British Social Attitudes
Young People’s Social Attitudes
and
Northern Ireland Social Attitudes
1994 Surveys
Technical Report

LINDSAY BROOK
CAMILLA CHAUDHARY
ALISON PARK
AND
KATARINA THOMSON
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INTRODUCTION

The survey series

This report describes the design, administration and data format of the 1994 British Social Attitudes (BSA) survey, and of its companion study, Northern Ireland Social Attitudes (NISA). The BSA survey is the tenth in a series started by SCPR in 1983 and core-funded by the Sainsbury Family Charitable Trusts. The series is designed to chart continuity and change across a wide range of social attitudes - for instance, towards politics, the economy, the workplace, education, health and the environment. It is similar to, and indeed was inspired by, the General Social Survey carried out since 1972 by the National Opinion Research Center (NORC) in the United States. The data derive from annual cross-sectional surveys of representative samples of adults aged 18 or over living in private households in Britain. Following a successful experiment carried out in 1993 (Lynn and Purdon, 1994), the main questionnaires are now administered by interviewers using lap-top computers, rather than by the traditional pen and paper method.

In 1994, the fifth in a series of Northern Ireland Social Attitudes (NISA) surveys was carried out. Also in 1994, for the first time in the BSA survey series, we fielded a parallel survey among young people aged between 12 and 19. This report includes technical details of both these surveys (see Part II and Part III below).

Surveys in the British Social Attitudes series have been carried out annually between 1983 and 1994, except in 1988 and 1992. In these two years, with the agreement of the core-funders, the BSA survey budgets were deployed towards conducting the 1987 and 1992 post-election studies of political attitudes. These were the most recent in the British Election Study (BES) series and, like the 1983 post-election study, were the responsibility of SCPR and Nuffield College, Oxford. (The results of the 1987 and 1992 post-election surveys were published in 1991 and 1994 respectively (Heath et al., 1991, and Heath et al., 1994)).

British Social Attitudes has been designed to be fielded as a series of surveys, to allow the monitoring and understanding of trends in attitudes, and to examine the relative rates at which different sorts of attitude change. Not all questions or groups of questions (modules) are included in each fieldwork round. The modules repeated every year tend to be on subjects where fairly rapid change in attitude might be expected, and for which an annual trend line is therefore likely to be helpful. Variables such as demographic characteristics or party identification, which are needed for interpreting other answers, are also included each time. In any event, constraints of space (we confine ourselves to an average of an hour-long interview each year), the need for economy and our wish to introduce new modules into the questionnaire, all combine to limit the frequency with which each group of questions can be carried. All questions are, however, scheduled for repetition - some each year, some at regular intervals and others less frequently.

Inevitably perhaps, a few questions do not seem to work very well, despite contrary indications at the pilot stage. Many survey series face this difficulty, and its resolution is by no means straightforward. To change or remove unsatisfactory questions would sacrifice comparability over time, to retain them would run the risk of producing and reproducing misleading information. Neither practice is desirable but one or the other is unavoidable. And, of course, the vocabulary changes over the years and our questions have inevitably to
change to reflect this. The main changes in question wording, filter and interviewer instructions and so on made between 1984 and 1989 are noted in the *Cumulative Sourcebook* (see below).

Each year the latest available dataset is deposited at the Economic and Social Research Council (ESRC) Data Archive at the University of Essex. This enables anyone in the academic community to do analytic or interpretative work of their own, or to use the datasets for teaching purposes. The Archive will provide details about on-line access. The survey data may be of interest substantively (either as sets of cross-sectional samples or as a series recording change over time), or methodologically (for instance, comparing different ways of asking questions, or the development of scale items). Until 1991, the SPSS-X set-up files were deposited together with the ASCII file. Since 1993, SPSS-X export-files have been deposited instead. The export-files are backed up by the SPSS-X programming files allowing anyone who wishes to read the data into a different programme to follow the necessary programming steps. Further information about the accessibility of the full dataset can be provided by BSA researchers at SCPR. This volume is intended to serve as the technical documentation for the 1994 British, Northern Ireland and Young People’s data, to allow users to find and interpret the information they need.

**Developments and offshoots**

Users may like to take note of other developments in the *British Social Attitudes* series, some of which might affect the analyses they intend to carry out.

1. As already noted, five surveys in the *Northern Ireland Social Attitudes* (NISA) series have been carried out to date. Between 1989 and 1991 it was funded by the Nuffield Foundation and the Central Community Relations Unit in Belfast, and since 1993 by all the government departments in Northern Ireland. Until 1993, around 900 adults have been interviewed there each spring by the Policy Planning and Research Unit (PPRU). In 1994, the sample size was increased to around 1,500, and two versions of the questionnaire were fielded. The questionnaires contain all of the ‘core’ questions asked each year on BSA, and several of the special modules fielded in Britain in that year. In addition, there is a module covering issues of particular concern to the province (for example, community relations and attitudes towards the security forces); some of these questions are also asked in Britain. The annual datasets are, of course, independent and cannot simply be added together to provide UK data. But they do allow data-users to make comparisons on a range of issues between the attitudes of UK citizens on either side of the Irish Sea. Technical details of the fifth NISA survey are given in Part II of this report. These datasets are also made available via the ESRC Data Archive. An annual book is published, presenting the findings of the latest survey and looking at trends over time.¹

2. In November 1991, the first *British Social Attitudes Cumulative Sourcebook* (part-funded by Shell UK Ltd.) was published. The *Sourcebook* brings together responses to all the questions asked in the series between 1983 and 1989 (with all variations noted), together with year-by-year distributions of answers (numbers and percentages), and each variable’s SPSS-X

¹ Some of the findings have been reported in *The 7th, 8th and 9th British Social Attitudes Reports*. More comprehensive results are given in Stringer and Robinson (1991, 1992 and 1993); Breen, Devine and Robinson (1995); and for the 1994 survey Breen, Devine and Dowds (1996).
name Fully cross-referenced and with three indexes, the *Sourcebook* is intended both as a companion volume to the series of annual *Reports* (also published until 1990 by Gower), and as a comprehensive codebook for users of the dataset.

3 Thanks to funding from the ESRC (under Grant No. R 000 233 230) the *Sourcebook* has now been complemented by a ‘Combined Dataset’, also deposited at the Data Archive. This provides in one computer file the data for all eight BSA surveys carried out between 1983 and 1991. A parallel dataset for Northern Ireland, containing data from the 1989, 1990 and 1991 NISA surveys, has also been prepared. The two combined datasets, together with full documentation, are intended to benefit academic researchers and others who wish to carry out secondary analysis or to use them as teaching resources. In addition, the Data Archive has produced a CD-Rom disk containing the seven individual (not combined) BSA datasets from 1983 to 1990. The BSA ‘Combined Dataset’ 1983-95 is currently being updated and will be available on CD Rom by the end of 1996.²

4 Since 1985, a module of questions included in each year’s *British Social Attitudes* survey has allowed users of the British datasets to make cross-national comparisons. This initiative began in 1984 when the Nuffield Foundation funded SCPR to convene a series of meetings with research organisations abroad which were also carrying out regular national surveys of social attitudes. From these meetings, a group called the *International Social Survey Programme (ISSP)* has evolved. Each member undertakes to field annually an agreed module of questions which conform to ISSP working principles. Each module is designed for repetition at intervals, to allow comparisons both between countries and over time. The following 27 institutions comprise the current (1995/96) membership.

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<td>Palmeston North, New Zealand</td>
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² There are plans to update the NISA ‘Combined Dataset’ in the near future.
Each year (except 1992) the ISSP modules have also been fielded in Northern Ireland, on the *Northern Ireland Social Attitudes* survey.

The ZentralArchiv at the University of Köln acts as archivist to the ISSP and has produced (on CD-Rom) combined datasets for each of the first seven modules fielded between 1985 and 1991, and accompanying codebooks. Modules fielded or planned are:

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<td>Social inequality</td>
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<td>Family and changing gender roles - 1</td>
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<td>1989</td>
<td>Work orientations - 1</td>
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<tr>
<td>1999</td>
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</table>

In 1994, the family and changing gender roles module was carried on the C version of the BSA self-completion questionnaire (Qs. 2.01 to 2.21) and on both versions of the NISA self-completion questionnaire (also Qs. 2.01 to 2.21).


Contact names and addresses for each of the current ISSP member countries are given in Appendix K.
In a further cross-national venture, SCPR joined with social research institutes in four other EU countries (Germany, the Irish Republic, Italy and the Netherlands) in a consortium to extend the 1993 ISSP questionnaire module on environmental issues (see Witherspoon and Mohler, 1995) This consortium (COMPASS) has been funded by the European Union. Further joint ventures are planned.

In 1989, SCPR and Nuffield College, Oxford set up the Joint Unit for the Study of Social Trends (JUSST) which was awarded the status of an ESRC Research Centre in 1992. In 1994, the Centre received funding for a further five years, upon which it changed its name to CREST (Centre for Research into Elections and Social Trends). Under its new name, the Centre has launched a new panel study to investigate how, when and why people's attitudes, perceptions, political allegiances and voting behaviour change between general elections. Respondents who were first interviewed as part of the SCPR/Nuffield College 1992 post-election cross-sectional study are being followed up at regular intervals (sometimes by face-to-face interviews, sometimes by telephone) until just after the next general election, when they will be replaced by a new panel. These surveys will feed off the BSA surveys and vice versa, providing a rich source of data about changing social and political attitudes and behaviour in Britain during the last decade of this century. CREST also carries out methodological research via the BSA and BES series in order to develop new and better tools for attitude measurement (for instance, see Chapters 7 and 9 of The 11th Report). Results of scaling experiments carried out in 1990 and 1991 are published in CREST Working Paper No 25 (Evans and Heath, 1994).

Between 1984 and 1986 the ESRC funded the introduction of a panel element into the series, enabling us to reinterview respondents to the 1983 questionnaire in the three following years. In this way it was possible to examine individual attitude change, not simply aggregate change, and to assess the possible effects of attrition and conditioning in the panel (see Llevesley and Waterton, 1985). The data for all four panel surveys are lodged at the ESRC Data Archive, together with copies of the Technical Report (MacGrath and Waterton, 1986).

Arrangement of the report

Part I of this report describes technical aspects of the 1994 British Social Attitudes survey. The 1994 Northern Ireland Social Attitudes survey is described in Part II, and The Young People's Social Attitudes survey in Part III. Appendices A-K contain full technical details of the surveys and further information for users of the two datasets.
I BRITISH SOCIAL ATTITUDES

1. THE 1994 SURVEY

1.1 Structure and funding

In common with previous British Social Attitudes surveys, the 1994 survey had two components. The main one was a questionnaire administered by interviewers using lap-top computers to key in the responses, and lasting on average about an hour. The second was a self-completion supplement for respondents to fill in after the interview. The supplement was either collected by the interviewer or posted by the respondent to SCPR’s Field Office. The questionnaires appear in Appendix D of this report (the main questionnaire in the form of documentation of the Blaise program used to compile it).

In the first three years of the survey series, 1,700-1,800 people were interviewed annually. Between 1986 and 1993, the target achieved sample size was increased to around 3,000, enabling us to field two different versions of both the main and the self-completion questionnaire. In 1994, the target achieved sample was further increased to 3,600, certain ‘core’ questions (including all the classificatory items) being asked of all respondents, and the remainder being asked of (random) thirds or two-thirds of the sample. Details are given in Section 2.2 below.

Each year SCPR is committed to producing a book which serves as a guided tour around some of the main findings. The contents pages of the twelve Reports published to date are reproduced in Appendix J. Potential users of the data may wish to look at this appendix to see whether topic areas relating to their field of interest have been covered in any of the Reports.

The steadfast support of the core-funders has guaranteed the continuation of the survey at least until the end of the decade. However the series needs, and has been fortunate enough to receive, substantial additional financial support from a variety of sources. The Department of Employment (now the Department for Education and Employment) has supported the series since 1984, enabling us to include (and report on) employment and labour market questions. The Department of the Environment has been a regular supporter of the series since 1985, most recently providing funding for a set of question on attitudes to local government, fielded in 1994. The Countryside Commission has in most years between 1985 and 1993 provided funding for us to include questions designed to monitor ‘green’ issues: since 1990, the ESRC has provided additional funding (under Grant No. W 103 261 006 and currently No. R 000 221 282) to support modules on countryside and environmental issues until 1996. The Departments of Health, Education (now merged with Employment), Social Security and the Home Office have more recently provided financial support to enable us both to continue fielding questions first asked in 1983, and to rejuvenate the series with new ones.

Since 1991, funding has also come from the Charities Aid Foundation, to support a series of questions on charitable giving. The Nuffield Foundation has been a supporter of the series from its earliest days, providing ‘seed-funding’ which helped launch the series in 1983 also provided welcome funding over the years, to help the ISSP get off the ground in 1984-85, and to allow us to ask questions on popular perceptions of right and wrong. Between 1989 and 1991 (as already noted) the Foundation provided a valuable ‘independent’ element of seed-
funding for the *Northern Ireland Social Attitudes* survey series. And in 1994, a grant from the Foundation allowed part-replication of the module on civil libertarian issues first fielded (and supported by them) in 1990.

The Economic and Social Research Council, which contributed seed-funding for *British Social Attitudes* and funded the panel study, has continued to support the survey series (as noted above). In 1993, a grant (No. L 119 251 021 under its Transport and Environment Programme) helped to fund a set of questions on issues to do with road traffic (many repeated in 1994 thanks to enhanced funding from the Countryside Commission). The Council has also awarded us two other grants relating to the 1994 survey. First, under its Crime and Social Order Programme, we fielded a questionnaire module on fear of crime, first findings from which are reported by Dowds and Ahrendt in *The 12th Report*. Second, a grant (under the Population and Household Change Programme) awarded to us, in collaboration with Jacqueline Scott of Cambridge University, is enabling us to conduct further analyses of the 1988 and 1994 ISSP module on family and gender roles. The ESRC also, of course, supports the series - and in particular SCPR's membership of ISSP - through its grant - No. M 303 253 001 - to the Centre for Research into Elections and Social Trends (CREST).

Finally, a grant from the Leverhulme Trust funded a new module on trust in the political process (to be repeated in 1996).

### 1.2 Topic areas covered in the series to date

Each year the interview questionnaire contains a number of 'core questions'. These cover major topic areas such as the economy, labour market participation and the welfare state. The majority of these questions are repeated in most years, if not every year. In addition, a wide range of demographic and other classificatory questions is always included. The remainder of the questionnaire is devoted to a series of questions (modules) on specific issues - such as on AIDS, drugs, and sexual relations - which are intended for repetition at longer intervals. The chart overleaf provides a guide to the topic areas covered in the nine surveys carried out to date.

The annual substantive *Report* to some extent mirrors the content of the previous year's questionnaire (see Appendix J). The *Reports* can, of course, present and interpret only a small fraction of the findings. Nevertheless, they may be a useful starting point for potential users of the data.

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3 The grant numbers were L 210 252 010 and L 315 253 024 respectively.
### BRITISH SOCIAL ATTITUDES survey series

**Topics covered**

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* Excluded from this chart are `core topics` such as public spending, workplace issues and economic prospects; and standard classificatory items such as economic activity, newspaper readership, religious denomination and party identification, all of which are asked every year.
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* = fielded as a 'stand-alone' postal questionnaire in 1992
2. THE SAMPLE

The survey was designed to yield a representative sample of adults aged 18 or over living in Great Britain.

2.1. Sample design

The sample for the 1994 British Social Attitudes survey (as in 1993) was drawn from the Postcode Address File (PAF)\(^4\).

The British Social Attitudes survey is designed to yield a representative sample of adults aged 18 or over. For practical reasons, the sample is confined to those living in private households. People living in institutions (though not in private households at such institutions) are excluded, as are households whose addresses were not on PAF. Postcodes of areas north of the Caledonian Canal were excluded: their geographically scattered inhabitants are prohibitively costly to interview. Fieldwork was carried out in the spring with some interviewing taking place in early summer.

The sampling method involved a multi-stage design, consisting of two stages of selection.

First, postal sectors were stratified prior to selection:

- Any postal sector with less than 500 delivery points (DPs) was grouped with an adjacent sector which together were than treated as one
- The list of postal sectors was sorted into 11 standard regions (treating London and the South East as two separate regions)
- Within each region, sectors were listed in ascending order of population density
- Cut-off points were then drawn at one third and two thirds down the ordered list of DPs so that, within each region, three roughly equal-sized bands were created
- Within each of the 33 bands sectors, were listed in order of percentage of owner-occupier households

\textit{Selection of sectors}

Two hundred sectors were selected systematically with probability proportional to DP count in England, Scotland and Wales.

\textit{Selection of addresses}

Thirty addresses were selected from each sector. The PAF sample was therefore 200 x 30 = 6,000 addresses.

The addresses in each sector were selected by starting from a random point on the list of addresses, and choosing each address at a fixed interval.

\footnote{Before 1993 it had been drawn from the Electoral Register (ER). For a detailed discussion of the advantages and disadvantages of RE and PAF as sampling frames, see Lynn and Taylor (1994).}
Selection of individuals

Interviewers called at each address selected from the PAF, and listed all those eligible for inclusion in the sample - that is, all persons currently aged 18 or over and resident at the selected address.

The interviewer then selected one respondent by a random selection procedure (again using a computer-generated ‘Kish-grid’). Where there were two or more households or ‘dwellings units’ at the selected address, interviewers first had to select one household or dwelling unit using a Kish grid, they then followed the same procedure to select a person for interview.

2.2 Questionnaire versions

Each address in each sector (sampling point) was allocated to the A, B or C third of the sample. The first address in the sampling point was allocated the A version, the second the B version, the third the C version and so on. Each version was thus assigned to 2,000 addresses.

3. WEIGHTING

Before analysis, the data were weighted.

The weighting applied reflected the relative selection probabilities of the individual at the three main stages of selection address, household and individual.

First, because addresses were selected using the Multiple Output Indicator (MOI), weights had to be applied to compensate for the greater probability of an address with an MOI of more than one being selected when compared to an address with an MOI of one. In the event, the Indicator was greater than one in only 28 cases (see derived variable MOI). Secondly, because the PAF does not list the number of persons at each address (meaning that the selection probabilities cannot take size of household into account), the data were weighted to take account of the fact that individuals living in large households had a lower chance than individuals in small households of being included in the sample. Thirdly, the PAF does not contain any information about how many households or ‘dwellings units’ are present at each address, in some cases several dwelling units have the same postal address. To compensate for this, the weighting has to take account of the number of dwelling units at an address, as well as the number of adults in the selected unit.

All the weights fell within a range between 0.25 and 12, and in only 40 cases was the weight greater than 4.0. The average weight applied was 1.9.

The distribution of weights used is shown below.
<table>
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<th>Weight</th>
<th>No.</th>
<th>%</th>
<th>Scaled weight</th>
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<td>0.1317</td>
</tr>
<tr>
<td>0.33</td>
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<td>0.1</td>
<td>0.1756</td>
</tr>
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<td>0.38</td>
<td>1</td>
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<td>0.1975</td>
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<td>0.1</td>
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</table>

The weighted sample was scaled down to make the number of weighted productive cases exactly equal to the number of unweighted productive cases (n=3,469).

Using the weights

The weight for each record has been computed and has been re-coded on position 1 of the system file. The relevant SPSS-x derived variable is:

Weight - WtFactor (format xx.xxxx)

Users must weight the data before analysis.

4. DATA COLLECTION AND RESPONSE

4.1 Piloting

Two small-scale pilots to test new questions were carried out in February and March 1994. Respondents were selected by quota sampling methods to include men and women in manual and non-manual jobs across a range of ages. In all, 108 interviews were achieved, all by traditional (paper and pen) methods. All interviewers were personally debriefed by the members of the research team.

4.2 Main stage fieldwork

Interviewing was carried out mainly during May, June and July 1994, with a small number of interviews at 'reissued' addresses taking place until October.

Fieldwork was conducted by 200 interviewers drawn from SCPR's regular panel. They all attended a one-day briefing conference, conducted by the researcher, to familiarise them with the selection procedures and questionnaires. All interviewers had earlier attended two training days on computer-assisted personal interviewing (CAPI). The average interview length was
61 minutes for version A of the questionnaire, 60 minutes for version B and 55 minutes for version C.

The total final response achieved is shown below:

<table>
<thead>
<tr>
<th>Total</th>
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<th>%</th>
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</thead>
<tbody>
<tr>
<td>Addresses issued</td>
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</tr>
<tr>
<td>Vacant, derelict, other out of scope</td>
<td>680</td>
<td></td>
</tr>
<tr>
<td>In scope</td>
<td>5,320</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Interview achieved | 3,469 | 65.2 |
Interview not achieved | 1,851 | 34.8 |
Refused | 1,454 | 27.3 |
Not contacted | 218 | 4.1 |
Other non-response | 179 | 3.4 |

A response rate of 65.5% was achieved by interviewers administering the A and C versions of the questionnaire, while for the B version it was slightly lower at 64.7%. Response rates ranged between 59% in the South-east (excluding Greater London, where it was 62%) and 78% in the North of England.

More detailed statements of response, by questionnaire version and Standard Region, are included in Appendix B.

4.3 Self-completion questionnaire

As in earlier rounds of the series, respondents were asked to fill in a self-completion questionnaire which was, whenever possible, collected by the interviewer. Otherwise the respondent was asked to post it to SCPR. If necessary, one, two or three postal reminders were sent to obtain the self-completion supplement. The second reminder was accompanied by a further copy of the appropriate version of the questionnaire. In addition, interviewers who had notified the office that they themselves were to collect the self-completion questionnaire were sent letters reminding them to do so. Copies of the reminder letters are included in Appendix I.

A total of 540 respondents (16% of those interviewed) did not return their self-completion questionnaire. Version A of the self-completion questionnaire was returned by 85% per cent of respondents to the face-to-face interview, version B by 84% and version C also by 84%. As in previous rounds, we judged that it was not necessary to apply additional weights to correct for non-response.

5 'Refusals' comprise refusals before selection of an individual at the address, refusals to the office, refusal by the selected person, 'proxy' refusals (on his or her behalf) and broken appointments after which the selected person could not be re-contacted.
6 'Non-contacts' comprise households where no-one was contacted, and those where the selected person could not be contacted (never found at home).
7 The weighted figure is 512.
There is a derived variable:

\[ \text{SelfComp} \]

which identifies those not returning a self-completion questionnaire (code 51) and those returning one (code 61).

4.4 Advance letter

An advance letter was sent to 'the resident' at all the selected households in the 1994 British Social Attitudes sample. The letter briefly described the purpose of the survey and the coverage of the questionnaire, and asked for co-operation when the interviewer called. Although earlier experiments have shown that the effect of the advance letter on overall response is apparently negligible (for more details, see Brook, Prior, and Taylor, 1992), most interviewers have indicated that it greatly facilitates door-step procedures. The majority of respondents appreciate them too.

5. DATA PREPARATION AND ANALYSIS

5.1 Data preparation

As CAPI 'questionnaire disks' and paper self-completion questionnaires were returned from the field to SCPR's data processing office at Brentwood, Essex, they were booked in (that is, checked against the issued sample) and then sent for editing. A coding supervisor was appointed for this stage of the survey and worked closely with the team members and the programmer.

Data editing of the main questionnaires was carried out using computer methods. The self-completion questionnaires were edited manually. The coding team initially went through each questionnaire on screen. At this stage occupation coding was carried out, and listings were prepared (from 200 questionnaires) of verbatim 'other' answers\(^8\) to selected precoded questions. From these listings, code frames were agreed by members of the research team, and were then incorporated into the edit and coding process (see Appendix F).

Following the first edit stage, the self-completion questionnaires were sent for keying which was 100 per cent verified. The self-completion questionnaires were then merged with the CAPI questionnaires so that the next editing stage could be done in CADI (Computer-Assisted Data Input) using the Blaise software (the same as that used to generate the CAPI questionnaire).

The second edit included a full set of range and filter checks. Error reports generated by the computer edit were of two kinds: a summary of errors by type and a listing of individual errors. Some classes of error were resolved by the application of logical rules, the remainder by individual amendments made by reference to the questionnaires. After correction, the

---

\(^8\) In CAPI, interviewers have a special box (or 'notepad') in which to enter verbatim 'other' answers. For each variable, there is space for up to 100 characters.
records were resubmitted to the edit procedure. The edit process continued until all records 'passed'.

In the final edit, computer-generated checks, routing and the accuracy of responses to the main questionnaire and the self-completion questionnaire were verified.

In general, code 8 (or 98, 998 or 9998 depending on the range of the column field) is used for 'don't know' responses. Code 9 (or 99, 999 or 9999) is used to indicate no response. Non-response can arise in two ways: either the respondent refuses to answer the question, or the question is not asked in error. The latter category is, of course, rare in CAPI because interviewers must enter a code at each question in order to be able to continue. But it can still occur, for example in partially-completed interviews.

Final listings of 'other' answers to all other questions were compiled, and may be obtained from SCPR if required for a particular purpose. Coding frames used for open-ended questions, and 'other answers' and coding instructions for selected precoded questions, may be found in Appendix F.

5.2 Main analysis variables

The BSA datasets contain a large number of background demographic and other classificatory variables. Most of the information was collected about the respondent only, but some (mainly occupational details) were also collected for the respondent's spouse or partner, if he or she was married or living as married. In this section, the main analysis variables, the question number on the paper questionnaire and their SPSS-x variable name are listed, together with guidance as to how they have been grouped for ease of analysis. The exceptions are party political identification which is covered in Section 5.3, occupation covered in Section 5.4, socio-economic group and social class in Section 5.5, industry covered in Section 5.6 and attitude scales covered in Section 5.7.

All the derived variables are listed in Appendix H.

Gender and age

Gender and exact age are recorded for the respondent and for all members of his or her household. The variables are RSex, RAge, P2Sex, P2Age, etc. Two further variables have been derived for the respondent only.

\[
\text{Age (7 age-bands) within gender - } \text{RSexAge}
\]

\[
\text{Age (7 age-bands) - } \text{RAgeCat}
\]

Marital status

As is the case for many variables, a priority coding system operates for marital status (MarStat). For example, 'divorced' has priority over 'widowed'. A further variable has been derived, combining 'married' and 'living as married'.

\[
\text{Marital status (summary) } \text{Married}
\]

Note that 'living as married' refers only to partners of the opposite gender.
Geographical/regional indicators

The Registrar General's Standard Regions have been used, with Greater London shown, as is customary, separate from the remainder of the South East. The full version, derived from the sampling point number (SPoint), has been recoded as a derived variable. There is also a summary version:

Standard Region - StRegion
Standard Region (compressed into 6 categories) - Region

In addition, the following geographical variables are included in the 1994 dataset:

Postcode sector - Sector

District Health Authority - CensuDHA (available for the whole sample)

Parliamentary constituency - CensParl (note that this derived variable is not available for sampling points in Scotland (325 cases), and that a very few cases (n=6) were unclassified)

District Council - CensuDC (again there were 6 unclassified cases). (Derived variable NameDC is the respondent's answer to the question; and the derived variable RwDC matches respondents' answers with CensusDC (75% were matched). This is not available for the C version sample)

County/Regional Council - CensusCC (again there were 6 unclassified cases). (Derived variable NameCC is the respondent's answer to the question; and the derived variable RwCC matches respondents' answers with CensusCC (40% were matched). This is not available for the C version sample)

Population density - PopDen is supplied with the PAF sample; a derived variable PopBand divides PopDen into quartiles

Great care must be taken with regional analysis: the sample in several regions is small and heavily clustered and so could be subject to large sampling errors. For most purposes, it will be advisable to group regions to form broader categories for analysis, or to combine two or more years' data. As noted above, a combined dataset for 1983-91 is available from the ESRC Data Archive.

Education

Respondents are asked for the age when they completed their continuous full-time education. This variable is TEA (terminal education age). They are also asked about examinations

---

passed, and any academic or vocational qualifications obtained. Variable names are \textit{SchQual}, \textit{PSchQual}, and \textit{EdQual1} - \textit{EdQual16}. There is also a derived variable

\textbf{Highest educational qualification obtained}

(7 categories excluding N/A, D/K) - \textit{HEdQual}

We also ask about private schooling at Q 903 whether the respondent has ever attended a private primary or secondary school in the UK (\textit{RPrivEd}), whether the respondent's spouse or partner has done so (\textit{SPrivEd}), and whether any of the respondent's children have done so (\textit{ChPrivEd}). Our definition of 'private school' excludes nursery and voluntary-aided schools, and 'opted-out' grant-maintained schools. Responses to these three questions have been combined to form a derived variable

\textbf{Household members' attendance at private schools (3 categories) - \textit{PrivEd}}

Priority coding operates

\textbf{Accommodation}

There are several variables relating to accommodation. In the 'household grid' (Q 901) we ask for each household member whether he or she has legal responsibility for the accommodation (\textit{RResp}), (\textit{P2Resp}), etc. There is also a derived variable

\textbf{Whether respondent has sole, shared or no legal responsibility - \textit{LegalRes}}

The interviewer also checks and codes the type of accommodation occupied by the respondent (\textit{HomeType}), asks whether or not the respondent lives on a housing estate (\textit{HomeEst}), and asks about tenure type (\textit{Tenure1}), which appears in summary form as derived variable

\textbf{Accommodation tenure (summary) - \textit{Tenure2}}

collapsed into five categories (plus 'no information'). On versions A and B, respondents were asked how long they had lived in their present neighbourhood variables \textit{AreaTime} and \textit{NghbrhdY} were combined to create the variable \textit{Nghbrhd}

\textbf{Religious affiliation and attendance}

Respondents are asked which religion, if any, they belong to (\textit{Religion}), which religion, if any, they were brought up in (\textit{FamRelig}), and how often they attend services or meetings connected with their religion (\textit{ChAttend}). In addition, two summary variables are routinely derived

\textbf{Respondent's religion (summary) - \textit{ReligSum}}

\textbf{Religion respondent brought up in (summary) - \textit{RIFamSum}}

each of six categories
Ethnic origin

Respondents are shown a card and asked to which of seven ethnic groups they considered they belong. (The card also allowed respondents to name an 'other' origin.) This variable (RaceOrig) is asked on all three versions of the questionnaire.

Income

Towards the end of the classification section, interviewers show respondents a card (Card X5) listing 16 income bands, and ask them to read out the letter corresponding to their gross household income (HhIncome); and (if they are currently in paid work) their gross earnings (REarn). The income card used in 1994 is reproduced in Appendix D (it is periodically adjusted to take account of inflation).

In 1994, as we do in most years, we asked for self-rated income (SrInc) - 'high', 'middle' or ‘low’. But this time it is only on the C version of the questionnaire.

Economic position

At the beginning of Section Three of the questionnaire (Labour Market Participation) respondents were shown a card (Card G) and asked which description applied to what they were doing in the previous seven days (REconAct). A priority coding system operates. The response to this question determines which parts of the rest of the labour market module (e.g. for employees, the self-employed, unemployed people) respondents were asked. The economic position of the respondent’s spouse or partner (SEconAct) is also coded (in the Classification section).

There are also variables incorporating responses to questions on full- or part-time work (for respondents (ESrJbTim); for spouses/partners (SPartFul); and on whether the respondent/spouse is an employee or self-employed (REmploye for respondents and SEmploye for spouses/partners). Two further variables have been derived:

Current economic position (12 categories) - REconPos for respondents
- SEconPos for spouses/partners

It should be noted that the conventions used for classifying those in paid work differ from those used in the Census, in that a lower limit to the number of hours worked per week is specified; the classification used in the British Social Attitudes surveys is based on those working 10 or more hours in the seven days preceding the interview. This especially affects the classification of women's economic positions.

Domestic and care responsibilities

Respondents were asked who was the person in the household mainly responsible for ‘general domestic duties' (DutyResp), and (if there were children aged 17 or under) who was the person mainly responsible for the ‘general care of the child(ren)' (ChildResp). On the SPSS file, DutyResp and OthCIA, and ChildResp and OthCLB have been combined and recoded so that others in the household with domestic and childcare responsibilities (wife, husband and so on) can be identified. See pages 95-96 of the interview questionnaire documentation for full details.
Those in paid work (for more than ten hours a week) were also asked if they were responsible for ‘looking after a disabled, sick or elderly friend or relative’ The variable name is ESOldRsp

Other background variables

These include

- Daily morning newspaper readership - ReadPap, WhPaper
- Membership of private health insurance scheme, and who pays - PrivMed, PrivPaid, and whether has had medical treatment as a private patient in the previous two years PrivPat (answered only by respondents returning a self-completion questionnaire)
- Receipt of pensions (other than state pension) Retired respondents were asked if they received a pension from their former employer (REmplPen), if they were retired and married, they were asked the same question about their spouse (SEmplPen) Retired respondents were also asked if they received a private pension (PrPenGet), if they were retired and married, they were asked the same question about their spouse (SPrPnGet)
- Trade union or staff association membership current - UnionSA, and, for non-members, past membership - TUSAEver, whether there are recognised unions at the respondent’s workplace - WpUnions (asked only of employees)
- Anyone in the respondent’s household with regular use of a car or van - TransCar, regular access to a car or van - CarOwn, number of vehicles owned - NumbCars, whether any vehicle is provided by an employer or run as a business expense - CompCar, modes of travel nowadays - Travel 1-4,6-8 (all except CarOwn asked on the B version only)
- Current receipt (by respondent and/or partner) of means-tested state benefits AnyBNew, BenfN1 - BenfN12 Note that these replace the questions asked up until 1991 which referred to benefits received within the previous five years There is also a derived variable which shows the number of benefits currently received - NumBen
- Share ownership - OwnShare
- Respondents were asked if they ‘had any long-standing health problems or disabilities’ which limited any of their activities - Disab
- Measures taken to try to avoid crime - AvdCrmNu (does nothing to does four or more things)

5.3 Party political identification

Respondents were classified as identified with a particular political party on one of three counts if they considered themselves supporters of the party (Q 2a,d), or as closer to it than to others (Q 2b,d), or as more likely to support it in the event of a general election - Q 2c
These three groups are described respectively as *partisans, sympathisers and residual identifiers*. The derived variable is:

\[
\text{Party political identification} \quad \text{- PtyAlleg}
\]

The three groups combined are referred to as identifiers *PartyId1*. There is also a derived variable:

\[
\text{Party political identification (compressed)} \quad \text{PartyId2}
\]

Respondents who indicated no party preference were classified as *non-aligned*.

### 5.4 Occupation

Until 1990, the occupation coding scheme used for all *British Social Attitudes* surveys was based on the *Classification of Occupations 1980* (CO80) as used for the 1981 Census. Two elements, Occupation Code and Employment Status, were coded. This enabled Socio-economic Group (SEG) and Registrar General's Social Class to be derived by reference to a look-up table, and added to the dataset. In addition, the Goldthorpe/Heath (revised Goldthorpe) class schema was also derived from a look-up table and added to the data-file.

In 1991, however, OPCS introduced a new occupation coding schema, the *Standard Occupational Classification* (SOC), and the new schema has been used for the occupation coding on the 1991, 1993 and 1994 BSA surveys. The reasons why a new schema was developed are explained in OPCS (1991a, 1991b). Social Class and SEG were re-based on SOC according to the principle of 'maximum continuity'; that is, the number of jobs (and hence persons) allocated to the same Social Class or SEG category as when they were based on CO80 was maximised. In practice, OPCS has established that overall, 2.3% of jobs were assigned to a different Social Class due to the re-basing on SOC, and 2.0% of jobs to a different Socio-economic Group (see OPCS, 1991b). The net redistribution of cases due to re-basing on SOC is therefore small, but since most of the change is concentrated in particular categories, the impact of change on those categories can be substantial (see OPCS, 1991b, p.15).

"Occupations are viewed in SOC as coherent sets of work activities carried on by individuals. In defining occupational groups, the aim has been to distinguish as far as possible in terms of the type and level of skills required to carry out the main work activities" (SOC, vol.3, p.2). The classification system comprises 371 Occupational Unit Groups (OUGs), the most detailed categories into which job titles and activities are coded. This 3-digit code for occupation is keyed for both the respondent (*RSOC*), and for the respondent's spouse or partner (*SSOC*) where there is a spouse or partner in the household.

Occupational Unit Groups have been aggregated as derived variables as follows:

SOC Minor Groups, comprising 77 categories: *RMinGrp* for respondents; *SMinGrp* for spouses/partners

SOC Sub-major Groups, comprising 22 categories: *RSMajGrp* for respondents; *SSMajGrp* for spouses/partners
SOC Major Groups, comprising 9 categories \( RMajGrp \) for respondents, \( SMajGrp \) for spouses/partners

Occupation details are collected for all respondents (and, where appropriate, their spouses or partners) in a series of questions in the Classification section. If respondents (or spouses/partners) are not currently in paid employment, they are asked about their last occupation (or, if waiting to take up paid work already offered, about their next occupation). Thus only those who had never had a job were excluded.

Self-employed respondents and their partners can be identified as follows:

- Currently economically active: code 2 at \( REmployee \) for respondents, code 2 at \( SEmployee \) for spouses/partners.
- Ever economically active: code 2 at \( REmployee \) for respondents, code 2 at \( SEmployee \) for spouses/partners.

There are variables that identify those with and without managerial or supervisory responsibilities in their present or last job, if their title is or was that of manager, foreman or supervisor, and (if applicable) the number of people they supervise(d):

- \( RSuper2 \) for respondents, \( SSuper2 \) for spouses/partners, \( RSupMan \) and \( SSupMan \), and \( RMany \) and \( SMany \).

The number of employees at the respondent’s place of work, and (if applicable) that of his/her spouse/partner is identified by the variables \( REmpWork \) and \( SEmpWork \).

### 5.5 Socio-economic group and social class

A range of variables has been derived from respondents’ occupational details and from those provided by respondents about their spouses/partners. Among the principal ones is the Registrar General’s Socio-economic Group (SEG). There are two versions of both the full and the compressed version:

- Socio-economic Group - 20 categories \( RSeg2 \) for respondents, \( SSeg2 \) for spouses/partners.
- Socio-economic Group (banded) - 8 categories \( RSegGrp2 \) for respondents, \( SSegGrp2 \) for spouses/partners.

The second version of each of these derived variables is included in the dataset to maintain comparability with practice in earlier years of the survey series:

- Socio-economic Group - 17 categories \( RSeg \) for respondents, \( SSeg \) for spouses/partners.

---

\(^{10}\) This differs from the practice adopted in the 1983 British Social Attitudes survey, when respondents coded as 'in full-time education', 'permanently sick or disabled', 'looking after the home' or 'doing something else' were not asked for their occupational details.
Socio-economic Group (banded) - 9 categories: $R_{SeGG}Grp$ for respondents; $S_{SeGG}Grp$ for spouses/partners

(see SOC, vol.3, pp.13-14).

Also derived from occupational data are respondents' and spouse/partners' Employment Status; and Registrar General's Social Class:

- Employment status - 11 categories: $R_{EmpStat}$ for respondents; $S_{EmpStat}$ for spouses/partners
- Social Class - 6 categories: $R_{RGClass}$ for respondents; $S_{SGClass}$ for spouses/partners\(^{11}\)
- Social Class - 5 categories (skilled non-manual workers being combined: $R_{SocClas}$ for respondents; $S_{SocClas}$ for spouses/partners

The six Social Class categories have been dichotomised into non-manual and manual in the following derived variable:

- Whether in a non-manual or manual job: $R_{Manual}$ for respondents; $S_{Manual}$ for spouses/partners

This used to emerge automatically from the programme that creates the Social Class variable. However, with the change to SOC, this no longer happens. Instead it is derived separately from a combination of SOC and Employment Status codes. Full details are given in Appendix H.

In addition, John Goldthorpe's (revised) class schema (here referred to as Goldthorpe-Heath) is also coded. This system classifies occupations by their 'general comparability', considering such factors as sources and levels of income, economic security, promotion prospects, and level of job autonomy and authority. As for SEG and Social Class, it is based on the current or last job held.

The full Goldthorpe-Heath schema has eleven categories, to which we have added a residual category of those who have never had a job or who have given insufficient information to allow classification:

- Goldthorpe-Heath class schema - 12 categories (including not-classifiable): $R_{GHClass}$ for respondents; $S_{GHClass}$ for spouses/partners

Instead of the full schema, a compressed schema of five classes (plus a residual category described above) is often employed:

\(^{11}\) The variables $R_{SocClas}$ and $S_{SocClas}$ are identical, except that members of the armed forces have been allocated a separate code.
1. **Salaried** (professional and managerial)
2. **Routine non-manual workers** (office and sales)
3. **Petty bourgeoisie** (the self-employed, inc farmers, with and without employees)
4. **Manual foremen and supervisors**
5. **Working class** (skilled, semi-skilled and unskilled manual workers, personal service and agricultural workers)

This is derived variable

Goldthorpe-Heath class schema (compressed) - 5 categories \( RGHGrp \) for respondents, \( SGHGrp \) for spouses/partners

### 5.6 Industry

All respondents for whom an occupation was coded were allocated a **Standard Industrial Classification** (SIC) code (CSO as revised 1980) For a full listing of SIC categories, see Appendix F The variable names are

\( RIndClas \) for respondents, \( SIndClas \) for spouses/partners

SIC also appears, compressed into 11 categories (including not classifiable)

\( RIndDiv \) for respondents, \( SIndDiv \) for spouses/partners

Respondents with an occupation were also allocated a **Sectoral Location**, being divided into public sector services, public sector manufacturing and transport, private sector manufacturing and private sector non-manufacturing This was done by cross-analysing SIC categories with responses to a question about the type of employer worked for A similar exercise was carried out for spouses/partners The derived variable is

**Sectoral Location** - 5 categories (including not classifiable) \( RIndSect \) for respondents, \( SIndSect \) for spouses/partners

### 5.7 Attitude scales

Following methodological work carried out by Heath *et al* (1986), *British Social Attitudes* survey questionnaires have regularly carried three attitudinal scales, designed respectively as measures of egalitarianism, libertarianism and welfarism (and their opposites) The scales are intended to be general, concentrating on underlying values and excluding items referring to specific policy issues

The measure of egalitarianism (the political ‘left-right’ dimension) is concerned primarily with issues of redistribution and equality, and is very effective in distinguishing party identification It comprises five items, asked on all versions of the self-completion questionnaire
Questions                                      Scale items
A2.44a,B2.38a,C2.53a                          a. Government should redistribute income from the better-off to those who are less well-off (Redistrb).
A2.44b,B2.38b,C2.53b                          b. Big business benefits owners at the expense of workers (BigBusnn)
A2.43a,B2.37a,C2.52a                          c. Ordinary people do not get their fair share of the nation's wealth (Wealth1)
A2.43g,B2.37g,C2.52g                          d. There is one law for the rich and one for the poor (RichLaw)
A2.44c,B2.38c,C2.53c                          e. Management will always try to get the better of employees if it gets the chance (Indust4)

The measure of authoritarian/libertarian values is concerned with the need for society to maintain a state of order and security versus the right within a democracy for individuals to maintain their civil liberties. The six items were asked on all three versions of the 1994 self-completion questionnaire:

Questions                                      Scale items
A2.43d,B2.37d,C2.52d                          a. Young people today don't have enough respect for traditional British values (TradVals)
A2.44d,B2.38d,C2.53d                          b. People who break the law should be given stiffer sentences (StifSent)
A2.44a,B2.38e,C2.53e                          c. For some crimes, the death penalty is the most appropriate sentence (DeathApp)
A2.44f,B2.38f,C2.53f                          d. Schools should teach children to obey authority (Obey)
A2.44g,B2.38g,C2.53g                          e. The law should be obeyed, even if a particular law is wrong (WrongLaw)
A2.43h,B2.37h,C2.52h                          f. Censorship of films and magazines is necessary to uphold moral standards (Censor)

The scale designed to measure individualistic versus welfarist values comprised eight items and was included on all three versions of the 1994 self-completion questionnaire:

Questions                                      Scale items
Q.A2.42/B2.36/                              a. The welfare state makes people nowadays less willing to look after Q.C2.51 themselves [WelfResp]
b. People receiving social security are made to feel like second class citizens [WelfStig]
c. The welfare state encourages people to stop helping each other [WelfHelp]

12 In 1994, this scale item was changed. In earlier years, it has been: "Ordinary people do not get their fair share of the nation's wealth", and the variable name is Wealth.
d The government should spend more money on welfare benefits for the poor, even if it lends to higher taxes  

[MoreWelf]

e Around here, most unemployed people could find a job if they really wanted one  

[UnempJob]

f Many people who get social security don't really deserve any help  

[SocHelp]

g Most people on the dole are fiddling in one way or another  

[DoleFidl]

h If welfare benefits weren't so generous, people would learn to stand on their own two feet  

[WelfFeet]

Experimental work to test various ways of administering these scales has been undertaken on the 1991 and 1994 British Social Attitudes surveys. Some of the findings of these experiments have been reported in two CREST Working Papers (Evans and Heath, 1994, and Taylor, Curtice and Heath, 1995).

6. SAMPLING ERRORS

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

\[ se(p) = \sqrt{\frac{p(100 - p)}{n}} \]

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

\[ p \pm 1.96 \times se(p) \]

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

As noted above, the British Social Attitudes sample, like that drawn for most large-scale surveys, was clustered according to a stratified multi-stage design - in this case, into 200 postcode sectors. With a complex design like this, the sampling error of a percentage giving a particular response is not simply a function of the number of respondents in the sample and the size of the percentage, it also depends on how that percentage response is spread within and between postcode sectors.
The complex design may be assessed relative to simple random sampling by calculating a range of design factors (DEFTs) associated with it, where

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

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

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

\[
p \pm 1.96 \times \text{complex sampling error (p)}
\]

\[
= p \pm 1.96 \times \text{DEFT} \times \sqrt{\frac{p(100-p)}{n}}
\]

Calculations of sampling errors and design effects were made using the Word Fertility Survey ‘Clusters’ programme.

The following table gives examples of the confidence intervals and DEFTs calculated for a range of different questions, some fielded on all three versions of the questionnaire and some on one only; some asked on the interview questionnaire and some on the self-completion supplement. It shows that most of the questions asked of all sample members have a confidence interval of around plus or minus two to three per cent of the survey proportion. This means that we can be 95 per cent certain that the true population proportion is within two to three per cent (in either direction) of the proportion we report. The confidence intervals calculated for questions asked of only half the sample tend to be greater than those calculated for questions asked of the entire sample.

It should be noted that the design effects for certain variables (notably those most associated with the area a person lives in) are greater than those for other variables. This is particularly the case for party identification and housing tenure. For instance, Labour identifiers and local authority tenants tend to be concentrated in certain areas; consequently the design effects calculated for these variables in a clustered sample are greater than the design effects calculated for variables less strongly associated with area, such as attitudinal variables.
<table>
<thead>
<tr>
<th>Classification variables</th>
<th>% (p)</th>
<th>Complex standard error of p (%)</th>
<th>95 per cent confidence interval</th>
<th>DEFT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DV</strong> Party identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conservative</td>
<td>28.9</td>
<td>1.1</td>
<td>26.7 - 31.1</td>
<td>1.43</td>
</tr>
<tr>
<td>Liberal Democrat</td>
<td>14.4</td>
<td>0.8</td>
<td>12.8 - 16.0</td>
<td>1.34</td>
</tr>
<tr>
<td>Labour</td>
<td>40.6</td>
<td>1.2</td>
<td>38.2 - 43.0</td>
<td>1.43</td>
</tr>
<tr>
<td><strong>DV</strong> Housing tenure</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Owns</td>
<td>70.2</td>
<td>1.2</td>
<td>67.8 - 72.6</td>
<td>1.53</td>
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<tr>
<td>Rents from local authority</td>
<td>17.1</td>
<td>1.0</td>
<td>15.2 - 19.1</td>
<td>1.52</td>
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<td>Rents privately</td>
<td>11.4</td>
<td>0.7</td>
<td>9.9 - 12.9</td>
<td>1.37</td>
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<td><strong>DV</strong> Religion</td>
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<td>No religion</td>
<td>38.5</td>
<td>1.0</td>
<td>36.5 - 40.5</td>
<td>1.21</td>
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<td>Church of England</td>
<td>33.1</td>
<td>0.9</td>
<td>31.3 - 35.0</td>
<td>1.17</td>
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<td>Catholic</td>
<td>9.5</td>
<td>0.6</td>
<td>8.3 - 10.7</td>
<td>1.23</td>
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<tr>
<td><strong>Q.795</strong> Age of completing continuous full-time education</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>16 or under</td>
<td>65.1</td>
<td>1.2</td>
<td>62.6 - 67.5</td>
<td>1.51</td>
</tr>
<tr>
<td>17 or 18</td>
<td>16.5</td>
<td>0.8</td>
<td>14.9 - 18.1</td>
<td>1.27</td>
</tr>
<tr>
<td>19 or over</td>
<td>14.6</td>
<td>0.9</td>
<td>12.8 - 16.4</td>
<td>1.48</td>
</tr>
<tr>
<td><strong>Attitudinal variables</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Q.43</strong> Benefits for the unemployed are</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>too low</td>
<td>53.2</td>
<td>1.1</td>
<td>51.1 - 55.4</td>
<td>1.27</td>
</tr>
<tr>
<td>too high</td>
<td>24.0</td>
<td>0.9</td>
<td>22.3 - 25.7</td>
<td>1.18</td>
</tr>
<tr>
<td><strong>A.277</strong> Attempts to give equal opportunities to homosexuals have ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gone much too far</td>
<td>18.5</td>
<td>1.2</td>
<td>16.1 - 20.9</td>
<td>1.05</td>
</tr>
<tr>
<td>gone too far</td>
<td>27.1</td>
<td>1.4</td>
<td>24.3 - 29.8</td>
<td>1.03</td>
</tr>
<tr>
<td>about right</td>
<td>31.6</td>
<td>1.6</td>
<td>28.4 - 34.8</td>
<td>1.16</td>
</tr>
<tr>
<td>not gone far enough</td>
<td>15.0</td>
<td>1.2</td>
<td>12.6 - 17.5</td>
<td>1.17</td>
</tr>
<tr>
<td>not gone nearly far enough</td>
<td>3.0</td>
<td>0.5</td>
<td>1.9 - 4.0</td>
<td>1.03</td>
</tr>
<tr>
<td><strong>B.431</strong> Britain should do all it can to unite fully with the EC protect its independence from the EC</td>
<td>40.3</td>
<td>1.4</td>
<td>37.6 - 43.1</td>
<td>0.97</td>
</tr>
<tr>
<td><strong>C.634</strong> In a year from now, respondent expects unemployment to have gone up a lot</td>
<td>52.6</td>
<td>1.5</td>
<td>49.5 - 55.6</td>
<td>1.04</td>
</tr>
<tr>
<td><strong>A2.36a</strong> Death penalty for murder in course of a terrorist act ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in favour</td>
<td>70.2</td>
<td>1.8</td>
<td>66.5 - 73.9</td>
<td>1.25</td>
</tr>
<tr>
<td>against</td>
<td>26.3</td>
<td>1.7</td>
<td>22.8 - 29.7</td>
<td>1.22</td>
</tr>
<tr>
<td><strong>B2.20c</strong> Nuclear power stations create ... very serious risks for the future</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>quite serious risks</td>
<td>44.5</td>
<td>1.9</td>
<td>40.8 - 48.2</td>
<td>1.17</td>
</tr>
<tr>
<td>only slight risks</td>
<td>31.4</td>
<td>1.8</td>
<td>27.8 - 35.1</td>
<td>1.23</td>
</tr>
<tr>
<td>hardly any risks</td>
<td>17.3</td>
<td>1.1</td>
<td>15.2 - 19.5</td>
<td>0.89</td>
</tr>
<tr>
<td><strong>C2.45a</strong> Law should allow abortion if the woman decides not to have the child</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>yes</td>
<td>54.4</td>
<td>1.8</td>
<td>50.7 - 58.0</td>
<td>1.15</td>
</tr>
<tr>
<td>no</td>
<td>41.6</td>
<td>1.8</td>
<td>38.0 - 45.2</td>
<td>1.15</td>
</tr>
</tbody>
</table>
These calculations are based on the total sample from the 1994 survey (3,469 respondents); on A version respondents (1,137 for the main questionnaire and 970 for the self-completion); on B version respondents (1,165 and 975 respectively); or on C version respondents (1,167 and 984 respectively). As the examples above show, sampling errors for proportions based only on respondents to just one of the three versions of the questionnaire, or on subgroups within the sample, are somewhat larger than they would have been had the questions been asked of everyone.

7. STRUCTURE OF THE QUESTIONNAIRES

As already noted, three different versions of the questionnaire were used (versions A, B and C). All contained a ‘core’ of standard attitudinal and classificatory questions, but the middle part covered different topic areas according to which version was used. The structure of the personal interview and self-completion questionnaires administered in Britain, and the topics covered by each, is shown overleaf. For ease of reference, the contents of the *Northern Ireland Social Attitudes* questionnaires are shown alongside.

Appendix D contains a copy of the questionnaires with variable names and show cards.
**BRITAIN**

**Interview questionnaire**

**All versions**

1. Newspaper readership/party identification/politics
2. Public spending, welfare benefits and healthcare
3. Economic activity, the labour market, gender issues at the workplace and childcare

<table>
<thead>
<tr>
<th>Version A</th>
<th>Version B</th>
<th>Version C</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Civil liberties</td>
<td>4 Europe/international relations/NI</td>
<td>4 Economic prospects</td>
</tr>
<tr>
<td>5 Race</td>
<td>5 Race</td>
<td>5 Charitable giving</td>
</tr>
<tr>
<td>6 Local government</td>
<td>6 Local government</td>
<td>6 Poverty/single parents</td>
</tr>
<tr>
<td>7 Political trust</td>
<td>7 Countryside/environment</td>
<td>7 Gender</td>
</tr>
<tr>
<td>8 Europe</td>
<td>8 Transport</td>
<td>8 Education</td>
</tr>
</tbody>
</table>

**All versions**

9 Fear of crime
10 Housing
11 Religion and ethnic origin
12 Classification

**Self-completion questionnaire**

<table>
<thead>
<tr>
<th>Version A</th>
<th>Version B</th>
<th>Version C</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2 01-13 Civil liberties</td>
<td>B2 01-04 Europe/international relations</td>
<td>C2 01-21 ISSP Women &amp; family</td>
</tr>
<tr>
<td>A2 14-15 Health care</td>
<td>B2 05-06 Health care</td>
<td>C2 22-23 Healthcare</td>
</tr>
<tr>
<td>A2 16-17 Childcare</td>
<td>B2 07-08 Childcare</td>
<td>C2 24-25 Childcare</td>
</tr>
<tr>
<td>A2 18-24 Local government</td>
<td>B2 09-14 Local government</td>
<td>C2 26-31 Gender</td>
</tr>
<tr>
<td>A2 28 'Predictions'</td>
<td>B2 19-28 Countryside/environment</td>
<td>C2 35-37 Charitable giving</td>
</tr>
<tr>
<td>A2 29-35 Political Trust</td>
<td>B2 20-28 Transport</td>
<td>C2 38-43 Education</td>
</tr>
<tr>
<td>A2 38-40 Fear of crime</td>
<td>B2 32-34 Welfare state and other attitude scales</td>
<td>C2 48-49 Fear of crime</td>
</tr>
<tr>
<td>A2 41-44 Welfare state and other attitude scales</td>
<td>B2 35-38 Welfare state and other attitude scales</td>
<td>C2 50-53 Welfare state and other attitude scales</td>
</tr>
</tbody>
</table>

**NORTHERN IRELAND**

**Interview questionnaire**

**Both versions**

1. Newspaper readership/politics
2. Public spending, welfare benefits and healthcare
3. Economic activity, the labour market, gender issues at the workplace and childcare
4. Community relations in Northern Ireland

<table>
<thead>
<tr>
<th>Version A</th>
<th>Version B</th>
<th>Version C</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Class and race</td>
<td>5 Economic prospects</td>
<td>5 Gender</td>
</tr>
<tr>
<td>6 Political trust</td>
<td>6 Poverty/single parents</td>
<td>6 Education</td>
</tr>
<tr>
<td>7 Europe and international relations</td>
<td>7 Countryside/environment</td>
<td>7 Health care</td>
</tr>
<tr>
<td>8 Civil liberties</td>
<td>8 Informal carers</td>
<td>8 Local government</td>
</tr>
</tbody>
</table>

**Both versions**

9 Housing
10 Religion and ethnic origin
11 Classification

**Self completion questionnaire**

<table>
<thead>
<tr>
<th>Version A</th>
<th>Version B</th>
<th>Version C</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2 29-41 Civil liberties</td>
<td>B2 33-42 Countryside/environment</td>
<td>A/B 2 22-23 Childcare</td>
</tr>
<tr>
<td>A2 42 Europe</td>
<td>B2 43-47 Single parents</td>
<td>A/B 2 24-26 Community relations in Northern Ireland</td>
</tr>
<tr>
<td>A2 43-49 Political trust</td>
<td>A2 50 Death penalty</td>
<td>A/B 2 01-21 Changing gender roles (ISSP)</td>
</tr>
<tr>
<td>A2 51 Welfare state</td>
<td>A2 52-53 Attitude scales</td>
<td>A/B 2 22-23 Childcare</td>
</tr>
<tr>
<td>A2 52-53 Attitude scales</td>
<td>B2 48 Welfare state</td>
<td>A/B 2 24-26 Community relations in Northern Ireland</td>
</tr>
</tbody>
</table>
II  NORTHERN IRELAND SOCIAL ATTITUDES

1. THE SURVEY

The 1994 Northern Ireland Social Attitudes survey was the fifth in the series which began in 1989. As in 1993, it was administered by the Policy Planning and Research Unit (PPRU) now the Northern Ireland Statistics and Research Agency (NISRA), and funded by all the government departments in Northern Ireland.

For the second year, the data for the survey was collected by interviewers using Computer-Assisted Personal Interviewing (CAPI).

As in previous years, both the British Social Attitudes (BSA) survey and the NISA survey consisted of 'core' questions and of 'modules' on specific topic areas. Due to an increase in demand for information from the NISA survey, for the first time two parallel versions of the questionnaire were fielded in Northern Ireland. Both versions of the questionnaire contained common questions plus topic modules specific to the version. Modules in the two Northern Ireland questionnaires were selected from the larger number that were used in the three versions of the British questionnaire. There were two exceptions to this. The first was that a module which dealt with issues specific to Northern Ireland were asked only in the NISA questionnaire. However, some of the questions could also be asked of British respondents, and so for comparative purposes were also asked in Britain. The second exception was a module on informal carers, fielded only in Northern Ireland with separate funding from the University of Ulster.

Researchers from Social and Community Planning Research (SCPR), and the Policy Planning and Research Unit (PPRU) were principally responsible for constructing the basic content of the NISA questionnaire. Final responsibility for the construction and wording of the questionnaire remained with SCPR. Responsibility for the sampling and fieldwork rested with the Central Survey Unit of the PPRU.

We give below brief details of the methodology of the Northern Ireland Social Attitudes survey. Further information may be obtained from Alan McClelland, and his colleagues at the Central Survey Unit, NISRA, 2nd Floor, Londonderry House, Chichester Street, Belfast, BT1 4SX, and from the technical appendix to the 5th NISA Report (Breen et al, 1996)

2. THE SAMPLE

2.1 Selection of addresses

The survey was designed to yield a representative sample of all adults aged 18 or over, living in private households in Northern Ireland.

It was drawn from the rating list, in contrast to that in Britain, which is based on the Postcode Address File (PAF) and involved a multi-stage sample design. The rating list provided by the Rates Collection Agency (NI) is the most up-to-date listing of private households in Northern Ireland and is made available for research purposes. It excluded people in institutions, though not those in private households within institutions.
### NORTHERN IRELAND SOCIAL ATTITUDES

#### Topics covered

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS: Attitudes to work (ISSP)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Changing gender roles (ISSP)</td>
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<td></td>
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</tr>
<tr>
<td>Charitable giving</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childcare</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil liberties</td>
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<td>✓</td>
<td></td>
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<td></td>
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<tr>
<td>Countryside and the environment</td>
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<tr>
<td>Crime and the police</td>
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<tr>
<td>Diet and health</td>
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<tr>
<td>Economic prospects</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>Education</td>
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<td>Gender issues at the workplace</td>
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<td></td>
<td></td>
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<tr>
<td>Gender roles</td>
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<tr>
<td>Global environmental issues (ISSP)</td>
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<tr>
<td>Health and lifestyle</td>
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<tr>
<td>Informal carers</td>
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<tr>
<td>National Health Service</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Political trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poverty</td>
<td></td>
<td>✓</td>
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<tr>
<td>Race and immigration</td>
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<tr>
<td>Religious beliefs (ISSP)</td>
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<td></td>
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<tr>
<td>Role of government (ISSP)</td>
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<td>✓</td>
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<tr>
<td>Single parenthood and child support</td>
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<td>Sexual morality</td>
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<td>✓</td>
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<tr>
<td>Social class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UK's relations with Europe/other countries</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Welfare state</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

*Details of topic areas mainly or wholly related to Northern Irish issues are not given in this chart. Also excluded are 'core topics' such as public spending, workplace issues and economic prospects, and standard classificatory items such as economic activity, newspaper readership, religious denomination and party identification, all of which are asked every year.*
Several factors, including the generally low population density outside Belfast and its small geographical area, allow the use of an unclustered, simple random sample design. The NISA sample was therefore a simple random sample of all addresses contained on the rating list.

Prior to drawing the sample, Northern Ireland as a whole was stratified into three geographical areas. This stratification, based on district council boundaries, consisted of Belfast, East, and West. Within each of these areas, using a routine for the generation of random numbers, a simple random sample of addresses was selected from the rating list, with probability proportionate to the number of addresses in that stratified area.

2.2 Selection of individuals

The rating list is a good up-to-date source of private addresses in Northern Ireland. It does not, however, include information about the number of individuals living at each address. A further stage of sampling was required to select individual adults for interview.

At each address in their assignment, interviewers entered details of all the adults aged 18 or over into the laptop computer. From the list of eligible adults, the computer selected one respondent through a Kish grid random selection procedure.

3. WEIGHTING

It is not possible to use the rating list to select addresses in Northern Ireland with probability proportionate to the size of the household. To compensate for this potential source of bias, the data were weighted prior to analysis. The weighting adjusted for the fact that individuals living in larger households had a lower chance of being included in the sample than individuals living in smaller households. The data were weighted in relation to the number of eligible adults at that address, derived from the details of household structure recorded by the interviewers. In order to retain the actual number of interviews, the weighted sample was scaled back to the originally achieved sample size, yielding a total of 1,519 interviews and an average weight of one.

<table>
<thead>
<tr>
<th>No of adults 18 and over</th>
<th>Weight</th>
<th>No.</th>
<th>%</th>
<th>Scaled weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>248</td>
<td>16.3</td>
<td>0.5127</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>777</td>
<td>51.2</td>
<td>1.0253</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>280</td>
<td>18.4</td>
<td>1.5380</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>127</td>
<td>8.4</td>
<td>2.0506</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>77</td>
<td>5.1</td>
<td>2.5633</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>6</td>
<td>0.4</td>
<td>3.0759</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>4</td>
<td>0.2</td>
<td>3.5886</td>
</tr>
</tbody>
</table>

Weighting of the sample
4. DATA COLLECTION AND RESPONSE

4.1 Fieldwork

The fieldwork was conducted by 66 interviewers from CSU's panel, all of whom were fully briefed and familiarised with the survey procedures. The first briefing session was held in late March, with fieldwork beginning immediately afterwards. The main fieldwork period extended till 8 July 1994, with a small proportion of interviews being carried out in the period between 8 July and 12 August 1994.

A total of 2400 addresses were selected. An overall response rate of 70% was achieved, based on the total number of issued addresses which were in scope to the survey (i.e., private, occupied addresses).

<table>
<thead>
<tr>
<th>Addresses issued</th>
<th>2,400</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacant, derelict etc</td>
<td>233</td>
<td></td>
</tr>
<tr>
<td>In scope</td>
<td>2,167</td>
<td>100</td>
</tr>
<tr>
<td>Interview achieved</td>
<td>1,519</td>
<td>70</td>
</tr>
<tr>
<td>Interview not achieved</td>
<td>648</td>
<td>30</td>
</tr>
<tr>
<td>- refused</td>
<td>439</td>
<td>20</td>
</tr>
<tr>
<td>- non-contact</td>
<td>108</td>
<td>5</td>
</tr>
<tr>
<td>other reasons</td>
<td>101</td>
<td>5</td>
</tr>
</tbody>
</table>

At the end of the face-to-face interview, respondents were asked to fill in a self-completion questionnaire. Where possible, the questionnaire was filled in whilst the interviewer was still with the respondent, otherwise, the interviewer arranged to collect it at a later date, or asked the respondent to post it to a Northern Ireland Post Office box. This was then forwarded through CSU to SCPR. Return of self-completion questionnaires was monitored by CSU field staff, and if necessary up to two reminder letters were posted to respondents at two-weekly intervals. Overall, 87% of respondents to the interview filled in and returned the self-completion questionnaire.

4.3 Advance letter

Just before fieldwork began, advance letters were sent to each household selected in the sample. The letter informed the 'resident' that his or her household had been selected for inclusion in the survey and contained a brief description of the nature of the survey. A copy will be found in Appendix H.

5. DATA COLLECTION AND ANALYSIS

5.1 Data Preparation

Disks containing interview data were returned by the interviewers on a weekly basis. After the completion of the fieldwork period, final checks were made on the information contained on the return disks prior to the datafiles being sent to SCPR for checking, coding and editing.
For the self-completion questionnaire, SCPR conducted all the coding, editing, coding, keying and computer editing.

5.2 Analysis variables

The analysis variables in the Northern Ireland dataset are the same as those in the British survey. However, the questions on party identification of course include Northern Irish political parties. A number of analysis variables were coded by SCPR from the current or last job held by the respondent (and spouse or partner). Summary variables derived from these and some further derived variables are included in the dataset. For the principal analysis variables available in the dataset see pp.13-18 above. A complete list of derived variables is given in Appendix G.

5.3 Sampling errors

For a simple random sample design, such as the NISA sample, in which every member of the sampled population has an equal and independent chance of inclusion in the sample, the sampling error of any percentage, \( p \), can be calculated by the formula

\[
\text{s.e. } (p) = \frac{p(100-p)}{n}
\]

where \( n \) is the number of respondents on which the percentage is based. As the sample for the NISA survey is drawn as a simple random sample, this formula can be used to calculate the sampling error of any percentage estimate from the survey. A confidence interval for the population percentage can be calculated by the formula:

\[
95\text{ per cent confidence interval} = p \pm 1.96 \times \text{s.e. } (p)
\]

If 100 similar, independent samples were chosen from the sample population, 95 of them would be expected to yield an estimate for the percentage, \( p \), within this confidence interval. The absence of design effects in the Northern Ireland survey, and therefore of the need to calculate complex standard errors, means that the standard error and confidence intervals for percentage estimates from the survey are only slightly greater than for the British survey, despite the smaller sample size.

The table below gives examples of the sampling errors and confidence intervals for a range of percentage estimates from the Northern Ireland Social Attitudes survey:
Classification variables n=1,519

<table>
<thead>
<tr>
<th>Derived Religion</th>
<th>% (p)</th>
<th>Standard error of p (%)</th>
<th>95% confidence interval</th>
<th>95% confidence limits +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protestant</td>
<td>53.4</td>
<td>1.3</td>
<td>2.5</td>
<td>51.6 - 56.6</td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>35.9</td>
<td>1.2</td>
<td>2.4</td>
<td>33.5 - 38.3</td>
</tr>
<tr>
<td>Other</td>
<td>10.7</td>
<td>0.8</td>
<td>1.5</td>
<td>8.4 - 11.4</td>
</tr>
</tbody>
</table>

(Tenure2) Housing Tenure

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Standard error of p (%)</th>
<th>95% confidence interval</th>
<th>95% confidence limits +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owns</td>
<td>63.9</td>
<td>1.2</td>
<td>2.4</td>
<td>61.5 - 66.3</td>
</tr>
<tr>
<td>Rents from NIHE</td>
<td>27.8</td>
<td>1.1</td>
<td>2.2</td>
<td>25.6 - 30.0</td>
</tr>
</tbody>
</table>

(EmpStat) Employment status

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Standard error of p (%)</th>
<th>95% confidence interval</th>
<th>95% confidence limits +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically active</td>
<td>53.1</td>
<td>1.3</td>
<td>2.5</td>
<td>50.6 - 54.4</td>
</tr>
<tr>
<td>Unemployed</td>
<td>6.4</td>
<td>0.6</td>
<td>1.2</td>
<td>5.2 - 7.6</td>
</tr>
</tbody>
</table>

Attitudinal variables (all) n=1,519

<table>
<thead>
<tr>
<th>(GpChange) Consider it not difficult to change GP</th>
<th>%</th>
<th>Standard error of p (%)</th>
<th>95% confidence interval</th>
<th>95% confidence limits +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Version B n=754</td>
<td>72.1</td>
<td>1.2</td>
<td>2.2</td>
<td>69.9 - 74.3</td>
</tr>
</tbody>
</table>

(ElidSell) The UK should have closer links with the European Community

Classification variables n=1519

<table>
<thead>
<tr>
<th>Employees only n=651</th>
<th>%</th>
<th>Standard error of p (%)</th>
<th>95% confidence interval</th>
<th>95% confidence limits +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>(IndRel) Not good relations between management and employees</td>
<td>16.3</td>
<td>1.4</td>
<td>2.8</td>
<td>13.5 - 19.1</td>
</tr>
</tbody>
</table>

Self-completion (Version A) n=663

<table>
<thead>
<tr>
<th>(VideoDem) Police should have the right to video demonstrations</th>
<th>%</th>
<th>Standard error of p (%)</th>
<th>95% confidence interval</th>
<th>95% confidence limits +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=663</td>
<td>59.7</td>
<td>1.9</td>
<td>3.7</td>
<td>56.0 - 63.4</td>
</tr>
</tbody>
</table>

Self-completion (Version B) n=652

<table>
<thead>
<tr>
<th>(PetitEnv) Signed a petition about the environment in the past five years</th>
<th>%</th>
<th>Standard error of p (%)</th>
<th>95% confidence interval</th>
<th>95% confidence limits +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=652</td>
<td>31.1</td>
<td>1.8</td>
<td>3.6</td>
<td>27.5 - 34.7</td>
</tr>
</tbody>
</table>
III YOUNG PEOPLE’S SOCIAL ATTITUDES

1. THE SURVEY

In 1994, for the first time, the British Social Attitudes survey was supplemented by the Young People’s Social Attitudes survey. All young people aged 12-19 who lived in the same household as a BSA respondent were eligible for interview.

