

ORIGINS AND OUTCOMES

.0 Background

- 1 The 16 - 19 Initiative originated in the work carried out in the earlier ESRC Initiative, Young People in Society (YPS) Launched in 1979, YPS embraced a number of studies of adolescent development in the areas of occupational and political socialisation, drinking and smoking, friendship and peer groups, and juvenile delinquency The research undertaken was characterised by inter-disciplinary research perspectives and naturalistic methods of enquiry, including account gathering and observation Results from a number of the studies were reported at the successful symposium convened by Rudolph Schaffer at the 1983 conference of the British Psychological Society in York Subsequently papers about the research were published in, a book Getting into Life (Beloff, 1986) and summarised in the ESRC pamphlet, What Next (McGurk, 1987)

- 1 2 One outcome of the YPS programme was the decision by the Human Behaviour and Development Committee (HBD) to follow it with a major longitudinal study which would put on a sounder footing conclusions about the factors producing changes in individuals during adolescence This would embrace the study of a number of aspects of adolescent socialisation researched earlier, within the framework of a single enquiry

- 1 3 Papers produced by Rudolph Schaffer summarising the results of the YPS programme and by Harry McGurk, discussing design possibilities for the longitudinal study, were circulated to members of the UK youth research community and comments were invited on how the Initiative should be developed Subsequently it was decided that the main thrust of the research should be in the domain of economic and political socialisation during late adolescence and two consultants, psychologist, Glynis Breakwell and sociologist, Ken Roberts were commissioned to review current research and theory on this subject and to identify the main questions which the new Initiative should attempt to answer These were located in two broad areas (a) the processes underlying identity formation and social integration facilitating or inhibiting assimilation into social roles and groups, social representation and attribution in the growth of economic and political understanding and the emergence of agency and self-efficacy, (b) careers in the economic domestic and political domain i e the broad transition routes from childhood to adulthood in the main domains of life It was agreed that the first task of the person appointed to coordinate the Initiative would be to produce a synthesis of the Breakwell and Roberts papers as a basis for formulating a research design

- 1 4 Following my appointment, initially on a three month consultancy and then as coordinator, a paper setting out preliminary ideas for a research design, together with the Breakwell and Roberts papers (Appendix 1), were circulated to people who had either written earlier to ESRC expressing interest in the Initiative or had responded to an advertisement announcing my appointment In addition, meetings were arranged with all the researchers who had conducted studies in the YPS programme and with the members of the ESRC Steering Group, Harry McGurk, David Ashton, Duncan Gallie, and an earlier member Martin Shipman who had been given the brief of developing the new Initiative From the results of this consultation I produced a paper 16 - 19 Initiative, Research Design which brought together the key themes of the Roberts and Breakwell papers, set out the key questions to be addressed and offered a framework for the proposed research design, identifying issues that still needed to be resolved

- 1 5 The research design proposed had a number of key elements. First, in line with another on-going ESRC Initiative directed at adults, Social Change and Economic Life (SCELI), the research should be based in different areas of the country corresponding broadly to local labour markets. The SCELI research was based in Aberdeen, Kirkcaldy, Rochdale, Northampton, Coventry and Swindon. The advantages were seen in similarly locating the 16 - 19 Initiative research in some of these areas, but it was agreed this should not be a rigid criterion for their inclusion. Secondly, the study should be longitudinal, comprising at least two age cohorts of young people followed-up from the last year of compulsory schooling through the late teens and spanning the whole age range 15 - 20. Thirdly, following the precedent of YPS the research approach should be multi-disciplinary drawing on a variety of methodological perspectives and embracing surveys, interviews, observation and account gathering. Fourthly, a common data base would be set up to which each team would have access and a computer would be supplied to each team.
- 1 6 The overall aim of the analysis of the data collected would be to unravel the interactions between the developmental processes across the late teens and the social and occupational structures of the geographical localities in which young people lived. For this reason it was essential that the areas selected showed sharply contrasting social and economic characteristics, including a buoyant local economy at one extreme and high levels of youth unemployment at the other.
- 1 7 One of the main purposes of my initial consultancy was to plan a workshop to which key members of the youth research community were to be invited. Selected participants would then be invited to submit proposals for research funding under the Initiative. The meeting was held at Minister Lovell on 18 May, 1986. 28 people participated (Appendix 2) and the programme consisted of working through and closing the options in each section of the Research Design paper. The meeting proved a stimulating occasion, which brought together researchers across the spectrum of interests and perspectives that the Initiative was intended to embrace. From those present, 4 individuals and 2 pairs were identified as potential proposers for the three research contracts it had been decided initially to offer. G. Rees, University College of Wales, Cardiff, Glynis Breakwell, University of Surrey, Ken Roberts, University of Liverpool, Christine Griffin, University of Birmingham, John Gray and Michael Banks, University of Sheffield, Nicholas Emler and Lynn Jamieson, Universities of Dundee and Edinburgh.
- 1 8 Each of these potential proposers was sent a revised copy of the Research Design paper (Appendix 3) together with an invitation to bid. Dr Rees declined to bid. Five bids were received, which were forwarded for review to three consultants. Their reports were considered by the working group and myself at another meeting in Minister Lovell. Because of the generally very high quality of the proposals it was decided to re-distribute the sum of money available for the project in order to fund two major enquiries in Sheffield (University of Sheffield) and Kirkcaldy (Universities of Dundee and Edinburgh), which would include ethnographic research, and two smaller scale enquiries in Liverpool (University of Liverpool) and Swindon (University of Surrey) restricted to postal surveys and interviewing. Surrey initially had argued for Newbury or another town more closely located to their University campus. But because of the advantages of making links between the Initiative areas and those included in SCELI, the Surrey team were persuaded to change to Swindon. The membership of the successful teams is shown in Appendix 4. In deciding on the award of contracts, it was also decided to commission a market research agency to carry out the postal surveys. It was also agreed to reserve some of the funding (with supplementation) to support associated studies of special groups such as young people from ethnic minorities or with special needs that could not be covered within the design of the core research.

and which would be bid for separately

- 1 9 Once notification had been given to the successful applicants, and in advance of the award of contracts, I held a preliminary meeting with team leaders on September 15, 1986 to agree the broad programme of activity. A number of critical decisions were taken including the agreement to handle all correspondence with respondents in the surveys locally, while relying on the agency to administer the data collection and prepare the dataset. The local research teams would undertake the interviewing and ethnographic work entirely themselves. In addition it was agreed to use Local Education Authority (LEA) areas to set the boundaries for the local area studies and that each team would take responsibility for drawing up full address lists of young people in the fifth year of secondary school (1987) and the fifth year of secondary school two years previously (1985) to provide a sampling frame. It was also decided, following the successful procedures employed in the National Youth Cohort Study (YCS) directed by John Gray, one of the Sheffield proposers, to send questionnaires to young people for completion at their homes. Agency interviewers would then follow-up those who had not replied and if necessary assist them in filling in the questionnaire. It was also agreed that postal enquiries would be carried out in 1987, 1988 and 1989 and that the work on questionnaire design would begin immediately with a view to conducting the first postal enquiry before the examination period and ideally before Easter in April 1987. This would require a pilot survey in February 1987. The meeting also agreed a policy paper on data access and publications derived from one drawn up by the SCELLI teams (Appendix 5). It was agreed that core team meetings would rotate around each of the Initiative sites and London.
- 1 10 This preliminary meeting was followed by a final meeting of the 16 - 19 Initiative working group on 9th October 1986, which considered a report from the coordinator on the team leaders' meeting, tenders for data collection received from market research agencies out of four received - MARPLAN was selected - plans for the associated studies programme and publicity and dissemination. It was also agreed to wind up formally the Steering Group and to replace it by an Advisory Group with a larger membership. This would include representation from a number of Government Departments who were likely to be interested in the results of the Initiative and might be prepared to fund part of the associated studies programme (Appendix 4).
- 1 11 From then on all work on the Initiative core research was planned through the meetings of the core team comprising representatives, from each area team. In the early days attendance involved a number of members from each team including the whole team usually from the local university where the meeting was being held. Subsequently for reasons considered later a tighter control on representation was exercised with one member, almost always the team leader, attending from each team. These meetings were paralleled by meetings of the Advisory Group, which met on average twice a year, and whose main function was to consider progress reports from the coordinator and to agree the associated studies programme.

2 0 Areas

- 2 1 One of the main considerations in selecting the four teams to carry out the enquiry was the case they made for a local area which would meet the requirements of the Initiative. Though times have changed since these decisions were taken, in 1986 the contrasts offered were exactly the kind required.
- 2 2 Swindon was something of a boom town in the South West of England reported to be the fastest growing town in Western Europe. Despite the closure of its railway

engineering works just before the Initiative began, the expansion of new businesses in the area meant that unemployment was only a temporary problem, and government schemes to combat it for young people, including the 'Youth Training Scheme' (YTS), never got off the ground

- 2 3 Sheffield had major economic difficulties in the mid 80s as a consequence of the collapse of its light steels industry. It embraced YTS in a major way with the City Council sponsoring a large part of it. The high skill levels represented in the unemployed, however, gave Sheffield strong recovery potential. By the end of the three years of the Initiative business began to expand again and Sheffield was no longer taking part in YTS.
- 2 4 Liverpool's unemployment rate was much the same as that in Sheffield, but its causes were much more long-standing. Since the turn of the Century, the City's port and maritime industries had been declining, and there was substantial population loss. The problem for young people of finding and retaining employment merely became worse during the economic slump of the late 70s and early 80s. Although Liverpool City Council never took on YTS with the enthusiasm of Sheffield, by the end of the Initiative, large numbers of young people were still entering youth training, rather than the full-time jobs that they were seeking.
- 2 5 Kirkcaldy was a mixed area of Scotland comprising a number of small towns and villages in different states of decline and expansion, including one new town based on new technology industry, Glenrothes. Other parts of Kirkcaldy included declining industries such as linoleum manufacture and coal mining, and some rural occupations. In some respects Kirkcaldy could be seen as a microcosm of the whole of Scotland.
- 2 6 Two of the Initiative areas, Swindon and Kirkcaldy were also included in the SCALI research, which offered opportunities for drawing on the data bases compiled on their local economies to contextualise the 16 - 19 studies. In the case of Sheffield and Liverpool, long-standing research on the local economy made similar data accessible there. In the event, exchange of information from one Initiative to the other, was not as extensive as originally hoped. The SCALI data bases were incomplete when the 16 - 19 Initiative began and, when the interest in them was strongest. Moreover, although a major emphasis in the Initiative had been on area study, outside the domain of job opportunities, typically analysis demonstrated remarkably similar experiences of young people in all four areas. Use of the data on local social and economic characteristics was used therefore mainly in the specialised studies carried out in each area. It had been planned early on to add Small Area Statistics obtained from the Survey Data Archive at the University of Essex to the core study data set to enable more fine-grained area-based analysis to be done. However, by the time it was possible to get the data from the Archive, and process it in a way that was suitable for analysis, the interest in this aspect had declined. This data source remains to be exploited.

3 0 The Core Research

(a) Survey design

- 3 1 The core research comprised follow-up studies of young people in all four areas in the months April/May 1987, 1988 and 1989. For whom common data had been collected (Figure 1), and area studies utilising data collected in each area to meet the local team's interests. The original intention had been to have samples of 1600 young people questioned in each of the four areas. In practice, because non-contact rates were higher than anticipated, these numbers were substantially reduced. Population lists for use as sampling frames were drawn up from school and Local Education Authority records (excluding special schools) in each of the four participating areas, using a complete listing of all young people in the fifth year of secondary school 1986/87 and in the fifth year two years previously in 1984/85. Because of the difficulty in gaining access to pupils in private schools the lists were restricted to state schools. The quality of the lists varied, with fully computerised central records being available in Swindon and no central list at all in Kirkcaldy. Inevitably the older cohort listings (1984/85) were far less up-to-date than those for the younger cohort (86/87), so sample loss was higher for them. However, as Table 1 shows, close to 82% of young people who were contactable (i.e. eliminating those who had moved and were not traceable), did take part in the survey, 72% of the total original sample. As we might expect, the response was better for the older cohort than the younger cohort. It also varied between areas, with Kirkcaldy topping the list, 87%/79% and Liverpool returning the lowest response rates 79%/66%.
- 3 2 Following the production of population sampling frames for each area, MARPLAN drew a random sample of 1600 names (800 younger cohort and 800 older cohort in each area). Random sampling, rather than stratified sampling was used because it was recognised at the first core team meeting, that stratification on the basis of current occupational status, as proposed in the Research Design paper, could be achieved only through a preliminary screening survey, which would be expensive to carry out and would waste an opportunity to collect more extensive data. To meet LEA requirements of informed consent, a letter was sent to each selected young person explaining the survey, and saying that unless we received notice that they wished to be excluded, a questionnaire would be sent to them. In the event, only 3% took the opportunity to refuse. Questionnaires were then posted to the home addresses, and a follow-up questionnaire was sent to those who had not replied two weeks later. Finally interviewers attempted to make contact with non-respondents through visits and telephone calls. Although all the administration was handled centrally by MARPLAN all letters sent to informants and reply-paid envelopes for completed questionnaires used the local university address. Team members also handled all queries from respondents. This approach ensured strong identification of the research team with the local area, enhancing the incentive for the young people there to participate. Copies of the letters sent to respondents are shown in Appendix 6.
- 3 3 One striking finding was that particularly in the older cohort quite large numbers of young people proved to be untraceable. Many had left home without a forwarding address, others' houses had been demolished. This problem was particularly evident in Liverpool where nearly 200 more young people were untraceable in this way than in any other area.
- 3 4 Overall, of those traced, the response was reasonably good following the typical pattern of postal surveys, with roughly half responding to the first approach, another quarter responding to the reminder and another 10% responding to an

interviewer visit or telephone call. However, because of the problem of untraced respondents, to ensure that numbers were sufficient for longitudinal analysis through all three stages of the survey, Marplan agreed to boost the sample in the second stage by sampling 500 additional young people from the population lists in each area. For this group longitudinal analysis was restricted to the second two waves, however the 'boost sample' did have the advantage, in accordance with a 'Solomon Design', of bringing in a group of young people who were uncontaminated, by the first questionnaire completion.

- 3 5 Because of difficulties encountered in the MARPLAN office with the defacing of some questionnaires by one of their employees, the Company also agreed to boost the Sheffield sample with another 200 names

(b) Response

- 3 6 Overall as Table 2 shows, following the initial response of 72%, response rates were maintained at between 60% and 70% of those approached at each of the three waves of the survey, producing sample sizes respectively of 4,800 wave 1, 4,134 wave 2 (including the boost) and 2,752 in wave 3 (including the boost). As might be expected, more members of the younger cohort than the older cohort supplied data at each stage. In common with other surveys of young people consistently more females responded than males

- 3 7 Those dropping out of the enquiry, either through moving to unknown addresses or through refusal, tended to be the poorer educational attainers, most of whom had left the education system at the minimum age. However, the bias introduced into the sample through the data loss was in the circumstances quite small. Table 3 shows the distribution of the sample on the wave 1 characteristics, gender, social class, educational attainment and career trajectory (5 types of post - 16 career pattern) for each of the four areas and for the sample of 2078 who completed questionnaires in all five waves

- 3 8 It is notable that the distributions are similar all three waves, suggesting relatively little bias. Taking as an indicator of bias the difference between percentages of the group wave 1 and of the groups at later waves and of the group that took part in all three waves, the differences nowhere exceed 7% and are generally no more than 1 or 2%. In so far as there is any bias it is reflected in the slightly larger proportion of low attainers and unemployed/training groups leaving the survey, and a higher proportion of high attainers staying in. Also more females stayed in the survey than males.

- 3 9 Finally we were able to check the representativeness of the sample by comparing the wave 1 distributions of current statuses obtained in the National Youth Cohort Study conducted at the same time and those obtained in the Initiative for the same age-group in the three English towns. The distributions were quite similar in each town confirming their representativeness

(c) Questionnaire

- 3 10 One of the main tasks in core team meetings was to design the questionnaires used in the postal enquiries. Broad agreement had been reached about the main areas the questionnaire should cover as set out in Figure 2 structures, (class, gender, area) socialising agencies, (school, work, family) socialising processes, outcomes (attitudes, behaviour, knowledge and understanding). To give full scope both to

the core enquiry and the specific area-based interests a structure for the questionnaire was agreed which involved ten core pages of questions used in all four areas and two pages designed to meet the interests of each area team. On average roughly twelve questions appeared on each page, providing something in the order of 140 questions overall. In addition, in the first year, because the younger cohort were all still at school, the first three pages of questions were different for the younger and older cohort, giving a major emphasis to education for the younger cohort and more about jobs, training and unemployment for the older cohort. Because of the different education systems in Scotland and England, Scottish and English variants of the education questions were also included. Overall this meant that eight versions of the questionnaire were used in the first sweep and four versions for each subsequent sweep, one for each area. One unanticipated addition to the wave 2 questionnaire arose through the interest Prince Charles had expressed in the Initiative in an introduction he wrote for an edition of the ESRC Newsletter devoted to the topic of youth and produced to coincide with the publication of 'What Next?'. He had urged the introduction of 'community service' for young people and we were asked to include some questions in the wave 2 questionnaire to canvas young people's views. In the event ESRC personnel who had requested the work moved on and little use was made of the data. An example of a wave 2 questionnaire is shown in Appendix 7.

3 11 It was agreed early on that the different teams would pursue particular specialist interests in designing both the core and the local area questions. Kirkcaldy would focus on social relationships and leisure, Sheffield on education, training and employment, Liverpool on politics and Swindon on identity formation. In practice these interests overlapped a great deal but they did provide a basis for allocating responsibility for drafting questions. One of the most difficult problems was to reduce the questionnaire to a reasonable size. In the first draft of the questionnaire for the first sweep 45 pages of questions were initially produced which had to be reduced down to 12. The first pilot still utilised a 20 page questionnaire.

(d) Database

3 12 It was agreed after reviewing the options that a single multi-purpose SPSSX data set would be compiled from the survey data at the Open University, where I was based, and that a copy would be supplied to each team. Consultancy money was used to gain specialist help from the Open University's Academic Computing Service in setting-up the data base. The data base was updated with the new survey data each year and the Interview data was also added (see next section). The same computing consultant undertook this work throughout the life of the Initiative ensuring a consistency of approach, and the overall arrangements worked well with data being supplied regularly, including updates, additions and revisions, either by magnetic tape, file transfer or EMAIL. At the beginning of 1989 I moved to City University, but using the JANET link I continued to do all Initiative computing at the OU and the data base was maintained there throughout the life of the project.

3 13 Once the Wave 1 data became available I took the responsibility for constructing 'derived variables' to be added to the data set (Appendix 8). These included key variables specified by team members such as English educational attainment (John Gray) and Scottish educational attainment (Nick Emler and Lynn Jamieson), derived from leaving examination results, a range of other variables such as, age, income, family size, involving simple or complex transformations of raw question codes, and social class derived from the Cambridge occupational coding scheme for classifying occupations. I also undertook extensive factor analysis of all the opinion and leisure variables as a basis for constructing composite variables.

(attitude and behaviour scales) which could be used to summarise the data. Where the questionnaire items had been specifically designed to form a scale, my specification was checked against the one used by the original designers, eg self-efficacy and estrangement (Glynis Breakwell), economic locus of control and work commitment (Michael Banks), opposition to authority (Nick Emler), sex role ideology (Dominic Abrams). Where there were discrepancies, both forms of composite variable were constructed. In the case of the original 'career trajectory' variable - a five-fold classification of post-16 career routes - the initial specification was provided by Ken Roberts, which was then refined in the light of the older cohort career patterns revealed by the data.

- 3 14 The specifications for recoding the raw data to form the derived variables were supplied to all the teams so that the variables could be added to their basic data sets. This work was repeated each year to ensure that all teams had the same set of variables to work with. A large part of the published analyses of Initiative data utilised these variables, but not expectedly each team did further work on the data to produce derived variables of their own, some of which did not get into the general data set. The whole core longitudinal data set including original and derived variables is being deposited in the University of Essex Survey Data Archive.
- 3 15 Each team was supplied from within their Initiative grants with an IBM PC 286, to support their work. This facility, together with relatively speedy access to data and coordinated approach to error correction and the construction of derived variables for use by all the teams, eased analysis tasks and facilitated early production of papers. At least one experienced survey analyst with computing expertise in all teams and a strong commitment to the construction of a rich and comprehensive common data set were other important factors. The first class service provided by Marilyn Moffat of the OU's Academic Computing Service was also crucial.
- 3 16 Inevitably in cutting questions compromises had to be reached, which in retrospect did not always produce the best outcomes. Longitudinal analysis depends critically on having repeated measures on some key variables across all time points. Because of the shortage of questionnaire space, it was agreed to specialise in each wave in some subject areas. Questions about training and political activity were asked in sweeps 1 and 2 but not 3. Opposition to authority and attitudes to employment were covered in waves 1 and 3 but not 2. Such a design strategy extended the breadth of the survey bringing in, where possible, questions more appropriate to the age of the cohort and also embracing a degree of topicality. It also enabled us to target some of the questioning more effectively in the light of the interviewing and ethnographic work. But it also inevitably weakened some of the longitudinal features of the data.
- 3 17 The wave 2 questionnaire used a condensed format, and included far too many questions in terms of the contractors' expectations leading to a dispute which will be discussed later. Consequently in wave 3 the number of questions was reduced to the number at wave 1 and included the cutting of some important questions on politics which in developmental terms were actually becoming increasingly important as the cohorts got older. Despite these problems, which are endemic in longitudinal enquiry, and were compounded by the number of interests represented in the core team, the questionnaire did cover most of the critical areas of young people's economic and political life and did yield data of immense value. The analysis programme built on it produced output which, as we shall see, is considerably in excess of that which would normally be expected in a single team-based enquiry. If there is a weakness to be identified it was our failure to find a way of assessing respondents' political knowledge and understanding, while

avoiding putting them under the strain of a 'test' After much debate and investigation of methods it was finally decided to restrict the questionnaire to political attitudes and activity and to attempt to assess respondents' knowledge, understanding of politics through the interview

(e) Interviewing

3 18 The bulk of the grant awarded to the teams was to employ research fellows (one in Liverpool and Swindon and two in Sheffield and Kirkcaldy) one of whose main tasks were to undertake the interviewing and to participate, as appropriate, in the ethnographic work Inevitably, interviewing had to be restricted to much smaller numbers than those who had completed the questionnaires, so sampling was required. The method employed involved the use of the 'career trajectory' variable mentioned earlier This variable, derived from analysis of the career patterns of the older cohort over the two post-compulsory school years, identified five possible transition routes to employment for young people, academic (continuing in education to do 'A' levels), vocational (continuing for 1 or 2 years for vocational purposes), school to job, (the traditional direct entry into employment from school), school to YTS to job (the 2 step transition brought about by the introduction of vocational training schemes, YTS), unemployment/training (a mixture of training, unemployment and some full-time and part-time work but no sustained experience in a job) For the interview sample in each area it was decided to select a random sample of 10 young people (5 males and 5 females) from each of the first four of these trajectories and 20 from the fifth ('no career') trajectory. In the case of the younger cohort a random sample of 50 young people was drawn making a total sample of 110 in each area Getting the cooperation of young people for interview, including tracing their whereabouts and reaching agreements on times and dates < proved difficult and quite large numbers had to be contacted within each category to obtain the requisite numbers However, over a period of 4 months all area teams were able to complete the work satisfactorily enabling an interview data set to be constructed which was added to the main survey data base

3 19 One of the main purposes of the interview was to trace transitions in young people's lives over the period since 16 and to try to uncover influences upon them The completed wave 1 questionnaires returned to the teams from MARPLAN would be available to the interviewers as an aid Much time was spent in core team meetings on deciding how the interview should be conducted, with disagreements reflecting the different experience of interviewing and conception of its use from the different disciplinary perspectives represented in the teams The coordinator's background in OPCS, led him to favour initially a structured approach on the line of standard survey interviewing followed by more open-ended discussion at the end Others favoured the semi-structured approach used in much ethnographic enquiry of the kind carried out by Paul Willis in "Learning to Labour" and Christine Griffin in "Typical Girls" Some favoured a completely open-ended approach with agreement only on the main themes to be pursued The final compromise reached was that the first half of the interview should comprise standard closed and open questions on the lines of a fully structured interview which would be used by all interviewers in accordance with OPCS procedures (Appendix 9) In the second half of the interview teams pursued inquiries as they wished using either structured or completely open qualitative methods Finally the respondent was asked to complete two questionnaires on attitudes to employment and delinquent activity (Appendix 9) The core standardised open ended questions were coded by local interview teams in accordance with agreed coding frames compiled from samples of answers The dataset was then compiled and supplied to all area teams for cross area analysis

- 3 20 Interviewing was carried out twice, the first time as described, in the Autumn of 1987, extending into 1988. The second time in the Autumn of 1989. For the second wave of interviewing it was decided to go back to the same people who had been interviewed in wave 1. Partly because of an anticipated much reduced sample size, use of standardised interviewing methods was restricted to an 'event history grid' which all the young people were asked to complete. The rest of the interview was unstructured and its content left to each team. The Kirkcaldy and Sheffield teams had also advocated the use of leisure and expenditure diaries to cover the week following the wave 3 interview. Because the other teams had doubts about the value of the diary method, a proposal was put to ESRC for funding for a pilot study with a view to using diaries in wave 3 and a small grant was awarded. The outcome was to decide not to apply the method in all areas, but restrict it to Kirkcaldy and Sheffield, where different versions were employed.
- (f) Ethnographic inquiries
- 3 21 Originally it had been the intention to conduct ethnographic inquiry as an extension of the interviewing. The approach advocated in the Research Design paper was to identify individuals at interview who were prepared to 'open up' their lives and social networks, to more extended inquiry. This approach was used in a limited way in the Kirkcaldy study where five individuals selected from the interviews were followed up intensively. However the interviewing took place mainly with the young person and in some cases their parents, as there was some reluctance to extend it to friends. The Kirkcaldy ethnographic work was hindered by the prolonged illness of one of the research fellows, with a PhD in anthropology, who had been expected to take a major role in it. Approval to make a temporary replacement came finally too late to have a major impact on the work.
- 3 22 In the case of the Sheffield ethnographic work, a different research approach was adopted. Sheffield had argued from the beginning of the Initiative that further education and youth training had not been subjected to any thorough ethnographic investigation. Their proposal, finally agreed, was to use the career trajectory classification to identify five groups of young people in different further education settings engaged in post 16 vocational preparation of various kinds. These were two YTS groups comprising girls training for 'caring' occupations and boys learning to be 'building operatives', two BTEC vocational education groups comprising girls learning to be 'fashion designers' and boys learning 'the hotel and catering trade', finally there was a group of sixth formers. All the young people tended to come from what could be described as working class backgrounds, though in the case of the sixth formers there was much more of a mix. The groups were located through Further Education colleges and a Sixth Form Centre, so the main point of contact was the institutional setting rather than the main database of the Initiative. However, some of the young people involved in the ethnographic studies had also taken part in the main survey inquiries. Finally in Sheffield another ethnographic study was carried out in two Sheffield night clubs, using the opportunity to observe 16-19 year olds in contrasting leisure settings.
- 3 23 The ethnographic work paralleled that of the surveys, beginning in 1988 and lasting for approximately 18 months. It generated much valuable material both in its own right and complementing that produced by other means, bringing to life most effectively the lives and experience of individuals being prepared for various kinds of work and adult roles and responsibilities.
- 3 24 Finally Figure 3 shows the three components of the research design and the timetable in which the work took place, survey, interviewing and ethnography.

(g) Research contractor

- 3 25 The decision to use a market research agency to collect the data in all three sweeps of the postal survey was strategic, it ensured that standard procedures for sampling and collecting data would be applied in all four areas. The availability of market research interviewers to follow up young people who had not returned completed questionnaires - following the successful practice in the National Youth Cohort Study - also helped to ensure high response. On the other hand the role of the selected agency was seen as being primarily supportive. All matters concerning the questionnaires and sampling were to be decided by the core research team and the firm was to put them into operation. Their main task was to deliver a coded and clean dataset for analysis. The tender from MARPLAN, one of the four firms bid for the contract, was the cheapest. It also offered most closely what the team required.
- 3 26 MARPLAN handled the first sweep of the survey reasonably effectively, carrying out a good pilot study and a main survey with relatively few hitches and good response rates. However what had not been appreciated was the need to select substantially more respondents than the target samples of 1600 in order to compensate for sample loss. The high mobility of the age-group meant a substantially reduced 'productive sample' with the numbers of young people actually interviewed averaging out at 1200 per area. To compensate for this loss MARPLAN boosted the sample with 500 additional names in each area in the second wave, but this restricted the scope of longitudinal analysis for them to just waves 2 and 3. Another problem was that in common with most Agencies, MARPLAN's coding was contracted to another organisation. Although listing of open-ended answers and the construction of coding frames were agreed with the team, and a first set of coded data was produced fairly promptly, there was considerable delay in getting errors corrected. More serious doubts about the quality of the coding arose later when analysis showed that the social class classification employed by the Agency produced meaningless results. Subsequently the teams coded all the occupational data for father, mother and respondent themselves, using the Cambridge Occupational Classification Scheme, which can be used to generate all the standard occupation classifications including the Registrar General's Classification of Social Class.
- 3 27 The field work for the second wave of the survey, went reasonably well. However after data collection was completed, coding was moved to a new (more expensive) organisation and the work appeared to grind to a halt. For whatever reason data preparation was considerably delayed and then a supplementary bill was presented specifying a price over and above what had been agreed. The outcome was a long argument and then negotiation between the agency and ESRC who had issued the contract in which the agency's poor performance in some areas of the project (eg, lost questionnaires) and delay in delivering the data was set against the enhanced scope of the project at wave 2, especially the increased amount of coding. Resolution of the problem was not helped by my absence over this period through a major operation and enforced convalescence for three months. The outcome was a decision to pay a large part of the supplementary bill presented by MARPLAN. Partly as a consequence of a takeover of MARPLAN by another company it was also agreed that the work would move to another agency owned by the new parent company, Research Bureau Limited (RBL), they undertook the data collection and preparation in wave 3. RBL carried out the work effectively and produced the data tape on time. However subtle changes in their approach to questionnaire design and data collection methods perhaps contributed to a slightly lower response rate than was anticipated.

3 28 Overall, the decision to use a market research agency for data collection still appears to be correct. But the difficulties in using one in a longitudinal survey need to be acknowledged. First there is considerable turnover of key staff, especially the bright young executives, who are typically given social science projects of this kind. They also work under pressure from a variety of other clients and how they respond to them is out of the control of any one research team. Internal pressures within the organisation, such as the take-over of MARPLAN, also often lead to unforeseen problems. Contracting out field work and coding, also means that control of these operations by the research team has to be operated at one step removed. All of this can create a degree of frustration and delay in data production. However in the case of 16-19 our judgment is that the overall quality of the data collected was good. An attempt to collect data via individual teams in the postal survey could not have guaranteed the standardisation of approach and follow-up and data preparation which use of an Agency provided. As became apparent in relation to the interview data set, the absence of these controls can yield data of more variable quality and can take even longer to produce.

(h) Feedback

3 29 It was decided early on in the research that to enhance the motivation of cohort members to participate in later stages, feedback of some results should be supplied to them between surveys. The means chosen for doing this was a four sided A4 pamphlet containing graphical presentations of statistics comparing young people in the four areas on variables that it was thought would be of interest to them, including one page of local area findings. One question in each survey was included largely for this purpose e.g. favourite pop singers in wave 1 and favourite TV programmes in wave 2. Production of the pamphlet, however, proved more difficult than anticipated. There was some concern about the inclusion of certain data in the common part of the pamphlet on social class and educational attainment, for example, because it was believed that this might affect subsequent responses. In consequence rather bland data in terms of central research findings were presented. Two pamphlets were produced one preceding the wave 2 data collection in 1988, and the second preceding the wave 3 data collection in 1989. For the second pamphlet more of a cartoon type of presentation was adopted to highlight findings. Examples are shown in Appendix 10.

3 30 The teams remain convinced that the feedback did serve a useful function in maintaining young people's interest in the survey, and that we might have lost more respondents if we had not done it. But we have no hard evidence that this was the case and the investment of time and funds in such an exercise needs careful consideration. In relation to meeting accountability requirements to respondents it might be more appropriate to provide them with a summary report when all data collection is completed.

4 0 Associated studies

4 1 One of the main functions of the Advisory Committee, set up to oversee the progress of the Initiative, was to decide which proposals for associated studies should go ahead. First a detailed specification was drawn up of possible projects and areas of study, which could not be covered in sufficient depth in the main survey (See Appendix 11). This was sent to all the participants in the Minster Lovell Workshop and others known to be interested in the Initiative together with an invitation to bid for a project at a cost between £20,000 and £30,000. The total budget for the whole of the associated studies programme to fund six projects was £170,000.

- 4 2 Twenty six applications were received and the members of the original working group Harry McGurk, David Ashton, Duncan Gallie and myself acting as a review panel, drew up recommendations to the Advisory Committee about which ones should be accepted. In the event five were supported, three outside the core Initiative teams and two inside the teams. *Teenage Entrepreneurs*, Frank Coffield, University of Durham, *Religious, Political and Social Identity*, Dr Peter Weinreich, University of Ulster, *Economic and Political Socialisation in a Rural Labour Market*, Claire Wallace and David Dunkerley, Plymouth Polytechnic, *Socialisation of Afro-Caribbean Youth*, Ken Roberts, University of Liverpool, *Use of Video in the Study of Teenage Socialisation*, Glynis Breakwell, University of Surrey. Subsequently additional funding was found to support another project, *Family Socialisation*, Pat Allatt, Teesside Polytechnic.
- 4 3 The choice of associated studies was made on the basis of the quality of the proposal and the value of the research as a complementary study to the core study. Additional areas, specified for associated studies which did not generate proposals, or for which the proposals received did not meet the required standard, were young people leaving home, young people in private schools, and young people with special needs. 'Young Movers' was ultimately funded by a supplementary grant to City University where a research project was set up under my direction. The private school study was carried out as a PhD project at the University of Sheffield. A proposal for a project on young people with special needs, was developed and revised in the light of the Advisory Committee comments, but was not accepted.
- 4 4 The associated studies began when the core study was in its second year of the core study, 1988, and lasted on average 18 months. With the exception of the young movers study, which involved interviewing young people in all four core study areas, the others were either restricted to three areas Belfast, Sheffield and Kirkcaldy (in the identity project) or two, to Devon and Cornwall (the rural labour market project). The others took place in single areas, either in the same area, or in an area close to the core study areas. To integrate the work on these projects with that of the core study I maintained regular contact through correspondence with team leaders. In addition about a third of the way through the associated studies programme I visited each project at their home site to assess progress and identify any difficulties. In all cases satisfactory progress on extremely constrained budgets was being maintained. The study in the south west of England based in Plymouth Polytechnic, for example, was attempting to replicate a large part of the core study in a number of contrasting rural locations.
- 4 5 The outcome of these visits was a report presented to the Advisory Group together with recommendations for supplementary funding to enable the projects to realise their full potential (Appendix 12). All of them in one way or another drew on core Initiative approaches and concepts in the design of their own studies. Some involved survey and ethnographic approaches, others were entirely ethnographic. Overall they added rich additional material to the core study data. Each has been reported separately by the project leader and full details of their design and outcomes can be found in their reports.
- 4 6 One of the difficulties in coordinating the associated studies with the core study, was that in many respects they were like research projects funded in the normal way through the Research Grants Board. To avoid isolation, all associated studies leaders were invited to give presentations on their research designs at the 'First Findings' Workshop held in Harrogate in July, 1988 (described later). This

gave the teams the opportunity to meet the core study teams. One of the outcomes of the workshop was the decision to extend my regular core team 'Updates' to the associated studies teams and to involve them fully in the working groups set up, following Harrogate, to develop research on particular Initiative topics. This required gaining an additional travel budget for them from ESRC. Overall my judgment is that these moves did improve the quality of what was done, in the associated studies and that each of them undoubtedly benefited more from being part of the Initiative than if it had been carried out independently.

5.0 Linked studies

(a) Anglo German project

- 5.1 At the beginning of my appointment, I had identified the development of an international dimension to the research as part of my role, ideally linking comparative study to that of the core study. One of the advantages of an area based design, which already involved comparisons within England and between England and Scotland, is that it is possible to go on extending it to other areas in other countries. In the first year of the Initiative, a member of the HBD committee with a special interest in the Initiative, Professor Tony Edwards, received support from ESRC to attend the American Research Association Annual Conference in San Francisco. He was asked to try to identify in the conference ongoing projects in the USA and other countries which might be linked to the 16-19 Initiative. He drew attention to an impressive set of research projects being undertaken in different parts of West Germany on teenage socialisation. Subsequently I made contact with all the academic presenters and arranged to visit them to discuss comparative research possibilities. The trip was undertaken in February 1987, and involved visits to Bremen, Bielefeld, Berlin and Munich. In each location an extensive programme of research on young people had been taking place. In the case of Bremen and Bielefeld, major funding had been received by the German Science Foundation.
- 5.2 The outcome of the visits was an agreement to explore the possibility of setting up a comparative study involving comparison of young people's experience of vocational preparation in two West German Cities with the experience of young people in the four areas of the 16-19 Initiative. In subsequent discussion it was decided to base the design more tightly on comparison of young people in Liverpool and Bremen and comparison of young people in Swindon and a comparable West German City, Paderborn. The research design would enable comparisons to be made between countries and between areas of economic expansion and decline in each of them. It was also agreed to use questionnaires and interviews with selected matched samples of young people in the different cities, 160 in each (Appendix 11).
- 5.3 Funding for the project to support the appointment of bilingual part-time research fellows for 18 months in each of the four cities and travel costs, was sought from the Anglo German Foundation for studies in Industrial Society, and a grant for £80,000 was awarded. The project was coordinated initially at the Open University and subsequently at City University, where I had moved at the end of 1988. The University received the grant, and then re-distributed it to the four participating Universities, Bremen, Bielefeld, Liverpool and Surrey.
- 5.4 Overall the project, which is reported in detail elsewhere, (Bynner and Roberts, 1991) proved most satisfying in terms both of the processes involved in

collaboration with West German colleagues and in the production of the final report in which much interest was generated in both countries. The consequence was a decision to undertake a follow-up inquiry two years later. Initial funding of 30,000 ECUs was provided by the European Commission for a pilot study involving interviewing of selected informants and the key adults they related to in their training and their occupations in each town. The Anglo German Foundation supported the main follow-up with funding of £70,000 for a further year's research. Forty young people and key adults in each town were interviewed. The report on the pilot was sent to the European Commission in 1991 and a report on the second phase is due with the Anglo German Foundation in March 1992 for publication by the end of 1992.

5 5 The Anglo German study was a good example of an opportunity taken to build on to an ongoing research project a comparative study. From the initial small investment in Professor Edwards' visit to AERA, interesting work was identified. The overseas travel budget of the Initiative coordinator enabled visits to be made to Germany, and the longitudinal nature of the Initiative's core study provided the opportunity to plug in a tightly designed comparative project at the second stage. The design itself was innovative in a number of ways and was reported in a special edition of the International Journal of Comparative Sociology, devoted to new methods of comparative research (Bynner and Heinz, 1991)

(b) Vienna Centre project

5 6 Earlier on in the life of the Initiative, ESRC received a request to send a UK representative to join a Vienna Centre project on 'Youth and New Technology'. This involved participants from 13 countries in East and West Europe, with the brief of reporting the state of technological change in their countries and how their young people were responding to it. I agreed to produce the UK report, subsequently inviting Glynis Breakwell coordinator of the Surrey project, who had done earlier work on young people's attitudes to new technology, to join me. The work involved a series of meetings in different European capitals to consider the structure of the report and ultimately drafts (Appendix 11). Glynis Breakwell and I joined the editorial group to make decisions about the final English version of each report. I also drafted the 'Conclusions' based on drafts produced in a final workshop in Dubrovnik. The report was presented at the World Congress of Sociology in Madrid in July 1990. The published version came out at the end of 1991 (First-Dilic, 1991). Subsequently, it was decided by the group who drafted the report to continue the work with a comparative research project collecting data in accordance with an agreed design. My own commitments made it impossible for me to continue as the British representative for this and Glynis Breakwell took over, also becoming coordinator. Problems encountered in trying to raise funding for the project in the different countries inhibited progress, however, and it is uncertain now whether the work will be carried out.

(b) Other linked projects

5 7 Finally, each team extended the work in the Initiative into new projects, funded separately, and about which information was not circulated routinely. (Some details are provided in each team's report). Some parts of the questionnaire enquiry were extended by the Kirkcaldy team to young people living in remote areas such as the Scottish islands. One of the projects in the ESRC Aids Initiative was conducted in Dundee by Dominic Abrams, a member of the Kirkcaldy team, who also drew on Initiative methods. In Sheffield a project using timed event sampling with a sample of core study teenagers funded by the Research Grants Board was carried out by Steve Evans a research fellow in the Sheffield team and John Howarth of the University of Manchester. The latter also received support for comparative work using Initiative questions with young people in Japan. Glynis Breakwell in Surrey conducted another of the AIDS projects again drawing

heavily on Initiative methods Ken Roberts, in Liverpool gained support from the ESRC East - West Initiative to carry out research on the effects of unemployment on young people's political socialisation in Poland There are probably many other examples of which I am unaware All of them go to show that the returns on investment in a programme of research such as the 16-19 Initiative extend way beyond the immediate results of the research itself

6 0 Communications and Dissemination

6 1 From the very beginning of the Initiative it was clear that to optimise collaborative possibilities and to ensure co-ordination and co-operation across all projects, a regular two-way flow of information was essential. This was achieved in a number of ways initially through the work of setting up and chairing the core team. Core team members were encouraged to produce papers well in advance of meetings so that they could be circulated to all members having first been agreed by the local team Minutes were produced quickly and circulated initially to every member, and subsequently to a representative in each team with responsibility for local communications In addition regular 'Updates' were produced, 36 in all, which gave the teams more detailed information on progress with funding, data collection, changes in ESRC, work on associated studies etc Core team members were encouraged to use the Updates as their means of communication with other teams In addition EMAIL links were established early on with all core team members These were used for circulating urgent messages, items to do with the data set, such as computer command files and ultimately draft materials and chapters for Careers and Identities A computer conference was also established at the Open University, but as this involved logging in on another University's computer, it proved more difficult to get going Although it served as a notice board for a time, particularly in relation to progress on the production of the dataset, it gradually slipped into disuse

(a) 'First Findings' workshop

6 2 Once the first wave of data had been collected and the dataset was available, it was decided to begin analysis and start writing papers immediately It was agreed that a target for these should be a workshop in 1988 where 'First Findings' would be presented A proposal was put to the HBD committee for support, and £6,000 was awarded. It was decided to involve experts in youth research outside the Initiative teams as discussants, which meant that papers had to be available for circulation before the meeting Each session comprised presentations from Initiative team members, including associated studies representatives on research designs, followed by responses from the discussants. The Anglo German project was also presented in this way Professor Walter Heinz (from Bremen), and Professor Klaus Hurrelmann, and Martina Behrens (from Bielefeld) attended the meeting

6 3 The 'First Findings' workshop was held in July in the Imperial Hotel, Harrogate, with 45 participants (Appendix 13) All travel and accommodation costs of participants were paid for The workshop was judged a success, not least because it enabled members from all Initiative teams to discover what other teams were doing and provided a means of involving the wider research community in the development of the subsequent stages of the research A number of decisions were taken in the light of the discussion in Harrogate First it was agreed to extend the Updates to all the associated studies members Secondly it was decided to start an Occasional Papers series as a means of making Initiative

findings quickly available Thirdly it was decided to set-up working groups in a number of study areas of the Initiative, - Education Training and Employment, Domestic and Family Socialisation, Identity and Youth Politics, Analysis and Measurement One on Ethnographic Research was established soon afterwards In response to suggestions made by discussants, an attempt was also made to find a publisher for the Harrogate papers Blackwell in Oxford expressed interest, but subsequently decided not to go ahead After much discussion it was finally decided not to proceed with this form of publication, but to concentrate in the early phases of the Initiative on producing papers instead

(b) Occasional papers

- 6 4 The Occasional Papers series proved to be very popular. Starting with a selection of the papers from Harrogate, a regular flow of papers were received from core team and associated studies team members, with every project finally represented 41 papers are currently in circulation to a mailing list over 250 people. Many on the mailing list have requested a copy of every single paper
- 6 5 The papers are sent free of charge, with costs being met initially from the coordinator budgets and subsequently from SSRU general funds The series is temporarily frozen, but will re-emerge next year as a by-product of the ESRC decision to fund a seminar series to continue the work of the 16-19 Initiative

(c) Working groups

- 6 6 Each of these involved membership from associated studies and core studies teams and proved a valuable means of keeping communications post-Harrogate going The most active ones were education, training and employment, domestic and family socialisation, youth politics, ethnography The analysis and measurement group met twice, with the first meeting in the form of a workshop on the computer program LISREL which I ran. Lack of travel money in associated studies budgets, prompted a request to ESRC for travel support This was granted, but on condition that a wider section of the research community became involved at some stage
- 6 7 The work of the working groups has been reported separately so will not be covered in detail here. Besides assisting the production of papers the first three groups each worked towards a one day conference These were held to present the work of the group to the wider research community and to others with an interest in youth research and were intended to provide the basis for a subsequent major publication The conferences were held in 1990: Youth Politics (in Liverpool), Domestic and Family Socialisation (in Edinburgh), Education Training and Employment (in Sheffield) (Appendix 13) Each attracted large numbers of interested people in the fields of youth research, policy and practice The Ethnography group has a book due out for publication in 1992 and the Education, Training and Employment group are currently seeking a publisher for a book In addition to the one day conferences held by the working groups the Sheffield team also organised a successful self-financed two day workshop in late 1989 to enable Initiative team members to exchange information about their projects

(d) 'New Findings' workshop

- 6 8 Finally it was decided to hold in the last year of the Initiative another workshop in Harrogate to discuss the results of the whole Initiative 'New Findings' A proposal was put to the HBD committee and funding of £4,000 was received The conference was held in the Cairns Hotel, Harrogate in May 1991 The

organisation and format was different. It was decided to meet only accommodation costs from the conference budget which restricted attendance a bit 40 people participated including ESRC representatives (Appendix 13) Although the meeting lacked some of the excitement of the First Findings workshop and the hotel conditions were inferior the occasion was valued The production of papers showed the considerable output from the Initiative and gave the impetus for further work One outcome was the decision to apply to ESRC for a seminar series to continue the work of the Initiative and to keep networks and collaboration going in other ways (Appendix 13)

(e) Careers and Identities

6 9 From the first Harrogate conference onwards it had been decided by the core team to work towards a major publication on the Initiative findings based on the complete longitudinal dataset, and to try to get this published as soon as possible so it would have topical value Michael Banks and I took responsibility for drafting a proposal for the book which was put to a number of publishers Open University Press agreed to undertake publication. To produce the book, it was decided to replace the core team by a new grouping, the editorial group, who would take responsibility for the book's production This comprised Michael Banks, Glynis Breakwell, Inge Bates, Nick Emler, Lynn Jamieson, Ken Roberts and myself In the early meetings of the group, there was much debate about the form the book should take with the group divided as to whether it should comprise individually authored chapters, or should be a single jointly authored production (see Appendix 14) One of the difficulties was that with over 25 people involved in the Initiative teams, either as team leaders, members or research fellows, it was quite impossible for all of them to become joint authors But to give recognition to their contribution to the Initiative there was understandable pressure to give everybody part authorship of at least a chapter Finally it was decided, in the light of publishers advice and the fact that subsequent books of readings were planned in all the areas of the working groups, to go for collective authorship of a single coherent text

6 10 Each editorial group member took responsibility for drafting one chapter (two and a half in my case) and it was agreed that I should edit all the material into a single final manuscript The work progressed over a period of about nine months, during which each chapter went from outline through three drafts to final production En route an additional chapter was added by Nick Emler and myself to fill what was considered to be a gap in the material on youth attitudes I then took leave from my City University work for three months to work on the manuscript Finally the manuscript was handed over to OU Press in February 1991 The book came out in the following December (Banks et al, 1991)

(f) Other outputs

6 11 Besides Careers and Identities the teams produced a steady flow of publications and other outputs These ranged from Occasional Papers, and papers in refereed journals to books, conference presentations and newspaper articles Conference participation included running a symposium on Education, Training and Employment presented by five Initiative members first at the annual conference of the British Educational Research Association in Newcastle in 1989 and then at the annual conference of the American Educational Research Association in San Francisco in 1989 Subsequently all the papers were published in a special edition of the British Journal of Education and Work Regular presentations have been given at the annual conferences and special section conferences of the British Psychological Society and the British Sociological Association and at numerous other in Britain and abroad A number of members also participated in the World

Congresses of the International Psychology Society in Melbourne in 1988 and in the International Sociological Association in Madrid in 1989. The full list of outputs up to December 1991, comprising over 350 items is shown in the Bibliography. Papers and books continue to be produced and the output may be expected to expand further when the dataset is deposited on the ESRC Data Archive at the University of Essex later this year.

- 6 12 Besides the Initiative workshops and conferences, where papers were presented, some other key presentations were also made. In 1987 Harry McGurk and I presented the Initiative first to the Chairman of ESRC. Supplementary funding followed. Secondly, the Initiative was one of four chosen by ESRC to present to ABRC. Other members of Initiative teams also took part in a conference for policy makers organised by ESRC on youth research to support the publication of the ESRC Newsletter on youth research and "What Next?", and an accompanying video. This attracted much media attention, because of Prince Charles advocacy, in the introduction to the Newsletter, of community service for young people. Besides supplying Briefing Notes to interested people, substantial presentations to key groups of policy makers, practitioners and researchers have continued throughout the life of the Initiative with core team leaders as well as the co-ordinator taking a major role in these. These included the production of an ESRC Research Briefing, "Young People: Employment, Culture and Identity", in May 1988 in which much attention was given to the Initiative. In March 1990 the Sunday Times newspaper expressed interest in the research and utilised some wave 2 data in a major feature article, 'Teenagers avoid Life's Fast Lane'. Data were also supplied to two other outside bodies. The CBI Task Force on Youth Training received tables on young people's attitudes to training for which payment was made. Lord McIntosh, who was conducting an evaluation of a 'training credits' pilot, used tables supplied on young people's attitudes to employment and training as a baseline for his own data. Finally, another round of large scale national and local media interest occurred with the launch of Careers and Identities, and a pamphlet of the same name directed at policy makers and practitioners, at Kingsway College in London. This was organised by George Low, editor of 'Education' magazine, and Tim Whitaker and Sarah Sleet of ESRC's Information division. The pamphlet had much appeal for the educational journalists present, who used it as an extended press release, and wide coverage was obtained.

(g) Overview

- 6 13 In reviewing the publication output of the Initiative, it would be hard to imagine anything comparable from teams working in isolation. Critical in this development were a number of key decisions.
- 6 14 The first key decision was to agree to produce articles on the Initiative design for Youth and Policy a small circulation journal whose Editor had expressed great interest in the Initiative. I produced an overview article setting out the research design, "Coping with Transition" (Bynner, 1987), and Ken Roberts' earlier paper setting out topics for the Initiative to pursue, was also published in the same edition (Roberts, 1987). These papers provided an important reference point for all subsequent Initiative papers and presentations and publications, which probably all research programmes need. The second key decision was to disseminate results as early as possible in the Harrogate 'First Findings' Workshop. This gave a target date for all Initiative team members to work towards and stimulated much thought for further activity and publication. The third key decision was to set-up the Occasional Papers series, which produced a large volume of work much of which was subsequently published in refereed journals and books. The first seven papers included six from core team leaders and myself and set a target for others to follow. Fourthly, setting-up of working groups after

the Harrogate 'First Findings' workshop, stimulated much activity around topics of common interest across the Initiative teams and gave them a further target date to work to, the one day conference that each group held. There is always a danger in longitudinal research, that researchers wait until all the data are collected before producing papers on findings. Developing an 'Access and Publications' policy early on in the life of the Initiative, which argued for immediate rather than delayed presentations, also ensured a steady flow of papers and other productions.

