPENDIX B

- Overall summary of response
- Response by Standard Region

STATEMENT OF RESPONSE

<u>ADDRESSES</u>	<u>No</u>	<u>%</u>
Issued	2508	
Found to be out of scope		
- vacant/derelict	44	
- institution	7	
- business/industrial premises only	5	
Assumed to be out of scope		
- no trace of address	2	
Total out of scope	58	
Total in scope	2450	100
Interviewed	1804	73.6
Self-completion questionnaire collected/sent to the office	1530	62.4
Not interviewed	646	26.4
<u>Reasons for non-response</u>		
Refusal (total)	472	19.3
- selected person personally refused	318	13.0
- refusal, on behalf of selected person, by someone else in household	78	3.2
- complete refusal of information about occupants	43	1.8
- selected person broke appointment and could not be recontacted	33	1.3
Non-contact (total)	118	4.8
- no contact with anyone at address	50	2.0
- selected person not contacted (never in)	38	1.6
- selected person away/in hospital during survey period	30	1.2
Other reasons (total)	56	2.3
- selected person senile/incapacitated	23	0.9
- selected person could not speak adequate English	13	0.5
- selected person ill (at home) during survey period	11	0.4
- partially complete questionnaire rejected in analysis	7	0.3
- questionnaire lost in post	2	0.1

SUMMARY OF RESPONSE BY STANDARD REGION

	STANDARD REGION											TOTAL
	Scotland	North	North West	Yorks & Hum'side	West Midlands	East Midlands	East Anglia	South West	South East	Greater London	Wales	
<u>ADDRESSES</u>												
Issued	220	154	286	220	242	176	88	198	484	308	132	2508
Found to be out of scope	7	1	7	4	5	3	2	3	14	8	2	56
Assumed to be out of scope	-	-	1	-	-	-	-	-	1	-	-	2
Total out of scope	7	1	8	4	5	3	2	3	15	8	2	58
Total in scope (=100%)	213	153	278	216	237	173	86	195	469	300	130	2450
<u>PERSONS</u>												
Interviewed	No	163	126	212	154	191	129	68	144	326	188	1804
	%	77	82	76	71	82	75	79	74	70	63	73.6
Not interviewed	No	50	27	66	62	46	44	18	51	143	112	646
	%	23	18	24	29	19	25	21	26	30	37	26.4
<u>Reasons for non-response</u>												
Refusal (total)	No	35	22	44	48	35	31	10	40	112	75	472
	%	16	14	16	22	15	18	12	21	24	25	19.3
Non-contact (total)	No	11	1	13	11	5	7	7	4	23	30	118
	%	5	1	5	5	2	4	8	2	5	10	4.8
Other reasons (total)	No	4	4	9	3	6	6	1	7	8	7	56
	%	2	3	3	1	3	3	1	4	2	2	2.3

APPENDIX C

- Address Record Form (ARF)
- Respondent Selection Sheet

ANY QUESTIONNAIRES WITH TWO ARF'S - TAB



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Northern Field Office Charazel House Gainford Darlington Co Durham DL2 3EG Tel 0325 730 888

SOCIAL AND COMMUNITY PLANNING RESEARCH

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SOCIAL ATTITUDES 1985

April 1985

Address Record Form

AT MULTI-HOUSEHOLD ADDRESSES, SEEK HOUSEHOLD OF STARRED ELECTOR, OR HOUSEHOLD NOW OCCUPYING THE ACCOMMODATION WHERE STARRED ELECTOR LIVED

ADDRESS SERIAL NO (101-4) ← SELECTION DIGIT FOR OFFICE USE (105-6) (107-8) (109-10) 2 DIGIT - TAB IF BLANK

AREA NO (111-113) CARD NO. BATCH CODE ELECTORS AT ADDRESS

A INTERVIEWER NAME _____ INTERVIEWER NO (114-17)

B Details of Calls (In the order you make them)

TIME (24 hour clock) 99 = N/A HRS 99 = N/A MINS	DAY MON = 1 TUE = 2 FRI = 5 WED = 3 SAT = 6 THU = 4 SUN = 7 9 = N/A	DATE 99 = N/A DAY 99 = N/A MONTH	ENTER CODE 22 IF ADDRESS RESIDENTIAL & OCCUPIED BUT NO ONE CONTACTED	ENTER CODE 1 IF RSS FILLED OUT 9 = N/A	ENTER CODE 2 IF SELECTED RESPONDENT HELPED WITH RSS	If address deadwood or if contact made write in result of calls and notes of appointments made If more calls are made than can be accommodated on this sheet use a Call Continuation Sheet
1 (18) HRS MINS	DAY of WK	DAY MTH		on FMA Col <input type="checkbox"/>	<input type="checkbox"/>	SEE CALLS AND OUTCOME CODING INSTRUCTIONS
2 (32) HRS MINS	DAY of WK	DAY MTH		<input type="checkbox"/>	<input type="checkbox"/>	
3 (46) HRS MINS	DAY of WK	DAY MTH		<input type="checkbox"/>	<input type="checkbox"/>	
4 (60) HRS MINS	DAY of WK	DAY MTH		<input type="checkbox"/>	(93) <input type="checkbox"/>	
5 HRS MINS	DAY of WK	DAY MTH		<input type="checkbox"/>	<input type="checkbox"/>	→ <u>NO</u> 5th + 6th CALLS
6 HRS MINS	DAY of WK	DAY MTH		<input type="checkbox"/>	<input type="checkbox"/>	→ NEEDS TO BE TRANSFERRED TO CONTINUATION SHEET

P.815 Address Serial No

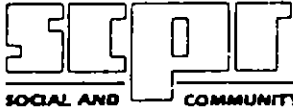
Address
If tear-off slip attached return to Supervisor

Interviewer number

Electors at address - Oct 1984	Starred Electro

		Col./ Code	Skip to
c.	<u>ADDRESS SUMMARY (RING ONE CODE ONLY)</u> Traceable, residential and occupied <u>Deadwood</u> - no trace of address - address vacant/derelect - premises demolished - business/industrial premises only (SPECIFY TYPE) _____ - address an institution (SPECIFY TYPE) _____	(118-19) AA 01 02 03 04 05	D
d.	<u>CONTACT SUMMARY (RING ONE CODE ONLY)</u> IF (AA) RINGED AT C Selection of person for interview possible TAB IF NO SELECTION SHEET ATTACHED. <u>Selection not possible because:</u> - no contact with anyone at address after four or more calls - complete refusal of information about occupants	BB 22 23	SELECTION SHEET G
e.	(AFTER USE OF SELECTION SHEET) IF (BB) RINGED AT D <u>SELECTED PERSON PRODUCTIVITY SUMMARY (RING ONE CODE ONLY)</u> Interview obtained with selected person CHECK QUEST. ONLY → 51 → <u>Self-completion questionnaire for this person (CODE ONE)</u> - returned with the completed questionnaire CHECK QUEST. + S.C. → 61 - will be returned by post to the Field Office - not left with the respondent (GIVE REASON): N.B. IF ANY ORIGINALLY CODED 62 OR 63 AND S.C. NOT ATTACHED RETURN TO SUPERVISOR. No interview obtained because: ATTACHED RETURN TO SUPERVISOR. - selected person not contacted (e.g. never in) 71 - selected person personally refused interview 72 - selected person broke appointment and could not be recontacted 73 - selected person ill (at home) during survey period 74 - selected person away/in hospital during survey period 75 - selected person senile/incapacitated 76 - refusal, on behalf of selected person, by someone else in household 77 - selected person could not speak adequate English 78 - other reason for no interview (WRITE IN) 79 (180) ← Supervisor use only → (120) Prod & Unprod Release ARF 5 Unprod. ARF's only - Denote S.C. quest. received 8 (179) ← 8 → COLS. 120-29 SPARE 1 2 incorrectly code 2 No R.S.S 3 Incorrect but correctable (121) Partial interview	51 61 62 63 71 72 73 74 75 76 77 78 79	F AND ATTACH Q'AIRES G
f.	Name of Selected Respondent: _____ Tel. No. (if obtained): _____ Stable address (if obtained): _____		IF YOU HAVE CARRIED OUT AN INTERVIEW - CUT OFF ADDRESS SLIP. (122) Partial self complete quest - ATTACH TOP OF ARF TO COMPLETED RSS AND QUESTIONNAIRE AND RETURN ALL TO THE OFFICE TOGETHER. - RETURN ADDRESS SLIP WITH NEXT BATCH OF WORK, OR IN SAME POST BUT IN A SEPARATE ENVELOPE. TO SAVE POSTAGE, SEND SLIPS BACK BY THEMSELVES ONLY IF YOU HAVE TO.
g.	IF YOU HAVE NOT MANAGED TO OBTAIN AN INTERVIEW, SEND COMPLETE ARF BACK TO THE OFFICE WITH NON-RESPONSE FORM, AND RESPONDENT SELECTION SHEET IF APPLICABLE.		

.. B (1) IF ANY QUESTION THAT SHOULD BE ANSWERED IS BLANK > TAB.
 (2) FILTERS INCORRECTLY USED
 (3) R.S.S IS MISSING.



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SOCIAL ATTITUDES 1985

April/May 1985.

Respondent Selection Sheet

CHECK - TAB IF DIFFERENT

(130-133) CHECK WITH ARF - TAB IF DIFFERENT. Selection digit

Area No.

Serial Number

Area No.	Question	Col./Code	Skip to
1.a)	At the present time, how many people including yourself live in your household? By household, I mean people who use the same living room or share at least one meal a day. 2 DIGIT ENTRY ENTER TOTAL NO. OF PEOPLE IN HOUSEHOLD	(134-35)	b)
b)	Are there any other households at this address? REPEAT HOUSEHOLD DEFINITION IF NECESSARY No, only one household at address Yes, two or more households at address	(135)	c)
c)	I have here a list of the people on the electoral register for this address READ OUT ALL ELECTORS LISTED ON ARF Do all these people live here now?	(137)	Q.2
		1	Q.3
		2	Q.4
2	IF '2+ HOUSEHOLDS' - CODE 2 AT Q 1b) 3/136/2	(138)	b)
a)	Does (*ELECTOR) live at this address at the present time? IF NECESSARY, CONTACT *ELECTOR'S HOUSEHOLD	1	Q.5
		2	
		8	
	IF 'YES' - CODE 1 AT a) 3/138/1	(139-40)	d)
b)	CONTACT *ELECTOR'S HOUSEHOLD I have a list of the people on the electoral register in October 1984 for this address In October 1984 which of these people lived in the same household as (*ELECTOR)? READ OUT ALL ELECTORS LISTED ON ARF TICK (✓) ON ARF THOSE WHO WERE PART OF *ELECTOR'S HOUSEHOLD IN OCTOBER 1983		
c)	ENTER TOTAL NUMBER OF ELECTORS IN HOUSEHOLD IN OCTOBER 1984 INCLUDE *ELECTOR AS WELL AS ✓ ELECTORS	(141)	Q.3
d)	Do all these people still live here?	1	Q.4
		2	
3.	IF 'ALL STILL LIVE HERE' - CODES 1 AT Q.1c) OR Q.2d) 3/137/2 or 141/1	(142)	b)
a)	Are all these people aged 18 or over?	1	Q.4
		2	
	IF 'ALL AGED 18 OR OVER' - CODE 1 AT a) 3/142/1	(143)	Q.4
b)	Does anyone else aged 18 or over live here as part of this household?	1 +	INTERVIEW *ELECTOR
		2 +	
4	Including yourself, how many people aged 18 or over now live in your household? 3/137/2 or 141/2 or 142/2 or 143/1	(144-45)	INTERVIEW THAT PERSON
	CODE 1 PERSON ONLY	01 +	
	OR ENTER NUMBER OF PERSONS		Q.8
	IF *ELECTOR NOT RESIDENT AND 2+ HOUSEHOLDS - CODE 2 OR 8 AT Q 2a) 3/138/2 or 8	(146)	Q.6, 7
	SELECT FROM • WHOLE ADDRESS OR • DWELLING UNIT } CODE WHICH →	1	Q.6
	Whole address	2	Q.7
	Dwelling unit		

6. IF WHOLE ADDRESS SELECTION REQUIRED (CODE 1 AT Q.5) *J/146/1*
 Including yourself, how many people aged 18 or over now live at this address?
 CODE: 1 PERSON ONLY
 OR
 ENTER: NUMBER OF PERSONS

Col./Code	Skip to
(147-48)	INTERVIEW THAT PERSON + Q.8
01 +	

7. IF DWELLING UNIT SELECTION REQUIRED (CODE 2 AT Q.5) *J/146/2*
 a) RECORD: TOTAL NUMBER OF OCCUPIED DWELLING UNITS AT ADDRESS *99 N/A*
 b) CHECK CODE: 2-9 DWELLING UNITS
 10 OR MORE DWELLING UNITS
IF 2-9 DWELLING UNITS - CODE 'A' AT b)
 c) LIST EACH IN GRID IN LOCATION ORDER (BOTTOM TO TOP, FRONT TO BACK, LEFT TO RIGHT) AND MAKE SELECTION AS INDICATED:

Col./Code	Skip to
(149-50)	b)
A +	c)
B +	d)
(151-52)	

SELECTION RULES:
 Use Selection Grid Card: go down the column representing total number of occupied Dwelling Units (see Q7a), until you come to the row for the Selection Digit (ie, last digit of serial number). The number given where column and row meet is the 'DU CODE' of the unit at which interview should be taken.

'DWELLING UNITS'	'DU' CODE
	01
	02
	03
	04
	05
	06
	07
	08
	09

RING 'DU' CODE OF SELECTED UNIT

CHECK WITH GRID CARD - TAB IF INCORRECT

IF 10 OR MORE DWELLING UNITS - CODE B AT b) - TAB

d) SEE PROJECT INSTRUCTIONS AND LOOK-UP CHART. ENTER SELECTED UNIT CODE

e) VISIT SELECTED UNIT AND ASK:
 Including yourself, how many people aged 18 or over now live in this part of this address?
 CODE: 1 PERSON ONLY
 OR
 ENTER: NUMBER OF PERSONS

(153-54)	e)
01 +	INTERVIEW THAT PERSON + Q.8

8. IF RESPONDENT SELECTION REQUIRED (SEE QUESTIONS 4, 6, & 7E) *J/144-45/02+, 147-48/02+ or 153-54/02+*
 a) LIST ALL PERSONS AGED 18 OR OVER IN ALPHABETIC ORDER OF FIRST NAME. MAKE SELECTION AS INDICATED: CHECK WITH GRIDCARD - TAB IF INCORRECT.

SELECTION RULES:
 Use Selection Grid Card: go down the column representing the total number of eligible persons until you come to the row for the Selection Digit (ie last digit of serial number). The number given where column and row meet is the person code of the person to be interviewed.

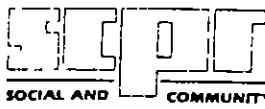
FIRST NAMES	PERSON CODE
	01
	02
	03
	04
	05
	06
	07
	08
	09

RING 'PERSON CODE' OF SELECTED PERSON!

b)

b) ENTER FULL NAME OF SELECTED PERSON ON BACK OF ARP. INTERVIEW THAT PERSON ONLY.

IF USED, ATTACH THIS CONTINUATION SHEET TO THE ARF BEFORE RETURNING TO THE OFFICE



Head Office 35 Northampton Square London EC1V 0AX Tel 01 250 1866
Northern Field Office Charazel House Gainford Darlington Co Durham DL2 3EG Tel 0325 730 888

SOCIAL ATTITUDES 1985
CALL CONTINUATION SHEET

P 815

Serial Number

Interviewer
Number

B Details of Calls (In the order you make them)

TIME (24 hour clock)	DAY MON = 1 TUE = 2 FRI = 5 WED = 3 SAT = 6 THU = 4 SUN = 7	DATE	ENTER CODE 22 IF ADDRESS RESIDENTIAL & OCCUPIED BUT NO ONE CONTACTED	ENTER CODE 1 IF RSS FILLED OUT	ENTER CODE 2 IF <u>SELECTED</u> <u>RESPONDENT</u> HELPED WITH RSS	If address deadwood, or if contact made, write in result of call(s) and notes of appointments made
① 7. (18) HRS MINS	DAY of WK	DAY MTH				
② 8. (32) HRS MINS	DAY of WK	DAY MTH				
③ 9. (44) HRS MINS	DAY of WK	DAY MTH				
④ 10. (60) HRS MINS	DAY of WK	DAY MTH				
11. () HRS MINS	DAY of WK	DAY MTH				
12. (32) HRS MINS	DAY of WK	DAY MTH				
13. (44) HRS MINS	DAY of WK	DAY MTH				
14. (52) HRS MINS	DAY of WK	DAY MTH				
15. (10) HRS MINS	DAY of WK	DAY MTH				
16. (21) HRS MINS	DAY of WK	DAY MTH				
17. (41) HRS MINS	DAY of WK	DAY MTH				
18. () HRS MINS	DAY of WK	DAY MTH				

P.815

BRITISH SOCIAL ATTITUDES: 1985

GRID CARD

FOR DWELLING UNIT/RESPONDENT SELECTION

USE IF EITHER - 2 - 9 DWELLING UNITS (RSS: Q.7)

OR - 2 - 9 ELIGIBLE PERSONS (RSS: Q.8)

GO DOWN COLUMN REPRESENTING TOTAL DWELLING UNITS/ELIGIBLE PERSONS UNTIL YOU COME TO THE ROW FOR THE SELECTION DIGIT (LAST DIGIT OF SERIAL NUMBER). THE NUMBER GIVEN WHERE COLUMN AND ROW MEET IS THE DWELLING UNIT OR ELIGIBLE PERSON TO INTERVIEW.

SELECTION DIGIT (LAST DIGIT OF SERIAL NUMBER)	TOTAL DWELLING UNITS (OR) TOTAL ELIGIBLE PERSONS IN HOUSEHOLD/(ADDRESS)							
	2	3	4	5	6	7	8	9
0	1	2	3	2	1	5	4	7
1	2	3	1	4	3	6	5	9
2	1	2	2	5	4	3	1	4
3	2	1	4	3	5	7	6	8
4	1	3	2	1	6	2	1	6
5	2	1	3	5	1	7	4	2
6	1	2	4	3	2	5	3	1
7	2	1	3	2	4	1	7	5
8	1	3	2	1	3	4	2	6
9	2	2	1	4	5	6	8	3

APPENDIX D

- Questionnaires with editing instructions

P.815

April 1985

BRITISH SOCIAL ATTITUDES:

1985 SURVEY

- N B
- 1 ON ALL CLOSED QUESTIONS IF OTHER ANSWERS WRITTEN IN - LIST WITH SERIAL NO
 - 2 IF PINK NON-RESPONSE FORMS ARE ATTACHED RETURN TO SUPERVISOR
 - 3 IF LETTER ADDRESSED TO PUBLICATIONS OFFICER ATTACHED RETURN TO SUPERVISOR
 - 4 ALL QUESTIONS ARE ONE CODE ONLY UNLESS OTHERWISE STATED

(201-204) CHECK WITH ARF			
Serial number	<input type="text"/>	Area number	<input type="text"/>
Time interview started (24 hour clock)		<input type="text"/>	<input type="text"/>

SECTION ONE

1.a)

Au.

Do you normally read any daily morning newspaper at least 3 times a week?

8 DK Yes
9 N/A No

IF YES 2/207/1

b) Which one do you normally read?

IF MORE THAN ONE ASK: Which one do you read most frequently?

ONE CODE ONLY

13 - MORE THAN ONE PAPER READ WITH EQUAL FREQUENCY.
(Delete original codes & Final List with Serial No.)

98 - DK.
99 - NOT ANSWERED.

- (Scottish) Daily Express 01
- Daily Mail 02
- Daily Mirror/Record 03
- Daily Star 04
- The Sun 05
- Daily Telegraph 06
- Financial Times 07
- The Guardian 08
- The Times 09
- Morning Star 10
- Other Scottish/Welsh/regional or local daily morning paper 11

Final List with Serial No { (SPECIFY) RECODE IF POSSIBLE
Other (SPECIFY) Evening papers should be deleted e.g. Liverpool Echo

Col./Code	Skip to
CARD 02	
(207)	
1	b)
2	Q.2
(208-09)	
01	
02	
03	
04	
05	
06	
07	
08	
09	
10	
11	
12	

2.a)

ASK ALL
Generally speaking, do you think of yourself as a supporter of any one political party?

8 DK Yes
9 N/A No

IF YES, ASK b). IF NO ASK c) 2/210/1 (NB 211 will be blank)

b) Which one? RECORD ANSWER BELOW AND GO TO Q.3

IF NO AT a) 2/210/2

c) Do you think of yourself as a little closer to one political party than to the others?

8 DK Yes
9 N/A No

IF YES, ASK d). IF NO, ASK e)

d) Which one? RECORD ANSWER AND GO TO Q.3

IF NO AT a) AND c) N.B Au will answer 212-13

e) If there were a general election tomorrow which political party do you think you would be most likely to support?

- Conservative 01
- Labour 02
- Liberal 03
- SDP/Social Democrat 04
- (Alliance) 05
- Scottish Nationalist 06
- Plaid Cymru 07
- Other party (SPECIFY) Final List with Serial No. 08
- Other answer (SPECIFY) No listing required 09
- 98 - DK/undecided None 10
- 99 - N/A

ONE CODE ONLY

(210)	
1	b)
2	c)
(211)	
1	d)
2	e)
(212-13)	
01	
02	
03	
04	
05	
06	
07	
08	
09	
10	

			Ccl / Code	Skip to
	<u>ASK ALL</u>			
3.a)	Do you think that <u>local councils</u> ought to be controlled by <u>central government</u> more, less or about the same amount as now?	More 9 N/A Less About the same Don't know	(214) 1 2 3 8	
b)	And do you think the <u>level of rates</u> should be up to the local council to decide, or should central government have the final say? <u>RECORD IN COL b)</u>	(b) Rates	(c) Rents	
c)	How about the level of <u>council rents</u> ? Should that be up to the local council to decide or should central government have the final say? <u>RECORD IN COL c)</u>	(215) Local council Central government Don't know N/A 9	(216) 1 2 8 N/A 9	
4.a)	Now a few questions about Britain's relationships with other countries. <u>AU</u> Do you think Britain should continue to be a member of the EEC - the Common Market - or should it withdraw?	(a) EEC (217) Continue Withdraw DK N/A 9	(b) NATO (218) 1 2 9	
b)	And do you think Britain should continue to be a member of NATO - the North Atlantic Treaty Organisation - or should it withdraw?	(217) Continue Withdraw DK N/A 9	(218) 1 2 9	
5.	<u>AU</u> On the whole, do you think that Britain's interests are better served by ... <u>READ OUT</u> closer links with Western Europe, or - closer links with America? (Both equally) (Neither) (Don't know) N/A	(219) 1 2 3 4 8 N/A 9		
6.a)	<u>AU</u> Do you think that the siting of <u>American</u> nuclear missiles in Britain makes Britain a safer or a less safe place to live? <u>RECORD IN COL a)</u>	(a) American nuclear missiles (220) Safer Less safe Don't know	(b) Own nuclear missiles (221) 1 2 8	
b)	And do you think that having our <u>own</u> independent nuclear missiles makes Britain a safer or a less safe place to live? <u>RECORD IN COL b)</u> a) and b) No difference = code 4 N/A = 9	(220) Safer Less safe Don't know	(221) 1 2 8	
				48

Au
CARD A

7. Which, if either, of these two statements comes closest to your own opinion on British nuclear policy?

Britain should rid itself of nuclear weapons while persuading others to do the same

Britain should keep its nuclear weapons until we persuade others to reduce theirs

Neither of these

Col./Code	Skip to
(222)	
1	
2	
3	
DK	
N/A	

Au

8. Which political party's views on defence would you say comes closest to your own views?

RECODE other answers where possible
e.g. 'Can't say I've heard of any of them' recode as DK

Other (SPECIFY) Final List with Serial No.

- Conservative 1
- Labour 2
- Liberal 3
- SDP/Social Democrat 4
- (Alliance) 5
- Don't know 8
- None 0
- N/A 9

(223)	
1	
2	
3	
4	
5	
7	
8	
0	
9	

CARD B Au

9. Which of the phrases on this card is closest to your opinion about threats to world peace?

America is a greater threat to world peace than Russia

Russia is a greater threat to world peace than America

Russia and America are equally great threats to world peace

Neither is a threat to world peace

(Don't know)

- 1
- 2
- 3
- 4
- 8
- N/A 9

(224)	
1	
2	
3	
4	
8	
9	

SECTION TWO

Col / Code	Skip to
(225)	
1	
2	
3	
4	
5	
8	
(226)	
1	
2	
3	
4	
5	
8	
(227)	
1	
2	
7	
(228)	
1	
2	
7	
8	
(229)	
1	
2	
3	
4	
5	
8	

Now I would like to ask you about two of Britain's economic problems - inflation and unemployment.

AU

10. First, inflation: In a year from now, do you expect prices generally to have gone up, to have stayed the same, or to have gone down?

IF GONE UP OR GONE DOWN

By a lot or a little?

9 N/A

To have gone up by a lot

To have gone up by a little

To have stayed the same

To have gone down by a little

To have gone down by a lot

(Don't know)

AU

11. Second, unemployment: In a year from now, do you expect unemployment to have gone up, to have stayed the same, or to have gone down?

IF GONE UP OR GONE DOWN

By a lot or a little?

9 N/A

To have gone up by a lot

To have gone up by a little

To have stayed the same

To have gone down by a little

To have gone down by a lot

(Don't know)

12.a) If the government had to choose between keeping down inflation or keeping down unemployment, to which do you think it should give highest priority?

3 - Both equally, can't separate

8 - Don't know

9 - Not answered

Other answer (SPECIFY)

Final List with Serial No

Keeping down inflation

Keeping down unemployment

b) Which do you think is of most concern to you and your family ... READ OUT ...

3 - Both equally, can't separate

4 - Neither a threat

Other (SPECIFY)

Final List with Serial No

... inflation,

or - unemployment?

(Don't know)

13. Looking ahead over the next year, do you think Britain's general industrial performance will improve, stay much the same, or decline?

IF IMPROVE OR DECLINE

By a lot or a little?

9 N/A

Improve a lot

Improve a little

Stay much the same

Decline a little

Decline a lot

(Don't know)

				Col./Code	Skip to																																																												
14.	<p><i>AU</i></p> <p>Here are a number of policies which might help Britain's economic problems. As I read them out will you tell me whether you would support such a policy or oppose it? <u>READ OUT ITEMS i)-ix) AND CODE IN GRID</u></p> <p><i>One code for each statement</i></p> <table border="0"> <tr> <td></td> <td></td> <td><u>Support</u></td> <td><u>Oppose</u></td> <td></td> <td></td> </tr> <tr> <td>i)</td> <td><i>8 DK</i> Control of <u>wages</u> by legislation</td> <td>1</td> <td>2</td> <td>(230)</td> <td></td> </tr> <tr> <td>ii)</td> <td><i>9 N/A</i> Control of <u>prices</u> by legislation</td> <td>1</td> <td>2</td> <td>(231)</td> <td></td> </tr> <tr> <td>iii)</td> <td>Reducing the level of Government spending on health and education</td> <td>1</td> <td>2</td> <td>(232)</td> <td></td> </tr> <tr> <td>iv)</td> <td>Introducing import controls</td> <td>1</td> <td>2</td> <td>(233)</td> <td></td> </tr> <tr> <td>v)</td> <td>Increasing Government subsidies for private industry</td> <td>1</td> <td>2</td> <td>(234)</td> <td></td> </tr> <tr> <td>vi)</td> <td>Devaluation of the pound</td> <td>1</td> <td>2</td> <td>(235)</td> <td></td> </tr> <tr> <td>vii)</td> <td>Reducing Government spending on defence</td> <td>1</td> <td>2</td> <td>(236)</td> <td></td> </tr> <tr> <td>viii)</td> <td>Government incentives to encourage job sharing or splitting</td> <td>1</td> <td>2</td> <td>(237)</td> <td></td> </tr> <tr> <td>ix)</td> <td>Government to set up construction projects to create more jobs</td> <td>1</td> <td>2</td> <td>(238)</td> <td></td> </tr> </table>			<u>Support</u>	<u>Oppose</u>			i)	<i>8 DK</i> Control of <u>wages</u> by legislation	1	2	(230)		ii)	<i>9 N/A</i> Control of <u>prices</u> by legislation	1	2	(231)		iii)	Reducing the level of Government spending on health and education	1	2	(232)		iv)	Introducing import controls	1	2	(233)		v)	Increasing Government subsidies for private industry	1	2	(234)		vi)	Devaluation of the pound	1	2	(235)		vii)	Reducing Government spending on defence	1	2	(236)		viii)	Government incentives to encourage job sharing or splitting	1	2	(237)		ix)	Government to set up construction projects to create more jobs	1	2	(238)					
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15.	<p><i>AU</i></p> <p>On the whole, would you like to see more or less state ownership of industry, or about the same amount as now?</p> <p><i>9 N/A</i></p> <table border="0"> <tr> <td></td> <td>More</td> <td>1</td> <td></td> <td>(239)</td> <td></td> </tr> <tr> <td></td> <td>Less</td> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>About the same amount</td> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Don't know</td> <td>8</td> <td></td> <td></td> <td></td> </tr> </table>		More	1		(239)			Less	2					About the same amount	3					Don't know	8																																											
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	Less	2																																																															
	About the same amount	3																																																															
	Don't know	8																																																															
16.	<p><i>AU</i></p> <p>Thinking of income levels generally in Britain today, would you say that the <u>gap</u> between those with high incomes and those with low incomes is ... <u>READ OUT</u> ...</p> <table border="0"> <tr> <td><i>8 DK</i></td> <td>... too large,</td> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>9 N/A</i></td> <td>about right,</td> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>or - too small?</td> <td>3</td> <td></td> <td></td> <td></td> </tr> </table>	<i>8 DK</i>	... too large,	1				<i>9 N/A</i>	about right,	2					or - too small?	3																																																	
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	or - too small?	3																																																															
17.a)	<p><i>AU</i></p> <p>Among which group would you place yourself ...<u>READ OUT</u> ...</p> <table border="0"> <tr> <td><i>8 DK</i></td> <td>... high income,</td> <td>1</td> <td></td> <td>(241)</td> <td></td> </tr> <tr> <td><i>9 N/A</i></td> <td>middle income,</td> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>or - low income?</td> <td>3</td> <td></td> <td></td> <td></td> </tr> </table>	<i>8 DK</i>	... high income,	1		(241)		<i>9 N/A</i>	middle income,	2					or - low income?	3																																																	
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	or - low income?	3																																																															
	<p><u>CARD C</u></p>																																																																
b)	<p>Which of the phrases on this card would you say comes closest to your feelings about your household's income these days?</p> <table border="0"> <tr> <td><i>8 DK</i></td> <td>Living comfortably on present income</td> <td>1</td> <td></td> <td>(242)</td> <td></td> </tr> <tr> <td><i>9 N/A</i></td> <td>Coping on present income</td> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Finding it difficult on present income</td> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Finding it very difficult on present income</td> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Other (SPECIFY) <u>Final List with Serial No.</u></td> <td>7</td> <td></td> <td></td> <td></td> </tr> </table>	<i>8 DK</i>	Living comfortably on present income	1		(242)		<i>9 N/A</i>	Coping on present income	2					Finding it difficult on present income	3					Finding it very difficult on present income	4					Other (SPECIFY) <u>Final List with Serial No.</u>	7																																					
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	Other (SPECIFY) <u>Final List with Serial No.</u>	7																																																															
51																																																																	

		Col./ Code	Skip to
18. a)	<p><u>AU</u></p> <p>Looking back over the <u>last year</u> or so, would you say your household's income has ...</p> <p><u>READ OUT</u> ...</p> <p style="text-align: center;">9 N/A</p> <p>... fallen behind prices, ... kept up with prices, or - gone up by more than prices? (Don't know)</p>	(243)	
		1	
		2	
		3	
		8	
b)	<p>And looking forward to the <u>year ahead</u>, do you expect your household's income will ...</p> <p><u>READ OUT</u> ...</p> <p style="text-align: center;">9 N/A</p> <p>... fall behind prices, ... keep up with prices, or - go up by more than prices? (Don't know)</p>	(244)	
		1	
		2	
		3	
		8	

		COL I	COL II ECONOMIC POSITION	
9.	<p><u>CARD D AU</u></p> <p>Which of these descriptions applies to what you were doing last week, that is, in the seven days ending last Sunday?</p> <p><u>PROBE: Any others? CODE ALL THAT APPLY IN COLUMN I</u></p> <p>IF <u>ONLY ONE</u> CODE AT I, <u>TRANSFER IT TO COLUMN II</u></p> <p>IF <u>MORE THAN ONE</u> AT I, <u>TRANSFER HIGHEST ON LIST TO II</u></p> <p>In full-time education (not paid for by employer, including on vacation) A</p> <p>On government training/employment scheme (e.g. Community Programme, Youth Training Scheme, etc) B</p> <p>In paid work (or away temporarily) for at least 10 hours in the week C</p> <p>Waiting to take up paid work already accepted D</p> <p>Unemployed and registered at a benefit office E</p> <p>Unemployed, <u>not</u> registered, but actively looking for a job F</p> <p>Unemployed, wanting a job (of at least 10 hrs per week), but not actively looking for a job G</p> <p>Permanently sick or disabled H</p> <p>Wholly retired from work J</p> <p>Looking after the home K</p> <p>Doing something else (SPECIFY) _____ L</p> <p style="text-align: right;">DK N/A</p> <p><u>FOLLOW SKIP INSTRUCTIONS TO GO TO APPROPRIATE QUESTIONS</u></p>		(245-46)	
			01	Q.51
			02	Q.49
			03	Q.20
			04	Q.49
			05	} Q.53
			06	
			07	
			08	Q.62
			09	Q.58
			10	Q.59
			11	Q.62
				98
				99

	OFFICE USE ONLY
	(247-55)
ABC	1 2 3
DEF	4 5 6
GHI	7 8 9
	(256-57)
KL	1 2

Jf 245-46/03

20.

IF IN PAID WORK OR AWAY TEMPORARILY (CODE O3 AT Q19)

In your (main) job are you ... READ OUT ... *9 N/A* ... an employee, or self-employed?

Col./ Code	Skip to
(258)	
1	Q.21
2	Q.41

21.

ALL EMPLOYEES (CODE 1 AT Q.20): ASK Qs 21-40 *Jf 258/1*

How many hours a week do you normally work in your (main) job?

(IF RESPONDENT CANNOT ANSWER, ASK ABOUT LAST WEEK)

WRITE IN: *99 N/A*

95-95 ROUND TO
98 DK NEAREST HOUR

N.B. Both sections should be answered.

AND CODE: 10-15 hours a week
8 DK 16-23 hours a week
9 N/A 24-29 hours a week
30 or more hours a week

(259-60)	
(261)	
1	
2	
3	
4	

22.a)

Jf 258/1
How would you describe the wages or salary you are paid for the job you do - on the low side, reasonable, or on the high side? IF 'On the low side': Very low or a bit low?

8 DK Very low
9 N/A A bit low
Reasonable
On the high side

Other answer (SPECIFY) Final List with Serial No.

CARD E

(262)	
1	
2	
3	
4	
7	

b)

Thinking of the highest and the lowest paid people at your place of work, how would you describe the gap between their pay, as far as you know? Please choose a phrase from this card?

7 other Much too big a gap
9 N/A Too big
About right
Too small
Much too small a gap
(Don't know)

(263)	
1	
2	
3	
4	
5	
8	

23.a)

Jf 258/1
If you stay in this job would you expect your wages or salary over the coming year to ... READ OUT ...

9 N/A ... rise by more than the cost of living,
rise by the same as the cost of living,
rise by less than the cost of living,
or - not to rise at all?
(Will not stay in job)
(Don't know)

(264)	
1	
2	
3	
4	
5	
8	

b)

Over the coming year do you expect your workplace will be ... READ OUT ...

8 DK ... increasing its number of employees,
9 N/A reducing its number of employees,
or - will the number of employees stay about the same?

Other answer (SPECIFY) Final List with Serial No.

(265)	
1	
2	
3	
7	

Jf 258/1

24.a) Thinking now about your own job. How likely or unlikely is it that you will leave this employer over the next year for any reason? Is it ... READ OUT ...

8 DK
9 N/A

... very likely,
quite likely,
not very likely,
or - not at all likely?

Col./Code	Skip to
(266)	
1 } 2 }	b)
3 } 4 }	Q.25

IF VERY OR QUITE LIKELY AT a) Jf 266/1 or 2

CARD F

b) Why do you think you will leave? Firm will close down
Please choose a phrase from this card or tell me what other I will be declared redundant
reason there is. I will reach normal retirement age

MORE THAN ONE CODE MAY BE RINGED

My contract of employment will expire
I will take early retirement

I will decide to leave and work for another employer

I will decide to leave and work for myself, as self-employed

I will leave to look after home/children/relative

Other answer (SPECIFY)

Recode other answers if possible (including recoding of 24a if necessary)
Final list 'other' with Serial No

1 (267)	
2 (268)	
3 (269)	
4 (270)	
5 (271)	
6 (272)	
1 (273)	
2 (274)	
7 (275)	8 = DK 9 = N/A
(276-80)	SPARE

ASK ALL EMPLOYEES Jf 258/1

25.a) Suppose you lost your job for one reason or another, would you start looking for another job, would you wait for several months or longer before you started looking, or would you decide not to look for another job?

9 N/A

Start looking
Wait several months or longer
Decide not to look
Don't know

IF START LOOKING Jf 307/1

b) How long do you think it would take you to find an acceptable replacement job?

2 digit entry max No OR years

WRITE IN MONTHS OR YEARS

Jf 309-10/03+ or 311-12/01+ or 99
IF 3 MONTHS OR MORE ASK c) AND d). OTHERS GO TO Q.26

c) How willing do you think you would be in these circumstances to retrain for a different job ... READ OUT ...

9 N/A

... very willing,
quite willing,
or - not very willing?
(Don't know)

d) And how willing do you think you would be to move to a different area to find an acceptable job ... READ OUT ...

9 N/A

... very willing,
quite willing,
or - not very willing?
(Don't know)

CARD 03	
(307)	
1 } 2 } 3 } 8 }	b) Q.26
(308)	Not for Coders
(309-12)	
N/A 99 98	Coded in column 311-312
97 - other	
(313)	
1 } 2 } 3 } 8 }	
(314)	
1 } 2 } 3 } 8 }	54

of 258/1

ASK ALL EMPLOYEES

26. If without having to work, you had what you would regard as a reasonable living income, do you think you would still prefer to have a paid job, or wouldn't you bother?

9 N/A
 Still prefer paid job
 Wouldn't bother
 Don't know

Other answer (SPECIFY) Final List with Serial No.

Col./ Code	Ski to
(315)	
1	
2	
7	
8	

27.a) of 258/1
 During the last five years (that is since March 1980) have you been unemployed and seeking work for any period?

8 DK
 9 N/A Yes
 No

IF YES of 316/1

b) For how many months in total during the last five years?

2 digit entry in months OR years.

Code on cols 319-20 < 98 DK
 99 N/A WRITE IN NO.

MONTHS OR YEARS

Col./ Code	Ski to
(316)	
1	b)
2	Q.28
(317-20)	

ASK ALL EMPLOYEES of 258/1

Now for some more general questions about your work.

28.a) For some people their job is simply something they do in order to earn a living. For others it means much more than that. On balance, is your present job ... READ OUT ...

8 DK
 9 N/A ... just a means of earning a living,
 or - does it mean much more to you than that?

IF 'MEANS OF EARNING A LIVING' (CODE 1 AT a) of 321/1

b) Is that because ... READ OUT ...

.... there are no better jobs around here,
 you don't have the right skills to get a better job,
 or - because you would feel the same about any job you had?

8 DK
 9 N/A.

Col./ Code	Ski to
(321)	
1	b)
2	Q.29
(322)	
1	
2	
3	

ASK ALL EMPLOYEES of 258/1

CARD G

29. Which of the statements on this card best describes your feelings about your work?

CODE ONE ONLY

- 1 Work is only a business transaction. The more I get paid the more I do; the less I get paid the less I do
- 2 I make a point of doing the best work I can, regardless of pay
- 3 I want to work hard, but not so that it interferes with the rest of my life
- 4 NONE OF THESE

8 DK
 9 N/A

Col./ Code	Ski to
(323)	
1	
2	
3	
4	

CARD H *Jf 258/1*

Col./ Code	Skip to
---------------	------------

0.a) Suppose you were looking for another job - which of the things on this card would be most important to you in choosing a new job? Please read through the whole list before deciding.

