The Youth Cohort Study

An Introduction & Codebook for Cohort 1, Sweep 1

The Youth Cohort Study is sponsored by the Manpower Services Commission, The Department of Education & Science and The Department of Employment
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Please note: in order to facilitate distribution and reduce costs, this Introduction and Codebook has been produced in two versions, one including all the sections listed above and the other omitting the technical details contained on pages 29 to 104.
An Introduction to
the Youth Cohort Study:
Codebook for Cohort 1 Sweep 1

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and
Charles Pattie

in collaboration with

Gillian Courtenay
and
Stephen Elder

September 1987

The Youth Cohort Study of England and Wales is taking place over the period 1985-1990. It is funded by the Manpower Services Commission, the Department of Education & Science and the Department of Employment. The research is being undertaken by Social and Community Planning Research and the Division of Education at Sheffield University. The data from the various surveys are being deposited in the ESRC Data Archive at Essex University.
INTRODUCTION TO THE CODEBOOK

The Youth Cohort Study (YCS) is probably the largest survey of its kind ever to be conducted in the United Kingdom. There are numerous ways in which the data it has gathered lend themselves to further analysis, reanalysis and refinement. In taking steps to deposit the data in the ESRC Data Archive located at Essex University, those who have been involved in the planning, administration and analysis of the various surveys are signifying their awareness that a resource of national importance has been created which merits further exploration by a wider range of interested parties.

The YCS has been sponsored by three government departments with varying interests in the education, training and employment opportunities available to young people in the 16-19 age-group. They are: the Manpower Services Commission (MSC), the Department of Education & Science (DES) and the Department of Employment (DE). The survey is being conducted by Social and Community Planning Research (SCPR) and the Division of Education at Sheffield University.

This Codebook is intended as an introductory guide to the data. It is not intended to be a self-sufficient and comprehensive guide to all aspects of the study. Anyone contemplating further analyses of the data is strongly advised to make contact with the researchers, whose addresses are listed at the end of this introduction.

SOME OVERALL PURPOSES

The Youth Cohort Study is surveying nationally representative samples from three cohorts of young people in England and Wales. Each respondent is contacted on three occasions, at ages 16+, 17+ and 18+ years, by means of a postal questionnaire. Data from the surveys will provide a comprehensive framework of information to illuminate the processes of transition from school to work. The intention is that those responsible for policy on education, training and employment provision for young people over 16 years of age will have, for the first time, a common database to inform aspects of their decision-making and planning.

A basic concern of the study is to learn more about the "routes" young people take through the framework of 16-19 provision. At the same time, another major aim of the monitoring exercise is to produce detailed data which are sufficiently flexible, not merely to test hypotheses formulated at the outset of the project, but to address a range of issues and questions which may occur as the project proceeds. Policy interests are
likely to change over the course of the survey. In addition, the
surveys may identify new issues of significance which merit
further investigation. Rather than drawing up a definitive
checklist of aims, therefore, it seems more appropriate to
indicate some of the general issues and questions which represent
current foci of interest.

The study will, for example, enable the evaluation of:

* The various routes for transition from school to
  further education, training and employment.

* The relevance of education and qualifications to
  subsequent training and occupations (and progress
  within these occupations)

* The extent and nature of training and its usefulness
  across a variety of job types.

More specifically, the cohort study will shed light on such
questions as:

* What kinds of training are provided within vocational
courses in schools and colleges, YTS; employment;
unemployment; and what relevance do they have to the
'needs' of employers and others?

* What are the characteristics of young people (their
gender, ethnic origin, qualifications, socio-economic
grouping) who experience sustained periods of skill
training, and what are the characteristics of those who
do not?

* What have young people liked and disliked about their
training?

* What are the characteristics of those young people who
stay on in full-time education after 16 years and what
are their subsequent career profiles?

* To what extent do school leavers whose immediate
destinations lie outside full-time education
subsequently make use of the education service?

* What are the characteristics of young people who
experience sustained periods of unemployment?

* What types of employment are entered by young people,
and what sorts of factors affect their job choices?
SOME BACKGROUND

In launching the YCS the three sponsoring departments have brought together a number of their own existing interests and experiences in the 16-19 field. The Manpower Services Commission, for example, has systematically followed-up young people participating on its Youth Training Schemes (see D. Gray and King, 1986 for a fuller discussion). The Department of Education and Science conducts a regular annual survey (Form 7), designed to ascertain, amongst other things, the examination qualifications of school-leavers; these data provide the basic information for a variety of their Statistical Bulletins and other statistical tables. The Department of Employment, in turn, has regularly sponsored studies of the youth labour market and the transition to work. These and related activities have provided part of the framework within which the particular concerns of the YCS have been drawn up.

Over the past ten years SCPR has conducted a variety of large-scale surveys related to aspects of the employment experiences of young people. Amongst these, a study of young people participating in the Youth Opportunities Programme and another of the longer-term unemployed are of particular relevance to the present surveys (see, for example, Bedeman and Courtenay, 1983). Members of the Division of Education at Sheffield University have also had particular and long-standing interests in the 16-19 field; more recently they conducted the 'Choices at 16' project which turned out to be the 'pilot' study for the YCS (see, for example, Clough and Gray, 1985). It is also, perhaps, appropriate here to mention the continuing contribution of members of the Centre for Educational Sociology at Edinburgh University, who are currently conducting a parallel study in Scotland. Since the early seventies, through its work on the Scottish School-Leavers Survey, the Centre has done much to develop understanding both of the methodology employed in the YCS and of the substantive issues to be addressed (see, for example: Burnhill, McPherson, Raffe and Tomes, 1987; Raffe, 1984; and Gray, McPherson and Raffe, 1983). A survey of Northern Ireland completes the picture for the United Kingdom (see Policy Planning & Research Unit, 1986).

OUTLINE OF THE RESEARCH DESIGN AND PROCEDURES

Three cohorts, who reached the minimum school leaving age in respectively 1983/84, 1984/85 and 1985/86, are being studied as part of the research. The first cohort (which we refer to by the notation C1) has been mainly concerned to establish the broad contours of the national picture for England and Wales. The main purpose of following-up a second cohort (C2) has been to provide the larger numbers needed to focus on specific sub-groups of particular interest. For these purposes, larger sample numbers
have been required. The introduction of two-year YTS, the increasing involvement of young people in TVEI programmes at school and a variety of innovations in provision in post-compulsory education have provided the back-drop for the study of a third cohort (C3).

The first contact (or sweep) of each cohort takes place in the Spring following the end of their fifth (and final compulsory) year in school; that is about nine months later. The present Codebook relates to young people in the first cohort who were first contacted in the Spring of 1985. We refer to this survey as Cohort 1 Sweep 1 (or CIS1 for short). The same sample has been followed up on two subsequent occasions at intervals of about a year (CIS2 and CIS3). Data from these subsequent sweeps are being merged with those from the first sweep and will eventually be deposited in the Archive as well; the same procedures will also be repeated for Cohorts 2 and 3.

The DES obtained names and addresses of those young people included in the sample directly from schools and passed these on to SCPR. Selection of the first cohort sample (CIS1) took place after the end of the fifth school year and this timing posed both ethical and administrative difficulties. For this sample for those young people who had stayed at school, questionnaires were sent direct to their home address after agreement, and an address for the contact, had been made at school. However, for those who had actually left school, the schools themselves were asked to mail-out questionnaires since pupil addresses could not be passed onto the researchers without pupils' knowledge. The samples for the second and third cohorts have been set up during the fifth form year (that is when all the cohort members were still at school), so all individuals in these samples can be contacted directly at their home addresses, through agreement reached with them whilst at school.

For Cohort 1 a systematic sample of one in three schools was taken from a frame comprising all maintained secondary schools in England and Wales. Special schools and independent schools were excluded from the sample frame, though an independent school sample will be added to the second cohort sample at the second survey stage (i.e. at 17 years). A systematic 10 per cent sample (all young people born on three monthly birthdates) of pupils from approximately one third (n=890) of the schools in the frame yielded an issued sample of just over 12,000 for the first cohort. This selected sample of those who had reached minimum leaving age in 1984 constituted around 1.5% of the national cohort (fuller details are given in a later section of the Codebook). Samples for Cohort 2 were systematically selected from the remaining secondary schools; whilst those for Cohort 3 were drawn from all maintained and independent schools. In both these latter cases the samples contacted have been around 20,000 representing just under 3% in each case of the national cohort.
A sample of pupils in Independent Schools will also be added to the second cohort at the second sweep stage.

The data from CIS1, to which this codebook relates, provide a large sample of pupils who attended state-maintained secondary schools in England and Wales. The sampling procedures permit data analysis at national and, to a lesser extent, regional levels but not at LEA or school levels; for Cohort 1 the average number of pupils sampled per school was 16. In the data-set which has been deposited in the Archive, LEA and school identifiers, which might permit the identification of individual respondents, have been suppressed.

For all surveys in the study, non-respondents to the first questionnaire receive two reminder letters and, if these yield no response, a second questionnaire. The covering letter which accompanies the questionnaire explains the purposes of the study to cohort study members. The achieved level of response for CIS1 was just under 70%. Improved procedures have yielded somewhat higher levels for subsequent sweeps and cohorts.

We know that non-response is not randomly distributed across members of the sample and that factors related to the respondent's level of school qualifications, sex, type of school and region of the country affect response patterns. A 'weight' has therefore been incorporated into the record for each case; all analyses seeking to draw substantive conclusions should be conducted using these weighted data. A simple command is available within SPSS to facilitate this.

Fuller details on the sample, response rates and weighting procedures are available elsewhere in this report, whilst a very full Technical Report is included as part of the Full Report on the survey (see Courtenay, 1987).

LONGITUDINAL FEATURES

The longitudinal element of the study is an important feature. Longitudinal studies have not been common in research on 16-19 year olds since cross-sectional designs are often administratively easier to conduct. However, whilst cross-sectional studies yield quite satisfactory data for establishing broad trends they are less good for detecting the details of change over time, particularly when the trends being monitored are likely to show fairly rapid change. The longitudinal element in this design is therefore important and is to be preferred to a single retrospective study for a number of reasons.
We knew from pilot work in Sheffield and Bradford that quite a number of 16 year olds moved in and out of training schemes and full-time education during the first few months after the end of their fifth year. These young people were clearly not embarking on a single 'route' and sticking to it; the evidence suggested considerable movement between destinations over a relatively short period. In the pilot study young people were asked to report on what they were doing at two points in time (three months and nine months after the end of their fifth year at school) but these two "snapshots" in time proved inadequate to chart the detailed routes which individuals had taken.

One of the research tasks, then, was to capture this fluidity in the system and to monitor change in some detail. To do this it was necessary both to follow the same individuals over a three-year period, and to record the activity status of individuals at frequent time intervals over the period with which the survey was concerned.

As part of the study, young people have been asked to fill in a "diary", giving their main activity for each month covered by the survey. For the first survey (at 16-17 years) the categories were:- (1) registered as unemployed; (11) out of work but not registered; (111) on YTS; (iv) in full-time work; (v) at school full-time; (vi) at college of further education full-time; and (vii) something else. This record of the progress of individuals over time reflects the complexities of many young people's positions and has already yielded rich and useful data. A cross-sectional design, in which activity status is monitored for only one or two points in time during a year, is probably sufficient to allow description of a fairly stable, unchanging situation, but is likely to be inadequate for describing the experiences of 16-19 year olds in the late 1980's.

An additional important feature of the study, following practice in Scotland since the inception of the leavers' surveys, has been that it is the young people themselves who have been asked to report on their experiences. There are many issues addressed in the surveys to which only they can provide the answers; there are many other issues where it is more convenient to ask them. However, various steps are also being taken to cross-check their replies with information available from other sources, subject always to restrictions relating to confidentiality. In this way both the reliability and utility of the data are being enhanced.

DATA COLLECTED IN THE STUDY

For the first survey (C181) the same twelve page questionnaire was despatched to all individuals (see attached copy for further details). The sex of individuals in the sample
and their LEA were identifiable when the sample was drawn up. Respondents reported details of their family circumstances from which socio-economic group could be coded and, from 1986 onwards, they have been asked to report on their own ethnic group membership.

All respondents answered a common set of questions which covered the following general areas:

* a general evaluation of their 4th and 5th years at school, particularly as a preparation for the world of work;

* the 5th year curriculum and qualifications obtained;

* choices made at the end of the fifth year, factors influencing those choices and a retrospective evaluation of decisions made; and

* a month-by-month record of activity status.

Individuals were then routed to alternative pages of the questionnaire using their current activity status as the criterion for categorisation. Questions were asked in the following areas:

* those out of work were asked: about looking for work, about rejection of jobs offered, about expected earnings and about the general experience of unemployment;

* those on YTS were asked: to give details of their scheme (including pay), about their choice of scheme, to evaluate their YTS experience and to give a prediction about future employment at the YTS placement;

* those in work were asked to describe their job, pay received and any training included as part of it.

Individuals in the above three groups (all of whom had left full-time education) were asked a further set of questions about skill training and about formal (mainly off-the-job) training provision. In addition:

* those in full-time education were asked: to describe their current course, to report the type of institution they were attending and their plans for any future involvement in full-time education.

In general, response rates to individual questions were good; typically fewer than five per cent failed to answer.
particular questions. For some questions (notably those on parental occupation) the percentages recorded as "missing data" were higher. Potential users are advised carefully to inspect the distributions of any variables they plan to use to distinguish legitimate non-response (where a respondent did not answer a particular question because it was inappropriate to their circumstances) from those where non-response requires some different interpretation.

Although most of the questions were closed ones, young people had an opportunity, particularly in the important evaluation questions, to write in their own answers. The last page of the questionnaire was entitled "Your Views" and included an open invitation to write freely about themselves and their activities since the end of their fifth year. Many responded to this invitation, often at some length.

FURTHER SURVEYS AND MODIFICATIONS

The questionnaire for the first survey of Cohort 2 (C2S1) had the same length and basic structure as that outlined above, since it is clearly important, for comparative purposes, for it to contain substantially the same questions. However, some additions and minor modifications were made in the light of experience to date. The most important of these was the decision to include a simple self-report question which identifies ethnic group membership. This information will allow some investigation of the effectiveness of equal opportunities policies, for example, within YTS and other settings.

Other modifications to the first survey questionnaire have included:-

* the addition of a question to those in work and on YTS about the perceived gender-relatedness of occupations;

* for those remaining in full-time education the inclusion of questions probing reasons for choices made (i) of post-16 courses and (ii) of institution;

* some re-structuring to allow a question on basic core skills to be answered by all respondents; and

* the addition of a question to those who had left school asking them why they had done so.

For the second sweep of the first cohort (C1S2) the intention is to build on the baseline of information gathered in the first survey, and to map out the details of individuals' experiences of education/training/employment/unemployment since that time. When the third sweep (C1S3) has been completed, the
three surveys together will produce this detail over a two-and-a-half to three year period. The C1S2 questionnaire was slightly longer than the one for the first survey (C1S1) and contained a number of common questions. It also addressed new issues and concerns which arose as young people passed through the system. For example, there were sections on choices made about continuing in or opting out of the education system, on strategies adopted for finding employment and on the perceived importance of training and qualifications obtained in relation to prospects in the labour market. The 'Views' page also provides valuable, if less easily quantifiable, insights into the attitudes and opinions held by young people about their career paths to date. Data from these later surveys will also be deposited at regular intervals in the Data Archive.

CHOOSING WHICH DATA-SET TO ANALYSE

The present Codebook relates to the data from one sweep of one cohort (C1S1). Since, at the time of writing (Summer 1987), only one data-set has been deposited in the Archive, there are, for the present, no choices to be made about which data-set to employ in addressing a particular question or issue. However, over the next two or three years a number of further data-sets will be created and deposited. Although details have not yet been finalised, potential users may find it worthwhile to know something of their likely structure.

For Cohort 1 there will eventually be three data-sets. These will be:

C1S1 (containing all the variables obtained during the first sweep, when respondents were 16+).

C1S2 (containing all the variables obtained during the second sweep, when respondents were 17+, plus all the variables from C1S1 which are available for those who responded to the second sweep).

C1S3 (containing all the variables obtained during the third sweep, when respondents were 18+, plus all the variables from C1S1 and C1S2 which are available for those who responded to the third sweep).

Many analyses of the data are likely to be cross-sectional ones. In these cases, we would suggest as a general rule that the data-set(s) which offers the largest number of cases is to be preferred. Always assuming that the question has been asked in an earlier sweep, this means that estimates based on C1S1 are to be preferred to estimates based on C1S2 and, similarly, that C1S2 is to be preferred to C1S3.

Similar considerations apply to longitudinal analyses. If
the focus of particular concern requires data from all three sweeps (i.e. covering respondents when they are aged 16+, 17+ and 18+), then clearly only C1S3 is a possibility. However, it may be that some questions cover a shorter period (e.g. 16+ and 17+ but not 18+); in these cases analysis of C1S2 may be preferable to analysis of C1S3.

Up to this point we have confined our discussion to the data emerging on Cohort 1 alone. It should, perhaps, be noted that Cohort 2 will generate three data-sets (C2S1, C2S2 and C2S3) and that Cohort 3 will do the same (C3S1, C3S2 and C3S3). The timing of the surveys, which will in turn affect the timetable for their deposit in the Archive, is as outlined below:

<table>
<thead>
<tr>
<th>Year</th>
<th>C1S1</th>
<th>C1S2</th>
<th>C1S3</th>
<th>C2S1</th>
<th>C2S2</th>
<th>C2S3</th>
<th>C3S1</th>
<th>C3S2</th>
<th>C3S3</th>
</tr>
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<tbody>
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<td></td>
</tr>
</tbody>
</table>

The sample sizes generated for the second and third Cohorts will be considerably larger than those for the first Cohort. Again, assuming that the exact year in which a question was asked is not the primary focus of interest and that a question was asked of more than one cohort, it may be advantageous to use one of the later data-sets. Thus estimates based on C2S1 or C3S1 are to be preferred to estimates based on C1S1; estimates based on C2S2 and C3S2 to C1S2; and so on. Ideally, potential users will compare estimates to the same questions from different data-sets although it is recognised that this may be a time-consuming process.

In brief, potential users may well find benefits in giving some consideration to thinking carefully about which data-set(s) most closely match their requirements. Postponing particular analyses until some further data-set(s) is available may be worthwhile.