2. THE SAMPLE

The British Social Attitudes survey is designed to yield a representative sample of adults aged 18 or over. The sampling frame for the 1994 survey was the Postcode Address File (PAF), a list of addresses (or postal delivery points) compiled by the Post Office. The sampling method for adults involved a multi-stage design, with three separate stages of selection. For further details of the sampling procedure, see Part I, Section 2.1.

All young people aged 12-19 who lived in the same household as an adult respondent were eligible for interview.

3. WEIGHTING

To ensure unbiased estimates, data had to be weighted to compensate for the selection procedures used to obtain the sample. As discussed in Part I, not all the units covered in the British Social Attitudes survey (from which the Young People’s Social Attitudes sample was derived) had the same probability of selection. The weighting for the Young People’s Social Attitudes data takes into account the different chances of selection which occurred at address level and household level. For further information about weighting, see Lynn and Lievesley (1991).

All weights fell within a range between 0.125 and 3. The vast majority of cases had a weight of 1.000. The weighted sample was scaled to make the number of weighted productive cases exactly equal to the number of unweighted productive cases (n = 580). The following distribution of weights was used:

<table>
<thead>
<tr>
<th>Weight</th>
<th>No.</th>
<th>%</th>
<th>Scaled weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.125</td>
<td>2</td>
<td>0.3</td>
<td>0.125</td>
</tr>
<tr>
<td>0.333</td>
<td>2</td>
<td>0.3</td>
<td>0.334</td>
</tr>
<tr>
<td>0.500</td>
<td>4</td>
<td>0.7</td>
<td>0.501</td>
</tr>
<tr>
<td>0.750</td>
<td>1</td>
<td>0.2</td>
<td>0.752</td>
</tr>
<tr>
<td>1.000</td>
<td>569</td>
<td>98.1</td>
<td>1.002</td>
</tr>
<tr>
<td>3.000</td>
<td>2</td>
<td>0.3</td>
<td>3.007</td>
</tr>
</tbody>
</table>

4. DATA COLLECTION AND RESPONSE

A small-scale pilot survey was carried out in late March 1994 in order to test question wording, questionnaire structure and flow.
Interviewing on the main survey was mainly carried out during May, June and July 1994, with a small number of interviews taking place later. Traditional (pen and paper) interviewing methods were used, rather than CAPI (as on the adults' questionnaire).

Fieldwork was conducted by interviewers drawn from SCPR's regular panel. All interviewers attended a one-day briefing conference to familiarise them with the selection procedures used and the content and structure of the questionnaire.

Interviews for the Young People's Social Attitudes survey were carried out by the same interviewers who worked on the adult British Social Attitudes survey. After the interview with the adult in the household, the interviewer established the number of eligible young people living in the household (that is, the number of young people aged between 12 and 19) and, where appropriate, asked permission from a responsible adult to interview them. In most cases the interviewer had to return to the household on at least one occasion.

From a total of 3,469 adult interviews, 735 young people were identified as being eligible for interview. The response achieved was as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In scope (12-19 year old in household)</td>
<td>735</td>
<td>100</td>
</tr>
<tr>
<td>Interview achieved</td>
<td>580</td>
<td>79</td>
</tr>
<tr>
<td>Interview not achieved</td>
<td>155</td>
<td>21</td>
</tr>
<tr>
<td>Refused(^{13})</td>
<td>116</td>
<td>16</td>
</tr>
<tr>
<td>Non-contact(^{14})</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Other non-response(^{15})</td>
<td>22</td>
<td>3</td>
</tr>
</tbody>
</table>

The average interview length was 31 minutes.

As mentioned previously, all young people in a household were eligible for inclusion in the survey. The number of households in which one, and more than one, young person was interviewed was as follows:

<table>
<thead>
<tr>
<th>No. of young people interviewed in household</th>
<th>No. of households</th>
<th>% of sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>290</td>
<td>50.0</td>
</tr>
<tr>
<td>2</td>
<td>106</td>
<td>36.5</td>
</tr>
<tr>
<td>3</td>
<td>23</td>
<td>11.9</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>0.9</td>
</tr>
</tbody>
</table>

---

\(^{13}\) 'Refusals' comprise refusal by the selected young person, 'proxy' refusals (on their behalf) and broken appointments after which the selected person could not be recontacted.

\(^{14}\) 'Non-contacts' comprise cases where the young person could not be contacted (never found at home).

\(^{15}\) 'Other non-response' comprise cases where the young person was incapacitated, on holiday, in hospital or ill at home during the survey period, 'partial' interviews (interviews cut short before a specific point in the questionnaire) and any remaining cases which do not fit into either the refusal or non-contact categories outlined above.
5. THE QUESTIONNAIRE

Approximately half the questions in the Young People’s Social Attitudes questionnaire were also asked (with exactly the same wording) on one, two or all three versions of the 1994 British Social Attitudes survey. For these questions then, the answers given by young people can be compared to those given by adults. In addition, more detailed comparisons can be made between the responses of young people and those of the adult British Social Attitudes’ respondent living in the same household. As some questions were asked of only a third or two-thirds of the adult sample, the comparisons that can be made are limited.

The remaining questions were unique to the Young People’s Social Attitudes survey and covered issues of special relevance to young people.

Topics covered in the Young People’s Social Attitudes survey were as follows:

- ‘Age of consent’ questions
- Judgements of right and wrong
- Education, school life and sex education
- Fear and experience of crime
- Crime and punishment
- Gender roles and family life
- Race prejudice and discrimination
- Political knowledge, political interest and party identity
- Important factors in ‘doing well in life’
- Life ambitions and aspirations

A number of demographic and other classificatory questions were also included (such as age, sex, religion, current activity and educational experience and expectations). Other background variables (such as those used to derive socio-economic grade) had been included in the adult British Social Attitudes questionnaire and so were not fielded again in the Young People’s Social Attitudes questionnaire.¹⁶

Once the questionnaire was completed, interviewers were asked to indicate whether anyone else had been partially or wholly present during the interview. Responses to this question, perhaps unsurprisingly, varied according to the age of the young person and are shown below. Response did not vary according to the sex of the young person.

<table>
<thead>
<tr>
<th>Presence of other person during interview:</th>
<th>All</th>
<th>12-13</th>
<th>14-15</th>
<th>16-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, throughout</td>
<td>35.0</td>
<td>43.9</td>
<td>30.7</td>
<td>31.6</td>
</tr>
<tr>
<td>Yes, partially</td>
<td>22.4</td>
<td>25.5</td>
<td>22.9</td>
<td>19.7</td>
</tr>
<tr>
<td>No</td>
<td>40.6</td>
<td>28.5</td>
<td>43.6</td>
<td>48.2</td>
</tr>
</tbody>
</table>

¹⁶ This means that young people interviewed were assigned to the same Standard Occupational Classification (SOC), and other variables derived from it, as the adult in the household already interviewed.
A copy of the young people's questionnaire, marked up with editing and coding instructions, is included in Appendix E. Note that Q 43b was not coded since it concerned John Smith's leadership of the Labour Party and John Smith died at the start of our fieldwork period.

References


Jowell, R, Witherspoon, S and Brook, L (1989), _British Social Attitudes special international report_, Aldershot Gower


Lynn, P and Purdon, S (1994), 'Time-series and lap-tops: the change to computer-assisted interviewing' in Jowell, R, Curtice, J, Brook, L and Ahrendt, D (eds), _British Social Attitudes the 11th Report_, Aldershot Dartmouth


OPCS (1991a), _Standard Occupational Classification_. Volume 1, London HMSO


Stringer, P and Robinson, G (eds) (1992), _Social Attitudes in Northern Ireland the 2nd Report_, Belfast The Blackstaff Press


APPENDIX A

BRITISH SOCIAL ATTITUDES

(1) Distribution of the sample between Standard Regions

(2) Sampled post-code sectors
## APPENDIX A

### DISTRIBUTION OF THE SAMPLE BETWEEN STANDARD REGIONS

<table>
<thead>
<tr>
<th>BSA REGION CODE</th>
<th>SAMPLE TYPE A</th>
<th>B</th>
<th>C</th>
<th>TOTAL SELECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Scotland</td>
<td>108</td>
<td>110</td>
<td>114</td>
<td>332</td>
</tr>
<tr>
<td>02 Northern</td>
<td>66</td>
<td>74</td>
<td>77</td>
<td>217</td>
</tr>
<tr>
<td>(Cleveland, Cumbria, Durham, Northumberland, Tyne and Wear)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03 North West</td>
<td>123</td>
<td>128</td>
<td>128</td>
<td>379</td>
</tr>
<tr>
<td>(Cheshire, Lancashire, Greater Manchester, Merseyside)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04 Yorkshire and Humber Side</td>
<td>101</td>
<td>94</td>
<td>106</td>
<td>301</td>
</tr>
<tr>
<td>(Humberside, North Yorkshire, South Yorkshire, West Yorkshire)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05 West Midlands</td>
<td>103</td>
<td>104</td>
<td>109</td>
<td>316</td>
</tr>
<tr>
<td>(Hereford and Worcester, Salop, Staffordshire, Warwickshire, West Midlands)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06 East Midlands</td>
<td>92</td>
<td>96</td>
<td>90</td>
<td>278</td>
</tr>
<tr>
<td>(Derbyshire, Leicestershire, Lincolnshire, Northamptonshire, Nottinghamshire)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07 East Anglia</td>
<td>45</td>
<td>39</td>
<td>43</td>
<td>127</td>
</tr>
<tr>
<td>(Cambridgeshire, Norfolk, Suffolk)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08 South West</td>
<td>93</td>
<td>112</td>
<td>117</td>
<td>322</td>
</tr>
<tr>
<td>(Avon, Cornwall, Devon, Dorset, Gloucestershire, Somerset, Wiltshire)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09 South East</td>
<td>217</td>
<td>227</td>
<td>199</td>
<td>643</td>
</tr>
<tr>
<td>(Bedfordshire, Berkshire, Buckinghamshire, East Sussex, Essex, Hampshire, Hertfordshire, Isle Of Wight, Kent, Oxfordshire, Surrey, West Sussex)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Greater London</td>
<td>128</td>
<td>121</td>
<td>127</td>
<td>376</td>
</tr>
<tr>
<td>11 Wales</td>
<td>61</td>
<td>60</td>
<td>57</td>
<td>178</td>
</tr>
<tr>
<td><strong>TOTAL SELECTED</strong></td>
<td><strong>1137</strong></td>
<td><strong>1165</strong></td>
<td><strong>1167</strong></td>
<td><strong>3469</strong></td>
</tr>
<tr>
<td><strong>TOTAL ISSUED</strong></td>
<td>2000</td>
<td>2000</td>
<td>2000</td>
<td>6000</td>
</tr>
</tbody>
</table>
# SAMPL ED POSTCODE SECTORS

<table>
<thead>
<tr>
<th>Sample point</th>
<th>Serial number</th>
<th>Postcode sector</th>
<th>Local Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>60001-60030</td>
<td>NE65</td>
<td>Alnwick/Castle Morpeth</td>
</tr>
<tr>
<td>02</td>
<td>60031-60060</td>
<td>NE47</td>
<td>Tynedale</td>
</tr>
<tr>
<td>03</td>
<td>60061-60090</td>
<td>CA10</td>
<td>Eden</td>
</tr>
<tr>
<td>04</td>
<td>60091-60120</td>
<td>TS16</td>
<td>Stockton-on-Tees</td>
</tr>
<tr>
<td>05</td>
<td>60121-60150</td>
<td>DH3</td>
<td>Gateshead</td>
</tr>
<tr>
<td>06</td>
<td>60151-60180</td>
<td>DL1</td>
<td>Darlington</td>
</tr>
<tr>
<td>07</td>
<td>60181-60210</td>
<td>CA14</td>
<td>Allerdale</td>
</tr>
<tr>
<td>08</td>
<td>60211-60240</td>
<td>NE4</td>
<td>Newcastle upon Tyne</td>
</tr>
<tr>
<td>09</td>
<td>60241-60270</td>
<td>TS19</td>
<td>Stockton-on-Tees</td>
</tr>
<tr>
<td>10</td>
<td>60271-60300</td>
<td>NE6</td>
<td>Newcastle upon Tyne</td>
</tr>
<tr>
<td>11</td>
<td>60301-60330</td>
<td>NE33</td>
<td>South Tyneside</td>
</tr>
<tr>
<td>158</td>
<td>64711-64740</td>
<td>IV18</td>
<td>Ross and Cromarty</td>
</tr>
<tr>
<td>159</td>
<td>64741-64770</td>
<td>EH52</td>
<td>West Lothian</td>
</tr>
<tr>
<td>160</td>
<td>64771-64800</td>
<td>PH15</td>
<td>Perth and Kinross</td>
</tr>
<tr>
<td>161</td>
<td>64801-64830</td>
<td>KY12</td>
<td>Dunfermline</td>
</tr>
<tr>
<td>162</td>
<td>64831-64860</td>
<td>KY10</td>
<td>North East Fife</td>
</tr>
<tr>
<td>163</td>
<td>64861-64890</td>
<td>G65</td>
<td>Strathkelvin</td>
</tr>
<tr>
<td>164</td>
<td>64891-64920</td>
<td>AB2</td>
<td>Aberdeen City</td>
</tr>
<tr>
<td>165</td>
<td>64921-64950</td>
<td>G72</td>
<td>Glasgow City</td>
</tr>
<tr>
<td>166</td>
<td>64951-64980</td>
<td>KY4</td>
<td>Dunfermline</td>
</tr>
<tr>
<td>167</td>
<td>64981-65010</td>
<td>G72</td>
<td>Glasgow City</td>
</tr>
<tr>
<td>168</td>
<td>65011-65040</td>
<td>ML3</td>
<td>Hamilton</td>
</tr>
<tr>
<td>169</td>
<td>65041-65070</td>
<td>G67</td>
<td>Cumbernauld &amp; Kilsyth</td>
</tr>
<tr>
<td>170</td>
<td>65071-65100</td>
<td>G45</td>
<td>Glasgow City</td>
</tr>
<tr>
<td>171</td>
<td>65101-65130</td>
<td>AB2</td>
<td>Aberdeen City</td>
</tr>
<tr>
<td>172</td>
<td>65131-65160</td>
<td>DD3</td>
<td>Dundee City</td>
</tr>
<tr>
<td>173</td>
<td>65161-65190</td>
<td>G52</td>
<td>Glasgow City</td>
</tr>
<tr>
<td>174</td>
<td>65191-65220</td>
<td>G74</td>
<td>East Kilbride</td>
</tr>
<tr>
<td>175</td>
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APPENDIX B

BRITISH SOCIAL ATTITUDES

A. Summary of response
   (1) By questionnaire version
   (2) By mode type

B. Response by Standard Region
   (1) A Sample
   (2) B Sample
   (3) C Sample
   (4) Total Sample
## RESPONSE BY QUESTIONNAIRE VERSION

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| Selected Persons                 |           |           |           |       |
| Total in scope                   | 1736      | 1801      | 1783      | 5320  |
| Total interviewed                | 1137      | 1165      | 1167      | 3469  |
| Self-completion questionnaire    |           |           |           |       |
| collected/sent to office         | 970       | 975       | 984       | 2929  |
| Total not interviewed            | 599       | 636       | 616       | 1851  |
| Reasons for non-response         |           |           |           |       |
| Refusal (total)                  | 477       | 508       | 469       | 1454  |
| - personally refused interview   | 249       | 284       | 262       | 795   |
| - complete refusal of information| 116       | 127       | 94        | 337   |
| about occupants                  |           |           |           |       |
| - refusal on behalf of selected  | 53        | 45        | 43        | 141   |
| person                          |           |           |           |       |
| - broke appointment and could not| 34        | 30        | 48        | 112   |
| be recontacted                  |           |           |           |       |
| - refusal to office (letter/phone)| 25       | 22        | 22        | 69    |
| Non-contact (total)              | 72        | 67        | 79        | 218   |
| - no contact with anyone at address| 31       | 24        | 31        | 86    |
| after four or more calls         |           |           |           |       |
| - selected person not contacted  | 26        | 22        | 25        | 73    |
| (eg never in)                    |           |           |           |       |
| - no contact with responsible adult| 14       | 21        | 24        | 59    |
| Other (total)                    | 50        | 61        | 68        | 179   |
| - semi/incapacitated             | 24        | 27        | 19        | 70    |
| - away/in hospital during survey period | 7  | 12  | 22  | 41  |
| - ill (at home) during survey period | 6  | 12  | 11  | 29  |
| - could not speak adequate English | 6  | 4   | 9   | 19   |
| - partially complete/other reason| 7         | 6         | 7         | 20    |
RESPONSE BY STANDARD REGION

(1) A VERSION SAMPLE

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<th>West Midlands</th>
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## RESPONSE BY STANDARD REGION

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## RESPONSE BY STANDARD REGION

### (1) C VERSION SAMPLE

<table>
<thead>
<tr>
<th></th>
<th>Scotland</th>
<th>Northern</th>
<th>North West</th>
<th>Yorks &amp; Humber-side</th>
<th>West Midlands</th>
<th>East Midlands</th>
<th>East Anglia</th>
<th>South West</th>
<th>South East</th>
<th>Greater London</th>
<th>Wales</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Issued</strong></td>
<td>190</td>
<td>110</td>
<td>230</td>
<td>180</td>
<td>180</td>
<td>140</td>
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<td><strong>Out of scope</strong></td>
<td>17</td>
<td>11</td>
<td>27</td>
<td>14</td>
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<td>12</td>
<td>15</td>
<td>16</td>
<td>35</td>
<td>31</td>
<td>14</td>
<td>217</td>
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<td><strong>Total In scope (=100%)</strong></td>
<td>173</td>
<td>99</td>
<td>203</td>
<td>166</td>
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<tr>
<td><strong>PERSONS</strong></td>
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<td>110</td>
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</tr>
</tbody>
</table>

### NOTES
- **Scotland** includes Northern, Yorks & Humber-side, and West Midlands.
- **Greater London** includes London and Wales.
- **Issued** refers to the total number of addresses distributed.
- **Out of scope** refers to addresses that were not reachable or did not respond.
- **Total In scope (=100%)** is the sum of all categories, representing 100% of the total addresses.

### PERSONS
- **Interviewed** includes those who were interviewed.
- **Self-completion supplement returned** includes those who responded through self-completion.
- **Not interviewed** includes those who were not interviewed.
- **Reasons for non-response** includes refusal, non-contact, and other reasons.
## RESPONSE BY STANDARD REGION

(4) TOTAL

<table>
<thead>
<tr>
<th>ADDRESSES</th>
<th>Scotland</th>
<th>Northern</th>
<th>North West</th>
<th>Yorks &amp; Humber-side</th>
<th>West Midlands</th>
<th>East Midlands</th>
<th>East Anglia</th>
<th>South West</th>
<th>South East</th>
<th>Greater London</th>
<th>Wales</th>
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<tr>
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<td>3</td>
<td>40</td>
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<td>92</td>
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<td>43</td>
<td>61</td>
<td>108</td>
<td>97</td>
<td>48</td>
<td>680</td>
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<td>Total In scope (100%)</td>
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<td>612</td>
<td>490</td>
<td>471</td>
<td>383</td>
<td>197</td>
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<td>72</td>
<td>62</td>
<td>60</td>
<td>71</td>
<td>65</td>
</tr>
</tbody>
</table>

| Self-completion supplement returned             | 255      | 179      | 312        | 259               | 276          | 230           | 112         | 299        | 547        | 308             | 152   | 2929  |
| %                                              | 50       | 60       | 51         | 53                | 59           | 60            | 57          | 67         | 53         | 49              | 60    | 55    |

| Not interviewed                                 | 183      | 79       | 233        | 189               | 155          | 105           | 70          | 127        | 389        | 247             | 74    | 1851  |
| %                                              | 36       | 27       | 38         | 39                | 33           | 27            | 36          | 28         | 38         | 40              | 29    | 35    |

<table>
<thead>
<tr>
<th>Reasons for non-response</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Refusal (total)</td>
<td>140</td>
<td>63</td>
<td>189</td>
<td>134</td>
<td>130</td>
<td>96</td>
<td>57</td>
<td>105</td>
<td>307</td>
<td>185</td>
<td>48</td>
<td>1454</td>
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<tr>
<td>%</td>
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<td>21</td>
<td>31</td>
<td>27</td>
<td>28</td>
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<td>23</td>
<td>30</td>
<td>30</td>
<td>19</td>
<td>27</td>
</tr>
</tbody>
</table>

| Non-contact (total)                             | 22       | 11       | 26         | 12                | 8            | 3             | 5           | 14         | 40         | 37              | 12    | 218   |
| %                                              | 4        | 4        | 4          | 8                 | 3            | *             | 3           | 3          | 4          | 6               | 5     | 4     |

| Other reason (total)                            | 21       | 5        | 18         | 17                | 13           | 8             | 8           | 8          | 42         | 25              | 14    | 179   |
| %                                              | 4        | 2        | 3          | 3                 | 3            | 2             | 3           | 2          | 4          | 4               | 6     | 3     |

* = less than 0.5%
APPENDIX C

BRITISH SOCIAL ATTITUDES

Address Record Form (ARF)
## BRITISH SOCIAL ATTITUDES 1994 SURVEY
### MAIN (ADULT) SAMPLE
### ADDRESS RECORD FORM (ARF)

### ADDRESS

### SELECTION LABEL

### VISIT RECORD (Note all personal visits, even if no reply)

NB USE TO RECORD VISITS TO OBTAIN ADULT MAIN QUESTIONNAIRE ONLY

<table>
<thead>
<tr>
<th>Visit No</th>
<th>Date DD / MM</th>
<th>Day of week</th>
<th>Time 24hr clock</th>
<th>Notes on contact attempts, appointments, etc</th>
<th>Result of visit (enter code(s))</th>
<th>(If result = 4) Interview length (mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>/</td>
<td>/</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>/</td>
<td>/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Result of visit* codes:
- No contact with anyone
- Respondent selection completed
- Appointment made
- Full interview achieved
- Interviewer withdraws/all other results

Always return ARF separately from any questionnaire filled in by a member of this household.
1. IS THIS ADDRESS TRACEABLE, RESIDENTIAL AND OCCUPIED?

   Yes A GO TO Q.3

   No B ANSWER Q.2

IF NO AT Q.1

2. WHY NOT?

   Insufficient address (call office before returning) 01
   Not traced (call office before returning) 02
   Not yet built/not yet ready for occupation 03
   Derelict/demolished 04 *
   Empty 05 END
   Business/industrial only (no private dwellings) 06
   Institution only (no private dwellings) 07
   Weekend or holiday home 08
   Other (please give details) 09

IF YES AT Q.1

3. ESTABLISH NUMBER OF OCCUPIED DWELLING UNITS COVERED BY ADDRESS:

   (IF NOT KNOWN, TREAT AS OCCUPIED)

   IF NECESSARY, ASK:

   i) Can I just check, is this house/bungalow occupied as
      a single dwelling, or is it split up into flats or
      bedsitters?

   ii) How many of those flats/bedsitters are occupied
      at the present time?

   Number of occupied units

   No contact made with any adult A RING CODE -
   Information refused B RING CODE -

4. INTERVIEWER SUMMARY

   CODE:

   1 unit only A GO TO Q.10
   2-12 units B GO TO Q.5
   13+ units C GO TO Q.7

IF 2-12 UNITS

5. LIST ALL OCCUPIED DWELLING UNITS AT ADDRESS

   • in flat/room number order
   OR  • from bottom to top of building, left to right, front to back

<table>
<thead>
<tr>
<th>DWELLING UNIT</th>
<th>'DU' CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>01</td>
</tr>
<tr>
<td></td>
<td>02</td>
</tr>
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<tr>
<td></td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>06</td>
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</table>

<table>
<thead>
<tr>
<th>DWELLING UNIT</th>
<th>'DU' CODE</th>
</tr>
</thead>
<tbody>
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<tr>
<td></td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
IF 2-12 UNITS

6 LOOK AT SELECTION LABEL ON PAGE 1

i) "HOUSEHOLD/DU" ROW - Find number corresponding to total number of DUs

ii) "SELECT" ROW - Number beneath total number of DUs is SELECTED DU CODE NUMBER. RING ON GRID

iii) GO TO Q8.

IF 13+ UNITS

7 CODE NUMBER OF SELECTED DU IS ON BACK OF PROJECT INSTRUCTIONS

IF 2+ UNITS

8 ENTER 'DU CODE' OF SELECTED DU

9 RECORD FLAT NUMBER/DETAILS OF LOCATION OF SELECTED UNIT:

ALL (Q.4 A or B or C)

10 SEEK CONTACT WITH RESPONSIBLE ADULT AT ADDRESS AND INTRODUCE SURVEY

Contact made

Contact not made with responsible adult (after 4+ calls)

IF CONTACT MADE

11 ASK: Including yourself, how many people aged 18 or over live in this house/flat/part of the accommodation?

No of people aged 18+

Information refused

INCLUDE

- PEOPLE WHO NORMALLY LIVE AT ADDRESS WHO ARE AWAY FOR UNDER 6 MONTHS
- PEOPLE AWAY AT WORK FOR WHOM THIS IS THE MAIN ADDRESS
- BOARDERS AND LODGERS

EXCLUDE

- PEOPLE AGED 18+ WHO LIVE ELSEWHERE TO STUDY OR WORK
- SPOUSES WHO ARE SEPARATED AND NO LONGER RESIDENT
- PEOPLE AWAY FOR 6 MONTHS OR MORE

IF INFORMATION OBTAINED

12 INTERVIEWER SUMMARY

1 adult (aged 18 or over) only

2-12 adults

13+ adults

A GO TO Q.16

B ASK Q.13

C GO TO Q.14
IF 2-12 ADULTS

13a. Ask for first name or initial of each adult. List in alphabetical order.

<table>
<thead>
<tr>
<th>FIRST NAME OR INITIAL(S)</th>
<th>ADULT PERSON NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>01</td>
</tr>
<tr>
<td></td>
<td>02</td>
</tr>
<tr>
<td></td>
<td>03</td>
</tr>
<tr>
<td></td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>06</td>
</tr>
</tbody>
</table>

b. Look at selection label on page 1

i) "ADULT/DU" row - Find number corresponding to total number of adults
ii) "SELECT" row - Number beneath total number of households is SELECTED ADULT NUMBER. Ring on grid above.

If 13+ adults

14. Adult person number of selected adult is on back of project instructions.

If 2+ persons

15. Enter 'adult person number' of selected adult

16. Record full name of adult:

17. Outcome (code one only)

Interview obtained with selected adult:

- and no 12-19 year old in household 50
- and all 12-19 year old(s) in household interviewed 51
- but outcome from one or more 12-19 year old(s) not yet known (Contact Sheet filled in and retained) 52
- but one or more 12-19 year old(s) not interviewed and no further attempts to be made 53

No interview obtained:

- Office refusal ('phone or letter) 70
- No contact with selected adult after 4+ calls 71
- Personal refusal by selected adult 72
- Proxy refusal (on behalf of selected adult) 73
- Broken appointment, no recontact 74
- Ill at home during survey period 75
- Away/in hospital during survey period 76
- Selected adult senile/incapacitated 77
  - Inadequate English 78
- Other reason (WRITE IN) 79

Only partially completed 80
18 INTERVIEW LENGTH
TRANSFER FROM END OF QUESTIONNAIRE

19 IF INTERVIEW WITH SELECTED ADULT AT Q.17
RECORD HOW ADULT SELF-COMPLETION QUESTIONNAIRE IS BEING RETURNED

YOUR PLANS NOW. CODE ONE ONLY

To return it together with disk 1
To collect it yourself and return it separately 2
To ask the respondent to post it back to the office 3
Not expected (SAY WHY NOT) 6

OFFICE USE ONLY

Adult self-completion questionnaire

Returned later by interviewer 4
Returned later by respondent 5
Says has already returned questionnaire 7
Wrong version returned 8

20 IF NO INTERVIEW WITH SELECTED ADULT (Q17)

FULL REASON FOR OUTCOMES CODES 70-80 (WRITE IN)

PLEASE FILL IN NON-RESPONSE FORM
21a. ARE THERE ANY YOUNG PEOPLE AGED 12-19 IN THIS HOUSEHOLD?  
(APART FROM ONE YOU MAY ALREADY HAVE INTERVIEWED AS PART OF THE ADULT SAMPLE) 

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<td><strong>Yes</strong></td>
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<tr>
<td><strong>No</strong></td>
<td>2</td>
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</table>

**ANSWER**

IF YES AT a.

b. PLEASE COMPLETE GRID BELOW FOR ALL YOUNG PEOPLE AGED 12-19 IN THIS HOUSEHOLD, APART FROM ONE YOU MAY ALREADY HAVE INTERVIEWED AS PART OF THE ADULT SAMPLE. (THIS INFORMATION IS DISPLAYED IN THE ‘ANYTEEN’ QUESTION AT THE END OF THE CAPI QUESTIONNAIRE.)

<table>
<thead>
<tr>
<th>Person number in household grid</th>
<th>First name</th>
<th>Age</th>
<th>Notes on contact attempts, appointments, etc.</th>
<th>Main questionnaire outcome code</th>
<th>Self-completion questionnaire return code</th>
<th>Interview length (minutes)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Main questionnaire outcome codes

- 61 Full interview obtained
- 71 No contact with named person
- 72 Personal refusal by named person
- 73 Proxy refusal (on behalf of named person)
- 74 Broken appointment, no recontact
- 75 Ill at home during survey period
- 76 Away/at college/in hospital etc. during survey period
- 77 Named person incapacitated
- 78 Other reason (PLEASE SAY WHAT IN GRID)
- 80 Only partially completed
- 90 No final outcome yet - information transferred to grid on Contact Sheet

Self-completion questionnaire return codes

Your plans now:

1 To return it attached to main 12-19 year old qaire
2 To collect it yourself and return it separately
3 Not expected (SAY WHY NOT)

22. IF ONE OR MORE TEENAGER QUESTIONNAIRE(S) IS STILL OUTSTANDING, PLEASE FILL IN ONE CONTACT SHEET FOR THIS HOUSEHOLD.

FILL IN A CONTACT SHEET ONLY IF YOU ARE STILL TRYING TO OBTAIN AN INTERVIEW WITH A 12-19 YEAR OLD IN THIS HOUSEHOLD AFTER RETURNING THE ARF TO THE OFFICE.
APPENDIX D

BRITISH SOCIAL ATTITUDES

Adults' questionnaires with variable names and show cards
British Social Attitudes 1994

Documentation

(Blaise program)

Note: This is a documentation of the Blaise program. Not all variables that appear in here are on the SPSS file. Similarly, not all derived variables which appear on the SPSS file are mentioned in this documentation. Please see separate documentation for details of derived variables.

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VERSION A

INTRODUCTION

ASK ALL
Q1 [Serial]
Serial
Range: 60001 ... 69997

Q2 [Spare1a] (NOT ON SCREEN)
spare 3 cols
Open Question (Maximum of 3 characters)

Q3 [CardNo] (NOT ON SCREEN)
CardNo
Range: 1 ... 97

Q4 [Spare1b] (NOT ON SCREEN)
spare 3 cols
Open Question (Maximum of 3 characters)

Q5 [Version] (FILLED IN AUTOMATICALLY)
VERSION (A=1, B=2, C=3)
Range: 1 ... 3

Q6 [IssNum] (FILLED IN AUTOMATICALLY)
ISSUE NUMBER
Range: 1 ... 7

Q7 [Region] (NOT ON SCREEN)
REGION
Range: 1 ... 11

Q8 [Spare9] (NOT ON SCREEN)
spare 9 cols
Open Question (Maximum of 9 characters)

Q9 [First]
INTERVIEWER: FOR YOUR INFORMATION... you are in the
Questionnaire for
Serial number: (serial number)
- TO RETURN TO THE MENU, PRESS <Esc>
- TO GO DIRECTLY TO 'ADMIN', PRESS <Ctrl + Enter>
- OTHERWISE TO CONTINUE WITH INTERVIEW PRESS '1' AND <Enter>.

1 Continue

Not on SPSS file.

Q10 [IntNum]
Please type in your interviewer number
Range: 1 ... 9997

Q11 [CardNo] (NOT ON SCREEN)
Hidden spare cols for emergencies!
Open Question (Maximum of 5 characters)

Not on SPSS file.
NEWSPAPER READERSHIP/ PARTY IDENTIFICATION/ POLITICS

ASK ALL

Q12 [CargoNo1 SprCol] (NOT ON SCREEN) 1
Hidden spare cols for emergencies 1
Open Question (Maximum of 5 characters)

Q13 [CardNo] (NOT ON SCREEN) 1
CardNo
Range 1-97

Q14 [CargoNo2 SprCol] (NOT ON SCREEN) 1
Hidden spare cols for emergencies 1
Open Question (Maximum of 5 characters)

Q15 [Stime] (ENTERED AUTOMATICALLY BY SYSTEM CLOCK) 1
Start Time
Open Question (Maximum of 8 characters)

Q16 [RSex] 2
INTERVIEWER CHECK: PLEASE CODE SEX OF RESPONDENT
1 Male
2 Female
8 (Don't Know)
9 (Refusal/NA)

Q17 [ReadPap]
Do you normally read any daily morning newspaper at least 3 times a week?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

IF 'Yes' AT [ReadPap]
Q18 [WPaper]
Which one do you normally read?
IF MORE THAN ONE ASK: Which one do you read most frequently?
CODE ONE ONLY
1 (Scottish) Daily Express
2 Daily Mail
3 Daily Mirror/Record
4 Daily Star
5 The Sun
6 Today
7 Daily Telegraph
8 Financial Times
9 The Guardian
10 The Independent
11 The Times
12 Morning Star
94 Other Irish/Northern Irish/Scottish regional or local daily morning paper (WRITE IN)
95 Other (WRITE IN)
98 (Don't Know)
99 (Refusal/NA)

IF 'Other daily paper' AT [ReadPap]
Q19 [Ochr OthSpec] 3
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q20 [OthHidCat] (NOT ON SCREEN) 1
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

IF 'Other' AT [ReadPap]
Q21 [OthNRA OthSpec] 3
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q22 [OthHidCat] (NOT ON SCREEN) 1
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

ASK ALL

Q23 [SupParty]
Generally speaking, do you think of yourself as a supporter of any one political party?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

---

1 Not on SPSS file
2 See also derived variable [Stime]
3 See also derived variable [RSexAge]
4 Not on SPSS file
Q24 
Do you think of yourself as a little closer to one political party than to the others?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

Q25 
Which one?
1 Conservative
2 Labour
3 Liberal Democrats
4 Scottish Nationalist
5 Plaid Cymru
6 Green Party
7 Other party (WRITE IN)
8 Other answer (WRITE IN)
9 None
8 (Don't Know)
9 (Refusal/NA)

Q26 
Which political party?
1 Conservative
2 Labour
3 Liberal Democrats
4 Scottish Nationalist
5 Plaid Cymru
6 Green Party
7 Other party
9 Other answer
10 None
95 (Don't Know)
99 (Refusal/NA)

Q27 
If 'Other party' AT [PartyFW] 
[OthNR, OthSpec]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q28 
[OthNR, HidCode] (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

See also derived variables [PartyID1], [PartyID2], [PtyAlleg]

Q29 
If 'Other answer' AT [PartyFW] 
[OthNR, OthSpec]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q30 
[OthNR, HidCode] (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

Q31 
Would you call yourself very strong (name of party) fairly strong, or not very strong?
1 Very strong (name of party)
2 Fairly strong
3 Not very strong
8 (Don't Know)
9 (Refusal/NA)

Q32 
CARD
Which of the four statements on this card comes closest to the way you vote in a general election?
1 I vote for a party regardless of the candidate
2 I vote for a party only if I approve of the candidate
3 I vote for a candidate regardless of his or her party
4 I do not generally vote at all
8 (Don't Know)
9 (Refusal/NA)

Q33 
How much interest do you generally have in what is going on in politics ... READ OUT ...
1 ... a great deal.
2 quite a lot,
3 some,
4 not very much,
5 or, none at all?
8 (Don't Know)
9 (Refusal/NA)

See also derived variable [PtyAlleg]

Not on SPSS file
PUBLIC SPENDING, WELFARE BENEFITS AND HEALTH CARE

ASK ALL

Q34 [Council] (NOT ON SCREEN)¹
  council
  Open Question (Maximum of 3 characters)

Q35 [rw] (NOT ON SCREEN)¹
  RW
  Open Question (Maximum of 1 characters)

Q36 [CargoGs SprCol] (NOT ON SCREEN)¹
  Hidden spare cols for emergencies !
  Open Question (Maximum of 5 characters)

VERSION C; ASK ALL

Q37 (Spend1) *
  CARD
  Here are some items of government spending. Which of them, if any, would be your highest priority for extra spending?
  Please read through the whole list before deciding
  ENTER ONE CODE ONLY FOR HIGHEST PRIORITY

Q38 (Spend2) *
  And which next?
  ENTER ONE CODE ONLY FOR NEXT HIGHEST

  [Spend1] to [Spend2]

1 Education
2 Defence
3 Health
4 Housing
5 Public transport
6 Roads
7 Police and prisons
8 Social security benefits
9 Help for industry
10 Overseas aid
11 (None of these)
98 (Don't Know)
99 (Refusal/NA)

Q39 (SocBen1) *
  CARD
  Thinking now only of the government's spending on social benefits like those on the card which, if any, of these would be your highest priority for extra spending?
  ENTER ONE CODE ONLY FOR HIGHEST PRIORITY

Q40 [SocBen2] *
  And which next?
  ENTER ONE CODE ONLY FOR NEXT HIGHEST

  [SocBen1] to [SocBen2]

1 Retirement pensions
2 Child benefits
3 Benefits for the unemployed
4 Benefits for disabled people
5 Benefits for single parents
6 (None of these)
8 (Don't Know)
9 (Refusal/NA)

ASK ALL

Q41 [FalseClm] *
  I will read two statements. For each one please say whether you agree or disagree
  Large numbers of people these days falsely claim benefits
  IF AGREE OR DISAGREE: Strongly or slightly?

Q42 [FalseClm] *
  (And do you agree or disagree that )
  Large numbers of people who are eligible for benefits these days fail to claim them
  IF AGREE OR DISAGREE: Strongly or slightly?

  [FalseClm] to [FalseClm]

1 Agree strongly
2 Agree slightly
3 Disagree slightly
4 Disagree strongly
8 (Don't Know)
9 (Refusal/NA)

Q43 [Dole]
  Opinions differ about the level of benefits for unemployed people
  Which of these two statements comes closest to your own view
  READ OUT
  benefits for unemployed people are too low and cause hardship,
  or, benefits for unemployed people are too high and discourage them from finding jobs,
  1 (Neither)
  7 Other answer (WRITE IN)
  8 (Don't Know)
  9 (Refusal/NA)

Q44 [Other answer] AT [Dole]
  [Other answer OthSpec]¹
  WRITE IN OTHER ANSWER GIVEN
  Open Question (Maximum of 40 characters)

¹ Not on SPSS file
Q45 [0othGsa.HidCode] (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

AS ALL [TaxSpend]
CARD
Suppose the government had to choose between the three
options on this card. Which do you think it should choose?

1 Reduce taxes and spend less on health, education and social
benefits
2 Keep taxes and spending on these services at the same level
as now
3 Increase taxes and spend more on health, education and social
benefits
4 None
5 (Don't Know)
6 (Refusal/NA)

Q46 [NHHSat] *
CARD
All in all, how satisfied or dissatisfied would you say you
are with the way in which the National Health Service runs
nowadays?
Choose a phrase from this card.

Q47 [GPSat] *
CARD AGAIN
From your own experience, or from what you have heard, please
say how satisfied or dissatisfied you are with the way in which
each of these parts of the National Health Service runs
nowadays?
First, local doctors or GPs?

Q48 [DentSat] *
CARD AGAIN
(And how satisfied or dissatisfied are you with the NHS as
regards...?)
National Health Service dentists?

Q49 [InPatSat] *
CARD AGAIN
(And how satisfied or dissatisfied are you with the NHS as
regards...?)
Being in hospital as an in-patient?

Q50 [OutPatSat] *
CARD AGAIN
(And how satisfied or dissatisfied are you with the NHS as
regards...?)
Attending hospital as an out-patient?

Q51 [NHS Sat] to [OutPatSat]

1 Very satisfied
2 Quite satisfied
3 Neither satisfied nor dissatisfied
4 Quite dissatisfied
5 Very dissatisfied
6 (Don't Know)
7 (Refusal/NA)

Q52 [PrivMed]
Are you covered by a private health insurance scheme, that is
an insurance scheme that allows you to get private medical
treatment?
ADD IF NECESSARY: For example, BUPA or PPP.

1 Yes
2 No
3 (Don't Know)
4 (Refusal/NA)

Q53 [PrivPaid]
Does your employer (or your partner's employer) pay the
majority of the cost of membership of this scheme?

1 Yes
2 No
3 (Don't Know)
4 (Refusal/NA)

Q54 [NHS Limit]
It has been suggested that the National Health Service should
be available only to those with lower incomes. This would
mean that contributions and taxes could be lower and most
people would then take out medical insurance or pay for
health care.

Do you support or oppose this idea?

1 Support
2 Oppose
3 (Don't Know)
4 (Refusal/NA)

Q55 [InPat1]
CARD
Now, suppose you had to go into a local NHS hospital for
observation and maybe an operation. From what you know or
have heard, please say whether you think the hospital doctors
would tell you all you feel you need to know?
Q56 [InPat2] *  
CARD AGAIN  
(And please say whether you think )  
the hospital doctors would take seriously any views you may have on the sorts of treatment available?  

Q57 [InPat1] *  
CARD AGAIN  
(And please say whether you think )  
the operation would take place on the day it was booked for?  

Q58 [InPat4] *  
CARD AGAIN  
(And please say whether you think )  
you would be allowed home only when you were really well enough to leave?  

Q59 [InPat5] *  
CARD AGAIN  
(And please say whether you think )  
the nurses would take seriously any complaints you may have?  

Q60 [InPat6] *  
CARD AGAIN  
(And please say whether you think )  
the hospital doctors would take seriously any complaints you may have?  

Q61 [OutPat1] *  
CARD AGAIN  
(And please say whether you think )  
there would be a particular nurse responsible for dealing with any problems you may have?  

Q62 [OutPat2] *  
CARD AGAIN  
(And please say whether you think )  
you would get an appointment within three months?  

Q63 [OutPat1] *  
CARD AGAIN  
(And please say whether you think )  
when you arrived, the doctor would see you within half an hour of your appointment time?  

Q64 [OutPat1] *  
CARD AGAIN  
(And please say whether you think )  
if you wanted to complain about the treatment you received, you would be able to without any fuss or bother?  

Q65 [WhchHosp] *  
CARD AGAIN  
Now suppose you needed to go into hospital for an operation.  
Do you think you would have a say about which hospital you went to?  

* [InPat1] to [WhchHosp]  
1 Definitely would  
2 Probably would  
3 Probably would not  
4 Definitely would not  
8 (Don't Know)  
9 (Refusal/NA)  

Q66 [GPChange]  
Suppose you wanted to change your GP and go to a different practice, how difficult or easy do you think this would be to arrange? Would it be READ OUT  
1 very difficult,  
2 fairly difficult,  
3 not very difficult,  
4 or, not at all difficult?  
8 (Don't Know)  
9 (Refusal/NA)  

Q67 [WryHealth] *  
CARD AGAIN  
I am going to read out things that some people worry about.  
For each one please say how worried you are about it these days  
First, your health?  

Q68 [WryFam] *  
CARD AGAIN  
(Please say how worried you are these days about )  
family problems?  

Q69 [WryCrime] *  
CARD AGAIN  
(Please say how worried you are these days about )  
crime?  

Q70 [WryMoney] *  
CARD AGAIN  
(Please say how worried you are these days about )  
money or bills?
Q71  [WryWorld] *  
CARD AGAIN  
(Please say how worried you are these days about ...)  
... things happening around the world?  
•  [WryWldh] to [WryWorld]  
1 Very worried 
2 Fairly worried 
3 Not very worried 
4 Not at all worried 
8 (Don't Know) 
9 (Refusal/NA) 

Q72  [BigWorry]  
CARD  
Which of the things on this card would you say is your biggest worry?  
CODE ONE ONLY 
1 My health 
2 Family problems 
3 Crime 
4 Money or bills 
5 Things happening around the world 
6 (All equally) 
7 (None of these) 
8 (Don't Know) 
9 (Refusal/NA) 

Q73  [CargoNr3.SprCol] (NOT ON SCREEN)  
Hidden spare cols for emergencies!  
Open Question (Maximum of 5 characters) 

Q74  [CargoNr4.SprCol] (NOT ON SCREEN)  
Hidden spare cols for emergencies!  
Open Question (Maximum of 5 characters)
**Q81** \[**[ReconAct]**\] (CALCULATED BY PROGRAM AS FIRST CODE ON THE LIST AT \[**[ReconAct]**\])

- Respondent's economic activity
  1. In full-time education (not paid for by employer, including on vacation)
  2. On government training/employment programme (eg Employment Training, Youth Training, etc)
  3. In paid work (or away temporarily) for at least 10 hours in week
  4. Waiting to take up paid work already accepted
  5. Unemployed and registered at a benefit office
  6. Unemployed, not registered, but actively looking for a job
  7. Unemployed, wanting a job (of at least 10 hrs per week) but not actively looking for a job
  8. Permanently sick or disabled
  9. Wholly retired from work
  10. Looking after the home
  11. (Doing something else) (WRITE IN)

- **Don't Know**
- **Refusal/NA**

**Q82**  \[**[Employe]**\] In your (main) job are you \[**READ OUT**\]

- a) Employee
- b) Self-employed
- c) Don't Know
- d) Refusal/NA

**Q83**  \[**[Employe]**\] For how long have you been continuously employed by your present employer?

- ENTER NUMBER. THEN SPECIFY MONTHS OR YEARS
- Range 1-60

**Q84**  \[**[Employe]**\]

- SPECIFY WHETHER TIME WITH PRESENT EMPLOYER GIVEN AS MONTHS OR YEARS
  1. Months
  2. Years
  3. Don't Know
  4. Refusal/NA

---

1. See also derived variable \[**[ReconPos]**\]
2. On the SPSS file the variable called Employe contains the combined information from Employe and Employe in months
3. Not on SPSS file

---

**Q85** \[**[EJobAt]**\]

In your present job, are you working \[**READ OUT**\]

- RESPONDENT'S OWN DEFINITION
  1. Full-time
  2. Or, part-time?
  3. Don't Know
  4. Refusal/NA

**Q86** \[**[EJobHrs]**\]

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

- IF RESPONDENT CANNOT ANSWER, ASK ABOUT LAST WEEK
  - ROUND TO NEAREST HOUR
  - CODE 95 FOR 95+
  - Range 10-95

**Q87** \[**[EJobHrsCat]**\] (CALCULATED BY PROGRAM)

- HOURS WORKED - CATEGORIZED
  1. 10-15 hours a week
  2. 16-23 hours a week
  3. 24-29 hours a week
  4. 30 or more hours a week
  5. Don't Know
  6. Refusal/NA

**Q88** \[**[WageNow]**\]

How would you describe the wages or salary you are paid for the job you do - on the low side, reasonable, or on the high side?

- IF LOW: Very low or a bit low?
  1. Very low
  2. A bit low
  3. Reasonable
  4. On the high side
  5. Other answer (WRITE IN)
  6. Don't Know
  7. Refusal/NA

**Q89** \[**[OthImbOthSpec]**\] WRITE IN OTHER ANSWER GIVEN

- Open Question (Maximum of 40 characters)

**Q90** \[**[OthImbHidCode]**\] (NOT ON SCREEN)

- Hidden category for coding if needed
- Open Question (Maximum of 2 characters)
Thinking of the highest and the lowest paid people at your place of work, how would you describe the gap between their pay, as far as you know?

Please choose a phrase from this card.

1. Much too big a gap
2. Too big
3. About right
4. Too small
5. Much too small a gap
8. (Don't Know)
9. (Refusal/NA)

If you stay in this job, would you expect your wages or salary over the coming year to...

1. rise by more than the cost of living,
2. rise by the same as the cost of living,
3. rise by less than the cost of living,
4. or, not to rise at all?
5. (Will not stay in job)
8. (Don't Know)
9. (Refusal/NA)

Would you expect your wages or salary to stay the same, or in fact to go down?

1. Stay the same
2. Go down
8. (Don't Know)
9. (Refusal/NA)

Over the coming year do you expect your workplace to be...

1. increasing its number of employees,
2. reducing its number of employees,
3. or, will the number of employees stay about the same?
7. Other answer (WRITE IN)
8. (Don't Know)
9. (Refusal/NA)

Why do you think you will leave? Please choose a phrase from this card or tell me what other reason there is.

CODE ALL THAT APPLY
Multicoded (Maximum of 9 codes)
1. Firm will close down
2. I will be declared redundant
3. I will reach normal retirement age
4. My contract of employment will expire
5. I will take early retirement
6. I will decide to leave and work for another employer
7. I will decide to leave and work for myself, as self-employed
10. I will leave to look after home/children/relative
97. Other answer (WRITE IN)
98. (Don't know)
99. (Refusal/NA)

Firm close down
(CALCULATED BY PROGRAM: SET TO 'yes' IF 'Firm will close down' AT [WhyGoF])

Declared redundant
(CALCULATED BY PROGRAM: SET TO 'yes' IF 'I will be declared redundant' AT [WhyGoF])

Reach retirement age
(CALCULATED BY PROGRAM: SET TO 'yes' IF 'I will reach normal retirement age' AT [WhyGoF])

Contract of employment expires
(CALCULATED BY PROGRAM: SET TO 'yes' IF 'My contract of employment will expire' AT [WhyGoF])

Called WageDrop on the SPSS file

Not on SPSS file

Hidden category for coding if needed

Open Question (Maximum of 2 characters)
Q103  [WhyGo5]  *  (NOT ON SCREEN)
Take early retirement
(CALCULATED BY PROGRAM; SET TO 'yes' IF 'I will take early
retirement' AT [WhyGoFW])

Q104  [WhyGo6]  *  (NOT ON SCREEN)
Leave and work for another employer
(CALCULATED BY PROGRAM; SET TO 'yes' IF 'I will decide to
leave and work for another employer' AT [WhyGoFW])

Q105  [WhyGo7]  *  (NOT ON SCREEN)
Leave and become self-employed
(CALCULATED BY PROGRAM; SET TO 'yes' IF 'I will leave to look
after home/children/relative' AT [WhyGoFW])

Q106  [WhyGo8]  *  (NOT ON SCREEN)
Other answer
(CALCULATED BY PROGRAM. SET TO 'yes' IF 'Other answer' AT
[WhyGoFW])

Q107  [WhyGo9]  *  (NOT ON SCREEN)
Other answer
(CALCULATED BY PROGRAM. SET TO 'yes' IF 'Other answer' AT
[WhyGoFW])

Q108  [Othmd OthSpec]  *  (NOT ON SCREEN)
Open Question (Maximum of 40 characters)

Q109  [Othmd MidCode]  *  (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

Q110  [WpUnions]
During the last five years - that is since March 1989 - have
you been unemployed and seeking work for any period?
1  Yes
2  No
8  (Don't Know)
9  (Refusal/NA)

Q111  [WpUnions]
For how many months in total during the last five years?
ENTER NUMBER OF MONTHS
Range 0  60

*  [WhyGo5] to [WhyGo8]
| Q116 | [WorkRun] | And in general, would you say your workplace was  
|      |           | ... READ OUT ...  
|      |           | 1 ... very well managed,  
|      |           | 2 quite well managed,  
|      |           | 3 or, not well managed?  
|      |           | (Don't Know)  
|      |           | Refusal/NA  
| Q117 | [ELookJob] | Suppose you lost your job for one reason or another - would you start looking for another job, would you wait for several months or longer before you started looking, or would you decide not to look for another job?  
|      |           | 1 Start looking  
|      |           | 2 Wait several months or longer  
|      |           | 3 Decide not to look  
|      |           | (Don't Know)  
|      |           | Refusal/NA  
| IF 'Start looking' AT [ELookJob] | Q118 | [EFindJob] | How long do you think it would take you to find an acceptable replacement job?  
| IF 'NEVER' PLEASE CODE 96 | ENTER NUMBER, THEN SPECIFY MONTHS OR YEARS  
| Range: 1 ... 96  
| Q119 | [EFindJob] | SPECIFY WHETHER TIME TAKEN TO FIND JOB GIVEN AS MONTHS OR YEARS  
|      |           | 1 Months  
|      |           | 2 Years  
|      |           | (Don't Know)  
|      |           | Refusal/NA  
| ASK ALL EMPLOYEES (IF 'Employee'/DK AT [REmploye]) | Q120 | [ESelfEm] | For any period during the last five years, have you worked as a self-employed person as your main job?  
|      |           | 1 Yes  
|      |           | 2 No  
|      |           | (Don't Know)  
|      |           | Refusal/NA  
| IF 'Yes' AT [ESelfEm] | Q121 | [ESelfEm] | In total, for how many months during the last five years have you been self-employed?  
|      |           | Range: 1 ... 60  
| Q122 | [ESelfSer] | How seriously in the last five years have you considered working as a self-employed person... ... READ OUT ...  
|      |           | 1 ... very seriously,  
|      |           | 2 quite seriously,  
|      |           | 3 not very seriously,  
|      |           | 4 or, not at all seriously?  
|      |           | (Don't Know)  
|      |           | Refusal/NA  
| ASK ALL EMPLOYEES (IF 'Employee'/DK AT [REmploye]) | Q123 | [EmpEarn] | Now for some more general questions about your work.  
|      |           | For some people their job is simply something they do in order to earn a living. For others it means much more than that. On balance, is your present job ... READ OUT ...  
|      |           | 1 ... just a means of earning aliving,  
|      |           | 2 or, does it mean much more to you than that?  
|      |           | (Don't Know)  
|      |           | Refusal/NA  
| IF 'just a means of earning a living' AT [EmpEarn] | Q124 | [EmpLiv] | Is that because ... READ OUT ...  
|      |           | 1 ... there are no better jobs around here,  
|      |           | 2 you don't have the right skills to get a better job,  
|      |           | 3 or, because you would feel the same about any job you had?  
|      |           | (Don't Know)  
|      |           | Refusal/NA  
| ASK ALL EMPLOYEES (IF 'Employee'/DK AT [REmploye]) | Q125 | [EPrefJob] | If without having to work, you had what you would regard as a reasonable living income, do you think you would still prefer to have a paid job or wouldn't you bother?  
|      |           | 1 Still prefer paid job  
|      |           | 2 Wouldn't bother  
|      |           | 7 Other answer (WRITE IN)  
|      |           | (Don't Know)  
|      |           | Refusal/NA  
| IF 'Other answer' AT [EPrefJob] | Q126 | [OthlmE,OthSpec] | WRITE IN OTHER ANSWER GIVEN  
|      |           | Open Question (Maximum of 40 characters)  
| Q127 | [OthlmE,HidCode] | NOT ON SCREEN'  
|      |           | Hidden category for coding if needed  
|      |           | Open Question (Maximum of 2 characters)  

1 On the SPSS file, the variable called [EFindJob] contains the combined information from (EFindJob) and (EFindJbY) in months.  
2 Not on SPSS file
ASK ALL EMPLOYEES (IF 'Employee'/DK AT [REmploye])
Q128 [PrefHour]
Thinking about the number of hours you work each week including regular overtime, would you prefer a job where you worked more hours per week, fewer hours per week,
or, are you happy with the number of hours you work at present?
1 2
3 (Don't Know)
9 (Refusal/NA)

IF 'more hours per week' AT [PrefHour]
Q129 [MoreHour]
Is the reason why you don't work more hours because:
READ OUT
1 your employer can't offer you more hours,
or, your personal circumstances don't allow it?
3 (Both)
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

IF 'Other answer' AT [MoreHour]
Q130 [OthlmF OthSpec]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q131 [OthlmF MidCode] (NOT ON SCREEN)1
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

IF 'fewer hours per week' AT [PrefHour]
Q132 [FewHour]
In which of these ways would you like your working hours to be shortened:
READ OUT
1 shorter hours each day,
or, fewer days each week?
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

IF 'Other answer' AT [FewHour]
Q133 [OthlmG]
WRITE IN OTHER WAYS
Open Question (Maximum of 40 characters)

Q134 [MidlmG] (NOT ON SCREEN)1
Hidden
Open Question (Maximum of 2 characters)

Q135 [KarHoure]
Would you still like to work fewer hours, if it meant earning less money as a result?
1 2
3 Yes
8 (Don't Know)
9 (Refusal/NA)

ASK ALL EMPLOYEES (IF 'Employee'/DK AT [REmploye])
Q136 [SkrkArrA]
CARD
Which of these statements best describes your feelings about your job?
In my job:
1 I only work as hard as I have to
2 I work hard, but not so that it interferes with the rest of my life
3 I make a point of doing the best I can, even if it sometimes does interfere with the rest of my life
8 (Don't Know)
9 (Refusal/NA)

Q137 [SkrkArrB] 
CARD
Please use this card to say whether any of the following arrangements are available to you, at your workplace:
Part-time working, allowing you to work less than the full working day?
3 (Both)
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

Q138 [SkrkArrC]
CARD
(Is this available to you at your workplace?)
Flexible hours, so that you can adjust your own daily working hours?
3 (Both)
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

Q139 [SkrkArrD]
CARD
(Is this available to you at your workplace?)
Job-sharing schemes, where part-timers share one full-time job?
3 (Both)
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

Q140 [SkrkArrE]
CARD
(Is this available to you at your workplace?)
Working from home at least some of the time?
3 (Both)
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

Q141 [SkrkArrE]
CARD
(Is this available to you at your workplace?)
Term-time contracts, allowing parents special time off during school holidays?
Q142 [EWrkArrF] *
CARD
(Is this available to you at your workplace?)
... nurseries provided by your employer for the young children of employees?

Q143 [EWrkArrG] *
CARD
(Is this available to you at your workplace?)
... arrangements by your employer for the care of children during school holidays?

Q144 [EWrkArrH] *
CARD
(Is this available to you at your workplace?)
... childcare allowances towards the cost of child care?

Q145 [EWrkArrI] *
CARD
(Is this available to you at your workplace?)
... 'career breaks', that is keeping women's jobs open for a few years so that mothers can return to work after caring for young children?

Q146 [EWrkArrJ] *
CARD
(Is this available to you at your workplace?)
... paternity leave, allowing fathers extra leave, when their children are born?

Q147 [EWrkArrK] *
CARD
(Is this available to you at your workplace?)
... time off, either paid or unpaid, to care for sick children?

* [EWrkArrL] to [EWrkArrK]
1 Not available - and I would not use it if it were
2 Not available - but I would use it if it were
3 Available - but I do not use it
4 Available - and I do use it
8 (Don't Know)
9 (Refusal/NA)

Q148 [EWrkArrL] *
(Is this available to you at your workplace?)
... Any other arrangement to help people combine jobs and childcare?
(PLEASE WRITE IN)
IF 'NONE', PRESS <enter>.
Open Question (Maximum of 40 characters)
ASK ALL MALE EMPLOYEES (IF 'Employee'/'DK AT [REmploye] AND 'Male' AT [RSex])

Q149 [EmsSexWrk]
Where you work, are there any women doing the same sort of work as you?
1 Yes
2 No
3 (Work alone)
4 (No-one else doing the same job)
8 (Don't Know)
9 (Refusal/NA)

Q150 [EmsSexWrk]
Do you think of your work as...
1 mainly men's work,
2 mainly women's work,
3 or, work that either men or women do?
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

Q151 [othlaMA.OthSpec] *
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q152 [othlaMA.HidCode] (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

Q153 [EMWomCld]
Do you think that women could do the same sort of work as you?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

1 [EWrkArrL] does not collect exactly the same information as the other questions in the battery (i.e. whether the 'other' arrangement is available and whether it is used). From the open answers a 'yes, use other' code has been derived.
2 Not on SPSS file
Do you think that women would be willing to do the same sort of work as you?

1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

Where you work, are there any men doing the same sort of work as you?

1 Yes
2 No
3 (Work alone)
4 (No-one else doing the same job)
8 (Don't Know)
9 (Refusal/NA)

Do you think of your work as READ OUT
1 mainly women's work,
2 mainly men's work,
3 or work that either men or women do?
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

For how many months during the last five years have you been unemployed and seeking work for any period?

1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

Have you, for any period in the last five years, worked as an employee as your main job rather than as self-employed?

1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

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

Range 0-60
How seriously in the last five years have you considered getting a job as an employee ... READ OUT ...
1 ... very seriously,
2 quite seriously,
3 not very seriously,
4 or, not at all seriously?
8 (Don't Know)
9 (Refusal/NA)

ASK ALL SELF-EMPLOYED (IF 'self-employed' AT [REmploy])

Compared with a year ago, would you say your business is doing ... READ OUT ...
1 ... very well,
2 quite well,
3 about the same,
4 not very well,
5 or, not at all well?
6 (Business not in existence then)
8 (Don't Know)
9 (Refusal/NA)

And over the coming year, do you think your business will do ...
1 ... better,
2 about the same,
3 or, worse than this year?
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

IF 'Other answer' AT [BusiPut]

WRITE IN OTHER ANSWER
Open Question (Maximum of 80 characters)

In your work or business, do you have any partners or other self-employed colleagues?

1 Yes, has partner(s)
2 No
8 (Don't Know)
9 (Refusal/NA)

ASK ALL SELF-EMPLOYED (IF 'self-employed' AT [REmploy])

Is that because ...
1 ... there are no better jobs around here,
2 you don't have the right skills to get a better job,
3 or, because you would feel the same about any job you had?
8 (Don't Know)
9 (Refusal/NA)

And in your work or business, do you have any employees, or not?

NOTE: FAMILY MEMBERS MAY BE EMPLOYEES ONLY IF THEY RECEIVE A REGULAR WAGE OR SALARY
1 Yes, has employee(s)
2 No
8 (Don't Know)
9 (Refusal/NA)

Now for some more general questions about your work. For some people their job is simply something they do in order to earn a living. For others it means much more than that. On balance, is your present job ...
1 ... just a means of earning a living,
2 or, does it mean much more to you than that?
8 (Don't Know)
9 (Refusal/NA)

IF 'just a means of earning a living' AT [SEmpEarn]

Is that because ...
1 ... there are no better jobs around here,
2 you don't have the right skills to get a better job,
3 or, because you would feel the same about any job you had?
8 (Don't Know)
9 (Refusal/NA)

If without having to work, you had what you would regard as a reasonable living income, do you think you would still prefer to have a paid job or wouldn't you bother?
1 Still prefer paid job
2 Wouldn't bother
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

And in your work or business, do you have any partners or other self-employed colleagues?

1 Yes, has partner(s)
2 No
8 (Don't Know)
9 (Refusal/NA)
ASK ALL SELF-EMPLOYED (IF 'self-employed' AT [REmploye])

CARD
Which of these statements best describes your feelings about your job?
1. In my job I only work as hard as I have to
2. I work hard, but not so that it interferes with the rest of my life
3. I make a point of doing the best I can, even if it sometimes does interfere with the rest of my life
4. (Don't Know)
5. (Refusal/NA)

ASK ALL NOT IN PAID WORK (IF NOT 'in paid work' AT [REconAct])

[REconAct10]
In the seven days ending last Sunday, did you have any paid work of less than 10 hours a week?
1. Yes
2. No
3. (Don't Know)
4. (Refusal/NA)

ASK ALL LOOKING AFTER HOME (IF 'looking at home' AT [REconAct])

[REconAct]
Have you, during the last five years, ever had a full- or part-time job of 10 hours or more a week?
1. Yes
2. No
3. (Don't Know)
4. (Refusal/NA)

IF 'No' AT [REconAct]

[REconAct0]
How seriously in the past five years have you considered getting a full-time job?
1. Very seriously
2. Quite seriously
3. Not very seriously
4. Or, not at all seriously?
5. (Don't Know)
6. (Refusal/NA)

ASK ALL WHO ARE WORKING AND HAVE CHILDREN UNDER 12 (IF 'Yes'

[REconAct2] or AT [REconAct0])

CARD
Which of the following best describes the way you arrange for your children to be looked after while you are at work? Any others? Code all that apply
Multicoded (Maximum of 12 codes)
1. I work only while they are at school
2. They look after themselves until I get home
3. I work from home
4. A mother's help or nanny looks after them at home
5. They go to a workplace nursery
6. They go to a day nursery
7. They go to a child-minder
8. A relative looks after them
9. A friend or neighbour looks after them
10. My husband / wife / partner looks after them
11. (Don't Know)
12. (Refusal/NA)

* [REconAct2] to [REconAct0]
Q186 [oth1mk.othspec]  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 40 characters)  

Q187 [oth1mk.hidcode]  
Hidden category for coding if needed  
Open Question (Maximum of 2 characters)  

Q188 [oth1mk.othspec]  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 40 characters)  

Q189 [oth1mk.hidcode]  
Hidden category for coding if needed  
Open Question (Maximum of 2 characters)  

Q190 [wchild]  
Is that day nursery a private nursery, or does it receive funds from the local council?  
1 Private nursery only  
2 Council-funded nursery only  
3 (Both - use both kinds)  
4 (Don't Know)  
5 (Refusal/NA)  

ASK ALL WHO ARE WORKING AND HAVE CHILDREN UNDER 12 (IF 'Yes') AT [wchild4512] OR AT [wchild125]  

Q191 [wchildcon]  
How convenient are the arrangements you have for looking after your children? Are they ... READ OUT ...  
1 ... very convenient.  
2 fairly convenient.  
3 not very convenient.  
4 or, not at all convenient?  
5 (Don't Know)  
6 (Refusal/NA)  

Q192 [wchildsat]  
And how satisfied overall are you with these arrangements? Are you ... READ OUT ...  
1 ... very satisfied.  
2 fairly satisfied.  
3 not very satisfied.  
4 or, not at all satisfied?  
5 (Don't Know)  
6 (Refusal/NA)  

Q193 [wchdpr1]  
CARD  
Suppose you could choose from any of the types of childcare on the card. Which would be your first choice for childcare while you are at work?  
Please read the whole list before deciding.  
ENTER ONE CODE ONLY FOR FIRST CHOICE  
1 I would work only while they are at school  
2 They would look after themselves until I got home  
3 I would work from home  
4 A mother's help or nanny would look after them at home  
5 They would go to a workplace nursery  
6 They would go to a council-funded day nursery  
7 They would go to a private day nursery  
8 They would go to a child-minder  
9 A relative would look after them  
10 A friend or neighbour would look after them  
11 My husband / wife / partner would look after them  
12 (None of these)  
13 Other answer (WRITE IN)  
14 (Don't Know)  
15 (Refusal/NA)  

Q194 [oth1ml.othspec]  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 40 characters)  

Q195 [oth1ml.hidcode]  
Hidden category for coding if needed  
Open Question (Maximum of 2 characters)  

ASK ALL WHO ARE WORKING AND HAVE CHILDREN UNDER 12 (IF 'Yes') AT [wchild4512] OR AT [wchild125]  

Q196 [wchdpr2]  
CARD  
... and which would be your second choice?  
ENTER ONE CODE ONLY FOR SECOND CHOICE  
1 I would work only while they are at school  
2 They would look after themselves until I got home  
3 I would work from home  
4 A mother's help or nanny would look after them at home  
5 They would go to a workplace nursery  
6 They would go to a council-funded day nursery  
7 They would go to a private day nursery  
8 They would go to a child-minder  
9 A relative would look after them  
10 A friend or neighbour would look after them  
11 My husband / wife / partner would look after them  
12 (None of these)  
13 Other answer (WRITE IN)  
14 (Don't Know)  
15 (Refusal/NA)  

Not on SPSS file
Q197 [Othlm OthSpec]
Other answer
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q198 [Othlm HidCode] (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

ASK ALL WHO ARE WORKING AND HAVE CHILDREN UNDER 12 (IF 'Yes' AT [WChdPr2] OR AT [WChd512])
Q199 [WPrWork]
And if you did have the childcare arrangement of your choice, would you prefer to READ OUT
1 work more hours than now,
2 work fewer hours than now,
3 or, are you happy with the hours you work at present?
8 (Don't Know)
9 (Refusal/NA)

IF WOULD PREFER TO WORK MORE HOURS AND CURRENTLY NOT FULL-TIME (IF 'work more hours' AT [WPrWork] AND LESS THAN 30 HOURS AT [KJobHrCat] OR AT [KJobHrCat1] PLUS THOSE 'looking after home' AT [RConAct] AND 'Yes' AT [WPrWork2])
Q200 [WPrFull]
Do you think you might work full-time then, or not?
1 Yes, might work full-time
2 No, would not
8 (Don't Know)
9 (Refusal/NA)

ASK ALL WHO ARE WORKING AND HAVE CHILDREN UNDER 12 (IF 'Yes' AT [WChd512] OR AT [WChd512])
Q201 [WScFull]
When all your children have gone to secondary school, which do you think you are most likely to do READ OUT
1 work full-time,
2 work part-time,
3 or, not have a paid job at all?
8 (Don't Know)
9 (Refusal/NA)

ASK ALL IN PAID WORK (OR AWAY TEMPORARILY) FOR MORE THAN 10 HOURS PER WEEK (IF 'in paid work' AT [RConAct])
Q202 [WOrd Resp] 1
Some people have responsibilities for looking after a disabled, sick, or elderly friend or relative. Is there anyone like this who depends on you to provide some regular care for them?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

Q203 [WOrdAthr]
Does this responsibility READ OUT
1 prevent you from working longer hours in your job,
2 or, does it make no difference to your working hours?
8 (Don't Know)
9 (Refusal/NA)

ASK ALL LOOKING AFTER THE THE HOME WITH NO PAID WORK (IF 'looking after the home' AT [RConAct] AND 'No' AT [WPrWork1])
Q204 [WHChd512]
Can I just check, do you have any children under five living at home?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

IF 'No' AT [WHChd512]
Q205 [WHChd512]
Do you have any children over five but under twelve living at home?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

1 Called ESOldRep on SPSS file
2 Called ESOldAfH on SPSS file
3 Note that in 1990 the section [WHChd512] to [PHnWork8] was called [HChdL5] [NumWork8] and was asked only of women
4 Called HChdL5 on SPSS file
5 Called HChd512 on SPSS file
ASK ALL WHO ARE LOOKING AFTER THE HOME WITH NO PAID WORK AND HAVE CHILDREN UNDER 12 (IF 'Yes' AT HfChdslt) OR AT
[HChArrFw] 1

CARD
Do you regularly use any of these childcare arrangements for your child or children during the day?
Multicoded (Maximum of 8 codes)
1 A mother’s help or nanny looks after them at home
2 They go to a day-nursery
3 They go to a child-minder
4 A relative looks after them
5 A friend or neighbour looks after them
6 My husband / wife / partner looks after them
7 Other answer (WRITE IN)
8 None of these
98 (Don’t know)
99 (Refusal/NA)

IF ‘Other answer’ AT [HChArrFw] 2

WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q206

Q207

Q208

Q209

[HiNursry] 3

Is that day nursery a private nursery, or does it receive funds from the local council?
1 Private nursery only
2 Council-funded nursery only
3 (Both - use both kinds)
8 None of these
9 (Don’t know)
99 (Refusal/NA)

Note that in 1990 the section [HfChdslt] to [ParnWck8] was asked only of women.