ONE CODE ONLY IN Col.a)

b) And which would be next most important?

ONE CODE ONLY IN COL.b)

c) And which would be third most important?

ONE CODE ONLY IN COL.c)

(a) Most imp, in choosing job	(b) Next most imp.	(c) Third most imp.
--	-----------------------------	------------------------------

(324-25) (326-27) (328-29)

Convenient working hours	01	01	01
Possibility of promotion	02	02	02
Clean/pleasant working conditions	03	03	03
Strong trade union	04	04	04
Interesting work that makes use of your skills	05	05	05
Work that helps others	06	06	06
Opportunity to get on with your work in your own way	07	07	07
Job security	08	08	08
Outdoor work	09	09	09
Good pay	10	10	10
Friendliness of people you work with	11	11	11
Good fringe benefits (pension, sick pay)	12	12	12
Short working hours <i>NB If coded 'None of these'</i>	13	13	13
NONE OF THESE <i>but statement written -</i>	97	97	97
Don't know <i>List with Serial No</i>	98	98	98
	<i>N/A</i> 99	99	99

Jf 258/1

3) a) Apart from overtime are you paid ... READ OUT ... the same amount per week or month, PAYMENT FOR UNSOCIABLE HOURS COUNTS AS 'BY THE HOUR' by the hour, so if your hours vary your pay varies, or - does your pay include some sort of piecework, payment by performance or commission?

(330-31) SPARE

(332)

1

2

3

*8 DK
9 N/A*

b) Do you regularly do paid overtime at work? - by regularly, I mean most weeks

(333)

Yes

1

No

2

*8 DK
9 N/A*

Jf 258/1

32.a) Thinking about the number of hours you work each week including regular overtime, would you prefer a job where you worked ... READ OUT ...

9 N/A ... more hours per week,
fewer hours per week,
or - are you happy with the number of hours you work at present?
Don't know

IF WOULD PREFER MORE HOURS PER WEEK (CODE 1 AT a) Jf 334/1

b) Is the reason why you don't work more hours because ... READ OUT ...

8 DK ... your employer can't offer you more hours,
9 N/A or - your personal circumstances don't allow it?
(Both)

Other reason (SPECIFY) Final List with Serial No

IF WOULD PREFER FEWER HOURS (CODE 2 AT a) Jf 334/2

c) In which of these ways would you like your working hours to be shortened ... READ OUT ...

8 DK ... shorter hours each day,
9 N/A or - fewer days each week?

Other (SPECIFY) Final List with Serial No

d) Would you still like to work fewer hours if it meant earning less money as a result?

Yes 1
9 N/A No 2
It depends 3
Don't know 8

ASK ALL EMPLOYEES Jf 258/1

33. From your experience, when it comes to getting a better job, do you think people like yourself are better off ... READ OUT ...

... staying with the same employer a long time,
9 N/A or - moving around between employers?
(People like me can't get better jobs)
It depends/Don't know

Jf 258/1

34. Do you decide the specific tasks or jobs you carry out each day, or does someone else?

IF BOTH RESPONDENT AND SOMEONE ELSE, ASK:
Who mainly decides the specific tasks you do each day?
Respondent decides 1
Someone else 2
9 N/A Can't choose/don't know 8

57

Col./ Code	Skip to
(334)	
1	b)
2	c) & d)
3	Q.33
8	
(335)	
1	Q.33
2	
3	
7	
(336)	
1	
2	
7	
(337)	
1	
2	
3	
8	
(338)	
1	
2	
3	
8	
(339)	
1	
2	
8	

Jf 258/1

Col./ Code	Skip to
(340)	
1	b)
2	c)
8	
(341)	
1	
2	
3	
8	
(342)	
1	
2	
8	

35.a) Suppose there was going to be some decision made at your place of work that changed the way you do your job. Do you think that you personally would have any say in the decision about the change, or not?

9 N/A Yes
No
It depends/don't know

IF YES AT a) *Jf 340/1*

b) How much say or chance to influence the decision do you think you would have ... READ OUT ... a great deal, quite a lot, or - just a little? It depends/don't know

9 N/A

ASK ALL EMPLOYEES *Jf 258/1*

c) Do you think you should have more say in decisions affecting your work, or are you satisfied with the way things are? Should have more say Satisfied with way things are Don't know

9 N/A

CARD J *Jf 258/1*

36.a) Some organisations have schemes which link pay or employee benefits to the financial performance of the organisation. As far as you know, does your organisation have any of the schemes on this card? CODE ALL THAT APPLY IN COL.a). IF NONE/DON'T KNOW, GO TO Q.37

FOR EACH MENTIONED AT a), ASK b)

b) Have you received any payments or benefits under the ... (ITEM MENTIONED AT a) .. in the last twelve months?

RECORD YES OR NO FOR EACH MENTIONED AT a) *a) may be null. added* *b) Jf 343/1, 344/2, 345/3 or 346/4*

	Organisation has	Received			
		Yes	No	N/A	
Productivity-linked bonus scheme	1 (343)	1	2	9	(349)
Annual bonus (at organisation's discretion)	2 (344)	1	2	9	(350)
Share ownership or share option scheme	3 (345)	1	2	9	(351)
Profit-sharing scheme	4 (346)	1	2	9	(352)
NONE OF THESE	6 (347)				
Don't know	8 (348)				

Q.37

9 N/A on 348 of Q36a) totally blank

Now I'd like to ask you about new technology at your workplace.

CARD K Jf 258/1

37.a) Which, if any, of these kinds of new technology are installed at your place of work? It doesn't matter whether you work with them or not, just tell me all that you know of at your workplace.

CODE ALL MENTIONED IN COL.a). IF NONE/DON'T KNOW GO TO Q.39

FOR EACH MENTIONED AT a), ASK b)

b) Do you yourself use, or does your work involve the use of ... (ITEM MENTIONED AT a)?

CODE YES OR NO FOR EACH MENTIONED AT a)

	(a) At work place	(b) - Use/work with			Col./ Code	Skip to
		YES	NO	N/A		
Computer:					(373-80)	SPARE
Main frame computer	01 (353-54)	1	2	9	CARD 04 (407)	
Telephone link to computer at another place	02 (355-56)	1	2	9	(408)	
Micro/mini computer	03 (357-58)	1	2	9	(409)	
Type unknown	04 (359-60)	1	2	9	(410)	
Word processor	05 (361-62)	1	2	9	(411)	
Electronic memory typewriter	06 (363-64)	1	2	9	(412)	
Computer controlled plant, machinery or equipment (including robots) used for design, assembly, handling	07 (365-66)	1	2	9	(413)	
Other new technology (SPECIFY) <u>FINAL LIST</u>						
<u>WITH SERIAL NO.</u>	95 (367-68)	1	2	9	(414)	
NONE OF THESE	99 N/A on 371-72 if Q37a) totally blank.					
Don't know	98 (371-72)					Q.39

2/353-54/01 or 355-56/ or 357-58/03 etc.

a) may be multi-coded

IF ANY NEW TECHNOLOGY AT WORKPLACE (CODES 01-95 AT Q.37a)

38.a) Would you say that the use of new technology at your place of work has affected your own job ...READ OUT ...

Not if 369-70/96 or 371-72/98 or 99 for the better, for the worse, or- has it made no difference?

8 DK
9 N/A

b) Now thinking about all employees affected by new technology. Has new technology at your workplace generally meant

READ OUT ITEMS i-iii AND CODE IN GRID

One code for each statement

	N/A	More	Less	No Difference	Other	Don't Know
i)... that those affected by it have to work at a <u>more</u> or <u>less</u> skilled level, or has it made no difference?	9	1	2	3	7	8 (416)
ii)... that those affected by it have <u>more</u> or <u>less</u> responsibility in their work, or has it made no difference?	9	1	2	3	7	8 (417)
iii)... that those affected by it are paid <u>more</u> or <u>less</u> , or has it made no difference?	9	1	2	3	7	8 (418)

c) And has the use of new technology at your workplace meant that ...READ OUT...

... the organisation has increased the number of employees,	1
reduced the number of employees,	2
or- has it made no difference?	3
Don't know	8

9 N/A

3f 258/1

ASK ALL EMPLOYEES

39.a) At your place of work are there unions, staff associations, or groups of unions recognised by the management for negotiating pay and conditions of employment?

8 DK
9 N/A Yes
No

Col./ Code	Skip to
(420)	
1	b)
2	Q.40
(421)	
1	
2	

IF YES 3f 420/1

b) On the whole, do you think these unions or staff associations do their job well or not?

8 DK Yes
9 N/A No

40.a) In general how would you describe relations between management and other employees at your workplace ... READ OUT ...

8 DK ... very good,
9 N/A quite good,
not very good,
or - not at all good?

(422)	
1	
2	
3	
4	
(423)	
1	} Q.62
2	
3	

3f 258/1
And in general, would you say your workplace was ... READ OUT ...

8 DK ... very well managed,
9 N/A quite well managed,
or - not well managed?

NOW GO TO SECTION 3 (p.22) - GREEN STRIPE

ALL SELF-EMPLOYED (CODE 2 AT Q.20): ASK Qs 41-48 3f 258/2

41.a) How many hours a week do you normally work in your (main) job?

(IF RESPONDENT CANNOT ANSWER, ASK ABOUT LAST WEEK)

WRITE IN
AND CODE
2 digit entry ROUND TO NEAREST HOUR
98 DK
99 N/A
95 = 95 hrs⁺

- 10-15 hours a week
- 16-23 hours a week
- 24-29 hours a week
- 30 or more hours a week

(424)	SPARE
(425-26)	
(427)	
1	} 8 DK 9 N/A
2	
3	
4	

b) During the last 5 years (that is since March 1980) have you been unemployed and seeking work for any period?

8 DK Yes
9 N/A No

(428)	
1	} c) Q.42
2	

IF YES 3f 428/1

c) For how many months in total during the last 5 years?

2 digit entry in MONTHS OR YEARS
98 DK
99 N/A
WRITE IN NO. MONTHS YEARS
01 + 60 OR 01 + 05

(429-32)	
----------	--

ALL SELF-EMPLOYED 3f 258/2

42. If without having to work, you had what you would regard as a reasonable living income, do you think you would still prefer to do paid work. or wouldn't you bother?

9 N/A Still prefer paid work
Wouldn't bother

(433)	
1	
2	
7	
8	

Other answer (SPECIFY) Final List with Serial No
Don't know

43. 9f 258/2
 Have you, for any period in the last five years, worked as an employee as your main job rather than as self-employed?

8 DK Yes
 9 N/A No

IF YES, ASK b). IF NO, ASK c) 9f 434/1

b) In total for how many months during the last five years have you been an employee?

65437-38 < 98 DK
 99 N/A

WRITE IN:

2 digit entry in months OR years
 MONTHS OR YEARS
 01+60 OR 01+05

NOW SKIP TO Q.44

IF NO AT a) 9f 434/2

c) How seriously in the last five years have you considered getting a job as an employee ... READ OUT ...

8 DK
 9 N/A

... very seriously,
 quite seriously,
 not very seriously,
 or - not at all seriously?

44.a) ASK ALL SELF-EMPLOYED 9f 258/2
 Compared with a year ago, would you say your business is doing ... READ OUT ...

8 DK
 9 N/A

... very well,
 quite well,
 about the same,
 not very well,
 or - not at all well?
 (Business not in existence then)

b) And over the coming year, do you think your business will do ... READ OUT ...

9 N/A

... better,
 about the same,
 or - worse than this year?

Other (SPECIFY) Final List with Serial No.

(Don't know)

45.a) Now for some more general questions about your work. 9f 258/2
 For some people their job is simply something they do in order to earn a living. For others it means much more than that. On balance, is your present job ... READ OUT ...

8 DK
 9 N/A

... just a means of earning a living,
 or - does it mean much more to you than that?

IF 'MEANS OF EARNING A LIVING' (CODE 1 AT a) 9f 442/1

b) Is that because ... READ OUT ...

8 DK
 9 N/A

... there are no better jobs around here,

you don't have the right skills to get a better job,
 or - because you would feel the same about any job you had?

Col./ Code	Skip to
(434)	
1	b)
2	c)
(435-38)	Q.44
(439)	
1	
2	
3	
4	
(440)	
1	
2	
3	
4	
5	
6	
(441)	
1	
2	
3	
7	
8	
(442)	
1	b)
2	Q.46
(443)	
1	
2	
3	

Jf 258/2

ALL SELF-EMPLOYED

CARD G

46. Which of the statements on this card best describes your feelings about your work?

CODE ONE ONLY

Work is only a business transaction The more I get paid the more I do; the less I get paid the less I do
I make a point of doing the best work I can, regardless of pay
I want to work hard, but not so that it interferes with the rest of my life

NONE OF THESE

DK
N/A

Col./ Code	Skip to
(444)	
1	
2	
3	
4	
8	
9	

47. What are the advantages for you of being self-employed rather than an employee? Any other advantages?

PROBE FULLY RECORD VERBATIM

SEE OPEN CODING INSTRUCTIONS

(445-46)	
(447-48)	
(449-50)	
(451-52)	
(453-54)	

CARD K Jf 258/2

48.a) Which, if any, of these kinds of new technology do you have or use in your work?

CODE ALL THAT APPLY

98 DK > 471-472 if all
99 N/A > quest. or blank

- Computer. Main frame computer
- Telephone link to computer at another place
- Micro/mini computer
- Computer Type unknown
- Word processor
- Electronic memory typewriter
- Computer-controlled plant, machinery, or equipment (including robots)

Other new technology (SPECIFY) FINAL LIST WITH SERIAL No

NONE OF THESE

IF ANY NEW TECHNOLOGY (CODES 01-95) AT a) Not of 471-72/96, 98 or 99

b) Would you say the use of new technology has affected your work ... READ OUT ...
... for the better,
for the worse,
or - has it made no difference?

01 (455-56)	} Q.62
02 (457-58)	
03 (459-60)	
04 (461-62)	
05 (463-64)	
06 (465-66)	
07 (467-68)	
95 (469-70)	
96 (471-72)	

(473)	} Q.62
1	
2	
3	

NOW GO TO SECTION 3 (p.22) - GREEN STRIPE

DK
N/A

8
9

Jf 245-46/02 or 04.

ALL ON GOVERNMENT SCHEMES OR WAITING TO TAKE UP PAID WORK (CODES O2 OR O4 AT Q.19): ASK Qs 49-50

49.a)

During the last five years (that is since March 1980) have you been unemployed and seeking work for any period?

8 DK Yes
9 N/A No

IF YES ASK b). Jf 474/1 Cols 477-478 98 DK 2 digit entry in months OR years
99 N/A

b) For how many months in total during the last five years? WRITE IN NO.

MONTHS YEARS
01-60 OR 01-05

Col./ Code	Skip to
(474)	
1	b)
2	Q.50
(475-78)	

50.

Jf 245-46/02 or 04
If without having to work, you had what you would regard as a reasonable living income, do you think you would still prefer to have a paid job or wouldn't you bother?

Still prefer paid job
Wouldn't bother
Don't know

Other answer (SPECIFY) Final List with Serial No.

N/A

NOW GO TO SECTION 3 (p.22) - GREEN STRIPE

(479)	
1	Q.62
2	
7	
8	
9	

51.a)

ALL IN FULL TIME EDUCATION (CODE O1 AT Q.19): ASK Qs 51-52

When you leave full-time education, do you think you will start looking for a job, will you wait several months or longer before you start looking, or will you decide not to look for a job?

Jf 245-46/01

Start looking
Wait several months or longer
Decide not to look

Other answer (SPECIFY) Final List with Serial No.

Don't know

IF START LOOKING ASK b): OTHERS GO TO Q.52 Jf 507/1

b) How long do you think it will take you to find an acceptable job?

MONTHS YEARS
WRITE IN [] [] OR [] []

2 digit entry in months OR years
Don't know N/A

IF 3 MONTHS OR MORE AT b) ASK c): OTHERS GO TO Q.52 Jf 509-10/03+ or 511-12/01+

c) How willing do you think you would be in these circumstances to take what you now consider to be an unacceptable job? ... READ OUT ...

9 N/A
... very willing,
quite willing,
or - not very willing?
(Don't know)

(480)	SPARE
CARD 05	
(507)	
1	b)
2	Q.52
3	
7	
8	
(508)	Not for Codes
(509-12)	Cols 511-5
98	
(513)	

52.

Jf 245-46/01
If without having to work, you had what you would regard as a reasonable living income, do you think you would prefer to have a paid job, or wouldn't you bother?

Prefer paid job
Wouldn't bother

Other answer (SPECIFY) Final List with Serial No.

Don't know

N/A

NOW GO TO SECTION 3 (p.22) - GREEN STRIPE

(514)	
1	Q.62
2	
7	
8	
9	

24 245-46/05, 06 or 07

ALL UNEMPLOYED (CODES 05, 06, 07. AT Q.19): ASK Qs53-57

Col./ Code	Skip to
(515-18)	
(519)	
(520-23)	
(524)	
(525)	Not for coders
(526-29) 99 98	Col 528-529
(530)	
(531)	
(532)	

53.a) In total how many months in the last five years (that is, since March 1980) have you been unemployed and seeking work? *2 digit entry in months OR years*
 98 DK MONTHS YEARS
 99 N/A OR
 Col 517-518 WRITE IN

b) How long has this present period of unemployment and seeking work lasted so far? *2 digit entry in months OR years*
 98 DK MONTHS YEARS
 99 N/A OR
 Col 522-523 WRITE IN

c) How confident are you that you will find a job to match your qualifications ... READ OUT ...
 8 DK ... very confident, 1
 9 N/A. quite confident, 2
 not very confident, 3
 or - not at all confident? 4

d) Although it may be difficult to judge, how long from now do you think it will be before you find an acceptable job? *2 digit entry in months OR years*
 97- Never N/A
 Don't know
 98, or 97
 IF 3 MONTHS OR MORE, OR DON'T KNOW, ASK e)-g). OTHERS GO TO Q.54

e) How willing do you think you would be in these circumstances to retrain for a different job ... READ OUT ...
 9 N/A. ... very willing, 1
 quite willing, 2
 or - not very willing? 3
 (Don't know) 8

f) How willing would you be to move to a different area to find an acceptable job ... READ OUT ...
 9 N/A . . very willing, 1
 quite willing, 2
 or - not very willing? 3
 (Don't know) 8

g) And how willing do you think you would be in these circumstances to take what you now consider to be an unacceptable job . . READ OUT ...
 9 N/A . . very willing, 1
 quite willing, 2
 or - not very willing? 3
 (Don't know) 8

ALL UNEMPLOYED 24 245-46/05, 06 or 07

(533)	
1	Still prefer paid job
2	Wouldn't bother
3	Other answer (SPECIFY) <u>Final List with Serial No</u>
8	Don't know
N/A 9	

55.a) Jf 245-46/05,06 or 07
 Have you ever actually considered moving to a different area - an area other than the one you live in now - to try to find work?

8 DK Yes
 9 N/A. No

IF YES AT a) If 534/1

b) Why did you not move to a different area? Any other reasons?
PROBE FULLY. RECORD VERBATIM.

SEE OPEN CODING INSTRUCTIONS.

Col./Code	Sk to
(534)	
1	b)
2	Q.56
(535-36)	
(537-38)	
(539-40)	
(541-42)	

56.a) Would you prefer full or part-time work, if you had the choice? Jf 245-46/05,06 or 07

9 N/A Full-time
 Part-time
 Not looking for work
 Don't know/Can't say

IF PART-TIME (CODE 2 AT a) Jf 543/2

b) How many hours per week would you like to work?

99 N/A

WRITE IN:
 Don't know

(543)	
1	Q.57
2	b)
3	Q.57
8	
(544-45)	
98	

57.a) ALL UNEMPLOYED Jf 245-46/05,06 or 07
 For some people work is simply something they do in order to earn a living. For others it means much more than that. In general, do you think of work as ... READ OUT ...

8 DK
 9 N/A

... just a means of earning a living
 or - does it mean much more to you than that?

IF MEANS OF EARNING A LIVING (CODE 1 AT a) Jf 546/1

b) Is that because ... READ OUT ...

... there are no good jobs around here,
 you don't have the right skills to get a good job,
 or - because you would feel the same about any job you had?

DK
 N/A

NOW GO TO SECTION 3 (p.22) - GREEN STRIPE

(546)	
1	b)
2	Q.62
(547)	
1	Q.62
2	
3	
8	
9	

Jf 245-46/09

ALL WHOLLY RETIRED FROM WORK (CODE 09 AT Q.19): ASK Q.58

Col./Code	Skip to
(548)	
1	
2	
(549)	
1	c)
2	e)
(550)	
1	
2	
3	
4	
(551)	
1	Q.62
2	
3	
8	
(552-53)	Q.62
00	
98 99	
(554)	
1	
2	
(555)	
1	b)
2	Q.61
(556-59)	
1	Q.62
2	
3	
7	
8	
(560)	
1	Q.62
2	
3	
7	
8	
9	

58.a) Do you (or does your husband/wife) receive a pension from any past employer?

8 DK Yes
9 N/A No

b) (Can I just check) are you over 65 (men)/60 (women)?

8 DK Yes
9 N/A No

IF YES ASK c) AND d). IF NO GO TO e) Jf 549/1

c) On the whole would you say the present state pension is on the low side, reasonable, or on the high side? IF 'On the low side' - Very low or a bit low?

8 DK Very low
9 N/A A bit low
Reasonable
On the high side

d) Do you expect your state pension in a year's time to purchase more than it does now, less, or about the same?

9 N/A More
Less
About the same
Don't know

IF NO AT b) Jf 549/2

e) At what age did you retire from work?

WRITE IN YEARS

(552-53) Q.62

NOW GO TO SECTION 3 (p.22) - GREEN STRIPE

Never worked DK
N/A

ALL LOOKING AFTER HOME (CODE 10 AT Q.19). ASK Qs 59-61

59 Do you currently have a paid job of less than 10 hours a week? Jf 245/10

(554)

INCLUDE THOSE TEMPORARILY AWAY FROM A PAID JOB OF LESS THAN 10 HOURS A WEEK

8 DK Yes
9 N/A No

60.a) Have you, during the last five years, ever had a full or part-time job of 10 hours per week or more? Jf 245/10

(555)

IF YES Jf 555/1

8 DK Yes
9 N/A No

b) How long ago was it that you left that job? 2 digit entry in months OR years

NO. OF MONTHS AGO NO. OF YEARS AGO

Col 558-59 < 98 DK
99 N/A

WRITE IN OR

(556-59)

61 Do you think you are likely to look for a paid job in the next 5 years? Jf 245/10

(560)

IF YES Full-time or part-time?

Yes - full-time
Yes - part-time
No

Other (SPECIFY)

Final List with Serial No

Don't know

NOW GO TO SECTION 3 (p.22) - GREEN STRIPE

N/A

SECTION THREE

ASK ALL

Now I'd like to ask you a few questions about the countryside.

INTERVIEWER: CODE FROM OBSERVATION AND CHECK WITH RESPONDENT

62.a)

Can I just check, would you describe the place
 where you live as being —

	in a big city	1	}	b)
8 DK	in the suburbs or outskirts of a city	2		
9 N/A	in a small city or town	3		
	in a <u>country</u> village or town	4		Q.63
	in the countryside	5		Q.64

IF RESPONDENT LIVES IN CITY, SUBURBS, OR SMALL CITY/TOWN
 (CODES 1-3 AT a)

of 561 / 1, 2 or 3

b) Have you ever lived in the countryside, or in a
 country village or town - for instance, when you
 were a child or at some time before now?

8 DK	Yes	1
9 N/A	No	2

IF RESPONDENT LIVES IN CITY, SUBURBS, OR ANY VILLAGE/TOWN
 (CODES 1-4 AT Q.62a) ASK Q.63

of 561 / 1, 2, 3 or 4

THOSE LIVING IN COUNTRYSIDE, GO TO Q 64

63.

About how far do you live from the nearest open
countryside that you can visit or walk in? Please
 do not include city parks

IF NOT SURE, PROBE FOR ESTIMATE.

Less than 1/4 mile (15 mins. walk)	1
1/4, up to 1 mile (15-30 mins. walk)	2
over 1 mile, up to 3 miles	3
over 3 miles, up to 10 miles	4
over 10 miles	5
Don't know	8
N/A	9

Col./ Code	Skip to
(561)	
1	}
2	
3	
4	Q.63
5	Q.64
(562)	
1	
2	
(563)	
1	
2	
3	
4	
5	
8	
9	

ASK ALL

		Col./ Code	Skip to
64.a)	I'm going to mention a number of activities people do in their leisure time. Could you tell me whether or not you have taken part in any of these activities in the <u>last four weeks</u> ?		
	<u>READ OUT EACH ACTIVITY AND CODE YES OR NO</u>		
		Yes No	
	In the last four weeks have you ... <i>One code for each statement</i>	DK. N/A	
i)	... been for a drive, outing or picnic <u>in the countryside?</u>	1 8 2 9	(564)
ii)	... been for a long walk, ramble or hike (of more than 2 miles) <u>in the countryside?</u>	1 8 2 9	(565)
iii)	... visited any historic or stately homes, gardens, zoos or wildlife parks <u>in the countryside?</u>	1 8 2 9	(566)
iv)	... gone fishing, horse riding, shooting or hunting <u>in the countryside?</u>	1 8 2 9	(567)
v)	... visited seacoast or cliffs?	1 8 2 9	(568)
	<u>IF NO ACTIVITIES IN COUNTRYSIDE IN LAST FOUR WEEKS (ONLY CODE 2's CODED AT a) ASK b . OTHERS GO TO Q.65</u> <i>of 564-68/ALL coded 2</i>		(569)
b)	Can you remember when you last did any of these activities in the countryside? <u>IF YES:</u> How long ago was that?	Within past month 1-3 months ago 4-6 months ago 7-12 months ago More than one year ago No, can't remember	1 2 3 4 5 8
	INTERVIEWER: IF NECESSARY REMIND RESPONDENT OF ACTIVITIES. <i>9 N/A</i>		
	<u>ASK ALL</u>		
65.a)	Do you think the countryside <u>generally</u> is much the same as it was twenty years ago, or do you think it has changed? <i>9 N/A</i>	Much the same Changed a bit Changed a lot Don't know	1 2 3 8
	<u>IF CHANGED:</u> Has it changed a bit or a lot?		Q.66 b) & c Q.66
	<u>IF CHANGED A BIT OR A LOT (CODES 2 OR 3 AT a) ASK b) & c)</u> <i>of 570/2 or 3</i>		
b)	In what ways do you think the countryside is different now? Any other ways? <u>PROBE FULLY. RECORD VERBATIM.</u>		(571-72)
	<i>SEE OPEN CODING INSTRUCTIONS.</i>		(573-74)
			(575-76)
			(577-78)
			(579-80)
			CARD OG
c)	Do you think the countryside <u>generally</u> has changed for the better or worse?	Better Worse (Better in some ways/worse in others)	1 2 3
	<i>8 DK 9 N/A</i>		(607)

Col./ Code	Skip to
(608)	
1	
2	
3	

66. ASK ALL
 Are you personally concerned about things that may happen to the countryside, or does it not concern you particularly?

IF CONCERNED: Are you very concerned, or just a bit concerned?
 8 DK Very concerned
 9 N/A A bit concerned
 Does not concern me particularly

CARD L Au

67.a) Here are some ways people have said the countryside generally has changed over the last twenty years. Which of them do you think has changed if you think none of them has changed, please say so.

CODE ALL THAT APPLY UNDER a) IF NONE, CODE NONE

FOR EACH ITEM MENTIONED AS CHANGED AT (a), ASK b IF NONE OR DON'T KNOW, GO TO Q.68

b) You said that the countryside has changed in the ... (ITEM MENTIONED AT a) Do you think this is a change for the better or worse?
REPEAT b) FOR EACH ITEM CODED AT a)

a) May be multi coded^(a)

(b) - 3/609-10/01 or 6/11-12/02 etc

	Changed	Better	Worse	N/A	Depends /DK	
Provision of roads and motorways	01 (609-10)	1	2	9	8	(627)
Access via footpaths	02 (611-12)	1	2	9	8	(628)
Number of hedgerows	03 (613-14)	1	2	9	8	(629)
Number of picnic areas and camping sites	04 (615-16)	1	2	9	8	(630)
Number of people visiting and tourists	05 (617-18)	1	2	9	8	(631)
Amount of cultivated farmland	06 (619-20)	1	2	9	8	(632)
Level of pollution	07 (621-22)	1	2	9	8	(633)
Amount of wildlife	08 (623-24)	1	2	9	8	(634)
NONE OF THESE	99 N/A on 625-26					
Don't know	98 (625-26) y a) totally blank					Q 68

ASK ~~REL~~

CARD M

68.a) Which, if any, of the things on this card do you think is the greatest threat to the countryside: if you think none of them is a threat, please say so.
RECORD ONE ONLY IN COL. a) BELOW

b) And which do you think is the next greatest threat?
RECORD ONE ONLY IN COL. b)

	(a) Greatest threat (635-36)	(b) Next greatest (637-38)
Motorways and road building	01	01
Industrial pollution	02	02
Removal by farmers of traditional landscape, such as hedgerows, woodlands	03	03
Tourism and visitors	04	04
Litter	05	05
Urban growth and housing development	06	06
Use of chemicals and pesticides in farming	07	07
NONE OF THESE	97	97
Don't know	98	98
N/A	99	99

NOW GO TO Q.69, SECTION FOUR - YELLOW STRIPE

SECTION FOUR

Col./ Code	Skip to
---------------	------------

ASK ALL

CARD N

69.

Here are some items of government spending. Which of them, if any, would be your highest priority for extra spending? And which next? Please read through the whole list before deciding.

ONE CODE ONLY IN EACH COL.

1st Priority (639-40)	2nd Priority (641-42)
-----------------------------	-----------------------------

- | | | |
|--------------------------|--------|----|
| Education | 01 | 01 |
| Defence | 02 | 02 |
| Health | 03 | 03 |
| Housing | 04 | 04 |
| Public transport | 05 | 05 |
| Roads | 06 | 06 |
| Police and prisons | 07 | 07 |
| Social security benefits | 08 | 08 |
| Help for industry | 09 | 09 |
| Overseas aid | 10 | 10 |
| NONE OF THESE | 11 | 11 |
| Don't know | 98 | 98 |
| | N/A 99 | 99 |

CARD O Au

70.

Thinking now only of the government's spending on social benefits like those on the card. Which, if any, of these would be your highest priority for extra spending? And which next?

ONE CODE ONLY IN EACH COL.

1st Priority (643)	2nd Priority (644)
--------------------------	--------------------------

- | | | |
|------------------------------|-------|---|
| Retirement pensions | 1 | 1 |
| Child benefits | 2 | 2 |
| Benefits for the unemployed | 3 | 3 |
| Benefits for disabled people | 4 | 4 |
| Benefits for single parents | 5 | 5 |
| NONE OF THESE | 6 | 6 |
| Don't know | 8 | 8 |
| | N/A 9 | 9 |

71.

I will read two statements. For each one please say whether you agree or disagree? Strongly or slightly?

(a) Falsely claim (645)	(b) Fail to claim (646)
----------------------------------	----------------------------------

- Au
- | | | | |
|--|-------------------|-----|-----|
| a) Large numbers of people these days <u>falsely</u> claim benefits. | Agree strongly | 1 | 1 |
| | Agree slightly | 2 | 2 |
| b) Large numbers of people who are eligible for benefits these days <u>fail</u> to claim them. | Disagree slightly | 3 | 3 |
| | Disagree strongly | 4 | 4 |
| | Don't know | 8 | 8 |
| | | N/A | N/A |

7?

	Opinions differ about the level of benefits for the unemployed. Which of these two statements comes <u>closest</u> to your own ... <u>READ OUT</u> ...	Col./Code	Ski to
72.	<p>... benefits for the unemployed are <u>too low</u> and cause hardship, or - benefits for the unemployed are <u>too high</u> and discourage people from finding jobs?</p> <p>4 - BOTH cause hardship but because wages are low offer no incentive</p> <p>5 - BOTH Some people benefit some people suffer/Depend (Neither)</p> <p>6 - ABOUT RIGHT IN BETWEEN TOO</p> <p>(Don't know) N/A</p>	<p>(647)</p> <p>1</p> <p>2</p> <p>3</p> <p>7</p> <p>8</p>	
73.	<p>CARD P AU</p> <p>Suppose the government had to choose between the three options on this card. Which do you think it should choose?</p> <p>Reduce taxes and spend <u>less</u> on health, education and social benefits</p> <p>Keep taxes and spending on these services at the <u>same</u> level as now</p> <p>Increase taxes and spend <u>more</u> on health, education and social benefits</p> <p>9 N/A.</p> <p>None</p> <p>Don't know</p>	<p>(648)</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>8</p>	
74.	<p>CARD Q AU</p> <p>Now, a few questions on housing. First, in general how satisfied or dissatisfied are you with your own house/flat? Choose a phrase from the card.</p> <p>8 DK</p> <p>9 N/A</p> <p>Very satisfied</p> <p>Quite satisfied</p> <p>Neither satisfied nor dissatisfied</p> <p>Quite dissatisfied</p> <p>Very dissatisfied</p>	<p>(649)</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	
75.	<p>Does your household own or rent this accommodation? AU</p> <p>PROBE AS NECESSARY TO CLASSIFY</p> <p>ONE CODE ONLY</p> <p>OWN: Own leasehold or freehold outright</p> <p>Buying leasehold or freehold on mortgage</p> <p>RENTED FROM: Local authority (Inc. GLC)</p> <p>New Town Development Corporation</p> <p>Housing Association</p> <p>Property company</p> <p>Employer</p> <p>Other organisation</p> <p>Relative</p> <p>Other individual</p> <p>98 DK</p> <p>99 N/A</p>	<p>(650-511)</p> <p>01</p> <p>02</p> <p>03</p> <p>04</p> <p>05</p> <p>06</p> <p>07</p> <p>08</p> <p>09</p> <p>10</p>	<p>Q.78</p> <p>Q.77</p> <p>Q.76</p> <p>Q.78</p>

of 650-51/03 or 04.

IF LOCAL AUTHORITY OR NEW TOWN DEVELOPMENT CORPORATION TENANT
(CODES Q3 OR Q4 AT Q.75)

		Col./ Code	Skip to	
76. a)	Is it likely or unlikely that you - or the person responsible for paying the rent - will buy this accommodation at some time in the future? <u>IF LIKELY OR UNLIKELY</u> · Very or quite?	(652)		
		Very likely	1	
		Quite likely	2	
		Quite unlikely	3	
		Very unlikely	4	
		Not allowed to buy	5	
		Don't know	8	
b)	How would you describe the <u>rent</u> - not including rates - for this accommodation? Would you say it was ... <u>READ OUT</u> ...	(653)		
		... on the high side,	1	
		reasonable,	2	
		or - on the low side?	3	
			Q.78	
77.	<u>IF BUYING ON MORTGAGE (CODE Q2 AT Q.75)</u> of 650-51/02 Did you or the person responsible for the mortgage buy your present home from the local authority as a tenant? 'LOCAL AUTHORITY' INCLUDES GLC AND NEW TOWN DEVELOPMENT CORPORATIONS	(654)		
		Yes	1	
	No	2		
78. a)	<u>ASK ALL</u> <u>CODE FROM OBSERVATION AND CHECK WITH RESPONDENT</u> Would I be right in describing this accommodation as a -	(655)		
		Detached house or bungalow	1	
		Semi-detached house or bungalow	2	
		Terraced house	3	
		Self-contained, purpose-built flat/maisonette (inc. in tenement block)	4	
		Self-contained converted flat/maisonette	5	
		Room(s) - not self-contained	6	
		Other (SPECIFY) <u>code if possible - otherwise Final List with serial no</u>	7	
		b)	And how long have you lived in your present home?	(656)
Less than 1 year	1			
1 year, less than 2 years	2			
2 years, less than 5 years	3			
5 years, less than 10 years	4			
10 years, less than 20 years	5			
	20 years or more	6		

		Col./Code	Skip to
79.a)	<p>AU</p> <p>If you had a free <u>choice</u>, would you choose to stay in your present home, or would you choose to move out? 9 N/A Would choose to stay Would choose to move out Don't know</p> <p><u>IF MOVE OUT (CODE 2 AT a)</u> Jf 657/2</p> <p>b) How keen are you to move out? Are you ... <u>READ OUT</u> ... 8 DK 9 N/A very keen, fairly keen, or - not that keen?</p>	<p>(657)</p> <p>1 2 8</p> <p>(658)</p> <p>1 2 3</p>	<p>Q.80 b) Q.80</p>
80.a)	<p><u>ASK ALL</u></p> <p>And apart from what you would <u>like</u>, where do you <u>expect</u> to be living in <u>two</u> years time - do you expect to...<u>READ OUT</u>... 9 N/A ...stay in this house/flat, or- move elsewhere? Don't know</p> <p><u>IF ELSEWHERE (CODE 2 AT a)</u> Jf 659/2</p> <p>b) Which do you think is most likely - that you will <u>buy</u> or <u>rent</u> your next home? 7 other 9 N/A</p> <p><u>IF RENT:</u> PROBE FOR COUNCIL/ OTHER <u>Rent:</u> from local authority/council Rent from other landlord Don't know</p>	<p>(659)</p> <p>1 2 8</p> <p>(660)</p> <p>1 2 3 8</p>	<p>Q.81 b) Q.81</p>
81.a)	<p><u>INTERVIEWER CHECK:</u> AU</p> <p><u>CHECK (657/2 + 659/1)</u> TAB IF IN ERROR RESPONDENT WOULD <u>CHOOSE</u> TO MOVE BUT <u>DOES NOT EXPECT</u> TO MOVE (CODE 2 AT Q.79a AND CODE 1 AT Q.80a) 9 N/A ALL OTHER RESPONDENTS</p> <p><u>IF CODE 1 AT a)</u> Jf 661/1</p> <p>b) You said that you would <u>like</u> to move, but that you don't <u>expect</u> to in the next two years. Why do you think you will not move? <u>PROBE FULLY. RECORD VERBATIM.</u></p> <p style="text-align: center;">SEE OPEN CODING INSTRUCTIONS.</p>	<p>(661)</p> <p>1 2</p> <p>(662-63)</p> <p>(664-65)</p> <p>(666-67)</p> <p>(668-69)</p> <p>(670-71)</p>	<p>b) Q.82</p>
2.	<p><u>IF CURRENTLY RENTING FROM ANY LANDLORD (CODES 03-10 AT Q.75): ASK Q.82</u> <u>OTHERS GO TO Q.84</u> Jf 650-51/03-10</p> <p>a) If you had a free <u>choice</u> would you choose to rent accommodation, or would you choose to buy? 8 D/K 9 N/A Would choose to rent Would choose to buy Don't know</p> <p>b) And apart from what you would <u>like</u>, do you <u>expect</u> to buy a house or a flat in the next <u>two</u> years, or not? 9 N/A Yes-expect to buy No - do not expect to buy Don't know</p> <p><u>INCLUDES BUYING PRESENT FLAT</u></p>	<p>(672-73)</p> <p>(674)</p> <p>1 2 8</p> <p>(675)</p> <p>1 2 8</p>	<p>SPARE</p>

3.a)

INTERVIEWER CHECK: If 650-51/03-10
 CHECK - TAB IF IN ERROR
 CHECK 674/2 + 675/2 RESPONDENT WOULD CHOOSE TO BUY BUT DOES NOT EXPECT TO,
 (CODE 2 AT Q.82a AND CODE 2 AT Q.82b)
 9 N/A ALL OTHER RESPONDENTS

IF CODE 1 AT a) of 676/1

b) You said that you would like to buy, but that you don't expect to in the next two years. Why do you think you will not buy?
PROBE FULLY. RECORD VERBATIM.

SEE OPEN CODING INSTRUCTIONS

Col./ Code	Skip to
(676)	
1	b)
2	Q.84
(677-78)	
(679-80)	
CARD 07	
(707-08)	
(709-10)	
(711-12)	
(713-14)	SPARE

ASK ALL

Now, a few questions on education.

CARD R

4.

First, which of the groups on this card, if any, would be your highest priority for extra government spending on education, and which next?

ONE CODE ONLY IN EACH COL.