7.0 Coordination overview

7.1 My thoughts on the co-ordination of the Initiative were set out in a paper provided to ESRC for their review on the ESRC coordinator role. The views expressed there, are much the same as I would advance now. The overall organisation of the Initiative worked well as can be judged from the considerable output produced. However it would be wrong to deny that there were not some tensions and difficulties at various stages in the process. I have already dealt in some detail with the problem of using a Market Research agency to collect data and what this can entail in terms of burdens on the coordinator and disruption of the timetable. In relation to the core team and associated studies teams a different set of issues arise.

7.2 If the core team had been a team of my own researchers at City University then a day-to-day contact would have ensured 100% commitment to the collective enterprise and the direction of the whole project would have been reasonably straightforward. As a coordinator, I had to rely on the goodwill of a group of people each of whom had their own centre of interest outside the team. As each team was inter-disciplinary and inter-departmental and in the case of one area study, inter-university, further centres of interest existed within the teams themselves. It served these interests most of the time, for people to work together in reaching collective agreements, but at times there was undoubtedly a conflict between the local or personal interest and the central interest and the resolution of these conflicts had to be handled with considerable care. For example in the early days of the Initiative, attendance at meetings could be variable with either everybody from the team attending or different people representing different team interests. This worked against consistency in collective agreements, and occasionally decisions taken at one meeting were under pressure to be reversed at later ones. Finally to get over this problem it was decided to restrict attendance at meetings to one representative per team, usually if not exclusively, the team leader and to encourage local area teams to hold meetings prior to a main core team meeting to agree the position that should be presented to the other teams. It was assumed that constraints of travel costs would ensure that these principles would emerge naturally. The fact that they were not suggests that a clear policy about them needs drawing up at the out-set. But at the same time opportunities for all team members to participate in collective decisions should be offered. The ideal venues for these are conferences and workshops where findings are presented.

7.3 Because as coordinator, I did not have the authority to direct members to carry out particular tasks or to impose decisions upon them, much depended on the maintenance of goodwill and continuous communications. Detailed minutes of meetings, the Updates, EMAIL links, and workshops were all vital to the process. Without EMAIL, for example, the coordination of work on the common data set would have been greatly impeded. My 18 years experience at the Open University participating in and chairing course teams gave me a coordination model to work to. In operating it I was greatly helped by the professionalism and commitment of

the local team leaders, all of whom ensured that their own team's work went smoothly, was carried out on time in accordance with agreements reached and that all communications requirements were met

7 4 Another kind of problem occurred with the associated studies, which in many respects were just like projects funded independently by the Research Grants Board. To ensure their incorporation into the work of the whole Initiative, I encouraged associated studies teams to communicate with me as frequently as possible. My visits to each of them, from which I produced an interim progress report, and their participation in the Harrogate First Findings workshop, was essential to this aim. Subsequently they formed links with core team members and all produced good publication outputs. Again the high output is a reflection in part of the qualities of the team leaders involved, all of whom were experienced researchers and writers. But participation in the Initiative also greatly aided the process

7 5 The advantage of all communications activities is that they give targets for team members to work towards and make them conscious of the mutual benefits of collaboration within a large framework. In the case of the Initiative they also gave a sense of importance to taking part in what was undoubtedly the major programme of youth research in the UK. Such targets were also helped by having an Advisory Committee with Government representatives on it. Although the research team members had no direct contact with this committee I was able to build up interest in its deliberations through the Updates, drawing in material from the teams to be presented to the committee. The committee's meetings also provided discipline for my own role as I knew I had to produce papers for every meeting including the Annual Report which went via the Advisory Committee to the HBD Committee. In the event the committee did not do a great deal more than decide which associated studies would be supported. The hope that it would generate additional funding for the Initiative did not materialise, though the possibility of some funding for a special needs project was at one time on the cards

7 6 By continually asking the teams to produce reports and keep a flow of information to me about publications, conference presentations and so on, we were able to ensure that all team members remained active in the Initiative and were committed to it. In spite of this, tensions within particular teams, did on occasion override the collaborative effort and one or two members played a less active role than might have been the case

7 7 One source of tension was based on the long-standing one in Social Science of the supposed conflict between 'quantitative' and 'qualitative' methods. A central theme of the Initiative was the study of young people through inter-disciplinary enquiry and multi-method approaches. At the theoretical level, a good degree of 'integration' or rather 'interpenetration' was achieved and new interdisciplinary insights were undoubtedly gained as can be judged from Careers and Identities and the numerous other publications that flowed from the Initiative. The bringing together of psychological conceptions of social and personal identity with the structural and interactionist perspectives of sociology on the formation of careers, began a synthesis on which much future socialisation theory will build. With respect to methodology one can be less sanguine. My early ideas for the research design involved extensions directly from the quantitative survey studies into qualitative work via the same samples of individuals. However it soon became clear that the ethnographic interest in the Initiative teams would not be served adequately by this methodology. Consequently I decided to give way on the attempt to integrate the ethnographic work closely with the survey work at the design level, but to rely instead on encouraging the involvement of the

ethnographers in inter-disciplinary meetings, such as the working groups and the various conferences and one day workshops. But this did not prevent an ethnography group being formed as well! Ultimately the ethnographic interests were represented fully in the editorial group, and the book *Careers and Identities* reflects this. My view is that at the level of the book the ethnographic data relates to the survey data very well and greatly enhances its value. The compromises reached did not damage the output of the Initiative, and perhaps it was too much to hope that coordination and integration could be achieved right down to the level of the basic design.

7 8 A different problem arose with the interviewing. The quantitative data in which there had been much investment of effort proved less useful than anticipated, not least because the sample of 110 in each area was small for the kind of analysis that was wanted (eg of young people on a particular career trajectory) and the problems in gaining cooperation weakened the representativeness of the data. My argument that the standardized data could be used like the qualitative data on a case by case basis to help in the construction of biographies as well as in the analysis of relations between variables was pursued only to a limited extent. And in retrospect perhaps a more qualitative approach throughout would have been more appropriate. Nevertheless through conducting the interviews within an agreed framework, the teams gained shared insights into the lives of young people which would have been difficult to achieve in any other way. There was much qualitative use of interview data in papers and in *Careers and Identities*, setting up in some cases just the kind of 'dialogue' between cases and variables that is extending the frontiers of social science methodology (eg Ragin, 1987). But perhaps more important the understandings gained informed design and analysis in all parts of the research across the whole life of the Initiative. The goal advocated in the Research Design paper of a dynamic rather than a static approach to research design, revising data collection in the light of analysis within the longitudinal framework, was thus achieved.

7 9 In the first year of the Initiative I took a year's study leave allowed me in my Open University teaching job, to co-ordinate it. I am convinced that without this leave, all the planning mechanisms and policies we needed to carry through the design successfully would not have been in place. This suggests that the ESRC estimate of 40% of a senior lecturer's time to coordinate the Initiative was insufficient. The job could and perhaps should have been seen as full-time throughout the whole period of the Initiative or at least a substantial part of it. In addition I received no funding for research assistance. This was partly my own fault because when I was asked to specify a budget for the coordinator I did not ask for it specifically. But I think this is a point where ESRC advice based on wider experience might have been useful. Since my move to City University at the end of 1988 to direct the Social Statistics Research Unit I have benefited from research assistance because City returned all the ESRC funding to the Unit. I also bid for additional funding from ESRC to support the Young Movers project, which brought more assistance. This made the work load much more bearable from 1989 onwards, but it would have been useful to have a clear policy established on it from the beginning.

7 10 Finally if the enhancement of peoples' careers is anything to go on, the Initiative again must be judged a success. Early on in my appointment as coordinator, I was promoted to a Personal Chair in the Open University. Subsequently about half way through, three core team members were promoted to Chairs, Ken Roberts in Liverpool, John Gray in Sheffield and Nick Emler in Dundee. In the last year of the Initiative, Glynis Breakwell in Surrey was also appointed to a Chair. Five Chairs produced from a group of 13 academics, who formed the original core teams, must be some kind of record!

- 8 0 Overall, the strategy for coordinating the Initiative appeared to work. I would not have altered much of what I did and I do not think that the teams themselves would have changed much either. Inevitably with a group of strongly independent people approaching the work from different theoretical, methodological and institutional perspectives in a framework that does not permit coercion, there is a danger of woolly compromise at the expense of scientific integrity. I would like to think that the compromises we had to make ensured the widest coverage for the Initiative, aiding integration of different social scientific interests more than would normally be the case. The result was an enhancement of the quality of the process of doing research as well as an excellent set of products that came and are continuing to come from it.
- 8 0 **Next steps**
- 8 1 Towards the end of 1990, with the Initiative drawing to a close, a case was put to HBD for an extension (Appendix 15). This had two elements, the first of which was the need to recognise factors which had inhibited progress, such as the MARPLAN coding and other problems in the core study in 1987 and 1988 and the staffing and resource problems that almost all the associated studies outside the core teams had experienced. Secondly, strong arguments came from each of the core teams for further follow-up of cohort members. The fact that those pursuing higher education had not yet entered employment, and marriage and family formation had scarcely begun gave strong grounds for a follow-up in 1992. The growing significance of European integration in 1992 and the re-structuring in Eastern Europe also added impetus to the case for exploiting further the research potential offered by a group of young people just entering adulthood. Were they exhibiting the beginnings of a new European Identity? What effect was the end of the cold war having on their lives?
- 8 2 In the event the HBD Committee was prepared to support only the first part of the case made for the core study, namely an extension of funding for three months to compensate for the MARPLAN problems. Their reasoning seemed to be that a number of other Initiatives had now overtaken 16 - 19 in the queue for research money and it was inequitable to starve them of support. At the time this seemed a short-sighted decision because the added value of exploiting further a particularly rich research resource appeared to offer more in terms of cost effectiveness than starting a new research programme from scratch.
- 8 3 In retrospect, I and most Initiative members would now accept that on other grounds, the HBD decision was probably correct. At the 'New Findings' workshop in 1991 consensus emerged on the need to set a new Youth Research agenda on continental lines to cover the period through 14 - 25. In the mid 80s, 16 - 19 was the critical period when transitions to the adult labour market were thought to be established. Training in the narrow sense of YTS dominated the policy agenda. By the 90s, whole new vistas of extended vocational preparation, and such supposed concomitants as 'individualisation' and 'polarisation' in the context of a new Europe, had opened up. Satisfactory study of Youth's 'new condition' would require recruitment of new school leaver cohorts and older cohorts proceeding through the 20s, greater emphasis would also need to be given to comparative study. Though the 16 - 19 Initiative pointed the way to the research resource that was needed, it could not be considered to offer adequately the resource itself.

8 4 In this sense the 16 - 19 Initiative was a child of its time, did what was required of it, and grew up in a New World. The study of Youth will be greatly served by the Initiative. It uncovered some of the enduring processes in identity formation and demonstrated their resilience to changing economic circumstances. It also revealed the effects local opportunity structures have on the shape and progress of teenage careers. In achieving these goals, the 16-19 Initiative laid the foundations for the collection of data on which full understanding of the new generations' economic and political socialisation will depend.

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DERIVED VARIABLES

1 MAIN CLASSIFICATIONS

WEIGHT A AND WEIGHT B

These weights, when applied to the Wave 1 data will restore the original representation of males and females and younger and older within the total original sample size of 6732 (WEIGHT A) or the obtained sample size of 4830 (WEIGHT B)

WEIGHT C

Weights to recreate Wave 1 educational/occupation status distribution for Wave 3 data - to compensate for differential attrition biased towards the less educated

INCOME (W1, W2, W3)

INCOME1, INCOME2, INCOME3 (Continuous)

INCOM1, INCOM2, INCOM3 (Condensed)

Constructed for any respondent who had indicated the receipt of income from any source. The different amounts of income recorded in pounds per week are summed to produce a total weekly income in pounds. In the condensed version weekly income is grouped into four categories

- Up to £17 per week (1)
- £18 to £26 per week (2)
- £27 to £40 per week (3)
- £41 or more per week (4)

EXPENDITURE (W2, W3)

EXPEND2, EXPEND3 (Continuous)

EXP2, EXP3 (Condensed)

Constructed for any respondent who had indicated spending on board, meals, or themselves, summed to produce a weekly expenditure in pounds. Condensed version as for income

FAMILY COMPOSITION (W1)

SIBLINGS

A four value variable summarising the composition of the family in relation to siblings

- No siblings (1)
- Older siblings only (2)
- Older and younger siblings and/or same age siblings (3)
- Younger siblings only (4)

NUMBER

Total number of older or younger or same age siblings first truncating informant's age into a whole number of years, comparing this with the siblings ages in years, and counting the number who are older (OLDER), younger (YOUNGER), or the same age (SAME)

CAREER TRAJECTORY (OLDER COHORT, W1) (YOUNGER COHORT, W3)

TRAJECT1 (older cohort, Wave1, TRAJECT3 (younger cohort, All waves)

TRAJ (younger and older cohort combined)

- 1 Academic route via A levels to higher education
- 2 Vocational route staying on in education at least one year but not to take A levels
- 3 Direct entry from school to job within 6 months of leaving
- 4 Entry to job via a YTS scheme lasting at least 9 months
- 5 Experience of YTS, unemployment and/or part-time or full-time jobs, but no experience of full-time job lasting 6 months or more

PROFILE (Older cohort, Wave1),

A 9 digit variable combining occupational statuses for the older cohort for the nine periods covered by 1A1a with the occupational status for the period April-June 1985 being the first digit, July-Sept, the second digit and so on up to NOW which is the last but one digit and intention to take A levels ALEV-AIM (obtained from 1B1b)

A frequency count of this variable gives the numbers of informants for every possible pattern of occupational status over the two year period covered by 1A1a

PROFILEC (Both Cohorts, All Waves) Same logic as for PROFILE

HADUNEMP, HADYTS, HADWRK, HADPT, MISS (Older Cohort, Wave1)

These variables are counts of the different occupational statuses over the nine periods covered by 1A1a, unemployed (HADUNEMP), YTS (HADYTS), school, sixth form college or full-time Further Education (HADED), Full-time job (HADWRK), Part-time job (HADPT), No answer (MISS)

HDUNEMPC, HADYTSC, HADWRKC, HADPTC, OTHWRKC, MISSC (Both Cohorts, All Waves)

TRAJECT 1 (Older Cohort, Wave 1)

A five value variable describing career trajectories over the two year period covered by 1A1a and with no more than one missing answer (MISS)

1 Had four or more periods of full-time education since March 1993 (HADED) and in full-time education either NOW or in the previous period to NOW and intended to take A levels (ALEV-AIM), had less than two periods of unemployment (HADUNEMP), YTS (HADYTS), Part-time work (HADPT), full-time job (HADWRK), (Full-time educational academic)

2 Had three or more periods of full-time education since March 1985 (HADED) and in full-time education either in period April-June 1986 or, July to September 1986 (Full-time education Non-academic) and now

3 Had two or more periods in a full-time job (HADWRK) and in a full-time job either in April-June 1985 or July-Sept 1985 or Oct-Dec 1985 or Jan-Mar 1986 and no more than one period of YTS (HADYTS) (ED to WORK)

4 Had 2 or more periods in a full-time job (HADWRK) and two or more periods in YTS (HADYTS) and in YTS either in April-June 1985, July-Sept 1985, Oct-Dec 1985, Jan-Mar 1986 (YTS to Work)

5 All informants who do not fall into any of categories 1-4 (YTS and unemployment and part-time work)

TRAJECT3 (Younger Cohort, all Waves)

Follows the same logic as TRAJECT1, substituting All Waves data

Other Trajectory/Profile variables, PRFILE2, TRJECT2, PRFILE3 constructed from the occupational status information collected at Waves2 and Waves3 separately are also in the dataset, but are less useful than those specified above

EDUCATIONAL ATTAINMENT (PRE-16)

English Version

ENGPREF, ENGPREF2, ENGPREF3 (Continuous)

ENGPREF1, ENGPREF2, ENGPREF3 (Condensed into quartile ranges)

Obtained from allocating scores to grades of GCE O level and CSE passes and summing across the number of examinations taken using the scoring method developed by the Research and Statistics Division of the Inner London Education Authority

O level A=7, B=6, C=5, D=4, E=3, U=0 (Grade=Score)

CSE 1=5, 2=4, 3=3, 4=2, 5=1 U=0 (U=Unclassified or fail)

Scottish Version

SCTPERF (Continuous)

SCTPERF1, SCTPERF2, SCTPERF3 (Condensed into quartile ranges)

Obtained from counting the number of Scottish O Grades (A-C) and Highers using the scoring method developed by the Centre for Educational Sociology at the University of Edinburgh

No O Grades = 1, O Grades only D or E = 2

Number of O Grades (A-C) = 3 - 8

No of Highers (A-C) = 9 - 14

Highers supersede O Grades

EDPERF (Condensed scores combined for England and Scotland), EDPERF1, EDPERF2, EDPERF3 (condensed)

ED, ED1, ED2, ED3 (dichotomies)

For the purposes of most analysis the Scottish and English scores were grouped into four quartile ranges which were then treated as equivalent between Scotland and England. The scores were also dichotomised at the median to give top half and bottom half.

Z SCORES

ZACHTE2, ZACHTE3, ZACHTS2, ZACHTS3

Standardized scores with means 0 and standard deviation 1 for English Wave2(E2) and Wave3(E3) data and Scottish Wave2(S2) and Wave3(S3) data

POST SCHOOL QUALIFICATIONS (W1,W2,W3)

ALEVELS, TECVECS etc, ALEVELS2, TECVECS2 etc, ALEVELS3, TECVECS3 etc

Counts of numbers of post school qualifications achieved

Post-16 Qualifications Counts obtained of numbers of A levels, and Technical/Business qualifications

FAMILY BACKGROUND CLASSIFICATION (W1, W2(boost))

FA-OUG80, FA-SEG80, FA-RGCL (Social class)

FA-CAM, FA-MCAM, MA-OUG80, MA-SEG80

MA-RGCL (Social class) MA-CAM, MA-FCAM

Obtained from coding father's occupation (FA) and mother' occupation (MA), using 'Cambridge scoring system' (CAM) Registrar General's classification (RGCL)

1 Professional, 2 Intermediate, 3 Skilled Non-Manual, 4 Skilled Manual

5 Partly Skilled, 6 Unskilled

Occupations also classified in terms of Registrar General's Socio-economic classification) (SEG80) and Occupational Unit Group (OUG80)

RESPONDENTS' OCCUPATION (R, W2 and R3, W3)

Wave 2

R-OUG80, R-SEG80, R-RGCL

R-CAM, R-MCAM, R-FCAM

Wave 3

R3-OUG80, R3-SEG80, R3-RGCL, R3-CAM, R3-MCAM, R3-FCAM

SOCIAL SUPPORT (W2 and W3)

FRND1Q1 TO FRND4Q4 (Wave2)

Y3FRN1_1 TO Y3FRN4_4 (Wave3)

Obtained from counting all mentions of friends as providing support over four situations, worries, money, news/current events, political affiliation, with a range of 1 - 12

WHETHER WOULD VOTE IN A GENERAL ELECTION (W1,W2,W3)

NOTVOTE1, NOTVOTE2, NOTVOTE3

Obtained by condensing voting preference variables

LOCATION

SWINDON, LPOOL,KIRKY

Dummy variables constructed from AREA

ENGLISH/ SCOTTISH COMPARISONS

ENGSCOT

Obtained by dichotomising AREA

OCCUPATIONAL EXPECTATIONS

EXP1,EXPS1

Combination of Younger Cohort and Older Cohort Wave 1 expectations variables giving expected situation in one year's time EXPS1 is a condensed version of EXP1

2. ATTITUDE AND BEHAVIOUR SCALES

These variables are derived from separate factor analyses of the Questionnaire batteries of opinion and behaviour items in accordance with the principles of scale construction advocated by McKennell A C 'Attitude Measurement use of coefficient alpha with cluster or factor analysis', *Sociology*, 4, pp 227-245, following Cronbach L J "Coefficient alpha and the internal structure of tests", *Psychometrika*, 16 297-334

The steps involved are

- 1 identify through factor analysis, clusters of intercorrelated scale items which can be identified with a common factor or dimension
- 2 compute the reliability coefficient alpha for each cluster, (this gives the average of all split half reliability coefficients and is an estimate of the proportion of common factor variance in the composite scale obtained by summing the scores for the items)
- 3 setting a criterion level of .5 for alpha (half or more of the variance in the composite due to common factor variance in the items), select those clusters which meet the criterion, and for the other clusters seek additions or subtractions of items to see if the .5 level can be reached
- 4 Having decided on the dimensions for which reliable scales (alpha greater than .5) can be constructed, in the particular form of scaling used here, the scores of certain items, as appropriate, were reflected so that all were in the same direction, ie positive intercorrelation and the mean score was computed across the individual item scores. The range of the aggregate (scale) scores is thus between the extremes of the individual item scores, ie between 1 and 5 for Likert 5 point scales

KEY

A = STRONGLY AGREE, AGREE, UNCERTAIN, DISAGREE, STRONGLY DISAGREE

B = VERY MUCH, QUITE A LOT, NOT SURE, NOT MUCH, NOT AT ALL

C = YES, NO

D = HAVE DONE, WOULD DO, MIGHT DO, WOULD NEVER DO

E = NEVER LESS, THAN ONCE A MONTH, 1 TO 3 TIMES A MONTH,
1 OR 2 TIMES A WEEK, 3 TO 6 TIMES A WEEK, EVERY DAY

F = NEVER, HARDLY EVER, OCCASIONALLY, QUITE OFTEN, VERY OFTEN

Q No = Question Number (The roman numeral, I, II, III, identifies
the Wave of the survey in which the question was asked)

V Name = SPSSX Variable Name

(NTCH1) SUPPORT FOR NEW TECHNOLOGY (W1)

Q NO	V NAME	NO	ITEM	SCALE
I D3i	OPIN9	1	I think a technical Training will help me in the future	A
I D3j	OPIN10	2	It is not worth the effort to learn about new technology	A R
I D3k	OPIN11	3	I don't think I need to learn more about how to use computers	A R
I D3l	OPIN12	4	I would like to have a job involving new technology	A

(EMPCOMM1) EMPLOYMENT COMMITMENT (W1)

Q NO	V NAME	NO	ITEM	SCALE
I D3a	OPIN1	1	A person must have a job to feel a full member of society	A
I D3c	OPIN3	2	Having almost any job is better than being unemployed	A
I D3e	OPIN5	3	Once you've got a job it's important to hang on to it even if you don't really like it	A
I D3g	OPIN7	4	If I didn't like a job I'd pack it in, even if there was no other job to go to	A R
I D3v	OPIN22	5	A person can get satisfaction out of life without having a job	A R

(WRKCOMM1) WORK COMMITMENT (W1)

Q NO	V NAME	NO	ITEM	SCALE
I D3a	OPIN1	1	A person must have a job to feel a full member of society	A
I D3v	OPIN22	2	A person can get satisfaction out of life without having a job	A

(BLFWRK1) BELIEF IN THE VALUE OF WORK (W1)

Q NO	V NAME	NO	ITEM	SCALE
I D3a	OPIN1	1	A person must have a job to feel a full member of society	A
I D3c	OPIN3	2	Having almost any job is better than being unemployed	A
I D3e	OPIN5	3	Once you've got a job it's important to hang on to it even if you don't really like it	A
I D3g	OPIN7	4	If I didn't like a job I'd pack it in, even if there was no other job to go to	A
I D3v	OPIN22	5	A person can get satisfaction out of life without having a job	A

(SUPYTS1) SUPPORT FOR TRAINING (W1)

Q NO	V NAME	NO	ITEM	SCALE
I D3b	OPIN2	1	It is much better to get some kind of training than to go straight into a paid job	A
I D3d	OPIN4	2	Youth training schemes are just slave labour	A R
I D3f	OPIN6	3	Youth training schemes are better than the dole	A
I D3h	OPIN8	4	Going on YTS is the best way now for 16 and 17-year olds to eventually get a job	A

(LOCUS1) **BELIEF IN AN INTERNAL ECONOMIC LOCUS
OF CONTROL (W1)**

Q NO	V NAME	NO	ITEM	SCALE
I D3m	OPIN13	1	Getting a job depends on your ability	A
I D3n	OPIN14	2	Getting a job today is just a matter of chance	A R
I D3o	OPIN15	3	It depends on where you live as to whether you get a job or not	A R
I D3p	OPIN16	4	People who are poor usually have themselves to blame	A
I D3q	OPIN17	5	It is bad luck that causes people to be poor	A R
I D3r	OPIN18	6	Poor people have the system to blame for their poverty	A R
I D3s	OPIN19	7	People who are successful in their work usually deserve it	A
I D3t	OPIN20	8	Being successful at work is just a matter of luck	A R
I D3u	OPIN21	9	Getting on at work really depends on other people	A R

(FTLISM1) FATALISM (W1)

Q NO	V NAME	NO	ITEM	SCALE
I D3n	OPIN14	1	Getting a job today is just a matter of chance	A
I D3q	OPIN17	2	It is just bad luck that causes people to be poor	A
I D3t	OPIN20	3	Being successful at work is just a matter of luck	A
I D3u	OPIN21	4	Getting on at work really depends on other people	A

(TEENCUL1) PARTICIPATION IN TEENAGE CULTURE (W1)

Q NO	V NAME	NO	ITEM	SCALE
I E5g	ACT1V7	1	Pubs	E
I E5l	ACT1V8	2	Dances or discos	E
I E5i	ACT1V9	3	Parties	E
I E5o	ACT1V15	4	Smoking cigarettes	E
I E5p	ACT1V16	5	Drinking alcoholic drinks	E

(LEISC1) PARTICIPATION IN YOUTH CLUBS/CHURCH (W1)

Q NO	V NAME	NO	ITEM	SCALE
I E5a	ACT1V1	1	Youth club or group	E
I E5b	ACT1V2	2	A religious meeting or church service	E

(LEISB1) PARTICIPATION IN SPORTS (W1)

Q NO	V NAME	NO	ITEM	SCALE
I E5f	ACT1V6	1	Meeting of a sports club	E
I E5n	ACT1V14	2	Watching football matches or other sports	E

(SLFSTEE1) SELF-ESTEEM (W1)

Q NO	V NAME	NO	ITEM	SCALE
I F1m	SELF13	1	If I could I would be a very different person from the one I am now	A
I F1o	SELF15	2	I am happy to be the person I am	A
I F1t	SELF20	3	I feel that I am as worthwhile as anybody else	A

(MOTIVAT1) MOTIVATION (W1)

Q NO	V NAME	NO	ITEM	SCALE
I F1a	SELF1	1	If I can't do a job the first time I keep trying until I can	A
I F1b	SELF2	2	I avoid trying to learn new things when they look too difficult for me	A
I F1c	SELF3	3	I give up easily	A

(DEPRESS1) DEPRESSION (W1)

Q NO	V NAME	NO	ITEM	SCALE
I F1j	SELF10	1	I feel unsure of most things in life	A
I F1p	SELF16	2	I sometimes cannot help wonder if any thing is worthwhile	A
I F1s	SELF19	3	I am often troubled by emptiness in my life	A

(SLFCONF1) SELF CONFIDENCE (W1)

Q NO	V NAME	NO	ITEM	SCALE
I F1d	SELF4	1	I seem to be capable of dealing with most problems that come up in life	A
I F1e	SELF5	2	I find it easy to make new friends	A
I F1f	SELF6	3	I do not know how to handle social gatherings	A

(EFFIC1) SELF EFFICACY (W1)

Q NO	V NAME	NO	ITEM	SCALE
I F1a	SELF1	1	If I can't do a job the first time I keep trying until I can	A
I F1b	SELF2	2	I avoid trying to learn new things when they look too difficult for me	A R
I F1c	SELF3	3	I give up easily	A R
I F1d	SELF4	4	I seem to be capable of dealing with most problems that come up in life	A
I F1e	SELF5	5	I find it easy to make new friends	A
I F1f	SELF6	6	I do not know how to handle social gatherings	A R

(ESTRANG1) ESTRANGEMENT (W1)

Q NO	V NAME	NO	ITEM	SCALE
I F1j	SELF10	1	I feel unsure of most things in life	A
I F1m	SELF13	2	If I could, I would be a very different person from the one I am now	A
I F1n	SELF14	3	I find it difficult to know what is going on in the world	A
I F1o	SELF15	4	I am happy to be the person I am	A R
I F1p	SELF16	5	I sometimes cannot help but wonder if anything is worthwhile	A
I F1s	SELF19	6	I am often troubled by emptiness in my life	A
I F1t	SELF20	7	I feel that I am as worthwhile as anybody else	A R

(OPPAUTH1) OPPOSITION TO AUTHORITY (W1)

Q NO	V NAME	NO	ITEM	SCALE
I G8b	POLV2	1	It can be okay to do something which is against the law if it is to help a friend	A
I G8f	POLV6	2	People in authority, like teachers, always pick on me	A
I G8g	POLV7	3 *	Most of the rules in places like schools are stupid and petty	A
I G8i	POLV9	4 *	School has been a waste of time for me	A
I G8j	POLV10	5	Defying people in authority is all right if you can get away with it	A
I G8c	POLV3	6	The police are often unnecessarily brutal to people	A
I G8e	POLV5	7	If I saw someone make a break in I would tell the police about it	A R
I G8k	POLV11	8	Most police officers are honest	A R

* Not asked in Wave 3

(TEENETH1) **TEENAGE ETHNOCENTRISM (W1)**

Q NO	V NAME	NO	ITEM	SCALE
I G8b	POLV2	1	It can be okay to do something which is against the law if it is to help a friend	A
I G8c	POLV3	2	The police are often unnecessarily brutal to people	A
I G8e	POLV5	3	If I saw someone make a break in I would tell the police about it	A
I G8f	POLV6	4	People in authority like teachers always pick on me	A
I G8g	POLV7	5	Most of the rules in places like schools are stupid and petty	A
I G8i	POLV9	6	School has been a waste of time for me	A
I G8j	POLV10	7	Defying people in authority is all right if you can get away with it	A
I G8k	POLV11	8	Most police officers are honest	A
I G8v	POLV22	9	Life is so short that having a good time is more important than anything else	A
I G8w	POLV23	10	Very few adults really understand young people	A

(ANTPOLI1) ANTI POLICE (W1)

I G8c	POLV3	2	The police are often unnecessarily brutal to people	A
I G8e	POLV5	3	If I saw someone make a break in I would tell the police about it	A
I G8k	POLV11	8	Most police officers are honest	A

(SEXEQ1A) SUPPORT FOR SEX EQUALITY (Short Version)

Q NO	V NAME	NO	ITEM	SCALE
I G8l	POLV12	1	Men and women should do the same jobs around the house	A
I G8n	POLV14	2	Men and women should all have the chance to do the same kind of work	A

(TEENCON1) TEENAGE CONSERVATISM (Social) (W1)

Q NO	V NAME	NO	ITEM	SCALE
I G8o	POLV15	1	Teachers should never go on strike	A
I G8t	POLV20	2	If you live with your parents they can tell you what to do	A
I G8u	POLV21	3	The church is the best authority to decide on matters of right or wrong	A
I G8y	POLV25	4	People should realise that their greatest loyalty is to their families	A
I G8z	POLV26		It is better to live here than in any other part of the country	A

(ANTPOLS1) POLITICAL CYNICISM (W1)

Q NO	V NAME	NO	ITEM	SCALE
I G8a	POLV1	1	Politicians are mainly in politics for their own benefit and not for the benefit of the community	A
I G8d	POLV4	2	It does not really make much difference which political party is in power in Britain	A
I G8h	POLV8	3	None of the political parties would do anything to benefit me	A

(POLDIS1) POLITICAL ACTION (COMMUNICATIVE) OR POLITICAL AWARENESS (W1)

Q NO	V NAME	NO	ITEM	SCALE
I G5b	POL_ACT2	1	Discussed politics with your parents	C
I G5d	POL_ACT4	2	Watched a party political broadcast	C
I G5g	POL_ACT7	3	Discussed politics with your friends	C

(POLACT1A) POLITICAL ACTIVITY (ACTION) OR POLITICAL PARTICIPATION (W1)

Q NO	V NAME	NO	ITEM	SCALE
I G5a	POL_ACT1	1	Attended a public meeting or rally or gone on a march or demonstration	C
I G5c	POL_ACT3	2	Written to an MP	C
I G5e	POL_ACT5	3	Handed out leaflets	C
I G5f	POLT_ACT6	4	Helped to organise any public meeting or event	C

(NTCH2) SUPPORT FOR NEW TECHNOLOGY (W2)

Q NO	V NAME	NO	ITEM	SCALE
II D3 2	YR2OPN2	1	I think a technical training will help me in the future	A
II D3 7	YR2OPN7	2	It is not worth the effort to learn about new technology	A
II D3 11	YR2OPN11	3	I don't think I need to learn more about how to use computers	A
II D3 15	YR2OPN15	4	I would like to have a job involving new technology	A

(SUPYTS2) SUPPORT FOR YTS (W2)

Q NO	V NAME	NO	ITEM	SCALE
II D3 1	YR2OPN1	1	Youth training schemes are better than the dole	A
II D3 6	YR2OPN6	2	It is much better to get some kind of training than to go straight into a paid job	A
II D3 10	YR2OPN10	3	Youth training schemes are just slave labour	A
II D3 13	YR2OPN13	4	Going on YTS is the best way now for 16 - and 17 - year olds to eventually get a job	A

(FTLISM2) FATALISM (W2)

Q NO	V NAME	NO	ITEM	SCALE
II D3 5	YR2OPN5	1	Getting on at work really depends on other people	A
II D3 8	YR2OPN8	2	Getting a job today is just a matter of chance	A
II D3 9	YR2OPN9	3	It is bad luck that causes people to be poor	A
II D3 16	YR2OPN16	4	Being successful at work is just a matter of luck	A

(LOCUS2) BELIEF IN AN INTERNAL LOCUS OF CONTROL (W2)

Q NO	V NAME	NO	ITEM	SCALE
II D3 3	YR2OPN3	1	Getting a job depends on your ability	A
II D3 4	YR2OPN4	2	People who are poor usually have themselves to blame	A
II D3 5	YR2OPN5	3	Getting on at work really depends on other people	A
II D3 8	YR2OPN8	4	Getting a job today is just a matter of chance	A
II D3 9	YR2OPN9	5	It is bad luck that causes people to be poor	A
II D3 12	YR2OPN12	6	Poor people have the system to blame for their poverty	A
II D3 14	YR2OPN14	7	It depends on where you live as to whether you get a job or not	A
II D3 16	YR2OPN16	8	Being successful at work is just a matter of luck	A
II D3 17	YR2OPN17	9	People who are successful in their work usually deserve it	A

(TEENCUL2) PARTICIPATION IN TEENAGE CULTURE (W2)

Q NO	V NAME	NO	ITEM	SCALE
II E4 3	ACTVT3	1	Pubs	E
II E4 4	ACTVT4	2	Parties, dances or discos	E
II E4 8	ACTVT8	3	Smoking cigarettes	E
II E4 9	ACTVT9	4	Drinking alcoholic drinks	E

(LEISB2) PARTICIPATION IN SPORTS (W2)

Q NO	V NAME	NO	ITEM	SCALE
II E4 2	ACTVT2	1	Playing sports	E
II E4 7	ACTVT7	2	Watching football matches or other sports	E

(LEISC2) PARTICIPATION IN YOUTH CLUBS/CHURCH (W2)

Q NO	V NAME	NO	ITEM	SCALE
II E4 1	ACTVT1	1	Youth club or group	E
II E4 10	ACTVT10	2	Church service	E

(TIMEFR2) TIME SPENT WITH FRIENDS (W2)

Q NO	V NAME	NO	ITEM	SCALE
II E5 4	SPND_TM4	1	A particular close friend	F
II E5 5	SPND_TM5	2	A group of friends of both sexes	F
II E5 6	SPND_TM6	3	A group of friends of the same sex	F

(TIMEFAM2) TIME SPENT WITH FAMILY (W2)

Q NO	V NAME	NO	ITEM	SCALE
II E5 1	SPND_TM1	1	Parents	F
II E5 2	SPND_TM2	2	Brother(s) sister(s)	F

(TIMEDUO3) TIME SPENT WITH PARTNER ALONE (W3)

Q NO	V NAME	NO	ITEM	SCALE
II E5 3	SPND_TM3	1	Boyfriend, girlfriend or partner	F
II E5 7	SPND_TM7	2	On my own	F

(SLFSTEE2) SELF-ESTEEM (W2)

Q NO	V NAME	NO	ITEM	SCALE
II F1 8	Y2SELF8	1	If I could I would be a very different person from the one I am now	A
II F1 11	Y2SELF11	2	I am happy to be the person I am	A
II F1 13	Y2SELF13	3	I feel that I am as worthwhile as any body else	A

(MOTIVAT2) MOTIVATION (W2)

Q NO	V NAME	NO	ITEM	SCALE
II F1 1	Y2SELF1	1	If I can t do a job the first time, I keep trying until I do	A
II F1 5	Y2SELF5	2	I avoid trying to learn new things when they look too difficult for me	A
II F1 7	Y2SELF7	3	I give up easily	A

(DEPRESS2) **DEPRESSION (W2)**

Q NO	V NAME	NO	ITEM	SCALE
II F1 9	Y2SELF9	1	I feel unsure of most things in life	A
II F1 12	Y2SELF12	2	I sometimes cannot help but wonder if anything is worthwhile	A
II F1 14	Y2SELF14	3	I am often troubled by emptiness in my life	A

(SLFCONF2) SELF CONFIDENCE (W2)

Q NO	V NAME	NO	ITEM	SCALE
II F1 2	Y2SELF2	1	I seem to be capable of dealing with most problems that come up in life	A
II F1 3	Y2SELF3	2	I find it easy to make new friends	A
II F1 4	Y2SELF4	3	I do not know how to handle social gatherings	A

(EFFIC2) SELF-EFFICACY (W2)

Q NO	V NAME	NO	ITEM	SCALE
II F1 1	Y2SELF1	1	If I can't do a job the first time I keep trying until I can	A
II F1 2	Y2SELF2	2	I seem to be capable of dealing with most problems that come up in life	A
II F1 3	Y2SELF3	3	I find it easy to make new friends	A
II F1 5	Y2SELF5	4	I avoid trying to learn new things when they look too difficult for me	A
II F1 7	Y2SELF7	5	I give up easily	A

(ESTRANG2) ESTRANGEMENT (W2)

Q NO	V NAME	NO	ITEM	SCALE
II F1 8	Y2SELF8	1	If I could I would be a very different person from the one I am now	A
II F1 9	Y2SELF9	2	I feel unsure of most things in life	A
II F1 11	Y2SELF11	3	I am happy to be the person I am	A
II F1 12	Y2SELF12	4	I sometimes cannot help but wonder if anything is worthwhile	A
II F1 3	Y2SELF13	5	I feel that I am as worthwhile as anyone else	A
II F1 4	Y2SELF14		I am often troubled by emptiness in my life	A

(TEENCON2) TEENAGE CONSERVATISM (Political) (W2)

Q NO	V NAME	NO	ITEM	SCALE
II G1 2	ACTVW2	1	Members of extremist political group should not be allowed to teach in schools	A
II G1 3	AVTVW3	2	War is preferable to occupation of the country by a foreign power	A
II G1 7	ACTVW7	3	The water and electricity supply industries should be sold to private industries	A
II G1 8	ACTVW8	4	If I saw someone break in I would tell the police about it	A
II G1 14	ACTVW14	5	People should realise their greatest loyalty is to their family	A

(SEXEQ2) SUPPORT FOR SEX EQUALITY - LONG VERSION (W2)

Q NO	V NAME	NO	ITEM	SCALE
II G1 19	ACTVW19	1	There should be more women bosses in important jobs in business and industry	A
II G6 10	THNK_Q10	2	Men and women should do the same jobs around the house	A
II G6 14	THNK_Q14	3	Men and women should all have the chance to do the same kind of work	A
II G6 16	THNK_Q16	4	Girls should have the same chance as boys to get some training or have a career	A

(SEXEQ2A) SEX EQUALITY - SHORT VERSION (W2)

II G6 10	THNK_Q10	2	Men and women should do the same jobs around the house	A
II G6 14	THNK_Q14	3	Men and women should all have the chance to do the same kind of work	A

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(ANTPOL2) POLITICAL CYNICISM (W2)

Q NO	V NAME	NO	ITEM	SCALE
II G1 13	ACTVW13	1	It does not really make much difference which political party is in power in Britain	A
II G6 13	THNK_Q13	2	Politicians are mainly in politics for their own benefit and not for the benefit of the community	A
II G6 15	THNK_Q15	3	None of the political parties would do anyN_ thing to benefit me	A

(ANTRAC2) SUPPORT FOR RACE EQUALITY (W2)

Q NO	V NAME	NO	ITEM	SCALE
II G1 5	ACTVW5	1	It is OK for people from different races to get married	A
II G1 11	ACTVW11	2	I would not mind working with people from other races	A
II G6 2	THNK_Q2	3	I would not want a person from another race to be my boss	A R
II G6 7	THNK_Q7	4	It is OK for people from different races to live together	A

(MOTHROL2) BELIEF IN TRADITIONAL MATERNAL ROLE (W2)

Q NO	V NAME	NO	ITEM	SCALE
II G6 5	THNK_Q5	1	If a child is ill and both parents are working it should usually be the mother who takes time off to look after the child	A
II G6 11	THNK_Q11	2	It is less important for a woman to go out to work than it is for a man	A

(POLDIS2) POLITICAL AWARENESS (W2)

Q NO	V NAME	NO	ITEM	SCALE
II G5 1	Y2PACT1	1	Discuss politics with friends	D
II G5 4	Y2PACT4	2	Discuss politics with your parents	D
II G5 6	Y2PACT6	3	Watch party political broadcasts	D

(POLACT2A) POLITICAL ACTIVITY (Short Version) (W2)

Q NO	V NAME	NO	ITEM	SCALE
II G5 5	Y2PACT5	1	Contact public officials or politicians	D
II G5 8	Y2PACT8	2	Attend a political meeting or rally or march or demonstration	D
II G5 10	Y2PACT10	3	Help organise any public meeting or event	D
II G5 12	Y2PACT12	4	Hand out political union or campaign leaflets	D

(ACHMOT2) ACHIEVEMENT MOTIVATION (W2)

Q NO	V NAME	NO	ITEM	SCALE
II F2 1	YR2PERS1	1	Has a strong desire to accomplish things	B
II F2 2	YR2PERS2	2	Takes initiative and seeks responsibility	B
II F2 3	YR2PERS3	3	Prefers to take moderate and calculated risks	B
II F2 4	YR2PERS4	4	Has a lot of drive and energy	B
II F2 5	YR2PERS5	5	Has a lot of determination and desire to get on with jobs and work	B
II F2 6	YR2PERS6	6	Sets your own standards of success	B

(NTCH3) SUPPORT FOR NEW TECHNOLOGY (W3)

Q NO	V NAME	NO	ITEM	SCALE
III D2 2	Y3_OPN2	1	I think a technical training will help in the future	A
III D2 5	Y3_OPN5	2	It is not worth the effort to learn about new technology	A
III D2 8	Y3_OPN8	3	I don't think I need to learn more about how to use computers	A
III 2 10	Y3_OPN10	4	I would like to have a job involving new technology	A

(FTLISM3) FATALISM (W3)

Q NO	V NAME	NO	ITEM	SCALE
III D2 1	Y3_OPN1	1	It is bad luck that causes people to be poor	A
III D2 4	Y3_OPN4	2	Getting on at work really depends on other people	A
III D2 6	Y3_OPN6	3	Getting a job today is just a matter of chance	A
III D2 11	Y3_OPN11	4	Being successful at work is just a matter of luck	A

(LOCUS3) BELIF IN AN INTERNAL LOCUS OF CONTROL (W3)

Q NO	V NAME	NO	ITEM	SCALE
III D2 1	Y3_OPN1	1	It is bad luck that causes people to be poor	A
III D2 3	Y3_OPN3	2	Getting a job depends on your ability	A
III D2 4	Y3_OPN4	3	Getting on at work really depends on other people	A
III D2 6	Y3_OPN6	4	Getting a job today is just a matter of chance	A
III D2 7	Y3_OPN7	5	Poor people have the system to blame for their poverty	A
III D2 9	Y3_OPN9	6	It depends on where you live as to whether you get a job or not	A
III D2 11	Y3_OPN11	7	Being successful at work is just a matter of luck	A
III D2 12	Y3_OPN12	8	People who are successful in their work usually deserve it	A
III D2 17	Y3_OPN17	9	People who are poor usually have themselves to blame	A

(EMPCOM3) EMPLOYMENT COMMITMENT (W3)

Q NO	V NAME	NO	ITEM	SCALE
I D2 15	Y3_OPN15	1	A person must have a job to feel a full member of society	A
I D2 13	Y3_OPN13	2	Having almost any job is better than being unemployed	A
I D2 14	Y3_OPN14	3	Once you've got a job it's important to hang on to it even if you don't really like it	A
I D2 16	Y3_OPN16	5	A person can get satisfaction out of life without having a job	A R

(BLFWRK3) BELIEF IN THE VALUE OF WORK (W3)

Q NO	V NAME	NO	ITEM	SCALE
I D2 15	Y3_OPN15	1	A person must have a job to feel a full member of society	A
I D2 13	Y3_OPN13	2	Having almost any job is better than being unemployed	A
I D2 14	Y3_OPN14	3	Once you've got a job it's important to hang on to it even if you don't really like it	A
I D2 15	Y3_OPN15	5	A person can get satisfaction out of life without having a job	A

(WRKCOMM3) **WORK COMMITMENT (W3)**

Q NO	V NAME	NO	ITEM	SCALE
III D2 15	Y3_OPN15	1	A person must have a job to feel a full member of society	A
III D2 16	Y3_OPN16	2	A person can get satisfaction out of life without a job	A

(SLFSTEE3) **SELF-ESTEEM (W3)**

Q NO	V NAME	NO	ITEM	SCALE
III F1 8	Y3QF1_8	1	If I could I would be a very different person to the one I am now	A
III F1 11	Y3QF1_11	2	I am happy to be the person I am	A
III F1 13	Y3QF1_13	3	I feel that I am as worthwhile as anyone else	A

(MOTIVAT3) **MOTIVATION (W3)**

Q NO	V NAME	NO	ITEM	SCALE
III F1 1	Y3QF1_1	1	If I can't do a job the first time I keep trying until I can	A
III F1 5	Y3QF1_5	2	I avoid trying to learn new things when they look too difficult for me	A
III F1 7	Y3QF1_7	3	I give up easily	A

(DEPRESS3) DEPRESSION (W3)

Q NO	V NAME	NO	ITEM	SCALE
III F1 9	Y3QF1_9	1	I feel unsure of most things in life	A
III F1 12	Y3QF1_12	2	I sometimes cannot help but wonder if anything is worthwhile	A
III F1 14	Y3QF1_14	3	I am often troubled by emptiness in my life	A

(SLFCONF3) SELF - CONFIDENCE (W3)

Q NO	V NAME	NO	ITEM	SCALE
III F1 2	Y3QF1_2	1	I seem to be capable of dealing with most problems that come up in life	A
III F1 3	Y3QF1_3	2	I find it easy to make new friends	A
III F1 4	Y3QF1_4	3	I do not know how to handle social gatherings	A

(EFFIC3) SELF - EFFICACY (W3)

Q NO	V NAME	NO	ITEM	SCALE
III F1 1	Y3QF1_1	1	If I can't do a job the first time I keep trying until I can	A
III F1 2	Y3QF1_2	2	I seem capable of dealing with most problems that come up in life	A
III F1 3	Y3QF1_3	3	I find it easy to make new friends	A
III F1 5	Y3QF1_5	4	I avoid trying to learn new things when they look too difficult for me	A
III F1 7	Y3QF1_7	5	I give up easily	A

(ESTRANG3) ESTRANGEMENT (W3)

Q NO	V NAME	NO	ITEM	SCALE
III F1 8	Y3QF1_8	1	If I could I would be a very different person to the one I am now	A
III F1 9	Y3QF1_9	2	I feel unsure of most things in life	A
III F1 11	Y3QF1_11	3	I am happy to be the person I am	A
III F1 12	Y3QF1_12	4	I sometimes cannot help but wonder if anything is worthwhile	A
III F1 13	Y3QF1_13	5	I feel that I am as worthwhile as anybody else	A
III F1 14	Y3QF1_14	6	I am often troubled by emptiness in my life	A

(ANTPOLI3) ANTI - POLICE (W3)

Q NO	V NAME	NO	ITEM	SCALE
III G5 12	Y3QG5_12	1	The police are often unnecessarily brutal to people	A
III G5 14	Y3QG5_14	2	Most police officers are honest	A
III G5 16	Y3QG5_16	3	If I saw someone making a break-in I would tell the police about it	A

(CONSERV3) POLITICAL CONSERVATISM (W3)

Q NO	V NAME	NO	ITEM	SCALE
III G6 2	Y3QG6_2	1	The time has come to stop relying on the National Health service, and for everyone to arrange their own private Health Care	B
III G 6 5	Y3G6_5		Elfare benefits should only be paid to people who can prove they are very poor	B
III G6 6	Y3QG6_6	3	The government should give the police greater powers	B

(SCLISM3) POLITICAL SOCIALISM (W3)

Q NO	V NAME	NO	ITEM	SCALE
III G6	Y3QG6_1	1	Industries like British Gas and British Rail should be owned and controlled by the government, not by shareholders	B
III G6	Y3QG_3	2	The government should pay benefit to unemployed 16 and 17 year olds	B
III G6	Y3QG6_4	3	Private schools should be abolished	B

(SEXEQ) SUPPORT FOR SEX EQUALITY (Long Version Wave 3 only)

Q NO	V NAME	NO	ITEM	SCALE
III G5	Y3Q45_6	1	It is less important for a woman to go out to work than it is for a man	A
III G5 7	Y3QG5_7	2	If a child is ill and both parents are working it should usually be the mother who takes time off to look after the child	A
III G5 8	Y3QG5_8	3	Men and women should all have the same chance to do the same kinds of work	A
III G5 9	Y3QG5_9	4	Girls should have the same chance as boys to get some training or have a career	A
III G5 10	Y3QG5_10	5	There should be more women bosses in the important jobs in business and industry	A
III G5 19	Y3QG5_19	6	Men and women should do the same jobs around the house	A

(SEXEQ3) SUPPORT FOR SEX EQUALITY (Long Version) (W3)

Q NO	V NAME	NO	ITEM	SCALE
III G5 8	Y3QG5_8	1	Men and women should all have the same chance to do the same kinds of work	A
III G5 9	Y3QG5_9	2	Girls should have the same chance as boys to get some training or have a career	A
III G5 10	Y3QG5_10	3	There should be more women bosses in the important jobs in business and industry	A
III G5 19	Y3QG5_19	4	Men and women should do the same jobs around the house	A

(SEXEQ3A) SUPPORT FOR SEX EQUALITY (Short Version) (W3)

Q NO	V NAME	NO	ITEM	SCALE
III G5 8	Y3QG55_8	1	Men and women should all have the same chance to do the same kinds of work	A
III G5 19	Y3QG5_19	2	Men and women should do the same jobs around the house	A

(SEXCONS3) SEXUAL CONSERVATISM (W3)

Q NO	V NAME	NO	ITEM	SCALE
III G5 1	Y3QG5_1	1	Because of AIDS, people should stick to one sexual partner	A
III G5 2	Y3QG5_2	2	It is alright to have sex with someone if you have been going out with them for a few weeks	A R
III G5 17	Y3QG5_17	3	One way to know if you want to marry someone is by living with them first	A R

(MOTHROL3) BELIEF IN MOTHER'S ROLE (W3)

Q NO	V NAME	NO	ITEM	SCALE
III G5 6	Y3QG5_6	1	It is less important for a woman to go out to work than it is for a man	A
III G5 7	Y3QG5_7	2	If a child is ill and both parents are working it should usually be the mother who takes time off to look after the child	A

(ENVT3) CONCERN FOR THE ENVIRONMENT (W3)

Q NO	V NAME	NO	ITEM	SCALE
III G5 3	Y3QG5_3	1	We should tackle problems in the environment even if this means slower economic growth and fewer jobs	A
III G5 4	Y3QG5_4	2	Problems in the environment are not as serious as people claim	A R
III G5 5	Y3QG5_5	3	Preserving the environment is more important than any other political issue today	A

(TEENCUL3) PARTICIPATION IN TEENAGE CULTURE (W3)

Q NO	V NAME	NO	ITEM	SCALE
III E4 4	Y3QE4_4	1	Parties, dances or discos	E
III E4 6	Y3QE4_6	2	Pubs	E
III E4 8	Y3QE4_8	3	Smoking cigarettes	E
III E4 9	Y3QE4_9	4	Drinking alcoholic drinks	E

(LEISB3) PARTICIPATION IN SPORTS (W3)

Q NO	V NAME	NO	ITEM	SCALE
III E4 2	Y3QE4_2	1	Playing snooker, billiards, darts or bowls	E
III E4 3	Y3QE4_3	2	Taking part in other sports (like football, hockey, tennis and swimming)	E
III E4 7	Y3QE4_7	3	Going to a football match or other sport as a spectator	E

(LEISC3) PARTICIPATION IN YOUTH CLUBS (W3)

Q NO	V NAME	NO	ITEM	SCALE
III E4 1	Y3QE4_1	1	Youth club or group	E
III E4 10	Y3QE4_10	2	Church service	E

(TIMEFR3) TIME SPENT WITH FRIENDS

Q NO	V NAME	NO	ITEM	SCALE
III E5 4	Y3QE5_4	1	A particular close friend	F
III E5 5	Y3QE5_5	2	A group of friends of both sexes	F
III E5 6	Y3QE5_6	3	A group of friends of the same sex	F

(TIMEFAM3) TIME SPENT WITH FAMILY

Q NO	V NAME	NO	ITEM	SCALE
III E5 1	Y3QE5_1	1	parents	F
III E5 2	Y3QE5_2	2	siblings	F

(TIMEDUO3) TIME SPENT WITH PARTNER ALONE (W2)

Q NO	V NAME	NO	ITEM	SCALE
II E5 3	Y3QE5_3	1	Boyfriend, girlfriend or partner	F
II E5 7	Y3QE5_7	2	On my own	F

VARIABLE
NAME

-1-

SAMPLE SHEET

OLDER AND YOUNGER COHORT, CORE

CARD 1

COL 7-13 THE RESPONDENT'S POSTCODE

SCHOOL COL.14-15 THE RESPONDENTS SCHOOL CODED AS FOLLOWS

SHEFFIELD	1	ABBEYDALE GRANGE
	2	ALL SAINTS
	3	ASHLEIGH
	4	BEAVER HILL
	5	BRADFIELD
	6	BROOK
	7	CARTER LODGE
	8	CHAUCER
	9	CITY
	10	COLLEY
	11	EARL MARSHAL
	12	ECCLESFIELD
	13	FIRTH PARK
	14	GLEADLESS VALLEY
	15	HERRIES
	16	HIGH GREEN
	17	HIGH STORRS
	18	HINDE HOUSE
	19	HURLFIELD
	20	JORDAN THORPE
	21	KING EGBERT
	22	KING EDWARD VII
	23	MYERS GROVE
	24	NEWFIELD
	25	NORFOLK
	26	NOTRE DAME
	27	PARK HOUSE
	28	ROWLINSON
	29	SILVERDALE
	30	STOCKSBRIDGE
	31	TALBOT
	32	TAPTON
	33	WALTHEOF
	34	WESTFIELD
	35	WISEWOOD
	36	YEWLANDS
	37	THORNBRIDGE/FRECHVILLE/BIRLEY

LIVERPOOL

- 1 ARCHBISHOP BECK
- 2 ARCHBISHOP BLANCH
- 3 BRECKFIELD
- 4 BROUGHTON HALL
- 5 CAMPION HIGH
- 6 CARDINAL HEENAN
- 7 CHILDWALL COMPREHENSIVE
- 8 CLUBMOOR COMMUNITY COMPREHENSIVE
- 9 CROXTETH COMMUNITY COMPREHENSIVE
- 10 DE LA SALLE
- 11 DOVECOT COMMUNITY COMPREHENSIVE
- 12 FAZAKERLEY COMMUNITY COMPREHENSIVE
- 13 KING DAVID HIGH SCHOOL
- 14 NETHERLEY COMMUNITY COMPREHENSIVE
- 15 NEW HAYS
- 16 NOTRE DAME HIGH SCHOOL
- 17 NUGENT RC
- 18 OUR LADY OF FATIMA RC
- 19 POPE JOHN PAUL
- 20 PRIORY CC
- 21 ST. BRIGIDS
- 22 ST. FRANCIS XAVIER
- 23 ST. JOHN BOSCO RC
- 24 ST. MARGERETS C/E HIGH
- 25 ST.MARY'S RC
- 26 SHOREFIELDS
- 27 SPEKE COMMUNITY COMPREHENSIVE
- 28 UNIVERSITY COMMUNITY COMPREHENSIVE
- 29 WALTON COMMUNITY COMPREHENSIVE
- 30 WEST DERBY
- 31 BLUECOAT SCHOOL
- 32 CALDERSTON COMMUNITY COMPREHENSIVE
- 33 GATEACRE COMMUNITY COMPREHENSIVE
- 34 ST. HILDAS
- 35 ST.JOHN ALMOND
- 36 ST. JULIES HIGH
- 37 HOLLY LODGE
- 38 BROAD GREEN

KIRKCALDY

- 1 ACHMUTY
- 2 AUCHTERDERRAN
- 3 BALWEARIE
- 4 BUCKHAVEN
- 5 GLENROTHES
- 6 GLENWOOD
- 7 KIRKCALDY
- 8 KIRKLAND
- 9 ST. ANDREWS
- 10 VIEWFORTH

SWINDON

- 1 CHURCHFIELDS
- 2 COMMONWEAL
- 3 DORCAN
- 4 HEADLANDS
- 5 HIGHWORTH
- 6 HREOD PARKWAY
- 7 KINGS DOWN
- 8 OAKFIELD
- 9 RIDGEWAY
- 10 ST. JOSEPHS

VARIABLE
NAME

WAVE 1

- 4 -

COHORT COL 16	COHORT -	1985 - 1	
		1987 - 2	
CHILDID COL 17-20	RESPONDENTS' IDENTIFICATION NUMBER. ONLY WHEN GIVEN ON SAMPLE LISTINGS		
COL 21-26	AT PRESENT BLANK, BUT ORIGINALLY LEFT FOR CENSUS INFORMATION.		
AREA COL.27	AREA CODE -	SWINDON - 1	
		SHEFFIELD - 2	
		LIVERPOOL - 3	
		KIRKCALDY - 4	
CASEID COL.28-31	RESPONDENT SERIAL NUMBER EACH RESPONDENT HAS INDIVIDUAL SERIAL NUMBER WHICH ALLOWS CONTACT/SAMPLE SHEET DATA (CARD 1) TO BE LINKED WITH MAIN QUESTIONNAIRE DATA EACH AREA AND COHORT HAS A SEPARATE SECTION OF SERIAL NUMBERS ALLOCATED TO IT		
	LIVERPOOL - OLDER COHORT		1 TO 1000
	- YOUNGER COHORT		1001 TO 2000
	SHEFFIELD - OLDER COHORT		2001 TO 3000
	- YOUNGER COHORT		3001 TO 4000
	SWINDON - OLDER COHORT		4001 TO 5000
	- YOUNGER COHORT		5001 TO 6000
	KIRKCALDY - OLDER COHORT		6001 TO 7000
	- YOUNGER COHORT		7001 TO 8000
COL 32-37	RESPONDENT DATE OF BIRTH GIVEN IN FOLLOWING FORMAT - DAY/MONTH/YEAR		
SEX COL 38	SEX OF RESPONDENT -	MALE - 1	
		FEMALE - 2	
COL 39-76	BLANK.		