PUBLICATIONS ARISING FROM THE RESEARCH

A variety of reports, articles and analyses have already been produced, based on the present C1S1 data. These offer potential users a variety of ways of becoming familiar with aspects of the data. A brief introduction to the preliminary results from the C1S1 survey has been produced (see Courtenay, 1986) as well as a full report on all the topics covered in the questionnaires (see Courtenay, 1987). Similar reports will be produced for each of the subsequent sweeps of the cohort and each of the subsequent cohorts. These reports represent an essential introduction to anyone planning to undertake further analyses of
the data. In addition, a variety of reports and analyses, focusing on specific aspects of the data, have also been undertaken and more are planned (see, for example, Clough, Gray and Jones, 1987a; Clough, Gray and Jones, 1987b; and Clough, Gray and Jones, 1988).

OBTAINING ADVICE ON ANALYSING THE DATA

This introduction is intended to offer a brief guide to some of the most salient issues relating to further analysis and reanalysis of the data emerging from the Youth Cohort Study. Inevitably, it cannot cover all the issues that a potential user might wish to pursue. After reading this guide, therefore, researchers are asked to make contact with John Gray or Gillian Courtenay, whose addresses are listed below. They will be pleased to offer general information about the availability of YCS data and offer specific advice about particular aspects.

John Gray and Charles Pattie
Sheffield University
September 1987

REFERENCES


POLICY PLANNING & RESEARCH UNIT (1986) YTP Cohort Study: Third Stage Report, Department of Economic Development and Department of Education for Northern Ireland, Belfast, Northern Ireland.


ACKNOWLEDGEMENTS

This Codebook and related tapes were prepared from documentation provided by Stephen Elder (Data Processing Director at SCPR) and his colleagues. We are extremely grateful to them for all the help they have offered in rendering the data more accessible to new users. We should also like to record our thanks to our colleagues, Elizabeth Clough and Ben Jones, who worked as researchers on the survey over its first two years. Members of the Steering and Working Groups of the three sponsoring government departments have also done much to facilitate the processes by which the data may be made widely available.

ADDRESSES FOR FURTHER INFORMATION

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Mr Duncan Gray (Statistician, 1984-1986)
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Mr Ben Jones (Research Fellow, 1986-1987)
Mr Charles Pattie (Research Fellow, 1987-)

(13)
Youth Cohort Survey - Round I - sweeps 1, 2 and 3

File cohort1.dat is a rectangular file containing all data from the three sweeps of YCS I.
The data is in ASCII (codes 0-9, A-Z, full stop and blank only), and is laid out in card image format with the following layout:

Cols 1-3: LEA indicator.
Cols 4-9: School indicator.
Cols 8-9: Case within school.
Cols 10-11: 'Card' type.
Cols 12-80 Questionnaire data.

Columns 1-9 make a unique case number.
Nb. For reasons of confidentiality, the LEA indicator and school indicator have been made anonymous.

Cards 01 to 07 contain data for sweep 1
Card 08 contains demographic data (for all sweeps)
Cards 09 to 16 contain data for sweep 2
Cards 27 to 33 contain data for sweep 3

There will always be data for sweep 1, and always demographic information. If there is no data for sweeps 2 and three, the appropriate cards will be blank apart from the case number in columns 1 to 9 and the card number in columns 10 to 11.

In the following notes, a column reference of nnnm refers to columns nn of card nn; eg 1119 refers to column 19 of card 11: 761 refers to column 61 of card 7.

The demographic record (card 08) contains the following fields:

Cols 812: Year 11 school type - 1=6th form college
2=Comprehensive to 16
3=Comprehensive to 18
4=Grammar
5=Secondary Modern
6=Other

There were no independent schools in the sample

Cols 813-4: Region -
01=North
02=Yorks and Humber
03=North West
04=East Midlands
05=West Midlands
06=East Anglia
07=Greater London
08=South East
09=South West

Col 815-20: Date of Birth - ddmmyy
Col 821: Gender -
1=male
2=female

Col 830: Attainment code (DES matched data)
Nb. This data item only present for those in the sample of leavers. Leavers are identified by cols 8-9 of identifier >50.
Stayers (cols 8-9 <=50) will be blank on column 830
CO1 831: Attainment code (DES respondent data).

Col 832: Attainment code (DES respondent data).

Col 831: Attainment code (DES categories - 'Sheffield' grouping - respondent data).

Col 832: Attainment code (DES categories - Standard grouping - respondent data).

Cols 833,834: ILEA Scoring (from respondents data).

A 2-digit code representing the sum of the respondent's grade scores when scored as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
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</tr>
<tr>
<td>16+</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>CSE</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

L=Leaver

Col 841 Sweep 1 present =1 (this is always the case)
Col 842 Sweep 2 present =1
Col 843 Sweep 3 present =1
Cols 851-60 Sweep 1 weights, scaled to 8,064
Cols 861-70 Sweep 2 weights, scaled to 6,075 (or blank if no sweep 2)
Cols 871-80 Sweep 3 weights, scaled to 5,061 (or blank if no sweep 3)

Each weight has the format nnn.nnnnnn with leading zeroes supressed.

Refer to copy of questionnaire and associated documentation (eg, open code frames) for each sweep. Column numbers are generally contained in the right hand margin of the questionnaire; eg 365 refers to column 55 of card 3.

The data for question 5b page 2, of the sweep 2 questionnaire was originally multi-punched on column 945. Column 945 has been set blank, and the original codes exploded as follows:

| Col 1340 | 1 |
| Col 1341 | 2 |
| Col 1342 | 3 |
| Col 1343 | 4 |
| Col 1344 | 5 |
| Col 1345 | 6 |
| Col 1346 | 7 |
The data for question 3 page 7, of the sweep 2 questionnaire was originally multi-punched on column 1141. Column 1144 has been set blank, and the original codes exploded as follows:

Col 1347  8
Col 1348  9

Col 1349  1
Col 1350  2
Col 1351  3

Col 1352  4
Col 1353  5
Col 1354  6
Col 1355  7
Col 1356  8
Col 1357  9

The data for question 2 page 9, of the sweep 2 questionnaire was originally multi-punched on column 1153. Column 1153 has been set blank, and the original codes exploded as follows:

Col 1358  1
Col 1359  2
Col 1360  3
Col 1361  4
Col 1362  5
Col 1363  6
Col 1364  7
Col 1365  8
Col 1366  9

The data for question 3 page 9, of the sweep 2 questionnaire was originally multi-punched on column 1159. Column 1159 has been set blank, and the original codes exploded as follows:

Col 1367  1
Col 1368  2
Col 1369  3
Col 1370  4
Col 1371  5
Col 1372  6
Col 1373  7
Col 1374  8
Col 1375  9

The data for question 3 page 11, of the sweep 2 questionnaire was originally multi-punched on column 1251. Column 1251 has been set blank, and the original codes exploded as follows:

Col 1655  1
Col 1656  2
Col 1657  3
Col 1658  4
Col 1659  5
Col 1660  6
Col 1661  7
Col 1662  8
Col 1663  9
The data for question 7b page 12, of the sweep 2 questionnaire was originally multi-punched on column 1261. Column 1261 has been set blank, and the original codes exploded as follows:

Col 1664  1
Col 1665  2
Col 1666  3
Col 1667  4
Col 1668  5
Col 1669  6
Col 1670  7
Col 1671  8
Col 1672  9

The data for question 3 page 14, of the sweep 2 questionnaire was originally multi-punched on column 1332. Column 1332 has been set blank, and the original codes exploded as follows:

Col 1673  19
Col 1674  2
Col 1675  3
Col 1676  4
Col 1677  5
Col 1678  6
Col 1679  7
Col 1670  8
SWEEP I
1. Here are some things, both good and bad, which people have said about their 4th and 5th years at school. We would like to know what you think. Please tick a box for each one to say whether you agree or disagree.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>— school has helped to give me confidence to make decisions</td>
<td></td>
</tr>
<tr>
<td>— school has been a waste of time</td>
<td></td>
</tr>
<tr>
<td>— school has done little to prepare me for life when I leave school</td>
<td></td>
</tr>
<tr>
<td>— school has taught me things which would be useful in a job</td>
<td></td>
</tr>
</tbody>
</table>

2. Did you do any of the following in your 4th or 5th years at school? Please tick either 'yes' or 'no' for each one.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>— a part time job e.g. a paper round or Saturday job</td>
<td></td>
</tr>
<tr>
<td>— a period of work experience (an unpaid job arranged through school for a short time)</td>
<td></td>
</tr>
<tr>
<td>— community work during the school day (working with the elderly, young children, in a hospital etc.)</td>
<td></td>
</tr>
</tbody>
</table>

3. Did you play truant in your 5th year at school? Please tick one box only.

| — for weeks at a time | — for particular days or lessons |
| — for several days at a time | — for the odd day or lesson |
| — never | |

4. a) Have you left school or sixth form college? Please tick one box only.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) If so, when did you leave? Please tick one box only.

<table>
<thead>
<tr>
<th>1984</th>
<th>1985</th>
</tr>
</thead>
<tbody>
<tr>
<td>— Easter</td>
<td>— Easter</td>
</tr>
<tr>
<td>(4/1-22)</td>
<td>(12/1-22)</td>
</tr>
<tr>
<td>— Easter, but returned to take exams (incl. date between 2/5-3/5 '85) (incl. date between 2/5-3/5 '85)</td>
<td>— Easter, but will return to take exams</td>
</tr>
<tr>
<td>— (the middle of the summer term) (the end of the summer term)</td>
<td></td>
</tr>
<tr>
<td>— Some other time (please say when) Re-code if possible:</td>
<td></td>
</tr>
<tr>
<td>if unclear leave as code 5</td>
<td></td>
</tr>
<tr>
<td>0.5</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Date between 3/4 - 3/5 '85 = Code 09
Date = week 55 '85 = Code 10

Final list with sex no.
N/A - 99
5. Can you please tell us which subjects you studied in the fifth year, which exams you took, and your results. (We should like to know about all your exams, however well or badly you did.) For example, if you studied P.E. but did not do an exam in it, and took CSE Child Care and got Grade 4, you would fill them in like this:

<table>
<thead>
<tr>
<th>Studied but no exam</th>
<th>CSE 'O' level</th>
<th>16+</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.E.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now please fill all your subjects studied and exam results for CSE, GCE 'O' level and 16+. If you took a subject in both GCF and CSE please give both results.

<table>
<thead>
<tr>
<th>Studied but no exam</th>
<th>CSE 'O' level</th>
<th>16+</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDIED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language</td>
</tr>
<tr>
<td>Maths</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>French</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Geography</td>
</tr>
<tr>
<td>Woodwork</td>
</tr>
<tr>
<td>Home Economics</td>
</tr>
</tbody>
</table>

Now please fill all your subjects studied and exam results for CSE, GCE 'O' level and 16+. If you took a subject in both GCF and CSE please give both results.

<table>
<thead>
<tr>
<th>Studied but no exam</th>
<th>CSE 'O' level</th>
<th>16+</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDIED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language</td>
</tr>
<tr>
<td>Maths</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>French</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Geography</td>
</tr>
<tr>
<td>Woodwork</td>
</tr>
<tr>
<td>Home Economics</td>
</tr>
</tbody>
</table>

Please check that you have filled in all the subjects that you have studied. We are interested in all the subjects you studied and in all exams you took.

* If subject written in any level not stated — tag
* If double entry for any subject (in CSE and GCE) — see separate note
DECISIONS AND ADVICE

1. If you have taken any exams other than CSE, GCE or 16+, such as RSA, City & Guilds, please write details here.

   Subject (e.g. typing) | Qualification (e.g. RSA Grade 1) | Result (e.g. pass or fail)

   IF ANY EXAMS ENTERED HERE DETAILS OF UP TO 2 EXAMS SHOULD BE TRANSFERRED TO CODING SHEET (633-38) &X; SEE SEPARATE INSTRUCTIONS.

2. When you were about 16 and thinking whether to stay on at school or to leave, did any of these people advise you to stay on in full-time education, and did any of them advise you to leave? Please tick one box for each person.

   One code only in each column

   No advice was given | Advised me to stay on | Advised me to leave

   — someone from the Careers Service 1 2 3
   — a careers teacher at school 1 2 3
   — another teacher at school 1 2 3
   — family 1 2 3

3. When you were at the end of your 5th year at school, did the Careers Service arrange —

   — any job interviews for you? — any YTS interviews for you?

   One code only

   9 = n/a Yes 1 1
   9 = n/a No 2 2

4. a) Have you ever applied for a full-time course at a College of Further Education?

   One code only

   9 = n/a Yes 1
   9 = n/a No 2

   IF 2

   b) Were you offered a place on a course that you applied for?

   One code only

   9 = n/a Yes 1
   9 = n/a No 2

   IF 2

   c) Have you ever turned down a place at a College of Further Education?

   One code only

   9 = n/a Yes 1
   9 = n/a No 2

   IF 2

   d) Why did you turn down the place? Please write your answer below

   SEE OPEN-CODING

5. Have you ever turned down a place you were offered on any Youth Training Scheme (YTS)?

   One code only

   9 = n/a Yes 1
   9 = n/a No 2

   IF 2

   Why did you turn down the YTS place? Please write your answer below

   SEE OPEN-CODING
1. We would like to know what you have been doing over the past few months. Please tick one box for each month shown below to let us know what you were doing for all, or most of the month.

One tick for each month.

1984

<table>
<thead>
<tr>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

1985

<table>
<thead>
<tr>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Out of work and registered at the Unemployment Benefit Office

— out of work but not registered

— on YTS

— in a full-time job (over 30 hours a week)

— at school or sixth form college full-time

— full-time at a College of Further Education

— something else

One code only in each column.

* If rep. has ticked only one month of activity change, it may be possible to fill in gaps if in doubt - tab

2. a) Have you had a part-time job since last September?

Yes \[ \checkmark \] 9 = y/n

No \[ \checkmark \] 2

— Now please go to Question 3 below

3. This question tells you which page to turn to next. Please tick one box to say what you are doing now, then follow the arrow.

— out of work

— in a job (over 30 hours a week)

— full time at school or college

— doing something else (Please say what):

— on YTS

— in a job (over 30 hours a week)

— full time at school or college

— doing something else (Please say what):

— out of work

— in a job (over 30 hours a week)

— full time at school or college

— doing something else (Please say what):

— on YTS

— in a job (over 30 hours a week)

— full time at school or college

— doing something else (Please say what):

— out of work

— in a job (over 30 hours a week)

— full time at school or college

— doing something else (Please say what):

— out of work

— in a job (over 30 hours a week)

— full time at school or college

— doing something else (Please say what):

— out of work

— in a job (over 30 hours a week)

— full time at school or college

— doing something else (Please say what):

— out of work

— in a job (over 30 hours a week)

— full time at school or college

— doing something else (Please say what):

— out of work

— in a job (over 30 hours a week)

— full time at school or college

— doing something else (Please say what):
IF YOU ARE OUT OF WORK

1. Would you say you are —
   Please tick one box only
   - looking very hard for a job [ ]
   - not looking very hard for a job [ ]
   - not looking for a job [ ]

2. Do you get the dole? (that is, do you get benefit from the Unemployment Benefit Office?)
   - Yes [ ]
   - No [ ]

3. How much weekly take-home pay do you expect to earn in your next job?
   Please write in the amount: £
   Round to nearest £.
   
4. What are the best and the worst things about being out of work?
   Best thing: 
   Worst thing: 

5. a) Have you ever turned down a job that was offered by an employer?
   - Yes [ ]
   - No [ ] — Now please turn to page 10

   b) What was your main reason for turning down that job?
   (If you have turned down more than one job please tell us about the most recent.)
   — the pay was too low [ ]
   — I did not like the work [ ]
   — I did not like the employer/supervisor [ ]
   — the journey to work was too difficult [ ]
   — I found another job [ ]
   — something else (Please write in) [ ]

   The weekly take-home pay offered was £
   [ ] [ ]
   Use leading zeroes where necessary
   $9,999 = \text{£} 0k$
   $9,999 = \text{£} 0k$

NOW PLEASE TURN TO PAGE 10
1. a) When did you start on your present scheme? 
Month: Circle 2 digits entry Year: Circle 2 digits entry
Yes \[ \_ \] No \[ \_ \]

b) Have you been on, or started, any other YTS scheme?
Yes \[ \_ \] No \[ \_ \]

2. a) Before you started on your present scheme, did you ask for a particular type of work, or scheme?
One code only:
Yes \[ \_ \] No \[ \_ \] → Now please go to Question 3 below

b) Did you get the type of work, or go on the type of scheme you wanted?
One code only
Yes \[ \_ \] No \[ \_ \]

3. a) Were you offered just one YTS place, or were you offered a choice of places?
One code only
just one \[ \_ \] had a choice \[ \_ \] not sure \[ \_ \]

4. a) Is your weekly pay £26.25 or is it more than that?
(Please do not include any travel expenses you may get)
One code only
Pay is £26.25 \[ \_ \] More than that \[ \_ \]

b) As well as your weekly pay mentioned above, do you get extra money for your travel expenses?
One code only
Yes \[ \_ \] No \[ \_ \] Not sure \[ \_ \]
I	

5

a) What work do you mainly do on your scheme?  
Please write in:

b) Are you doing a recognised apprenticeship?  
One code only
Yes [ ] No [ ] Not sure [ ]

6

What is made or done at the place where you spend most of your time on the scheme?  
Please write in: 1981 STANDARD INDUSTRIAL CLASSIFICATION - SEE SEPARATE INSTRUCTIONS

7

Is any training or instruction at a College of Further Education included as part of your YTS scheme?  
One code only
Yes [ ] No [ ]

8

a) What, if anything, do you like most about your scheme?  
Please write in:

b) And what, if anything, do you dislike most about your scheme?  
Please write in:

9

At the end of your YTS training do you expect to be kept on at the place where you are working?  
One code only
If code 1 and code 4, shift code as 355/1 Yes [ ]
The any other multi-code  
9 = Y/A No [ ]
Not sure [ ]

My scheme employer has already offered me a permanent job [ ]

NOW PLEASE TURN TO PAGE 10
IF YOU ARE IN A JOB

1. a) What is the name of your job?
   Please write in: 1980, CLASSIFICATION OF OCCUPATIONS / EMPLOYMENT, STATUS.

b) What work do you mainly do in the job?
   Please write in:

c) Are you doing a recognised apprenticeship?
   One code only
   Yes 1  No 2  Not sure 3

2. What does the firm or organisation where you work actually make or do?
   Please write in: 1980, STANDARD INDUSTRIAL CLASSIFICATION.