	1st Priority	2nd Priority
	(715)	(716)
Nursery/pre-school children	1	1
Primary school children	2	2
Secondary school children	3	3
Less able children with special needs	4	4
Students at colleges, universities or polytechnics	5	5
NONE OF THESE	6	6
Don't know	8	8
N/A	9	9

N.B. DO ALTER TO if used

CARD S Au

85. Here are a number of factors that some people think would improve education in our schools.

a) Which do you think is the most important one for children in primary schools - aged 5-11 years? Please look at the whole list before deciding. ONE CODE ONLY

b) And which do you think is the most important one for children in secondary schools - aged 11-18 years? ONE CODE ONLY

(a) PRIMARY (717-18)	(b) SECON- DARY (719-20)
----------------------------	-----------------------------------

More resources for books and equipment 01 01

Better buildings 02 02

Better pay for teachers 03 03

More involvement of parents in governing bodies 04 04

More discussion between parents and teachers 05 05

Smaller classes 06 06

More emphasis on preparation for exams 07 07

More emphasis on developing the child's skills and interests 08 08

More training and preparation for jobs 09 09

More emphasis on arts subjects 10 10

More emphasis on mathematics 11 11

More emphasis on English 12 12

ANY OTHER ANSWERS (LIST WITH SERIAL NO) Stricter discipline 13 13

NONE OF THESE 96 96

86. Do you think that what is taught in schools should be up to ... READ OUT ...

7 other, 9 N/A ... the local education authority to decide, or - should central government have the final say?

(Don't know)

(721)	1	2	8
-------	---	---	---

87. Some people think it is best for secondary schoolchildren to be separated into grammar and secondary modern schools according to how well they have done when they leave primary school. Others think it is best for secondary schoolchildren not to be separated in this way, and to attend comprehensive schools.

On balance, which system do you think provides the best all-round education for secondary schoolchildren ... READ OUT ...

9 N/A ... a system of grammar and secondary modern schools, or - a system of comprehensive schools?

Other (SPECIFY) Final List with Serial No

(Don't know)

(722)	1	2	7	8
-------	---	---	---	---

88. It is now compulsory for state secondary schools to publish their GCE and CSE exam results. How useful do you think this information is for parents of present or future pupils? Is it ... READ OUT ...

9 N/A or - not really useful?

Don't know

(723)	1	2	3	8
-------	---	---	---	---

		Col./ Code	Skip to		
89.a)	<p><i>AU</i></p> <p>Generally speaking, what is your opinion about private schools in Britain? Should there be ... more private schools, ... <u>READ OUT</u> ... <i>8 DK</i> ... about the same number as now, <i>9 N/A</i> ... fewer private schools, or - no private schools at all?</p> <p>Other answer (SPECIFY) <u>Final List with Serial No</u></p>	(724)			
		1			
		2			
		3			
		4			
		7			
		b)	<p>If there were <u>fewer</u> private schools in Britain today do you think, on the whole, that state schools would ... <u>READ OUT</u> ... <i>9 N/A</i> ... benefit, ... suffer, or - would it make no difference? (Don't know)</p>	(725)	
				1	
2					
3					
8					
90.a)	<p><i>AU</i></p> <p>Do you feel that opportunities for young people in Britain to go on to <u>higher education</u> - to a university, college or polytechnic - should be increased or reduced, or are they at about the right level now? <u>IF INCREASED OR REDUCED</u> A lot or a little?</p> <p><i>9 N/A</i></p> <p>Increased a lot Increased a little About right Reduced a little Reduced a lot Don't know</p>	(726)			
		1			
		2			
		3			
		4			
		5			
		8			
		b)	<p>When British students go to university or college they generally get grants from the local authority. Do you think they should get <u>grants</u> as now, or <u>loans</u> which would have to be paid back when they start working? <i>Both = 7, 9 N/A</i></p> <p>Grants Loans Don't know</p>	(727)	
				1	
				2	
				8	
91.a)	<p><i>AU</i></p> <p>Now moving on to the subject of social class in Britain. To what extent do you think a person's social class affects his or her opportunities in Britain today. ... <u>READ OUT</u> ... <i>8 DK</i> ... a great deal, <i>9 N/A</i> ... quite a lot, ... not very much, or - not at all?</p> <p>Other answer (SPECIFY) <u>Final List with Serial No</u></p>	(728)			
		1			
		2			
		3			
		4			
		7			
		b)	<p>Do you think social class is more or less important now in affecting a person's opportunities than it was 10 years ago, or has there been no real change? <i>8 DK</i> More important now, <i>9 N/A</i> Less important now, No change</p>	(729)	
1					
2					
c)	<p>Do you think that in 10 years time social class will be more or less important than it is now in affecting a person's opportunities or will there be no real change? <i>7 other</i> More important in 10 years time, <i>8 DK</i> Less important in 10 years time, <i>9 N/A</i> No change</p>	(730)			
		1			
		2			
			3		

AU
CARD T

92. Most people see themselves as belonging to a particular social class. Please look at this card and tell me which social class you would say you belong to?

IF REFUSED = 9

9 N/A

- Upper middle 1
- Middle 2
- Upper working 3
- Working 4
- Poor 5
- Don't know 8

Col./ Code	Skip to
(731)	

93.a) AU Do you regard yourself as belonging to any particular religion?
IF YES: Which? IF 'Christian' PROBE FOR DENOMINATION

ONE CODE ONLY

98 DK
99 N/A

CHRISTIAN DENOMINATIONS:

Other Christian (SPECIFY)

OTHER RELIGIONS:

Other non-Christian (SPECIFY)

9f 732-33 | 02-15

IF RELIGION ENTERED AT a) ASK b). OTHERS SKIP TO Q.94

- No religion 01
- Christian - no denomination 02
- Roman Catholic 03
- Church of England/Anglican 04
- United Reform Church (URC) /Congregational 05
- Baptist 06
- Methodist 07
- Presbyterian/Church of Scotland 08
- Hindu 10
- Jew 11
- Islam/Muslim 12
- Sikh 13
- Buddhist 14

Final List with Serial No.

Final List with Serial No.

(732-33)

Q.94

b)

b) Apart from such special occasions as weddings, funerals and baptisms, how often nowadays do you attend services or meetings connected with your religion?

98 DK
99 N/A

- Once a week or more 01
- Less often but at least once in two weeks 02
- Less often but at least once a month 03
- Less often but at least twice a year 04
- Less often but at least once a year 05
- Less often 06
- Never or practically never 07
- Varies 08

(734-35)

	Col./ Code	Skip to																					
<p><u>ASK ALL</u></p>																							
<p>Now I would like to ask you some questions about racial prejudice in Britain.</p>																							
<p>94.a) <u>AU</u> First, thinking of <u>Asians</u> - that is people originally from India and Pakistan - who now live in Britain. Do you think there is a lot of prejudice against them in Britain nowadays, a little or hardly any? <u>RECORD IN COL (a)</u></p>																							
<p>b) <u>AU</u> And black people - that is West Indians and Africans - who now live in Britain. Do you think there is a lot of prejudice against them in Britain nowadays, a little, or hardly any?</p>																							
<p><u>RECORD IN COL (b)</u></p> <table border="0" style="width: 100%; text-align: right;"> <tr> <td></td> <td>(a)</td> <td>(b)</td> </tr> <tr> <td></td> <td><u>Asians</u></td> <td><u>Blacks</u></td> </tr> <tr> <td></td> <td>(736)</td> <td>(737)</td> </tr> <tr> <td>A lot</td> <td>1</td> <td>1</td> </tr> <tr> <td>A little</td> <td>2</td> <td>2</td> </tr> <tr> <td>Hardly any</td> <td>3</td> <td>3</td> </tr> <tr> <td>Don't know</td> <td>8</td> <td>8</td> </tr> </table> <p style="text-align: right; margin-right: 50px;">9VA</p> <p style="text-align: right; margin-right: 50px;">9N/A</p>		(a)	(b)		<u>Asians</u>	<u>Blacks</u>		(736)	(737)	A lot	1	1	A little	2	2	Hardly any	3	3	Don't know	8	8		
	(a)	(b)																					
	<u>Asians</u>	<u>Blacks</u>																					
	(736)	(737)																					
A lot	1	1																					
A little	2	2																					
Hardly any	3	3																					
Don't know	8	8																					
<p>c) <u>AU</u> Do you think there is generally <u>more</u> racial prejudice in Britain now than there was 5 years ago, <u>less</u>, or about the <u>same</u> amount?</p> <table border="0" style="width: 100%; text-align: right;"> <tr> <td></td> <td>More now</td> <td>1</td> </tr> <tr> <td></td> <td>Less now</td> <td>2</td> </tr> <tr> <td></td> <td>About the same</td> <td>3</td> </tr> <tr> <td>Other answer (SPECIFY)</td> <td></td> <td>7</td> </tr> </table> <p style="text-align: right; margin-right: 50px;">8 DK 9 N/A</p> <p>Other answer (SPECIFY) <u>Final List with Serial No</u></p>		More now	1		Less now	2		About the same	3	Other answer (SPECIFY)		7											
	More now	1																					
	Less now	2																					
	About the same	3																					
Other answer (SPECIFY)		7																					
<p>d) <u>AU</u> Do you think there will be <u>more</u>, <u>less</u> or about the <u>same</u> amount of racial prejudice in Britain in 5 years time compared with now?</p> <table border="0" style="width: 100%; text-align: right;"> <tr> <td></td> <td>More in 5 years</td> <td>1</td> </tr> <tr> <td></td> <td>Less</td> <td>2</td> </tr> <tr> <td></td> <td>About the same</td> <td>3</td> </tr> <tr> <td>Other answer (SPECIFY)</td> <td></td> <td>7</td> </tr> </table> <p style="text-align: right; margin-right: 50px;">8 DK 9 N/A</p> <p>Other answer (SPECIFY) <u>Final List with Serial No</u></p>		More in 5 years	1		Less	2		About the same	3	Other answer (SPECIFY)		7											
	More in 5 years	1																					
	Less	2																					
	About the same	3																					
Other answer (SPECIFY)		7																					
<p>e) <u>AU</u> How would you describe yourself. ... <u>READ OUT</u> ...</p> <p style="text-align: center;">... as very prejudiced against people of other races,</p> <table border="0" style="width: 100%; text-align: right;"> <tr> <td></td> <td>a little prejudiced,</td> <td>1</td> </tr> <tr> <td></td> <td>or - not prejudiced at all?</td> <td>2</td> </tr> <tr> <td></td> <td></td> <td>3</td> </tr> <tr> <td>Other answer (SPECIFY)</td> <td></td> <td>7</td> </tr> </table> <p style="text-align: right; margin-right: 50px;">8 DK 9 N/A</p> <p>Other answer (SPECIFY) <u>Final List with Serial No</u></p>		a little prejudiced,	1		or - not prejudiced at all?	2			3	Other answer (SPECIFY)		7		<p>f)</p> <p>Q.95</p>									
	a little prejudiced,	1																					
	or - not prejudiced at all?	2																					
		3																					
Other answer (SPECIFY)		7																					
<p>IF 'VERY' OR 'A LITTLE' PREJUDICED <u>97 740/1 or 2 - up to 3 answers may be coded.</u></p>																							
<p>f) Against any race in particular? <u>PROBE AND RECORD. IF 'BLACK' OR 'COLOURED' MENTIONED, PROBE FOR WHETHER WEST INDIAN, ASIAN, GENERAL, ETC. RECORD VERBATIM EVERYTHING MENTIONED</u></p>																							
<p>01 - ASIANS 02 - BLACKS 03 - COLOURED 04 - PAKISTANIS 05 - INDIANS 06 - SIKHS 07 - WEST INDIANS</p>	<p>08 - AFRICANS 09 - OTHER SPECIFIED RACES NATIONALITIES, COUNTRIES 10 - AGAINST ALL RACES (OTHER THAN WHITE), NO RACE IN PARTICULAR (INCLUDES NO) 97 - OTHER ANSWER NOT FALLING INTO 01-10: (FINAL LIST WITH SERIAL NO *) 98 - DON'T KNOW 99 - NOT ANSWERED</p>	<p>(741-42)</p> <p>(743-44)</p> <p>(745-46)</p>																					
<p>* Final listing of all answers where reasons only were recorded ALSO LIST (VERBATIM) answers where more than just race was mentioned</p>		<p>1 x 80</p>																					

AU
CARD U

Now I would like to ask you some questions about sexual relationships.

- 95.a) If a man and a woman have sexual relations before marriage, what would your general opinion be? Please choose a phrase from this card.
RECORD IN COL (a)
- b) What about a married person having sexual relations with someone other than his or her partner? Please choose a phrase from this card.
RECORD IN COL (b)
- c) What about sexual relations between two adults of the same sex? Please choose a phrase from this card. RECORD IN COL (c)

One code only for each heading
8 DK > a), b) and c)
9 N/A

	(a) BEFORE MARRIAGE (747)	(b) EXTRA MARITAL (748)	(c) SAME SEX (749)
Always wrong	1	1	1
Mostly wrong	2	2	2
Sometimes wrong	3	3	3
Rarely wrong	4	4	4
Not wrong at all	5	5	5
Depends/varies	6	6	6

- 96.a) Now I would like you to tell me whether, in your opinion, it is acceptable for a homosexual person ...

READ OUT EACH ITEM AND CODE FOR EACH

	Yes	No	Other answer (SPECIFY)	
... to be a teacher in a school?	1	2	7 <u>SEE OPEN CODING INSTRUCTIONS</u>	(750)
... to be a teacher in a college or university?	1	2	" "	(751)
... to hold a responsible position in public life?	1	2	" "	(752)

- b) What did you understand the phrase "homosexual" to mean at this question: ... READ OUT ...
- 8 DK ... men only,*
9 N/A ... women only,
or - either?

- c) Do you think female homosexual couples should be allowed to adopt a baby under the same conditions as other couples?
- Yes 1
No 2
Other (SPECIFY) SEE OPEN CODING INSTRUCTIONS. 7

- d) And do you think male homosexual couples should be allowed to adopt a baby under the same conditions as other couples?
- Yes 1
No 2
Other (SPECIFY) SEE OPEN CODING INSTRUCTIONS. 7

SECTION FIVE

Col./ Code	Skip to
(756-57)	
(758)	
1	
2	
3	
4	
5	

97.a) Finally, a few questions about you and your household. Including yourself, how many people live here regularly as members of this household? INTERVIEWER. CHECK INTERVIEWER MANUAL FOR DEFINITION OF HOUSEHOLD IF NECESSARY.

98 DK
99 N/A WRITE IN

b) And can I just check your own marital status. At present are you ... READ OUT ...

... married, 1
living as married, 2
separated or divorced, 3
widowed, 4
or - not married? 5

PRIORITY CODE

8 DK
9 N/A

8. Now I'd like to ask for a few details about each person in your household. Starting with yourself, what was your age last birthday? WORK DOWN COLUMNS OF GRID FOR EACH HOUSEHOLD MEMBER.

CARD 08

TAB-
NB IF SEX OF RESPONDENT BLANK OTHERWISE 9 N/A

Resp-ondent	2	3	4	5	6	7	8	9	10	
759	764	769	774	807	812	817	822	827	832	
Sex Male	1	1	1	1	1	1	1	1	1	
Female	2	2	2	2	2	2	2	2	2	
98-98+ 99-Refused/N/A if N/A Use Serials Area No.	760-61	765-66	770-71	775-76	808-09	813-14	818-19	823-24	828-29	833-34
Age last birthday										
Relationship to respondent	762	767	772	777	810	815	820	825	830	835
Spouse/partner	1	1	1	1	1	1	1	1	1	
Son/daughter	2	2	2	2	2	2	2	2	2	
Parent/parent-in-law	3	3	3	3	3	3	3	3	3	
Other relative	4	4	4	4	4	4	4	4	4	
Not related	5	5	5	5	5	5	5	5	5	
HOUSEHOLD MEMBER(S) WITH LEGAL RESPONSIBILITY FOR ACCOMMODATION (INC. JOINT AND SHARED)	763 9 N/A	768 763	773 763	778 763, 768 etc	811 ALL blank	816	821	826	831	836

* CHECK THAT NUMBER OF PEOPLE IN GRID EQUALS NUMBER GIVEN AT Q.97a - IF NOT

99.a) ASK ALL Have you ever attended a private primary or secondary school in the United Kingdom? 'PRIVATE' INCLUDES PUBLIC AND DIRECT GRANT SCHOOLS, BUT EXCLUDES NURSERY SCHOOLS AND VOLUNTARY-AIDED SCHOOLS. CODE YES OR NO IN COL a) BELOW

b) IF MARRIED OR LIVING AS MARRIED ASK b). OTHERS GO TO c) 9/767, 772 etc / 1 And has your (husband/wife/partner) ever attended a private primary or secondary school in the United Kingdom? CODE YES OR NO IN COL b) BELOW

c) IF SON OF DAUGHTER OVER 5 YRS IN HH. ASK c). OTHERS GO TO Q.100 9/767, 772 etc / 2 of aged 5+ And (have any of your children/has your child) ever attended a private primary or secondary school in the United Kingdom? CODE YES OR NO IN COL c)

	(a) Self (837)	(b) Partner (838)	(c) Children (839)
Yes	1	1	1
No	2	2	2
Don't know	8	8	8
N/A	9	9	9

	Col./ Code	Skip to
<p>100. <u>ASK ALL</u> How old were you when you completed your continuous full-time education?</p> <p style="text-align: right;">15 or under 16 17 18 19 or over Still at school Still at college, polytechnic, or university</p> <p>Other answer (SPECIFY) <u>TAB all other answers.</u></p>	<p>(840-41)</p> <p>01 02 03 04 05 06 07 97</p>	
<p>101.a <u>ASK ALL</u> <u>CARD V</u> Have you passed any exams or got any of the qualifications on this card?</p> <p style="text-align: right;">Yes No, none</p> <p>IF YES (CODE 1 AT a) <u>2/842/1</u></p> <p>b) Which ones? Any others?</p> <p style="text-align: center;"><i>May be multi-coded.</i></p> <p>CSE Grades 2-5 CSE Grade 1 GCE 'O' level School certificate Scottish (SCE) Ordinary GCE 'A' level/'S' level Higher certificate Matriculation Scottish (SCE) Higher Overseas School Leaving Exam/Certificate Recognised trade apprenticeship completed RSA/other clerical, commercial qualification City & Guilds Certificate - Craft/Intermediate/Ordinary/Part I City & Guilds Certificate - Advanced/Final/Part II or Part III City & Guilds Certificate - Full technological BEC/TEC General/Ordinary National Certificate (ONC) or Diploma (OND) BEC/TEC Higher/Higher National Certificate (HNC) or Diploma (HND) Teachers training qualification Nursing qualification Other technical or business qualification/certificate University or CNAA degree or diploma</p> <p>Other (SPECIFY) <u>Recode if possible or Final List with Serial No.</u></p>	<p>(842)</p> <p>1 2</p> <p>01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 97 98 99</p>	<p>b) Q.102</p> <p>(843-44) (845-46) (847-41) (849-50) (851-52) (853-54) (855-56) (857-58) (859-60) (861-62) (863-64) (865-66) (867-68) (869-70) (871-72) (873-74) 0-873-74</p>
<p>02. <u>ASK ALL</u> INTERVIEWER: CODE FROM OBSERVATION FOR ALL RESPONDENTS</p> <p style="text-align: right;">White/European Indian/East African Asian/Pakistani/Bangladeshi/Sri Lankan Black/African/West Indian Other (inc. Chinese)</p> <p style="text-align: center;"><u>9 N/A</u></p>	<p>(875)</p> <p>1 2 3 4</p>	
	<p>876-80</p>	<p>SPARE</p>

AU

103.

IS THIS A SINGLE PERSON HOUSEHOLD Yes → SKIP TO Q.104
No → ASK a)

Check with Household 9nd Q98

Who is the person mainly responsible for general domestic duties in this household? Respondent mainly
Someone else mainly (SPECIFY RELATIONSHIP TO RESPONDENT) _____
Duties shared equally (SPECIFY BY WHOM) _____

SEE SEPARATE INSTRUCTIONS

Col./ Code	Skip to
CARD 09	
(907)	
N/A 9	
1	
2	
3	
(908-09)	

104.

ASK ALL
CARD W

Are you or anyone in your household, a member of any of the groups, clubs or organisations listed on this card?

may be multi-coded.

IF YES. Which ones? YES - MEMBER OF. National Trust
Royal Society for the Protection of Birds
Other wildlife or countryside protection group
Countryside sports/leisure organisation
NO - NONE OF THESE

8 DK > 914
9 N/A

1 (910)
2 (911)
3 (912)
4 (913)
6 (914)

105.a

Do you, or does anyone else in your household own or have the regular use of a car or a van?

8 DK Yes
9 N/A No

IF YES AT a) 9/ 915/1

b) Do you ever drive the car or van yourself, that is, with a full current driving licence?

8 DK Yes
9 N/A No

(915)	
1	b)
2	Q.106
(916)	
1	
2	

106.a

Do you have any of the following in your home? AU
READ OUT ITEMS 1-1V AND CODE YES OR NO FOR EACH

FOR EACH ITEM MENTIONED AT a) ASK b)
IF NONE IN HOME, GO TO Q.107

b) Do you, personally, ever use . . . (ITEM MENTIONED AT a)?
CODE YES OR NO FOR EACH ITEM MENTIONED AT a)

One code for each item
8 DK
9 N/A.

(a) Have at home

(b) - if any Ever use

917 918 cc/1
8 DK
9 N/A

	(a)		(b)		
	Yes	No	Yes	No	
1) ... a word processor or computer printer?	1	2 (917)	1	2 (921)	
1i) ... a personal computer used for computer games?	1	2 (918)	1	2 (922)	
1ii) ... a personal computer used for other purposes?	1	2 (919)	1	2 (923)	
1v) ... a terminal and telephone link with a computer in another place?	1	2 (920)	1	2 (924)	

Jf 245-246/03,04,05,06,07,09 or 10.
 REFER TO ECONOMIC POSITION OF RESPONDENT (Q.19) PAGE 6

IF:
 ● IN PAID WORK (CODE 03) → ASK a) TO h) ABOUT PRESENT MAIN JOB
 ● WAITING TO TAKE UP JOB OFFERED (CODE 04) → ASK a) TO h) ABOUT FUTURE JOB
 ● UNEMPLOYED (CODES 05, 06 OR 07) OR RETIRED (CODE 09) OR LOOKING AFTER HOME (CODE 10) → ASK a) TO h) ABOUT LAST JOB
 ● NEVER HAD A JOB, WRITE IN AT a)
 ● OTHERS GO TO Q.108
 Now I want to ask you about your (present/future/last) job.
 CHANGE TENSES FOR (BRACKETED) WORDS AS APPROPRIATE

107a)
b)
c)
d)
e)

What (is) your job? PROBE AS NECESSARY:
 What is the name or title of the job?
SEE SEPARATE INSTRUCTIONS

What kind of work (do) you do most of the time? IF RELEVANT: What materials/machinery (do) you use?

What training or qualifications do you have that (are) needed for that job?

(Do) you supervise or (are) you responsible for the work of any other people? IF YES: How many?
4 digit entry
 Yes: WRITE IN NO.:
9998 DK
 No: RING: 0000
9999 N/A

NB. Enter leading zero's if necessary
 Can I just check: are you ... READ OUT ... *8 DK* ... an employee, *9 N/A* or - self-employed?

IF EMPLOYEE (CODE 1)
 CARD X *Jf 944/1*

f) Which of the types of organisation on this card (do) you work for?
 Private firm or company 01
 Nationalised industry/public corporation 02
 Local Authority/Local Education Authority 03
 Health Authority/hospital 04
 Central Government/Civil Service 05
 Charity or trust 06
 Other (SPECIFY) Recode if possible 07

ASK ALL Jf 245-246/03,04,05,06,07,09 or 10
 g) What (does) your employer (IF SELF-EMPLOYED: you) make or do at the place where you usually (work)? IF FARM, GIVE NO. OF ACRES.

h) Including yourself, how many people (are) employed at the place you usually (work) from? (No employees) 0
 Under 10 1
 IF SELF-EMPLOYED: Do you have any employees? *One code only* 10-24 2
 IF YES: How many? *8 DK* 25-99 4
9 N/A 100-499 4
 500 or more 5

Col./Code	Skip to
O.U.O.	
O.C. (925-29)	<input type="text"/>
(930-31)	<input type="text"/>
E.S.	<input type="text"/>
(932-33)	<input type="text"/>
S.E.G.	<input checked="" type="checkbox"/>
(934-35)	<input checked="" type="checkbox"/>
SC/NM.M	<input checked="" type="checkbox"/>
(936-37)	<input type="text"/>
SIC	<input type="text"/>
SPARE (938-39)	
(940-43)	<input type="text"/>
(944)	1 f)
	2 g)
(945-46)	
	01
	02
	03
	04
	05
	06
	07
(947)	
	0
	1
	2
	4
	4
	5

ASK ALL

108.a) Are you now a member of a trade union or staff association?

8 DK
9 N/A
Yes: Trade union
Yes: staff association
No

Col./Code	Skip to
(948)	
1 } 2 }	c)
3	b)

IF NO AT a) 9f 948/3

b) Have you ever been a member of a trade union or staff association?

8 DK
9 N/A
Yes: Trade union
Yes: staff association
No

(949)	
1 } 2 }	c)
3	Q.109

IF NOW OR EVER A MEMBER (CODES 1 OR 2 AT a) OR b) 9f 948/1 or 2 or 949/1 or 2

c) Have you ever ... READ OUT ... RING ONE CODE FOR EACH

YES	NO	
	DK N/A	
1	2 89	(950)
1	2 89	(951)
1	2 89	(952)
1	2 89	(953)
1	2 89	(954)
1	2 89	(955)

- ... attended a union or staff association meeting?
- ... voted in a union or staff association election or meeting?
- .. put forward a proposal or motion at a union or staff association meeting?
- . . . gone on strike?
- . stood in a picket line?
- . served as a lay representative such as a shop steward or branch committee member?

IF RESPONDENT IS MARRIED OR LIVING AS MARRIED, ASK Q.109 9f 758/1 or 2
ABOUT HUSBAND/WIFE/PARTNER. OTHERS GO TO Q.111

OFFICE	(956-64)
A B C	1 2 3
D E F	4 5 6
G H J	7 8 9
K L	1 2

109.a) Which of these descriptions applies to what your (husband/wife/partner) was doing last week, that is the seven days ending last Sunday? PROBE. Any others? CODE ALL THAT APPLY IN COL. I.

IF ONLY ONE CODE AT I, TRANSFER IT TO COL. II
IF MORE THAN ONE AT I, TRANSFER HIGHEST ON LIST TO II.

COL. I
COL. II
ECONOMIC POSITION

- In full-time education (not paid for by employer, including on vacation) A
- On government training/employment scheme (e.g. Community Programme, Youth Training Scheme etc.) B
- In paid work (or away temporarily) for at least 10 hours in the week C
- Waiting to take up paid work already accepted D
- Unemployed and registered at a benefit office E
- Unemployed, not registered, but actively looking for a job F
- Unemployed, wanting a job (of at least 10 hrs per week), but not actively looking for a job G
- Permanently sick or disabled H
- Wholly retired from work J
- Looking after the home K
- Doing something else (SPECIFY) Final List with Serial No L

(967-68)	
01 } 02 }	b)
03 } 04 }	98 DK 99 N/A
05 } 06 }	Q.110
07 }	
08 } 09 }	b)
10 }	
11	

IF CODES 01-02 OR 08-11 AT a) 9f 967-68/01, 02, 08, 09, 10 or 11

b) How long ago did your (husband/wife/partner) last have a paid job (other than the government scheme you mentioned) of at least 10 hours a week?

8 DK
9 N/A

Within past 12 months
Over 1-5 years ago
Over 5-10 years ago
Over 10-20 years ago
Over 20 years ago
Never had a paid job of 10+ hours a week

(969)	
1 } 2 }	
3 } 4 }	
5 } 6 }	

967-68/03, 04, 05, 06, 07, or 967-68/09, 10 + 969/1-4

REFER TO ECONOMIC POSITION OF RESPONDENT'S SPOUSE/PARTNER (Q.109) IF:

- SPOUSE IS IN PAID WORK (CODE 03) - ASK a) TO i) ABOUT PRESENT MAIN JOB
- SPOUSE IS WAITING TO TAKE UP JOB OFFERED (CODE 04) - ASK a) TO i) ABOUT FUTURE JOB
- SPOUSE IS UNEMPLOYED (CODES 05, 06 OR 07), OR RETIRED (CODE 09), OR LOOKING AFTER HOME (CODE 10) ASK a) TO i) ABOUT LAST JOB

Now I want to ask you about your (husband's/wife's/partner's) job.

a) What (is) the name or title of that job? _____

SEE SEPARATE INSTRUCTIONS

b) What kind of work (does) he/she do most of the time? IF RELEVANT:
What materials/machinery (does) he/she use? _____

c) What training or qualifications does he/she have that (are) needed for that job? _____

d) (Does) he/she supervise or (is) he/she responsible for the work of any other people? IF YES: How many? _____

YES: WRITE IN NO.: [] [] [] []

NO: (RING): 4 digit entry 0000

N.B. Enter leading zero's if necessary
9998 DK
9999 N/A

e) (Is) he/she ... READ OUT ...

... an employee,
or - self-employed?

IF EMPLOYEE (CODE 1) of 1026/1
CARD X

f) Which of the types of organisation on this card does he/she work for?

One code only
98 DK
99 N/A

- Private firm or company
- Nationalised industry/public corporation
- Local Authority/Local Education Authority
- Health Authority/hospital
- Central Government/Civil Service
- Charity or trust

Other (SPECIFY) _____

RECODE IF POSSIBLE

ASK ~~ALL~~ of 967-68/03, 04, 05, 06, 07, 09 or 10

g) What (does) the employer (IF SELF-EMPLOYED: he/she) make or do at the place where he/she usually (works)? IF FARM GIVE NO. OF ACRES

h) Including him/herself, roughly how many people (are) employed at the place where he/she usually (works) (from)?

- (No employees)
- Under 10
- 10-24
- 25-99
- 100-499
- 500 or more

IF SELF-EMPLOYED: Do you have any employees?
IF YES: How many?

8 DK
9 N/A

i) (Is) the job ... READ OUT ...

8 DK ... full-time (30 hours+)
9 N/A or - part-time (10-29 hours)?

Col./Code	Skip to
O.C. (1007-11)	
(1012-13)	
E.S. (1014-15)	
S.E.G. (1016-17)	
SC/M.NM (1018-19)	
SIC	
SPARE (1020-21)	
(1022-25)	
(1026)	
1 8DK f)	
2 9N/A g)	
(1027-28)	
01	
02	
03	
04	
05	
06	
07	
(1029)	
0	
1	
2	
3	
4	
5	
(1030)	
1	
2	

ASK ALL

CARD Z

Col./Code	Skip to
(1031-32)	
(1033-34)	
(1035)	
(1036)	
(1037)	
(1038)	
(1039)	
(1040)	
(1041-43)	
(1044-47)	
(1048-53)	
(1055-80)	SPARF

111.a)

Which of the letters on this card represents the total income from all sources of your household? ONE CODE IN COLUMN a)

IF IN PAID WORK (ECONOMIC POSITION CODE O3 AT Q.19) ASK b). OTHERS GO TO Q.112 *If 245-46/03*

b) Which of the letters on this card represents your own gross or total earnings, before deduction of income tax and national insurance? ONE CODE IN COLUMN b)

- a) House-hold income
- X = 01
- P = 02
- Q = 03
- R = 04
- T = 05
- S = 06
- O = 07
- K = 08
- L = 09
- B = 10
- Z = 11
- DK 98

- b) Own Earnings
- 01
- 02
- 03
- 04
- 05
- 06
- 07
- 08
- 09
- 10
- 11
- 98

112.

Do you (or your husband/wife/partner) own any shares quoted on the Stock Exchange, including unit trusts?

- 8 DK Yes
- 9 N/A No

- 1
- 2

113.a)

Is there a telephone in (your part of) this accommodation?

IF NO ASK b) *If 1036/2 One code only*
 b) Do you have easy access to a 'phone where you can receive incoming calls? IF YES, ASK: Is this a home or a work number? IF BOTH, CODE HOME ONLY

IF YES AT a) OR b) *If 1036/1 or 1037/1 or 2*

c) A few interviews on any survey are checked by a supervisor to make sure that people are satisfied with the way the interview was carried out. In case my supervisor needs to contact you, it would be helpful if we could have your telephone number.

RECORD HOME OR WORK NUMBER ON ADDRESS SLIP ONLY - NOT HERE

- 8 DK Yes
- 9 N/A No
- Yes - home
- Yes - work
- 8 DK No
- 9 N/A No

- 1
- 2
- 1
- 2
- 3
- 1
- 2
- c)
- b)
- c)
- Q.114

114.

In a year's time we may be doing a similar interview and we may wish to include you again. Would this be alright?

- 8 DK Yes
- 9 N/A No

- 1
- 2

115.

SELF COMPLETION QUESTIONNAIRE
 Is/was it 3- No s/c QUEST ... (to be) collected by interviewer, or - (to be) posted back?

24 hour clock minutes

Time interview completed Duration of interview *999 N/A*

Name of interviewer check with 114-17 No.

DATE OF INTERVIEW DAY MONTH YEAR

01-31 04-06 8 5

- 1
- 2
- (1041-43)
- (1044-47)
- (1048-53)

01-31 04-06 NEW CODE (1054)
 1 - INT ASSISTED

PLEASE ATTACH TO BACK OF MAIN Q'NAIRRE



Head Office 35 Northampton Square London EC1V 0AX Tel 01 250 1866
Northern Field Office Charazel House Gainford Darlington Co Durham DL2 3EG Tel 0325 730 888

BRITISH SOCIAL ATTITUDES: 1985

Interviewer
to enter

Serial No.

--	--	--	--

SELF-COMPLETION QUESTIONNAIRE

CHECK WITH Q'NAIRRE

April 1985 P.815

To the selected respondent

We hope very much that you will agree to participate in this important study - the third in an annual series of surveys to be published each summer. The study consists of this self-completion questionnaire and an interview. Some of the questions are also being asked in America, West Germany and Australia, as part of an international survey of social attitudes.

Completing the questionnaire

The questions inside cover a wide range of subjects, but each one can be answered simply by placing a tick (✓) in one or more of the boxes provided. No special knowledge is required we are confident that everyone will be able to offer an opinion on all questions. And we want *all* people to take part, not just those with strong views or particular viewpoints. The questionnaire should not take very long to complete, and we hope you will find it interesting and enjoyable. It should be completed by the person selected by the interviewer at your address. Your participation will be treated as confidential and anonymous.

Returning the questionnaire

Your interviewer will arrange with you the most convenient way of returning the questionnaire. If the interviewer has arranged to call back for it, please complete it and keep it safely until then. If not, please complete it and post it back in the stamped, addressed envelope as soon as you possibly can.

Social and Community Planning Research is an independent social research institute registered as a charitable trust. Its projects are funded by government departments, local authorities, universities and foundations to provide information on social issues in Britain. SCPR interviewers carry out around 50,000 interviews per year. This study has been funded mainly by the Barnbury Foundation and the Nuffield Foundation, with contributions also from industry and government departments. Please contact us if you require further information.

ALL QUESTIONS SHOULD BE ANSWERED.

- 1 -

OFFICE
USE
ONLY

- 1.a) Suppose a newspaper got hold of confidential government papers about defence plans and wanted to publish them.

PLEASE TICK ONE BOX

One code only

9 = N/A

Should the newspaper be allowed to publish the papers?

(✓)

CARD 20

OR

Should the government have the power to prevent publication?

20.07

Can't choose

- b) Now suppose the confidential government papers were about economic plans.

PLEASE TICK ONE BOX

One code only

9 = N/A

Should the newspaper be allowed to publish the papers?

(✓)

OR

Should the government have the power to prevent publication?

20.08

Can't choose

In general, would you say that people should obey the law without exception, or are there exceptional occasions on which people should follow their consciences even if it means breaking the law?

PLEASE TICK ONE BOX

One code only

9 = N/A

Obey the law without exception

(✓)

20.09

Follow conscience on occasions

Can't choose

OFFICE
USE
ONLY

3. There are many ways people or organisations can protest against a government action they strongly oppose. Please show which you think should be allowed and which should not be allowed by ticking a box on each line. *One code for each statement*

PLEASE TICK ONE BOX ON EACH LINE *9 = N/A*

Should it be allowed?

	Defin- itely	Proba- bly	Probably not	Definitely not	Can't choose	
A. Organising public meetings to protest against the government	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.10
B. Publishing pamphlets to protest against the government	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.11
C. Organising protest marches and demonstrations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.12
D. Occupying a government office and stopping work there for several days	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.13
E. Seriously damaging government buildings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.14
F. Organising a nationwide strike of all workers against the government	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.15

4. There are some people whose views are considered extreme by the majority.

a) First, consider people who want to overthrow the government by revolution. Do you think such people should be allowed to ...

PLEASE TICK ONE BOX ON EACH LINE

One code for each statement

9 = N/A

	Defin- itely	Proba- bly	Probably not	Definitely not	Can't choose	
i) ... hold public meetings to express their views?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.16
ii) ... teach 15 year olds in schools?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.17
iii) ... publish books expressing their views?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.18

b) Second, consider people who believe that whites are racially superior to all other races. Do you think such people should be allowed to ...

PLEASE TICK ONE BOX ON EACH LINE

One code for each statement

9 = N/A

	Defin- itely	Proba- bly	Probably not	Definitely not	Can't choose	
i) ... hold public meetings to express their views?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.19
ii) ... teach 15 year olds in schools?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.20
iii) ... publish books expressing their views?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.21

a) Suppose the police get an anonymous tip that a man with a long criminal record is planning to break into a warehouse.

PLEASE TICK ONE BOX ON EACH LINE One code for each statement

Do you think the police should be allowed, $9 = N/A$ without a Court Order....

	Definitely	Probably	Probably not	Definitely not	Can't choose	
i) ... to keep the man under surveillance?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.22
ii) ... to tap his telephone?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.23
iii) ... to open his mail?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.24
iv) ... to detain the man overnight for questioning?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.25

b) Now, suppose the tip is about a man without a criminal record.

PLEASE TICK ONE BOX ON EACH LINE One code for each statement

Do you think the police should be allowed, $9 = N/A$ without a Court Order

	Definitely	Probably	Probably not	Definitely not	Can't choose	
i) ... to keep the man under surveillance?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.26
ii) ... to tap his telephone?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.27
iii) ... to open his mail?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.28
iv) .. to detain the man overnight for questioning?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 8	20.29

All systems of justice make mistakes, but which do you think is worse.

PLEASE TICK ONE BOX

One code only

$9 = N/A$

(✓) to convict an innocent person? 1

OR

to let a guilty person go free? 2

Can't choose 8

20.30

7. The government has a lot of different pieces of information about people which computers can bring together very quickly. Is this ...

PLEASE TICK ONE BOX

One code only

9 = N/A

... a very serious threat to individual privacy,

(✓)
 1

a fairly serious threat,

2

not a serious threat,

3

or - not a threat at all to individual privacy?

4

Can't choose

8

20.31

8. Some people think those with high incomes should pay a larger proportion (percentage) of their earnings in taxes than those who earn low incomes. Other people think that those with high incomes and those with low incomes should pay the same proportion (percentage) of their earnings in taxes.

Do you think those with high incomes should ...

PLEASE TICK ONE BOX

One code only

9 = N/A

... pay a much larger proportion,

(✓)
 1

pay a larger proportion,

2

pay the same proportion as those who earn low incomes,

3

pay a smaller proportion,

4

or - pay a much smaller proportion?

5

Can't choose

8

20.32

9. What is your opinion of the following statement: It is the responsibility of the government to reduce the differences in income between people with high incomes and those with low incomes.

PLEASE TICK ONE BOX

One code only

8 = D/K

9 = N/A

Agree strongly

(✓)
 1

Agree

2

Neither agree nor disagree

3

Disagree

4

Disagree strongly

5

20.33

10 Please show whether you agree or disagree with each of the following statements

One code for each statement
PLEASE TICK ONE BOX ON EACH LINE

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	OFFICE USE ONLY
A. A person whose parents are rich has a better chance of earning a lot of money than a person whose parents are poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20.34
B. A person whose father is a professional person has a better chance of earning a lot of money than a person whose parents are poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20.35
C. In Britain what you achieve in life depends largely on your family background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20.36

11. Would you say that opportunities for university education are, in general, better or worse, for women than for men?

PLEASE TICK ONE BOX

One code only
9 = N/A

	(✓)	
Much better for women	<input type="checkbox"/>	1
Better for women	<input type="checkbox"/>	2
No difference	<input type="checkbox"/>	3
Worse for women	<input type="checkbox"/>	4
Much worse for women	<input type="checkbox"/>	5
Can't choose	<input type="checkbox"/>	9

20.37

12. How about job opportunities for women do you think they are, in general, better or worse than job opportunities for men with similar education and experience?