COHORT I
OLDER
COHORT

WAVE 1

WHAT DO YOU THINK



A

YOUR LIFE OVER THE LAST TWO YEARS

1a We should like to know what you have been doing over the past couple of years since the summer of 1985

Please tick one box for every three months to let us know roughly what you were doing at each time For each period pick the thing you were doing for all, or for most of, the time

	1985 April May June (7)	1985 July Aug Sept (8)	1985 Oct Nov Dec (9)	1986 Jan Feb March (10)	1986 April May June (11)	1986 July Aug Sept (12)	1986 Oct Nov Dec (13)	1987 Jan Feb March (14)	NOW (15)
a Out of work	1	1	1	1	1	1	1	1	1
b On YTS	2	2	2	2	2	2	2	2	2
c At School	3	3	3	3	3	3	3	3	3
d At sixth form college	4	4	4	4	4	4	4	4	4
e Full time at college of further education	5	5	5	5	5	5	5	5	5
f In a full time job (over 30 hrs a week)	6	6	6	6	6	6	6	6	6
g In a part time job	7	7	7	7	7	7	7	7	7
h Something else, please say what	8	8	8	8	8	8	8	8	8
	OTR1	OTR2	OTR3	OTR4	OTR5	OTR6	OTR7	OTR8	NOW

CODES AS QUESTIONNAIRE
1-8 HOLIDAYS

1b Can you tell us a bit more about what you are doing now?

JOB

If you are in a job,

What is the job called?

What do you do?

Where do you work?

What do they make or do?

Q 1B IF RESPONDENT IN WORK, NAME OF JOB/WHAT DO ETC CODES

- | | | | |
|-----|--------------------------|-----|----------------------------|
| 002 | BAKER | 151 | DRAUGHTSMAN |
| 003 | BRICKLAYER | 152 | DENTAL ASSISTANT |
| 004 | BANK CLERK | 153 | DRIVER |
| 005 | BUTCHER | 154 | DISPENSING ASSISTANT |
| 006 | ADMINISTRATION ASSISTANT | 201 | ELECTRICIAN |
| 007 | BOOKKEEPER | 202 | ELECTRONICS |
| | | 203 | ENGINEER OTHER/UNSPECIFIED |
| 101 | CASHIER | | |
| 102 | CLERICAL ASSISTANT | | |
| 103 | CHEF/COOK | 251 | FLORIST |
| 104 | CATERING ASSISTANT | 252 | FACTORY WORKER UNSPECIFIED |
| 105 | CARE ASSISTANT | 253 | FACTORY WORKER SPECIFIED |
| 106 | CLEANER | 254 | FARM WORK/ANIMALS |
| 107 | CAR MANUFACTURER | | |
| 108 | COMPUTERS | | |

301	HAIRDRESSER	601	OFFICE WORK
302	HORTICULTURE/GARDENING	650	PAINTER/DECORATOR
351	JOINER	651	PRINTER
		652	PACKER
401	KENNEL MAID	653	PLUMBER
451	LABOURER	654	PLASTERER
		655	POLICE
501	MACHINE OPERATOR	656	POST OFFICE WORKER
502	MACHINIST	701	RECEPTIONIST
503	CAR MECHANIC	751	SALES ASSISTANT
504	MECHANICAL ENGINEER	752	SECRETARY
		753	SHIPWRIGHT
551	NURSE	754	SHEETMETAL WORKER
552	NANNY	755	SHIPPING CLERK
		801	TOOLMAKER
		802	TECHNICAL ENGINEER/ENGINEERING TECHNICIAN
		803	ELECTRICAL TECHNICIAN
		804	ELECTRONIC TECHNICIAN
		805	LABORATORY TECHNICIAN
		901	VDU OPERATOR
		902	VETERINARY NURSE
		910	WAITER
		911	WELDER
		995	OTHER MANAGERIAL/ADMINISTRATIVE
		996	OTHER WHITE COLLARED/CLERICAL
		997	OTHER SKILLED
		998	OTHER UNSKILLED
		999	DR/NS

If you are in full time education what subjects are you studying and for which exams?

FIRST SUBJECT EDUC NOW 1
 SECOND SUBJECT EDUC NOW 2
 THIRD SUBJECT EDUC NOW 3

Q 1B IF RESPONDENT IN FULL TIME EDUCATION THE FIRST THREE SUBJECTS THAT THE RESPONDENT MENTIONED WERE CODED

CODES			
001	ART 'A' LEVEL	051	BIOLOGY 'A' LEVEL
002	ART 'O' LEVEL	052	BIOLOGY 'O' LEVEL
003	ART CSE/SYS	053	BIOLOGY CSE/SYS
004	ART OTHER/UNSPECIFIED	054	BIOLOGY OTHER/UNSPECIFIED
005	ACCOUNTANCY 'A' LEVEL	055	HUMAN BIOLOGY 'A' LEVEL
006	ACCOUNTANCY 'O' LEVEL	056	HUMAN BIOLOGY 'O' LEVEL
		059	BUSINESS STUDIES B TECH
		060	BUSINESS STUDIES OTHER/UNSPECIFIED
008	ACCOUNTANCY OTHER/UNSPECIFIED		
009	A P & H 'A' LEVEL	101	CHEMISTRY A LEVEL
010	A P & H 'O' LEVEL	102	CHEMISTRY O LEVEL
011		103	CHEMISTRY CSE/SYS
012	A P & H OTHER /UNSPECIFIED	104	CHEMISTRY OTHER/UNSPECIFIED
013	ART & DESIGN 'A' LEVEL	105	COMPUTER STUDIES A LEVEL
		106	COMPUTER STUDIES O LEVEL
016	ART & DESIGN OTHER/UNSPECIFIED		
017	ARITHMETIC 'A' LEVEL	108	COMPUTER STUDIES OTHER/UNSPECIFIED
018	ARITHMETIC 'O' LEVEL	109	CLASSICS A LEVEL
021	ARCHAEOLOGY 'A' LEVEL		

114 CHILDCARE O LEVEL
 116 CHILDCARE OTHER/UNSPECIFIED
 117 CATERING OTHER/UNSPECIFIED
 118 COMMUNICATION STUDIES A LEVEL
 121 COMMUNICATION STUDIES OTHER/UNSPECIFIED
 -
 123 COMMERCE O LEVELS
 125 COMMERCE OTHER/UNSPECIFIED
 127 COMMUNITY STUDIES O LEVEL
 129 COMMUNITY STUDIES OTHER UNSPECIFIED
 130 CRAFT A LEVEL
 150 DRAMA A LEVEL
 153 DRAMA OTHER/UNSPECIFIED
 155 DESIGN O LEVEL
 195 ENGLISH LITERATURE UNSPECIFIED

 196 ENGLISH LANGUAGE UNSPECIFIED
 197 ENGLISH UNSPECIFIED SYS
 198 ENGLISH LANGUAGE O LEVEL
 199 ENGLISH LITERATURE O LEVEL
 200 ENGLISH UNSPECIFIED
 201 ENGLISH LANGUAGE A LEVEL
 202 ENGLISH LITERATURE A LEVEL
 203 ENGLISH UNSPECIFIED
 204 ENGLISH UNSPECIFIED A LEVEL
 205 ECONOMICS A LEVEL
 206 ECONOMICS O LEVEL
 208 ECONOMICS OTHER UNSPECIFIED
 209 ECONOMIC HISTORY A LEVEL
 214 ENGINEERING SCIENCE O LEVEL
 217 ENVIRONMENTAL STUDIES A LEVEL
 218 ENVIRONMENTAL STUDIES O LEVEL

 221 ELECTRONICS A LEVEL
 222 ELECTRONICS O LEVEL
 251 FRENCH A LEVEL
 252 FRENCH O LEVEL
 253 FRENCH CSE/SYS
 254 FRENCH OTHER/UNSPECIFIED
 255 FABRIC AND FASHION A LEVEL
 258 FABRIC AND FASHION OTHER/UNSPECIFIED
 259 FOOD AND NUTRITION A LEVEL
 260 FOOD AND NUTRITION O LEVEL
 275 GENERAL STUDIES A LEVEL
 276 GENERAL STUDIES O LEVEL
 278 GENERAL STUDIES OTHER/UNSPECIFIED
 279 GEOGRAPHY A LEVEL
 280 GEOGRAPHY O LEVEL
 282 GEOGRAPHY OTHER/UNSPECIFIED
 283 GOVERNMENT AND POLITICAL STUDIES A LEVEL
 284 GOVERNMENT AND POLITICAL STUDIES O LEVEL
 287 GERMAN A LEVELS
 288 GERMAN O LEVELS
 289 GERMAN CSE/SYS

 290
 291 GEOLOGY A LEVELS
 292 GEOLOGY O LEVELS
 295 GOVERNMENT A LEVELS
 299 GRAPHIC DESIGN OTHER/UNSPECIFIED

301	HISTORY A LEVELS		
302	HISTORY O LEVELS	905	WORD PROCESSING UNSPECIFIED
303	HISTORY CSE/SYS	906	WOODWORK UNSPECIFIED
304	HISTORY OTHER/UNSPECIFIED	990	OTHER LANGUAGES A LEVEL
305	HISTORY ECONOMIC A LEVEL		
306	HISTORY ECONOMIC O LEVEL	994	OND - ALL
308	HISTORY ECONOMIC OTHER/UNSPECIFIED	995	HND - ALL
310	HUMANTIES O LEVEL	996	DEGREE LEVEL - ALL
313	HOUSECRAFT A LEVEL	997	B. TECH/SCOTVEC
314	HOUSECRAFT O LEVEL	998	OTHERS
316	HOUSECRAFT OTHER/UNSPECIFIED		
317	HAIRDRESSING CITY & GUILDS		
318	HAIRDRESSING OTHER/UNSPECIFIED		
321	HEALTH STUDIES OTHER/UNSPECIFIED		
451	LATIN A LEVELS		
455	LAW A LEVELS		
501	MATHEMATICS A LEVELS		
502	MATHEMATICS O LEVELS		
503	MATHEMATICS CSE/SYS		
504	MATHEMATICS OTHER/UNSPECIFIED		
505	MUSIC A LEVELS		
506	MUSIC O LEVELS		
509	MODERN STUDIES A LEVELS		
510	MODERN STUDIES O LEVELS		
516	MEDIA STUDIES OTHER/UNSPECIFIED		
540	NNEB		
551	OFFICE PRACTICE OTHER/UNSPECIFIED		
601	PHYSICS A LEVEL		
602	PHYSICS O LEVEL		
603	PHYSICS CSE/SYS		
604	PHYSICS OTHER/UNSPECIFIED		
505	POTTERY A LEVEL		
609	PHYSICAL EDUCATION A LEVEL		
612	PHYSICAL EDUCATION OTHER/UNSPECIFIED		
613	PSYCHOLOGY A LEVEL		
614	PSYCHOLOGY O LEVEL		
617	PHOTOGRAPHY UNSPECIFIED		
618	PHOTOGRAPHY A LEVEL		
701	RELIGIOUS STUDIES A LEVEL		
702	RELIGIOUS STUDIES O LEVEL		
704	RELIGIOUS STUDIES OTHER/UNSPECIFIED		
705	RUSSIAN A LEVEL		
751	SOCIOLOGY A LEVEL		
752	SOCIOLOGY O LEVEL		
755	SECRETARIAL STUDIES A LEVEL		
756	SECRETARIAL STUDIES O LEVEL		
759	SPANISH A LEVEL		
760	SPANISH O LEVEL		
761	SPANISH CSE/SYS		
764	STATISTICS O LEVEL		
770	SHORTHAND UNSPECIFIED		
301	TECHNICAL DRAWING A LEVELS		
302	TECHNICAL DRAWING O LEVEL		
306	TYPING O LEVEL		
308	TYPING UNSPECIFIED		

If you are in a training scheme,

What kind of scheme is it?

What kind of work do you do?

Q 1B IF RESPONDENT IN TRAINING SCHEME
IF THESE COLUMNS LEAD WITH A '0' THE TRAINING SCHEME WAS UNSPECIFIED
IF THESE COLUMNS LEAD WITH A '1' THE TRAINING SCHEME IS PART OF 'YTS'
IF THESE COLUMNS LEAD WITH A '9' THE TRAINING REFERS TO ANOTHER SPECIFIC SCHEME
CODES

UNSPECIFIED SCHEME LEADING 0

YTS SCHEME

004	BAKERY	103	BUTCHER
006	CARE ASSISTANT	104	BAKERY
008	CATERING	105	BRICKLAYING
009	CLERICAL	106	CARE ASSISTANT
010	DRIVER	107	CASHIER
011	COMPUTER	108	CATERING
012	COMMERCIAL ART	109	CLERICAL
013	CHEF	110	DRIVER
015	ELECTRICIAN	111	COMPUTERS
016	ENGINEERING	112	COMMERCIAL ART
021	FACTORY WORK	114	DENTAL ASSISTANT
025	HORTICULTURE	115	ELECTRICIAN
026	HAIRDRESSING	116	ENGINEERING
030	JOINER	119	FACTORY WORK (UNSPECIFIED)
040	MECHANIC	120	FARMING
041	MACHINIST	121	FACTORY WORK (SPECIFIED)
042	MECHANICAL ENGINEER	125	HORTICULTURE
045	NURSING	126	HAIRDRESSING
050	OFFICE WORK	130	JOINER
054	PLUMBING	131	JANITOR
060	RECEPTIONIST	139	LABOURER
061	SHOP ASSISTANT	140	MECHANIC
062	SECRETARIAL	141	MACHINIST
075	WELDING	142	MECHANICAL ENGINEERING
095	TRAINEE MANAGER/SUPERVISOR	143	MACHINE OPERATOR
096	OTHER CLERICAL/WHITE COLLAR	146	CHILD CARE
097	OTHER SKILLED	150	OFFICE WORK
098	OTHER UNSKILLED	151	PRINTING
099	N/S	152	PLASTERING
		153	PAINTING
		154	PLUMBING
		160	RECEPTIONIST
		161	SHOP ASSISTANT
		162	SECRETARIAL
		165	TECHNICIAN
		166	TYPIST
		175	WELDING
		195	OTHER MANAGERIAL/SUPERVISORY
		197	OTHER SKILLED
		198	OTHER UNSKILLED
		199	YTS UNSPECIFIED JOB

900 VOTEC
910 COMMUNITY INDUSTRY WORK

950 OFFICE WORKS - SOUTH YORKSHIRE
961 SHOP ASSISTANT YTS

If you are out of work how do you mainly spend your time?

UNEMP - TM

Q.1B IF RESPONDENT OUT OF WORK, HOW DO THEY
MAINLY SPEND THEIR TIME
CODES

001 LOOKING FOR WORK/AT JOB CENTRE
002 WATCHING TV
003 WITH FRIENDS/FAMILY
004 SHOPPING
005 HOUSEWORK
006 LOOKING AFTER BABY/CHILD
007 SITTING AROUND
008 PLAYING SPORT
009 BABY-SITTING
010 OUTDOOR ACTIVITIES - WALKING/FISHING
011 LISTENING TO MUSIC/RECORDS
012 READING
013 STUDYING

097 OTHER HOBBIES
098 OTHER

1c On the whole how satisfied would you say you are with what you are doing now? (Tick one)

SATISF

Very satisfied 1 Fairly satisfied 2 Neither satisfied nor dissatisfied 3

Fairly dissatisfied 4 Very dissatisfied 5

A YOUR LIFE OVER THE LAST TWO YEARS

2a Please tell us which exams if any, you have taken and what results you got, if you know them We would like to know about all of them however well or badly you did Please write in the name of each subject, tick whether it was CSE O Level or something else and circle the result you got Finally, if you have passed the exam write down the age at which you passed it

SUBJECTS

(Write in names)

Q.2 EXAMINATIONS TAKEN INCLUDING SUBJECT, TYPE OF EXAMINATION AND GRADE.

SUBJ 1	EXAM SUBJECT. CODES.	
	001	
SUBJ 2	002	ACCOUNTING
	003	ART
SUBJ 3	004	ART AND DESIGN
	005	ANATOMY, PHYSIOLOGY AND HYGIENE
SUBJ 4	006	ARITHMETIC
	007	ARCHAEOLOGY
SUBJ 5		
	051	BIOLOGY
SUBJ 6	052	HUMAN BIOLOGY
	053	BUSINESS STUDIES
SUBJ 7	054	BUILDING
	055	HAIRDRESSING/BEAUTY
SUBJ 8		
	101	CHEMISTRY
SUBJ 9	120	COMMERCE
	130	COMPUTING STUDIES
	131	CLASSICS
	141	C.D. AND TECHNOLOGY
	142	COMMERCIAL STUDIES
	143	CHILD CARE/CHILD DEVELOPMENT
	144	COOKERY
	145	CSS
	146	CRAFT
	147	COMMUNICATION SKILLS
	148	CATERING
	149	COMMUNITY STUDIES
	151	DESIGN AND TECHNOLOGY
	152	DESIGN
	153	DRAMA
	154	DANCE
	201	ECONOMICS
	210	ELECTRONICS
	220	ENGINEERING SCIENCE
	230	ENGLISH UNSPECIFIED
	231	ENGLISH LANGUAGE
	232	ENGLISH LITERATURE
	233	ENGLISH SPOKEN
	236	ENGINEERING
	240	ENVIRONMENTAL STUDIES
	241	EUROPEAN STUDIES
	242	ECONOMIC HISTORY
	251	FOOD AND NUTRITION
	252	FASHION/FASHION AND FABRIC
	260	FRENCH

301	GEOLOGY		
302	GEOGRAPHY		
320	GERMAN	853	WORLD STUDIES
330	GOVERNMENT AND POLITICAL STUDIES		
331	GENERAL STUDIES	994	OTHER LANGUAGES
332	GRAPHIC DESIGN/GRAPHICS	995	OTHER ACADEMIC SUBJECTS
333	GOVERNMENT AND COMMERCE	996	OTHER VOCATIONAL SUBJECTS
334	GOVERNMENT	997	B. TECH. UNSPECIFIED
335	G.E. DESIGN	998	OTHERS
		999	-
401	HISTORY		
402	HOME STUDIES		
403	HOME ECONOMICS		
404	HUMANITIES		
405	HISTORY OF ART		
406	HEALTH STUDIES		
407	HISTORY OF ECONOMICS		
408	HISTORY AND GEOGRAPHY		
451	ITALIAN		
452	INFORMATION TECHNOLOGY		
501	LATIN		
502	LIFE/LEISURE STUDIES		
551	MATHEMATICS		
552	METALWORK		
553	METAL AND PLASTICS		
554	MOTOR VEHICLE STUDIES		
561	MUSIC		
571	MEDIA STUDIES		
572	MODERN STUDIES		
591	NEEDLECRAFT		
592	NUTRITION		
593	NURSING		
594	NUMERACY		
600	OFFICE PRACTICES		
601	PHYSICS		
602	PHYSICS WITH CHEMISTRY		
603	PHYSICAL EDUCATION		
604	POLITICAL ECONOMY		
605	POTTERY		
606	PHOTOGRAPHY		
651	RELIGIOUS EDUCATION		
652	RURAL STUDIES		
660	RUSSIAN		
701	SPANISH		
702	SCIENCE		
703	STATISTICS		
704	GENERAL SCIENCE		
705	SECRETARIAL STUDIES		
706	SOCIAL STUDIES		
707	SOCIOLOGY		
708	SOCIAL AND COMMUNITY STUDIES		
709	SOCIAL ECONOMICS		
710	SOCIAL EDUCATION		
711	SHORTHAND		
751	TYPING		
761	TECHNOLOGY		
762	TECHNICAL DRAWING		
763	TEXTILES		
764	TECHNICAL WOODWORK		
775	TVEI		
851	WORD PROCESSING		
852	WOODWORK		

SCOTTISH

A

YOUR LIFE OVER THE LAST TWO YEARS

2a Please tell us how many National Certificate Modules (sometimes known as SCOTVEC or 16+ Modules) have you completed (Write in If none, put 0)

_____ Modules MODULE

2b Please tell us about any exams you have taken over the last two to three years, and what results you got, if you know them yet

Subjects sat
(write in)

		Q.2B SUBJECTS SAT	
		CODES-	
1	SCT SUB 1	001	
2	SCT SUB 2	002	ACCOUNTING
3	SCT SUB 3	003	ART
4	SCT SUB 4	004	ART AND DESIGN
5	SCT SUB 5	005	ANATOMY, PHYSIOLOGY AND HYGIENE
6	SCT SUB 6	006	ARITHMETIC
7	SCT SUB 7	007	ARCHAEOLOGY
8	SCT SUB 8	051	BIOLOGY
9	SCT SUB 9	052	HUMAN BIOLOGY
10	SCT SUB 10	053	BUSINESS STUDIES
		054	BUILDING
		055	HAIRDRESSING/BEAUTY
		101	CHEMISTRY
		120	COMMERCE
		130	COMPUTING STUDIES
		131	CLASSICS
		141	C. D. AND TECHNOLOGY
		142	COMMERCIAL STUDIES
		143	CHILD CARE/CHILD DEVELOPMENT
		144	COOKERY
		145	CSS
		146	CRAFT
		147	COMMUNICATION SKILLS
		148	CATERING
		149	COMMUNITY STUDIES
		151	DESIGN AND TECHNOLOGY
		152	DESIGN
		153	DRAMA
		154	DANCE
		201	ECONOMICS
		210	ELECTRONICS
		220	ENGINEERING SCIENCE
		230	ENGLISH UNSPECIFIED
		231	ENGLISH LANGUAGE
		232	ENGLISH LITERATURE
		233	ENGLISH SPOKEN
		236	ENGINEERING
		240	ENVIRONMENTAL STUDIES
		241	EUROPEAN STUDIES
		242	ECONOMIC HISTORY
		251	FOOD AND NUTRITION
		252	FASHION/FASHION AND FABRIC
		260	FRENCH

EXAMS		
CSE (Tick)	O Level (Tick)	Other (write in)
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3

YOUR RESULTS		
Circle your results (U = unclassified)		
EXCODE 1	1 2 3 4 5 U	RESULT 1
	A B C D E U	
EXCODE 2	1 2 3 4 5 U	RESULT 2
	A B C D E U	
EXCODE 3	1 2 3 4 5 U	RESULT 3
	A B C D E U	
EXCODE 4	1 2 3 4 5 U	RESULT 4
	A B C D E U	
EXCODE 5	1 2 3 4 5 U	RESULT 5
	A B C D E U	
EXCODE 6	1 2 3 4 5 U	RESULT 6
	A B C D E U	
EXCODE 7	1 2 3 4 5 U	RESULT 7
	A B C D E U	
EXCODE 8	1 2 3 4 5 U	RESULT 8
	A B C D E U	
EXCODE 9	1 2 3 4 5 U	RESULT 9
	A B C D E U	

Age at which
you passed
the exam

		EXAGE 1
		EXAGE 2
		EXAGE 3
		EXAGE 4
		EXAGE 5
		EXAGE 6
		EXAGE 7
		EXAGE 8
		EXAGE 9

GRADES OBTAINED
CODES

CSE	EXAM 'O' LEVEL	CODE
1	A	1
2	B	2
3	C	3
4	D	4
5	E	5
6	U	6

SCOTTISH CONT

301	GEOLOGY		
302	GEOGRAPHY	853	WORLD STUDIES
320	GERMAN		OTHER LANGUAGES
330	GOVERNMENT AND POLITICAL STUDIES	994	OTHER ACADEMIC SUBJECTS
331	GENERAL STUDIES	995	OTHER VOCATIONAL SUBJECTS
332	GRAPHIC DESIGN/GRAPHICS	996	B. TECH. UNSPECIFIED
333	GOVERNMENT AND COMMERCE	997	OTHERS
334	GOVERNMENT	998	-
335	G.E. DESIGN	999	
401	HISTORY		
402	HOME STUDIES		
403	HOME ECONOMICS		
404	HUMANITIES		
405	HISTORY OF ART		
406	HEALTH STUDIES		
407	HISTORY OF ECONOMICS		
408	HISTORY AND GEOGRAPHY		
451	ITALIAN		
452	INFORMATION TECHNOLOGY		
501	LATIN		
502	LIFE/LEISURE STUDIES		
551	MATHEMATICS		
552	METALWORK		
553	METAL AND PLASTICS		
554	MOTOR VEHICLE STUDIES		
561	MUSIC		
571	MEDIA STUDIES		
572	MODERN STUDIES		
591	NEEDLECRAFT		
592	NUTRITION		
593	NURSING		
594	NUMERACY		
600	OFFICE PRACTICES		
601	PHYSICS		
602	PHYSICS WITH CHEMISTRY		
603	PHYSICAL EDUCATION		
604	POLITICAL ECONOMY		
605	POTTERY		
606	PHOTOGRAPHY		
651	RELIGIOUS EDUCATION		
652	RURAL STUDIES		
660	RUSSIAN		
701	SPANISH		
702	SCIENCE		
703	STATISTICS		
704	GENERAL SCIENCE		
705	SECRETARIAL STUDIES		
706	SOCIAL STUDIES		
707	SOCIOLOGY		
708	SOCIAL AND COMMUNITY STUDIES		
709	SOCIAL ECONOMICS		
710	SOCIAL EDUCATION		
711	SHORTHAND		
751	TYPING		
761	TECHNOLOGY		
762	TECHNICAL DRAWING		
763	TEXTILES		
764	TECHNICAL WOODWORK		
775	TVEI		
851	WORD PROCESSING		
852	WOODWORK		

O Grade
Tick if Grade
sat only (write in)

OGRDE_1
OGRDE_2
OGRDE_3
OGRDE_4
OGRDE_5
OGRDE_6
OGRDE_7
OGRDE_8
OGRDE_9
OGRDE_10

Standard Grade
Tick if Grade
sat only (write in)

STERDE 1
STERDE 2
STERDE 3
STERDE 4
STERDE 5
STERDE 6
STERDE 7
STERDE 8
STERDE 9
STERDE 10

Higher
Tick if Grade
sat only (write in)

HIGHER 1
HIGHER 2
HIGHER 3
HIGHER 4
HIGHER 5
HIGHER 6
HIGHER 7
HIGHER 8
HIGHER 9
HIGHER 10

Other
Tick if Grade
sat only (write in)

OTH-GR1
OTH-GR2
OTH-GR3
OTH-GR4
OTH-GR5
OTH-GR6
OTH-GR7
OTH-GR8
OTH-GR9
OTH-GR10

FOR ALL EXAMS THE FOLLOWING CODES APPLY

1 A/1 GRADE
2 B/2 GRADE
3 C/3 GRADE
4 D/4 GRADE
5 E/5 GRADE
6 UNGRADED
V SAT ONLY
X PASSED
0 FAIL
C CREDIT
D DISTINCTION
M MERIT
T CERTIFICATE

- 2c Did you start a sixth year at school (tick one box) Yes 1 No 2 SIXTH - YR
- 2d Have you ever started a full-time course at college or university, or training centre?
(tick one box) Yes 1 No 2 ST - COLL

B YOUR PLANS FOR THE FUTURE

- 1a What do you expect to be doing in a year's time?
(Tick the one which you are most likely to be doing)

I expect to be

<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4
<input type="checkbox"/>	5

At University
In a full time job
(over 30 hours a week)
In a part time job
Something else
If something else, please say what)

I expect to be

<input type="checkbox"/>	6
<input type="checkbox"/>	7
<input type="checkbox"/>	8
<input type="checkbox"/>	9
<input type="checkbox"/>	10

EXPECT 6
EXPECT 7
EXPECT 8
EXPECT 9

EX OTHER

- EXPECT 1 Out of work
EXPECT 2 On YTS
EXPECT 3 At school
EXPECT 4 At sixth form college
EXPECT 5 Full time at college of further education

1b Do you plan to take any GCE A Levels at any time? (tick one)

Yes
No

1
2

7
ALEV_A17

OR

1b Do you plan to take any GCE A Levels at any time or Scottish Certificates of Education, Highers or Certificate of Sixth form studies? (tick one)

Yes
No

1
2

ALEV_A11

2 At what age would you like to get married, if at all?

MARRY - AGE

Age (write in)

--	--

 years
Don't know (tick here)

1

Would not marry (tick here)

1

Already married (tick here)

2

MARRY

3 If you could have exactly the number of children you wanted, how many would you like altogether, if any?

NUM - CHILD

Number of children (write in)

--	--

Don't know (tick here)

1

Would not want any (tick here)

1

Already have a child (tick here)

2

CHILD

C

YOUR MONEY

1 How much each week do you currently receive from the following sources (write in the amount to the nearest £) If you do not get the money each week, how much do you get and for what period

- a) Main job (please give the amount, that is, after tax and national insurance deductions, but include any overtime or bonuses that you normally earn)
- b) Any other job or jobs
- c) YTS allowance (including any travel allowance)
- d) Social Security benefits, e.g. unemployment or supplementary benefit
- e) Education grant or bursary
- f) From parents or other members of your family
- g) Any other source (please write in the source)

Amount Period covered

£	_____	_____
£	_____	_____
£	_____	_____
£	_____	_____
£	_____	_____
£	_____	_____
£	_____	_____

FUNDS 1
FUNDS 2
FUNDS 3
FUNDS 4
FUNDS 5
FUNDS 6
FUNDS 7

OTH - SOURCE

2a Do you pay anything for your board?

Yes

1

No

2

BOARD

b If yes, how much do you pay each week? (write in amount to the nearest £)

--	--

BRD - COST

D

YOUR VIEWS ABOUT JOBS AND TRAINING

- 1 *In general, how difficult is it for people like yourself to get jobs around here?*
(Tick one)

Extremely difficult

Very difficult

Quite difficult

Not too difficult

Not at all difficult

VJ001

1
2
3
4
5

- 2 *How likely are you to want to move out of this area to get a job in the future?*
(Tick one)

Definitely

Very likely

Quite likely

Not very likely

Not at all

VJ002

1
2
3
4
5

RESPONSE RATES FOR OLDER COHORT

WAVE 1 INTERVIEW SURVEY

AREA	TRAJECTORY	SAMPLE	RESPONSE	RESPONSE RATE %	BOYS	GIRLS
SWINDON	1	21	10	48	5	5
	2	29	10	34	5	5
	3	22	10	45	5	5
	4	32	10	31	5	5
	5	32	16	50	7	9
Total		136	56	41	27	29
LIVERPOOL	1	12	10	83	4	6
	2	17	9	53	5	4
	3	21	9	43	5	4
	4	18	8	44	6	2
	5	42	16	38	9	7
Total		110	52	47	29	23
FIRKCALDY	1	22	12	55	8	4
	2	12	10	83	4	6
	3	12	9	75	5	4
	4	12	9	75	4	5
	5	34	19	56	10	9
Total		92	59	64	31	28
SHEFFIELD	1	16	12	75	7	5
	2	14	11	79	6	5
	3	19	10	53	5	5
	4	23	11	48	6	5
	5	31	18	58	10	8
Total		103	62	60	34	28
		BOYS	GIRLS	TOTAL		
Total Trajectory	1	24	20	44		
	2	20	21	41		
	3	20	18	38		
	4	21	17	38		
	5	36	33	69		

WAVE 1

WHAT DO YOU THINK ?



A YOUR EDUCATION

- 1 Please tell us which exams, if any you plan to take this year Write in the name of the subject and tick whether you are taking an O Grade, Standard Grade, Scotvec National Certificate modules, or some other exam in it

SUBJECTS (Write in names)	Q.1 SUBJECTS TAKEN. CODES
	001
	002 ACCOUNTING
	003 ART
SCTEXM1	004 ART AND DESIGN
SCTEXM2	005 ANATOMY, PHYSIOLOGY AND HYGIENE
SCTEXM3	006 ARITHMETIC
SCTEXM4	007 ARCHAEOLOGY
SCTEXM5	051 BIOLOGY
SCTEXM6	052 HUMAN BIOLOGY
SCTEXM7	053 BUSINESS STUDIES
SCTEXM8	054 BUILDING
SCTEXM9	055 HAIRDRESSING/BEAUTY
SCTEXM10	101 CHEMISTRY
	120 COMMERCE
	130 COMPUTING STUDIES
	131 CLASSICS
	141 C D AND TECHNOLOGY
	142 COMMERCIAL STUDIES
	143 CHILD CARE/CHILD DEVELOPMENT
	144 COOKERY
	145 CSS
	146 CRAFT
	147 COMMUNICATION SKILLS
	148 CATERING
	149 COMMUNITY STUDIES
	151 DESIGN AND TECHNOLOGY
	152 DESIGN
	153 DRAMA
	154 DANCE
	201 ECONOMICS
	210 ELECTRONICS
	220 ENGINEERING SCIENCE
	230 ENGLISH UNSPECIFIED
	231 ENGLISH LANGUAGE
	232 ENGLISH LITERATURE
	233 ENGLISH SPOKEN
	236 ENGINEERING
	240 ENVIRONMENTAL STUDIES
	241 EUROPEAN STUDIES
	242 ECONOMIC HISTORY
	251 FOOD AND NUTRITION
	252 FASHION/FASHION AND FABRIC
	260 FRENCH

301	GEOLOGY		
302	GEOGRAPHY		
320	GERMAN		
330	GOVERNMENT AND POLITICAL STUDIES		
331	GENERAL STUDIES		
332	GRAPHIC DESIGN/GRAPHICS		
333	GOVERNMENT AND COMMERCE		
334	GOVERNMENT	853	WORLD STUDIES
335	G.E. DESIGN		
		994	OTHER LANGUAGES
401	HISTORY	995	OTHER ACADEMIC SUBJECTS
402	HOME STUDIES	996	OTHER VOCATIONAL SUBJECTS
403	HOME ECONOMICS	997	B. TECH. UNSPECIFIED
404	HUMANITIES	998	OTHERS
405	HISTORY OF ART	999	-
406	HEALTH STUDIES		
407	HISTORY OF ECONOMICS		
408	HISTORY AND GEOGRAPHY		
451	ITALIAN		
452	INFORMATION TECHNOLOGY		
501	LATIN		
502	LIFE/LEISURE STUDIES		
551	MATHEMATICS		
552	METALWORK		
553	METAL AND PLASTICS		
554	MOTOR VEHICLE STUDIES		
561	MUSIC		
571	MEDIA STUDIES		
572	MODERN STUDIES		
591	NEEDLECRAFT		
592	NUTRITION		
593	NURSING		
594	NUMERACY		
600	OFFICE PRACTICES		
601	PHYSICS		
602	PHYSICS WITH CHEMISTRY		
603	PHYSICAL EDUCATION		
604	POLITICAL ECONOMY		
605	POTTERY		
606	PHOTOGRAPHY		
651	RELIGIOUS EDUCATION		
652	RURAL STUDIES		
660	RUSSIAN		
701	SPANISH		
702	SCIENCE		
703	STATISTICS		
704	GENERAL SCIENCE		
705	SECRETARIAL STUDIES		
706	SOCIAL STUDIES		
707	SOCIOLOGY		
708	SOCIAL AND COMMUNITY STUDIES		
709	SOCIAL ECONOMICS		
710	SOCIAL EDUCATION		
711	SHORTHAND		
751	TYPING		
761	TECHNOLOGY		
762	TECHNICAL DRAWING		
763	TEXTILES		
764	TECHNICAL WOODWORK		
775	TVEI		
851	WORD PROCESSING		
852	WOODWORK		

2024/2025
 1 A CONT

SCOTTISH

2

O GRADE (Tick)	SCOTVEC NATIONAL CERTIFI CATE (Tick)	STANDARD GRADE (Tick)	OTHER EXAM (Write in)	
1	2	3	4	TYPEX 1
1	2	3	4	TYPEX 2
1	2	3	4	TYPEX 3
1	2	3	4	TYPEX 4
1	2	3	4	TYPEX 5
1	2	3	4	TYPEX 6
1	2	3	4	TYPEX 7
1	2	3	4	TYPEX 8
1	2	3	4	TYPEX 9
1	2	3	4	TYPEX 10
1	2	3	4	
1	2	3	4	

COL.10,14,18,22,26,30,34,38,42 AND 46 RELATE TO WHICH EXAMINATION
 WAS SAT FOR EACH SUBJECT
 CODES.
 O GRADE
 SCOTVEC NATIONAL CERTIFICATE
 STANDARD GRADE
 OTHER

A

YOUR EDUCATION

II YEAR 1
ENGLISH COHORT 2

- 1 Please tell us which exams if any, you plan to take this year Write in the name of the subject and tick whether you are taking a CSE, GCE O Level or something else in it

SUBJECTS

(Write in names)

Q 1 SUBJECTS TAKEN
CODES

EXAM1		002	ACCOUNTING
EXAM2	.	003	ART
EXAM3	..	004	ART AND DESIGN
EXAM4	...	005	ANATOMY, PHYSIOLOGY AND HYGIENE
EXAM5	..	006	ARITHMETIC
EXAM6	.	007	ARCHAEOLOGY
EXAM7			
EXAM8			
EXAM9			
EXAM10			
051	BIOLOGY	101	CHEMISTRY
052	HUMAN BIOLOGY	120	COMMERCE
053	BUSINESS STUDIES	130	COMPUTING STUDIES
054	BUILDING	131	CLASSICS
055	HAIRDRESSING / BEAUTY	141	CD AND TECHNOLOGY
142	COMMERCIAL STUDIES	236	ENGINEERING
143	CHILD CARE / CHILD DEVELOPMENT	240	ENVIRONMENTAL STUDIES
144	COOKERY	241	EUROPEAN STUDIES
145	CBS	242	ECONOMIC HISTORY
146	CRAFT	251	FOOD AND NUTRITION
147	COMMUNICATION SKILLS	252	FASHION / FASHION AND FABRIC
148	CATERING	260	FRENCH
149	COMMUNITY STUDIES	301	GEOLOGY
151	DESIGN AND TECHNOLOGY	302	GEOGRAPHY
152	DESIGN	320	GERMAN
153	DRAMA	330	GOVERNMENT AND POLITICAL STUDIES
154	DANCE	331	GENERAL STUDIES
201	ECONOMICS	332	GRAPHIC DESIGN / GRAPHICS
210	ELECTRONICS	333	GOVERNMENT AND COMMERCE
220	ENGINEERING SCIENCE	334	GOVERNMENT
230	ENGLISH UNSPECIFIED	335	G E DESIGN
231	ENGLISH LANGUAGE		
232	ENGLISH LITERATURE		
233	ENGLISH SPOKEN		

401	HISTORY	708	SOCIAL AND COMMUNITY STUDIES
402	HOME STUDIES	709	SOCIAL ECONOMICS
403	HOME ECONOMICS	710	SOCIAL EDUCATION
404	HUMANITIES	711	SHORTHAND
405	HISTORY OF ART	751	TYPING
406	HEALTH STUDIES	761	TECHNOLOGY
407	HISTORY OF ECONOMICS	762	TECHNICAL DRAWING
408	HISTORY AND GEOGRAPHY	763	TEXTILES
451	ITALIAN	764	TECHNICAL WOODWORK
452	INFORMATION TECHNOLOGY	775	TVEI
501	LATIN	851	WORD PROCESSING
502	LIFE/LEISURE STUDIES	852	WOODWORK
551	MATHEMATICS	853	WORLD STUDIES
552	METALWORK	994	OTHER LANGUAGES
553	METAL AND PLASTICS	995	OTHER ACADEMIC SUBJECTS
554	MOTOR VEHICLE STUDIES	996	OTHER VOCATIONAL SUBJECTS
561	MUSIC	997	B TECH UNSPECIFIED
571	MEDIA STUDIES	998.	OTHERS
572	MODERN STUDIES		
591	NEEDLECRAFT		
592	NUTRITION		
593	NUBBING		
594	NUMERACY		
600	OFFICE PRACTICES		
601	PHYSICS		
602	PHYSICS WITH CHEMISTRY		
603	PHYSICAL EDUCATION		
604	POLITICAL ECONOMY		
605	POTTERY		
606	PHOTOGRAPHY		
651	RELIGIOUS EDUCATION		
652	RURAL STUDIES		
660	RUSSIAN		
701	SPANISH		
702	SCIENCE		
703	STATISTICS		
704	GENERAL SCIENCE		
705	SECRETARIAL STUDIES		
706	SOCIAL STUDIES		
707	SOCIOLOGY		

A 1

CSE
(Tick)

1
1
1
1
1
1
1
1
1
1
1
1

GCE
O Level
(Tick)

2
2
2
2
2
2
2
2
2
2
2
2

OTHER EXAM
(Write in)

3
3
3
3
3
3
3
3
3
3
3
3

- EXTYP 1
- EXTYP 2
- EXTYP 3
- EXTYP 4
- EXTYP 5
- EXTYP 6
- EXTYP 7
- EXTYP 8
- EXTYP 9
- EXTYP 10

RELATE TO WHICH EXAMINATION WAS SAT FOR EACH SUBJECT
CODES

- 1 CSE
- 2 GCE 'O' LEVEL
- 3 OTHER EXAMINATION
- 4 CSE + 'O' LEVEL
- 5 CSE + OTHER EXAMINATION
- 6 'O' LEVEL + OTHER EXAMINATION

2 How good would you say you were at school work? (Tick one)

- Better than most
- Above average
- About average
- Below average
- Worse than most

1
2
3
4
5

STANDARD

3 At what age do you think you are most likely to leave full time education?
(Tick one)

- 16
- 17
- 18 or over
- Uncertain
- Already left

1
2
3
4
5

LEAV-AGE

4 a) Have you played truant this year at school?

DAYSTRU

Number of times (write in)

Never (tick here)

NEV-TRU

5 a) Have you ever had a part-time job? (Tick one)

Yes, have one now	1
Yes, in the past	2
No	3

If Yes now or in the past

b) What kind of work do/did you mainly do? (Write in)

PT - DESCR

.