3. a) What is your weekly take home pay after any stoppages but including bonuses or overtime?
   Please write in: £.

b) How many hours do you usually work each week?
   Please write in: Cirle 2 digit entry

4. a) Do you get any training or instruction in your job, either at work or somewhere else?
   One code only
   9 = n/a
   training has not started yet

   b) How long do you expect the training to last?
   Please tick one box only.
   One code only
   9 = n/a
   a day or two 1  3-4 weeks 3
   1-2 weeks 2  Longer than one month 4
   Other (Please write in) 5

NOW PLEASE TURN TO PAGE 10
**FULL TIME EDUCATION AT SCHOOL OR COLLEGE**

1. Please tell us about your course. For example, if you are doing English at A-level, Human Biology at O-level and a course in General Studies you would fill it in like this:

<table>
<thead>
<tr>
<th>Qualifications if any aimed at (or write in ‘None’)</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-level</td>
<td>English</td>
</tr>
<tr>
<td>O-level</td>
<td>Human Biology</td>
</tr>
<tr>
<td>None</td>
<td>General Studies</td>
</tr>
</tbody>
</table>

If you are taking a TEC in electrical engineering you would fill in:

<table>
<thead>
<tr>
<th>Qualifications if any aimed at (or write in ‘None’)</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEC</td>
<td>Electrical Engineering</td>
</tr>
</tbody>
</table>

Now please fill in the subjects you are taking:

<table>
<thead>
<tr>
<th>Qualifications if any aimed at (or write in ‘None’)</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2 Details of up to 8 courses should be entered</td>
<td>6</td>
</tr>
<tr>
<td>3 Furthered to Ceding unit (646-50) etc.</td>
<td>7</td>
</tr>
<tr>
<td>4 SEE SEPARATE INSTRUCTIONS</td>
<td>8</td>
</tr>
</tbody>
</table>

2. Please tell us where you are taking this course:

- at the same school as you were in for the 5th form [ ]
- at a different school or sixth form college [ ]
- at a tertiary college [ ]
- other (please say what): [ ]

3. Do you receive a maintenance grant for the course?

One code only — the if multi

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

4. Please say when you expect to finish at your present school or college:

One code only

<table>
<thead>
<tr>
<th>Summer 1985</th>
<th>Easter or Summer 1986</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Some other time (please say when)

5. Do you intend to go on with full time education after your current course at school or college ends?

One code only — the if multi

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

NOW PLEASE TURN TO PAGE 11
1. Here is a list of skills which you may have learnt since last summer, maybe as part of a course but not necessarily so. Please tick 'yes' or 'no' for each one.

- I learnt how to set about solving problems
- I learnt something about how computers are used at work
- I improved my maths
- I learnt more about how to communicate with people (through writing and speaking to them)
- I learnt more about how to do practical things with your hands

2. a) Have you ever started any course at a college or training centre since leaving school? Please include any course that was part of YTS.

   Yes, I am still on the course  Y  Yes, but I have left the course  N  No  N — Now please go to page 11

   b) If yes, please give details of any courses you have studied and tick whether it was part of YTS, a job or something else.

   Qualification, if any, aimed at.
   e.g. RSA, City & Guilds, O-levels or A-levels (or write in 'None')

   Course was part of:
   YTS   Job   Other

   Subject or Course Studied
   e.g. catering course, computing course

   Details of up to 3 courses should be

   - SEE SEPARATE INSTRUCTIONS

   We'd like to know a little more about this. If you have done more than one course please answer the next questions about the course which took up most of your time.

3. Where do (or did) you take the course?

   a) How long does (or did) it last? e.g. 6 months, 1 year: 476-76 = X months

   b) How many hours do you (or did you) spend at the course each week? 479 - 76 = X hours

4. Is (or was) the course —

   a) Full-time — block release

   b) Day release — something else (please say what):

   480-7 = multiple answer (list up to 3)

NOW PLEASE TURN TO PAGE 11
1. How many brothers and sisters do you have?
   (Include any who are step or adopted)
   **Range** 0-8, 0-8+ Brothers CIRCLE ONE DIGIT ENTRY
   If none, write in 'O'

2. Do you live at home with your parents (or step parents)?
   **One code only**
   9 = = 4
   Yes, with both parents
   Yes, with mother only
   Yes, with father only
   I do not live with my parents

3. Which of the following apply to your parents (or step parents)—
   Please tick one box for your father and one for your mother.
   **One code only in each column**
   9 = = 4
   — in a full-time job
   — in a part-time job
   — unemployed
   — retired
   — doing full-time housework
   — something else (please describe):

4. Please tell us about your parents' (or step parents') jobs. If they are not working at the moment please tell us about their most recent jobs.
   **Cols 517-536 are only to be coded where information is given**
   a) What is the name of the job?
   b) What kind of work do they do?
   c) What sort of place or organization do they work for (e.g., shop, factory, office, hospital, school, etc.)
   d) Are they self-employed?

5. Is the home you live in at the moment—
   **One code only**
   9 = = 4
   — Rented from the Council
   — Rented privately

NOW PLEASE TURN TO PAGE 12
YOUR VIEWS

1. Looking back, do you feel you made the right or wrong decision about leaving school or staying on at the end of your fifth year?
   
   One code only
   
   \[ 9 = n/a \]
   
   right decision \[ \square \]
   
   wrong decision \[ \square \]
   
   not sure \[ \square \]

2. There are things about you as a person which may have changed since the end of your fifth year. Please tick one box for each of the following.

   Since last summer... One code only in each column
   
   \[ 9 = n/a \]
   
   - I get on with people... better \[ \square \]
   - worse \[ \square \]
   - the same as last summer \[ \square \]
   
   - I have become... more confident \[ \square \]
   - less confident \[ \square \]
   - the same as last summer \[ \square \]
   
   - Making decisions... more confident \[ \square \]
   - easier \[ \square \]
   - the same as last summer \[ \square \]

3. What do you think you will be doing in about a year's time? Please tick one box only.

   I will probably be:
   
   - Out of work \[ \square \]
   - In a full-time job \[ \square \]
   - Taking a full-time course at college \[ \square \]
   - Taking a full-time course at school \[ \square \]
   - On YTS or on another government scheme \[ \square \]
   - Doing something else (Please say what): \[ \square \]

4. If there is anything else you would like to tell us about yourself and what you have done since last summer, please write below (and use the back cover if you need it!)
   We shall be very interested to read what you have to say.

   [Blank space for free text input]
If you want us to send you information on the results of this study please tick the box below

Please tick here □

See bottom of page 12

Please write in your name and full address below

Name
(first name) (last name)
Address ...
...
...

In case we should have difficulty getting post to you if you move, please PRINT the name and address of someone (with a different address from your own) who will know where to reach you (such as an uncle or aunt, older brother or sister or a close friend)

Mr
Miss
Ms
Mrs
(first name) (last name)
Address ...
...
...

THANK YOU FOR YOUR HELP

Now please post this back to us in the envelope provided. It does not need a stamp.

We look forward to hearing from you.
### P.836 ADDITIONAL CODING SHEET

#### Card 06

**P.2 Q5 Other Subjects**

<table>
<thead>
<tr>
<th>Qual</th>
<th>Subject</th>
<th>Result</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(614-16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(617-19)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(620-22)</td>
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<td>(626-28)</td>
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<td>(629-31)</td>
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**P.10 Q2B Courses**

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<td>(730-35)</td>
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**P.3 Q1 Other Exams**

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<tr>
<td>(633-38)</td>
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<td></td>
</tr>
<tr>
<td>(639-44)</td>
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</table>

**Type of Job**

<table>
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<th>2</th>
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</thead>
<tbody>
<tr>
<td>P11 Q4 Father</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>P11 Q4 Mother</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**P.9 Q1 Courses**

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<td>(712-16)</td>
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<td>(717)</td>
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| (Batch) | |
|---------| |
| (740-42) | |
### P.3 Q1 (Result)

Col4 #: 638, 644

<table>
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<td>Pass</td>
</tr>
<tr>
<td>2.</td>
<td>Assumed to have passed</td>
</tr>
<tr>
<td>3.</td>
<td>Pass some/fail some</td>
</tr>
<tr>
<td>4.</td>
<td>Assumed to have failed</td>
</tr>
<tr>
<td>5.</td>
<td>Failed</td>
</tr>
</tbody>
</table>

7. Other answers: LIST WITH SERIAL NUMBER

8. Don't know

9. Not stated
Q4d) Why did you turn the place down (CFE)?

Up to 3 answers on

Cols 217-18, 219-20, 221-22

01 was offered/accepted a job instead
02 was offered/accepted/went on YTS instead
03 was offered/accepted a place at a different/better/preferrred etc College
04 answers related to the particular College eg 'not the college I wanted', 'bad reputation' etc
05 answers related to the particular course: eg 'not the course I wanted' 'I decided I didn't want to be a ... (secretary etc)
06 poor job prospects after the course: eg 'no guarantee/not much chance etc of finding a job afterwards' etc
07 no money: eg no pay, no grant etc for support while on course
08 could not afford to go: include all money problems not coded 07
09 generally negative comments eg 'waste of time'

94 vague/irrelevant answers

97 other answers: LIST WITH SERIAL NUMBER & OTHER CODES USED

98 Don't know

99 Not stated
P.3 Q5b) Why did you turn down the YTS place?
Up to 3 answers on cols 224-25, 226-27, 228-29

01 found/wanted a job instead
02 went to/wanted to go to College instead
03 stayed or/went back to school
04 accepted a place on a different scheme
05 money not enough/low pay
06 did not like the particular scheme offered
07 travel time/distance: all comments about too far/too long to travel
08 lack of job prospects at end of scheme, no certainty of job etc
09 previous experience of a scheme was negative: had not liked previous scheme etc
10 decided I did not want to go on YTS

94 vague/irrelevant answers
97 other answers: LIST WITH SERIAL NUMBERS & OTHER CODES USED
98 Don't know
99 Not stated
P.4  Q2b) Name of part time job since last September

Cols 243-44

Condensed KOS codes 01-16

Except:  18 cleaning  ) DO NOT include these in the KOS personal services category
         19 hairdressing
         20 babysitting/babyminding/nanny etc

97 other answers: LIST WITH SERIAL NUMBER
98 Don't know
99 Not stated
P.5 Q4  Best thing about being out of work

up to 3 answers on cols 253-54, 255-56, 257-58

01 more time for sport (incl. general comments and reference to particular sports)

02 more time to see friend(s); incl. girlfriend/boyfriend

03 more time/chance to develop other interests; include general comments
   ('a chance to do the things I haven't done') and specific comments ('more
time to write' and 'play with the band')

04 no demands made on you; 'do what I want' 'Go out when I want'

05 the dole money/benefit money

06 don't have to get up early/ can stay in bed

94 vague/irrelevant answers

95 nothing

96 everything

97 other answers. LIST WITH SERIAL NUMBER & CODES USED

98 Don't know

99 Not stated

on cols 257-58
P.5 04 Worst thing about being out of work
Up to 3 answers on cols 259-60, 261-62, 263-64

01 boredom, 'very boring' etc
02 nothing to do; lack of things to do/ you get fed up etc
03 lack of money: dole not enough/ low standard of living/ cant afford to/buy things etc
04 other people's perception of you: people 'look down' on you, treat you with scorn etc
05 self perception: you lose confidence, think less of yourself etc
06 going to the Benefit Office, collecting the dole

94 vague/irrelevant answers
95 nothing
96 everything
97 other answers; LIST WITH SERIAL NUMBER & OTHER CODES USED cols 263-64
98 Don't know
99 Not stated
up to 3 answers on columns 343-44, 345-46, 347-48

01 experience of work/having a job: include comments like 'a real job', 'same as a real job', 'having something to do'

02 colleagues, workmates, people met at work

03 supervisors/boss: 'good', 'interested' etc, 'the way the place is run' etc

04 the work itself: interesting, worthwhile etc. Comments about liking the content of the work 'doing something I want' etc

05 being treated as an adult: 'left to get on with the job' 'not too much supervision' 'given responsibility' etc

06 helped to gain self confidence

07 on-the-job training

08 off-the-job training: incl. comments about college

09 computer training: incl. all specific references

10 other comments about training not coded 06-08

11 earning money/the pay/allowances

12 might lead to a job

13 generally positive answers: enjoyable, pleasant etc

14 conditions/facilities at work

94 vague/irrelevant answers

95 nothing

96 everything

97 other answers: LIST WITH SERIAL NUMBER & OTHER CODES USED

98 dont know

99 not stated
p 7 Q9b) YTS - dislikes

up to 3 answers on cols 349-50, 351-52, 353-54

01 the pay: low pay, cheap/slave labour/not enough pay etc
02 colleagues/workmates/people met at work
03 supervisors/boss/the way the place is run/the way they treat you
04 the work - too much
05 the work - not enough
06 other negative comments about the work
07 on the job training - too much
08 on the job training - too little
09 on the job training - other criticisms
10 off the job training (incl. college) - too much
11 off the job training (incl. college) - too little
12 off the job training (incl. college) - other criticisms
13 specific criticisms of computer training
14 other comments about training which do not specify what sort of training, ie not coded 07-13 above
15 travel, the journey to work, time, distance, cost
16 conditions, facilities at work - poor, lacking, bad for health etc
17 filling in the log book
18 no qualification at end of scheme
19 no job (guaranteed/likely etc) at end of scheme
20 generally negative comments

94 vague/irrelevant answers
95 nothing
96 everything
97 other answers; LIST WITH SERIAL NUMBER & OTHER CODES USED
dont know
93 not stated
P.10  Q4a) How long does the training last?

Cols 475-76 code months

97 other answers: LIST WITH SERIAL NUMBER
98 Don't know
99 Not stated

Col 477 code years
To code the above variables the following code frames have been drawn up:

1. Qualifications list
2. Subject/course list in two bands.

**BAND A**
(203)
- Subject list derived from DES Leavers' Survey containing some 203 items. Grouped in 16 broad subject areas. An alphabetically-arranged list also attached.

**BAND B**
(76)
- Subject/course list derived from DES listing of F.E. non-advanced courses. Arranged in 12 broad areas and listed alphabetically within these areas. The 1984 Further Educational Statistical Record (FESR) (DES) is available to check allocation of specific courses into the broad areas described in the frame.

These would be applied to questions as follows:

**Page 2, Q.5**

Qualifications - prespecified

*Note on priority coding in cases of double entry*

Code the best result reading across in rows - the table below gives equivalent grades in the three types of examination.

*If the 2 results are equivalent (e.g. CSE/F = GCE/L)* GCE Plain Pass

<table>
<thead>
<tr>
<th></th>
<th>CSE</th>
<th>'O'</th>
<th>16+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>U</td>
<td>B</td>
</tr>
<tr>
<td>1</td>
<td>C</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>E</td>
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<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>U</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

So, e.g. a grade 2 at 16+ is better than an E at 'O' level and a grade C at 'O' level is better than a grade 2 at CSE.
Use Band A of subject coding only.

Note that the codes English Language (001), Maths (065), Biology (084), French (014), History (041), Geography (051), Woodwork (143), Home Economics (154) will not be used for this variable because these are precoded.

Page 3, Q.1 Subject Coding Use Band B of the frame.

For Page 9, Q.1 and Page 10, Q.2b

Code qualification first. If qualification coding 01-07 inclusive (i.e. CSE/O/A etc) use Band A of subject/course code frame to code the subject. If qualification 08-47 use band B of the subject/course code frame.

Additional codes:

- Code 998 = Uncodable subject - Band A or B.
- Code 999 = Not stated.

Qualifications Code 49 = a graded music exam.
Socio-Economic Group (S.E.G.)

The codes are the standard codes 01-17 as noted in the Classification of Occupations.

Social Class

There are 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 meaning insufficient information/NA.

The second digit indicates whether non-manual (1) or manual (2) occupation with 8 and 9 as for the first digit.
P836 School Leavers Cohort 1 - Sweep 1 - Productivity Codes

One of the following codes has now been entered against each name in the computer file of the sample.

Residual
00 Residual non-productive (i.e. cases which were mailed, but where the reason for non-return of a questionnaire is not known.)

Productive
01 Productive
02 (This code reserved for any cases rejected in editing)

Returned by Post Office
03 Address unknown
04 Not known at address
05 Gone away
06 House demolished

Individual returns by schools
07 Gone abroad
08 School has no address/unable to contact - stated to have moved
09 School has no address/unable to contact - not stated if moved
10 Pupil not known to school
11 Other reason for not mailing
12 Stated not to have been mailed with no reason
13 Returned with no comment - apparently not mailed

Cases affected by non-participation or closure of school
14 School has stated refusal to cooperate
15 School has not stated refusal but is believed not to have mailed
16 School has closed down

Other outcomes
17 No address supplied with name (stayers)
18 Refusal by pupil
19 Pupil claims a questionnaire completed but none received
20 Ineligible
21 Pupil deceased
I I I

COLS. (263-44)
18 = CLEANING
19 = HAIRDRESSING
20 = BABYSITTING/BABYMINDING/NANNY ETC

IF NONE OF THE ABOVE CODES APPLY THEN CODE TO CONDENSED K.O.S. (K.O.S. ORDER NO') 01-17 OR-
97 = OTHER ANSWER NOT CODEABLE - LIST WITH SERIAL NUMBER
98 = O/K
99 = N/A

COLS: (354-36) K.O.S. OR (337-38) CONDENSED K.O.S. (K.O.S. ORDER NO')
(340-41) S.I.C.

1) INITIALLY ATTEMPT 3 DIGIT K.O.S. BUT IF INFORMATION IS INSUFFICIENT TRY FOR 2 DIGIT
CONDENSED K.O.S. - SEE PAGES XIV-XXI OF 1980 CLASSIFICATION OF OCCUPATIONS
IF COMPLETELY BLANK AT Q50) 334-36/999
IF INATHEQUATELY DESCRIED, UNABLE TO CLASSIFY 337-38/17

2) 1980 S.I.C. - IF UNABLE TO CODE TO 2 DIGIT - SEE CODE LIST, IT MAY BE POSSIBLE TO
CODE THE FIRST DIGIT (DIVISION NO) ON COL. 340.
IF TOTALLY INADEQUATE INFORMATION GIVEN: 340-44/89

COLS (356-60) OCCUPATION GROUP
(361-62) EMPLOYMENT STATUS
(370-71) S.I.C.

1) REFER TO MANUAL/LOOK-UP CHART FOR OCCUPATION/EMPLOYMENT STATUS - 1980 CLASSIFICATION OR COMM
2) REFER TO 1980 STANDARD INDUSTRIAL CLASSIFICATION - IF NECESSARY SEE NOTE AT P7.25 ABOVE
IF INFORMATION FOR OCCUPATION/EMPLOYMENT IS INADEQUATE FOR ANY CODING, TRY TO DETERMINE
WHETHER JOB IS MANUAL OR NON-MANUAL AND CODE ACCORDINGLY ON CODING SHEET COL (737)
IF EVEN THIS IS NOT POSSIBLE LEAVE (737) BLANK

COLS (517-21) / (516-30) OCCUPATION GROUP
(522-31) / (531-32) EMPLOYMENT STATUS
(524-35) / (534-37) S.I.C.