PLEASE TICK ONE BOX

One code only
9 = N/A

	(✓)	
Much better for women	<input type="checkbox"/>	1
Better for women	<input type="checkbox"/>	2
No difference	<input type="checkbox"/>	3
Worse for women	<input type="checkbox"/>	4
Much worse for women	<input type="checkbox"/>	5
Can't choose	<input type="checkbox"/>	8

20.38

13. And how about income and wages compared with men who have similar education and jobs - are women, in general, paid better or worse than men?

PLEASE TICK ONE BOX

One code only
9 = N/A

	(✓)	
Women are paid much better	<input type="checkbox"/>	1
Women are paid better	<input type="checkbox"/>	2
No difference	<input type="checkbox"/>	3
Women are paid worse	<input type="checkbox"/>	4
Women are paid much worse	<input type="checkbox"/>	5

20.39

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ONLY

14. Here are three things the government might do. Some people are in favour of them while other people are against them. Please tick one box for each statement to show how you feel.

One code for each statement

PLEASE TICK ONE BOX *S = D/K*
ON EACH LINE *Q = N/A*

	Strongly in favour	In favour	Neither nor against	Against	Strongly against	
A. The government should increase opportunities for women in business and industry	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	20.40
B. The government should increase opportunities for women to go to university	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	20.41
C. Women should be given preferential treatment when applying for jobs or promotions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	20.42

And now a few questions about education:

15. Here are some things that might be taught in school. How important is it that schools teach each of these to 15 year olds? *One code for each item*

PLEASE TICK ON BOX *Q = N/A*
ON EACH LINE

	Essen- tial, must be taught	Very impor- tant	Fairly impor- tant	Not very impor- tant	Not needed, should not be taught	Can't choose	
A. Reading, writing and mathematics	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8	20.43
B. Sex education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8	20.44
C. Respect for authority	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8	20.45
D. History, literature and the arts	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8	20.46
E. Ability to make one's own judgements	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8	20.47
F. Job training	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8	20.48
G. Science and technology	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8	20.49
H. Concern for minorities and the poor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8	20.50
J. Discipline and orderliness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8	20.51

16. How do you feel about opportunities for young people to go to university?

PLEASE TICK ONE BOX

(✓)

Should opportunities be ...

One code only
Q = N/A

- ... increased a lot, 1
- increased a little, 2
- kept the same as now, 3
- reduced a little, 4
- or - reduced a lot? 5
- Can't choose 8

20.52

17. Some people think the government should provide financial assistance to university students. Others think the government should not provide such aid. In each of the circumstances listed below should the government provide grants that would not have to be paid back, provide loans which the student would have to pay back, or should the government not provide any financial assistance?

PLEASE TICK ONE BOX ON EACH LINE

One code for each statement
Q = N/A

	Government should give grants	Government should make loans	No Government assistance	Can't choose	
A. For students whose parents have a low income	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 8	20.53
B. For students who have outstanding exam results in secondary school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 8	20.54
C. For students who have average exam results and middle income parents	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 8	20.55

18. Sometimes public authorities intervene with parents in raising their children. Please show in each of the following cases how far you think public authorities should go in dealing with a 10 year old child and his or her parents:

Public Authorities should

PLEASE TICK ONE BOX ON EACH LINE

One code for each statement
9 = N/A

	Take no action	Give warnings or counseling	Take the child from its parents	Can't choose	
A. The child uses drugs and the parents don't do anything about it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 8	20.56
B. The child frequently skips school and the parents don't do anything about it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 8	20.57
C. The parents regularly let the child stay out late at night without knowing where the child is	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 8	20.58
D. The parents fail to provide the child with proper food and clothing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 8	20.59
E. The parents regularly beat the child	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 8	20.60
F. The parents refuse essential medical treatment for the child because of their religious beliefs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 8	20.61
G. The parents refuse to send their child to school because they wish to educate the child at home	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 8	20.62
H. The parents allow the child to watch violent or pornographic films	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 8	20.63

19. Do you think that

One code for each statement

PLEASE TICK ONE

BOX ON EACH LINE

S = DK

9 = N/A

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	
A. ... the wearing of seat belts in cars should be required by law?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	20.64
B. ... smoking in public places should be prohibited by law?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	20.65
C. ... all employees should be required to retire at an age set by law?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	20.66

OFFICE
USE
ONLY

20. Please show whether you agree or disagree with each of the following statements.

One code for each statement

PLEASE TICK ONE BOX ON EACH LINE

9 = N/A

Agree

Disagree

Can't choose

A	The public has little control over what politicians do in office	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 8	20.67
B	The average person can get nowhere by talking to public officials	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 8	20.68
C	The average citizen has considerable influence on politics	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 8	20.69
D	The average person has much to say about running local government	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 8	20.70
E	People like me have much to say about government	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 8	20.71
F	The average person has a great deal of influence on government decisions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 8	20.72
G	The government is generally responsive to public opinion	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 8	20.73
H	I am usually interested in local elections	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 8	20.74
J	By taking an active part in political and social affairs the people can control world affairs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 8	20.75
K	Taking everything into account, the world is getting better	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 8	20.76

20.77-80

Here are some things the government might do for the economy. Please show which actions you are in favour of and which you are against

CARL 21

PLEASE TICK ONE BOX ON EACH LINE

One code for each action

*8 = D/K
9 = N/A*

Strongly in favour

In favour

Neither in favour nor against

Against

Strongly against

A	Control of wages by legislation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	21.07*
B	Control of prices by legislation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	21.08
C	Cuts in government spending	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	21.09
D	Government financing of projects to create new jobs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	21.10
E	Less government regulation of business	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	21.11
F	Support for industry to develop new products and technology	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	21.12
G	Supporting declining industries to protect jobs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	21.13
H	Reducing the working week to create more jobs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	21.14

NB WRITE IN

22. Listed below are various areas of government spending. Please show whether you would like to see more or less government spending in each area.

Remember that if you say "much more", it might require a tax increase to pay for it.

PLEASE TICK ONE BOX

ON EACH LINE

One code for each item

	Spend much more	Spend more	Spend the same as now	Spend less	Spend much less	Can't choose	
A. The environment <i>9 = N/A</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8	21.15
B. Health	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8	21.16
C. The police and law enforcement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8	21.17
D. Education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8	21.18
E. The military and defence	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8	21.19
F. Old age pensions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8	21.20
G. Unemployment benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8	21.21
H. Culture and the arts	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8	21.22

23. Do you consider the amount of income tax that your household has to pay is...

PLEASE TICK ONE BOX

One code only

9 = N/A

...much too high,	<input type="checkbox"/> 1	(✓)
too high,	<input type="checkbox"/> 2	
about right,	<input type="checkbox"/> 3	
too low,	<input type="checkbox"/> 4	
or - much too low?	<input type="checkbox"/> 5	
Can't choose	<input type="checkbox"/> 8	
Does not apply	<input type="checkbox"/> 6	

21.23

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24. Do you consider the amount of tax that business and industry have to pay is too high or too low?

PLEASE TICK ONE BOX

(✓)

One code only

9 = N/A

Much too high 1

Too high 2

About right 3

Too low 4

Much too low 5

Can't choose 8

21.24

25. If the government had to choose between keeping down inflation or keeping down unemployment to which do you think it should give highest priority?

PLEASE TICK ONE BOX

(✓)

One code only

9 = N/A

Keeping down inflation 1

Keeping down unemployment 2

Can't choose 8

21.25

26. Do you think that trade unions in this country have too much power or too little power?

PLEASE TICK ONE BOX

(✓)

One code only

9 = N/A

Far too much power 1

Too much power 2

About the right amount of power 3

Too little power 4

Far too little power 5

Can't choose 8

21.26

/continued over ...

27. How about business and industry? Do they have too much power or too little power?

(✓)

PLEASE TICK ONE BOX

One code only
9 = N/A

- Far too much power 1
- Too much power 2
- About the right amount of power 3
- Too little power 4
- Far too little power 5
- Can't choose 8

21.27

28. And what about the government, does it have too much power or too little power?

(✓)

PLEASE TICK ONE BOX

One code only
9 = N/A

- Far too much power 1
- Too much power 2
- About the right amount of power 3
- Too little power 4
- Far too little power 5
- Can't choose 8

21.28

29. What do you think the government's role in each of these industries and services should be?

PLEASE TICK ONE
BOX ON EACH LINE

The government should

One code for each item
9 = N/A

	Own it	Control prices and profits but not own it	Neither own it nor control its prices & profits	Can't choose	
A. Electricity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 8	21.29
B. Local public transport	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 8	21.30
C. The steel industry	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 8	21.31
D. Banking and insurance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 8	21.32
E. The car industry	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 8	21.33

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30. On the whole, do you think it should or should not be the government's responsibility to ...

PLEASE TICK ONE BOX

ON EACH LINE

One code for each item

Definitely should be Probably should be Probably should not be Definitely should not be Can't choose

A.	... provide a job for everyone who wants one	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₈	21.34
B.	... keep prices under control	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₈	21.35
C.	... provide health care for the sick	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₈	21.36
D.	... provide a decent standard of living for the old	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₈	21.37
E.	... provide industry with the help it needs to grow	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₈	21.38
F.	... provide a decent standard of living for the unemployed	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₈	21.39
G.	... reduce income differences between the rich and poor	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₈	21.40

31. If the government had a choice between reducing taxes and spending more on social services, which should it do?

PLEASE TICK ONE BOX

One code only

9 = N/A

OR

Reduce taxes and spend less on social services

(✓)

₁

Increase taxes and spend more on social services

₂

Can't choose

₈

21.41

32. Are you in favour of or against the death penalty for ...

PLEASE TICK ONE BOX
ON EACH LINE

One code for each statement

In favour of

Against

...	murder in the course of a terrorist act	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	21.42
...	murder of a policeman	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	21.43
...	other murders	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	21.44

/continued over ...

33. Please show whether you agree or disagree with the following statement: Income and wealth should be redistributed towards ordinary working people.

PLEASE TICK ONE BOX

One code only

8 = DK

9 = N/A

Agree strongly

(✓)

 1
 2
 3
 4
 5

Agree

Neither agree nor disagree

Disagree

Disagree strongly

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21.45

34. Please tick one box for each statement to show how much you agree or disagree with it. *One code for each statement*

PLEASE TICK ONE BOX ON EACH LINE

8 = DK
9 = N/A

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	
A. Social workers should put the child's interests first even if it means taking a child away from its natural parents	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	21.46
B. Social workers have too much power to interfere with people's lives	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	21.47
C. The welfare state makes people nowadays less willing to look after themselves	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	21.48
D. People receiving social security are made to feel like second class citizens	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	21.49
E. The welfare state encourages people to stop helping each other	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	21.50
F. Doctors should be allowed to give contraceptive advice and supplies to young people under 16 without having to inform parents	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	21.51

35.a) Central government provides financial support to housing in two main ways. First, by means of allowances to low income tenants; second by means of tax relief to people with mortgages. On the whole, which of these three types of family would you say benefits *most* from central government support for housing?

PLEASE TICK ONE BOX

One code only
4 = No difference
8 = DK
9 = N/A

Families with high incomes

(✓)

 1
 2
 3

Families with middle incomes

Families with low incomes

21.52

b) Which of these three views comes closest to your own on the sale of council houses and flats to tenants?

PLEASE TICK ONE BOX

One Code only
8 = DK
9 = N/A

Council tenants *should not* be allowed to buy their houses or flats

Council tenants *should* be allowed to buy but *only* in areas with no housing shortage

Council tenants *should generally* be allowed to buy their houses or flats

(✓)

 1
 2
 3

21.53

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36. Which of the following statements do you think are generally true and which false?
PLEASE TICK ONE BOX ON EACH LINE *One code for each statement*

<p>8 = D/K 9 = N/A</p>	<p>Council tenants pay low rents</p> <p>Councils give a poor standard of repairs and maintenance</p> <p>Council estates are generally pleasant places to live</p>	<p>True <input type="checkbox"/>₁</p> <p><input type="checkbox"/>₁</p> <p><input type="checkbox"/>₁</p>	<p>False <input type="checkbox"/>₂</p> <p><input type="checkbox"/>₂</p> <p><input type="checkbox"/>₂</p>	<p>21.54</p> <p>21.55</p> <p>21.56</p>
----------------------------	---	--	---	--

37. How serious an effect on our environment do you think each of these things has?
PLEASE TICK ONE BOX ON EACH LINE *One code for each item*

<p>8 = D/K 9 = N/A</p>	<p>Noise from aircraft</p> <p>Lead from petrol</p> <p>Industrial waste in the rivers and sea</p> <p>Waste from nuclear electricity stations</p> <p>Industrial fumes in the air</p> <p>Noise and dirt from traffic</p>	<p>Very serious <input type="checkbox"/>₄</p> <p><input type="checkbox"/>₄</p> <p><input type="checkbox"/>₄</p> <p><input type="checkbox"/>₄</p> <p><input type="checkbox"/>₄</p> <p><input type="checkbox"/>₄</p>	<p>Quite serious <input type="checkbox"/>₃</p> <p><input type="checkbox"/>₃</p> <p><input type="checkbox"/>₃</p> <p><input type="checkbox"/>₃</p> <p><input type="checkbox"/>₃</p> <p><input type="checkbox"/>₃</p>	<p>Not very serious <input type="checkbox"/>₂</p> <p><input type="checkbox"/>₂</p> <p><input type="checkbox"/>₂</p> <p><input type="checkbox"/>₂</p> <p><input type="checkbox"/>₂</p> <p><input type="checkbox"/>₂</p>	<p>Not at all serious <input type="checkbox"/>₁</p> <p><input type="checkbox"/>₁</p> <p><input type="checkbox"/>₁</p> <p><input type="checkbox"/>₁</p> <p><input type="checkbox"/>₁</p> <p><input type="checkbox"/>₁</p>	<p>21.57</p> <p>21.58</p> <p>21.59</p> <p>21.60</p> <p>21.61</p> <p>21.62</p>
----------------------------	---	--	---	--	--	---

38.a) Which one of these three possible solutions to Britain's electricity needs would you favour most?
PLEASE TICK ONE BOX *One Code only*

<p>8 = D/K 9 = N/A</p>	<p>We should make do with the power stations we have already</p> <p>We should build more coal-fuelled power stations</p> <p>We should build more nuclear power stations</p>	<p><input type="checkbox"/>₁</p> <p><input type="checkbox"/>₂</p> <p><input type="checkbox"/>₃</p>	<p>(✓)</p> <p>21.63</p>
----------------------------	---	---	-------------------------

b) As far as nuclear power stations are concerned, which of these statements comes closest to your own feelings?
PLEASE TICK ONE BOX *One Code only*

<p>8 = D/K 9 = N/A</p>	<p>They create very serious risks for the future</p> <p>They create quite serious risks for the future</p> <p>They create only slight risks for the future</p> <p>They create hardly any risks for the future</p>	<p><input type="checkbox"/>₁</p> <p><input type="checkbox"/>₂</p> <p><input type="checkbox"/>₃</p> <p><input type="checkbox"/>₄</p>	<p>(✓)</p> <p>21.64</p>
----------------------------	---	---	-------------------------

39. Which one of these two statements comes closest to your own views?
PLEASE TICK ONE BOX *One Code only*

<p>8 = D/K 9 = N/A</p>	<p>Industry should be prevented from causing damage to the countryside, even if this sometimes leads to higher prices</p> <p>Industry should keep prices down, even if this sometimes causes damage to the countryside</p>	<p><input type="checkbox"/>₁</p> <p><input type="checkbox"/>₂</p>	<p>(✓)</p> <p>21.65</p>
----------------------------	--	---	-------------------------

40. Here are some statements about the countryside. Please tick one box for each to show whether you agree or disagree with it.

PLEASE TICK ONE BOX ON EACH LINE

One code for each statement

8 = D/k
9 = N/A

Agree strongly Agree Dis-agree Disagree strongly

- | | | | | | | |
|----|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------|
| A. | Modern methods of farming have caused damage to the countryside | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | 21.66 |
| B. | If farmers have to choose between producing more food and looking after the countryside, they should produce more food | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | 21.67 |
| C. | All things considered, farmers do a good job in looking after the countryside | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | 21.68 |
| D. | Government should withhold some subsidies from farmers and use them to protect the countryside, even if this leads to higher prices | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | 21.69 |

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41. Which of these two statements comes closest to your own views?

PLEASE TICK ONE BOX

One code only

9 = N/A

Looking after the countryside is too important to be left to farmers - government authorities should have more control over what's done and built on farms
1

OR

Farmers know how important it is to look after the countryside - there are enough controls and farmers should be left to decide what's done on farms
2

Can't choose
8

42. Here are a number of things which might help to reduce unemployment in Britain. Please tick a box to show for each whether you would support or oppose it.

PLEASE TICK ONE BOX ON EACH LINE

One code for each item

8 = D/k
9 = N/A

Support strongly Support Oppose Oppose strongly

- | | | | | | | |
|----|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------|
| A. | Lower the retirement age to create more jobs for younger people | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | 21.71 |
| B. | Shorten the working week and reduce the earnings of those in paid work | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | 21.72 |
| C. | Introduce job sharing schemes so that two part-timers share one full-time job | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | 21.73 |
| D. | Restrict overtime working | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | 21.74 |

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CARD 2

43. Please say whether you agree or disagree with each of these statements about industry today. *One code for each statement*
8 = D/K, 9 = N/A

PLEASE TICK ONE BOX ON EACH LINE

	Agree strongly	Agree	Neither agree nor disagree	Dis-agree	Disagree strongly
A. Industry should share more of its profits with its employees	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
B. Full cooperation in firms is impossible because workers and management are really on opposite sides	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
C. Managers generally know what's best for a firm and employees ought to go along with it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
D. Management will always try to get the better of employees if it gets the chance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
E. Employees need strong trade unions to protect their interests	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

22.07
22.08
22.09
22.10
22.11

44. Employers have to consider many things before deciding what to pay employees. Please tick one box in each column to show which should be most important, and which should be next most important, in deciding the level of pay of an employee.

PLEASE TICK ONE BOX IN EACH COLUMN

One code for most important
" " " next most "

8 = D/K, 9 = N/A } in each column
7 = RESP incorrectly coded

	Should be most important	Should be next most important
	(✓)	(✓)
The age of the employee	<input type="checkbox"/> 1	<input type="checkbox"/> 1
The performance of the individual employee	<input type="checkbox"/> 2	<input type="checkbox"/> 2
How long the employee has been with the firm	<input type="checkbox"/> 3	<input type="checkbox"/> 3
The employee's family commitments	<input type="checkbox"/> 4	<input type="checkbox"/> 4
The going rate for the job	<input type="checkbox"/> 5	<input type="checkbox"/> 5
What the firm says it can afford	<input type="checkbox"/> 6	<input type="checkbox"/> 6

22.12
22.13

45. New kinds of technology are being introduced more and more in Britain: computers and word processors, robots in factories and so on. Please tick one box to show what effect you think this technology will have over the next five years?

PLEASE TICK ONE BOX

One code only
8 = D/K
9 = N/A

It will increase the number of jobs available	<input type="checkbox"/> 1
It will reduce the number of jobs available	<input type="checkbox"/> 2
It will make no difference to the number of jobs available	<input type="checkbox"/> 3

22.14

46.a) Do you think that the introduction of new technology in Britain over the next five years will ...

(✓)

PLEASE TICK ONE BOX

One code only

8 = D/K

9 = N/A

... make work more interesting,

make work more boring,

or - will it make no difference to work?

22.15

b) And will it ...

(✓)

PLEASE TICK ONE BOX

One code only

8 = D/K

9 = N/A

... make life more difficult,

make life easier,

or - will it make no difference?

22.16

c) Please tick one box to show whether you agree or disagree with the following statement: The government should do more to encourage the spread of new technology in Britain.

(✓)

PLEASE TICK ONE BOX

One code only

8 = D/K

9 = N/A

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

22.17

47. Here are a number of circumstances in which a woman might consider an abortion. Please say whether or not you think the law should allow an abortion in each case.

Should abortion be allowed by law?

Yes

No

One code for each circumstance

8 = D/K

9 = N/A.

The woman decides on her own she does not wish to have the child

22.18

The couple agree they do not wish to have the child

22.19

The woman is not married and does not wish to marry the man

22.20

The couple cannot afford any more children

22.21

There is a strong chance of a defect in the baby

22.22

The woman's health is seriously endangered by the pregnancy

22.23

The woman became pregnant as a result of rape

22.24

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48. Suppose a married couple want to have their own child, but cannot have one. Should the law allow or not allow them to use each of the methods below? Please assume in each case that it is the only method open to them on medical advice.

PLEASE TICK ONE BOX
ON EACH LINE

One code for each method
8 = D/K
9 = N/A

It should be
Allowed by law Not allowed by law

They try to have a child by <u>artificial insemination</u> , using the <u>husband</u> as donor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	22.25
They try to have a child by <u>artificial insemination</u> , using an <u>anonymous</u> donor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	22.26
They try to have a child by having their own ' <u>test-tube</u> ' embryo implanted	<input type="checkbox"/> 1	<input type="checkbox"/> 2	22.27
They find a ' <u>surrogate</u> ' mother who agrees, without <u>payment</u> , to bear a child for them (by <u>artificial insemination</u> , using the husband as a donor)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	22.28
They find a ' <u>surrogate</u> ' mother who is <u>paid</u> to bear a child for them (by <u>artificial insemination</u> , using the husband as donor)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	22.29

Finally some questions about nuclear defence

49.a) How likely do you think it is that there will be a nuclear war between Russia and the West before the end of the century - that is, within the next fifteen years? Is it ...

PLEASE TICK ONE BOX

One code only

9 = N/A

... very likely,	<input type="checkbox"/> 1	(✓)	
quite likely,	<input type="checkbox"/> 2		
not very likely,	<input type="checkbox"/> 3		22.30
or - not at all likely?	<input type="checkbox"/> 4		
Can't choose	<input type="checkbox"/> 8		

b) If there was a nuclear war between Russia and the West, which of these statements best describes what you think would happen to Britain?

PLEASE TICK ONE BOX

One code only

9 = N/A

Battlefield nuclear weapons would be used, but there would be few civilian deaths	<input type="checkbox"/> 1	(✓)	
Some British cities would be destroyed, but much of the country would pull through	<input type="checkbox"/> 2		22.31
Much or all of Britain would be destroyed	<input type="checkbox"/> 3		
Can't choose	<input type="checkbox"/> 8		

/continued over

50.a) At the moment, the British government publishes advice on how people should prepare for survival in the event of a nuclear war. Which of the following statements comes closest to your view on what the government should do?

PLEASE TICK ONE BOX

One code only
9 = N/A

It is pointless for the government to do anything, because so few people would survive 1

The government should continue only to provide advice on how people can protect themselves 2

The government should also provide nuclear shelters to increase people's chances of survival 3

Can't choose 4

(✓)

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22.32

b) Lastly, please tick one box to show which is the closest to your views about the following statement:

If there was a major nuclear war, it would result in a worldwide "nuclear winter" with hardly any sunlight and little chance of human survival.

PLEASE TICK ONE BOX

One code only
9 = N/A

It is highly exaggerated 1

It is slightly exaggerated 2

It is more or less true 3

Can't choose 4

(✓)

22.33

To help us plan better in future, please tell us about how long it took you to complete this questionnaire?

PLEASE TICK ONE BOX

One code only
8 = D/K
9 = N/A

Less than 15 minutes 1

Between 15 and 20 minutes 2

Between 20 and 30 minutes 3

Between 30 and 45 minutes 4

Between 45 and 60 minutes 5

Over one hour 6

(✓)

22.34

THANK YOU VERY MUCH FOR YOUR HELP

22.35
80

Please keep the completed questionnaire for the interviewer if he or she has arranged to call for it. Otherwise, please post it as soon as possible in the stamped, addressed envelope provided.

OCCUPATION CODING

Q107 IF 245-46/03, 04, 05, 06, 07, 09 or 10

925-928 Code 9993 if statement says 'Never had a job'
(Rest of question will be blank)

925-929 - 5 digit Occupation Number coding 1980

930-931 - 2 digit Employment Status 01-11 1980

932-935 - Not for coders

936-937 - 2 digit Industry code 1980

Q 110 If 967-68/03, 04, 05, 06, 07 or 967-68/09, 10 + 969/1-4

1007-1010 - Code 9993 as above

1007-1011 - 5 digit Occupation Number coding 1980

1012-1012 - 2 digit Employment Status 01-11 1980

1014-1017 - Not for coder

1018-1019 - 2 digit Industry code 1980

APPENDIX E

Code frames used for open questions

Q47

Q55b

Q65b

Q81b

Q83b

Q96 (for other answers)

Q103

Q47 Advantages of being self-employed

Up to 5 answers may be coded

Cols 445-46, 447-48, 449-50, 451-52, 453-54

01 Freedom to do what r wants/flexibility

Unspecified mentions of freedom, not references to time, or decision-making, general references to flexibility

02 Flexible hours/can work hours to suit self

03 Freedom of decision-making/responsibility

04 Can fit in domestic responsibilities

Explicit references to child-care, household duties which can be fitted in, planned around

05 Freedom to do what customers/clients want

06 More money, profitable

Include mentions of more financial rewards, including fiddling

07 Everything for self/family

Includes all mentions of positive desire to work only for self, family, not work for firm's profit etc

08 Job security/jobs only available if self-employed

96 No advantages (only if no other answers are coded)

97 Other answers (not exclusive code)

List by serial nos

98 Don't know

99 Not answered

} only if no other answers are coded

Q.55b (If considered moving) Why didn't move to different area to find work

Up to 4 answers to be coded. 535-36; 537-38; 539-40; 541-42.

01 Other areas just as bad

No jobs anywhere, little likelihood of finding work if did move.

02 New legislation about benefit cut-off if move

Any mention about legislation to allow benefit for b & b, hostels only for 2-8 weeks depending on area.

03 Hoping/waiting/planning to move

Any mention of definite plans to move.

04 Housing shortage/inflexibility of provision

Includes all mentions of housing shortage, council in new area cannot re-house or provide home, not enough cheap rented accommodation.

05 Have already moved in past

Includes all mentions of past moves, recounting past moves to look for work.

06 Too much upheaval to home/family/children

97 Other answers

List by serial no.

98 Don't know

99 No answer

} only if no other answers coded.

(Q 65b) How is countryside different now

Up to 5 answers may be coded,
Cols 571-72, 573-74, 575-76, 577-78, 579-80

01 Fewer trees/hedgerows/wild flowers

Include all mention of disappearance of plant life in countryside, include all mentions of more open countryside, fewer hedges, spinneys and woods to break it up

02 Less wildlife

Include all mentions of fewer wild animals, birds etc

03 Disappearance of other traditional features of countryside

i e old buildings, old barns, old canals, etc Includes mention of replacement by new barns etc

04 Countryside more organised/contained/fenced in

Include mentions of farmers fencing in land, restricting free access to footpaths

05 Countryside disappearing because more built-up areas

Include mentions of housing estates, urban housing, urban sprawl, spread of factories

06 Countryside disappearing because more roads/motorways

Include mentions of road, motorway construction, heavier traffic Does not include mentions of better access due to more roads

07 Less countryside/countryside disappearing/less wild country

All unspecified descriptions

08 More litter/dirt/vandalism

09 More industrial waste/pollution/traffic pollution

Include all mentions of industrially caused damage due to chemicals etc, also includes mining damage

10 More farm waste/Pollution

Includes mentions of sludge/slurry, pesticides or chemicals used by farmers

11 Farmers reclaiming wild land/more cultivated land/bigger farms, fields

Q.65b) continued

Includes mentions of farmers destruction of sites of special scientific interest, drainage of wild marshes, moors etc; cultivating formerly wildland. Also includes references to farm subsidies, use of EEC monies to finance this.

12 Factory farming

Includes all mentions of disappearance of free-range farm animals (pigs/chickens etc).

13 Countryside commercialised/developed for tourists

Includes all negative mentions of tourist hotels, development of picnic areas, car parks etc. for commercial purposes.

14 More people in countryside

More tourists, walkers etc, overcrowding. Also includes mentions of destruction of countryside features due to people : erosion of paths etc.

15 More noise/less quiet in countryside

ie. noise pollution.

16 Changes in country living

Includes all negative mentions of changes to country villages, country life, schools etc; prevalence of 2nd homes.

17 Countryside not like it used to be/nostalgia for old ways

Includes all mentions of nostalgia for countryside of past, unspecified differences from past, mentions of when r. was a child.

18 Other changes for worse

Includes all other mentions of changes for worse. PLEASE LIST THESE BY SERIAL NO.

19 Less safe

(All mentions of fear for safety)

20 Countryside cleaner/neater - less litter/dirt

Includes mentions of tidier countryside, countryside better tended.

21 Countryside cleaner - less pollution

Includes all positive references to better access.

Q 65b) continued

22 Countryside more accessible - better roads/footpaths/etc

Includes all positive references to better access

23 More/better rural facilities (affecting country living)

More/better village shops, rural buses etc

24 More/better amenities for those visiting countryside

Includes all positive references to car parks, picnic areas, more to do and see in countryside

25 More care/preservation of wildlife/countryside/traditional features

Includes all mentions of better attitudes to countryside preservation, more appreciation of countryside

26 Mechanisation of farm work

Include all references to easier work due to mechanisation, but also mentions of fewer horses due to it

27 Countryside still nice, but different from past

Statements suggesting that it is not change for worse, just different

28 Other changes for better

Includes all other mentions of changes for better PLEASE LIST THESE BY SERIAL NO

97 Other answers

List by serial no

98 Don't know

only if no other answers

99 Not answered

(Q.81b) Would like to move but doesn't expect to : reasons

Up to 5 answers may be coded;
Cols. 662-63; 664-65; 666-67; 668-69; 670-71.

- 01 Money - can't afford mortgage/increased mortgage
Include all mentions that can't afford to buy or to buy better/larger home.
- 02 Money - legal expenses; transaction costs
Includes all mentions of moving costs.
- 03 Money - shortage of finance (gen/unspec.)
No reference to buying home, all general or unspecific mentions of shortage of money.
- 04 Shortage/inflexibility of council provision
Includes mentions of shortage of council provision, not enough points/not high enough on waiting list to get place, can't do acceptable council exchange, not suitable council accommodation; restrictions on eligibility for moving.
- 05 Preference for council house/bungalow rather than flat
Explicit mention that would prefer house/bungalow (which are unavailable) to flat.
- 06 Own former council house/restrictions on moving
Includes all mentions of restrictions on moving due to purchase of former council property : loss of discount, legal restrictions etc.
- 07 Housing shortage (unspec.)
All general references to housing provision, shortage of affordable houses.
- 08 Can't afford AREA would like to move to
- 09 Difficulty of finding employment in area where would like to move to
- 10 Accommodation tied to job
All mentions that would have to change work because accommodation is tied to employment of h.h. member.
- 11 Difference between household members about moving
Includes all mentions that other household members do not wish to move.

(Q 81b) continued

12 Family obligations keep r in home/area

Explicit mentions of obligations - like caring for older family members
- not necessarily implying disagreements with family

13 Too old to move

Includes all mentions that r is too old to move, it would be too much
trouble, too unsettling due to age

14 Present home/area preferred

Includes all mentions suggesting that present situation is in some (not
necessarily all) ways preferable due to school catchment areas, nice
house which could not be bettered, etc

97 Other answers

List by serial no

98 Don't know

99 Not answered

} only if no other answers given

(Q.83b) Would like to buy but don't expect to : reasons

Up to 5 answers may be coded;
Cols. 667-78; 679-80; 707-08; 709-10; 711-12

01 Money - Can't afford mortgage repayments/not enough capital

Include mention of not enough capital e.g. for downpayment, or mortgage repayments.

02 Money - shortage of finance/low income (gen./unspec.)

Include all general reference to not being able to afford to buy, income too low to get mortgage.

03 Too old to buy

Includes all mentions that too old, (ie. on pension), as well as too unsettling. Or that old people don't get mortgages.

04 Accommodation tied to/convenient for employment

05 Can't buy/choose not to buy current council house

Includes all mentions that council house is unsuitable for purchase, that not allowed to buy current home.

06 Family difficulties/disagreement about buying

07 Economic position/employment too uncertain to buy

Includes references to past/future prospects of unemployment.

08 Other fears about uncertainty

Includes other mentions that buying is to make commitment for life : health fears etc.

09 Prefer to stay in present home

97 Other answers, list by serial no.

98 Don't know

99 Not answered

} only if no other answers given

- N.B. a) Only code 01 if capital/repayments/monthly payments mentioned.
ie. mentions that suggest r. has thought about concrete financial problem.
- b) Code 02 if other money problems mentioned.
- c) Code 03 if respondent says too old to buy, old people don't get mortgages. In addition, use Code 02 if r. also mentions can't afford to buy.

Q 96a) Additional codes to be added for "other answers"

N B Still all one code only for (a) of i, ii, or iii

- Q 96a i) 1 Unqualified yes
Col 750 2 Unqualified no
3 Qualified acceptance depends/depends on person/ as long as
no proselytising
4 Qualified acceptance depends on age/sex of pupils
5 Qualified acceptance as long as school knows
7 Other answer - list with SERIAL NOs (includes qualified no)
8 Don't know
9 Not answered

- Q 96a ii) 1 Unqualified yes
Col 751 2 Unqualified no
3 Qualified acceptance depends/depend on person/as long as no
proselytising
4 Qualified acceptance depends on age of students
5 Qualified acceptance as long as school knows
7 Other answer - List with SERIAL NO (includes unqualified no)
8 Don't know
9 Not answered

- Q 96a iii) 1 Unqualified yes
Col 752 2 Unqualified no
3 Qualified acceptance depends/depends on person/ as long
as no proselytising
4 Qualified acceptance depends on position/ as long as they do
job
5 Qualified acceptance as long as not M P
6 Qualified acceptance as long as not working with children
7 Other answer - List with SERIAL NO
8 Don't know
9 Not answered

Q.96c and d Additional codes to be added for "other answers"

N.B. Still allow one code only for each

Q.96c)1 1 Yes
Col 754 2 No
 3 Depends on person/couple
 4
 5
 6
 7 Other answers (final list with serial no)
 8 Don't know
 9 Not answered

Q.96d)
Col 755 1 Yes
 2 No
 3 Depends on person/couple
 4
 5
 6
 7 Other answers (final list with serial no)
 8 Don't know
 9 Not answered.

103 Who is mainly responsible for domestic duties in household

907/1 Respondent mainly

907/2 Someone else mainly

908/1 Wife/female partner

908/2 Mother/mother-in-law

908/3 Husband/male partner

908/4 Other female

908/5 Other male

908/7 Other answers

908/9 Person not specified

907/3 Shared equally

909/1 Respondent and spouse/partner

909/2 (Whole) family shares

909/7 Other answers

909/9 code 3 ringed but person not specified

APPENDIX F

- 1980 Industry code list (SIC)
Full coding
- Grouped variable available (see Appendix I)

APPENDIX F
1980 Industry Code List (SIC 1980)

Class (For respondent cols 936-937
For spouse/partner cols 1018-1019)

Code AGRICULTURE, FORESTRY & FISHING

01 Agriculture & Horticulture
02 Forestry
03 Fishing

ENERGY & WATER SUPPLY INDUSTRIES

11 Coal extraction & manufacture of solid fuels
12 Coke ovens
13 Extraction of mineral oil & natural gas
14 Mineral oil processing
15 Nuclear fuel production
16 Production & distribution of electricity, gas & other
 forms of energy
17 Water supply industry

EXTRACTION OF MINERALS & ORES OTHER THAN FUELS
MANUFACTURE OF METALS, MINERAL PRODUCTS & CHEMICALS

21 Extraction & preparation of metalliferous ores
22 Metal manufacturing
23 Extraction of minerals N E S
24 Manufacture of non-metallic mineral products
25 Chemical industry
26 Production of man-made fibres

METAL GOODS, ENGINEERING & VEHICLES INDUSTRIES

31 Manufacture of metal goods N E S
32 Mechanical engineering
33 Manufacture of office machinery & data processing equipment
34 Electrical & electronic engineering
35 Manufacture of motor vehicles & parts

36 Manufacture of other transport equipment
37 Instrument engineering

OTHER MANUFACTURING INDUSTRIES

41 Food, drink & tobacco manufacturing industries
43 Textile industry
44 Manufacture of leather & leather goods
45 Footwear & clothing industries
46 Timber & wooden furniture industries
47 Manufacturing of paper & paper products printing & publishing
48 Processing of rubber & plastics

49 Other manufacturing industries

CONSTRUCTION

50 Construction

DISTRIBUTION, HOTELS & CATERING, REPAIRS

61 Wholesale distribution (except dealing in scrap & waste materials)
62 Dealing in scrap & waste materials
63 Commission agents
64 Retail distribution
66 Hotels & catering
67 Repair of consumer goods & vehicles

TRANSPORT & COMMUNICATION

71 Railways
72 Other inland transport
74 Sea transport
75 Air transport
76 Supporting services to transport
77 Miscellaneous transport services & storage N.E.S.
79 Postal services & telecommunications

BANKING, FINANCE, INSURANCE, BUSINESS SERVICES & LEASING

81 Banking & finance
82 Insurance except for compulsory social security
83 Business services
84 Renting of movables
85 Owning & dealing in real estate

OTHER SERVICES

91 Public administration, national defence & compulsory social
service
92 Sanitary services
93 Education
94 Research & development
95 Medical & other health services: veterinary services
96 Other services provided to the general public
97 Recreational services & other cultural services
98 Personal services
99 Domestic services
00 Diplomatic representation, international organisations, allied
armed services
89 Insufficient information to classify

APPENDIX H

Questionnaires with weighted marginals frequencies and per cents

Appendix H

Questionnaires and marginals

The two questionnaires (interview and self-completion) are reproduced on the following pages. Punching codes have been removed, and the weighted percentage distribution of answers to each question has been inserted instead. Written in alongside are the weighted frequency counts, that is the weighted number of responses.

Figures do not necessarily add up to 100% because of weighting and rounding, for one or more of the following reasons

- (1) We have not included 'not answered' figures here, which are usually very small. They are, of course, included in the tables and on the tape.
- (ii) Some sub-questions are filtered, that is they are asked of only a proportion of respondents. In these cases the percentages add up (approximately) to the proportion who were asked them. Where, however, a series of questions is filtered (for instance in Section Two of the interview questionnaire), we have inserted the unweighted total at the beginning of the series, and derived percentages throughout from that base. In the case of medians where the unweighted base was less than 50, figures have not been given.
- (iii) At a few questions respondents were invited to give more than one answer. In these cases, the percentages usually add to well over 100%. Where this is the case, it is clearly marked by interviewer instructions.
- (iv) The self-completion questionnaire was not completed by fifteen per cent of respondents. In order to allow for comparisons over time, the answers have been re-percentage'd on the base of those respondents who returned a self-completion questionnaire (unweighted 1,530, weighted 1,502). (This means that the figures cannot be directly compared to those given in the 1983 Social Attitudes Report, without re-percentage'd but comparable figures are given in the 1983 Technical Report.)

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April 1985

BRITISH SOCIAL ATTITUDES:
1985 SURVEY

Serial number	(201-204) <input type="text"/>	Area number	<input type="text"/>
Time interview started (24 hour clock)		<input type="text"/>	

SECTION ONE

1.a)

Do you normally read any daily morning newspaper at least 3 times a week?

Yes
No

%	Skip to
73.0	b)
27.0	Q.2

IF YES

b) Which one do you normally read?
IF MORE THAN ONE ASK: Which one do you read most frequently?

ONE CODE ONLY

(Scottish) Daily Express	7.3
Daily Mail	8.2
Daily Mirror/Record	18.7
Daily Star	4.1
The Sun	17.4
Daily Telegraph	4.0
Financial Times	0.6
The Guardian	2.7
The Times	1.5
Morning Star	0.1
Other Scottish/Welsh/regional or local <u>daily</u> morning paper (SPECIFY) _____	4.3
Other (SPECIFY) _____	0.3
Two or more with equal frequency	3.3

2.a)

ASK ALL
Generally speaking, do you think of yourself as a supporter of any one political party?

None

27

Yes
No

46.6
53.1

b)
c)

IF YES, ASK b). IF NO ASK c)

b) Which one? RECORD ANSWER BELOW AND GO TO Q.3

IF NO AT a)

c) Do you think of yourself as a little closer to one political party than to the others?

Yes
No

24.2
28.0

d)
e)

IF YES, ASK d). IF NO, ASK e)

d) Which one? RECORD ANSWER AND GO TO Q.3

IF NO AT a) AND c)

e) If there were a general election tomorrow which political party do you think you would be most likely to support?