Q 5B KIND OF WORK RESPONDENT DOES/DID CODES

- 01 SHOP WORK
- 02 PAPER ROUND
- 03 BABY SITTING
- 04 CAFE/SNACK BAR/PUB
- 05 FACTORY WORK
- 06 MILK ROUND
- 07 SELLING DOOR-TO-DOOR
- 08 HAIRDRESSING
- 09 FARM/AGRICULTURAL WORK
- 10 DELIVERING LEAFLETS
- 11 CLERICAL/OFFICE WORK
- 12 CLEANING
- 13 BUILDING/DECORATING
- 14 OLD PEOPLE'S HOME/CHILDREN'S HOME
- 15 DELIVERING
- 16 DJ/BINGO CALLER
- 17 MECHANIC/GARAGE WORK
- 18 SPORTS CLUB
- 96 WORK IN SCHOOL
- 97 VOLUNTARY WORK
- 98 OTHERS

A

YOUR EDUCATION

6 a) Do you think any of the following groups treated unfairly in your school?
 (Tick all that apply)

- (i) Pupils in 'bottom' groups
- (ii) Pupils in 'top' groups
- (iii) Black pupils
- (iv) White pupils
- (v) Girls
- (vi) Boys

	Frequently	Occasionally	Never	Doesn't Apply
(i)	1	2	3	4
(ii)	1	2	3	4
(iii)	1	2	3	4
(iv)	1	2	3	4
(v)	1	2	3	4
(vi)	1	2	3	4

FAIQR 1
 FAIQR 2
 FAIQR 3
 FAIQR 4
 FAIQR 5
 FAIQR 6

- 7 Many schools now teach about the world of work and unemployment including such subjects as careers, education, guidance, life skills, education for leisure, trades unions. Please indicate with a tick for each of the subjects below how much you have been taught in the fifth year

	Taught a lot	Taught a little	Not taught at all	
Local politics	1	2	3	ENVIR1
Political parties	1	2	3	ENVIR2
Unemployment	1	2	3	ENVIR3
Trade unions	1	2	3	ENVIR4
The law	1	2	3	ENVIR5
AIDS	1	2	3	ENVIR6
Defence and the armed forces	1	2	3	ENVIR7
Drugs	1	2	3	ENVIR8
Contraception and abortion	1	2	3	ENVIR9
Local industry	1	2	3	ENVIR10

- 8 What do you like most about being at school? (Write in)

PREFECT

Q 8 LIKES ABOUT SCHOOL
CODES

- 01 SOCIAL/MEETING FRIENDS
02 LEARNING/KNOWLEDGE
03 SPECIFIC SUBJECT
04 SUBJECTS/LESSONS (UNSPECIFIED)
05 VARIETY/DIFFERENT THINGS TO DO
06 SPORT/GAMES
07 LIKE THE TEACHERS
08 ADVICE ON JOBS/CAREER GUIDANCE
09 EDUCATES YOU FOR JOBS/WORK
10 KEEPS YOU OCCUPIED
11 PLENTY OF ACTIVITIES
12 SCHOOL DINNERS
13 GIVEN RESPONSIBILITY/MADE A PREFECT
14 SECURITY
15 NO WORRIES
16 DOING GOOD WORK/DOING WELL
17 FREEDOM/MORE FREEDOM
18 CHOICE OF SUBJECTS/OPTIONS
19 CHANCE TO SHOW WHAT CAN DO
20 CAN WORK ON OWN/IN LIBRARY
- 51 FRIENDS & LEARNING NEW SUBJECTS
52 CERTAIN SUBJECTS & SPORT
53 FRIENDS AND SPORT
54 TEACHERS AND UNSPECIFIED SUBJECTS
55 TEACHERS AND SPECIFIED SUBJECTS
56 TEACHERS AND FRIENDS
57 FRIENDS AND ACTIVITIES
58 TEACHERS AND SPORT
59 SPORT AND ACTIVITIES
- 96 EVERYTHING
97 NOTHING
98 OTHER

9 What do you dislike most about being at school (Write in)

DISLIKE

DISLIKES ABOUT SCHOOL CODES

- 01 RULES/REGULATIONS
- 02 TEACHERS/TEACHERS ATTITUDE
- 03 SPENDING ALL DAY WITH PEOPLE DISLIKE
- 04 UNSPECIFIED SUBJECTS/CERTAIN SUBJECTS
- 05 TOO MUCH HOMEWORK
- 06 LONG DAY
- 07 GETTING UP EARLY
- 08 SPECIFIC SUBJECTS
- 09 BULLIED
- 10 HAVE TO KEEP CHANGING ROOMS
- 11 SPORT/PE
- 12 SCHOOL UNIFORM
- 13 EXAMS
- 14 NOISY PUPILS
- 15 BORING
- 16 WORK/HARD WORK
- 17 DETENTION/PUNISHMENT
- 18 LACK OF OPTIONS/POOR CHOICE OF SUBJECTS
- 19 MIXED ABILITY CLASSES
- 20 NO FREEDOM
- 21 HAVE TO GO OUTSIDE AT BREAK
- 22 LONG LESSONS
- 23 NO MONEY/NOT EARNING
- 24 TRAVELLING TO SCHOOL
- 25 TOO MUCH WRITTEN WORK
- 26 NO ENOUGH CLUBS/ACTIVITIES
- 27 ROUTINE
- 28 ASSEMBLIES
- 29 SCHOOL DINNERS
- 30 TEACHER STRIKES
- 31 TOO LARGE CLASSES/LACK OF INDIVIDUAL ATTENTION
- 32 WASTE OF TIME
- 33 PRESSURE TO DO WELL
- 34 SCHOOL IN POOR STATE OF REPAIR/OLD
- 35 DON'T LIKE OTHER PUPILS
- 36 NOT RELEVANT TO LIFE OUTSIDE SCHOOL

- 51 TEACHERS & GETTING UP EARLY
- 52 TEACHERS & UNSPECIFIED SUBJECTS
- 53 TEACHERS & SPECIFIED SUBJECTS
- 54 TEACHERS AND RULES
- 55 TEACHERS AND HOMEWORK
- 56 HOMEWORK AND EXAMS
- 57 TEACHING AND EXAMS
- 58 RULES AND HOMEWORK
- 59 TEACHERS AND LONG DAY
- 60 SPECIFIED SUBJECTS & GETTING UP EARLY
- 61 TEACHERS AND UNIFORMS
- 62 PUPILS AND TEACHERS
- 63 HOMEWORK AND GETTING UP EARLY
- 64 TEACHERS AND SPORT
- 65 HOMEWORK AND GETTING UP EARLY
- 66 EXAMS AND RULES
- 67 SPORT AND SPECIFIED SUBJECTS
- 68 EXAMS AND SPECIFIED SUBJECTS

- 96 EVERYTHING
- 97 NOTHING
- 98

A

10 On the whole how satisfied would you say you were with the education you have received? (Tick one)

- Very satisfied
- Fairly satisfied
- Neither satisfied nor dissatisfied
- Fairly dissatisfied
- Very dissatisfied

1
2
3
4
5

SATIS

11 How much value has your education been to you? (Tick one)

- Very valuable
- Fairly valuable
- Not very valuable

1
2
3

VALUE

B YOUR PLANS FOR THE FUTURE

1a What do you expect to be doing in a year's time? (Tick the one which you are most likely to be doing)

- Out of work
- On YTS
- At school
- At sixth form college
- Full time at college of further education
- In a full-time job (over 30 hours a week)
- In a part-time job
- Something else

I expect to be

1	EXP_YAG1
2	EXP_YAG2
3	EXP_YAG3
4	EXP_YAG4
5	EXP_YAG5
6	EXP_YAG6
7	EXP_YAG7
8	EXP_YAG8

b Do you plan to take any GCE A Levels? (Tick one)

Yes
No

1	A'LEVEL
2	

2 At what age would you like to get married, if at all?

MAGE1

Age (write in) years

Would not marry (tick here)

Don't know (tick here)

Already married (tick here)

MARRY1

3 If you could have exactly the number of children you wanted, how many would you like altogether, if any (Please write in)

NO_CHLD

Number of children (write in)

Would not want any (tick here)

Don't know (tick here)

Already have a child (tick here)

CHIL01

C YOUR MONEY

1 How much per week are you currently receiving from the following sources (Write in the amount to the nearest £)

- a From parents or other members of your family
- b Part time job
- c Any other source (please write in the source)

£ FUNDS_1

£ FUNDS_2

£ FUNDS_3

Q1C

OTHER SOURCES MENTIONED TOO SMALL TO BE CODED

D YOUR VIEWS ABOUT JOBS AND MONEY

1.1 In general, how difficult is it for people like yourself to get jobs around here?
(Tick one)

- Extremely difficult
- Very difficult
- Quite difficult
- Not too difficult
- Not at all difficult

JOBSV 1

1
2
3
4
5

2. How likely are you to want to move out of this area to get a job in the future?
(Tick one)

- Very likely
- Quite likely
- Not very likely
- Not at all

JOBSV 2

1
2
3
4

YOUR VIEWS ABOUT JOBS AND TRAINING

3 People have very different opinions about many things. Here is a list of opinions. You will agree with some of them and disagree with others. Sometimes you will agree strongly and at other times you will disagree strongly. Now and then you may be uncertain whether you agree or disagree. Read each opinion and put a tick in the box which is right for you.

OLDER AND
YOUNGER
COHORT

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	
a A person must have a job to feel a full member of society	1	2	3	4	5	OPIN 1
b It is much better to get some kind of training than to go straight into a paid job	1	2	3	4	5	OPIN 2
c Having almost any job is better than being unemployed	1	2	3	4	5	OPIN 3
d Youth training schemes are just slave labour	1	2	3	4	5	OPIN 4
e Once you've got a job it's important to hang on to it even if you don't really like it	1	2	3	4	5	OPIN 5
f Youth Training Schemes are better than the dole	1	2	3	4	5	OPIN 6
g If I didn't like a job I'd pack it in, even if there was no other job to go to	1	2	3	4	5	OPIN 7
h Going on YTS is the best way now for 16 and 17 year olds to eventually get a job	1	2	3	4	5	OPIN 8
i I think a technical training will help me in the future	1	2	3	4	5	OPIN 9
j It is not worth the effort to learn about new technology	1	2	3	4	5	OPIN 10

D YOUR VIEWS ABOUT JOBS AND TRAINING

3	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	
k I don't think I need to learn more about how to use computers	1	2	3	4	5	OPIN 11
l I would like to have a job involving new technology	1	2	3	4	5	OPIN 12
m Getting a job depends on your ability	1	2	3	4	5	OPIN 13
n Getting a job today is just a matter of chance	1	2	3	4	5	OPIN 14
o It depends upon where you live as to whether you get a job or not	1	2	3	4	5	OPIN 15
p People who are poor usually have themselves to blame	1	2	3	4	5	OPIN 16
q It is bad luck that causes people to be poor	1	2	3	4	5	OPIN 17
r Poor people have the system to blame for their poverty	1	2	3	4	5	OPIN 18
s People who are successful in their work usually deserve it	1	2	3	4	5	OPIN 19
t Being successful at work is just a matter of luck	1	2	3	4	5	OPIN 20
u Getting on at work really depends on other people	1	2	3	4	5	OPIN 21
v A person can get satisfaction out of life without having a job	1	2	3	4	5	OPIN 22

4 What sort of things do you think of as new technology?
(write in)

NEWTECH 1
TO
NEWTECH 2

CODES

01	AGRICULTURE		
02	AIDS FOR DISABLED	70	ROBOTS
03	ARCHITECTURE	71	RADAR
04	BANKING	74	SATELLITES
05	BIOTECHNOLOGY	75	SPACE CRAFT
06	AUTOMATION	76	SCIENCE
07	COMPUTER AIDED DESIGN	77	SOLAR POWER
08	CARS	78	COMPUTERISED CHECK-OUT
09	CABLE T V	79	TELEX
10	COMPUTERS (UNSPECIFIED)	80	TEST-TUB BABIES
11	COMPUTERS IN INDUSTRY	81	TELEVISION
12	COMPACT DISC	82	TYPEWRITERS
13	COMMUNICATIONS	83	TELEPHONES
14	DOMESTIC APPLIANCES (OTHERS)	84	TRANSPORT (OTHER)
15	DRUGS	85	V.D U'S
16	ELECTRONIC DOORS	86	VIDEO
17	ELECTRONICS	87	VIDEO CAMERA
18	ENGINEERING	90	WEAPONS/MISSILES
		91	WORD PROCESSORS
20	FIBRE OPTICS	92	WASHING MACHINES
21	NEW FUELS		
22	FABRICS		
25	GENETIC ENGINEERING	98	OTHER
26	GRAPHICS		
27			
28	MEDICAL EQUIPMENT		
29	HI-FI/STERIO		
31	INFORMATION TECHNOLOGY		
32	NEW INDUSTRIES		
33	INDUSTRIAL ART		
34	CHEMISTRY		
36	AVIATION		
37	COMPUTER HARDWARE - OTHER		
38	BUILDING TECHNIQUES		
39	CALCULATORS		
43	LASERS		
46	MICROSCOPE		
47	MUSICAL INSTRUMENT EFFECTS/SOUND EFFECTS		
48	MEDICAL RESEARCH		
49	MICROSURGERY		
50	MACHINERY		
51	MEDICAL (UNSPECIFIED)		
52	MICROCHIP		
53	MICROWAVES		
54	MICROBIOLOGY		
55	NUCLEAR POWER		
56	NUCLEAR WEAPONS		
58	OFFICE MACHINERY		
63	PHOTOCOPIERS		
64	PHYSICS		
65	PRINTERS		
68	REMOTE CONTROL DEVICES		
69	RECORDING EQUIP		

E

YOUR SPARE TIME

- 1 Do you know any of the following kinds of people? That is, do you know their names and know them to chat to?
(Tick Yes or No for each one)

	Yes	No	
a A shopkeeper	<input type="checkbox"/>	<input type="checkbox"/>	SHOP
b A carpenter or joiner	<input type="checkbox"/>	<input type="checkbox"/>	CARPENTER
c A dentist	<input type="checkbox"/>	<input type="checkbox"/>	DENTIST
d A solicitor or lawyer	<input type="checkbox"/>	<input type="checkbox"/>	LAWYER
e A plumber	<input type="checkbox"/>	<input type="checkbox"/>	PLUMBER
f A policeman	<input type="checkbox"/>	<input type="checkbox"/>	POLICE
g A vicar or priest or minister	<input type="checkbox"/>	<input type="checkbox"/>	VICAR
h Someone who works on a newspaper	<input type="checkbox"/>	<input type="checkbox"/>	NEWSPAPER
i A member of the local council	<input type="checkbox"/>	<input type="checkbox"/>	COUNCIL

- 2 When you have got free time, who do you mostly spend it with?
(Tick one)

(i) Parents	<input type="checkbox"/>	FREE TIME 1
(ii) Brother(s) and/or Sister(s)	<input type="checkbox"/>	FREE TIME 2
(iii) A boyfriend or girlfriend or partner	<input type="checkbox"/>	FREE TIME 3
(iv) A particular close friend	<input type="checkbox"/>	FREE TIME 4
(v) - A group of friends of both sexes	<input type="checkbox"/>	FREE TIME 5
(vi) A group of friends of the same sex as me	<input type="checkbox"/>	FREE TIME 6
(vii) I spend my free time on my own	<input type="checkbox"/>	FREE TIME 7

- 3 Which of the following do you have the use of at home if you want?
(Tick Yes or No for each one)

	Yes	No	
a Telephone	<input type="checkbox"/>	<input type="checkbox"/>	TELEPHONE
b Motor bike or moped	<input type="checkbox"/>	<input type="checkbox"/>	M-BIKE
c Bicycle	<input type="checkbox"/>	<input type="checkbox"/>	BIKE
d Car	<input type="checkbox"/>	<input type="checkbox"/>	CAR
e Video	<input type="checkbox"/>	<input type="checkbox"/>	VIDEO
f Record or cassette or compact disc player	<input type="checkbox"/>	<input type="checkbox"/>	MUSIC
g Room of your own	<input type="checkbox"/>	<input type="checkbox"/>	ROOM
h Use of space to invite your friends to stay the night.	<input type="checkbox"/>	<input type="checkbox"/>	STAY

E

4. We would like to know who your favourite personalities are. For each of the types of people listed below write the name of your favourite. If you do not have a favourite put a cross (X) in the line

Favourite
(write in)

Pop singer or group PERSON 1

Q 4 FAVORITE POP SINGER OR GROUP
CODES

- 001 A-HA
- 002 BRYAN ADAMS
- 003 STUART ADAMS
- 004 AC/DC
- 005 THE ALARM
- 006 AZWAD
- 007 ANTHRAX
- 008 ART OF NOISE
- 009 ARMOURY SLOW
- 010 MARK ALMOND
- 011 ALAN PARSONS PROJECT
- 012 ABBA
- 013 JAN ASTBURY
- 014 BANANARAMA
- 015 NICK BERRY
- 016 BOOKER T & THE MG'S
- 017 BRAINSTORM
- 018 BAUHAUS
- 019 BANDELEROS
- 020 ANITA BAKER
- 021 BREAD
- 022 BEASTIE BOYS
- 023 BON JOVI
- 024 BIG COUNTRY
- 025 BOY GEORGE
- 026 BIG AUDIO DYNAMITE
- 027 BONO
- 028 BLONDIE
- 029 DAVID BOWIE
- 030 BANGLES
- 031 BEATLES
- 032 GEORGE BENSON
- 033 KATE BUSH
- 034 JAMES BROWN
- 035 BILLY BRAGG
- 036 BLOW MONKEYS
- 037 BLACK SABBATH
- 038 BLACK
- 039 BUCKS FIZZ
- 040 LLOYD COLE & THE COMMOTIONS
- 041 CURIOSITY KILLED THE CAT
- 042 PHIL COLLINS
- 043 COMMUNARDS
- 044 THE CULT
- 045 THE CURE
- 046 CUTTING CREW
- 047 CAMEO
- 048 THE CHRISTIANS
- 049 COMMODORES
- 050 CHICAGO
- 051 COOK DA BOOKS
- 052 THE CARS

Q4 FAVORITE POP SINGER OR GROUP , CONT

053	ERIC CLAPTON	125	DAVE GAHON
054	THE CLASH	126	JACKI GRAHAM
055	CASSIOPEIA	127	MARVIN GAYE
056	CHINA CRISIS	140	CURTIS HAIRSTON
057	RANDY CRAWFORD	141	Dr HOOK
058	SAM COOK	142	HIPSWAY
059	CLANNAD	143	JIMMY HENDRIX
060	JACKY CHEUNG	144	HOUSEMARTINS
061	DEEP PURPLE	145	NICK HEYWOOD
062	DIRE STRAITS	146	WHITNEY HOUSTON
063	DURAN DURAN	147	BUDDY HOLLY
064	BRUCE DICKINSON	148	VAN HALEN
065	DEPECHE MODE	149	HIP HOP MUSIC
066	JOY DIVISION	150	HOT CHOCOLATE
067	DOKKEN	151	PAUL HEATON
068	THE DOORS	152	BRUCE HORNSBY & THE RANGE
069	RONNIE JAMES DUO	153	BILLIE HOLLIDAY
070	BARBRA DICKSON	154	HUMAN LEAGUE
071	CHRIS DE BURGH	155	MICK HUCKNALL
072	BOB DYLAN	156	HAWK WIND
073	MILES DAVIS	157	PAUL HARDCASTLE
074	THE DAMNED	158	DEBBIE HARRY
075	DRUM THEATRE	159	HEART
076	LUTHER VAN DROSS	160	HIGHER GROUND
078	DEAD OR ALIVE	161	IRON MADEN
079	DRIFTERS	162	INXS
080	TERENCE TRENT D'ARBY	163	BILLY IDOL
081	EUROPE	164	THE ICICLE WORKS
082	EURYTHMICS	165	IT BITES
083	ERASURE	171	HALF MAN HALF BISCIUT
084	EXPLOITED	172	BARCLAY JANE HARVEST
085	ELTON JOHN	173	DARYL HALL
086	EARTH, WIND & FIRE	180	JAPAN
087	ANDREW ELDRITCH	181	JEAN MICHEL JARRE
088	ECHO & THE BUNNYMEN	182	HOWARD JONES
089	DAVID ESSEX	183	JANET JACKSON
090	THE EAGLES	184	OLIVIA NEWTON JOHN
091	BRIAN ENO	185	MICHAEL JACKSON
092	E.L.O	186	THE JETS
093	EVERLEY BROS	187	MICK JAGGER
096	DION & THE BELMONTS	188	BILLY JOEL
101	FIVE STAR	189	JUVENILE JAZZ
102	FRANKIE GOES TO HOLLIWOOD	190	JOURNEY
103	TIM FINN	191	FREDDIE JACKSON
104	SAM FOX	192	JIM KERR
105	FURNITURE	193	JESUS & MARY CHAIN
106	FLEETWOOD MAC	194	THE JAM
107	BRYAN FERRY	195	JUNIOR
108	FERRY AID	196	GRACE JONES
109	FISH	197	JAZZY JEFF
110	FREE	198	JACKSON FIVE
111	FOUR TOP	199	KEEL
112	FOREIGNER	201	NICK KAMEN
113	FULL FORCE	202	KING
114	FUZZ BOX	203	NICK KERSHAW
115	FOSTER & ALLAN	204	KING KURT
116	FRESH PRINCE	205	BEN E KING
117	F M.	206	MARK KNOPFLER
118	FINE YOUNG CANNIBALS	207	KISS
121	GENESIS		
122	GO WEST		
123	PETER GABRIEL		
124	BOB GELDOF		

208	KOOL & THE GANG	304	POLICE
209	KILLING JOKE	305	PRINCE
210	LENNY KILMEISTER	306	BEN VOLPELIERE PIERROT
211	KRONUS	307	ROBERT PALMER
212	MICHAEL HUTCHENCE	308	PINK FLOYD
218	LIVING IN A BOX	309	PEPSI & SHIRLIE
219	JONNY LINDEN	310	MAXI PRIEST
220	JAKE E LEE	311	PROPAGANDA
221	LEVEL 42	312	OWEN PAUL
222	LOVE & MONEY	313	PSYCHEDELIC FURS
223	HUEY LEWIS	315	VIKKI PETERSEN
224	ANNIE LENNOX	316	JUDAS PRIEST
225	CINDY LAUPER	317	POGUES
226	JOHN LENNON	318	PETER & THE TEST TUBE BABIES
227	LOOSE ENDS	321	QUEEN
228	DEF LEPPARD	327	RUN DMC
229	ALEX LIFSON	328	CHRIS REA
230	IAN MCCULLOCH	329	ROUTE 65
231	PAT METHENY	330	OTIS READING
232	MAZE	331	LIONEL RITCHIE
233	CLAUSE MAINE	332	RUNRIG
234	TONY MILLS	333	DIANA ROSS
235	MAYNARD FERGUSON BAND	334	ROXY MUSIC
236	METEORS	335	JENNIFER RUSH
237	JIM MORRISON	336	CLIFF RICHARD
238	BARRY MANILOW	337	LOU REED
239	BOB MARLEY	338	RAINBOW
240	MARILLION	339	REGGAE
241	MADONNA	340	SIGUE SIGUE SPUTNIK
242	MEAT LOAF	341	RICK SPRINGFIELD
243	GEORGE MICHAEL	342	SHALAMAR
244	MEL & KIM	343	STEELY DAN
245	MENTAL AS ANYTHING	344	REO SPEEDWAGON
246	MAGNUM	345	SWING OUT SISTER
247	PETER MURPHY	346	SISTERS OF MERCY
248	ALISON MOYET	347	STRANGLERS
249	MADNESS	348	SKY
250	STEVE MINNS	349	ROD STEWART
251	METALLIGA	350	SEX PISTOLS
252	MODERN TALKING	351	SAXON
253	MOTOWN SINGERS	352	SIMPLE MINDS
254	MIDGE URE	353	SURVIVOR
255	FREDDIE MERCURY	354	SIMPLY RED
256	MAN 2 MAN	355	THE SMITHS
257	MANTRONIX	356	STYLE COUNCIL
258	PAUL McCARTNEY	357	STING
259	MODELS	358	STATUS QUO
260	D J MARLEY MARK & McSHAN	359	SIOUXSIE
261	NEW ORDER	360	SPANDAU BALLET
262	STEVE NICKS	361	SCORPIONS
263	NEW MODEL ARMY	362	BRUCE SPRINGSTEEN
264	GARY NUMAN	363	JIMMY SOMMERVILLE
267	MR MISTER	364	PAUL SIMON
281	OZZY OSBOURNE	365	SHAKIN STEVENS
282	BILLY OCEAN	366	SUPER TRAMP
284	OMD	367	SWANSWAY
301	ELVIS PRESLEY	368	SQUEEZE
302	PET SHOP BOYS	369	SIMON & GARFUNKEL
303	ELAINE PAGE	370	SHADOWS

371	THE MISSION	464	SHANNON
372	TEARS FOR FEARS	465	DAVID SYLVIAN
373	TALKING HEADS	466	UPPERTONES
374	JOEY TEMPEST	468	SANDRA CROSS
375	BONNY TYLER	470	A 3 TEC CAMERA
376	THE THE	471	JOEY BELADONA
377	TINA TURNER	472	ALICE COOPER
378	THE WHO	473	DIVINE
379	TALK TALK	474	CULTURE CLUB
380	THOMPSON TWINS	475	ALAAP
381	THE REAL THING	476	ELVIS COSTELLO
382	TWISTED SISTER	477	AIR SUPPLY
383	TWO'S A CROWD	478	JULIAN COPE
384	THE PRISONERS	479	DAVID CASSIDY
385	THE FALL	480	LABI SIFFRE
386	THE SPECIALS	481	ALPHAWILK
387	TOYAH	482	THE BIRTHDAY PARTY
388	TANGERINE DREAM	483	STARSHIP
389	THIN LIZZY	484	CRAZY HEAD
391	UB 40	485	D J CHEESE
392	UZ/UZ	486	M C SHAN
393	ULTAVOX	487	BERLIN
394	UFO	488	MATT BIANCO
395	DAVE VAINIAN	489	HUGH CORNWELL
396	SUZANNE VEGAS		
397	BEN VOLPIERE		
398	STEVIE WONDER		
399	WOLFETON FLUTE BAND		
400	WET WET WET		
401	BRUCE WILLIS		
402	JACKIE WILSON		
403	STEVIE WINWOOD		
405	WHAM		
406	WHITE SNAKE		
407	KIM WILDE		
408	LES WANNER		
409	WHITE SISTER		
410	WESTWORLD		
411	PAUL YOUNG		
412	NEIL YOUNG		
413	YES		
414	ANGUS YOUNG		
415	TAMMY WYNETTE		
420	ZAPPO		
421	LED ZEPPELIN		
422	XTC		
423	ZZ TOP		
440	TOM WAITS		
450	BINGO BROTHERS		
451	BARBRA STREISAND		
453	ROBERT SMITH		
454	STRYPER		
455	STYX		
456	SANTANA		
457	SPEAR OF DESTINY		
460	SOFT CELL		
461	SCHOLARS		
462	D DRAIN		
463	MARK BOLAN		

Politician

PERSON
- 2

Q.4 FAVORITE POLITICIAN.
CODES.

001	PADDY ASHDOWN	124	MICHAEL MEACHER
002	DAVID ALTON	125	KARL MARX
003	JEFFREY ARCHER	126	RICHARD MAYES
004	JOE ASHTON	141	DAVID OWEN
005	ATLEE	151	ENOCH POWELL
011	ROSIE BARNES	152	IAN PAISLEY
012	DAVID BLUNKETT	153	ALF PAFEY
013	TONY BEN	154	DAVID PENHALIGON
014	DOMINIC BRADY	171	MALCOLM RIFKIND
015	GORDON BROWN	172	RONALD REAGAN
016	LEON BRITAIN	181	DAVID STEELE
017	DAVID BLUN	182	JOHN SMITH
018	AMITABU BACHAN	183	ARTHUR SCARGILL
019	KENNETH BAKER	184	CYRIL SMITH
021	EDWINA CURRIE	185	DENNIS SKINNER
022	JOHN CLEESE	186	COUNCILLOR SHEPHERD
023	JAMES CALLAGHAN	187	STALIN
024	SIMON COOMBES	188	ERIC SMITH
025	MARCUS TULLINS CICERO	189	DAVID SMITH
026	WINSTON CHURCHILL	190	JIM SILLARS
027	RICHARD CABORN	191	MARGARET THATCHER
032	TOM DALZIEL	192	NORMAN TEBBIT
033	DONALD DEWAR	200	GORDON WILSON
041	WINNIE EWING	201	SHIRLEY WILLIAMS
042	CLINT EASTWOOD	202	DEIDRE WOOD
051	JERRY FIELDS	203	HAROLD WILSON
052	MICHAEL FOOT	998	OTHERS
053	CLEMENT FROYD		
054	MARCUS FOX		
061	MIKHAIL GORBACHEV		
062	RAJIV GHANDI		
063	BRIAN GOULD		
064	BERNI GRANT		
065	WILLIAM GLADSTONE		
071	DENNIS HEALEY		
072	MICHAEL HESELTINE		
073	DEREK HATTON		
074	ROY HATTERSLEY		
075	EDWARD HEATH		
076	MR HEFFER		
077	MARVIN HAGLER		
078	MICHAEL HAMILTON		
079	GEOFFREY HOWE		
080	DOUGLAS HURD		
091	ROY JENKINS		
092	JESSIE JACKSON		
101	NEIL KINNOCK		
102	MARTIN LUTHER KING		
103	JOHN FITZGERALD KENNEDY		
104	G KAUFMAN		
111	NIGEL LAWSON		
112	EDDIE LOYDEN		
113	KEN LIVINGSTONE		
121	BILL MICHIE		
122	NELSON MANDELA		
123	MOFFETT		

Q.4 FAVORITE FILM STAR
CODES

001	ROWLAND ATKINSON	061	JAMES DEAN
002	JULIE ANDREWS	062	MATT DILLON
003	WOODY ALLEN	063	BO DEREK
004	FRED ASTAIRE	064	BETTY DAVIS
005	ROSANNA ARQUETTE	065	MICHAEL DOUGLAS
006	ANTHONY ANDREWS	066	DORIS DAY
007	A TEAM	067	ROBERT DALTREY
008	ALAN ALDA	068	PATRICK DUFFY
009	DAN ACKROYD	069	DANNY DE VITO
012	RICHARD BRADFORD	070	KIRK DOUGLAS
013	ELKIE BROOKS	071	CHARLES DANCE
014	KIM BASINGER	072	DEANNA DURBIN
015	JENNIFER BEALES	073	PHILIP DANIELS
016	JAMES BOND	074	ANITA DOBSON
017	NICK BERRY	075	DIRTY DEN
018	GEORGE BURNS	079	JAMES COBURN
019	MICHAEL BEIHN	080	STEVEN COLLINS
020	DAVID BOWIE	081	CLINT EASTWOOD
021	CHARLES BRONSON	082	RUPERT EVERETT
022	HUMPHREY BOGART	083	EMILIO ESTEVEZ
023	DIRK BOGARDE	084	ROBERT ENGLAND
024	JEFF BRIDGES	085	ERIC ESTRADA
025	MEL BROOKS	086	DENHOLM ELLIOT
026	KELLY LE BROCK	087	EASTENDERS
027	CHUBBY BROWN	101	HARRISON FORD
028	RICHARD BRIERS	102	MICHAEL J FOX
029	MATTHEW BRODERICK	103	JODIE FOSTER
030	MICHAEL BRANDON	104	GEORGE FORMBY
031	A. BACHON	105	FARRAH FAWCETT
032	MARLON BRANDO	106	JANE FONDA
033	JOHN BELUSHI	107	MORGAN FAIRCHILD
034	RICHARD BURTON	108	ERROL FLYNN
035	WARREN BEATTY	109	HENRY FONDA
036	DIRK BENEDICT	121	CARY GRANT
037	CHARLIE CHAPLIN	122	JUDY GARLAND
038	QUENTIN CRISP	123	RICHARD GERE
039	MAXWELL CAULFIELD	124	MEL GIBSON
040	PETER CUSHING	125	SHARON GLESS
041	TOM CRUISE	126	ALEC GUINNESS
042	SEAN CONNERY	127	WORZEL GUMMAGE
043	CHEVY CHASE	128	GIZMO
044	JASON CONNERY	129	STEVE GUTTENBERG
045	JAMES CAGNEY	130	CLARK GABLE
046	JENNIFER CONNOLLY	131	JEFF GOLDBURN
047	MICHAEL CAINE	141	REX HARRISON
049	JOHN CLEESE	142	DUSTIN HOFFMAN
050	CHEECH & CHONG	143	PAUL HOGAN
051	BILL COSBY	144	ROCK HUDSON
052	BING CROSBY	145	TOM HANKS
053	RICHARD CHAMBERLAIN	146	RICHARD HARRIS
054	TIM CURRY	147	BOB HOSKINS
055	JOAN COLLINS	148	GOLDIE HAWN
056	LEWIS COLLINS	149	ANTHONY HOPKINS
057	JACKIE CHAN	150	RUTGER HAUER
058	JAMIE LEE CURTIS	151	WILLIAM HURT
059	TOM CONTI	152	JOHN HURT
060	TONY CURTIS	153	CHARLTON HESTON
		154	HARRY HAMBLIN
		155	MARIEL HEMMINGWAY

156	TERENCE HILL	253	STEVE McQUEEN
157	BERNARD HILL	254	MADONNA
158	DENNIS HOPPER	255	PAUL McGANN
159	JON ERIK HEXUM	256	BETTE MIDLER
160	JOAN HICKSON	257	KELLY McGILLIS
161	DARYL HANNAH	258	LEE MAJORS
162	WOODY HARRELSON	259	LEE MONTGOMERY
163	BOB HOPE	260	JOHN MILLS
164	THOMAS HOWELL	261	PAUL NEWMAN
181	DON JOHNSON	262	JACK NICHOLSON
182	JOHN JAMES	263	CHUCK NORRIS
183	OLIVIA NEWTON-JOHN	264	ROBERT DE NIRO
184	INDIANA JONES	265	JUDD NELSON
185	SID JAMES	266	PAUL NICHOLAS
186	GLENDA JACKSON	267	DAVID NIVEN
201	DANNY KAYE	268	SAM NEILL
202	BUSTER KEATON	274	MAD MAX
203	GENE KELLY	281	RYAN O'NEIL
204	KARATE KID	282	LAWRENCE OLIVIER
205	NICK KAMEN	283	PETER O'TOOLE
206	BEN KINGSLEY	284	JACKIE ONASSIS
207	GRACE KELLY	301	SIDNEY POITIER
208	P KIRSIT	302	VICTORIA PRINCIPAL
209	MADELINE KHAN	303	JON PERTWEE
210	BORIS KARLOFF	304	RICHARD PRYOR
219	KENNY LEBROOK	305	STEPHANIE POWERS
220	ANDY LAU	306	ELVIS PRESLEY
221	ROB LOWE	307	VINCENT PRICE
222	CHRISTOPHER LEE	308	AL PACINO
223	THOMAS LOWELL	309	SEAN PENN
224	BRUCE LEE	310	GEORGE PEPPARD
225	BELA LUGOSI	311	GREGORY PECK
226	DOLPH LUNDGREN	312	ROBERT POWELL
227	BURT LANCASTER	313	MONTY PYTHON
228	JACK LEMMON	314	PRINCE
229	JESSICA LANGE	315	MICHAEL PRAED
230	JERRY LEWIS	321	AIDAN QUINN
231	VIVIEN LEIGH	327	LEE REMICK
232	CHRISTOPHER LAMBERT	328	JONNY ROTTEN
233	DANIEL LEWIS	329	RONALD REAGAN
234	SOPHIA LOREN	330	EDWARD G ROBINSON
235	STAN LAUREL	331	BURT REYNOLDS
236	JAMES MASON	332	ROBERT REDFORD
237	GROUCHO MARX	333	CLIF RICHARDS
238	PATRICK McGOOHAN	334	OLIVER REED
239	VICTOR MATURE	335	BASIL RATHBONE
240	LEE MARVIN	336	CHRISTOPHER REEVE
241	EDDIE MURPHY	337	DIANA ROSS
242	ROGER MOORE	338	MOLLY RINGWALD
243	MARILYN MONROE	339	KURT RUSSELL
244	BILL MURRAY	340	BUD SPENCER
245	RALPH MACCHIO	341	GENE SIMMONS
246	ANDREW MCARTHY	342	FRANK SINATRA
247	DUDLEY MOORE	343	OMAR SHARIFF
248	WALTER MATTHEAU	344	JANE SEYMOUR
249	HAYLEY MILLS	345	SISSY SPACEK
250	ROBERT MITCHUM	346	CHARLIE SHEEN
251	JOE MULLANEY	347	ROD STEIGER
252	STEVE MARTIN	348	GEORGE SEGAL

349 WILLIAM SHATNER
450 STEPHEN SPIELBERG
351 SYLVESTER STALLONE
352 ARNOLD SCHWARTZENEGGER
353 JAMES STEWART
354 ALLY SHEEDY
355 CYBILL SHEPHERD
356 MERYL STREEP
357 GEOGE C SCOTT
358 BARBRA STRIESAND
359 PETER SELLERS
360 MAGGIE SMITH
361 DONALD SUTHERLAND
362 TOM SELLECK
363 MARC SINGER
364 BROOKE SHIELDS
365 SUGGS
366 TOM SAVINI
367 RICKY SCHRODER
368 MARTIN SHEEN
369 JULIAN SANDS
370 DANIEL STEVENSON
371 MR T
372 ELIZABETH TAYLOR
373 KATHLEEN TURNER
374 JOHN TRAVOLTA
381 PETER USTINOV
391 SID VICIOUS
392 LEE VAN CLEFF
393 ROBERT VAUGHAN
394 JOHN VOIGHT
395 JAN MICHAEL VINCENT
399 JOANNE WHALLEY
400 ORSON WELLES
401 BRUCE WILLIS
402 JOHN WAYNE
403 SIGOURNEY WEAVER
404 NORMAN WISDOM
405 JULIE WALTERS
406 CHRISTOPHER WALKEN
407 GENE WILDER
408 CHRISTOPHER ALKER
409 ROBERT WAGNER
410 MAE WEST
411 JOANNE WOODWARD
412 KENNETH WILLIAMS
413 EDWARD WOODWARD
414 RACHAEL WELSH
415 INKEL WELSH
450 MICHAEL YORK
500 ADRIAN ZMED
998 OTHERS

E 4 CONT

Sportsman or Sportswoman
PERSON 4 PERSON 5

Q.4 FAVORITE SPORTSPERSON CODES:			
300	MARCUS ALLEN	046	MALCOLM ELLIOT
001	ROY AITKEN	047	KEVING DILLON
301	ROB ANDREW	048	HELEN DICKINSON
002	NEIL ADAMS	049	PAUL DOWNTON
463	MOHAMMED ALI	050	FRASER DIGBY
003	BOB ANDERSON	051	IAN FERGUSON
004	GEE ARMYTAGE	052	MORTEN FROST
302	ALEX AGUERA	053	ROBERT FLECK
005	OSSIE ARDILLES	054	BERTIE FOX
006	ZOLA BUDD	055	DAN FOUTS
007	ROGER BANNISTER	056	JOHN FRANCOMBE
008	MARTIN BELL	057	GINNY HOLGATE
009	ROGER BLACK	060	WAYNE GARDNER
010	PETER BEARDSLEY	061	JIMMY GRIEVE
011	FRANK BRUNO	063	KEVING GALLECHER
012	IAN BOTHAM	064	WAYNE GRETZKY
013	TERRY BUTCHER	065	HEROL BOMBER GRAHAM
014	BORIS BECKER	066	DUNCAN GOODHEW
355	DANNY BROWN	067	LUCINDA GREEN
015	PETER BELL	068	BRUCE GROBBELAR
352	PHIL BROWN	069	SEAN GOFF
016	SEVERIANO BALLESTEROS	070	RICHARD HILL
354	ERIC BRISTOW	071	EMLYN HUGHES
017	MATT BUSBY	072	STEVEN HENDRY
353	AL BECKLES	073	COLIN HARRIS
018	PETER BEAGRIE	074	ALEX HIGGINS
019	CARL BRADSHAW	075	BOBBY HAIG
351	DAVID BRYANT	076	GLEN HODDLE
020	PAUL BRACEWELL	077	ADRIAN HEATT
350	OLGA BICHEVOVA	445	LARRY BIRD
021	SEBASTIAN COE	463	MOHAMMED ALI
022	DAVE COOPER	444	STURAT BARNES
023	STEVE CRAM	303	CLIVE ALLEN
024	GEOFF CAPES	431	DAVE BAMBER
025	PAT CASH	359	LEIGH BARNARD
026	WILLIE CARSON	439	BILL BEAUMONT
027	JIMMY CONNORS	360	ALEX BRASH
028	ANNABEL CROFT	361	GEOFF BOYCOTT
381	MARK CHAMBERLAIN	357	STUART BURGESS
029	PAUL COFFERY	414	BILLY BREMNER
030	VIC CHARLES	304	ALLAN BORDER
031	KENNY DALGLEISH	356	ALAN BELL
032	SHARON DAVIS	452	SERGE BLANCO
033	KERRY DIXON	455	WILLIE BANKS
034	STEVE DAVIS	466	JOCK BURGOINE
035	PETER DISZTI	473	BESTMINOUA & BUKIN
036	JONATHON DAVIS	423	ROBIN COUSINS
037	SUZANNE DANDO	426	MICHAEL CLARKE
038	BIG DADDY	424	JOHN CARPENTER
039	JASON DANSKIN	430	PHIL CRUMP
040	COLIN DEANS	413	CATHY COOKE
041	CORY EVERSON	382	JOHN CURRY
042	STEFAN EDBERG	383	HENRY COOPER
043	BOOMER ESIASON	427	BOB CHAMPION
044	DEAN EDMUNSON	434	ANTONIO CABRINI
045	KEITH EDWARDS	437	PAUL COOPER
		446	FRANZ CLAMER
		470	LINDFORD CHRISTIE

473	COLIN CALDERWOOD	080	MARTIN HODGE
480	ERIC CHAMP	081	ALAN HANSEN
481	TONY COTTEE	082	PHILIP HEFFER
410	RICHARD DUNWOODY	083	PAT VAN DEN HOWE
409	KAPIL DEV	084	BERNARD HINAULT
465	FRASER DIDBY	085	LLOYD HUNNIGAN
453	PETER ELLIOTT	086	THOMAS HEARNS
425	PETER FOX	087	RICHARD HADLEY
460	JOHN FRASHAM	088	MIKE HALLET
417	RICHARD GASPARI	089	ANDERS JARRYD
406	MIKE GATLING	090	JOHN JEFFREY
436	DEL GOSSE	091	MORRIS JOHNSTON
432	ERIC GUNDERSEN	092	CRAIG JOHNSTON
441	TERRY GRIFFITHS	093	JAN ST JOHN
454	STEFFI GRAF	094	BEN JOHNSON
421	SARAH HARDCASTLE	095	MARK JOHNSON
418	GAVIN HASTINGS	096	HOWARD KENDALL
478	MARK HATLEY	097	JUHA KANKUNNEN
451	CHARLIE HENRY	098	OLGA KORBET
483	DAVID HIRST	099	SIGGI JOHNSON
457	JIANG JIALIANG	100	SEAN KELLY
448	STEVE JONES	101	KEVIN KEEGAN
447	JOE JOHNSON	102	STEVE KIRK
419	BRIAN JACKS	103	TONY KNOWLES
476	DAVE KING	104	JAHANGIR KHAN
450	CHRIS KAMARA	105	JOHN LOWE
468	PETER KEARAN	106	IVAN LENDL
458	EDDIE KIDD	107	RONNIE LOTT
411	JOHN LLOYD	108	NIKI LAUDA
422	SUGAR RAY LEONARD	109	CHRIS EVERT
442	ANNETTE LEWIS	110	LIZ LYNCH
401	ANDY LINTON	111	SANDY LYLE
459	GORDON LATTO	112	GARY LINNEKER
405	DARYL LIPSEY	113	JIM LEIGHTON
429	STEVEN LARGENT	114	VIRGINIA LENG
404	PAUL MCGRATE	115	BERNARD LASGER
479	MALCOLM MACDONALD		
449	ALAN MINTER	400	MARK LAWRENSON
477	DEREK MOUNTFIELD	487	ROY LAIDLAW
433	DANNY MCGRAIN		
402	JIM MCMAHON	116	CARL LEWIS
469	JOHNNY METHOD	117	DAVE MOORCROFT
464	ROCKY MARCIANO	118	WILLIE MILLER
420	BRIAN MARWOOD	119	YVONNE MURRAY
428	JIMMY NILSEN	120	BARRY MCGUIGAN
408	LI NING	121	PAUL MCCSTAY
456	DAN MARINO	122	ALLY MCCOIST
435	NIALL MACKENZIE	123	TOM MCKEAN
467	TOSH MADEINLY	124	STEVE MORIA
416	SHAWN MORAN	125	ADRIAN MOORHOUSE
438	OLE OLSEN	126	HAMISH MCALPINE
440	DENE O'KANE	127	MIGEL MANSELL
472	NICK OWEN	128	BRIAN MCCLAIR
403	HANA MANDLIKOVA	129	LOU MACARI
415	LAURIE MADDEN	130	DIEGO MARADONA
		131	CHARLIE NICHOLAS
078	MARVIN HAGLER	132	ELENA NAIRNUSTINA
079	HULK HOGAN	133	MARTIN NAVRATILOVA
		134	PAUL NEVIN

135	GREG NORMAN	170	KEVIN RATCLIFFE
136	JOE MILLAR	171	IAN RUSH
137	JOHN MCENROE	172	BRIAN ROBSON
138	EDDIE MACKEN	173	PETER REID
139	TERRY MARSH	174	ROCK & ROLL EXPRESS
140	JAN MOLBY	175	DAVE ROPER
141	STEVE OVETT	176	STEVE SIMPSON
142	JACK NIKLAUS	177	NEVILLE SOUTHALL
143	HANS NIELSEN	178	KEVIN SHEEDY
144	OKSANA OMELIANTELIK	179	HARVEY SMITH
145	ED MOSES	180	AL SIMS
146	MARK MASSIER	181	GRAEME SOUNESS
147	YVONNE MURRAY	182	TESSA SANDERSON
148	ROBERT MILLAR	183	PAUL STURROCK
149	JIMMY MCRAE	184	DAVE STOYANOVICH
150	FRANK MCAVENNIE	185	GRODON STRACHAN
486	DAVID NAREY	186	PAUL SWEENEY
151	JAN PAXTON	187	CARL SCHUTT
152	DAVID PLEAT	188	GRAHAM SHARP
153	RON PLUMB	189	GABRIELA SABATINI
154	PELE	190	MEL STERLAND
407	JENNY PITMAN	191	DALEY THOMPSON
155	GARY PLAYER	192	DAVE THORPE
156	LESTER PIGGOT	193	TORVILLE AND DEAN
157	MARY LOU PETTER	194	MIKE TYSON
443	WILLIAM PERRY	482	WILLIE THORNE
158	GEOFF PARSONS	195	DENNIS TAYLOR
159	DAVE PROVAN	196	SAM TORRANCE
471	TONY PEARSON	485	BILLY THOMSON
160	RUDY PIPER	197	DAVE LEE THOMPSON
161	NORA PERRY	198	CHARLES TOWNSEND
412	TONY POND	199	DEBBIE THOMAS
162	PRINCESS ANNE	200	LAWRENCE TAYLOR
163	JIMMY QUINN	475	PETER SHILTON
164	SENSI PARKER	201	AYRTON SENNA
165	KEITH ROBERTSON	202	ARNOLD SCHWARTZENEGGER
462	MARK ROCCO	203	JOHN SHERIDAN
166	JOHN ROBERTSON	204	FREDDIE SPENCER
167	RAY REARDON	205	DARYL UPSEY
461	PAOLO ROSSI	206	GEOFF THOMPSON
168	JOHN RUTHERFORD	207	PAM SHRIVER
484	JIM REMPE	208	ROBERT SCOTT
169	MEG RITCHIE	209	FRANK STAPLETON
		210	KIRK STEVENS
		211	TREVOR STEVEN
		212	NICK SHELTON
		213	STEVE SAUNDERS
		214	DAVID SPEEDY
		215	GARY SHAW
		216	RANDY SAVAGE
		217	CYRIL REGIS
		218	ALAN ROUGH
		219	JAN SNOWDON

220 BARRY SHEEN
 221 JIMMY WHITE
 222 JOCKEY WILSON
 223 FATIMA WHITBREAD
 224 CHRIS WOODS
 225 JOHN WHITTAKER
 226 BRIAN WHITTLE
 227 JEREMY WEST
 228 C. WARNER
 229 PAUL WELSH
 230 HOWARD WILKINSON
 231 CHRIS WADDLE
 232 RONNIE WHELAN
 233 ALAN WELLS
 234 DAVID WILKIE
 235 MICKEY WEIR
 236 JOHN WATSON
 237 KATERINA WITT
 238 PETER WITHE
 239 NORMAN WHITESIDE
 240 KIRSTIE WADE
 241 MARTYN WALSH
 242 PAUL WAY

 474 BRYAN WADE

 998 OTHERS

Radio Personality

PERSON

CODES

001	ANDY & SHEILA		
002	ANDYS PROBLEMS		
003	MIKE ALLEN	038	STUART ALAN
004	FREDDIE ALLEN	039	JANE BULLOCK
005	PAUL BARRON	041	PHIL EASTON
006	ROBERT BINSON	042	CAROL EMMS
007	DICK BARRIE	043	KENNY EVERETT
008	JOCK BROWN	044	PAUL ECKEY
009	JEREMY BEADLE		
010	LOE BUTLER	051	TOM FERRIE
011	SIMON BATES	052	DAVID FROST
012	BRUNO BROOKES	053	GERRY FORD
013	TONY BLEWITT	054	TOM FINLAY
014	TOM BELL	055	DAVID FRANCIS
015	BILLY BUTLER	056	PAUL FEAR
016	DAVE BARETT	057	DAVE FUESTER
017	ALAN BESWICK		
018	BILL BARCLAY	061	GWR
019	IAN BOTHAM	062	BILLY GRAHAM
020	TONY BLACKBURN	063	DEBBIE GREENWOOD
021	JAY CRAWFORD	064	MURIEL GREY
022	ANDY CAMERON		
023	TONY CAPSTICK	070	STEVE HUSTLER
024	WINTON COOPER		
025	JERRY CURSY		
026	AMANDA CHARLESWORTH		
027	MICHAEL COOK		
028	JAMES CAMERON		
029	NICK BROWN		
030	BRIAN BURNET		
031	GARY DAVIES		
032	D L T.		
033	JOHN DUNN		
034	SHARON DAVIES		
035	GARY DANCE		

132	MARK NEWMAN	071	KEN HAYNES
151	PETER POWELL	072	GLORIA HUNNIFORD
152	JOHN PEEL	073	EMLYN HUGHES
153	RICHARD PARK	074	ROY HUDD
154	HOWARD PRESSMAN	075	MIKE HOLLIS
155	MARK PAGE	076	JOHN HUMPHRIES
156	LAURA PENN	077	SEAN HODGES
157	STEVEN PENK	078	TONY HANCOCK
158	DEAN PEPPER	079	FREDDIE HALLAM
159	DIXIE PEACH	080	DAVID HAMILTON
160	FRANK PARTRIDGE	081	STEVE HUERER
161	PAUL PHEAR	084	JOHN JESSOP
162	BARBARA PHILIPS	085	KENNY JAMES
169	ROGER ROYAL	086	DAVID JACOBS
170	WILLIE RUSHTON	087	JUD
171	MIKE REID	088	PAUL JORDAN
172	RANKING MISS P	089	ADRIAN JUSTE
173	GRAHAM ROGERS	090	STEVE JACK
174	BRIAN REDHEAD	091	DAVID 'KID' JENSEN
175	RAY STUART	092	DEREK JAMESON
176	KEITH SCEWS	093	STEVE JACK
177	NIGEL SHARPE	094	MARK JONES
178	MIKE SHAFT	095	GRAHAM JACKSON
179	MARK SEAMAN	096	JAMES AND SIMON
180	COLIN SLADE	097	ROBERT JACKSON
181	MIKE SMITH	098	DEBBIE JONES
182	JIMMY SAVILLE	099	ADRIAN JOHN
183	MIKE SCOTT	101	KEVIN KEETINGS
184	JOHN STOREY	102	JOHNNY KENNEDY
185	BOB STEWART	103	JERRY KERSY
186	TONY SNELL	104	ANDY KERSHAW
187	PAT SHARP	105	CHRIS KELLY
188	ALEX SHUTTLEWORTH	106	DAVE KILNER
189	WALLY SCOTT	107	ROY KELLY
190	NED SHERRIN	108	BOBBY KNUTT
191	DAVE LEE TRAVIS	111	JANICE LONG
192	BILL TORRANCE	112	PAUL LECKY
193	BARRY TOOK	113	DAVID LINCOLN
194	NORMAN THOMAS	114	RICKY LINBY
195	CLIVE TILLSLEY	115	DIANA LUKE
196	JOHN TIMPSON	116	RENTON LAIDLAW
197	CHRIS TARRANT	117	RAY MOORE
198	ALAN THOMPSON	118	WALLACE MERCER
202	ROBBIE SHEPHEARD	119	JOHN MURRAY
203	COLIN SOMMERVILLE	120	SPIKE MILLIGAN
211	TOMMY VANCE	121	JERRY MACKENZIE
212	ROBBIE VINCENT	122	ROBERT MALCOLM/BOB
213	STEVE VANCE	123	VIC MORGAN
221	STEVE WRIGHT	124	SANDY MARTIN
222	JUDY WHITE	125	SIMON MAYO
223	JAMES WHALE	126	MARLIN MARDELLA
224	TERRY WOGAN	127	SALLY MOON
225	DAVE WRIGHT	128	FRANK MUIR
226	JOHNNIE WALKER	129	ROGER MOFFAT
		131	ANN NIGHTINGALE

227 KENNETH WILLIAMS
 228 TOM WILSON
 229 JOHN WALTERS

 231 JIMMY YOUNG

 998 OTHERS

TV Personality

PERSON 6

Q.4 FAVORITE TV PERSONALITY CODES.