CODE AS FOR P102 ABOVE
IF NECESSARY USE COL (738) FATHER (739) MOTHER
FOR MANUAL/NON-MANUAL CODING, WHERE POSSIBLE
Cohort Study of School Leavers - Cohort 1 Sweep 1 - (SCPR P876)

Additional Data on Card 08

School Type

\( (12) \)
1 Sixth Form College
2 Comprehensive - to 16
3 Comprehensive - to 18
4 Grammar
5 Modern
6 Other

Region

\( (13-14) \)
01 North
02 Yorks/Humberside
03 North West
04 East Midlands
05 West Midlands
06 East Anglia
07 Greater London
08 South East
09 South West
10 Wales

Date of Birth

\( (15-20) \) A 6-digit code in the form MMDD

Sex

\( (21) \)
1 Male
2 Female

Date of Receipt of Questionnaire

\( (21-27) \) A 6-digit code in the form MMDD

Outcome Code

\( (28-29) \) This code will always be 01 for Cohort 1 Sweep 1 productives
## Attainment Code (DES data)

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<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>0</td>
<td>Residual cases (this code is normally grouped with 6)</td>
</tr>
<tr>
<td>1</td>
<td>5+ A grades</td>
</tr>
<tr>
<td>2</td>
<td>No A grades, 4+ higher grades</td>
</tr>
<tr>
<td>3</td>
<td>3+ any grade, plus 1-3 higher grades</td>
</tr>
<tr>
<td>4</td>
<td>5+ any grade, no higher grades</td>
</tr>
<tr>
<td>5</td>
<td>1-4 any grade, no higher grades</td>
</tr>
<tr>
<td>6</td>
<td>No grades</td>
</tr>
</tbody>
</table>

*Note: This data item is only present for those in the sample of leavers. Leavers are identifiable by having cols 8-9 of identifier >50. Stayers (8-9 <=50) will be blank on this column.*

## Attainment Code (DES categories - 'Sheffield' grouping - respondent data)

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<th>Description</th>
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<td>5+ higher grades</td>
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<tr>
<td>2</td>
<td>1-4 higher grades</td>
</tr>
<tr>
<td>3</td>
<td>1+ any grade, no higher grades</td>
</tr>
<tr>
<td>4</td>
<td>No grades</td>
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## Attainment Code (DES categories - Standard grouping - respondent data)

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<th>Description</th>
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<tr>
<td>2</td>
<td>3+ any grade, plus 1-3 higher grades</td>
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<tr>
<td>3</td>
<td>5+ any grade, no higher grades</td>
</tr>
<tr>
<td>4</td>
<td>1-4 any grade, no higher grades</td>
</tr>
<tr>
<td>5</td>
<td>No grades</td>
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</tbody>
</table>

## ILEA Scoring (From respondent data)

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<tr>
<td>2</td>
<td>A</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>E</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
</tr>
<tr>
<td>6</td>
<td>C</td>
</tr>
<tr>
<td>7</td>
<td>B</td>
</tr>
</tbody>
</table>

2-digit code representing the sum of the respondent's grade scores when scored as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>10 level</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
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</tr>
<tr>
<td>6</td>
<td>E</td>
</tr>
<tr>
<td>7</td>
<td>F</td>
</tr>
</tbody>
</table>

### Notes:
- Leavers are identifiable by having cols 8-9 of identifier >50. Stayers (8-9 <=50) will be blank on this column.
- ILEA Scoring: 2-digit code representing the sum of the respondent's grade scores when scored as follows:
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<tr>
<td>813-814</td>
<td>Region</td>
</tr>
<tr>
<td>815-820</td>
<td>Date of Birth</td>
</tr>
<tr>
<td>821</td>
<td>Sex</td>
</tr>
<tr>
<td>822-827</td>
<td>Date of Receipt of Questionnaire</td>
</tr>
<tr>
<td>828-829</td>
<td>Outcome Code</td>
</tr>
<tr>
<td>830</td>
<td>Attainment Code (DES data)</td>
</tr>
<tr>
<td>831</td>
<td>Attainment Code (DES categories: Sheffield Group)</td>
</tr>
<tr>
<td>832</td>
<td>Attainment Code (DES categories: Standard Group)</td>
</tr>
<tr>
<td>833-834</td>
<td>ILEA Scoring</td>
</tr>
<tr>
<td>841-849</td>
<td>'Coded' Serial number</td>
</tr>
<tr>
<td>875-880</td>
<td>Weight, lb          876 = .</td>
</tr>
</tbody>
</table>
SWEEP II
February-March 1986

Almost a year ago you filled in a short booklet for us telling us your views about school, and if you had left school, about what you had done next.

We said then that we wanted to keep in touch with you to learn how you are getting on and what you are doing now.

As before, the booklet will not take you long to fill in since not all the pages will apply to you. Most of the questions have a box beside them and you give your answer like this:

☑

Everything you say will be treated with complete confidence. When you have filled in the booklet please send it back to us in the reply paid envelope (it does not need a stamp).

We are looking forward to hearing from you again. What you have told us so far has been very interesting and useful to the people who plan education and training.

Yours sincerely,

Gill Courtenay
35 Northampton Square
London EC1V OAX
Telephone (01) 250-1866

Elizabeth Clough
University of Sheffield
Arts Tower Floor 9
Sheffield S10 2TN
Telephone (0742) 78555 ext 4724
1. Do you think that the way you have spent your time since last summer has improved your chances of being in the sort of job you want by the time you are 21?

Please tick one box only

- Yes
- No
- Can't say

2. We would like to know what you have been doing since last summer. Please tick one box for each month shown below to tell us what you were doing for all, or most, of the month.

One tick for each month

<table>
<thead>
<tr>
<th>1985</th>
<th>1986</th>
</tr>
</thead>
<tbody>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1</td>
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<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

3. This question tells you which page to turn to next. Please tick one box to say what you are doing now, then follow the arrow.

- unemployed/out of work
- on YTS
- in a full-time job (over 30 hours a week)
- full-time at school or college
- full-time unpaid work looking after family or home
- doing something else (Please say what):

If you are sick or on holiday please tell us what you would normally be doing.

- unspent/paid work
- on YTS
- in a full-time job (over 30 hours a week)
- full-time at school or college
- full-time unpaid work looking after family or home
- doing something else (Please say what):

Any government scheme/young workers scheme/community programme
1. Would you say you are —
   Please tick one box only
   - looking very hard for a job
   - not looking very hard for a job
   - not looking for a job

2. Have you applied for, or been after, any jobs in the past four weeks?
   Yes
   No
   Write in (two digit entry)

3. Do you get the dole? (That is, do you get benefit from the Unemployment Benefit Office)?
   Yes
   No

4. a) How much weekly take-home pay do you expect to earn in your next job?
   Write in £
   Please write in £
   Use leading zeros where applicable

   b) What is the lowest take-home pay you would consider?
   Write in £

5. a) Since last August (1985) have you turned down a job that was offered by an employer?
   Yes
   No
   Now please turn to page 6

   b) What was your main reason for turning down that job? (If you have turned down more than one job please tell us about the most recent)
   Please tick one box only
   - The pay was too low
   - I did not like the work
   - I did not like the employer/supervisor
   - The journey to work was too difficult
   - I found another job
   - Something else (Please write in)

RECODE IF POSSIBLE OTHERWISE FINAL
LIST WITH S. No.
IF YOU ARE ON YTS

1. When did you start on your present scheme? 
   CHECK R. 1, Q. 2 BEFORE USING 
   H.A. CODES
   Month: CIRCLE TWO DIGIT ENTRY Year: 19 CIRCLE TWO 
   DIGIT ENTRY
   H.A. ANS.


2. Is your weekly pay £27.30 or is it more than that? 
   (Please do not include any travel expenses you may get) 
   Pay is £27.30
   More than that
   Please write in your weekly pay:
   9. H.A. ANS.


3. a) What work do you mainly do on your scheme? 
   Please write in: 
   Time ROST on 14/12/14
   OR TWO ROSTS ORDER ON 14/15/16

   b) Are you doing a recognised apprenticeship? 
   Yes ☐ No ☐ Not sure ☐


4. a) On your scheme, are there any people of the opposite 
   sex doing the same sort of work as you?
   b) Do you think of your work as —
   Please tick one box only
   — mainly women's work
   — mainly men's work
   — work that both men and women do


   b) Is your immediate supervisor a woman 
   or a man?
   A woman ☐ A man ☐ Both ☐


5. a) What, if anything, do you like most about your scheme? 
   Please write in:
   SEE OPEN CODING

   b) And what, if anything, do you dislike most about your scheme? 
   Please write in:
   SEE OPEN CODING

6. At the end of your YTS training do you expect to be 
   kept on at the place where you are working? 
   Please tick one box only
   Yes ☐ No ☐ Not sure ☐


   N.B. IF CODE 1 AND CODE 4 TICKED, CODE 
   AS 9.79/1. TAB IF ANY OTHER 
   MULTI- CODING

   My scheme employer has already offered me a permanent job ☐

37

NOW PLEASE TURN TO PAGE 6
1. a) Since August 1985 how many different employers have you worked for?
   Please do not include YTS, but if you have been self employed please tell us about that
   Please write in the number of different employers you have worked for and include any self employment
   If 9.26/3
   9. N/Ans

   b) When did you start your present job?
   Please write in Month 01 - 12
   Year 19 88 - 89

2. a) What is the name of your job?
    Please write in
    1980 OCCUPATIONAL COUNTRY/EMPLOYMENT STATUS
    If 9.26/3

    b) Are you an employee or are you self-employed?
    Employee
    Self-employed

    c) What work do you mainly do in the job?
    Please write in

    d) Are you doing a recognised apprenticeship?
    Yes
    No
    Not sure

    e) Do you supervise other people or are you responsible for other people's work?
    Yes
    No
    How many people do you supervise?

3. a) What is your weekly take-home pay after any stoppages but including bonuses or overtime?
    Please write in
    If 9.26/3

    b) How many hours do you usually work each week?
    Please write in

    c) Have you been taken on permanently or is the job temporary?
    Taken on permanently
    The job is temporary
    Not sure
IF YOU ARE IN A JOB

4. a) Do you get any training or instruction in your job either at work or somewhere else?

Yes [ ]
No [ ]

Training has not yet started [ ]

b) How long do you expect the training to last? Please tick one box only

A day or two [ ]
1-2 weeks [ ]
More than one month [ ]
Other (Please write in): [ ]

5. a) Where you work, are there any people of the opposite sex doing the same sort of work as you?

b) Do you think of your work as —

Please tick one box only

— mainly women’s work [ ]
— mainly men’s work [ ]
— work that both men and women do [ ]

6. a) Where you work, are there any people several years older than you who do the same sort of work as you do?

b) Do you think of your work as —

Please tick one box only

— mainly younger people’s work [ ]
— mainly older people’s work [ ]
— work that both younger and older people do [ ]

7. How much do you like the job?

Please tick one box only

— Very much [ ]
— Quite a lot [ ]
— Not very much [ ]
— Not at all [ ]
This page is about any YTS schemes and jobs you have started since August 1985 but that you have since left.

1. a) Since last August have you started on a YTS scheme that you have since left?  
   CHECK Q.2. RESP.  
   Should have started: Yes ☐ No ☐  
   Scheme from August onwards.  
   Now please go to Question 2 below.
   
   b) How many schemes have you started since last August?  
   IF 10.57/1  
   9: N/Ans.
   Please write in CIRCLE ONE DIGIT ENTRY
   
   Please answer the questions below about the scheme you left most recently.
   
   c) What work did you mainly do on the scheme?  
   IF 10.59/1  
   Please write in THREE DIGIT KOS on 10.57/61 OR TWO DIGIT KOS  
   ORDER NO. ON 10.62/63.
   
   d) What was made or done at the place where you spent most of your time on the scheme?  
   Please write in 1980 INDUSTRY CODING ON 10.64/65.
   
   e) Why did you leave the scheme?  
   Please write in See Open Coding.

2. a) And since last August have you started a job (not counting YTS) that you have since left? (Please include any times that you were self-employed)  
   IF 9.26/1-3.5-8  
   9: N/Ans.
   Please write in CIRCLE ONE DIGIT ENTRY.
   
   b) How many jobs have you started since last August?  
   IF 10.72/1  
   9: N/Ans.
   Please write in CIRCLE ONE DIGIT ENTRY
   
   Please answer the questions below about the job you left most recently.
   
   c) What was the name of your job?  
   Please write in 1980 OCCUPATIONAL CODING / EMPLOYMENT STATUS.
   
   d) Were you an employee or were you self-employed?  
   IF 10.73/1  
   9: N/Ans.
   Employees ☐  
   Self-employed ☐
   
   e) What work did you mainly do in that job?  
   Please write in . . .
   
   f) Did you supervise or were you responsible for other people's work?  
   IF 10.73/1  
   9: N/Ans.
   Yes ☐ No ☐
   
   g) What does the firm or organisation where you worked actually make or do?  
   If you were self-employed, please tell us what you made or did.
   Please write in 1980 INDUSTRY CODING ON 1123/24.

3. Why did you leave that job?  
   Please write in See Open Coding.
IF YOU STAYED ON IN FULL TIME EDUCATION . . .

. . . . BUT HAVE NOW LEFT

1. a) Are you still in full-time education?
   If yes, now please turn to page 11
   If no, please turn to page 9
   Tab if Code 1 Ringer

   b) Have you spent any time in full-time education since the end of your fifth year?
   If yes, now please turn to page 9
   If no, please turn to page 9

2. a) How long did you spend in full-time education since August 1984? (If you spent more
    than one period, please tell us about your most recent one)
    Transfer answers to CONS.1419-24 on coding sheet

    b) Did you intend to leave when you did?
    If yes, now please go to Question 3 below
    If no, please turn to page 11

    If you left earlier or stayed longer than you originally intended, can you say why you decided to do this?
    If yes, now please go to Question 3 below

3. Where did you spend this time in full time education? Was it:
   - at the same school as you were in for the fifth form
   - at a sixth form college
   - at a private school or college
   - at a college of further education
   - at a tertiary college
   - other (please say what)

   (RECODE IF POSSIBLE OR FINAL LIST WITH SERIAL NO.)

4. a) Did you receive a maintenance grant when you were at that school or college?
   If yes, now please go to Question 5 on next page
   If no, please turn to page 11

41 b) If yes, how much did you receive per term? ££££. N/A
   Use leading zeros where applicable.
5. We would like to know about any qualifications which you obtained (or tried for) during this time in full-time education, together with the results. We are also interested in whether this was a retake of an exam which you took first at the end of your fifth year or whether it was new.

So, for example, if you retook O'level maths but failed again to get a graded result and also took O'level Computer Studies and got a C you would fill it in like this:

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Subject</th>
<th>Result (grade)</th>
<th>Retake?</th>
</tr>
</thead>
<tbody>
<tr>
<td>O - level</td>
<td>Maths</td>
<td>U</td>
<td>✔️</td>
</tr>
<tr>
<td>O - level</td>
<td>Computer Studies</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

If you have obtained a CPVE (Certificate of Pre-Vocational Education) or a BTEC General Diploma you would fill in:

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Result</th>
<th>Retake?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPVE</td>
<td>Pass</td>
<td>✔️</td>
</tr>
<tr>
<td>BTEC General Diploma</td>
<td>Business Studies</td>
<td>Pass</td>
</tr>
</tbody>
</table>

Now, please fill in the details of your own qualifications:

<table>
<thead>
<tr>
<th>Qualifications (obtained or tried for)</th>
<th>Subject</th>
<th>Result (grade)</th>
<th>Retake?</th>
</tr>
</thead>
</table>

6. Do you think that the time spent in full-time education since the end of your fifth year helped your chances of getting the kind of job you want?

Yes  ✔️  No □
1. a) Have you started any course at college or training centre since August 1985 (either as part of YTS or a job or something else)?
   
   Yes, I am still on the course[ ]
   Yes, but I have left the course[ ]
   No[ ]
   Now please turn to page 10 if 11.31/1
   
   b) If yes, please give details of any courses you have studied and tick whether it was as a part of YTS, a job or something else. For example, if you took City and Guilds 706 (a cookery course for catering) as part of a YTS you would fill it in like this:
   
   Qualification, if any, aimed at 
   (e.g. HSA, City & Guilds, "O" levels etc. or write in 'None')
   Subject or Course studied
   Course was part of 
   YTS a job Other
   
   City and Guilds 706
   Cookery (for catering)
   
   Now, please fill in any courses you have attended
   
   Qualification, if any, aimed at
   (if none write in 'None')
   Subject or Course studied
   Course was part of
   YTS a job Other
   
   CODE UP TO 3 ANSWERS
   
   See next page Coding
   RE QUALIFICATIONS
   
   REMAINING
   99. N/A
   
   We'd like to ask you a little more about this course. If by any chance you did more than one, please tell us about the course which took up most of your time
   
2. Where did you take the course?
   
   [ ] at a college of further education
   [ ] at a training centre away from work
   [ ] at a training centre at work
   
   [ ] some where else
   
   NOW PLEASE TURN TO PAGE 10
1. a) Listed below are some things that people may do when they look for a job (not counting YTS) Which of any of the things on the list have you done since you left school? Please tick all the things you have done under (a) below.

- Ask family, friends, people you know
- go to a Jobcentre
- apply for a YTS scheme and hope to be kept on after
- go to a Careers Office
- go to a private employment agency
- contact an employer directly (phone, letter or visit)
- look at ads in newspapers or magazines
- look at ads in shopwindows or on noticeboards
- try to find self-employed work
- something else (please write in)

NONE OF THEM

--- How you heard of your own jobs

b) If you have had one or more jobs, please tick the boxes under (b) above to show how you first heard of the jobs.

2. a) Have any of the people listed below talked to you about how to find a job? Please tick all the boxes that apply under [a] below.