ONE CODE ONLY

Conservative	19.2	7.7	3.8
Labour	20.1	10.6	5.8
Liberal	6.5	5.3	5.8
SDP/Social Democrat			
(Alliance)			
Scottish Nationalist	1.2		
Plaid Cymru			
Other party (SPECIFY) _____			
Other answer (SPECIFY) _____			
None			8.7
Don't know			2.9

			%	Skip to
<u>ASK ALL</u>				
3.a)	Do you think that <u>local councils</u> ought to be controlled by <u>central government</u> more, less or about the same amount as now?	More	14.30	
		Less	34.3	
		About the same	39.0	
		Don't know	12.3	
b)	And do you think the <u>level of rates</u> should be up to the local council to decide, or should central government have the final say? <u>RECORD IN COL b)</u>	(b) Rates	(c) Rents	
		%	%	
c)	How about the level of <u>council rents</u> ? Should that be up to the local council to decide or should central government have the final say? <u>RECORD IN COL c)</u>	Local council	71.7	75.7
		Central government	19.5	15.6
		Don't know	8.1	8.3
Now a few questions about Britain's relationships with other countries.				
4.a)	Do you think Britain should continue to be a member of the EEC - the Common Market - or should it withdraw?	(a) EEC	(b) NATO	
		%	%	
b)	And do you think Britain should continue to be a member of NATO - the North Atlantic Treaty Organisation - or should it withdraw?	Continue	55.6	73.5
		Withdraw	38.3	15.0
		Don't know	5.8	10.7
5.	On the whole, do you think that Britain's interests are better served by ... <u>READ OUT</u> ...			
	... closer links with Western Europe,		47.6	
	or - closer links with America?		18.1	
	(Both equally)		20.1	
	(Neither)		3.5	
	(Don't know)		10.6	
6.a)	Do you think that the siting of <u>American</u> nuclear missiles in Britain makes Britain a safer or a less safe place to live? <u>RECORD IN COL a)</u>	(a) American nuclear missiles	(b) Own nuclear missiles	
		%	%	
b)	And do you think that having our <u>own</u> independent nuclear missiles makes Britain a safer or a less safe place to live? <u>RECORD IN COL b)</u>	Safer	35.8	53.5
		Less safe	52.8	34.3
		Don't know	9.7	10.2
		No difference	1.6	1.6

	8	Skip to
<p>7. <u>CARD A</u></p> <p>Which, if either, of these two statements comes closest to your own opinion on British nuclear policy?</p> <p style="padding-left: 40px;">Britain should rid itself of nuclear weapons while persuading others to do the same</p> <p style="padding-left: 80px;">Britain should keep its nuclear weapons until we persuade others to reduce theirs</p> <p style="padding-left: 120px;">Neither of these</p> <p style="padding-left: 160px;">Don't know</p>	<p>27.2</p> <p>67.8</p> <p>4.1</p> <p>0.8</p>	
<p>8. Which political party's views on defence would you say comes <u>closest</u> to your own views?</p> <p style="text-align: right; padding-right: 40px;">Conservative</p> <p style="text-align: right; padding-right: 40px;">Labour</p> <p style="text-align: right; padding-right: 40px;">Liberal</p> <p style="text-align: right; padding-right: 40px;">SDP/Social Democrat</p> <p style="text-align: right; padding-right: 40px;">(Alliance)</p> <p>Other (SPECIFY) _____</p> <p style="text-align: right; padding-right: 40px;">Don't know</p> <p style="text-align: right; padding-right: 40px;">None</p>	<p>32.6</p> <p>23.7</p> <p>4.7</p> <p>4.4</p> <p>1.9</p> <p>1.1</p> <p>27.2</p> <p>3.9</p>	
<p>9. <u>CARD B</u></p> <p>Which of the phrases on this card is closest to your opinion about threats to world peace?</p> <p style="padding-left: 40px;">America is a greater threat to world peace than Russia</p> <p style="padding-left: 40px;">Russia is a greater threat to world peace than America</p> <p style="padding-left: 40px;">Russia and America are equally great threats to world peace</p> <p style="padding-left: 80px;">Neither is a threat to world peace</p> <p style="padding-left: 120px;">(Don't know)</p>	<p>12.8</p> <p>23.5</p> <p>54.8</p> <p>5.9</p> <p>2.8</p>	

SECTION TWO

%

Now I would like to ask you about two of Britain's economic problems - inflation and unemployment.

10. First, inflation: In a year from now, do you expect prices generally to have gone up, to have stayed the same, or to have gone down?

<u>IF GONE UP OR GONE DOWN</u>	To have gone up by a lot	40.0
By a lot or a little?	To have gone up by a little	47.9
	To have stayed the same	8.2
	To have gone down by a little	2.3
	To have gone down by a lot	0.5
	(Don't know)	0.9

11. Second, unemployment: In a year from now, do you expect unemployment to have gone up, to have stayed the same, or to have gone down?

<u>IF GONE UP OR GONE DOWN</u>	To have gone up by a lot	33.3
By a lot or a little?	To have gone up by a little	33.7
	To have stayed the same	22.6
	To have gone down by a little	7.8
	To have gone down by a lot	1.2
	(Don't know)	1.5

12.a) If the government had to choose between keeping down inflation or keeping down unemployment, to which do you think it should give highest priority?

	Keeping down inflation	21.5
	Keeping down unemployment	72.9
	Both equally	3.0
Other answer (SPECIFY) _____		0.3
	Don't know	1.5

b) Which do you think is of most concern to you and your family ... READ OUT ...

	... inflation,	50.5
	or - unemployment?	44.2
	Both equally	3.1
Other (SPECIFY) _____		0.1
	Neither	0.4
	(Don't know)	1.3

13. Looking ahead over the next year, do you think Britain's general industrial performance will improve, stay much the same, or decline?

<u>IF IMPROVE OR DECLINE</u>	Improve a lot	3.4
By a lot or a little?	Improve a little	24.5
	Stay much the same	44.3
	Decline a little	15.3
	Decline a lot	5.9
	(Don't know)	6.5

			%	Skip to
14.	Here are a number of policies which might help Britain's economic problems. As I read them out will you tell me whether you would support such a policy or oppose it? <u>READ OUT ITEMS 1)-1X) AND CODE IN GRID</u>			
		<u>Support</u>	<u>Oppose</u>	<u>Don't know</u>
i)	Control of <u>wages</u> by legislation	38.6	55.7	5.4
ii)	Control of <u>prices</u> by legislation	63.8	31.9	4.0
iii)	Reducing the level of Government spending on health and education	9.7	88.8	1.2
iv)	Introducing import controls	67.2	25.0	7.5
v)	Increasing Government subsidies for private industry	61.3	31.3	7.0
vi)	Devaluation of the pound	10.9	74.1	14.3
vii)	Reducing Government spending on defence	53.8	41.9	3.9
viii)	Government incentives to encourage job sharing or splitting	60.4	34.1	5.2
ix)	Government to set up construction projects to create more jobs	90.4	7.2	2.1
15.	On the whole, would you like to see more or less state ownership of industry, or about the same amount as now?		More Less About the same amount Don't know	12.7 30.7 51.4 5.2
16.	Thinking of income levels generally in Britain today, would you say that the <u>gap</u> between those with high incomes and those with low incomes is ... <u>READ OUT</u> ...		... too large, about right, or - too small? Don't know	77.3 16.5 3.9 1.8
17.a)	Among which group would you place yourself .. <u>READ OUT</u> ..		... high income, middle income, or - low income? Don't know	2.0 49.2 48.3 0.1
	<u>CARD C</u>			
b)	Which of the phrases on this card would you say comes closest to your feelings about your household's income these days?		Living comfortably on present income Coping on present income Finding it difficult on present income Finding it very difficult on present income Other (SPECIFY) _____ Don't know	21.1 49.8 19.5 9.1 0.2 0.1

		%	Skip to
18.a)	Looking back over the <u>last year</u> or so, would you say your household's income has ... <u>READ OUT</u> ...	... fallen behind prices,	55.2
		kept up with prices,	36.6
		or - gone up by more than prices?	6.5
		(Don't know)	1.5
b)	And looking forward to the <u>year ahead</u> , do you expect your household's income will ... <u>READ OUT</u> ...	... fall behind prices,	48.8
		keep up with prices,	38.9
		or - go up by more than prices?	8.1
		(Don't know)	4.0

CARD D		COL II ECONOMIC POSITION	
19.	Which of these descriptions applies to what you were doing last week, that is, in the seven days ending last Sunday? <u>PROBE: Any others? CODE ALL THAT APPLY IN COLUMN I</u> <u>IF ONLY ONE CODE AT I, TRANSFER IT TO COLUMN II</u> <u>IF MORE THAN ONE AT I, TRANSFER HIGHEST ON LIST TO II</u>		
	In full-time education (not paid for by employer, including on vacation)	1.4	Q.51
	On government training/employment scheme (e.g. Community Programme, Youth Training Scheme, etc)	0.7	Q.49
	In paid work (or away temporarily) for at least 10 hours in the week	53.4	Q.20
	Waiting to take up paid work already accepted	0.5	Q.49
	Unemployed and registered at a benefit office	6.4	} Q.53
	Unemployed, <u>not</u> registered, but actively looking for a job	1.1	
	Unemployed, wanting a job (of at least 10 hrs per week), but not actively looking for a job	0.7	
	Permanently sick or disabled	2.2	Q.62
	Wholly retired from work	14.1	Q.58
	Looking after the home	19.3	Q.59
	Doing something else (SPECIFY) _____	0.2	Q.62
<u>FOLLOW SKIP INSTRUCTIONS TO GO TO APPROPRIATE QUESTIONS</u>			

				%	Skip to	
20.	N = 968	<u>IF IN PAID WORK OR AWAY TEMPORARILY (CODE O3 AT Q19)</u>				
	In your (main) job are you ... <u>READ OUT</u> ...	... an employee,		87.9	Q.21
		or self-employed?		12.1	Q.41	
21.	<u>ALL EMPLOYEES (CODE 1 AT Q.20): ASK Qs 21-40</u>					
	How many hours a week do you <u>normally</u> work in your (main) job?	N = 857	MEDIAN	39	Hours	
	(IF RESPONDENT CANNOT ANSWER, ASK ABOUT <u>LAST</u> WEEK)					
	<u>AND CODE:</u>	10-15 hours a week		5.5		
		16-23 hours a week		7.7		
		24-29 hours a week		3.1		
		30 or more hours a week		83.7		
22.a)	How would you describe the wages or salary you are paid for the job you do - on the low side, reasonable, or on the high side? <u>IF 'On the low side':</u> Very low or a bit low?					
		Very low		12.7		
		A bit low		26.9		
		Reasonable		56.2		
		On the high side		3.8		
	Other answer (SPECIFY) _____			0.4		
	<u>CARD E</u>					
b)	Thinking of the <u>highest</u> and the <u>lowest</u> paid people at your place of work, how would you describe the gap between their pay, as far as you know? Please choose a phrase from this card?	Much too big a gap		14.6		
		Too big		24.0		
		About right		48.2		
		Too small		3.4		
		Much too small a gap		0.4		
		(Don't know)		9.0		
23.a)	If you stay in this job would you expect your wages or salary over the coming year to ... <u>READ OUT</u> ...					
		... rise by <u>more</u> than the cost of living,		14.8		
		rise by the <u>same</u> as the cost of living,		44.2		
		rise by <u>less</u> than the cost of living,		29.7		
		or - <u>not</u> to rise at all?		7.5		
		(Will not stay in job)		1.2		
		(Don't know)		2.6		
b)	Over the coming year do you expect your workplace will be ... <u>READ OUT</u> ...					
		... increasing its number of employees,		21.7		
		reducing its number of employees,		23.9		
		or - will the number of employees stay about the same?		51.7		
	Other answer (SPECIFY) _____			1.0		
		(Don't know)		1.5		

24.a) Thinking now about your own job. How likely or unlikely is it that you will leave this employer over the next year for any reason? Is it ... READ OUT ...

... very likely, 11.4 }
 quite likely, 12.0 }
 not very likely, 30.8 }
 or - not at all likely? 45.7 }
 Don't know 0.1

IF VERY OR QUITE LIKELY AT a)

CARD F

b) Why do you think you will leave? Firm will close down 1.4
 Please choose a phrase from this card or tell me what other I will be declared redundant 4.2
 reason there is. I will reach normal retirement age 1.3
 My contract of employment will expire 1.4
 I will take early retirement 1.0
 I will decide to leave and work for another employer 11.3
 I will decide to leave and work for myself, as self-employed 1.2
 I will leave to look after home/children/relative 1.6

MORE THAN ONE
CODE MAY BE RINGED

Other answer (SPECIFY) _____

%	Skip to
11.4	b) Q.25
12.0	
30.8	
45.7	
0.1	
1.4	
4.2	
1.3	
1.4	
1.0	
11.3	
1.2	
1.6	
2.5	

ASK ALL EMPLOYEES

25.a) Suppose you lost your job for one reason or another, would you start looking for another job, would you wait for several months or longer before you started looking, or would you decide not to look for another job?

Start looking 88.1 }
 Wait several months or longer 3.5 }
 Decide not to look 7.6 }
 Don't know 0.4 }

IF START LOOKING

b) How long do you think it would take you to find an acceptable replacement job?

MONTHS YEARS
 MEDIAN OR

Don't know 20.1

IF 3 MONTHS OR MORE ASK c) AND d). OTHERS GO TO Q.26

c) How willing do you think you would be in these circumstances to retrain for a different job ... READ OUT ...

... very willing, 15.1
 quite willing, 9.1
 or - not very willing? 4.8
 (Don't know) 0.1

d) And how willing do you think you would be to move to a different area to find an acceptable job ... READ OUT ...

... very willing, 5.2
 quite willing, 5.5
 or - not very willing? 18.1
 (Don't know) 0.3

88.1	b) Q.26
3.5	
7.6	
0.4	
20.1	
15.1	
9.1	
4.8	
0.1	
5.2	
5.5	
18.1	
0.3	

			%	Skip to
26.	<p><u>ASK ALL EMPLOYEES</u></p> <p>If without having to work, you had what you would regard as a reasonable living income, do you think you would still prefer to have a paid job, or wouldn't you bother?</p> <p style="text-align: right;">Still prefer paid job Wouldn't bother</p> <p>Other answer (SPECIFY) _____</p> <p style="text-align: right;">Don't know</p>		71.9 26.5 1.3 0.2	
27.a)	<p>During the last <u>five years</u> (that is since March 1980) have you been unemployed and seeking work for any period?</p> <p style="text-align: right;">Yes No</p> <p><u>IF YES</u></p> <p>b) For how many months in total during the last five years?</p> <p style="text-align: center;">MEDIAN</p> <p style="text-align: center;">MONTHS YEARS</p> <p style="text-align: center;">0 6 OR <input type="text"/> <input type="text"/></p>		22.0 78.0	b) Q.28
28.a)	<p><u>ASK ALL EMPLOYEES</u></p> <p>Now for some more general questions about your work.</p> <p>For some people their job is simply something they do in order to earn a living. For others it means much more than that. On balance, is your present job . . . <u>READ OUT</u> . . .</p> <p style="text-align: right;">. . . just a means of earning a living,</p> <p style="text-align: center;">or - does it mean much more to you than that?</p> <p><u>IF 'MEANS OF EARNING A LIVING' (CODE 1 AT a)</u></p> <p>b) Is that because . . . <u>READ OUT</u> . . .</p> <p style="text-align: right;">. . . there are no better jobs around here, you don't have the right skills to get a better job, or - because you would feel the same about <u>any</u> job you had?</p>		29.9 70.1 9.5 6.7 12.1	b) Q.29
29.	<p><u>ASK ALL EMPLOYEES</u></p> <p><u>CARD G</u></p> <p>Which of the statements on this card <u>best</u> describes your feelings about your work?</p> <p><u>CODE ONE ONLY</u></p> <p style="text-align: center;">Work is only a business transaction. The more I get paid the more I do, the less I get paid the less I do</p> <p style="text-align: center;">I make a point of doing the best work I can, regardless of pay</p> <p style="text-align: center;">I want to work hard, but not so that it interferes with the rest of my life</p> <p style="text-align: right;">NONE OF THESE</p>		7.2 60.5 30.0 2.3	

CARD H

30.a) Suppose you were looking for another job - which of the things on this card would be most important to you in choosing a new job? Please read through the whole list before deciding.

ONE CODE ONLY IN Col.a)

b) And which would be next most important?

ONE CODE ONLY IN COL.b)

c) And which would be third most important?

ONE CODE ONLY IN COL.c)

%	Skip to

	(a) Most imp, in choosing job	(b) Next most imp.	(c) . Third most imp.
--	--	-----------------------------	--------------------------------

Convenient working hours	13.8	5.0	5.3
Possibility of promotion	6.3	7.9	9.7
Clean/pleasant working conditions	1.8	3.6	3.8
Strong trade union	0.3	0.7	1.4
Interesting work that makes use of your skills	30.4	14.3	8.8

Work that helps others	3.4	5.4	3.8
Opportunity to get on with your work in your own way	5.2	10.9	8.9
Job security	18.3	15.2	12.9
Outdoor work	1.8	2.1	1.2
Good pay	12.3	19.0	13.7

Friendliness of people you work with	5.0	9.2	17.1
Good fringe benefits (pension, sick pay)	0.6	5.0	8.4
Short working hours	0.7	1.2	4.3
NONE OF THESE	-	-	0.2
Don't know	0.2	0.3	0.4

..a) Apart from overtime are you paid ... READ OUT ...

PAYMENT FOR UNSOCIABLE HOURS COUNTS AS 'BY THE HOUR'

... the same amount per week or month, by the hour, so if your hours vary your pay varies,

or - does your pay include some sort of piecework, payment by performance or commission?

67.1
22.7
9.9

b) Do you regularly do paid overtime at work? - by regularly, I mean most weeks.

Yes

No

24.9
72.8

		#	Skip to
32.a)	Thinking about the number of hours you work each week including regular overtime, would you prefer a job where you worked ... <u>READ OUT</u> ...		
	... more hours per week,	4.3	b)
	fewer hours per week,	22.9	c) & d)
	or - are you happy with the number of hours you work at present?	72.5	Q.33
	Don't know	0.2	
	<u>IF WOULD PREFER MORE HOURS PER WEEK (CODE 1 AT a)</u>		
b)	Is the reason why you don't work more hours because ... <u>READ OUT</u> ...		
	... your employer can't offer you more hours,	3.4	Q.33
	or - your personal circumstances don't allow it?	0.9	
	(Both)	-	
	Other reason (SPECIFY) _____	-	
	<u>IF WOULD PREFER FEWER HOURS (CODE 2 AT a)</u>		
c)	In which of these ways would you like your working hours to be shortened ... <u>READ OUT</u> ...		
	... shorter hours each day,	9.1	
	or - fewer days each week?	13.0	
	Other (SPECIFY) _____	0.5	
d)	Would you still like to work fewer hours if it meant earning less money as a result?		
	Yes	5.6	
	No	16.0	
	It depends	1.2	
	Don't know	-	
	<u>ASK ALL EMPLOYEES</u>		
33.	From your experience, when it comes to getting a better job, do you think people like yourself are better off ... <u>READ OUT</u> ...		
	... staying with the same employer a long time,	62.2	
	or - moving around between employers?	28.2	
	(People like me can't get better jobs)	1.1	
	It depends/Don't know	8.4	
34.	Do you decide the <u>specific</u> tasks or jobs you carry out each day, or does someone else?		
	<u>IF BOTH RESPONDENT AND SOMEONE ELSE, ASK.</u>		
	Who <u>mainly</u> decides the <u>specific</u> tasks you do each day?		
	Respondent decides	50.4	
	Someone else	46.2	
	Can't choose/don't know	3.5	

35.a) Suppose there was going to be some decision made at your place of work that changed the way you do your job. Do you think that you personally would have any say in the decision about the change, or not?

Yes

61.9

b)

No

33.6

c)

It depends/don't know

4.5

IF YES AT a)

b) How much say or chance to influence the decision do you think you would have ... READ OUT ... a great deal, quite a lot, or - just a little?

12.4

24.9

22.5

It depends/don't know

2.1

ASK ALL EMPLOYEES

c) Do you think you should have more say in decisions affecting your work, or are you satisfied with the way things are?

Should have more say

36.2

Satisfied with way things are

62.9

Don't know

0.5

CARD J

6.a) Some organisations have schemes which link pay or employee benefits to the financial performance of the organisation. As far as you know, does your organisation have any of the schemes on this card? CODE ALL THAT APPLY IN COL.a). IF NONE/DON'T KNOW, GO TO Q.37

FOR EACH MENTIONED AT a), ASK b)

b) Have you received any payments or benefits under the ... (ITEM MENTIONED AT a) ... in the last twelve months?

RECORD YES OR NO FOR EACH MENTIONED AT a)

	(a) Organisation has	(b) Received	
		Yes	No

Productivity-linked bonus scheme	20.1	13.7	6.4
Annual bonus (at organisation's discretion)	15.5	11.1	4.4
Share ownership or share option scheme	10.5	4.0	6.5
Profit-sharing scheme	8.2	5.1	3.1
NONE OF THESE	54.4		
Don't know	1.7		

Q.37

Now I'd like to ask you about new technology at your workplace.

CARD K

37.a) Which, if any, of these kinds of new technology are installed at your place of work? It doesn't matter whether you work with them or not, just tell me all that you know of at your workplace.

CODE ALL MENTIONED IN COL.a). IF NONE/DON'T KNOW GO TO Q.39

FOR EACH MENTIONED AT a), ASK b)

b) Do you yourself use, or does your work involve the use of ...
(ITEM MENTIONED AT a)?

CODE YES OR NO FOR EACH MENTIONED AT a)

	(a) At work place	(b) Use/work with	
		YES	NO
Computer:	%	%	%
Main frame computer	32.4	11.0	20.3
Telephone link to computer at another place	24.3	7.9	15.1
Micro/mini computer	30.4	15.7	13.9
Type unknown	16.5	3.3	12.5
Word processor	33.2	8.1	23.3
Electronic memory typewriter	28.3	5.5	21.0
Computer controlled plant, machinery or equipment (including robots) used for design, assembly, handling	18.6	7.3	10.4
Other new technology (SPECIFY) _____	5.4	3.3	2.0
NONE OF THESE	26.4		
Don't know	5.2		

Q.39

IF ANY NEW TECHNOLOGY AT WORKPLACE (CODES 01-95 AT Q.37a)

38.a) Would you say that the use of new technology at your place of work has affected your own job .. READ OUT ..
 . . for the better, 30.5
 for the worse, 3.8
 or- has it made no difference? 33.0

b) Now thinking about all employees affected by new technology Has new technology at your workplace generally meant
READ OUT ITEMS 1-111 AND CODE IN GRID

	<u>More</u>		<u>Less</u>	No Differ- ence	Don't Know
	<u>More</u>	<u>Less</u>			
1)... that those affected by it have to work at a <u>more</u> or <u>less</u> skilled level, or has it made no difference?	%	%	%	%	%
	24.6	6.3	29.8	6.8	
11)... that those affected by it have <u>more</u> or <u>less</u> responsibility in their work, or has it made no difference?					
	21.5	4.8	32.9	8.2	
111)... that those affected by it are paid <u>more</u> or <u>less</u> , or has it made no difference?					
	8.6	1.1	45.9	12.2	

c) And has the use of new technology at your workplace meant that ...READ OUT..

... the organisation has increased the number of employees,	8.9
reduced the number of employees,	14.8
or- has it made no difference?	40.0
Don't know	4.2

			%	Skip to				
39.a)	<u>ASK ALL EMPLOYEES</u>							
	At your place of work are there unions, staff associations, or groups of unions recognised by the management for negotiating pay and conditions of employment?	Yes	62.5	b)				
		No	37.1	Q.40				
	<u>IF YES</u>	Yes	35.7					
	b) On the whole, do you think these unions or staff associations do their job well or not?	No	23.3					
		Don't know	3.1					
40.a)	<u>ASK ALL EMPLOYEES</u>							
	In general how would you describe relations between management and other employees at your workplace ... <u>READ OUT</u> very good,	37.9					
		quite good,	45.0					
		not very good,	12.2					
		or - not at all good?	4.3					
	And in general, would you say your workplace was ... <u>READ OUT</u> very well managed,	27.9	} Q.62				
	quite well managed,	53.3						
	or - not well managed?	18.4						
NOW GO TO SECTION 3 (p.22) - GREEN STRIPE								
41.a)	<u>ALL SELF-EMPLOYED (CODE 2 AT Q.20): ASK Qs 41-48</u>							
	How many hours a week do you normally work in your (main) job?	<u>N = 111</u>	ROUND TO NEAREST HOUR					
	(IF RESPONDENT CANNOT ANSWER, ASK ABOUT <u>LAST WEEK</u>)		MEDIAN <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>4</td><td>5</td></tr></table>	4	5			
	4	5						
		<u>AND CODE:</u> 10-15 hours a week	6.3					
		16-23 hours a week	7.1					
		24-29 hours a week	0.9					
		30 or more hours a week	83.1					
	b)	During the last 5 years (that is since March 1980) have you been unemployed and seeking work for any period?	Yes	12.3	c)			
			No	84.4	Q.42			
	<u>IF YES</u>							
c)	For how many months in total during the last 5 years?	MONTHS <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td><td>4</td></tr></table> OR YEARS <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr></table>	1	4				
	1	4						
42.	<u>ALL SELF-EMPLOYED</u>							
	If without having to work, you had what you would regard as a reasonable living income, do you think you would still prefer to do paid work, or wouldn't you bother?	Still prefer paid work	66.0					
		Wouldn't bother	28.3					
	Other answer (SPECIFY) _____		3.1					
		Don't know	-					

			%	Skip to
43.	Have you, for any period in the last five years, worked as an <u>employee</u> as your main job rather than as self-employed?	Yes No	29.8 68.5	b) c)
	IF YES, ASK b). IF NO, ASK c)			
	b) In total for how many months during the last five years have you been an employee?	MEDIAN MONTHS <input type="text"/> 7 OR YEARS <input type="text"/> <input type="text"/>		Q.44
		NOW SKIP TO Q.44		
	IF NO AT a)			
	c) How seriously in the last five years have you considered getting a job as an <u>employee</u> ... <u>READ OUT</u> ...	... very seriously, quite seriously, not very seriously, or - not at all seriously?	4.9 9.4 6.5 47.6	
44.a)	ASK ALL SELF-EMPLOYED Compared with <u>a year ago</u> , would you say your business is doing ... <u>READ OUT</u> ...	... very well, quite well, about the same, not very well, or - not at all well? (Business not in existence then)	11.6 24.0 40.0 5.6 11.3 5.8	
b)	And over <u>the coming year</u> , do you think your business will do ... <u>READ OUT</u> ...	... better, about the same, or - worse than this year?	33.2 47.5 14.4	
	Other (SPECIFY) _____	(Don't know)	0.9 1.7	
15.a)	Now for some more general questions about your work. For some people their job is simply something they do in order to earn a living. For others it means much more than that. On balance, is your present job ... <u>READ OUT</u> .	... just a means of earning a living, or - does it mean much more to you than that?	34.4 63.8	b) Q.46
	IF 'MEANS OF EARNING A LIVING' (CODE 1 AT a)			
	b) Is that because ... <u>READ OUT</u> ...	... there are no better jobs around here, you don't have the right skills to get a better job, or - because you would feel the same about <u>any</u> job you had?	12.7 5.4 12.0	

ALL SELF-EMPLOYED

CARD G

46. Which of the statements on this card best describes your feelings about your work?

CODE ONE ONLY

Work is only a business transaction. The more I get paid the more I do; the less I get paid the less I do
 I make a point of doing the best work I can, regardless of pay
 I want to work hard, but not so that it interferes with the rest of my life
 NONE OF THESE

%	Skip to
8.0	
68.7	
19.8	
1.7	

47. What are the advantages for you of being self-employed rather than an employee? Any other advantages?

PROBE FULLY. RECORD VERBATIM.

	%		%
Freedom	17.4	Profitable	29.6
Flexible hours	43.5	Work for self	7.8
No supervision	40.9	Security	3.5
Domestic responsibilities	7.0	No advantages	11.3
Customer/client relations	5.2	Other answers	8.7
		Don't know	0.9

CARD K

8.a) Which, if any, of these kinds of new technology do you have or use in your work?

CODE ALL THAT APPLY

Computer: Main frame computer
 Telephone link to computer at another place
 Micro/mini computer
Computer: Type unknown
 Word processor
 Electronic memory typewriter
 Computer-controlled plant, machinery, or equipment (including robots)

Other new technology (SPECIFY) _____

NONE OF THESE

3.5	b) Q.62
5.2	
11.9	
0.9	
7.9	
7.0	
3.5	
4.4	
80.2	Q.62

IF ANY NEW TECHNOLOGY (CODES 01-95) AT a)

b) Would you say the use of new technology has affected your work ... READ OUT ...

... for the better,
 for the worse,
 or - has it made no difference?

12.8	} Q.62
-	
4.4	

NOW GO TO SECTION 3 (p.22) - GREEN STRIPE

	Skip to
<p>ALL ON GOVERNMENT SCHEMES OR WAITING TO TAKE UP PAID WORK (CODES O2 OR O4 AT Q.19): ASK Qs 49-50</p> <p>49.a) During the last five years (that is since March 1980) have you been unemployed and seeking work for any period? Yes No N = 16</p> <p><u>IF YES ASK b).</u></p> <p>b) For how many months in total during the last five years? MONTHS YEARS MEDIAN <input type="text"/> <input type="text"/> OR <input type="text"/> <input type="text"/></p>	<p>b) Q.50</p>
<p>50. If without having to work, you had what you would regard as a reasonable living income, do you think you would still prefer to have a paid job or wouldn't you bother? Still prefer paid job Wouldn't bother Don't know</p> <p>Other answer (SPECIFY) _____</p> <p>NOW GO TO SECTION 3 (p.22) - GREEN STRIPE</p>	<p>Q.62</p>
<p>ALL IN FULL TIME EDUCATION (CODE O1 AT Q.19): ASK Qs 51-52</p> <p>51.a) When you leave full-time education, do you think you will start looking for a job, will you wait several months or longer before you start looking, or will you decide not to look for a job? Start looking Wait several months or longer Decide not to look Don't know N = 27</p> <p>Other answer (SPECIFY) _____</p> <p><u>IF START LOOKING ASK b): OTHERS GO TO Q.52</u></p> <p>b) How long do you think it will take you to find an acceptable job? MONTHS YEARS MEDIAN <input type="text"/> <input type="text"/> OR <input type="text"/> <input type="text"/></p> <p><u>IF 3 MONTHS OR MORE AT b) ASK c): OTHERS GO TO Q.52</u></p> <p>c) How willing do you think you would be in these circumstances to take what you now consider to be an <u>unacceptable</u> job? ... <u>READ OUT</u> very willing, quite willing, or - not very willing? (Don't know)</p>	<p>b) Q.52</p>
<p>2. If without having to work, you had what you would regard as a reasonable living income, do you think you would prefer to have a paid job, or wouldn't you bother? Prefer paid job Wouldn't bother Don't know</p> <p>Other answer (SPECIFY) _____</p> <p>NOW GO TO SECTION 3 (p.22) - GREEN STRIPE</p>	<p>Q.62</p>

ALL UNEMPLOYED (CODES 05, 06, 07. AT Q.19): ASK Qs53-57		%	Skip to
53.a)	In total how many months in the last <u>five years</u> (that is, since March 1980) have you been unemployed and seeking work? <div style="text-align: right;"> N = 147 MONTHS YEARS MEDIAN <input type="text" value="2"/> <input type="text" value="4"/> OR <input type="text"/> <input type="text"/> </div>		
b)	How long has this <u>present</u> period of unemployment and seeking work lasted so far? <div style="text-align: right;"> MONTHS YEARS MEDIAN <input type="text" value="1"/> <input type="text" value="2"/> OR <input type="text"/> <input type="text"/> </div>		
c)	How confident are you that you will find a job to match your qualifications ... <u>READ OUT</u> ... <div style="text-align: right;"> ... very confident, quite confident, not very confident, or - not at all confident? </div>	7.4 19.6 41.7 29.5	
d)	Although it may be difficult to judge, how long <u>from now</u> do you think it will be before you find an acceptable job? <div style="text-align: right;"> MONTHS YEARS MEDIAN <input type="text"/> <input type="text" value="6"/> OR <input type="text"/> <input type="text"/> </div> Don't know		
IF 3 MONTHS OR MORE, OR DON'T KNOW, ASK e)-g). OTHERS GO TO Q.54			
e)	How willing do you think you would be in these circumstances to retrain for a different job ... <u>READ OUT</u> ... <div style="text-align: right;"> ... very willing, quite willing, or - not very willing? (Don't know) </div>	38.2 22.9 22.2 5.2	
f)	How willing would you be to move to a different area to find an acceptable job ... <u>READ OUT</u> ... <div style="text-align: right;"> ... very willing, quite willing, or - not very willing? (Don't know) </div>	19.0 10.3 55.7 4.1	
g)	And how willing do you think you would be in these circumstances to take what you now consider to be an <u>unacceptable</u> job ... <u>READ OUT</u> ... <div style="text-align: right;"> ... very willing, quite willing, or - not very willing? (Don't know) </div>	11.7 23.9 48.1 5.5	
ALL UNEMPLOYED			
If without having to work, you had what you would regard as a reasonable living income, do you think you would still prefer to have a paid job or wouldn't you bother?			
Still prefer paid job		68.1	
Wouldn't bother		28.8	
Other answer (SPECIFY) _____		2.3	
Don't know		-	

		%	Skip to
55.a)	Have you ever <u>actually</u> considered moving to a different area - an area other than the one you live in now - to try to find work?		
	Yes	33.9	b)
	No	65.4	Q.56
	<u>IF YES AT a)</u>		
	b) Why did you not move to a different area? Any other reasons? <u>PROBE FULLY RECORD VERBATIM</u>		
		%	%
	No jobs anywhere	4.1	Moved in past 6.2
	Benefit stopped	2.1	Too much upheaval 9.6
	Waiting to move	4.8	Other answers 8.9
	No housing	6.8	
56.a)	Would you prefer full or part-time work, if you had the choice?		
	Full-time	64.1	Q.57
	Part-time	31.6	b)
	Not looking for work	3.2	} Q.57
	Don't know/Can't say	-	
	<u>IF PART-TIME (CODE 2 AT a)</u>		
	b) How many hours per week would you like to work?		
	MEDIAN	2 0	Hours
		Don't know	
	57.a)	<u>ALL UNEMPLOYED</u>	
For some people work is simply something they do in order to earn a living. For others it means much more than that. In general, do you think of work as ... <u>READ OUT</u> ...			
... just a means of earning a living		35.6	b)
or - does it mean much more to you than that?		63.7	Q.62
<u>IF MEANS OF EARNING A LIVING (CODE 1 AT a)</u>			
b) Is that because ... <u>READ OUT</u> ...			
... there are no good jobs around here,		8.7	} Q.62
you don't have the right skills to get a good job,		9.3	
or - because you would feel the same about <u>any</u> job you had?		16.9	
NOW GO TO SECTION 3 (p.22) - GREEN STRIPE			

			%	Skip to				
ALL WHOLLY RETIRED FROM WORK (CODE O9 AT Q.19): ASK Q.58								
58.a)	Do you (or does your husband/wife) receive a pension from any past employer?	Yes	52.6					
		No	45.0					
b)	(Can I just check) are you over 65 (men)/ 60 (women)?	Yes	86.2	c)				
		No	12.6	e)				
<u>IF YES ASK c) AND d). IF NO GO TO e)</u>								
c)	On the whole would you say the present state pension is on the low side, reasonable, or on the high side? IF 'On the low side': Very low or a bit low?	Very low	37.8					
		A bit low	39.2					
		Reasonable	19.8					
		On the high side	0.5					
		Don't know	0.5					
d)	Do you expect your state pension in a year's time to purchase more than it does now, less, or about the same?	More	4.1	Q.62				
		Less	62.1					
		About the same	30.5					
		Don't know	0.9					
<u>IF NO AT b)</u>								
e)	At what age did you retire from work?	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>5</td><td>9</td></tr></table> YEARS	5	9		Q.62		
5	9							
		Never worked						
NOW GO TO SECTION 3 (p.22) - GREEN STRIPE								
ALL LOOKING AFTER HOME (CODE IO AT Q.19): ASK Qs 59-61								
59.	Do you currently have a paid job of less than 10 hours a week? <u>INCLUDE THOSE TEMPORARILY AWAY FROM A PAID JOB OF LESS THAN 10 HOURS A WEEK</u>	Yes	9.6					
		No	90.0					
N = 347								
60.a)	Have you, during the last five years, ever had a full or part-time job of 10 hours per week or more?	Yes	25.8	b)				
		No	72.9	Q.61				
<u>IF YES</u>								
b)	How long ago was it that you left that job?	NO. OF MONTHS AGO						
		MEDIAN <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>2</td><td>4</td></tr></table> OR <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr></table>	2	4				
2	4							
<u>NO. OF YEARS AGO</u>								
<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr></table>								
Do you think you are likely to look for a paid job in the next 5 years?								
<u>IF YES: Full-time or part-time?</u>								
		Yes - full-time	7.9	Q.62				
		Yes - part-time	25.9					
		No	59.7					
	Other (SPECIFY) _____		1.1					
		Don't know	3.8					
NOW GO TO SECTION 3 (p.22) - GREEN STRIPE								

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Col./ Code	Skip to

SECTION THREE

ASK ALL

Now I'd like to ask you a few questions about the countryside.

INTERVIEWER: CODE FROM OBSERVATION AND CHECK WITH RESPONDENT

52.a)

Can I just check, would you describe the place where you live as being —

- in a big city
- in the suburbs or outskirts of a city
- in a small city or town
- in a country village or town
- in the countryside

8.3
29.8
36.9
21.2
3.7

Skip to
b)
Q.63
Q.64

IF RESPONDENT LIVES IN CITY, SUBURBS, OR SMALL CITY/TOWN (CODES 1-3 AT a)

b) Have you ever lived in the countryside, or in a country village or town - for instance, when you were a child or at some time before now?

Yes 28.1
No 45.4

IF RESPONDENT LIVES IN CITY, SUBURBS, OR ANY VILLAGE/TOWN (CODES 1-4 AT Q.62a) ASK Q.63

THOSE LIVING IN COUNTRYSIDE, GO TO Q.64

53.

About how far do you live from the nearest open countryside that you can visit or walk in? Please do not include city parks.

IF NOT SURE, PROBE FOR ESTIMATE.