463	PAMELA ARMSTRONG		
001	RUSS ABBOTT	028	B.A. BARRASS
002	MICHAEL ASPEL		
003	PETER ALLISS	471	RICHARD BRIERS
004	LESLIE ASH		
005	DAVE ALLEN	029	BOBBY BALL
006	ROWAN ATKINSON	030	JIM BOWEN
007	DAVID ATTENBOROUGH	468	GYLES BRANDRETH
478	GERRY ANDERSON		
		031	BILL BEAUMONT
008	DAVID ADDISON		
009	HARRY ARON	482	RORY BREMNER
010	DIRK BENEDICT		
		032	ARNOLD BROWN
474	JASON BATEMAN		
		481	BOSWELLS
011	BERGERAC		
012	RAY BROOKES	033	RONNIE BARKER
013	GLYNIS BARBER	034	STAN BOARDMAN
014	JEREMY BEADLE	035	JEREMY BRETT
015	FRANK BOUGH	036	JEFF BANKS
016	CHERYL BAKER	037	KEN BOON
017	BROOKSIDE		
018	BUNGLE	462	JUNE BROWN
		466	IAN BEALE
469	JOHNNY BALL	479	STEVE CHEACKER
019	JOCK BROWN		
020	JAMES BOND	038	JIMMY CRICKET
		486	COLIN OF EASTENDERS
467	MAX BYGRAVES		
		039	TOM CRUISE
021	CILLA BLACK	040	PAUL COLA
022	DAVID BELLAMY		
		472	JOHN COLE
473	WILMOT-BROWN		
		041	PHIL COOL
023	MICHAEL BRANDON		
024	FAITH BROWN	483	ADAM CURRY
025	NICK BERRY		
1026	MICHAEL BARRYMORE	042	MICHAEL CASHMAN
027	SCOTT BAIO		
		475	MAURICE COLBOURNE
490	BUGS BUNNY		
		043	ANDY CAMERON
		484	LEE VAN CLEEF

044	LESLIE CROWTHER	070	DOUG DONNELLY
045	BILLY CONNOLLY	071	DICKIE DAVIS
046	ROBBIE COLTRANE	072	TED DANSON
047	CANNON AND BALL	073	FRED DRYER
048	GEORGE COLE		
049	JASPER CARROTT	477	DAFFY DUCK
050	BILL COSBY		
051	JOHN CLEESE	074	DALLAS
052	COMPO	075	PAUL DANIELS
053	DOT COTTON	076	PETER DEAN
054	NICK COTTON	077	PETER DAVISON
		078	LES DENNIS
465	NORMAN COLLIER	079	DANGERMUSE
		080	LETITIA DEAN
055	JOAN COLLINS	081	NOEL EDMONDS
		082	ADRIAN EDMONDS
480	SEAN CONNERY	083	MICHAEL ELPHICK
		084	BEN ELTON
056	JASON CONNERY	085	KENNY EVERETT
		086	MARK ELLEN
489	LEWIS COLLINS		
057	ROD CORKHILL		
058	MAXWELL CAULLFIELD	087	EASTENDERS
		088	LINDA EVANS
464	ROCKY CASSIDY	089	J R EWING
		090	PAUL EDDINGTON
059	GEORGE CHRISTOPHER	091	ETHEL OF EASTENDERS
		092	BOBBY EWING
461	DAVID COLEMAN		
060	RONNIE CORBETT	097	BARBARA DICKSON
460	COPY CATS	101	SAMANTHA FOX
		102	NIN FIRETTO
061	ANNE DIAMOND	103	BRUCE FORSYTH
		104	DAWN FRENCH
488	MARTIN DANIELS	105	MICHAEL FOX
		106	FRENCH AND SAUNDERS
062	ANITA DOBSON	107	FRED OF GRANADA REPORTS (WEATHER)
063	DAMON OF BROOKSIDE	108	FLINTSTONES
		109	GEORGE FORMBY
485	ARTHUR DALEY	110	KEITH FLOYD
		111	STEVEN FRY
064	LES DAWSON	112	FELIX THE CAT
065	BOBBY DAVRO	113	RICKY FULTON
066	JIM DAVIDSON		
		281	SIMON O'BRIEN
487	STEVE DAVIS	282	TOM O'CONNOR
		283	NICK OWEN
067	CINDY DAY	284	CATHERINE OXENBURG
068	DIRTY DEN	285	ANDREW O'CONNOR
		286	RICHARD O'SULLIVAN
470	FRED DIBNER	287	HILDA OGDEN
		288	IAN OGILVIE
069	ROBIN DAY	289	DES O'CONNOR
476	PATRICK DUFFY		

118	RUSSELL GRANT	201	GORDON KAYE
119	GILES	202	JOHN KETTLEY
120	CARY GRANT	203	FELICITY KENDALL
121	DAMON GRANT	204	STACEY KEACH
122	LESLIE GRANTHAM	205	KAREN KEATING
123	MURIEL GRAY	206	NICK KAMEN
124	JIMMY GREAVES	207	JONATHON KING
125	GORDON THE GOPHER	208	ANDY KERSHAW
127	BARRY GRANT	209	KERMIT
128	SHARON GLESS	210	MATTHEW KELEY
129	SARAH GREEN	211	SAM KELLY
130	PETER GALLIS		
131	GRANGE HILL		
132	GROT BAGS OF EMUS WORLD	220	SUE LAWLEY
133	MARK GREENSTREET	221	JAN LEEMING
134	DAN GORDON	222	LORENZO LAMAS
135	DEBBIE GREENWOOD	223	MICHAEL LAMONT
136	GAZTOP	224	HELEN LEDERER
137	MIKE HARDING	225	DESMOND LYNHAM
138	MATT HOUSTON	226	LITTLE AND LARGE
139	JIMMY HILL	227	VIC LUMSDEN
140	HAWKEYE	228	DENNIS LAWSON
141	LENNY HENRY	229	JANICE LONG
142	BOB HOLNESS	230	JOANNA LUMLEY
143	PAUL HOGAN	231	NICHOLAS LYNDHURST
144	EMLYN HUGHES	232	SID LITTLE
145	ROLF HARRIS	233	TED LOWE
146	STEVE HAMILTON		
147	MAX HEADROOM	238	JESSICA MARTIN
148	DAVE HASSLEHOFF	239	MAGNUM
149	LARRY HAGMAN	240	MAGNUS MAGNUSSEN
150	BOBBY HEYLAND	241	ARCHIE MCPHERSON
151	JASON HOPE	242	MICHELLE OF EASTENDERS
152	BENNY HILL	243	RIK MAYALL
153	HARRY HAMEIN	244	LISA MAXWELL
154	JOOLS HOLLAND	245	BOB MONKHOUSE
		246	MURDOCH OF THE A TEAM
		247	WARREN MITCHELL
155	NIGEL HAVERS	248	ADRIAN MOLE
156	VALERIE HARPER	249	NINA MISKOW
157	PATRICIA HODGE	250	KELLY MONTEITH
158	GLORIA HUNNIFORD	251	CARLA MENDORA
159	HALE AND PACE	252	ROY MARSDEN
160	HUNTER	253	PATRICK MCNEE
161	PAT HANCOCK	254	PATRICK MCGOOHAN
162	JEREMY IRONS	255	SPIKE MILLIGAN
163	BOB HOSKINS	256	IAN MACASKILL
164	BOB HOPE	257	DUDLEY MOORE
165	ALISON HOLLOWAY	258	MARK MCMANUS
166	MIKE HARDING	259	IAN MCNAUGHT DAVIE
167	KARL HOWMAN	260	ARTHUR MONTFORD
		261	PAUL NEWMAN
181	DON JOHNSON	262	PAUL NICHOLAS
182	CLIVE JAMES	263	BARRY NORMAN
183	ANT JONES	264	JOHN NOAKES
184	JOHN JAMES	265	JIMMY NAIL
185	GRIFF RHYS JONES	266	DUNCAN NORVILLE
186	DAVID JASON	267	JOHN NETTLES
187	JACKO	268	KAREN NETWING
188	DEREK JAMESON		
189	SID JAMES		
190	KEVIN JOHN		
191	TOM JONES		

301	MICHAEL PARKINSON		
302	PENFOLD	388	PAUL USHER
303	SU POLLARD		
304	JON PERTWEE	391	VIVIAN
305	RICHARD PITMAN	392	JAN MICHAEL VINCENT
306	GEORGE PEPPARD	393	MICHAEL LE VELL
307	VICTORIA PRINCIPAL		
308	JENNY POWELL	400	MICK WALL
309	MAGGIE PHILBIN	401	HENRY WINKLER
310	GEOFFREY PALMER	402	TONY WILSON
311	MONTY PYTHON	403	RICHARD WHITELEY
312	POSTMAN PAT	404	ALAN WICKER
313	SIDNEY POITIER	405	BERNIE WINTERS
314	EDWARD PETHERBRIDGE	406	MELISSA WILKES
		407	WAGON
		408	KENNETH WILLIAMS
331	JONATHON ROSS		
332	ANNEKE RICE		
333	MIKE READ	409	MAURICE WHITTAKER
334	TONY ROBINSON	410	DENNIS WATERMAN
335	JOAN RIVERS	411	BRUCE WILLIS
336	ROBBIE OF GRANGE HILL	412	TERRY WOGAN
337	RODNEY OF ONLY FOOLS AND HORSES	413	JULIE WALTERS
338	ROLAND RAT	414	RUBY WAX
339	SUE ROBBIE	415	TOM WATT
340	CLAIRE RAYNER	416	GARY WILMOT
341	WENDY RICHARD	417	ROY WALKER
342	NICK ROSS	418	VICTORIA WOOD
343	ESTHER RANTZEN	419	EDWARD WOODWARD
344			
345	SHANE	421	PAULA YATES
346	JIMMY SHAND	422	YOUNG ONES
347	JENNY SEAGROVE		
348	PAT SHARP	450	ZIGGY FROM GRANGE HILL
349	JIMMY SAVILLE		
350	MOLLY SUGDEN	998	OTHERS
351	PAUL SCHOFIELD		
352	JENNIFER SCHOLFIELD		
353	PHILIP SCHOFIELD		
354	FREDDIE STARR		
355	PETER SCHOLFIELD		
356	TOM SELLECK		
357	RICKY SIMMONDS		
358	CYBILL SHEPHERD		
359	MEL SMITH		
360	WILLIAM SHATNER		
361	MIKE SMITH		
362	DWIGHT SCHULTZ		
363	SELINA SCOTT		
364	TERRY SULLIVAN		
365	MARK SINGER		
366	IAN ST JOHN		
367	JOHN SHAW		
368	SAM FROM CHEERS		
369	ROBERT KILROY SILK		
370	PHIL SILVERS		
371	BILL TEACHER		
372	JIMMY TARBUCK		
373	SUSAN TULLY		
374	TERRY FROM BROOKSIDE		
375	MR. T		
376	BENEDICT TAYLOR		
377	ROZ TAYLOR		
378	TOM AND JERRY		
379	JOY TILSEY		
380	CHRIS TARRANT		
381	BARRY TOOK		

E

YOUR SPARE TIME

5 Please indicate how often you have done or gone to each of the following things in the last year by ticking one of the boxes for each activity

	Never	Less than once a month	1 to 3 times a month	1 or 2 times a week	3 to 6 times a week	Every day	
a Youth club or group	1	2	3	4	5	6	ACTIV 1
b A religious meeting or church service	1	2	3	4	5	6	ACTIV 2
c A youth organisation like scouts or guides	1	2	3	4	5	6	ACTIV 3
d Meetings of a political group or party	1	2	3	4	5	6	ACTIV 4
e Meetings of a special hobby club	1	2	3	4	5	6	ACTIV 5
f Meetings of a sports club	1	2	3	4	5	6	ACTIV 6
g Pubs	1	2	3	4	5	6	ACTIV 7
h Dances or discos	1	2	3	4	5	6	ACTIV 8
i Parties	1	2	3	4	5	6	ACTIV 9
j Theatre or concerts	1	2	3	4	5	6	ACTIV 10
k Cinemas	1	2	3	4	5	6	ACTIV 11
l Amusement arcades	1	2	3	4	5	6	ACTIV 12
m Watching T V	1	2	3	4	5	6	ACTIV 13
n Watching football matches or other sports	1	2	3	4	5	6	ACTIV 14
o Smoking cigarettes	1	2	3	4	5	6	ACTIV 15
p Drinking alcoholic drinks	1	2	3	4	5	6	ACTIV 16
q Playing a musical instrument	1	2	3	4	5	6	ACTIV 17

F

YOUR VIEWS ABOUT YOURSELF

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	
j I feel unsure of most things in life	1	2	3	4	5	SELF 10
k I find it easy to adapt to new rules and regulations	1	2	3	4	5	SELF 11
l I do not decide how good I am at things by comparing myself with other people	1	2	3	4	5	SELF 12
m If I could, I would be a very different person from the one I am now	1	2	3	4	5	SELF 12
n I find it difficult to know what is going on in the world	1	2	3	4	5	SELF 14
o I am happy to be the person I am	1	2	3	4	5	SELF 15
p I sometimes cannot help but wonder if anything is worthwhile	1	2	3	4	5	SELF 16
q I have no trouble deciding on the right rules to live my life by	1	2	3	4	5	SELF 17
r When I succeed at something, it is usually because I have broken the rules slightly	1	2	3	4	5	SELF 18
s I am often troubled by emptiness in my life	1	2	3	4	5	SELF 19
t I feel that I am as worthwhile as anybody else	1	2	3	4	5	SELF 20

G

YOUR ACTIVITIES AND VIEWS

1 Do you buy or read any newspapers regularly? (write in newspapers or tick 'none')

National

Local

None (tick)

PAPER 1

PAPER 2

PAPER 3

Q 1 FIRST THREE PAPERS MENTIONED BY RESPONDENT
CODESNationalLocal

01	THE TIMES	51	RECORD
02	THE INDEPENDENT	52	ECHO
03	THE GUARDIAN	53	MAIL
04	THE TELEGRAPH	54	POST
05	THE DAILY MAIL	55	ADVERTISER
06	THE DAILY EXPRESS	56	STAR
07	THE DAILY MIRROR	57	COURIER
09	THE STAR	58	LEADER
10	TODAY	59	GAZETTE
#		60	TIMES
21	DAILY RECORD	61	TELEGRAPH
22	GLASGOW HERALD	62	MERSEY MART
23	THE SCOTSMAN	63	JOURNAL
24	POST	64	MESSENGER
25	COURIER	65	HERALD
26	SCOTTISH EXPRESS	66	EXPRESS
27	THE FINANCIAL TIMES	67	NEWS
28	MORNING STAR	68	WESTERN DAILY PRESS
		95	FREE POST
31	SUNDAY TIMES	96	LOCAL PAPER UNSPECIFIED
32	OBSERVER	97	NONE BOTH NATIONAL / LOCAL
34	SUNDAY TELEGRAPH	98	OTHER LOCAL PAPER
35	MAIL ON SUNDAY	99	DK / NA
36	SUNDAY EXPRESS		
37	SUNDAY MIRROR		
38	NEWS OF THE WORLD		
39	PEOPLE		
40	SUNDAY POST		
49	NEWSPAPER UNSPECIFIED		
50	OTHER NATIONAL PAPERS		

2 If there were a General Election tomorrow and you were able to vote, which political party do you think you would be most likely to support?

POLPARTY

a) Name of party (Write in)

Q2A PARTY WOULD VOTE FOR
CODES

- 1 CONSERVATIVE
2 LABOUR
3 SDP/LIBERAL ALLIANCE
4 SNP
5 GREEN PARTY
6 NATIONAL FRONT
0 SMALL MINORITY GROUP
X OTHER
V DK/UNDECIDED

b) If you would not vote for any party tick here

NOTVOTE

3a If left full time education, are you a member of a Trade Union? (tick one)

Yes TU-NOW
No

3b If No, do you intend to join in the future? (tick one)

Yes TU-FUT
No
Don't know

4 Some people describe themselves as middle class Others say that they are working class
What social class do you think you and your family belong to? (tick one)

Upper middle class

<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3

Some other class (give name)

Middle class

Not in any social class

Working class

Don't know

<input type="checkbox"/>	4
<input type="checkbox"/>	5
<input type="checkbox"/>	6

SOC-CLA

5 Have you ever done any of the following? (Tick Yes or No for each activity)

- a Attended a public meeting or rally or gone on a march or demonstration
b Discussed politics with your parents
c Written to an MP
d Watched a party political broadcast
e Handed out leaflets
f Helped to organise any public meeting or event
g Discussed politics with your friends

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	POL_ACT1
<input type="checkbox"/>	<input type="checkbox"/>	POL_ACT2
<input type="checkbox"/>	<input type="checkbox"/>	POL_ACT3
<input type="checkbox"/>	<input type="checkbox"/>	POL_ACT4
<input type="checkbox"/>	<input type="checkbox"/>	POL_ACT5
<input type="checkbox"/>	<input type="checkbox"/>	POL_ACT6
<input type="checkbox"/>	<input type="checkbox"/>	POL_ACT7

5 How interested are you in politics? (Tick one)

Very interested

1

Not very interested

3

Quite interested

2

Not at all interested

4

POL_INT

7 How much do you think each of the following politicians care about the interests of young people? (Tick one box for each politician)

Margaret Thatcher

Neil Kinnock

David Steel

David Owen

A great deal	Quite a lot	Not very much	Not at all	Don't know
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

MT

NK

DS

DO

G YOUR ACTIVITIES AND VIEWS

8 People have different opinions about many things. Here is a list of opinions. You will agree with some of them and disagree with others. Sometimes you will agree strongly and at other times you will disagree strongly. Now and then you may be uncertain whether you agree or disagree. Read each opinion and put a tick in the box which is right for you.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	
a Politicians are mainly in politics for their own benefit and not for the benefit of the community	1	2	3	4	5	POLV 1
b It can be okay to do something which is against the law if it is to help a friend	1	2	3	4	5	POLV 2
c The police are often unnecessarily brutal to people	1	2	3	4	5	POLV 3
d It does not really make much difference which political party is in power in Britain	1	2	3	4	5	POLV 4
e If I saw someone make a break-in I would tell the police about it	1	2	3	4	5	POLV 5
f People in authority, like teachers, always pick on me	1	2	3	4	5	POLV 6
g Most of the rules in places like schools are stupid and petty	1	2	3	4	5	POLV 7
h None of the political parties would do anything to benefit me	1	2	3	4	5	POLV 8
i School has been a waste of time for me	1	2	3	4	5	POLV 9
j Defying people in authority is all right if you can get away with it.	1	2	3	4	5	POLV 10
k Most police officers are honest.	1	2	3	4	5	POLV 11
l Men and women should do the same jobs around the house	1	2	3	4	5	POLV 12
m Trade unions are too powerful	1	2	3	4	5	POLV 13
n Men and women should all have the chance to do the same kind of work	1	2	3	4	5	POLV 14

G

YOUR ACTIVITIES AND VIEWS

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	
o Teachers should never go on strike	1	2	3	4	5	POLV 15
p I think democracy is working in Britain today	1	2	3	4	5	POLV 16
q It is alright to have sex with someone if you have been going out with them for a few weeks.	1	2	3	4	5	POLV 17
r There is nothing wrong with homosexual relationships	1	2	3	4	5	POLV 18
s If a young girl gets pregnant she should be able to have an abortion if she wants to	1	2	3	4	5	POLV 19
t If you live with your parents they can tell you what to do	1	2	3	4	5	POLV 20
u The Church is the best authority to decide on matters of right or wrong	1	2	3	4	5	POLV 21
v Life is so short that having a good time is more important than anything else	1	2	3	4	5	POLV 22
w Very few adults really understand young people	1	2	3	4	5	POLV 23
x No more foreigners wanting to live in this country should be allowed in	1	2	3	4	5	POLV 24
y People should realise that their greatest loyalty is to their families	1	2	3	4	5	POLV 25
z It is better to live here than in any other part of the country	1	2	3	4	5	POLV 26
za Because of AIDS people should stick with one sexual partner	1	2	3	4	5	POLV 27
zb People living in the North are friendlier than those living in the South of England	1	2	3	4	5	POLV 28
zc If I could vote in a general election tomorrow I would vote the same way as my parents	1	2	3	4	5	POLV 29
zd People living in the South of England are usually more successful than those living in the North	1	2	3	4	5	POLV 30

H

YOU AND YOUR FAMILY

1 So that we can compare your answers with those of other young people we need to know a few facts about you and your family Please tick all the boxes that apply for each person

	a Lives there (please tick)	b Work					Some thing else (write in)
		Works full time	Works part time	Looks after the home	Out of work	Retired	
Mother	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MOTH - HI
Stepmother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	STMO - HI
Father	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FATH - HO
Stepfather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	STFA - HI
Brothers	<input type="checkbox"/>	BRO - HOM					
Sisters	<input type="checkbox"/>	SIS - HOM					
Other relations	<input type="checkbox"/>	OTH - REL					
Other people	<input type="checkbox"/>	OTH - PEOP					

1c Please give the ages of all your brothers and sisters, (write in ages)

Age of Brothers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	NONE
Age of Sisters	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(Tick)

2 We want to know about your parents' (or step parents') jobs, or the last one, if they do not have jobs at present

	a) Father's job (write in)	b) Mother's job (write in)
What is the job called?	FATHWORK STFAWORK	MOTHWORK STMOWORK
What does he/she do?	_____	_____
Where does he/she work?	_____	_____
What do they make or do?	_____	_____

Q 2 SOCIO ECONOMIC GROUPING OF HEAD OF HOUSEHOLD (MOTHER OR FATHER)

- CODES:
- | | | |
|---|----|----------|
| 1 | A | PASOCIAL |
| 2 | B | |
| 3 | C1 | |
| 4 | C2 | |
| 5 | D | |
| 6 | E | |

3 Is the house or flat you live in at the moment (tick one)

- Rented from the Council
- Rented privately
- Owned by you or your family
- Something else (please write in)

HOUSE

<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4

H CONT

4 Do you have a disability or handicap which would affect the types of work you could do? **DISABIL**
 (Tick one)

Yes	<input type="checkbox"/>	1
No	<input type="checkbox"/>	2

5. Which of these ethnic groups do you belong to?

ETH 1 African origin	<input type="checkbox"/>	1 Northern Irish origin	<input type="checkbox"/>	ETH 10
ETH 2 Caribbean origin	<input type="checkbox"/>	2 Welsh origin	<input type="checkbox"/>	ETH 11
ETH 3 Chinese or Hong Kong origin	<input type="checkbox"/>	3 Eire origin	<input type="checkbox"/>	ETH 12
ETH 4 Bangladeshi origin	<input type="checkbox"/>	4 Other European origin	<input type="checkbox"/>	ETH 13
ETH 5 East African Asian origin	<input type="checkbox"/>	5 Some other origin (please say what)	<input type="checkbox"/>	ETH 14
ETH 6 Indian origin	<input type="checkbox"/>	6	<input type="checkbox"/>	
ETH 7 Pakistani origin	<input type="checkbox"/>	7	<input type="checkbox"/>	
ETH 8 Scottish origin	<input type="checkbox"/>	8 I prefer not to say	<input type="checkbox"/>	ETH 15
ETH 9 English origin	<input type="checkbox"/>	9	<input type="checkbox"/>	

LIVERPOOL ADDITIONAL QUEST.

G YOUR ACTIVITIES AND VIEWS

9 Here is a list of issues which some people have said are fairly important or very important to them and other people have said are not at all important to them. Please put a tick in the box which shows how important each of the issues is to you

	Not at all important	Fairly important	Very important	Don't know about it	
AIDS					
Child abuse	1	2	3	4	ISSUE 1
Clothes	1	2	3	4	ISSUE 2
Contraception	1	2	3	4	ISSUE 3
Drug abuse	1	2	3	4	ISSUE 4
Education	1	2	3	4	ISSUE 5
Football hooliganism	1	2	3	4	ISSUE 6
Health and diet	1	2	3	4	ISSUE 7
Job training for young people	1	2	3	4	ISSUE 8
Law and order	1	2	3	4	ISSUE 9
Level of unemployment	1	2	3	4	ISSUE 10
Opportunities for women	1	2	3	4	ISSUE 11
Pop music	1	2	3	4	ISSUE 12
Racial equality	1	2	3	4	ISSUE 13
Sport	1	2	3	4	ISSUE 14
	1	2	3	4	ISSUE 15

G YOUR ACTIVITIES AND VIEWS

10 How close do you feel to each of the following groups?
(Tick one in each row)

	Not at all close	Fairly close	Very close	Belong	
Anti apartheid movement					GROUP 1
Campaign for Nuclear Disarmament					GROUP 2
Conservative party					GROUP 3
Everton Football Club					GROUP 4
Labour party					GROUP 5
Liberal/SDP Alliance					GROUP 6
Liverpool Football Club					GROUP 7
Militant Tendency					GROUP 8
National Front					GROUP 9.

11 People have very different opinions about many things. Here is a list of opinions. You will agree with some of them and disagree with others. Sometimes you will agree strongly and at other times you will disagree strongly. Now and then you may be uncertain whether you agree or disagree. Read each opinion and put a tick in the box which is right for you.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	
a Liverpool should build more council houses						LPOOL 1
b Derek Hatton has been bad for Liverpool						LPOOL 2
c The Heysel Stadium football disaster suspects should be sent to Belgium to stand trial						LPOOL 3

SWINDON ADDITIONAL QUEST

F YOUR VIEWS ABOUT YOURSELF

2 How much do the following cause you worry? Please tick the box which is right for you

	Causes me to worry a lot	Causes me to worry quite a lot	Causes me to worry somewhat	Causes me to worry a little	Does not worry me at all	
a Relationships with my girlfriend/boyfriend	1	2	3	4	5	SW WOR 1
b Relationships with my brothers or sisters (tick last box if you don't have any)	1	2	3	4	5	SW WOR 2
c Crime on the streets	1	2	3	4	5	SW WOR 3
d Nuclear weapons	1	2	3	4	5	SW WOR 4
e Relationships with my father/male guardian	1	2	3	4	5	SW WOR 5
f Becoming ill	1	2	3	4	5	SW WOR 6
g Relationships with my mother/female guardian	1	2	3	4	5	SW WOR 7
h My job prospects	1	2	3	4	5	SW WOR 8
i Nuclear power plants	1	2	3	4	5	SW WOR 9
j Relationships with people at work or school	1	2	3	4	5	SW WOR 10
k Doing well at school or work	1	2	3	4	5	SW WOR 11
l AIDS	1	2	3	4	5	SW WOR 12

3 Do you think you will want to start your own business at any time in the future? OWN_BYS
 (Tick one)

Yes	1
No	2
Maybe	3

If yes or maybe, what sort? (Please write in)

BUSN_DES

Q 3 TYPE OF BUSINESS WOULD WANT TO START
 CODES

- 001 BUILDING
- 002 BOUTIQUE
- 003 ADVERTISING
- 004 ARCHITECT
- 005 AMUSEMENT ARCADE
- 006 ANTIQUES
- 007 ARCHAEOLOGY
- 008 ACCOUNTANCY
- 009 ARTS
- 010 CARPENTRY
- 011 CAR HIRE
- 012 CAR SHOWROOMS
- 013 CLOTHES
- 014 COMPUTERS
- 015 CHILD MINDING
- 016 CATERING
- 017 CYCLE SHOP
- 018 BUTCHERS
- 019 BUSINESS (UNSPECIFIED)
- 020 DELIVERIES
- 021 DRESSMAKING
- 022 DOGS
- 023 DRAMA SCHOOL
- 024 DESIGNING
- 025 DENTIST
- 026 DISCOTEQUE
- 027 DIY SHOP
- 028 DANCING SCHOOL
- 029 ANIMALS
- 031 ENGINEERING
- 032 ELECTRICAL
- 033 ELECTRONICS
- 034 ENTERTAINMENT
- 035 EMPLOYMENT AGENCY
- 036 ESTATE AGENTS
- 038 DECORATING
- 039 DOUBLE GLAZING
- 040 FRUIT & VEG SHOP
- 041 FASHION DESIGNING
- 042 FINANCE
- 043 FASHION SHOP
- 044 FILM COMPANY
- 045 FLORIST

SWINDON CONT

046	FARMER		
047	FABRIC SHOP		
048	FOOTBALL MANAGER		
050	GARDENING		
051	GRAPHIC DESIGNER		
052	GYMNASIUM		
053	GARAGE		
054	GAMES SHOP		
055	GUIDE		
058	AIRCRAFT COMPANY		
059	BANKERS		
060	HAIRDRESSING		
061	HOTEL		
062	HORSES		
063	HEALTH CLUB		
064	HOUSING/LETTING HOUSES		
065	HI-FI SHOP		
066	HOUSEHOLD/KITCHEN SHOP		
067	HEATING/VENTILATION		
068	H.G.V. DRIVER		
069	HAULAGE CONTRACTOR		
070	INSURANCE		
071	INTERIOR DESIGN		
079	WORKING WITH HANDICAPPED PEOPLE		
080	JEWELLRY		
100	LANGUAGE AGENCY		
101	LEGAL		
102	LEISURE INDUSTRY	171	SHOP FITTING
110	MOTOR REPAIRS	172	SHOE SHOP
111	MUSIC TEACHER	173	SURVEYOR
112	MECHANICAL ENGINEER	174	STAFF AGENCY/EMPLOYMENT AGENCY
113	MANAGEMENT COMPANY	175	SCRAP METAL MERCHANT
114	MEDICINE	176	SERVICE INDUSTRY
115	MODEL SHOP	177	SPORTS CLUB
116	MAGAZINE	178	SPORTS SHOP
117	MOTORCYCLE SHOP	179	SECRETARY
118	MEDIA	180	TAXI DRIVER
119	MODELLING AGENCY	181	TECHNOLOGY
120	NIGHT CLUB	182	TRAVEL AGENCY
121	NEWSAGENTS	183	TAILORS SHOP
122	NURSING HOME	184	TYRE SHOP
130	OFFICE WORK	185	THEATRE COMPANY
131	OPTICIAN	186	TRANSPORT BUSINESS
140	PRINTING	187	TATTOOING
141	OWN A PUB	188	TRACTOR DRIVER
142	OWN A POST OFFICE	189	TILER
143	PLUMBING	190	TOY MAKER
144	PAINTING & DECORATING	195	VIDEO HIRE SHOP
145	PHOTOGRAPHY	196	VET
146	POTTERY	200	WOODWORK
160	RESTAURANT/CAFE	998	OTHERS
161	RETAING		
162	RECORD PRODUCER		
163	RECORD SHOP		
164	RETIREMENT HOME		
167	SIGN WRITING		
168	SCRIPT WRITING		
169	SOLICITOR		
170	SHOP (UNSPECIFIED)		

F YOUR VIEWS ABOUT YOURSELF

4 Say how far you think the following statements are true of you by ticking the appropriate box Please make sure you respond to each statement

	Always	Often	Seldom	Never	
I am the sort of person who					
a. Is persuasive	1	2	3	4	CHARAC 1
b. Has original ideas	1	2	3	4	CHARAC 2
c. Likes frequent changes	1	2	3	4	CHARAC 3
d. Feels confident	1	2	3	4	CHARAC 4
e. Likes taking risks	1	2	3	4	CHARAC 5
f. Will think of something when stuck	1	2	3	4	CHARAC 6
g. Can face up to problems	1	2	3	4	CHARAC 7
h. Knows what they want in life	1	2	3	4	CHARAC 8
i. Encourages others to find answers to problems	1	2	3	4	CHARAC 9
j. Gives up easily if not initially successful	1	2	3	4	CHARAC 10
k. Likes to be in charge of other people	1	2	3	4	CHARAC 11
l. Wants to be paid for the efforts I make	1	2	3	4	CHARAC 12
m. Wants to decide how things are done	1	2	3	4	CHARAC 13

We would like to know what you think about your local area

5. How long have you lived in the Swindon area? (write in)

--	--

LIV_SWIN

6. a What do you think about the leisure opportunities for young people in the Swindon area? (tick one)

LEISR_OP

Very good	
Good	
Adequate	
Poor	

SWINDON CONT

b How do you think the leisure opportunities could be improved? (write in)

IMPROVMENT

Q 6B IMPROVEMENTS FOR LEISURE OPPORTUNITIES.

CODES

- 01 SPORTS FACILITIES - UNSPECIFIED
- 02 SWIMMING
- 03 FOOTBALL
- 04 BOWLING ALLEY
- 05 TENNIS COURTS
- 06 DRY SKIING
- 07 SHOOTING
- 08 RACING TRACKS
- 09 HEALTH & BEAUTY
- 10 MORE PUBS
- 11 DISCOS
- 12 THEATRE
- 13 CINEMAS
- 14 SPORTS CENTRES
- 15 NIGHT CLUBS
- 16 RESTAURANTS
- 17 SOCIAL CLUBS
- 18 CONCERT HALLS
- 19 YOUTH CLUBS
- 20 LEISURE CENTRES
- 21 OPEN SPACES/PARKS
- 22 THEME PARKS
- 23 LAKES
- 30 WATER SPORTS
- 31 ROLLER SKATING
- 32 CURLING
- 33 HANG GLIDING
- 34 GOLF COURSE
- 35 RUNNING TRACK
- 36 HORSE RIDING
- 37 ICE SKATING
- 38 GYMS
- 80 BETTER FACILITIES (UNSPECIFIED)
- 81 OPENING TIMES IMPROVED
- 82 MORE FOR DISABLED
- 83 MORE INSTRUCTORS
- 84 CONTROL OF VIOLENCE
- 85 BETTER ORGANISED
- 86 BETTER NIGHT LIFE
- 87 MORE ADVERTISING
- 88 SPECIALISED ACTIVITIES
- 89 MORE MONEY SPENT ON FACILITIES
- 90 MORE FOR YOUNG PEOPLE
- 91 MORE FOR PEOPLE 18+
- 92 ENLARGED
- 93 MORE VARIETY
- 94 CHEAPER
- 95 IMPROVE TRANSPORT
- 96 MORE LOCAL FACILITIES
- 98 OTHER

E PEOPLE YOU KNOW

6 In this part we would like you to tell us about some of the people you know

The first step is to make a list of four different people, putting their first names or initials in the boxes (numbered 1 to 4) below

In Box 1 should be someone you consider a close friend.

In Box 2 should be someone you are friendly with but not an especially close friend.

In Box 3 should be someone you know to talk to but not someone you would describe as a friend

In Box 4 should be a friend of the family, a person you know because they are friends of someone else in your family, like your parents

The second step is to answer the questions down the left-hand side of the page about each person

STEP ONE		PEOPLE				
		1	2	3	4	
STEP TWO	QUESTIONS					
a	Is this person male or female (write in M or F)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ACQUT1- 4
b	How long have you known this person? (write in number of years)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	AQTKNO1 - 4
c	How old is this person approximately? (write in number of years)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	AQTAGE 1 - 4
For the next six questions, put a Y (yes), N (no) or U (uncertain)						
d	If you had a serious worry or personal problem could you talk to this person about it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	AQTPROB1 - 4
e	If you badly needed some money, is this a person you could ask for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	AQTTION1 - 4
f	Is this a person you discuss things in the news with, things like nuclear weapons, or terrorism or unemployment or what the government is doing, for example?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	AQTDIS1 4
g	Do you know what political party this person would support if there was an election?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	AQTPOL1 - 4
h	Does this person have a full time job at the moment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	AQTJOB1 - 4
i	Have you ever been inside this person's house?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	AQTHSE 1- 4

7 | We would like to know something about who does different things around your home. For each of the tasks listed, put a tick in the boxes for the people that usually do them. For example, if you and your sister look after younger children you would put one tick for "Self" and another one for "Sister(s)".

	Self	Mother	Father	Brother(s)	Sister(s)	Someone else or paid helper
Cleaning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	CLEAN1	CLEAN2	CLEAN3	CLEAN4	CLEAN5	CLEAN6

Household shopping	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	SHOPP1	SHOPP2	SHOPP3	SHOPP4	SHOPP5	SHOPP6

Looking after younger children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	YNGCLD1	YNGCLD2	YNGCLD3	YNGCLD4	YNGCLD5	YNGCLD6

Making meals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	MEALS1	MEALS2	MEALS3	MEALS4	MEALS5	MEALS6

Repairing and improving the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	REPAIR1	REPAIR2	REPAIR3	REPAIR4	REPAIR5	REPAIR6

A YOUR EDUCATION

- 12 If you are planning to stay on in education (at school or college) next year, could you please tell us your main reasons for doing this

STAY_ON

(Write in)

Q.12 REASONS FOR STAYING ON AT SCHOOL
CODES

- 001 TO TAKE A LEVELS
- 002 WANT TO GO ON TO FURTHER EDUCATION
- 003 NEED TO RUN SPECIAL JOB
- 004 IMPROVE EDUCATION/QUALIFICATIONS
- 005 IMPROVE JOB PROSPECTS
- 006 TO RE-TAKE EXAMS
- 007 HOPE TO GET BETTER JOB
- 008 TO TAKE A SPECIAL COURSE
- 009 LIKE SCHOOL
- 010 CAN'T START MY JOB
- 011 THERE ARE NO JOBS AVAIL.
- 012 TO TAKE O LEVELS
- 013 FAMILIAR PLACE/KNOW IT
- 098 OTHER

- 13 If you are planning to leave this year could you please tell us your main reasons for doing this

LEAVE

(Write in)

Q 13 REASONS FOR LEAVING SCHOOL
CODES

- 901 HAVE A JOB
- 902 DON'T LEAVE SCHOOL
- 903 WANT TO GET A JOB
- 904
- 905 TO EARN MONEY
- 906 TO LEARN A TRADE/START TRAINING
- 907 TO GAIN EXPERIENCE
- 908 MORE FREEDOM
- 909 TO GO ON YTS SCHEME
- 910 TO HAVE A BABY/I'M PREGNANT
- 911 MORE CHANCE OF GETTING A JOB
- 912 NOT GOOD ENOUGH TO TAKE MORE EXAMS
- 913 NO USE TO ME
- 914 WANT A CHANGE
- 997 I'M 16 YEARS OLD
- 998 OTHER

- 14 Some people say they 'muck about' at school. In fifth year lessons have you 'mucked about' (tick one)
- Most of the time
some of the time
hardly ever
- ATTENT
- | |
|---|
| 1 |
| 2 |
| 3 |
- 15 During this term have you drawn or written anything on any part of the school building (not including desks)? (Tick one)
- Never
Once or twice
Up to ten times
More than ten times
- GRAFFITI
- | |
|---|
| 1 |
| 2 |
| 3 |
| 4 |
- 16 Here is a question about teachers. How many are easy to talk to? (Tick one)
- Most of them
Some of them
Hardly any of them
None of them
- TEACHERS
- | |
|---|
| 1 |
| 2 |
| 3 |
| 4 |
- 17 How often do you have small group discussions in lessons? (Tick one)
- Often
Sometimes
Hardly ever
Never
- GRPDIS1
- | |
|---|
| 1 |
| 2 |
| 3 |
| 4 |
- 18 If you have had small group discussions, do you think they have been successful? (Tick one)
- Yes
No
Not sure
- GRPDIS2
- | |
|---|
| 1 |
| 2 |
| 3 |

† YOUR VIEWS ABOUT YOURSELF

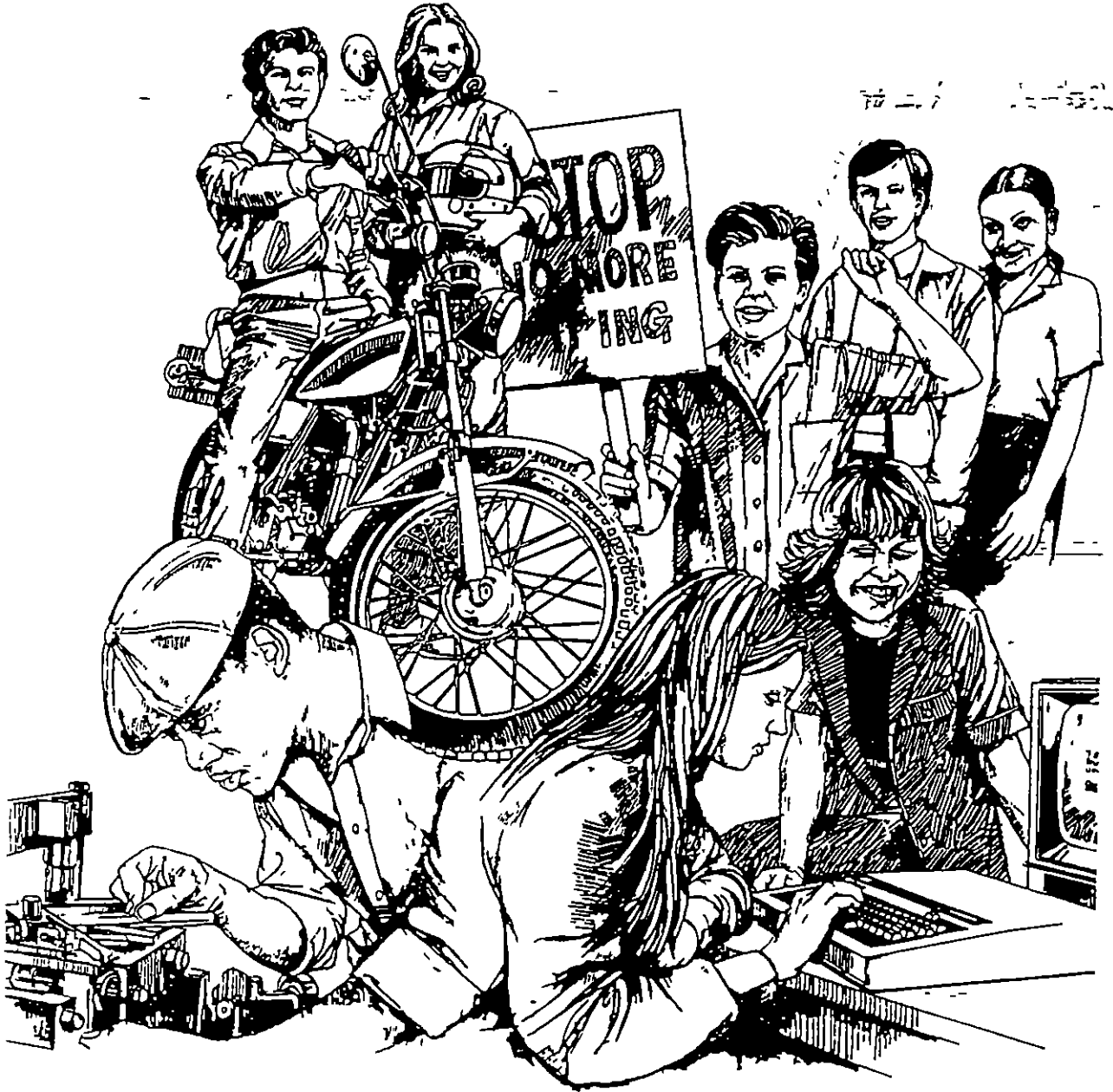
- 2 How have you been feeling over the past few weeks? Please answer these questions by placing a tick in the box under the answer which you think most nearly applies to you. Remember that we want to know how you are feeling nowadays, not how you were in the past. You should compare yourself recently with how you have usually felt in the past few years.

Have you recently?

1	Been able to concentrate on whatever you're doing?	Better than usual	Same as usual	Less than usual	Much/less than usual	WORRY 1
		1	2	3	4	
2	Lost much sleep over worry?	Not at all	No more than usual	Rather more than usual	Much more than usual	WORRY 2
		1	2	3	4	
3	Felt that you are playing a useful part in things?	More so than usual	Same as usual	Less useful than usual	Much less useful	WORRY 3
		1	2	3	4	
4	Felt capable of making decisions about things?	More so than usual	Same as usual	Less so than usual	Much less capable	WORRY 4
		1	2	3	4	
5	Felt constantly under strain?	Not at all	No more than usual	Rather more than usual	Much more than usual	WORRY 5
		1	2	3	4	
6	Felt that you couldn't overcome your difficulties?	Not at all	No more than usual	Rather more than usual	Much more than usual	WORRY 6
		1	2	3	4	
7	Been able to enjoy your normal day to-day activities?	More so than usual	Same as usual	Less so than usual	Much less than usual	WORRY 7
		1	2	3	4	
8	Been able to face up to your problems?	More so than usual	Same as usual	Less able than usual	Much less able	WORRY 8
		1	2	3	4	
9	Been feeling unhappy and depressed?	Not at all	No more than usual	Rather more than usual	Much more than usual	WORRY 9
		1	2	3	4	
10	Been losing confidence in yourself?	Not at all	No more than usual	Rather more than usual	Much more than usual	WORRY 10
		1	2	3	4	
11	Been thinking of yourself as a worthless person?	Not at all	No more than usual	Rather more than usual	Much more than usual	WORRY 11
		1	2	3	4	
12	Been feeling reasonably happy all things considered?	More so than usual	About same as usual	Less so than usual	Much less than usual	WORRY 12
		1	2	3	4	

WAVE 2

WHAT DO YOU THINK



WAVE 2

Variable

Name	Card 1	
POSTCYR2	COL 7 - 13	The Respondent's Post Code
SCHOOL	COL 14 -15	The Respondent's School
COHORT	COL 16	Cohort. 1985 - 1 Cohort 1987 - 2
CHILDID	COL 17 - 20	Respondent's Identification Number Only When given on sample listing
	COL 21 - 26	Blank
AREA2	COL 27	Area Code Swindon - 1 Sheffield - 2 Liverpool - 3 Kirkcaldy - 4
CASENO2	COL 28 - 31	

A

YOUR LIFE OVER THE LAST YEAR

- 1 We should like to know what you have been doing over the past year. Please tick one box for every three months to let us know what you were doing at each time. For each period pick the thing you were doing for all or most of the time

	1987 Jan Feb March	1987 April May June	1987 July Aug Sept	1987 Oct Nov Dec	1988 Jan Feb March	NOW
1 Out of work	7 1	9 1	11 1	13 1	15 1	17 1
2 On YTS	2	2	2	2	2	2
3 Full time at school/sixth form college	3	3	3	3	3	3
4 Full-time at College of Further Education/Tertiary College	4	4	4	4	4	4
5 At University Polytechnic or College of Higher Education	5	5	5	5	5	5
6 In a full time job (30 hours a week or more)	6	6	6	6	6	6
7 In a part-time job	7	7	7	7	7	7
8 Something else (please write in below)	8 8	10 8	12 8	14 8	16 8	18 8
	Q1H	Q2H	Q3H	Q4H	Q5H	YR2 NOW

Question 1A - Something Else

Holidays=1
 Partime college=2
 Pregnant=3
 Voluntary work=4
 Housewife=5
 Hospitalised-sick=6
 Waiting to start job=7
 Joined army - navy=8
 Working Abroad=9
 Waiting Exam Results=0
 Others=6

- 2 IF YOU HAVE EVER BEEN ON A YOUTH TRAINING SCHEME (YTS) PLEASE ANSWER THE QUESTIONS ABOUT YOUR PRESENT OR MOST RECENT SCHEME

YTS_SCHM

- 1 What kind of scheme is/was it? (tick all that apply)

With a firm With an organisation or business that arranged training in other firms
 Community project Training workshop ITEC Based at a college

- 2 What type of jobs are/were you being trained for?