- someone from the Careers Service
- a careers teacher or personal tutor at school or college
- any other teacher at school or college
- a supervisor or trainer on a YTS scheme
- an employer or someone at work
- a friend or relative

NONE OF THEM

--- Who talked to you about jobs?

b) If one or more people talked to you about finding a job, please tick under (b) above those whose advice was useful.
1. Have you been in full-time education continuously (except for holidays) since September 1984?  
   Yes [ ]  
   No [ ]

2. Can you please tell us about your present course? Please fill in the qualifications you are aiming at (if any) together with the subjects you are studying (including those not for an exam). For example, if you are doing a BTEC National Diploma in business studies you would fill in:

   Qualification (if any) aimed at
   BTEC National Diploma

   Subject
   Business Studies

   If you are taking 'A' levels in English literature and History, together with a non-examination course in General Studies you would fill in:

   A-level
   English Literature
   History
   General Studies

   Now please fill in the details of your present course:

   Qualifications, if any, aimed at
   (or write in 'None')
   Subject

   Qualifications, if any, aimed at
   (or write in 'None')
   Subject

   1. Core up to 8 answers
   2. See open coding
   3. Be qualifications
   4. 99. n/ans.
   5. If more than 8 qualifications
   6. Listed code total on col. 1571 of coding sheet 1.e.
   7. Total remaining

3. Where are you taking this course?
   — the same school as you were in for
     the fifth form [ ]
   — at a sixth form college [ ]
   — at a private school or college [ ]
   — at a college of further education [ ]
   — at a tertiary college [ ]
   — other (please say what) [ ]

4. a) Do you receive a maintenance grant?  
   Yes [ ]  
   No [ ]

45
5. Have you obtained any further exam qualifications since your fifth year exams (that is, since September 1984)?

Yes [ ] No [ ]

Please answer question 6

6. We are interested in any qualifications you have so far obtained since September 1984 (You told us about your fifth year exams in the first booklet, so please don't repeat those here!) If, for example you have obtained a CPVE you would fill it in like this, leaving the subject blank.

**Qualification**: CPVE

**Result**: Pass

Or if you retook 'O' level English language and got a C you would write:

**Qualification**: O-level, English language

**Result**: C

Now fill in the details of your own qualifications.

7. a) Do you intend to continue full-time study after this year? Please tick one box.

Yes I expect to continue [ ]

No [ ]

b) If so, can you please say what kind of institution you hope to go to?

[ ] university

[ ] poly

[ ] college of education

[ ] college of further education

[ ] college of higher education

[ ] college of other education

[ ] other

8. Please describe the course you hope to follow.

[ ] degree course

[ ] BTEC Higher etc.

9. a) What are your main reasons for choosing this course?

[ ] See open coding
ABOUT YOURSELF

It would be very helpful to us to know a little more about you and your plans.

1. Do you live with one or both of your parents (or step parents)?
   - Yes, with one parent
   - Yes, with both parents
   - No

2. Are you —
   - Single
   - Married (or living as married)

3. Do you own or have the regular use of —
   - a car
   - a motorcycle or moped
   - None of them

4. Do you have a disability or handicap which would affect the type of work you could do, or the sort of conditions you could work in?
   - Yes
   - No
   
   Please tell us what it is: ________________

5. a) Have you had a part-time job since August 1985?
   - Yes
   - No
   
   Now please go to Question 6 below

   b) How many part-time jobs have you had since August? Please write in: ________________
   
   If you have had more than one job, please tell us about the most recent one.

   c) What is, or was, the name of the job? Please write in:

   d) How many hours do you, or did you, work each week? Please write in: ________________
   
   These right nos can 1312-14 or
   
   Three right nos can 1315-16 or
   
   Now please go to Question 6 below

6. Please tell us which one of the following ethnic groups you belong to.
   Your answer will help us to know how the equal opportunities policies are working.

   Please tick one box only
   - Black/African/Caribbean origin
   - Indian origin
   - Pakistani origin
   - Bangladeshi origin
   - White
   - None of these
   - Prefer not to say

NOW PLEASE TURN TO PAGE 14
1. Looking back, do you feel you made the right or wrong decision about leaving school or staying on at the end of your fifth year?

   - Right decision
   - Wrong decision
   - Not sure

2. Here is a list of skills which you may have learnt since last summer, maybe as part of a course but not necessarily so. Please tick 'yes' or 'no' for each one:

   - learnt how to set about solving problems
   - learnt something about how computers are used at work
   - improved your maths
   - learnt about how to communicate better with people (through writing and speaking to them)
   - learnt more about how to do practical things with your hands

3. What do you think you will be doing in about a year's time? Please tick one box only:

   - probably be employed
   - working part-time
   - taking a full-time course at college
   - taking a full-time course at school or sixth form college
   - on YTS or on another government scheme
   - doing something else (Please say what)

4. If there is anything else you would like to tell us about yourself and what you have done since last summer or about your future plans please write below (and use extra paper if you need it). We shall be very interested to read what you have to say.

   - NOT BEING CODED

   IF STUDY INFORMATION REQUESTED CODE 19.59
   IF INFORMATION NOT REQUIRED CODE 18.81/2
If you want us to send you information on the results of this study please tick the box below:

Do we have your correct name and address?

If the envelope we sent you was correctly addressed, please tick the box below:

If we made a mistake in your name or address please write your full name and address below:

Name: ____________________________________________

(first name) (last name)

Address: __________________________________________

Post Code: _________________________________________

In case we should have difficulty getting post to you if you move, please PRINT the name and address of someone (with a different address from your own) who will know where to reach you (such as an uncle or aunt, older brother or sister or a close friend).

Mr ___________________________________________
Miss ___________________________________________
Ms ___________________________________________
Mrs (first name) (last name)

Address: __________________________________________

THANK YOU FOR YOUR HELP

Now please post this back to us in the envelope provided. It does not need a stamp.
### Card 16

#### P3 Q3 YTS Scheme

<table>
<thead>
<tr>
<th>KOS</th>
<th>Order</th>
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<tr>
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#### P7 Q2a Period in FT Education

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<th>End</th>
</tr>
</thead>
<tbody>
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<td>M M Y Y</td>
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</table>

#### P8 Q5 Qualifications

<table>
<thead>
<tr>
<th>Qual</th>
<th>Subject</th>
<th>Result</th>
<th>Retake</th>
</tr>
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#### P11 Q2 FT Education

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</tbody>
</table>

#### P12 Q6 Other Quals.

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<th>Subject</th>
<th>Result</th>
<th>Retake</th>
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#### Card 15

#### P9 Q16 Courses

<table>
<thead>
<tr>
<th>Qual</th>
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<th>Type</th>
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#### P12 Q7c Intended Course

<table>
<thead>
<tr>
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<th>Subject</th>
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#### P13 Q4 Disability

<table>
<thead>
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<th>Subject</th>
<th>(1646-51)</th>
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</tbody>
</table>
Code up to 3 answers on cols. 967-68, 969-70, 971-72

<table>
<thead>
<tr>
<th>Serial No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Experience of work/having a job, include comments like 'a real job', 'same as a real job', 'having something to do'</td>
</tr>
<tr>
<td>02</td>
<td>Colleagues/workmates, people met at work</td>
</tr>
<tr>
<td>03</td>
<td>Supervisors/boss: 'good', 'interested' etc. 'the way the place is run etc'</td>
</tr>
<tr>
<td>04</td>
<td>The work itself: interesting, worthwhile etc. Comments about liking the content of the work, 'doing something I want' etc.</td>
</tr>
<tr>
<td>05</td>
<td>Being treated as an adult: 'left to get on with the job', 'not too much supervision', 'given responsibility' etc.</td>
</tr>
<tr>
<td>06</td>
<td>Helped to gain self-confidence</td>
</tr>
<tr>
<td>07</td>
<td>On-the-job training</td>
</tr>
<tr>
<td>08</td>
<td>Off-the-job training, include comments about college</td>
</tr>
<tr>
<td>09</td>
<td>Computer training: include comments and all specific references</td>
</tr>
<tr>
<td>10</td>
<td>Other comments about training not coded 06-08</td>
</tr>
<tr>
<td>11</td>
<td>Earning money/the pay/allowances</td>
</tr>
<tr>
<td>12</td>
<td>Might lead to a job</td>
</tr>
<tr>
<td>13</td>
<td>Generally positive answers. enjoyable, pleasant etc.</td>
</tr>
<tr>
<td>14</td>
<td>Conditions/facilities at work</td>
</tr>
<tr>
<td>94</td>
<td>Vague irrelevant answers</td>
</tr>
<tr>
<td>95</td>
<td>Nothing</td>
</tr>
<tr>
<td>96</td>
<td>Everything</td>
</tr>
<tr>
<td>97</td>
<td>Other answers - LIST WITH SERIAL NO AND OTHER CODES USED</td>
</tr>
<tr>
<td>98</td>
<td>Don't know</td>
</tr>
<tr>
<td>99</td>
<td>Not answered</td>
</tr>
</tbody>
</table>
Code up to 3 answers on cols. 973-74, 975-76, 977-78

01 The pay: low pay, cheap/slave labour/not enough pay etc.

02 Colleagues/workmates/people met at work

03 Supervisors/boss/the way the place is run/the way they treat you

04 The work - too much

05 The work - not enough

06 Other negative comments about the work

07 On-the-job training - too much

08 On-the-job training - too little

09 On-the-job training - other criticisms

10 Off-the-job training (incl. college) - too much

11 Off-the-job training (incl. college) - too little

12 Off-the-job training (incl. college) - other criticisms

13 Specific criticisms of computer training

14 Other comments about training which do not specify what sort of training, i.e. not coded 07-13 above

15 Travel, the journey to work, time, distance, cost

16 Conditions, facilities at work - poor, lacking, bad for health etc.

17 Filling in the log book

18 No qualification at end of scheme

19 No job (guaranteed/likely etc.) at end of scheme

20 Generally negative comments

94 Vague/irrelevant answers

95 Nothing

96 Everything

97 Other answers - LIST WITH SERIAL NO. AND OTHER CODES USED

98 Don't know

99 Not answered

51
**WHY DID YOU LEAVE THE YTS SCHEME?**

Code up to 3 answers on cols. 1066-67, 1068-69, 1070-71

<table>
<thead>
<tr>
<th>Code</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Was offered/went on another scheme</td>
</tr>
<tr>
<td>02</td>
<td>Was offered/accepted a job</td>
</tr>
<tr>
<td>03</td>
<td>Was offered/accepted a place at a college/in full-time education</td>
</tr>
<tr>
<td>04</td>
<td>Scheme ended/finished my time on the scheme</td>
</tr>
<tr>
<td>05</td>
<td>Pay too low</td>
</tr>
<tr>
<td>06</td>
<td>Did not like the work</td>
</tr>
<tr>
<td>07</td>
<td>Did not like the people/supervisor/others on the scheme</td>
</tr>
<tr>
<td>08</td>
<td>Travel time/distance/all comments about too long/far</td>
</tr>
<tr>
<td>09</td>
<td>Negative comments about training or lack of it</td>
</tr>
<tr>
<td>10</td>
<td>Got married/had or having a baby</td>
</tr>
<tr>
<td>11</td>
<td>Other family reasons</td>
</tr>
<tr>
<td>12</td>
<td>Health reasons (exclude pregnancy)</td>
</tr>
<tr>
<td>96</td>
<td>Vague irrelevant answers</td>
</tr>
<tr>
<td>97</td>
<td>Other answers - LIST WITH SERIAL NO. AND OTHER CODES USED</td>
</tr>
<tr>
<td>98</td>
<td>Don't know</td>
</tr>
<tr>
<td>99</td>
<td>Not answered</td>
</tr>
</tbody>
</table>
Code up to 3 answers on cols. 1125-26, 1127-28, 1129-30

<table>
<thead>
<tr>
<th>Code</th>
<th>Reason</th>
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<tbody>
<tr>
<td>01</td>
<td>Found another/better job (exclude 'better pay' see code 02)</td>
</tr>
<tr>
<td>02</td>
<td>Found a better paid job</td>
</tr>
<tr>
<td>03</td>
<td>The job was temporary</td>
</tr>
<tr>
<td>04</td>
<td>Was made redundant</td>
</tr>
<tr>
<td>05</td>
<td>Was sacked/dismissed</td>
</tr>
<tr>
<td>06</td>
<td>Firm closed down/went out of business</td>
</tr>
<tr>
<td>07</td>
<td>Pay was too low</td>
</tr>
<tr>
<td>08</td>
<td>Did not like the work</td>
</tr>
<tr>
<td>09</td>
<td>Did not like the people (supervisor, boss/colleagues)</td>
</tr>
<tr>
<td>10</td>
<td>Travel time/distance (all comments about too far/long)</td>
</tr>
<tr>
<td>11</td>
<td>Negative comments about training/lack of training</td>
</tr>
<tr>
<td>12</td>
<td>No prospects (of promotion, better job etc.)</td>
</tr>
<tr>
<td>13</td>
<td>Got married/had or having a baby</td>
</tr>
<tr>
<td>14</td>
<td>Other family reasons</td>
</tr>
<tr>
<td>15</td>
<td>Health reasons (exclude pregnancy)</td>
</tr>
<tr>
<td>96</td>
<td>Vague irrelevant answers</td>
</tr>
<tr>
<td>97</td>
<td>Other answers - LIST WITH SERIAL NO. AND OTHER CODES USED</td>
</tr>
<tr>
<td>98</td>
<td>Don't know</td>
</tr>
<tr>
<td>99</td>
<td>Not answered</td>
</tr>
</tbody>
</table>
Page 7 - Q2b  - WHY DID YOU DECIDE TO LEAVE FTE EARLIER OR STAY LONGER THAN INTENDED?

Code up to 3 answers on cols. 1138-39, 1140-41, 1142-43

After 11.37/2

01 Offered a job
02 Wanted to get/look for a job
03 Didn't like the course
04 Couldn't do the work/course too advanced

07 Other answers - LIST WITH SERIAL NO. AND OTHER CODES USED
08 Don't know
09 Not answered

After 11.37/3

51 Liked the course (better than expected etc.)
52 Changed ideas about concern/started new/different course
53 To obtain qualifications, include 're-sits'

97 Other answers - LIST WITH SERIAL NO. AND OTHER CODES USED
98 Don't know
99 Not answered
Code up to 3 answers on cols. 1262-63, 1264-65, 1266-67

01 Want a career in the subject or related field/career prospects good

02 Like the subject/interesting/enjoyment/like the kind of work or experience the course will involve

03 Broad subjects leaves options open/wide range of jobs available/not too specialised a subject area

04 Preparation/preliminary course for desired course of study

96 Other irrelevant answers

97 Other answers - LIST WITH SERIAL NO. AND OTHER CODES USED

98 Don't know

99 Not answered
Page 13 - Q 4 - WHAT TYPE OF DISABILITY/HANDICAP

Code up to 3 answers on cols. 1646-47, 1648-49, 1650-51 of Transfer Sheet

01 Problems with arms, legs, hands or feet
02 Problems with back or neck
03 Chest or breathing problems, asthma, bronchitis
04 Heart, blood pressure or blood circulation problems
05 Bad nerves, suffer from being anxious or upset
06 Stomach, liver, kidney or digestive problems
07 Diabetes
08 Skin conditions/allergies
09 Problems with sight/blindness
10 Problems with hearing/deafness
11 Epilepsy

97 Other answers - LIST WITH SERIAL NO. AND OTHER CODES USED
98 Don't know
99 Not answered
## Qualifications

### Band A

**Subject List**

<table>
<thead>
<tr>
<th>Code</th>
<th>Qualification</th>
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</thead>
<tbody>
<tr>
<td>01</td>
<td>CSE</td>
</tr>
<tr>
<td>02</td>
<td>GCE 'O' Level</td>
</tr>
<tr>
<td>03</td>
<td>A Level</td>
</tr>
<tr>
<td>04</td>
<td>CEE</td>
</tr>
<tr>
<td>05</td>
<td>16+</td>
</tr>
<tr>
<td>06</td>
<td>O/A or A/O</td>
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</table>

### Band B

**Subject List**

<table>
<thead>
<tr>
<th>Code</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>CPVE (Certificate Pre-Vocational Education)</td>
</tr>
<tr>
<td>08</td>
<td>RSA Vocational Preparation or Basic Clerical Education</td>
</tr>
<tr>
<td>09</td>
<td>CGLI (City &amp; Guilds) Foundation or Vocational Preparation General (365)</td>
</tr>
<tr>
<td>10</td>
<td>BTEC General or First Certificate/Diploma or Certificate in Office Studies</td>
</tr>
<tr>
<td>11</td>
<td>TEC Level I or Technical Studies</td>
</tr>
<tr>
<td>12</td>
<td>CGLI Level I</td>
</tr>
<tr>
<td>13</td>
<td>RSA or Pitmans Level I</td>
</tr>
<tr>
<td>14</td>
<td>Regional Examining Bodies Courses*</td>
</tr>
<tr>
<td>15</td>
<td>BTEC National Certificate/Diploma or Higher Certificate in Office Studies or TEC Level 2 or above or ONC/OND or any other National Certificate/Diploma</td>
</tr>
<tr>
<td>16</td>
<td>CGLI Level 2 or above</td>
</tr>
<tr>
<td>17</td>
<td>RSA or Pitmans Level 2 or above</td>
</tr>
<tr>
<td>18</td>
<td>All courses not specified in codes 01-17 inclusive</td>
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</tbody>
</table>

### Band C

**Subject List**

<table>
<thead>
<tr>
<th>Code</th>
<th>Qualification</th>
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</thead>
<tbody>
<tr>
<td>19</td>
<td>Degree</td>
</tr>
<tr>
<td>20</td>
<td>None (Band A, B or C)</td>
</tr>
<tr>
<td>96</td>
<td>BTEC (nothing further added) - SUPERVISOR USE ONLY</td>
</tr>
<tr>
<td>97</td>
<td>C &amp; G (nothing further added) - SUPERVISOR USE ONLY</td>
</tr>
<tr>
<td>98</td>
<td>Unclear/uncodeable</td>
</tr>
<tr>
<td>99</td>
<td>Not answered</td>
</tr>
</tbody>
</table>

* Code 14 includes*

- County/Regional Certificate
- County/Regional Diploma
- EMFEC (was EMEU) (East Midlands Further Education Council)
- NCFEC (was NCTEC) (Northern Counties Further Education Council)
- UEI (Union of Educational Institutions) Midlands & SW Regions
- NMIAC (was ULCI) North West Regional Advisory Council
- WJEC (Welsh Joint Education Council)
- YHCFE (Yorkshire & Humber Education Council)

---

If codes 07-20 used at Page 12, Q.7c - PLEASE USE BAND C SUBJECT LIST ONLY
<table>
<thead>
<tr>
<th>No.</th>
<th>Exam Type</th>
<th>Question Marking</th>
<th>1-5, U</th>
<th>8 = Don't know</th>
<th>9 = Not answered</th>
<th>X = Absent from exam</th>
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</thead>
<tbody>
<tr>
<td>01</td>
<td>CSE</td>
<td></td>
<td>1-5, U</td>
<td>8 = Don't know</td>
<td>9 = Not answered</td>
<td>X = Absent from exam</td>
</tr>
<tr>
<td>02</td>
<td>GCE 'O'</td>
<td></td>
<td>A-E, U</td>
<td>8 = Don't know</td>
<td>9 = Not answered</td>
<td>X = Absent from exam</td>
</tr>
<tr>
<td>03</td>
<td>'A'</td>
<td></td>
<td>A-E, O, U</td>
<td>8 = Don't know</td>
<td>9 = Not answered</td>
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<tr>
<td>04</td>
<td>CEE</td>
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<td>8 = Don't know</td>
<td>9 = Not answered</td>
<td>X = Absent from exam</td>
</tr>
<tr>
<td>05</td>
<td>16+</td>
<td></td>
<td>2-5, A-C, U</td>
<td>8 = Don't know</td>
<td>9 = Not answered</td>
<td>X = Absent from exam</td>
</tr>
<tr>
<td>06</td>
<td>O/A or A/O</td>
<td></td>
<td>A-E, U</td>
<td>8 = Don't know</td>
<td>9 = Not answered</td>
<td>X = Absent from exam</td>
</tr>
</tbody>
</table>

**RETAKES**

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<tr>
<th>Yes</th>
<th>No</th>
<th>DK</th>
<th>Not Ans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

**Pass**
- P = Pass
- Q = Pass with Distinction
- R = Pass with Credit
- S = Assumed to have passed
- F = Fail
- 8 = Don't know
- 9 = Not answered
- X = Absent from exam
Page 3 Q.3a  Code 3 digit KOS on cols. 1412-14 of Transfer Sheet
   or 2 digit KOS order on 1415'-6 of Transfer Sheet

Page 4 Q.2a  Code 4/5 digit occupational coding on 1016-1020
   Code 2 digit employment status on 1021-22

   Q.2f  Code two digit industry code on 1030-31

Page 6 Q.1c  Code 3 digit KOS on 1059-61 or 2 digit KOS order on 1062-63

   Q.1d  Code 2 digit industry code on 1064-65

   Q.2c  Code 4/5 digit occupational coding on 1112-16
   Code 2 digit employment status on 1117-18

   Q.2g  Code 2 digit industry code on 1123-24

Page 13 Q.5c  Code 3 digit KOS on 1312-14 or 2 digit KOS order on 1315-16
   Also add to KOS order codes at Q.5c the following:
   18 - Cleaning
   19 - Hairdressing
   20 - Babysitting/babyminding/nanny etc.