On the SPSS file, [HChArrFw] has been recoded as [HChArr04] Mothers help or nanny, [HChArr06] Day nursery, [HChArr07] Child-minder, [HChArr08] Relative looks after them, [HChArr09] Friend or neighbour, [HChArr00] Other childcare arrangements and [HChArr11] None of these.

Not on SPSS file.

Called HNursry on SPSS file.

1 Called HChdslt on SPSS file.
2 Called HChArrFw on SPSS file.
3 Called HChArrFw on SPSS file.
Q213 [HChdPr1] 1
(Othlm OthSpec) 2
IF 'None of these' AT [HChdPr1]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)
Q214 [Othlm HidCode] 3
(NOT ON SCREEN) 4
Hidden category for coding if needed
Open Question (Maximum of 2 characters)
ASK ALL WHO ARE LOOKING AFTER THE HOME WITH NO PAID JOB AND HAVE CHILDREN UNDER 12 (IF 'Yes' AT [HChdPr2] OR AT [HChdS512])
Q215 [HChdPr2] 1
CARD
and which would be your second choice?
Enter one code only for second choice
1 I would work only while they are at school
2 They would look after themselves until I got home
3 I would work from home
4 A mother's help or nanny would look after them at home
5 They would go to a workplace nursery
6 They would go to a council-funded day nursery
7 They would go to a private day nursery
8 They would go to a child-minder
9 A relative would look after them
10 A friend or neighbour would look after them
11 My husband / wife / partner would look after them
90 NONE OF THESE (WRITE IN)
98 (Don't Know)
99 (Refusal/NA)
Q216 [Othlm HidCode] 3
(NOT ON SCREEN) 4
Hidden category for coding if needed
Open Question (Maximum of 40 characters)
Q217 [Othlm HidCode] 3
(NOT ON SCREEN) 4
Hidden category for coding if needed
Open Question (Maximum of 2 characters)
ASK ALL LOOKING AFTER THE HOME WITH NO PAID JOB AND HAVE CHILDREN UNDER 12 (IF 'Yes' AT [HChdPr2] OR AT [HChdS512])
Q218 [HChdS512] 1
If and if you did have the childcare arrangement of your choice, would you prefer to READ OUT
1 work part-time
2 work full-time
3 or, would you choose not to work outside the home?
4 (Either full-time or part-time)
8 (Don't Know)
9 (Refusal/NA)
Q219 [HChdS512] 1
When all your children have gone to secondary school, which do you think you are most likely to do READ OUT
1 work full-time
2 work part-time
3 or, not have a paid job at all?
8 (Don't Know)
9 (Refusal/NA)
Q220 [HoldResp] 3
Some people have responsibilities for looking after disabled, sick, or elderly friend or relative. Is there anyone like this who depends on you to provide some regular care for them?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)
Q221 [HoldAfHr] 1
Does this responsibility READ OUT
1 prevent you from getting a paid job, 2 or, would you not want a paid job anyway?
8 (Don't Know)
9 (Refusal/NA)
ASK ALL LOOKING AFTER THE HOME WITH NO PAID JOB AND HAVE CHILDREN UNDER 12 (IF 'Yes' AT [HChdPr2] OR AT [HChdS512])
Q222 [ParNWrk1] 1
CARD
I am going to read out some reasons parents of young children give for not working, or not working many hours. Please use this card to say how important each of these reasons is for you personally.
1 I enjoy spending time with my children more than working
Q223 [ParNWrk2] 1
CARD
It's better for the children if I am home to look after them.
2 (How important is this reason for you personally?)
Q224 [ParNWrk3] 1
CARD
It would cost too much to find suitable childcare.
2 (How important is this reason for you personally?)
Q225 [ParNWrk4] *
CARD
... I cannot find the kind of childcare I would like. (How important is this reason for you personally?)

Q226 [ParNWrk5] *
CARD
... My life would be too difficult if I had to combine childcare and paid work. (How important is this reason for you personally?)

Q227 [ParNWrk6] *
CARD
... My partner would not want me to work. (How important is this reason for you personally?)

Q228 [ParNWrk7] *
CARD
... I cannot find the kind of work I want with suitable hours. (How important is this reason for you personally?)

Q229 [ParNWrk8] *
CARD
... I cannot find the kind of work I want near my home. (How important is this reason for you personally?)

* [ParNWrk1] to [ParNWrk8]

1 Very important
2 Fairly important
3 Not very important
4 Not at all important
5 Does not apply to me
8 (Don't Know)
9 (Refusal/NA)

ASK ALL UNEMPLOYED (IF ’Unemployed and registered at a benefit office’/’unemployed not registered but actively looking for a job’/’unemployed wanting a job but not actively looking for a job’ AT [REConAct])

Q230 [Unemp5]
In total how many months in the last five years - that is, since March 1989 - have you been unemployed and seeking work? Range: 1 ... 60

Q231 [CurUnemp] *
How long has this present period of unemployment and seeking work lasted so far? ENTER NUMBER THEN SPECIFY MONTHS OR YEARS
Range: 1 ... 60

On the SPSS file, the variable called CurUnemp contains the combined information from CurUnemP and CurUnemY in months.

Q233 (CurUnemP) *
SPECIFY WHETHER TIME OF CURRENT UNEMPLOYMENT GIVEN AS MONTHS OR YEARS
1 Months
2 Years
8 (Don't Know)
9 (Refusal/NA)

Q233 [JobQual]
How confident are you that you will find a job to match your qualifications ... READ OUT ...
1 ... very confident.
2 quite confident.
3 not very confident.
4 or, not at all confident?
8 (Don't Know)
9 (Refusal/NA)

Q234 [UFindJob] *
Although it may be difficult to judge, how long from now do you think it will be before you find an acceptable job?
ENTER NUMBER THEN SPECIFY MONTHS OR YEARS
CODE 96 FOR NEVER
Range: 1 ... 96

IF NOT ’never’/DK/REFUSAL AT [UFindJob]

Q235 [UFindY] *
SPECIFY WHETHER TIME TO FIND ACCEPTABLE JOB GIVEN AS MONTHS OR YEARS
1 Months
2 Years
8 (Don't Know)
9 (Refusal/NA)

IF 3 MONTHS OR MORE, NEVER OR DK (IF ’years’ AT [UFindY]) OR MORE THAN 2 AT [UFindJob]

Q236 [Uretrain] *
How willing do you think you would be in these circumstances to retrain for a different job ... READ OUT ...

Q237 [UJobMove] *
How willing would you be to move to a different area to find an acceptable job ... READ OUT ...

Q238 [UBadJob] *
And how willing do you think you would be in these circumstances to take what you now consider to be an unacceptable job ... READ OUT ...

* [Uretrain] to [UBadJob]

1 ... very willing.
2 quite willing.
3 or, not very willing?
8 (Don't Know)
9 (Refusal/NA)

Not on SPSS file.

* On the SPSS file, the variable called UFindJob contains the combined information from UFindJob and UFindY in months.
ASK ALL UNEMPLOYED (IF 'Unemployed and registered at a
benefit office'/'unemployed not registered but actively
looking for a job'/'unemployed wanting a job but not actively
looking for a job' AT [RecAct])

Q239 [ConMove]
Have you ever actually considered moving to a different area
- an area other than the one you live in now - to try to find
work?
1  Yes
2  No
8 (Don't Know)
9 (Refusal/NA)

Q240 [UnJobChnc]
Do you think that there is a real chance nowadays that you
will get a job in this area, or is there no real chance
nowadays?
1 Real chance
2 No real chance
8 (Don't Know)
9 (Refusal/NA)

Q241 [FptWork]
Would you prefer full- or part-time work, if you had the
choice?
1 Full-time
2 Part-time
8 (Don't Know)
9 (Refusal/NA)

Q242 [PartTime]
About how many hours per week would you like to work?

PROBE FOR BEST ESTIMATE
Range 1-30

ASK ALL UNEMPLOYED (IF 'Unemployed and registered at a
benefit office'/'unemployed not registered but actively
looking for a job'/'unemployed wanting a job but not actively
looking for a job' AT [RecAct])

Q243 [UnempEarn]
For some people work is simply something they do in order to
earn a living. For others it means much more than that. In
general, do you think of work as READ OUT
1 just a means of earning a living.
2 or, does it mean much more to you than that?
8 (Don't Know)
9 (Refusal/NA)

Q244 [UnempLiv]
Is that because READ OUT
1 there are no good jobs around here,
2 you don't have the right skills to get a good job,
3 or, because you would feel the same about any job you had?
8 (Don't Know)
9 (Refusal/NA)

Q0 CJT

ASK ALL WHOLLY RETIRED (IF 'wholly retired' AT [RecAct])

Q245 [EmpRetRet]
Do you receive a pension from any past employer?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

Q246 [MsCheck]
May I just check, are you READ OUT
1 married,
2 or, not married?
8 (Don't Know)
9 (Refusal/NA)

IF 'married' AT [MsCheck]
Q247 [EmpRetMen]
MEN:
Does your wife receive a pension from any past employer?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

ASK ALL WHOLLY RETIRED (IF 'wholly retired' AT [RecAct])

Q248 [SpRetGet]
And do you receive a pension from any private arrangements
you have made in the past, that is apart from the state
pension or one arranged through an employer?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

IF 'married' AT [MsCheck]
Q249 [SpRetMen]
MEN:
And does your wife receive a pension from any private
arrangements she has made in the past, that is apart from the
state pension or one arranged through an employer?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

Called EmpRet on the SPSS file
**Q250**

**[RetAge]**

**MEN:** (Can I just check) are you over sixty-five?

1. Yes
2. No
8. (Don't Know)
9. (Refusal/NA)

**WOMEN:** (Can I just check) are you over sixty?

1. Yes
2. No
8. (Don't Know)
9. (Refusal/NA)

**IF 'Yes' AT [RetAge]**

**Q251**

**[RPension]**

On the whole would you say the present state pension is on the low side, reasonable, or on the high side?

**IF 'ON THE LOW SIDE': Very low or a bit low?**

1. Very low
2. A bit low
3. Reasonable
4. On the high side
5. (Don't Know)
6. (Refusal/NA)

**Q252**

**[RPenIntr]**

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

1. More
2. Less
3. About the same
5. (Don't Know)
6. (Refusal/NA)

**ASK ALL WHOLLY RETIRED (IF 'wholly retired' AT [REconAct])**

**Q253**

**[RetirAg2]**

At what age did you retire from work?

NEVER WORKED, CODE: 00
Range: 0 ... 80

**ASK ALL ON GOVERNMENT PROGRAMME OR WAITING TO TAKE UP WORK (IF 'on government training scheme' OR 'waiting to take up paid work' AT [REconAct])**

**Q254**

**[WgUnemp]**

During the last five years - that is since March 1989 - have you been unemployed and seeking work for any period?

1. Yes
2. No
5. (Don't Know)
6. (Refusal/NA)

**Q255**

**[WgEarn]**

For some people work is simply something they do in order to earn a living. For others it means much more than that. In general, do you think of work as...

1. ... just a means of earning a living...
2. ... just a means of earning a living...
3. or, does it mean much more to you than that?
5. (Don't Know)
6. (Refusal/NA)

---

1. Not on SPSS file.
CIVIL LIBERTIES (VERSION A)

VERSION A: ASK ALL

Q260  [CargoCl Sprcol]  (NOT ON SCREEN)¹
Hidden spare cols for emergencies ! Open Question (Maximum of 5 characters)

Q261  [Cardno]  (NOT ON SCREEN)¹
cardno
Range 1 97

Q262  [CargoCol2 Sprcol]  (NOT ON SCREEN)¹
Hidden spare cols for emergencies ! Open Question (Maximum of 5 characters)

Q263  [PaprDef]
CARD
Suppose a newspaper got hold of confidential government defence plans and wanted to publish them READ OUT
1 Should the newspaper be allowed to publish the plans,
or, should the government have the power to prevent publication?
2 (Don’t Know)
3 (Refusal/NA)

Q264  [LeakDef]
CARD
Suppose the government wanted to find out the name of the person who had leaked these confidential defence plans Should the paper have the legal right to keep the person’s name secret, or not?
1 Definitely should have the legal right to keep name secret
2 Probably should
3 Probably should not
4 Definitely should not have the legal right
5 (Don’t Know)
6 (Refusal/NA)

Q265  [PaprEcon]
CARD
Now suppose a newspaper got hold of confidential government economic plans READ OUT
1 Should the newspaper be allowed to publish the plans,
or, should the government have the power to prevent publication?
2 (Don’t Know)
3 (Refusal/NA)

Q266  [LeakEcon]
CARD AGAIN
Suppose the government wanted to find out the name of the person who had leaked these confidential economic plans Should the paper have the legal right to keep the person’s name secret, or not?
1 Definitely should have the legal right to keep name secret
2 Probably should
3 Probably should not
4 Definitely should not have the legal right
5 (Don’t Know)
6 (Refusal/NA)

Q267  [VCRoadsl]  *¹
CARD
Some people say that there ought to be video cameras in public places to detect criminals. Others say this cuts down on everyone’s privacy. Do you think video cameras should or should not be allowed in the following places?
1 on roads to detect speeding drivers

Q268  [VCFootbl]  *¹
CARD AGAIN
(Should or should not video cameras be allowed ) at football grounds to detect troublemakers?

Q269  [VCVandal]  *¹
CARD AGAIN
(Should or should not video cameras be allowed ) on housing estates to detect vandals?

Q270  [RaceGlty]
Suppose two people - one white, one black - each appear in court, charged with a crime they did not commit. What do you think their chances are of being found guilty?
READ OUT
1 the white person is more likely to be found guilty,
2 they have the same chance,
3 or, the black person is more likely to be found guilty
4 (Don’t Know)
5 (Refusal/NA)
Q271 [RichGlyty]
Now suppose another two people from different backgrounds - one rich, one poor - each appear in court charged with a crime they did not commit. What do you think their chances are of being found guilty?
... READ OUT ...
1 ... the rich person is more likely to be found guilty,
2 ... they have the same chance,
3 ... the poor person is more likely to be found guilty?
8 (Don't Know)
9 (Refusal/NA)

Q272 [IrisGlyty]
Now suppose another two people - one British and one Irish each appear in court charged with a burglary they did not commit. What do you think their chances are of being found guilty?
... READ OUT ...
1 ... the British person is more likely to be found guilty,
2 ... they have the same chance,
3 ... the Irish person is more likely to be found guilty?
8 (Don't Know)
9 (Refusal/NA)

Q273 [JuryTry]
Which of these three statements comes closest to how you feel about trial by jury ...
... READ OUT ...
1 ... all accused people should always have the right to trial by jury,
2 ... only a person accused of a serious offence should always have the right to trial by jury,
3 ... no accused person should always have the right to trial by jury?
8 (Don't Know)
9 (Refusal/NA)

Q274 [ChOppHom]
CARD
Now I want to ask about some changes that have been happening in Britain over the years. For each one, please tell me whether you think it has gone too far, or not gone far enough.
How about attempts to give equal opportunities to women in Britain?

Q275 [ChOppMin]
CARD AGAIN
Attempts to give equal opportunities to black people and Asians in Britain?
(Has it gone too far, or not far enough?)

Q276 [ChNudSex]
The right to show nudity and sex in films and magazines?
(Has it gone too far, or not far enough?)

Q277 [ChOppHom]
Attempts to give equal opportunities to homosexuals - that is, gays and lesbians?
(Has it gone too far, or not far enough?)

Q278 [ChGypTry]
Providing sites for gypsies and travellers to stay?
(Has it gone too far, or not far enough?)

Q279 [ChRgtDem]
The right of people to go on protest marches and demonstrations?
(Has it gone too far, or not far enough?)

Q280 [ChLscStrk]
Laws to make it difficult for people to go on strike?
(Has it gone too far, or not far enough?)

Q281 [ChLegAid]
Giving Legal Aid - that is, financial help with the cost of going to court?
(Has it gone too far, or not far enough?)

• [ChOppHom] to [ChLegAid]
1 Gone much too far
2 Gone too far
3 About right
4 Not gone far enough
5 Not gone nearly far enough
8 (Don't Know)
9 (Refusal/NA)

Q282 [CargoCL3] (NOT ON SCREEN)5
CargoCL3
Open Question (Maximum of 12 characters)

5 Not on SPSS file.
RACE (VERSIONS A AND B)

VERSIONS A AND B: ASK ALL

Q283 [CargoRAI] (NOT ON SCREEN)
CargoRAI
Open Question (Maximum of 12 characters)

Q284 [RaceOrig] 1
CARD
To which of these groups do you consider you belong?
1 BLACK of African or Caribbean or other origin
2 ASIAN of Indian origin
3 ASIAN of Pakistani origin
4 ASIAN of Bangladeshi origin
5 ASIAN of Chinese origin
6 ASIAN of other origin (WRITE IN)
7 WHITE of British origin
8 WHITE of Irish origin
9 WHITE of other origin (WRITE IN)
10 MIXED ORIGIN (WRITE IN)
88 (Don't Know)
99 (Refusal/NA)

Q285 IF 'Asian' of other origin' AT [RaceOrig]
Open Question (Maximum of 50 characters)

Q286 [hidVAC] (NOT ON SCREEN) 1
hidVAC
Open Question (Maximum of 2 characters)

Q287 IF 'White: of other origin' AT [RaceOrig] 1
Open Question (Maximum of 50 characters)

Q288 [hidVAC] (NOT ON SCREEN) 1
hidVAC
Open Question (Maximum of 2 characters)

Q289 IF 'Mixed origin' AT [RaceOrig] 1
Open Question (Maximum of 50 characters)

Q290 [hidVAC] (NOT ON SCREEN) 1
hidVAC
Open Question (Maximum of 2 characters)

Q291 [PreJAs] 1
Now I would like to ask you some questions about racial prejudice in Britain. Thinking of Asians - that is, people whose families were originally from India, Pakistan or Bangladesh - who now live in Britain. Do you think there is a lot of prejudice against them in Britain nowadays, a little, or hardly any?

Q292 [PreJBlk] 1
And black people - that is, people whose families were originally from the West Indies or Africa - who now live in Britain. Do you think there is a lot of prejudice against them in Britain nowadays, a little, or hardly any?

Q293 [PreJNow]
Do you think there is generally more racial prejudice in Britain now than there was 5 years ago, less, or about the same amount?
1 More now
2 Less now
3 About the same
8 (Don't Know)
9 (Refusal/NA)

Q294 [PreJFut]
Do you think there will be more, less or about the same amount of racial prejudice in Britain in 5 years time compared with now?
1 More in 5 years
2 Less
3 About the same
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

Q296 NOT ON SPSS

1 Not on the SPSS file

Also asked at Q 770 on Version C

51
**Q297** (RaceLaw)
How would you describe yourself... READ OUT...
1. very prejudiced against people of other races,
2. a little prejudiced,
3. not prejudiced at all?
4. Other answer (WRITE IN)
5. (Don't Know)
6. (Refusal/NA)

**Q302** (AsJob)
On the whole, do you think people of Asian origin in Britain are not given jobs these days because of their race... READ OUT...
1. a lot,
2. a little,
3. hardly at all?
4. Other answer (WRITE IN)
5. (Don't Know)
6. (Refusal/NA)

**Q308** (OthVW.OthSpec)
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

---

1. called RaceLaw on SPSS file.
2. Called RaceVILw on SPSS file.
Q309 [OthVAM MidCode] (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

VERSION A: IF 'White' AT [RaceOrig]

Q310 [OthVAM OthSpec]
And would you personally? Would you mind or not mind?
IF 'Would mind': A lot or a little?
1 Mind a lot
2 Mind a little
3 Not mind
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

IF 'Other answer' AT [OthVAM]

WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q311 [OthVAM MidCode] (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

VERSION B: IF 'White' AT [RaceOrig]

Q312 [OthVAM OthSpec]
Do you think that most white people in Britain would mind of not mind if one of their close relatives were to marry a person of Asian origin? IF 'WOULD MIND': A lot or a little?
1 Mind a lot
2 Mind a little
3 Not mind
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

IF 'Other answer' AT [OthVAM]

WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q313 [OthVAM OthSpec]

WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q314 [OthVAM OthSpec]

WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q315 [OthVAM MidCode] (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

VERSION A: IF 'White' AT [RaceOrig]

Q316 [OthVAM OthSpec]
And you personally? Would you mind or not mind? IF 'Would mind': A lot or a little?
1 Mind a lot
2 Mind a little
3 Not mind
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

IF 'Other answer' AT [OthVAM]

WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q317 [OthVAM OthSpec]

WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q318 [OthVAM MidCode] (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

VERSION B: IF 'White' AT [RaceOrig]

Q319 [OthVAM OthSpec]
Do you think most white people in Britain would mind or not mind if a suitably qualified person of black or West Indian origin were appointed as their boss? IF 'Would mind': A lot or a little?
1 Mind a lot
2 Mind a little
3 Not mind
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

IF 'Other answer' AT [OthVAM]

WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q320 [OthVAM OthSpec]

WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q321 [OthVAM MidCode] (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

VERSION B: IF 'White' AT [RaceOrig]

Q322 [OthVAM OthSpec]
And would you personally? Would you mind or not mind?
IF 'Would mind': A lot or a little?
1 Mind a lot
2 Mind a little
3 Not mind
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

IF 'Other answer' AT [OthVAM]

WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q323 [OthVAM OthSpec]

WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q324 [OthVAM MidCode] (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

Not on the SPSS file
Q325 [OMarWI]
Do you think that most white people in Britain would mind or not mind if one of their close relatives were to marry a person of black or West Indian origin? IF 'WOULD MIND': A lot or a little?
1 Mind a lot
2 Mind a little
3 Not mind
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

Q326 [OthVAp.OthSpec]" WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q327 [OthVAp.HidCode] (NOT ON SCREEN)'
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

Q328 [OMarWI]
And you personally? Would you mind or not mind? IF 'Would mind': A lot or a little?
1 Mind a lot
2 Mind a little
3 Not mind
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

Q329 [OthVAp.OthSpec]" WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q330 [OthVAp.HidCode] (NOT ON SCREEN)'
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

Q331 [CargoRA2] (NOT ON SCREEN)'
CargoRA2
Open Question (Maximum of 12 characters)

Q332 [CargoLG1] (NOT ON SCREEN)'
CargoLG1
Open Question (Maximum of 12 characters)

Q333 [CntICnc]: Do you think that local councils ought to be controlled by central government more, less or about the same amount as now?
1 More
2 Less
3 About the same
8 (Don't Know)
9 (Refusal/NA)

Q334 [Rates]: Do you think the level of the council tax should be up to the local council to decide, or should central government have the final say?
1 Local council
2 Central government
8 (Don't Know)
9 (Refusal/NA)

Q335 [CTaxVa1]:
CARD
And thinking about the level of the council tax in your area, do you think it gives good value or poor value for money? Please choose a phrase from this card.
1 Very good value for money
2 Good value
3 Neither good value nor poor value
4 Poor value
5 Very poor value for money
8 (Don't Know)
9 (Refusal/NA)

Q336 [DCCbName]:
IN ENGLAND AND WALES
Do you happen to know the name of your city, district or borough council?
IN SCOTLAND
Do you happen to know the name of your city, district or burgh council?
1 Yes
2 No/Don't know
8 (Don't Know)
9 (Refusal/NA)
Q337 [DCBCName]
  What is its name?
  ENTER NAME
  Open Question (Maximum of 40 characters)

Q338 [DCBCName] [NOT ON SCREEN]
  Open Question (Maximum of 4 characters)

Q339 [LocalLB] [NOT ON SCREEN]
  Do you happen to know which party or parties controls your local district or (borough/borough) council at present?
  IF YES: Which party or parties?
  IF TWO OR MORE PARTIES, WRITE IN PARTIES UNDER 'SHARED CONTROL':
  0 No
  1 Yes Conservative
  2 Yes Labour
  3 Yes Liberal Democrats
  4 Yes Scottish Nationalist
  5 Yes Plaid Cymru
  6 Yes Independents
  7 Other single party (WRITE IN)
  8 Shared control (WRITE IN)
  9 (Don't Know)
  99 (Refusal/NA)

Q340 [LocalLB] [NOT ON SCREEN]
  Open Question (Maximum of 4 characters)

Q341 [LocalLB] [NOT ON SCREEN]
  WRITE IN OTHER ANSWER GIVEN
  Open Question (Maximum of 40 characters)

Q342 [LocalLB] [NOT ON SCREEN]
  Open Question (Maximum of 2 characters)

Q343 [LocalLB] [NOT ON SCREEN]
  WRITE IN OTHER ANSWER GIVEN
  Open Question (Maximum of 40 characters)

Q344 [LocalLB] [NOT ON SCREEN]
  Open Question (Maximum of 2 characters)

1. Not on SPSS file. See NameDC which has been coded from the verbatim. See also derived variable [DCBCName].
2. Called PartyDCBC on the SPSS file.
Q350 [HidLocC] (NOT ON SCREEN)
Hidloc
Open Question (Maximum of 4 characters)

Q351 [othNRdC]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q352 [HidNRdC] (NOT ON SCREEN)
Hidnrdc
Open Question (Maximum of 2 characters)

Q353 [othNRdC]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q354 [HidNRdC] (NOT ON SCREEN)
Hidnrrec
Open Question (Maximum of 2 characters)

Q355 [LocMoney]
The two main sources of local government money are the council tax and the grant from central government. Do you think that in total your local council(s) get more money from the council tax, or more from central government, or about the same amount for each?

Q356 [Membship] 1
CARD
Are you currently a member of any of these?
IF YES: Which ones? PROBE: Any others? Until 'NO'
CODE ALL MENTIONED
Multicoded (Maximum of 9 codes)
0 (No, none of these)
1 Yes: Tenants'/Residents' association
2 Yes: Parent-teachers association
3 Yes: Board of school governors/School Board
4 Yes: A political party
5 Yes: Parish or town council
6 Yes: Neighbourhood council/forum
7 Yes: Neighbourhood Watch Scheme
8 Yes: Local conservation or environmental group
9 Yes: Other local community or voluntary group (WRITE IN)
98 (Don't know)
99 (Refusal/NA)

Q357 [othMemb.othSpec]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q358 [othMemb.HidCode] (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

Q359 [HidMemb] (NOT ON SCREEN)
Hidmemb
Open Question (Maximum of 2 characters)

Q360 [CccMeet]
Have you attended a local council meeting or a public meeting on a local issue, in the last twelve months?
DO NOT COUNT MEETINGS ATTENDED AS A COUNCILLOR OR AS A COUNCIL OFFICIAL

1 On the SPSS file, [Membship] has been recoded as [MembResid] R is member of tenants/residents association, [MembPA] R is member of Parent-Teachers Association, [MembSclav] R is member of board of school governors, [MembPlpty] R is member of a political party, [MembParCl] R is member of parish or town council, [MembNghCl] R is member of neighbourhood council/forum, [MembNghWt] R is member of Neighbourhood Watch Scheme, [MembEnvis] R is member of local conservation/environment group, [MembComVol] R is member of other local community/voluntary group, [MembNone] R is a member of none of these.

Not on SPSS file.
Thinking about the last local meeting you attended, was it about some issue that affected you particularly, or was it about a general issue affecting your area?

1. About an issue affecting me particularly
2. About a general issue affecting my area
3. (Both equally)
4. (Can't remember)
5. (Don't Know)
6. (Refusal/NA)

Did people in your neighbourhood have the chance to vote in local elections this May?

1. Yes
2. No
3. (Don't Know)
4. (Refusal/NA)

And did people in your neighbourhood have the chance to vote in local elections in May last year?

1. Yes
2. No
3. (Don't Know)
4. (Refusal/NA)

A lot of people don’t manage to vote in the local elections. How about you? Did you manage to vote in the last local elections in your area?

1. Yes
2. No
3. Too young to vote
4. Not eligible/Not on register
5. (Don't Know)
6. (Refusal/NA)

Which party did you vote for, or perhaps you voted for an independent candidate?

1. Conservative
2. Labour
3. Liberal Democrats
4. Scottish Nationalist
5. Plaid Cymru
6. Independent
7. Green
8. Other party (WRITE IN)
9. More than one (WRITE IN)
10. (Don't Know)
11. (Refusal/NA)

Did people in your neighbourhood have the chance to vote in local elections in May last year?

1. Yes
2. No
3. (Don't Know)
4. (Refusal/NA)

Open Question (Maximum of 2 characters)

Open Question (Maximum of 40 characters)
IF DIDN'T VOTE IN LAST LOCAL ELECTIONS (IF 'No'/DK/Refusal AT [LocVoted])

Q372 [LocPtyIf] 1
Which party would you have voted for, if you had voted?
1 Conservative
2 Labour
3 Liberal Democrats
4 Scottish Nationalist
5 Plaid Cymru
6 Independent
7 Green
8 Other party (WRITE IN)
9 More than one (WRITE IN)
98 (Don't Know)
99 (Refusal/NA)

IF 'Other party' AT [LocPtyIf]

Q373 [OtherLgC.OTHSPEC]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q374 [OtherLgC.HidCode] (NOT ON SCREEN) 1
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

Q375 [HidLgC] (NOT ON SCREEN) 2
HidLgC
Open Question (Maximum of 2 characters)

IF 'More than one' AT [LocPtyIf]

Q376 [OtherLgD.OTHSPEC]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q377 [OtherLgD.HidCode] (NOT ON SCREEN) 1
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

Q378 [HidLgD] (NOT ON SCREEN) 2
HidLgD
Open Question (Maximum of 2 characters)

1 On the SPSS file, [MPQuals] has been recoded as [MPedu] MP should be well educated, [MPpoor] MP should know poverty, [MPbus] MP should have business experience, [MPunion] MP should have union experience, [MPlocal] MP should have local upbringing. [MPparty] MP should be loyal to party. [MPind] MP should be independent minded, [MPopth] - other important qualities, [MPnone] MP - none of these.

2 Not on SPSS file.
Q382 [Clrquals] ¹
CARD
And which of these qualities would you say are important for a local councillor to have? Multicoded (Maximum of 10 codes)

1. To be well educated
2. To know what being poor means
3. To have business experience
4. To have trade union experience
5. To have been brought up in the area he or she represents
6. To be loyal to the Party he or she represents
7. To be independent minded
8. To have a knowledge of local matters
9. None of these qualities
98. Other important qualities
99. (Don’t Know)
(Refusal/NA)

Q383 [Clrquals] ¹
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q384 [OtherLgF OthSpec] (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

Q385 [StandCnd] ²
Have you ever considered standing for election as a (county/regional), district, city or (borough/burgh) councillor?

IF YES: Have you ever actually stood, or not?
1. Yes, and stood
2. Yes, but not stood
3. No, have not considered
4. (No, disqualified from standing because of job)
8. (Don’t Know)
9. (Refusal/NA)

Q386 [AreaTime]
How long have you lived in your present area? READ OUT
1. less than a year
2. or, one year or more?
8. (Don’t Know)
9. (Refusal/NA)

Q387 (Nghbrhd) ¹
How many years?
PROBE FOR BEST ESTIMATE
Range 1 90

Q388 [LiveWork]
Is the place where you work (from) in the same local government district or (borough/burgh) as the place where you live?
1. Yes
2. No
8. (Don’t Know)
9. (Refusal/NA)

Q389 [Voted92]
Talking to people, we have found that a lot of people don’t manage to vote. How about you? Did you manage to vote in the last general election in April 1992?
1. Yes, voted
2. No
3. Too young to vote
4. Not eligible/not on register
8. (Don’t Know)
9. (Refusal/NA)

Q390 [Party92]
Can you remember which party did you vote for in the 1992 general election?
DO NOT PROMPT RECORD EXACT ANSWER GIVEN
1. Conservative
2. Labour
3. Liberal Democrats
4. Scottish Nationalist
5. Plaid Cymru
6. Green
7. Other party (WRITE IN)
8. (Don’t Know)
9. (Refusal/NA)

Q391 [OtherLgF OthSpec] ¹
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q392 [OtherLgF HidCode] (NOT ON SCREEN)¹
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

Q393 [HidLgG] (NOT ON SCREEN)¹
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

¹ On the SPSS file, [Clrquals] has been recoded as [ClrEd] Cllr should be well educated, [ClrPo] Cllr should know poverty, [ClrBus] Cllr should have business experience, [ClrUnio] Cllr should have union experience, [Clrlocal] Cllr should have local upbringing, [ClrLoyal] Cllr should be loyal to party, [ClrInd] Cllr should be independent minded, [ClrOth] Cllr - knowledge of local matters, [ClrNone] Cllr - none of these, [ClrOthn] Cllr - other important qualities
Called StandCnd on SPSS file

¹ Called Nghbrhd on SPSS file
¹ Not on SPSS file
POLITICAL TRUST (VERSION A)

VERSION A: ASK ALL
Q394 (CargolG2) (NOT ON SCREEN)
cargolG2
Open Question (Maximum of 12 characters)

Q395 [GovtWork]
CARD
Which of these statements best describes your opinion on the present system of governing Britain?
1 Works extremely well and could not be improved
2 Could be improved in small ways but mainly works well
3 Could be improved quite a lot
4 Needs a great deal of improvement
5 (Don't Know)
6 (Refusal/NA)

Q396 [Lords]
Do you think that the House of Lords should remain as it is or is some change needed?
1 Remain as is
2 Change needed
3 (Don't Know)
4 (Refusal/NA)

Q397 [LordsHow]
Do you think the House of Lords should be ... READ OUT ... 
1 ... replaced by a different body,
2 abolished and replaced by nothing,
3 or, should there be some other kind of change?
4 (Don't Know)
5 (Refusal/NA)

Q398 [Monarchy]
How about the monarchy or the royal family in Britain? How important or unimportant do you think it is for Britain to continue to have a monarchy ... READ OUT ... 
1 ... very important,
2 quite important,
3 not very important,
4 not at all important,
5 or, do you think the monarchy should be abolished?
6 (Don't Know)
7 (Refusal/NA)

Not on SPSS file.
Q399 [EvDoFW] CARD
Suppose a law was being considered by Parliament which you thought was really unjust and harmful. Which, if any, of the things on this card do you think you would do?
Any others? CODE ALL THAT APPLY
Multicoded (Maximum of 8 codes)

Q400 [EvDoFW] CARD
And have you ever done any of the things on this card about a government action which you thought was unjust and harmful? Which ones? Any others? CODE ALL THAT APPLY
Multicoded (Maximum of 8 codes)

* [EvDoFW] and [EvDoFW]
1 Contact my MP
2 Speak to an influential person
3 Contact a government department
4 Contact radio, TV or newspaper
5 Sign a petition
6 Raise the issue in an organisation I already belong to
7 Go on a protest or demonstration
8 Form a group of like-minded people
9 (No, none of these)
98 (Don't know)
99 (Refusal/NA)

Q401 [BreakLaw]
Are there any circumstances in which you might break a law to which you were very strongly opposed?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

Q402 [Coalition]
Which do you think is generally better for Britain?
READ OUT
1 To have a government formed by one political party.
2 Or, for two or more parties to get together to form a government?
8 (Don't Know)
9 (Refusal/NA)

Q403 [VoteSyst]
Some people say that we should change the voting system to allow smaller political parties to get a fairer share of MPs.
Others say that we should keep the voting system as it is, to produce more effective government. Which view comes closest to your own?
READ OUT
IF ASKED, REFERS TO 'PROPORTIONAL REPRESENTATION'
1 That we should change the voting system.
2 or, keep it as it is?
8 (Don't Know)
9 (Refusal/NA)

ASK IN SCOTLAND AND ENGLAND
[ScotParl] CARD
An issue in Scotland is the question of an elected Assembly - a special parliament for Scotland dealing with Scottish affairs. Which of these statements comes closest to your view?
1 Scotland should become independent, separate from the UK and the European Community.
2 Scotland should become independent, separate from the UK, but part of the European Community.
3 Scotland should remain part of the UK but with its own elected Assembly that has some taxation and spending powers.
4 There should be no change from the present system.
5 Other answer (WRITE IN)
98 (Don't Know)
99 (Refusal/NA)

IF 'Other answer' AT [ScotParl]
[OthVag OthSpec] WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

ASK IN WALES
[WelshPar] CARD
An issue in Wales is the question of an elected Assembly - a special parliament for Wales dealing with Welsh affairs. Which of these statements comes closest to your view?
1 Wales should become independent, separate from the UK and the European Community.
2 Wales should become independent, separate from the UK but part of the European Community.
3 Wales should remain part of the UK, but with its own elected Assembly that has some taxation and spending powers.
4 There should be no change from the present system.
5 Other answer (WRITE IN)
98 (Don't Know)
99 (Refusal/NA)

[OthVag MidCode] (NOT ON SPSS file)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

ASK IN WALES
[WelshPar] CARD
An issue in Wales is the question of an elected Assembly - a special parliament for Wales dealing with Welsh affairs. Which of these statements comes closest to your view?
1 Wales should become independent, separate from the UK and the European Community.
2 Wales should become independent, separate from the UK but part of the European Community.
3 Wales should remain part of the UK, but with its own elected Assembly that has some taxation and spending powers.
4 There should be no change from the present system.
5 Other answer (WRITE IN)
98 (Don't Know)
99 (Refusal/NA)

Not on SPSS file
Q421. And how much do you trust British police not to bend the rules in trying to get a conviction?

Q423. How much do you trust politicians of any party in Britain to tell the truth when they are in a tight corner?

Q422. And how much do you trust top civil servants to stand firm against a minister who wants to provide false information to parliament?

Q419. And how much do you trust local councillors of any party to place the needs of their area above the interests of their own political party?

Q420. How much do you trust British journalists on national newspapers to pursue the truth above getting a good story?

Q418. How much do you trust British governments of any party to place the needs of the nation above the interests of their own political party?

Q417. I think I am better informed than most people about politics and government

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Q416. It doesn't really matter which party is in power, in the end things go on much the same.

Q413. Parties are only interested in people's votes, not in their opinions.

Q412. Generally speaking, those we elect as MPs lose touch with people pretty quickly.

Q411. Please choose a phrase from this card to say how much you agree or disagree with the following statements. People like me have no say in what the government does.

Q410. In general would you say that people should obey the law without exception, or are there exceptional occasions on which people should follow their consciences even if it means breaking the law?

Q409. Hidden category for coding if needed

Q408. Open Question (Maximum of 40 characters)

Q407. "Other answer" AT [WelshPar]

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Q406. People like me have no say in what the government does.

Q405. Voting is the only way people like me can have any say about how the government runs things.

Q404. Generally speaking, those we elect as MPs lose touch with people pretty quickly.

Q403. Please choose a phrase from this card to say how much you agree or disagree with the following statements. People like me have no say in what the government does.

Q402. In general would you say that people should obey the law without exception, or are there exceptional occasions on which people should follow their consciences even if it means breaking the law?

Q401. CARD

---

Q400. Open Question (Maximum of 2 characters)

---

Q399. Open Question (Maximum of 4 characters)

---

Q398. Open Question (Maximum of 2 characters)

---

Q397. Open Question (Maximum of 2 characters)

---

Q396. Open Question (Maximum of 40 characters)

---

Q395. Open Question (Maximum of 4 characters)

---

Q394. Open Question (Maximum of 2 characters)
EUROPE/INTERNATIONAL RELATIONS (VERSION A AND B)

ASK ALL
Q424 [CargoIR2 Sprcol] (NOT ON SCREEN)¹
Hidden spare cols for emergencies 
Open Question (Maximum of 5 characters)
Q425 [Cardno] (NOT ON SCREEN)¹
Cardno
Range 1 97
Q426 [CargoIR2 Sprcol] (NOT ON SCREEN)¹
Hidden spare cols for emergencies 
Open Question (Maximum of 5 characters)
VERSION B: ASK ALL
Q427 [ECGECise]
Now a few questions about Britain's relationships with other countries
As a member state, would you say that Britain's relationship with the European Community should be READ OUT
1 closer,
2 less close,
3 or, is it about right?
8 (Don't Know)
9 (Refusal/NA)
Q428 [ECLinkInf]
Do you think that closer links with the European Community would give Britain READ OUT
1 more influence in the world,
2 less influence in the world,
3 or, would it make no difference?
8 (Don't Know)
9 (Refusal/NA)
Q429 [ECLinkStr]
And would closer links with the European Community make Britain READ OUT
1 stronger economically,
2 weaker economically,
3 or, would it make no difference?
8 (Don't Know)
9 (Refusal/NA)
Q430 [Nation]
On the whole, do you think Britain's interests are better served by READ OUT
1 closer links with Western Europe,
2 or, closer links with America?
3 (Both equally)
4 (Neither)
8 (Don't Know)
9 (Refusal/NA)

Q431 [UnitECC]
Which of these comes closer to your views READ OUT
1 Britain should do all it can to unite fully with the European Community,
2 or, Britain should do all it can to protect its independence from the European Community?
8 (Don't Know)
9 (Refusal/NA)
Q432 [ECPolicy]
CARD
Do you think Britain's long-term policy should be READ OUT
CODE ONE ONLY
to leave the European Community,
1 to stay in the EC and try to reduce its powers,
2 to leave things as they are,
3 to stay in the EC and try to increase the EC's powers,
4 or, to work for the formation of a single European government?
8 (Don't Know)
9 (Refusal/NA)
Q433 [EcuView]
CARD
And here are three statements about the future of the pound in the European Community
Which one comes closest to your view?
CODE ONE ONLY
1 Replace the pound by a single currency
2 Use both the pound and a new European currency in Britain
3 Keep the pound as the only currency for Britain
8 (Don't Know)
9 (Refusal/NA)

Q434 [VoterSEU]¹
CARD
Which of the four statements on this card comes closest to the way you would vote in an European election?
1 I would vote for a party regardless of the candidate
2 I would vote for a party only if I approved of the candidate
3 I would vote for a candidate regardless of his or her party
4 I would generally not vote
8 (Don't Know)
9 (Refusal/NA)

Q435 [USANuke]¹
CARD
Do you think that the siting of American nuclear missiles in Britain would make Britain a safer or less safe place to live?
1 called EXVotRef on the SPSS file
Q436 [OwnNuke] *
And do you think that having its own independent nuclear missiles makes Britain a safer or less safe place to live?

[USAR] to [OwnNuke]
1 Safer
2 Less safe
3 (No difference)
8 (Don't Know)
9 (Refusal/NA)

Q437 [UKNucPll]
Which of these statements comes closest to your own opinion on Britain's nuclear defence policy?

CODE ONE ONLY
1 Britain should get rid of its nuclear weapons
2 Britain should keep its nuclear weapons until others get rid of theirs
3 Britain should always have nuclear weapons
4 (None of these)
8 (Don't Know)
9 (Refusal/NA)

Q438 [NucWarJ]
How likely do you think it is that there will be a nuclear war between Russia and the West within the next 15 years? Is it ...

READ OUT ...

Q439 [WarRConv]
And what about a war not involving nuclear weapons? How likely is it that there will be such a war between Russia and the West within the next 15 years? Is it ...

READ OUT ...

Q440 [Nirland]
Do you think the long-term policy for Northern Ireland should be for it ...

READ OUT ...
1 ... to remain part of the United Kingdom,
2 or, to reunify with the rest of Ireland?
7 Other (WRITE IN)
8 (Don't Know)
9, (Refusal/NA)

Q441 [OthVAl.OthSpec] 1
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q442 [OthVAl.HidCode] 1
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

Q443 [DecPutNI] 1
And who do you think should have the right to decide what the long-term future of Northern Ireland should be? Should it be ...

READ OUT ...
1 ... the people in Northern Ireland on their own,
2 or, the people of Ireland, both north and south,
3 or, the people both in Northern Ireland and in Britain?
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

Q444 [OthVAl.OthSpec]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q445 [OthVAl.HidCode] 1
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

Q446 [TroopOut] 1
Some people think that government policy towards Northern Ireland should include a complete withdrawal of British troops. Would you personally support or oppose such a policy?

READ OUT ...
1 Support strongly
2 Support a little
3 Oppose strongly
4 Oppose a little
7 Other (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

Q447 [OthVAl.OthSpec]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q448 [OthVAl.HidCode] 1
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

1 Called UKNucP02 on SPSS file.
2 Called NucWarJ on the SPSS file.
9 Called Ncnuwar on the SPSS file.

 Called on SPSS file.
 Not on SPSS file.
ASK ALL
Q449 [CargoIR3] (NOT ON SCREEN)*
CargoIR3
Open Question (Maximum of 12 characters)

YEAR OF CRIME
ASK ALL
Q710 [CargoFR1 Sprcol] (NOT ON SCREEN)*
Hidden spare cols for emergencies
Open Question (Maximum of 5 characters)
Q711 [Cardno] (NOT ON SCREEN)*
cardno
Range 1 97
Q712 [CargoFR2 Sprcol] (NOT ON SCREEN)*
Hidden spare cols for emergencies
Open Question (Maximum of 5 characters)
Q713 [Victim]
Now, some questions about crime. Do you ever worry about the possibility that you, or anyone else who lives with you, might be the victim of crime?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

IF 'Yes' AT [Victim]
Q714 [V/Worry]
Is this READ OUT
1 a big worry
2 a bit of a worry
3 or, an occasional doubt?
8 (Don't Know)
9 (Refusal/NA)

ASK ALL
Q715 [WorCrime]
Because of worries about crime some people change their everyday life, for example, where they go or what they do. Other people don't change their lives at all. Do worries about crime affect your everyday life?
1 Yes
2 No
3 (No worries about crime)
8 (Don't Know)
9 (Refusal/NA)
Q716 [AvoidCrm]
CARD
Here are some things that some people can do to avoid crime. Which of any of these do you do?
INTERVIEWER INSTRUCTION: THE CRIME MAY HAVE HAPPENED MORE THAN ONCE OR TOGETHER WITH ANOTHER CRIME
CODE ALL THAT APPLY
Multicoded (Maximum of 8 codes)
1 I am careful to lock up my/our home (and/or car)
2 I don’t go out alone
3 I don’t go out at all
4 I avoid going out at certain times
5 I avoid going to certain places
6 I avoid public transport
7 I carry a personal alarm or a weapon
8 I make sure other people in the family take precautions
96 None
97 Other answer (WRITE IN)
98 (Don’t know)
99 (Refusal/NA)

IF ‘Other answer’ AT [AvoidCrm]
Q717 [OthPRA, OthSpec]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)
Q718 [OthPRA.HidCode] (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

1 On the SPSS file, [AvoidCrm] has been recoded as [AvoidCrl] careful to lock up home, [AvoidCrl2] don’t go out alone, [AvoidCrl3] don’t go out at all, [AvoidCrl4] avoid going out at certain times, [AvoidCrl5] avoid going to certain places, [AvoidCrl6] avoid public transport, [AvoidCrl7] carries personal alarm or weapon, [AvoidCrl8] make sure other people in family take precautions, [AvoidCrl9] other answer. [AvoidCrl0] none of these. See also derived variable [AvoidCrmNu].
Q726 [VicOther] *
  (Have you yourself ever )
  had something else stolen?
  *[VicVandl] and [VicOther]
1  Yes
2  No
8  (Don't Know)
9  (Refusal/NA)

IF VICTIM OF CRIME (IF 'Yes' AT [VicAttacl], [VicHinBur], [VicVandl], [VicMCar], OR [VicOther]) 1

Q727 [VicAware]
  Do you think that as a result of any of these experiences you are now more aware of crime, or has it made no difference?
1  More aware
2  No difference
8  (Don't Know)
9  (Refusal/NA)

IF 'more aware' AT [VicAware]
Q728 [VicFear]
  And has it actually made you more afraid of crime?
1  Yes
2  No
8  (Don't Know)
9  (Refusal/NA)

ASK ALL
Q729 [KnowWitm]
  And do you know personally anyone else who has experienced any of these crimes?
1  Yes
2  No
8  (Don't Know)
9  (Refusal/NA)

IF 'Yes' AT [KnowWitm]
Q730 [KnowAware]
  Has knowing about someone else's experience of crime made you more aware of crime or has it made no difference?
1  More aware
2  No difference
8  (Don't Know)
9  (Refusal/NA)

IF 'More aware' AT [KnowWitm]
Q731 [KnowFear]
  And has it actually made you more afraid of crime?
1  Yes
2  No
8  (Don't Know)
9  (Refusal/NA)

Note that owing to a programming error [VicThree] is missing from this list.

Q732 [CrimeNPtv]
  Thinking about reports of crimes in newspapers or on radio or on television. Do you think there are more reports nowadays than ten years ago, or fewer, or about the same number?
1  A lot more
2  More
3  About the same
4  Fewer
5  A lot fewer
8  (Don't Know)
9  (Refusal/NA)

IF 'A lot more' OR 'More' AT [CrimeNPtv]
Q733 [NPtvFear]
  And do you think this has this actually made you more afraid of crime?
1  Yes
2  No
8  (Don't Know)
9  (Refusal/NA)

ASK ALL
Q734 [SafeDark]
  How safe do you feel walking alone in this area after dark READ OUT
1  very safe
2  fairly safe
3  a bit unsafe
4  or, very unsafe?
8  (Don't Know)
9  (Refusal/NA)

ASK ALL
Q735 [Graffiti] *
  [CARD]
  Please use this card to say how common or uncommon each of the following things is in your area
  Graffiti on walls or buildings?
Q736 [TeenOnSt] *
  [CARD]
  (How common or uncommon is this in your area?)
  Teenagers hanging around on the streets?
Q737 [Drunks] *
  [CARD]
  (How common or uncommon is this in your area?)
  Drunks or tramps on the streets?
Q738 [Vandals] *
  [CARD]
  (How common or uncommon is this in your area?)
  Vandalism and deliberate damage to property?
Q739 [RaceTens] *
CARD
(How common or uncommon is this in your area?)
Insults or attacks to do with someone's race or colour?

Q740 [Burglary] *
CARD
(How common or uncommon is this in your area?)
Homes broken into?

Q741 [VehTheft]
CARD
(How common or uncommon is this in your area?)
Cars broken into or stolen?

Q742 [Attacks]
CARD
(How common or uncommon is this in your area?)
People attacked in the streets?

1 Very common
2 Fairly common
3 Not very common
4 Not at all common
8 (Don't Know)
9 (Refusal/NA)

Q743 [CargoF3Sprcol] (NOT ON SCREEN)
Hidden spare cols for emergencies!
Open Question (Maximum of 5 characters)

Q744 [CargoHo1Sprcol] (NOT ON SCREEN)
Hidden spare cols for emergencies!
Open Question (Maximum of 5 characters)

Q745 [Cardno] (NOT ON SCREEN)
cardno
Range: 1 ... 97

Q746 [CargoHo2Sprcol] (NOT ON SCREEN)
Hidden spare cols for emergencies!
Open Question (Maximum of 5 characters)

Q747 [HomeType]
Now a few questions on housing. INTERVIEWER CODE FROM OBSERVATION AND CHECK WITH RESPONDENT Would I be right in describing this accommodation as a... READ OUT ONE YOU THINK APPLIES
1 ... detached house or bungalow,
2 ... semi-detached house or bungalow,
3 ... terraced house,
4 ... self-contained, purpose-built flat/maisonette (inc. in tenement block),
5 ... self-contained converted flat/maisonette,
6 ... room(s), not self-contained.
7 Other answer (WRITE IN)
8 (Don't Know)
9 (Refusal/NA)

IF 'Other answer' AT [HomeType]
Q748 [OthHoA]
Please specify
Open Question (Maximum of 30 characters)

Q749 [HidHoA] (NOT ON SCREEN)
Hidden
Open Question (Maximum of 2 characters)

Q750 [HomeEst]
May I just check, is your home part of a housing estate? NOTE: MAY BE PUBLIC OR PRIVATE, BUT IT IS THE RESPONDENT'S VIEW WE WANT
1 Yes, part of estate
2 No
8 (Don't Know)
9 (Refusal/NA)
Q751 [Tenure1]
Does your household own or rent this accommodation?

PROBE IF NECESSARY

IF OWNS Outright or on a mortgage?
1 OWNS Own (leasehold/freehold) outright
2 OWNS Buying (leasehold/freehold) on mortgage

3 RENTS Local authority
4 RENTS New Town Development Corporation
5 RENTS Housing Association
6 RENTS Property company
7 RENTS Employer
8 RENTS Other organisation
9 RENTS Relative
10 RENTS Other individual
11 Housing Trust
12 Rent free, squatting, etc
98 (Don’t Know)
99 (Refusal/NA)

See also derived variable [Tenure2]

RELIGION AND ETHNIC ORIGIN

Q752 [CargoRel Spro1] (NOT ON SCREEN)
Hidden spare cols for emergencies
Open Question (Maximum of 5 characters)

Q753 [RelRFW]
Do you regard yourself as belonging to any particular religion?

IF YES Which?
1 No religion
2 Christian - no denomination
3 Roman Catholic
4 Church of England/Anglican
5 Baptist
6 Methodist
7 Presbyterian/Church of Scotland
8 Free Presbyterian
9 Brethren
10 United Reform Church (URC)/Congregational
11 Other Protestant
12 Other Christian
13 Hindu
14 Jewish
15 Islam/Muslim
16 Sikh
17 Buddhist
18 Other non-Christian
98 (Don’t Know)
99 (Refusal/NA)

Not on SPSS file
**Q754** (Religion) (NOT ON SCREEN) ¹
Do you regard yourself as belonging to any particular religion?

**IF YES**:
Which?

**CODE ONE ONLY - DO NOT PROMPT**
1 No religion
2 Christian - no denomination
3 Roman Catholic
4 Church of England/Anglican
5 Baptist
6 Methodist
7 Presbyterian/Church of Scotland
8 Other Christian
9 Hindu
10 Jewish
11 Islam/Muslim
12 Sikh
13 Buddhist
14 Other non-Christian
15 Free Presbyterian
16 Brethren
17 United Reform Church (URC)/Congregational
18 Other Protestant
19 (Don't Know)
20 (Refusal/NA)

**IF 'Other Protestant' AT [RelRFW]**

**Q755** [RelRFW]

WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

**Q756** [RelRFW]

WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

**Q757** [RelRFW]

WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

**Q758** [RelRFW]

WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

**Q759** [RelRFW]

WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

**Q760** [RelRFW]

WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

---

¹ Derived from [RelRFW]. See also derived variable [ReligSum].
² QC Not on SPSS file.
If 'Other Protestant' at [RelFFW]

Q763 [OthReO OthSpec] 1
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q764 [OthReO HidCode] (NOT ON SCREEN) 1
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

If 'Other Christian' at [RelFFW]

Q765 [OthReO OthSpec] 1
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q766 [OthReO HidCode] (NOT ON SCREEN) 1
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

If 'Other non-Christian' at [RelFFW]

Q767 [OthReO OthSpec] 1
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q768 [OthReO HidCode] (NOT ON SCREEN) 1
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

If giving a religion at [RelFFW] or at [RelFFW] (If 'Christian' through to 'Other non-Christian' at [RelFFW] or at [RelFFW])

Q769 [Attend]
Apart from such special occasions as weddings, funerals and baptisms, how often nowadays do you attend services or meetings connected with your religion?

Probe if necessary
1 Once a week or more
2 Less often but at least once in two weeks
3 Less often but at least once a month
4 Less often but at least twice a year
5 Less often but at least once a year
6 Less often
7 Never or practically never
8 Varies too much to say
98 (Don't know)
99 (Refusal/NA)

---

Version C: Ask all

Q770 [RaceOrig] 1
CARD
To which of these groups do you consider you belong?

Code one only

1 Black of African or Caribbean or other origin
2 Asian of Indian origin
3 Asian of Pakistani origin
4 Asian of Bangladeshi origin
5 Asian of Chinese origin
6 Asian of other origin (Write in)
7 White of British origin
8 White of Irish origin
9 White of other origin (Write in)
10 Mixed origin (Write in)
98 (Don't know)
99 (Refusal/NA)

If 'Asian of other origin' at [RaceOrig]

Q771 [OthReO OthSpec] 1
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q772 [OthReO HidCode] (NOT ON SCREEN) 1
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

If 'White of other origin' at [RaceOrig]

Q773 [OthReO OthSpec] 1
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q774 [OthReO HidCode] (NOT ON SCREEN) 1
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

If 'Mixed origin' at [RaceOrig]

Q775 [OthReO OthSpec] 1
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q776 [OthReO HidCode] (NOT ON SCREEN) 1
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

Ask all

Q777 [CargRe2 Sprcol] (NOT ON SCREEN) 1
Hidden spare cols for emergencies
Open Question (Maximum of 5 characters)

---

1 Combined on SPSS file with the identical question asked on Version A and B at Q 284
2 Not on SPSS file
CLASSIFICATION

ASK ALL
Q778 [CargoCol1.Spcol] (NOT ON SCREEN) 
Hidden spare cols for emergencies!
Open Question (Maximum of 5 characters)

Q779 [Cardno] (NOT ON SCREEN)
cardno Range: 1 ... 97

Q780 [CargoCl2.Spcol] (NOT ON SCREEN)
Hidden spare cols for emergencies!
Open Question (Maximum of 5 characters)

Q781 [MarHist] 
Can I just check whether at present you are ... READ OUT ... CODE FIRST TO APPLY
...married,
  2 living as married,
  3 separated or divorced after marrying,
  4 widowed,
  5 or not married?
  6 (Don't Know)
  9 (Refusal/NA)

Q782 [Household] 
Finally, a few questions about you and your household.
Including yourself, how many people live here regularly as members of this household?
CHECK INTERVIEWER MANUAL FOR DEFINITION OF HOUSEHOLD IF NECESSARY.
Range: 1 ... 15

Q783 [HidPeop] (NOT ON SCREEN)
HidPeop Range: 1 ... 97

HOUSEHOLD GRID: QUESTIONS [Ferno] TO [LegalRes] ARE ASKED ONCE FOR EACH HOUSEHOLD MEMBER

ONCE FOR EACH PERSON AT [Household]
Q784.1 [Ferno] (NOT ON SCREEN)
Person number on grid
Range: 1 ... 15

Q784.2 [Name] 
FIRST PERSON IN GRID: Please type in the name of respondent
SECOND AND SUBSEQUENT PERSONS IN GRID: Please type in the name of person number (number)
Open Question (Maximum of 10 characters)

SECOND AND SUBSEQUENT PERSONS IN GRID
Q784.3 [Sex] 
PLEASE CODE SEX OF (Name)
1 Male
2 Female
8 (Don't Know)
9 (Refusal/NA)

Q784.4 [Age] 
FIRST PERSON IN GRID: Now I'd like to ask you a few details about each person in your household.
Starting with yourself, what was your age last birthday?
PLEASE ENTER AGE OF (Name)
SECOND AND SUBSEQUENT PERSONS IN GRID: PLEASE ENTER AGE OF (Name)
Range: 1 ... 97

SECOND AND SUBSEQUENT PERSONS IN GRID
Q784.5 [RelResp] 
PLEASE ENTER RELATIONSHIP OF (Name) TO RESPONDENT
1 Partner/Spouse/Cohabitee
2 Son/daughter (inc step/adopted)
3 Parent/parent-in-law
4 Other relative
5 Other non-relative
8 (Don't Know)
9 (Refusal/NA)

PERSONS AGED 16 AND OVER
Q784.6 [LegRes] 
(Are you/Is he/she) legally responsible for the accommodation?
(INCLUDE JOINT/SHARED RESPONSIBILITY)
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

1 Called P2Sex to P11Sex on SPSS file.
2 Called RAge and P2Age to P11Age on SPSS file. See also derived variables [RAgeCat] and [RSexAge].
3 Called P2Rel to P11Rel on SPSS file.
4 Called RResp and P2Resp to P11Resp on SPSS file. See also derived variable [LegalRes].
**Q785** (ChldChk)1
Apart from people you have just mentioned who live in your household, have you any (other) children, including stepchildren, who grew up in your household? 'CHILDREN' MEANS THOSE THEN AGED UNDER 18, AND INCLUDES THOSE NO LONGER LIVING
- Yes 1
- No 2
- (Don’t Know) 8
- (Refusal/NA) 9

**Q786** (PrivEd)2
Have you ever attended a fee-paying, private primary or secondary school in the United Kingdom?
NOTE: 'PRIVATE' INCLUDES INDEPENDENT / PUBLIC SCHOOLS (not 'DIRECT GRANT', as these were/are not 'fee-paying') BUT EXCLUDES NURSERY SCHOOLS, VOLUNTARY-AIDED SCHOOLS AND 'OPTED OUT' GRANT-MAINTAINED SCHOOLS
- Yes 1
- No 2
- (Don’t Know) 8
- (Refusal/NA) 9

**Q787** (PrivEd)3
Has your (wife/husband/partner) ever attended a fee-paying, private primary or secondary school in the United Kingdom?
NOTE: 'PRIVATE' INCLUDES INDEPENDENT / PUBLIC SCHOOLS (not 'DIRECT GRANT', as these were/are not 'fee-paying') BUT EXCLUDES NURSERY SCHOOLS, VOLUNTARY-AIDED SCHOOLS AND 'OPTED OUT' GRANT-MAINTAINED SCHOOLS
- Yes 1
- No 2
- (Don’t Know) 8
- (Refusal/NA) 9

**Q788** (ChldChk)1
And (have any of your children / has your child) ever attended a fee-paying private primary or secondary school in the United Kingdom?
NOTE: 'PRIVATE' INCLUDES INDEPENDENT / PUBLIC SCHOOLS (not 'DIRECT GRANT', as these were/are not 'fee-paying') BUT EXCLUDES NURSERY SCHOOLS, VOLUNTARY-AIDED SCHOOLS AND 'OPTED OUT' GRANT-MAINTAINED SCHOOLS
- Yes 1
- No 2
- (Don’t Know) 8
- (Refusal/NA) 9

**Q789** (DutyResp)
Who is the person mainly responsible for general domestic duties in this household?
- Respondent mainly 1
- Someone else mainly 2
- Duties shared equally 3
- (Don’t Know) 8
- (Refusal/NA) 9

**Q790** (OthClA)2
PLEASE SPECIFY THIS PERSONS/ THESE PEOPLES RELATIONSHIP TO RESPONDENT
- Multicoded (Maximum of 6 codes)
  - Wife/female partner of respondent 1
  - Mother/mother-in-law of respondent 2
  - Husband/male partner of respondent 3
  - Other female in household 4
  - Other male in household 5
  - Other answer 6
  - (Don’t Know) 8
  - (Refusal/NA) 9

**Q791** (OthClA) (NOT ON SCREEN)1
Open Question (Maximum of 2 characters)

---

1 Called OthChild on SPSS file
2 Called (PrivEd) on the SPSS file See also derived variable [PrivEd]
3 Called (PrivEd) on the SPSS file See also derived variable [PrivEd]

1 Called (OthPrivEd) on SPSS file
2 On SPSS file (OthClA) has been recoded as (DutyWife) Wife/female partner responsible for household duties (DutyMum) Mother(-in-law) responsible for household duties (DutyMale) Husband/male partner responsible for household duties (DutyOther) Other male responsible for household duties (DutyOther) Other person responsible for household duties See also derived variable [ElseDuty]
3 Not on SPSS file
IF RESPONDENT HAS CHILDREN AGED 17 OR UNDER (AS GIVEN IN HOUSEHOLD GRID)

Q792 [ChldResp]
Who is the person mainly responsible for the general care of the child(ren) here?
1 Respondent mainly
2 Someone else mainly
3 Care shared equally
8 (Don't Know)
9 (Refusal/NA)

IF 'someone else' OR 'care shared equally' AT [ChldResp] [OthClB] 1
PLEASE SPECIFY THIS PERSON'S/THOSE PEOPLES RELATIONSHIP TO RESPONDENT?
Multicoded (Maximum of 6 codes)
1 Wife/female partner of respondent
2 Mother/mother-in-law of respondent
3 Husband/male partner of respondent
4 Other female in household
5 Other male in household
6 Other answer
8 (Don't know)
9 (Refusal/NA)

Q794 [HidClB] (NOT ON SCREEN) 1
Hidden Open Question (Maximum of 2 characters)

ASK ALL

Q795 [TEA]
How old were you when you completed your continuous full-time education?
PROBE IF NECESSARY
1 15 or under
2 16
3 17
4 18
5 19 or over
6 Still at school
7 Slow at college or university
97 Other answer (WRITE IN)
98 (Don't know)
99 (Refusal/NA)

IF 'Other answer' AT [TEA] 1


Q796 [OthClC.OthSpec]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q797 [OthClC.HidCode] (NOT ON SCREEN) 1
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

ASK ALL

Q798 [SchQual] 1
CARD
Have you passed any of the examinations on this card?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

IF 'Yes' AT [SchQual]

Q799 [EdqFW1] 1
Which ones? PROBE: Any others?
CODE ALL THAT APPLY
Multicoded (Maximum of 16 codes)
1 CSE Grades 2-5
2 GCSE Grades D-G
3 CSE-Grade 1
4 GCE 'O'level
5 GCSE - Grades A-C
6 School certificate
7 Scottish (SCE) Ordinary
8 Scottish School-leaving Certificate lower grade
9 SUPE Ordinary
10 Northern Ireland Junior Certificate
11 GCE 'A'level / 'A' level
12 Higher school certificate
13 Matriculation
14 Scottish SCE/SLC/SUPE at Higher grade
15 Northern Ireland Senior Certificate
16 Overseas school leaving exam or certificate
98 (Don't know)
99 (Refusal/NA)

On SPSS file [EdqFW1] has been recoded as [EdQua1] CSE Grade 2-5, [EdQua12] GCE 'O'level, [EdQua13] A-level etc. [EdQua16] Overseas school leaving exam. See also derived variable [HEdQua].

Not on SPSS file.

1 See also derived variable [HEdQua].
2 Not on SPSS file.
3 Not on SPSS file.
ASK ALL [PSchQual] 1 CARD
And have you passed any of the exams or got any of the qualifications on this card?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

IF 'Yes' AT [PSchQual] Q801 (EdqFW2) 1 Which ones? PROBE Any others?
CODE ALL THAT APPLY
5 Recognised trade apprenticeship completed
6 RSA/other clerical, commercial qualification
7 City & Guilds Certificate - Craft/Intermediate/Ordinary/Part I
8 City & Guilds Certificate - Advanced/Final/Part II or Part III
9 City & Guilds Certificate - Full technological
10 BEC/TEC General/Ordinary National Certificate (ONC) or Diploma (OND)
11 BEC/TEC Higher/Higher National Certificate (HNC) or Diploma (HND)
12 Teacher training qualification
13 Nursing qualification
14 Other technical or business qualification/certificate
15 University or CNAA degree or diploma
16 Other recognised academic or vocational qualification (WRITE IN)
8 (Don't know)
9 (Refusal/NA)

IF 'Other qualification' AT [TEA] Q802 (OthClD OthSpec) 1 WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q803 (OthClD HidCode) (NOT ON SCREEN) 1
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

Q804 (CargoEq) (NOT ON SCREEN) 1
cargo
Open Question (Maximum of 40 characters)

1 See also derived variable [HidQual]
3 Derived variable [HidQual]
4 Not on SPSS file

IF NOT 'in paid work' OR 'waiting to take up paid work' AT [ReconAct] Q805 [JobChk] Have you ever had a job?
1 Yes
2 No, never
8 (Don't Know)
9 (Refusal/NA)

ASK ALL WHO HAVE EVER WORKED (IF 'in paid work' OR 'waiting to take up paid work' AT [ReconAct] OR 'Yes' AT [JobChk]) Q806 [RTitle] IF IN PAID WORK (IF 'in paid work' AT [ReconAct]) Now I want to ask you about your present job What is your job? PROBE IF NECESSARY What is the name or title of the job? IF WAITING TO TAKE UP PAID WORK (IF 'waiting to take up paid work' AT [ReconAct]) Now I want to ask you about your future job What is your job? PROBE IF NECESSARY What is the name or title of the job? IF NOT IN PAID WORK (OR WAITING TO TAKE UP PAID WORK) BUT EVER HAD JOB IN THE PAST (IF 'Yes' AT [JobChk]) Now I want to ask about your last job What was your job? PROBE IF NECESSARY What was the name or title of the job? Open Question (Maximum of 50 characters)

Q807 [RTypeWk] What kind of work (do/will/did) you do most of the time? IF RELEVANT: What materials/machinery (do/will/did) you use? Open Question (Maximum of 50 characters)

Q808 [RTrain] What training or qualifications (are/were) needed for that job? Open Question (Maximum of 50 characters)

Q809 [RSuper] 1 (Do/Will/Did) you directly supervise or (are you/will you be/were you) directly responsible for the work of any other people?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

IF 'Yes' AT [RSuper] Q810 [RMAny] 1 How many?
Range 0 9997

1 Called RSuper2 on SPSS file
2 See also derived variable [RSuper]
ASK ALL WHO HAVE EVER WORKED (IF 'paid work' OR 'waiting to take up paid work' AT [REconAct] OR 'Yes' AT [JobChk])

Q811 [RSupman]
Can I just check, (are you/will you be/were you) ...
READ OUT ...
1 ...a manager, 2 a foreman or supervisor, 3 or not?
8 (Don't Know)
9 (Refusal/NA)

Q812 [REmployee]
Can I just check, (are you/will you be/were you) ...
READ OUT ...
1 ... an employee, 2 or, self-employed?
8 (Don't Know)
9 (Refusal/NA)

IF EMPLOYEE IN THE PAST OR PRESENT (IF 'employee' OR DK AT [REmployee])

Q813 [Premises]
(Is/Was) where you (work/will work/worked) your employer's only premises, or (are/were) there other premises elsewhere?
1 Employer's only premises
2 Employer has other premises elsewhere
8 (Don't Know)
9 (Refusal/NA)

ASK ALL WHO HAVE EVER WORKED (IF 'paid work' OR 'waiting to take up paid work' AT [REconAct] OR 'Yes' AT [JobChk])

Q814 [REmpMake]
What (does/did) your employer/you make or do at the place where you usually (work/will work/worked) (from)?
Open Question (Maximum of 50 characters)

Q815 [REmpWork]
Including yourself, how many people (are/were) employed at the place where you usually (work/will work/worked) (from)?
IF SELF-EMPLOYED: (do/will/did) you have any employees?
IF YES: PROBE FOR CORRECT PRECODE

0 None
1 Under 10
2 10-24
3 25-99
4 100-499
5 500 or more
8 (Don't Know)
9 (Refusal/NA)

Q816 [RPartFull]
(Is/Was) the job ... READ OUT ...
1 ... full-time (30+ HOURS)
2 or, part-time (10-29 HOURS)
8 (Don't Know)
9 (Refusal/NA)

Q817 [OC_r]
Open Question (Maximum of 5 characters)

Q818 [SOC_r]
SOC Range: 100 ... 999

Q819 [r1]
Open Question (Maximum of 1 characters)

Q820 [REmpPay]
To revise current status of employment.