002 Baker
 003 Bricklayer
 004 Bank Clerk
 005 Butcher
 006 Administration Assistant
 007 Bookkeeper

101 Cashier
 102 Clerical Assistant
 103 Chef/Cook
 104 Catering Assistant
 105 Care Assistant
 106 Cleaner
 107 Car Manufacturer
 108 Computers

YTS-JOB

151⁺ Draughtsman
152 Dental Assistant
153 Driver
154 Dispensing Assistant

201 Electrician
202 Electronics
203 Engineer Other/Unspecified

251 Florist
252 Factory Worker Unspecified
253 Factory Worker Specified
254 Farm Worker/Animals

301 Hairdresser
302 Horticulture/Gardening
351 Joiner

401 Kennel Maid
451 Labourer

501 Machine Operator
502 Machinist
503 Car Mechanic
504 Mechanical Engineer

551 Nurse
552 Nanny

601 Office Work
650 Painter/Decorator
651 Printer
652 Packer
653 Plumber
654 Plasterer
655 Police
656 Post Office Worker
701 Receptionist
751 Sales Assistant
752 Secretary
753 Shipwright
754 Sheetmetal Worker
755 Shipping Clerk
756 Silver Service Waiter & Cook

801 Tool maker
802 Technical Engineer/Engineering Technician
803 Electrical Technician
804 Electronic Technician
805 Laboratory Technician

901 VDU Operator
902 Veterinary Nurse

910 Waiter
911 Welder
912 Wood Machining

995 Other Managerial/Administrative
996 Other White Collared/Clerical
997 Other Skilled
998 Other Unskilled
999 Dh/NS

3 What is the name of your employer? (write in below)

4 What qualifications will/did you obtain while on the scheme? (please write in)

YTS_QUAL

- 001 City & Guilds
- 002 B Tec
- 003 Tradec
- 004 Final Certificate
- 005 First aid Certificate
- 006 RSA
- 007 Diploma
- 008 Scotvec
- 009 H C T B Cert
- 010 Retail & Distribution Cert
- 011 E I T B
- 012 Modules
- 013 ONC
- 014 B H S Cert
- 015 C P V E
- 016 N W R E C
- 017 Pitman
- 018 ABTA Training
- 019 D S A
- 020 Butcher Training Qualif

5 How much do/did you receive on the scheme? (write in) £ _____ per week

YTS_MONY

6 IF STILL ON A SCHEME
a Do you expect to be able to continue with the same employer after your training is complete? (tick one)

Definitely Maybe Unlikely No chance

YTS_END1

b If you are not kept on how easy will it be to find a job elsewhere (tick one)

Very easy Fairly easy Difficult Very difficult

YTS_END2

7 IF NO LONGER ON THIS SCHEME
What happened in the month after you left the scheme? (tick one)

Kept on by employer Moved to a job with a different firm Became unemployed

YTS_END3

Something else (write in) _____

8 IF YOU HAVE BEEN ON MORE THAN ONE SCHEME
How many schemes have you been on (write in) _____

YTS_NUM

3 IF YOU ARE DOING ANY TRAINING OR EDUCATION (BUT NOT YTS)

1 Can you describe the course, the subjects you study and the qualifications you hope to get?

The course _____
 The subjects _____
 The qualifications _____

CRS -
QUAL

- 001 G C E "A Level
- ~~002 G C E "O Level~~
- 003 A
- 004 B
- 005 C
- 006 D
- 007 E
- 008 BTEC
- 009 B S C
- 010 B E D Honours
- 011 City & Guilds
- 012 CPVE
- 013 Diploma
- 014 Degree/B A Degree
- 015 GCSE
- 016 H N D
- 017 H N C
- 018 Scotvec Module

- 019 RSA
- 020 R G N
- 021 O N C
- 022 Preliminary Banking Certificate
- 023 Private Secretary Certificate
- 024 NNEB
- 025 Foundation Course Pass
- 026 AAT Credit
- 027 JMBA Level
- 028 Highers
- 029 M A
- 030 B Eng
- 031 M B
- 032 S N C
- 033 B C S
- 034 B P I F
- 999 Others

- 001 Audio
- 002 Acting
- 003 A T C
- 004 Accounts
- 005 Anatomy
- 006 Art
- 007 Accounting Information Processing
- 008 Administration
- 009 Business Environment
- 010 Business Calculations
- 011 B R S
- 012 Bio-Chemistry
- 013 Bookkeeping
- 014 British Government
- 015 Banking
- 016 Biology
- 017 Business Aspects
- 018 Business Studies
- 019 Bricklaying
- 020 Business in Industry
- 021 Biological Sciences
- 022 Behaviourial Studies
- 023 Beauty
- 024 Computing
- 025 Chemistry
- 026 Computer Science
- 027 Catering
- 028 Communications Skills
- 029 Construction Valuation

- 030 Child Care
- 031 Child Development
- 032 Classics
- 033 Crafts - design
- 034 Exercise to Music Course
- 035 Drawing
- 036 Design
- 037 English Literature
- 038 Economics
- 039 English
- 040 Electronics
- 041 English Language
- 042 English Mature
- 043 Food Service
- 044 Food Preparation
- 045 Food Science
- 046 Fashion & Fabric
- 047 Finance
- 048 French
- 049 First Aid
- 050 Food & Nutrition
- 051 Further Maths
- 052 German
- 053 General Studies
- 054 Geography
- 055 Geology
- 056 Government
- 057 Hairdressing Practical

SUB 1
 SUB 2
 SUB 3
 SUB 4
 SUB 5
 SUB 6

- 058 Hairdressing Theory
- 059 Hairdressing management
- 060 Human Biology
- 061 H R M
- 062 Human Resource management
- 063 Home Economics
- 064 History
- 065 Higher A P H
- 066 Housekeeping
- 067 Hairdressing
- 068 Insurance
- 069 Interfacing
- 070 Industrial Relations
- 071 Law
- 072 Marketing
- 073 Materials
- 074 Mechanics
- 075 Movement
- 076 Maths
- 077 Marine Engineering
- 078 Metal Work
- 079 Micro's
- 080 M V Engines
- 081 M V Chassis
- 082 Music
- 083 Military Skills
- 084 Naval Architecture
- 085 Nursing
- 086 Organisation In It's Environment
- 087 Politics
- 088 People in Organisation
- 089 Practical Brickwork
- 090 Psychology
- 091 Physics
- 092 Pipelaying
- 093 Plumbing
- 094 Principles
- 095 Programming
- 096 Planning
- 097 Petrol/Diesel Elec Studies
- 098 Printing
- 099 Photography
- 100 Pure & Applied Maths
- 101 Public Admin
- 102 Plastic Processing
- 103 Pino
- 104 Physical
- 105 Pattern Cutting
- 106 Quantative Methods
- 107 R A F
- 108 Reception
- 109 Retail
- 110 Sociology
- 111 Sports
- 112 Science
- 113 Subject Vary
- 114 Statistics
- 115 Slabing
- 116 Secretarial Studies
- 117 Social Skills
- 118 Spanish
- 119 Shorthand
- 120 Structure of Business
- 121 Supervision Law
- 122 Sales
- 123 T&T
- 124 Travel & Tourism
- 125 Theatre Studies
- 126 Teaching Studies
- 127 Tee-line Shorthand
- 128 Typing
- 129 Technical Drawing
- 130 Transmissions
- 131 Voice
- 132 Weld Procedures
- 133 Woodwork
- 134 Word Processor
- 135 Waitcing
- 136 Leisure Environment
- 137 Information Technology
- 138 Data Processing
- 139 Dynamics
- 140 Medical Tech
- 141 Lang and Practices
- 142 Dimensional control
- 143 Plant Installations
- 144 General Engineering
- 145 Modern Studies
- 146 Latin
- 147 Social Anthropology
- 148 Arithmetic
- 149 Structural Drawing
- 150 Selling Skills
- 151 Personal Presentation
- 152 Economic History
- 153 A P H
- 154 Painting
- 155 Carpentry
- 156 Joinery
- 157 Analogue
- 158 Commerce
- 159 Instrumentation
- 160 Medicine
- 161 Community care
- 162 Philosophy
- 163 Textile Design
- 164 Mechanical Engineering
- 165 Electrical Engineering
- 166 Technology
- 167 Speech Pathology
- 168 Linguistics
- 169 Mechanical Maintenance
- 170 Botany
- 171 Education & Health
- 172 Media Studies
- 173 Horticulture
- 174 Agriculture
- 175 Religious Education
- 176 Silversmithing
- 177 Youth Training Sup
- 178 Integrated Studies
- 179 American Studies
- 180 Construction
- 181 Chiropody
- 182 Tailoring
- 183 Building
- 184 Literature
- 185 Chemical Engineering
- 186 Sports Science
- 187 Welsh
- 188 Veterinary Nursing
- 189 Mechanical Science

- 190 Man Tech
- 191 Engineering Graphics
- 192 Italian
- 193 Drama
- 194 Russian
- 195 Archaeology
- 196 Setter Operator

2 What is the name of the college/school/university/polytechnic where you study?

TRN PLC

Sheffield	1	Abbeyle Grange		49	North Staffs Poly
	2	All Saints		50	Princess Marina College
	3	Ashleigh		51	Clowne College
	4	Beaver Hill		52	Sheffield University
	5	Bradfield		53	Salford University
	6	Brook		54	Royal College of Music
	7	Carter Lodge		55	Leeds Poly
	8	Chaucer		56	Oriel College, Oxford
	9	City		57	Kings College, London
	10	Colley		58	Leicester University
	11	Earl Marshall		59	Stevenson College
	12	Ecclesfield		60	Doncaster University
	13	Firth Park		61	Newcastle -u- Tyne Poly
	14	Gleadless Valley		62	Luton College
	15	Herries		63	York University
	16	High Green		64	Hull University
	17	High Storrs		65	Cambridge University
	18	Hinde House		66	Bradford University
	19	Hurlefield		67	Guildhall Music University
	20	Jordan Thorpe		68	Rotherham College
	21	King Ecgbert		69	Essex University
	22	King Edward VII		70	Ealing Broadway Sec College
	23	Myers Grove		71	Rother Valley C O F E
	24	Newfield		72	Sheffield Poly
	25	Norfolk		73	Thames Poly
	26	Notre Dame		74	Sunderland Poly
	27	Park House		75	Frenchville Senior School
	28	Rowlinson		76	Coventry Poly
	29	Silverdale			
	30	Stocksbridge			
	31	Talbot	Liverpool	1	Archbishop Beck
	32	Tapton		2	Archbishop Blanch
	33	Waltheof		3	Breckfield
	34	Westfield		4	Broughton Hall
	35	Wisewood		5	Campion High
	36	Yewlands		6	Cardinal Heenan
	37	Thronbridge/Frechville/Birley		7	Childwill Comprehensive
	38	Stannington		8	Clubmoor Community Comprehensive
	39	Richmond		9	Croxteth Community Comprehensive
	40	Babbington		10	De La Salle
	41	Granville College		11	Dovecot Community Comprehensive
	42	Rockingham College		12	Fazakerley Community Comprehensive
	43	Shirecliffe College		13	King David High School
	44	Burley		14	Netherley Community Comprehensive
	45	Bradford University		15	New Hays
	46	Kitson College		16	Notre Dame High School
	47	Trent Poly		17	Nugent RC
	48	Manchester Poly		18	Our Lady of Fatima RC
				19	Pope John Paul
				20	Priory CC
				21	St Brigids
				22	St Francis Xavier
				23	St John Bosco RC
				24	St Margarets C/E High
				25	St Mary's RC
				26	Shorefields
				27	Speke Community Comprehensive

	Kirkcaldy	1	Achnady
28	University Community Comprehensive	2	Auchterderran
29	Walton Community Comprehensive	3	Balwearie
30	West Derby	4	Buckhaven
31	Bluecoat School	5	Glenrothes
32	Calderston Community Comprehensive	6	Glenwood
33	Gateacre Community Comprehensive	7	Kirkcaldy
34	St Hildas	8	Kirkland
35	St John Almond	9	St Andrews
36	St Julias High	10	Viewforth
37	Holly Lodge	11	Heriot Watts
38	Broad Green	12	Napier
39	Millbrook	13	Aberdeen
40	Hugh Baird Coll	14	Elmwood College
41	City College	15	Scot College of Technology
42	Nottingham University	16	Beath Senior High School
43	Liverpool Poly	17	St Andrews University
44	North East Tech College	18	University of Dundee
45	Carlet Park Coll	19	Aberdeen Tech College
46	Riversdale College	20	Dundee Tech College
47	York University	21	Glasgow University
48	South Mersey Coll	22	Glasgow Collage
49	Grostins	23	South Glam Inst of High Education
50	King George V	24	Edinburgh University
51	Salford Coll of Tech	25	Glenalmond College
52	Millbank	26	University of Sterling
53	Sandown Coll of Perf Arts	27	Cardonald College
54	Mabel F E C	28	West Lothian College
55	Sheffield Poly	29	Army Appentle College Chepstow
56	Widnes College	30	Northern College Education
57	Kirkby College	31	Ninewells College
58	Oxford University	32	Telford College
59	Manchester Poly	33	University of Strathclyde
60	Colquh Street College	34	Liverpool Polytechnic
61	Trinity & All Saints	35	Royal School of Veterinary Std
62	Wirral Metro Coll	36	Lauder Tech College
63	Wigan College	37	Scottish College of Textiles
64	McKee Drama & Dancing	38	Moray House College
65	Knowsley College	39	Queen Margaret College
66	U M I S T	40	Leven Tech College
67	St Edwards College	41	Fife College of Nursing
68	Leeds University	42	Robert Gordons inst of Tech
69	Edinburgh University		
70	Addenbroke		
71	Livl University	Swindon	1 Churchfields
72	Manchester College		2 Commonweal
73	Newcastle University		3 Dorcan
74	Christ College		4 Headlands
75	Goldsmiths		5 Highworth
76	Hugh Bairo		6 Hreod Parkway
77	South Glamorgan		7 Kings Down
78	Sight & Sound		8 Oakfield
79	Central		9 Ridgeway
80	Old Swan Tech		10 St Josephs
			11 New College
			12 Swindon College

- 14 Aston University
- 15 University Essex
- 16 Regents St College
- 17 Charing Cross Hosp Ful
- 18 Cardiff University
- 19 Davenswicks
- 20 Bishops College Lincoln
- 21 Cambridge College
- 22 Southampton University
- 23 Princess Marine College
- 24 Oxford Polytechnic
- 25 Exeter University
- 26 Derbyshire College
- 27 Barking College
- 28 Royal Holloway & Bedford New College
- 29 Bristol & Weston School
- 30 Kingswood Bath
- 31 Acting School E 15
- 32 Reading University
- 33 Hatfield
- 34 Chipingham College
- 35 Manchester University
- 36 Goldsmith College
- 37 Birmingham University
- 38 West Berkshire School Of Nursing
- 39 University of Technology, Loughborough
- 40 Southbank
- 41 Berkshire College Of Art And Design
- 42 Surrey University
- 43 IMP College
- 44 Wales Polytechnic
- 45 Edinburgh School
- 46 Salsbury Sea Nursing
- 47 North Star College, Swindon
- 48 University of Kent
- 49 University of Liverpool
- 50 Lackham College
- 51 Bristol Royal Infirmary
- 52 UWIST
- 53 Wroughton School
- 54 H M S Dryad
- 55 Bath University

3 When did you start the course?

Month

TRN - STMN

Year 19

TRN - STYR

4 And when do you expect to finish?

Month

TRN - ENMN

Year 19

TRN - ENYR

4 IF YOU HAVE ANY KIND OF PAID JOB (BUT YOU ARE NOT ON YTS) PLEASE TELL US MORE ABOUT IT (IF YOU HAVE MORE THAN ONE JOB TELL US ABOUT YOUR MAIN JOB)

- 1 What is the job called? _____
- 2 What do you do? _____
- 3 What is the name and place of the organisation you work for? _____
- 4 What do they make or do? _____

JOB-DTLS

5 How many hours do you work most weeks? _____

JOB_HRS

6 Do you supervise the work of others? (tick one) Yes formally Yes informally No

SUPERVIS

If YES, how many people are you responsible for (write in) _____

SUPERNO

7 How likely - do you think you might lose your job in the next 6 months? (tick one)

Very likely Quite likely Not sure Quite unlikely Very unlikely

JOB_FUT

8 What are the opportunities for promotion like in your job? (tick one)

Excellent Good Not so good Very poor None

JOB_OPT

B EDUCATION AND TRAINING QUALIFICATIONS

1 How many SCOTVEC National Certificate modules have you finished since you started secondary school, if none write 0 (write in)

Please fill in the details of any other qualifications you have obtained since you started secondary school. Qualifications include A Level CGLI RSA BTEC National Diploma O Level CSE O-Grades Standard Grade Highers CSYS SCOTVEC National Certificate modules and any other type of English or Scottish or British National qualification (if you have not taken any qualifications leave the boxes blank)

QUALIFICATION	
1	7
2	12
3	17
4	22
5	27
6	32
7	37
8	42
9	47
10	52

QUAL 1
QUAL 2
QUAL 3
QUAL 4
QUAL 5
QUAL 6
QUAL 7
QUAL 8
QUAL 9
QUAL 10

QUALIFICATION	
11	57
12	62
13	67
14	72
15	77
16	82
17	87
18	92
19	97
20	102

QUAL 11
QUAL 12
QUAL 13
QUAL 14
QUAL 15
QUAL 16
QUAL 17
QUAL 18
QUAL 19
QUAL 20

- 1 C S E
- 2 'O' Level
- 3 'A' Level
- 4 Scotvec (module)
- 5 R S M
- 6 Btec
- 7 R S A
- 8 16 +/GCSE
- 9 City & Guilds
- 0 Pitman
- X Pitman 1
- V Pitman 2
- A CDVE
- B Pitman 3
- C G C E
- D Diploma
- E D of E Award
- F ONC
- G H S A
- H NBC
- I Foundation
- J WPC
- K VE/I
- L Highers
- 11 CSYS
- N 'S'
- O HND
- P SCEEB
- Q Standard Grade
- U SCE
- R CGLI
- S E I P B
- T Teeline
- Z Others

331 General Studies
332 Graphic Design/Graphics
333 Government and Commerce
334 Government
335 G E Design

401 History
402 Home Studies
403 Home Economics
404 Humanities
405 History of Art
406 Health Studies
407 History of Economics
408 History and Geography
451 Italian
452 Information Technology

501 Latin
502 Life/Leisure Studies
551 Mathematics
552 Metalwork
553 Metal and Plastics
554 Motor Vehicle Studies
561 Music
571 Media Studies
572 Modern Studies
591 Needlecraft
592 Nutrition
593 Nursing
594 Numeracy
600 Office Practices
601 Physics
602 Physics and Chemistry
603 Physical Education
604 Political Economy
605 Pottery
606 Photography
651 Religious Education
652 Rural Studies
660 Russian

701 Spanish
702 Science
703 Statistics
704 General Science
705 Secretarial Studies
706 Social Studies
707 Sociology
708 Social and Community Studies
709 Social Economics
710 Social Education
711 Shorthand
751 Typing
761 Technology
762 Technical Drawing
763 Textiles

764 Technical Woodwork
775 Tveit
851 Word Processing
852 Woodwork
853 World Studies
854 Welding

994 Other languages
995 Other Academic subjects
996 Other Vocational subjects
997 B Tech unspecified
998 Others
999 Others unspecified
989 Polish

C

YOUR MONEY

1 How much each week do you currently receive from the following sources (write in the amount to the nearest £)
If you do not get the money each week, how much do you get and for what period?

	AMOUNT	PERIOD COVERED
a) Main job (please give the amount that is, after tax and national insurance deductions but include any overtime or bonuses that you normally earn)	£ _____	Y2REC01
b) YTS allowance (including any travel allowance)	£ _____	Y2REC02
c) Social Security benefits e.g. unemployment or supplementary benefit	£ _____	Y2REC03
d) Education grant or bursary	£ _____	Y2REC04
e) From parents or other members of your family	£ _____	Y2REC05
f) Any other source (please write in) _____	£ _____	Y2REC06

LIST ONLY
ANY OTHER
SOURCE

- Babysitting
- Holiday Job
- Weekend Job - Part-time
- Musicians Union
- Tax Rebate
- Paper Round

2 Please write down how much you spend in an average week on

Board and lodgings (such as rent, gas, electricity phone and meals at home)	£ _____	YR2 BRD
On meals out (such as lunches dinners and snacks)	£ _____	MEALOUT
Things for yourself (such as drinks, cigarettes going out videos, records and magazines)	£ _____	SPNDSLF

3 We would now like to ask you some questions about saving and borrowing (Tick Yes or No)

	Yes	No	
a 1 Do you have a bank account?	<input type="checkbox"/>	<input type="checkbox"/>	ACC_Q1
2 Do you have a building society account?	<input type="checkbox"/>	<input type="checkbox"/>	ACC_Q2
3 Do you have a Post Office account?	<input type="checkbox"/>	<input type="checkbox"/>	ACC_Q3
4 Do you have any other savings account?	<input type="checkbox"/>	<input type="checkbox"/>	ACC_Q4
5 Do you regularly save any money each week or month?	<input type="checkbox"/>	<input type="checkbox"/>	ACC_Q5
b Do you	Yes	No	
Have a credit card (eg Access, Visa) which allows you to pay for goods instead of using a cheque or cash? (tick one)	<input type="checkbox"/>	<input type="checkbox"/>	CARD_Q1
Have a charge account card with a store? (tick one)	<input type="checkbox"/>	<input type="checkbox"/>	CARD_Q2
Buy things on instalment through a catalogue or club? (tick one)	<input type="checkbox"/>	<input type="checkbox"/>	CARD_Q3
Belong to a Christmas saving club, or similar? (tick one)	<input type="checkbox"/>	<input type="checkbox"/>	CARD_Q4
Have a cheque book? (tick one)	<input type="checkbox"/>	<input type="checkbox"/>	CARD_Q5

D

JOBS AND TRAINING

1 How many jobs if any, have you applied for in the past 3 months? _____

JOBAPNO

2 Please choose 3 items only from the list below which you would regard as most important when choosing a job (tick three)

- | | | | | | | | |
|---------|---|--------------------------|----|--|--------------------------|----|----------|
| JOBIMP1 | 1 Pleasant people to work with | <input type="checkbox"/> | 10 | 8 Good hours | <input type="checkbox"/> | 17 | JOBIMP8 |
| JOBIMP2 | 2 Good job security | <input type="checkbox"/> | 11 | 9 Responsibility | <input type="checkbox"/> | 18 | JOBIMP9 |
| JOBIMP3 | 3 A job that is interesting | <input type="checkbox"/> | 12 | 10 Opportunity to learn new things | <input type="checkbox"/> | 19 | JOBIMP10 |
| JOBIMP4 | 4 Good pay | <input type="checkbox"/> | 13 | 11 A job with variety | <input type="checkbox"/> | 20 | JOBIMP11 |
| JOBIMP5 | 5 A job in which you feel you achieve something | <input type="checkbox"/> | 14 | 12 Good career prospects | <input type="checkbox"/> | 21 | JOBIMP12 |
| JOBIMP6 | 6 An opportunity to use initiative | <input type="checkbox"/> | 15 | 13 A job that uses all your abilities | <input type="checkbox"/> | 22 | JOBIMP13 |
| JOBIMP7 | 7 Meeting people | <input type="checkbox"/> | 16 | 14 A job where you can make decisions for yourself | <input type="checkbox"/> | 23 | JOBIMP14 |

- 3 People have very different opinions about many things. Here is a list of opinions. You will agree with some of them and disagree with others. Sometimes you will agree strongly and at other times you will disagree strongly. Now and then you may be uncertain whether you agree or disagree. Read each opinion and put a tick in the box which is right for you.

	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE	
1 Youth Training Schemes are better than the dole	1	2	3	4	5	YR20P N1
2 I think a technical training will help me in the future	1	2	3	4	5	YR20P N2
3 Getting a job depends on your ability	1	2	3	4	5	YR20P N3
4 People who are poor usually have themselves to blame	1	2	3	4	5	YR20P N4
5 Getting on at work really depends on other people	1	2	3	4	5	YR20P N5
6 It is much better to get some kind of training than to go straight into a paid job	1	2	3	4	5	YR20P N6
7 It is not worth the effort to learn about new technology	1	2	3	4	5	YR20P N7
8 Getting a job today is just a matter of chance	1	2	3	4	5	YR20P N8
9 It is bad luck that causes people to be poor	1	2	3	4	5	YR20P N9
10 Youth Training Schemes are just slave labour	1	2	3	4	5	YR20P N10
11 I don't think I need to learn more about how to use computers	1	2	3	4	5	YR20P N11
12 Poor people have the system to blame for their poverty	1	2	3	4	5	YR20P N12
13 Going on YTS is the best way now for 16 - and 17 year-olds to eventually get a job	1	2	3	4	5	YR20P N13
14 It depends on where you live as to whether you get a job or not	1	2	3	4	5	YR20P N14
15 I would like to have a job involving new technology	1	2	3	4	5	YR20P N15
16 Being successful at work is just a matter of luck	1	2	3	4	5	YR20P N16
17 People who are successful in their work usually deserve it	1	2	3	4	5	YR20P N17

E

SPARE TIME

1 Have you taken a holiday away from home in the last 12 months? Do NOT include in your answer weekends away or short visits (eg 2 or 3 days) (tick one) No Once only Twice only Three or more times HOLIDAY

If you have been on holiday please write in the space provided where you went on your main holiday and tell us who you went with by ticking the appropriate box

I went to _____

HOLIDAY_PLC

- | | | | |
|-----|----------------------|-----|---------------------|
| 001 | Austria | 055 | Coventry |
| 002 | Aviemore | 056 | Portugal |
| 003 | Aberfayle | 057 | Ireland |
| 004 | Blackpool | 058 | Belgium |
| 005 | Bridlington | 059 | Europe |
| 006 | Bournemouth | 060 | Barbados |
| 007 | Berlin | 061 | Lincoln |
| 008 | Corfu | 062 | Southport |
| 009 | Cleethorpes | 063 | Kashmir |
| 010 | Cornwall | 064 | Isle of Sky |
| 011 | Cyprus | 065 | Berwick |
| 012 | Canada | 066 | RAF |
| 013 | Devon | 067 | Lowerstoft Suffolk |
| 014 | Dumfries | 068 | Torquay |
| 015 | France | 069 | India |
| 016 | Germany/West Germany | 070 | Aberdeen |
| 017 | Great Yarmouth | 071 | Portnockie |
| 018 | Greece | 072 | Blairgorrie |
| 019 | Edinburgh | 073 | Newton More |
| 020 | Holland | 074 | Paris |
| 021 | Isle of Wight | 075 | Northampton |
| 022 | Italy | 076 | Minehead |
| 023 | Jersey | 077 | Ayr |
| 024 | London | 078 | Shetland Islands |
| 025 | Lake District | 079 | Ibiza |
| 026 | Lourdes | 080 | West Coast Scotland |
| 027 | Majorca | 081 | Lochness |
| 028 | Malta | 082 | Winchester |
| 029 | Morocco | 083 | Valfrejus |
| 030 | North Scotland | 084 | Creetown |
| 031 | North England | 085 | Hastings |
| 032 | North Wales/Wales | 086 | Manchester |
| 033 | Norfolk | 087 | Surrey |
| 034 | Oban | 088 | Hinkley |
| 035 | Pakistan | 089 | Suffolk |
| 036 | Pitlochry | 090 | Whitley Bay |
| 037 | U S A | 091 | Bavaria |
| 038 | Spain | 092 | Iraq |
| 039 | Scarborough | 093 | Israel |
| 040 | Skegness | 094 | Egypt |
| 041 | Southern France | 095 | Ross on Wye |
| 042 | South Wales | 096 | Dunkeld |
| 043 | Sweden | 097 | Stornaway |
| 044 | Switzerland | 098 | Lockgilphead |
| 045 | Tunisia/Tenerife | 099 | Brekin |
| 046 | Yugoslavia | 100 | Kent |
| 047 | York | 101 | Southend |
| 048 | Yorkshire | 102 | Milton Keynes |
| 049 | Vienna | 103 | Andorra |
| 050 | Wales | 104 | Omar |
| 051 | Norway | 105 | Turkey |
| 052 | N Africa | 106 | Czechoslovakia |
| 053 | New Zealand | 107 | Japan |
| 054 | Oxford | 108 | Europe |

I went (tick one) place

with school	<input type="checkbox"/> 45	HLD-WTH1	with parents	<input type="checkbox"/> 49	HLDWTH5
with one friend (opposite sex)	<input type="checkbox"/> 46	HLD-WTH2	with one friend (same sex)	<input type="checkbox"/> 50	HLDWTH6
with group of friends (both sexes)	<input type="checkbox"/> 47	HLD-WTH3	with group of friends (same sex)	<input type="checkbox"/> 51	HLDWTH7
	<input type="checkbox"/> 48	HLD-WTH4			

2 Please tell us whether you have watched the following TV programmes in the last 2 weeks (tick yes or no for each programme)

	YES	NO		YES	NO	
1 Top of the Pops	<input type="checkbox"/>	<input type="checkbox"/> 52	TV1	<input type="checkbox"/>	<input type="checkbox"/> 58	TV8
2 Coronation Street	<input type="checkbox"/>	<input type="checkbox"/> 53	TV2	<input type="checkbox"/>	<input type="checkbox"/> 60	TV9
3 News at Ten or 9 O Clock News	<input type="checkbox"/>	<input type="checkbox"/> 54	TV3	<input type="checkbox"/>	<input type="checkbox"/> 61	TV10
4 Match of the Day	<input type="checkbox"/>	<input type="checkbox"/> 55	TV4	<input type="checkbox"/>	<input type="checkbox"/> 62	TV11
5 The 6 O Clock News	<input type="checkbox"/>	<input type="checkbox"/> 56	TV5	<input type="checkbox"/>	<input type="checkbox"/> 63	TV12
6 Panorama	<input type="checkbox"/>	<input type="checkbox"/> 57	TV6	<input type="checkbox"/>	<input type="checkbox"/> 64	TV13
7 Science programmes	<input type="checkbox"/>	<input type="checkbox"/> 58	TV7	<input type="checkbox"/>	<input type="checkbox"/> 65	TV14
			8 Newsnight			
			9 Brookside			
			10 Friday Night Live			
			11 EastEnders			
			12 Grandstand			
			13 Comedy programmes			
			14 Nature programmes			

3 In this part we would like you to tell us about some of the people you know

The first step is to make a list of four different people putting their first names or initials in the boxes (numbered 1 to 4) below

These should be the four friends you see most often

The second step is to answer the questions down the left hand side of the page about each person

STEP ONE PEOPLE →

1	<input type="text"/>	FRND1	2	<input type="text"/>	FRND2	3	<input type="text"/>	FRND3	4	<input type="text"/>	FRND4
	7			20			33			46	

STEP TWO QUESTIONS

For the first five questions, put a Y (yes), N (no), U (uncertain)

1	When you have had a serious worry or personal problem were you able to talk to this person about it?	<input type="checkbox"/> 6	FRND1Q1	<input type="checkbox"/> 21	FRND2Q1	<input type="checkbox"/> 34	FRND3Q1	<input type="checkbox"/> 47	FRND4Q1
2	When you badly-needed some money was this a person you could ask for it?	<input type="checkbox"/> 9	FRND1Q2	<input type="checkbox"/> 22	FRND2Q2	<input type="checkbox"/> 35	FRND3Q2	<input type="checkbox"/> 48	FRND4Q2
3	Is this a person you discuss things in the news with things like nuclear weapons or terrorism or unemployment or what the government is doing for example?	<input type="checkbox"/> 10	FRND1Q3	<input type="checkbox"/> 23	FRND2Q3	<input type="checkbox"/> 36	FRND3Q3	<input type="checkbox"/> 49	FRND4Q3
4	Do you know what political party this person would support if there was an election?	<input type="checkbox"/> 11	FRND1Q4	<input type="checkbox"/> 24	FRND2Q4	<input type="checkbox"/> 37	FRND3Q4	<input type="checkbox"/> 50	FRND4Q4
5	Does this person have a full time job at the moment?	<input type="checkbox"/> 12	FRND1Q5	<input type="checkbox"/> 25	FRND2Q5	<input type="checkbox"/> 38	FRND3Q5	<input type="checkbox"/> 51	FRND4Q5

For the next four questions please answer as indicated

6	Is this person male or female? (write in M or F)	<input type="text"/> 13	FRND1Q6	<input type="text"/> 26	FRND2Q6	<input type="text"/> 39	FRND3Q6	<input type="text"/> 52	FRND4Q6
7	How long have you known this person? (write in number of years)	<input type="text"/> 14	FRND1Q7	<input type="text"/> 27	FRND2Q7	<input type="text"/> 40	FRND3Q7	<input type="text"/> 53	FRND4Q7
8	How old is this person approximately? (write in number of years)	<input type="text"/> 15	FRND1Q8	<input type="text"/> 28	FRND2Q8	<input type="text"/> 41	FRND3Q8	<input type="text"/> 54	FRND4Q8
9	How many days ago did you last see this person? (if today put 0)	<input type="text"/> 16	FRND1Q9	<input type="text"/> 29	FRND2Q9	<input type="text"/> 42	FRND3Q9	<input type="text"/> 55	FRND4Q9
		<input type="text"/> 18		<input type="text"/> 31		<input type="text"/> 44		<input type="text"/> 57	
		<input type="text"/> 19		<input type="text"/> 32		<input type="text"/> 45		<input type="text"/> 58	

4 Please indicate how often you have done or gone to each of the following things in the last year by ticking one of the boxes for each activity

	NEVER	LESS THAN ONCE A MONTH	1 TO 3 TIMES A MONTH	1 OR 2 TIMES A WEEK	3 TO 6 TIMES A WEEK	EVERY DAY	
1 Youth club or group							ACTVT1
2 Playing sports							ACTVT2
3 Pubs							ACTVT3
4 Parties dances or discos							ACTVT4
5 Cinemas							ACTVT5
6 Amusement arcades							ACTVT6
7 Watching football matches or other sports							ACTVT7
8 Smoking cigarettes							ACTVT8
9 Drinking alcoholic drinks							ACTVT9
10 Church service							ACTVT10

5 When you have some spare time, how frequently do you spend it with the people listed below? (tick one for each type of person)

	NEVER	HARDLY EVER	OCCASIONALLY	QUITE OFTEN	VERY OFTEN	
1 Parents						SPND_TH1
2 Brother(s), sister(s)						SPND_TH2
3 Boyfriend girlfriend or partner						SPND_TH3
4 A particular close friend						SPND_TH4
5 A group of friends of both sexes						SPND_TH5
6 A group of friends of the same sex						SPND_TH6
7 On my own						SPND_TH7

F YOUR VIEWS ABOUT YOURSELF

1 People have different opinions about many things. Here is a list of opinions. You will agree with some of them and disagree with others. Sometimes you will agree strongly and at other times you will disagree strongly. Now and then you may be uncertain whether you agree or disagree. Read each opinion and put a tick in the box which is right for you.

	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE	
1 If I can't do a job the first time I keep trying until I do	1	2	3	4	5	Y2SELF1
2 I seem to be capable of dealing with most problems that come up in life	1	2	3	4	5	Y2SELF2
3 I find it easy to make new friends	1	2	3	4	5	Y2SELF3
4 I do not know how to handle social gatherings	1	2	3	4	5	Y2SELF4
5 I avoid trying to learn new things when they look too difficult for me	1	2	3	4	5	Y2SELF5
6 I find it easy to adapt to new rules and regulations	1	2	3	4	5	Y2SELF6
7 I give up easily	1	2	3	4	5	Y2SELF7
8 If I could I would be a very different person from the one I am now	1	2	3	4	5	Y2SELF8
9 I feel unsure of most things in life	1	2	3	4	5	Y2SELF9

(continued on next page)

(continued from previous page)

	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
10 I find it difficult to know what is going on in the world	1	2	3	4	5
11 I am happy to be the person I am	1	2	3	4	5
12 I sometimes cannot help but wonder if anything is worthwhile	1	2	3	4	5
13 I feel that I am as worthwhile as anybody else	1	2	3	4	5
14 I am often troubled by emptiness in my life	1	2	3	4	5

Y2SELF10
Y2SELF11
Y2SELF12
Y2SELF13
Y2SELF14

2 How far do you see yourself as the sort of person who
(put a tick in the box which is for you)

	VERY MUCH	QUITE A LOT	NOT SURE	NOT MUCH	NOT AT ALL
1 Has a strong desire to accomplish things?	1	2	3	4	5
2 Takes initiative and seeks responsibility?	1	2	3	4	5
3 Prefers to take moderate and calculated risks?	1	2	3	4	5
4 Has a lot of drive and energy?	1	2	3	4	5
5 Has a lot of determination and desire to get on with jobs and work?	1	2	3	4	5
6 Sets your own standards of success?	1	2	3	4	5

YR2PE2S1
YR2PE2S2
YR2PE2S3
YR2PE2S2
YR2PE2S5
YR2PE2S6

G YOUR ACTIVITIES AND VIEWS

1 People have different opinions about many things. Here is a list of opinions. You will agree with some of them and disagree with others. Sometimes you will agree strongly and at other times you will disagree strongly. Now and then you may be uncertain whether you agree or disagree. Read each opinion and put a tick in the box which is right for you.

	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
1 The death penalty is wrong and should never be used					
2 Members of extremist political groups should not be allowed to teach in schools					
3 War is preferable to occupation of the country by a foreign power					
4 The Church should give a much clearer lead on matters concerned with sex					
5 It is OK for people from different races to get married					
6 People like me have no say in what the Government does					
7 The water and electricity supply industries should be sold to private business					
8 If I saw someone make a break-in I would tell the police about it					
9 There is nothing wrong with homosexual relationships					
10 People living in the North are more likeable than those living in the South of England					
11 I would not mind working with people from other races					
12 There is too much information kept secret by the British Government					
13 It does not really make much difference which political party is in power in Britain					

ACTVW1
ACTVW2
ACTVW3
ACTVW4
ACTVW5
ACTVW6
ACTVW7
ACTVW8
ACTVW9
ACTVW10
ACTVW11
ACTVW12
ACTVW13

(continued from previous page)

	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE	
14 People should realise their greatest loyalty is to their family						ACTVW11
15 More money should be spent by the Government on the health service						ACTVW15
16 It is easy for young men to get jobs around here						ACTVW16
17 Political parties are only interested in votes not in people's opinions						ACTVW17
18 Because of AIDS people should stick with one sexual partner						ACTVW18
19 There should be more women bosses in important jobs in business and industry						ACTVW19
20 It is easy for young women to to get jobs round here						ACTVW20

2 If there was a General Election tomorrow and you were able to vote which political party do you think you would be most likely to support?

VOTEWHO

Uncertain

NOTVOTE
2

Name of party (write in) _____

Would not vote for any party (tick here)

Labour=3
 Conservative=4
 S D L P =5
 Raving Monster Loony Party=6
 S D P =7
 Liberal=8
 Green Party=9
 S N P =0
 Communist=-
 Sinn Fein=A

Not answered=4

3 How interested are you in politics? (tick one) Very Quite Not very Not at all

Y2 POLINT

4 How important do you think it is to know about politics? (tick one) Very Quite Not very Not at all

POL - IMP

5 (a) Please would you put a tick in the first column to indicate whether or not you have done any of the following to bring about a change you thought was important
(b) Would you then indicate by ticking the relevant boxes whether you would, might or would never do each of these things in the future

	(a) HAVE DONE	WOULD DO	(b) MIGHT DO	WOULD NEVER DO	
1 Discuss politics with friends	1	2	3	4	Y2 PACT 3
2 Sign petitions	1	2	3	4	Y2 PACT 2
3 Take part in a boycott	1	2	3	4	Y2 PACT 3
4 Discuss politics with your parents	1	2	3	4	Y2 PACT 4
5 Contact public officials or politicians	1	2	3	4	Y2 PACT 5
6 Watch party political broadcasts	1	2	3	4	Y2 PACT 6
7 Try to persuade friends to vote the same way as yourself	1	2	3	4	Y2 PACT 7
8 Attend a political meeting or rally or march or demonstration	1	2	3	4	Y2 PACT 8
9 Picketing	1	2	3	4	Y2 PACT 9
10 Help organise any public meeting or event	1	2	3	4	Y2 PACT 10
11 Choose to read about politics in the papers	1	2	3	4	Y2 PACT 11
12 Hand out political union or campaign leaflets	1	2	3	4	Y2 PACT 12

6 People have different opinions about many things. Here is a list of opinions. You will agree with some of them and disagree with others. Sometimes you will agree strongly and at other times you will disagree strongly. Now and then you may be uncertain whether you agree or disagree. Read each opinion and put a tick in the box which is right for you.

	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE	
1 If a young girl gets pregnant she should be able to have an abortion if she wants to						THNK_Q1
2 I would not want a person from another race to be my boss						THNK_Q2
3 I do not think politicians care much about what people like me think						THNK_Q3
4 Sometimes politics and Government seem so complicated that a person like me cannot really understand what is going on						THNK_Q4
5 If a child is ill and both parents are working it should usually be the mother who takes time off to look after the child						THNK_Q5
6 I am worried that people I know might develop AIDS						THNK_Q6
7 It is OK for people from different races to live together						THNK_Q7
8 The Government should have the right to censor programmes appearing on the BBC						THNK_Q8
9 It is better to live here than in any other part of Britain						THNK_Q9
10 Men and women should do the same jobs around the house						THNK_Q10
11 It is less important for a woman to go out to work than it is for a man						THNK_Q11
12 People living in the South of England are usually more successful than those living in the North						THNK_Q12
13 Politicians are mainly in politics for their own benefit and not for the benefit of the community						THNK_Q13
14 Men and women should all have the chance to do the same kind of work						THNK_Q14
15 None of the political parties would do anything to benefit me						THNK_Q15
16 Girls should have the same chance as boys to get some training or have a career						THNK_Q16
17 It is alright to have sex with someone if you have been going out with them for a few weeks						THNK_Q17
18 There is no need for the Government to spend more money on education						THNK_Q18
19 Voting is the only way people like me can have an influence on the way the Government runs things						THNK_Q19
20 Generally speaking MPs do not lose touch with ordinary people						THNK_Q20

YOU AND YOUR HOME

We would like to ask you some questions about the people with whom you share a home - that is all those, whether family or friends, who live with you

1 How many people are living with you in your home now (not counting yourself)?

NOW	1987	HM_NUM
<input type="text"/>	<input type="text"/>	

Please write the number in the box

b Who are they?

Please write below the relations and other people who live in your home (eg mother, sister, step-mother, boyfriend, friend, partner, children, beginning with the oldest, and ending with the youngest (Don't write their names)

1 _____	HM-WHO1	6 _____	HM-WHO6
2 _____	HM-WHO2	7 _____	HM-WHO7
3 _____	HM-WHO3	8 _____	HM-WHO8
4 _____	HM-WHO4	9 _____	HM-WHO9
5 _____	HM-WHO5	10 _____	HM-WHO10

- | | | | |
|----|--------------|------------|--------------------|
| | 17 | Wife | |
| | 18 | Stepfather | |
| 01 | Father | 19 | Husband |
| 02 | Mother | 20 | Daughter |
| 03 | Brother | 21 | Son |
| 04 | Sister | 22 | Nephew |
| 05 | Aunt | 23 | Niece |
| 06 | Cousin | 24 | Sister in law |
| 07 | Stepfather | 25 | Brother in law |
| 08 | Half Sister | 26 | Lodger |
| 09 | Stepmother | 27 | Step brother |
| 10 | Half Brother | 28 | Mothers partner |
| 11 | Uncle | 29 | Flat mate |
| 12 | Grandfather | 30 | Landlady |
| 13 | Grandmother | 31 | Fathers girlfriend |
| 14 | Boyfriend | 32 | Step son |
| 15 | Friend | 33 | Mother in law |
| 16 | Girlfriend | 34 | Father in law |

2 Which of the following best describes your home? (tick one)

	NOW	APRIL 1987		NOW	APRIL 1987
Parents or step-parents house/flat	<input type="checkbox"/>	<input type="checkbox"/>	My own house/flat (rented or owned)	<input type="checkbox"/>	<input type="checkbox"/>
Student accommodation	<input type="checkbox"/>	<input type="checkbox"/>	Lodgings/digs	<input type="checkbox"/>	<input type="checkbox"/>
Living in home of friends or relatives	<input type="checkbox"/>	<input type="checkbox"/>	Other - please write in	<input type="checkbox"/>	<input type="checkbox"/>
	HM_DESC1			HM_DESC2	

I 2 Home Others

List only

Tied accommodation
Army accommodation

3 Are you? (tick one)
 single married co habiting separated divorced engaged?

STATUS

4 Please tell us about your parents (or step-parents) jobs or the last one if they do not have jobs at present

a) Father's job (write in)

b) Mother's job (write in)

1	What is the job called?	_____	} 22-24	_____	} 29-31
2	What does he/she do?	_____		_____	
3	Where does he/she work?	_____	} 25-27	_____	} 32-34
4	What do they make or do?	_____		_____	
5	Full time or part time?	_____	28	_____	35
6	Unemployed (tick box)	<input type="checkbox"/>		<input type="checkbox"/>	

FTH-JOB

MTH-JOB

5 a Have you got any children of your own? (tick one) Yes No We are expecting a baby

CHLDOWN

b If Yes, how many? (write in) _____

CHLDNUM

6 Do you have a religious faith? (write in) _____

REL_FTH

- 01 Atheist
- 02 Church of England
- 03 Church of Scotland
- 04 Methodist
- 05 Muslim
- 06 Roman Catholic
- 07 Protestant
- 08 Jehovahs Witness
- 09 Buddhism
- 10 Agnostic
- 11 Islamic
- 12 Baptist
- 13 Hindu
- 14 Evangelist
- 15 Jewish
- 16 Morman
- 17 Pentacostal
- 18 Sikhism

7 We would like to know something about who does different things around your home (where you are living now) For each of the tasks listed, put a tick in the boxes for the people who usually do them For example if you and your sister usually make meals put one tick for self and another for sister(s)

	SELF		MOTHER		FATHER		BROTHER(S)	
1 Cleaning your room	CLNROOM1	41	CLNROOM2	42	CLNROOM3	43	CLNROOM4	44
2 Other cleaning	OTHCLEN1	48	OTHCLEN2	49	OTHCLEN3	50	OTHCLEN4	51
3 Household shopping	WHOSHOP1	55	WHOSHOP2	56	WHOSHOP3	57	WHOSHOP4	58
4 Making meals for others	WHOMEAL1	62	WHOMEAL2	63	WHOMEAL3	64	WHOMEAL4	65
5 Repairing and improving the house	Y2PAIR1	69	Y2PAIR2	70	Y2PAIR3	71	Y2PAIR4	72
6 Paying bills	PAYBILL1	7	PAYBILL2	8	PAYBILL3	9	PAYBILL4	10
7 Washing up	WASHUP1	14	WASHUP2	15	WASHUP3	16	WASHUP4	17

	SISTER(S)		PARTNER		SOMEONE ELSE OR PAID HELPER	
1 Cleaning your room	CLNROOM5	45	CLNROOM6	46	CLNROOM7	47
2 Other cleaning	OTHCLEN5	52	OTHCLEN6	53	OTHCLEN7	54
3 Household shopping	WHOSHOP5	59	WHOSHOP6	60	WHOSHOP7	61
4 Making meals for others	WHOMEAL5	66	WHOMEAL6	67	WHOMEAL7	68
5 Repairing and improving the house	Y2PAIR5	73	Y2PAIR6	74	Y2PAIR7	75
6 Paying bills	PAYBILL5	11	PAYBILL6	12	PAYBILL7	13
7 Washing up	WASHUP5	18	WASHUP6	19	WASHUP7	20

J

COMMUNITY SERVICE

In this section we would like to ask you a few questions about community service By community service we mean doing work to help the disabled or dependent people in your local community or cleaning up and improving the environment in cities and the countryside, helping volunteer organisations and charities

- 1 Have you ever done work of this kind? (tick one) Often Once or twice Never COMM Q1

- 2 Would you like more opportunity to do work of this kind? (tick one) Yes Not sure No COMM Q2

- 3 Do you think people who stay on at school after 16 should have time off to do this kind of work? (tick one) Yes Not sure No COMM Q3

4 Do you think that employers of 16-18 year olds should provide them with time off to do this kind of work?
(tick one)

Yes Not sure No

COMH04

5 Do you think that all school leavers who do not have jobs should be required to do this kind of work for a year?
(tick one)

Yes Not sure No

COMH05

6 Do you think that all young people should be required to spend a year doing this kind of work after their
sixteenth birthday? (tick one)

Yes Not sure No

COMH06

7 How would you feel if you were required to do this kind of work for a year? (tick one)

Would you

Feel very happy about it Have no feelings either way Feel very unhappy about it

COMH07

H

ABOUT YOURSELF & OTHER PEOPLE

1 People have different opinions about many things. Here is a list of opinions. You will agree with some and disagree with others. Sometimes you will agree strongly and at other times you will disagree strongly. Now and then you may be uncertain whether you agree or disagree. Read each opinion and put a tick in the box which is right for you.

	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE	
You can make a success of your job even if you have children to look after						ATTITD1
Having a sexual relationship isn't important to me at the moment						ATTITD2
Bringing up children is a valuable and rewarding job						ATTITD3
The law should not allow people under 16 to have sex						ATTITD4
Having a job is more important to me than having a family						ATTITD5
If you haven't got a paid job life is rather pointless and a waste of time						ATTITD6
Most young people my age are not ready for a sexual relationship						ATTITD7
Married women shouldn't work						ATTITD8
I would be too embarrassed to discuss contraception even if I needed to						ATTITD9
Looking after the home and family isn't a proper job						ATTITD10

2 Please write down how much you spend on clothes, hair and make up in an average month?

£ _____

3 If you had to move to another area soon to get a job or a house or something like that, how much would each of these things worry you? (tick one box for each line)

	A LOT	A LITTLE	NOT AT ALL	
Leaving your friends				Y2W0041
Leaving your family				Y2W0042
Leaving your boyfriend, girlfriend, fiancé(e) or spouse				Y2W0043
The family responsibilities you have				Y2W0044
Your health				Y2W0045
Finding somewhere to live				Y2W0046
Problems with money				Y2W0047

4 People in Scotland generally earn (tick one)

More than people in England The same as people in England Less than people in England

SCOT EARN

5 People have different opinions about many things. Here is a list of opinions. You will agree with some and disagree with others. Sometimes you will agree strongly and at other times you will disagree strongly. Now and then you may be uncertain whether you agree or disagree. Read each opinion and put a tick in the box which is right for you.