KOS ORDERS FOUND ON PAGES xiv-xxix OF GREEN BOOK. USE LEADING ZERO WHERE APPLICABLE. CODE 17 COVERS INADEQUATE ANSWERS AND NOT ANSWERED.
SWEEP III
This booklet will not take you long to fill in since not all the pages will apply to you. Most of the questions have a box beside them and you give your answer like this –

☐

Everything you say will be treated with complete confidence. When you have filled in the booklet please send it back to us in the reply paid envelope (it does not need a stamp).

We are looking forward to hearing from you.

Thank you for your help.

Yours sincerely

Gill Courtenay
SCPR
35 Northampton Square
London EC1V OAX
Telephone (01) 250-1866

Ben Jones
University of Sheffield
Arts Tower; Floor 9
Sheffield S10 2TN
Telephone (0742)-76-8555 ext. 4724

P917
1. Do you think the way you have spent your time over the past year has improved your chances of doing what you want by the time you are 21?

Please tick one box only ✓

2. We would like to know what you have been doing since you filled in your last Pathways booklet. Please tick one box for each month shown below to tell us what you were doing all, or most of, each month.

One tick for each month

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

- out of work and registered at the Unemployment Benefit Office
- out of work, but not registered
- on YTS or another Govt./MSC work or training scheme
- in a full-time job (over 30 hours a week)
- in full-time education at school, college, polytechnic, or university
- something else

3. This question tells you which page to turn to next. Please tick one box to tell us what you are doing now, then follow the arrow.

If you are sick or on holiday, please tell us what you would normally be doing.

(Please say which scheme): See open coding.

(Please say what): Record if possible.
IF YOU ARE OUT OF WORK

1. Would you say you are –

Please tick one box only √

- looking very hard for a job
- not looking very hard for a job
- not looking for a job

2. Have you applied for, or been after any jobs in the past four weeks?

If yes, how many jobs have you applied for, or been after?

Please write in: ________________

3. Do you get the dole? (That is, do you get benefit from the Unemployment Benefit Office?)

If yes, how much benefit do you get each week?

Please write in: ________________

4. a) How much weekly take-home pay do you expect to earn in your next job?

b) What is the lowest weekly take-home pay you would consider for a full-time job?

Please write in: ________________

5. a) In the past six months or so, have you turned down a job that was offered by an employer?

b) What was your main reason for turning down that job? (If you have turned down more than one job, please tell us about the most recent)

6. a) In the past year or so, have you started any course at a college or training centre?

b) Are you still doing the course?

c) Was the course part of YTS, part of a job or something else?
IF YOU ARE ON A GOVERNMENT SCHEME

1. When did you start on your present scheme? If 27.28/2013
   CHECK P1, P2 BEFORE
   USING NANS CODE
   Please write in: Month: CIRCLE TWO DIGIT ENTRY Year: CIRCLE TWO DIGIT ENTRY
   99 = NANS

2. a) What work do you mainly do on your scheme? THREE DIGIT KOS ON COLS. 871A-71 OR
   Please write in: TWO DIGIT KOS ORDER ON COLS. 871B-73

   b) Are you doing a recognised apprentice ship?
      Yes [ ] No [ ] Not sure [ ]
      99 = NANS

3. a) What is your weekly take-home pay? (Please do not include any travel allowance
      you may get.) If 27.28/2013
      Please write in: £

   b) How many hours do you usually work each week? If 27.28/2013
      Please write in:

4. At the end of your scheme do you expect to be kept on at the place
   where you are working? If 27.28/2013
   
   N.B. Please tick one box only
   [ ] If Code 1 and 4 ticked CODE AS 28.14/1. Tab 1 if any other
   [ ] Multi Coding.
   [ ] Not sure
   My scheme employer has already offered me a permanent job

5. Do you get any on-the-job training at your scheme from a supervisor, trainer,
   or experienced colleague? If 27.28/2013
   
6. a) Do you attend any courses at a college or training centre as part of your scheme?
      If 27.28/2013
      Now please turn to page 7
      99 = NANS

   b) What qualification, if any, are you hoping to get at the end of your scheme?
      (If you are not aiming for any qualification, write in 'None'.)
      Please write in: SEE SEPARATE INSTRUCTIONS

   c) What is the main subject that you are studying? (If you have more than one main
      subject, please write them all down!)
      Please write in: SEE SEPARATE INSTRUCTIONS

7. a) Does the course involve block or day release? If 28.16/1
      Now please turn to page 7
      99 = NANS

   b) How many hours a week do you spend on the course, not counting study time
      at home? If 28.17/2
      Please write in:

NOW PLEASE TURN TO PAGE 7
1. a) When did you start your present job?  
   Please write in. Month [CIRCLE TWO DIGIT ENTRY] Year [CIRCLE TWO DIGIT ENTRY]  
   [IF 27 28/4]  

   b) How did you first hear about your present job?  
   Please tick one box only  
   [IF 27 28/4]  
   From relatives or friends  
   [1]  
   From the Jobcentre  
   [2]  
   From the Careers Office  
   [3]  
   I was taken on by my YTS scheme employer  
   [4]  
   I contacted my employer direct (phoned, wrote or visited)  
   [5]  

   Some other way (Please say what):  
   [6]  

2. a) What is the name of your job?  
   Please write in: FIVE FOUR DIGIT OCCUPATIONAL CODE ON 3833-57  
   [IF 27 28/4]  

   b) Are you an employee or self employed?  
   [IF 27 28/4]  
   Employee [1]  
   Self employed [2]  

   c) What work do you mainly do in your job?  
   Please write in:  
   [9]  

   d) Are you doing a recognised apprenticeship?  
   [IF 27 28/4]  
   Yes [1]  
   No [2]  
   Not sure [3]  

   e) Do you supervise people, or are you responsible for other people's work?  
   [IF 27 28/4]  
   Yes [1]  
   No [2]  
   How many people do you supervise?  
   Please write in:  
   [9]  

   f) What does the firm or organisation that you work for actually make or do?  
   (If you are self employed tell us what you make or do)  
   [IF 27 28/4]  
   Please write in:  
   [9]  

   g) Including yourself, how many people work at the place where you work?  
   [IF 27 28/4]  
   1 to 9 [1]  
   10 to 24 [2]  
   25 or more [3]ting  
   [9]
If you are in a full-time job

3. a) What is your weekly take-home pay, after any stoppages but including bonuses or overtime? Please write in: £

b) How many hours do you usually work each week? Please write in:

4. Have you been taken on permanently, or is the job temporary?

5. Do you get any on-the-job training from a supervisor, trainer, or experienced colleague?

Yes [ ] No [ ]

6. a) Do you currently attend any course at a college or training centre as part of your job?

Yes [ ] No [ ]

b) What qualification, if any, are you hoping to get at the end of your course? (If you are not aiming for any qualification, write in 'None')

Please write in: See separate instructions

7. a) Does the course involve block or day release?

Yes [ ] No [ ]

b) How many hours a week do you spend on the course, not counting study time at home? Please write in:

8. How long do you expect the training to last?

Please tick one box only

- a day or two [ ]
- 1-2 weeks [ ]
- 3-4 weeks [ ]
- longer than one month [ ]

PLEASE WRITE IN HOW LONG THE TRAINING WILL LAST:

Number of months:

Number of years:

NOW PLEASE TURN TO PAGE 7
IF YOU ARE IN FULL-TIME EDUCATION

1. Have you been in full-time education continuously (except for holidays) since September 1986?
   Yes □  No □
   Code up to 4 answers □ □
   If more than 4 listed code remainder onto Col. 314B of coding sheet □ □

2. We would like to know about your present course. Please fill in below the qualifications you are aiming at (if any), the subjects you are studying and whether or not you are retaking a course you have already studied. Please fill in the details of your present course:
   Qualification □ □
   Subject(s) □ □
   Retake? Yes □ No □
   Code up to 4 answers □ □
   If more than 4 listed code remainder onto Col. 314B of coding sheet □ □

3. Where are you mainly taking this course?
   Please tick one box only. If □ □
   - school or sixth form college □
   - college of higher education □
   - college of further education or tertiary college □
   - polytechnic □
   - university □
   - other (Please say what): □

4. What was your main reason for choosing this particular course?
   Please tick one box only. If □ □
   - you thought it would help you get a job □
   - you thought it would be enjoyable □
   - you are good at the subjects □
   - other (Please say what): □

5. a) Do you receive a maintenance grant?
   Yes □ No □ Now please turn to □ □

5. b) How much do you receive per term? If □ □
   Please write in three digits, two digit □ □
   □ □ K
   □ □ N/ANS

NOW PLEASE TURN TO PAGE 7
PART-TIME JOBS

1. a) Have you had a part-time job (up to 30 hours a week) since your 5th year at school?
Yes [ ] No [ ]

b) Do you have a part-time job at the moment?
If [ ]

q. n/a

Please tell us about your part-time job. If you do not have a part-time job at the moment, please tell us about your most recent part-time job.

2. a) When did you start your present (or most recent) part-time job. (If you have more than one part-time job, please tell us about the one that pays the most)
Please write in:

b) What is (was) the name of your part-time job?
Please write in:

THREE DIGIT KOS ON COLS. 2924-26
TWO DIGIT KOS ORDER ON COLS. 2929-30

2924-2926

2929-2930

2927-2928

2931

2932-2933

b) Are you (were you) an employee or self-employed?
employee [ ] self employed [ ]

2935

2936-2937

2956-2957

2929-2930

2938-2939

2940-2941

2942-2943

2. d) What work do you (did you) mainly do in the job?
Please write in:

3. a) How many hours do you (did you) usually work each week in that job?
Please write in:

b) How much do you (did you) earn each week in that job?
Please write in:

\* Please note that cols 29.27 and 8 are spare.

NOW PLEASE TURN TO PAGE 8
EXTRA QUALIFICATIONS

We are interested in any qualifications you have tried for since your 5th year at school. You may have been in full-time education or doing something else when you tried for them. Please tell us about all the qualifications you tried for, however well or badly you did — but you told us about your 5th year exams in the first Pathways booklet, so don't repeat those here.

1. Have you tried for any qualifications since your 5th year at school?

   Yes [ ] No [ ]

2. Please fill in the details of all the qualifications you have tried for since your 5th year at school:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Subject</th>
<th>Result</th>
<th>the Course was part of:</th>
<th>Retake</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Full-time education</td>
<td>YTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or Job</td>
<td>Other</td>
</tr>
<tr>
<td>A-level, CGLI, BTEC, National Diploma etc.</td>
<td>(please write in)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   SEE SEPARATE INSTRUCTIONS

   Code up to 10 answers

   If more than 10 listed code remainder onto col. 332B of coding sheet.

NOW PLEASE TURN TO PAGE 9
APPLICATIONS FOR DEGREE COURSES
(OR EQUIVALENT)

1. Are you doing a degree course (or HND or Dip. HE) at the moment?
   Yes □  No □
   □ Now please go to Question 3 below

2. a) Do you think you will apply for a degree course (or HND or Dip. HE) in the future?
   Yes, next year □  Yes, in next 5 years □  Probably not/never □
   □ Now please turn to page 10

   b) Have you ever applied for a degree course (or HND or Dip. HE)?
      Yes □  No □
      □ Now please turn to page 10

3. a) We would like to know about the degree (or HND or Dip. HE) course, or courses,
      you have applied for - which of the following have you applied for?
      Please tick whichever boxes apply

      University □  Polytechnic □  College of higher education □
      Other (please say what): ........................................

   b) If you applied for more than one type of course, please circle the box
      to show which one you most wanted to go on. □  Multi-coded
      □

4. If you are not doing a degree (or HND or Dip. HE) course at the
   moment, please tick one of the boxes below to show your main reason:
   □ the course offered was not the one I wanted
   □ I did not get the results/grades I needed
   □ I wanted to start work/begin my career
   □ I started a course but have since left
   □ I did not want to do any more full-time study
      Other (please say what): ........................................

NOW PLEASE TURN TO PAGE 10
It would be very helpful for us to know a little more about you and your plans.

1. Do you live at home with one or both of your parents (or step parents)?
   - yes, with one parent ☐
   - yes with both parents ☐
   - No ☐

   (If you are a full-time student who lives away from home during term time, please tick the 'No' box above.)

2. Are you -
   - single ☐
   - married (or living as married) ☐

3. Do you own, or have the regular use of -
   - a car ☐
   - motorcycle or moped ☐
   - none of them ☐

4. Do either of your parents have a degree?
   - Please tick one box for your father and one for your mother
   - Yes ☐
   - No ☐
   - Not sure ☐

5. Please answer Question 5 if you have left full time education (If you are still at school or college please turn to page 11)
   - a) Since you left full-time education, how many different employers have you worked for?
      Please do not include YTS here
      (If you have not worked for an employer write in 'None')
      Please write in

   - b) And have you been self employed at any time since you left full-time education?
      Yes ☐
      No ☐

NOW PLEASE TURN TO PAGE 11
6. Here is a list of skills which you may have learnt since last summer, maybe as part of a course but not necessarily so. Please tick 'Yes' or 'No' for each one.

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learnt how to set about solving problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learnt something about how computers are used at work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved your maths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learnt about how to communicate better with people (through writing and speaking to them)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learnt more about how to do practical things with your hands</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. What do you think you will be doing in about a year's time? I will probably be:

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployed/out of work</td>
<td>1</td>
</tr>
<tr>
<td>In a full-time job</td>
<td>2</td>
</tr>
<tr>
<td>In a part-time job</td>
<td>3</td>
</tr>
<tr>
<td>In full-time education</td>
<td>4</td>
</tr>
<tr>
<td>On a government work or training scheme</td>
<td>5</td>
</tr>
<tr>
<td>At home, looking after my family</td>
<td>6</td>
</tr>
<tr>
<td>Doing something else (Please say what):</td>
<td>7</td>
</tr>
</tbody>
</table>

8. If there is anything else you would like to tell us about yourself and what you have done during the last year, or about your future plans, please write below (and use the blank space opposite if you need it). We shall be very interested to hear what you have to say.
If you want us to send you information on the results of this study please tick the box below

Do we have your correct name and address?

If the envelope we sent you was correctly addressed, please tick the box below

If we made a mistake in your name and address please print your full name and address below

Name
(first name) (last name)

Address

Post Code

In case we should have difficulty getting post to you if you move, please PRINT the name and address of someone (with a different address from your own) who will know where to reach you (such as an uncle or aunt, older brother or sister or a close friend)

Mr
Miss
Ms
Mrs (first name) (last name)

Address

THANK YOU FOR YOUR HELP
### P.917 Additional Coding Sheet

**P3 Q6**

<table>
<thead>
<tr>
<th>Qual.</th>
<th>Subject</th>
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<tbody>
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(3112-16)

**P5 Q6**

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<th>Subject</th>
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(3117-21)

**P6 Q2**

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(3122-27)

<table>
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</tbody>
</table>

(3128-33)

(3134-39)

(3140-45)

(3146)

**P8 Q2**

<table>
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<tr>
<th>Qual.</th>
<th>Subject</th>
<th>Result</th>
<th>Course</th>
<th>Retake</th>
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<td></td>
<td>12</td>
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</table>

(3121-19)

(3220-27)

(3228-35)

(3236-43)

(3244-51)

(3252-59)

(3260-67)

(3268-75)

(3312-19)

(3320-27)

(3328)

**CARD 31**

If 3rd, fail.