Q821 [r2]
Open Question (Maximum of 1 characters)

Q822 [ES_r]
ES Range: 1 ... 11

Q823 [r3]
Open Question (Maximum of 1 characters)

Q824 [SIC_r]
SIC Range: 0 ... 99

Q825 [r4]
Open Question (Maximum of 1 characters)

See also derived variable [REconPos].

See also derived variable [REconPos].

See also derived variable [REconPos].

* Not on SPSS file.

See also derived variable [REconPos].
Q826 [SEG_r] (NOT ON SCREEN) ¹
SEG
Range 0 20

Q827 [r5] (NOT ON SCREEN)³
r5
Open Question (Maximum of 2 characters)

Q828 [SOC_r] (NOT ON SCREEN) ¹
SOC CLASS
Open Question (Maximum of 1 character)

Q829 [HG_r] (NOT ON SCREEN) ²
H-G
Range 1 99

Q830 [r6] (NOT ON SCREEN)³
r6
Open Question (Maximum of 2 characters)

ASK ALL
Q831 [Union] ¹
(May I just check) are you now a member of a trade union or staff association?
CODE FIRST TO APPLY
1 Yes, trade union
2 Yes, staff association
3 No
8 (Don't Know)
9 (Refusal/NA)

IF 'No' AT [Union]
Q832 [UnionEvr] ¹
Have you ever been a member of a trade union or staff association?
CODE FIRST TO APPLY
1 Yes, trade union
2 Yes, staff association
3 No
8 (Don't Know)
9 (Refusal/NA)

ASK ALL MARRIED OR LIVING AS MARRIED (IF 'married' OR 'living as married' AT [MarStat])³

Q833 [SecondInt]
CARD
Which of these descriptions applied to what your (husband/wife/partner) was doing last week, that is the seven days ending last Sunday?
PROBE Any others³
CODE ALL THAT APPLY
Multicoded (Maximum of 11 codes)
1 In full-time education (not paid for by employer, including on vacation)
2 On government training/employment programme (eg Employment Training, Youth Training, etc)
3 In paid work (or away temporarily) for at least 10 hours in week
4 Waiting to take up paid work already accepted
5 Unemployed and registered at a benefit office
6 Unemployed, not registered, but actively looking for a job
7 Unemployed, wanting a job (of at least 10 hrs a week), but not actively looking for a job
8 Permanently sick or disabled
9 Wholly retired from work
10 Looking after the home
11 (Doing something else) (WRITE IN)
98 (Don't know)
99 (Refusal/NA)

IF 'Doing something else' AT [SecondInt]
Q834 [OthC1F OthSpec]¹
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q835 [OthC1F HidCode] (NOT ON SCREEN)³
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

¹ Called RSSEG on the SPSS file. See also derived variables [RSEG] [RSSEGGrp] [RSSEGGrp2]
² Not on SPSS file
³ Called [RSOCCLASS] on SPSS file. See also derived variables [RS0CClas] and [RS0CClass]
4 Called [HGCLASS] on SPSS file. See also derived variable [RGHGGrp]
5 Called [UnionSA] on SPSS file
6 Called [THSAEver] on SPSS file

-103-
ASK ALL MARRIED OR LIVING AS MARRIED (IF 'married' OR 'living as married' AT [MarStat])

Q836 [SEconAct] (CALCULATED BY PROGRAM AS FIRST CODE ON THE LIST AT [SEconInt])
Partners economic activity
1 In full-time education (not paid for by employer, including on vacation)
2 On government training/employment programme (eg. Employment Training, Youth Training, etc)
3 In paid work (or away temporarily) for at least 10 hours in week
4 Waiting to take up paid work already accepted
5 Unemployed and registered at a benefit office
6 Unemployed, not registered, but actively looking for a job
7 Unemployed, wanting a job (of at least 10 hrs a week), but not actively looking for a job
8 Permanently sick or disabled
9 Wholly retired from work
10 Looking after the home
11 (Doing something else) (WRITE IN)
97 Respondent refused
98 (Don't Know)
99 (Refusal/NA)

IF SPOUSE/PARTNER IS NOT IN WORK (IF 'in full-time education', 'government training scheme', 'unemployed', 'permanently sick', 'wholly retired', 'looking after home', 'doing something else' AT [SEconAct])

Q837 [SLastJob]
How long ago did your (husband/wife/partner) last have a paid job (other than the government programme you mentioned) of at least 10 hours a week?
1 Within past 12 months
2 Over 1, up to 5 years ago
3 Over 5, up to 10 years ago
4 Over 10, up to 20 years ago
5 Over 20 years ago
6 Never had a paid job of 10+ hours a week
8 (Don't Know)
9 (Refusal/NA)

ASK ALL WHOSE SPOUSE/PARTNER HAS EVER WORKED (IF 'in paid work'/'waiting to take up paid work' AT [SEconAct] OR 'Within past 12 months'/'Over 1, up to 5 years go'/ 'Over 5, up to 10 years ago'/'Over 10, up to 20 years ago'/'Over 20 years ago' AT [SLastJob])

Q838 [STitle1]
IF SPOUSE/PARTNER IN PAID WORK (IF 'paid work' AT [SEconAct]): Now I want to ask you about your (husband's/wife's/partner's) present job.
What is (his/her) job?
PROBE IF NECESSARY: What is the name or title of that job?
IF SPOUSE/PARTNER IS WAITING TO TAKE UP PAID WORK (IF 'waiting to take up paid work' AT [SEconAct]): Now I want to ask you about your (husband's/wife's/partner's) future job.
What is (his/her) job?
PROBE IF NECESSARY: What is the name or title of that job?

Q839 [STypeWk]
What kind of work (does/will/did) (he/she) do most of the time?
IF RELEVANT: What materials/machinery (does/will/did) (he/she) use?
Open Question (Maximum of 50 characters)

Q840 [Strain]
What training or qualifications (are/were) needed for that job?
Open Question (Maximum of 50 characters)

Q841 [SSuper]
(Does/Will/Did) (he/she) directly supervise or (is/will/was) (he/she) (be) directly responsible for the work of any other people?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

Q842 [SHany]
How many?
Range: 1 ... 9997

Not on SPSS file.
Called SSuper2 on SPSS file.
ASK ALL WHOSE SPOUSE/PARTNER HAS EVER WORKED (IF 'in paid work' 'waiting to take up paid work' AT [SeqStat] OR 'Within past 12 months' 'Over 1, up to 5 years ago' 'Over 5, up to 10 years ago' 'Over 10, up to 20 years ago' 'Over 20 years ago' AT [LastJob])

Q843 [SSupMan] Can I just check, (is/will/was) (he/she) (be)
READ OUT
1 a manager,
2 a foreman or supervisor,
3 or not?
8 (Don't Know)
9 (Refusal/NA)

Q844 [SEmploye] (Is/Will/Was) (he/she) (be) READ OUT
1 an employee
2 or, self-employed?
8 (Don't Know)
9 (Refusal/NA)

Q845 [SEmpMake] What (does/will/was) the employer (IF SELF-EMPLOYED: (he/she)) make or do at the place where (he/she) usually (works/will work/worked)?
Open Question (Maximum of 50 characters)

Q846 [SEmpWork] Including (himself/herself), roughly how many people (are/were) employed at the place where (he/she) usually (works/will work/worked) (from)?
IF SELF-EMPLOYED: (does/will/did) (he/she) have any employees?
IF YES: PROBE FOR CORRECT PRECODE
0 None
1 Under 10
2 10-24
3 25-99
4 100-499
5 500 or more
8 (Don't Know)
9 (Refusal/NA)

Q847 [SPartFull] (Is/Was) the job READ OUT
1 full-time (30+ HOURS)
2 or, part-time (10-29 HOURS)
8 (Don't Know)
9 (Refusal/NA)

See also derived variable [SeconPos]
1 Not on SPSS file
2 Called SSOC on SPSS file See also derived variables [SManual] [SMinGrp] [SSEmpGrp], [SSEmpGrp]
3 [SEmploye] revised if necessary at the time of SOC coding
4 Called SSempStat on SPSS file
5 Called SIndClass on SPSS variable See also derived variable [SIndClv]
6 Called SSSEG on the SPSS file See also derived variables [SSSEG] [SSSEGGrp2]
Q858 \([s5]\) \((\text{NOT ON SCREEN})\)

s5
Open Question (Maximum of 2 characters)

Q859 \([SC\_s]\) \((\text{NOT ON SCREEN})\)

SOC CLASS
Open Question (Maximum of 1 characters)

Q860 \([NO\_s]\) \((\text{NOT ON SCREEN})\)

H-G
Range: \(1 \ldots 99\)

Q861 \([s6]\) \((\text{NOT ON SCREEN})\)

Open Question (Maximum of 2 characters)

ASK ALL

Q862 \([CarOwn]\)

\textbf{VERSION A}: (May I just check). Do you, or does anyone else in your household, own or have the regular use of a car or a van?
\textbf{VERSION B AND C}: Do you, or does anyone else in your household, own or have the regular use of a car or a van?

\begin{itemize}
  \item [1] Yes
  \item [2] No
  \item [8] (Don't Know)
  \item [9] (Refusal/NA)
\end{itemize}

Q863 \([Any\_New]\)

\textbf{CARD}
Do you (or does your husband/wife/partner) receive any of the state benefits on this card at present?

\begin{itemize}
  \item [1] Yes
  \item [2] No
  \item [8] (Don't Know)
  \item [9] (Refusal/NA)
\end{itemize}

\textbf{IF 'Yes' AT \([Any\_New]\)}

Q864 \([Ben\_FW]\)

\textbf{Which ones?}
Any others?
\textbf{CODE ALL THAT APPLY}
Multicoded (Maximum of 12 codes)

\begin{itemize}
  \item [1] Unemployment benefit
  \item [2] Income support
  \item [3] One-parent benefit
  \item [4] Family credit
  \item [5] Housing benefit (rent-rebate)
  \item [6] Statutory sick pay/sickness benefit
  \item [7] Invalidity benefit
  \item [8] Disability living allowance
  \item [10] Widow's pension
  \item [11] Council tax rebate
  \item [12] Attendance allowance
  \item [14] Severe disablement allowance
  \item [97] Other state benefit(s) \(\text{(PLEASE SAY WHAT)}\)
  \item [98] (Don't know)
  \item [99] (Refusal/NA)
\end{itemize}

Q865 \([Ben1]\)

Unemployment benefit

\begin{itemize}
  \item [1] Yes
  \item [2] No
  \item [8] (Don't Know)
  \item [9] (Refusal/NA)
\end{itemize}

Q866 \([Ben2]\)

Income support

\begin{itemize}
  \item [1] Yes
  \item [2] No
  \item [8] (Don't Know)
  \item [9] (Refusal/NA)
\end{itemize}

Q867 \([Ben3]\)

One-parent benefit

\begin{itemize}
  \item [1] Yes
  \item [2] No
  \item [8] (Don't Know)
  \item [9] (Refusal/NA)
\end{itemize}

\textbf{IF 'Yes' AT \([Any\_New]\)}

\textbf{CODE ALL THAT APPLY}
Multicoded (Maximum of 12 codes)

\begin{itemize}
  \item [1] Unemployment benefit
  \item [2] Income support
  \item [3] One-parent benefit
  \item [4] Family credit
  \item [5] Housing benefit (rent-rebate)
  \item [6] Statutory sick pay/sickness benefit
  \item [7] Invalidity benefit
  \item [8] Disability living allowance
  \item [10] Widow's pension
  \item [11] Council tax rebate
  \item [12] Attendance allowance
  \item [14] Severe disablement allowance
  \item [97] Other state benefit(s) \(\text{(PLEASE SAY WHAT)}\)
  \item [98] (Don't know)
  \item [99] (Refusal/NA)
\end{itemize}

\textbf{IF 'Yes' AT \([Any\_New]\)}

\textbf{CODE ALL THAT APPLY}
Multicoded (Maximum of 12 codes)

\begin{itemize}
  \item [1] Unemployment benefit
  \item [2] Income support
  \item [3] One-parent benefit
  \item [4] Family credit
  \item [5] Housing benefit (rent-rebate)
  \item [6] Statutory sick pay/sickness benefit
  \item [7] Invalidity benefit
  \item [8] Disability living allowance
  \item [10] Widow's pension
  \item [11] Council tax rebate
  \item [12] Attendance allowance
  \item [14] Severe disablement allowance
  \item [97] Other state benefit(s) \(\text{(PLEASE SAY WHAT)}\)
  \item [98] (Don't know)
  \item [99] (Refusal/NA)
\end{itemize}

\textbf{IF 'Yes' AT \([Any\_New]\)}

\textbf{CODE ALL THAT APPLY}
Multicoded (Maximum of 12 codes)

\begin{itemize}
  \item [1] Unemployment benefit
  \item [2] Income support
  \item [3] One-parent benefit
  \item [4] Family credit
  \item [5] Housing benefit (rent-rebate)
  \item [6] Statutory sick pay/sickness benefit
  \item [7] Invalidity benefit
  \item [8] Disability living allowance
  \item [10] Widow's pension
  \item [11] Council tax rebate
  \item [12] Attendance allowance
  \item [14] Severe disablement allowance
  \item [97] Other state benefit(s) \(\text{(PLEASE SAY WHAT)}\)
  \item [98] (Don't know)
  \item [99] (Refusal/NA)
\end{itemize}
Q868 [Ben4] (NOT ON SCREEN) 1
  Family credit
  1  Yes
  2  No
  8  (Don't Know)
  9  (Refusal/NA)

Q869 [Ben5] (NOT ON SCREEN) 2
  Housing benefit (rate or rent rebate)
  1  Yes
  2  No
  8  (Don't Know)
  9  (Refusal/NA)

Q870 [Ben6] (NOT ON SCREEN) 3
  NI sickness benefit
  1  Yes
  2  No
  8  (Don't Know)
  9  (Refusal/NA)

Q871 [Ben7] (NOT ON SCREEN) 4
  Invalidity benefit
  1  Yes
  2  No
  8  (Don't Know)
  9  (Refusal/NA)

Q872 [Ben8] (NOT ON SCREEN) 5
  Disability Living Allowance
  1  Yes
  2  No
  8  (Don't Know)
  9  (Refusal/NA)

Q873 [Ben9] (NOT ON SCREEN) 6
  Disability Working Allowance
  1  Yes
  2  No
  8  (Don't Know)
  9  (Refusal/NA)

Q874 [Ben10] (NOT ON SCREEN) 1
  Widow's pension
  1  Yes
  2  No
  8  (Don't Know)
  9  (Refusal/NA)

Q875 [Ben11] (NOT ON SCREEN) 2
  Community Charge/Council Tax rebate
  1  Yes
  2  No
  8  (Don't Know)
  9  (Refusal/NA)

Q876 [Ben12] (NOT ON SCREEN) 3
  Other state benefit(s)
  1  Yes
  2  No
  8  (Don't Know)
  9  (Refusal/NA)

IF 'Other state benefit(s)' AT [BenftFW] [OthBCH]
  Please specify
  Open Question (Maximum of 40 characters)

Q877 [HidCCH] (NOT ON SCREEN) 2
  Widow's open question
  Open Question (Maximum of 2 characters)

ASK ALL
Q878 [Disab] Do you have any long-standing health problems or disabilities which limit what you can do at work, at home or in your leisure time?
  INTERVIEWER 'LONG-STANDING' MEANS HAVE HAD PROBLEM FOR 3 YEARS OR MORE OR EXPECT PROBLEM TO LAST FOR 3 YEARS OR MORE
  1  Yes
  2  No
  8  (Don't Know)
  9  (Refusal/NA)

Q880 [HHIncome] CARD
  Which of the letters on this card represents the total income of your household from all sources before tax?
  Please just tell me the letter
  NOTE INCLUDES INCOME FROM BENEFITS, SAVINGS, ETC

  1 Derived from [BenftFW] Called [BenftN4] on SPSS file
  2 Derived from [BenftFW] Called [BenftN5] on SPSS file
  3 Derived from [BenftFW] Called [BenftN6] on SPSS file
  4 Derived from [BenftFW] Called [BenftN7] on SPSS file
  5 Derived from [BenftFW] Called [BenftN8] on SPSS file
  6 Derived from [BenftFW] Called [BenftN9] on SPSS file

  Derived from [BenftFW] Called [BenftN10] on SPSS file
  Derived from [BenftFW] Called [BenftN11] on SPSS file
  Derived from [BenftFW] Called [BenftN12] on SPSS file
  Not on SPSS file
ASK ALL IN PAID WORK (IF 'in paid work' AT REconAct)

Q881 [Eearn] *
Which of the letters on this card represents your own gross or total earnings, before deduction of income tax and national insurance?

* [HHIncome] to [Eearn] 1

3 Q
5 T
7 K
9 L
10 B
11 Z
12 M
13 F
14 J
15 D
16 H
17 C
18 G
19 P
20 N
98 (Don't Know)
99 (Refusal/NA)

ASK ALL

Q882 [OwnShare]
Do you (or does your husband/wife/partner) own any shares quoted on the Stock Exchange, including unit trusts?

1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

Q883 [Teleph] 2
Is there a telephone in (your part of) this accommodation?

1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

IF 'Yes' AT [Teleph]

Q884 [TelNum]
Some of my interviews are checked. May I take your telephone number for that purpose?

ADD IF NECESSARY
Your telephone number will not be passed to anyone outside SCPR.

IF NUMBER GIVEN, WRITE ON THE AFF - DO NOT KEY IT IN:

1 Number given
2 Number refused
8 (Don't Know)
9 (Refusal/NA)

ASK ALL

Q885 [Comeback]
In a year's time we may be doing a similar survey and we may wish to include you again. Would this be all right?

1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

Q886 [SExplain] 1
INTERVIEWER: THANK RESPONDENT FOR HIS OR HER HELP AND EXPLAIN ABOUT THE SELF-COMPLETION QUESTIONNAIRE, PLEASE MAKE SURE YOU GIVE THE RESPONDENT VERSION (A/B/C) THEN TELL US WHETHER IT IS TO BE:

1 ... filled in immediately after interview in your presence,
2 or, left behind to be filled in later,
3 or, if the respondent refused.
8 (Don't Know)
9 (Refusal/NA)

Q887 [ETime] 2
End Time
Open Question (Maximum of 8 characters)

Q888 [ELength] 3
THIS INTERVIEW WAS STARTED AT (Start time) AND IT IS NOW (End time).

PLEASE ENTER LENGTH OF INTERVIEW IN MINUTES
(If you have had to stop an interview and start again, just enter time spent interviewing)

Range: 1 ... 150

Q889 [QDate] 4
PLEASE TYPE IN DATE OF INTERVIEW

Date

1 The categories on the Showcard were: Q 3,999; T 4,000-5,999; O 6,000-7,999; K 8,000-9,999; L 10,000-11,999; B 12,000-14,999; N 15,000-17,999; N 18,000-19,999; P 20,000-22,999; J 23,000-25,999; D 26,000-28,999; H 29,000-31,999; C 32,000-34,999; G 35,000-37,999; P 38,000-40,999; N24,1,000.
2 Called [Phone] on SPSS file.
3 Called QFilled on SPSS file.
4 Called Dateint on SPSS file.

1 Called [SelfComp].
2 Called QFilled on SPSS file.
3 Called Duration on SPSS file.
4 Called Dateint on SPSS file.
Q890 [AnyTeen]
IF ANY TEENAGERS OTHER THAN RESPONDENT IN HOUSEHOLD
INTERVIEWER: FROM THE HOUSEHOLD GRID, THE FOLLOWING PEOPLE
HAVE BEEN CODED AS AGED 12-19
(RESPONDENT NOT INCLUDED)
Person number (Number) (Name)
TRANSFER THIS INFORMATION TO YOUR ARF AND PLEASE ADMINISTER
THE YOUNG PERSON'S QUESTIONNAIRE TO EACH OF THESE.
IF NO TEENAGERS (OTHER THAN RESPONDENT) IN HOUSEHOLD
INTERVIEWER: FROM THE HOUSEHOLD GRID, THE FOLLOWING PEOPLE
HAVE BEEN CODED AS AGED 12-19
(RESPONDENT NOT INCLUDED)
No 12-19 year olds in household
1 Continue
8 (Don't Know)
9 (Refusal/NA)

ASK ALL
Q891 [Cardno] (NOT ON SCREEN){
Hidden spare cols for emergencies
Open Question (Maximum of 5 characters)

ADMIN BLOCK (No question numbers in Admin Block)
ASK ALL
{Serial} (NOT ON SCREEN - SUPPLIED BY SETUP FILE){
Serial
Range 60001 69997
{Cardno} (NOT ON SCREEN - SUPPLIED BY SETUP FILE){
Card number
Range 1 97
{Spare3} (NOT ON SCREEN - SUPPLIED BY SETUP FILE){
3 spare cols
Open Question (Maximum of 3 characters)
{Region} (NOT ON SCREEN - SUPPLIED BY SETUP FILE){
REGION
Range 1 11
{Field} (NOT ON SCREEN - SUPPLIED BY SETUP FILE)
FIELD AREA
Range 1 9
{Spoint} (NOT ON SCREEN - SUPPLIED BY SETUP FILE)
SAMPLE POINT
Range 1 9997
{Version} (NOT ON SCREEN - SUPPLIED BY SETUP FILE){
VERSION (A=1, B=2, C=3)
Range 1 3
{Sector} (NOT ON SCREEN - SUPPLIED BY SETUP FILE)
POSTCODE SECTOR
Open Question (Maximum of 5 characters)
{IntNum} (NOT ON SCREEN - SUPPLIED BY SETUP FILE){
INTERVIEWER NUMBER
Range 1 9997
{IssNum} (NOT ON SCREEN - SUPPLIED BY SETUP FILE){
ISSUE NUMBER
Range 1 7
{QStart} (NOT ON SCREEN){
Start of q're reached MIRRORS newsgov reax
1 MALE
2 FEMALE
8 (Don't Know)
9 (Refusal/NA)

1 Not on SPSS file
1 Not on SPSS file Note that this is not the same as the derived variable
called (Region)
SBCOND AND SUBSEQUENT CALLS:

Date of call No. (call number) ...

SECOND AND SUBSEQUENT CALLS:

Time of call No. (call number) ...

INTERVIEWER: IF NO CALLS MADE ENTER "DON'T KNOW".

SECOND AND SUBSEQUENT CALLS:

Date of call No. (call number) ...

INTERVIEWER: IF NO CALLS MADE ENTER "DON'T KNOW".

CURRENT Interview Status

UPDATE THIS BEFORE EACH RETURN OF WORK TO HEAD OFFICE.

ONCE SET TO 3, IT CANNOT BE CHANGED

0 No work done yet
1 Calls made but no contact
2 Contact made, no work yet done on questionnaire
3 Interview started/Any interviewing done
4 Other - no interviewing required (eg. ineligible/deadwood/refusal)
5 (Don't Know)
6 (Refusal/NA)

[IncStat] NOT ON SCREEN

Reminder/Note for opening menu (OPTIONAL)

ENTER IN HERE ANY USEFUL DETAILS YOU WISH TO APPEAR ON THE ADDRESS MENU.

Open Question (Maximum of 50 characters)

[Choice]

INTERVIEWER: DO YOU NOW WANT TO ...

...RETURN TO THE MENU OR ...

FILL IN THE ADMIN DETAILS?

DO NOT SELECT ADMIN UNTIL YOU ARE READY TO PREPARE

THIS QUESTIONNAIRE FOR DISPATCH TO HEAD OFFICE

RETURN TO THE ADDRESS MENU -without filling in the admin details?

FILL IN THE ADMIN DETAILS - and prepare this interview for

return to Head Office?

INTERVIEWER: Do not select code 5 until you are sure you wish to

send this questionnaire to Head Office

5 (Don't Know)
6 (Refusal/NA)

[Choice] NOT ON SCREEN

PROTECTED

1 RETURN TO THE ADDRESS MENU -without filling in the admin details?

FILL IN THE ADMIN DETAILS - and prepare this interview for

return to Head Office?

INTERVIEWER: Do not select code 5 until you are sure you wish to

send this questionnaire to Head Office

8 (Don't Know)
9 (Refusal/NA)

IF "FILL IN ADMIN DETAILS' AT [Choice]

[IncStat]

ENTER TOTAL NUMBER OF VISITS

Range: 1 ... 10

CALLS AND OUTCOME GRID: QUESTIONS [TNC] TO [CallDur] ARE ASKED

ONCE FOR EACH CALL AT [TNC]

FIRST CALL:

Date of call No. (call number) ...

INTERVIEWER: IF NO CALLS MADE ENTER "DON'T KNOW".

SECOND AND SUBSEQUENT CALLS:

Time of call No. (call number) ...

INTERVIEWER: IF NO CALLS MADE ENTER "DON'T KNOW".

SECOND AND SUBSEQUENT CALLS:

Time of call No. (call number) ...

INTERVIEWER: IF NO CALLS MADE ENTER "DON'T KNOW".

SECOND AND SUBSEQUENT CALLS:

Code the result of call No. (call number)...

INTERVIEWER: IF NO CALLS MADE ENTER "DON'T KNOW".

SECOND AND SUBSEQUENT CALLS:

Code the result of call No. (call number)...

Multicoded (Maximum of 3 codes)

1 No contact with anyone
2 Respondent selection completed
3 Appointment made
4 Full / partial interview achieved
5 Interviewer withdraws/all other results
8 (Don't know)
9 (Refusal/NA)

[End] NOT ON SCREEN

End of q're reached. SET BY classif.comeback

1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

[IncStat] NOT ON SCREEN

Reminder/Note for opening menu (OPTIONAL)

ENTER IN HERE ANY USEFUL DETAILS YOU WISH TO APPEAR ON THE ADDRESS MENU.

Open Question (Maximum of 50 characters)

[Choice]

INTERVIEWER: DO YOU NOW WANT TO ...

...RETURN TO THE MENU OR ...

FILL IN THE ADMIN DETAILS?

DO NOT SELECT ADMIN UNTIL YOU ARE READY TO PREPARE

THIS QUESTIONNAIRE FOR DISPATCH TO HEAD OFFICE

RETURN TO THE ADDRESS MENU -without filling in the admin details?

FILL IN THE ADMIN DETAILS - and prepare this interview for

return to Head Office?

INTERVIEWER: Do not select code 5 until you are sure you wish to

send this questionnaire to Head Office

8 (Don't Know)
9 (Refusal/NA)

[Choice] NOT ON SCREEN

PROTECTED

1 RETURN TO THE ADDRESS MENU -without filling in the admin details?

FILL IN THE ADMIN DETAILS - and prepare this interview for

return to Head Office?

INTERVIEWER: Do not select code 5 until you are sure you wish to

send this questionnaire to Head Office

8 (Don't Know)
9 (Refusal/NA)
CALL DURATION

Time spent interviewing for call No (call number)

Range 0-300

IF 'FILL IN ADMIN DETAILS' AT [Choice]

[PCallID] (NOT ON SCREEN - CALCULATED BY PROGRAM)

ENTER CALL DATE OF FIRST CALL

Range 1-31

[PCallM] (NOT ON SCREEN - CALCULATED BY PROGRAM)

ENTER CALL MONTH OF FIRST CALL

Range 1-12

[LCallID] (NOT ON SCREEN - CALCULATED BY PROGRAM)

ENTER CALL DATE OF LAST CALL

Range 1-31

[LCallM] (NOT ON SCREEN - CALCULATED BY PROGRAM)

ENTER CALL MONTH OF LAST CALL

Range 1-12

RESP OUTCOME

PLEASE ENTER FINAL OUTCOME FOR THE MAIN QUESTIONNAIRE

1. Insufficient address
2. Not traced
3. Not yet built/not yet ready for occupation
4. Derelict/demolished
5. Empty
6. Business/industrial only
7. Institution only
8. Weekend or holiday home
9. Other deadwood
10. No contact (no DU selection)
11. DU information refused
12. No contact (no person selection)
13. No persons information refused
14. Interview obtained with selected adult - and no 12-19 year old in household eligible for interview
15. - and (all) eligible 12-19 year old(s) in household interviewed
16. - and outcome from one or more eligible 12-19 year old(s) not yet known (Contact sheet filled in and returned)
17. - but one or more eligible 12-19 year old(s) not interviewed and no further attempts to be made
18. Office refusal
19. No contact with selected adult after 4+ calls
20. Personal refusal by selected adult
21. Proxy refusal
22. Broken appointment, no recontact
23. Ill at home during survey period
24. Away in hospital during survey period
25. Selected adult senile/incapacitated
26. Inadequate English
27. Other reason for no interview
28. Only partially completed
29. (Don't Know)
30. (Refusal/NA)
31. Not on SPSS file
32. 119

IF OUTCOME CODE 23 OR ABOVE

(DUNo)

PLEASE ENTER NUMBER OF OCCUPIED UNITS

Range 1-97

IF MORE THAN ONE DWELLING UNIT

(Dusel)

PLEASE ENTER 'DU CODE' OF SELECTED DU

Range 1-97

IF FULL OR PARTIAL INTERVIEW

(PersNo)

PLEASE ENTER NO. OF PEOPLE AGED 18+

Range 1-20

IF MORE THAN ONE PERSON AGED 18+

(PersSel)

PLEASE ENTER 'PERSON NUMBER' OF SELECTED ADULT

Range 1-20

IF FULL INTERVIEW

(SCrct)

PLEASE RECORD HOW SELF-COMPLETION QUESTIONNAIRE IS BEING RETURNED

1. Your plans now - code one only
2. To return it together with disk
3. To collect it yourself return it separately from disk
4. To ask the respondent to post it back to the office
5. OOO
6. OOO
7. OOO
8. OOO
9. OOO
10. (Don't Know)
11. (Refusal/NA)
12. OOO
13. OOO
14. OOO
15. OOO
16. OOO
17. OOO
18. OOO
19. OOO
20. OOO
21. OOO
22. OOO
23. OOO
24. OOO
25. OOO
26. OOO
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87. OOO
88. OOO
89. OOO
90. OOO
91. OOO
92. OOO
93. OOO
94. OOO
95. OOO
96. OOO
97. OOO
98. OOO
99. OOO

IF FULL OR PARTIAL INTERVIEW

[Length]

PLEASE ENTER LENGTH OF INTERVIEW IN MINUTES

Range 1-150

[NumTeen]

Number of teenagers recorded on grid

Range 0-15

1. Called [Dwelling] on SPSS file
2. Not on SPSS file
3. Called [HouseAdult] on SPSS file
Once for each teenager at [NumTeen]

Please key in current outcome code for young person (PERSON No. number)

51 Full interview obtained
52 No contact with named person
53 Personal refusal by named person
54 Proxy refusal (on behalf of named person)
55 Broken appointment, no recontact
75 Ill at home during survey period
76 Away at college/in hospital etc. during survey period
77 Named person incapacitated
78 Other reason for no interview
80 Only partially completed
90 No final outcome yet
98 (Don't know)
99 (Refusal/NA)

If full or partial interview with teenager (if outcome code $1 or 80 at [Toute])

[TintLen] 1

Please enter length of interview for this person

Range: 1 ... 100

If 'Fill in admin details' at [Choice]

[Spare] (NOT ON SCREEN) 1

Spare columns

Open question (maximum of 15 characters)

[IntDone] 1

Have you completed all post-interview coding, checking & notes?

Code 1 (Yes) signals that this interview is ready for return of work to head office.

1 Yes, completed all coding etc.
2 Not yet
8 (Don't know)
9 (Refusal/NA)

Version B

Countryside/Environment (Version B)

Q588 [CargoCSl] (Not on screen) 1

cargoCSl

Open question (maximum of 12 characters)

Q589 [Spoils] 1

Now a few questions about the countryside. What, if anything, do you think spoils or threatens the countryside in Britain these days? What else? And what else? Prose until 'No'. Record word for word.

Continue in a note (ctrl + F4). If necessary

Open question (maximum of 100 characters)

Q590 [HidSp] (Not on screen) 1

Hidsp

Open question (maximum of 20 characters)

Q591 [CargoSp] (Not on screen) 1

cargoSp

Open question (maximum of 20 characters)

Q592 [CThreatl] 1

Card

Which, if any, of the things on this card do you think is the greatest threat to the countryside?

If you think none of them is a threat, or something not on the card please say so.

Code one only

Interviewer: do not try to change the answer at previous question ('Spoils')

1 Motorways and road building
2 Industrial pollution
3 Removal by farmers of traditional landscapes, such as hedgerows, woodlands
4 Too many people visiting the countryside
5 Rubbish-tipping and litter
6 Urban growth and housing development
7 Use of chemicals and pesticides in farming
86 (None of these)
97 Other answer (WRITE IN)
98 (Don't know)
99 (Refusal/NA)

This is not on SPSS file.

Q593 [OthCSA OthSpec]  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 40 characters)

Q594 [OthCSA HidCode] (NOT ON SCREEN)
Hidden category for coding if needed  
Open Question (Maximum of 2 characters)

IF ANSWER GIVEN AT [CThreat1]

Q595 [CThreat2] *
And which do you think is the next greatest threat (to the countryside)?
CODE ONE ONLY
1 Motorways and road building
2 Industrial pollution
3 Removal by farmers of traditional landscapes, such as hedges, woodlands
4 Too many people visiting the countryside
5 Rubbish-tipping and litter
6 Urban growth and housing development
7 Use of chemicals and pesticides in farming
8 (None of these)
9 Other answer (WRITE IN)
97 (Don't Know)
99 (Refusal/NA)

IF 'Other answer' AT [CThreat1]

Q596 [OthCSA OthSpec]  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 40 characters)

Q597 [OthCSA HidCode] (NOT ON SCREEN)
Hidden category for coding if needed  
Open Question (Maximum of 2 characters)

VERSION B: ASK ALL

Q598 [Crowded1] *
CARD
Beauty spots and other popular places in the countryside often get crowded. Suppose one of these was visited so much that its peace and quiet was being spoiled. Using this card, are you in favour of or against cutting down or closing car parks near the site?

Q599 [Crowded2] *
(To limit the number of visitors, are you in favour of or against ) stopping anyone at all from visiting it at particular times each year?

Q600 [Crowded1] *
(To limit the number of visitors, are you in favour of or against ) making visitors pay and using the extra money to help protect it?

Q601 [Crowded4] *
(To limit the number of visitors, are you in favour of or against ) issuing free permits in advance so people will have to plan their visits?

Q602 [Crowded5] *
(To limit the number of visitors, are you in favour of or against ) cutting down on advertising and promoting it?

Q603 [Crowded6] *
(To limit the number of visitors, are you in favour of or against ) advertising and promoting other popular places in the countryside instead?

* [Crowded1] to [Crowded6]

1 Strongly in favour
2 In favour
3 Neither in favour nor against
4 Against
5 Strongly against
8 (Don't Know)
9 (Refusal/NA)

Q604 [ConDev1]  
Suppose you heard that a housing development was being planned in a part of the countryside you knew and liked. Would you be concerned by this, or not?

1 Yes, concerned
2 No
8 (Don't Know)
9 (Refusal/NA)

IF 'Yes' AT [ConDev1]

Q605 [DevDo]  
CARD
Would you personally be likely to do any of these things about it? Any others?
CODE ALL THAT APPLY
Multicoded (Maximum of 8 codes)
0 (No, would take no action)
1 Contact MP or councillor
2 Contact a government or planning department
3 Contact radio, TV or a newspaper
4 Sign a petition
5 Join a conservation group
6 Give money to a campaign
7 Volunteer to work for a campaign
8 Go on a protest march or demonstration
98 (Don't know)
99 (Refusal/NA)

Now suppose you heard that a site where wildflowers grew was going to be ploughed for farmland. Would you be concerned by this, or not?

1 Yes, concerned
2 No
8 (Don't Know)
9 (Refusal/NA)

If 'Yes' at [ConfFlwr]

Would you personally be likely to do any of these things about it? Any others?

1 Contact an MP or councillor
2 Contact a government or planning department
3 Contact radio, TV or a newspaper
4 Sign a petition
5 Join a conservation group
6 Give money to a campaign
7 Volunteer to work for a campaign
8 Go on a protest march or demonstration
9 (Don't know)
9 (Refusal/NA)

Have you ever done any of the things on the card to help protect the countryside? Any others?

1 Contacted an MP or councillor
2 Contacted a government or planning department
3 Contacted radio, TV or a newspaper
4 Signed a petition
5 Joined a conservation group
6 Given money to a campaign
7 Volunteered to work for a campaign
8 Gone on a protest march or demonstration
9 (Don't know)
9 (Refusal/NA)

Open Question (Maximum of 12 characters)
TRANSPORT (VERSION B)

VERSION B: ASK ALL
Q611 [CargoTr1] (NOT ON SCREEN) 1
CargoTr1
Open Question (Maximum of 12 characters)
Q612 [TrfPrb6] *
CARD
Now thinking about traffic and transport problems, how serious a problem is congestion on motorways?
Q613 [TrfPrb7] *
CARD AGAIN
(And how serious a problem for you is ) increased traffic on country roads and lanes?
Q614 [TrfPrb8] *
CARD AGAIN
(And how serious a problem for you is ) traffic congestion at popular places in the countryside?
Q615 [TrfPrb9] *
CARD AGAIN
(And how serious a problem for you is ) traffic congestion in towns and cities?
Q616 [TrfPrb10] *
CARD AGAIN
(And how serious a problem for you is ) exhaust fumes from traffic in towns and cities?
Q617 [TrfPrb11] *
CARD AGAIN
(And how serious a problem for you is ) noise from traffic in towns and cities?

* [TrfPrb6] to [TrfPrb11]
1 A very serious problem
2 A serious problem
3 Not a very serious problem
4 Not a problem at all
8 (Don't Know)
9 (Refusal/NA)

Q618 [TransCar]
May I just check, do you, or does anyone else in your household, own or have the regular use of a car or a van? IF 'YES', FROBE FOR WHETHER RESPONDENT, OR OTHER PERSON(S), OR BOTH
1 Yes, respondent
2 Yes, other
3 Yes, both
4 No
8 (Don't Know)
9 (Refusal/NA)

IF 'Yes' AT [TransCar]
Q619 [NumbCars]
How many vehicles in all?
1 One
2 Two
3 Three
4 Four
5 Five or more
8 (Don't Know)
9 (Refusal/NA)

IF ONE OR MORE VEHICLES AT [NumbCars]
Q620 [CompCar]
Is this vehicle (Are any of these vehicles ) provided by an employer or run as a business expense?
0 No, none
1 Yes, one (of them)
2 Yes, two (of them)
3 Yes, three or more (of them)
8 (Don't Know)
9 (Refusal/NA)

Q621 [Drive]
(May I just check) do you drive a car at all these days?
1 Yes
2 No
8 (Don't Know)
9 (Refusal/NA)

IF 'Yes' AT [Drive]
Q622 [Travel1] *
CARD
How often nowadays do you usually travel by car as a driver?

VERSION B: ASK ALL
Q623 [Travel2] *
CARD AGAIN
(And how often do you usually ) travel by car as a passenger?

\* Not on SPSS file
Q624 [Travel3] *
CARD AGAIN
(And how often do you usually ...) ... travel by local bus?

Q625 [Travel4] *
CARD AGAIN
(And how often do you usually ...) ... travel by train?

Q626 [Travel6] *
CARD AGAIN
(And how often do you usually ...) ... travel by bicycle?

Q627 [Travel7] *
CARD AGAIN
(And how often do you usually ...) ... walk for over half an hour to or from work, the shops or for any other purpose?

Q628 [Travel8] *
CARD AGAIN
(And how often do you usually ...) ... walk for over half an hour just for exercise or pleasure?

* [Travel1] to [Travel8]

1 Every day or nearly every day
2 2-5 days a week
3 Once a week
4 Less often but at least once a month
5 Less often than that
6 Never nowadays
7 (Don't Know)
8 (Refusal/NA)

Q629 [CargoTr2] (NOT ON SCREEN)*
CargoTr2
Open Question (Maximum of 12 characters)

VERSION C

ECONOMIC PROSPECTS (VERSION C)

Q630 VERSION C: ASK ALL [CargoEP1.Sproc1] (NOT ON SCREEN)*
Hidden spare cols for emergencies!
Open Question (Maximum of 5 characters)

Q631 [Cardno] (NOT ON SCREEN)*
cardno
Range: 1 ... 97

Q632 [CargoEP2.Sproc1] (NOT ON SCREEN)*
Hidden spare cols for emergencies!
Open Question (Maximum of 5 characters)

Q633 [Prices] *
Now I would like to ask you about two economic problems - inflation and unemployment.
First, inflation: in a year from now, do you expect prices generally to have gone up, to have stayed the same, or to have gone down?
IF GONE UP OR GONE DOWN: By a lot or a little?

Q634 [Unemp] *
Second, unemployment:
in a year from now, do you expect unemployment to have gone up, to have stayed the same, or to have gone down?
IF GONE UP OR GONE DOWN: By a lot or a little?

* [Prices] and [Unemp]

1 To have gone up by a lot
2 To have gone up by a little
3 To have stayed the same
4 To have gone down by a little
5 To have gone down by a lot
6 (Don't Know)
7 (Refusal/NA)

Q635 [UnempInf]
If the government had to choose between keeping down inflation or keeping down unemployment, to which do you think it should give highest priority?

1 Keeping down inflation
2 Keeping down unemployment
3 Other answer [WRITE IN]
4 (Don't Know)
5 (Refusal/NA)
Q636 [OthVCD OthSpec]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q637 [OthVCD OthSpec]
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

Q638 [OthVCD OthSpec]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q639 [OthVCD OthSpec]
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

Q640 [OthVCD OthSpec]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q641 [OthVCD OthSpec]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q642 [OthVCD OthSpec]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q643 [TaxHi] * CARD
Generally, how would you describe levels of taxation?
Firstly, for those with high incomes?
Please choose a phrase from this card

Q644 [TaxMid] * CARD
Next for those with middle incomes?
Please choose a phrase from this card

Q645 [TaxLow] * CARD
Next for those with low incomes?
Please choose a phrase from this card

Q646 [SRIinc] CARD
Among which group would you place yourself?

Q647 [HincDiff] CARD
Which of the phrases on this card would you say comes closest
to your feelings about your household's income these days?

Q648 [IncomGap] CARD
Thinking of income levels generally in Britain today, would
you say that the gap between those with high incomes and
those with low incomes is

[Refusal/NA]

Not on SPSS file

1. On SPSS file, the order of codes 1-5 is reversed

2. Not on SPSS file
Q649 [OtherCP_HidCode] (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

VERSION C: ASK ALL
Q650 [HIncPast]
Looking back over the last year or so, would you say your household's income has ... READ OUT ...
1 ... fallen behind prices,
2 kept up with prices,
3 or, gone up by more than prices?
8 (Don't Know)
9 (Refusal/NA)

Q651 [HIncXpct]
And looking forward to the year ahead, do you expect your household's income will ... READ OUT ...
1 ... fall behind prices,
2 keep up with prices,
3 or, go up by more than prices?
8 (Don't Know)
9 (Refusal/NA)

Q652 [CargoEP3] (NOT ON SCREEN)
CargoEP3
Open Question (Maximum of 12 characters)

CHARITABLE GIVING (VERSION C)

VERSION C: ASK ALL
Q653 [CargoChl] (NOT ON SCREEN)
CargoChl
Open Question (Maximum of 12 characters)

Q654 [Lottr1]
CARD
Money raised by the National Lottery will be spent on many kinds of causes. Please use this card to say what you think about spending extra money on helping homeless people in Britain

Q655 [Lottr2]
CARD
(And extra money raised by the National Lottery...) ... helping disabled people in Britain?

Q656 [Lottr3]
CARD
And what about money from the National Lottery being spent on helping starving people in poor countries?

Q657 [Lottr4]
CARD
(And extra money raised by the National Lottery...) ... helping ex-prisoners to find homes and jobs?

Q658 [Lottr5]
CARD
(And extra money raised by the National Lottery...) ... helping to restore historic buildings in Britain?

Q659 [Lottr6]
CARD
And what about it being spent on supporting art galleries, theatres and orchestras in Britain?

Q660 [Lottr7]
CARD
(And extra money raised by the National Lottery...) ... helping to protect the environment?

Q661 [Lottr8]
CARD
(And extra money raised by the National Lottery...) ... providing sports facilities in Britain?

Q662 [Lottr9]
CARD
And National lottery money spent on helping to prevent cruelty to animals in Britain?

Not on SPSS file.
Card: And extra money raised by the National Lottery helping to protect children in need in Britain?

Card: And National Lottery money spent on medical research in Britain?

Open Question (Maximum of 12 characters)

1. An excellent way to spend it
2. A very good way
3. Quite a good way
4. Not a very good way
5. Should not be spent on this at all
8. (Don't Know)
9. (Refusal/NA)

Open Question (Maximum of 12 characters)

Card: And National Lottery money spent on medical research in Britain?

Card: And National Lottery money spent on medical research in Britain?

Card: And National Lottery money spent on medical research in Britain?

Card: And National Lottery money spent on medical research in Britain?

Card: And National Lottery money spent on medical research in Britain?

Card: And National Lottery money spent on medical research in Britain?

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Card: And National Lottery money spent on medical research in Britain?

Card: And National Lottery money spent on medical research in Britain?

Card: And National Lottery money spent on medical research in Britain?

Card: And National Lottery money spent on medical research in Britain?

Card: And National Lottery money spent on medical research in Britain?

Card: And National Lottery money spent on medical research in Britain?
Q671 [MComb3]
If he does make maintenance payments for the child, should the amount depend on his income, or not?
1 Yes
2 No
3 (Don’t Know)
9 (Refusal/NA)

Q672 [MComb3]
Do you think the amount of maintenance should depend on the mother’s income, or not?
1 Yes
2 No
3 (Don’t Know)
9 (Refusal/NA)

Q673 [MComb3]
Suppose the mother now marries someone else. Should the child’s natural father go on paying maintenance for the child, should he stop, or should it depend on the step-father’s income?
1 Continue
2 Stop
3 Depends
8 (Don’t Know)
9 (Refusal/NA)

Q674 [WorseOff]
CARD
Please look at this card and say, as far as money is concerned, what you think happens when a marriage breaks up.
1 The woman nearly always comes off worse than the man
2 The woman usually comes off worse than the man
3 The woman and the man usually come off about the same
4 The man usually comes off worse than the woman
5 The man nearly always comes off worse than the woman
6 (Varies/depends)
7 Other answer (WRITE IN)
8 (Don’t Know)
9 (Refusal/NA)

IF ‘Other answer’ AT [WorseOff]

Q675 [OthVCZ. OthSpec]
WRITE IN OTHER ANSWER GIVEN
Open Question (Maximum of 40 characters)

Q676 [OthVCZ.HidCode] (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 40 characters)

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Q683 [WhyNeed] CARd
Why do you think there are people who live in need? Of the four views on this card, which one comes closest to your own?
CODE ONE ONLY
1 Because they have been unlucky
2 Because of laziness or lack of willpower
3 Because of injustice in our society
4 It's an inevitable part of modern life
5 (None of these)
6 Other answer (WRITE IN)
7 (Don't Know)
8 (Refusal/NA)

IF 'Other answer' AT [WhyNeed]
WRITE IN OTHER ANSWER GIVEN
Q684 [OthVCY OthSpec]
Open Question (Maximum of 40 characters)
Q685 [OthVCY HidCode] (NOT ON SCREEN)
Hidden category for coding if needed
Open Question (Maximum of 2 characters)

VERSION C ASk ALL
Q686 [FeelPoor] How often do you and your household feel poor nowadays
READ OUT
1 never
2 every now and then
3 often
4 or, almost all the time?
5 (Don't Know)
6 (Refusal/NA)

VERSION (SHORT) (VERSION C)
Q687 [Divorce]
VERSION C ASK ALL
IN ENGLAND AND WALES
Do you think that divorce in Britain should be
READ OUT
IN SCOTLAND
Do you think that divorce in Scotland should be
READ OUT
1 easier to obtain than it is now
2 more difficult
3 or, should things remain as they are?
4 (Don't Know)
5 (Refusal/NA)

Q688 [SexLaw]
There is a law in Britain against sex discrimination, that is against giving unfair preference to men or to women in employment, pay and so on. Do you generally support or oppose the idea of a law for this purpose?
1 Support
2 Oppose
3 (Don't Know)
4 (Refusal/NA)

IF 'Support' AT [SexLaw]
Q689 [StrictSex]
Do you think that the present law against sex discrimination should be
READ OUT
PROBE IF NECESSARY From what you know or have heard
1 used more strictly
2 used less strictly
3 or, is it about right?
4 (Don't Know)
5 (Refusal/NA)
EDUCATION (VERSION C)

VERSION C: ASK ALL

Q690 [CargoEdl] (NOT ON SCREEN)†

CargoEdl
Open Question (Maximum of 12 characters)

Q691 [PSOpp]
And now a few questions about education. Thinking about the opportunities that children under 5 have to go to nursery schools or other pre-schooling, should these opportunities be increased, or reduced, or are they at about the right level now?

IF INCREASED OR REDUCED: A lot or a little?
1 Increased a lot
2 Increased a little
3 About right
4 Reduced a little
5 Reduced a lot
6 (Don't Know)
7 (Refusal/NA)

Q692 [PSAdv1]
Would you say that children who have some sort of pre-schooling do better in their later school work, do worse, or in the end does it make little difference?
1 Do better
2 Do worse
3 Makes little difference
4 (Varies/depends on the person)
5 Reduced a lot
6 (Don't Know)
7 (Refusal/NA)

Q693 [PSAdv2]
And what about their behaviour at school? Would you say children who have some sort of pre-schooling are better behaved in their later school life, less well behaved, or in the end does it make little difference?
1 Better behaved
2 Less well behaved
3 Makes little difference
4 (Varies/depends on the person)
5 Reduced a lot
6 (Don't Know)
7 (Refusal/NA)

Q694 [PubRes]
It is now compulsory for state secondary schools to publish their exam results. How useful do you think this information is for parents of present or future pupils? Is it ...

Q695 [PSTest1]*
And how useful do you think it would be for parents if schools for seven to eleven year olds published their test results? Would it be...

* [PubRes] and [PSTest1]
1 ... very useful.
2 quite useful.
3 or, not really useful?
4 (Don't Know)
5 (Refusal/NA)

Q696 [ParInf1]
And how helpful do you think it would be for parents to have information on each of these things for state secondary schools in their area?

1 ... truancy records?

Q697 [ParInf2]
(And how helpful do you think it would be for parents to have information on ...) ...

Q698 [ParInf3]
(And how helpful do you think it would be for parents to have information on ...) ...

Q699 [ParInf4]
(And how helpful do you think it would be for parents to have information on ...) ...

Q700 (ParInf5)
(And how helpful do you think it would be for parents to have information on ...) ...

Q701 (ParSayTeac)
Please choose a phrase from this card to show how much say parents should have in what is taught in schools?

† Not on SPSS file.
† Called [PSBehav] on the SPSS file.
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Q702 [PaySayDi] 1
CARD AGAIN
And how much say should parents have in the kinds of
punishment that are used in schools? Please choose an answer
from this card
* [PaySayTe] and [PaySayDi] 1
1 All of the say
2 Some
3 Not very much
4 No say at all
8 (Don't Know)
9 (Refusal/NA)
Q703 [SchSelec] 1
CARD
Which of the following statements comes closest to your views
about what kind of secondary school children should go to?
1 Children should go to a different kind of secondary school,
according to how well they do at primary school
2 All children should go to the same kind of secondary school,
no matter how well or badly they do at primary school
8 (Don't Know)
9 (Refusal/NA)
Q704 [EdOpp] 1
Do you feel that opportunities for young people in Britain to
go on to higher education - to a university or college -
should be increased or reduced, or are they at about the
right level now?
IF INCREASED OR REDUCED: A lot or a little?
1 Increased a lot
2 Increased a little
3 About right
4 Reduced a little
5 Reduced a lot
8 (Don't Know)
9 (Refusal/NA)
Q705 [Hefees] 1
At present, British university students get their teaching
fees paid by their Local Authorities.
Do you think that students should READ OUT
1 pay something towards their own teaching fees,
2 or, should Local Authorities continue to pay the whole
amount?
8 (Don't Know)
9 (Refusal/NA)
Q706 [EdSpend] 1
CARD
Which of the groups on this card, if any, would be your
highest priority for extra government spending on education?
ONE CODE ONLY FOR HIGHEST PRIORITY
* Called [PSayDisc] on SPSS file
Q707 [EdSpend2] *
And which is your next highest priority?
ONE CODE ONLY FOR NEXT HIGHEST
* [EdSpend] and [EdSpend2] 1
1 Nursery or pre-school children
2 Primary school children
3 Secondary school children
4 Less able children with special needs
5 Students at colleges or universities
6 (None of these)
8 (Don't Know)
9 (Refusal/NA)
Q708 [Future16] 1
Suppose you were advising a 16 year old about their future
Would you say they should READ OUT
1 stay on in full-time education to get their 'A' levels,
2 or, study full-time to get other sorts of qualifications,
3 or, leave full-time education and get work experience in a
job?
4 (Varies/depends on the person)
8 (Don't Know)
9 (Refusal/NA)
Q709 [CargoEd2] (NOT ON SCREEN)
Cargoed2
Open Question (Maximum of 12 characters)
Versions A, B
Newspaper readership/party identification/politics

In a general election:

I vote for a party regardless of the candidate
I vote for a party only if I approve of the candidate
I vote for a candidate regardless of his or her party
I do not generally vote at all

Version C
Public spending, welfare benefits & healthcare

CARD A

Version C
Public spending, welfare benefits & healthcare

CARD B

Retirement pensions
Child benefits
Benefits for the unemployed
Benefits for disabled people
Benefits for single parents

Education
Defence
Health
Housing
Public transport
Roads
Police and prisons
Social security benefits
Help for industry
Overseas aid

Reduce taxes and spend less on health, education and social benefits

Keep taxes and spending on these services at the same level as now

Increase taxes and spend more on health, education and social benefits
CARD C

Very satisfied
Quite satisfied
Neither satisfied nor dissatisfied
Quite dissatisfied
Very dissatisfied

CARD E

Very worried
Fairly worried
Not very worried
Not at all worried

CARD D

Definitely would
Probably would
Probably would not
Definitely would not

CARD F

My biggest worry is
My health
Family problems
Crime
Money or bills
Things happening around the world
CARD G

In full-time education (not paid for by employer, including on vacation)
On government training/employment programme (eg. Employment Training, Youth Training etc.)
In paid work (or away temporarily) for at least 10 hours in the week
Waiting to take up paid work already accepted
Unemployed and registered at a benefit office
Unemployed, not registered, but actively looking for a job
Unemployed, wanting a job (of at least 10 hours a week), but not actively looking for a job
Permanently sick or disabled
Wholly retired from work
Looking after the home

CARD H

Much too big a gap
Too big
About right
Too small
Much too small a gap

CARD I

Firm will close down
I will be declared redundant
I will reach normal retirement age
My contract of employment will expire
I will take early retirement
I will decide to leave and work for another employer
I will decide to leave and work for myself, as self-employed
I will leave to look after home/children/relative

CARD J

Unions or Staff Associations should try to:

Improve working conditions
Improve pay
Protect existing jobs
Have more say over how work is done day-to-day
Have more say over management's long-term plans
Work for equal opportunities for women
Work for equal opportunities for ethnic minorities
Reduce pay differences at the workplace
CARD K

In my job

I only work as hard as I have to

I work hard, but not so that it interferes with the rest of my life

I make a point of doing the best I can, even if it sometimes does interfere with the rest of my life

CARD L

Not available - and I would not use it if it were

Not available - but I would use it if it were

Available - but I do not use it

Available - and I do use it

CARD M

I work only while they are at school
They look after themselves until I get home
I work from home
A mother's help or nanny looks after them at home
They go to a work-place nursery
They go to a day nursery
They go to a child-minder
A relative looks after them
A friend or neighbour looks after them
My husband/wife/partner looks after them

CARD N

I would work only while they are at school
They would look after themselves until I got home
I would work from home
A mother's help or nanny would look after them at home
They would go to a work-place nursery
They would go to a council-funded day nursery
They would go to a private day nursery
They would go to a child-minder
A relative would look after them
A friend or neighbour would look after them
My husband/wife/partner would look after them
A mother's help or nanny looks after them at home
They go to a day-nursery
They go to a child-minder
A relative looks after them
A friend or neighbour looks after them
My husband/wife/partner looks after them

Very important
Fairly important
Not very important
Not at all important
Does not apply to me

The newspaper:
Definitely should have the legal right to keep the person's name secret
Probably should
Probably should not
Definitely should not have the legal right
<table>
<thead>
<tr>
<th>CARD AB</th>
<th>CARD AD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLACK</td>
<td>of African or Caribbean or other origin</td>
</tr>
<tr>
<td>ASIAN</td>
<td>of Indian origin</td>
</tr>
<tr>
<td></td>
<td>of Pakistani origin</td>
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<tr>
<td></td>
<td>of Bangladeshi origin</td>
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<tr>
<td></td>
<td>of Chinese origin</td>
</tr>
<tr>
<td></td>
<td>of other origin (PLEASE SAY WHICH)</td>
</tr>
<tr>
<td>WHITE</td>
<td>of British origin</td>
</tr>
<tr>
<td></td>
<td>of Irish origin</td>
</tr>
<tr>
<td></td>
<td>of other origin (PLEASE SAY WHICH)</td>
</tr>
<tr>
<td>MIXED ORIGIN</td>
<td>PLEASE SAY WHICH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CARD AC</th>
<th>CARD AD</th>
</tr>
</thead>
<tbody>
<tr>
<td>GONE much too far</td>
<td>Very good value for money</td>
</tr>
<tr>
<td>GONE too far</td>
<td>Good value</td>
</tr>
<tr>
<td>ABOUT right</td>
<td>Neither good value nor poor value</td>
</tr>
<tr>
<td>NOT gone far enough</td>
<td>Poor value</td>
</tr>
<tr>
<td>NOT gone nearly far enough</td>
<td>Very poor value for money</td>
</tr>
</tbody>
</table>
Tenants'/residents' association
Parent-teachers association
Board of school governors/School Board
A political party
Parish or town council
Neighbourhood council/forum
Neighbourhood Watch Scheme
Local conservation or environmental group
Other local community or voluntary group
(PLEASE SAY WHAT IT DOES)

To be well educated
To know what being poor means
To have business experience
To have trade union experience
To have been brought up in the area he or she represents
To be loyal to the Party he or she represents
To be independent minded
To have a knowledge of local matters
None of these qualities
Other important qualities (PLEASE SAY WHICH)

The present system of governing Britain:

Works extremely well and could not be improved
Could be improved in small ways but mainly works well
Could be improved quite a lot
Needs a great deal of improvement
Contact my MP
Speak to an influential person
Contact a government department
Contact radio, TV or newspaper
Sign a petition
Raise the issue in an organisation
I already belong to
Go on a protest or demonstration
Form a group of like-minded people

Scotland should become independent, separate from the UK and the European Community
Scotland should become independent, separate from the UK, but remain part of the European Community
Scotland should remain part of the UK but with its own elected Assembly that has some taxation and spending powers
There should be no change from the present system

Wales should become independent, separate from the UK and the European Community
Wales should become independent, separate from the UK, but remain part of the European Community
Wales should remain part of the UK but with its own elected Assembly that has some taxation and spending powers
There should be no change from the present system

Agree strongly
Agree
Neither agree nor disagree
Disagree
Disagree strongly
P.I345/B CARD BD

Britain should get rid of its nuclear weapons

Britain should keep its nuclear weapons until others get rid of theirs

Britain should always have nuclear weapons

P.I345/A CARD AM

Just about always

Most of the time

Only some of the time

Almost never

P.I345/A CARD AP

Because of crime:

I am careful to lock up my/our home (and/or car)

I don’t go out alone

I don’t go out at all

I avoid going out at certain times

I avoid going to certain places

I avoid public transport

I carry a personal alarm or a weapon

I make sure other people in the family take precautions

Other (PLEASE SAY WHAT)

P.I345/A CARD AO

In a European election:

I would vote for a party regardless of the candidate

I would vote for a party only if I approved of the candidate

I would vote for a candidate regardless of his or her party

I would generally not vote
**CARD A0**

- Very common
- Fairly common
- Not very common
- Not at all common

**CARD X1**

- CSE Grades 2 - 5
- GCSE Grades D - G
- CSE Grade 1
- GCE 'O' level
- GCSE Grades A - C
- School certificate
- Scottish SCE Ordinary
- Scottish school-leaving certificate Lower Grade
- SUPE Ordinary
- Northern Ireland Junior Certificate
- GCE 'A' level/ 'S' level
- Higher school certificate
- Matriculation
- Scottish SCE/ SLC/ SUPE at Higher Grade
- Northern Ireland Senior Certificate
- Overseas school-leaving exam or certificate

**CARD CK**

- BLACK
  - of African or Caribbean or other origin
- ASIAN
  - of Indian origin
  - of Pakistani origin
  - of Bangladeshi origin
  - of Chinese origin
  - of other origin (PLEASE SAY WHICH)
- WHITE
  - of British origin
  - of Irish origin
  - of other origin (PLEASE SAY WHICH)
- MIXED ORIGIN
  - PLEASE SAY WHICH

**CARD X2**

- Recognised trade apprenticeship completed
- RSA or other clerical or commercial qualification
- City & Guilds Certificate
  - Craft, Intermediate, Ordinary, Part I
  - Advanced, Final, Part II or Part III
  - Full technological
- BEC/TEC General/Ordinary National Certificate (ONC) or Diploma (OND)
- BEC/TEC Higher/Higher National Certificate (HNC) or Diploma (HND)
- Teacher training qualification
- Nursing qualification
- Other technical or business qualification or certificate
- University or CNAA degree or diploma
- Other recognised academic or vocational qualification (PLEASE SAY WHAT)
In full-time education (not paid for by employer, including on vacation)

On government training/employment programme (e.g. Employment Training, Youth Training etc.)

In paid work (or away temporarily) for at least 10 hours in the week

Waiting to take up paid work already accepted

Unemployed and registered at a benefit office

Unemployed, not registered, but actively looking for a job

Unemployed, wanting a job (of at least 10 hours a week), but not actively looking for a job

Permanently sick or disabled

Wholly retired from work

Looking after the home

---

**P.1345/A CARD X3**

**WEEKLY income BEFORE tax**

<table>
<thead>
<tr>
<th>Letter</th>
<th>ANNUAL income BEFORE tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than £ 77</td>
<td>Q</td>
</tr>
<tr>
<td>£ 78 - £ 115</td>
<td>T</td>
</tr>
<tr>
<td>£ 116 - £ 154</td>
<td>O</td>
</tr>
<tr>
<td>£ 155 - £ 192</td>
<td>K</td>
</tr>
<tr>
<td>£ 193 - £ 230</td>
<td>L</td>
</tr>
<tr>
<td>£ 231 - £ 269</td>
<td>B</td>
</tr>
<tr>
<td>£ 290 - £ 346</td>
<td>M</td>
</tr>
<tr>
<td>£ 347 - £ 385</td>
<td>F</td>
</tr>
<tr>
<td>£ 443 - £ 500</td>
<td>J</td>
</tr>
<tr>
<td>£ 501 - £ 558</td>
<td>D</td>
</tr>
<tr>
<td>£ 559 - £ 615</td>
<td>H</td>
</tr>
<tr>
<td>£ 616 - £ 673</td>
<td>C</td>
</tr>
<tr>
<td>£ 674 - £ 730</td>
<td>G</td>
</tr>
<tr>
<td>£ 731 - £ 788</td>
<td>P</td>
</tr>
<tr>
<td>£ 789 or more</td>
<td>N</td>
</tr>
</tbody>
</table>

---

**P.1345/A CARD X5**

Which do you receive at present?

- Unemployment benefit
- Income support
- One-parent benefit
- Family credit
- Housing benefit (rent rebate)
- Statutory sick pay/sickness benefit
- Invalidity benefit
- Disability living allowance
- Widow's pension
- Council Tax rebate
- Attendance allowance
- Severe disablement allowance
- Other state benefits (PLEASE SAY WHAT)

---

**P.1345/B CARD X4**

Motorways and road building

Industrial pollution

Removal by farmers of traditional landscapes, such as hedgerows, woodlands

Too many people visiting the countryside

Rubbish-tipping and litter

Urban growth and housing development

Use of chemicals and pesticides in farming

Something else (PLEASE SAY WHAT)
To limit the number of visitors to the countryside, I am

Strongly in favour of this
In favour
Neither in favour nor against
Against
Strongly against this

Contacted an MP or councillor
Contacted a government or planning department
Contacted radio, TV or a newspaper
Signed a petition
Joined a conservation group
Given money to a campaign
Volunteered to work for a campaign
Gone on a protest march or demonstration

Contact an MP or councillor
Contact a government or planning department
Contact radio, TV or a newspaper
Sign a petition
Join a conservation group
Give money to a campaign
Volunteer to work for a campaign
Go on a protest march or demonstration
P.1345/C CARD CB

Living comfortably on present income
Coping on present income
Finding it difficult on present income
Finding it very difficult on present income

P.1345/C CARD CA

Extra money raised by the National lottery:
An excellent way to spend it
A very good way to spend it
Quite a good way to spend it
Not a very good way to spend it
Should not be spent on this at all

P.1345/B CARD BO

Every day or nearly every day
2-5 days a week
Once a week
Less often but at least once a month
Less often than that
Never nowadays
The woman nearly always comes off worse than the man
The woman usually comes off worse
The woman and the man usually come off about the same
The man usually comes off worse
The man nearly always comes off worse than the woman

Because they have been unlucky
Because of laziness or lack of willpower
Because of injustice in our society
It's an inevitable part of modern life

Children should go to a different kind of secondary school, according to how well they do at primary school

All children should go to the same kind of secondary school, no matter how well or badly they do at primary school
Nursery or pre-school children
Primary school children
Secondary school children
Less able children with special needs
Students at colleges or universities
To the selected respondent:

Thank you very much for agreeing to take part in this important study - the tenth in this annual series. The study consists of this self-completion questionnaire, and the interview you have already completed. The results of the survey are published in a book each autumn, some of the questions are also being asked in twenty-one other countries, as part of an international survey.

Completing the questionnaire

The questions inside cover a wide range of subjects, but each one can be answered simply by placing a tick (✓) or a number in one or more of the boxes. No special knowledge is required. We are confident that everyone will be able to take part, not just those with strong views or particular viewpoints. The questionnaire should not take very long to complete, and we hope you will find it interesting and enjoyable. Only you should fill it in, and not anyone else at your address. The answers you give will be treated as confidential and anonymous.

Returning the questionnaire

Your interviewer will arrange with you the most convenient way of returning the questionnaire. If the interviewer has arranged to call back for it, please fill it in and keep it safely until then. If not, please complete it and post it back in the pre-paid, addressed envelope, AS SOON AS YOU POSSIBLY CAN.

THANK YOU AGAIN FOR YOUR HELP

Social and Community Planning Research is an independent social research institute registered as a charitable trust. Its projects are funded by government departments, local authorities, universities and foundations to provide information on social issues in Britain. The British Social Attitudes survey series is funded mainly by one of the Sandhurst Family Charitable Trusts, with contributions also from other grant-making bodies and government departments. Please contact us if you would like further information.
### A2.05
Suppose the police get an anonymous tip that a man with a long criminal record is planning to break into a warehouse. Do you think the police should be allowed, without a Court Order...

**PLEASE TICK ONE BOX**

<table>
<thead>
<tr>
<th></th>
<th>Definitely</th>
<th>Probably</th>
<th>Probably not</th>
<th>Definitely not</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ... to keep the man under surveillance?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>b. ... to tap his telephone?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. ... to open his mail?</td>
<td></td>
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<tr>
<td>d. ... to detain the man overnight for questioning?</td>
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</tr>
</tbody>
</table>

### A2.06
Now, suppose the tip is about a man *without* a criminal record. Do you think the police should be allowed, without a Court Order...

**PLEASE TICK ONE BOX**

<table>
<thead>
<tr>
<th></th>
<th>Definitely</th>
<th>Probably</th>
<th>Probably not</th>
<th>Definitely not</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ... to keep the man under surveillance?</td>
<td></td>
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</tr>
<tr>
<td>b. ... to tap his telephone?</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>c. ... to open his mail?</td>
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<tr>
<td>d. ... to detain the man overnight for questioning?</td>
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</tbody>
</table>

### A2.08
Some books or films offend people who have strong religious beliefs. Should books and films that attack religions be prohibited by law or should they be allowed?

**PLEASE TICK ONE BOX ONLY**

<table>
<thead>
<tr>
<th></th>
<th>Definitely should be prohibited</th>
<th>Probably should be prohibited</th>
<th>Probably should be allowed</th>
<th>Definitely should be allowed</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
A2.12 Please tick one box for each statement below to show how much you agree or disagree with it.

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>c</td>
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<td>f</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

A2.13 And please tick one box for each statement below to show how much you agree or disagree with it.

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
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<td>b</td>
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<td>f</td>
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</tbody>
</table>

A2.14 From what you know or have heard, please tick a box for each of the items below to show whether you think the National Health Service in your area is on the whole satisfactory or in need of improvement.

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>In need of a lot of improvement</th>
<th>In need of some improvement</th>
<th>Satisfactory</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>c</td>
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<td>d</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>q</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A2.15 In the last two weeks, have you or a close family member visited an NHS GP? Yes/No

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Visited an NHS GP?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
</tr>
</tbody>
</table>

A2.16 Have you or a close family member been an inpatient in an NHS hospital? Yes/No

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Visited an NHS hospital?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
</tr>
</tbody>
</table>

A2.17 Have you or a close family member attended an outpatient clinic in an NHS hospital? Yes/No

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Visited an NHS hospital?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
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<tr>
<td>c</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
</tr>
</tbody>
</table>

A2.18 Have you or a close family member been involved in any medical treatment as a private patient? Yes/No

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Had medical treatment as a private patient?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
</tr>
</tbody>
</table>
A2.16 How much do you agree or disagree...?

Please tick one box

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Strongly Disagree</th>
<th>Can't choose</th>
</tr>
</thead>
</table>
a. mothers of young children should expect employers to make special arrangements to help them combine jobs and childcare |   |   |   |   |
b. the government should provide money for childcare so that mothers of young children can work if they want to |   |   |   |   |

A2.17 Think of a child under 3 years old whose parents both have full-time jobs.