- Less than 1/2 mile (15 mins. walk) 32.8
- 1/2, up to 1 mile (15-30 mins. walk) 14.2
- over 1 mile, up to 3 miles 20.7
- over 3 miles, up to 10 miles 21.2
- over 10 miles 6.7
- Don't know 3.1

ASK ALL

		%	Skip to
4.a)	I'm going to mention a number of activities people do in their leisure time. Could you tell me whether or not you have taken part in any of these activities in the <u>last four weeks</u> ?		
<u>READ OUT EACH ACTIVITY AND CODE YES OR NO</u>		<u>Yes</u>	<u>No</u>
In the last four weeks have you ...		%	%
)	... been for a drive, outing or picnic <u>in the countryside</u> ?	44	56
i)	... been for a long walk, ramble or hike (of more than 2 miles) <u>in the countryside</u> ?	28.5	71.5
ii)	... visited any historic or stately homes, gardens, zoos or wildlife parks <u>in the countryside</u> ?	15.4	84.5
v)	... gone fishing, horse riding, shooting or hunting <u>in the countryside</u> ?	4.5	95.4
v)	... visited seacoast or cliffs?	25.2	74.5
<u>IF NO ACTIVITIES IN COUNTRYSIDE IN LAST FOUR WEEKS (ONLY CODE 2's CODED AT a) ASK b . OTHERS GO TO Q.65</u>			
b)	Can you remember when you last did any of these activities in the countryside?	Within past month	0.2
	<u>IF YES:</u> How long ago was that?	1-3 months ago	3.8
		4-6 months ago	3.3
	INTERVIEWER: IF NECESSARY REMIND RESPONDENT OF ACTIVITIES.	7-12 months ago	16.5
		More than one year ago	11.4
		No, can't remember	2.7
<u>ASK ALL</u>			
5.a)	Do you think the countryside <u>generally</u> is much the same as it was twenty years ago, or do you think it has changed?	Much the same	20.4
		Changed a bit	23.3
		Changed a lot	49.3
	<u>IF CHANGED</u> Has it changed a bit or a lot?	Don't know	7.1
<u>IF CHANGED A BIT OR A LOT (CODES 2 OR 3 AT a) ASK b) & c)</u>			
b)	In what ways do you think the countryside is different now? Any other ways? <u>PROBE FULLY. RECORD VERBATIM.</u>		
	Fewer trees 24.3	Factory farming 1.0	Better facilities 0.5
	Less wildlife 8.3	Commercialisation 3.0	Better amenities 3.4
	No old barns etc 1.3	Overcrowded 4.5	Preservation 1.1
	Fencing in etc 6.7	Less quiet 1.6	Mechanised farms 2.1
	Built-up areas 39.6	Changed life 1.9	Nice but different (better) 0.2
	Roads 20.0	Nostalgia 1.7	Other changes 0.6
	Less countryside 3.3	Other changes (worse) 1.4	Other answers 0.7
	Litter, vandalism 13.3	Less safe 1.2	Don't know 0.5
	Industrial waste 4.1	Less litter 2.2	
	Farm etc pollution 4.8	Less pollution 0.5	
	Reclamation of land 6.3	More accessible 2.3	
c)	Do you think the <u>countryside generally</u> has changed for the better or worse?	Better	11.1
		Worse	49.4
	(Better in some ways/worse in others)		11.0
		Hasn't changed	27.4

		%	Skip to	
66.	<u>ASK ALL</u>			
	Are you personally concerned about things that may happen to the countryside, or does it not concern you particularly?			
	<u>IF CONCERNED:</u> Are you very concerned, or just a bit concerned?	Very concerned A bit concerned	30.9 36.7	
		Does not concern me particularly	32.2	
67.a)	<u>CARD L</u>			
	Here are some ways people have said the countryside generally has changed over the last twenty years. Which of them do <u>you</u> think has changed: if you think none of them has changed, please say so.			
	<u>CODE ALL THAT APPLY UNDER a) IF NONE, CODE NONE</u>			
	<u>FOR EACH ITEM MENTIONED AS CHANGED AT (a), ASK b IF NONE OR DON'T KNOW , GO TO Q.68</u>			
	b) You said that the countryside has changed in the ... (ITEM MENTIONED AT a). Do you think this is a change for the better or worse? <u>REPEAT b) FOR EACH ITEM CODED AT a)</u>			
		(a) <u>Changed</u>	(b) <u>Better</u> <u>Worse</u>	<u>Depends</u> <u>/DK</u>
	Provision of roads and motorways	64.8	31.3 23.8	13.1
	Access via footpaths	30.6	11.3 17.7	5.0
	Number of hedgerows	41.5	2.0 38.5	4.5
	Number of picnic areas and camping sites	43.9	31.8 9.5	8.7
Number of people visiting and tourists	41.8	21.6 13.2	10.2	
Amount of cultivated farmland	34.2	8.0 21.8	7.8	
Level of pollution	57.3	4.2 52.4	4.2	
Amount of wildlife	47.5	2.6 43.6	4.8	
NONE OF THESE	4.0			
Don't know	3.5		Q.68	

ASK ALL

CARD M

58.a) Which, if any, of the things on this card do you think is the greatest threat to the countryside: if you think none of them is a threat, please say so.
RECORD ONE ONLY IN COL a) BELOW

b) And which do you think is the next greatest threat?
RECORD ONE ONLY IN COL. b)

	(a) Greatest threat	(b) Next greatest
	%	%
Motorways and road building	11.6	9.4
Industrial pollution	29.5	17.5
Removal by farmers of traditional landscape, such as hedgerows, woodlands	12.0	12.6
Tourism and visitors	1.3	1.8
Litter	11.3	14.4
Urban growth and housing development	12.3	12.8
Use of chemicals and pesticides in farming	17.4	25.3
NONE OF THESE	1.6	2.3
Don't know	2.9	2.9

NOW GO TO Q.69, SECTION FOUR - YELLOW STRIPE

SECTION FOUR

ASK ALL

CARD N

69. Here are some items of government spending. Which of them, if any, would be your highest priority for extra spending? And which next? Please read through the whole list before deciding.

ONE CODE ONLY IN EACH COL.

	1st Priority	2nd Priority
	%	%
Education	23.4	27.4
Defence	1.9	2.8
Health	46.6	26.7
Housing	8.1	14.7
Public transport	0.7	2.0
Roads	1.5	2.6
Police and prisons	1.9	3.1
Social security benefits	4.8	7.3
Help for industry	9.2	11.0
Overseas aid	1.1	1.0
NONE OF THESE	0.3	0.3
Don't know	0.5	0.9

CARD O

70. Thinking now only of the government's spending on social benefits like those on the card. Which, if any, of these would be your highest priority for extra spending? And which next?

ONE CODE ONLY IN EACH COL.

	1st Priority	2nd Priority
	%	%
Retirement pensions	41.2	22.3
Child benefits	9.7	13.1
Benefits for the unemployed	15.7	15.7
Benefits for disabled people	25.7	32.7
Benefits for single parents	5.7	12.0
NONE OF THESE	1.1	2.0
Don't know	0.7	1.7

71. I will read two statements. For each one please say whether you agree or disagree? Strongly or slightly?

a) Large numbers of people these days falsely claim benefits.

b) Large numbers of people who are eligible for benefits these days fail to claim them.

	(a) Falsely claim	(b) Fail to claim
	%	%
Agree strongly	42.5	50.2
Agree slightly	24.3	33.6
Disagree slightly	11.6	6.3
Disagree strongly	10.0	2.3
Don't know	11.4	7.6

		%	Skip to
72.	<p>Opinions differ about the level of benefits for the unemployed. Which of these two statements comes <u>closest</u> to your own ... <u>READ OUT</u> ...</p> <p>... benefits for the unemployed are <u>too low</u> and cause hardship, or - benefits for the unemployed are <u>too high</u> and discourage people from finding jobs? (Neither)</p> <p>both - some hardship but because wages are low no incentive Both - some people benefit, some suffer About right/in between two</p> <p>Other (SPECIFY) _____ (Don't know)</p>	<p>44.4</p> <p>34.0</p> <p>6.9</p> <p>1.0</p> <p>5.2</p> <p>1.4</p> <p>1.5</p> <p>5.7</p>	
73.	<p><u>CARD P</u></p> <p>Suppose the government had to choose between the three options on this card. Which do you think it should choose?</p> <p>Reduce taxes and spend <u>less</u> on health, education and social benefits</p> <p>Keep taxes and spending on these services at the <u>same</u> level as now</p> <p>Increase taxes and spend <u>more</u> on health, education and social benefits</p> <p>None</p> <p>Don't know</p>	<p>5.6</p> <p>43.0</p> <p>45.3</p> <p>3.3</p> <p>2.7</p>	
74.	<p><u>CARD Q</u></p> <p>Now, a few questions on housing. First, in general how satisfied or dissatisfied are you with your own house/flat? Choose a phrase from the card.</p> <p>Very satisfied</p> <p>Quite satisfied</p> <p>Neither satisfied nor dissatisfied</p> <p>Quite dissatisfied</p> <p>Very dissatisfied</p>	<p>40.4</p> <p>42.6</p> <p>8.1</p> <p>4.5</p> <p>4.4</p>	
75.	<p>Does your household own or rent this accommodation? <u>PROBE AS NECESSARY TO CLASSIFY</u></p> <p><u>ONE CODE ONLY</u></p> <p><u>OWN:</u> Own leasehold or freehold outright</p> <p>Buying leasehold or freehold on mortgage</p> <p><u>RENTED FROM:</u> Local authority (Inc. GLC)</p> <p>New Town Development Corporation</p> <p>Housing Association</p> <p>Property company</p> <p>Employer</p> <p>Other organisation</p> <p>Relative</p> <p>Other individual</p>	<p>23.8</p> <p>37.4</p> <p>29.3</p> <p>0.5</p> <p>2.0</p> <p>0.8</p> <p>1.2</p> <p>0.7</p> <p>0.3</p> <p>4.1</p>	<p>Q.78</p> <p>Q.77</p> <p>Q.76</p> <p>Q.78</p>

<u>IF LOCAL AUTHORITY OR NEW TOWN DEVELOPMENT CORPORATION TENANT</u> <u>(CODES 03 OR 04 AT Q.75)</u>		%	Skip to
76.a)	Is it likely or unlikely that you - or the person responsible for paying the rent - will buy this accommodation at some time in the future?	Very likely	1.6
	<u>IF LIKELY OR UNLIKELY: Very or quite?</u>	Quite likely	2.1
		Quite unlikely	2.0
		Very unlikely	22.6
		Not allowed to buy	1.0
		Don't know	0.4
	b)	How would you describe the <u>rent</u> - not including rates - for this accommodation? Would you say .. on the high side, it was ... <u>READ OUT</u> ...	reasonable,	14.5
or - on the low side?			13.7
			0.6
Don't know			0.8
<u>IF BUYING ON MORTGAGE (CODE 02 AT Q.75)</u>			
Did you or the person responsible for the mortgage buy your present home from the local authority as a 'LOCAL AUTHORITY' INCLUDES GLC AND NEW DEVELOPMENT CORPORATIONS		Yes	4.8
		No	32.5
<u>CODE FROM OBSERVATION AND CHECK WITH RESPONDENT</u>			
78.a)	Would I be right in describing this accommodation as a -		
	Detached house or bungalow		20.0
	Semi-detached house or bungalow		33.0
	Terraced house		28.3
	Self-contained, purpose-built flat/maisonette (inc. in tenement block)		12.5
	Self-contained converted flat/maisonette		4.2
	Room(s) - not self-contained		1.4
Other (SPECIFY) _____		0.4	
b)	And how long have you lived in your present home?		
	Less than 1 year		8.2
	1 year, less than 2 years		9.2
	2 years, less than 5 years		19.8
	5 years, less than 10 years		19.9
	10 years, less than 20 years		22.2
		20 years or more	19.9

Q.78

			%	Skip to
79.a)	If you had a free <u>choice</u> , would you choose to stay in your present home, or would you choose to move out?	Would choose to stay Would choose to move out Don't know	56 42.2 1.8	Q.80 b) Q.80
	<u>IF MOVE OUT (CODE 2 AT a)</u>			
	b) How keen are you to move out? Are you ... <u>READ OUT</u> ...	very keen, fairly keen, or - not that keen?	15.5 15.5 10.3	
80.a)	<u>ASK ALL</u> And apart from what you would <u>like</u> , where do you <u>expect</u> to be living in two years time - do you expect to.. <u>READ OUT</u>...	...stay in this house/flat, or- move elsewhere? Don't know	72.6 23.1 7.2	Q.81 b) Q.81
	<u>IF ELSEWHERE (CODE 2 AT a)</u>			
	b) Which do you think is most likely - that you will <u>buy</u> or <u>rent</u> your next home?	Buy	13.7	
	<u>IF RENT:</u> PROBE FOR COUNCIL/ OTHER	<u>Rent:</u> from local authority/council Rent from other landlord Don't know	5.3 2.5 1.0	
81.a)	<u>INTERVIEWER CHECK-</u> RESPONDENT WOULD <u>CHOOSE</u> TO MOVE BUT DOES NOT EXPECT TO MOVE (CODE 2 AT Q.79a <u>AND</u> CODE 1 AT Q.80a) <u>N = 400</u> ALL OTHER RESPONDENTS		22.1 77.9	b) Q.82
	<u>IF CODE 1 AT a)</u>			
	b) You said that you would <u>like</u> to move, but that you don't <u>expect</u> to in the next two years. Why do you think you will not move? <u>PROBE FULLY. RECORD VERBATIM.</u>			
	Can't afford mortgage 23.3	Accommodation tied to job 2.6		
	Transaction cost 6.1	Disagree about moving 4.9		
	Shortage of money 28.1	Family obligations 1.9		
	Shortage of council accommodation 11.5	Too old to move 6.9		
	Prefer council home 1.0	Prefer present home 16.1		
	Restrictions 3.1	Other answers 3.3		
	General housing shortage 2.6			
	Can't afford area 1.5			
	Employment in area 2.6			
82.	<u>IF CURRENTLY RENTING FROM ANY LANDLORD (CODES 03-10 AT Q.75): ASK Q.82</u> <u>OTHERS GO TO Q.84</u>			
a)	If you had a free <u>choice</u> would you choose to rent accommodation, or would you choose to buy?	Would choose to rent Would choose to buy Don't know	12.3 24.3 1.3	
b)	And apart from what you would <u>like</u> , do you <u>expect</u> to buy a house or a flat in the next <u>two</u> years, or not? <u>INCLUDES BUYING PRESENT FLAT</u>	Yes-expect to buy No - do not expect to buy Don't know	4.6 32.0 1.2	

		%	Skip to
3.a)	<u>INTERVIEWER CHECK:</u>		
	RESPONDENT WOULD CHOOSE TO BUY BUT DOES NOT EXPECT TO, (CODE 2 AT Q.82a AND CODE 2 AT Q.82b)	18.9	b)
	N = 334		
	ALL OTHER RESPONDENTS	19.8	Q.84
	<u>IF CODE 1 AT a)</u>		
	b) You said that you would <u>like</u> to buy, but that you don't <u>expect</u> to in the next two years. Why do you think you will not buy? <u>PROBE FULLY. RECORD VERBATIM.</u>		
		%	
	Can't afford mortgage	10.5	
	Income too low	63.8	
	Too old to buy	22.2	
	Accommodation tied to job	1.5	
	Can't buy council home	3.0	
	Disagree about buying	1.2	
	Economic position	13.2	
	Prefer present home	1.2	
	Other answers	2.1	
	Other uncertainties	0.9	
	Don't know	0.3	
	<u>ASK ALL</u>		
	Now, a few questions on education.		
	<u>CARD R</u>		
	First, which of the groups on this card, if any, would be your highest priority for <u>extra</u> government spending on education, and which next?		
		<u>1st</u> Priority	<u>2nd</u> Priority
	<u>ONE CODE ONLY IN EACH COL.</u> Nursery/pre-school children	9.8	10.9
	Primary school children	12.6	16.8
	Secondary school children	30.9	25.6
	Less able children with special needs	33.7	24.0
	Students at colleges, universities or polytechnics	9.2	17.8
	NONE OF THESE	0.9	1.0
	Don't know	2.8	3.7

<u>CARD S</u>		%	Skip to
85.	Here are a number of factors that some people think would improve education in our schools.		
a)	Which do you think is the <u>most</u> important one for children in <u>primary</u> schools - aged 5-11 years ? Please look at the whole list before deciding. <u>ONE CODE ONLY</u>		
b)	And which do you think is the <u>most</u> important one for children in <u>secondary</u> schools - aged 11-18 years ? <u>ONE CODE ONLY</u>	(a) PRIMARY	(b) SECON- DARY
		%	%
	More resources for books and equipment	16.8	8.6
	Better buildings	1.6	0.4
	Better pay for teachers	3.8	2.6
	More involvement of parents in governing bodies	2.4	1.0
	More discussion between parents and teachers	8.4	2.7
	Smaller classes	27.1	8.5
	More emphasis on preparation for exams	2.0	8.6
	More emphasis on developing the child's skills and interests	20.3	14.5
	More training and preparation for jobs	1.7	26.8
	More emphasis on arts subjects	0.2	0.2
	More emphasis on mathematics	1.0	1.7
	More emphasis on English	1.3	1.4
	Stricter discipline	11.3	20.6
	NONE OF THESE	0.8	1.2
86.	Do you think that what is taught in schools should be up to ... <u>READ OUT</u> ...		
	... the <u>local</u> education authority to decide,		52.4
	or - should <u>central</u> government have the final say?		40.4
	(Don't know)		6.5
87.	Some people think it is best for secondary schoolchildren to be separated into grammar and secondary modern schools according to how well they have done when they leave primary school. Others think it is best for secondary schoolchildren <u>not</u> to be separated in this way, and to attend comprehensive schools.		
	On balance, which system do you think provides the best all-round education for secondary schoolchildren ... <u>READ OUT</u> ...		
	... a system of grammar and secondary modern schools,		46.2
	or - a system of comprehensive schools?		45.4
	Other (SPECIFY) _____		1.6
	(Don't know)		6.7
88.	It is now compulsory for state secondary schools to publish their GCE and CSE exam results. How useful do you think this information is for parents of present or future pupils? Is it ... <u>READ OUT</u> ...		
	... very useful,		30.2
	quite useful,		36.5
	or - not really useful?		25.4
	Don't know		7.9

		%	Skip to	
89.a)	Generally speaking, what is your opinion about private schools in Britain? Should there be ... <u>READ OUT</u> ...	... more private schools,	8.5
		about the same number as now,	59.3	
		fewer private schools,	13.4	
		or - no private schools at all?	15.8	
		Other answer (SPECIFY) _____	1.2	
	b)	If there were <u>fewer</u> private schools in Britain today do you think, on the whole, that state schools would ... <u>READ OUT</u> benefit,	24.1
			suffer,	11.6
			or - would it make no difference?	58.2
			(Don't know)	5.7
90.a)	Do you feel that opportunities for young people in Britain to go on to <u>higher education</u> - to a university, college or polytechnic - should be <u>increased</u> or <u>reduced</u> , or are they at about the right level now? <u>IF INCREASED OR REDUCED</u> : A lot or a little?	Increased a lot	25.3	
		Increased a little	23.6	
		About right	42.5	
		Reduced a little	3.2	
		Reduced a lot	1.3	
		Don't know	4.1	
	b)	When British students go to university or college they generally get grants from the local authority. Do you think they should get <u>grants</u> as now, or <u>loans</u> which would have to be paid back when they start working?	Grants	60.4
			Loans	34.0
			Both	0.8
			Don't know	4.4
91.a)	Now moving on to the subject of social class in Britain. To what extent do you think a person's social class affects his or her opportunities in Britain today: ... <u>READ OUT</u> ...	... a great deal	29.4
		quite a lot	37.1	
		not very much	26.7	
		or - not at all?	4.1	
		Other answer (SPECIFY) _____	1.0	
	b)	Do you think social class is more or less important now in affecting a person's opportunities than it was 10 years ago, or has there been no real change?	Don't know	1.6
			More important now	24.9
			Less important now	27.8
			No change	44.9
			Don't know	2.3
c)	Do you think that in 10 years time social class will be more or less important than it is now in affecting a person's opportunities or will there be no real change?	More important in 10 years time	22.3	
		Less important in 10 years time	26.5	
		No change	47.9	
		Don't know	3.1	

		%	Skip to
<u>CARD T</u>			
92.	Most people see themselves as belonging to a particular social class. Please look at this card and tell me which social class you would say <u>you</u> belong to?		
	Upper middle	1.5	
	Middle	26.4	
	Upper working	18.5	
	Working	47.4	
	Poor	3.5	
	Don't know	2.3	
93.a)	Do you regard yourself as belonging to any particular religion? <u>IF YES: Which? IF 'Christian' PROBE FOR DENOMINATION</u> <u>ONE CODE ONLY</u>		
	No religion	34.3	Q.94
	<u>CHRISTIAN DENOMINATIONS</u>	2.8	b)
	Christian - no denomination	10.6	
	Roman Catholic	35.8	
	Church of England/Anglican	0.9	
	United Reform Church (URC) /Congregational	1.8	
	Baptist	4.1	
	Methodist	5.3	
	Presbyterian/Church of Scotland	2.1	
	Other Christian (SPECIFY)	0.7	
	<u>OTHER RELIGIONS</u>	0.4	
	Hindu	0.6	
	Jew	0.2	
	Islam/Muslim	0.1	
	Sikh	0.1	
	Buddhist	0.1	
	Other non-Christian (SPECIFY)		
	<u>IF RELIGION ENTERED AT a) ASK b).</u> OTHERS SKIP TO Q.94		
	b) Apart from such special occasions as weddings, funerals and baptisms, how often nowadays do you attend services or meetings connected with your religion?		
	Once a week or more	11.1	
	Less often but at least once in two weeks	2.2	
	Less often but at least once a month	6.1	
	Less often but at least twice a year	10.8	
	Less often but at least once a year	5.7	
	Less often	5.8	
	Never or practically never	23.4	
	Varies	0.2	

ASK ALL

Now I would like to ask you some questions about racial prejudice in Britain.

- 94.a) First, thinking of Asians - that is people originally from India and Pakistan - who now live in Britain. Do you think there is a lot of prejudice against them in Britain nowadays, a little or hardly any? RECORD IN COL (a)
- b) And black people - that is West Indians and Africans - who now live in Britain. Do you think there is a lot of prejudice against them in Britain nowadays, a little, or hardly any? RECORD IN COL (b)

	(a) Asians %	(b) Blacks %
A lot	57.1	49.7
A little	32.4	37.7
Hardly any	7.1	7.7
Don't know	2.9	4.3

- c) Do you think there is generally more racial prejudice in Britain now than there was 5 years ago, less, or about the same amount?

More now	37.5
Less now	20.2
About the same	39.4
Other answer (SPECIFY) _____	0.7
Don't know	2.0

- d) Do you think there will be more, less or about the same amount of racial prejudice in Britain in 5 years time compared with now?

More in 5 years	41.7
Less	18.0
About the same	35.1
Other answer (SPECIFY) _____	2.4

- e) How would you describe yourself:
... READ OUT ...

.... as very prejudiced against people of other races,
a little prejudiced,
or - not prejudiced at all?

5.2	f) Q.95
28.7	
65.1	
0.9	

Other answer (SPECIFY) _____

IF 'VERY' OR 'A LITTLE' PREJUDICED

- f) Against any race in particular? PROBE AND RECORD. IF 'BLACK' OR 'COLOURED' MENTIONED, PROBE FOR WHETHER WEST INDIAN, ASIAN, GENERAL, ETC. RECORD VERBATIM EVERYTHING MENTIONED

CARD U

Now I would like to ask you some questions about sexual relationships.

95.a) If a man and a woman have sexual relations before marriage, what would your general opinion be? Please choose a phrase from this card.
RECORD IN COL (a)

b) What about a married person having sexual relations with someone other than his or her partner? Please choose a phrase from this card.
RECORD IN COL (b)

c) What about sexual relations between two adults of the same sex? Please choose a phrase from this card. RECORD IN COL (c)

	(a) % BEFORE MARRIAGE	(b) % EXTRA MARITAL	(c) SAME SEX
Always wrong	13.7	57.1	59.1
Mostly wrong	9.3	24.9	9.7
Sometimes wrong	18.9	11.0	7.0
Rarely wrong	9.0	0.7	3.7
Not wrong at all	42.7	2.3	12.5
Depends/varies	4.9	2.8	5.7
Don't know	0.5	0.4	0.8

96.a) Now I would like you to tell me whether, in your opinion, it is acceptable for a homosexual person ...

READ OUT EACH ITEM AND CODE FOR EACH

	% Yes	% No	% Other answer (SPECIFY)	Don't know
... to be a teacher in a school?	36.2	53.8	6.4	2.9
... to be a teacher in a college or university?	44.3	48.1	6.7	2.4
... to hold a responsible position in public life?	50.2	41.1	5.0	2.7

b) What did you understand the phrase "homosexual" to mean at this question. ... READ OUT ...

... men only,	34.4
women only,	0.2
or - either?	64.1

c) Do you think female homosexual couples should be allowed to adopt a baby under the same conditions as other couples?

Yes	13.2
No	81.5
Depends on person	0.3
Other (SPECIFY) _____	0.8
Don't know	2.9

d) And do you think male homosexual couples should be allowed to adopt a baby under the same conditions as other couples?

Yes	5.6
No	90.7
Depends on person	0.3
Other (SPECIFY) _____	0.5
Don't know	2.1

SECTION FIVE

97.a) Finally, a few questions about you and your household. Including yourself, how many people live here regularly as members of this household? INTERVIEWER: CHECK INTERVIEWER MANUAL FOR DEFINITION OF HOUSEHOLD IF NECESSARY.

3

b) And can I just check your own marital status. At present are you ... READ OUT ...

	... married,	65.1
	living as married,	2.4
<u>PRIORITY CODE</u>	separated or divorced,	4.7
	widowed,	8.7
	or - not married?	18.6

8. Now I'd like to ask for a few details about each person in your household. Starting with yourself, what was your age last birthday? WORK DOWN COLUMNS OF GRID FOR EACH HOUSEHOLD MEMBER.

CARD 08

	Resp- ondent	2	3	4	5	6	7	8	9	10
a) <u>Sex:</u> Male	46.5									
Female	53.5									
b) Age last birthday:										
c) <u>Relationship to respondent:</u>	X									
Spouse/partner										
Son/daughter										
Parent/parent-in-law										
Other relative										
Not related										
d) HOUSEHOLD MEMBER(S) WITH LEGAL RESPONSIBILITY FOR ACCOMMODATION (INC. JOINT AND SHARED)										

* CHECK THAT NUMBER OF PEOPLE IN GRID EQUALS NUMBER GIVEN AT Q.97a

19.a) ASK ALL
Have you ever attended a private primary or secondary school in the United Kingdom? 'PRIVATE' INCLUDES PUBLIC AND DIRECT GRANT SCHOOLS, BUT EXCLUDES NURSERY SCHOOLS AND VOLUNTARY-AIDED SCHOOLS. CODE YES OR NO IN COL a) BELOW

b) IF MARRIED OR LIVING AS MARRIED ASK b). OTHERS GO TO c)
And has your (husband/wife/partner) ever attended a private primary or secondary school in the United Kingdom? CODE YES OR NO IN COL b) BELOW

c) IF SON OR DAUGHTER OVER 5 YRS IN HH. ASK c). OTHERS GO TO Q.100
And (have any of your children/has your child) ever attended a private primary or secondary school in the United Kingdom?
CODE YES OR NO IN COL c)

	(a)	(b)	(c)
	<u>Self</u>	<u>Partner</u>	Children
Yes	11.3	7.1	2.9
No	88.6	59.9	36.0
Don't know	0.1	0.3	-

		%	Skip to
100.	<u>ASK ALL</u> How old were you when you completed your continuous full-time education? 15 or under 16 17 18 19 or over Still at school Still at college, polytechnic, or university Other answer (SPECIFY) _____	51.0 24.9 7.1 5.5 10.2 0.5 0.7 0.1	
101.a)	<u>ASK ALL</u> <u>CARD V</u> Have you passed any exams or got any of the qualifications on this card? IF YES (CODE 1 AT a) b) Which ones? Any others?	Yes 55.0 No, none 45.0 CSE Grades 2-5 12.7 CSE Grade 1 } GCE 'O' level } 34.7 School certificate } Scottish (SCE) Ordinary } GCE 'A' level/'S' level } Higher certificate } 14.8 Matriculation } Scottish (SCE) Higher } Overseas School Leaving Exam/Certificate 1.0 Recognised trade apprenticeship completed 6.8 RSA/other clerical, commercial qualification 7.6 City & Guilds Certificate - Craft/Intermediate/Ordinary/Part I 5.8 City & Guilds Certificate - Advanced/Final/Part II or Part III 3.5 City & Guilds Certificate - Full technological 1.5 BEC/TEC General/Ordinary National Certificate (ONC) or Diploma (OND) 3.4 BEC/TEC Higher/Higher National Certificate (HNC) or Diploma (HND) 2.2 Teachers training qualification 3.6 Nursing qualification 2.2 Other technical or business qualification/certificate 5.5 University or CNA A degree or diploma 7.0 Other (SPECIFY) _____ 2.8	b) Q.102
102.	<u>INTERVIEWER: CODE FROM OBSERVATION FOR ALL RESPONDENTS</u> White/European Indian/East African Asian/Pakistani/Bangladeshi/Sri Lankan Black/African/West Indian Other (inc. Chinese)	96.0 1.6 0.9 0.1	

		%		Skip to
<u>ASK ALL</u>				
108.a)	Are you <u>now</u> a member of a trade union or staff association?	Yes: Trade union Yes: staff association No	23.5 2.2 74.0	c) b)
<u>IF NO AT a)</u>				
b)	Have you <u>ever</u> been a member of a trade union or staff association?	Yes: Trade union Yes: staff association No	25.8 2.5 45.5	c) Q.109
<u>IF NOW OR EVER A MEMBER (CODES 1 OR 2 AT a) OR b)</u>				
c)	Have you ever ... <u>READ OUT</u> ... <u>RING ONE CODE FOR EACH</u>	<u>YES</u>	<u>NO</u>	
	... attended a union or staff association meeting?	36.4	17.6	
	... voted in a union or staff association election or meeting?	33.1	21.0	
	... put forward a proposal or motion at a union or staff association meeting?	11.3	42.7	
	.... gone on strike?	19.8	34.1	
	... stood in a picket line?	7.0	46.9	
	... served as a lay representative such as a shop steward or branch committee member?	7.0	47.0	
<u>IF RESPONDENT IS MARRIED OR LIVING AS MARRIED, ASK Q.109 ABOUT HUSBAND/WIFE/PARTNER. OTHERS GO TO Q.111</u>				
<u>CARD Y</u>				
109.a)	Which of these descriptions applies to what your (husband/wife/partner) was doing last week, that is the seven days ending last Sunday? <u>PROBE: Any others? CODE ALL THAT APPLY IN COL. I.</u>			
	<u>IF ONLY ONE CODE AT I, TRANSFER IT TO COL. II</u>	COL. I	COL. II	
	<u>IF MORE THAN ONE AT I, TRANSFER HIGHEST ON LIST TO II.</u>		ECONOMIC POSITION	
	In full-time education (not paid for by employer, including on vacation)	A	0.1	b)
	On government training/employment scheme (e.g. Community Programme, Youth Training Scheme etc.)	B	0.4	
	In paid work (or away temporarily) for at least 10 hours in the week	C	39.9	Q.110
	Waiting to take up paid work already accepted	D	0.1	
	Unemployed and registered at a benefit office	E	3.5	
	Unemployed, <u>not</u> registered, but actively looking for a job	F	0.4	b)
	Unemployed, wanting a job (of at least 10 hrs per week), but not actively looking for a job	G	0.2	
	Permanently sick or disabled	H	1.7	
	Wholly retired from work	J	8.2	b)
	Looking after the home	K	13.0	
	Doing something else (SPECIFY) _____	L	-	
<u>IF CODES 01-02, OR 08-11 AT a)</u>				
b)	How long ago did your (husband/wife/partner) last have a paid job (other than the government scheme you mentioned) of at least 10 hours a week?	Within past 12 months Over 1-5 years ago Over 5-10 years ago Over 10-20 years ago Over 20 years ago Never had a paid job of 10+ hours a week	2.3 6.9 4.2 4.5 4.1 1.3	Q.110 Q.111

ASK ALL

CARD Z

111.a) Which of the letters on this card represents the total income from all sources of your household? ONE CODE IN COLUMN a)

IF IN PAID WORK (ECONOMIC POSITION CODE O3 AT Q.19) ASK b). OTHERS GO TO Q.112

b) Which of the letters on this card represents your own gross or total earnings, before deduction of income tax and national insurance? ONE CODE IN COLUMN b)

	%	Skip to
	(a) H'hold income	(b) Own earnings
Less than £2,000	4.4	3.9
£2,000-£2,999	7.5	4.5
£3,000-£3,999	8.5	4.6
£4,000-£4,999	7.0	4.9
£5,000-£5,999	4.7	5.7
£6,000-£6,999	5.4	4.7
£7,000-£7,999	5.4	4.7
£8,000-£9,999	9.7	5.7
£10,000-£11,999	9.0	4.5
£12,000-£14,999	9.3	2.3
£15,000 and over	14.3	3.6
Don't know	8.3	0.2
Refused	6.4	4.4

112. Do you (or your husband/wife/partner) own any shares quoted on the Stock Exchange, including unit trusts?

Yes	14.0
No	85.1

113.a) ASK ALL

Is there a telephone in (your part of) this accommodation?

IF NO ASK b)

b) Do you have easy access to a 'phone where you can receive incoming calls? IF YES, ASK: Is this a home or a work number? IF BOTH, CODE HOME ONLY

IF YES AT a) OR b)

c) A few interviews on any survey are checked by a supervisor to make sure that people are satisfied with the way the interview was carried out. In case my supervisor needs to contact you, it would be helpful if we could have your telephone number.

RECORD HOME OR WORK NUMBER ON ADDRESS SLIP ONLY - NOT HERE

Yes	90.7	c)
No	19.2	b)
Yes - home	1.1	c)
Yes - work	1.2	c)
No	16.3	Q.114
Number given	75.1	
Number refused	5.3	

114. In a year's time we may be doing a similar interview and we may wish to include you again. Would this be alright?

Yes	90.8
No	8.5

SELF COMPLETION QUESTIONNAIRE

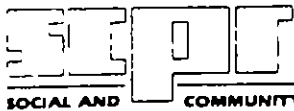
115. Is/was it.... ... (to be) collected by interviewer, or - (to be) posted back?

57.2
23.8

Time interview completed 24 hour clock Duration of interview minutes

Name of interviewer _____ No:

DATE OF INTERVIEW: DAY MONTH YEAR



BRITISH SOCIAL ATTITUDES: 1985

Interviewer
to enter

Serial No.

--	--	--	--

SELF-COMPLETION QUESTIONNAIRE

April 1985 P.815

To the selected respondent

We hope very much that you will agree to participate in this important study - the third in an annual series of surveys to be published each summer. The study consists of this self-completion questionnaire and an interview. Some of the questions are also being asked in America, West Germany and Australia, as part of an international survey of social attitudes.

Completing the questionnaire

The questions inside cover a wide range of subjects, but each one can be answered simply by placing a tick (✓) in one or more of the boxes provided. No special knowledge is required - we are confident that everyone will be able to offer an opinion on all questions. And we want *all* people to take part, not just those with strong views or particular viewpoints. The questionnaire should not take very long to complete, and we hope you will find it interesting and enjoyable. It should be completed by the person selected by the interviewer at your address. Your participation will be treated as confidential and anonymous.

Returning the questionnaire

Your interviewer will arrange with you the most convenient way of returning the questionnaire. If the interviewer has arranged to call back for it, please complete it and keep it safely until then. If not, please complete it and post it back in the stamped, addressed envelope as soon as you possibly can.

Social & Community Planning Research is an independent social research institute registered as a charitable trust. Its projects are funded by government departments, local authorities, universities and foundations to provide information on social issues in Britain. SCPR interviewers carry out around 50,000 interviews per year. This study has been funded mainly by the Sainsbury Foundation and the Nuffield Foundation, with contributions also from industry and government departments. Please contact us if you require further information.

1.a) Suppose a newspaper got hold of confidential government papers about defence plans and wanted to publish them.

PLEASE TICK ONE BOX

(%)

Should the newspaper be allowed to publish the papers? 24.3

OR

Should the government have the power to prevent publication? 69.0

Can't choose 5.0

b) Now suppose the confidential government papers were about economic plans.

PLEASE TICK ONE BOX

(%)

Should the newspaper be allowed to publish the papers? 57.9

OR

Should the government have the power to prevent publication? 33.5

Can't choose 7.7

2. In general, would you say that people should obey the law without exception, or are there exceptional occasions on which people should follow their consciences even if it means breaking the law?

PLEASE TICK ONE BOX

(%)

Obey the law without exception 37.2

Follow conscience on occasions 58.2

Can't choose 4.2

3. There are many ways people or organisations can protest against a government action they strongly oppose. Please show which you think should be allowed and which should not be allowed by ticking a box on each line.

		<u>Should it be allowed?</u>				
<u>PLEASE TICK ONE BOX</u> <u>ON EACH LINE</u>		Defin- itely	Proba- bly	Probably not	Definitely not	Can't choose
A.	Organising public meetings to protest against the government	% 59.3	25.3	4.6	6.0	3.8
B.	Publishing pamphlets to protest against the government	% 54.8	26.2	6.7	6.9	3.2
C.	Organising protest marches and demonstrations	% 36.0	30.4	11.4	17.3	3.0
D.	Occupying a government office and stopping work there for several days	% 4.3	6.8	22.2	61.2	3.5
E.	Seriously damaging government buildings	% 0.8	0.4	3.9	90.9	2.2
F.	Organising a nationwide strike of all workers against the government	% 12.7	15.2	13.9	51.9	4.4

4. There are some people whose views are considered extreme by the majority.

a) First, consider people who want to overthrow the government by revolution. Do you think such people should be allowed to ...

<u>PLEASE TICK ONE BOX</u> <u>ON EACH LINE</u>		% Defin- itely	% Proba- bly	% Probably not	% Definitely not	% Can't choose
i)	... hold public meetings to express their views?	27.0	24.8	10.8	33.8	2.6
ii)	... teach 15 year olds in schools?	4.4	7.2	18.4	64.6	3.5
iii)	... publish books expressing their views?	27.0	36.9	11.0	19.9	3.4

b) Second, consider people who believe that whites are racially superior to all other races. Do you think such people should be allowed to ...

<u>PLEASE TICK ONE BOX</u> <u>ON EACH LINE</u>		% Defin- itely	% Proba- bly	% Probably not	% Definitely not	% Can't choose
i)	... hold public meetings to express their views?	19.1	18.9	18.0	40.2	2.7
ii)	... teach 15 year olds in schools?	4.3	7.7	18.2	65.0	3.0
iii)	... publish books expressing their views?	20.6	29.4	14.4	30.1	3.9

5-a) Suppose the police get an anonymous tip that a man with a long criminal record is planning to break into a warehouse.

PLEASE TICK ONE BOX ON EACH LINE

Do you think the police should be allowed, without a Court Order....

	Definitely	Probably	Probably not	Definitely not	Can't choose
	%	%	%	%	%
1) ... to keep the man under surveillance?	68.4	21.3	3.3	4.7	0.9
ii) ... to tap his telephone?	16.5	22.0	18.9	39.1	1.8
iii) ... to open his mail?	11.9	12.6	20.6	50.8	1.6
iv) ... to detain the man overnight for questioning?	33.6	29.5	13.0	20.2	2.3

b) Now, suppose the tip is about a man without a criminal record.

PLEASE TICK ONE BOX ON EACH LINE

Do you think the police should be allowed, without a Court Order .

	Definitely	Probably	Probably not	Definitely not	Can't choose
	%	%	%	%	%
1) ... to keep the man under surveillance?	42.9	29.2	9.7	16.0	0.8
ii) .. to tap his telephone?	5.0	9.3	18.0	64.1	1.5
iii) ... to open his mail?	3.4	5.0	16.0	72.3	1.4
iv) ... to detain the man overnight for questioning?	13.2	19.9	19.9	43.2	2.3

6. All systems of justice make mistakes, but which do you think is worse

PLEASE TICK ONE BOX

(%)

to convict an innocent person?

OR

to let a guilty person go free?

Can't choose

7. The government has a lot of different pieces of information about people which computers can bring together very quickly. Is this ...

PLEASE TICK ONE BOX

	(%)
... a very serious threat to individual privacy,	32.3
a fairly serious threat,	32.3
not a serious threat,	23.3
or - not a threat at all to individual privacy?	5.8
Can't choose	5.4

8. Some people think those with high incomes should pay a larger proportion (percentage) of their earnings in taxes than those who earn low incomes. Other people think that those with high incomes and those with low incomes should pay the same proportion (percentage) of their earnings in taxes.

Do you think those with high incomes should ...

PLEASE TICK ONE BOX

	(%)
... pay a much larger proportion,	23.6
pay a larger proportion,	50.4
pay the same proportion as those who earn low incomes,	21.9
pay a smaller proportion,	0.8
or - pay a much smaller proportion?	-
Can't choose	2.6

9. What is your opinion of the following statement: It is the responsibility of the government to reduce the differences in income between people with high incomes and those with low incomes.

PLEASE TICK ONE BOX

	(%)
Agree strongly	21.9
Agree	29.3
Neither agree nor disagree	24.4
Disagree	17.4
Disagree strongly	5.9
Don't know	0.1

10. Please show whether you agree or disagree with each of the following statements.

PLEASE TICK ONE BOX ON EACH LINE

	Agree strongly	Agree	Neither agree nor dis- agree	Dis- agree	Disagree strongly	Don't know
	%	%	%	%	%	%
A. A person whose parents are rich has a better chance of earning a lot of money than a person whose parents are poor	28.4	42.7	12.6	13.0	1.9	0.1
B. A person whose father is a professional person has a better chance of earning a lot of money than a person whose parents are poor	21.9	45.1	16.0	13.3	1.8	0.1
C. In Britain what you achieve in life depends largely on your family background	16.2	34.9	17.2	25.7	4.1	0.1

11. Would you say that opportunities for university education are, in general, better or worse, for women than for men?

PLEASE TICK ONE BOX

	(%)
Much better for women	1.2
Better for women	2.1
No difference	68.4
Worse for women	14.9
Much worse for women	1.5
Can't choose	11.1

12. How about job opportunities for women. do you think they are, in general, better or worse than job opportunities for men with similar education and experience?