**CARD 32**

43 51 - 59 67

\[ = 1 \text{ Pass} \]

\[ = 2 \text{ Fail} \]

**CARD 33**

(3320-31) 7

BATCH NO.
OPEN CODING Page 1  Q3 Other Government Schemes (not YTS)

If 2728/3
one 2 digit code only on col 2729.2730

code

01 Community Programme (CP)
02 Voluntary Projects Programme (VPP)
03 Enterprise Allowance Scheme (EAS)
04 Job Training Scheme (JTS)
05 Other (final list please)
09 Not answered
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Codes</th>
<th>Meaning</th>
</tr>
</thead>
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<td>1-5, U</td>
<td>8</td>
<td>Don't know</td>
</tr>
<tr>
<td></td>
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<td>9</td>
<td>Not answered</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>Absent from exam</td>
</tr>
<tr>
<td>GCE 'O'</td>
<td>A-E, U</td>
<td>8</td>
<td>Don't know</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>Not answered</td>
</tr>
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<td></td>
<td></td>
<td>X</td>
<td>Absent from exam</td>
</tr>
<tr>
<td>'A'</td>
<td>A-E, O, U</td>
<td>8</td>
<td>Don't know</td>
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<td></td>
<td></td>
<td>9</td>
<td>Not answered</td>
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<td>X</td>
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<td>A-E, U or 1-5, U</td>
<td>8</td>
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<td>Absent from exam</td>
</tr>
<tr>
<td>16+</td>
<td>2-5, A-C, U</td>
<td>8</td>
<td>Don't know</td>
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<tr>
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<td></td>
<td>9</td>
<td>Not answered</td>
</tr>
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<td></td>
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<td>X</td>
<td>Absent from exam</td>
</tr>
<tr>
<td>O/A or A/O</td>
<td>A-E, U</td>
<td>8</td>
<td>Don't know</td>
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<tr>
<td></td>
<td></td>
<td>9</td>
<td>Not answered</td>
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<tr>
<td></td>
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<td>X</td>
<td>Absent from exam</td>
</tr>
<tr>
<td>S level</td>
<td>1 = distinction</td>
<td>2</td>
<td>pass/merit</td>
</tr>
<tr>
<td></td>
<td>3 = unclassified</td>
<td>8</td>
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</tr>
<tr>
<td></td>
<td>9 = not answered</td>
<td>X</td>
<td>absent from exam</td>
</tr>
<tr>
<td>TAB IF USED</td>
<td>P = Pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q = Pass with Distinction</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>R = Pass with Credit</td>
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<tr>
<td></td>
<td>S = Assumed to have passed</td>
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<td></td>
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<tr>
<td></td>
<td>F = Fail</td>
<td></td>
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<tr>
<td></td>
<td>8 = Don't know</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>9 = Not answered</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>X = Absent from exam</td>
<td></td>
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</tr>
</tbody>
</table>
RULES FOR APPLYING SUBJECT CODES

IF QUALIFICATION CODE = 01-08 USE BAND A

IF QUALIFICATION CODE = 09-22, 96 USE BAND B

IF QUALIFICATION CODE = 23-32 USE BAND C

CODES 97-99 CAN BE FOLLOWED BY SUBJECT CODES FROM ANY OF THE SUBJECT CODES, WHENEVER SEEMS MOST APPROPRIATE.

PAGE 3 Q6 (ON CODING SHEET COLS 3112-3116) 1 CODE QUALIFICATION ON COLS 3112-13
2 CODE MAIN SUBJECT AREA ON COLS 3114-16 IF MORE THAN 1 QUALIFICATION MENTIONED - Ti FOR SUPERVISOR.

PAGE 5 Q6 (ON CODING SHEET COLS 3117-3121) 1 CODE QUALIFICATION ON COLS 3117-18
2 CODE MAIN SUBJECT AREA ON COLS 3119-20 IF MORE THAN 1 QUALIFICATION MENTIONED - TAB

PAGE 6 Q2 (ON CODING SHEET COLS 3122-3127 QR) CODE DETAILS OF UP TO 4 COURSES IF MORE ARE MENTIONED CODE NO NUMBER OF ADDITIONAL COURSES ON COL 3146
1 CODE QUALIFICATION
2 CODE SUBJECT FROM APPROPRIATE LIST
3 CODE WHETHER RE-TAKE OR NOT  1 = YES, 2 = NO, 9 = N/A

PAGE 8 Q2 (ON CODING SHEET COLS 3212-3217 QR) CODE DETAILS OF UP TO 10 COURSES IF MORE ARE MENTIONED CODE NO NUMBER OF ADDITIONAL COURSES ON COL 3328.
1 CODE QUALIFICATION
2 CODE SUBJECT FROM APPROPRIATE LIST
3 CODE RESULT APPROPRIATE TO EACH QUALIFICATION - SEE ATTACHED CODE LISTS
4 TRANSFER CODE FROM QUALIFICATION TO INDICATE COURSE TYPE (CODES 1-4, 9 = N/A)
5 CODE WHETHER RE-TAKE OR NOT  1 = YES, 2 = NO, 9 = N/A
<table>
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<tr>
<th>BAND</th>
<th>SUBJECT LIST</th>
</tr>
</thead>
<tbody>
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<td>CSE</td>
</tr>
<tr>
<td></td>
<td>GCE 'O' level</td>
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<tr>
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<td>A level</td>
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<td>GCE</td>
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<td>16+</td>
</tr>
<tr>
<td></td>
<td>O/A or A/O</td>
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<td></td>
<td>S level</td>
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<td></td>
<td>International Baccalaureate</td>
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<td>CPVE</td>
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<td></td>
<td>RSA Vocational Preparation or Basic Clerical Procedures</td>
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<td>RSA or Pitmans Level 1</td>
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<tr>
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<td>RSA or Pitmans Level 2 or above</td>
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<td></td>
<td>CGLI (City &amp; Guilds) Foundation or Vocational Preparation General (365)</td>
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<tr>
<td></td>
<td>CGLI Level 1</td>
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<td>CGLI Level 2 or above</td>
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<td>City &amp; Guilds, level not clear</td>
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<tr>
<td></td>
<td>BTEC General or first Certificate/Diploma or Certificate in Office studies</td>
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<td>BTEC Level 1 or Technical Studies</td>
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<td>BTEC National Certificate/Diploma or Higher Certificate in Office Studies or TEC level 2 or above</td>
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<td>Regional Examining Bodies/Courses (1)</td>
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<td></td>
<td>University/CNAA Higher Degree or Postgraduate Awards</td>
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<td></td>
<td>Teacher Training</td>
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<td></td>
<td>University First Degree</td>
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<tr>
<td></td>
<td>CNAA First Degree</td>
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<td>Diploma of Higher Education</td>
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<td>University/College/Polytechnic Diploma or Certificate</td>
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<td>Professional Qualification (Advanced FE codes 311-500 incl.)</td>
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<td></td>
<td>Professional Qualifications (Non Advanced FE codes 617-977)</td>
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<td></td>
<td>Professional Qualifications - not clear whether AFE or NAFE</td>
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<tr>
<td></td>
<td>All other courses not specified in codes 01-31</td>
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<tr>
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<td>BTEC unclear</td>
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<td></td>
<td>Unclear/uncodeable</td>
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<tr>
<td></td>
<td>Not answered</td>
</tr>
</tbody>
</table>
Result or Grade

Page 8 Q. 2

CSE
1-5, U
B = Don’t know
9 = Not answered
X = Absent from exam

GCE 'O'
A-E, U
B = Don’t know
9 = Not answered
X = Absent from exam

'A'
A-E, U or 1-5, U
B = Don’t know
9 = Not answered
X = Absent from exam

16+
2-5, A-C, U
B = Don’t know
9 = Not answered
X = Absent from exam

O/A or A/O
A-E, U
B = Don’t know
9 = Not answered
X = Absent from exam

S level
1 = distinction
2 = pass/merit
3 = unclassified
B = don’t know
9 = not answered
X = absent from exam

TAB IF USED

P = Pass
Q = Pass with Distinction
R = Pass with Credit
S = Assumed to have passed
F = Fail
B = Don’t know
9 = Not answered
X = Absent from exam
GENERAL SECTION
### BAND A SUBJECT LIST - ALPHABETICAL ORDER

**NOTE:** Titles on the right hand side of these lists are alternative titles and appear in the main list e.g. Divinit. 046 is listed as an alternative to Religious Education (under R).

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
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</thead>
<tbody>
<tr>
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<td>Accounts</td>
</tr>
<tr>
<td>072</td>
<td>Additional Mathematics</td>
</tr>
<tr>
<td>102</td>
<td>Agricultural Science</td>
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<td>033</td>
<td>American Studies</td>
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<td>030</td>
<td>Ancient Greek</td>
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<td>044</td>
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<td>085</td>
<td>Botany</td>
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<td>061</td>
<td>British Industrial Society</td>
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<td>149</td>
<td>Building Crafts</td>
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<td>174</td>
<td>Business and Management Studies</td>
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<td>178</td>
<td>Business Practice</td>
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<td>Business Studies</td>
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<td>Careers Education</td>
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<td>184</td>
<td>Catering</td>
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<tr>
<td>009</td>
<td>Celtic Languages</td>
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</table>
130 Ceramics
094 Chemistry
097 Chemistry with Biology
159 Child Care and Development
024 Chinese
057 Citizenship
055 Civics
029 Classical Hebrew
042 Classical History
049 Combined Humanities
176 Commerce
121 Commercial Art
069 Commercial Mathematics
197 Community Work/Service
080 Computer Science
079 Computer Studies
081 Computer Studies with Mathematics
082 Computing with Statistics
194 Consumer Education
140 Control Technology
158 Cookery
137 Craft and Design (or Design Studies, Design for Living)
127 Dance
138 Design and Technology
156 Domestic Science
125 Drama
161 Dress
107 Earth Science
086 Ecology
045 Economic and Social History
052 Economics
148 Electrical Engineering
141 Electronics
163 Embroidery
146 Engineering/EWTP (Engineering Workshop theory and Practice)
145 Engineering and Geometrical Drawing (or Geometrical and Engineering Drawing)
115 Engineering Science
006 English as a Foreign Language
007 English as a Second Language
001 English Language
002 English Literature
004 English Studies
108 Environmental Science
109 Environmental Studies
013 Esperanto
025 Esperanto
032 European Studies
164 Fabrics and Fashion
134 Film Studies
157 Food and Nutrition
014 French
034 French Studies
073 Further Mathematics
012 Gaelic
101 General and Combined Science/Liberal Studies
203 General Paper
202 General Studies
051 Geography
110 Geology
015 German
035 German Studies
056 Government and Economics
132 Graphics
182 Hairdressing
190 Health Education
074 Higher Mathematics
043 Historical Studies
041 History
122 History of Art
154 Home Economics
103 Horticultural Science
155 Housecraft
087 Human Biology
040 Humanities
098 Integrated Science (or SCISP)
018 Italian
038 Italian Studies
129 Jewellery
171 Keyboard Skills
028 Latin
058 Law
186 Librarianship
003 Literacy and Remedial English
077 Logic
111 Materials Science
065 Mathematics
147 Mechanical Engineering
135 Media Studies
181 Medicine and Health
142 Metalwork
112 Meteorology
066 Microbiology
019 Modern Greek
026 Modern Hebrew
193 Money Management

Liberal Studies (or General Studies) 202
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<th>Course Code</th>
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<tr>
<td>198</td>
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<td>Motor Vehicle Crafts/Studies</td>
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<td>Music</td>
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<td>124</td>
<td>Music, History and Appreciation of</td>
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<td>185</td>
<td>Nautical Studies</td>
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<td>160</td>
<td>Needlecraft and Fashion</td>
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<td>Office Skills</td>
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<td>Other Agricultural Sciences</td>
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<td>039</td>
<td>Other Area Studies</td>
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<td>Other Business Studies</td>
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<td>031</td>
<td>Other Classical Languages</td>
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<td>083</td>
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<td>153</td>
<td>Other Craft Design and Technology</td>
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<td>136</td>
<td>Other Creative Arts</td>
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<td>Other Science</td>
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<td>Other Sport, Games and Recreation</td>
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<td>Other Vocational and Pre-Vocational Studies</td>
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<td>Outdoor Education/Pursuits</td>
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<td>133</td>
<td>Photography</td>
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<td>Oral English/Spoken English, 005</td>
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</table>
168 Physical Education
113 Physical Science
095 Physics
099 Physics with Chemistry
020 Polish
054 Politics and British Constitution
131 Pottery/Sculpture
191 Preparation for Parenthood
152 Printing
090 Psychology
071 Pure and Applied Mathematics
066 Pure Mathematics
047 Religious and Moral Studies
046 Religious Education/Divinity
075 Remedial Mathematics
201 Remedial Work and Other Remedial Mathematics and Remedial English
183 Retail Services and Distribution
091 Rural Biology
104 Rural Science/Rural Studies
017 Russian
037 Russian Studies
117 Science (unspecified)
100 Science with Maths
173 Shorthand
092 Social Biology
053 Social Economics
189 Social Education
060 Social Studies
059 Sociology
016 Spanish

SCISP (or Integrated Science, 095)
036  Spanish Studies
005  Spoken English / Oral English
068  Statistics
196  Study Skills
150  Surveying
144  Technical Drawing
139  Technology
165  Textiles
126  Theatre Studies
192  Traffic Education
172  Typewriting
062  Urban Studies
010  Welsh
011  Welsh as a Second Language
043  Woodwork
195  Work Experience
093  Zoology
## INDEX

**BAND A**

<table>
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<tr>
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<tr>
<td>English</td>
<td>001 - 008</td>
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<tr>
<td>Languages and Area Studies (Other than English)</td>
<td>009 - 039</td>
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<tr>
<td>Humanities</td>
<td>040 - 050</td>
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<tr>
<td>Social Studies</td>
<td>051 - 064</td>
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<tr>
<td>Mathematics (excluding computing)</td>
<td>065 - 078</td>
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<td>Computer Studies</td>
<td>079 - 083</td>
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<tr>
<td>Science</td>
<td>084 - 117</td>
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<tr>
<td>Creative arts and Aesthetic Development</td>
<td>118 - 136</td>
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<tr>
<td>Craft, Design and Technology</td>
<td>137 - 153</td>
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<tr>
<td>Home Economics</td>
<td>154 - 166</td>
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<tr>
<td>Physical Education</td>
<td>167 - 169</td>
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<td>Business Studies</td>
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<td>Vocational and Pre-vocational Studies</td>
<td>180 - 188</td>
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<tr>
<td>Preparation for Life as an Adult</td>
<td>189 - 200</td>
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<td>Remedial</td>
<td>201</td>
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<td>General/Combined Studies</td>
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<td><strong>INSUFFICIENT INFORMATION TO CODE</strong></td>
<td>998</td>
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</table>
ENGLISH * see notes 3 and 4

001  English language

002  English literature

003  Literacy and/or remedial English

004  English studies

005  Spoken English /Oral English

006  English as a foreign language (EFL)

007  English as a second language (ESL)

008  Other English (not specified above) e.g. English Folio
          Option
<table>
<thead>
<tr>
<th>Code</th>
<th>Language</th>
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<tr>
<td>009</td>
<td>Celtic languages</td>
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<td>Welsh</td>
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<td>011</td>
<td>Welsh as a second language</td>
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<tr>
<td>012</td>
<td>Gaelic</td>
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<tr>
<td>013</td>
<td>Erse</td>
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<td>014</td>
<td>French</td>
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<td>015</td>
<td>German</td>
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<td>016</td>
<td>Spanish</td>
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<td>017</td>
<td>Russian</td>
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<td>018</td>
<td>Italian</td>
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<td>019</td>
<td>Modern Greek</td>
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<tr>
<td>020</td>
<td>Polish</td>
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<tr>
<td>021</td>
<td>Other European languages (e.g., Danish, Swedish, Hungarian, including Additional French)</td>
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<tr>
<td>022</td>
<td>Arabic</td>
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<tr>
<td>023</td>
<td>Bengali</td>
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<td>024</td>
<td>Chinese</td>
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<tr>
<td>025</td>
<td>Esperanto</td>
</tr>
<tr>
<td>026</td>
<td>Modern Hebrew</td>
</tr>
<tr>
<td>027</td>
<td>Other modern languages (e.g., Urdu, Punjabi)</td>
</tr>
</tbody>
</table>
Languages Cont.

028       Latin

029       Classical Hebrew

030       Ancient Greek

031       Other classical languages (e.g. Classical Persian, Classical Arabic)

032       European studies

033       American studies

034       French studies

035       German studies

036       Spanish studies

037       Russian studies

038       Italian studies

039       Other area studies e.g. European studies with German, Hispanic studies, including Welsh Literature, Greek Literature in translation
<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>040</td>
<td>Humanities</td>
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<tr>
<td>041</td>
<td>History</td>
</tr>
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<td>042</td>
<td>Classical history/Classical Studies/Classical Civilizations</td>
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<tr>
<td>043</td>
<td>Historical studies</td>
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<tr>
<td>044</td>
<td>Ancient history</td>
</tr>
<tr>
<td>045</td>
<td>Economic and Social history</td>
</tr>
<tr>
<td>046</td>
<td>Religious education/studies/Divinity</td>
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<tr>
<td>047</td>
<td>Religious and moral studies</td>
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<tr>
<td>048</td>
<td>Archaeology</td>
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<tr>
<td>049</td>
<td>Combined humanities (not elsewhere specified) e.g. History and geography, History and Moral studies, Social and Religious Studies</td>
</tr>
<tr>
<td>050</td>
<td>Other humanities (not specified above e.g. History of Jews in Modern Times, Religions of the world) World Studies</td>
</tr>
</tbody>
</table>
SOCIAL STUDIES * see note 2

051 Geography
052 Economics
053 Social economics
054 Politics and British Constitution
055 Civics
056 Government and Economics
057 Citizenship
058 Law
059 Sociology
060 Social Studies
061 British Industrial Society
062 Urban studies
063 Anthropology
064 Other social studies (not specified above) e.g. Social studies and History, Law and the Citizen Communication studies, Community Studies, World of Work, Integrated Studies, Modern Studies, Economic and Public Affairs, Government, Economics and Commerce
MATHMATICS (excluding computing)

065 Mathematics
066 Pure maths
067 Applied maths
068 Statistics
069 Commercial maths
070 Arithmetic
071 Pure and applied maths
072 Additional mathematics
073 Further maths
074 Higher maths
075 Remedial maths
076 Numeracy
077 Logic
078 Other Maths (not specified above) e.g. MEI Maths
**COMPUTER STUDIES**