How suitable do you think each of these childcare arrangements would be for the child?

Please tick one box

<table>
<thead>
<tr>
<th>Very suitable</th>
<th>Somewhat suitable</th>
<th>Not very suitable</th>
<th>Not at all suitable</th>
<th>Can't choose</th>
</tr>
</thead>
</table>
a. a state or local authority nursery |   |   |   |   |
b. a private creche or nursery |   |   |   |   |
c. a child-minder or babysitter |   |   |   |   |
d. a neighbour or friend |   |   |   |   |
e. a relative |   |   |   |   |
f. a workplace nursery or creche |   |   |   |   |

A2.18 Which of the four statements on this card comes closest to the way you generally vote in a local election?

Please tick one box

I vote for a party regardless of candidate |   |   |   |   |
I vote for a party only if I approve of the candidate |   |   |   |   |
I vote for a candidate regardless of his or her party |   |   |   |   |
I do not generally vote at all |   |   |   |   |

A2.19 In most areas all councillors come from one of the political parties and councils are organised on party lines. There are some areas where most councillors are independents and the council is organised on party lines. Which do you personally think is the better system...

Please tick one box

... the party system |   |   |   |   |
OR the non-party system |   |   |   |   |
Can't choose |   |   |   |   |

A2.20 When deciding how to make up his or her mind about a local issue, which of the following do you think is the most important for a councillor to take into account?

Please tick one box only

His or her own views |   |   |   |   |
The interests of the ward he or she represents |   |   |   |   |
The interests of all the people in the council's area |   |   |   |   |
His or her party's views |   |   |   |   |
Can't choose |   |   |   |   |

A2.21 And which of the following do you think is the more important for a councillor to do?

Please tick one box

To take up problems and complaints people have about the council's services |   |   |   |   |
OR To help manage the council's services so that they are run as well as possible |   |   |   |   |

A2.22 Most people don't stand for local elections.

How common would you say it is that people are put off because...

Please tick one box

Very common | Fairly common | Fairly uncommon | Very uncommon | Can't choose |
a. they don't feel they have enough time |   |   |   |   |
b. it just doesn't occur to them to think of standing |   |   |   |   |
c. they think local government has too little power to change things |   |   |   |   |
d. they don't feel they have the skills to do the job |   |   |   |   |
e. they cannot afford it financially |   |   |   |   |
f. they don't think enough people would support them |   |   |   |   |
g. they think local government is influenced too much by party politics |   |   |   |   |
### A2.23

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The way that people decide to vote in local elections is the main thing that decides how things are run in this area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. There is no point in voting in local elections because in the end it makes no difference who gets in.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Private companies can always run things more efficiently than local councils.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Generally speaking, those we elect as councillors lose touch with people pretty quickly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Local council elections are sometimes so complicated that I really don't know who to vote for.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. People like me can have a real influence on politics if they are prepared to get involved.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>g. I feel that I could do as good a job as a councillor as most other people.</td>
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<td></td>
</tr>
<tr>
<td>h. Councillors don't care much what people like me think.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Private companies cannot be trusted to run important public services like rubbish collection and street cleaning.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### A2.24

<table>
<thead>
<tr>
<th>Group</th>
<th>More settlement</th>
<th>Less settlement</th>
<th>About the same as now</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Australians and New Zealanders</td>
<td></td>
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<tr>
<td>b. Indians and Pakistanis</td>
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<tr>
<td>c. People from European Community countries</td>
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<tr>
<td>d. West Indians</td>
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<tr>
<td>e. People from Eastern Europe</td>
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<tr>
<td>f. People from China and Hong Kong</td>
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</tbody>
</table>

### A2.25

Now thinking about the families (husbands, wives, children, parents) of people who have *already* settled in Britain, how would you say in general that Britain should be **A**

- **Agree strongly** in controlling the settlement of close relatives
- **Agree** in controlling the settlement of close relatives
- **Neither agree nor disagree** in controlling the settlement of close relatives
- **Disagree** in controlling the settlement of close relatives
- **Disagree strongly** in controlling the settlement of close relatives

### A2.26

Here are some ideas about sending people to prison. Please tick one box on each line to show how much you agree or disagree with each of these statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. People who get sent to prison have much too easy a time.</td>
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<tr>
<td>b. Prisons should try harder to reform prisoners rather than just punishing them.</td>
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<tr>
<td>c. Prisoners who behave well should usually be released before the end of their sentence.</td>
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<tr>
<td>d. Courts should give longer sentences to criminals.</td>
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<tr>
<td>e. Only hardened criminals or those who are a danger to society should be sent to prison.</td>
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<tr>
<td>f. Life sentences should mean life.</td>
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</tbody>
</table>

### A2.27

There are a number of ways of dealing with criminals who are not a big threat to society other than sending them to prison. How strongly do you agree or disagree with each of the following?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Keep out of prison but made to report regularly to probation officers.</td>
<td></td>
<td></td>
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<tr>
<td>b. Keep out of prison but made to attend a certain amount of time helping people in the community</td>
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<tr>
<td>c. Keep out of prison but made to do military service for a period of time</td>
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<tr>
<td>d. Keep out of prison but made to get training and counselling</td>
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</tbody>
</table>
A2.28 Here is a list of predictions. For each one, please say how likely or unlikely it is to come true within the next ten years.

**PLEASE TICK ONE BOX FOR EACH PREDICTION**

- Acts of political terrorism in Britain will be common events
- Riots and civil disturbance in our cities will be common events
- There will be a world war involving Britain and Europe
- There will be a serious accident at a British nuclear power station
- The police in our cities will find it impossible to protect our personal safety in the streets
- The government in Britain will be overthrown by revolution
- A nuclear bomb will be dropped somewhere in the world

A2.29 How much do you agree or disagree with this statement?

Britain should introduce proportional representation so that the number of MPs each party gets matches more closely the number of votes each party gets.

**PLEASE TICK ONE BOX FOR EACH PREDICTION**

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Can't choose

A2.30 There are many ways people or organisations can protest against a government action they strongly oppose. Please show which you think should be allowed and which should not be allowed by ticking a box on each line.

**PLEASE TICK ONE BOX FOR EACH LINE**

- Organising public meetings to protest against the government
- Publishing pamphlets to protest against the government
- Organising protest marches and demonstrations
- Occupying a government office and stopping work there for several days
- Seriously damaging government buildings
- Organising a nationwide strike of all workers against the government

A2.31a Do you think that trade unions in this country have too much power or too little power?

**PLEASE TICK ONE BOX ONLY**

- Far too much power
- Too much power
- About the right amount of power
- Too little power
- Far too little power
- Can't choose

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

**PLEASE TICK ONE BOX ONLY**

- Far too much power
- Too much power
- About the right amount of power
- Too little power
- Far too little power
- Can't choose

c. And what about the government? Does it have too much power or too little power?

**PLEASE TICK ONE BOX ONLY**

- Far too much power
- Too much power
- About the right amount of power
- Too little power
- Far too little power
- Can't choose
A2.32 Some people say that British governments nowadays do very little to change things. Others say that they can do quite a bit. Please say whether you think that British governments nowadays do very little or quite a bit.

PLEASE TICK ONE BOX FOR each statement

1. to keep prices down
2. to reduce unemployment
3. to improve the general standard of living
4. to improve the health and social services
5. to reduce poverty
6. to cut crime

A2.33 Listed below are some of Britain's institutions. From what you know or have heard about each one, can you say whether on the whole you think it is well run or not well run?

PLEASE TICK ONE BOX FOR each institution

1. The National Health Service
2. The press
3. Local government
4. The civil service
5. Manufacturing industry
6. Banks
7. The trade unions
8. The BBC
9. The police
10. Universities
11. State schools

A2.34 Which of these statements comes closest to your views about general elections?

PLEASE TICK ONE BOX ONLY

1. It is not really worth voting
2. People should vote only if they care who wins
3. It is everyone's duty to vote

A2.35 Please show how much you agree or disagree with each of the following statements.

PLEASE TICK ONE BOX ON EACH LINE

1. I wish it were easier for people like me to get their views across to politicians
2. Politicians are in it just for themselves
3. Politicians these days are simply not good enough to do the job they have to do
4. Even the best politicians cannot have much impact because of the way government works
5. It doesn't really matter which party is in power - in the end things go on much the same

A2.36 Are you in favour of or against the death penalty for murder in the course of a terrorist act?

PLEASE TICK ONE BOX ON EACH LINE

1. In favour
2. Against

A2.37a Which of these statements comes closest to your views on the availability of pornographic material?

PLEASE TICK ONE BOX ONLY

1. They should be banned altogether
2. They should be available in special adult shops but not displayed to the public
3. They should be available in special adult shops with public display permitted
4. They should be available in any shop for sale to adults only
5. They should be available in any shop for sale to anyone

A2.37b Which of these statements comes closest to your views on the availability of pornographic material?

PLEASE TICK ONE BOX ONLY

1. They should be banned altogether
2. They should be available in special adult shops but not displayed to the public
3. They should be available in special adult shops with public display permitted
4. They should be available in any shop for sale to adults only
5. They should be available in any shop for sale to anyone
Now a few questions about the area where you live.

A.2.38 In some areas people do things together and try to help each other, while in other areas people mostly go their own way.

**PLEASE TICK ONE BOX**

- people help each other?
- people go their own way?

Mixture

Can't choose

A.2.39a Do you think you live in the sort of area where people who thought a house was being broken into would ...

**PLEASE TICK ONE BOX ONLY**

- do something about it?
- just turn a blind eye?

Mixture

No burglaries in this area

Can't choose

b. And do you think burglaries in this area are ...

**PLEASE TICK ONE BOX ONLY**

- mostly done by people from other areas?
- mostly done by people from around here?

Mixture

No burglaries in this area

Can't choose

b. And do you think burglaries in this area are ...

**PLEASE TICK ONE BOX ONLY**

- mostly done by people from other areas?
- mostly done by people from around here?

Mixture

No burglaries in this area

Can't choose

A.2.40 Please tick one box on each line to show how likely you think it is for any of these things to happen to you in the next year or so.

**PLEASE TICK ONE BOX ON EACH LINE**

- Very likely
- Fairly likely
- Not very likely
- Not at all likely
- Can't choose

a. To have something stolen from a car?

b. To have your home burgled?

c. To be robbed in the street?

d. To be attacked?
For each of the pairs of opposite statements, first of all decide which one you agree with more. Then tick a box to say if you agree strongly with the statement, or just agree. If you don’t agree with either statement, tick the middle box.

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree with</th>
<th>OR</th>
<th>This statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Strongly agree</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>b</td>
<td>Just agree</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>c</td>
<td>Strongly agree</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>d</td>
<td>Don’t agree with either statement</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>e</td>
<td>Strongly agree</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>f</td>
<td>Just agree</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>g</td>
<td>Strongly agree</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>h</td>
<td>Don’t agree with either statement</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>The welfare state makes people nowadays less willing to look after themselves</td>
<td></td>
<td></td>
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<tr>
<td>b</td>
<td>People receiving social security are made to feel like second-class citizens</td>
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<tr>
<td>c</td>
<td>The welfare state encourages people to stop helping each other</td>
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<tr>
<td>d</td>
<td>The government should spend more money on welfare benefits for the poor even if it leads to higher taxes</td>
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<td>e</td>
<td>Around here, most unemployed people could find a job if they really wanted one</td>
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<tr>
<td>f</td>
<td>Many people who get social security don’t really deserve any help</td>
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<td>g</td>
<td>Most people on the dole are fiddling in one way or another</td>
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<tr>
<td>h</td>
<td>If welfare benefits weren’t so generous, people would learn to stand on their own two feet</td>
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</tbody>
</table>
### A2.43
Please tick one box for each statement below to show how much you agree or disagree with it.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Ordinary people get their fair share of the nation's wealth</td>
<td></td>
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<tr>
<td>b. There is no need for strong trade unions to protect employees' working conditions and wages</td>
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<tr>
<td>c. Major public services and industries ought to be in state ownership</td>
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<tr>
<td>d. Young people today don't have enough respect for traditional British values</td>
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<tr>
<td>e. It is government's responsibility to provide a job for everyone who wants one</td>
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<tr>
<td>f. Private enterprise is the best way to solve Britain's economic problems</td>
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<tr>
<td>g. There is one law for the rich and one for the poor</td>
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<tr>
<td>h. Censorship of films and magazines is necessary to uphold moral standards</td>
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</tbody>
</table>

### A2.44
Please tick one box for each statement below to show how much you agree or disagree with it.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Government should redistribute income from the better-off to those who are less well off</td>
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<tr>
<td>b. Big business benefits owners at the expense of workers</td>
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<tr>
<td>c. Management will always try to get the better of employees if it gets the chance</td>
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<tr>
<td>d. People who break the law should be given stiffer sentences</td>
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<tr>
<td>e. For some crimes, the death penalty is the most appropriate sentence</td>
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<tr>
<td>f. Schools should teach children to obey authority</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>g. The law should always be obeyed, even if a particular law is wrong</td>
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</tbody>
</table>

### A2.45a
To help us plan better in future, please tell us about how long it took you to complete this questionnaire.

Please tick one box only:

- Less than 15 minutes
- Between 15 and 20 minutes
- Between 21 and 30 minutes
- Between 31 and 45 minutes
- Between 46 and 60 minutes
- Over one hour

### A2.45b
And on what date did you fill in the questionnaire?

Please write in the date and month:

[Blank] DATE [Blank] MONTH

Thank you very much for your help.

Please keep the completed questionnaire for the interviewer if he or she has arranged to call for it. Otherwise, please post it as soon as possible in the pre-paid addressed envelope provided.
Some say that more decisions should be made by the European Community. Others say that more decisions should be made by individual governments. Do you think decisions about taxes should mostly be made by the European Community or mostly by individual governments?

Please tick one box on each line:

- Mostl y made by the EC
- Mostly made by individual governments
- Made by both equally
- Can't choose

A. De cisions about taxes?
B. And what about decisions about controlling pollution?
C. De cisions about defence?
D. De cisions about the rights of people at work?
E. De cisions about immigration?

All countries have a foreign policy that is a policy to promote and look after their interests abroad. Here are a number of possible aims of British foreign policy. Please tick one box to say how important each aim is for Britain.

Please tick one box on each line:

- Essential
- Very important
- Fairly important
- Not very important
- Not at all important
- Can't choose

A. To help Britain sell more goods abroad
B. To promote Britain's link with Commonwealth countries like Canada and Australia
C. To promote the best of British arts and culture that things like plays, films, music and the English language
D. To ensure Britain keeps good relations with the USA
E. To help poor countries in Asia and Africa improve their standard of living
F. To encourage more people to visit Britain to help the tourist industry
G. To strengthen Britain's role in a successful European Community
H. To support the United Nations as the world's policeman

Social and Community Planning Research is an independent social research institute registered as a charitable trust. Its projects are funded by government departments, local authorities, universities and foundations to provide information on social issues in Britain. The British Social Attitudes survey series is funded mainly by one of the Savillate Family Charitable Trusts, with contributions also from other grant-giving bodies and government departments. Please contact us if you would like further information.
### 82.03
Here are a number of countries. For each please tick one box to say how much influence it currently has on world events compared with Britain.

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Country</th>
<th>More influence than Britain</th>
<th>About the same influence as Britain</th>
<th>Less influence than Britain</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. France</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>b. China</td>
<td>1</td>
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<td>1</td>
</tr>
<tr>
<td>c. Germany</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>d. Australia</td>
<td>1</td>
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</tr>
<tr>
<td>e. Israel</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>f. India</td>
<td>1</td>
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<tr>
<td>g. Russia</td>
<td>1</td>
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<tr>
<td>h. Japan</td>
<td>1</td>
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</tbody>
</table>

### 82.04
Please tick one box to say how serious a threat to world peace you think each of these countries is likely to be over the next ten years or so?

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Country</th>
<th>A very serious threat</th>
<th>Quite a serious threat</th>
<th>Not a very serious threat</th>
<th>No threat at all</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Russia</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>1</td>
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<tr>
<td>b. Germany</td>
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<tr>
<td>c. China</td>
<td>1</td>
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<tr>
<td>d. The USA</td>
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<td>1</td>
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<tr>
<td>e. Iraq</td>
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<td>1</td>
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<tr>
<td>f. Japan</td>
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</table>

### 82.05
From what you know or have heard, please tick a box for each of the items below to show whether you think the National Health Service in your area is, on the whole, satisfactory or in need of improvement.  

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Item</th>
<th>In need of a lot of improvement</th>
<th>In need of some improvement</th>
<th>Satisfactory</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. GP's appointment systems</td>
<td></td>
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<tr>
<td>b. Amount of time GP gives to each patient</td>
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<td>c. Being able to choose which GP to see</td>
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<td>d. Quality of medical treatment by GPs</td>
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<td>e. Hospital waiting lists for non-emergency operations</td>
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<tr>
<td>f. Waiting time before getting appointments with hospital consultants</td>
<td></td>
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<tr>
<td>g. General condition of hospital buildings</td>
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<tr>
<td>h. Staffing level of nurses in hospitals</td>
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</tr>
<tr>
<td>i. Staffing level of doctors in hospitals</td>
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<td></td>
</tr>
<tr>
<td>j. Quality of medical treatment in hospitals</td>
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<td></td>
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<tr>
<td>k. Quality of nursing care in hospitals</td>
<td></td>
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<tr>
<td>l. Waiting areas in accident and emergency departments in hospitals</td>
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<tr>
<td>m. Waiting areas for out-patients in hospitals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Waiting areas at GP's surgeries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. Time spent waiting in out-patient departments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p. Time spent waiting in accident and emergency departments before being seen by a doctor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q. Time spent waiting for an ambulance after a 999 call</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 82.06
In the last two years, have you or a close family member...  

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ... visited an NHS GP?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. ... been an out-patient in an NHS hospital?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. ... been an in-patient in an NHS hospital?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. ... visited a patient in an NHS hospital?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. ... had any medical treatment as a private patient?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**B2.07** How much do you agree or disagree?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mothers of young children should be expected to make special arrangements to help them combine jobs and childcare</td>
<td>2368</td>
<td></td>
<td>2369</td>
<td>2370</td>
<td>2371</td>
<td>2372</td>
</tr>
<tr>
<td>b. The government should provide money for childcare so that mothers of young children can work if they want to</td>
<td>2368</td>
<td></td>
<td>2369</td>
<td>2370</td>
<td>2371</td>
<td>2372</td>
</tr>
</tbody>
</table>

**B2.08** Think of a child under 3 years old whose parents have full-time jobs. How suitable do you think each of these childcare arrangements would be for the child?

<table>
<thead>
<tr>
<th>Arrangement</th>
<th>Very suitable</th>
<th>Somewhat suitable</th>
<th>Not at all suitable</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A state or local authority nursery?</td>
<td>2370</td>
<td></td>
<td>2371</td>
<td></td>
</tr>
<tr>
<td>b. A private crèche or nursery?</td>
<td>2372</td>
<td></td>
<td>2373</td>
<td></td>
</tr>
<tr>
<td>c. A child minder or babysitter?</td>
<td>2374</td>
<td></td>
<td>2375</td>
<td></td>
</tr>
<tr>
<td>d. A neighbour or friend?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. A relative?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. A workplace nursery or crèche?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A few questions about local government.

**B2.09** Which of the four statements on this card comes closest to the way you generally vote in a local election?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I vote for a party regardless of candidates</td>
<td>2420</td>
<td></td>
<td>2421</td>
<td>2422</td>
<td>2423</td>
<td></td>
</tr>
<tr>
<td>b. I vote for a party only if I approve of the candidates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. I vote for a candidate regardless of his or her party</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. I do not generally vote at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B2.10** In most areas all councillors come from one of the political parties and councils are organised on party lines. There are some areas where most councillors are independents and the council is not organised on party lines. Which do you personally think is the better system?

<table>
<thead>
<tr>
<th>System</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The party system</td>
<td>2421</td>
<td></td>
<td>2422</td>
<td>2423</td>
<td>2424</td>
<td></td>
</tr>
<tr>
<td>b. The non party system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B.14 Please tick one box to show how much you agree or disagree with each of the following statements.

Please tick one box on each line to show how much you agree or disagree with each of the following statements.

A. The way that people decide to vote in local elections is the main thing that decides how things are run in this area.
B. There is no point in voting in local elections because in the end it makes no difference who gets in.
C. Private companies can always run things more efficiently than local councils.
D. Generally speaking, those we elect as councillors lose touch with people pretty quickly.
E. Local council elections are sometimes so complicated that I really don't know who to vote for.
F. People like me can have a real influence on politics if they are prepared to get involved.
G. I feel that I could do as good a job as a councillor as any other person.
H. Councillors don't care much what people like me think.
I. Private companies cannot be trusted to run important public services like rubbish collection and street cleaning.

B.15 Britain controls the numbers of people from abroad that are allowed to settle in this country, please say, for each of the groups below, whether you think Britain should allow more settlement, less settlement, or about the same amount as now.

Please tick one box on each line to show how much you agree or disagree with each of the following statements.

More settlement
Less settlement
About the same as now

A. Australians and New Zealanders
B. Indians and Pakistanis
C. People from European Community countries
D. West Indians
E. People from Eastern Europe
F. People from China and Hong Kong

B.16 Now thinking about the families (husbands, wives, children, parents) of people who have already settled in Britain, would you say in general that Britain should...

Please tick one box on each line to show how much you agree or disagree with each of the following statements.

A. Be stricter in controlling the settlement of close relatives
B. Be less strict in controlling the settlement of close relatives
C. Keep the controls about the same as now

B.17 Here are some ideas about sending people to prison.

Please tick one box on each line to show how much you agree or disagree with each of the following statements.

A. People who get sent to prison have much too easy a time
B. Prisons should try harder to reform prisoners, rather than just punishing them
C. Prisoners who behave well should usually be released before the end of their sentence
D. Courts should give longer sentences to criminals
E. Only hardened criminals, or those who are a danger to society, should be sent to prison
F. Life sentences should mean life

B.18 There is a number of ways of dealing with criminals who are not a big threat to society, other than sending them to prison. How strongly do you agree or disagree with each of the following?

Please tick one box on each line to show how much you agree or disagree with each of the following statements.

A. ...kept out of prison but made to report regularly to probation officers
B. ...kept out of prison but made to spend a certain amount of time helping people in the community
C. ...kept out of prison but made to do military service for a period of time
D. ...kept out of prison but made to get training and counseling
B2.19 Listed below are various areas of government spending. Please show whether you would like to see more or less government spending in each area. Remember that if you say "much more" it might require a tax increase to pay for it.

**PLEASE TICK ONE BOX**

<table>
<thead>
<tr>
<th>Area</th>
<th>Spend much more</th>
<th>Spend more</th>
<th>Spend the same as now</th>
<th>Spend less</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a  The environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b  Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c  The police and law enforcement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d  Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e  The military and defence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f  Old age pensions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g  Unemployment benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h  Culture and the arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Q = N/A FOR EACH**

B2.20 Which of these three possible solutions to Britain's energy needs would you favour most?

**PLEASE TICK ONE BOX**

<table>
<thead>
<tr>
<th>Solution</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>We should build more gas oil or coal power stations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We should make do with the power stations we have already</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We should build more nuclear power stations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Q = N/A**

B2.22 Please tick one box for each statement below to show how much you agree or disagree with it.

**PLEASE TICK ONE BOX**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>a  The government should do more to protect the environment even if it leads to higher prices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b  Industry should do more to protect the environment even if it leads to lower profits and fewer jobs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c  Ordinary people should do more to protect the environment even if it means paying higher prices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Q = N/A FOR EACH**

B2.23a Thinking first about towns and cities. If the government had to choose

**PLEASE TICK ONE BOX**

<table>
<thead>
<tr>
<th>Decision</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>It should improve roads</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It should improve public transport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Q = N/A**

B2.23b And in country areas, if the government had to choose

**PLEASE TICK ONE BOX**

<table>
<thead>
<tr>
<th>Decision</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>It should improve roads</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It should improve public transport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B2.24 Which of these two statements comes closest to your own views?

PLEASE TICK ONE BOX

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

Agree Disagree

Can’t choose

2621

B2.25 Are you a member of any group whose main aim is to preserve or protect the environment?

PLEASE TICK ONE BOX

Yes No

2622

B2.26 In the last five years, have you...

PLEASE TICK ONE BOX

YES NO

a. ... signed a petition about an environmental issue?

2623

b. ... given money to an environmental group?

2624

c. ... taken part in a protest or demonstration about an environmental issue?

2625

B2.27 Here are some statements about the countryside. Please tick one box for each to show whether you agree or disagree with it.

PLEASE TICK ONE BOX

ON EACH LINE

A. Modern methods of farming have caused damage to the countryside

2627

B. If farmers have to choose between producing more food and looking after the countryside, they should produce more food

2628

C. All things considered, farmers do a good job in looking after the countryside

2629

D. Government should withhold some subsidies from farmers and use them to protect the countryside, even if this leads to higher prices

2630

B2.28 Please tick one box for each of these statements below to show how much you agree or disagree with it.

PLEASE TICK ONE BOX

ON EACH LINE

A. Local rail services that do not pay for themselves should be closed down

2631

B. Buses should be given more priority in towns and cities, even if this makes things more difficult for car drivers

2632

C. A visitor to the countryside today really needs a car to get around

2633

D. Car drivers still are given too easy a time in Britain's towns and cities

2634

E. Local bus services that do not pay for themselves should be closed down

2635

F. Britain should do more to improve its public transport system even if its road system suffers

2636
12

All

B2.30 Please tick one box for each statement to show how much you agree/disagree.

PLEASE TICK ONE BOX FOR EACH LINE

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a For the sake of the environment car users should pay higher taxes</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>b The government should build more motorways to reduce traffic congestion</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>c Driving one's own car is too convenient to give up for the sake of the environment</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>d Building more roads just encourages more traffic</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>e People should be allowed to use their cars as much as they like even if it causes damage to the environment</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

B2.31 Please tick one box on each line to show whether you would like to see more or less government spending on each of these.

Remember that if you say "more" everyone's taxes may have to go up to pay for it.

PLEASE TICK ONE BOX ON EACH LINE

<table>
<thead>
<tr>
<th>Spend more</th>
<th>Spend the same as now</th>
<th>Spend less</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Improving local bus services</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>b Building more roads</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>c Improving local rail services</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>d Improving and widening the roads we have already</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Now a few questions about the area where you live.

Please tick one box on each line to show how likely you think it is for any of these things to happen to you in the next year or so.

PLEASE TICK ONE BOX ON EACH LINE

<table>
<thead>
<tr>
<th>Very likely</th>
<th>Fairly likely</th>
<th>Not very likely</th>
<th>Not at all likely</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a To have something stolen from a car</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>b To have your home burgled</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>c To be robbed in the street</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>d To be attacked</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

13

All

B2.33a Do you think you live in the sort of area where people who thought a house was being broken into would

PLEASE TICK ONE BOX ONLY

do something about it □

OR

just turn a blind eye? □

Mixture □

No burglaries in this area □

Can't choose □

b And do you think burglaries in this area are

PLEASE TICK ONE BOX ONLY

mostly done by people from other areas □

OR

mostly done by people from around here □

Mixture □

No burglaries in this area □

Can't choose □

B2.34 Please tick one box on each line to show how likely you think it is for any of these things to happen to you in the next year or so.

PLEASE TICK ONE BOX ON EACH LINE

<table>
<thead>
<tr>
<th>Very likely</th>
<th>Fairly likely</th>
<th>Not very likely</th>
<th>Not at all likely</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a To have something stolen from a car?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>b To have your home burgled?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>c To be robbed in the street?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>d To be attacked?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

16
Here are a number of opposite statements. For each pair, please tick one box to show which you agree with more.

A. Ordinary people get their fair share of the nation's wealth  
OR  
A few rich people get too big a share of the nation's wealth  
Can't choose  

B. There is no need for strong trade unions to protect employees' working conditions and wages  
OR  
Employees will never protect their working conditions and wages without strong trade unions  
Can't choose  

C. Major public services and industries ought to be in state ownership  
OR  
Major public services and industries ought to be in private ownership  
Can't choose  

D. Young people today don't have enough respect for traditional British values  
OR  
Young people today should keep on challenging traditional British values  
Can't choose  

1. It is the government's responsibility to provide a job for everyone who wants one  
2. It is everyone's own responsibility to find a job for themselves, and nothing to do with the government  

3. Private enterprise is the best way to solve Britain's economic problems  
4. State intervention is the best way to solve Britain's economic problems  

5. There is one law for the rich and one for the poor  
6. Rich or poor, everyone gets treated the same  

7. Censorship of films and magazines is necessary to uphold moral standards  
8. Censorship of films and magazines has no place in a free society  

And for each pair of these opposite statements please tick one box to show which you agree with more.
<table>
<thead>
<tr>
<th>B2 36</th>
<th>Please tick one box for each statement to show how much you agree or disagree with it.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PLEASE TICK ONE BOX</td>
</tr>
<tr>
<td></td>
<td>ON EACH LINE</td>
</tr>
<tr>
<td></td>
<td><strong>Agree strongly</strong></td>
</tr>
<tr>
<td>a</td>
<td>The welfare state makes people nowadays less willing to look after themselves</td>
</tr>
<tr>
<td>b</td>
<td>People receiving social security are made to feel like second-class citizens.</td>
</tr>
<tr>
<td>c</td>
<td>The welfare state encourages people to stop helping each other.</td>
</tr>
<tr>
<td>d</td>
<td>The government should spend more money on welfare benefits for the poor even if it leads to higher taxes.</td>
</tr>
<tr>
<td>e</td>
<td>Around here, most unemployed people could find a job if they really wanted one.</td>
</tr>
<tr>
<td>f</td>
<td>Many people who get social security don't really deserve any help.</td>
</tr>
<tr>
<td>g</td>
<td>Most people on the dole are fiddling in one way or another.</td>
</tr>
<tr>
<td>h</td>
<td>If welfare benefits weren't so generous, people would learn to stand on their own two feet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B2 37</th>
<th>Please tick one box for each statement below to show how much you agree or disagree with it.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PLEASE TICK ONE BOX</td>
</tr>
<tr>
<td></td>
<td>ON EACH LINE</td>
</tr>
<tr>
<td></td>
<td><strong>Agree strongly</strong></td>
</tr>
<tr>
<td>a</td>
<td>Ordinary people get too low a share of the nation's wealth.</td>
</tr>
<tr>
<td>b</td>
<td>There is no need for strong trade unions to protect employees working conditions and wages.</td>
</tr>
<tr>
<td>c</td>
<td>Most public services and industries ought to be in private ownership.</td>
</tr>
<tr>
<td>d</td>
<td>Young people today don't have enough respect for traditional British values.</td>
</tr>
<tr>
<td>e</td>
<td>It is government s responsibility to provide a job for everyone who wants one.</td>
</tr>
<tr>
<td>f</td>
<td>Private enterprise is the best way to solve Britain's economic problems.</td>
</tr>
<tr>
<td>g</td>
<td>There is one law for the rich and one for the poor.</td>
</tr>
<tr>
<td>h</td>
<td>Censorship of films and magazines is necessary to uphold moral standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B2 38</th>
<th>Please tick one box for each statement to show how much you agree or disagree with it.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PLEASE TICK ONE BOX</td>
</tr>
<tr>
<td></td>
<td>ON EACH LINE</td>
</tr>
<tr>
<td></td>
<td><strong>Agree strongly</strong></td>
</tr>
<tr>
<td>a</td>
<td>Government should redistribute income from the better-off to those who are less well off.</td>
</tr>
<tr>
<td>b</td>
<td>Big business benefits owners at the expense of workers.</td>
</tr>
<tr>
<td>c</td>
<td>Management will always try to get the better of employees if it gets the chance.</td>
</tr>
<tr>
<td>d</td>
<td>People who break the law should be given longer sentences.</td>
</tr>
<tr>
<td>e</td>
<td>For some crimes the death penalty is the most appropriate sentence.</td>
</tr>
<tr>
<td>f</td>
<td>Schools should teach children to obey authority.</td>
</tr>
<tr>
<td>g</td>
<td>The law should always be obeyed even if a particular law is wrong.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B2 39a</th>
<th>To help us plan better in future, please tell us about how long it took you to complete this questionnaire.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PLEASE TICK ONE BOX ONLY</td>
</tr>
<tr>
<td></td>
<td><strong>Agree strongly</strong></td>
</tr>
<tr>
<td>a</td>
<td>Less than 15 minutes.</td>
</tr>
<tr>
<td>b</td>
<td>Between 15 and 20 minutes.</td>
</tr>
<tr>
<td>c</td>
<td>Between 21 and 30 minutes.</td>
</tr>
<tr>
<td>d</td>
<td>Between 31 and 45 minutes.</td>
</tr>
<tr>
<td>e</td>
<td>Between 46 and 60 minutes.</td>
</tr>
<tr>
<td>f</td>
<td>Over one hour.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B2 99</th>
<th>DATE</th>
<th>MONTH</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>10</td>
<td>9999 = N/A</td>
</tr>
</tbody>
</table>

**THANK YOU VERY MUCH FOR YOUR HELP**

Please keep the completed questionnaire for the interviewer if he or she has arranged to call for it. Otherwise, please post it as soon as possible in the pre-paid addressed envelope provided.
To the selected respondents:

Thank you very much for agreeing to take part in this important study - the tenth in this annual series. The study consists of this self-completion questionnaire, and the interview you have already completed. The results of the survey are published in a book each autumn; some of the questions are also being asked in twenty-one other countries, as part of an international survey.

Completing the questionnaire:

The questions inside cover a wide range of subjects, but each one can be answered simply by placing a tick (✓) or a number in one or more of the boxes. No special knowledge is required: we are confident that everyone will be able to take part, not just those with strong views or particular viewpoints. The questionnaire should not take very long to complete, and we hope you will find it interesting and enjoyable. Only you should fill it in, and not anybody else at your address. The answers you give will be treated as confidential and anonymous.

Returning the questionnaire:

Your interviewer will arrange with you the most convenient way of returning the questionnaire. If the interviewer has arranged to call back for it, please fill it in and keep it safely until then. If not, please complete it and post it back in the pre-paid, addressed envelope, AS SOON AS YOU POSSIBLY CAN.

THANK YOU AGAIN FOR YOUR HELP.

Social and Community Planning Research is an independent social research institute registered as a charitable trust. Its projects are funded by government departments, local authorities, universities and foundations to provide information on social issues in Britain. The British Social Attitudes survey series is funded mainly by one of the Sainsbury Family Charitable Trusts, with contributions also from other grant-giving bodies and government departments. Please contact us if you would like further information.
C2.03 Do you think that women should work outside
the home full-time, part-time or not at all
under these circumstances?

Please tick one box on each line

<table>
<thead>
<tr>
<th>Work full time</th>
<th>Work part time</th>
<th>Stay at home</th>
<th>Don't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a After marrying and before there are children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b When there is a child under school age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c After the youngest child starts school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d After the children leave home</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C2.04 Do you agree or disagree?

Please tick one box on each line

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Married people are generally happier than unmarried people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b The main advantage of marriage is that it gives financial security</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c The main purpose of marriage these days is to have children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d It is better to have a bad marriage than no marriage at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e People who want children ought to get married</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f One parent can bring up a child as well as two parents together</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g It is all right for a couple to live together without intending to get married</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h It is a good idea for a couple who intend to get married to live together first</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i Divorce is usually the best solution when a couple can't seem to work out their marriage problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C2.05 All in all, what do you think is the ideal number of children for a family to have?

Please write the number in the box

Q = N/A

C2.06 If you agree or disagree?

Please tick one box on each line

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Watching children grow up is life's greatest joy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b Having children interferes too much with the freedom of parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c People who have never had children lead empty lives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d When there are children in the family, parents should stay together even if they don't get along</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e Even when there are no children, married couples should stay together even if they don't get along</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C2.07 Which of these would you say is more important in preparing children for life?

Please tick one box

<table>
<thead>
<tr>
<th>To be obedient</th>
<th>To think for themselves</th>
<th>Don't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>q = N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C2.08 Did your mother ever work for pay for as long as you were in school or before you were 14?

Please tick one box

<table>
<thead>
<tr>
<th>Yes she worked</th>
<th>No</th>
<th>Don't live with mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>q = N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q = N/A for each
IF 2268
IF YOU ANSWERED YES AT a.
b. How often do you see or visit your mother?
PLEASE TICK ONE BOX ONLY
b. How often do you see or visit your mother?
PLEASE TICK ONE BOX

IF 2268
IF YOU ANSWERED YES AT a.
b. How often do you see or visit your mother?
PLEASE TICK ONE BOX

IF 2272/1
PLEASE ANSWER THIS QUESTION IF YOU ARE MARRIED OR
LIVING AS MARRIED
C2.12a Has your husband or wife or partner ever been divorced?
PLEASE TICK ONE BOX ONLY

IF 2272/1
PLEASE ANSWER THIS QUESTION IF YOU ARE MARRIED
b. Did you live with your husband or wife before you got married?
PLEASE TICK ONE BOX

IF 2272/1
PLEASE ANSWER THIS QUESTION IF YOU ARE MARRIED
b. Did you live with your husband or wife before you got married?
PLEASE TICK ONE BOX

IF 2272/1
PLEASE ANSWER THIS QUESTION IF YOU ARE MARRIED
b. Did you live with your husband or wife before you got married?
PLEASE TICK ONE BOX

IF 2272/1
PLEASE ANSWER THIS QUESTION IF YOU ARE MARRIED
b. Did you live with your husband or wife before you got married?
PLEASE TICK ONE BOX

IF 2272/1
PLEASE ANSWER THIS QUESTION IF YOU ARE MARRIED
b. Did you live with your husband or wife before you got married?
PLEASE TICK ONE BOX

IF 2272/1
PLEASE ANSWER THIS QUESTION IF YOU ARE MARRIED
b. Did you live with your husband or wife before you got married?
PLEASE TICK ONE BOX

IF 2272/1
PLEASE ANSWER THIS QUESTION IF YOU ARE MARRIED
b. Did you live with your husband or wife before you got married?
PLEASE TICK ONE BOX

IF 2272/1
PLEASE ANSWER THIS QUESTION IF YOU ARE MARRIED
b. Did you live with your husband or wife before you got married?
PLEASE TICK ONE BOX

IF 2272/1
PLEASE ANSWER THIS QUESTION IF YOU ARE MARRIED
b. Did you live with your husband or wife before you got married?
PLEASE TICK ONE BOX

IF 2272/1
PLEASE ANSWER THIS QUESTION IF YOU ARE MARRIED
b. Did you live with your husband or wife before you got married?
PLEASE TICK ONE BOX

IF 2272/1
PLEASE ANSWER THIS QUESTION IF YOU ARE MARRIED
b. Did you live with your husband or wife before you got married?
PLEASE TICK ONE BOX

IF 2272/1
PLEASE ANSWER THIS QUESTION IF YOU ARE MARRIED
b. Did you live with your husband or wife before you got married?
PLEASE TICK ONE BOX

IF 2272/1
PLEASE ANSWER THIS QUESTION IF YOU ARE MARRIED
b. Did you live with your husband or wife before you got married?
PLEASE TICK ONE BOX

IF 2272/1
PLEASE ANSWER THIS QUESTION IF YOU ARE MARRIED
b. Did you live with your husband or wife before you got married?
PLEASE TICK ONE BOX

IF 2272/1
PLEASE ANSWER THIS QUESTION IF YOU ARE MARRIED
b. Did you live with your husband or wife before you got married?
PLEASE TICK ONE BOX
C2 15a. Do you think it is wrong or not wrong if a man and a woman have sexual relations before marriage?

**PLEASE TICK ONE BOX ONLY**

- Always wrong
- Almost always wrong
- Wrong only sometimes
- Not wrong at all
- Can't choose

What if they are in their 16 years old? In that case is it

**PLEASE TICK ONE BOX ONLY**

- Always wrong
- Almost always wrong
- Wrong only sometimes
- Not wrong at all
- Can't choose

C2 15b. What about a married person having sexual relations with someone other than his or her husband or wife? Is it

**PLEASE TICK ONE BOX ONLY**

- Always wrong
- Almost always wrong
- Wrong only sometimes
- Not wrong at all
- Can't choose

And what about sexual relations between two adults of the same sex? Is it

**PLEASE TICK ONE BOX ONLY**

- Always wrong
- Almost always wrong
- Wrong only sometimes
- Not wrong at all
- Can't choose

C2 16. Sometimes at work people find themselves the object of sexual advances, propositions, or unwanted sexual discussions from co-workers or supervisors. The advances sometimes involve physical contact and sometimes just involve sexual conversations. Has this ever happened to you?

**PLEASE TICK ONE BOX**

- Yes
- No
- Never have worked

If 227a/10a.3

**PLEASE ANSWER 02 17 TO 02 19 IF YOU ARE MARRIED OR LIVING AS MARRIED**

IF NOT MARRIED OR NOT LIVING AS MARRIED PLEASE GO TO 02 20

C2 17. How do you and your spouse/partner organise the income (that one or both of you receive)? Please choose the option that comes closest

**PLEASE TICK ONE BOX ONLY**

- I manage all the money and give my partner his or her share
- My partner manages all the money and gives me my share
- We pool all the money and each take out what we need
- We pool some of the money and keep the rest separate
- We each keep our own money separate
- Not married or living as married

C2 18. In your household who does the following things?

**PLEASE TICK ONE BOX ONLY FOR EACH**

<table>
<thead>
<tr>
<th>Task</th>
<th>Always done by the woman</th>
<th>Usually done by the woman or both together</th>
<th>About equal</th>
<th>Usually done by the man</th>
<th>Always done by a third person</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a  The washing and ironing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b  Small repairs around the house</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c  Looking after sick family members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d  Shopping for groceries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e  Deciding what to have for dinner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C2 19. (If married) Is it...
### C2.19a
Do you and your husband or wife or partner both have paid work at the moment?

**PLEASE TICK ONE BOX**

<table>
<thead>
<tr>
<th>Q 2.19b</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>2331</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
- Q = N/A for each.

### C2.21
If you have never had children, please go to Q2.22.

#### C2.20
Did you work outside the home full-time, part-time, or not at all?

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Worked full-time</th>
<th>Worked part-time</th>
<th>Stayed at home</th>
<th>Doesn't apply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Q = N/A for each.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2332</td>
</tr>
</tbody>
</table>

#### C2.21
What about your spouse/partner at that time - did he/she work outside the home full-time, part-time, or not at all?

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Worked full-time</th>
<th>Worked part-time</th>
<th>Stayed at home</th>
<th>Doesn't apply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Q = N/A for each.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2333</td>
</tr>
</tbody>
</table>

### C2.22
From what you know or have heard, please tick a box for each of the items below to show whether you think the National Health Service in your area is, on the whole, satisfactory or in need of improvement.

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>In need of a lot of improvement</th>
<th>In need of some improvement</th>
<th>Satisfactory</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Q = N/A for each.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2334</td>
</tr>
</tbody>
</table>

### C2.23
In the last two years, have you or a close family member...

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2341</td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE TICK ONE BOX ON EACH LINE**

<table>
<thead>
<tr>
<th>Q = N/A for each.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2335</td>
</tr>
</tbody>
</table>
### Question 24

**How much do you agree or disagree with the following?**

<table>
<thead>
<tr>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Can't Choose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Question 25

**And would you say that job opportunities for women in general are better or worse than they were 10 years ago?**

<table>
<thead>
<tr>
<th>Better</th>
<th>Worse</th>
<th>No Difference</th>
<th>Can't Choose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Question 26

**And would you say that educational opportunities for women in general are better or worse than they were 10 years ago?**

<table>
<thead>
<tr>
<th>Better</th>
<th>Worse</th>
<th>No Difference</th>
<th>Can't Choose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Question 27

**And would you say that job opportunities for women who have similar education and experience to men are better or worse than they were 10 years ago?**

<table>
<thead>
<tr>
<th>Better</th>
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### Question 28

**And would you say that educational opportunities for women who have similar education and experience to men are better or worse than they were 10 years ago?**

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### Question 29

**Would you say that opportunities for women in general are better or worse than they were 10 years ago?**

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### Question 30

**Would you say that educational opportunities for women in general are better or worse than they were 10 years ago?**

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### Question 31

**Would you say that job opportunities for women who have similar education and experience to men are better or worse than they were 10 years ago?**

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### Question 32

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### Question 33

**And would you say that job opportunities for women as a whole are better or worse than they were 10 years ago?**

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</table>
### C.30

Please tick one box for each statement below to show how much you agree or disagree with it.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A woman and her family will all be happier if she goes out to work</td>
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<tr>
<td>b. Women shouldn't try to combine a career and children</td>
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<tr>
<td>c. In times of high unemployment, married women should stay at home</td>
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<tr>
<td>d. If the children are well looked after, it's good for a woman to work</td>
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<tr>
<td>e. Most married women work only to earn money for extras, rather than</td>
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<tr>
<td>f. If women take several years off to look after their children, it's</td>
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<tr>
<td>g. Married women have a right to work if they want to, whatever their</td>
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**PLEASE TICK ONE BOX ONLY**

### C.31

For each of the jobs below, please tick a box to show whether you think the job is particularly suitable for men only, particularly suitable for women only, or suitable for both men and women equally.

<table>
<thead>
<tr>
<th>Job</th>
<th>Particularly suitable for men</th>
<th>Particularly suitable for women</th>
<th>Suitable for both equally</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Social worker</td>
<td></td>
<td></td>
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<tr>
<td>b. Police officer</td>
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<td></td>
<td></td>
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<tr>
<td>c. Secretary</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>d. Car mechanic</td>
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<td></td>
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<tr>
<td>e. Nurse</td>
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<td></td>
<td></td>
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<tr>
<td>f. Bank manager</td>
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<tr>
<td>g. Family doctor/GP</td>
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<td></td>
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<tr>
<td>h. Member of Parliament</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Director of an international company</td>
<td></td>
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<tr>
<td>j. Airline pilot</td>
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<tr>
<td>k. Local councillor</td>
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</tbody>
</table>

**PLEASE TICK ONE BOX ONLY**

### C.32a

Thinking about a single mother with a child under school age. Which one of these statements comes closest to your own view?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. She has a special duty to go out to work to support her child</td>
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<tr>
<td>b. She has a special duty to stay at home to look after her child</td>
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<tr>
<td>c. She should do as she chooses, like everyone else</td>
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</tbody>
</table>

**PLEASE TICK ONE BOX ONLY**

### C.33a

And what about when the child reaches school age? Which one of these statements comes closest to your view about what the single mother should do?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Can't choose</th>
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**PLEASE TICK ONE BOX ONLY**

### C.34

Suppose this single mother did get a part-time job. How much do you agree or disagree that the government should provide money to help with child-care outside school?

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Can't choose</th>
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</thead>
</table>

**PLEASE TICK ONE BOX ONLY**

### C.35

Suppose this single mother did get a part-time job. How much do you agree or disagree that the government should provide money to help with child-care outside school?

<table>
<thead>
<tr>
<th>Agree strongly</th>
<th>Agree</th>
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C2.40 Please tick one box to show how much you agree or disagree with each of these statements.

PLEASE TICK ONE BOX ON EACH LINE

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<th>Agree</th>
<th>Not agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teaching children the difference between right and wrong should be left to the family and kept out of schools</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>b. Schools should spend more time teaching children right from wrong, even if it means less time is spent on basic subjects like reading and arithmetic</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

C2.41 Here are some things that universities might make public, so that people can see how well they are doing. In your view how important is it that they should publish details of...

PLEASE TICK ONE BOX ON EACH LINE

<table>
<thead>
<tr>
<th>Essential</th>
<th>Very important</th>
<th>Fairly important</th>
<th>Not very important</th>
<th>Not at all important</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ... How many students complete their degree?</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>b. ... How many students get a first class degree?</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>c. ... How many students get a job when they finish?</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
</tbody>
</table>

C2.42 Here are some qualities that students may have developed by the time they leave university. In your view how important is it that universities aim to develop such qualities in their students?

PLEASE TICK ONE BOX ON EACH LINE

<table>
<thead>
<tr>
<th>Essential</th>
<th>Very important</th>
<th>Fairly important</th>
<th>Not very important</th>
<th>Not at all important</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Self-confidence</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>b. How to live among people from different backgrounds</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>c. Skills and knowledge which will help them get a good job</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>d. A readiness to challenge other people's ideas</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>e. An ability to speak and write clearly</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>f. Knowledge that equips people for life in general</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
</tbody>
</table>

C2.43 How much do you think universities in general actually develop these qualities in their students?

PLEASE TICK ONE BOX ON EACH LINE

<table>
<thead>
<tr>
<th>Very much</th>
<th>Quite a lot</th>
<th>Not very much</th>
<th>Hardy at all</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Self-confidence</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>b. How to live among people from different backgrounds</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>c. Skills and knowledge which will help them get a good job</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>d. A readiness to challenge other people's ideas</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>e. An ability to speak and write clearly</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>f. Knowledge that equips people for life in general</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
</tbody>
</table>

C2.44a Imagine an unmarried couple who decide to have a child, but do not marry. What would your general opinion be?

PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Essential</th>
<th>Very important</th>
<th>Fairly important</th>
<th>Not very important</th>
<th>Not at all important</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ... It would always be morally wrong</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>b. ... It would sometimes be wrong</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>c. ... It would rarely be wrong</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>d. ... Their decision would have nothing at all to do with morals</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
</tbody>
</table>

C2.44b What if a 30-year-old single woman who does not have a permanent relationship decides to have a child. What would your general opinion be?

PLEASE TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Essential</th>
<th>Very important</th>
<th>Fairly important</th>
<th>Not very important</th>
<th>Not at all important</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ... It would always be morally wrong</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>b. ... It would sometimes be wrong</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>c. ... It would rarely be wrong</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>d. ... Her decision would have nothing at all to do with morals</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
<td>1 1 1 1 1</td>
</tr>
</tbody>
</table>
**C2.45** Here are a number of circumstances in which a woman might consider an abortion. Please say whether or not you think the law should allow an abortion in each case.

<table>
<thead>
<tr>
<th>Circumstance</th>
<th>Should abortion be allowed by law?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The woman decides on her own she does not wish to have the child.</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>b. The couple agree they do not wish to have the child.</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>c. The woman is not married and does not wish to marry the man.</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>d. The couple cannot afford any more children.</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>e. There is a strong chance of a defect in the baby.</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>f. The woman's health is seriously endangered by the pregnancy.</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td>g. The woman became pregnant as a result of rape.</td>
<td>Yes [ ] No [ ]</td>
</tr>
</tbody>
</table>

**C2.46a** Suppose a person has a painful incurable disease. Do you think that doctors should be allowed by law to end a person's life if the patient requests it?

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Q = N/A for Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes [ ]</td>
<td></td>
</tr>
<tr>
<td>No [ ]</td>
<td></td>
</tr>
</tbody>
</table>

**C2.49** Please tick one box on each line to show how likely you think it is for any of these things to happen to you in your lifetime.

<table>
<thead>
<tr>
<th>Event</th>
<th>Very likely</th>
<th>Fairly likely</th>
<th>Not very likely</th>
<th>Not at all likely</th>
<th>Can't choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. To have something stolen from a car.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. To have your home burgled.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. To be robbed in the street.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. To be attacked.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C2.47** In some areas people do things together and try to help each other, while in other areas people mostly go their own way. In general, would you say you live in an area where

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Q = N/A for Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>People help each other.</td>
<td></td>
</tr>
<tr>
<td>People go their own way.</td>
<td></td>
</tr>
<tr>
<td>Mixture</td>
<td></td>
</tr>
<tr>
<td>Can't choose</td>
<td></td>
</tr>
</tbody>
</table>
**C2.50** Please tick one box for each statement below to show how much you agree or disagree with it.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A few rich people get too big a share of the nation's wealth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Employees will never protect their working conditions and wages without strong trade unions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Major public services and industries ought to be in private ownership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Young people today should keep on challenging traditional British values</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. It is everyone's own responsibility to find a job for themselves, and nothing to do with the government</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. State intervention is the best way to solve Britain's economic problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Rich or poor, everyone gets treated the same</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Censorship of films and magazines has no place in a free society</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C2.51** Please tick one box for each statement to show how much you agree or disagree with it.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree strongly</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The welfare state makes people nowadays less willing to look after themselves</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. People receiving social security are made to feel like second class citizens</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The welfare state encourages people to stop helping each other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. The government should spend more money on welfare benefits for the poor, even if it leads to higher taxes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Around here, most unemployed people could find a job if they really wanted one</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Many people who get social security don't really deserve any help</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Most people on the dole are fiddling in one way or another</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. If welfare benefits weren't so generous, people would learn to stand on their own two feet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To help us plan better in future, please tell us about how long it took you to complete this questionnaire.

PLEASE TICK ONE BOX ONLY

- Less than 15 minutes
- Between 15 and 20 minutes
- Between 21 and 30 minutes
- Between 31 and 45 minutes
- Between 46 and 60 minutes
- Over one hour

And on what date did you fill in the questionnaires?

PLEASE WRITE IN

DATE   MONTH
1 0 1994

THANK YOU VERY MUCH FOR YOUR HELP

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

BRITISH SOCIAL ATTITUDES

Young people’s questionnaire with variable names and show cards
BRITISH SOCIAL ATTITUDES: 1994

YOUNG PEOPLE’S SURVEY

All =

<table>
<thead>
<tr>
<th>OFFICE USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-13</td>
</tr>
<tr>
<td>14-15</td>
</tr>
<tr>
<td>16</td>
</tr>
<tr>
<td>25-29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERVIEWER TO ENTER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>6</td>
</tr>
<tr>
<td>6-7</td>
<td></td>
</tr>
<tr>
<td>17-20</td>
<td>0</td>
</tr>
<tr>
<td>21-24</td>
<td></td>
</tr>
</tbody>
</table>
SECTION A

1. At what age do you think people should be allowed to ...

READ OUT a.- i. AND WRITE IN AGE

a. ... vote in a general election?

WRITE IN: 
OR CODE: Any age/ whenever ready 96
Don't know 98

b. ... leave home?

WRITE IN: 
OR CODE: Any age/ whenever ready 96
Don't know 98

c. ... drive a car on a public road?

WRITE IN: 
OR CODE: Any age/ whenever ready 96
Don't know 98

And at what age do you think people should be allowed to ... READ OUT...

d. ... see any film they want in a cinema?

WRITE IN: 
OR CODE: Any age/ whenever ready 96
Don't know 98

e. ... leave school?

WRITE IN: 
OR CODE: Any age/ whenever ready 96
Don't know 98

f. ... have sex?

WRITE IN: 
OR CODE: Any age/ whenever ready 96
Don't know 98
And at what age do you think people should be allowed to get married?

WRITE IN

OR CODE Any age/whenever ready 96

Don’t know 98

babysit a child of five for an evening?

WRITE IN

OR CODE Any age/whenever ready 96

Don’t know 98

get a regular part-time job?

WRITE IN

OR CODE Any age/whenever ready 96

Don’t know 98

buy alcohol?

WRITE IN

OR CODE Any age/whenever ready 96

Don’t know 98

be left on their own for an evening?

WRITE IN

OR CODE Any age/whenever ready 96

Don’t know 98

Suppose you are alone in an empty street, no-one is likely to come by and see you. There is a £5 note lying on the pavement. Would you leave it there, pick it up and hand it in at the police station, or pick it up and keep it?

WRITE IN

OR CODE Any age/whenever ready 96

Don’t know 98

SECTION B
2b. Suppose it was a £20 note lying there. What would you do... READ OUT...

\[ q = \frac{N}{A} \]

... leave it there, 1

\[ 7 = \text{Other} \]

pick it up and hand it in at the police station, 2

or, pick it up and keep it? 3

(Don’t know) 8

Final list with S.No.

3a. A man gives a £5 note for goods he is buying in a big store. By mistake, he is given change for a £10 note. He notices but keeps the change. Please say which of the things on the card comes closest to what you think of this situation?

\[ q = \frac{N}{A} \]

Nothing wrong 1

A bit wrong 2

Wrong 3

Seriously wrong 4

Very seriously wrong 5

(Don’t know) 8

b. And might you do this if the situation came up?

\[ q = \frac{N}{A} \]

Yes 1

No 2

(Don’t know) 8

CARD A AGAIN

4a. A man gives a £5 note for goods he is buying in a corner shop. By mistake, he is given change for a £10 note. He notices but keeps the change. Please say which of the things on the card comes closest to what you think of this situation?

\[ q = \frac{N}{A} \]

Nothing wrong 1

A bit wrong 2

Wrong 3

Seriously wrong 4

Very seriously wrong 5

(Don’t know) 8
4b And might you do this if the situation came up?

\[ q = \frac{\text{YES}}{\text{NO}} \]

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

SECTION C

5a It is now compulsory for state secondary schools to publish their exam results. How useful do you think this information is for parents of present or future pupils? Is it... READ OUT...

\[ q = \frac{\text{very useful}}{\text{not really useful}} \]

<table>
<thead>
<tr>
<th></th>
<th>very useful</th>
<th>quite useful</th>
<th>or, not really useful</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

b And how useful do you think it would be if schools for children aged between seven and eleven published their test results? Would it be... READ OUT...

\[ q = \frac{\text{very useful}}{\text{not really useful}} \]

<table>
<thead>
<tr>
<th></th>
<th>very useful</th>
<th>quite useful</th>
<th>or, not really useful</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

CARD B

6a How much say should parents have in what is taught in schools? Please choose an answer from this card.

\[ q = \frac{\text{All of the say}}{\text{No say at all}} \]

<table>
<thead>
<tr>
<th></th>
<th>All of the say</th>
<th>Quite a bit of the say</th>
<th>Some of the say</th>
<th>Not very much say</th>
<th>No say at all</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

CARD B AGAIN

b And how much say should parents have in the kinds of punishment that are used in schools? Please choose an answer from this card.

\[ q = \frac{\text{All of the say}}{\text{No say at all}} \]

<table>
<thead>
<tr>
<th></th>
<th>All of the say</th>
<th>Quite a bit of the say</th>
<th>Some of the say</th>
<th>Not very much say</th>
<th>No say at all</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>
7a. How much say should children have in what is taught in schools? Please choose an answer from this card.

- All of the say: 1
- Quite a bit of the say: 2
- Some of the say: 3
- Not very much say: 4
- No say at all: 5
- (Don't know): 8

CARD B AGAIN

b. And how much say should children have in the kinds of punishment that are used in schools? Please choose an answer from this card.

- All of the say: 1
- Quite a bit of the say: 2
- Some of the say: 3
- Not very much say: 4
- No say at all: 5
- (Don't know): 8

CARD C

8. Which of the following statements comes closest to your views about what kind of secondary school children should go to?

- Children should go to a different kind of secondary school, according to how well they do at primary school: 1
- All children should go to the same kind of secondary school, no matter how well or badly they do at primary school: 2
- (Don't know): 8

9a. Some people think that all schools should teach sex education to children before they are 11. Others say that parents should be allowed to choose whether or not their young child has sex education. What about you? Do you think that ...

- ... all children aged 11 and under should have sex education at school, or, should parents be allowed to choose? (Don't know): 8

IF PARENTAL CHOICE AT a. (CODE 2) OR DK (CODE 8)

b. What about children aged 12 to 16? Do you think that ...

- ... all children aged 12 to 16 should have sex education at school, or, should parents be allowed to choose? (Don't know): 8
Ask All/
Card D

Please tell me, from this card, how much you agree or disagree with each of these statements about secondary schooling.

**READ OUT a.- d. AND CODE ONE FOR EACH**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree Strongly</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Disagree Strongly</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temporary exams are the best way of judging the ability of pupils</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>On the whole, pupils are too young when they have to decide which</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>subjects to specialise in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The present law allows pupils to leave school when they are too young</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>So much attention is given to exam results in Britain that a pupil's</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>everyday classroom work counts for too little</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Can I just check, are you presently at school or sixth form college?

<table>
<thead>
<tr>
<th>Present Tense IF AT SCHOOL/6TH FORM COLLEGE (CODE 1 OR 2 AT Q.11)</th>
<th>Past Tense IF NOT AT SCHOOL/6TH FORM COLLEGE (CODE 3 AT Q.11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Tense IF AT SCHOOL/6TH FORM COLLEGE (CODE 1 OR 2 AT Q.11)</td>
<td>Past Tense IF NOT AT SCHOOL/6TH FORM COLLEGE (CODE 3 AT Q.11)</td>
</tr>
<tr>
<td>Thinking of your current (most recent) school/6th form college. Would</td>
<td>Would you say that teachers get (got) threatened by</td>
</tr>
<tr>
<td>you say that students get (got) bullied by other students? READ OUT</td>
<td>students ... READ OUT ...</td>
</tr>
<tr>
<td>a lot, 1</td>
<td>a lot, 1</td>
</tr>
<tr>
<td>a little, 2</td>
<td>a little, 2</td>
</tr>
<tr>
<td>or, not at all? 3</td>
<td>or, not at all? 3</td>
</tr>
<tr>
<td>(Don't know) 8</td>
<td>(Don't know) 8</td>
</tr>
</tbody>
</table>

And what do you think should happen to someone who keeps on bullying other students at school?

Should they be ... READ OUT ...

<table>
<thead>
<tr>
<th>Other (WRITE IN)</th>
<th>189</th>
</tr>
</thead>
<tbody>
<tr>
<td>expelled from their school, 1</td>
<td></td>
</tr>
<tr>
<td>suspended from their school for some time, 2</td>
<td></td>
</tr>
<tr>
<td>or, should they be dealt with in some other way but stay at their school? 3</td>
<td></td>
</tr>
</tbody>
</table>

Present Tense IF AT SCHOOL/6TH FORM COLLEGE (CODE 1 OR 2 AT Q.11)
Past Tense IF NOT AT SCHOOL/6TH FORM COLLEGE (CODE 3 AT Q.11)

Would you say that teachers get (got) threatened by students ... READ OUT ...

<table>
<thead>
<tr>
<th>Present Tense IF AT SCHOOL/6TH FORM COLLEGE (CODE 1 OR 2 AT Q.11)</th>
<th>Past Tense IF NOT AT SCHOOL/6TH FORM COLLEGE (CODE 3 AT Q.11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Tense IF AT SCHOOL/6TH FORM COLLEGE (CODE 1 OR 2 AT Q.11)</td>
<td>Past Tense IF NOT AT SCHOOL/6TH FORM COLLEGE (CODE 3 AT Q.11)</td>
</tr>
<tr>
<td>Would you say that teachers get (got) threatened by students ... READ</td>
<td>Would you say that teachers get (got) threatened by students</td>
</tr>
<tr>
<td>OUT ...</td>
<td>... READ OUT ...</td>
</tr>
<tr>
<td>a lot, 1</td>
<td>a lot, 1</td>
</tr>
<tr>
<td>a little, 2</td>
<td>a little, 2</td>
</tr>
<tr>
<td>or, not at all? 3</td>
<td>or, not at all? 3</td>
</tr>
<tr>
<td>(Don't know) 8</td>
<td>(Don't know) 8</td>
</tr>
</tbody>
</table>
And what do you think should happen to someone who keeps on threatening a teacher at school? Should they be ... READ OUT ...

$q = \neg 1/A$

... expelled from their school, 1
suspended from their school for some time, 2
or should they be dealt with in some other way but stay at their school? 3
Other (WRITE IN) Recode or final list with S.No. 7
(Don't know) 8

PRESENT TENSE IF AT SCHOOL/6TH FORM COLLEGE (CODE 1 OR 2 AT Q.11)
PAST TENSE IF NOT AT SCHOOL/6TH FORM COLLEGE (CODE 3 AT Q.11)

Would you say that students having drugs in your school happens (happened) ... READ OUT ...

$q = \neg 1/A$

... a lot, 1
a little, 2
or, not at all? 3
(Don't know) 8

And what do you think should happen to someone who keeps on having drugs in school? Should they be ... READ OUT ...

$q = \neg 1/A$

... expelled from their school, 1
suspended from their school for some time, 2
or, should they be dealt with in some other way but stay at their school? 3
Other (WRITE IN) Recode or final list with S.No. 7
(Don't know) 8

SECTION D

ASK ALL

Now some questions about crime.

Do you ever worry about the possibility that you or anyone else who lives with you might be the victim of crime?

$q = \neg 1/A$

IF 'YES' AT a. $\neg 1/1$

b. Is this ... READ OUT ...

$q = \neg 1/A$

... a big worry, 1
a bit of a worry, 2
or, an occasional doubt? 3
ASK ALL

CARD E
Here are some things that some people do to avoid crime. Which of these do you do? Please give me the number or numbers on the card.

<table>
<thead>
<tr>
<th>CODE ALL THAT APPLY</th>
<th>Yes</th>
<th>No</th>
<th>No car/bike</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am careful to lock up our home (and/or car)</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>I don’t go out alone</td>
<td>01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t answer the door</td>
<td>02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I avoid going out at certain times</td>
<td>03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I avoid going to certain places</td>
<td>04</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I avoid public transport</td>
<td>05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I avoid public transport</td>
<td>06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I carry a personal alarm or a weapon</td>
<td>07</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make sure other people in the family take precautions</td>
<td>08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (WRITE IN CODE or FINAL LIST with S.No)</td>
<td>97</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>98</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ASK ALL
And now some questions about crimes that may have happened to you.

(Note that two or more crimes may have happened on the same occasion)

Have you yourself ever...

READ OUT a.-g. AND CODE ONE FOR EACH

<table>
<thead>
<tr>
<th>been physically attacked?</th>
<th>Yes</th>
<th>No</th>
<th>No car/bike</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>been threatened?</th>
<th>Yes</th>
<th>No</th>
<th>No car/bike</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>had your home burgled?</th>
<th>Yes</th>
<th>No</th>
<th>No car/bike</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>had a car belonging to you or your family stolen or things stolen from a car?</th>
<th>Yes</th>
<th>No</th>
<th>No car/bike</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>had your home or car damaged by vandals?</th>
<th>Yes</th>
<th>No</th>
<th>No car/bike</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>had your bike stolen or damaged by vandals?</th>
<th>Yes</th>
<th>No</th>
<th>No car/bike</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

INTERVIEWER: CODE FROM Q 17

If victim of any crime (CODE 1 AT ANY Q.17a.-g.)

| 1ASK Q 19 | 4268 |

If 'no'/don't know' to all (CODE 2,3 OR 8 AT Q17a -g.)

| 2GO TO Q.20 | 4269 |

19a Do you think that as a result of any of these experiences you are now more aware of crime, or has it made no difference?

<table>
<thead>
<tr>
<th>More aware</th>
<th>1</th>
<th>4269</th>
</tr>
</thead>
<tbody>
<tr>
<td>No difference</td>
<td>2</td>
<td>------</td>
</tr>
</tbody>
</table>

| 1ASK b. | 4269 |
IF YES AT a.
And has it actually made you more afraid of crime?

\[ q = 1/A \]

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

ASK ALL
CARD F
20a. And do you know personally anyone else who has experienced any of these crimes? You needn’t tell me which crimes.

\[ q = 1/A \]

IF YES AT a. (CODE 1)

b. Has knowing about someone else’s experience of crime made you more aware of crime or has it made no difference?

\[ q = 1/A \]

IF MORE AWARE AT b. (CODE 1)
c. And has it actually made you more afraid of crime?

\[ q = 1/A \]

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

ASK ALL
21. How safe do you feel walking alone in this area after dark ... READ OUT ...

\[ q = 1/A \]

... very safe, 1
fairly safe, 2
a bit unsafe, 3
or, very unsafe? 4
(Never walk alone) 5
(Don’t know) 8
Suppose two people - one white, one black - each appear in court, charged with a crime they did not commit. What do you think their chances are of being found guilty? READ OUT ...

9 = N/A the white person is more likely to be found guilty, 1
7 = Other - Final List with SN they have the same chance, 2
or, the black person is more likely to be found guilty? 3
(Don't know) 8

Now suppose another two people from different back- one rich, one poor - each appear in court, charged with a crime they did not commit. What do you think their chances are of being found guilty? READ OUT ...

9 = N/A the rich person is more likely to be found guilty, 1
7 = Other - Final List with SN they have the same chance, 2
or, the poor person is more likely to be found guilty? 3
(Don't know) 8

Now suppose another two people - one British and one Irish - each appear in court, charged with a burglary they did not commit. What do you think their chances are of being found guilty? READ OUT ...

9 = N/A the British person is more likely to be found guilty, 1
7 = Other - Final List with SN they have the same chance, 2
or, the Irish person is more likely to be found guilty? 3
(Don't know) 8

CARD G
Here are some possible ways of helping to prevent crime in Britain. How effective do you think each one is? 9 = N/A for each

<table>
<thead>
<tr>
<th>READ OUT a. - g. AND CODE ONE FOR EACH</th>
<th>Very effective</th>
<th>Quite effective</th>
<th>Not very effective</th>
<th>Not at all effective</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Less violence and crime on television</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>b People taking religion more seriously</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>c Sending more people to prison</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>d Sending fewer people to prison</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>e Firmer discipline in families</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>f Stricter discipline in schools</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>g Reducing poverty</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>
24. Suppose someone under 16 commits a burglary for the first time. How much are you in favour or against each of the following ways of dealing with them?

![Image with question and table]

CARD I
And, in your opinion, which of these would be the best way of dealing with someone under 16 who commits a burglary for the first time. Please choose one answer from this card.

![Image with question and options]

CARD J
Do you think British courts should be able to sentence murderers to death or not? Please choose your answer from this card.

![Image with question and options]
<table>
<thead>
<tr>
<th>CARD K</th>
<th>27</th>
<th>Please choose a number from this card to say how much you agree or disagree with each of these statements</th>
<th>9 = N/A for each</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ OUT a.- c AND CODE ONE FOR EACH</td>
<td>Agree</td>
<td>Neither agree nor</td>
<td>Disagree</td>
</tr>
<tr>
<td>a</td>
<td>A working mother can establish just as warm and secure a relationship with her child as a mother who does not work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b</td>
<td>All in all, family life suffers when the woman has a full-time job</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c</td>
<td>Having a job is the best way for a woman to be an independent person</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>CARD K AGAIN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>And how much do you agree or disagree with these statements Please choose a number from the card</td>
<td>9 = N/A for each</td>
<td></td>
</tr>
<tr>
<td>READ OUT a.- c AND CODE ONE FOR EACH</td>
<td>Agree</td>
<td>Neither agree nor</td>
<td>Disagree</td>
</tr>
<tr>
<td>a</td>
<td>A man’s job is to earn money, a woman’s job is to look after the home and family</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b</td>
<td>It is not good if the man stays at home and cares for the children and the woman goes out to work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c</td>
<td>Family life often suffers because men concentrate too much on their work</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
CARDE K AGAIN
Still looking at this card, please choose a number to show how much you agree or disagree with these statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. It is better to have a bad marriage than no marriage at all</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>b. One parent can bring up a child as well as two parents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>c. It is all right for a couple to live together without intending to get married</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>d. It’s a good idea for a couple who intend to get married to live together first</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>e. When there are children in the family, parents should stay together even if they don’t get along</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

CARDE L
I am going to read out jobs people can do. Looking at this card, please say for each job whether you think it is particularly suitable for men, particularly suitable for women, or suitable for both men and women equally.