PLEASE TICK ONE BOX

	(%)
Much better for women	1.8
Better for women	4.8
No difference	37.1
Worse for women	46.9
Much worse for women	4.6
Can't choose	4.2

13. And how about income and wages compared with men who have similar education and jobs - are women, in general, paid better or worse than men?

PLEASE TICK ONE BOX

	(%)
Women are paid much better	0.5
Women are paid better	1.6
No difference	30.5
Women are paid worse	55.7
Women are paid much worse	4.8
Can't choose	6.4

14. Here are three things the government might do. Some people are in favour of them while other people are against them. Please tick one box for each statement to show how you feel.

PLEASE TICK ONE BOX
ON EACH LINE

	Strongly in favour %	In favour %	Neither in favour nor against %	Against %	Strongly against %
A. The government should increase opportunities for women in business and industry	16.2	39.4	32.8	8.8	1.5
B. The government should increase opportunities for women to go to university	11.2	32.9	45.0	7.8	1.2
C. Women should be given preferential treatment when applying for jobs or promotions	2.9	4.4	27.1	45.5	18.2

And now a few questions about education:

15. Here are some things that might be taught in school. How important is it that schools teach each of these to 15 year olds?

PLEASE TICK ON BOX
ON EACH LINE

	Essen- tial, must be taught %	Very impor- tant %	Fairly impor- tant %	Not very impor- tant %	Not needed, should not be taught %	Can't choose %
A. Reading, writing and mathematics	86.6	10.5	1.4	0.1	0	0.2
B. Sex education	17.4	24.2	35.3	13.2	6.6	1.9
C. Respect for authority	41.2	36.0	18.0	2.1	1.1	0.6
D. History, literature and the arts	14.1	21.8	40.8	19.1	0.9	1.6
E. Ability to make one's own judgements	40.7	40.8	13.4	1.8	0.9	0.9
F. Job training	38.4	38.5	16.0	3.7	1.3	0.9
G. Science and technology	31.9	34.6	24.2	5.3	0.5	1.4
H. Concern for minorities and the poor	23.1	31.8	30.3	9.2	2.7	1.3
J. Discipline and orderliness	49.8	32.7	13.1	1.6	0.7	0.9

16. How do you feel about opportunities for young people to go to university?

PLEASE TICK ONE BOX

(%)

Should opportunities be ...

... increased a lot,

increased a little,

kept the same as now,

reduced a little,

or - reduced a lot?

Can't choose

17. Some people think the government should provide financial assistance to university students. Others think the government should not provide such aid. In each of the the circumstances listed below should the government provide grants that would not have to be paid back, provide loans which the student would have to pay back, or should the government not provide any financial assistance?

PLEASE TICK ONE BOX ON EACH LINE

	Government should give grants	Government should make loans	No Government assistance	Can't choose
A. For students whose parents have a low income	% <input type="text" value="80.5"/>	<input type="text" value="16.1"/>	<input type="text" value="0.9"/>	<input type="text" value="1.4"/>
B. For students who have outstanding exam results in secondary school	% <input type="text" value="65.1"/>	<input type="text" value="26.8"/>	<input type="text" value="2.4"/>	<input type="text" value="4.4"/>
C. For students who have average exam results and middle income parents	% <input type="text" value="41.8"/>	<input type="text" value="44.0"/>	<input type="text" value="7.0"/>	<input type="text" value="5.7"/>

18. Sometimes public authorities intervene with parents in raising their children. Please show in each of the following cases how far you think public authorities should go in dealing with a 10 year old child and his or her parents:

Public Authorities should

PLEASE TICK ONE BOX ON EACH LINE

	Take no action %	Give warnings or counsel- ling %	Take the child from its parents %	Can't choose %
A. The child uses drugs and the parents don't do anything about it.	0.8	59.8	36.4	1.2
B. The child frequently skips school and the parents don't do anything about it	1.2	91.9	4.6	0.7
C. The parents regularly let the child stay out late at night without knowing where the child is	6.6	77.9	12.1	1.6
D. The parents fail to provide the child with proper food and clothing	1.9	40.2	53.7	2.8
E. The parents regularly beat the child	0.6	11.8	84.6	1.5
F. The parents refuse essential medical treatment for the child because of their religious beliefs	4.7	43.2	42.2	8.2
G. The parents refuse to send their child to school because they wish to educate the child at home	25.3	59.7	4.3	9.0
H. The parents allow the child to watch violent or pornographic films	8.2	74.0	11.3	5.1

19. Do you think that

PLEASE TICK ONE
BOX ON EACH LINE

	Agree strong- ly %	Agree %	Neither agree nor disagree %	Dis- agree %	Disagree strongly %
A. ... the wearing of seat belts in cars should be required by law?	48.8	30.2	8.8	9.0	2.2
B. ... smoking in public places should be prohibited by law?	24.1	25.9	20.7	20.9	7.3
C. ... all employees should be required to retire at an age set by law?	19.5	34.7	17.5	23.1	4.1

20. Please show whether you agree or disagree with each of the following statements.

PLEASE TICK ONE BOX ON EACH LINE

	Agree %	Disagree %	Can't choose %
A. The public has little control over what politicians do in office	79.1	12.9	6.5
B. The average person can get nowhere by talking to public officials	55.7	31.0	11.3
C. The average citizen has considerable influence on politics	15.3	74.1	7.9
D. The average person has much to say about running local government	24.5	64.3	9.0
E. People like me have much to say about government	35.1	49.1	12.9
F. The average person has a great deal of influence on government decisions	7.3	83.0	7.0
G. The government is generally responsive to public opinion	25.6	61.0	10.8
H. I am usually interested in local elections	5.8	33.5	6.1
J. By taking an active part in political and social affairs the people can control world affairs.	24.4	59.1	14.5
K. Taking everything into account, the world is getting better	19.2	64.6	14.8

21. Here are some things the government might do for the economy. Please show which actions you are in favour of and which you are against.

PLEASE TICK ONE BOX ON EACH LINE

	Strongly in favour	In favour	Neither in favour nor against	Against	Strongly against
A. Control of wages by legislation	10.0	21.6	20.7	35.0	10.0
B. Control of prices by legislation	19.9	38.7	15.4	19.4	3.9
C. Cuts in government spending	10.8	26.2	23.8	28.1	8.4
D. Government financing of projects to create new jobs	36.8	49.4	7.7	3.6	0.8
E. Less government regulation of business	12.6	40.0	32.8	9.1	1.8
F. Support for industry to develop new products and technology	36.7	52.2	7.3	1.6	0.2
G. Supporting declining industries to protect jobs	18.4	30.2	20.7	24.8	3.7
H. Reducing the working week to create more jobs	15.4	33.5	22.4	23.2	3.7

22. Listed below are various areas of government spending. Please show whether you would like to see more or less government spending in each area.

Remember that if you say "much more", it might require a tax increase to pay for it.

PLEASE TICK ONE BOX

ON EACH LINE

	Spend much more %	Spend more %	Spend the same as now %	Spend less %	Spend much less %	Can't choose %
A. The environment	6.1	27.8	51.7	4.3	0.5	5.1
B. Health	35.1	51.5	10.6	0.5	0.3	0.7
C. The police and law enforcement	8.2	29.7	51.9	4.2	1.8	1.7
D. Education	21.8	50.5	22.4	1.7	0.2	1.3
E. The military and defence	4.9	11.8	42.7	23.9	12.2	2.0
F. Old age pensions	24.8	48.4	22.9	0.9	0.1	1.0
G. Unemployment benefits	11.8	27.7	38.0	14.3	4.1	2.3
H. Culture and the arts	1.1	7.9	34.7	30.2	19.8	4.4

23. Do you consider the amount of income tax that your household has to pay is...

PLEASE TICK ONE BOX

...much too high,	(%) 20.4
too high,	34.7
about right,	25.1
too low,	0.5
or - much too low?	0.2
Can't choose	2.8
Does not apply	15.1

24. Do you consider the amount of tax that business and industry have to pay is too high or too low?

PLEASE TICK ONE BOX

(%)

Much too high 9.2

Too high 30.2

About right 30.5

Too low 5.6

Much too low 1.3

Can't choose 22.4

If the government had to choose between keeping down inflation or keeping down unemployment to which do you think it should give highest priority?

PLEASE TICK ONE BOX

(%)

Keeping down inflation 27.9

Keeping down unemployment 62.8

Can't choose 8.2

26. Do you think that trade unions in this country have too much power or too little power?

PLEASE TICK ONE BOX

(%)

Far too much power 22.7

Too much power 31.0

About the right amount of power 27.7

Too little power 9.1

Far too little power 1.8

Can't choose 6.5

/continued over ...

27. How about business and industry? Do they have too much power or too little power? (%)

PLEASE TICK ONE BOX

Far too much power	<input type="text" value="3.9"/>
Too much power	<input type="text" value="16.9"/>
About the right amount of power	<input type="text" value="46.8"/>
Too little power	<input type="text" value="11.8"/>
Far too little power	<input type="text" value="1.2"/>
Can't choose	<input type="text" value="18.7"/>

28. And what about the government, does it have too much power or too little power? (%)

PLEASE TICK ONE BOX

Far too much power	<input type="text" value="16.6"/>
Too much power	<input type="text" value="31.1"/>
About the right amount of power	<input type="text" value="40.9"/>
Too little power	<input type="text" value="3.5"/>
Far too little power	<input type="text" value="0.5"/>
Can't choose	<input type="text" value="6.7"/>

29. What do you think the government's role in each of these industries and services should be?

PLEASE TICK ONE BOX ON EACH LINE

The government should

	Own it	Control prices and profits but not own it	Neither own it nor control its prices & profits	Can't choose
A. Electricity	<input type="text" value="25.0"/>	<input type="text" value="42.3"/>	<input type="text" value="25.1"/>	<input type="text" value="6.4"/>
B. Local public transport	<input type="text" value="17.3"/>	<input type="text" value="35.8"/>	<input type="text" value="38.5"/>	<input type="text" value="6.1"/>
C. The steel industry	<input type="text" value="16.0"/>	<input type="text" value="29.6"/>	<input type="text" value="40.9"/>	<input type="text" value="1.2"/>
D. Banking and insurance	<input type="text" value="8.2"/>	<input type="text" value="30.7"/>	<input type="text" value="47.8"/>	<input type="text" value="10.7"/>
E. The car industry	<input type="text" value="7.9"/>	<input type="text" value="28.4"/>	<input type="text" value="52.0"/>	<input type="text" value="9.6"/>

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30. On the whole, do you think it should or should not be the government's responsibility to ...

PLEASE TICK ONE BOX
ON EACH LINE

Definitely should be Probably should be Probably should not be Definitely should not be Can't choose

	%	%	%	%	%
A. ... provide a job for everyone who wants one	36.1	31.8	15.8	10.6	4.0
B. ... keep prices under control	59.4	31.2	5.0	1.8	1.5
... provide health care for the sick	84.7	13.0	0.6	0.3	0.2
... provide a decent standard of living for the old	77.2	19.4	1.1	0.5	0.6
... provide industry with the help it needs to grow	52.2	39.5	3.5	0.9	2.5
... provide a decent standard of living for the unemployed	42.3	38.5	10.1	3.7	4.1
... reduce income differences between the rich and poor	45.0	24.4	13.6	10.0	5.9

1. If the government had a choice between reducing taxes and spending more on social services, which should it do?

PLEASE TICK ONE BOX

	(%)
Reduce taxes and spend less on social services	30.9
<u>OR</u> Increase taxes and spend more on social services	39.8
Can't choose	28.0

32. Are you in favour of or against the death penalty for ...

PLEASE TICK ONE BOX
ON EACH LINE

In favour of Against

	%	%
... murder in the course of a terrorist act	76.5	19.1
... murder of a policeman	71.4	23.3
... other murders	65.7	30.7

/continued over ...

33. Please show whether you agree or disagree with the following statement: Income and wealth should be redistributed towards ordinary working people.

(%)

PLEASE TICK ONE BOX

Agree strongly	13.6
Agree	27.5
Neither agree nor disagree	29.4
Disagree	21.2
Disagree strongly	7.0
Don't know	0.1

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34. Please tick one box for each statement to show how much you agree or disagree with it.

PLEASE TICK ONE BOX
ON EACH LINE

	Agree strong- ly	Agree	Neither agree nor dis- agree	Dis- agree	Disagree strongly	Don't know
A. Social workers should put the child's interests first even if it means taking a child away from its natural parents	38.0	45.4	11.0	3.3	0.8	0.1
B. Social workers have too much power to interfere with people's lives	7.7	23.4	40.4	24.9	2.0	0.1
C. The welfare state makes people nowadays less willing to look after themselves	11.0	32.5	23.3	27.5	4.2	0.1
D. People receiving social security are made to feel like second class citizens	17.1	32.5	23.1	23.5	2.3	0.1
E. The welfare state encourages people to stop helping each other	5.6	26.9	29.6	32.4	3.5	0.1
F. Doctors should be allowed to give contraceptive advice and supplies to young people under 16 without having to inform parents	11.9	23.3	12.7	33.2	17.2	0.1

35.a) Central government provides financial support to housing in two main ways. First, by means of allowances to low income tenants; second by means of tax relief to people with mortgages. On the whole, which of these three types of family would you say benefits *most* from central government support for housing?

(%)

PLEASE TICK ONE BOX

Families with high incomes	33.2
Families with middle incomes	20.1
Families with low incomes	41.6
Don't know	1.0

b) Which of these three views comes closest to your own on the sale of council houses and flats to tenants?

(%)

PLEASE TICK ONE BOX

Council tenants *should not* be allowed to buy their houses or flats

9.1

Council tenants *should* be allowed to buy but *only* in areas with no housing shortage

28.6

Council tenants *should generally* be allowed to buy their houses or flat

60.1

Don't know

0.4

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36. Which of the following statements do you think are generally true and which false?

PLEASE TICK ONE BOX ON EACH LINE

	True %	False %
Council tenants pay low rents	26.1	65.8
Councils give a poor standard of repairs and maintenance	60.9	32.5
Council estates are generally pleasant places to live	35.7	56.8

Don't know

1.3

1.1

1.0

7. How serious an effect on our environment do you think each of these things has?

PLEASE TICK ONE BOX ON EACH LINE

	Very serious %	Quite serious %	Not very serious %	Not at all serious %
Noise from aircraft	5.7	24.0	53.9	14.4
Lead from petrol	38.6	41.6	15.5	2.6
Industrial waste in the rivers and sea	55.5	34.0	6.9	1.4
Waste from nuclear electricity stations	58.2	24.3	11.7	3.3
Industrial fumes in the air	43.2	40.5	12.2	1.9
Noise and dirt from traffic	21.2	46.2	27.6	3.1

Don't know

0.1

0.1

0.3

0.4

0.2

0.1

38.a) Which one of these three possible solutions to Britain's electricity needs would you favour most?

PLEASE TICK ONE BOX

We should make do with the power stations we have already	33.5
We should build more coal-fuelled power stations	40.8
We should build more nuclear power stations	22.5
Don't know	0.7

b) As far as nuclear power stations are concerned, which of these statements comes closest to your own feelings?

PLEASE TICK ONE BOX

They create very serious risks for the future	30.3
They create quite serious risks for the future	31.4
They create only slight risks for the future	26.0
They create hardly any risks for the future	9.1
Don't know	1.0

9. Which one of these two statements comes closest to your own views?

PLEASE TICK ONE BOX

Industry should be prevented from causing damage to the countryside, even if this sometimes leads to higher prices	78.4
OR Industry should keep prices down, even if this sometimes causes damage to the countryside	19.3
Don't know	0.4

40. Here are some statements about the countryside. Please tick one box for each to show whether you agree or disagree with it.

PLEASE TICK ONE BOX
ON EACH LINE

	Agree strongly	Agree	Disagree	Disagree strongly	Don't know
A. Modern methods of farming have caused damage to the countryside	% <input type="text" value="17.6"/>	<input type="text" value="45.5"/>	<input type="text" value="33.2"/>	<input type="text" value="0.7"/>	0.5
B. If farmers have to choose between producing more food and looking after the countryside, they should produce more food	% <input type="text" value="6.9"/>	<input type="text" value="45.6"/>	<input type="text" value="40.6"/>	<input type="text" value="3.1"/>	0.2
C. All things considered, farmers do a good job in looking after the countryside	% <input type="text" value="8.6"/>	<input type="text" value="66.7"/>	<input type="text" value="20.2"/>	<input type="text" value="1.9"/>	0.2
D. Government should withhold some subsidies from farmers and use them to protect the countryside, even if this leads to higher prices	% <input type="text" value="7.3"/>	<input type="text" value="31.3"/>	<input type="text" value="45.3"/>	<input type="text" value="4.3"/>	0.5

41. Which of these two statements comes closest to your own views?

PLEASE TICK ONE BOX

Looking after the countryside is too important to be left to farmers - government authorities should have more control over what's done and built on farms (%)

OR

Farmers know how important it is to look after the countryside - there are enough controls and farmers should be left to decide what's done on farms

Can't choose

42. Here are a number of things which might help to reduce unemployment in Britain. Please tick a box to show for each whether you would support or oppose it.

PLEASE TICK ONE BOX
ON EACH LINE

	Support strongly	Support	Oppose	Oppose strongly
A. Lower the retirement age to create more jobs for younger people	% <input type="text" value="36.9"/>	<input type="text" value="46.4"/>	<input type="text" value="12.9"/>	<input type="text" value="1.4"/>
B. Shorten the working week and reduce the earnings of those in paid work	% <input type="text" value="5.6"/>	<input type="text" value="19.1"/>	<input type="text" value="56.2"/>	<input type="text" value="15.1"/>
C. Introduce job sharing schemes so that two part-timers share one full-time job	% <input type="text" value="9.9"/>	<input type="text" value="35.1"/>	<input type="text" value="39.6"/>	<input type="text" value="12.0"/>
D. Restrict overtime working	% <input type="text" value="19.3"/>	<input type="text" value="44.9"/>	<input type="text" value="26.3"/>	<input type="text" value="6.7"/>

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43. Please say whether you agree or disagree with each of these statements about industry today.						
<u>PLEASE TICK ONE BOX ON EACH LINE</u>						
	Agree strongly	Agree	Neither agree nor disagree	Dis-agree	Disagree strongly	Don't know
A. Industry should share more of its profits with its employees	% 22.7	54.9	15.0	4.8	0.5	0.1
B. Full cooperation in firms is impossible because workers and management are really on opposite sides	% 9.6	40.9	21.5	23.2	1.9	0.2
C. Managers generally know what's best for a firm and employees ought to go along with it	% 3.8	30.8	24.3	33.7	4.9	0.1
D. Management will always try to get the better of employees if it gets the chance	% 10.9	40.6	21.2	22.9	1.7	0.1
E. Employees need strong trade unions to protect their interests	% 12.5	32.5	25.7	21.9	5.0	0.2

44. Employers have to consider many things before deciding what to pay employees. Please tick one box in each column to show which should be most important, and which should be next most important, in deciding the level of pay of an employee.			Should be most important	Should be next most important
<u>PLEASE TICK ONE BOX IN EACH COLUMN</u>			(%)	(%)
<u>NB.</u> Completed incorrectly by 48% of respondents therefore the question has failed to work.				
	The age of the employee		1.4	2.6
	The performance of the individual employee		31.4	9.3
	How long the employee has been with the firm		1.6	7.7
	The employee's family commitments		1.3	3.6
	The going rate for the job		10.1	16.3
	What the firm says it can afford		2.1	7.6

45. New kinds of technology are being introduced more and more in Britain: computers and word processors, robots in factories and so on. Please tick one box to show what effect you think this technology will have over the next five years?		(%)
<u>PLEASE TICK ONE BOX</u>		
	It will increase the number of jobs available	6.3
	It will reduce the number of jobs available	77.1
	It will make no difference to the number of jobs available	14.8

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46.a) Do you think that the introduction of new technology in Britain over the next five years will ...

PLEASE TICK ONE BOX

	(%)
... make work more interesting,	34.6
make work more boring,	38.3
or - will it make no difference to work?	24.1
Don't know	0.4

b) And will it ...

PLEASE TICK ONE BOX

... make life more difficult,	15.3
make life easier,	58.8
or - will it make no difference?	22.8
Don't know	0.3

c) Please tick one box to show whether you agree or disagree with the following statement: The government should do more to encourage the spread of new technology in Britain.

PLEASE TICK ONE BOX

	(%)
Agree strongly	20.6
Agree	44.4
Neither agree nor disagree	26.3
Disagree	6.0
Disagree strongly	0.8
Don't know	0.2

47. Here are a number of circumstances in which a woman might consider an abortion. Please say whether or not you think the law should allow an abortion in each case.

PLEASE TICK ONE BOX
ON EACH LINE

	Should abortion be allowed by law?	
	Yes (%)	No (%)
The woman decides on her own she does not wish to have the child	49.1	46.5
The couple agree they do not wish to have the child	54.8	39.8
The woman is not married and does not wish to marry the man	54.2	41.1
The couple cannot afford any more children	58.0	37.2
There is a strong chance of a defect in the baby	86.5	9.6
The woman's health is seriously endangered by the pregnancy	91.2	5.3
The woman became pregnant as a result of rape	89.4	6.8

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48. Suppose a married couple want to have their own child, but cannot have one. Should the law allow or not allow them to use each of the methods below? Please assume in each case that it is the only method open to them on medical advice.

PLEASE TICK ONE BOX
ON EACH LINE

It should be

	Allowed by law %	Not allowed by law %	Don't know %
They try to have a child by <u>artificial insemination</u> , using the <u>husband</u> as donor	90.4	6.9	0.4
They try to have a child by <u>artificial insemination</u> , using an <u>anonymous</u> donor	52.7	42.2	0.3
They try to have a child by having their own ' <u>test-tube</u> ' embryo implanted	83.3	12.2	0.5
They find a ' <u>surrogate</u> ' mother who agrees, <u>without payment</u> , to bear a child for them (by artificial insemination, using the husband as a donor)	46.3	49.3	0.4
They find a ' <u>surrogate</u> ' mother who is <u>paid</u> to bear a child for them (by artificial insemination, using the husband as donor)	27.0	68.9	0.4

Finally some questions about nuclear defence.

49.a) How likely do you think it is that there will be a nuclear war between Russia and the West before the end of the century - that is, within the next fifteen years? Is it ...

PLEASE TICK ONE BOX

	(%)
... very likely,	5.3
quite likely,	17.7
not very likely,	46.8
or - not at all likely?	15.8
Can't choose	13.0

b) If there was a nuclear war between Russia and the West, which of these statements best describes what you think would happen to Britain?

PLEASE TICK ONE BOX

	(%)
Battlefield nuclear weapons would be used, but there would be few civilian deaths	1.8
Some British cities would be destroyed, but much of the country would pull through	11.7
Much or all of Britain would be destroyed	72.1
Can't choose	13.0

/continued over ...

50.a) At the moment, the British government publishes advice on how people should prepare for survival in the event of a nuclear war. Which of the following statements comes closest to your view on what the government should do?

PLEASE TICK ONE BOX

- It is pointless for the government to do anything, because so few people would survive 31.0
- The government should continue only to provide advice on how people can protect themselves 15.9
- The government should also provide nuclear shelters to increase people's chances of survival 43.5
- Can't choose 8.3

b) Lastly, please tick one box to show which is the closest to your views about the following statement:

If there was a major nuclear war, it would result in a worldwide "nuclear winter" with hardly any sunlight and little chance of human survival.

PLEASE TICK ONE BOX

- It is highly exaggerated 6.4
- It is slightly exaggerated 12.2
- It is more or less true 67.1
- Can't choose 13.3

To help us plan better in future, please tell us about how long it took you to complete this questionnaire?

PLEASE TICK ONE BOX

- Less than 15 minutes 2.3
- Between 15 and 20 minutes 13.1
- Between 20 and 30 minutes 25.5
- Between 30 and 45 minutes 28.6
- Between 45 and 60 minutes 16.5
- Over one hour 13.1

THANK YOU VERY MUCH FOR YOUR HELP

Please keep the completed questionnaire for the interviewer if he or she has arranged to call for it. Otherwise, please post it *as soon as possible* in the stamped, addressed envelope provided.

APPENDIX I

Location of derived variables recoded on data tape

APPENDIX I

British Social attitudes 1985 survey location of derived variables

1	Weight (format xx xxxx)	Columns 155-161 (decimal point implied at 157)
2a)	Age within sex of respondent	Columns 1055-56
	Age 18-24 - Male - 01 Female - 09	
	25-34 02 10	
	35-44 03 11	
	45-54 04 12	
	55-59 05 13	
	60-64 06 14	
	65 + 07 15	
	REF /NA 08 16	
2b)	Age of respondent	Column 1057
	18-24	1
	25-34	2
	35-44	3
	45-54	4
	55-59	5
	60-64	6
	65+	
	REF/NA	8
3	Type of area	Column 162
	Metropolitan - 1, non-metropolitan - 2 (inc GLC)	
3b)	Region	Columns 163-164
	Scotland	01
	North	02
	N West	03
	Yorks and Humb	04
	W Midlands	05
	E Midlands	06
	E Anglia	07
	S West	08
	S East	09
	GLC	10
	Wales	11

3c) Region (summary code)	Column 165
Scotland	1
North	2
Midlands	3
Wales	4
South (inc. E. Anglia)	5
GLC	6
4. Household type	Column 1058
Single adult, 60 or over	1
Two adults, 1 or both 60 or over	2
Single adult, 18 - 59	3
Two adults, both 18 - 59	4
Youngest person 0-4	5
Youngest person 5-17	6
3 or more adults	7
Insufficient information	9
5a) Political identification	Columns 1059-1060
Conservative : Partisan	01
Sympathiser	02
Residual Identifier	03
Labour : Partisan	04
Sympathiser	05
Residual Identifier	06
SDP/Liberal/	
Alliance : Partisan	07
Sympathiser	08
Residual Identifier	09
Other party	10
None	11
Other/Don't know/not answered	98
5b) Political identification (summary)	Column 1061
Conservative	1
Labour	2
SDP/Liberal/Alliance	3
Other party	4
None	5
DK/NA	8

6 Current economic position		<u>Respondent</u> Columns 970-71	(Blank if no spouse/partner) <u>Spouse/Partner</u> 972-973
In paid work	Employee (full-time)	01	01
	Employee (part-time)	02	02
	Self employed (full-time)	03	03
	Self employed (part-time)	04	04
	Status not known	05	05
Waiting to take up paid work	06	06	
Unemployed	07	07	
Looking after home	08	08	
Retired	09	09	
In full time education	10	10	
Other	11	11	
Don't know/not answered	98	98	

7 S E G (Grouped) of current or last job [N B if never had a job, Code is zero]		<u>Respondent</u> Column 938	<u>Spouse/Partner</u> 1020
Professional		1	1
Employers		2	2
Intermediate (Non-man)		3	3
Junior (Non-man)		4	4
Skilled (Man)		5	5
Semi-skilled (Man)		6	6
Unskilled (Man)		7	7
Other occupation		8	8
Occupation not classifiable		9	9

8 Social class of current or last job [N B if never had job, code is zero]		<u>Respondent</u> Column 939	<u>Spouse/partner</u> 1021
I		1	1
II		2	2
III (Non-manual)		3	3
III (Manual)		4	4
IV		5	5
V		6	6
Not classifiable		9	9

9.	S.I.C. (Grouped) of current or last job [N.B. if never had a job, codes are zero]	<u>Respondent</u> Column 1062	<u>Spouse/partner</u> 1065
	Private sector : Manufacturing	1	1
	Private sector : Non-manufacturing	2	2
	Public sector : Service	3	3
	Public sector : Manufacturing & Transport	4	4
	Not Identifiable	9	9
		Columns	1063-1064
			1066-1067
	Agriculture etc.	01	01
	Energy/water	02	02
	Extraction	03	03
	Metal goods/engineering	04	04
	Other manufacturing	05	05
	Construction	06	06
	Distribution	07	07
	Transport/communication	08	08
	Banking/finance	09	09
	Other services	10	10
	Not classifiable	99	99
10.	Household attendance at private schools		Column 1068
	Respondent attended private school		1
	Respondent has not, but spouse/partner or children attended private school		2
	No-one in household has attended private school		3
	DK/NA		8
11.	Highest Educational Qualification obtained (as per GHS from Q.101b)		Column 1069
	Degree (code 15)		1
	Higher education below degree level (codes 09,11-14)		2
	A level (or equivalent) (03, 08,10)		3
	O level (or equivalent) (02, 07)		4
	CSE (or equivalent) (01, 05, 06)		5
	Foreign and other (04, 97)		6
	No qualifications		7
	DK/NA		8
12.	Legal responsibility of respondent for accommodation		Column 1070
	Sole		1
	Shared		2
	None		3
	No information		9

13	Accommodation tenure (summary)	Column 1071
	Owned/being bought	1
	Rented (LA/New town)	2
	Rented (Housing Association)	3
	Rented (other)	4
	No information	9
14	Marital status (summary)	Column 1072
	Married/living as married	1
	Separated/divorced	2
	Widowed	3
	Never married	4
	No information	9
15	Religion (summary)	Column 1073
	Church of England/Anglican	1
	Roman Catholic	2
	Other Christian	3
	Non-Christian	4
	No religion	5
	DK/NA	8

APPENDIX K

Other survey documents

- Letters for respondents
- Self-completion questionnaire reminder
- Project Instructions
- Non-response form

P.815

April/May 1985

Project Team Roger Jowell, Sharon Witherspoon, June Hoad

British Social Attitudes the 1985 Survey

Our interviewer has contacted you to ask for your help in this important nationwide survey of social attitudes in Britain. Its aim is to discover what people in Britain these days think and feel about a wide range of questions on which we believe everyone has views. For instance, we are asking people about their reactions to the cost of living, changes in society, unemployment, government actions, moral issues. No special knowledge is needed, and it is very important that we obtain answers from everyone, not just those with strong views.

Each year we produce a book on the results, this will be the third book in the series. We hope it contains material of interest to government and the public on what people in Britain think about important issues. But we are also trying to produce information that will allow future generations to understand how people feel today about the issues that matter.

The addresses we contact (obtained from electoral registers) and the person to be interviewed in each household are selected by statistical techniques, and the interviewer may not take substitutes. So the cooperation of every selected person is particularly important.

SCPR is an independent institute for survey research, registered as a charity. As with all our surveys, the questionnaires are anonymous, and the results are published in the form of overall summaries. People's names are never attached to their views.

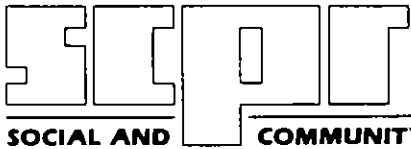
The study is funded mainly by the Sainsbury Foundation, but has support too from government departments and industry. Some of the questions are also being asked in America, West Germany and Australia as part of an international survey of social attitudes.

We hope it will be an enjoyable interview. Even if you are unsure about it, do please start the interview and see how you get along. If you have any questions, please contact me or one of my colleagues.

Thank you very much for your help.



Professor Roger Jowell



SOCIAL AND COMMUNITY PLANNING RESEARCH

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P.815/Rem.1

SN

May/June 1985

BRITISH SOCIAL ATTITUDES
1985 STUDY

Dear Sir or Madam,

Within the last two weeks you very kindly gave us an interview as part of our Social Attitudes survey. At the same time we asked you to complete a self-completion questionnaire and return it to us by post in a pre-paid envelope.

As we have not yet received the self-completion questionnaire from you, I wonder if I could ask you to spare a few more minutes of your time? The self-completion questionnaire is an important part of the survey. It contains questions which are also being asked in the United States, West Germany and Australia. We hope you will find it interesting and enjoyable. And we need to get the views of everyone in our sample, not just those with strong views or particular viewpoints.

Thank you very much for your help, and for your participation in the interview. I look forward to hearing from you.

Yours sincerely,

Professor Roger Jowell
Project Director

P.S. If this letter has crossed in the post with your completed questionnaire, please accept our thanks for sending it off and our apologies for contacting you again.

P.815/Rem.2

SN

May/June 1985

BRITISH SOCIAL ATTITUDES
1985 STUDY

Dear Sir or Madam,

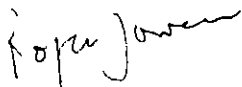
About two weeks ago we sent you a letter about the self-completion supplement to the British Social Attitudes interview you very kindly gave us. The self-completion questionnaire is about the role of government in daily life, and is an important part of the survey.

As we have no record of having received your questionnaire, we are enclosing another copy of the questionnaire and a pre-paid envelope, in case the first copy was mislaid. We hope you will find the questionnaire both interesting and enjoyable. And we need to hear from as many people as possible, so that the information we collect is representative.

We do greatly appreciate your co-operation in this study, and hope you will be able to complete the questionnaire if you have not already done so, and return it to us in the envelope provided. Without it an important part of the picture will be missing.

Thank you again for all your help.

Yours sincerely,



Professor Roger Jowell
Project Director

P.S. If this letter has crossed in the post with your completed questionnaire, please accept our thanks for sending it off and our apologies for writing to you again

P.815

BRITISH SOCIAL ATTITUDES:
1985 SURVEY

April 1985

Project Instructions

	<u>Contents</u>	<u>Page</u>
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2.	Notifying the police	1
3	The sample	2
4	Contact procedures and introductory letter	2
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1. Background

This is the third in our series of annual surveys on social attitudes in Britain. The survey is funded mainly by the Monument Trust, one of the Sainsbury Foundations, with contributions also from the Department of Employment and the Department of Environment, the Countryside Commission, Marks and Spencer PLC and Shell UK Ltd. This series has become one of SCPR's most well-publicised surveys, and is an important source of information about contemporary Britain.

The questionnaires (an interview questionnaire and a self-completion questionnaire) cover a wide range of topics the cost of living, unemployment, education, moral beliefs, attitudes to work and towards the countryside. The self-completion questionnaire also contains questions on the role of government which are being asked this spring in Britain, the United States, West Germany and Australia, this section of the survey is funded by the Nuffield Foundation.

The study has two main outcomes

- a) An annual book on the survey is published each spring. This Report by SCPR explains the main findings of the survey and comments upon them, and is important in keeping SCPR's name before a wide public audience. The first volume, published last spring, received much favourable press and public comment. The second book based on the 1984 fieldwork, will be published in May or June.
- b) The data from the survey are deposited in the Economic and Social Research Council (ESRC) data archive, and made available for use and analysis by the academic community, or indeed any interested data user.

The introductory letter for respondents briefly explains the survey's aims. Broadly, the survey is designed to establish a record of contemporary social attitudes and how they change over time. Such findings are of interest now, for instance to government departments anxious to have more information about people's own assessments of their work or their housing circumstances. But the data is also a contribution to British social history, to allow analysts in the future to discover what British people thought and felt about the major social issues of the 1980s.

This year, as last, there is also a panel version of Social Attitudes. This will involve going back to some of the 1983 respondents for the third time. They will be asked to take part in an interview and complete a self-completion questionnaire similar to the 1985 new survey. There are separate panel instructions, show cards and questionnaires, all with GREEN covers. Any material in green refers to the Panel survey, and should not be confused with 1985 new sample.

2. Notifying the Police

You must notify the local police station in the area where you will be working. You should complete a copy of the Police Notification Form that has been included in your supplies. This explains, among other things, how

long you will be working in the area, how to contact you, includes and your car registration number. Attach a copy of the introductory letter for respondents to the form and hand it in to the police. (You might try and see if it is possible to record these details in the day book at the station desk). Make a note of the name of the officer to whom you speak and the date of your call so that in the event of any query or complaint to the police, you are fully covered. It is reassuring for elderly or suspicious informants to be told that the police know about you and the survey, and that they can check with the police station.

PLEASE DO NOT START WORK UNTIL YOU HAVE DONE THIS.

3. The Sample

The sample covers England, Wales and all but the highlands and islands of Scotland. It consists of approximately 2500 addresses drawn from the Electoral Registers, distributed equally in 114 sampling points. Sampling points are generally Polling Districts, although in some rural areas, they may be groups of adjacent Polling Districts or Parishes. At each address, you are asked to try to interview one randomly selected adult (aged 18+).

An Address Record Form (ARF) has been made out for each sampled address. This gives the full address, including the post code where this is available. The address is given at the bottom left-hand corner of the ARF. In the bottom right hand corner is a list of all the electors identified in the most recent Electoral Register as living at that address.

A full description of the procedures relating to the ARF and the procedure for selecting respondents is given in sections 7 and 8.

4. Contact Procedures

You must attempt to make contact at each address in your assignment. You must try to call on at least 4 occasions, at different times of day and suitably spaced, before you classify the address as unproductive. At least one of these calls should be in the evening (after 6pm) and one at the weekend.

As always, it is very important that we achieve a high response rate in this survey. In fact, since most addresses will be highly clustered in Polling Districts, we are asking you to keep trying to contact all the issued addresses until the end of the fieldwork period. Keep trying all non-contacts as long as you are calling in the area. If you sense a respondent may be about to refuse, it often helps if you withdraw, offering to call again at a more convenient time, before a formal refusal is actually given. Only by interviewing all, or nearly all, of those selected for the sample can we be confident that the answers we get are representative of the views of all people aged 18+.

We have tried in two ways to help make the task of contacting easier. First, we have drawn this year's sample from the current electoral registers, instead of from last year's. This should both reduce the number of untraceable and other out-of-scope addresses, and mean there are fewer

cases of movers etc. Second, the survey has been put back a month, so that we hope the better weather and longer evenings make calling easier

You must never substitute one address for another, nor substitute one individual selected by the Respondent Selection Sheet for another. The sample has been randomly selected, and any substitutions you make would lead to bias in the results.

Remember to show your Identity Card when you introduce yourself. If you think it will help you to get an interview, you can give the person you initially contact a copy of the introductory letter for respondents as part of your introduction. (But remember to start back at the beginning in explaining the survey to the selected respondent if it is a different person.) In any case, you must leave a copy of the letter with each respondent after the interview.

The interview will last, on average, about one hour, though it will be slightly longer for those in paid employment.

5. Suggested Introduction And Questions You May Be Asked

We have found that the best introduction for interviewers to use is the one they feel most comfortable with. And it is vital to start at the beginning and explain the purpose of the survey to each person you see at an address, don't assume a husband, wife or parent of the selected respondent has passed information on.

An introduction you might use, or modify is

"Good morning/afternoon/evening. My name is _____, and I work for Social and Community Planning Research, an independent social research institute. We are carrying out an annual nationwide survey to discover what people in Britain nowadays think and feel about a wide range of issues, such as the cost of living, unemployment, education and housing. The survey results are published annually as a book about social attitudes in Britain (IF NECESSARY, SHOW SPECIAL PAMPHLET TO RESPONDENTS.) The results are also of interest to government departments trying to get a better understanding of people's attitudes toward employment and housing. (The average interview should take about an hour)".

Questions you may be asked by selected respondents

Q How did you get my address?

A The addresses in the survey were selected from the current Electoral Registers for this area. These are publicly available (eg. at the Post Office). From each Electoral Register a certain number of addresses were selected using a random probability method - such as taking every 50th or every 60th address. (The 'starred elector' is the first person listed on the register for the selected address).

Q How do I know that what I tell you will be treated with confidence?

A First, SCPR makes all efforts to keep the information you give us

confidential. Your rights as a respondent, and the way in which we honour those rights are set out in the leaflet about SCPR that I've given you.

In addition, we do not have your name or address on this questionnaire and at all times this will be kept separate from the answers that you give us. Your questionnaire is identified by a serial number, for administrative purposes. This means that no individual can be identified from the data, and the survey itself is written up as statistical summaries only.

Q: Why should I take part?

A: Surveys are voluntary but it is very important that a true cross-section of the public takes part in studies like this one if we are to understand what people think about the social issues of the 1980s. This means that we want to know the views of everyone in our sample. If a lot of people refuse to take part then we cannot be sure that our results really reflect the views of all people. No special knowledge is needed, and we need to know the views of everyone, not just those with particular viewpoints. Even if you have no strong views, we want your opinions, as that too is representative of public attitudes.

Q: I'm not sure...

A: Even if you're not sure, do please allow the interview to start and see how you get along. You can stop at any stage if you wish to.

Q: How do I know you are a genuine researcher/research organisation?

A: First, you have a letter from the research team at SCPR. The letter describes the survey and explains why your co-operation is important. There are telephone numbers at which you can contact the researchers at SCPR if you have any further questions to ask.

Second, we are leaving you a leaflet about SCPR which is an independent non-profit making institute for survey research.

Finally, you have seen my Identity Card.

Q: What happens to the results?