<table>
<thead>
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<th>Description</th>
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<tbody>
<tr>
<td>079</td>
<td>Computer Studies</td>
</tr>
<tr>
<td>080</td>
<td>Computer Science</td>
</tr>
<tr>
<td>081</td>
<td>Computer studies with maths</td>
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<tr>
<td>082</td>
<td>Computing with statistics</td>
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<tr>
<td>083</td>
<td>Other computer studies e.g. Computer programming</td>
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<tr>
<td>Code</td>
<td>Subject</td>
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<td>------</td>
<td>---------------------------------------------</td>
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<td>Nuffield biology</td>
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<td>090</td>
<td>Psychology</td>
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<td>091</td>
<td>Rural biology</td>
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<td>092</td>
<td>Social biology</td>
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<td>093</td>
<td>Zoology</td>
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<td>094</td>
<td>Chemistry</td>
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<td>Physics</td>
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<td>096</td>
<td>Biology with Physics (or Physics with biology)</td>
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<td>097</td>
<td>Chemistry with Biology (or Biology with chemistry)</td>
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<td>Integrated science (or SCISP)</td>
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<td>099</td>
<td>Physics with Chemistry</td>
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<td>Science with Maths</td>
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<td>General and combined science (other than those specified)</td>
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<td>102</td>
<td>Agricultural science</td>
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<td>103</td>
<td>Horticultural science</td>
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<td>104</td>
<td>Rural science / Rural studies</td>
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<td>105</td>
<td>Other Agricultural science (other than specified)</td>
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</table>
106 Astronomy
107 Earth Science
108 Environmental science
109 Environmental studies
110 Geology
111 Materials Science (Combined Materials)
112 Meteorology
113 Physical science
114 Other physical science (other than those specified)
115 Engineering science
116 Other science (specified sciences not included in 
   the code frame e.g. Science in Society, 
   Technical Science, Applied Science)
117 Science (unspecified, inadequate information) 
   e.g. Modular Science, Secondary Science
CREATIVE ARTS AND AESTHETIC DEVELOPMENT * see note 1

116  Art/Fine Art
119  Art and craft
120  Art and design
121  Commercial art
122  History of art

123  Music
124  Music, History and Appreciation of

125  Drama
126  Theatre studies

127  Dance/Human Movement
128  Ballet

129  Jewellery
130  Ceramics
131  Pottery/sculpture
132  Graphics/Graphical Communications
133  Photography
134  Film studies
135  Media studies

136  Other creative arts e.g. Art and the environment, Drama, film and television, Art and Architecture
Craft and design / Design studies / Design for Living / Design

Design and technology

Technology / Modular Technology

Control technology

Electronics

Metalwork

Woodwork

Technical drawing

Engineering and geometrical drawing / Geometrical and engineering drawing

Engineering / EWTP - (Engineering workshop theory and practice)

Mechanical engineering

Electrical engineering

Building crafts / Plumbing / Welding, etc

Surveying

Motor vehicle crafts / Studies (MVS), Auto and Agric

Printing

Other craft design and technology (not specified above)
  e.g. CDT, Design and materials, Technical Communications
HOME ECONOMICS

154 Home economics
155 Housecraft
156 Domestic science
157 Food and nutrition
158 Cookery
159 Child care and development

160 Needlecraft and fashion
161 Dress
162 Needlework
163 Embroidery
164 Fabrics and fashion (or fashion and fabrics)
165 Textiles

166 Other home economics (not specified above) e.g. Home making, Home and society, F.C.S. (Family Centred Studies)
### PHYSICAL EDUCATION

167 Outdoor education/pursuits
168 Physical education

169 Other sport, games and recreation e.g. Sport science, Sport and society

### BUSINESS STUDIES

170 Office skills
171 Keyboard skills
172 Typewriting
173 Shorthand

174 Business and management studies
175 Business studies
176 Commerce
177 Accounts/bookkeeping
178 Business practice/Office Practice

179 Other business studies (not specified above) e.g. Principles of accounts, Audio-typewriting, Business English.
VOCATIONAL AND PRE-VOCATIONAL STUDIES

180 Nursing
181 Medicine and health
182 Hairdressing
183 Retail services and distribution
184 Catering
185 Nautical Studies
186 Librarianship
187 Aviation studies

186 Other vocational and pre-vocational studies (e.g. Hair and beauty)

PREPARATION FOR LIFE AS AN ADULT—see Note 2

189 Social education
190 Health education
191 Preparation for parenthood
192 Traffic education, incl. S.T.E.P (Schools Traffic Ed. Programme)
193 Money management
194 Consumer education
195 Work experience
196 Study skills
197 Community work/service
198 Moral education
199 Careers education

200 Other courses—preparation for life as an adult—see note 5 e.g. Community rights, Health education and Child care, SPES (Social and personal studies)
**REMEDIAL**

201 Remedial work other than Remedial Maths and remedial English

**GENERAL/COMBINED STUDIES**

202 General studies /Liberal Studies
203 General paper

999 **NOT STATED**
Notes - with Band A of subject coding

1. Craft and design subjects appear under
   (a) Craft, design and technology
   (b) Home-economics if 'home-based' crafts - e.g. needlecraft
   (c) Creative arts and aesthetic development if arts-based e.g. art and design.

2. Some 'social' subjects may be difficult to categorize - the group 'Social Studies' and 'Preparation for Life as an Adult' contain similar sounding exam titles e.g. Social Education is under 'Preparation for Life as an Adult', whereas Citizenship is under 'Social Studies'.

3. If 'English' at O/CSE/CEE assume English language.
   If 'English' at 'A' level assume English literature.

4. English as a foreign language (EFL) is for foreigners.
   English as a second language (ESL) is for ethnic minorities in this country and may be called e.g. English for Immigrants.

5. These courses not to be confused with vocational and prevocational courses. They should relate to the areas specified in the Preparation for Life listing.
BAND B SUBJECT LIST

AREAS OF STUDY OF NON-ADVANCED COURSES IN F.E.

SUBJECT CODES

(a) EDUCATION

204 Education - including subject-based study (e.g. Art Education, Chemical Education, preparation course for teaching adults etc.)

(b) MEDICINE/ DENTISTRY/PHARMACY/HEALTH

205 Ancillary Health (other than nursing or medical technicians) e.g. child care, dietetics, environmental health, food hygiene, medical photography, occupational therapy, speech therapy

206 Dentistry - dental technicians, assistants

207 Medical technicians

208 Medicine - e.g. psychological medicine, clinical psychology

209 Nursing - e.g. pre-nursing, nursery nursing, dental nursing

210 Pharmacy/pharmacology

301 OTHER MEDICINE/DENTISTRY/PHARMACY/HEALTH NOT CODEABLE AS 205-210

(c) ENGINEERING

211 Aeronautical Engineering - e.g. aeronautical servicing, aerospace studies

212 Agricultural engineering - e.g. farm mechanisation

213 Automobile engineering - e.g. motorcycle mechanics, motor vehicle bodywork

214 Chemical Engineering - including gas engineering

215 Civil Engineering - e.g. traffic engineering, water supply and public health engineering.

216 Electrical and electronic engineering - e.g. T.V. engineering, electrical technicians, electronic servicing.

217 General and other engineering - e.g. refrigeration engineering, instrument engineering and maintenance, welding technology

218 Marine engineering - e.g. marine mechanics

219 Mechanical engineering - e.g. fabrication engineering, craft practice, hydraulic engineering

220 Production engineering - e.g. systems engineering, control engineering

302 OTHER ENGINEERING NOT CODEABLE AS 211-220
(d) TECHNOLOGY/MANUFACTURE/TRADES

221 Chemical technology - chemical technicians, school lab. technicians
222 Clothing and footwear - e.g. dressmaking, boot and shoe manufacture
223 Food technology and manufacture - e.g. baking, food science.
224 Fuel technology - e.g. coal processing, gas manufacture, petroleum technology
225 General technology and manufacture - e.g. furniture design and technology, glass technology, leather and leather goods manufacture, plastics, silversmithing
226 Metal technology - e.g. iron and steel production, foundry practice
227 Mining and quarrying - e.g. colliery mechanics, mining operatives
228 Naval architecture and shipbuilding - e.g. yacht and boat design
229 Printing and book production - e.g. bookbinding, graphic reproduction technology
230 Textile technology and manufacture - e.g. carpet manufacture/distribution technology
231 Building - e.g. brickwork, building engineering services, building technology, construction, site management studies, specific skills, (such as carpentry, plumbing, tiling, welding etc.)
232 Surveying - e.g. cartography, land surveying, quantity surveying
303 OTHER TECHNOLOGY/MANUFACTURE/TRADES NOT LISTED AS 221-232

(e) AGRICULTURE, FORESTRY, VETERINARY

233 Agriculture (including agricultural chemistry and agricultural biology) - e.g. crop production, horticulture, farm business management, poultry practice/management.
234 Forestry and veterinary subjects - e.g. animal nursing, forestry
304 OTHER AGRICULTURE, FORESTRY, VETERINARY NOT LISTED TO 233 OR 234
(f) SCIENCE AND MATHS

235 Biological and physical sciences - e.g. science and social studies, combined science

236 Biological sciences

237 Chemistry (including applied chemistry)

238 Environmental science (including geology)

239 Mathematics (including computing and statistics)

240 Computer Literacy Courses

241 Physics (including applied physics)

305 Other science & maths not coverable to 235-240 or 280

(g) SOCIAL ADMIN. AND BUSINESS STUDIES

241 Accountancy, Banking and Insurance (including bookkeeping, audit clerks)

242 Economics

243 Geography

244 Government and public administration e.g. consumer affairs, politics, municipal administration

245 Law

246 Management and management science e.g. industrial studies, personnel management, organisation and administration, work study

247 Other business and commerce - e.g. business studies, marketing, purchasing and supply

248 Other social studies (including general studies, communication studies, careers guidance, women's studies)

249 Psychology

250 Secretarial studies - e.g. shorthand, typing

251 Sociology (including social policy, community work, residential child care, social service.)
(h) **VOCATIONAL AND PROFESSIONAL STUDIES**

252 Architecture and town planning - e.g. land use, urban studies
253 Catering and institutional management - e.g. hotel and catering studies
254 Home Economics - e.g. home management, flower arranging
255 Librarianship - e.g. information science, library studies
256 Nautical science - e.g. navigation, pre-sea training
281 Photography
282 Beauty - related studies + hairdressing
283 Journalism
284 Travel and Tourism
285 Estate Management and Valuation
257 Other professional and vocational subjects

258 Transport - e.g. transport studies
259 Wholesale and retail trades - e.g. retailing, general distribution.

(i) **LANGUAGES, AREA STUDIES AND LITERATURE**

260 Classical studies - e.g. Latin, Hebrew
261 Combinations of languages with other arts/business subjects - e.g. languages and secretarial studies
262 English and related area studies - e.g. English and drama, Modern English studies
263 French, German and Spanish languages and area studies
264 Oriental, Asian and African languages and related area studies - e.g. Jewish studies, Uro
265 Other central and eastern European languages and related area studies - e.g. Modern Greek
266 Other language studies - e.g. language laboratory course, aspects of language in the community
267 Other Western European languages and related area studies - e.g. Swedish, Ital
268 Russian language and related area studies
269 Welsh (and other celtic languages)
(j) OTHER ARTS

270 Archaeology
271 Arts General - e.g. combined studies, humanities, creative arts
272 History
273 Philosophy
274 Theology - e.g. religious studies

(k) MUSIC DRAMA AND VISUAL ARTS

275 Art (- combination of art and design) - e.g. ceramics, fine art, jewellery, printmaking, technical graphics.
276 Design - e.g. dress and fashion, industrial design, textile design
277 Drama (including dance, film study, speech and drama, theatre arts)
278 Music

(l) OTHER COURSES

279 Other Studies - e.g. PE and sport, courses for the physically handicapped, literacy and numeracy courses
286 Modular mixed subject courses where it is not possible to identify a single subject area
299 Not stated
998 Insufficient information to code
501 Medicine and Dentistry
502 Subjects allied to medicine
503 Biological sciences (includes Psychology if nothing else mentioned)
504 Agriculture and related subjects
505 Physical sciences excluding physics
506 Physics
507 Mathematical sciences excluding computer studies
508 Computer studies, on its own or however combined (includes Information Technology)
509 Engineering excluding Electrical or Electronic Engineering
510 Electrical or Electronic Engineering
511 Technology
512 Architecture, Building and Planning
513 Social Studies (includes Geography if nothing else mentioned)
514 Business and Administrative Studies
515 Mass communications and documentation
516 Languages and related disciplines
517 Humanities
518 Creative Arts
519 Education
520 Any combination within Codes 01-12 (Science and Engineering)
521 Any combination within Codes 13-19 (Arts and Social Sciences)
522 Any other combination which does not fit Codes 20 or 21 (eg Science & Arts)
523 Other i.e. none - foundation diagnostic course - LIST WITH SERIAL NO.
524 Not decided yet
525 Not answered
Appendix I

Titles of Principal Subjects by Group

01 — Medicine and Dentistry
A1 Pre-clinical medicine
A2 Pre-clinical dentistry
A3 Clinical medicine
A4 Clinical dentistry

02 — Subjects allied to medicine
B1 Anatomy and Physiology
B2 Pharmacology
B3 Pharmacy
B4 Nutrition
B5 Ophthalmics
B6 Audiology
B7 Nursing
B8 Medical technology
B9 Other medical subjects

03 — Biological sciences
C1 Biology
C2 Botany
C3 Zoology
C4 Genetics
C5 Microbiology
C6 Molecular biology and Biophysics
C7 Biochemistry
C8 Psychology (unless solely as social science)
C9 Other biological sciences

04 — Agriculture and related subjects
D1 Veterinary science
D2 Agriculture
D3 Forestry
D4 Food science
D8 Agricultural sciences
D9 Other agricultural subjects
05 - Physical sciences excluding physics
   F1 Chemistry
   F2 Materials science

   F5 Astronomy
   F6 Geology
   F7 Oceanography
   F8 Geography (without a significant social studies element)
   F9 Environmental science and other physical sciences

06 - Physics

07 - Mathematical sciences excluding computer studies
   G1 Mathematics
   G4 Statistics

   G9 Other mathematical sciences

08 - Computer studies, on its own or however combined

09 - Engineering excluding Electrical or Electronic Engineering
   H1 General engineering
   H2 Civil engineering
   H3 Mechanical engineering
   H4 Aeronautical engineering
   H5 Production engineering
   H8 Chemical engineering

10 - Electrical or Electronic Engineering

11 - Technology
   J1 Minerals technology
   J2 Metallurgy
   J3 Ceramics and Glasses
   J4 Polymers and Textiles
   J5 Other materials technology
   J6 Maritime technology

   J8 Biotechnology
   J9 Other engineering and technologies

12 - Architecture, Building and Planning
   K1 Architecture
   K2 Building
   K3 Environmental technologies
   K4 Town and country planning
   K9 Other architectural studies
Appendix I

13 — Social studies

L1 Economics

L3 Sociology
L4 Social policy and administration
L5 Applied social work
L6 Anthropology
L7 Psychology (without significant element of biological science)
L8 Geography (unless solely as a physical science)

M1 Politics

M3 Law

M9 Other social studies

14 — Business and Administrative studies

N1 Business and Management studies
N2 Operational research
N3 Financial management
N4 Accountancy
N5 Marketing and Market research
N6 Industrial relations
N7 Institutional management
N8 Land and property management
N9 Other business and administrative studies

15 — Mass communications and documentation

P1 Librarianship
P2 Information science
P3 Communication studies
P4 Media studies

16 — Languages and related disciplines

Q1 Linguistics
Q2 Comparative literature
Q3 English
Q4 American studies
Q5 Celtic languages
Q6 Latin
Q7 Classical Greek
Q8 Classics
Q9 Other ancient languages

R1 French
R2 German
R3 Italian
R4 Spanish
R5 Portuguese
R6 Latin American languages
R7 Scandinavian languages
R8 Russian

T1 Slavonic and East-European languages
T2 Other European languages
T3 Chinese
T4 Japanese
T5 Other Asian languages
T6 Modern Middle-Eastern languages
T7 African languages
T9 Other or unspecified modern languages

17 - Humanities

V1, V2 History
V3 Economic and social history
V4 History of art
V5 History and philosophy of science
V6 Archaeology
V7 Philosophy
V8 Theology and Religious studies
V9 Other humanities

18 - Creative Arts

W1 Fine art
W2 Design studies
W3 Music
W4 Drama
W5 Cinematics
W9 Other creative arts

19 - Education

X1 Teacher training leading to an initial teaching qualification
X2 Physical education
X3 Academic studies in education
X4 Techniques in teaching children
X5 Techniques in teaching adults
X6 Education for those with special needs
X7 Technology in education
X8 Management and organisation of education
X9 Other topics in education

20 - Any combination within Codes 01–12 (Science and Engineering)
21 - Any combination within Codes 13–19 (Arts & Social Sciences)
22 - Any other combination which does not fit codes 20 or 21
    (e.g. Science and Arts)
From Steve  
To Bill  
cc. Jenny Harvey  
Anne Palme  
14th February 1986

School Leaver Cohort Studies - Data Structures

The Cohort 1 Sweep 1 data (P836) has now been altered in respect of the card number which is now a 2-digit code (with a leading zero) in columns 10-11. Cards 01-05 are as the questionnaire, cards 06-07 are as the coding sheet, and card 08 contains other data, mainly data derived from the original sample sources - the DES tapes in the case of leavers, and the forms produced by schools in the case of stayers. See separate note (attached) for details of these data.

The Cohort 1 Sweep 2 data (P864) is in a form consistent with the above, but the data begins at card 09, in order that the data for the two sweeps may be easily merged. The Sweep 2 data will contain the following additional data at the beginning of card 09:

Columns 12-13 - a code 01 02 or 03 indicating the mailing at which a productive questionnaire was achieved. Unproductive cases will have other 2-digit codes on these columns. See attached code list.

Column 14 - a check letter for verifying serial number.

3. The Cohort 2 Sweep 1 data (P865) will follow the above pattern, but the cards will run from 01.

4. From now on all mailing labels will show the individual reference in the following form:

LLL SESS PPC MM

where N = the Cohort number - 1 or 2 (or 3)
LLL = LEA number
SESS = School number
PP = Individual Person Number within school.
C = Check letter for verifying the serial number LLLSESSFF
MM = Mailing number 01.02 or 03.
## OUTCOME CODES

Applicable to all School Leaver Cohort Mailings from Cohort 1/2 and Cohort 2/1 onwards. See separate list applicable to Cohort 1/1.

### Residual

00 Residual non-productive (i.e. cases which were mailed, but where no response of any kind has been received)

### Productive

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<td>Found to be ineligible</td>
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### Specific Replies Without Completed Questionnaire

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117
AGRICULTURE FORESTRY & FISHING

01 Agriculture and 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 & CORES 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 (incl. 42 from book)
42 Textile industry
43 Manufacture of leather & leather goods
44 Footwear & clothing industries
45 Timber & wooden furniture industries
46 Manufacture of paper & paper products, printing & publishing
47 Processing of rubber & plastics
48 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 (incl. 65 from book)
65 Hotels & catering
66 Repair of consumer goods & vehicles

TRANSPORT & COMMUNICATION

71 Railways
72 Other inland transport
73 Sea transport
74 Air transport
75 Supporting services to transport
76 Miscellaneous transport services & storage N.E.S
77 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 moveables
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 organisation, allied armed services

Unable to classify/NA
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