<table>
<thead>
<tr>
<th>Job</th>
<th>Particularly suitable for men</th>
<th>Particularly suitable for women</th>
<th>Suitable for both equally</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Police officer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>b. Secretary</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>c. Car mechanic</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>d. Nurse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>e. Bank manager</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>f. Family doctor/GP</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>g. Member of Parliament</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>h. Airline pilot</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>
Imagine a man and woman who are living together. I would like to ask you some questions about how you think they should share family jobs. Please choose an answer from this card to show who you think should

<table>
<thead>
<tr>
<th>READ OUT a. - f AND CODE ONE FOR EACH</th>
<th>Mainly the woman</th>
<th>Mainly the man</th>
<th>Shared equally</th>
<th>(Don’t know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>shop for groceries?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>make the evening meal?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>do the washing and ironing?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>make small repairs around the home?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>look after sick family members?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>organise the family’s money and payment of bills?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

At what age do you think young people should be expected to

PLEASE ENTER AGE IN BOX FOR a & b OR CODE DON’T KNOW

<table>
<thead>
<tr>
<th>READ OUT a. AND b. AND WRITE IN AGE</th>
<th>WRITE IN</th>
<th>OR CODE Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>help with the daily washing up?</td>
<td></td>
<td>97: other - Final list</td>
</tr>
<tr>
<td>regularly make their own bed?</td>
<td></td>
<td>97: other - Final list</td>
</tr>
</tbody>
</table>

To which of these groups do you consider you belong?

CODE ONE ONLY

<table>
<thead>
<tr>
<th>Black</th>
<th>of African or Caribbean or other origin</th>
<th>01</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>of Indian origin</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td>of Pakistani origin</td>
<td>03</td>
</tr>
<tr>
<td></td>
<td>of other origin (WRITE IN)</td>
<td>06</td>
</tr>
<tr>
<td>Asian</td>
<td>of Bangladeshi origin</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>of Chinese origin</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>of other origin (WRITE IN)</td>
<td>06</td>
</tr>
<tr>
<td></td>
<td>of British origin</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td>of Irish origin</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td>of other origin (WRITE IN)</td>
<td>09</td>
</tr>
<tr>
<td>White</td>
<td>of other origin (WRITE IN)</td>
<td>06</td>
</tr>
<tr>
<td></td>
<td>of mixed origin</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>(PLEASE SAY WHICH)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refused</td>
<td>97</td>
</tr>
</tbody>
</table>
Now I would like to ask you some questions about racial prejudice in Britain.

34a. Firstly, thinking of Asians - that is, people whose families were originally from India, Pakistan and Bangladesh - who now live in Britain. Do you think there is a lot of prejudice against them in Britain nowadays, a little or hardly any?

   - A lot 1
   - A little 2
   - Hardly any 3
   - (Don't know) 8

b. And black people - that is, people whose families were originally from the West Indies or Africa - who now live in Britain. Do you think there is a lot of prejudice against them in Britain nowadays, a little or hardly any?

   - A lot 1
   - A little 2
   - Hardly any 3
   - (Don't know) 8

c. Do you think there will be more, less or about the same amount of racial prejudice in Britain in 5 years time compared with now?

   - More in 5 years 1
   - Less 2
   - About the same 3
   - Other answer (WRITE IN) 7

35. How would you describe yourself ... READ OUT ...

   ... as very prejudiced against people of other races, 1
   a little prejudiced, 2
   or, not prejudiced at all? 3
   Other answer (WRITE IN) 7

36a. On the whole, do you think people of Asian origin are not given jobs these days because of their race ... READ OUT ...

   ... a lot, 1
   a little, 2
   or - hardly at all? 3
   (Don't know) 8
36b. And on the whole, do you think people of West Indian origin are not given jobs these days because of their race? READ OUT.

- a lot, 1
- a little, 2
- hardly at all? 3
- (Don't know) 8

37. There is a law in Britain against racial discrimination, that is against giving unfair preference to a particular race in housing, jobs and so on. Do you generally support or oppose the idea of a law for this purpose?

- Support 1
- Oppose 2
- Don't know 8

INTERVIEWER TO CODE FROM Q.33:

- 1 ASK Q.39
- 2 GO TO Q.40
- 3 GO TO Q.41
- 4 GO TO Q.42

39a. Do you think most white people in Britain would mind or not mind if one of their close relatives were to marry a person of Asian origin? IF 'WOULD MIND' A lot or a little? RECORD IN COL. a.

And you personally? Would you mind or not mind? IF 'WOULD MIND' A lot or a little? RECORD IN COL. b.

Do you think most white people in Britain would mind or not mind if one of their close relatives were to marry a person of black or West Indian origin? IF 'WOULD MIND' A lot or a little? RECORD IN COL. c.

And you personally? Would you mind or not mind? IF 'WOULD MIND' A lot or a little? RECORD IN COL. d THEN GO TO Q.42

ASIAN ORIGIN

<table>
<thead>
<tr>
<th>Most people</th>
<th>Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>4370</td>
<td>4371</td>
</tr>
</tbody>
</table>

- Mind a lot 1 1
- Mind a little 2 2
- Not mind 3 3
- Other answer 7 7

BLACK ORIGIN

<table>
<thead>
<tr>
<th>Most people</th>
<th>Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>4372</td>
<td>4373</td>
</tr>
</tbody>
</table>

- Mind a lot 1 1
- Mind a little 2 2
- Not mind 3 3
- Other answer 7 7

WRITE IN a OR b.

'OTHER' c.

ANSWER' d

NOW GO TO Q.42
40a. Do you think **most** Asian people in Britain would mind or not mind if one of their close relatives were to marry a **white** person?  
IF 'WOULD MIND': A lot or a little? RECORD IN COL. a.  
And you personally? Would you mind or not mind?  
IF 'WOULD MIND': A lot or a little? RECORD IN COL. b.  
And you personally? Would you mind or not mind?  
IF 'WOULD MIND': A lot or a little? RECORD IN COL. c.  
And you personally? Would you mind or not mind?  
IF 'WOULD MIND': A lot or a little? RECORD IN COL. d. THEN GO TO Q.42

<table>
<thead>
<tr>
<th>Question</th>
<th>WHITE</th>
<th>BLACK ORIGIN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a.</td>
<td>b.</td>
</tr>
<tr>
<td></td>
<td>Most people</td>
<td>Self</td>
</tr>
<tr>
<td>Mind a lot</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mind a little</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Not mind</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Other answer</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

WRITE IN: a. **Recode or Final List**
ANY b. 
'OTHER c. 
ANSWER' d. 

41a. Do you think **most** black people in Britain would mind or not mind if one of their close relatives were to marry a **white** person?  
IF 'WOULD MIND': A lot or a little? RECORD IN COL. a.  
And you personally? Would you mind or not mind?  
IF 'WOULD MIND': A lot or a little? RECORD IN COL. b.  
And you personally? Would you mind or not mind?  
IF 'WOULD MIND': A lot or a little? RECORD IN COL. c.  
And you personally? Would you mind or not mind?  
IF 'WOULD MIND': A lot or a little? RECORD IN COL. d. THEN GO TO Q.42

<table>
<thead>
<tr>
<th>Question</th>
<th>WHITE</th>
<th>ASIAN ORIGIN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a.</td>
<td>b.</td>
</tr>
<tr>
<td></td>
<td>Most people</td>
<td>Self</td>
</tr>
<tr>
<td>Mind a lot</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mind a little</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Not mind</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Other answer</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

WRITE IN: a. **Recode or Final List**
ANY b. 
'OTHER c. 
ANSWER' d. 

NOW GO TO Q.42
42a. Generally speaking, do you think of yourself as a supporter of any one political party?

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

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

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

c. If there were a general election tomorrow, which party would you hope would win?

<table>
<thead>
<tr>
<th>Code</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Conservative</td>
</tr>
<tr>
<td>02</td>
<td>Labour</td>
</tr>
<tr>
<td>03</td>
<td>Liberal Democrats</td>
</tr>
<tr>
<td>04</td>
<td>Scottish Nationalist</td>
</tr>
<tr>
<td>05</td>
<td>Plaid Cymru</td>
</tr>
<tr>
<td>06</td>
<td>Green Party</td>
</tr>
<tr>
<td>07</td>
<td>Other party (WRITE IN) Recode or Final List</td>
</tr>
<tr>
<td>08</td>
<td>None</td>
</tr>
<tr>
<td>09</td>
<td>Refused/unwilling to say</td>
</tr>
<tr>
<td>97</td>
<td>Don't know</td>
</tr>
</tbody>
</table>

42c. Which one? CODE ONE ONLY UNDER c. & d.

<table>
<thead>
<tr>
<th>Code</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very strong</td>
</tr>
<tr>
<td>2</td>
<td>Fairly strong</td>
</tr>
<tr>
<td>3</td>
<td>Not very strong</td>
</tr>
<tr>
<td>8</td>
<td>(Don't know)</td>
</tr>
</tbody>
</table>

42e. Would you call yourself very strong? (QUOTE PARTY NAMED) . fairly strong, or not very strong?

<table>
<thead>
<tr>
<th>Question</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Not very much</td>
<td>4</td>
</tr>
<tr>
<td>or, none at all</td>
<td>5</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>8</td>
</tr>
</tbody>
</table>

42f. How much interest do you generally have in what is going on in politics.

<table>
<thead>
<tr>
<th>Question</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Some</td>
<td>3</td>
</tr>
<tr>
<td>Not very much</td>
<td>4</td>
</tr>
<tr>
<td>or, none at all</td>
<td>5</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>8</td>
</tr>
</tbody>
</table>
Here is a quick quiz. For each thing I say, tell me if it is true or false. If you don't know, just say so.

READ OUT a.- k. AND CODE ONE FOR EACH

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>b.</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>c.</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>d.</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>e.</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>f.</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>g.</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>h.</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>i.</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>j.</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>k.</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

CARD 0

And now some questions about doing well in life. First, how important is coming from a wealthy family? Please choose your answer from this card.

READ OUT a.- e. AND CODE ONE FOR EACH

<table>
<thead>
<tr>
<th></th>
<th>Essential</th>
<th>Very important</th>
<th>Fairly important</th>
<th>Not very important</th>
<th>Not at all important</th>
<th>(Don't know)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>b.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>c.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>d.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>e.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>
SECTION I

45a Now some more general questions
Firstly, do you normally read any daily morning newspaper at least 3 times a week?

<table>
<thead>
<tr>
<th>Yes</th>
<th>ASK b</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>GO TO Q 46</td>
</tr>
</tbody>
</table>

IF YES AT a. 

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

ONE CODE ONLY

99 = N/A
20 = more than one daily newspaper read with equal frequency and final list

(Scottish) Daily Express 01
Daily Mail 02
Daily Mirror/Record 03
Daily Star 04
The Sun 05
Today 06
Daily Telegraph 07
Financial Times 08
The Guardian 09
The Independent 10
The Times 11
Morning Star 12

Other Irish/Northern Irish/Scottish regional or local daily morning newspaper (WRITE IN) 94

Record or Final list with 3 No

Other (WRITE IN) 95

Record or Final list with 3 No

CODE 94 or 95 The following papers are all daily morning newspapers, and so should be coded "94" or "95" and final listed with SN.

Birmingham Post 95
Daily Post
Daily Sport < 95
Dundee Courier 91
Eastern Daily Press
Liverpool Post 90
Newcastle Journal
Western Daily Press
Western Mail 95
Western Morning News < 95
Yorkshire Post < 95
46. Do you regard yourself as belonging to any particular religion? 
   IF YES: Which?

**Code one only - do not prompt**

<table>
<thead>
<tr>
<th>Religion</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>No religion</td>
<td>01</td>
</tr>
<tr>
<td>Christian - no denomination</td>
<td>02</td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>03</td>
</tr>
<tr>
<td>Church of England/Anglican</td>
<td>04</td>
</tr>
<tr>
<td>Baptist</td>
<td>05</td>
</tr>
<tr>
<td>Methodist</td>
<td>06</td>
</tr>
<tr>
<td>Presbyterian/Church of Scotland</td>
<td>07</td>
</tr>
<tr>
<td>Free Presbyterian</td>
<td>08</td>
</tr>
<tr>
<td>Brethren</td>
<td>09</td>
</tr>
<tr>
<td>United Reform Church (URC)/Congregational</td>
<td>10</td>
</tr>
<tr>
<td>Other Protestant (WRITE IN)</td>
<td>11</td>
</tr>
<tr>
<td>Other Christian (WRITE IN)</td>
<td>12</td>
</tr>
<tr>
<td>Hindu</td>
<td>13</td>
</tr>
<tr>
<td>Jewish</td>
<td>14</td>
</tr>
<tr>
<td>Islam/Muslim</td>
<td>15</td>
</tr>
<tr>
<td>Sikh</td>
<td>16</td>
</tr>
<tr>
<td>Buddhist</td>
<td>17</td>
</tr>
<tr>
<td>Other non-Christian (WRITE IN)</td>
<td>18</td>
</tr>
<tr>
<td>Refused/unwilling to say</td>
<td>97</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>98</td>
</tr>
</tbody>
</table>

*Ask Q.47* 

**IF ANY RELIGION OR DON'T KNOW AT Q.46**

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

**Probe as necessary**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a week or more</td>
<td>01</td>
</tr>
<tr>
<td>Less often but at least one in two weeks</td>
<td>02</td>
</tr>
<tr>
<td>Less often but at least once a month</td>
<td>03</td>
</tr>
<tr>
<td>Less often but at least twice a year</td>
<td>04</td>
</tr>
<tr>
<td>Less often but at least once a year</td>
<td>05</td>
</tr>
<tr>
<td>Less often</td>
<td>06</td>
</tr>
<tr>
<td>Never or practically never</td>
<td>07</td>
</tr>
<tr>
<td>Varies too much to say</td>
<td>08</td>
</tr>
<tr>
<td>Refused/unwilling to answer</td>
<td>97</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>98</td>
</tr>
</tbody>
</table>
**CODE SEX OF RESPONDENT**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4</td>
<td>Male</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9/2</td>
<td>Female</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

And now some questions about yourself

First, how old were you last birthday?

$q = \sim/4$

WRITE IN.

**INTERVIEWER TO CODE AGE FROM Q 50**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4</td>
<td>Respondent aged 12 to 15</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9/2</td>
<td>Respondent aged 16 to 19</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**IF AGED 16 TO 19**

$q = \sim/4$

Which of these descriptions applies to what you were doing last week, that is, in the seven days ending last Sunday?

**PROBE** Any others?

**CODE ALL THAT APPLY IN COLUMN I**

**IF ONLY ONE CODE AT I, TRANSFER IT TO COLUMN II**

**IF MORE THAN ONE CODE AT I, TRANSFER HIGHEST ON LIST TO II.**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Col. I</th>
<th>Col. II</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>In full-time education at school, college, or university</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>On government training/employment programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>In paid work for at least 10 hours in week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Waiting to take up paid work already accepted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Unemployed and registered at a benefit office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>Unemployed, not registered, but actively looking for a job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>Unemployed, wanting a job, but not actively looking for a job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08</td>
<td>Permanently sick or disabled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09</td>
<td>Looking after the home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Doing something else (WRITE IN)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IF IN PAID WORK (CODE 3 AT Q.51)**

$q = \sim/4$

In your (main) job are you ... READ OUT...

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4</td>
<td>an employee,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9/2</td>
<td>or, self-employed?</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
52b. And how many hours a week do you normally work in your (main) job?
(IF RESPONDENT CANNOT ANSWER, ASK ABOUT LAST WEEK)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 - 15 hours</td>
<td>1</td>
</tr>
<tr>
<td>16 - 23 hours</td>
<td>2</td>
</tr>
<tr>
<td>24 - 29 hours</td>
<td>3</td>
</tr>
<tr>
<td>30 or more hours</td>
<td>4</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>8</td>
</tr>
</tbody>
</table>

53. CODE ACTIVITY STATUS FROM Q.50 AND/OR Q.51:

<table>
<thead>
<tr>
<th>Activity Status</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent aged 12 to 15 or in full-time education</td>
<td>1</td>
</tr>
<tr>
<td>Respondent not in full-time education</td>
<td>2</td>
</tr>
</tbody>
</table>

54. Do you do a paid job of any sort at the moment - apart from anything you may do for your parents and get paid for?

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

55. What is the main place you go to for your full-time education?

<table>
<thead>
<tr>
<th>Education Type</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>1</td>
</tr>
<tr>
<td>Sixth form college</td>
<td>2</td>
</tr>
<tr>
<td>College of Further Education</td>
<td>3</td>
</tr>
<tr>
<td>College of Higher Education/Tertiary College</td>
<td>4</td>
</tr>
<tr>
<td>University</td>
<td>5</td>
</tr>
<tr>
<td>Other (WRITE IN)</td>
<td>7</td>
</tr>
</tbody>
</table>

56. Are you attending, or have you ever attended a fee-paying, private primary or secondary school in the United Kingdom?

<table>
<thead>
<tr>
<th>School Status</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>(Don't know)</td>
<td>8</td>
</tr>
</tbody>
</table>

NOTE: "PRIVATE" INCLUDES INDEPENDENT/PUBLIC SCHOOLS, BUT EXCLUDES NURSERY SCHOOLS, VOLUNTARY-AIDED SCHOOLS AND "OPTED-OUT" GRANT-MAINTAINED SCHOOLS

57. CODE AGE FROM Q.50:

<table>
<thead>
<tr>
<th>Age</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent aged 12 or 13</td>
<td>1</td>
</tr>
<tr>
<td>Respondent aged 14 to 19</td>
<td>2</td>
</tr>
</tbody>
</table>
## CARD R

58a Are you studying for any of the qualifications on this card?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSE</td>
<td>01</td>
</tr>
<tr>
<td>Scottish (SCE) Ordinary</td>
<td>03</td>
</tr>
<tr>
<td>Scottish (SLC) lower grade</td>
<td>04</td>
</tr>
<tr>
<td>Scottish (SUPE) Ordinary</td>
<td>05</td>
</tr>
<tr>
<td>GCE 'A' level/'S' level</td>
<td>06</td>
</tr>
<tr>
<td>Scottish SCE/SLC/SUPE at higher grade</td>
<td>07</td>
</tr>
<tr>
<td>Scottish Certificate of Sixth Year Studies</td>
<td>08</td>
</tr>
<tr>
<td>GNVQ - Foundation</td>
<td>09</td>
</tr>
<tr>
<td>GNVQ - Intermediate</td>
<td>10</td>
</tr>
<tr>
<td>GNVQ - Advanced</td>
<td>11</td>
</tr>
<tr>
<td>SCOTVEC National Certificate modules</td>
<td></td>
</tr>
<tr>
<td>Overseas School Leaving Exam/Certificate</td>
<td>13</td>
</tr>
</tbody>
</table>

**Code up to 7 answers.**

IF YES AT a. 4475/2

b Which ones? Any others?

## CARD S

59a And are you studying for any of the qualifications on this card?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognised trade apprenticeship</td>
<td>05</td>
</tr>
<tr>
<td>RSA/other clerical, commercial qualification</td>
<td>06</td>
</tr>
<tr>
<td>City &amp; Guilds Certificate - Craft/Intermediate/Ordinary/Part I</td>
<td>07</td>
</tr>
<tr>
<td>City &amp; Guilds Certificate - Advanced/Final/Part II or Part III</td>
<td>08</td>
</tr>
<tr>
<td>City &amp; Guilds Certificate - Full technological</td>
<td>09</td>
</tr>
<tr>
<td>BEC/TEC General/Ordinary National Certificate (ONC) or Diploma (OND)</td>
<td>10</td>
</tr>
<tr>
<td>BEC/TEC Higher/Higher National Certificate (HNC) or Diploma (HND)</td>
<td>11</td>
</tr>
<tr>
<td>Teacher training qualification</td>
<td>12</td>
</tr>
<tr>
<td>Nursing qualification</td>
<td>13</td>
</tr>
<tr>
<td>Other technical or business qualification/certificate</td>
<td>14</td>
</tr>
<tr>
<td>University or CNAA degree or diploma</td>
<td>15</td>
</tr>
<tr>
<td>Other recognised academic or vocational qualification</td>
<td></td>
</tr>
</tbody>
</table>

(WRITE IN) Recognise or final list 97
**IF AGED 12-15 OR IN FULL-TIME EDUCATION**

60. How old do you think you will be when you finish your full-time continuous education?

<table>
<thead>
<tr>
<th>Age</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>17 or 18</td>
<td>2</td>
</tr>
<tr>
<td>19 or over</td>
<td>3</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

61a. And do you ever worry that you won’t be able to get a job when you finish your education?

<table>
<thead>
<tr>
<th>Worry Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

**IF YES AT a.**

b. Is this a big worry, a bit of a worry, or just an occasional doubt?

<table>
<thead>
<tr>
<th>Worry Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>3</td>
</tr>
</tbody>
</table>

**IF NOT IN FULL-TIME EDUCATION (CODE 2 AT Q.53)**

62. What was the last place you went to for full-time education?

<table>
<thead>
<tr>
<th>School</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>1</td>
</tr>
<tr>
<td>Sixth form college</td>
<td>2</td>
</tr>
<tr>
<td>College of Further Education</td>
<td>3</td>
</tr>
<tr>
<td>College of Higher Education/Tertiary College</td>
<td>4</td>
</tr>
<tr>
<td>University</td>
<td>5</td>
</tr>
<tr>
<td>Other (WRITE IN)</td>
<td>7</td>
</tr>
</tbody>
</table>

63. Have you ever attended a fee-paying, private primary or secondary school in the United Kingdom?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>(Don’t know)</td>
<td>8</td>
</tr>
</tbody>
</table>

**NOTE:** "PRIVATE" INCLUDES INDEPENDENT/PUBLIC SCHOOLS, BUT EXCLUDES NURSERY SCHOOLS, VOLUNTARY-AIDED SCHOOLS AND "OPTED-OUT" GRANT-MAINTAINED SCHOOLS

64. How old were you when you left full-time continuous education?

<table>
<thead>
<tr>
<th>Age</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 or 16</td>
<td>1</td>
</tr>
<tr>
<td>17 or 18</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>under 15</td>
<td>(don’t know)</td>
</tr>
</tbody>
</table>
And how likely is it that you will go back into full-time education within the next two years? Is it very likely, 1
fairly likely, 2
not very likely, 3
or not likely at all? 4
(Don’t know) 8

ALL

CODE AGE OF RESPONDENT FROM Q.50

\[ q = N/A \]

Respondent aged 12 to 15 (code 1)
Respondent aged 16 to 19 (code 2)

ALL AGED 16 TO 19

CARD T \[ q = 4563/2 \]

Have you passed any of the examinations on this card?
IF NOT, PROBE "Are you waiting to hear about the results of any of these examinations?"

\[ q = N/A \]

Yes 1 ASK b.
No 2 } GO TO Q.68

Waiting to hear results

b Which ones? Any others?
CODE ALL THAT APPLY

GCSE - D-G 01
GCSE - A-C 02
Scottish (SCE) Ordinary 03
Scottish (SLC) lower grade 04
Scottish (SUPE) Ordinary 05

GCSE ‘A’ level/‘S’ level 06
Scottish SCE/SLC/SUPE at higher grade 07
Scottish Certificate of Sixth Year Studies 08

GNVQ - Foundation 09
GNVQ - Intermediate 10
GNVQ - Advanced 11

SCOTVEC National Certificate modules 12

Overseas School Leaving Exam/Certificate 13

CARD U \[ q = 4563/2 \]

And have you passed any of the qualifications on this card?
IF NO, PROBE "Are you waiting to hear about the results of any of these examinations?"

\[ q = N/A \]

Yes 1 ASK b.
No, no taken/not passed 2 } GO TO Q.69
No, but taken and waiting to hear results 3 } GO TO Q.68
If YES AT a.

68b. Which ones? Any others?

CODE ALL THAT APPLY

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Recognised trade apprenticeship completed</td>
</tr>
<tr>
<td>02</td>
<td>RSA/other clerical, commercial qualification</td>
</tr>
<tr>
<td>03</td>
<td>City &amp; Guilds Certificate - Craft/Intermediate/Ordinary/Part I</td>
</tr>
<tr>
<td>04</td>
<td>City &amp; Guilds Certificate - Advanced/Final/Part II or Part III</td>
</tr>
<tr>
<td>05</td>
<td>City &amp; Guilds Certificate - Full technological</td>
</tr>
<tr>
<td>06</td>
<td>BEC/TEC General/Ordinary National Certificate (ONC) or Diploma (OND)</td>
</tr>
<tr>
<td>07</td>
<td>BEC/TEC Higher/Higher National Certificate (HNC) or Diploma (HND)</td>
</tr>
<tr>
<td>08</td>
<td>Teacher training qualification</td>
</tr>
<tr>
<td>09</td>
<td>Nursing qualification</td>
</tr>
<tr>
<td>10</td>
<td>Other technical or business qualification/certificate</td>
</tr>
<tr>
<td>11</td>
<td>University or CNAA degree or diploma</td>
</tr>
<tr>
<td>12</td>
<td>Other recognised academic or vocational qualification</td>
</tr>
</tbody>
</table>

(WRITE IN) Record or final list

ASK ALL

CARD V

69a. Which, if any, of the things on this card would you say is your main ambition in life? Please read through the whole list before deciding.

CODE ONE IN COLUMN a.

b. And if you had to choose another ambition, which would it be?

CODE ONE IN COLUMN b.

<table>
<thead>
<tr>
<th>a. Main ambition</th>
<th>b. Next ambition</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be happy</td>
<td>01</td>
</tr>
<tr>
<td>To be well off</td>
<td>02</td>
</tr>
<tr>
<td>To have good health</td>
<td>03</td>
</tr>
<tr>
<td>To have a good job</td>
<td>04</td>
</tr>
<tr>
<td>To be successful at work</td>
<td>05</td>
</tr>
<tr>
<td>To have my own home</td>
<td>06</td>
</tr>
<tr>
<td>To have a family</td>
<td>07</td>
</tr>
<tr>
<td>To travel and see the world</td>
<td>08</td>
</tr>
<tr>
<td>Something else (WRITE IN)</td>
<td>Record or final list</td>
</tr>
<tr>
<td>(None of these)</td>
<td>10</td>
</tr>
</tbody>
</table>

Finally, a few questions about you and the people in your household. Including yourself, how many people live here regularly as members of this household? 99 = \( \frac{1}{\lambda} \)

CHECK INTERVIEWER MANUAL FOR DEFINITION OF HOUSEHOLD, IF NECESSARY.

WRITE IN:
### FOR EACH HOUSEHOLD MEMBER, CODE HIS OR HER RELATIONSHIP TO RESPONDENT

<table>
<thead>
<tr>
<th>PERSON NUMBER</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>4856-84</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Mother**
  - 1
- **Father**
  - 2
- **Stepmother**
  - 3
- **Stepfather**
  - 4
- **(Step)brother/sister**
  - 5
- **Husband/wife/partner**
  - 6
- **(Step) child**
  - 7
- **Other relative**
  - 8
- **Not related**
  - 9

### THANK RESPONDENT FOR HIS OR HER HELP AND COMPLETE Q.73 TO Q.74d

**ALL**

- **RECORD WHETHER ANYONE ELSE PRESENT DURING INTERVIEW**
  - Yes, throughout
  - Yes, sometimes
  - No

### TIME INTERVIEW ENDED

- **WRITE IN**
  - 24 hour clock

### WRITE IN MINUTES

**a.** Total length of interview (see front cover and \textit{a} above)

- **WRITE IN**

**INTERVIEWER SIGNATURE**

**DATE OF INTERVIEW**

- **WRITE IN**

- **PLEASE MAKE SURE THAT THE ARF (AND ANY CONTACT SHEET) IS COMPLETELY FILLED IN, INCLUDING THE RESPONDENT'S PERSON NUMBER AND FIRST NAME IN THE GRID ON PAGE 6 OF THE ARF**

- **RETURN THE COMPLETED ARF (AND CONTACT SHEET, IF THERE IS ONE) TO THE FIELD OFFICE IN A SEPARATE ENVELOPE, NOT WITH THE QUESTIONNAIRE.**

- **CHECK THE QUESTIONNAIRE.**

- **DOUBLE CHECK THAT YOU HAVE FILLED IN ALL THE IDENTIFICATION NUMBERS, ESPECIALLY THE SERIAL NUMBER AND YOUR INTERVIEWER NUMBER ON THIS QUESTIONNAIRE.**

- **THEN RETURN THE QUESTIONNAIRE TO THE FIELD OFFICE AS SOON AS YOU CAN**
BRITISH SOCIAL ATTITUDES: 1994
YOUNG PEOPLE'S SURVEY
Spring 1994

CARD A

Nothing wrong
A bit wrong
Wrong
Seriously wrong
Very seriously wrong

CARD B

All of the say
Quite a bit of the say
Some of the say
Not very much say
No say at all

CARD C

Children should go to a different kind of secondary school, according to how well they do at primary school

OR

All children should go to the same kind of secondary school, no matter how well or badly they do at primary school
CARD D

Agree strongly
Agree
Neither agree nor disagree
Disagree
Disagree strongly

CARD E

Things I do to avoid crime
I am careful to lock up our home (and/or car)
I don't go out alone
I don't answer the door
I avoid going out at certain times
I avoid going to certain places
I avoid public transport
I carry a personal alarm or a weapon
I make sure other people in my family take precautions
Other (PLEASE SAY WHAT)

CARD F

You know someone personally who
Has been physically attacked
Has been threatened
Had their home burgled
Had a car stolen or things stolen from a car
Had a home or car damaged by vandals
Had a bike stolen or damaged by vandals
Had something else stolen

CARD G

Very effective
Quite effective
Not very effective
Not at all effective
CARD H

Strongly in favour
In favour
Neither in favour nor against
Against
Strongly against

CARD J

Definitely
Probably
Probably not
Definitely not

CARD I

Give them a strong warning but leave them to their parents to sort out
Make them spend a certain amount of time helping people in the community
Send them to a special institution for young criminals
Send them to an ordinary prison for adult criminals

CARD K

1: Agree strongly
2: Agree
3: Neither agree nor disagree
4: Disagree
5: Disagree strongly
CARD L

This job is:
Particularly suitable for men
Particularly suitable for women
Suitable for both men and women equally

CARD M

The family job should be:
Done mainly by the woman
Done mainly by the man
Shared equally

CARD N

BLACK
of African or Caribbean or other origin

ASIAN
of Indian origin
of Pakistani origin
of Bangladeshi origin
of Chinese origin
of other origin (PLEASE SAY WHICH)

WHITE
of British origin
of Irish origin
of other origin (PLEASE SAY WHICH)

MIXED ORIGIN
PLEASE SAY WHICH

CARD O

Essential
Very important
Fairly important
Not very important
Not at all important
I don't believe in God and I never have
I don't believe in God now, but I used to
I believe in God now, but I didn’t use to
I believe in God now and I always have

In full-time education (not paid for by employer, including holiday)
On government training/employment programme (e.g. Employment Training, Youth Training etc.)
In paid work for at least 10 hours in the week
Waiting to take up paid work already accepted
Unemployed and registered at a benefit office
Unemployed, not registered, but actively looking for a job
Unemployed, wanting a job (of at least 10 hours a week), but not actively looking for a job
Permanently sick or disabled
Looking after the home

GCSE
Scottish (SCE) Ordinary
Scottish (SLC) lower grade
Scottish (SUPE) Ordinary

GCE 'A' level/'S' level
Scottish SCE/SLC/SUPE at higher grade
Scottish Certificate of Sixth Year Studies

GNVQ - Foundation
GNVQ - Intermediate
GNVQ - Advanced
SCOTVEC National Certificate Modules

Overseas School Leaving Exam/Certificate

Recognised trade apprenticeship
RSA or other clerical or commercial qualification

City & Guilds Certificate - Craft/Intermediate/Ordinary/Part I
- Advanced/Final/Part II or Part III
- Full technological

BEC/TEC General/Ordinary National Certificate (ONC) or Diploma (OND)
BEC/TEC Higher/Higher National Certificate (HNC) or Diploma (HND)

Teacher training qualification
Nursing qualification
Other technical or business qualification or certificate
University or CNAA degree or diploma
Other recognised academic or vocational qualification (PLEASE SAY WHAT)
**CARD T**

- GCSE - D-G
- GCSE - A-C
- Scottish (SCE) Ordinary
- Scottish (SLC) lower grade
- Scottish (SUPE) Ordinary

- GCE 'A' level/'S' level
- Scottish SCE/SLC/SUPE at higher grade
- Scottish Certificate of Sixth Year Studies

- GNVQ - Foundation
- GNVQ - Intermediate
- GNVQ - Advanced
- SCOTVEC National Certificate Modules

- Overseas School Leaving Exam/Certificate

**CARD U**

- Recognised trade apprenticeship completed
- RSA or other clerical or commercial qualification

- City & Guilds Certificate - Craft/Intermediate/Ordinary/Part I
  - Advanced/Final/Part II or Part III
  - Full technological

- BEC/TEC General/Ordinary National Certificate (ONC) or Diploma (OND)
- BEC/TEC Higher/Higher National Certificate (HNC) or Diploma (HND)

- Teacher training qualification
- Nursing qualification
- Other technical or business qualification or certificate
- University or CMAA degree or diploma
- Other recognised academic or vocational qualification (PLEASE SAY WHAT)

**CARD V**

- To be happy
- To be well off
- To have good health
- To have a good job
- To be successful at work
- To have my own home
- To have a family
- To travel and see the world
- Something else (PLEASE SAY WHAT)
APPENDIX F

BRITISH SOCIAL ATTITUDES

and

NORTHERN IRELAND SOCIAL ATTITUDES

Coding instructions for selected questions
Coding instructions for selected questions

[WhPaper] GB versions A, B, C Ni versions A, B
[PartyFW] GB versions A, B, C Ni versions A, B
[Dole] GB versions A, B, C Ni versions A, B
[WryHlth] GB versions A, B, C Ni versions A, B
[Bigworry] GB versions A, B, C Ni versions A, B
[ReconAct] GB versions A, B, C Ni versions A, B
[WageNow] GB versions A, B, C Ni versions A, B
[Efindjob] GB versions A, B, C Ni versions A, B
[Ufindjob] GB versions A, B, C Ni versions A, B
[EfindjbY] GB versions A, B, C Ni versions A, B
[UfindjbY] GB versions A, B, C Ni versions A, B
[SPresJob] GB versions A, B, C Ni versions A, B
[Morehour] GB versions A, B, C Ni versions A, B
[Fewhour] GB versions A, B, C Ni versions A, B
[EMSexWrk] GB versions A, B, C Ni versions A, B
[EWSexWrk] GB versions A, B, C Ni versions A, B
[Bus1fut] GB versions A, B, C Ni versions A, B
[Wchdcon] GB versions A, B, C Ni versions A, B
[Hchdcon] GB versions A, B, C Ni versions A, B
[Wchdsat] GB versions A, B, C Ni versions A, B
[Hchdsat] GB versions A, B, C Ni versions A, B
[Wchpr1] GB versions A, B, C Ni versions A, B
[Wchpr2] GB versions A, B, C Ni versions A, B
[CurUnemp] GB versions A, B, C Ni versions A, B
[CurUnempY] GB versions A, B, C Ni versions A, B
[LeafDef] GB version A Ni version A
[LeafEcon] GB version A Ni version A
[VcRoads1] GB version A Ni version A
[VcFootb1] GB version A Ni version A
[VcVandl1] GB version A Ni version A
[RaceOng] GB version A, B Ni version A
[Prejnow] GB versions A, B Ni version A
[Prejnow] GB versions A, B Ni version A
[SPrej] GB versions A, B Ni version A
[OBossAs] GB versions A, B Ni version A
[SBOssAs] GB versions A, B Ni version A
[OMarAs] GB versions A, B Ni version A
[SMarAs] GB versions A, B Ni version A
[OBossWI] GB versions A, B Ni version A
[NameDC] GB versions A, B Ni version A
[Name CC] GB versions A, B Ni version A
[LocalB] GB versions A, B Ni version A
[LocalC] GB versions A, B Ni version A
[Membship] GB versions A, B Ni version A
[LocPty] GB versions A, B Ni version A
[LocPtylf] GB versions A, B Ni version A
[MPQuals] GB versions A, B Ni version A
[ClrQuals] GB versions A, B Ni version A
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NEWSPAPER READERSHIP, PARTY IDENTIFICATION AND POLITICS

A, B, C versions; NI versions A, B

[WhPaper]
This question asks respondents if they read any daily morning paper

The following papers are all daily morning papers, (NOT ‘free’ sheets), which should be coded 94 and listed with serial numbers

Do not include free papers, note any other papers mentioned (as these have to be checked first to see that they are indeed daily morning newspapers) In that way this list can be kept up-to-date

Birmingham Post
Daily News
Daily Post
Dundee Courier
Eastern Daily Press
East Anglian Times
Glasgow Herald
Irish Press
Jang
Liverpool Post
Newcastle Journal
Northern Echo
Press & Journal
The Scotsman
Western Daily Press
Western Mail
Western Morning News
Yorkshire Post

NB These papers are coded 94 if and only if they are the only papers mentioned. If two or more papers are mentioned (one national and one regional), then use code 96= More than one paper read with equal frequency

A, B, and C versions

[Party FW]
This question asks respondents which of the political parties they support, or feel closer to, or which they would be most likely to support in the event of a General Election

Respondents who answered Other Party (code 7) will be listed with serial numbers.
An additional code, 97, will be used for respondents for refused to answer
GOVERNMENT SPENDING AND NHS

A, B, and C versions; NI versions A, B

[Dole]
This question asks whether ‘benefits for the unemployed are too low and cause hardship (code 1), or whether they are ‘too high’ and discourage people from finding jobs’ (code 2).

In addition to Don’t know (code 8) and Not answered (code 9), there are 4 additional codes (added in 1984).

4. Both: Unemployment Benefit causes hardship but can’t be higher or there would be no incentive to work.

Include here if main mention is that benefit discourages people from working that wage are so low that benefit is “disincentive” that minimum wage is too close to benefit level, etc.

In short, any comparison of benefit level to wages, that benefit level in relation to wages, that benefit level in relation to wages doesn’t pay people to work, etc.

5. Both: Unemployment benefit causes hardship to some, while others benefit.

Here the point is slightly different - that some categories of people gain (unjustly) from getting benefit (unjustly) whilst others suffer.

So here include distinctions made between “genuine” claimants and “scroungers”, people with families versus young people, differences between North and South, etc.

6. About right/in between

All mentions that level of benefit is about right, is enough with careful management, etc.

7. All other answers - please TAB first, then list with serial number.

Sometimes there is some difficulty in deciding between codes 4 and 5 - partly because both reasons are given. Need to decide “main reason” - either most elaborated and detailed reason or first mention if both mentions are short. The important thing to remember is that code 4 relates the answer to level of wages while code 5 is about dividing claimants into two different groups.

If you have any doubts, please TAB.

A, B, and C versions

[WryHlth] to [BigWorry]
This series of questions asks respondents to assess the level of worry they experience over health, crime, family matters, money and world events, and then asks which of these is their biggest worry.

Other answers will be listed with serial numbers, if necessary.

F4
EMPLOYMENT SECTION

A, B and C versions; NI versions A, B

[ReconAct]
This variable is calculated by the programme as the first code on the list at ReconInt, which asks respondents about their occupation in the week prior to interview.

Respondents who answered Doing something else (code 11) will be recoded where possible, otherwise listed with serial numbers

A, B, and C versions, NI versions A, B

[Wagenow]
This question asks all employees whether they consider their wage/salary to be low, reasonable or high

Respondents who give an Other answer (code 7) will be listed with serial numbers

A, B, and C versions, NI versions A, B

[PayGap]
This question asks employees to choose from a list the phrase which best describes the gap between the lowest and highest paid employees at their place of work

Respondents who give an Other answer will be re-coded as 7

A, B, and C versions, NI versions A, B

[Efindjob] [EfindjobY] [Ufindjob] [UfindY]
These questions ask all employees how long, if they were to lose their job, they would wait before starting to look for another job, or if they would decide not to look for another job.

Where respondents say that they would look for another job, answers will be recoded into months

A, B, and C versions; NI versions A, B

[Eprefjob], [Sprefjob]
This question asks all employees and the self-employed whether, if they had a reasonable income without having to work, they would still prefer to have a paid job.

Where possible, Other answers (code 7) will be recoded, or otherwise final listed with serial numbers
[Morehour], [Fewhour]
These questions ask all employees who said that they would prefer a job which allowed them to work more or fewer hours per week, either, i [Morehour] when they don't work more hours or, ii [Fewhour] how they would like their working hours to be shortened.

Where possible, Other answers (code 7) will be recoded, or otherwise listed with serial numbers.

[EMSExWrk] [EWSExWrk]
These questions ask all male and female employees respectively whether they consider their work to be mainly men's work or mainly women's work.

Where possible, Other answers (code 7) will be recoded or otherwise final listed with serial numbers.

[Bus1fut]
This question asks the self-employed whether, over the coming year, they expect their business to do better, the same, or worse than the previous year.

Where possible, Other answers (code 7) will be recoded or otherwise listed with serial numbers.

[Wchdcon], [Hchdcon], [Wchdsat], [Hchdsat]
These questions ask respondents with children under 12 how convenient they find their childcare arrangements and how satisfied they are with them overall.

Respondents who answer Other/don't know/hard to say will be recoded as 8.

[Wchpr1], [Wchpr2]
These questions ask respondents with children, and who work, to choose from a list which would be their first and second choices for childcare.

Where possible, Other answers (code 97) will be recoded or otherwise final listed with serial numbers.

[CurunemP], [CurunempY]
These questions ask all those currently unemployed how long this period of unemployment has lasted, in months or years.

All valid responses will be recoded into months.
CIVIL LIBERTIES

A version, NI version A

[LeakDef], [LeakEcon], [Vcroads1], [Vcfoot1], [Vcvand11]
These questions form part of a series asking respondents their views on the use of measures to protect national security, or reduce crime, e.g. installing video cameras in public places.

Respondents who answer depends will be recoded to 8 = Depends/Don't know

RACE

A and B versions, NI versions A, B

[RaceOrig]
This question asks respondents to choose which ethnic group they consider themselves to belong to.

Respondents who answer Asian - of other origin (code 6) or White - of other origin (code 9) will be listed with serial numbers.

A and B versions, NI version A

[Prejnow] [Prefut] [SRPrej]
These questions ask respondents to assess levels of racial prejudice for Britain as a whole at present and in the future, and for themselves.

Where possible, Other answers (code 7) will be recoded, or otherwise final listed with serial numbers.

A version; NI version A

[Obossas], [Sbossas], [Omras], [Smaras], [Obosswi]
These questions form part of a series asking white respondents about perceived levels of racial prejudice on issues of employment and inter-marriage.

Where possible, Other answers (code 7) will be recoded, or otherwise final listed with serial numbers.

LOCAL GOVERNMENT

A and B versions

[NameDCBC], [NameCC]
This question asks respondents who said that they knew the name of their city, district or borough council at [DCBCName] to give its name.

Where given, names will be listed with serial numbers.

225
A and B versions

[Localb], [Localc]
These questions ask respondents if they know which party or parties control their local
district, borough or county council.

Respondents who answer Other single party (code 7) or Shared control (code 8) will be final
listed with serial numbers.

A and B versions

[Membship]
This question asks respondents whether they currently belong to various community or
voluntary groups eg PTA, Neighbourhood Watch Scheme.

Where possible, Other answers (code 9) will be recoded or otherwise listed with serial
numbers.

A and B versions

[Locpty], [LocptyIf]
This question asks all respondents who had voted in the last local elections which party
they voted for.

Respondents who answered Other party (code 8) or More than one (code 9) will be final listed
with serial numbers.

A and B versions

[MPQuals], [ClrQuals]
This question asks respondents to choose from a list which personal qualities they
consider important for an MP to possess.

Where possible, respondents answering Other important qualities(code 97) will be recoded or
otherwise final listed with serial numbers.

A and B versions

[Party 92]
This question asks all respondents who voted in the 1992 General Election which party
they voted for.

Respondents who answered Other party (code 8) will be final listed with serial numbers.
POLITICAL TRUST

A version

[ScotParlj], [WelshParlj]
These questions ask respondents their views on the issue of elected Assemblies to act as special parliaments for Scotland and Wales.

Where possible, Other answers (code 97) will be recoded or otherwise final listed with serial numbers

EUROPE AND NORTHERN IRELAND

A and B versions; NI version A

[NIreland]
This question asks whether the long-term policy for Northern Ireland should be for it to remain part of the United Kingdom (code 1) or whether it should reunify with the rest of Ireland (code 2).

In addition to Other answer (code 7), Don’t know (code 8), and Not answered (code 9) there are 3 additional codes

3 - Northern Ireland should be an independent state
4 - Northern Ireland should be split into two
5 - Should be up to the Irish to decide

Version B; NI version A

[DecfutNI]
This question asks respondents whom they think should have the right to decide what the long-term future of Northern Ireland should be.

Where possible, Other answers (code 7) will be recoded, or otherwise final listed with serial numbers

B version; NI A version

[Troopout]
This question asks whether respondents support or oppose a complete withdrawal of British troops from Northern Ireland.

In addition to Other answer (code 7) Don’t know (code 8) and Not answered (code 9), there are 2 additional codes

5 - Withdrawal of troops in the long-term, not immediately
6 - It’s up to the Irish to decide
COUNTRYSIDE AND TRANSPORT

B Version; NI version B

[Spoils]
This open question asks respondents what, if anything, they think spoils or threatens the countryside in Britain. Respondents will be coded as follows:

01 Nothing

02 Litter/rubbish - includes household waste, dog mess, general rubbish dumping or tipping BUT NOT INDUSTRIAL DUMPING (SEE CODE 9) OR SEWAGE, CHEMICALS (SEE CODE 13)

Building and development

03 Residential - bad planning, (growth of) housing estates, high rise blocks. ALSO CODE 08 IF APPROPRIATE

04 Other - BUT NON-INDUSTRIAL (SEE CODE 08). Includes shopping centres, windmills, “urban sprawl or spread”, general “building” and/or “development”.

Roads/traffic

05 Roads/motorways - includes roadbuilding, bad planning of motorways, “roads or motorways” in general

06 Traffic pollution - only code if pollution, fumes, exhausts etc specifically mentioned (otherwise code 07)

07 Other - any other reason relating to traffic. Includes traffic noise, “cars”, “lorries”, “bikes”

08 Growth of - including “industrial development”. ALSO CODE 03-04 IF APPROPRIATE.

09 Industrial pollution - only code if pollution from factories, mines, industry in general specifically mentioned (otherwise code 10)

10 Other - any other reason relating to industry which does not correspond to codes 08 and 09 above (includes “industry”, “open-cast mining”, nuclear power stations, pylons, electrical cabling, telephone wires)

Agriculture/farmers

11 Pollution - any reference to pesticides and fertilizers, any other form of pollution attributed to farming or agriculture

12 Other - all other reasons relating to agriculture (including “farmers” in general, “set-aside”, farmers destroying hedges, countryside). IF DESTRUCTION OF COUNTRYSIDE, REMOVAL OF HEDGES ETC, STATED BUT NOT BLAMED ON FARMERS, CODE 14
Pollution - any form of pollution not covered by codes 06, 09, and 11 above. Includes chemical pollution (if source not specified), air pollution, water pollution, destruction of the ozone layer, radiation

Abuse of land - and wildlife. Includes fox-hunting, removal of hedgerows, overplanting in forests, deforestation. DO NOT CODE IF FARMERS/AGRICULTURE RESPONSIBLE FOR ABUSE OF LAND (SEE CODE 12)

"Lack of care" - "general attitudes", lack of respect, vandalism and neglect, disregard of law (for example, ignoring the "green belt")

Leisure/tourism - includes "too many people visiting the countryside", water sports, walkers, etc

Travellers - including new age travellers, "hippies", gypsies, festivals etc

Other reasons - final list with serial numbers

Irrelevant/vague answer - exclusive code

Not answered - exclusive code

Don't know - exclusive code

ECONOMIC PROSPECTS

C Version; NI version B

Unempuf, Concern
These questions ask respondents whether the government should give higher priority to keeping down inflation or unemployment, and which is of greater concern to their family.

Code 3 'Both equally' will be added for respondents who said both were of equal concern

C version; NI version B

HIncDiff
This question asks respondents to choose from a list the phrase which most closely describes their feelings regarding their household's income.

Where possible, 'Other answers' (code 7) will be recoded or otherwise final listed with serial numbers

POVERTY AND SINGLE PARENTS

C Version, NI version B

Worseoff
This question asks respondents whom they consider comes off worse financially when a marriage breaks up.
Where possible ‘Other answers’ (code 7) will be recoded or otherwise final listed with serial numbers.

FEAR OF CRIME

A, B, and C versions

AvoidCrm
This question asks respondents whether they take any of the listed measures to avoid crime.

Where possible, ‘Other answers’ (code 97) will be recoded or otherwise final listed with serial numbers.

HOUSING AND RELIGION

A, B, and C versions; NI versions A, B

[Hometype]
This question asks respondents to choose from a list what type of accommodation they live in eg terraced house, self-contained maisonette.

Where possible, ‘Other answers’ will be recoded or otherwise listed with serial numbers.

A, B, and C versions; NI versions A, B

[RelRFW], [RelFFW]
These questions ask which religion, if any, respondents regard themselves as belonging to. Respondents who refuse to answer are asked in which religion, if any, they were brought up.

Where possible, ‘Other Protestant’ (code 11), ‘Other Christian’ (code 12) and ‘Other non-Christian’ (code 18) will be recoded or otherwise listed with serial numbers.

A, B, and C versions; NI versions A, B

[Religion]
Religious affiliation: rules for coding ‘Other answers’ (codes 27, 08, and 14)

First, you need to distinguish between ‘Other Protestant’ (code 27) and ‘Other Christian’ (code 08).

‘Other Protestant’ (27) should include members of any church separated from the Catholic church in the sixteenth century, or any church, chapel or group that separated from a church that itself separated from the Catholic Church in the 16th century. In practice, this means any Western Christian church that is not Catholic.

Also included would be people who say “Protestant”, but do not name any specific church or denomination.
So included under ‘Other Protestant’ would be any of the following (which should also be final listed with serial numbers)

Apostolic Church
Church of Christ
Church of God
Church of Nazarene
Church of Sweden
Christadelphians
Christian Scientist
Congregational
Covenanter
Elm
English Church Mission
Evangelical, Evangelical Christian
German Evangelist
House Church Movement
Independent Chapel
‘Interdenominational’
Jehovah’s Witness
Lutheran
Moravian
Mormon
New Testament Church
‘Non-conformist’
Pentecostal
Salvation Army
Society of Friends/Quakers
Unitarian

NB Other codes to be TABBED so that they can be added to this list

Codes like “Independent Methodist” and “Wesleyan Reform” are to be coded under “Methodist” (code 06), varieties of Presbyterian to be coded under “Presbyterian” (codes 07 or 21), Church in Wales which is part of the Anglican Communion under “Church of England” (code 04), etc. NOTE THAT ‘CHURCH OF IRELAND’ CAN BE RECODED 04

Other Christian (code 08) should include any of the ORTHODOX churches – that is churches which developed separately from the Catholic Church, or split from it before the 16th century, and are either the Eastern or Greek branches of Christianity

It would also include people who say “Christian, but no denomination”

So included in this category would be

‘Christian Orthodox’
‘Greek Orthodox’
‘Russian Orthodox’
‘Serbian Orthodox’
NB Please TAB any other categories so that they can be added to this list; all other answers should be final listed with serial numbers.

The final category, 'Other non-Christian (code 14) can include other clearly non-Christian religions. Examples might be:

Baha'i
Believer in God, but not Christian
Church of God of Prophecy
Hare Krishna
Humanist
Satanist
Spirit worship
Wicca, or white witchcraft

NB Please TAB any other categories so that they can be added to this list; all other answers should be final listed with serial numbers.

A, B, and C versions; NI version A, B

[ChAttend]
This question asks how often respondents attend religious services or meetings, apart from on occasions such as weddings, funerals and baptisms.

In addition to Don't know (code 98) and Refusal/NA (code 99) and an extra code will be added: 97 Refused/unwilling to say.

CLASSIFICATION
A, B, and C versions; NI versions A, B

[DutyResp], [OthCla]
These questions ask who is the person mainly responsible for domestic duties.

Where possible, respondents who answer Other at [OthCla] will be recoded. Otherwise, they will be coded as 7 and listed with serial numbers.

A, B, and C versions; NI versions A, B

[ChldResp], [OthCIB]
These questions ask respondents with children aged 17 or under who is mainly responsible for their care.

Where possible, respondents who answer Other at [OthCIB] will be recoded. Otherwise they will be coded as 7 and listed with serial numbers.

A, B, and C versions; NI versions A, B

[TEA]
This question asks respondents what age they were when they completed their continuous full-time education.
Respondents who answer 'Other' (code 97) will be listed with serial numbers

A, B, and C versions, NI versions

[SEConAct]
This question asks respondents who are married or living as married what their partner's economic activity is.

Where possible, respondents who are 'Doing something else' will be recoded, or otherwise listed with serial numbers

A, B, and C versions, NI versions

[LastJob]
This question asks respondents who are married or living as married, and whose partner is not currently in work, how long ago their partner last had a paid job of at least 10 hours per week.

Respondents who did not answer this question, but did answer [Stude], which asks all respondents whose partners have ever worked about their current, or last job, will be coded as 7

A, B, and C versions, NI versions

[BenftFW]
This question asks respondents who say they or their partner receives any of the benefits listed at AnyBN which one/s they currently receive.

Where possible respondents answering Other benefits (code 97) will be recoded and listed with serial numbers

Respondents who are in receipt of any of the following should be recoded to 2 at [Anybnnew] and listed with serial numbers

Any private benefits such as private pensions, alimony and local education authority benefits such as milk tokens
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<td>£15,000 or more</td>
<td>£15,000 - £17,999</td>
<td>£15,000 - £17,999</td>
<td>£15,000 - £17,999</td>
<td>£15,000 - £17,999</td>
<td>£15,000 - £17,999</td>
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<tr>
<td>12</td>
<td>M</td>
<td>£18,000 - £19,999</td>
<td>£18,000 - £19,999</td>
<td>£18,000 - £19,999</td>
<td>£18,000 - £19,999</td>
<td>£18,000 - £19,999</td>
<td>£18,000 - £19,999</td>
<td>£18,000 - £19,999</td>
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<tr>
<td>13</td>
<td>F</td>
<td>£20,000 or more</td>
<td>£20,000 - £22,999</td>
<td>£20,000 - £22,999</td>
<td>£20,000 - £22,999</td>
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<td>£20,000 - £22,999</td>
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<tr>
<td>14</td>
<td>J</td>
<td>£23,000 or more</td>
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<td>£23,000 - £25,999</td>
<td>£23,000 - £25,999</td>
<td>£23,000 - £25,999</td>
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<td>D</td>
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<td>£26,000 - £28,999</td>
<td>£26,000 - £28,999</td>
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<td>£26,000 - £28,999</td>
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<tr>
<td>16</td>
<td>H</td>
<td>£29,000 - £31,999</td>
<td>£29,000 - £31,999</td>
<td>£29,000 - £31,999</td>
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<td>£29,000 - £31,999</td>
<td>£29,000 - £31,999</td>
<td>£29,000 - £31,999</td>
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<tr>
<td>17</td>
<td>C</td>
<td>£32,000 or more</td>
<td>£32,000 - £34,999</td>
<td>£32,000 - £34,999</td>
<td>£32,000 - £34,999</td>
<td>£32,000 - £34,999</td>
<td>£32,000 - £34,999</td>
<td>£32,000 - £34,999</td>
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<tr>
<td>18</td>
<td>G</td>
<td>£35,000 or more</td>
<td>£35,000 - £37,999</td>
<td>£35,000 - £37,999</td>
<td>£35,000 - £37,999</td>
<td>£35,000 - £37,999</td>
<td>£35,000 - £37,999</td>
<td>£35,000 - £37,999</td>
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<tr>
<td>19</td>
<td>P</td>
<td>£38,000 - £40,999</td>
<td>£38,000 - £40,999</td>
<td>£38,000 - £40,999</td>
<td>£38,000 - £40,999</td>
<td>£38,000 - £40,999</td>
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<td>£38,000 - £40,999</td>
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<tr>
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<td>N</td>
<td>£41,000 or more</td>
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</tbody>
</table>
APPENDIX G

BRITISH SOCIAL ATTITUDES

and

NORTHERN IRELAND SOCIAL ATTITUDES

Standard Industrial Classification (SIC 1980)
<table>
<thead>
<tr>
<th>CODE</th>
<th>AGRICULTURE, FORESTRY &amp; FISHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Agriculture &amp; horticulture</td>
</tr>
<tr>
<td>02</td>
<td>Forestry</td>
</tr>
<tr>
<td>03</td>
<td>Fishing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODE</th>
<th>ENERGY &amp; WATER SUPPLY INDUSTRIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Coal extraction &amp; manufacture of solid fuels</td>
</tr>
<tr>
<td>12</td>
<td>Coke ovens</td>
</tr>
<tr>
<td>13</td>
<td>Extraction of mineral oil &amp; natural gas</td>
</tr>
<tr>
<td>14</td>
<td>Mineral oil processing</td>
</tr>
<tr>
<td>15</td>
<td>Nuclear fuel production</td>
</tr>
<tr>
<td>16</td>
<td>Production &amp; distribution of electricity, gas and other forms of energy</td>
</tr>
<tr>
<td>17</td>
<td>Water supply industry</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>CODE</th>
<th>EXTRACTION OF MINERALS &amp; ORES OTHER THAN FUELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Extraction and preparation of metalliferous ores</td>
</tr>
<tr>
<td>22</td>
<td>Metal manufacturing</td>
</tr>
<tr>
<td>23</td>
<td>Extraction of minerals N E S</td>
</tr>
<tr>
<td>24</td>
<td>Manufacture of non-metallic mineral products</td>
</tr>
<tr>
<td>25</td>
<td>Chemical industry</td>
</tr>
<tr>
<td>26</td>
<td>Production of man-made fibres</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODE</th>
<th>MANUFACTURE OF METALS, MINERAL PRODUCTS AND CHEMICALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Manufacture of metal goods, N E S</td>
</tr>
<tr>
<td>32</td>
<td>Mechanical engineering</td>
</tr>
<tr>
<td>33</td>
<td>Manufacture of office machinery &amp; data processing equipment</td>
</tr>
<tr>
<td>34</td>
<td>Electrical &amp; electronic engineering</td>
</tr>
<tr>
<td>35</td>
<td>Manufacture of motor vehicles &amp; parts</td>
</tr>
<tr>
<td>36</td>
<td>Manufacture of transport equipment</td>
</tr>
<tr>
<td>37</td>
<td>Instrument engineering</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODE</th>
<th>METAL GOODS, ENGINEERING &amp; VEHICLE INDUSTRIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Manufacture of metal goods, N E S</td>
</tr>
<tr>
<td>32</td>
<td>Mechanical engineering</td>
</tr>
<tr>
<td>33</td>
<td>Manufacture of office machinery &amp; data processing equipment</td>
</tr>
<tr>
<td>34</td>
<td>Electrical &amp; electronic engineering</td>
</tr>
<tr>
<td>35</td>
<td>Manufacture of motor vehicles &amp; parts</td>
</tr>
<tr>
<td>36</td>
<td>Manufacture of transport equipment</td>
</tr>
<tr>
<td>37</td>
<td>Instrument engineering</td>
</tr>
</tbody>
</table>
CODE | OTHER MANUFACTURING INDUSTRIES
---|---
41/42 | Food, drink & tobacco manufacturing industries
43 | Textile industry
44 | Manufacture of leather & leather goods
45 | Footwear & clothing industries
46 | Timber & wooden furniture industries
47 | Manufacturing of paper & paper products: printing & publishing
48 | Processing of rubber & plastics
49 | Other manufacturing industries

CONSTRUCTION

50 | Construction

DISTRIBUTION, HOTELS, & CATERING, REPAIRS

61 | Wholesale distribution (except dealing in scrap & waste materials)
62 | Dealing in scrap and waste materials
63 | Commission agents
64/65 | Retail distribution
66 | Hotels & catering
67 | Repair of consumer goods & vehicles

TRANSPORT & COMMUNICATIONS

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

BANKING, FINANCE, INSURANCE, BUSINESS SERVICES & LEASING

81 | Banking & finance
82 | Insurance except compulsory social security
83 | Business services
84 | Renting of movables
85 | Owning & dealing in real estate
<table>
<thead>
<tr>
<th>CODE</th>
<th>OTHER SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>91</td>
<td>Public administration, national defence &amp; compulsory social service</td>
</tr>
<tr>
<td>92</td>
<td>Sanitary services</td>
</tr>
<tr>
<td>93</td>
<td>Education</td>
</tr>
<tr>
<td>94</td>
<td>Research &amp; development</td>
</tr>
<tr>
<td>95</td>
<td>Medical &amp; other health services, veterinary services</td>
</tr>
<tr>
<td>96</td>
<td>Other services provided to the general public</td>
</tr>
<tr>
<td>97</td>
<td>Recreational services &amp; other cultural services</td>
</tr>
<tr>
<td>98</td>
<td>Personal services</td>
</tr>
<tr>
<td>99</td>
<td>Domestic services</td>
</tr>
<tr>
<td>00</td>
<td>Diplomatic representation, international organisations, allied armed services</td>
</tr>
<tr>
<td>89</td>
<td>Insufficient information to classify</td>
</tr>
</tbody>
</table>
APPENDIX H

BRITISH SOCIAL ATTITUDES

and

NORTHERN IRELAND SOCIAL ATTITUDES

Derived variables
### Derived variable: [PartyID2] (GB only)
**Party Political Identification (compressed)**

Derived from [PartyID1] as follows

<table>
<thead>
<tr>
<th>[PartyID1]</th>
<th>[PartyID2]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservative</td>
<td>1</td>
</tr>
<tr>
<td>Labour</td>
<td>2</td>
</tr>
<tr>
<td>Liberal Democrat</td>
<td>3</td>
</tr>
<tr>
<td>Other party</td>
<td>6-8</td>
</tr>
<tr>
<td>None</td>
<td>10</td>
</tr>
<tr>
<td>Green Party</td>
<td>95</td>
</tr>
<tr>
<td>Other/DK/NA</td>
<td>09,98,99</td>
</tr>
</tbody>
</table>

### Derived variable: [PtyAlleg] (GB only)
**Party Political Identification**

Derived from [SupParty], [ClosePty] and [PartyFW] as follows

<table>
<thead>
<tr>
<th>[PtyAlleg]</th>
<th>[SupParty]</th>
<th>[ClosePty]</th>
<th>[PartyFW]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservative Partisan</td>
<td>1 and</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Sympathiser</td>
<td>1 and</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>Residual identifier</td>
<td>2 and</td>
<td>01</td>
<td>03</td>
</tr>
<tr>
<td>Labour Partisan</td>
<td>1 and</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>Sympathiser</td>
<td>1 and</td>
<td>02</td>
<td>05</td>
</tr>
<tr>
<td>Residual identifier</td>
<td>2 and</td>
<td>02</td>
<td>06</td>
</tr>
<tr>
<td>Liberal Democrat Partisan</td>
<td>1 and</td>
<td>03</td>
<td>07</td>
</tr>
<tr>
<td>Sympathiser</td>
<td>1 and</td>
<td>03</td>
<td>08</td>
</tr>
<tr>
<td>Residual identifier</td>
<td>2 and</td>
<td>03</td>
<td>09</td>
</tr>
<tr>
<td>Other party</td>
<td>04,05,07</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>09</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Green Party Partisan</td>
<td>1 and</td>
<td>06</td>
<td>12</td>
</tr>
<tr>
<td>Sympathiser</td>
<td>1 and</td>
<td>06</td>
<td>13</td>
</tr>
<tr>
<td>Residual identifier</td>
<td>2 and</td>
<td>06</td>
<td>14</td>
</tr>
<tr>
<td>Other/don't know/not answered</td>
<td>8,9 or 8,9 or</td>
<td>08,98,99</td>
<td>98</td>
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</tbody>
</table>
Derived variables: \([\text{REconPos}], [\text{SEconPos}]\) (GB & NI)

**Current Economic Position** (of respondent, of spouse)

\([\text{REconPos}]\) is derived from \([\text{REconAct}], [\text{REmploye}], [\text{EJbHrCat}], [\text{SJbHrCat}]\) and \([\text{SEconPos}]\) from \([\text{SEconAct}], [\text{SEmploye}], [\text{SPartFull}]\) as follows:

<table>
<thead>
<tr>
<th>(\text{REconAct})</th>
<th>(\text{REmploye})</th>
<th>(\text{EJbHrCat})</th>
<th>(\text{REconPos})</th>
</tr>
</thead>
<tbody>
<tr>
<td>In paid work:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee (full-time)*</td>
<td>03 and 1 and 4</td>
<td></td>
<td>01</td>
</tr>
<tr>
<td>Employee (part-time)</td>
<td>03 and 1 and 1,2,3</td>
<td></td>
<td>02</td>
</tr>
<tr>
<td>Self-employed (full-time)*</td>
<td>03 and 2 and 4</td>
<td></td>
<td>03</td>
</tr>
<tr>
<td>Self-employed (part-time)</td>
<td>03 and 2 and 1,2,3</td>
<td></td>
<td>04</td>
</tr>
<tr>
<td>Status not known</td>
<td>03 residual</td>
<td></td>
<td>05</td>
</tr>
<tr>
<td>Waiting to take up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>paid work</td>
<td>04</td>
<td></td>
<td>06</td>
</tr>
<tr>
<td>Unemployed</td>
<td>05,06,07</td>
<td></td>
<td>07</td>
</tr>
<tr>
<td>Looking after the home</td>
<td>10</td>
<td></td>
<td>08</td>
</tr>
<tr>
<td>Retired</td>
<td>09</td>
<td></td>
<td>09</td>
</tr>
<tr>
<td>In full-time education</td>
<td>01</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>02,08,11</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>NA/DK/Refusal</td>
<td>97,98,99</td>
<td></td>
<td>98</td>
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</table>

* 30 or more hours a week

<table>
<thead>
<tr>
<th>(\text{SEconAct})</th>
<th>(\text{SEmploye})</th>
<th>(\text{SPartFull})</th>
<th>(\text{SEconPos})</th>
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</thead>
<tbody>
<tr>
<td>Not married/living as married</td>
<td></td>
<td></td>
<td>-1</td>
</tr>
<tr>
<td>In paid work:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee (full-time)*</td>
<td>03 and 1 and 1</td>
<td></td>
<td>01</td>
</tr>
<tr>
<td>Employee (part-time)</td>
<td>03 and 1 and 2</td>
<td></td>
<td>02</td>
</tr>
<tr>
<td>Self-employed (full-time)*</td>
<td>03 and 2 and 1</td>
<td></td>
<td>03</td>
</tr>
<tr>
<td>Self-employed (part-time)</td>
<td>03 and 2 and 2</td>
<td></td>
<td>04</td>
</tr>
<tr>
<td>Status not known</td>
<td>03 residual</td>
<td></td>
<td>05</td>
</tr>
<tr>
<td>Waiting to take up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>paid work</td>
<td>04</td>
<td></td>
<td>06</td>
</tr>
<tr>
<td>Unemployed</td>
<td>05,06,07</td>
<td></td>
<td>07</td>
</tr>
<tr>
<td>Looking after the home</td>
<td>10</td>
<td></td>
<td>08</td>
</tr>
<tr>
<td>Retired</td>
<td>09</td>
<td></td>
<td>09</td>
</tr>
<tr>
<td>In full-time education</td>
<td>01</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>02,08,11</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>NA/DK/Refusal</td>
<td>97,98,99</td>
<td></td>
<td>98</td>
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</table>

* 30 or more hours a week
**Derived variable [NIPtyID1] (NI Only)**

Party political identification (Northern Ireland - including mainland parties)

Derived from [Which1], [Which2], [Which3], [NISupPty] and [NIClsPty] as follows

<table>
<thead>
<tr>
<th>[Which1]</th>
<th>[Which2]</th>
<th>[Which3]</th>
<th>[NIPtyID1]</th>
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</thead>
<tbody>
<tr>
<td>Conservative</td>
<td>01 or 01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Labour</td>
<td>02 or 02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>Liberal Democrat</td>
<td>03 or 03</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>Alliance (Northern Ireland)</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>DUP/Democratic Unionist Party</td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>OUP/Official Unionist</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Other unionist party</td>
<td>23, 26, 27, 08</td>
<td>23, 26, 27, 08</td>
<td></td>
</tr>
<tr>
<td>Sinn Fein</td>
<td>24</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>SDLP</td>
<td>25</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Workers Party</td>
<td>26</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Campaign for Equal Citizenship</td>
<td>27</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Green Party</td>
<td>28</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Other Party</td>
<td>29</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Other answer</td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>31</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Don't Know</td>
<td>DK</td>
<td>DK</td>
<td></td>
</tr>
<tr>
<td>Refusal/NA</td>
<td>Ref</td>
<td>Ref</td>
<td></td>
</tr>
</tbody>
</table>

or Ref at [NISupPty] or at [NIClsPty]

**Derived variable: [NIPtyID2] (NI only)**

Party political identification (Northern Ireland - including mainland parties - compressed)

Derived from [NIPtyID1] as follows

<table>
<thead>
<tr>
<th>[NIPtyID1]</th>
<th>[NIPtyID2]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservative</td>
<td>01</td>
</tr>
<tr>
<td>Labour</td>
<td>02</td>
</tr>
<tr>
<td>Liberal Democrat</td>
<td>03</td>
</tr>
<tr>
<td>Alliance (Northern Ireland)</td>
<td>20</td>
</tr>
<tr>
<td>DUP/Democratic Unionist Party</td>
<td>21</td>
</tr>
<tr>
<td>OUP/Official Unionist</td>
<td>22</td>
</tr>
<tr>
<td>Sinn Fein</td>
<td>24</td>
</tr>
<tr>
<td>SDLP</td>
<td>25</td>
</tr>
<tr>
<td>Workers Party</td>
<td>26</td>
</tr>
<tr>
<td>Green Party</td>
<td>27</td>
</tr>
<tr>
<td>Other Party (inc other unionist)</td>
<td>23, 26, 27, 08</td>
</tr>
<tr>
<td>None</td>
<td>10</td>
</tr>
<tr>
<td>Other/don't know/not answered</td>
<td>09, 97-99</td>
</tr>
</tbody>
</table>
Derived variable: [NIPyAlg1] (NI only)
Party political identification (Northern Ireland - including mainland parties)