	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE	
Comparing myself with people in Scotland I am satisfied with the way my life is just now						SCTOPN 1
Comparing myself with people in England I am satisfied with the way my life is just now						SCTOPN 2
Scotland could get along quite well without the rest of Britain						SCTOPN 3
It is important for Scotland to control and manage its own resources						SCTOPN 4
Scottish people should cultivate their national pride						SCTOPN 5
The teaching of Scottish history should take up a more important role in our education system						SCTOPN 6
I have a strong sense of belonging to Scotland						SCTOPN 7
People in Scotland will only get a fair deal if there is a separate Scottish Government						SCTOPN 8
I am not very proud to be seen as Scottish						SCTOPN 9
Scottish people who take on an English accent are traitors						SCTOPN 10
I would move out of Scotland if I had the chance						SCTOPN 11
I feel frustrated and dissatisfied about the amount people earn in Scotland compared to people in England						SCTOPN 12

6 If 10 men and 10 women were asked to give their opinion about each statement below, how many do you think would agree with each one? (write a number from 0 to 10 in each box)

- | | | | |
|--|-----------------------------|-------------------------------|-----------|
| a) It is alright to have sex with someone if you have been going out with them for a few weeks | MEN
<input type="text"/> | WOMEN
<input type="text"/> | MIXOPIN 1 |
| b) If a young girl gets pregnant she should be able to have an abortion if she wants to | <input type="text"/> | <input type="text"/> | MIXOPIN 2 |
| c) It is less important for a woman to go out to work than it is for a man | <input type="text"/> | <input type="text"/> | MIXOPIN 3 |

7 If 10 Scottish and 10 English people were asked about the statements below how many do you think would agree with each one (write a number from 0 to 10 in each box)

- | | | | |
|---|----------------------------------|---------------------------------|-----------|
| a) People living in the North are friendlier than those living in the South of England | SCOTTISH
<input type="text"/> | ENGLISH
<input type="text"/> | MIXVIEW 1 |
| b) People living in the South of England are usually more successful than those living in the North | <input type="text"/> | <input type="text"/> | MIXVIEW 2 |

H

LIVERPOOL

1 The following Liverpool personalities or TV characters are all nationally known. Do you think they give a good or bad impression of Liverpool to the rest of the country? Please answer by placing a tick under the answer you think most nearly applies

	GOOD	BAD	NOT SURE	DON'T KNOW PERSON / CHARACTER	
1 Derek Worlock Catholic Archbishop of Liverpool					TVCHAR1
2 Jimmy Tarbuck comedian					TVCHAR2
3 Billy Corkhill from Brookside					TVCHAR3
4 David Alton MP					TVCHAR4
5 The brothers from The Brothers Macgregor					TVCHAR5
6 David Sheppard Anglican Bishop of Liverpool					TVCHAR6
7 Cilla Black entertainer					TVCHAR7
8 Ziggy from Grange Hill					TVCHAR8
9 Holly Johnson pop singer					TVCHAR9
10 Derek Hatton former councillor					TVCHAR10
11 Yosser Hughes from Boys From the Black Stuff					TVCHAR11
12 Stan Boardman comedian					TVCHAR12
13 Kenny Dalglish football manager					TVCHAR13
14 The Boswell family from Bread					TVCHAR14

2 Liverpool often appears on TV news items and documentaries. Do you think the programme makers give a fair picture of Liverpool and its people? If not why not? (please tick)

Yes it is a fair representation Not sure

No the picture is unfair in the following ways _____

FAIRPIC

UNFAIR

THE PICTURE IS UNFAIR IN THE FOLLOWING WAYS

- Depicts people all as tearaways=1
- Liverpudlians are always shown as ignorant=2
- Always made to look lazy=3
- Never show any good spots - areas=4
- Always show someone stealing=5
- Stress the accent as though it is common=6
- Make Liverpool look derelict=7
- Never shown to be prospering=8
- A biased view=9
- Shown as example of poverty=0

3 Have you ever been unfairly discriminated against? (Please tick)

YES

NO

1 Looking for somewhere to live

DISCRIM 1

2 At school

DISCRIM 2

3 Applying for a job or training scheme

DISCRIM 3

4 At work

DISCRIM 4

5 At a pub club or disco

DISCRIM 5

6 Applying for a course

DISCRIM 6

7 By the police

DISCRIM 7

8 Other

DISCRIM 8

If you have been unfairly discriminated against please explain the circumstances

H3 - EXPLAIN UNFAIR DISCRIMINATIONS

I do not look old enough to drink because I am small
Applying for YTS when just 17 and turned down because 2 months too old
Police asking questions that do not concern them
Sexual discrimination by bouncers at pubs charge girls more to go in
Fighting
Colour/racially discriminated at school and in city centre
Accent
Appearance
School
Age at work people treated me unfairly
Nationality
Religion
Height
Was cheeky once so I got a bad reputation
Police pick on you for no reason
Police search you for no reason
Police hit you for no reason
Police pick on whites
Accused by police of doing things I haven't
I have long hair and police look at me as if a troublemaker
Passed driving test at 17 and always pulled up by police
Paid low wages because young
Treated poorly at school for being working class
Was told I was too young for job

4 Is there anywhere in Liverpool where you wouldn't feel safe?

The city centre

Where I live

Somewhere else in Liverpool

(Please say where and why you would not feel safe)

DURING THE DAY	AT NIGHT
<input type="checkbox"/> DAY1 38	<input type="checkbox"/> NIGHT1 46
<input type="checkbox"/> DAY2 39	<input type="checkbox"/> NIGHT2 47
<input type="checkbox"/> WHERE DAY 48-49	<input type="checkbox"/> WHY NIGHT 48-49

(tick all that apply)

WHERE WOULD YOU NOT FEEL SAFE

Toxteth=01
 Most of Liverpool=02
 Scotland Road=03
 Speke=04
 Parks=05
 Liverpool 8=06
 Netherley=07
 Anfield=08
 Bootle=09
 Pierhead=10
 Croxteth=11
 Upper Parliament St=12
 Everton Road=13
 Cantrill Farm=14
 Granby St=15
 Garston=16
 London Road=17
 Kirby=18
 Canning St=19

Unspec=99

WHY WOULD YOU NOT FEEL SAFE

Card 14 - Col 42 = Why (daytime)
 Col 50 = Why (night)

Just not a place for young girls alone=1
 Rough area=2
 Just don't feel safe=3
 Because of its image/reputation=4
 Racial troubles=5
 Streets are poorly lit=6
 Youths hostility=7
 Drunks and Gangs=8
 Too many muggings and rapes=9
 Drug problems=0
 Prostitutes Area/Girls get harassed=-

LIVERPOOL CONT

5 Liverpool City Council is seriously short of cash. Here are some ways which have been suggested to tackle this problem. Which of these actions do you favour? (tick as many as you agree with)

- 1 Demand more money from central government
- 2 Increase rates
- 3 Raise council house rents
- 4 Encourage tourism
- 5 Sell council-owned land and property
- 6 Cut council workforce
- 7 Cut public services e.g. schools, sports, transport
- 8 Borrow money from banks
- 9 Something else (please say what) _____

- | | |
|--------------------------|----------|
| <input type="checkbox"/> | FAVACT 1 |
| <input type="checkbox"/> | FAVACT 2 |
| <input type="checkbox"/> | FAVACT 3 |
| <input type="checkbox"/> | FAVACT 4 |
| <input type="checkbox"/> | FAVACT 5 |
| <input type="checkbox"/> | FAVACT 6 |
| <input type="checkbox"/> | FAVACT 7 |
| <input type="checkbox"/> | FAVACT 8 |
| <input type="checkbox"/> | FAVACT 9 |

LIVERPOOL - H 5 Something Else
 =====

C -

- More efficient use of existing services=1
- Encourage industry to grow=2
- Spend less money on London and more everywhere else=3
- Stop building shoebox houses on every piece of open space=4
- Local lotterys=5

6 Merseyside is a place of continuing high unemployment. Here are some suggestions which might create more jobs. Which of these actions do you favour? (tick as many as you agree with)

- 1 Give financial help to encourage businesses to come to the area
- 2 Enlarge the council workforce
- 3 More job sharing and work sharing
- 4 Assist people to become self employed
- 5 Discourage married women from working
- 6 Reduce unemployment benefit
- 7 Encourage tourism
- 8 Reduce wages
- 9 Something else (please say what) _____

- | | |
|--------------------------|---------|
| <input type="checkbox"/> | LP_WRK1 |
| <input type="checkbox"/> | LP_WRK2 |
| <input type="checkbox"/> | LP_WRK3 |
| <input type="checkbox"/> | LP_WRK4 |
| <input type="checkbox"/> | LP_WRK5 |
| <input type="checkbox"/> | LP_WRK6 |
| <input type="checkbox"/> | LP_WRK7 |
| <input type="checkbox"/> | LP_WRK8 |
| <input type="checkbox"/> | LP_WRK9 |

LIVERPOOL - H 6 Something Else
 =====

- Reduce rates to encourage more developing businesses=1
- Lower retirement age=2
- Give jobs to people who actually live in Liverpool=3
- Encourage 15yr olds to stay on at school and give grant=4
- No dole for school leavers=7

SHEFFIELD ADDITIONAL QUEST

H

1 a Do you think some areas of Sheffield are more deprived and some more privileged than others? (tick one)

AREA-LIK

Yes No Don't Know

DPR.ARA1

b If yes, list two more deprived areas _____

DPR.ARA2

SHEFFIELD - H 1 Deprived Areas
=====

Card 13 - Cols 57-58,59-60

01 Hyde Park
02 Manor
03 Attercliffe
04 Pitsmoor
05 Parsons Cross
06 Firth Park
07 Broomhill
08 Kelvin
09 Darnal

10 Wyburn
11 Longsett
12 Brightside
13 Walkley
14 Gleadless
15 Norfolk Park
16 Burngreave
17 Town Centre
18 Brinsworth
19 Shinegreen
20 Elleshall
21 Fir Vale
22 Crookes
23 Darnall
24 Tinsley
25 Uppertorpe
26 Grimesthorpe
27 Hillsborough

28 Neveroroon
29 Sharrow
30 Hamsowrth
31 Hackinthorpe
32 Lower Don
33 Arbourthorpe
34 Eckington
35 Waterthorpe
36 Edward Street
37 Oxford Street
38 Woodhouse
39 Parsons Cross
40 Abbeydale
41 Highgreen

and two more privileged areas _____

PRV.ARA1

PRV.ARA2

SHEFFIELD - H 1 Privileged Areas
=====

01 Broadway
02 Hallam
03 Abbeyvaley
04 Lodge Moor
05 Millhouses
06 Eccleshall
07 Dore
08 Fullwood
09 Ranmoor
10 Gleadless
11 Heely
12 Benchief
13 Totley
14 Whirlow
15 Norton
16 Topend Crookes

17 Woodseats
18 Beighton
19 Deepcar
20 Mosborough
21 Hillsborough
22 Firth Park
23 Stocksbridge
24 Sandygate
25 Crosspool
26 Coxloy
27 Stannington
28 City Centre
29 Walkley
30 Ridgeway
31 Rivelin
32 Locksley
33 Dronfield
34 Swallowsrest

35 Crosspool
36 Hackinthorpe
37 Silverdale
38 Broomhill
39 Highgreen
40 Arbourthorpe
41 Sandygate
42 Manor
43 Killermarsh
44 Attercliffe
45 Pitsmoor
46 Hyde Park
47 Norfolk Park
48 Lower Edges

2 Overall how well do you think Sheffield City Council does its job? (tick one)
 Very well Reasonably well Not very well Not at all well Don't know CNCL_JOB

3 Do you think the City Council should have more or less say in the lives of Sheffielders? (tick one)
 More The same Less CNCL_SAY

4 Have you heard that the World Student Games are to be held in Sheffield in 1991?
 (tick one) Yes No WSG_HLD

5 Do you think the World Student Games will create more jobs in the city?
 (tick one) Yes No Don't know WSG_JOB

6 a Do you think Sheffield young people will benefit from the Games being held here? (tick one)
 Yes No Don't know PEOP_BNF

b If yes in which of the following ways do you think they might well benefit? (tick all that apply)

BNFT1 There will be more jobs for young people 17 Sheffield youth will be able to take part 19 BNFT4
 BNFT2 It is a good chance to watch the Games 18 It will be good for the local economy 20 BNFT5
 BNFT3 Other ways (please tick and write in) 21

7 a Have you ever been to a Sheffield night club or disco (NOT wine bars or pubs with/without live music)
 in the last year? (tick yes or no) Yes No CLB_DISC

b If yes please write in the name(s) of the night clubs/discos in the space provided below and for each one tick the box which tells us how often on average you have been there

NAME OF CLUB/DISCO	MORE THAN ONCE A WEEK	ONCE A WEEK	1 TO 3 TIMES A MONTH	LESS THAN ONCE A MONTH	
76 78	<input type="checkbox"/> 28	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CLB_NO1
30 32	<input type="checkbox"/> 33	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CLB_NO2
34 36	<input type="checkbox"/> 37	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CLB_NO3
78 40	<input type="checkbox"/> 41	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CLB_NO4

SHEFFIELD - H 7 a Name of Club/Disco
 =====

- 001 Roxys
- 002 Calco Jax
- 003 Isabellas
- 004 Josephine
- 005 Charlie Parkers
- 006 Sinatras
- 007 Rebels
- 008 Limit
- 009 Silks
- 010 Locarnds
- 011 Leadmill
- 012 City Hall Rave
- 013 Japanese Whispers
- 014 Al-e-Cats

- 015 Fannys
- 016 Sadacca
- 017 Rooftops
- 018 Turnups
- 019 Pinegrove
- 020 The Gate Pub
- 021 White Horse Pub
- 022 Climax 2000
- 023 Legends
- 024 Mount Tabor
- 025 Rockies
- 026 Marples
- 027 Goldies
- 028 Berlins
- 029 Checkers
- 030 Pinegrove
- 031 Woodseat
- 032 Cavern
- 033 Take 2
- 034 Jive Turkey
- 035 Romeo and Juliet
- 036 Gillespies

SHEFFIELD CONT

And now some general questions about two currently controversial issues - education and health

8 First how satisfied were you with your schooling in Sheffield? (tick one)
 Very satisfied Quite satisfied Don't know Quite dissatisfied Very dissatisfied SCH_SATS

9 Do you think parents should be allowed more or less of a say in the education of their children? (tick one)
 More About the same Less Don't know PRNTS_SY

10 Do you agree or disagree with the suggestion that schools if they want to, be allowed to opt out of the control of Sheffield City Council? (tick one)
 Agree Disagree Don't know OPT_OUT

11 a Turning to the health service do you think that there should be major changes? (tick one)
 Yes No Don't know HLTH_SRR

b If yes what kind of changes? (tick all that apply)

- The government should put more money into it HLTH_CH1
- Parts of the health service should be privatised HLTH_CH2
- All the health service should be privatised HLTH_CH3
- Health workers should be paid more HLTH_CH4
- Everyone should take more care of their health HLTH_CH5
- Anything else (tick and write in below)

12 Some schools/colleges and YTS schemes provide activities and projects (e.g. mini companies) to help young people to learn skills of enterprise
 Have you received any training in enterprise skills? (tick one) Yes No TRN_SKIL

If yes where? (tick all that apply)

At school s3 At college s4 On YTS scheme s5 Other (specify)

TRN_SKL1 TRN_SKL2 TRN_SKL3 TRN_SKL4

SHEFFIELD - H 11 b Health Service Anything Else
 =====

Ca: L 51

- Improved efficiency=1
- More organisation=2
- Reorganisation=3
- Health education S/B increased=4
- Encourage young people to be interested=5
- More money into research=6
- Build more hospitals=7
- Reduce waiting lists=8
- Better pay for staff=9
- Get administration staff=0
- Better working conditions=-

SWINDON

1 We would be very interested to know about your opinions of some of the Royal Family Please rate each of the members of the Royal Family on each of the characteristics listed Put an 0 in the box if a characteristic does not apply to a person, 1 if it applies a little bit, and 2 if it applies a lot

		THE QUEEN	PRINCE CHARLES	PRINCESS ANNE	PRINCESS DIANA
1	Politically powerful	POLPOWER2	POLPOWER2	POLPOWER3	POLPOWER4
2	Popular	POPULAR2	POPULAR2	POPULAR3	POPULAR4
3	Outspoken	OUTSPOKE2	OUTSPOKE2	OUTSPOKE3	OUTSPOKE4
4	Fashionable	FASHOLE2	FASHOLE2	FASHOLE3	FASHOLE4
5	Hardworking				
6	Attacked by the Press				
7	Sense of Duty to the Nation				
8	Sense of Fun				
9	Has Influence over Government				
10	Concerned with Charity Work				
11	Important to Britain				
12	Cares about Ordinary People				

		DUKE OF YORK (PRINCE ANDREW)	DUCHESS OF YORK (LADY SARAH FERGUSON)	PRINCE PHILLIP
1	Politically powerful	POLPOWER5	POLPOWER6	POLPOWER7
2	Popular	POPULAR5	POPULAR6	POPULAR7
3	Outspoken	OUTSPOKE5	OUTSPOKE6	OUTSPOKE7
4	Fashionable			
5	Hardworking			
6	Attacked by the Press			
7	Sense of Duty to the Nation			
8	Sense of Fun			
9	Has Influence over Government			
10	Concerned with Charity Work			
11	Important to Britain			
12	Cares about Ordinary People			

2 People have different opinions about many things. Here is a list of opinions. You will agree with some of them and disagree with others. Sometimes you will agree strongly and at other times you will disagree strongly. Now and then you may be uncertain whether you agree or disagree. Read each opinion and put a tick in the box which is right for you.

	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE	
1 The Queen should abdicate in favour of Prince Charles						SWROYAL1
2 The Government should drastically reduce the amount of money given by the State to the lesser members of the Royal Family						SWROYAL2
3 The House of Lords should be abolished						SWROYAL3
4 Hereditary peerages should be abolished						SWROYAL4
5 The Royal Family should continue to do the work they currently do for the people of this country						SWROYAL5
6 The monarchy should be retained						SWROYAL6
7 The political power of the monarch in Britain should be increased						SWROYAL7
8 Britain should become a republic						SWROYAL8

3 How much do the following cause you worry? Please tick the box which is right for you.

	CAUSES ME TO WORRY A LOT	CAUSES ME TO WORRY QUITE A LOT	CAUSES ME TO WORRY SOMEWHAT	CAUSES ME TO WORRY A LITTLE	DOES NOT WORRY ME AT ALL	
1 Relationships with my girlfriend/boyfriend						YR2WOR1
2 Relationships with my brother or sisters (tick last box if you don't have any)						YR2WOR2
3 Crime on the streets						YR2WOR3
4 Nuclear weapons						YR2WOR4
5 Relationships with my father/male guardian						YR2WOR5
6 Becoming ill						YR2WOR6
7 Relationships with my mother/female guardian						YR2WOR7
8 My job prospects						YR2WOR8
9 Nuclear power plants						YR2WOR9
10 Relationships with people at work or school						YR2WOR10
11 Doing well at school or work						YR2WOR11
12 AIDS						YR2WOR12
13 Getting into serious debt						YR2WOR13
14 Being disfigured in an accident						YR2WOR14

1989

WHAT DO YOU THINK ... ?



SAMPLE SHEET

VARIABLE Total Sample
NAME

CARD 1

Columns 7-13

The Respondent's Postcode

SCHOOL Columns 14-15

The Respondent's school - coded as last year (see last year's code book)

COHORT3 Column 16Cohort - 1985 - 1
1987 - 2CHILD Columns 17-20
ID

Respondent's identification number. Only when given on sample listings.

Columns 21-26

At present blank, but originally left for census information

AREA3 Column 27Area code . Swindon - 1
Sheffield - 2
Liverpool - 3
Kirkcaldy - 4CASEND3 Columns 28-31

Respondent serial number Each respondent has individual serial number which allows sample sheet data (Card 1) to be linked with main questionnaire data. Each area and cohort has a separate section of serial numbers allocated to it.

A YOUR LIFE OVER THE LAST YEAR

57

1

1 We should like to know what you have been doing over the past year. Please tick one box for every three months to let us know what you were doing at each time. For each period tick the thing you were doing for all, or most of the time.

	1988 Y3 QRT1 Jan Feb Mar	1988 Y3 QRT2 Apr May Jun	1988 Y3 QRT3 Jul Aug Sept	1988 Y3 QRT4 Oct Nov Dec	1989 Y3 QRT1 Jan Feb Mar	Y3 NOW
1 Out of work	1	1	1	1	1	1
2 On YTS	2	2	2	2	2	2
3 On other schemes (eg Community Programme, Job Training Scheme, Employment Training)	3	3	3	3	3	3
4 Full-time at school/sixth-form college	4	4	4	4	4	4
5 Full-time at College of Further Education/Tertiary College	5	5	5	5	5	5
6 At University, Polytechnic or College of Higher Education	6	6	6	6	6	6
7 In a full-time job (30 hours a week or more)	7	7	7	7	7	7
8 In a part-time job	8	8	8	8	8	8
9 At home looking after children	9	9	9	9	9	9
10 Something else (please write in)	10	10	10	10	10	10

If you have any kind of paid job now, including YTS, please tell us more about it by answering questions 2 to 5. (If you have more than one job tell us about your main job.)
Otherwise, please go to question 6.

Y3A2-JOB

2

- 1 What is your job called?

- 2 What do you do?

- 3 What is the name and place of the organisation you work for?

- 4 What do they make or do?

5 Are you self-employed or an employee? (Tick one)

self-employed 1

employee 2

Y3A2-EMP

3 How likely do you think you are to lose your job in the next six months? (Tick one)

very likely 1

quite likely 2

not sure 3

quite unlikely 4

very unlikely 5

Y3A3-SEC

4 What are the opportunities for promotion like in your job? (Tick one)

excellent 1

good 2

not so good 3

very poor 4

none 5

Y3A4-OPP

5 Where you work, is there anyone of the opposite sex doing the same kind of work as you? (Tick one)

yes 1

no 2

work alone 3

Y3A5-SEX

6 Between leaving school and now, how many full-time jobs (not counting schemes) have you had?

(Write in) _____

Y3A6-NUM

7 On the whole, how satisfied would you say you are with what you are doing now? (Tick one)

very satisfied 1

fairly satisfied 2

neither satisfied nor dissatisfied 3

Y3A7-SAT

fairly dissatisfied 4

very dissatisfied 5

B

EDUCATION AND TRAINING QUALIFICATIONS

Now, can you tell us about any qualifications you have obtained as a result of full-time or part-time study since you completed the fifth year (sixth year in Scotland) of secondary school. NONE

If you have not completed any qualifications, please tick this box and go to section C.

1. Please write in the boxes below the details of each qualification and then indicate with a tick whether the course for which you obtained the qualification was full-time or part-time. Please start with the highest level qualification.

Qualification
1
2
3
4
5
6

- B.1 QUALIFICATIONS**
-
- 01 STAGE 1
 - 02 "O" LEVEL
 - 03 "A" LEVEL
 - 04 R S A.
 - 05 R S A I
 - 06 R S A II
 - 07 R S A III
 - 08 LEVEL 1
 - 09 16+
 - 10 C S E
 - 11 C S E 1
 - 12 C S E 2
 - 13 C S E 3
 - 14 C S E.4
 - 15 C S E.5
 - 16 PITMAN ELEMENTRY
 - 17 PITMAN I
 - 18 PITMAN II
 - 19 G.C.E.
 - 20 G.C.S.E.
 - 21 B TEC
 - 22 DEGREE
 - 23 H N.C.1
 - 24 O N C.
 - 25 HIGHER
 - 26 H N D.
 - 27 MODULE
 - 28 SCOT "O" GRADE
 - 29 C S.Y S
 - 30 NAT DIP
 - 31 CITY & GUILDS

Y3BIQU1
Y3BIQU2
Y3BIQU3
Y3BIQU4
Y3BIQU5
Y3BIQU6

32	BOOTS DISPENSING COURSE	65	R.I.P.E.
33	PITMAN INTERMEDIATE	66	U.L.C.I
34	STANDARD	67	NOREC
35	SCOT VEC MOD	68	CERT OF LEGAL SEC
36	ADVANCE LEVEL	69	POLICE COMPUT EXAM
37	LAW INTERMEDIATE 1ST YR	70	E.S.B.
38	C.P.V.E.1 (CERT OF PRE VOC EDU)	71	I.TEC
39	B.H.S. STAGE 1	72	CIDESCO
40	BASIC AIRLINE COURSE	73	F.E F.A.
41	"AO" LEVEL	74	R.L.S.F.
42	A.C.I B.	75	N.N.E.B.
43	BRITISH AIRWAYS	76	FOUNDATION COURSE
44	CERT OF TRAVEL AGENCIES	77	Y.T.S CERTIFICATE
45	O.N D	78	CERTIFICATE
46	NAT CERT IN AGRICULTURE	79	ALTERNATIVE ORDINARY
47	T LINE	80	N.W.R.A.C
48	CORE TEXT PROCESSING	81	N W R.S A
49	C.I.O.B.	82	SCHOOL
50	R.T.I T B	83	APPRENTICE JOINER
51	H.B.C.	84	ASA TEACHERS
52	A/S	85	AAT
53	BANKING CERTIFICATE	86	"S" LEVEL
54	A B C. CERTIFICATE	99	OTHERS
55	COTAC LEVEL 1		
56	R.S E.		
57	YEAR ONE		
58	GRADE 8		
59	GRADE 6		
60	DIPLOMA		
61	SPEEDWRITING		
62	N.C.T.J.		
63	BANKING FOUNDATION		
64	TRA DEC		

Subject or course

Y3B15B1
Y3B15B2
Y3B15B3
Y3B15B4
Y3B15B5
Y3B15B6

- 043 BANKERS FOUNDATION
- 044 BANKING
- 045 BUTCHERY
- 046 BUSINESS CATERING
- 047 BUSINESS CALCULATIONS
- 048 BIOLOGY
- 049 BEAUTY
- 050 BUSINESS STUDIES
- 051 BEAUTY THERAPY
- 052 BUILDING STUDIES
- 053 BAKERY
- 054 BRITISH HISTORY
- 055 BEAUTICIAN
- 056 BOOK KEEPING
- 057 BRITISH AIRWAYS
- 068 CLASSICAL STUDIES
- 080 COSMETIC PAPER
- 081 CRAFT & DESIGN
- 082 COOKERY
- 083 CAR MAINTENANCE
- 084 C.P.V.E.
- 085 CLASSICAL GUITAR
- 086 COMMERCE
- 087 COMPUTER SCIENCE
- 088 COMPUTER LITERACY
- 089 COMPUTERS
- 090 CATERING
- 091 CABINET & TABLE MAKER
- 092 COMMUNICATION
- 093 COMPUTER PROGRAMMING
- 094 C.D.T.
- 095 COMPUTERS IN INDUSTRY
- 096 COMMUNICATION IN BUSINESS
- 097 CASH HANDLING

B 1 SUBJECT OR COURSE

- 001 APPLIED SCIENCE
- 002 ANIMAL CARE
- 003 ADDITIONAL MATHS
- 004 AGRICULTURE
- 005 AUTO ELECTRICS
- 006 AUDIO TYPING
- 007 ADVANCED CARPENTRY & JOINERY
- 008 ACCOUNTS
- 009 APPLIED & PURE MATHS 1
- 010 ACC & MANAGEMENT CONTROL
- 011 ANATOMY PHYSIOLOGY & HEALTH
- 012 ARITHMETIC
- 013 ART
- 014 ART & CRAFT
- 015 ART & DESIGN
- 016 APPRENTICE ELECTRICIAN
- 017 ANCIENT GREEK
- 040 BUSINESS OF BANKING
- 041 BUSINESS DOCUMENTS
- 042 BUSINESS & FINANCE

- 098 COMMUNITY CARE
- 099 COMPUTER STUDIES
- 100 CARING FOR SICK
- 101 CHILD DEVELOPMENT
- 102 CHEMISTRY
- 103 CHILD CARE SKILLS
- 104 CARPENTRY & JOINERY
- 105 CHILD PSYCHOLOGY
- 106 DANCE
- 107 DRAMA
- 108 DATA BASES
- 109 DISTRIBUTION
- 110 DENTAL TECHNICIAN
- 111 DENTAL ASSISTANT
- 112 DRESS
- 113 DRAWING
- 130 ELECTRONIC ENGINEERING
- 131 ELECTRICAL ENGINEERING
- 132 ENGINEERING
- 133 ENVIRONMENTAL STUDIES
- 134 ECONOMIC HISTORY
- 135 ELECTRONIC & MICROPROCESSING APPLICATION
- 136 ELECTRONICS
- 137 ENGINES
- 138 ECONOMICS
- 139 ENGLISH FOR OFFICE SKILLS
- 140 ENGLISH
- 141 ENGLISH FOR COMMUNICATIONS
- 142 ENGLISH LITERATURE
- 143 ENGLISH ORAL
- 144 ENGLISH LANGUAGE
- 145 ENGINEERING DRAWING
- 150 FRENCH
- 151 FRENCH ORAL
- 152 FIRST AID
- 153 FINANCE
- 154 FURTHER MATHS
- 155 FOUNDRY CRAFT
- 156 FASHION
- 157 FOOD SERVICE
- 158 FOOD & NUTRITION
- 159 FOOD & PREPARATION
- 160 FORK LIFT TRAINING
- 161 FLOOR LAYING
- 162 FILM STUDIES
- 180 GROUNDSMAN
- 181 GEOLOGY
- 182 GENERAL PAPER 1
- 183 GRAPHIC DESIGN
- 184 GENERAL SCIENCE
- 185 GRAPHIC COMMUNICATION
- 186 GEOGRAPHY
- 187 GOVERNMENT (& POLITICS)
- 188 GENERAL STUDIES 1
- 189 GENERAL CATERING
- 190 GERMAN
- 200 HEALTH EDUCATION
- 201 HISTORY
- 202 HOME NURSING
- 203 HOME & COMMUNITY STUDIES
- 204 HYGIENE
- 205 HAIRDRESSING THEORY
- 206 HAIRDRESSING PRACTICAL
- 207 HUMANITIES ✓
- 208 HAIR
- 209 HYDRAULIC
- 210 HUMAN BIOLOGY

211	HOUSECRAFT	270	MECHANICS
212	HORSE & STABLE MANAGEMENT	271	MECHANICAL PRODUCTION
213	HOME ECONOMICS	272	MATHS & STATISTICS
220	INTRO TO COMPUTERS	273	MICRO COMPUTER
221	INSURANCE	274	MODERN STUDIES
222	INTRO TO / BEHAVIOURAL SCIENCE	275	MOTOR VEHICLE
223	INSTRUMENTATION	276	MATHS II
224	INFORMATION TECH	277	MOTOR VEHICLE REPAIRS
225	INFORMATION PROCESSING	278	MOTOR VEHICLE MAINTENANCE
226	INTERVIEWING SKILLS	279	MOTOR VEHICLE SERVICING
227	INDUSTRIAL CATERING	280	MEDIA STUDIES
228	ITALIAN	281	MECHANICAL HANDSKILLS
240	JOURNALISM	282	NEEDLEWORK
241	INSTALLATION ELECTRICIAN	301	NATIONAL SCIENCE
242	KEYBOARDING	302	NUTRITION & HYGENE
243	LATIN	303	NUMERACY
244	LIFESAVING	320	ORGANISATION IN ITS ENVIRONMENT
245	LAW IN WORKPLACE	321	OFFICE STUDIES
246	LEISURE STUDIES	322	OFFICE SKILLS
247	LANDSCAPE GARDENER	323	OFFICE PRACTICE
248	LEISURE & RECREATION	324	OFFICE ORGANISATION
249	LAW	325	PARTS ADMIN
257	HUMAN DEVELOPMENT	326	PUBLIC SERVICES
260	MANICURE	327	PRACTICAL
261	MATHS HIGHER	328	PSYCHOLOGY
262	MATHS	329	PERSONAL PRESENTATION
263	MECHANICAL ENGINEERING	330	PNEUMATIC
264	MOTOR VEHICLE TECH	331	P.E.
265	MOTOR VEHICLE NO 2	332	PHYSICS
266	MUSIC PRACTICAL	333	PHOTOGRAPHY
267	MUSIC THEORY	334	PURE MATHS
268	MUSIC	335	PRACTICAL ART
269	MECHANICAL	336	PRACTICAL CARING

- 337 POLITICS (& GOVERNMENT)
338 POLYMER TECHNOLOGY
339 PATTERN MAKING
340 PEOPLE IN ORGANISATION
341 PUBLIC ADMIN
342 PIANO
343 PAINTING & DECORATING
344 PATISSERIE
360 RETAIL
361 RUSSIAN
362 R.E.
363 ROYAL SOCIETY OF HEALTH & HYGIENE
364 RIDING & ROAD SAFETY
365 RETAIL SHOP MANAGEMENT
366 RECEPTION
367 SOCIAL STUDIES
368 SPREAD SHEET
369 SPANISH
370 STATISTICS
371 SHORTEHAND
372 SOCIAL CARE
373 SOCIAL HISTORY
374 SOCIOLOGY
375 SPORT
376 SCIENCE
377 SECRETERIAL STUDIES
378 STOCK CONTROL
379 SERVICING
380 TYPING
381 TYPING II
382 TECHNOLOGY
383 TECHNICAL DRAWING
384 TYPING SKILLS
385 TECHNOLOGY INFO
386 TELEPHONE INFO
387 TECHNICAL STUDIES
388 TRAVEL
389 THEATRE
400 WOODWORK
401 WELFARE IN SOCIETY
402 WORD PROCESSING
403 WIG MAKING
404 WAITERING
405 WEIGHT LIFTING
406 VEHICLE KNOWLEDGE
407 VEHICLE BODYWORK
408 RETAIL STUDIES
409 FAMILY AND COMM CARE
410 SEWING
411 HOUSEKEEPING
412 SERVICES TO PEOPLE
413 ELECTRICAL INSTALLATION
414 ADVANCED MATHS
415 WORKING IN ORGANISATIONS
416 WORKING WITH OTHERS
417 IDENTIFY AND TACKLING PROBLEMS
418 DESIGN AND VISUAL DISCRIMINATION
419 CORE TEXT PROCESSING SKILLS
420 TRACTOR DRIVING
421 FORKLIFT DRIVING
422 ASSEMBLY SKILLS
423 HEALTH AND SAFETY
424 INTRO INTO GAMEKEEPING
425 CHINESE
426 GREEK
427 SILK SCREENING
428 DIAGNOSTIC TECH
429 URBAN STUDIES
430 WELDING

- 431 METEOROLOGY
- 432 HEAVY FABRICATION
- 433 INTERIOR DESIGN
- 434 WELSH
- 435 HORTICULTURE
- 436 POLISH
- 437 WORLD AFFAIRS
- 438 FRENCH BUSINESS
- 439 MACHINE FITTING
- 440 NURSERY NURSING
- 441 CERAMICS
- 442 ADMIN
- 443 PLUMBING
- 444 MARKETING
- 445 PAYROLL
- 446 MODELING
- 447 SALES
- 448 SWIMMING
- 449 AMERICAN STUDIES
- 450 BRICKLAYING
- 451 SITE PROCEDURES
- 452 COMPUTER AIDED DESIGN & MANUFACTURE
- 999 OTHERS

Result of grade
Y301R31
Y301R32
Y301R33
Y301R34
Y301R35
Y301R36

B.1 RESULT (GRADE)

01	CREDIT	27	4
02	PASS	28	1ST YEAR PASS
03	DISTINCTION 1	29	1ST CLASS PASS
04	MERIT	30	5
05	A 7	31	60 W.P.M.
06	B 6	99	OTHERS
07	C 5		
08	D 4		
09	E 3		
10	F 2		
11	ELEMENTRY		
12	OVER 65%		
13	55%		
14	CREDIT DISTINCTION		
15	110 W.P.M		
16	90 W.P.M.		
17	80 W.P.M.		
18	70 W.P.M		
19	50 W.P.M		
20	ORD		
21	HIGHER		
22	A.A.		
23	Y T S.		
24	1		
25	2		
26	3		

Year obtained		Type of course (Tick one)		
		Full time	Part time	
198__	Y3B1YR1			Y3BITM1
198__	Y3B1YR2			Y3BITM2
198__	Y3B1YR3			Y3BITM3
198__	Y3B1YR4			Y3BITM4
198__	Y3B1YR5			Y3BITM5
198__	Y3B1YR6			Y3BITM6

C. YOUR MONEY

1 How much each week do you currently receive from the following sources?
(Write in the amount to the nearest £)

	Amount	
Main job (please give the amount, that is, after tax and national insurance deductions, but include any overtime or bonus that you normally earn)	£ _____	Y2-INC1
YTS or other training allowance (including any travel allowance)	£ _____	Y3-INC2
Social Security benefits in your own name, eg unemployment benefit, income support, family credit	£ _____	Y3-INC3
Education grant or bursary	£ _____	Y3-INCL
From parents or other members of your family	£ _____	Y3-INCS
Part-time job	£ _____	Y3-INCS6
Any other source of extra money (Please write in)	£ _____	Y3-INC7

2 Please write down how much you spend in an average week on

Board and lodgings (such as rent, gas, electricity, phone, and meals at home)	£ _____	Y3-EXP1
Travel to work	£ _____	Y3-EXP2
Savings	£ _____	Y3-EXP3
Clothes, hair and make-up	£ _____	Y3-EXP4
Other things for yourself (such as drinks, cigarettes, going out, videos records and magazines)	£ _____	Y3-EXP5
Repayments on loans	£ _____	Y3-EXP6
Any other outgoings (Please write in)	£ _____	Y3-EXP7

SOURCES OF MONEY EACH WEEK MONEY RECEIVED FROM SOURCES AS STATED ON QUESTIONNAIRE INCOME WAS CONVERTED INTO 3 DIGIT FIGURES REPRESENTING POUNDS OBTAINED PER WEEK

D

YOUR VIEWS ABOUT TRAINING AND JOBS

1. How likely are you to want to move out of this area to get a job in the future (Tick one)

Definitely 1
 Very likely 2
 Quite likely 3
 Not very likely 4
 Not at all 5

2. People have very different opinions about many things. Here is a list of opinions. You will agree with some of them and disagree with others. Sometimes you will agree strongly and at other times you will disagree strongly. Now and then you may be uncertain whether you agree or disagree. Read each opinion and put a tick in the box which is right for you.

		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1	It is bad luck that causes people to be poor	1	2	3	4	5
2	I think a technical training will help me in the future	1	2	3	4	5
3	Getting a job depends on your ability	1	2	3	4	5
4	Getting on at work really depends on other people	1	2	3	4	5
5	It is not worth the effort to learn about new technology	1	2	3	4	5
6	Getting a job today is just a matter of chance	1	2	3	4	5
7	Poor people have the system to blame for their poverty	1	2	3	4	5
8	I don't think I need to learn more about how to use computers	1	2	3	4	5
9	It depends on where you live as to whether you get a job or not	1	2	3	4	5
10	I would like to have a job involving new technology	1	2	3	4	5
11	Being successful at work is just a matter of luck	1	2	3	4	5
12	People who are successful in their work usually deserve it	1	2	3	4	5
13	Having almost any job is better than being unemployed	1	2	3	4	5
14	Once you've got a job it's important to hang on to it even if you don't really like it	1	2	3	4	5
15	A person must have a job to feel a full member of society	1	2	3	4	5
16	A person can get satisfaction out of life without a job	1	2	3	4	5
17	People who are poor usually have themselves to blame	1	2	3	4	5

Y3-0PN1
 Y3-0PN2
 Y3-0PN2
 Y3-0PN4
 Y3-0PN3
 Y3-0PN6
 Y3-0PN7
 Y3-0PN8
 Y3-0PN9
 Y3-0PN11
 Y3-0PN11
 Y3-0PN12
 Y3-0PN13
 Y3-0PN14
 Y3-0PN15
 Y3-0PN16
 Y3-0PN17

1. Here is a list of various types of music.

1. Please read the list and write down the three you like most, in order of preference. If your choice is not on the list, please write in its name.

acid music
afroan
alternative/indie
blues
classical
country & western
disco/dance
easy listening

folk
funk
gospel
gothic
heavy metal
hip hop
house music
indian (cul & pop)

jazz
mainstream rock
motown
mod
new wave
pop/rock
punk

rapping
reggae
rock 'n roll
ska
soul
street sounds
world music

1st Y3 MUS 1 2nd Y3 MUS 2 3rd Y3 MUS 3

E.1 1 SPARE TIME/MUSIC

01 ACID MUSIC

02 AFRICAN

03 ALTERNATIVE/INDIE

04 BLUES

05 CLASSICAL

06 COUNTRY & WESTERN

07 DISCO/DANCE

08 EASY LISTENING

09 FOLK

10 FUNK

11 GOSPEL

12 GOTHIC

13 HEAVY METAL

14 HIP HOP

15 HOUSE MUSIC

16 INDIAN (CUL & POP)

17 JAZZ

18 MAINSTREAM ROCK

19 MOTOWN

20 MOD

21 NEW WAVE

22 POP ROCK

23 PUNK

24 RAPPING

25 REGGAE

26 ROCK 'N ROLL

27 SKA

28 SOUL

29 STREET SOUNDS

30 WORLD MUSIC

31 CAJUN

32 YELLO

33 INNER CITY

34 NEW BEAT

35 HYMNS

36 GREBO

37 HIGH ENERGY

38 60'S

39 BRASS

2. In what ways do you follow the style that you like most? (Tick one box for each activity)

	Never	Sometimes	Often
Buy records, tapes or compact discs	1	2	3
Attend concerts	1	2	3
Buy clothes which are influenced by this music style	1	2	3
Have a hair style which is influenced by this music style	1	2	3
Go to pubs or clubs where this style is played	1	2	3

Y3-STY1
 Y3-STY2
 Y3-STY3
 Y3-STY4
 Y3-STY5

2 In this part we would like you to tell us about some of the people you know. The first step is to make a list of four different people, putting their first name or initials in the boxes (numbered 1-4 below)

These should be the four friends you see most often

The second step is to answer the questions down the left-hand of the page about each person.

STEP 1 PEOPLE Name/initials →

	1	2	3	4
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
For each person, put M if they are male, and F if they are female →	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

↓ ↓ ↓ ↓

Y3-FRND1 Y3-FRND2 Y3-FRND3 Y3-FRND4

STEP 2 QUESTIONS

For these questions put a Y (yes), N (no), U (uncertain)

1 When you have had a serious worry or personal problem were you able to talk to this person about it?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Y3FRN1-1	Y3FRN-2	Y3FRN3	Y3FRN4
2 When you badly needed some money, was this a person you could ask for it?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Y3FRN2-1	Y3FRN2-2	Y3FRN2-3	Y3FRN2-4
3 Is this a person you discuss things in the news with? Things like nuclear weapons or terrorism or unemployment or what the government is doing, for example?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Y3FRN3-1	Y3FRN3-2	Y3FRN3-3	Y3FRN3-4
4 Do you know what political party this person would support if there was an election?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Y3FRN4-1	Y3FRN4-2	Y3FRN4-3	Y3FRN4-4

5. When you have some spare time, how frequently do you spend it with the people listed below?
(Tick one box for each type of person)

	Never	Hardly ever	Occasionally	Quite often	Very often
1. Parents	1	2	3	4	5
2. Brother(s), sister(s)	1	2	3	4	5
3. Boy/girlfriend or partner	1	2	3	4	5
4. A particular close friend	1	2	3	4	5
5. A group of friends of both sexes	1	2	3	4	5
6. A group of friends of the same sex	1	2	3	4	5
7. On my own	1	2	3	4	5

Y3QE5-1
Y3QE5-2
Y3QE5-3
Y3QE5-4
Y3QE5-5
Y3QE5-6
Y3QE5-7

F. YOUR VIEWS ABOUT YOURSELF

1. Below is a set of opinions. Please indicate how strongly you agree or disagree with each opinion

(Tick one box for each opinion)

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. If I can't do a job the first time I keep trying until I do	1	2	3	4	5
2. I seem to be capable of dealing with most problems that come up in life	1	2	3	4	5
3. I find it easy to make new friends	1	2	3	4	5
4. I do not know how to handle social gatherings	1	2	3	4	5
5. I avoid trying to learn new things when they look too difficult for me	1	2	3	4	5
6. I find it easy to adapt to new rules and regulations	1	2	3	4	5
7. I give up easily	1	2	3	4	5
8. If I could, I would be a very different person to the one I am now	1	2	3	4	5
9. I feel unsure of most things in life	1	2	3	4	5
10. I find it difficult to know what is going on in the world	1	2	3	4	5
11. I am happy to be the person I am	1	2	3	4	5
12. I sometimes cannot help but wonder if anything is worthwhile	1	2	3	4	5
13. I feel that I am as worthwhile as anybody else	1	2	3	4	5
14. I am often troubled by emptiness in my life	1	2	3	4	5

Y3QF1-1
Y3QF1-2
Y3QF1-3
Y3QF1-4
Y3QF1-5
Y3QF1-6
Y3QF1-7
Y3QF1-8
Y3QF1-9
Y3QF1-10
Y3QF1-11
Y3QF1-12
Y3QF1-13
Y3QF1-14

3. Sometimes we make decisions alone and sometimes other people are involved. Please say who (apart from yourself) would influence you most in each of the following types of decisions by ticking the appropriate box. (*Tick only one box for each decision*)

	Parents/ step-parents	Friends of your own age	Partner/Girl or boyfriend Wife/husband
1 What to wear	1	2	3
2 Who you spend your time with	1	2	3
3. What to do with your spare time	1	2	3
4. What job/career to choose	1	2	3
5 How to have your hair styled	1	2	3
6 Whether to use contraceptives	1	2	3
7 What to spend your money on	1	2	3

Y3023-1

Y3023-2

Y3023-3

Y3023-4

Y3023-5

Y3023-6

Y3023-7

4. Please indicate how often you have done or gone to each of the following things in the last year. (*Tick one box for each activity*)

	Never	Less than once a month	1 to 3 times a month	1 or 2 times a week	3 to 6 times a week	Every day
1 Youth club or group	1	2	3	4	5	6
2 Playing snooker, billiards, darts or bowls	1	2	3	4	5	6
3 Taking part in other sports (like football, hockey, tennis, swimming)	1	2	3	4	5	6
4 Parties, dances or discos	1	2	3	4	5	6
5 Cinemas	1	2	3	4	5	6
6 Pubs	1	2	3	4	5	6
7 Going to a football match or other sport as a spectator	1	2	3	4	5	6
8 Smoking cigarettes	1	2	3	4	5	6
9 Drinking alcoholic drinks	1	2	3	4	5	6
10 Church service	1	2	3	4	5	6

Y3024-1

Y3024-2

Y3024-3

Y3024-4

Y3024-5

Y3024-6

Y3024-7

Y3024-8

Y3024-9

Y3024-10

2. How would you rate your health in the past month? Would you say it has been excellent, good, fair, poor or very poor in the past month? (Tick one)

Excellent 1 Good 2 Fair 3 Poor 4 Very poor 5

25
Y3QF2
WV
WV

G YOUR ACTIVITIES AND VIEWS

1 1 If there was a general election tomorrow and you were able to vote, which political party would you be most likely to support?

Name of party (Write in) Y3QG1-A Would not vote for any party 1

 Uncertain 2

Y3QG1-B

G.1 WHICH POLITICAL PARTY

- 01 CONSERVATIVE
- 02 LABOUR
- 03 ALLIANCE
- 04 LIBERALS
- 05 DEMOCRATS
- 06 SDLP
- 07 SDP
- 08 GREEN/ECOLOGY PARTY
- 09 SCOTTISH NATIONALIST
- 10 COMMUNIST
- 11 MONSTER RAVING LOONY PARTY

2 If you would vote for a party, which of the following statements describes your reasons (Tick Yes or No for each reason to show which is right for you)

	Yes	No	
1 It has the best leaders	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Y3QG1-1
2 I agree with its basic ideals	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Y3QG1-2
3 It has the best policies on the key issues facing Britain today	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Y3QG1-3
4 It represents people like me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Y3QG1-4
5 It's the way my family usually votes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Y3QG1-5
6 Other (write in)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Y3QG1-6

2 1 How much do you know about politics? (Tick one)

A great deal 1 Quite a lot 2 Not much 3 Nothing at all 4 Y3QG2-1

2. How interested are you in politics? (Tick one)

Very 1 Quite 2 Not very 3 Not at all 4 Y3QG2-2

3 Some people describe themselves as middle class. Others say that they are working class
Which social class do you belong to? (Tick one)

Upper middle class 1 Middle class 2 Working class 3

Some other class (give name)

Not in any social class 4 Don't know 5

Y3903

4 Are you a member of a trade union? (Tick one)

Yes 1

No 2

Y3904

5. Below is a set of opinions. Please indicate how strongly you agree or disagree with each opinion.

(Tick one box for each opinion)

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1 Because of AIDS, people should stick to one sexual partner	1	2	3	4	5
2 It is all right to have sex with someone if you have been going out with them for a few weeks	1	2	3	4	5
3 We should tackle problems in the environment even if this means slower economic growth and fewer jobs	1	2	3	4	5
4 Problems in the environment are not as serious as people claim	1	2	3	4	5
5 Preserving the environment is more important than any other political issue today	1	2	3	4	5
6 It is less important for a woman to go out to work than it is for a man	1	2	3	4	5
7 If a child is ill and both parents are working it should usually be the mother who takes time off to look after the child	1	2	3	4	5
8 Men and women should all have the same chance to do the same kinds of work	1	2	3	4	5
9 Girls should have the same chance as boys to get some training or have a career	1	2	3	4	5
10 There should be more women bosses in the important jobs in business and industry	1	2	3	4	5
11 It can be OK to do something against the law if it is to help a friend	1	2	3	4	5
12 The police are often unnecessarily brutal to people	1	2	3	4	5
13 People in authority, like teachers, always pick on me	1	2	3	4	5
14 Most police officers are honest	1	2	3	4	5
15 Defying people in authority is all right if you can get away with it	1	2	3	4	5
16 If I saw someone making a break-in I would tell the police about it	1	2	3	4	5
17 One way to know if you want to marry someone is by living with them first	1	2	3	4	5
18 Bringing up young children needs one parent to do it as a full-time job	1	2	3	4	5
19 Men and women should do the same jobs around the house	1	2	3	4	5
20 I am worried that some people I know might develop AIDS	1	2	3	4	5

Y3005-1

Y3005-2

Y3005-3

Y3005-4

Y3005-5

Y3005-6

Y3005-7

Y3005-8

Y3005-9

Y3005-10

Y3005-11

Y3005-12

Y3005-13

Y3005-14

Y3005-15

Y3005-16

Y3005-17

Y3005-18

Y3005-19

Y3005-20

6 Here is a list of statements. Please tell us how far you believe each one to be true by ticking one of the boxes beside each statement.

If you believe the statement very strongly, tick **Very much**. If you don't believe it at all tick **Not at all**. Otherwise tick one of the options in between **Quite a lot**, **Not sure**, or **Not much** (Tick one box for each statement)

I BELIEVE THAT...	Very much	Quite a lot	Not sure	Not much	Not at all
Industries like British Gas and British Rail should be owned and controlled by the government, not by shareholders	1	2	3	4	5
the time has come to stop relying on the National Health Service, and for everyone to arrange their own private health care	1	2	3	4	5
the government should pay benefit to unemployed 16 and 17 year olds	1	2	3	4	5
private schools should be abolished	1	2	3	4	5
welfare benefits should only be paid to people who can prove they are very poor	1	2	3	4	5
the government should give the police greater powers	1	2	3	4	5
personal taxation should be increased to allow extra government spending on public services	1	2	3	4	5

Y3006-1

Y3006-2

Y3006-3

Y3006-4

Y3006-5

Y3006-6

Y3006-7

WHERE YOU LIVE NOW

1 Since you completed the fifth year have you changed your address at all?
(Tick one)

Yes No

If yes where are you living now?

At another address in or near Sheffield

Elsewhere

Y3I1

If you live at home with a step-parent, or lived with one before you left home, please answer questions for them and not your natural parent. Otherwise answer for your parents.

2 Which of the following best describes where you live (Tick one)

Parent's or step-parent's house/flat 1 Renting together with friends 2

Living in home of relatives 3 Living in the home of friends 4

Student accommodation* 5 My own rented house/flat 6

Lodgings/digs* 7 My own house/flat (owned) 8

Other (Please write in) 9

* If you live in student accommodation or lodgings/digs, please go to question 4

Y3I2

3 How many people are living with you now (not counting yourself) (Please write in) _____

Y3I2

4 Who are they? Please write below the relations and other people who are living with you now (eg mother or stepmother, sister, wife, partner, friend)

1 _____ Y3I21

2 _____ Y3I22

3 _____ Y3I23

4 _____ Y3I24

5 _____ Y3I25

6 _____ Y3I26

7 _____ Y3I27

8 _____ Y3I28

9 _____ Y3I29

10 _____ Y3I210

I.4 RELATIONS

01 FATHER

02 MOTHER

03 BROTHER

04 SISTER

05 AUNT

06 COUSIN

07 STEPFATHER

08 HALF SISTER

09 STEPMOTHER

10 HALF BROTHER

11 UNCLE

12 GRANDFATHER

13 GRANDMOTHER

14 BOYFRIEND

15 OTHER STUDENT/FRIEND

16 GIRLFRIEND

17 WIFE

18 STEPSISTER

19 HUSBAND

20 DAUGHTER

21 SON

22 NEPHEW

23 NIECE

24 SISTER-IN-LAW

25 BROTHER-IN-LAW

26 FATHER-IN-LAW

27 MOTHER-IN-LAW

28 FOSTER MOTHER

29 FOSTER FATHER

30 MOTHER'S PARTNER

31 FRIEND'S SON

32 GREAT GRANDFATHER

33 GREAT GRANDMOTHER

34 STEPBROTHER

35 LODGER

36 BOSS

5. a) Do you have a stepmother? (Tick one) Yes 1 No 2

b) Do you have a stepfather? (Tick one) Yes 1 No 2

Y2I5.A

Y3I5.B

6. What is your present status? (Tick one)

single 1 married 2 separated 3 divorced 4 engaged 5

Y3I6

7. Have you got any children of your own? (Tick one) Yes 1 No 2

If yes, how many? (Please write in) _____

8. Are you or your partner expecting a baby? (Tick one) Yes 1 No 2

Y3I7

Y2I8

9. Please tell us about your parents or step-parents. Read the options below and tick one box for 'mother' and one box for 'father' to tell us what they are doing

ARE THEY NOW	Mother (Stepmother)	Father (Stepfather)
In full-time paid employment	<input type="checkbox"/> 1	<input type="checkbox"/> 1
In part-time paid employment	<input type="checkbox"/> 2	<input type="checkbox"/> 2
Full-time looking after the home	<input type="checkbox"/> 3	<input type="checkbox"/> 3
Unemployed	<input type="checkbox"/> 4	<input type="checkbox"/> 4
Doing something else	<input type="checkbox"/> 5	<input type="checkbox"/> 5

10. How old were your mother and father when they left school? (Tick one box for each parent)

	Mother (Stepmother)	Father (Stepfather)
15 years or less	<input type="checkbox"/> 1	<input type="checkbox"/> 1
16 years old	<input type="checkbox"/> 2	<input type="checkbox"/> 2
17 years or more	<input type="checkbox"/> 3	<input type="checkbox"/> 3
Don't know	<input type="checkbox"/> 4	<input type="checkbox"/> 4

Y3I9-F

Y3I10-F

11 1 Have you ever left your parents' home (or the home of the people who brought you up) for six months or more? (Tick one)

Yes, in the past 1 Yes, still away from home 2 No 3

2 If **yes**, how many times? (Please write in) _____

3 If **yes**, why did you leave home? (Please write in) _____

Y3I11-1

Y3I11-2

I 11 3 WHY DID YOU LEAVE HOME

COL 620

- 1 TO GO TO COLLEGE/UNIVERSITY
- 2 TO WORK/LOOK FOR WORK
- 3 FAMILY PROBLEMS/DISAGREEMENTS
- 4 WANTED INDEPENDANCE/TO GET OWN FLAT
- 5 TO LIVE WITH BOYFRIEND/GIRLFRIEND
- 6 TO JOIN SERVICE/ARMY ETC
- 7 PARENTS GOT DIVORCED
- 8 THROWN OUT
- 4 OTHERS
- 9 NOT ANSWERED

12 Below is a set of opinions Please indicate how strongly you agree or disagree with each opinion

(Tick one box for each opinion)

HOW DO YOU FEEL ABOUT LEAVING HOME?

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1 It's better to get a place of your own if you've got the money	1	2	3	4	5
2 People are better off living with their parents	1	2	3	4	5
3 I feel my parents treat me like a child when I'm at home	1	2	3	4	5
4 Having a place of your own is too much worry	1	2	3	4	5

Y3I12-1

Y3I12-2

Y3I12-3

Y3I12-4

KIRKALDY ADDITIONAL QUEST.

H.

ABOUT YOURSELF AND OTHER PEOPLE

1. Below is a set of opinions. Please indicate how strongly you agree or disagree with each opinion.

(Tick one box for each opinion)

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. Having a sexual relationship isn't important to me at the moment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Bringing up children is a valuable and rewarding job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Married women shouldn't work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Looking after the home and family isn't a proper job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I think people who have children should be married	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Being married is a financial burden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would feel more secure about a sexual relationship if I was married	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. As long as you're faithful to one partner you don't need to be married	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Careers and marriage don't mix	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. It wouldn't matter to my parents if I live with a partner without marrying them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My parents expect me to marry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I would rather live with someone than marry them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Getting married can complicate my career plans and options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. If you love someone it's just the same to live with them as be married	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. It is sensible to marry a partner because it improves your financial position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Children need a mother and father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Y3KH1-1

Y3KH1-2

Y3KH1-3

Y3KH1-4

Y3KH1-5

Y3KH1-6

Y3KH1-7

Y3KH1-8

Y3KH1-9

Y3KH1-10

Y3KH1-11

Y3KH1-12

Y3KH1-13

Y3KH1-14

Y3KH1-15

Y3KH1-16

2. Which of the following do you have the use of (if you want) where you live now?
(Tick Yes or No for each one)

	Yes	No
Telephone	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Bicycle	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Car	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Motorbike	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Home computer.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Room of your own	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Use of space to invite friends to stay the night	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Y3KH2-1
Y3KH2-2
Y3KH2-3
Y3KH2-4
Y3KH2-5
Y3KH2-6
Y3KH2-7

3 Compared with people in England, people in Scotland generally earn
(Tick one)

More 1 The same 2 Less 3

Y3KH3

4 Below is a set of opinions. Please indicate how strongly you agree or disagree with each opinion

(Tick one box for each opinion)

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1 It is easy for young men to get jobs around here	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2 It is easy for young women to get jobs around here	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3 People living in the South of England are usually more successful than those living in the North	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4 I have a strong sense of belonging to Scotland	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5 I would move out of Scotland if I had the chance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6 I feel frustrated and dissatisfied about the amount people earn in Scotland compared to people in England	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7 Life would be more interesting if there were people of different nationalities and ethnic groups living there	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8 Scottish people have more social equality than other nationalities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9 Scottish people have stronger family ties than other people	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Y3KH4-1
Y3KH4-2
Y3KH4-3
Y3KH4-4
Y3KH4-5
Y3KH4-6
Y3KH4-7
Y3KH4-8
Y3KH4-9

ADDITIONAL QUEST SHEET

H. YOUR HOME TOWN

1. Has your father or stepfather ever worked in the steel, engineering, cutlery or tool manufacturing industry? (Please tick one box only)

Steel 1 Engineering 2 Cutlery 3 Tool making 4 None of these 5

Y3SH1

If your father worked in any of the industries in question 1, please answer questions 2 to 4 below. If none of these, please skip to question 5.