A: The statistical results are published each year by SCPR as a book about social attitudes in Britain. For instance, here is a pamphlet about the book and the reason we started the series. (SHOW PAMPHLET). And I can leave with you a book-notification form, so you are notified when the book about this year's survey is published next year. (SHOW BOOK NOTIFICATION FORM).

6. Materials for the survey

- | | |
|---|---------------|
| 1. Address Record Form (ARF) | see section 7 |
| 2. Special Call Continuation Sheet (gold) | see section 7 |

- 3. Respondent Selection Sheet (RSS) (yellow) see section 8
 - 4. Non-response Form (pink) see section 9
 - 5. Introductory letter for respondents leave one with each respondent
 - 6. Interview questionnaire
 - 7. Self-completion questionnaire
 - 8. Set of show cards (A-Z)
 - 9. Project instructions (this document)
 - 10. Field administration and other field documents
 - 11. Pre-paid envelopes (for the return of the self-completion questionnaires in those cases where it cannot be picked up.)
 - 12. Book notification forms
 - 13. Special pamphlet about the series
- } for use as necessary

Please make sure you have adequate supplies of these materials before you start interviewing.

7. Address Record Form (ARF)

Each address record form carries at the top of the front page

A four-digit address serial number. This must be transferred to the interview questionnaire, the self-completion questionnaire, and the respondent selection sheet (RSS).

The last of the four digits in the serial number is the selection digit. This may be needed in selecting the person to interview on the RSS.

Each ARF carries at the foot of the front page a list of the electors shown on the current electoral register as living at that address. The starred elector is marked with an asterisk. The starred elector is the person you interview if and only if there have been no changes in household composition at the address. In addition to the ARF, you must complete an RSS for every address in your assignment (except 'deadwood' or where you have no information about the household.) This selection procedure is vital to ensure a random sample. **DO NOT ASSUME THE STARRED ELECTOR IS THE RESPONDENT.**

Please note the results of your calls at the address in the spaces provided on the front of the ARF (Details of Calls). Remember to code the new boxes about the visit when you complete the RSS, as we hope to have information in future about how best to get quickly through the RSS. (And if you go onto a

Calls Continuation Sheet before the RSS is completed, please use the gold Call Continuation Sheet).

Make sure you record the final outcome of your calls on the back of the ARF. See section 9 of these instructions before you record a non-contact on the back of the ARF. Since the sample is drawn from the current electoral registers we are expecting very few untraceables or other deadwood to emerge. Remember to write in the name of the selected respondent on the back of the tear-off slip on the ARF, whether or not you achieve a productive interview.

If you do achieve a productive interview, detach the slip at the bottom of the ARF, and send it back separately to the office, either with your next batch of work, or if it is your last interview, in a separate envelope. Attach the top part of the ARF, and the RSS to the interview questionnaire and send them back together.

If you are unable to achieve an interview with the selected person, ring the appropriate code to say why and return the entire ARF, including the tear-off slip, with the RSS and a non-response form to the office.

8. Respondent Selection Sheet (RSS)

The purpose of the RSS is to ensure that every person in the household has an equal chance of being selected for the interview. Only by following the questions on the RSS exactly can you be sure of making an unbiased selection.

One RSS is to be completed for each address, unless it is recorded on the ARF as deadwood, or you have been unable to make contact with anyone at the address.

Each time you use an RSS, it must be serial numbered, and attached to the appropriate ARF. Every household you contact, even when there is no productive interview, and even if there are no changes in household composition, should have an RSS completed.

Remember that the RSS is structured just like a questionnaire; if you follow the filters and remember your definitions it will route you through to the correct place.

A. Single-household address. About 97% of the addresses listed in the electoral registers are occupied by one household only. Having established that the address is a single household address at Q.1b) on the Selection Sheet you read out the names of the electors listed on your address record form and ask Q.1c) on the Respondent Selection Sheet.

If the answer at Q.1c) is 'Yes', that is all the listed people live there, you then proceed to Q.3 on the Selection Sheet and establish whether all the people you have read out are aged 18 or over, and if so, whether at Q.3b) there is anyone else in the household who is aged 18 or over.

If there are no other members of the household aged 18 or over then, and only then, should you interview the starred elector.

This will be the case in the great majority of cases especially since we have used the new Electoral Registers to draw the sample. If however you find at Q1c) on the Selection Sheet that one or more of the listed electors no longer lives at the address, or at Q.3a) that one or more of the listed electors is not aged 18 or over, or at Q.3b) that there are other members of the household who are aged 18 or over, then you must ask, at Q.4, how many people there are aged 18 or over now living as members of the household. If there is only one such person then you should interview him or her. If there is more than one, you have to use the selection grid at Q.8a) to choose the respondent. Thus, **IF THE HOUSEHOLD COMPOSITION HAS CHANGED, DO NOT ASSUME THAT THE STARRED ELECTOR IS THE RESPONDENT.**

B. Multiple-household addresses. About 3% of the addresses on the Electoral Registers are multiple-households. If you establish at Q.1b) on the Selection Sheet that the address contains more than one household, then you check with your respondent (at Q.2) which of the listed electors lived in the same household as the starred elector, in October (1984). (This is when the current electoral registers were completed). Where this information is obtained you then move on to establish whether all these people still live there and so on. The procedure is the same as it is for single household addresses.

If, however, the information about the starred elector's household in October 1984 is not obtainable (because the starred elector has moved, or his/her household cannot be identified) then you must make a selection of who to interview, using the selection grid. You go to Q.5 and there have the choice of whether to select from the whole address (eg. the house, the entire block of flats, or the tenement) or the "dwelling unit" - whichever is most sensible for that address.

The choice of dwelling units will vary according to the particular circumstances of the address. It may be appropriate to choose flats, or perhaps bedsitters or maybe even floors of a building. The choice of dwelling units is yours but it is essential that you can identify unambiguously the dwelling unit you later select.

C. The Selection Grids

You can then make a selection using the back of the RSS, the last digit of serial number (the 'selection digit') and the first show card, which is the Selection Grid Card.

Whole Address If you have decided to make your selection from the whole address then you establish how many people aged 18+ (including your informant if he/she is 18+) live at the address. If more than one, you go to Q.8b) and make a selection. If one only, interview that person.

Dwelling Units If you are using dwelling units to make your selection, you need first to establish the number of dwelling units (eg. flats, bedsits, etc.) at the address and enter the number in the boxes at Q.7a). If there are fewer than 10 dwelling units, go to Q.7c) and list the dwelling units in the grid.

The listing procedure will vary according to the particular layout of the address but it should always be systematic. For example if flats are numbered they should always be listed in that order. If the dwelling units are not numbered, list all households/dwelling units at the address in location order (start with lowest floor, left or front, and work to right/back and up the building).

See example: if the Serial Number for the address is 5847 - and '7' is therefore the 'selection digit' - then, working from the grid on the showcard, the selected dwelling unit is Flat C:

Ie, the last digit of the Serial Number is 7 } Where the row and column
The number of dwelling units is 4 } meet on the Grid is '3'.

If there are more than 10 dwelling units at an address, you don't need to fill out the grid. Simply use the look-up chart at the end of these instructions, which tell you which dwelling unit to contact. Then go to Q.7c).

You then establish at Q.7c) how many people aged 18+ live in the selected dwelling unit (Flat C in our example). If more than one person, select an individual by listing the adults (18+) in the grid at Q.8) and then select one using the Grid Card.

Selecting Respondent First, you should list at Q.8a) all members of the household aged 18 or over in alphabetic order of first name. Do not write in any surnames on the Selection Sheet, since the sheet remains with the questionnaire throughout coding and keying of data and we do not want the respondents identified by name on it. You may need to jot the names down before ordering.

To establish the number of persons you are to interview, use the column in the Grid Card for the total number of people you have listed and the row indicated by the last digit of the serial number ('Selected Digit'). The box where the two meet gives the person number of the person with whom the interview should be sought. No substitute is acceptable in any circumstances.

See example: if the Serial Number for the address is 5847 - and '7' is therefore the 'selection digit' - then, working from the Grid Card, Ann is the selected respondent:

Ie, The last digit of the Serial Number is 7 } Where the row and column
The number of people aged 18+ is 3 } meet on the Grid Card is '1'.

So you must interview person number 1, Ann. Nobody else will do.

Remember to enter the full name of the selected person where indicated on the back of the tear-off slip on the ARF, even if you do not achieve an interview.

Serial Number

5,8,4,7

+ Selection digit

Col./ Code

Skip to

IF WHOLE ADDRESS SELECTION REQUIRED (CODE 1 AT Q 5)

Including yourself, how many people aged 18 or over now live at this address?

CODE 1 PERSON ONLY OR ENTER NUMBER OF PERSONS

(147-48) 01 +

INTERVIEW THAT PERSON + Q 8

IF DWELLING UNIT SELECTION REQUIRED (CODE 2 AT Q.5)

a) RECORD TOTAL NUMBER OF OCCUPIED DWELLING UNITS AT ADDRESS

b) CHECK CODE 2-9 DWELLING UNITS 10 OR MORE DWELLING UNITS

IF 2-9 DWELLING UNITS - CODE 'A' AT b)

c) LIST EACH IN GRID IN LOCATION ORDER (BOTTOM TO TOP, FRONT TO BACK, LEFT TO RIGHT) AND MAKE SELECTION AS INDICATED

(149-50)

A + B +

(151-52)

b) c) d)

SELECTION RULES

Use Selection Grid Card go down the column representing total number of occupied Dwelling Units (see Q7a), until you come to the row for the Selection Digit (ie, last digit of serial number) The number given where column and row meet is the 'DU CODE' of the unit at which interview should be taken

RING 'DU' CODE OF SELECTED UNIT

Table with 2 columns: 'DWELLING UNITS', 'DU' CODE. Rows: Flat A (01), Flat B (02), Flat C (03), Flat D (04), (05), (06), (07), (08), (09)

e)

IF 10 OR MORE DWELLING UNITS - CODE B AT b)

d) SEE PROJECT INSTRUCTIONS AND LOOK-UP CHART ENTER SELECTED UNIT CODE

e) VISIT SELECTED UNIT AND ASK

Including yourself, how many people aged 18 or over now live in this part of this address?

CODE 1 PERSON ONLY OR ENTER NUMBER OF PERSONS

(153-54) 01 +

INTERVIEW THAT PERSON + Q 8

IF RESPONDENT SELECTION REQUIRED (SEE QUESTIONS 4, 6, & 7E)

a) LIST ALL PERSONS AGED 18 OR OVER IN ALPHABETIC ORDER OF FIRST NAME MAKE SELECTION AS INDICATED

SELECTION RULES

Use Selection Grid Card go down the column representing the total number of eligible persons until you come to the row for the Selection Digit (ie last digit of serial number) The number given where column and row meet is the person code of the person to be interviewed

RING 'PERSON CODE' OF SELECTED PERSON

Table with 2 columns: FIRST NAMES, PERSON CODE. Rows: Ann (01), Ian (02), John (03), (04), (05), (06), (07), (08), (09)

Ann Ian John

b)

b) ENTER FULL NAME OF SELECTED PERSON ON BACK OF ARF INTERVIEW THAT PERSON ONLY

You should note that this sampling method is concerned only with listed addresses. There is no case in the new 1985 sample where you would follow listed electors to a different address. No substitutes are permitted, so if the selected person is in hospital or away for the duration of the survey, or too old or too ill to be interviewed, then no interview can take place.

Remember that any responsible adult member of the household may provide the information that you need in order to establish who it is you are to interview. You don't need to wait to see the starred elector, though you may do this if you prefer.

Also, this survey is intended to cover only the population living in private households - not those living in institutions. But people can be living as private households within institutional premises. Even if the address you have been given appears to be an institution, check that the starred elector is part of the institutional population before rejecting an interview there. People living in private households on institutional premises are eligible for inclusion. (See your Interviewer's Manual for the definition of an institution).

9. Non-response Forms and Non-contacts

We are carrying out research at SCPR on ways of increasing response on surveys. As you will appreciate it is important to obtain as high a response rate as possible in order to ensure that the results are representative. We can carry out some analyses using the information you provide on the ARFs (eg. the best times to call to find people at home) but it is also useful for us to have as much information as possible regarding the circumstances or reasons for non-response. Your assessment of the chance of getting an interview at an address is the best information we have. This will also help if we decide to re-issue some of the addresses.

We are asking you, therefore, to complete a non-response sheet for every address finally coded non-contact, broken appointment, person ill/away or refusal (codes 22, 23, 71, 72, 73, 74, 75 and 77 on the ARF). Full instructions are on the non-response form.

It is vital that we achieve a high response rate. Therefore we are asking you to:

- return all completed ARFs for deadwood to the office as soon as possible. Since we are using the new Electoral Register there should be little deadwood, and we would like to have these back in the first fortnight of the field period.
- return a completed ARF and a non-response form for each refusal to the office as soon as possible
- keep trying to contact your non-contacts, broken appointments etc. until the end of the fieldwork period, even if you have made 4 calls. Then whenever you are in the neighbourhood try again, unless you have learned that the selected respondent will not be available until after the end of fieldwork (due to holiday or illness). Complete the ARF and a non-response sheet for all your non-contacts and return them to the office with your final work.

Fill in the non-response sheet in as much detail as possible. Occasionally you may suspect that a person is avoiding you - we have termed this a 'disguised refusal'. All such information you have on the respondent should be recorded in the appropriate place.

10. The Self-completion Questionnaire

This year, because of the international questions being asked in America, West Germany and Australia, the self-completion questionnaire for the new sample is longer than in the past. This means that it can no longer be given out before the interview questionnaire.

There are now two times at which the self-completion questionnaire may be completed.

- o Immediately after the interview, before you depart
- o In the respondent's own time, after the interview. In this case it will be necessary either to call back to pick up the questionnaire, or to arrange for the respondent to post it back to SCP, in the prepaid addressed envelope you will have left for the purpose.

In practice, you will probably find the self-completion questionnaire is too long to be completed by most respondents immediately after the interview. This means that you will have to leave the questionnaire with the respondent. But in order that our response rate on the self-completion questionnaire, which has been very good, does not go down we would like you to try to call back and pick up the self-completion questionnaire as long as you are still working in the area. This helps remind the respondent how important it is. **WE APPRECIATE ALL YOUR HARD WORK IN COLLECTING THE SELF-COMPLETION QUESTIONNAIRE AS IT HAS MEANT A VERY HIGH RESPONSE RATE IN THE PAST, AND, WE HOPE, IN THE FUTURE.**

The rules for the self-completion questionnaire are

1. The Serial Number of the respondent should ALWAYS be entered by you in the box provided before handing it over.
2. If it is left at an address after the interview, it must be left only with the selected respondent - the person you interviewed.
3. It should be emphasised that the self-completion questionnaire (like the interview) may only be completed by the selected respondent. No substitute is acceptable.
4. If the questionnaire cannot be completed by the end of the visit at which you carry out the interview, then you should arrange to call back for it - provided you are still interviewing in that area. If this is not practicable, you should leave the prepaid envelope we have provided and ask the respondent to post the self-completion questionnaire back to the office. If you do this please remember to fill in Q.115 of the interview questionnaire, and to ring code 62 on the ARF. (We will then send out postal reminders.)

5. Never leave any doubt in the respondent's mind about how he or she should return the questionnaire. If you have arranged to call back for it, establish that fact and ensure that your promise is fulfilled. If not, make sure that the respondent knows it is to be posted back, and stress the need for (decent) speed.
6. If you do collect the self-completion questionnaire, please try to spend a minute checking through to see that it has been completed. Any gaps can then be tactfully pointed out to the respondent and he or she should be asked to complete the questionnaire fully, even if it means writing in 'don't know' where appropriate.
7. On rare occasions, it might be clear that a willing respondent needs your help to complete the questionnaire, for reasons of, say, poor eyesight or illiteracy (in English). We have no objection in these cases to your treating the questionnaire as if it were an extension of the interview, and ticking the boxes accordingly, with the respondent at your side.

11. The Interview Questionnaire: General Comments

First, a feature of such a wide-ranging questionnaire may be that people are likely to be much more interested in some questions or sections than in others. It may therefore occasionally be difficult to maintain interest and momentum. The particular interviewing challenge that the questionnaire poses is one of establishing the right speed at which to progress through the questions. Rushing the respondent clearly has to be avoided, but an over-deliberate approach would be equally wrong. It may be that some respondents want to give a great deal of thought to some of the issues, which certainly are of great interest and complexity. But we are seeking to capture present attitudes, not to conduct a philosophical discussion or a political debate. If some respondents have no particular viewpoint on a topic (and very few people will have firm attitudes on all topics), or if they cannot answer the question as posed, it is acceptable to code or enter DK or another answer and move on to the next question. So your skill in moving things along at the right pace will be at a premium.

Second, throughout the questionnaire we will be using a number of general phrases that may cause the respondent to ask for further explanation. Examples might be:

"Britain's interests"	Q.5
"threat to world peace"	Q.9
"Britain's general industrial performance"	Q.13
"best all-round education"	Q.87

In these and many similar cases we do not wish to give the respondent any further explanation. The phrases used are intended as general ones. Simply read the question or statement out, and tell the respondent that he or she should answer in terms of whatever he or she understands by the phrase.

Third, in questions where a space has been provided for 'Other' answers, they should be recorded verbatim. There is also a code that should be ringed when another answer is entered. Unless specifically stated, an 'Other answer' code should be ringed only when one of the pre-coded answers cannot be ringed.

In the questions where there is no specific provision for 'Other answers', none are anticipated, although should they occur, they should be entered somewhere near the question. But, as a general rule for questions in which no 'Other answer' space is provided, first repeat the question with appropriate emphasis before accepting an 'Other' answer. For example, in the question "Which of the phrases on this card is closest to your opinion about threats to world peace?" Suppose you get the answer "Sometimes one, sometimes another". Before accepting this answer and entering it, the question should first be repeated with the emphasis "Which of the phrases is closest to your opinion ..." You can also use phrases like "Generally", "In general" etc as probes, otherwise repeating the question wording exactly.

Fourth, the interview questionnaire is divided into 5 sections, each of which deals with a broadly defined group of subjects.

		<u>Questions</u>	<u>Coloured stripe for section</u>
SECTION ONE	Politics	(Q1-9)	Blue
SECTION TWO	Economic issues and attitudes to work	(Q10-61)	Purple
SECTION THREE	Countryside issues	(Q62-68)	Green
SECTION FOUR	Social policy and general social issues	(Q69-96)	Yellow
SECTION FIVE	Classification details	(Q97-115)	Orange

The division of the questionnaire into sections has been devised for your ease of handling - following skips etc. Respondents do not need to be made particularly aware of the sections of the questionnaire during the course of the interview, the questionnaire was designed to be administered as a single unit with a reasonably smooth transition between topics and groups of questions. Please note that p21 is a blank page.

If a respondent does break off the interview part way through (this happens very rarely) try to complete the classification section (which begins on p36, orange stripe).

12. The Interview Questionnaire In Detail

Q.1 A single newspaper is the preferred answer at b). If the respondent maintains, in spite of probing, that he or she reads more than one paper equally frequently, do not code but write in the relevant papers under 'Other'.

Q.2 At b), d) or e) mentions of 'Liberal Alliance' would be coded as Liberal; mentions of 'SDP or Social Democratic Alliance' would be coded as SDP; mentions of 'Alliance' or 'Liberal/Social Democratic Alliance' would be coded as Alliance.

'Tory' should be coded as Conservative and 'Socialist' (unqualified) as Labour. All other descriptions of party should be written as 'Other Party'. Other answers (such as "undecided") should be written in under 'Other answer'. The code 10 (NONE) should be ringed only as a possible response to e).

Q.8 Do not read out the party names here as a running prompt; the respondent should volunteer which party, if any, is closest to his or her views of defence.

Q.12 At a) we want to know which the government should give highest priority to; at b) we want to know which is of more concern to the respondent and his or her family.

Q.19 The respondent may well choose several items on Card D showing various types of economic activity undertaken 'last week' - that is the seven days ending last Sunday. These should all be coded on Column I. The highest on the list (or the one category, if there is only one) then gets transferred to Column II (ECONOMIC POSITION). If any interviews are undertaken on a Sunday, the seven days is the one ending the previous Sunday.

The ECONOMIC POSITION of the respondent determines which group of questions will be asked through the remainder of Section 2 (ie up to Q.61).

Those in paid work (Code 03) are asked:

(if employees) Q.20-40

(if self-employed) Q.20, then Q.41-48.

Those in full-time education (01) are asked Q.51-52.

Those on government training schemes (02) or waiting to take up paid work (04) are asked Q.49-50.

All the unemployed (05, 06, or 07) are asked Qs 53-57.

Those wholly retired from work (09) are asked Q.58.

Those looking after the home (10) are asked Q.59-61.

Those permanently sick or disabled, or doing something else (08 or 11) skip straight to section 3 (Q.62) (green stripe).

The following notes are by way of amplification of items on CARD D:

A/01 In full-time education (not paid for by employer, including on vacation)
All students, even those doing vacation jobs during the last week, are to be coded in this category for economic position. If the

student is on vacation and his or her continuation as a student depends on having passed an exam, assume that the exam will be passed and still treat the respondent as in full-time education. People on government training schemes (YTS etc.) are EXCLUDED from this category. They should be counted as B/02.

B/02 On government training/employment scheme
People on government-sponsored training schemes (eg. Youth Training Scheme) or employment schemes (eg. Community Programmes) should be coded here. They should not be coded as 'In paid work' or 'In full-time education' (even if they are doing the educational part of the scheme).

C/03 In-paid work (or away temporarily) for at least 10 hours in the week
This category includes all types of paid work, whether for an employer, or on the respondent's own account as self-employed. It includes casual, part-time and temporary work provided that it amounts to at least 10 hours in the week.

Voluntary work, or work carried out where only expenses are reimbursed or work paid for in kind (eg. by receiving board and lodging only) where there is no financial transaction, are EXCLUDED from this category. People temporarily away would include those who were absent from work last week because of sickness or injury, holiday, compassionate leave, or maternity leave, provided that they have a job to go back to with the same employer or as self-employed in the same field. It would also include people who were temporarily laid off, or on strike, or locked out, again provided that they have a job with the same employer to go back to, or to the same self-employed status eg. an actor 'resting' between jobs.

People whose contract of employment incorporates regular but intermittent work (eg some staff in educational institutions, or professional sportsmen, whose wages are paid only during term time or the season, and who therefore may not have worked last week) are included in this category.

The second four items listed on the card cover those members of the population who are about to start a job, or who are unemployed.

D/04 Waiting to take up paid work already accepted
This category covers people not in work last week but who have a definite agreement to start work on a set date. (They may have started by the time of the interview). It does not include people who have been given a vague promise of a job if and when a vacancy occurs.

E/05 Unemployed and registered at a benefit office
This category covers those who are both unemployed and registered for benefit purpose. It does not cover those unemployed and registered only at eg Jobcentres, the Professional and Executive Register etc., that is only through the government employment service.

Here, they must be unemployed and registered as unemployed for benefit purposes.

F/06 Unemployed, not registered but actively looking for a job
This category includes all unemployed, not registered at a benefit office, but who are actively looking for a job. This would include people seeking work through the government employment service (Job centres, Professional and Executive Register, Careers Office etc.), people registered with private employment agencies, people answering advertisements for work, advertising for work or even people just actively looking around for opportunities.

G/07 Unemployed, wanting a job but not actively looking for a job
Include here any unemployed (again not registered as unemployed at a benefit office), but who are not actively looking for a job at the moment. People who, for instance, have given up looking for work in their area because it has a high unemployment rate would be included here, or those who are ill and temporarily unable to look for work. Respondents should normally be left to decide for themselves whether an illness in this case is temporary or not. If in doubt, include it if it has lasted less than six months.

The remaining three categories on the card cover those members of the population who are generally considered to be economically inactive.

H/08 Permanently sick or disabled covers people out of work and not seeking work because of permanent (or indefinite) sickness or disability. People who have never worked because of disability are included. Do not include retired people in poor health who would not be seeking work even if they were healthy. In cases of doubt over whether an illness or disability is permanent, treat it as permanent if it has lasted continuously for six months or more.

J/09 Wholly retired from work covers people who have retired from their occupation at approximately the normal retirement age or who have taken 'early retirement', and are not seeking further employment of any sort. Retired people who are permanently sick or have become disabled still count as retired.

Women who leave work on marriage to become housewives or to raise a family and who have not worked for many years, should be classified as 'looking after the home' rather than as retired. But it is difficult to define retirement exactly. Apart from the proviso made about women, the respondent's description from the card should generally be accepted.

K/10 Looking after the home covers anyone more or less wholly involved in domestic duties when classifying economic position. There can be more than one person in a household in this category. But at Q.25 we are concerned only with the respondent's position.

L/11 Doing something else is not on the show card. It covers anyone who does not fit into any of the eleven categories on the card. But remember that people who are in any kind of paid work (including casual self-employed jobs) of more than 10 hours in the week should

not be included here.

- Q.20 'Self-employed' refers to work done on the person's own account, not being taxed through PAYE. Some self-employed persons will have their own businesses, some will simply be involved with casual or intermittent work. A person in a one-man business is not necessarily self-employed, if the business is a company, he or she may well be an employee of the company, drawing a salary and being taxed through PAYE.
- Q.21 The number of hours worked per week excludes meal times and
Q.41 irregular overtime. If there are no regular hours in the normal job, then hours worked during the seven days ending last Sunday should be the criterion.
- Q.23 At b) the workplace is the establishment at or from which the respondent works. This will ordinarily have a single address. The employer of the respondent may of course run several establishments but these are not being asked about. Several questions refer to the workplace so it must be clearly established at this question.
- Q.23a) 'Start looking for another job' or 'wait several months or longer before you started looking'.
- By 'start looking' we mean not necessarily immediately, but more or less so. Any respondent so coded would be intending to seek a new job following on from the last one. The alternative coding would mean a definite decision not to work or to start looking for a period of at least several months.
- Q.25b) } It is preferable to obtain the answers to these questions in
Q.27b) } months. If the answer is given in years and can be easily
Q.41c) } converted into months, please enter it as months.
Q.43b) }
Q.49a) } You should round up the answers to the nearest whole month. Two
Q.51b) } weeks or over is the next highest month, under two weeks is the
Q.53a) } next lowest.
Q.53b) }
Q.53d) } Probe for best estimates in all cases, even when the situation is
Q.60b) } hypothetical.
- Q.28-33 These are general questions about attitudes towards work, as usual probe for the answer closest to how the respondent feels.
- Q.36 We are interested only in the kinds of schemes on this card, that is schemes which link pay or bonuses to productivity or performance. If NONE at a), follow the skip to Q.37.
- Q.37 We are interested in the extent to which respondents are aware of,
Q.48 and use, computer-based technology. There is an 'other' code if you need it.
- Q.41 This question is asked of all self-employed persons, about their main self-employed occupation. "Business" may not always be the best or most appropriate description, and you may therefore need to

explain that the question refers to the paid job, whatever it is.

Q.55 Please note that whereas at Q.53f) we asked whether respondents would consider moving in a hypothetical situation, at Q.55 we are interested in whether they have ever actually considered moving to an area other than the one they live in now.

Q.56 Full-time or part-time job refers to all paid work whether as an employee or self-employed. Full-time is 30 hours or more a week, part-time is 10-29 hours.

Q.58 If the respondent is not yet over 65 (men) or 60 (women) we want to know the age at which he or she has retired. If the respondent then says that they've never worked (eg. they have interpreted retired from work as meaning simply 'retired') code as appropriate at e). Do not recode any other data.

Q.61 Here we want to know how likely the respondent is to look for a paid job in the next 5 years - that is, how likely they see it as being that they will attempt to (re)-enter the labour market in the next 5 years.

Q.62 This question should be coded from observation, before you check with the respondent by reading out the selected code.

Q.63 Accept the respondent's definition of 'open countryside'.

Q.65 Remember to probe fully for responses to this question.

Q.67 If NONE or Don't know, follow the filter and skip to Q.68.

Q.72 In most cases people will feel closer to one statement or the other. In some cases, however, people may feel the two statements are related. In these cases, record under 'Other' and ring code 7.

Q.75 Tenure: note that this question applies to the whole accommodation that the respondent's household occupies, not to the respondent's individual part of that accommodation, or to his or her relationship with the person(s) in the household who are legally responsible for the accommodation.

Own leasehold or freehold outright: those whose accommodation is wholly owned, ie they are not buying on a mortgage or with a loan.

Buying leasehold or freehold: those buying with a mortgage or loan, from a bank, insurance company, building society or other organisation. Also includes those buying as part of a co-ownership scheme, or those buying leasehold property when the lease is 21 years or more.

Rented property: includes leases of fewer than 21 years. The rent need not be paid by a household member: it could be paid by another member of the family (eg son

on behalf of mother) or by supplementary benefit direct to the landlord. Property that is occupied 'rent free' would be included. "Squatting" should be written in.

- Q.78 Again code from observation and check the code with the respondent.
- Q.85 Note that here you code one answer for primary schoolchildren, and one answer for secondary schoolchildren.
- Q.86 Do not attempt to further explain this (or any other) question. If necessary repeat it for the respondent.
- Q.92a) Please note that codes 02-09 all relate to different denominations of the Christian religion. Codes 10-15 relate to other (non-Christian) religions. If the pre-coded categories are inadequate, the answer should be written in as 'Other Christian' (code 09) or 'Other non-Christian' (code 15) as appropriate.
- 94a) In this question, by Asian we mean people from the Indian sub-continent. We have specified India and Pakistan as the main countries involved. However, we are not concerned to exclude people from Bangladesh, Sri Lanka or Asians from East Africa, should the respondent raise the matter.
- Q.94f) If any respondent describes him/herself as very or a little prejudiced, you should probe fully to ascertain the racial groups against which he or she considers him/herself prejudiced. 'Black', 'coloured' and other general descriptions should be recorded verbatim but then probed to see if the respondent can be more specific. Record verbatim any other qualifications or remarks made after this question.
- Q.97a) Before filling out the household grid, we ask you to find out how many people, INCLUDING the respondent, live as members of the household. The basic definition of a household is that its members are resident at the selected address and share at least one meal a day or share the living accommodation. See pp74-76 of the Interviewers' Manual for details if you are unsure.
- Q.97b) At this question we are asking about respondent's legal marital status, there is a separate code for 'living as married'. The question is designed as a normal READ OUT question, you should code the highest on the list which applies (PRIORITY CODE).
- Q.98 In the household composition grid, record the details required for every member of the respondents' household. Start with the respondent, and then work down columns of grid, collecting information about each household member in turn. At the end, check that the number of people for whom you have details in the grid equals the number given at Q.97a).
- Q.98c) is not concerned with legal status. 'Spouse/partner' would include a person whom the respondent was living with as married.

'Son/daughter' includes step-children, adopted and foster children.

Q.98d) Household members with legal responsibility for accommodation.
You should note that this coding replaces and is not the same as
'Head of household.'

Legal responsibility refers to any member of the household who:

- owns the property or a share of it (ie has his or her name on the deeds)

or

- rents the property solely or jointly (ie has his or her name in the rent book)

or

- has the accommodation by virtue of his or her own relationship to the owner (the owner not being a member of the household).

All such people in the household have a code ringed in the grid as having legal responsibility. The respondent could be included or not.

Q.99 For the respondent, his or her spouse or partner, and all children aged over 5 years, you should ask whether they have attended a private primary or secondary school. Note that nursery schools are not included, and that voluntary or maintained schools do not count as private.

The following definitions may help - you may need to discuss this with respondents:

- Private. This category includes all schools that are independent or privately owned including those owned by private or charitable trusts. These schools will therefore be fee-paying. All public schools will be included. Included also in this group will be the schools that used to be known as 'Direct Grant' schools, which received a grant from public funds but which were nonetheless largely independent of Local Authority or central government control.

Some of the schools that were Direct Grant have now become state schools, some have remained as private. These schools should be coded according to their status at the time the relevant household member attended them.

- Voluntary/maintained schools. These include primary or secondary schools that are founded and owned by voluntary organisations, usually a church, but are maintained financially by the Local Authority. They do not count as private schools.

Q.100 This question asks about the respondents' age when he or she completed continuous full-time education.

- Q.101 The main types of exams and qualifications are included here. Code ALL that apply. You should write in any that the respondent mentions that are not on the list.
- Q.102 Code by observation the respondent's ethnic identity. Do not miss this question.
- Q.103 Use the household grid if necessary to ask the question appropriately. Code as appropriate and specify the relationship to the respondent of the person doing or sharing the duties, if sharing, remember to specify whether the respondent is involved in the sharing. This question is about who actually does the physical acts of caring and other domestic duties. It is not about financial responsibility.
- Q.107 Details of occupation should be obtained for ALL respondents except those whose economic position (Q.19, page 6) is
- in full-time education (code 01)
 - on government training or employment scheme (code 02)
 - permanently sick or disabled (code 08)
 - or doing something else (code 11).
- Ask everyone else about their current, future or last job, as directed. If the respondent has never worked, write in at a).
- At Q.107f), if the respondent is any doubt about how to classify their employer's organisation, write in a description at 'other' code 07.
- Q.100 The staff association referred to in this question is an organisation of employees recognised, like a union, by management for the negotiation of pay and other conditions of employment. In certain professions, eg. banking, staff associations exist alongside or instead of trade unions.
- Q.109- We need to collect details of occupation for the respondent's
Q.110 spouse or partner. The same principles apply as to Q.19, and Q.107. The exception is that we will not ask about a spouse or partner's job if that person has not worked in over 20 years.
- Q.111 You should obtain the total income of the household from all sources at every household. Income includes not only earnings but state benefits, occupational and other pensions, unearned income such as interest from savings, rent etc. For respondents in paid work in the last 7 days (Q.19) you should also obtain the respondent's own earnings.

In each case - for both income and earnings - we want the figures before the deduction of income tax, national insurance and other deductions. The question refers to current level of income or earnings or, if that is inconvenient, to the nearest tax or other

period for which the respondent is able to answer.

Q.112 If you obtain a telephone number (or numbers), remember not to write it on the questionnaire here, but on the back of the tear-off slip of the ARF, in the space provided. (We are not collecting stable addresses this year).

Q.114 As you can see from this year's panel experiment this is an important question.

Q.115 Remember to code as appropriate the method of returning the self-completion questionnaire.

LAST Remember to code the time the interview was completed, using the 24 hour clock, the duration of the interview in minutes, your interviewer number, and the date.

Thank you for all your work. If you have any queries or problems, please do not hesitate to telephone Sharon Witherspoon. Good Luck!

INTERVIEWER:

Please remember to return to the office, along with the completed INTERVIEW QUESTIONNAIRE:

- the top of the Adress Record Form (ARF)
- the Respondent Selection Sheet (RSS)
- and, if possible, the completed SELF-COMPLETION QUESTIONNAIRE.

Thank you for all your help and hard work.

LOOK-UP CHART

(For 10-100 Dwelling Units)

IF THERE ARE	10	HOUSEHOLDS	SELECT NUMBER	5
	11			2
	12			5
	13			11
	14			7
IF THERE ARE	15	HOUSEHOLDS	SELECT NUMBER	10
	16			6
	17			12
	18			2
	19			13
IF THERE ARE	20	HOUSEHOLDS	SELECT NUMBER	1
	21			13
	22			7
	23			12
	24			4
IF THERE ARE	25	HOUSEHOLDS	SELECT NUMBER	11
	26			5
	27			16
	28			16
	29			1
IF THERE ARE	30	HOUSEHOLDS	SELECT NUMBER	20
	31			9
	32			20
	33			7
	34			20
IF THERE ARE	35	HOUSEHOLDS	SELECT NUMBER	7
	36			2
	37			27
	38			13
	39			27
IF THERE ARE	40	HOUSEHOLDS	SELECT NUMBER	15
	41			40
	42			31
	43			8
	44			39
IF THERE ARE	45	HOUSEHOLDS	SELECT NUMBER	6
	46			34
	47			7
	48			35
	49			14
IF THERE ARE	50	HOUSEHOLDS	SELECT NUMBER	40
	51			34
	52			3
	53			22
	54			16
IF THERE ARE	55	HOUSEHOLDS	SELECT NUMBER	48
	56			26
	57			38
	58			2
	59			47
IF THERE ARE	60	HOUSEHOLDS	SELECT NUMBER	34
	61			21
	62			9
	63			50
	64			36
IF THERE ARE	65	HOUSEHOLDS	SELECT NUMBER	65
	66			65
	67			65
	68			27
	69			44

(continued
overleaf)

Dwelling Unit Look-up Chart
(cont.)

IF THERE ARE	70	HOUSEHOLDS	SELECT NUMBER	52
	71			24
	72			47
	73			49
	74			53
IF THERE ARE	75	HOUSEHOLDS	SELECT NUMBER	50
	76			10
	77			11
	78			73
	79			41
IF THERE ARE	80	HOUSEHOLDS	SELECT NUMBER	3
	81			32
	82			50
	83			66
	84			77
IF THERE ARE	85	HOUSEHOLDS	SELECT NUMBER	52
	86			18
	87			65
	88			22
	89			16
IF THERE ARE	90	HOUSEHOLDS	SELECT NUMBER	10
	91			39
	92			10
	93			34
	94			11
IF THERE ARE	95	HOUSEHOLDS	SELECT NUMBER	40
	96			2
	97			9
	98			24
	99			60
IF THERE ARE	100	HOUSEHOLDS	SELECT NUMBER	96

P.815

SOCIAL ATTITUDES 1985

APRIL 1985

NON-RESPONSE FORM

COMPLETE ONE OF THESE FOR EVERY REFUSAL, PERSON ILL/AWAY, NON-CONTACT OR
BROKEN APPOINTMENT: FINAL OUTCOME

ADDRESS SERIAL NUMBER.

--	--	--	--	--

AREA CODE

--	--	--

A

INTERVIEWER NAME _____

INTERVIEWER
NUMBER

--	--	--	--	--

REFUSALS, BROKEN APPOINTMENTS (Codes 23,72,73,77 on ARF) ANSWER F-I (on reverse)

ILL/AWAY/IN HOSPITAL (Codes 74 OR 75 on ARF) ANSWER E, THEN I (on reverse)

NON-CONTACTS (Codes 22 or 71 on ARF) ANSWER B-D THEN I

B

Did you obtain any information about the likelihood of finding the person in and the best times to call?

No information obtained
Yes (GIVE DETAILS BELOW)

Record all information obtained and from whom

Col./ Code	Skip to
1 +	C
2	

C

Were there any restrictions which meant you were not able to call at the most appropriate times or as frequently as you would have wished?

No, no restrictions
Yes (GIVE DETAILS BELOW)

Details of restrictions on calling

1 +	D
2	

D

a) Do you think this might be a "disguised refusal" rather than a non-contact? No
Might be disguised refusal

IF CODE 2 AT a)

b) Why do you feel this? EXPLAIN FULLY

1 +	I
2	b)

		Col./Code	Skip to
E.	<p><u>PERSON ILL/AWAY/IN HOSPITAL (CODES 74 OR 75 ON ARF) ANSWER E, THEN I</u></p> <p>What information do you have about when the selected person will be better/back home?</p>		I
F.	<p><u>REFUSALS AND BROKEN APPOINTMENTS (CODES 23, 72, 73, 77 ON ARF)</u></p> <p><u>IF CODES 23, 72 OR 77 ON ARF, ANSWER F AND G; IF CODE 73 SKIP TO H</u></p> <p>What reasons were given for the refusal? (PLEASE GIVE A FULL ACCOUNT OF REASONS MENTIONED)</p>		
G.	<p><u>IF CODES 23, 72 OR 77 ON ARF</u></p> <p>Do you think there were any <u>other</u> reasons for refusal?</p> <p style="text-align: right;">No/Don't know Yes (GIVE DETAILS BELOW)</p> <p><u>Other reasons for refusal:</u></p>	<p>1 2</p>	GO TO INSTRUCTIONS AT H
H.	<p><u>IF CODES 73 OR 77 ON ARF, ANSWER H. OTHERS SKIP TO I</u></p> <p>a) Did you ever speak to the selected person?</p> <p style="text-align: right;">No Yes</p> <p>b) Do you think the selected person might have been willing to participate?</p> <p style="text-align: right;">No Yes Don't know</p>	<p>1 → 2</p> <hr/> <p>1 2 8</p>	I b)
I.	<p><u>ANSWER IN ALL CASES</u></p> <p>If a different interviewer recalled in two - three weeks time, what do you think is the likelihood that (s)he would get an interview?</p> <p style="text-align: right;">Very likely Likely Possibly Unlikely Very unlikely Cannot say</p> <p><u>ANY OTHER COMMENTS ABOUT POSSIBILITY OF INTERVIEW:</u></p>	<p>1 2 3 4 5 8</p>	