<table>
<thead>
<tr>
<th>Party</th>
<th>[NISupPty]</th>
<th>[NIClsPty]</th>
<th>[NIPtyIdl]</th>
<th>[NIPyAlg]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conservative:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partisan</td>
<td>1</td>
<td>and</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Sympathiser</td>
<td>1</td>
<td>and</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>Residual identifier</td>
<td>2</td>
<td>and</td>
<td>01</td>
<td>03</td>
</tr>
<tr>
<td><strong>Labour:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partisan</td>
<td>1</td>
<td>and</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>Sympathiser</td>
<td>1</td>
<td>and</td>
<td>02</td>
<td>05</td>
</tr>
<tr>
<td>Residual identifier</td>
<td>2</td>
<td>and</td>
<td>02</td>
<td>06</td>
</tr>
<tr>
<td><strong>Liberal Democrat:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partisan</td>
<td>1</td>
<td>and</td>
<td>03</td>
<td>07</td>
</tr>
<tr>
<td>Sympathiser</td>
<td>1</td>
<td>and</td>
<td>03</td>
<td>08</td>
</tr>
<tr>
<td>Residual identifier</td>
<td>2</td>
<td>and</td>
<td>03</td>
<td>09</td>
</tr>
<tr>
<td><strong>Northern Ireland:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Alliance:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partisan</td>
<td>1</td>
<td>and</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Sympathiser</td>
<td>1</td>
<td>and</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>Residual identifier</td>
<td>2</td>
<td>and</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td><strong>Democratic Unionist:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partisan</td>
<td>1</td>
<td>and</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>Sympathiser</td>
<td>1</td>
<td>and</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>Residual identifier</td>
<td>2</td>
<td>and</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td><strong>Official Unionist:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partisan</td>
<td>1</td>
<td>and</td>
<td>22</td>
<td>26</td>
</tr>
<tr>
<td>Sympathiser</td>
<td>1</td>
<td>and</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>Residual identifier</td>
<td>2</td>
<td>and</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td><strong>Other Unionist:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partisan</td>
<td>1</td>
<td>and</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>Sympathiser</td>
<td>1</td>
<td>and</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>Residual identifier</td>
<td>2</td>
<td>and</td>
<td>23</td>
<td>31</td>
</tr>
<tr>
<td><strong>Sinn Fein:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partisan</td>
<td>1</td>
<td>and</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td>Sympathiser</td>
<td>1</td>
<td>and</td>
<td>24</td>
<td>33</td>
</tr>
<tr>
<td>Residual identifier</td>
<td>2</td>
<td>and</td>
<td>24</td>
<td>34</td>
</tr>
<tr>
<td><strong>SDLP:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partisan</td>
<td>1</td>
<td>and</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td>Sympathiser</td>
<td>1</td>
<td>and</td>
<td>25</td>
<td>36</td>
</tr>
<tr>
<td>Residual identifier</td>
<td>2</td>
<td>and</td>
<td>25</td>
<td>37</td>
</tr>
<tr>
<td><strong>Workers’ Party:</strong></td>
<td>1</td>
<td>or</td>
<td>1, 2</td>
<td>26</td>
</tr>
<tr>
<td><strong>Camp. for Equal Citizenship</strong></td>
<td>1</td>
<td>or</td>
<td>1, 2</td>
<td>27</td>
</tr>
</tbody>
</table>
Derived variable. [NIPyAlg1] continued

<table>
<thead>
<tr>
<th>Party</th>
<th>[NISupPty]</th>
<th>[NIClsPty]</th>
<th>[NIPtyID1]</th>
<th>[NIPtyAlg1]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Party</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partisan</td>
<td>1 and</td>
<td></td>
<td>95 40</td>
<td></td>
</tr>
<tr>
<td>Sympathiser</td>
<td>1 and</td>
<td></td>
<td>95 41</td>
<td></td>
</tr>
<tr>
<td>Residual identifier</td>
<td>2 and</td>
<td></td>
<td>95 42</td>
<td></td>
</tr>
<tr>
<td><strong>Other Party</strong></td>
<td></td>
<td></td>
<td>08 97</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
<td>10 98</td>
<td></td>
</tr>
<tr>
<td><strong>Other/DK/not answered</strong></td>
<td></td>
<td></td>
<td>09.DK.REF 99</td>
<td></td>
</tr>
</tbody>
</table>

Derived variable [NIPtyID4] (NI only)
Party Political Identification (Northern Ireland Parties only)

<table>
<thead>
<tr>
<th>Party</th>
<th>[NIPtyID1]</th>
<th>[NIPtyID3]</th>
<th>[NIPtyID4]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Ireland Alliance</td>
<td>20 20</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Democratic Unionist</td>
<td>21 21</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>Official Unionist</td>
<td>22 22</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Other Unionist Party</td>
<td>23 23</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>Sinn Fein</td>
<td>24 24</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>SDLP</td>
<td>25 25</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Workers' Party</td>
<td>26 26</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Campaign for Equal Citizenship</td>
<td>27 27</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>Green Party</td>
<td>95 95</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Other party</td>
<td>08 08</td>
<td></td>
<td>97</td>
</tr>
<tr>
<td>None</td>
<td>10 10</td>
<td></td>
<td>98</td>
</tr>
<tr>
<td><strong>Other/DK/Not answered</strong></td>
<td>Residual</td>
<td></td>
<td>99</td>
</tr>
</tbody>
</table>

Derived variable: [NIPyAlg2] (NI only)
Party political identification (Northern Ireland parties only)

Note: if respondent originally chose a mainland party, he/she is categorised as a residual identifier with their Northern Irish party choice

<table>
<thead>
<tr>
<th>Party</th>
<th>[NIPtyID1]</th>
<th>[NIPtyID3]</th>
<th>[NIPtyAlg2]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alliance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partisan</td>
<td>20</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Sympathiser</td>
<td>21</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Residual identifier</td>
<td>22 22</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td><strong>Democratic Unionist</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partisan</td>
<td>23</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Sympathiser</td>
<td>24</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Residual identifier</td>
<td>25 25</td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

Derived variable [NIPyAlg2] continued

243
Official Unionist:
- Partisan: 26
- Sympathiser: 27
- Residual identifier: 28

Other Unionist:
- Partisan: 29
- Sympathiser: 30
- Residual identifier: 31

Sinn Fein:
- Partisan: 32
- Sympathiser: 33
- Residual identifier: 34

SDLP:
- Partisan: 35
- Sympathiser: 36
- Residual identifier: 37

Workers' Party: 38

Camp. for Equal Citizenship: 39

Green Party:
- Partisan: 40
- Sympathiser: 41
- Residual identifier: 42

Other Party: 97

None: 98

Other/DK/not answered: Residual

Derived variables [DoAct] and [DoneAct] (GB & NI)
Number of protest actions respondent might take [DoAct] or has taken [DoneAct]

Based on [Evdofw] and [EvDnFW] as follows:

<table>
<thead>
<tr>
<th>[Evdofw]</th>
<th>[DoAct]</th>
</tr>
</thead>
<tbody>
<tr>
<td>None of these actions</td>
<td>0</td>
</tr>
<tr>
<td>1-2 of these actions</td>
<td>1</td>
</tr>
<tr>
<td>3-4 of these actions</td>
<td>2</td>
</tr>
<tr>
<td>5 or more of these actions</td>
<td>3</td>
</tr>
<tr>
<td>DK/Ref</td>
<td>8</td>
</tr>
</tbody>
</table>
Derived variable [AvdCrmnu] (GB only)
Number of measures taken to avoid crime

Based on [AvdCrm] as follows

<table>
<thead>
<tr>
<th>[AvdCrm]</th>
<th>[AvdCrmnu]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent does nothing</td>
<td>96</td>
</tr>
<tr>
<td>Respondent does one thing</td>
<td>1 valid code</td>
</tr>
<tr>
<td>Respondent does two things</td>
<td>2 valid codes</td>
</tr>
<tr>
<td>Respondent does three things</td>
<td>3 valid codes</td>
</tr>
<tr>
<td>Respondent does four things or more</td>
<td>4 + valid codes</td>
</tr>
</tbody>
</table>

Derived variable [RWDC] (GB only)
Whether respondent could correctly name their district council (DC)

Derived from [NameDC] as follows

<table>
<thead>
<tr>
<th>[RWDC]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct DC named</td>
</tr>
<tr>
<td>Wrong name given, not a council</td>
</tr>
<tr>
<td>Wrong name given, respondent's county/region</td>
</tr>
<tr>
<td>Wrong name given, other county/region</td>
</tr>
<tr>
<td>Wrong name given, wrong DC</td>
</tr>
<tr>
<td>DK</td>
</tr>
<tr>
<td>Refusal</td>
</tr>
</tbody>
</table>

Derived variable [RWCC] (GB only)
Whether respondent could correctly name their county council (CC)

Derived from [NameCC] as follows

<table>
<thead>
<tr>
<th>[RWCC]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct CC named</td>
</tr>
<tr>
<td>Wrong name given, not a council</td>
</tr>
<tr>
<td>Wrong name given, respondent's DC</td>
</tr>
<tr>
<td>Wrong name given, other DC</td>
</tr>
<tr>
<td>Wrong name given, wrong CC</td>
</tr>
<tr>
<td>Wrong respondent said no CC when CC exists</td>
</tr>
<tr>
<td>Correct no CC</td>
</tr>
<tr>
<td>Wrong name given of abolished CC</td>
</tr>
<tr>
<td>Wrong DK name and abolished</td>
</tr>
<tr>
<td>Was county and DK name</td>
</tr>
<tr>
<td>Refusal/Not answered</td>
</tr>
</tbody>
</table>
Derived variable: \[\text{Tenure2}\] (GB and NI)

**Accommodation tenure (summary)**

Derived from \[\text{Tenure1}\] as follows:

<table>
<thead>
<tr>
<th>[\text{Tenure1}]</th>
<th>[\text{Tenure2}]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owned/being bought</td>
<td>01,02</td>
</tr>
<tr>
<td>Rented (LA/New Town Development Corporation)</td>
<td>03,04</td>
</tr>
<tr>
<td>Rented (Housing Assoc/Trust)</td>
<td>05,11</td>
</tr>
<tr>
<td>Rented (Other)</td>
<td>06-10</td>
</tr>
<tr>
<td>Rent free, squatting etc</td>
<td>12</td>
</tr>
<tr>
<td>No information</td>
<td>8,9</td>
</tr>
</tbody>
</table>

**Derived variable: \[\text{Religion}\] (GB and NI)**

**Respondent's religion**

Derived from RelRFW as follows:

<table>
<thead>
<tr>
<th>[\text{RelRFW}]</th>
<th>[\text{Religion}]</th>
</tr>
</thead>
<tbody>
<tr>
<td>No religion</td>
<td>01</td>
</tr>
<tr>
<td>Christian - no denomination</td>
<td>02</td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>03</td>
</tr>
<tr>
<td>Church of England/Anglican</td>
<td>04</td>
</tr>
<tr>
<td>Baptist</td>
<td>05</td>
</tr>
<tr>
<td>Methodist</td>
<td>06</td>
</tr>
<tr>
<td>Presbyterian/Church of Scotland</td>
<td>07</td>
</tr>
<tr>
<td>Other Christian</td>
<td>12</td>
</tr>
<tr>
<td>Hindu</td>
<td>13</td>
</tr>
<tr>
<td>Jewish</td>
<td>14</td>
</tr>
<tr>
<td>Islam/Muslim</td>
<td>15</td>
</tr>
<tr>
<td>Sikh</td>
<td>16</td>
</tr>
<tr>
<td>Other non-Christian</td>
<td>18</td>
</tr>
<tr>
<td>Free Presbyterian</td>
<td>08</td>
</tr>
<tr>
<td>Brethren</td>
<td>09</td>
</tr>
<tr>
<td>United Reformed Church/Congregational</td>
<td>10</td>
</tr>
<tr>
<td>Other Protestant</td>
<td>11</td>
</tr>
<tr>
<td>Don't Know</td>
<td>98</td>
</tr>
<tr>
<td>NA/Refusal</td>
<td>99</td>
</tr>
</tbody>
</table>

* NISA as BSA except that code 04 is labelled 'Church of England/Anglican/Church of Ireland'
**Derived variable: [RelgSum] (GB and NI)**
*Respondent's religion (summary)*

Derived from [Religion] as follows

<table>
<thead>
<tr>
<th>Religion</th>
<th>[Religion]</th>
<th>[RelgSum]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church of England/Anglican</td>
<td>04</td>
<td>01</td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td>Other Christian</td>
<td>02, 05-08, 21-23, 27</td>
<td>03</td>
</tr>
<tr>
<td>Non-Christian</td>
<td>09-14</td>
<td>04</td>
</tr>
<tr>
<td>No religion</td>
<td>01</td>
<td>05</td>
</tr>
<tr>
<td>Refused/Don't Know/NA</td>
<td>98,99</td>
<td>08</td>
</tr>
</tbody>
</table>

* NISA as BSA except that code 01 is labelled 'Church of England/Anglican/Church of Ireland'

**Derived variable: [FamRelg] (GB and NI)**
*Religion respondent brought up in*

Derived from RelFFW as follows

<table>
<thead>
<tr>
<th>[RelFFW]</th>
<th>[FamRelg]</th>
</tr>
</thead>
<tbody>
<tr>
<td>No religion</td>
<td>01</td>
</tr>
<tr>
<td>Christian - no denomination</td>
<td>02</td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>03</td>
</tr>
<tr>
<td>Church of England/Anglican</td>
<td>04</td>
</tr>
<tr>
<td>Baptist</td>
<td>05</td>
</tr>
<tr>
<td>Methodist</td>
<td>06</td>
</tr>
<tr>
<td>Presbyterian/Church of Scotland</td>
<td>07</td>
</tr>
<tr>
<td>Other Christian</td>
<td>08</td>
</tr>
<tr>
<td>Hindu</td>
<td>09</td>
</tr>
<tr>
<td>Jewish</td>
<td>10</td>
</tr>
<tr>
<td>Islam/Muslim</td>
<td>11</td>
</tr>
<tr>
<td>Sikh</td>
<td>12</td>
</tr>
<tr>
<td>Buddhist</td>
<td>13</td>
</tr>
<tr>
<td>Other non-Christian</td>
<td>14</td>
</tr>
<tr>
<td>Free Presbyterian</td>
<td>08</td>
</tr>
<tr>
<td>Brethren</td>
<td>09</td>
</tr>
<tr>
<td>United Reformed Church/Congregational</td>
<td>10</td>
</tr>
<tr>
<td>Other Protestant</td>
<td>11</td>
</tr>
<tr>
<td>Don't Know</td>
<td>DK</td>
</tr>
<tr>
<td>NA/Refusal</td>
<td>REF</td>
</tr>
</tbody>
</table>

* NISA as BSA except that code 04 is labelled 'Church of England/Anglican/Church of Ireland'
Derived variable: \([\text{RIFamSum}]\) (GB and NI)*
Religion respondent brought up in (summary)

Derived from \([\text{FamRelig}]\) as follows:

<table>
<thead>
<tr>
<th>([\text{FamRelig}])</th>
<th>([\text{RIFamSum}])</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church of England/Anglican</td>
<td>04</td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>03</td>
</tr>
<tr>
<td>Other Christian</td>
<td>02, 05-08, 21-23, 27</td>
</tr>
<tr>
<td>Non-Christian</td>
<td>09-14</td>
</tr>
<tr>
<td>No religion</td>
<td>01</td>
</tr>
<tr>
<td>Refused/Don't Know/NA</td>
<td>98,99</td>
</tr>
</tbody>
</table>

* NISA as BSA except that code 01 is labelled 'Church of England/Anglican/Church of Ireland'

Derived variable: \([\text{Married}]\) (GB and NI)
Marital status (summary)

Derived from \([\text{MarStat}]\) as follows:

<table>
<thead>
<tr>
<th>([\text{MarStat}])</th>
<th>([\text{Married}])</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married/living as married</td>
<td>1,2</td>
</tr>
<tr>
<td>Separated/divorced</td>
<td>3</td>
</tr>
<tr>
<td>Widowed</td>
<td>4</td>
</tr>
<tr>
<td>Never married</td>
<td>5</td>
</tr>
<tr>
<td>No information</td>
<td>8,9</td>
</tr>
</tbody>
</table>

Derived variable: \([\text{StRegion}]\) (GB and NI)
Standard Region

Supplied with the sample file.

<table>
<thead>
<tr>
<th>([\text{StRegion}])</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scotland</td>
</tr>
<tr>
<td>Northern</td>
</tr>
<tr>
<td>North West</td>
</tr>
<tr>
<td>Yorks and Humberside</td>
</tr>
<tr>
<td>West Midlands</td>
</tr>
<tr>
<td>East Midlands</td>
</tr>
<tr>
<td>East Anglia</td>
</tr>
<tr>
<td>South West</td>
</tr>
<tr>
<td>South East (excl Greater London)</td>
</tr>
<tr>
<td>Greater London</td>
</tr>
<tr>
<td>Wales</td>
</tr>
<tr>
<td>Northern Ireland</td>
</tr>
</tbody>
</table>
Derived variable [Region] (GB and NI)

Standard Region (compressed)

Derived from [StRegion] as follows

<table>
<thead>
<tr>
<th>[StRegion]</th>
<th>[Region]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scotland</td>
<td>01</td>
</tr>
<tr>
<td>North, North West, Yorks &amp; Humber sside</td>
<td>02, 03, 04</td>
</tr>
<tr>
<td>Midlands (East and West)</td>
<td>05, 06</td>
</tr>
<tr>
<td>Wales</td>
<td>11</td>
</tr>
<tr>
<td>South (East, West and East Anglia)</td>
<td>07, 08, 09</td>
</tr>
<tr>
<td>Greater London</td>
<td>10</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>12</td>
</tr>
</tbody>
</table>

Derived Variable [UrbRur] (NI only)

Urban-Rural classification

Derived from District Council to give

<table>
<thead>
<tr>
<th>[UrbRur]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban (excluding Belfast)</td>
</tr>
<tr>
<td>Rural</td>
</tr>
<tr>
<td>Belfast</td>
</tr>
</tbody>
</table>

Derived variable [RAgeCat] (GB and NI)

Age (grouped)

Derived from [RAge] as follows

<table>
<thead>
<tr>
<th>[RAge]</th>
<th>[RAgeCat]</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24</td>
<td>18-24</td>
</tr>
<tr>
<td>25-34</td>
<td>25-34</td>
</tr>
<tr>
<td>35-44</td>
<td>35-44</td>
</tr>
<tr>
<td>45-54</td>
<td>45-54</td>
</tr>
<tr>
<td>55-59</td>
<td>55-59</td>
</tr>
<tr>
<td>60-64</td>
<td>60-64</td>
</tr>
<tr>
<td>65+</td>
<td>65-95</td>
</tr>
<tr>
<td>NA/Refused</td>
<td>DK, REF</td>
</tr>
</tbody>
</table>

H11
Derived variable: [RsexAge] (GB & NI)
Age grouped within gender

Derived from [RAgeCat] and [RSex] as follows:

<table>
<thead>
<tr>
<th>RAgeCat</th>
<th>RSex</th>
<th>RSexAge</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24</td>
<td>1</td>
<td>01</td>
</tr>
<tr>
<td>25-34</td>
<td>1</td>
<td>02</td>
</tr>
<tr>
<td>35-44</td>
<td>1</td>
<td>03</td>
</tr>
<tr>
<td>45-54</td>
<td>1</td>
<td>04</td>
</tr>
<tr>
<td>55-59</td>
<td>1</td>
<td>05</td>
</tr>
<tr>
<td>60-64</td>
<td>1</td>
<td>06</td>
</tr>
<tr>
<td>65+</td>
<td>2</td>
<td>07</td>
</tr>
<tr>
<td>NA/Refused</td>
<td>2</td>
<td>08</td>
</tr>
</tbody>
</table>

Derived variable [ChldinHH] (GB & NI)
Shows proportion of respondents with child under 16 in household

Derived from [P2AGE-P11AGE] and [P2REL-P11REL] as follows:

<table>
<thead>
<tr>
<th>P2AGE</th>
<th>P11AGE</th>
<th>P2REL</th>
<th>P11REL</th>
<th>ChldinHH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has child under 16 in household</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>at least one and at least one is</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is 01-15</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No child under 16 in household</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>residual and residual</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Derived variable [ChldChk] (GB & NI)
Respondents who have child over 5 or who have had children

Derived from [P2AGE-P11AGE] and [P2REL-P11REL] as follows:

<table>
<thead>
<tr>
<th>P2AGE</th>
<th>P11AGE</th>
<th>P2REL</th>
<th>P11REL</th>
<th>ChldChk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child over 5/child over 5 or child over 5/other children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>≥5 and 2 or 1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No child under 5/other children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>residual and residual</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

H12 230
**Derived variable: [HedQual] (GB & NI)**

Highest educational qualification obtained

Derived from [EdQFW1] & EdQFW2

**Priority code as follows**

<table>
<thead>
<tr>
<th>[EdQFW1]</th>
<th>[EdQFW2]</th>
<th>[SchQual]</th>
<th>[PSchQual]</th>
<th>[HEdQual]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>15</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher education below degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A level’ or equivalent</td>
<td>09, 11-14</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O level’ or equivalent</td>
<td>03-10</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSE or equivalent</td>
<td>01, 02</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign or other</td>
<td>05, 06</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No qualifications</td>
<td>07</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t Know/Refusal/NA</td>
<td>98, 99</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Derived variable: [LegalRes] (GB and NI)**

Whether respondent has sole, shared or no responsibility for accommodation

Derived from [LegalR] as follows

<table>
<thead>
<tr>
<th>[LegalR]</th>
<th>[P2RESP]-</th>
<th>[P11RESP]</th>
<th>[LegalRes]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sole</td>
<td>1</td>
<td>and</td>
<td>None are 1</td>
</tr>
<tr>
<td>Shared</td>
<td>1</td>
<td>and</td>
<td>At least one is 1</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>No information</td>
<td>8, 9</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

**Derived variable: [PrvEd] (GB only)**

Household members attendance at private schools

Derived from [RPrvEdn], [SPrvEdn], [ChPrvEdn] Priority code as follows

<table>
<thead>
<tr>
<th>[RPrvEd]</th>
<th>[SPrvEd]</th>
<th>[ChPrvEd]</th>
<th>[PrvEd]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent attended private school</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Respondent has not, but spouse/partner or children attended private school</td>
<td>2 and 1</td>
<td>or 1</td>
<td>2</td>
</tr>
<tr>
<td>None in household attended private school</td>
<td>2 and not 8, 9</td>
<td>and not 8, 9</td>
<td>3</td>
</tr>
<tr>
<td>Missing information</td>
<td>Residual</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
Derived variables: [RMinGrp], [SminGrp] (GB and NI)
SOC Minor Group (of respondent, of spouse) - Current or last job

Derived from [RSOC] and [SSOC] by using the first two digits of the SOC code

<table>
<thead>
<tr>
<th>[RMinGrp]</th>
<th>[SMinGrp]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not married/living as married [SMINGRP]</td>
<td>-1</td>
</tr>
<tr>
<td>Never had a job</td>
<td>-2</td>
</tr>
<tr>
<td>Job details missing</td>
<td>-3</td>
</tr>
<tr>
<td>General Managers and administrators</td>
<td>10</td>
</tr>
<tr>
<td>Production managers in manufacturing, etc</td>
<td>11</td>
</tr>
<tr>
<td>Specialist managers</td>
<td>12</td>
</tr>
<tr>
<td>Financial institution and office managers</td>
<td>13</td>
</tr>
<tr>
<td>Managers in transport and storing</td>
<td>14</td>
</tr>
<tr>
<td>Protective service officers</td>
<td>15</td>
</tr>
<tr>
<td>Managers in farming, etc</td>
<td>16</td>
</tr>
<tr>
<td>Managers in service industries</td>
<td>17</td>
</tr>
<tr>
<td>Managers and administrators NEC</td>
<td>19</td>
</tr>
<tr>
<td>Natural scientists</td>
<td>20</td>
</tr>
<tr>
<td>Engineers and technologists</td>
<td>21</td>
</tr>
<tr>
<td>Health professionals</td>
<td>22</td>
</tr>
<tr>
<td>Teaching professionals</td>
<td>23</td>
</tr>
<tr>
<td>Legal professionals</td>
<td>24</td>
</tr>
<tr>
<td>Business and financial professionals</td>
<td>25</td>
</tr>
<tr>
<td>Architects and surveyors, etc</td>
<td>26</td>
</tr>
<tr>
<td>Librarians and related professionals</td>
<td>27</td>
</tr>
<tr>
<td>Professional occupations NEC</td>
<td>29</td>
</tr>
<tr>
<td>Scientific technicians</td>
<td>30</td>
</tr>
<tr>
<td>Draughtpersons, quantity surveyors, etc</td>
<td>31</td>
</tr>
<tr>
<td>Computer analysist/programmers</td>
<td>32</td>
</tr>
<tr>
<td>Ship and aircraft officers, etc</td>
<td>33</td>
</tr>
<tr>
<td>Health associate professionals</td>
<td>34</td>
</tr>
<tr>
<td>Legal associated professionals</td>
<td>35</td>
</tr>
<tr>
<td>Business and financial associate professionals</td>
<td>36</td>
</tr>
<tr>
<td>Social welfare associate professionals</td>
<td>37</td>
</tr>
<tr>
<td>Literary, artistic and sports professionals</td>
<td>38</td>
</tr>
<tr>
<td>Associate professionals and technical NEC</td>
<td>39</td>
</tr>
<tr>
<td>Administrative/ clerical officers (Govt.)</td>
<td>40</td>
</tr>
<tr>
<td>Numerical clerks and cashiers</td>
<td>41</td>
</tr>
<tr>
<td>Filing and record clerks</td>
<td>42</td>
</tr>
<tr>
<td>Clerks (not otherwise specified)</td>
<td>43</td>
</tr>
<tr>
<td>Stores and despatch clerks, etc</td>
<td>44</td>
</tr>
<tr>
<td>Secretaries, personal assistants, typists, etc</td>
<td>45</td>
</tr>
<tr>
<td>Receptionists, telephonists, etc</td>
<td>46</td>
</tr>
<tr>
<td>Clerical and secretarial NEC</td>
<td>49</td>
</tr>
<tr>
<td>Construction trades</td>
<td>50</td>
</tr>
<tr>
<td>Metal machining, fitting and instrument making trades</td>
<td>51</td>
</tr>
<tr>
<td>Electrical/electronic trades</td>
<td>52</td>
</tr>
<tr>
<td>Metal forming, welding, etc. trades</td>
<td>53</td>
</tr>
<tr>
<td>Vehicle trades</td>
<td>54</td>
</tr>
<tr>
<td>Textiles, garments, etc. trades</td>
<td>55</td>
</tr>
<tr>
<td>Printing and related trades</td>
<td>56</td>
</tr>
<tr>
<td>Woodworking trades</td>
<td>57</td>
</tr>
<tr>
<td>Food preparation trades</td>
<td>58</td>
</tr>
</tbody>
</table>
Derived variables: [RSMajGrp], [SSMajGrp] (GB and NI)
SOC Sub-Major Group (of respondent, of spouse) - current or last job

Derived from [RMnGrp] and [SMnGrp] as set out below

<table>
<thead>
<tr>
<th>[RMnGrp]</th>
<th>[RSMajGrp]</th>
<th>[SMnGrp]</th>
<th>[SSMajGrp]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not married/living as married [SSMAJGRP]</td>
<td>-1</td>
<td>-1</td>
<td>-1</td>
</tr>
<tr>
<td>Never had a job</td>
<td>-2</td>
<td>-2</td>
<td>-2</td>
</tr>
<tr>
<td>Job details missing</td>
<td>-3</td>
<td>-3</td>
<td>-3</td>
</tr>
<tr>
<td>Corporate manager and administrators</td>
<td>10-15,19</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Managers/proprietors in agriculture and services</td>
<td>16,17</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>Science and engineering professionals</td>
<td>20,21</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>Health professionals</td>
<td>22</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>Teaching professionals</td>
<td>23</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>Other professional occupations</td>
<td>24-27,29</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>Science and engineering associate professionals</td>
<td>30-32</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>Health associate professionals</td>
<td>34</td>
<td>08</td>
<td>08</td>
</tr>
</tbody>
</table>
Derived variables: [RSMajGrp], [SSMajGrp] continued

<table>
<thead>
<tr>
<th>Other associate professionals</th>
<th>33,35-39</th>
<th>09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical occupations</td>
<td>40-44,49</td>
<td>10</td>
</tr>
<tr>
<td>Secretarial occupations</td>
<td>45,46</td>
<td>11</td>
</tr>
<tr>
<td>Skilled construction trades</td>
<td>50</td>
<td>12</td>
</tr>
<tr>
<td>Skilled engineering trades</td>
<td>51,52</td>
<td>13</td>
</tr>
<tr>
<td>Other skilled trades</td>
<td>53-59</td>
<td>14</td>
</tr>
<tr>
<td>Protective service occupations</td>
<td>60,61</td>
<td>15</td>
</tr>
<tr>
<td>Personal service occupations</td>
<td>62-67,69</td>
<td>16</td>
</tr>
<tr>
<td>Buyers, brokers and sales reps</td>
<td>70,71</td>
<td>17</td>
</tr>
<tr>
<td>Other sales occupations</td>
<td>72,73,79</td>
<td>18</td>
</tr>
<tr>
<td>Industrial plant and machine operators, assemblers</td>
<td>80-86,89</td>
<td>19</td>
</tr>
<tr>
<td>Drivers and mobile machine operators</td>
<td>87,88</td>
<td>20</td>
</tr>
<tr>
<td>Other occupations in agriculture, forestry and fishing</td>
<td>90</td>
<td>21</td>
</tr>
<tr>
<td>Other elementary occupations</td>
<td>91-95, 99</td>
<td>22</td>
</tr>
</tbody>
</table>

Derived variables: [RMajGrp], [SMAjGrp] (GB and NI)
SOC Major Group (of respondent, of spouse) - current or last job

Derived from [RSOC] and [SSOC] by using the first digit of the SOC code

<table>
<thead>
<tr>
<th>[RMajGrp]</th>
<th>[SMajGrp]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not married/living as married [SMAJGRP]</td>
<td>-1</td>
</tr>
<tr>
<td>Never had a job</td>
<td>-2</td>
</tr>
<tr>
<td>Job details missing</td>
<td>-3</td>
</tr>
<tr>
<td>Managers and administrators</td>
<td>1</td>
</tr>
<tr>
<td>Professional occupations</td>
<td>2</td>
</tr>
<tr>
<td>Associate professional and technical occupations</td>
<td>3</td>
</tr>
<tr>
<td>Clerical and secretarial occupations</td>
<td>4</td>
</tr>
<tr>
<td>Craft and related occupations</td>
<td>5</td>
</tr>
<tr>
<td>Personal and protective service occupations</td>
<td>6</td>
</tr>
<tr>
<td>Sales occupations</td>
<td>7</td>
</tr>
<tr>
<td>Plant and machine operators</td>
<td>8</td>
</tr>
<tr>
<td>Other occupations</td>
<td>9</td>
</tr>
</tbody>
</table>
Derived variables: [RSEGGrp2], [SSEGGrp2] (GB and NI)
Socio-Economic Group - grouped (w) (of respondent, of spouse) - Current or last job

Derived from [RSEG2] and [SSEG2] as follows

<table>
<thead>
<tr>
<th>[RSEG2]</th>
<th>[RSEGGrp2]</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSEG2</td>
<td>SSEGGrp2</td>
</tr>
<tr>
<td>Not married/living as married [SSEGGrp2]</td>
<td>-1</td>
</tr>
<tr>
<td>Never had a job</td>
<td>-2</td>
</tr>
<tr>
<td>Professional, employer and manager</td>
<td>01-06,16</td>
</tr>
<tr>
<td>Intermediate non-manual worker</td>
<td>07,08</td>
</tr>
<tr>
<td>Junior non-manual worker</td>
<td>09</td>
</tr>
<tr>
<td>Supervisor, skilled manual worker, own account professional</td>
<td>11,12,15,17</td>
</tr>
<tr>
<td>Personal service worker, semi-skilled manual worker, agricultural worker</td>
<td>10,13,18</td>
</tr>
<tr>
<td>Unskilled manual worker</td>
<td>14</td>
</tr>
<tr>
<td>Member of the armed forces</td>
<td>19</td>
</tr>
<tr>
<td>Inadequately described/not stated</td>
<td>20</td>
</tr>
</tbody>
</table>

Derived variables: [RSEG], [SSEG] (GB and NI)
Socio-Economic Group - grouped (i) (of respondent, of spouse) - current or last job

Derived from [RSEG2] and [SSEG2] as follows

<table>
<thead>
<tr>
<th>[RSEG2]</th>
<th>[RSEG]</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSEG2</td>
<td>SSEG</td>
</tr>
<tr>
<td>Not married/not living as married [SSEG2]</td>
<td>-1</td>
</tr>
<tr>
<td>Never had a job</td>
<td>-2</td>
</tr>
<tr>
<td>Employer/manager - large organisation</td>
<td>01,02</td>
</tr>
<tr>
<td>Employer/manager - small organisation</td>
<td>03,04</td>
</tr>
<tr>
<td>Professional worker - self-employed</td>
<td>05</td>
</tr>
<tr>
<td>Professional worker - employee</td>
<td>06</td>
</tr>
<tr>
<td>Intermediate non-manual worker</td>
<td>07,08</td>
</tr>
<tr>
<td>Junior non-manual worker</td>
<td>09</td>
</tr>
<tr>
<td>Personal service worker</td>
<td>10</td>
</tr>
<tr>
<td>Foreman/supervisor - manual</td>
<td>11</td>
</tr>
<tr>
<td>Skilled manual worker</td>
<td>12</td>
</tr>
<tr>
<td>Semi-skilled manual worker</td>
<td>13</td>
</tr>
<tr>
<td>Unskilled manual worker</td>
<td>14</td>
</tr>
<tr>
<td>Own account worker (not professional)</td>
<td>15</td>
</tr>
<tr>
<td>Farmer - employer/manager</td>
<td>16</td>
</tr>
<tr>
<td>Farmer - own account</td>
<td>17</td>
</tr>
<tr>
<td>Agricultural worker</td>
<td>18</td>
</tr>
<tr>
<td>Member of the armed forces</td>
<td>19</td>
</tr>
<tr>
<td>Inadequately described/not stated</td>
<td>20</td>
</tr>
</tbody>
</table>
**Derived variables:** [RSEGGrp], [SSEGGrp] (GB and NI)

Socio-Economic Group - grouped (ii) (of respondent, of spouse) - current or last job

Derived from [RSEG2] and [SSEG2] as follows:

<table>
<thead>
<tr>
<th>[RSEG2]</th>
<th>[RSEGGrp]</th>
<th>[SSEG2]</th>
<th>[SSEGGrp]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not married/living as married [SSEGGrp]</td>
<td>-1</td>
<td>-1</td>
<td></td>
</tr>
<tr>
<td>Never had a job</td>
<td>-2</td>
<td>-2</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>05,06</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Employers/managers</td>
<td>01-04,16</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Intermediate (non-manual)</td>
<td>07,08</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Junior (non-manual)</td>
<td>09</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Skilled (manual)</td>
<td>11,12,15,17</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Semi-skilled (manual)</td>
<td>10,13</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Unskilled (manual)</td>
<td>14,18</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Other occupation</td>
<td>19</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Occupation not classifiable</td>
<td>20</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**Coded variables:** [REmpStat], [SempStat] (GB and NI)

Employment status (of respondent, of spouse) based on current or last job

Coded as follows:

<table>
<thead>
<tr>
<th>[REmpStat]</th>
<th>[SEmpStat]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not married/living as married [SEmpStat]</td>
<td>-1</td>
</tr>
<tr>
<td>Never had a job</td>
<td>-2</td>
</tr>
<tr>
<td>Self-employed - 25+ employees</td>
<td>01</td>
</tr>
<tr>
<td>Self-employed - 1-24 employees</td>
<td>02</td>
</tr>
<tr>
<td>Self-employed - no employees</td>
<td>03</td>
</tr>
<tr>
<td>Self-employed - DK how many employees</td>
<td>04</td>
</tr>
<tr>
<td>Manager - 25+ employees</td>
<td>05</td>
</tr>
<tr>
<td>Manager - 1-24 employees</td>
<td>06</td>
</tr>
<tr>
<td>Manager - no employees</td>
<td>07</td>
</tr>
<tr>
<td>Foreman/supervisor</td>
<td>08</td>
</tr>
<tr>
<td>Other employee</td>
<td>09</td>
</tr>
<tr>
<td>Employee - unclassified</td>
<td>10</td>
</tr>
<tr>
<td>Inadequately described/not stated</td>
<td>11</td>
</tr>
</tbody>
</table>
**Derived variables**  [RRGClass], [SRGClass] (GB and NI)

Registrar General's Social Class (of respondent, of spouse) - current or last job

Derived from [RSoq] and [SSoq], [REmploye] and [SEmploye], and [RSupman] and [SSupMan]

<table>
<thead>
<tr>
<th><img src="image.png" alt="Image" /></th>
<th><img src="image.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Image" /></td>
<td><img src="image.png" alt="Image" /></td>
</tr>
</tbody>
</table>

**Derived variables:**  [RSoCCla2], [SSoCCla2] (GB and NI)

Registrar General’s Social Class (of respondent, of spouse) - current or last job

Derived from [RSoq] and [SSoq], [REmploye] and [SEmploye], and [RSupman] and [SSupMan]

<table>
<thead>
<tr>
<th><img src="image.png" alt="Image" /></th>
<th><img src="image.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Image" /></td>
<td><img src="image.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Derived variables: [RManual], [SManual] (GB and NI)
Whether (respondent's/spouse's) current or last job is manual or non-manual. Derive from [RSOC] and [SSOC] and [REmpStat] and [SEmpStat].

| Not married/living as married [SManual] | -1 |
| Never had a job | -2 |
| **Non-manual** | 1 |
| SOC codes 100-142, 152-440, 450-491, 610-613, 640, 643, 651, 700-730, 732-792, 954 |
| PLUS SOC code 614 if [REmpStat]/[SEmpStat] = 8 |
| SOC code 615 if [REmpStat]/[SEmpStat] = 8 |
| SOC code 619 if [REmpStat]/[SEmpStat] = 8 |
| SOC code 731 if [REmpStat]/[SEmpStat] = 5, 6, 7, 8 |

| **Manual** | 2 |
| SOC codes 441, 500-599, 620-631, 641, 642, 644, 650, 652-699, 800-953, 955-996 or 999 |
| PLUS SOC code 614 if [REmpStat]/[SEmpStat] = 9 |
| SOC code 615 if [REmpStat]/[SEmpStat] = 1, 2, 3, 4, 9 |
| SOC code 619 if [REmpStat]/[SEmpStat] = 1, 2, 3, 4, 9 |
| SOC code 731 if [REmpStat]/[SEmpStat] = 1, 2, 3, 4, 9 |

| **Armed forces** | 8 |
| SOC codes 150, 151, 600, 601 |

| **Unable to classify** | 9 |
| IF SOC code = 614 and [REmpStat]/[SEmpStat] = 10, 11 |
| SOC code = 615 and [REmpStat]/[SEmpStat] = 10, 11 |
| SOC code = 619 and [REmpStat]/[SEmpStat] = 10, 11 |
| SOC code = 731 and [REmpStat]/[SEmpStat] = 10, 11 |
| PLUS SOC codes 997, 998 |

---

1 The manual/non-manual distinction used to emerge automatically from the program which creates Social Class. However, with the changeover from CO80 to SOC this no longer happens. Instead it is derived separately from a combination of SOC codes and Employment Status codes.
Derived variables: [RGHClass], [SGHClass] (GB and NI)
Goldthorpe-Heath class schema (of respondent, of spouse) - Current or last job

<table>
<thead>
<tr>
<th>[RGHClass]</th>
<th>[SGHClass]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not married/not living as married [SGHClass]</td>
<td>-1</td>
</tr>
<tr>
<td>Never had a job</td>
<td>-2</td>
</tr>
<tr>
<td>I Service class, higher grade</td>
<td>01</td>
</tr>
<tr>
<td>II Service class, lower grade</td>
<td>02</td>
</tr>
<tr>
<td>IIIa Routine non-manual employees</td>
<td>03</td>
</tr>
<tr>
<td>IIIb Personal service workers</td>
<td>04</td>
</tr>
<tr>
<td>IVa Small proprietors with employees</td>
<td>05</td>
</tr>
<tr>
<td>IVb Small proprietors without employees</td>
<td>06</td>
</tr>
<tr>
<td>IVc Farmers and smallholders</td>
<td>07</td>
</tr>
<tr>
<td>V Foremen and technicians</td>
<td>08</td>
</tr>
<tr>
<td>VI Skilled manual workers</td>
<td>09</td>
</tr>
<tr>
<td>VIIa Semi- and unskilled manual workers</td>
<td>10</td>
</tr>
<tr>
<td>VIIb Agricultural workers</td>
<td>11</td>
</tr>
<tr>
<td>Insufficient information</td>
<td>99</td>
</tr>
</tbody>
</table>

Derived variables: [RGHGrp], [SGHGrp] (GB and NI)
Goldthorpe-Heath class schema - compressed (of respondent, of spouse) - Current or last job

Derived from [RGHClass] and [SGHClass] as follows

<table>
<thead>
<tr>
<th>[RGHClass]</th>
<th>[SGHClass]</th>
<th>[RGHGrp]</th>
<th>[SGHGrp]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not married/living as married [SGHGrp]</td>
<td>-1</td>
<td>-1</td>
<td></td>
</tr>
<tr>
<td>Never had a job</td>
<td>-2</td>
<td>-2</td>
<td></td>
</tr>
<tr>
<td>Salariat (professional and managerial)</td>
<td>01,02</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Routine non-manual workers (office and sales)</td>
<td>03,04</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Petty bourgeoisie (the self-employed incl. farmers, with and without employees)</td>
<td>05,06,07</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Manual foremen and supervisors</td>
<td>08</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Working class (skilled, semi-skilled and unskilled manual workers, personal service and agricultural workers)</td>
<td>09,10,11</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Insufficient information</td>
<td>99</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>
Derived variables: \[R\text{IndDiv}], \[S\text{IndDiv}] (GB and NI)
Standard Industrial Classification 1980 (SIC80) - compressed (of respondent, of spouse) - current or last job

Derived from \[R\text{IndClas} and \[S\text{IndClas} as follows:
To establish 'Never had a job' use also \[JobChk] and \[SlastJob]
To establish 'Not married/living as married' use also \[MarStat]

\[
\begin{array}{c|c|c}
\text{[R\text{IndClas}]} & \text{[R\text{IndDiv}]} & \text{[S\text{IndClas}]} \\
\hline
\text{Not married/living as married} & -1 & -1 \\
\text{[S\text{IndDiv}]} & -2 & -2 \\
\text{Never had a job} & \text{Agriculture etc} & 01-03 & 01 \\
& \text{Energy, water} & 11-17 & 02 \\
& \text{Metal extraction and chemicals} & 21-26 & 03 \\
& \text{Metal goods/engineering} & 31-37 & 04 \\
& \text{Other manufacturing} & 41-49 & 05 \\
& \text{Construction} & 50 & 06 \\
& \text{Distribution} & 61-67 & 07 \\
& \text{Transport/communication} & 71-79 & 08 \\
& \text{Banking/finance} & 81-85 & 09 \\
& \text{Other services} & 91-99,00 & 10 \\
& \text{Not classifiable} & 89 & 98 \\
\end{array}
\]

Derived variables: \[R\text{SOCClas}, \[S\text{SOCClas} (GB and NI)
Registrar General's Social Class (of respondent, of spouse) - Current or last job

Derived from \[R\text{SOC} and \[S\text{SOC}; \[REmploye] and \[SEmploye]; and \[RSupman] and \[SSupman]

\[
\begin{array}{c|c|c}
\text{[R\text{SOCClas}2]} & \text{[R\text{SOCClas}]} & \text{[S\text{SOCClas}2]} \\
\hline
\text{Not married/living as married} & -1 & -1 \\
\text{Never had a job} & -2 & -2 \\
\text{I (SC=1)} & 1 & 1 \\
\text{II (SC=2)} & 2 & 2 \\
\text{III} & 3, 4 & 3 \\
\text{IV (SC=5)} & 5 & 4 \\
\text{V (SC=6)} & 6 & 5 \\
\text{Armed Forces} & 7 & 8 \\
\text{Insufficient information} & 8 & 9 \\
\end{array}
\]

H22
Derived variable: [NumBen] (GB and NI)
Number of state benefits respondent or partner receives

Derived by counting the number of benefits mentioned at Ben1-Ben97 and coded as follows

<table>
<thead>
<tr>
<th>[AnyBNew]</th>
<th>[Ben1] - [Ben97]</th>
<th>[NumBen]</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>One</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Two</td>
<td>1</td>
<td>Number of</td>
</tr>
<tr>
<td>Three</td>
<td>1</td>
<td>benefits</td>
</tr>
<tr>
<td>Four or more</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>No information</td>
<td>1</td>
<td>of DK/REF</td>
</tr>
</tbody>
</table>

Derived variable: [WtFactor] (GB only)
Weight - format xx.xxxx

Weighting is applied to BSA data to reflect the relative selection probabilities at the three main stages of selection of individual respondents from a Postcode Address File sample address, household, and individual.

First, because addresses were selected using the Multiple Output Indicator (MOI), weights have to be applied to compensate for the greater probability of an address with an MOI of more than one being selected, compared with an address with an MOI of one. Secondly, the data need to be weighted to compensate for the fact that dwelling units at an address which contained a large number of dwelling units are less likely to be selected for inclusion in the survey than ones which do not share an address. In most cases, these first two stages of weighting will cancel each other out - resulting in more efficient weights. Thirdly the data are weighted to compensate for the lower selection probabilities of adults living in large households compared with those living in small households. These three stages of weighting are calculated as follows:

\[
\text{Number of Dwelling Units} \times \frac{\text{Number of adults in selected household}}{\text{MOI}}
\]

Outlying low and high weights were then grouped and the weights scaled to achieve a weighted sample size the same as the unweighted sample size.

Derived variable: [WtFactor] (NI only)
Weight - format xx.xxxx

The data are weighted by the number of adults in the household to compensate for the lower selection probabilities of adults living in large households compared with those living in small households. The weights are then scaled to achieve a weighted sample size the same as the unweighted sample size.
[PopDen] and [PopBand] (quartiles)

[PopDen] is the population density as supplied with the sample file. [PopBand] is the population density banded into quartiles.

[MOI] (GB only)
Multiple Output Indicator

Supplied with sample file.

[OwnOcc] (GB only)
Percentage owner-occupier

Supplied with sample file.
APPENDIX H

BRITISH SOCIAL ATTITUDES

and

NORTHERN IRELAND SOCIAL ATTITUDES

Derived variables
APPENDIX I

BRITISH SOCIAL ATTITUDES

and

NORTHERN IRELAND SOCIAL ATTITUDES

Other survey documents
Dear Resident,

You may have heard about the Social Attitudes survey in the newspapers, or heard about it on the radio or television. It is a widely-reported annual survey carried out by a leading research institute, and the results are also used by governments as a way of finding out about changes in public attitudes.

No special knowledge is needed to answer any of the questions. The questionnaire covers a wide range of topics, from views about the National Health Service to public spending, from gender issues in the workplace to the environment. Each year we publish a book on the results. All replies are treated in confidence and are never linked to names or addresses.

Your address has been selected at random from the Post Office's central list of all addresses. Within the next few weeks one of our interviewers will call on you, show you an identification card, and ask you for your co-operation in choosing someone in your household to take part in the survey. If you happen to be busy when the interviewer calls, he or she will be happy to call again at a more convenient time.

We very much hope you will take part in the survey, and are sure that you will find it interesting and enjoyable. Even if you are unsure about it, please allow the interviewer to start and see how you get along. You are free to stop at any time.

Yours sincerely,

Roger Jowell
Director

PS If this letter has crossed the post with the completed questionnaire, please accept our thanks for sending it off and forgive us for writing to you.
Dear Sir or Madam,

Thank you very much for agreeing to be interviewed on the British Social Attitudes survey. We depend on the voluntary co-operation of the people we contact to make sure that our survey accurately represents the views of all people living in Britain, not just those who like surveys. So, I hope you will forgive me for troubling you again.

A short while ago we sent you a reminder about the self-completion questionnaire that our interviewer left with you. Our records show that we still have not received your self-completion questionnaire. Without it, we are missing vital information about your views on the important issues of today. We are keen to have a complete picture so that public confidence in our surveys remains high.

I am therefore enclosing a copy of the self-completion questionnaire, as well as another pre-paid envelope. If you should have time to fill it in and post it back to us, I would be very grateful. It should not take more that twenty minutes or so.

We are very grateful for the time that you have already given us, and hope you will help us to complete the picture.

Thank you again for all your help.

Yours sincerely,

Roger Jowell
Director

P.S. If this letter has crossed in the post with your completed questionnaire, please accept our thanks for sending it off and forgive us for writing to you again.

BRITISH SOCIAL ATTITUDES SURVEY

1994 STUDY

Dear Sir or Madam,

Within the last month or so you very kindly agreed to be interviewed as part of our annual British Social Attitudes survey. At the same time we asked you to fill in a self-completion questionnaire and return it to us by post in a pre-paid envelope.

As we have not yet received the self-completion questionnaire from you, I wonder if I could ask you to spare a little more of your time? The self-completion questionnaire is an important part of the survey. It contains questions on topics not covered in the main interview, and we hope you will find it interesting and enjoyable. We need to get the views of everyone in our sample, not just those with strong opinions or particular viewpoints.

Thank you very much for your help, and for taking part in the survey. I look forward to hearing from you.

Yours sincerely,

Roger Jowell
Director

P.S. If this letter has crossed in the post with your completed questionnaire, please accept our thanks for sending it off and forgive us for writing to you again.
Dear Sir or Madam,

About two weeks ago we sent you a letter about the questionnaire that our interviewer left with you. The self-completion questionnaire is a very important part of our British Social Attitudes survey on which you kindly agreed to be interviewed.

As we have no record of having received your questionnaire, we are enclosing another copy, in case the first copy was mislaid. We also enclose a pre-paid envelope. We hope you will find the questionnaire interesting and enjoyable. We need to hear from as many people as possible, so that the information we collect represents the views of a true cross-section of the public in Britain.

We do greatly appreciate your co-operation in this study, and hope you will find time to fill in the questionnaire and return it to us. Without it an important part of the picture will be missing.

Thank you again for all your help.

Yours sincerely,

Roger Jowell
Director

---

P.S. If this letter has crossed the post with you, please accept our thanks for sending it off and forgive us, please, for troubling you again.

---

PSR BRITISH SOCIAL ATTITUDES SURVEY
1994 STUDY

BRITISH SOCIAL ATTITUDES 1994 SURVEY

BOOK INFORMATION FORM

To
Publication Officer
SCPR
36 Northampton Square
London
EC1V 1AX

I took part in the British Social Attitudes 1994 study. I understand that you plan to publish a book in autumn 1995 giving some of the survey results. Please send me a leaflet in 1995 which tells me when the book will be published and how my local library or I might obtain a copy.

My name and address are:

NAME

ADDRESS

POSTCODE

Please give this form to the interviewer, or post it back whenever convenient to SCPR at the address above.
1. Background

Since 1983, Social and Community Planning Research has fielded a large national survey in England, Scotland and Wales. This series, called British Social Attitudes, has become an important and much quoted source of information about contemporary Britain.

The study has three main outcomes:

a. A book published each autumn by Dartmouth, reporting on some of the previous year's results and commenting on changes in attitudes over time. There is a leaflet about the 8th Report with your survey materials. (We tell all respondents who are interested where they can get hold of a copy of the book on this year's survey.) The findings of this report are widely known and discussed on radio and TV programmes, in articles and features in newspapers and magazines.

b. The data from the survey are deposited in the Economic and Social Research Council (ESRC) Data Archive, and made available for analysis by the academic community, or any other interested data users.

c. Various government departments get summary reports, or tables based on the findings, and use them in their policy planning.

The British Social Attitudes (BSA) survey is designed to measure contemporary social attitudes and how they change over time. Such findings are of interest to government departments anxious to have more information about people's own assessments of, for example, their work or their housing circumstances. But the data are also contributions to social history, to allow analysts in the future to discover what people thought and felt about the major social issues of today.

This year there are three versions of the questionnaire - A (light blue), B (brown) and C (grey). Many of the questions will be asked of all respondents, some will be only asked of half our sample and the rest will be asked of only one-third of the respondents. This means that we can cover more topic areas, and help meet may requests we have had to include questions of interest to government departments and other bodies.

Topics covered this year include some asked about in all previous years - for example employment, the National Health Service and welfare benefits; and others asked less often: for example, about local government and the countryside. Some questions are new. For example, most of the questions on fear of crime and all of the questions on about single parents have not been asked before.

Many of this year's questions are also being asked in Northern Ireland as part of the 5th Northern Ireland Social Attitudes survey. By asking similar questions in Britain and Northern Ireland, we are able to compare directly attitudes of UK citizens living on both sides of the Irish Sea. Funding for this extension of the British Social Attitudes Survey comes from all the government departments in Northern Ireland.

This year for the first time, and in association with Barnardos, part of the BSA survey has been extended to cover young people, aged 12 to 19. The questionnaire, which is administered face-to-face, also includes some questions that have been specially designed

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**Contents**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Background</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Notifying the police</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>The sample</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Overview of procedures</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Contact procedures</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Suggested introduction</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Questions you may be asked</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>Materials for the survey</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>Address Record Forms (ARFs)</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>Non Response Form (NRF)</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>Contact sheets</td>
<td>12</td>
</tr>
<tr>
<td>12</td>
<td>Computer Assisted Personal Interviewing (CAPI)</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>Field procedures</td>
<td>15</td>
</tr>
<tr>
<td>14</td>
<td>The self-completion questionnaire</td>
<td>16</td>
</tr>
<tr>
<td>15</td>
<td>The interview questionnaire: general guidelines</td>
<td>17</td>
</tr>
<tr>
<td>16</td>
<td>The interview questionnaire: in detail</td>
<td>20</td>
</tr>
</tbody>
</table>
for, and will only be asked of, young people. The background, contact procedures, and questionnaire details for the Young People's BSA are explained in a separate project instructions booklet which is included in your pack. However, instructions on how to identify and select young people are dealt with in section 5 of this document.

The BSA survey series is funded mainly by one of the Sainsbury Family Charitable Trusts, with contributions also from several government departments, quangos and other grant-giving bodies. You may find it useful to say that SCPR is a non-profit making research institute, registered as an educational charity and independent from government. Funding for the BSA survey series has been secured until 1995 at least 1995/6.

Each annual survey consists of two elements - an interview questionnaire conducted by computer assisted personal interviewing (CAPI) and a self-completion supplement for each respondent to fill in after the interview. The supplement contains further questions on topics covered in the main questionnaire. It also has some questions on women and the family that are asked in twenty-one other countries (including the Republic of Ireland, the United States, and Australia) as part of an international survey of social attitudes.

2 Notifying the police

You must notify the local police station in the area where you will be working. You should complete a copy of the Police Notification Form that has been included in your supplies. Attach a copy of the explanatory letter for respondents to the form and hand it in to the police. (You might try to see if it is possible to record these details in the book kept at the station desk.) Make a note of the name of the officer to whom you speak and the date of your call so that, in the event of any query or complaint to the police, you are fully covered. It is reassuring for elderly or suspicious respondents to be told that the police know about you and the survey, and that they can check with the police station.

PLEASE DO NOT START WORK UNTIL YOU HAVE DONE THIS.

3 The sample

The sample covers England, Wales and all but the highlands and islands of Scotland. There are 200 sampling points and 30 addresses have been selected at each point. The sample of 6,000 addresses is drawn from the Postcode Address File (PAF).

Because the sample is taken from the PAF, strictly it is a sample of 'delivery points' (i.e., letter boxes), not a sample of named individuals living at these addresses. However, for about three-quarters of the addresses, we have been able to match PAF addresses to those listed in the electoral registers, and for these names of electors are supplied. Often interviewers find it helpful to have a name of someone at the address when introducing themselves. But it is important to remember that there may be no household or, conversely, two or more households at any selected address (in other words, there is not necessarily a one to one correspondence between delivery points and households). You will be able to deal with all such circumstances by following the instructions on the ARF.

It is vital that the person chosen for interview at each address is selected by strict random sampling principles. If we interviewed only those people who happened to be at home at the first call, or who were especially keen to be interviewed, our sample would almost certainly be unrepresentative of the adult population of Britain.

Only people aged 18 or over when you first make contact are eligible for interview on the main BSA survey. The assignments of 30 addresses are issued as labels attached to the Address Record Form (ARF), and on allocation disks containing the corresponding 30 serial numbers (but no addresses).

As mentioned above, there are three versions of the questionnaire.

Version A (LIGHT BLUE cards, ARFs and self-completion questionnaires) which are used for every third serial number beginning with 60001 (and 60004, 60007, 60010 and so on).

Version B (BROWN cards, ARFs and self-completion questionnaires) which are used for every third serial number beginning with 60002 (and 60005, 60008 and 60011 and so on).

Version C (GREY cards, ARFs and self-completion questionnaires) which are used for every third serial number beginning with 60003 (and 60006, 60009 and 60012 and so on).

The CAPI program will automatically select which version to use according to which serial number you select. Depending on the address assigned, you will also have been given either an A version, B version or C version of the ARF. You must then make sure that you give the respondent the correct version of the self-completion questionnaire.

A full description of how to use the ARF and how to select respondents is given in Section 9 below.

4 Overview of procedures

In summary, the survey involves the following procedures:

i) tracing all listed addresses, making contact at (apart from deadwood) and completing a paper ARF for each address.

ii) where there is more than one dwelling unit at an address, selecting one at random,

iii) conducting an interview with one adult selected at random at that address,

iv) giving a self-completion questionnaire to the selected respondent,

v) putting base ARF information for every allocated address onto the computer (Adman),

vi) finding out whether there are any young people aged 12-19 in the 'adult' respondent's household and gaining consent from the parent or guardian of the young person(s) to be interviewed,

vii) making contact with any young people in the adult respondent's household arranging dates and time for interviewing them,

viii) conducting a Young People's interview with the young people in the household.
ix) completing the grid of young people on the back of the main (adult) ARF (and filling in a CONTACT SHEET if the ARF has already been returned to the office.

5. Contact procedures

You must attempt to make contact at every address in your assignment (not necessarily in the order given to you, but grouped and visited in 'economic' batches). You must call on at least 4 occasions, at different times of day and spread across the fieldwork period before you classify the address as unproductive. If necessary, at least one of these calls should be in the evening and one at the weekend.

A letter is being sent to all the sample addresses in advance of your visit (although it may not necessarily be read by the person you select for interview). Many interviewers find that an advance letter helps gain people's co-operation and most respondents welcome it. There are copies of the letter in your briefing pack in case you need to remind people about it.

As always, it is very important to achieve a high response rate in this survey. Please keep trying to contact all the issued addresses until the end of the fieldwork period, and call back as often as you can while you are still in the area. If you sense a respondent may be about to refuse, it often helps if you withdraw, offering to call again at a more convenient time, before a formal refusal is actually given. Only by interviewing as many as possible of those selected for the sample can we at SCPR be confident that the answers you get are representative of the views of everyone.

To help achieve a good response rate, we are asking you to:

• call the Field Office before you return any incomplete or untraceable addresses. We might be able to find out some information which will help you locate 'hard to find' addresses;
• return all completed paper ARFs and computer admin. work for other deadwood addresses (vacant premises, etc.) to the Field Office as soon as possible. We need to know what deadwood there is as early as possible in the fieldwork period;
• return the completed paper ARF and computer admin. work for each definite refusal to the Field Office as soon as possible;
• if you select a person for interview who proves hard to contact, breaks an appointment, etc., keep on trying to 'convert' him/her until the end of the fieldwork period, even if you have already made 4 calls. Then whenever you are in the neighbourhood try again, unless you have learned that the selected respondent will not be available until after the end of the fieldwork (due to holiday, illness, etc.) Complete the ARF, and the computer admin. work for any non-contact, and return them to the Field Office with your final work.

You must never substitute one address for another, nor substitute one selected individual for another. The sample has been randomly selected, and any substitutions would lead to bias in the results.

Remember to show your Identity Card when you introduce yourself. If you think it will help you to get an interview, you can give the person you initially contact a copy of the explanatory letter, or the newspaper leaflet describing the study, or the SCPR leaflet, or all three, as part of your introduction. In any case, you must leave a copy of the explanatory letter and the SCPR leaflet with each respondent after the interview, in case he/she has any queries after you have left and wishes to contact the office.

The main interview will last, on average, about one hour, though it will be quite a bit shorter for those not in paid work. Older respondents may take a little longer. So please allow enough time between appointments.

At the end of the main CAPI interview you will be asked whether there are any young people aged 12-19 in this household, apart from one you may have interviewed as part of the adult sample. You should give the adult respondent an explanatory letter about the Young People's survey. At this stage you should also obtain the specific consent from the parent or guardian to interview the young household members. Please refer to Section 3 of the Young People's Project Instructions for more details on obtaining consent.

Once you have obtained permission, you can make arrangements for interviewing and give the young respondents a copy of the special explanatory letter. Remember, you do not have to select a young person; instead you should try to interview all household members aged 12-19 that are not part of the adult sample.

6. Suggested introduction

The best introduction for interviewers is the one they feel most comfortable with. Start at the beginning and explain the purpose of the survey to each person you see at an address; don't assume that a husband, wife or parent of the selected person has passed information on.

These are some of the kinds of things you might say when you introduce yourself and explain about the survey. We are not suggesting that you use this suggested introduction word-for-word; it is for you to adapt as you think best in each situation.

"Good morning/afternoon/evening. I'm from . . . . We're doing a survey funded by most government departments, about how people feel about a wide range of important issues and problems - for instance the health service around here, schools, transport and the environment."

At this point, you can show the explanatory letter, the newspaper leaflet or the BSA book leaflet.
Questions you may be asked

Q. How did you get my address?
A. The addresses in the survey were selected from the Postcode Address File which is publicly available. From this file a certain number of addresses were selected ‘at random’ - such as taking every 50th or 60th address on the list. Your address came up purely by chance. Once it comes up, I cannot go to another address instead. No one else can be interviewed. This is how we make sure that we fairly represent the views of everyone in Britain.

Q. How do I know that what I tell you will be treated in confidence?
A. SCPR makes all efforts to keep the information you give us confidential. Your rights as a respondent, and the way in which we honour those rights, are set out in this leaflet about SCPR (SHOW AND HAND OVER). Also, SCPR is registered under the Data Protection Act.

In addition, there is no way that your name or address can be linked with the answers that you give. The interview data are returned to the office in a coded form and never with your name and address attached, and neither your name nor the information you give us is passed to anyone outside SCPR. The findings are written up as statistical summaries only.

Q. Why should I take part?
A. Surveys are voluntary, but it is very important that a true cross-section of the public takes part in the studies like this. If we are to understand what people think about social issues of the day, this means that we want to know the views of everyone in our sample. If a lot of people refuse to take part, then we cannot be sure that our results really reflect everyone’s views. No special knowledge is needed, and we need to know the views of everyone, not just those with strong opinions or particular viewpoints.

Q. I’m not sure.
A. Even if you’re not sure, do please let me start the interview and then see how you get along. You can stop at any stage if you wish to.

Q. How do I know you are a genuine interviewer from a genuine research organisation?
A. First, you have a letter from the research team at SCPR. The letter describes the survey and explains why your co-operation is important. There are telephone numbers at which you can contact the researchers at SCPR. If you have any further questions to ask. Secondly, I am leaving a leaflet about SCPR, which is an independent, non-profit making institute for survey research.

Materials for the survey

1. Address Record Forms (ARFs) - see Section 9
   - Light blue (A) + Sand brown (B) + Dove grey (C) versions (10 of each per assignment)
2. Non-Response Forms (NRFs) - see Section 10
3. Copies of the advance letter - show as necessary
4. Explanatory letters for respondents leave one with each respondent.
5. Leaflets about SCPR - leave one with each respondent.
6. ‘Newspaper’ leaflet about the survey - use as necessary.
7. Publicity leaflet for The 8th Report
8. Book information forms
9. BSA Quick Guide (in A5 plastic cover)
10. Sets of show cards (A, B and C)
    A. Version (A-G, AA-AH, AO-AQ, XI-XS) Please note that there is no card AN
    B. Version (A-W, BA-BQ, XI-XS)
11. Self-completion questionnaires (A, B and C)
12. Project instructions Adult Sample (this document)
13. Contact Sheet for 12-19 year olds sample - see Section 14
14. ‘Young People’s BSA questionnaire’ - per assignment.
15. Explanatory letters for adults about the Young People’s BSA survey - leave one with each respondent in a household where there are young people aged 12 to 19
16. Explanatory letters for young people about the Young People’s BSA survey - leave one at households containing any 12-19 year olds, and where the parent/guardian has agreed that the interview can take place
17. Book information forms for Young People’s BSA book
18. Stock of show cards (A-V, XI-5)
19. Pre-paid A5 envelopes. These are for respondents to use in returning the self-completion questionnaires in those cases where they cannot be picked up
20. Project instructions Young People’s Survey
21. 1 allocation disk of address serial numbers
    1 blank back-up disk
    6 blank disks for returning work

and of course a lap-top computer with a rechargeable battery pack and shoulder bag.

We think you will find it helpful to check both the show cards (that they are a complete set and in the right order - see above) AND the self-completion questionnaire in your
pack. The printers have been known to make mistakes and it is better to discover them at home, before you begin your assignment, than later, in the field.

You will also have your Field Admin. Note and other Field documents and forms. Please make sure you have adequate supplies of all these materials before you start interviewing, and before going out each day. Your Admin. Note gives details of how to order extra supplies.

9. Address Record Forms (ARFs)

These are the forms on which your assignment of addresses is issued. You will have one for each address in your sample. You will get three different ARFs: a light blue version for the A sample, brown ones for the B sample, and grey ones for the C sample.

Besides giving the selected address, the ARF has four other purposes:

- It provides space for you to record details of all the calls you make, and the outcomes.
- It allows you to select one adult at random for interview (and one dwelling unit in the rare cases when there is more than one dwelling unit at the address).
- In a case where you do not achieve an interview - you use it to give the reason.
- It provides space for you to record details of all the calls you make with the 12-19 year old household residents. It allows you to record outcomes of the "Young People's" BSA survey.

It works just like a normal questionnaire and you should follow the filter instructions in the normal way.

You will see that the address, its serial number and other vital information are given on two separate labels on the first page of the ARF:

- the address label at the top left of the page looks like this:

```
CHECK LETTER
SERIAL NO.
SN: 60003D
15 BRIAR AVENUE
BRANDON
DB7 8AL

VERSION (A, B or C)

POINT: 001 AREA: 3

FIELD AREA
```

- the selection label on the top right of page 1 looks like this:

```
SN: 60003D
PERSON/DU: 1 2 3 4 5 6
SELECT: 1 2 3 1 1 4
PERSON/DU: 7 8 9 10 11 12
SELECT: 7 4 6 5 8 10
```

This allows you to make random selections of dwelling units or households whenever you come across more than one of either at your selected address.

Also on page 1, you will see that there is space for you to keep a note of the times, dates and results of all your calls. Please remember to fill this in at each separate visit: it will help you to plan any further visits you may have to make and helps other interviewers in case of reissues. (We are asking you to fill in the exact time of each call, as part of a study SCPR is carrying out into interviewer calling patterns.

Finally, on page 1 of the ARF, there is a box for you to write in the respondent's telephone number, if given. If it is not, write in 'Refused'. If he/she has no telephone, write in 'No telephone'.

From here on, you fill in the ARF just like a questionnaire.

Qs.1-9 deal with the address. If you find that the address contains two or more dwelling units (eg. flats, bed-sitting rooms), Qs. 5 to 8 take you through the steps necessary to select one at random, by listing them all in a systematic way and using the selection label on page 1 to choose one at which to seek an interview. This will, in fact, happen only very rarely. But remember it is exact address as given that counts. If the address on the label is 'Flat 4, 12 London Road', it is that part of accommodation that is the sampled address, not the whole of no.12.

If you happen to come across an address with 13 or more dwelling units, telephone your Field Controller who will tell you which one to select.

It is essential that - if you need to select a dwelling unit - you follow the rules in making this selection. Only in this way can we be sure that we end up with a truly random sample of dwelling units and adults living there.

At Q.8, write in the number of the selected dwelling unit, (the "DU" code), that is the number printed on the grid at Q.5 - not the flat or room number of the unit itself.

At Q.9, record the flat number or other details of the location of the selected unit.

Qs. 10-16 help you to select the individual within the address for interview. A useful tactic is to explain at the outset that you have to ask a few questions beforehand to make
sure you interview the 'right person' - to ensure that you get a true cross-section of views and give everyone an equal chance to be included If you can make the person giving the information feel that he or she is helping - and know why it is necessary - you will find it easier to gain co-operation

At Q 11 you must find out how many adults (aged 18 or over) there are living at the address (or dwelling unit) On each occasion where there is more than one adult living at the address, you must use a random selection procedure to choose one for interview, as follows

At Q 13a, list all resident adults in alphabetical order of their first name or initial For example

<table>
<thead>
<tr>
<th>FIRST NAME OR INITIAL</th>
<th>PERSON NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>01</td>
</tr>
<tr>
<td>J</td>
<td>02</td>
</tr>
<tr>
<td>M</td>
<td>03</td>
</tr>
<tr>
<td>P</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>06</td>
</tr>
</tbody>
</table>

If there are 4 adults in this household. By referring to the selection label, you will see that person number 1 is to be interviewed, as this is the number printed under '4' on the label At Q 15, write in the person number that is printed in the grid at Q 13a So in the example, person number 1 (initial B) has been selected, and you will write '01' in the boxes at Q 15 Once a random selection has been made, no substitute can be taken, even if there is another adult living there who is available and willing to be interviewed

Please note two other points

* if there are two people with the same first name, list them in alphabetical order of their full name If the full names are the same, list them in order of their age, with the eldest first.