2. What kind of job is/was this? (Tick one)

Staff (eg manager, security guard) 1

Works (eg grinder, furnace operator, fitter) 2

3. How long has he/did he work in that industry? (Please write in the number of years) _____

4. a) Was he ever made redundant from that industry?

Yes 1 No 2

b) if yes, how many times? (Please write in the number) _____

Y3SH2

Y3SH3

Y3SH4A

Y3SH4B

5. Please indicate how often you have been to each of the following Sheffield nightclubs in the last year, by ticking one of the boxes for each of the nightclubs listed

	Not in the last year	Less than once a month	1 to 3 times a month	Once a week	More than once a week
1 Cairo Jax	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2 Isabella's	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3 Josephine's	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4 Leadmill	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5 Limit	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6 Roxy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7 Sinatra's	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8 Any others (Please write in)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Y3SH5-1

Y3SH5-2

Y3SH5-3

Y3SH5-4

Y3SH5-5

Y3SH5-6

Y3SH5-7

Y3SH5-8

SHEFFIELD H.S OTHER NIGHTCLUBS

COL 934

- 1 KIKIS
- 2 REBELS
- 3 CLIMAX 2000
- 4 JIVE TURKEY
- 5 OCCASIONS
- 6 MONA LISAS
- 7 TURNIPS
- 8 SILKS
- 9 FANNYS
- 0 CHARLIE PARKER
- LOCARNO

6. How have you been feeling over the past few weeks? Please answer these questions by placing a tick in the box by the answer which you think most nearly applies to you.

Remember that we want to know how you are feeling nowadays, not how you were in the past. You should compare yourself recently with how you have usually felt in the past few years

HAVE YOU RECENTLY?

1 Been able to concentrate on whatever you're doing

Better than usual 1

Same as usual 2

Less than usual 3

Much less than usual 4

Y3546-1

2 Lost much sleep over worry

Not at all 1

No more than usual 2

Rather more than usual 3

Much more than usual 4

Y3546-2

3 Felt that you are playing a useful part in things

More so than usual 1

Same as usual 2

Less useful than usual 3

Much less useful 4

Y3546-3

4 Felt capable of making decisions about things

More so than usual 1

Same as usual 2

Less so than usual 3

Much less capable 4

Y3546-4

5 Felt constantly under strain

Not at all 1

No more than usual 2

Rather more than usual 3

Much more than usual 4

Y3546-5

6 Felt that you couldn't overcome your difficulties

Not at all 1

No more than usual 2

Rather more than usual 3

Much more than usual 4

Y3546-6

7 Been able to enjoy your normal day-to-day activities

More so than usual 1

Same as usual 2

Less so than usual 3

Much less than usual 4

Y3546-7

8 Been able to face up to your problems

More so than usual 1

Same as usual 2

Less able than usual 3

Much less able 4

Y3546-8

9 Been feeling unhappy and depressed

Not at all 1

No more than usual 2

Rather more than usual 3

Much more than usual 4

Y3546-9

10 Been losing confidence in yourself

Not at all 1

No more than usual 2

Rather more than usual 3

Much more than usual 4

Y3546-10

11 Been thinking of yourself as a worthless person

Not at all 1

No more than usual 2

Rather more than usual 3

Much more than usual 4

Y3546-11

12 Been feeling reasonably happy all things considered

More so than usual 1

About same as usual 2

Less so than usual 3

Much less than usual 4

Y3546-12

H. YOUR WORRIES AND DECISIONS

1 How much do the following cause you worry?
(Please tick the box which is right for you)

	Causes me to worry a lot	Causes me to worry quite a lot	Causes me to worry somewhat	Causes me to worry a little	Does not worry me at all
1 Relationships with my girlfriend/boyfriend	1	2	3	4	5
2 Relationships with my brother(s) or sister(s) (Tick last box if you do not have any)	1	2	3	4	5
3 Crime on the streets	1	2	3	4	5
4 Nuclear weapons	1	2	3	4	5
5 Relationships with my father/stepfather/male guardian	1	2	3	4	5
6 Becoming ill	1	2	3	4	5
7 Relationships with my mother/stepmother/female guardian	1	2	3	4	5
8 My job prospects	1	2	3	4	5
9 Nuclear power plants	1	2	3	4	5
10 Relationships with people at school	1	2	3	4	5
11 Doing well at school or work	1	2	3	4	5
12 AIDS	1	2	3	4	5
13 Getting into serious debt	1	2	3	4	5
14 Being disfigured in an accident	1	2	3	4	5
15 The appearance of my hair	1	2	3	4	5
16 The appearance of my skin	1	2	3	4	5

Y3WH1-1
Y3WH1-2
Y3WH1-3
Y3WH1-4
Y3WH1-5
Y3WH1-6
Y3WH1-7
Y3WH1-8
Y3WH1-9
Y3WH1-10
Y3WH1-11
Y3WH1-12
Y3WH1-13
Y3WH1-14
Y3WH1-15
Y3WH1-16

2 How long does it usually take you to get from your home to work/school/college?
(Please write in the number of minutes)

_____ mins If you work mainly at home, put a tick in this box

3 How far is it from your home to work/school/college?
(Write in the distance in miles. Put 00 if it is less than one mile)

_____ miles

Y3WH2 A
Y3WH2 B

4 We would like to ask about your experience of using information technology (IT) which includes microcomputers, electronics, modern office and telecommunications facilities

a) How much experience do you have in the use of IT?

(Tick one box)

A lot 1

Some 2

A little 3

None 4

b) Where have you got most of your experience of IT?

(Tick one box)

Home 1

School 2

College 3

Work 4

Training Centre 5

Somewhere else 6

No experience 7

09 NO ANSWER

Y3WH4-A

H4B-NA

5. Here is a list of statements. Please tell us whether you agree with each one by ticking one of the boxes beside each sentence

a)

	Yes	No	Not sure
1 My mother/stepmother wanted me to leave school at 16	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
2 My father/stepfather wanted me to leave school at 16	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Y3WH5A.1

Y3WH5A.2

Here is another list of statements about people influencing the decisions you have made. Please include how much you were influenced in connection with each decision.

If you were influenced a great deal tick Very much. If you were not influenced at all tick Not at all. Otherwise tick one of the boxes in between Quite a lot, Some, Very little.

b)

	Very much	Quite a lot	Some	Very little	Not at all
1 My mother/stepmother attempted to influence whether or not I left school at 16	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2 My father/stepfather attempted to influence whether or not I left school at 16	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Y3WH5B1

Y3WH5B2

c)

3 My decision to stay at school at 16 or leave was affected by my mother/stepmother	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4 My decision to stay at school at 16 or leave was affected by my father/stepfather	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Y3WH5C1

Y3WH5C2

H. YOUR EXPERIENCES AND VIEWS

1. We would like to know about things that have happened to you
(Tick one box for each event in the list)

HAVE YOU EVER	Never	Once	More than once
1 Had something of yours stolen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Been assaulted or mugged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Felt threatened by hooligans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Experienced sexual harassment or abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Been stopped by the police when driving or being driven in a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Been stopped by the police on the streets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Been in trouble with the police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Been to the Albert Dock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Been to Cavern Walks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Visited the Tate of the North	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Been to Wembley Stadium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Been to Anfield	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Been to Goodison Park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Y3LH1-1
Y3LH1-2
Y3LH1-3
Y3LH1-4
Y3LH1-5
Y3LH1-6
Y3LH1-7
Y3LH1-8
Y3LH1-9
Y3LH1-10
Y3LH1-11
Y3LH1-12
Y3LH1-13

2 Do you think that the police only stop and question, or search people in the street if they are acting suspiciously, or do you think that the police sometimes do it without sufficient reason?
(Tick one)

Only if acting suspiciously 1

Sometimes without sufficient reason 2

Y3LH2

3 Which one of these statements, in your view, gives the most accurate description of Britain today? (Tick one)

Nowadays, most people are well off. Only a few are really poor 1

A few people are doing really well, and a few are really poor, but most people are in-between these two groups 2

Most people are quite poor. Only a minority are well-off 3

Y3LH3

4 What are your views on underage drinking? Do you think (Tick one)

Things are OK at the moment 1

The law should be enforced more strictly 2

Not sure 3

Y3LH4

5 What do you think of the idea that all football supporters should have to carry membership cards? Do you (Tick one)

Agree with the proposal 1 Disagree 2 Not sure 3

6 Overall, how do you feel about your life over the last two years? Have things (Tick one)

Gone better than you hoped 1

Been about the same as you hoped 2

Been worse than you hoped 3

Don't know/Not sure 4

7. Do you think that you would have done better, about the same, or worse, if you had lived somewhere else in Britain? (Tick one?)

Better somewhere else 1

About the same 2

Worse somewhere else 3

Don't know/Not sure 4

8 And how do you feel about how Liverpool as a city has changed over the last two years Has it (Tick one)

Improved 1

Stayed more or less the same 2

Become a worse place to live and work 3

Don't know/Not sure 4

Y2LH5

Y2LH6

Y2LH7

Y2LH8

16-19 INITIATIVE

INTERVIEW

CASENO	ID	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1-4
	Card	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	5-6
	AREA	Area	<input type="text"/>			7
	COHORT	Coh.	<input type="text"/>			8
	SEX	Gen.	<input type="text"/>			9
	WAVE	Wave	<input type="text"/>	<input type="text"/>	<input type="text"/>	10
	QTYPE	Q Type	<input type="text"/>	<input type="text"/>	<input type="text"/>	11

WHAT DO YOU THINK?
SURVEY

IDAY	Date of Interview	IDAY	IMONTH	IYEAR	
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		Day	Month	Year	12-17

TIMEST	Time begun	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	18-21
TIMEEND	Time finished	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	22-25
		hr	min			

Interviewer's Name _____ 7-9

1-4
(ID)
5-6
(41)

CODING MANUAL NOTES

General

1 The coding frames attempt to identify all answers that have occurred in sufficient numbers to make separate counting in a statistical analysis worthwhile. Any answer that has a frequency of less than 5% overall, i.e. less than 20 (approx) is probably not worth bothering about. For such answers it is necessary

- a) to allocate the answer to one of the other bigger categories
- b) to allocate the answer to an 'others' category
- c) to ignore the answer

In relation to the last point, although people are obviously reluctant to 'throw away' data we have to accept that coding is an imperfect process and that not all answers generated are analysable/worth analysing.

2. In revising the manual I have tried to incorporate as many suggestions as possible while holding to the above principles. This means that

- a) I have tended to add in extra categories only when more than one team mentioned them. Otherwise the existing categories or the instructions accompanying them have been extended to encompass the extra answers,
- b) I have tried as far as possible to leave a spare column for multicoded items so that this can be used by each team for an 'others' category if they so wish. If you look at the pages at the end of the manual concerning multicoded question locations you will see where the spare columns are

Question location

3. In a few places it has been necessary to change the column numbers for particular questions as originally specified on the questionnaire. Please ignore the original column locations and always use the ones in the coding manual. On the other hand, I have resisted suggestions from teams to add more column numbers for particular questions if this would have a knock-on effect (with the possibility of error) right through the coding manual.

N/A

4 As used here N/A is designated for 'Not Answered' (usually coded 9) when an answer was expected. 'Not applicable', where an answer was not expected because of a filter should be left blank.

Multicoding

5. Please note that for all multicoded questions designated MC all

answers given should be coded, so a degree of 'overlap' in the categories (which some teams commented on) is acceptable, though I have tried to minimise it. All other questions, whether designated SC or not, are single coded (SC is used to distinguish between the single coded as opposed to the multicoded parts of a single question). Note that all multicodes are 'exploded' to sets of dichotomous variables (see last section of manual).

Size of firm

6. This has presented a problem because of the lack of distinction in the question between 'local branch' (eg. of Woolworths) and 'whole company'. I have included a code to indicate that the answer coded relates to the local branch. Where the information has been supplied at a total company level, this is what should be recorded. We need to consider further how to handle this information.

Amounts questions

7. Where ranges have been given they need to be treated as a single number. We have to make a choice whether to take an average or a maximum. I have made my own judgement on this in the light of the likely value of the answer.

Education

8. The ongoing record of education is obtained through the questionnaire, this question basically updates the information and cross-checks it (for those who had left education at the time of the first questionnaire). It would be preferable to code the information as fully as possible, using the questionnaire and the interview as sources, so that overlap between the two can be easily sorted out in the analysis.

Expenses

9. There is inevitable overlap here, eg. buying food and drink and spending money in a pub should both be coded.

Household

10. This question updates the questionnaire information. As for the education question it is probably best to handle it by coding all the information available, using the questionnaire information and the interview data. Overlap can then be sorted out in analysis.

Procedure

All teams will have their own approaches to this, but the following

may be helpful

- a) Work through each completed interview writing in the code(s) in red on the schedule by the relevant column number for each answer.
- b) Transfer the codes to a coding sheet of squared paper, listing all columns card by card along the top (see below)

Process each schedule twice

(1) transfer all the codes from single coded questions onto the sheet,

(11) transfer all the codes for multi-coded (exploded) questions onto the sheet

Record	Card	1	2	3	78	79	80
1	31						
	32						
	"						
	"						
	"						
	"						
	"						
2	42						
	43						
2	31						

- c) Transfer data by EMAIL to Marilyn at Walton Hall (Marilyn will supply more information about procedures).

ISITE	1	Where did the interview take place?	At (informants) home	1	31		
			At (informants) work	2			
			At (informants) home/office	3			
			Other	4			
WITNESS	2.	Apart from yourself and the informant, who else was present (ie. within earshot) during the interviews?	No others	9	32		
			[First person in 33]	Father or other male guardian		1	33 - 35
			[2nd person in 34]	Mother or other female guardian		2	
			[3rd person]	Spouse		3	
			or other in 35]	Brother and/or sister		4	
				Friend(s)		5	
				Other		6	
VALID	3	Were there any circumstances which you think seriously affected the rapport or validity of the interview?	No, None	1	36		
			Yes	2			
		If YES, give details					
		[Do not code]					

A1 PRESENT SITUATION

SAMEOCC When you filled in the questionnaire for us you were

Are you still doing that now?	Yes	---	2
	No	---	1
	N/A	---	9

40

ALTOCC (a) If NO, what are you doing now?

	Unemployed	---	1
	YTS	---	2
	School	---	3
	6th form college	---	4
[Use <u>one</u> code only.]	FT	---	5
	FT job	---	6
	PT job	---	7
	PT FE	---	8
	Looking after own baby	---	9
	Something else (includes "self-employed")	0	

41

A2 JOB

Can we talk about your present/last job.

(a) What is the job called? (write in)

Job title

Job description

(b) What kind of work do you do? (write in)

(c) What does the firm/organisation make/do? (write in)

JOB CODE [Use Cambridge occupational coding scheme]

N/A --- 9999

42 -
45

F_PTIME (1) Full or part-time?

Full-time (30 hrs a week or more)	1
Part-time (less than 30 hrs a week)	2
N/A	9

46

TASKS (d) What are your tasks and responsibilities?

[Code 1 any responsibility
for others' work, even
if not part of the
terms of employment]

Yes supervisory role	1
No supervisory role	2
Don't know	3
N/A	9

51

COSIZE (e) How big is the firm/organisation?

(Record number of employees) _____

	Too big to say or more than 100,000	999997	
[If range given take average]	Not sure	999998	
	N/A	999999	

[If respondent works for a multi-national or very large British company but does not know its size, and has only answered in terms of the local factory/branch Code 1 here]

Local Branch _____

LEV_SERV (f) How long have you worked there?

(Record in months) _____

	Less than 1 month	00	
	N/A	99	

APPREN (g) Are you on an apprenticeship?

	Yes	2	
	No	1	
	Will be in near future	3	
	N/A	9	

A2

TRAIN (h) What training is involved?

No training	0
On the job (includes in-house)	1
At college	2
Employer based training away from workplace (eg. at company's training centre)	3
1 + 2	4
1 + 3	5
2 + 3	6
1 + 2 + 3	7
N/A	9

62

STAYJOB (1) How long do you expect to (did you) stay in this job?

(Record in months) _____

Less than 1 month	0
Indefinitely/as long as possible	.97
Don't know/ not sure	98
N/A	99

63-64

LIKEJOB (j) What do you like about this job?

		<u>SC</u>	
	Nothing	0	64
	Any likes	8	
	N/A	9	
		<u>MC</u>	See car
LIKEJOB1 to LIKEJOB6	[Code all that are mentioned]	1	39
	Pay	1	
	Conditions (includes fringe benefits, prospects, hrs)	2	8-13
	Workmates	3	
	Social aspects (includes 'having a laugh')	4	
	Nature of work (includes working with people)	5	
	Skills learned/training involved	6	

DISLJOB (k) What do you dislike about this job?

		<u>SC</u>	
	Nothing	0	67
	Any dislikes	8	
	N/A	9	
		<u>MC</u>	See car
DISLJOB1 to DISLJOB6		1	39
	Pay	1	
	Conditions	2	14-19
	Workmates	3	
	Social aspects	4	
	Nature of work	5	
	Lack of skills learned/ lack of training	6	

SATISJOB (1) Overall, how satisfied are you with this job?

Very	3	69
Fairly	2	
Not at all	1	
Too early to say/Don't know	4	
N/A	99	

ENDJOB If answers have ~~been~~ about a past job
record the months and year when it was completed.

Month	_____	Year	_____	71-74
N/A			9999	

A3 TRAINING SCHEME

1-4
ID
5-6
(32)

Can we talk about the training scheme you are/were on?

TS_TYPE (a) What kind of training scheme is it?

[If respondent has been on more than one scheme, code most recent scheme]

- With a firm 1
- Community project 2
- College based 3
- Training workshop 4
- ITEC 5
- YTS unspecified 6
- N/A 9

7

TS_WORK (b) What kind of work do you do?

[Code as below]
01 - 16

N/A 99

- | | | | |
|--|---|--|------------|
| <p>01 Administrative and Clerical
Typist - Receptionist -
Secretary - Book keeper</p> | <p>07 Agricultural
Farm Worker
Animal Care Assistant</p> | <p>13 Printing
Machine Operator
Typesetter</p> | <p>8-9</p> |
| <p>02 Creative and Recreational
Sports Hall Assistant
Swimming Baths Attendant
Photographer - Designer</p> | <p>08 Transport
Messenger
Porter
Ticket Sales</p> | <p>14 Clothing/Textiles
Dressmaker
Cutter
Machine Operator</p> | |
| <p>03 Health and Community Care
Dental Nurse
Domestic Helper
Child Care Assistant</p> | <p>09 Construction
Carpenter/Joiner
Scaffolder Plumber
Bricklayer - Painter/Decorator</p> | <p>15 Beauty Care/Hairdressing
Hairdresser
Beauty Therapist</p> | |
| <p>04 Sales/Personal Services
Warehouse Worker
Shop Assistant</p> | <p>10 Electrical/Electronics
Electrician
Assembler</p> | <p>16 Computers
Keyboard Operator
Programmer</p> | |
| <p>05 Manufacturing
Assembler
Machine Operator</p> | <p>11 Engineering
Plant Mechanic
Fitter
Machine Operator</p> | | |
| <p>06 Catering and Food Preparation
Chef/Cook
Food Packer
Waiter/Waitress</p> | <p>12 Motor Vehicle Repair
Car Mechanic
Vehicle Body Repairer</p> | | |

TS_TRAIN (c) What kind of training do you receive?

On the job (including in-house)	1	10
At college	2	
Employer based training from workplace eg. at company's training centre	3	
1 + 2	4	
1 + 3	5	
2 + 3	6	
1 + 2 + 3	7	
N/A	9	

TS_TIME (d) How long have you been on the scheme?

(Record in months)	_____	
Less than 1 month	0	11-12
N/A	99	

TS_LIKE (e) What do you like about the scheme?

		<u>SC</u>	13
		Nothing	0
		Any likes	8
		N/A	9
		<u>MC</u>	See cd
TS_LIKE1	Pay	1	39
to	Conditions (includes fringe	2	20-25
TS_LIKE6	benefits, prospects, hrs)		
	Workmates	3	
	Social aspects (includes	4	
	'having a laugh')		
	Nature of work (includes	5	
	working with people)		
	Skills learned/training	6	
	involved		

TS_DISL (f) What do you dislike about the scheme?

		<u>SC</u>	15
		Nothing	0
		Any dislikes	8
		N/A	9
		<u>MC</u>	See cd
TS_DISL1	Pay	1	39
to	Conditions	2	26-31
TS_DISL6	Workmates	3	
	Social aspects	4	
	Nature of work	5	
	Lack of skills learned/ lack of training	6	

ON_SCHM (g) How long will you be spending on this scheme?

		_____	17-18
		(Record in months)	
	Less than 1 month	00	
	As little as possible	97	
	Don't know	98	
	N/A	99	

IF HAVE EVER BEEN ON A SCHEME:

TS_SATIS (h) Overall how satisfied are you with it?

Very	3	19
Fairly	2	
Not at all	1	
Too early to say	4	
N/A	9	

(i) What do you like about this scheme?

(j) What do you dislike about this scheme?

[Do not code]
 [redundant]
 [code answers into]
 [A3e and A3f]
 [instead]

END_TS IF ANSWERS HAVE BEEN ABOUT A PAST TRAINING SCHEME
 record the month and year when it was completed

Month _____ Year _____
 N/A _____ 99

24-27

A4 UNEMPLOYMENT

UNEMP_T Can we talk now about being unemployed/when you were unemployed

(a) How long have you been unemployed? (Record months) _____

28-29

Never been unemployed 98

N/A 99

UNEMPOCC (b) How do you spend your time?

SC

Do nothing 0 39

Do something 1

N/A 9

MC

See c
39

UNEMPOC1
to
UNEMPOC6

Looking for work/at job centre 1

At home (includes TV, in bed,
sitting around) 2 32-37

Domestic tasks (includes housework,
shopping, looking after baby) 3

Interests (includes hobbies, sports) 4

Going out (includes pubs, discos,
cinema, socialising) 5

Job (unpaid or undeclared work) 6

JOBHUNT (c) IF UNEMPLOYED NOW are you trying to get a job?

Yes	2	32
No	1	
N/A	9	

JOBAGNC If Yes (1) How are you trying to get one?

N/A	9	33
-----	---	----

JOBAGNC1
to
JOBAGNC4

Job centre/careers office	1	
Applications (formal)	2	
Employer enquiries (includes phone calls, visits to employers)	3	
Other enquiries (includes friends, family, neighbours)	4	

MC See c
39

38-41

IF EVER BEEN UNEMPLOYED:

UNEMDIS.	(d) What do you/did you dislike most about being unemployed?		<u>SC</u>	34
	Nothing		0	
	Any dislikes		8	
	N/A		9	
			<u>MC</u>	See c 39
UNEMDIS1 to UNEMDIS4	Boredom (includes lack of structure, nothing to do, hanging around)		1	43-46
	Lack of money		2	
	Damage to self-esteem (includes feeling not worthwhile, depressed, isolated, stigma treated as second-class)		3	
	Damage to future prospects (includes waste of potential, losing interest in work, becoming lazy)		4	
UNEMPLIK	(e) What do you/did you like most about being unemployed?		<u>SC</u>	36
	Nothing		0	
	Any likes		8	
	N/A		9	
			<u>MC</u>	See c 39
UNEMPLIK1 to UNEMPLIK4	Lying in bed		1	
	Freedom to do what wants (includes in home and outside)		2	48-51
	Watch TV		3	
	Can be with friends		4	
UNEM_END	IF ANSWERS HAVE BEEN ABOUT A PAST PERIOD OF UNEMPLOYMENT			
	record the month and year when it ended	Month	Year	
		_____	_____	
			Less than 1 month	0
			N/A	9999

A5 EDUCATION

Can we talk now about school/college (the time when you were last in full-time education)

(a) What subjects are you studying?

[Use MARPLAN subject codes]

Take highest level of qualification in relation to a given subject

eg. A level takes precedence over O level
BTech takes precedence over A levels

N/A

99

[If informant has left education system,
code what they were studying when they left
N B earlier education record will have
been picked up by PQ. If there is no change
in answers since the PQ still code information]

(b) Which exams are you taking?

	a. <u>Type of exam</u>	b. <u>Number of subjects</u>	None	
ANUM	A levels	_____	0	44
ONUM	O levels	_____	0	45
TECNUM	BTEC/SCOTVEC	_____	0	46
GCSENUM	GCSE	_____	0	47
CPVENUM	CPVE	_____	0	48
HIGHERS	Highers	_____	0	49
OTHNUM	Other (specify)	_____	0	50

[Code number of subjects only]

[Code 0 if type of exam not taken/will not be taken]

c If exams taken Results

ASCOR	A levels	_____	51-52
OSCOR	O levels	_____	53-54
TECSOR	BTEC/SCOTVEC	_____	55-56
GCSESCOR	GCSE	_____	57-58
CPVESCOR	CPVE	_____	59-60
HIGHERS	Highers	_____	61-62
OTHSCOR	Other (specify)	_____	63-64

[Use scoring system - see overleaf]

Calculate "points score" for results as follows (but bearing in mind what is to be found on schedules)

A levels 5 points for each grade A
 4 points for each grade B
 3 points for each grade C
 2 points for each grade D
 1 point for each grade E
 U for unclassified or fail

This leaves zero for not taken -

O levels 7 points for each grade A
 6 points for each grade B
 5 points for each grade C
 4 points for each grade D
 3 points for each grade E
 U for unclassified or fail

This leaves room for overlap with CSEs which may be written under "other"

5 points for each CSE grade 1
 4 points for each CSE grade 2
 3 points for each CSE grade 3
 2 points for each CSE grade 4
 1 point for each CSE grade 5
 0 for unclassified or fail

BTEC/SCOTVEC probably will be written in as Pass/Fail only

GCSE Numerical scale for each letter grade to correspond as closely as possible with codings for O levels and CSEs

CPVE. Probably just Pass/Fail

So A levels passes A, C and D would be recorded as 10
 O levels passes B, 3 Cs and an E would be 24
 CSEs 2 grade 4s and 2 grade 5s would be 06
 BTEC 2 "passes" would be 2
 GCSE as for O levels and CSEs, say 26
 CPVE a "pass" would be 1

So in the unlikely event that an individual had taken all of these, they would be recorded in the "points score" column(s) with 10, 24, 06, 2, 26 and 1

[Do not code]

This information can then be coded into the following simplified "course" typology which covers the main ones comprehensively

<u>No. of A levels?</u>	<u>Attempting O levels/CSEs?</u>	<u>Attempting Vocational course?</u>
none	no	yes
none	yes	no
none	yes	yes
one or two	yes or no	yes or no
three or more	yes or no	yes or no

(c) When do you expect to (did you) leave?

LEAVESC	(1) School or college?	Age 15	1	65
		Age 16	2	
		Age 17	3	
		Age 18	4	
		Age 19	5	
		Age 20	6	
		Age 21+	7	
		Depends on future exam passes/Don't know	8	
		N/A	9	

LEAVEFE	(11) Full-time education?	Age 15	1	66
		Age 16	2	
		Age 17	3	
		Age 18	4	
		Age 19	5	
		Age 20	6	
		Age 21+	7	
		Depends on future exam passes/Don't know	8	
		N/A	9	

TROUBLE1	(d) Do you ever have trouble at school?			67-68
to				
TROUBLE2	[Code first into 67 Code second into 68]	No	0	
		Bullying/teasing	1	
		Problems with one teacher	2	
		Problems with teachers	3	
		Problems with one pupil/ student	4	
		Problems with pupils/students	5	
		N/A	9	

(e) Do your parents encourage you to stay on at school/
college or to leave?

M_STAY

Mother

Stay on	1	69
Leave	2	
No/Don't know	3	
Up to me	4	
Not applicable (eg. mother dead/left)	8	
N/A	9	

F_STAY

Father

Stay on	1	70
Leave	2	
No/DK	3	
Up to me	4	
Not applicable (eg. father dead/left)	8	
N/A	9	

END_FE

IF ANSWERS HAVE BEEN ABOUT A PAST PERIOD OF FULL-TIME EDUCATION
record the month and year when it was completed

Month _____ Year _____

71-74

B1 FIRST TRANSITION

Can we go back to the time when you were in the fifth year at school (4th year Scotland) -

FSTOCC (a) What did you do next?

[Code only major transition ie. exclude holidays and short breaks (3 months or less)]	Unemployed	1	75
	YTS	2	
	Stayed on at school	3	
	6th form college	4	
	FE college (FT or PT)	5	
	FT job	6	
	PT job	7	
	PT FE	8	
	Looking after own baby	9	
	Something else (includes "self-employed")	0	

FSTWHY (b) Why did you decide to do that?

		<u>SC</u>	
	No reason	0	76
	Any reason	1	
	N/A	9	

FSTWHY1
to
FSTWHY11

		<u>MC</u>	See cd
	Family influence/pressure	1	39
	Friends influence/pressure	2	53- 63
	Best option	3	
	Needed qualifications/retakes	4	
	Enjoyed school/education	5	
	Fed up with school/education	6	
	Lack of jobs	7	
	Wanted job/specific career	8	
	YTS attractive option	9	
	YTS unattractive option	10	
	No other option	11	

NEXT_DEC (c) Were other people involved in your decision or did you decide it entirely on your own?

		<u>SC</u>	
	On own	0	79
	With others	8	
	-N/A	9	
		<u>MC</u>	See cd
NEXTDEC1	On own	1	39
to	Parent(s)	2	64-68
NEXTDEC5	Teacher (s)	3	
	Friend (s)	4	
	Careers office	5	

NEXT_SAT (d) How satisfied are you with the decision you took?

Very	3	80
Fairly	2	
Not at all	1	
Don't know/too early to say	4	

B2 MOST RECENT TRANSITION (to current situation)

1-4
(ID)
5-6
(33)

CUROCC

(a) Currently you are:

[If no second transition
leave blank]

- Unemployed 1
- YTS 2
- At school 3
- 6th form college 4
- FE college (FT and PT) 5
- FT job 6
- PT job 7
- PT FE 8
- Looking after own baby 9
- Something else (includes
"self-employed") 0

7

CURWHY

(b) Why did you decide to do that?

- No reason 0
- Any reason 8
- N/A 9

SC

8

CURWHY1
to
CURWHY11

- Family influence/pressure 1
- Friends influence/pressure 2
- Best option 3
- Needed qualifications/retakes 4
- Enjoyed school/education 5
- Fed-up with school/education 6
- Lack of jobs 7
- Wanted job/specific career 8
- YTS attractive option 9
- YTS unattractive option 10
- No other option 11

MC

See cd
39

70-80

CURR_DEC (c) Were other people involved in your decision or did you decide it entirely on your own?

		<u>SC</u>	
	On own	0	10
	With others	8	
	N/A	9	
		<u>MC</u>	See cd
CURRDEC1	On own	1	40
to	Parents(s)	2	08-12
CURRDEC5	Teacher(s)	3	
	Friend(s)	4	
	Careers office	5	

CURR_SAT (d) How satisfied are you with the decision you took?

Very	3	11
Fairly	2	
Not at all	1	
N/A	9	

C ECONOMIC LIFE

I want to ask you a few questions about finances.

CONTRIB	C1	Do you contribute any money each week to the household?			
			Yes	2	12
			No	1	
			Lives in own home	3	
			N/A	9	
CNTRBAMT		If Yes, how much do you contribute?	(Record in fs per week)	_____	13-14
		[Include amount spent on	Uncertain or variable	98	
		keep if living in own home]	N/A	99	
SPEND	C2	How much money do you have to spend on yourself each week?			
		[Include everything other than	(Record in fs per week)	_____	15-1
		keep and essentials such as	Uncertain or variable	98	
		travel to work costs and meals	N/A	99	
		at work, eg. include loans			
		and savings, anything where			
		the informant sees themselves			
		as having a free choice]			

				<u>SC</u>	
SOURCE	(a) Where do you get it from?	N/A		9	17
				<u>MC</u>	See cd
SOURCE1		Main job		1	40
to		YTS (including employers			14-22
SOURCE9		contribution)		2	
		Social Security		3	
		Grant		4	
		Parent(s)		5	
		Relative(s)		6	
		Family allowance		7	
		Secondary job/PT/Casual work		8	
		Savings		9	
SAVW	C3 Do you save any of your money?		Yes	2	18
			No	1	
CLOTHES	C4 Are you expected to pay for your own clothes?		Yes	2	19
			No	1	
CLTHWANT	(a) Do you want to?		Yes	2	20
			No	1	
			N/A	9	
CLTHLIKE	(b) Do you like to?		Yes	2	21
			No	1	
			N/A	9	

EXPENS	C5	What else do you like to spend your money on?	<u>SC</u>	22
		Nothing	0	
		Any item	8	
		N/A	9	
EXPENS1 to EXPENS12		[Note this is a multicode item so code <u>all</u> that are mentioned]	<u>MC</u>	See cd 40 23-34
		Magazines/books	1	
		Videos	2	
		Tapes/records	3	
		Discos/pubs/cafes/rock	4	
		Sweets/food/snacks	5	
		Cigarettes	6	
		Drink (alcoholic)	7	
		Make-up/toiletries	8	
		Sporting events	9	
		Hobbies/interests/travel	10	
		Running car or motor bike	11	
		Cinema/theatre	12	
BORROW	C6	If you wanted to buy something, or do something that cost more more money than you have, would you be able to borrow or get a gift from anyone to help you out?		
		Yes	2	24
		No	1	
		Would not ask/would not want to	3	
		N/A	9	
BORR_WHO	(a)	If Yes who from? [Exclude bank credit card]	<u>MC</u>	25 See cd 40
BORRWHO1 to BORRWHO5		Parent(s)	1	
		Friend(s)	2	35-39
		Brother/sister	3	
		Other relative (s)	4	
		Boyfriend/girlfriend	5	
BORR_QTY		How much? [Code maximum amount stated]	(Record in fs)	
		Don't know	998	26-27
		N/A	999	

LEND	C7	Do you ever lend money to anybody?		<u>SC</u>	
			Yes	2	28
			No	1	
			N/A	9	
	(a)	If Yes who to?		<u>MC</u>	See cd
LENDWHO1			Parent(s)	1	40
to			Friend(s)	2	41-45
LENDWHOS			Brother/sister	3	
			Other relative	4	
			Boyfriend/girlfriend	5	
LEND_QTY	PROBE	how much?	(Record in fs)		29-31
		[Code maximum amount stated]	Don't know	998	
			N/A	999	
FRND_AMT	C8	Do your friends have the same/more/less spending money than you?			
		[Code <u>on average</u> , if informant could not say code 4, if answered some more/some less code 5]	Same	1	32
			More	2	
			Less	3	
			Don't know	4	
			Some more/some less	5	
			Varies	7	
			N/A	9	

FRNDWHY	If MORE or LESS why is that?		<u>SC</u>	
		No reason	0	33
		Any reason	8	
		N/A	9	
			<u>MC</u>	See cd
FRNDWHY1		On YTS	1	40
to		Have jobs	2	47-55
FRNDWHY9		At college/school	3	
		Unemployed	4	
		Don't have child	5	
		Not yet married	6	
		Work harder	7	
		Work less hard	8	
		Varies	9	

C9 How much money do you think is fair for someone of your age? (record £s per week)
[Code average]

POCKAMT		FAIR	Pocket money	_____	35-36
YTS1AMT	[Code 98 for depends/DK]		YTS 1st year	_____	37-38
YTS2AMT	[Code 99 for N/A]		YTS 2nd year	_____	39-40
DOLEAMT	[Code 97 for £100 or more]		Dole	_____	41-42
JOBAMT			Job	_____	43-44

D HOME AND LEISURE LIFE

D1 When you filled in the questionnaire for us you were living at home with(check questionnaire).
Is this still right for you?

LIV_SAME [Code 3 for living away from parents' home]

	Yes	2	
	No	1	
	Living in own home now	3	
	N/A	9	45

D1 If NO what changes have occurred? (code current home situation in household composition box)

	a Lives there (please tick)	b. Work					Something else (write in)	
		Works full-time	Works part time	Looks after the home	Out of work	Retired		
1. Mother	1	1	2	3	4	5	6	46-47
2. Stepmother	1	1	2	3	4	5	6	48-49
3. Father	1	1	2	3	4	5	6	50-51
4. Stepfather	1	1	2	3	4	5	6	52-53
5. Brothers	1							54
6. Sisters	1							55
7. Other relations	1							56
8. Other people	1							57

1 MA_HOM MA_WORK	2. SM_HOM SM_WORK	3 PA_HOM PA_WORK	4. SF_HOM SF_WORK
5 BRO_HOM1	6. SIS_HOM1	7. OTH_REL1	8. OTH_PEPL

DUTIES D2 Do you have any household duties or tasks?

	Yes	2	
	No	1	
	N/A	9	58

If YES

- (a) what are they (code all that apply)
 (b) how often do you do them/it? (code one for each task mentioned)
 [Every day 4; 2-6 times a week 3, once a week 2;
 less than once a week 1]
 (c) How much do you like doing house hold duties and tasks? (code one)
 [Like a lot 5, like a little 4; don't mind 3; dislike a little 2;
 dislike a lot 1]

		a)Duty or task						
DUTY1	[Code 8 for Don't know]	Cooking	1				59	
DUTY2	[Code 9 for N/A]	Cleaning (includes own room, laundry, washing-up)	1				60	
DUTY3		Shopping	1				61	
DUTY4		Helping with younger child	1				62	
DUTY5		DIY jobs	1				63	
DUTY6		Pet care	1				64	
DUTY7		Gardening	1				65	
		b)Frequency						
DUT1FREQ	"	Cooking	4	3	2	1	8 9	66
DUT2FREQ		Cleaning	4	3	2	1	8 9	67
DUT3FREQ		Shopping	4	3	2	1	8 9	68
DUT4FREQ		Helping with younger child	4	3	2	1	8 9	69
DUT5FREQ		DIY	4	3	2	1	8 9	70
DUT6FREQ		Pet care	4	3	2	1	8 9	71
DUT7FREQ		Gardening	4	3	2	1	8 9	72
		c)Liking for tasks						
DUT1LIKE	"	Cooking	5	4	3	2	1 8 9	73
DUT2LIKE		Cleaning	5	4	3	2	1 8 9	74
DUT3LIKE		Shopping	5	4	3	2	1 8 9	75
DUT4LIKE		Helping with younger child	5	4	3	2	1 8 9	76
DUT5LIKE		DIY	5	4	3	2	1 8 9	77
DUT6LIKE		Pet care	5	4	3	2	1 8 9	78
DUT7LIKE		Gardening	5	4	3	2	1 8 9	79

OWNMEALS	D3	Do you get your own meals? [Include only meals at home]	Yes	2	80
			No	1	
			N/A	9	1-4 ID 5-6 (34)

MEALS	(a)	If Yes	a)	Which meals?		
				Breakfast	1	7
				Lunch	2	
				Evening meal	3	
				1 + 2	4	
				1 + 3	5	
				2 + 3	6	
				1 + 2 + 3	7	
				N/A	9	

			b)	How often? - see D2(b)					
				Code <u>one</u> for each mentioned					
BREKFREQ		Breakfast	4	3	2	1	8	9	8
LNCHFREQ		Lunch	4	3	2	1	8	9	9
EVNGFREQ		Evening meal	4	3	2	1	8	9	10

[Code as in D2(b)]
 [Code 8 for don't eat that meal]
 [Code 9 for N/A]

CURFEW

D4 If you go out for the evening, do you have to get back at a certain time?

No restrictions	1	11
Tell parents when returning	2	
Variable times	3	
Specified times	4	
N/A	9	

If YES what time? (code for weekdays and weekends)

CURF_WKD

a) weekdays?

12

By 10 00	0
10.01 - 10.30	1
10.31 - 11 00	2
11.01 - 11 30	3
11 31 - 12 00	4
12 01 - 12 30	5
12.31 - 1.00	6
1.01 - 1330	7
Later than 1 30	8
N/A	9

CURF_WE

b) weekends?

13

By 10	0
- 10.30	1
- 11.00	2
- 11.30	3
- 12.00	4
- 12 30	5
- 1 00	6
- 1.30	7
Later than 1.30	8
N/A	9

OTH_RULE	c)	Are there any other rules of this kind at home?	<u>SC</u>	
		No restrictions	0	14
		Any restrictions	1	
		Must let parents/guardians know whereabouts	2	
		N/A	9	See 40
<i>OTHERULE 1 to OTHERULE 3</i>		Restrictions in home (includes no drinking, swearing, time friends leave)	<u>MC</u>	
			1	57-5
		Restrictions where goes	2	
		Restrictions who mixes with	3	

FREE TIME	D5	When you have free time, who do you mostly spend it with?	<u>MC</u>	
<i>FREE TIME</i>		Parents	1	See 40
<i>to</i>		Brother(s)/Sister(s)	2	61-
<i>FREE TIME</i>		Close friend	3	
		Boyfriend/Girlfriend	4	
		Mixed group	5	
		Same sex group	6	
		On own	7	
		Other relative(s)	8	
		N/A	9	

CLUBS	D6	a) What are the clubs and other facilities for young people like around here? (code one)		
		Very good	5	17
		Fairly good	4	
		No opinion	3	
		Fairly poor	2	
		Very poor	1	
		Don't know	8	
		N/A	9	

IMPRVMT b) What improvements would you like to see?

[Use MARPLAN codes for Swindon questions in PQ]

18-1

CLUB_MEM c) Do you belong to any local clubs or organisations?

Yes 2
No 1

20

(1) If YES what type of club? (code all that apply)

N/A 9

21

MC

See
40

~~CLUBMEM10~~

~~CLUBMEM9~~

CLUBMEM1

to
CLUBMEM10

Youth club (mixed)

1

Boys club

2

70-7

Girls club

3

Scouts/Guides

4

Woodcraft Folk

5

Church club

6

Hobbies/interest club

7

Campaigning association/
Voluntary association

8

Political party

9

Sports club

~~20~~ 115+

D7 What do you call this area; that is the local area you live in?

[Do not code]

LOC_LIVE

How long have you lived in?

(Record in years)

Less than 1 year

N/A

00

99

23-24

LOC_COMP

D8 How does this area compare with others in?

Wealthier

Average

Poorer

Don't know

N/A

3

2

1

4

9

25

LOC_LIKE

D9 How much do you like living in?

Like a lot

Like a little

Neither

Dislike a little

Dislike a lot

Don't know

N/A

5

4

3

2

1

8

9

26

		<u>POLITICAL LIFE</u>		
GE_INT	E1	Were you interested in the General Election?		
			Very	3
			Fairly	2
			Not at all	1
			N/A	9
				27
GE_RES	E2	What do you think of the result?		
			Very pleased	5
			Fairly pleased	4
			Neither pleased nor displeased	3
			Fairly displeased	2
			Very displeased	1
			N/A	9
				28
GE_VOTE	E3	How would/did you vote?		
			Labour	1
			Conservative	2
			Alliance	3
			National Front	4
			Nationalist	5
			Ecology	6
			Other	7
			Did not/would not vote	8
			N/A	9
				29

GE_PARNT a) Was this the same way as your parents voted? (code one)

Same	1	30
Different from both	2	
Different from one	3	
Don't know how parents vote	4	
Parents didn't vote	5	
No preference	6	
N/A	9	

GE-WHY b) Why do/did you vote that way?

No reason	0	
Any reason	8	
N/A	9	

GEWHY0
to
GEWHY86

	<u>MC</u>	See 43
Parents influence	0	
Friends influence	1	
Pro a Party	2	
Anti a Party	3	07-
Anti Thatcher	4	
Tactical	5	
Good for me	6	
Good for young people	7	
Don't know	8	

GE_DISC E4 Did you discuss the election with anyone) (code all that apply)

GE DISC 1
to
GE DISC 7

	<u>SC</u>	
No-one	0	14
Someone	8	
N/A	9	
	<u>MC</u>	See
Friend(s)	1	43
Parent(s)	2	15-2
Teacher(s)	3	
Girlfriend/Boyfriend	4	
Workmates	5	
Brother(s)/Sister(s)	6	
Other relative(s)	7	

~~UNEMCSE4~~ E5 What do you think about unemployment among young people?
a) What causes it?

UNEMCSE1
to
UNEMCSE6

	<u>SC</u>	
Nothing	0	34
Any cause	8	
N/A	9	
	<u>MC</u>	See
Laziness/idleness/apathy	1	43
Lack of qualifications/training	2	23-2
Lack of jobs	3	
World recession/economic decline	4	
Government policies	5	
Other	6	

EMTSOL

b) What do you think should be done about it?

Do nothing

0

37

Anything

8

N/A

9

MC

See
43

Government create more jobs

1

Improve employability through
education/training

2

30-3

Make industry more efficient

3

Invest more money

4

Make YTS compulsory

5

Improve mobility

6

Other

8

LINEYBOL1
to
LINEYBOL8

E6 There are some groups and campaigns that are trying to make changes.

a) Have you heard of them? (Code all that apply)

b) What do you think of them? (Code one for each mentioned)

[Strongly in favour ____ 5 In favour ____ 4 No opinion either way ____ 3

Against ____ 2 Strongly against ____ 1

[Code 8 for Don't know]

[Code 0 for not heard of it]

		b) Attitude to them					Don't know	Not heard	N/A	
GREENATT	Greenpeace	5	4	3	2	1	8	0	9	39
PEACEATT	Peace Groups	5	4	3	2	1	8	0	9	40
WLIBATT	Womens Lib	5	4	3	2	1	8	0	9	41
ANTAPATT	Anti-apartheid	5	4	3	2	1	8	0	9	42
NFATT	National Front	5	4	3	2	1	8	0	9	43
TUATT	Trades Unions	5	4	3	2	1	8	0	9	44

	E7	Do you know the political party of		
LOC_MP	a)	the local MP?	Labour	1 50
			Conservative	2
			Alliance	3
			Nationalist	4
			Other	5
			Don't know	8
			N/A	9

LOC_CNCL	b)	the local council (⁶ code more than one if hung council)		
			Labour	1 51
			Conservative	2
			Alliance	3
			Nationalist	4
			Other	5
			<i>Hung Council</i>	6
			Don't know	8
			N/A	9

*Code 6 if
hung council*

F HOPES AND ASPIRATIONS

F1 What changes do you expect will have occurred in your life in the next 12 months?

a) in work or education?

CHN1_WRK	No change in work	0	52
	Change in work	7	
	Don't know	8	
	N/A	9	
CHN1_ED	No change in education	0	53
	Change in education	7	
	Don't know	8	
	N/A	9	

b) in your home life?

CHN1_HOM	No change	0	54
	Get married	5	
	Leave home but not to get married	6	
	Other change	7	
	Don't know	8	
	N/A	9	

c) in your social life?

CHN1_SOC	No change	0	55
	Change	7	
	DK	8	
	NA	9	

d) in any other of your interests?

CHN1_INT	No change	0	56
	Change	7	
	DK	8	
	NA	9	

F2 How about in the longer term, say when you are over the age of 25?
 What changes do you expect will have occurred in your life then?

	a) in work or education?		
CHN2_WRK	No change in work	0	60
	Change in work	7	
	Don't know	8	
	N/A	9	
CHN2_ED	No change in education	0	61
	Change in education	7	
	Don't know	8	
	N/A	9	
	b) in your home life?		
CHN2_HOM	No change	0	62
	Get married	5	
	Leave home but not to get married	6	
	Other change	7	
	Don't know	8	
	N/A	9	
	c) in your social life?		
CHN2_SOC	No change	0	64
	Change	7	
	DK	8	
	NA	9	
	d) in any other of your interests?		
CHN2_INT	No change	0	66
	Change	7	
	DK	8	
	NA	9	

MOVE	F3	Would you wish to move from this area at some time?	Yes	2	68
			No	1	
			Don't know	3	
			N/A	9	

MOVEWHEN	a) If YES when?	(Record in years from now)			
			Less than 1	00	69-
			Don't know	98	
			N/A	99	

MOVEWHERE	b) where to?	Elsewhere in same city	1	71
		Other city or town	2	
		London	3	
		Down South	4	
		Up North	5	
		Abroad	6	
		Anywhere but here	7	
		Don't know	8	
		N/A	9	

NOTE In this section Code 1 by the relevant column number for each answer given

MULTICODING LOCATIONS

	From A2(j)	
LIKEJCS1	1	3908
to	2	3909
LIKEJCS6	3	3910
	4	3911
	5	3912
	6	3913
	From A2(k)	
DISLJCS1	1	3914
to	2	3915
DISLJCS6	3	3916
	4	3917
	5	3918
	6	3919
	From A3(e)	
TS-LIKE1	1	3920
to	2	3921
TS-LIKE6	3	3922
	4	3923
	5	3924
	6	3925
	From A3(f)	
TS-DISL1	1	3926
to	2	3927
TS-DISL6	3	3928
	4	3929
	5	3930
	6	3931
	From A4(b)	
LINEYPC1	1	3932
to	2	3933
LINEYPC6	3	3934
	4	3935
	5	3936
	6	3937
	From A4(c(1))	
TCBAGN1	1	3938
to	2	3939
TCBAGN4	3	3940
	4	3941
	From A4(d)	
LINEYD1S1	1	3943
to	2	3944
LINEYD1S4	3	3945
	4	3946
	From A4(e)	
LINEYLIK1	1	3948
to	2	3949
LINEYLIK4	3	3950
	4	3951

FSTWHTY I
to
FSTWHTY II

From B1(b)

1	3953
2	3954
3	3955
4	3956
5	3957
6	3958
7	3959
8	3960
9	3961
10	3622-2
11	3663

NEXT DECI
to
NEXT DECS

From B1(c)

1	3964
2	3965
3	3966
4	3967
5	3968

CURWHTY I
to
CURWHTY II

From B2(b)

1	3970
2	3971
3	3972
4	3973
5	3974
6	3975
7	3976
8	3977
9	3978
10	3979
11	3980

CURRDECI
to
CURRDECS

From B2(c)

1	4008
2	4009
3	4010
4	4011
5	4012

SOURCE I
to
SOURCE 09

From C2(a)

1	4014
2	4015
3	4016
4	4017
5	4018
6	4019
7	4020
8	4021
9	4022

EXPENS 1
to
EXPENS 12

BORRNTD 1
to
BORRNTS

LENDNHD 1
to
LENDNHTS

FRNDWHY 1
to
FRNDWHY 9

OTHRULE 1
to
OTHRULE 3

FRFTIM 1
to
FRFTIM 8

From C5

- 1 40243
- 2 40254
- 3 40265
- 4 40276
- 5 40287
- 6 40298
- 7 402021
- 8 40310
- 9 40321
- 10 40332
- 11 40343
- 12 40354

From C6(a)

- 1 4035
- 2 4036
- 3 4037
- 4 4038
- 5 4039

From C7(a)

- 1 4041
- 2 4042
- 3 4043
- 4 4044
- 5 4045

From C8

- 1 4047
- 2 4048
- 3 4049
- 4 4050
- 5 4051
- 6 4052
- 7 4053
- 8 4054
- 9 4055

From D4(e)

- 1 4057
- 2 4058
- 3 4059

From D5

- 1 4061
- 2 4062
- 3 4063
- 4 4064
- 5 4065
- 6 4066
- 7 4067
- 8 4068

~~CLASMEM1~~
 # CLS MEM1
 CLASMEM1 CLS MEM10
 to
 CLASMEM10

From D6(c)(1)

1	4070
2	4071
3	4072
4	4073
5	4074
6	4075
7	4076
8	4077
9	4078
10	4079

GENHY0
 to
 GENHY6

From E3(b)

0	4308 7
1	4309 8
2	4310 07
3	4310
4	4311
5	4312
6	4313
7	4314

GEDISC1
 to
 GEDISC7

From E4

1	4315
2	4316
3	4317
4	4318
5	4319
6	4320
7	4321

UNEMCSE1
 to
 UNEMCSE6

From E5(a)

1	4323
2	4324
3	4325
4	4326
5	4327
6	4328

UNEMSL1
 to
 UNEMSL8

From E5(b)

1	4330
2	4331
3	4332
4	4333
5	4334
6	4335
7	4336
8	4337