* make sure that you write in the initials this is part of the way that crosschecks can be carried out as your work, to reassure us that the correct person has been selected.

If there are 13 or more adults living at the selected address, telephone your Field Controller who will tell you which one to select for interview

We need the following information for each person successfully interviewed

* the name of the selected person, if you can obtain it (You may find out the name only at the end of the interview) Write this in the box at Q 16 If someone refuses to give their name, write in 'Refused'  

* whether an interview was carried out - Q 17, codes 50 to 53 Very occasionally, you may not be able to finish an interview, or you may have to leave gaps because a particular respondent is finding it hard to cope. But a 'partial' will count as a 'productive' interview when half or more of the questionnaire is completed, plus most or all of the classification sections. On the A' and B' Versions, this will be at least up to the end of the questions on poverty and single parents. An unproductive' partial is one where less than this but at least some attitude questions are completed, and should be coded '90' 

* interview length (Q 18)  

* details about the self-completion questionnaire (Q 19) see Section 12 following  

* details of unproductive interviews (Q 20) Please note that you only have to provide reasons for codes 71-80 (Code 76 is for office refusals)  

* details about young people in the household (Q 21) - you should not fill this in unless you have carried out the BSA adult interview. At the grid for household members aged 12-19, you are asked to fill in the person number of the young person from the household grid as the main questionnaire, so you will have to re-enter the CAPI interview You also need to code the outcome code of the interview with the young person for which you need to refer to the list of codes in the box below the grid on the left. The grid also contains a slot for return codes for the self-completion. Since it was eventually decided not to have a self-completion for the Young People's BSA survey, you can ignore this and also the box on the right hand bottom of page 6

A few last points about selecting respondents

(i) Any responsible adult member of the household may provide the information that you need in order to establish who it is you are to interview But never take information from those aged under 18

(ii) Interview only persons living at listed addresses. Never follow anyone to a different address, although you could of course interview a person somewhere else (eg at work) No substitutes are permitted, so if the selected person is in hospital or away for the duration of the survey, or too old or too ill to be interviewed, then no interview can take place

(iii) This survey is intended to cover only the population living in private households - not those living in institutions. But people can be living as private households within institutional premises. Even if the address you have been given appears to be that of an institution, check that no one is living in a private household on those premises before abandoning the possibility of an interview there.

10 The Non-Response Form (NRF)

This year we are asking you to record more detailed information about cases where you have not been able to obtain an interview. This will help us find out more about the characteristics of non-respondents You should fill in a NRF for any address you visit where you are unable to carry out the selection procedures (outcome codes 21-24 on ARF), or where no interview is obtained after you have selected the respondent (codes 71-79) or where only a partial unproductive interview is completed (code 80) Like the ARF, the NRF is like a normal questionnaire and you should follow the filter instructions. It asks you to enter your name and interviewer number and to enter the serial number and area code of the address for which no interview was obtained. The questionnaire contains a few open-ended questions where, for instance, we ask you to record any information obtained, or to provide what you think the reasons for a refusal were, or to explain why you think a non-contact may have been a disguised refusal

Finally we ask you to code some information from your own observation

After you have filled in the NRF, you should attach it to the corresponding ARF and return both to the office
11. The Contact Sheet

We have designed a Contact Sheet to be used for households that contain 12-19 year olds with whom you are still trying to obtain an interview, after you have returned the ARF to the office. We always want the ARFs to be sent back to Brentwood as soon as possible. After you have completed the "adult interview" in an address that contains young people you may be able to arrange interviews with them immediately, or within a day or two, in which case you can use the young people's grid on page 6 of the ARF. In some cases, however, this may not be possible, and rather than hanging onto your ARF, the Contact Sheet enables you to continue the contact and outcomes procedures for young people.

If you find that you do need to use the Contact Sheet, please note that only one per household is needed, even if there is more than one 12-19 year old in the household. In addition to filling in the grid, you need to enter the address and the serial number of the household, the telephone number (if it is available) and your name and interviewer number. You should return it to the Office separately from the questionnaire(s) as soon as you have completed all interviews with young people at that address.

12. Computer Assisted Personal Interviewing (CAPI)

This year the British Social Attitudes Survey will be fully administered on laptop computers. There are many advantages to CAPI over traditional methods like pencil and paper interviewing:
- It is more accurate, since entering wrong codes is more difficult;
- It is simpler for interviewers because the computer ensures correct routing. So it is impossible to go wrong on a complicated skip;
- Questions can not be missed out;
- Grids are simplified to a series of consecutive questions;
- It offers the possibility of building in checks for inconsistent answers.

1) Getting on to the computer

For BSA you will be using Compaq machines, which are designed to have a power-on password. This means that when you switch on, a small diagram of a key appears on the top left hand side of the screen. Once you have typed in the correct password, you will have access to the project menu.

The project menu contains two BSA options. One of these is to go into the BSA practice session which will have been installed at the briefing and the other is to go into your real BSA allocation. Before you start interviewing you can practice the interview by entering a code "Z" and the survey keyword which you will have been given at the briefing.

When you receive your allocation disk, you should select the second option and follow the instructions for installing your address serial numbers. When you are ready to start interviewing, you can proceed to the MAIN MENU (or ACTION MENU) by entering a code "$". Again, you must first enter the survey keyword. The options for action here are:

I to interview, view cases or put in ARF information
B to backup your data. Please do this on each day that you have done any interviewing or admin.
T to put work on disk to be returned to the Field Office
R to read in new addresses from reissues or reallocations
E to clear out your addresses once all your work has been returned
P to read in a new questionnaire program if we update it
D to set or check date and time
Q to leave this menu and return to the project menu

The address menu shows your particular 30 address serial numbers and your task is to carry out an interview with one randomly selected adult at each address (apart from ones that are 'deadwood').

ii) Starting an Interview with the selected adult

Assuming that you have made contact at an address, completed the selection procedure according to the paper ARF and are ready to interview, the procedure is as follows:

Select the appropriate address serial number by using the arrow keys to highlight the correct number and then press <enter>.

First, you will be asked to enter the check letter (as on the address label on the ARF). Then you will be asked for your interviewer number and should only need to press <enter> here as your number is already linked with those addresses and should appear automatically in the lower half of the screen.

You will then be asked to record the 'current interview status' of that address. It should help you remember what still needs to be done at that address. Here - as you are just about to start an actual interview - you select option 3.

You may then write a short note to remind yourself about that address (for example, how to find it again, or when the potential respondents might be at home).

You now have the option of returning to the MAIN MENU (you might want to do this if you only wanted to note an appointment time in the address notes), or open a questionnaire, or do the admin. Select option 2 to open the questionnaire. This takes you to the first question on BSA.
Leaving the questionnaire having reached the end

If you have reached the end of the questionnaire, you will be asked 'Do you wish to leave the questionnaire?'

Press <enter> on the highlighted 'Y' and you will be returned to the ADDRESS MENU. Press <esc> and you will get to the MAIN MENU. Press 'Q' and you will get to the project menu. You have now backed out of each level of the program and can switch off the laptop if you wish.

v) Admin Putting ARF information on the laptop

You need to record some basic ARF information on the laptop for every one of your addresses. As you have already completed the paper ARF, it is very quick and easy to copy some of that information on to the laptop for deadwood/refusals/non-contacts and only takes slightly longer for addresses where you completed an interview.

The procedure is the same as for starting an interview except that you select the option for completing admin. details rather than opening a questionnaire.

First, select the address serial number at the address menu by moving the highlight bar and pressing <enter>

Press <enter> at interviewer number

Select the appropriate option and press <enter>

Add reminder note (if you wish)

Select option 3 - FILL IN THE Admin DETAILS - and prepare this interview for return to Head Office.

You will then be asked (at a maximum) the following questions - though only the first six if there is no completed interview

<table>
<thead>
<tr>
<th>Total number of calls</th>
<th>Date of first call</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Month of first call</td>
</tr>
<tr>
<td></td>
<td>Date of last call</td>
</tr>
<tr>
<td></td>
<td>Month of last call</td>
</tr>
<tr>
<td></td>
<td>Final outcome code</td>
</tr>
</tbody>
</table>

Number of occupied units
Dwelling unit code (if more than one)
Number of people aged 18+
Person number of selected person (if more than one eligible)
How self completion questionnaire is to be returned
Length of interview (in minutes)
Number of people aged 12-19 in the household (excluding those aged 18+ who have already been interviewed on the adult survey

For Productives Only

13 Field procedures

i) Disks

Apart from the allocation disk containing your address serial numbers, you will be sent 7 blank disks, one is your backup disk (Blue) and the other six are for returning work (Silver).

ii) Backup disks

It is essential that each day's work is backed up onto the backup disk so that there is always a spare copy (in case of disasters!) of the work you have carried out (Admin as well as interviews). Always keep your backup disk at home - separate from your computer and other disks. Use the Backup option in the MAIN MENU to do your backups.

iii) Returning work

For those of you that have worked on FRS, please note that the procedure on BSA for sending back completed interviews is different. You will not be transmitting your interviews back to Brentwood, but will be copying the interviews and admin you have completed on to blank disks and posting them back to Brentwood.

We want you to send back a disk with your first three completed interviews on it (for early work checks) and whatever other deadwoods or firm refusals you have picked up at this point. After that first disk, you should send back work about twice a week.
Use the Transmit/return work option in the MAIN MENU to copy your work on to the disks.

- You must always use blank disks when returning work.
- ARFs must be returned separately from disks, to safeguard the confidentiality of the information that respondents have given you.

14. The self-completion questionnaire

Respondents may fill in the self-completion questionnaire either:

- Immediately after the interview, before you leave. Ideally, we would prefer it to be filled in then. You could use the time to key in the admin. details and ‘tidying up’ any other answers or notes.
- In the respondent’s own time, after the interview. In this case you will need either to call back to pick up the questionnaire, or to arrange for the respondent to post it back to Brentwood (in which case you must leave one of the A5 prepaid addressed envelopes).

Under no circumstances should you give the self-completion questionnaire to the respondent to fill in before the interview.

Before handing over the self-completion questionnaire, there are some important things to remember:

1. You should write the Sampling Point number, the respondent’s Serial Number and your Interviewer Number in the boxes provided, before you hand over the questionnaire. We strongly advise you to enter the Sampling Point number and your Interviewer Number on all questionnaires before your first day in the field.

   Without these identifying numbers, the self-completion questionnaire cannot be used - and we will not be able to pay you for a completed questionnaire!

   Please also remember to fill in Q19 on the ARF, to tell us what your plans for returning the questionnaire are:

   **Code**
   1. if you yourself are sending the self-completion questionnaire and the disk containing the interview back to the office together;
   2. if you yourself are sending back the self-completion questionnaire separately (after the disk);
   3. if you leave the questionnaire with the respondent for him or her to return direct to the office.

2. If you leave the self-completion questionnaire at an address after the interview, leave it only with the selected respondent - the person you interviewed. The self-completion questionnaire may be filled in only by the selected respondent. Please tell the respondent that we cannot use questionnaires filled in by anyone else. No substitute is acceptable.

3. If the respondent cannot fill in the questionnaire by the end of the visit at which you carry out the interview, please arrange to call back for it - provided you are still interviewing in that area. You could use one of your appointment cards to remind the respondent of when you are calling for the questionnaire. This will help remind the respondent how important the self-completion questionnaire is. If this is not possible, you should leave a prepaid A5 (not A4) envelope and ask the respondent to post the self-completion questionnaire back to the office. If do this please remember to ring code 'S' at Q.19 on the ARF. (We will then know whether or not to send out reminders to respondents whose questionnaires have not arrived.)

4. Never leave the respondent in any doubt as to how he or she should return the questionnaire. If you have arranged to call back for it, make sure that your respondent realises this and that you keep your appointment. If you cannot arrange to call back, make sure that the respondent knows it is to be posted back, and stress the need for (reasonable) speed.

5. If you do wait for the questionnaire or call to collect it later, please try to spend a minute checking through to see that it has all been filled in. Any gaps can then be tactfully pointed out to the respondent and he or she should be asked to fill them in, even if it means writing in ‘don’t know’ where appropriate.

6. On rare occasions, it might be clear that a willing respondent needs your help to complete the questionnaire, because of, say, poor eye-sight or illiteracy. In such cases, treat the questionnaire as if it were an extension of the interview, and tick the boxes accordingly, with the respondent at your side. You may make a claim for time spent with the respondent, but please give full details of the circumstances.

15. The interview questionnaire: general guidelines

First, a feature of such a wide-ranging questionnaire is that people are likely to be more interested in some questions than in others. The particular interviewing challenge posed is one of establishing the right speed at which to ask the questions. Rushing the respondent clearly has to be avoided, but an over-deliberate approach would be equally wrong. It may be that some respondents want to give a great deal of thought to some of the issues, but we are seeking to capture present attitudes, not to conduct a philosophical discussion or a political debate! If some respondents have no particular viewpoint on a topic, or if they cannot answer the question as posed, a ‘don’t know’ or ‘other answer’ code is acceptable; then you just move on to the next question.
Second, throughout the questionnaire we will be using a number of general phrases that may cause the respondent to ask for further explanation. Examples might be:

- "Closer links with the European Community"
- "Britain's general industrial performance"

In these and many similar cases we do not wish to give the respondent any further explanation. The phrases used are intended as general ones. Simply read the question or statement out, and tell respondents that they should answer in terms of whatever they understand by the phrase.

Third, at questions where an 'other' answer code has been provided, the other answer should be recorded verbatim (up to 40 characters can be keyed or written in). Unless specifically stated, 'other answer' should be coded only when one of the pre-coded answers will not fit after probing.

At questions where there is no specific provision for 'other answer', none is anticipated, although should they occur, they should be entered on the 'notepad' provided for comments. For questions in which no 'other answer' space is provided, first repeat the question with the appropriate emphasis before accepting an 'other answer'. You can also use phrases like "Generally", "In general", etc. as probes, otherwise repeating the question wording exactly.

Fourth, the interview questionnaire is divided into blocks of question topics (see below for details). Sometimes these are introduced by (e.g.) "And now some questions on..." but often they are not. Respondents do not need to be made aware of the various blocks or sections of the questionnaire during the course of the interview; the questionnaire is designed to be administered as a single unit with a reasonably smooth transition between groups of questions and different topics.

### LAYOUT OF THE INTERVIEW QUESTIONNAIRE

<table>
<thead>
<tr>
<th>VERSION A.</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block</td>
<td></td>
</tr>
<tr>
<td>ONE</td>
<td>Newspaper readership and party identification/politics</td>
</tr>
<tr>
<td>TWO</td>
<td>Welfare benefits, health care and worries</td>
</tr>
<tr>
<td>THREE</td>
<td>Economic activity, the labour market, gender issues at the workplace and childcare</td>
</tr>
<tr>
<td>FOUR</td>
<td>Civil liberties</td>
</tr>
<tr>
<td>FIVE</td>
<td>Race</td>
</tr>
<tr>
<td>SIX</td>
<td>Local government</td>
</tr>
<tr>
<td>SEVEN</td>
<td>Political trust</td>
</tr>
<tr>
<td>EIGHT</td>
<td>Europe (short)</td>
</tr>
</tbody>
</table>

| NINE       | Fear of crime |
| TEN        | Housing |
| ELEVEN     | Religion |
| TWELVE     | Classification |

<table>
<thead>
<tr>
<th>VERSION B.</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE</td>
<td>Newspaper readership and party identification/politics</td>
</tr>
<tr>
<td>TWO</td>
<td>Welfare benefits, health care and worries</td>
</tr>
<tr>
<td>THREE</td>
<td>Economic activity, the labour market, gender issues at the workplace and childcare</td>
</tr>
<tr>
<td>FOUR</td>
<td>Economic prospects</td>
</tr>
<tr>
<td>FIVE</td>
<td>Charitable giving</td>
</tr>
<tr>
<td>SIX</td>
<td>Poverty/single parents</td>
</tr>
<tr>
<td>SEVEN</td>
<td>Gender</td>
</tr>
<tr>
<td>EIGHT</td>
<td>Education</td>
</tr>
<tr>
<td>NINE</td>
<td>Fear of crime</td>
</tr>
<tr>
<td>TEN</td>
<td>Housing</td>
</tr>
<tr>
<td>ELEVEN</td>
<td>Religion</td>
</tr>
<tr>
<td>TWELVE</td>
<td>Classification</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VERSION C.</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE</td>
<td>Newspaper readership and party identification/politics</td>
</tr>
<tr>
<td>TWO</td>
<td>Public spending, welfare benefits, health care and worries</td>
</tr>
<tr>
<td>THREE</td>
<td>Economic activity, the labour market, gender issues at the workplace and childcare</td>
</tr>
<tr>
<td>FOUR</td>
<td>Economic prospects</td>
</tr>
<tr>
<td>FIVE</td>
<td>Charitable giving</td>
</tr>
<tr>
<td>SIX</td>
<td>Poverty/single parents</td>
</tr>
<tr>
<td>SEVEN</td>
<td>Gender</td>
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<tr>
<td>EIGHT</td>
<td>Education</td>
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<tr>
<td>NINE</td>
<td>Fear of crime</td>
</tr>
<tr>
<td>TEN</td>
<td>Housing</td>
</tr>
<tr>
<td>ELEVEN</td>
<td>Religion and ethnic origin</td>
</tr>
<tr>
<td>TWELVE</td>
<td>Classification</td>
</tr>
</tbody>
</table>
If a respondent does break off the interview part way through (this happens very rarely), try to complete the Classification section (or as much as you can). If possible, you should enter 'refusal' from the point the interview was broken off to the beginning of the Classification section.

16. The interview questionnaire: in detail.

The variable name which will appear on your CAPI screen is listed in italics on the left of the page, beginning with WhPaper.

WhPaper
A single newspaper is the preferred answer here. If the respondent maintains, in spite of probing, that he or she reads more than one daily morning paper equally frequently, code 95 for 'Other' and list the relevant papers under OthSpec. If respondents say that the newspaper they read most frequently is a free daily paper, code in 95, ask for the name of the paper and list it under OthSpec.

Dole
In most cases people will be able to choose between the two statements. In some cases, however, people may feel the two statements are related. In these cases code 7 and key in 'other answer given' under OthSpec.

PrivMed
We are asking these questions about schemes (e.g. BUPA and PPP) which provide for, and cover the cost of, private medical treatment and facilities. Do not include simple insurance schemes where the insured person receives a cash benefit when sick.

Reconin/
Reconact
The respondent may well choose several types of economic activity undertaken 'last week' - that is the seven days ending last Sunday. If so, all of them should be coded. In this case, the highest on the list (the first that applies) is the one that determines which set of questions you ask next (there are sets of questions for, e.g., employees, self-employed people, unemployed people and so on). If a respondent is not sure or doesn't know, please probe to find out which of the items on the card comes closest to what they were doing in the last week. Please note that 'Don't know' is not a valid code for this question and if entered you will be asked to change the question.

If you interview on a Sunday, the seven days are the ones ending the previous Sunday.

The following notes explain the categories at Reconin a little more fully:

Code
01 In full-time education (not paid for by employer, including on vacation)
   All students, even those doing vacation jobs during the last week, are to be coded in this category. If the student is on vacation and will continue to be a student only if he or she passes an exam, assume that the exam will be passed and still treat the respondent as in full-time education. People on government training programmes (ET, etc.) are EXCLUDED from this category. They should be counted as 02.

02 On government training/employment programme
   People on government-sponsored training or employment programmes should be coded here. They should not be coded as 'In paid work' or 'In full-time education' (even if they are doing the educational part of the programme).

03 In paid work for at least 10 hours in the week (or away temporarily from that work)
   This category includes all types of paid work, whether for an employer, or on the respondent's own account as self-employed. It includes casual, part-time and temporary work provided that it amounts to at least 10 hours in the week.

   Voluntary work, or work carried out where only expenses are reimbursed or work paid for in kind (e.g., receiving board and lodgings only) where there is no financial transaction, are EXCLUDED from this category.

   People temporarily away would include those who were absent from work last week because of sickness or injury, holiday, compassionate leave, or maternity leave, provided that they have a job to go back to with the same employer or as self-employed in the same field. It would also include people who were temporarily laid off, or on strike, or locked out, again provided that they have a job with the same employer to go back to, or to the same self-employed status, e.g., as actor 'resting' between jobs.

   People whose contract of employment incorporates regular but intermittent work (e.g., some staff in educational institutions, or professional sportsmen, whose wages are paid only during term-time or in the season, and who therefore may not have worked last week) are included in this category.

04 Waiting to take up paid work already accepted
   This category covers people not in work last week but who have a definite agreement to start work on a set date. It does not include people who have been given a vague promise of a job if and when a vacancy occurs.

05 Unemployed and registered at a benefit office
   This category covers those who are both unemployed and registered as unemployed for benefit purposes. It does not cover those unemployed and registered only through the government employment service (e.g., Jobcentre, local government careers offices).

06 Unemployed, not registered but actively looking for a job
   This category includes all unemployed, not registered for benefit, but who are actively looking for a job. This would include people seeking work through central or local government employment services (Jobcentres, local authority careers offices, etc.), people registered with private employment agencies, people answering advertisements for work, advertising for work or even people just actively looking around for opportunities.

07 Unemployed, wanting a job but not actively looking for a job
   Include here any unemployed (again not registered for benefit), but who are not actively looking for a job at the moment. People who, for instance, have given up looking for work would be included here, or those who are ill and temporarily unable to look for work. Respondents should normally be left to decide for themselves whether an illness in this case is temporary or not. If in doubt, include it if it has lasted less than six months.

   The remaining four categories cover those members of the population who are generally considered to be economically inactive.

08 Permanently sick or disabled covers people out of work and not seeking work because of permanent (or indefinite) sickness or disability. People who have never worked because of disability are included. Do not include retired people in poor health who would not be seeking work even if they were healthy. In cases of doubt over whether an illness or disability is permanent, treat it as permanent if it has lasted continuously for six months or more.
09  Wholly retired from work covers people who have retired from their occupation at approximately the normal retirement age or who have taken 'early retirement', and are not seeking further employment of any sort. Retired people who are permanently sick or have become disabled still count as retired. Women who leave work on marriage to look after the home or to raise a family and who have not worked for many years, should be classified as 'looking after the home' rather than retired. But it is difficult to define retirement exactly. Apart from the proviso made about women, the respondent's description of the card should generally be accepted.

10 Looking after the home covers anyone more or less wholly involved in domestic duties when classifying economic position. There can be more than one person in a household in this category, but we are concerned only with the respondent's position.

11 Doing something else is not on the show card. It covers anyone who does not fit into any of the ten categories on the card. But remember that people who are in any kind of paid work (including casual self-employed jobs) of more than 10 hours in the week should not be included here.

**Employee**  'Self-employed' refers to work done on the person's own account, not being taxed through PAYE. Some self-employed persons will have their own businesses, some will simply be involved with casual or intermittent work. A person in a one-man business is not necessarily self-employed, if the business is a company, he or she may well be an employee of the company, drawing a salary and being taxed through PAYE.

**Employed**

**Ejndjby**

**CurmentY**

**UfndY**

**Spect**

**Empney**

Answers to several questions in this section, including these, and can be recorded either in months or years. Keep whatever answer is given and then you will be asked to record whether the answer was given in months or years. You should round up the answers to the nearest whole month. Two weeks or over is the next highest month, under two weeks is the next lowest. Probe for best estimates in all cases.

**Emnn**

**Sunbun**

Here we want the respondent's own definition of whether they work full-time or part-time.

**Ejthours**

**Sjthours**

The number of hours worked per week excludes travel time, meal times and irregular overtime. If the respondent's job has no regular hours, then take the hours worked during the seven days ending the previous Sunday.

**Pagap**

At this question and elsewhere, the place of work is the establishment where or from which the respondent works. This will ordinarily have a single address. The employer of the respondent may have several establishments but it is only the respondents workplace that is being asked about. Several questions refer to the workplace so it must be clearly established at this question.

**Bus1ok**

**Bus1fut**

**Spartn**

**Snumemp**

These questions are asked about the respondent's main self-employed occupation. "Business" may not always be the best or most appropriate description, and you may therefore need to explain that this question refers to the paid job, whatever it is.

**Snunemp**

Note that family members can be employees, BUT ONLY IF THEY RECEIVE A REGULAR WAGE OR SALARY. Please check if unsure.

**Emnswrwh**

These questions ask first whether there are any men or women doing the same sort of work as the respondent, then whether the respondent thinks the work is done (not 'could be done') only by men or only by women or by both, whether the respondent believes that his/her work could be done by the other sex and finally whether the other sex would be willing to do respondent's work.

**Wcfull**

If the child is aged 11, (s)he may already be at secondary school. It might then be the case that the respondent has changed his/her working hours accordingly. You should then record whether the respondent has started to work full-time, part-time or has stopped working.

**Ewswrk**

**Emwomd**

**Emwomd/**

**Emwoml**

**Emwoml/**

**Emwomnld**

If the respondent says that (s)he has never worked (e.g. (s)he has interpreted 'retired from work' as meaning simply 'retired'), code 00. Do not recode any other data.

**A + B 'RACE'**

**Raceon**

If the respondent says (s)he belongs to more than one ethnic group, code 10 for 'mixed origin' and write in the groups listed by the respondent under Othwb. But you should not verify with the respondent that you're coding her/him as such.

**A + B 'LOCAL GOVERNMENT'**

**DcBname**

If the respondent doesn't know who controls the local council, code 2. You should not use the '0' bracket for 'Don't know' at this question.

**Locali**

If 'No overall control' by any one party, code 8 and write in the parties (if known) at Othnre.

**CChiArea**

Here we ask about respondents knowledge of the existence of county councils. In Britain, there is a two-tier system of local government and we want to see whether people are aware of this. You should not explain the difference between city/district/borough councils and county councils.

**Locpy**

If the respondent voted for more than one party or more than one candidate, code 9 and write in all parties or candidates at OthSpec.

**Party92**

Here you should read: 'And can you remember which party you voted for in the 1992 general election?'
A. 'POLITICAL TRUST'

Vote

Proportional representation is a voting system in which the number of votes parties get determines the number of seats they will have in Parliament.

B. 'EUROPE AND INTERNATIONAL RELATIONS'

EcPolicy

This question is both a card and a read out.

B. 'COUNTRYSIDE AND ENVIRONMENT'

Spolit

This is the only open-ended question in the attitudinal part of the survey. Ask "What else?" and probe until respondent can think of nothing else. Record the answers verbatim. You have 100 characters to fill in the answers but if you need more space you can continue in a note by entering ctrl and F4 at the same time.

Cthreat1

Here we ask about the greatest threat to the countryside by showing the respondent a card with options. After seeing the card, the respondent may wish to enter something else at Spolit. You should not change the answers to Spolit and tell respondents that we are interested in their answers before they have seen the list that we provide.

C. 'EDUCATION'

Hefees

Here we are asking about fees to cover teaching, not maintenance to cover accommodation, meals, etc.

ALL VERSIONS

Avoidcrim

Read 'if', not 'of': "Which, if any, of these do you do?" People can do things to avoid crime both during the day and in the evening. You need not make a distinction. Please ignore the interviewer instruction on the screen apart from the instruction to code all that apply.

VicAttac

Please ignore the interviewer instruction on the screen but note that the crime you are asking about at this question and VicThrea, Vicrhmar, Vicvmar, VicVand and Vicother may have happened more than once or together with another crime.

Knowfear

Stress "you" and "afraid in this question: "And has it actually made you more afraid of crime?"

Crimnppv

After "newspaper" and before "on", you will see the word "or" printed twice. This is a misprint: please ignore the second "or".

Nptv/fear

The question should be as follows: "And do you think this has actually made you more afraid of crime?"

HomeType

Code type of accommodation from observation and check with respondent.

Tenure

Note that this question on tenure applies to the whole accommodation that the respondent's household occupies, not just to the part of the accommodation that the respondent may occupy. For instance, if the respondent was renting a room from a relative who owned the property outright, you would code 1, not 9. Please note the following definitions:

Own (leasehold/freehold) outright: those whose accommodation is wholly owned, i.e., they are not buying on a mortgage or with a loan. To own a leasehold property, the occupier must have a lease of 21 years or more.

Buying (leasehold/freehold) on mortgage: those buying with a mortgage or loan, from a bank, building society or other organisation. This category also includes those buying as part of a co-ownership scheme, or those buying leasehold property when the lease is 21 years or more.

Rented property: includes those where the lease is fewer than 21 years. Note that the rent need not be paid by a household member: it could be paid by another member of the family (e.g., son on behalf of mother) or by income support.

RelRFW

Please note that the first set of codes (02-07, 21-22, 27, 08) all relate to different Christian denominations. Codes 09-14 relate to other (non-Christian) religions. If none of the pre-coded categories exactly corresponds with the respondent's religion, the answer should be written in as 'Other Protestant', 'Other Christian' or 'Other non-Christian' as appropriate.

RelFFW

Rprivedu

Private includes independent/public schools though not 'direct grant' schools where pupils do not pay fees. It also excludes nursery schools, voluntary-aided schools and opted-out grant-maintained schools.

Tea

Full-time continuous education refers to the period of full-time education which spans school and any other full-time education undertaken after school. You should ignore any gaps in full-time education that lasted one academic year or less.

EdQFW1

EdQFW2

The main types of exams and qualifications are included here. Code ALL that apply. You should key in under 'other' any that the respondent mentions that are not on the list, but we are interested only in educational or vocational exams and qualifications, not leisure activities, St. John's Ambulance, etc.

RTitle

We wish to collect occupational details of almost all respondents, excluding only those who have never had a job.
Ask everyone else about their current, future or last job, changing the tense as necessary. Please probe fully for all relevant details if any are missing, we may be unable to code occupation accurately.

**Rsector**
If the respondent is in any doubt about how to classify his or her employer’s organisation, key in a description at code 07 (Other)

**Premises**
If the respondent works from premises (e.g., a travelling salesperson) rather than at a workplace, adapt the question wording accordingly

**REmpMake**
For self-employed persons, change ‘your employer’ to ‘you’

**Union**
‘Staff association’ referred to at this question is an organisation of employees recognised, like a union, by management for the negotiation of (e.g.,) pay and other conditions of employment. In certain professions (e.g., banking) staff associations exist alongside or instead of trade unions.

**Seccons/ Seconact**
We need to collect details of occupation for the respondent’s spouse or partner. The same principles apply as for Reconact (see p17 above)

**BenFw**
If you are in any doubt about which benefit(s) the respondent or his/her spouse or partner is receiving, key in the answer verbatim under OthCh (other state benefit(s)). We are only listing means tested benefits.

**Disab**
"Long-standing" refers to problems which respondent may have had for three years or more, or expects to last for three years or more.

**HhIncome**
You should obtain the total income of the household from all sources, before tax. Income includes not only earnings but state benefits, occupational and other pensions, unearned income such as interest from savings, rent, etc. For respondents in paid work in the last 7 days you should also obtain their own earnings.

In each case - for both income and earnings - we want the figures before deductions of income tax, national insurance, contributory pension payments and so on. The questions refer to current level of income or earnings or, if that is convenient, to the nearest tax or other period for which the respondent is able to answer.

**QFilled**
Code 1 or 2 as appropriate, to let us know how you plan for the self-completion questionnaire to be returned. If the respondent refused to take the supplement, enter the reason why (if known) at QElk.

If you have any queries or problems about how to complete the questionnaire, please do not hesitate to telephone a member of the British Social Attitudes team at the Head Office in London (071 250 1866)

We hope that all goes well and that you enjoy the assignment.

When you have finished, please

- check the self-completion questionnaire (if you are collecting it)
- double check that you have entered the respondent’s Serial Number, the Sampling Point number and your Interviewer Number on the self-completion questionnaire.

If the respondent accepts a self-completion questionnaire, please remember to enter the sampling point number, respondent’s serial number, and your interviewer number on the front of the questionnaire before you hand it over.
NORTHERN IRELAND SOCIAL ATTITUDES SURVEY

Dear Resident

You may have heard about the Social Attitudes survey in the newspapers, or heard about it on the radio or television. It is a widely-reported annual survey carried out by a leading research institute, and the results are also used by governments as a way of finding out about changes in public attitudes.

No special knowledge is needed to answer any of the questions. The questionnaire covers a whole range of topics, from views about The National Health Service to public spending, from gender issues in the workplace to the environment. Each year we publish a book on the results. All replies are treated in confidence and are never linked to names or addresses.

Your address has been selected at random from the rating valuation list of all addresses in Northern Ireland. Within the next few weeks an interviewer from the Policy Planning and Research Unit in Northern Ireland will call on you, show you an identification card, and ask you for your co-operation in choosing someone in your household to take part in the survey. If you happen to be busy when the interviewer calls, he or she will be happy to call again at a more convenient time.

We very much hope you will take part in the survey, and are sure that you will find it interesting and enjoyable. Even if you are unsure about it, please allow the interviewer to start and see how you get along. You are free to stop at any time.

Yours sincerely,

Roger Jowell
Director

P.S. We would be grateful if you would show this letter to other members of your household, in case you are out when we call.

NORTHERN IRELAND SOCIAL ATTITUDES SURVEY

We are asking for your help in an important survey of social attitudes. Its aim is to discover what people think and feel about all sorts of questions on which everyone has views. For instance, we will ask what you think about the National Health Service, taxes and government spending, and the environment.

The addresses we contact and the person to be interviewed are selected at random from the rating valuation list by statistical techniques, and the interviewer may not take substitutes. So we need to interview everyone we approach, not just those with strong views; the co-operation of every selected person is important.

SCPR is an independent research institute registered as a charity, and all our interviewers carry an identity card they can show you. As with all our surveys, the questionnaires are anonymous and no-one will be identifiable in any way. The statistical results will be published in a book. A summary of the results is also given to various government departments, to newspapers and to radio and television, to describe what the Northern Irish public really feels about important issues.

The study is funded mainly by one of the Sainsbury Family’s Charitable Trusts, but also has support from several government departments, foundations and charities. Interviewers from the Policy Planning and Research Unit in Northern Ireland are carrying out the survey and have an identity card they can show you.

We hope you will enjoy the interview. Even if you are unsure about it, do please allow us to start the interview and see how you get along. If you have any questions about the survey which the interviewer cannot answer, please contact my colleagues at PPRU on (0232) 244477.

Thank you very much for your help.

Roger Jowell
Director
Since 1983, Social and Community Planning Research has fielded a large national survey in Britain. This series, called British Social Attitudes, has become an important and much quoted source of information about contemporary Britain.

In 1988, the Nuffield Foundation, a grant-giving organisation which funds research, and the Central Community Relations Unit in Belfast, agreed to meet the costs of extending the survey to Northern Ireland. The Policy Planning and Research Unit (PPRU) agreed to carry out the fieldwork. The first round of interviewing took place in 1989, and was repeated in 1990 and 1991.

The British Social Attitudes (BSA) survey, and the Northern Ireland Social Attitudes (NISA) survey, are designed to measure contemporary social attitudes and how they change over time. Such findings are of interest to government departments anxious to have more information about people's own assessments of, for example, their work or their housing circumstances. But the data are also contributions to social history, to allow analysts in the future to discover what people thought and felt about the major social issues of today.

Now funding has been secured for a further three years (1993 to 1995) for the NISA survey, with contributions from all the Departments in Northern Ireland.

Department of Agriculture
Department of the Environment
Department of Economic Development
Department of Finance and Personnel
Northern Ireland Office
Central Community RelationsUnit

And again PPRU will be carrying out the fieldwork.

Some of the questions are identical to those asked in Britain, others are asked only in Northern Ireland. This year, there is a module, or group of questions, on community relations in Northern Ireland. Other topics covered this year include some asked about in all previous years - for example, unemployment and the National Health Service - and others which are asked about less often - for example, poverty, the countryside and civil liberties.

The study has four main outcomes:


b) A book published each autumn by Dartmouth Press, mainly on the BSA results. It contains at least one chapter comparing the attitudes of the British and the Northern Irish public. There are leaflets relating to the BSA report in your survey materials (We tell all respondents who are interested where they can get hold of a copy).

The findings of both reports are widely known and discussed on radio and TV programmes, in articles and features in newspapers and magazines.
If there are 13 or more dwelling units at the address, telephone CSU (ext. 233).

STEP 1: list all occupied dwelling units at the address in flat/room number order, or from bottom to top of building, left to right, front to back, and number each 1, 2, 3, etc.

Definition of a household, Note that on the Northern Ireland Social Attitudes survey, you are selecting individuals, not households (as on the CHS). But you still need to bear in mind the definition of a household, since a number of questions are about the respondent's household (not the people at his or her dwelling unit, which may not be the same thing).

If a hostel, hotel, school, hospital, office, shop and so on contains no private household on its premises, it will be coded as non-eligible at HOUTCOME; and the exact category of non-eligibility will be coded at NONELIG (see Section 8 below).

Dwelling unit selection. When you have located the address you may find that the accommodation has been divided up into separate self-contained units (e.g., a large house divided into separate self-contained flats). If so, you must select one dwelling unit (du) only for inclusion in the survey. The procedures for selecting the required du are outlined below.

STEP 2: If there are 2-12 units, use the selection table below. At the du row find the number corresponding to the total number of dwelling units, and then circle the number below this. This is the dwelling unit at which the interview is to be completed.

- A shop may have a flat above it.
- If the address is of a school, there may be a resident caretaker; if so, select someone in the caretaker's household to be interviewed.
- If the address is a guest-house or private hotel, the owner or proprietor may live on the premises; if so, one adult in his/her household should be selected for interview.

Due to increased interest in the survey, it has been necessary this year to run two separate versions of the CAPI questionnaire and the self-completion questionnaires. The two versions in addition to having many sections in common, cover specific areas of interest such as race and class, civil liberties and political trust.

- Which version of the questionnaire is administered, depends simply on the serial number. Odd numbers are for Version A, even numbers are for Version B. It is essential that if a respondent answers questions on Version A of the main questionnaire, that they are given Version A of the self-completion questionnaire.

2. Notifying the police

As on other surveys, you must notify the local RUC station in your interviewing area to tell the police you will be working there over the next few weeks, on behalf of a government department. Police notification forms are in your interviewer pack.

3. The sample

The 2400 addresses in the sample have been drawn from the latest ratings lists. They will already be installed on your lap-top computer.

Eligibility of addresses. Interviews are to be carried out only in private households; any address which is not a private residence, whether in whole or in part, should be disregarded. But note that some business premises or institutions may conceal a private household. For instance:

- A shop may have a flat above it.
- If the address is of a school, there may be a resident caretaker; if so, select someone in the caretaker's household to be interviewed.
- If the address is a guest-house or private hotel, the owner or proprietor may live on the premises; if so, one adult in his/her household should be selected for interview.

If a hostel, hotel, school, hospital, office, shop and so on contains no private household on its premises, it will be coded as non-eligible at HOUTCOME; and the exact category of non-eligibility will be coded at NONELIG (see Section 8 below).

Dwelling unit selection. When you have located the address you may find that the accommodation has been divided up into separate self-contained units (e.g., a large house divided into separate self-contained flats). If so, you must select one dwelling unit (du) only for inclusion in the survey. The procedures for selecting the required du are outlined below.

STEP 1: list all occupied dwelling units at the address in flat/room number order, or from bottom to top of building, left to right, front to back, and number each 1, 2, 3, etc.

STEP 2: If there are 2-12 units, use the selection table below. At the du row find the number corresponding to the total number of dwelling units, and then circle the number below this. This is the dwelling unit at which the interview is to be completed.

<table>
<thead>
<tr>
<th>NUMBER OF DUs</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELECT</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

If there are 13 or more dwelling units at the address, telephone CSU (ext. 233).

Definition of a household. Note that on the Northern Ireland Social Attitudes survey, you are selecting individuals, not households (as on the CHS). But you still need to bear in mind the definition of a household, since a number of questions are about the respondent's household (not the people at his or her dwelling unit, which may not be the same thing).

A household is defined as a single person or group of people who have the address as their main or only address and who:

1. either:
   - Share one meal a day. (This does not necessarily mean that they must always sit down to eat together, but it does mean that the food is bought or provided on a common basis.)
   - Share living accommodation

   Note that:
   - accommodation may still be regarded as shared where the kitchen and the living room are one and the same;
   - a household can be treated as one if the living room is also used as a bedroom.
Never decide what does and does not constitute a household solely on the basis of a shared kitchen and/or bathroom.

To ensure that you interview a representative cross-section of the adult population, you will need to enter brief details of all adults (aged 18+) in the household at each sampled address. Then the computer will select one at random for interview.

It is vital that the person chosen for interview at each address is selected by strict random sampling principles. If you interview only those people who happen to be at home at the first call, or who are especially keen to be interviewed, the sample would almost certainly be unrepresentative of the adult population of Northern Ireland.

Do not enter details of people who have moved and are no longer resident. Select one person for interview from among those living at the address now. Do not follow up movers to their new address.

4 Contact procedures

You must attempt to make contact at every address in your assignment (not necessarily in the order given to you, but grouped and visited in 'economic batches'). You must call on at least 3 occasions, at different times of day and spread across the fieldwork period before you classify the address as unproductive. If necessary, at least one of these calls should be in the late afternoon or evening and one at the weekend.

Do not interview people who are known to you personally. Return any addresses at which this happens to Central Survey Unit in the first week of fieldwork. These addresses can then be reallocated to other interviewers.

A letter is being sent to all the sample addresses in advance of your visit (although it may not necessarily be read by the person you select for interview). Many interviewers find that an advance letter helps gain people's co-operation. There are copies of the letter in your briefing pack in case you need to remind people about it.

As always, it is very important to achieve a high response rate in this survey. Please keep trying to contact all the sampled addresses until the end of the fieldwork period. Keep trying all non-contacters as long as you are calling in the area. If you sense a respondent maybe about to refuse, it often helps if you withdraw, offering to call again at a more convenient time, before a formal refusal is actually given. Only by interviewing as many as possible of those selected for the sample can we at PPRU and SCPR be confident that the answers you get are representative of the views of everyone.

To help achieve a good response rate, we are asking you to:

- call the office before you abandon any address as untraceable. PPRU might be able to find out some information which will help you locate hard to find addresses.
- return any addresses for reallocation in the first week of fieldwork to enable CSU to reallocate these to other interviewers.
- notify the office of all other deadwood addresses (vacant premises, etc.) as soon as possible. There should be little deadwood, but PPRU would like to know what there is in the first fortnight of the field period.
- notify the office of each definite refusal as soon as possible.
- if you manage to select a person for interview who proves hard to contact, breaks an appointment, etc. keep on trying him/her until the end of the fieldwork period, even if you have already made 3 calls. Then whenever you are in the neighbourhood try again, unless you have learned that the selected respondent will not be available until after the end of the fieldwork (due to holiday, illness, etc.)

(If no contact is made with anyone at the address/household after at least 3 calls, return it to CSU immediately.)

You must never substitute one address for another, nor substitute one selected individual for another. The sample has been randomly selected, and any substitutions you make would lead to bias in the results.

Remember to show your Identity Card when you introduce yourself. If you think it will help you to get an interview, you can give the person you initially contact a copy of the explanatory letter, or the newspaper leaflet describing the study, or the SCPR leaflet, or all three, as part of your introduction. In any case, you must leave a copy of the explanatory letter and the SCPR leaflet with each respondent after the interview.

The interview will last, on average, about one hour, though it will be slightly shorter for those not in paid work. Older respondents may take a little longer. So please allow enough time between appointments.

5 Suggested introduction

The best introduction for interviewers is the one they feel most comfortable with. Start at the beginning and explain the purpose of the survey to each person you see at an address, don't assume that a husband, wife or parent of the selected person has passed information on.

These are some of the kinds of things you might say when you introduce yourself and explain about the survey.

We are not suggesting that you use that suggested introduction word-for-word, it is for you to adapt as you think best in each situation

"Good morning/afternoon/evening. My name is and I am doing a survey for Social and Community Planning Research, an independent social research institute. We are carrying out a survey to discover what people nowadays think and feel about a wide range of important issues, such as the health service, unemployment and the countryside. The survey results are published in a book which shows the views people have about day-to-day issues.

At this point, you can show the explanatory letter, the newspaper leaflet or the BSA book leaflet."
6. Questions you may be asked

Q. How did you get my address?
A. The addresses in the survey were selected from lists of all addresses in Northern Ireland. These are made available for research purposes only. Then, a certain number of addresses were selected 'at random' - such as taking every 50th or 60th address on the list. Your address came up purely by chance - but once it comes up, I cannot go to another address instead. No one else can be interviewed. This is how we make sure that we fairly represent the views of everyone in Northern Ireland.

Q. How do I know that what I tell you will be treated in confidence?
A. SCPR makes all efforts to keep the information you give us confidential. Your rights as a respondent, and the way in which we honour those rights, are set out in this leaflet about SCPR (SHOW AND HAND OVER). Also, SCPR is registered under the Data Protection Act.

In addition, there is no way that your name or address can be linked with the answers that you give us. The interview data are returned to the office in a coded form, and neither your name nor the information you give us is passed to anyone outside the survey organisations. The findings are written up as statistical summaries only.

Q. Why should I take part?
A. Surveys are voluntary, but it is very important that a true cross-section of the public takes part in the studies like this one if we are to understand what people think about the social issues of the day. This means that we want to know the views of everyone in our sample. If a lot of people refuse to take part, then we cannot be sure that our results really reflect everyone's views. No special knowledge is needed, and we need to know the views of everyone, not just those with strong opinions or particular viewpoints.

Q. I'm not sure...
A. Even if you're not sure, do please let me start the interview and then see how you get along. You can stop at any stage if you wish to.

Q. How do I know you are a genuine researcher/research organisation?
A. First, you have a letter from the research team at SCPR. The letter describes the survey and explains why your co-operation is important. There are telephone numbers at which you can contact local colleagues of SCPR at PPRU, as well as SCPR's head office in London, if you have any further questions to ask. Secondly, I am leaving a leaflet about SCPR, which is an independent non-profit making institute for survey research.

Q. What happens to the results?
A. The statistical results are published each year in a book, available in libraries and bookshops (AT THIS POINT YOU CAN SHOW THE BOOK PUBLICITY FORM). Each year there is a lot of newspaper publicity when the book comes out, and the survey is widely agreed to be an impartial and fair account of what people think about important issues.

7. Materials for the survey

1. Address Allocation Sheets (with an outcome section to be returned to CSU)
2. Yellow disks and red disks (see Section 9 below)
3. Disk transit boxes
4. 'Newspaper' leaflets about the survey - use as necessary
5. BSA Book publicity leaflet
6. Book information forms
7. Explanatory letters for respondents - leave one with each respondent
8. Copies of the advance letter - use as necessary
9. Project instructions (this document)
10. Set of show cards [A-Q; AA-AR; BA-BQ; XI-X5]
11. Self-completion questionnaires (Versions A and B)
12. Pre-paid A4 envelopes, addressed to SCPR at a Belfast PO Box. These are for respondents to use in returning the self-completion questionnaires in those cases where they cannot be picked up
13. Leaflets about SCPR - leave one with each respondent
14. Notebook

... and of course a lap-top computer, and rechargeable battery.

You will also have the usual PPRU field administration documents and forms. These include prepaid envelopes for returning pay claims (to PPRU) and prepaid envelopes for returning self-completion questionnaires addressed to CSU.

Please make sure you have adequate supplies of all these materials before you start interviewing. Additional stationery may be obtained for this survey only by telephoning Belfast 244477 ext. 215. Please allow 5 days for delivery.

8. Recording calls and outcomes

Calls and outcomes are entered directly on to the computer. These are the procedures.

• When starting a new questionnaire select interview/finish. Then press the F5 key to see the list of allocated serial numbers, together with your interviewer number. Using the arrow keys, highlight the appropriate serial number and press enter to open the questionnaire. You will then be brought to the calls and outcomes section. (This begins with the question HOUTCOME.)

• If you are going back to a questionnaire, choose the select by HOUTCOME option. Press the F5 key to see a list of the serial numbers together with any message you may have entered and the HOUTCOME code. Use the arrow keys to select the required serial number, to take you to (HOUTCOME).
Household outcome (HOUTCOME)

These are the seven outcome codes:

**Code 1** Yes, further interviewing/checking to be done. If you are starting a new interview, HOUTCOME will always be set to code 1. When you have completed all your work at an address, HOUTCOME must be amended to reflect the final outcome. (If you code 1, then you will be routed to NUMCALLS.)

**Code 2** Main questionnaire and checks complete. This code must be used only when you have completed all interviewing at the address, and completed any checks required. Any questionnaire coded 2 at HOUTCOME must be checked before doing the yellow weekly back-up (see Section 9 below). If you make any changes to a questionnaire coded 2 after you have done your weekly back-up and sent it to CSU, the changes will not be picked up. (If you code 2, you will be routed to HOUT1 which checks whether it is a full or partial interview.)

**Code 3** Refusal. This code is used when the household at the address has indicated that it is unwilling to take part in the survey. If you use code 3, you will be routed to REFUSE where you code what sort of refusal it was (see below). The office would have notified you if the refusal were to the advanced letter.

**Code 4** Non contact. This code is to be used where the address is occupied, but no contact is made with any member of the household. Do not use this code unless you have made a minimum of 3 calls at the address (see Section 4 above). If after 3 calls, you have made no contact, please return the address as soon as possible to CSU. We may then ask another interviewer to visit the address. (If you code 4 you will be routed to NONCON (see below))

**Code 5** Non eligible. This code is used for ineligible addresses such as demolished and derelict houses and institutions. In this survey, an institution is an establishment run or managed by a person or persons employed for this purpose or by the owner, and having no residents or having four or more residents who are unrelated to the manager(s). For example, hospitals and factories are institutions. But note that individuals who live in institutions and have no address of their own, are eligible for interview. (If you code 5, you will be routed to NONELIG where you will be asked for details of why the address was ineligible.)

**Code 6** Returned for reallocation. Use only for addresses to be reallocated. If you have made a call at the address, please complete the calls grid, if you have not, enter 0 at NUMCALLS. You will then be taken to DONECODE and should code 1 (all complete) if possible, please return any addresses for reallocation on a yellow disk (see below) with the first weekly return. This allows us to send the addresses out to another interviewer early in the field period.

**Code 7** ERROR IN SERIAL NUMBER. Use this code if an interview has been set up with an incorrect serial number. You will then be given the option to leave the questionnaire.

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**Full/partial interviews (HOUT1 and HOUT2)**

HOUT1 is asked only if you have used code 2 at HOUTCOME ("Main questionnaire and checks complete"), and asks whether the interview was full or partial.

**Code 1** Full interview achieved. Code this when there is a completed household grid and a completed interview with the selected respondent. Then you will go to QFILLED (see below).

If you code 1 (full interview) at HOUT1, you will be taken to QFILLED. Here you code whether the self-completion questionnaire was completed at the time of the interview, or whether it was left behind to be filled in later, or whether the selected person refused to take it.

If the person refused, you are routed to QFILL, where you enter details of why the selected person refused.

If the self-completion questionnaire is to be filled in later, you are routed to METHOD, here you code whether the questionnaire is to be collected by the interviewer, or returned by the respondent.

**Code 2** Partial interview achieved. Code this when there is a completed household grid only, but no questionnaire only or partially filled-in questionnaire. Then you will be taken to HOUT2, and asked what kind of partial interview it was.

**Presp** Legal responsibility refers to any member of the household who - owns the property or a share of it (i.e. his or her name is on the deeds)
- rents the property solely or jointly (i.e. his or her name is on the rent book)
- has the accommodation by virtue of his or her own relationship to the owner (the owner not being a member of the household)

**Code 1** Household section only

**Code 2** Household section, same questionnaire (unproductive)

**Code 3** Household section, half of attitude questions and most or all classification (productive). If the interview is complete up until at least the end of the Class and Race section in Version A, and up until at least the end of the block of questions on economic prospects in Version B, it will count as productive. (In practice, very few respondents, once started, fail to finish the interview.)

If you enter code 3 or HOUT2 you will be routed to QFILLED (as above). After coding 1 or 2 you will be returned to NUMCALLS, after that you enter the finish time and call outcome (TIMED & CALLS). Then press END which will take you to DONECODE, if all your admin is complete, enter 1 (all complete) and you will be given the option to leave the questionnaire.
Type of refusal (REFUSE)

This question is asked only if HOUTCOME was recorded as 3 (refusal).

**Code 1:** Outright refusal. Use this code if you are refused information about the household which would enable you to identify the selected person. If you identify the selected person and that person refuses, enter code 3 at INDINT.

**Code 2:** Circumstantial refusal. Use this code if you believe that the household would have participated in the survey, but circumstances prevented it from doing so (e.g., genuinely too busy at the time, or a domestic crisis which prevents it from taking part). In these sorts of circumstances, you (or another interviewer) might be able to try again when the situation is more favourable.

**Code 3:** Refusal to office. CSU will notify you of refusals to the advance letter.

Type of non contact (NONCON)

**Code 1:** Non contact after three calls. Use if you have not managed to contact anyone at the sampled address after a minimum of 3 calls;

**Code 2:** Away for more than a month. The household is away (e.g. in hospital, on holiday) for the whole of the fieldwork period.

If you identify the selected person and that person cannot be contacted during the field period, code 4 at INDINT.

Type of Non eligible (NONELIG)

**Code 1:** Vacant. This code is used for premises which are wholly or partially residential, but in which no one is living. Never assume that a property which has a 'for sale' sign is empty. You should call and check.

**Code 2:** Under construction. Use this for buildings which are under construction or under conversion, and there is no household currently resident.

**Code 3:** Holiday accommodation. Holiday accommodation is a place rented by the week or by the month to holiday-makers. Although holiday accommodation let to holiday-makers is ineligible, it is eligible if it is occupied by a household with no other residence at the time, and living in what is termed "holiday accommodation" on a short let. This could be because it is out of season or because the landlord is using the "holiday accommodation" for legal or personal reasons. In these cases you would try to select one person for interview.

**Code 4:** Second residence. This is a residence used at regular intervals by someone who owns it or rents it on a relatively long-term basis, (e.g. a country cottage where people spend the weekends but have a permanent residence elsewhere). If there is any difficulty in deciding whether an address is the main or second residence, you must always ask the residents and let them decide.

**Code 5:** Derelict/demolished. A property should not be coded as derelict unless the roof is completely or partly missing or the doors are missing. If there are signs that it is being repaired, it should be coded as vacant. 'Demolished' applies if the building has been knocked down completely.

**Code 6:** Non-residential. This includes property used solely for business purposes.

**Code 7:** Institution. See definition given under HOUTCOME (Code 5).

**Code 8:** Other non-eligible. This will include any address that you are unable to trace, even after you have checked with CSU and asked for help.

[After answering REFUSE, NONCON or NONELIG you will be routed to NUMCALLS.]

Total number of calls at address (NUMCALLS)

At this question enter the total number of calls made at the address. If you are returning an address for reallocation, and have not made any calls, you will enter 0.

Day and month of call (CALLD & CALLM)

These questions ask for the day and month the call was made. The date is already in the computer system, so you need only press 'Enter'.

Time call started (TIMES7)

The starting time of the call is also already in the computer system but may be amended if necessary. The time may not match your wages form, since you may be at the address for some time introducing the survey before you begin the interview.

Time call ended (TIMEND)

This is, of course, entered only at the end of the call. You are then routed to CALLO
Outcome of call (CALLO)

Leave this blank until the end of the call

Code 1  No reply  Use this if you called but got no reply at all at the address

Code 2  Appointment made  Use this if you made an appointment, but did not do any interviewing

Code 3  Interviewed  Use this if you did any interviewing, even if it was only to fill in the household grid

Code 4  Withdrew  Use this if you withdrew without making an appointment

If household outcome (HOUTCOME) has been keyed as 2 (main questionnaire completed), you will be taken to NUMADULT and must press end to go to DONECODE

Admin completed (DONECODE)

This question is for you to confirm that the main interview administration has been completed at the address. If HOUTCOME is set to 'refusal', 'non contact', 'non eligible' or 'returned for reallocation', you are automatically taken to DONECODE after completing the call grid.

Code 1  Yes  Use this if you have completed all admin tasks (i.e., the household outcome code (HOUTCOME) is correctly set and the calls grid has been completed).

Code 2  No yet  Use this if you have not yet been able to code the outcome - for example, if there is further interviewing to be done, or if you still have to enter the end time and call outcome.

NOTE

Checks have been devised to prevent you from leaving the questionnaire if there are any inconsistent responses.

The screen displays an error message with the relevant questions, and the answers currently stored by the computer.

For example

DONECODE is answered yes', but the selected person is to be interviewed later. This is what will appear:

Outcome: Donecode = yes coded
Houtcome (hout) = complete
NIDAT indint (indv) = later

In all of these error messages, you should highlight the question whose response you wish to change using the or key and press enter. You will then be taken to that question and can make any amendments required.

YOU MUST ALWAYS LEAVE THE QUESTIONNAIRE VIA DONECODE

- At an address where there is more interviewing to be done and the calls grid has been completed, you will be taken to NUMADULT, and must use CTRL + Enter to leave the questionnaire. This is the only time this method of leaving the questionnaire can be used.

The following procedures must only be used if an error has been made in the list of persons resident at the address.

Very occasionally when entering details of people resident in the household, the grid is completed and a respondent selected, when it comes to light that another individual lives at the address. This person cannot then be entered into the household grid as the computer will have already selected a person for interview, and will continue to select the original person no matter how many other people are entered into the grid.

If this happens:

1. Leave the questionnaire by ctrl + enter, inserting a note explaining that an error was made in listing the people resident.

2. Select the empty box above appointments and press enter. Enter the serial number of the questionnaire in which the error was made and then ENTER HOUSEHOLD NUMBER 2. Then enter your interviewer number. At CSU we will then know that any questionnaires with a household number 2 have a corrected household grid.

3. Set Houtcome to 1 and re-enter the correct details of all eligible residents in the household and continue interviewing.
9. Field procedures

i. Disks and backing-up

Two different colours of disks will be used during fieldwork.

Red = Daily backup disk
Yellow = Weekly backup disk

It is essential that each day's work is backed up onto the red backup disk. Use the procedure described during training. A backup onto the yellow disk should be completed at the end of each week's work, and returned to CSU as described below. The weekly procedure backs up only the datafiles, but the daily routine copies all to the questionnaire files as well as the datafiles.

ii. Return of work

Work should be returned weekly on a yellow disk, using the backup procedures described during training. Each Friday, before midday, the relevant yellow disk should be posted to arrive with Central Survey Unit by the following Monday morning. A yellow disk MUST be returned every week during the fieldwork period. Make sure the yellow disk is marked with the survey name, your authority number and the week ending date.

You should also complete an Outcome Sheet for those addresses which have a final outcome in that week. The Outcome Sheet (which is the bottom half of the Address Allocation Sheet) should be returned with your weekly return disk.

Disks for posting should be placed inside a transit box; the box should be placed in an envelope clearly labelled to indicate that it contains computer disks. Do not label or seal transit boxes. Be sure to obtain a proof of posting slip from the post office when returning your work.

All disks must be returned to CSU at the end of fieldwork.

iii. General Rules

(a) If you are unable to find the address listed, do not substitute another address but refer to CSU immediately.

(b) Always show your Authority Card to the informant.

(c) Do not interview on the doorstep.

(d) Check completed questionnaires as soon as possible after the interview before returning your disk to CSU.

(e) Wage claims should be returned weekly in small business reply envelopes.

(f) Study time of 3 hours will be paid at the beginning of fieldwork. This should be used to acquaint yourself with BOTH versions of the CAPI questionnaire and to familiarise yourself with BOTH self-completion questionnaires. Practice serial numbers are included in your allocation - these are 2501-2505 inclusive.

(g) If returning any addresses for reallocation, please do so as early as possible, preferably on the yellow disk returned at the end of the first week of fieldwork.

(h) Notify CSU (ext 215) immediately if you have any problems in keeping to the fieldwork schedule.

(i) If you come across a problem which cannot be solved using the Training Instructions or these Project Instructions, please contact a Field Trainer. Thereafter, if necessary, contact CSU at (0232) 244477 ext. 215.

10. The self-completion questionnaire

Respondents may fill in the self-completion questionnaire either:

- Immediately after the interview, before you leave and while you are checking the first questionnaire. Ideally, we would prefer it to be filled in then (so that you can check it before you leave).

- In the respondent’s own time, after the interview. In this case you will need either to call back to pick up the questionnaire, or to arrange for the respondent to post it back. Under no circumstances should you give the self-completion questionnaire to the respondent to fill in before the interview.

The rules for the self-completion questionnaire are:

1. You should write the respondent’s Serial Number and your Authority (Interviewer) Number in the boxes provided, before you hand over the questionnaire. We strongly advise you to enter your Authority Number (Interview No.) on all questionnaires before your first day in the field.

   Without these identifying numbers, the self-completion questionnaire cannot be used.

2. If you leave the self-completion questionnaire at an address after the interview, leave it only with the selected respondent - the person you interviewed. The self-completion questionnaire (like the interview) may be filled in only by the selected respondent. No substitute is acceptable. Please impress this upon your respondent.

3. If the respondent cannot fill in the questionnaire by the end of the visit at which you carry out the interview, then please arrange to call back for it - provided you are still interviewing in that area.
If it is not possible for you to collect it, you should leave a pre-paid envelope, addressed to the SCPR PO Box, and ask the respondent to post the self-completion questionnaire back. If you do this, code 2 at METHOD (see Section 8 above) (We will then know whether or not to send out reminders to respondents whose questionnaires have not arrived)

Never leave the respondent in any doubt as to how he or she should return the questionnaire. If you have arranged to call back for it, make sure that your respondent realises this and that you keep your appointment. If you cannot arrange to call back, make sure that the respondent knows it is to be posted back, and stress the need for (decent) speed.

If you do wait for the questionnaire or call to collect it later, please try to spend a little time checking through to see that it has all been filled in. Any gaps can then be tactfully pointed out to the respondent and he or she should be asked to fill them in, even if it means writing in don't know where appropriate.

On rare occasions, it might be clear that a willing respondent needs your help to complete the questionnaire, because of, say, poor eyesight or illiteracy. In such cases, treat the questionnaire as if it were an extension of the interview, and tick the boxes accordingly, with the respondent at your side.

11 The interview questionnaire general guidelines

1 A feature of such a wide-ranging questionnaire is that people are likely to be more interested in some questions than in others. The particular interviewing challenge posed is one of establishing the right speed at which to ask the questions. Rushing the respondent clearly has to be avoided, but an over-deliberate approach would be equally wrong. It may be that some respondents want to give a great deal of thought to some of the issues but we are seeking to capture present attitudes, not to conduct a philosophical discussion or a political debate. If some respondents have no particular viewpoint on a topic, or if they cannot answer the question as posed, a don't know or other answer code is acceptable, then you just move on to the next question.

2 Throughout the questionnaire we will be using a number of general phrases that may cause the respondent to ask for further explanation. Examples might be

"Closer links with the European Community"

"The UK's general industrial performance"

In these and many similar cases we do not wish to give the respondent any further explanation. The phrases used are intended as general ones. Simply read the question or statement out, and tell respondents that they should answer in terms of whatever they understand by the phrase.

3 At questions where an other answer code has been provided, the other answer should be recorded verbatim. (Up to 40 characters can be keyed in.) Unless specifically stated, other answer should be coded only when one of the pre-coded answers will not fit after probing.

If there is not enough space in the text box provided, the remainder of the answer can be inserted using the Ctrl+F4 function into the notepad. When the answer has been entered into the notepad, Ctrl+F4 will close and save the answer. This facility can also be used to insert comments anywhere in the questionnaire.

At questions where there is no specific provision for 'other answer', none is anticipated, although should they occur, they should be entered on the 'notepad' provided for comments (Ctrl+F4). For questions in which no 'other answer' space is provided, first repeat the question with the appropriate emphasis before accepting an 'other answer'. You can also use phrases like "Generally", "In general", etc. as probes, otherwise repeating the question wording exactly.

4 The interview questionnaire is divided into blocks of question topics (see below for details). Sometimes these are introduced by (e.g.) "And now some questions on..." but often they are not.

Respondents do not need to be made aware of the various blocks or sections of the questionnaire during the course of the interview. The questionnaire is designed to be administered as a single unit with a reasonably smooth transition between groups of questions and different topics.
LAYOUT OF THE INTERVIEW QUESTIONNAIRE

1. Newspaper Readership +
   Interest in Politics
2. Public Spending, Benefits
   and the NHS
3. Economic Activity +
   and the Labour Market
4. Community Relations in NI
5. Class and Race
6. Political Trust
7. Europe and Northern Ireland
8. Civil Liberties
9. Short Housing
10. Religion
11. Classification questions
   (income etc.)

12. The interview questionnaire: in detail

   **WhPaper**
   A single newspaper is the preferred answer here. If the respondent maintains, in
   spite of probing, that he or she reads more than one daily morning paper equally
   frequently, enter code 95 and key in the relevant papers under Other.

   **Dole**
   In most cases people will be able to choose between the two statements. In some
   cases, however, people may feel the two statements are related. In these cases
   code 7 and key in 'other answer given' under Other.

   **PrivMed**
   We are asking these questions about schemes (e.g. BUPA and PPP) which provide
   for, and cover the cost of, private medical treatment and facilities. Do not include
   simple insurance schemes where the insured person receives a cash benefit when
   sick.

   **R EconAct**
   The respondent may well choose several items on Card G showing various types
   of economic activity undertaken 'last week' - that is the seven days ending last
   Sunday. If so, all of them should be coded. In this case, the highest on the list
   (the first that applies) is the one that determines which set of questions you ask
   next (there are sets of questions for, e.g., employees, self-employed people,
   unemployed people and so on).

   If the respondent refuses to answer you may enter 'refusal' ( ) and you
   will be routed past the labour market section. Please note, however, that
   you may not code a 'don't know' ( ) here. If the respondent is not sure
   about his or her activity in the last week, please probe by asking which of
   the descriptions applies most closely.

   If you interview on a Sunday, the seven days are the ones ending the
   previous Sunday.

   The following notes explain the items on CARD G a little more fully:

   **Code**

   **01** In full-time education (not paid for by employer, including on vacation)
   All students, even those doing vacation jobs during the last week, are to be coded in this
   category. If the student is on vacation and will continue to be a student only if he or she
   passes an exam, assume that the exam will be passed and still treat the respondent as in
   full-time education. People on government training programmes (ET, etc.) are
   EXCLUDED from this category. They should be counted as 02.
02 On government training/employment programme
People on government-sponsored training or employment programmes should be coded here. They should not be coded as 'in paid work' or 'in full-time education' (even if they are doing the educational part of the programme).

03 In paid work for at least 10 hours in the week (or away temporarily from that work)
This category includes all types of paid work, whether for an employer, or on the respondent's own account as self-employed. It includes casual, part-time and temporary work provided that it amounts to at least 10 hours in the week. Voluntary work, or work carried out where only expenses are reimbursed or work paid for in kind (e.g., receiving board and lodgings only) where there is no financial transaction, are EXCLUDED from this category.

People temporarily away would include those who were absent from work last week because of sickness or injury, holiday, compassionate leave, or maternity leave, provided that they have a job to go back to with the same employer or as self-employed in the same field. It would also include people who were temporarily laid off, or on strike, or locked out, again provided that they have a job with the same employer to go back to, or to the same self-employed status, e.g., an actor 'resting' between jobs. People whose contract of employment incorporates regular but intermittent work (e.g., some staff in educational institutions, or professional sportsmen, whose wages are paid only during term-time or for the season, and who therefore may not have worked last week) are included in this category.

04 Waiting to take up paid work already accepted
This category covers people not in work last week but who have a definite agreement to start work on a set date. It does not include people who have been given a vague promise of a job if and when a vacancy occurs.

05 Unemployed and registered at a benefit office
This category covers those who are both unemployed and registered as unemployed for benefit purposes. It does not cover those unemployed and registered only through the government employment service (e.g., Jobcentre, local government careers offices).

06 Unemployed, not registered but actively looking for a job
This category includes all unemployed, not registered for benefit, but who are actively looking for a job. This would include people seeking work through central or local government employment services (Jobcentres, local authority careers offices, etc.), private employment agencies, people answering advertisements for work, advertising for work or even people just actively looking around for opportunities.

07 Unemployed, wanting a job but not actively looking for a job
Include here any unemployed (again not registered for benefit), but who are not actively looking for a job at the moment. People who, for instance, have given up looking for work would be included here, or those who are ill and temporarily unable to look for work. Respondents should normally be left to decide for themselves whether an illness in this case is temporary or not. In cases of doubt over whether an illness or disability is permanent, treat it as permanent if it has lasted more than 6 months. The remaining four categories cover those members of the population who are generally considered to be economically inactive.

08 Permanently sick or disabled covers people out of work and not seeking work because of permanent (or indefinite) sickness or disability. People who have never worked because of disability are included. Do not include retired people in poor health who would not be seeking work even if they were healthy. In cases of doubt over whether an illness or disability is permanent, treat it as permanent if it has lasted continuously for six months or more.

09 Wholly retired from work covers people who have retired from their occupation at approximately the normal retirement age or who have taken early retirement, and are not seeking further employment of any sort. Retired people who have become disabled still count as retired. Women who leave work on marriage to look after the home or to raise a family and who have not worked for many years, should be classified as 'looking after the home' rather than retired. But it is difficult to define retirement exactly. Apart from the proviso made about women, the respondent's description from the card should generally be accepted.

10 Looking after the home covers anyone more or less wholly involved in domestic duties when classifying economic position. There can be more than one person in a household in this category, here we are concerned only with the respondent's position.

11 Doing something else is not on the show card. It covers anyone who does not fit into any of the ten categories on the card. But remember that people who are in any kind of paid work (including casual self-employed jobs) of more than 10 hours in the week should not be included here.

REmploye Self-employed refers to work done on the person's own account, not being taxed through PAYE. Some self-employed persons will have their own businesses, some will simply be involved with casual or intermittent work. A person in a one-man business is not necessarily self-employed, if the business is a company, he or she may well be an employee of the company, drawing a salary and being taxed through PAYE.
Employed
Answers to several questions in this section, including these, can be recorded either in months or years. Key in whatever answer is given and then you will be asked to record whether the answer was given in months or years. You should round up the answers to the nearest whole month. Two weeks or over is the next highest month; under two weeks is the next lowest. Probe for best estimates in all cases.

ESelfEmT

ESeljEmY

Here we want the respondent's own definition of whether they work full-time or part-time.

ESbjHours

The number of hours worked per week excludes travel time, meal times and irregular overtime. If the respondent's job has no regular hours, then take the hours worked during the seven days ending the previous Sunday.

PayGap
At this question and elsewhere, the place of work is the establishment where or from which the respondent works. This will ordinarily have a single address. The employer of the respondent may of course have several establishments but it is only the respondent's workplace that is being asked about. Several questions refer to the workplace so it must be clearly established at this question.

Bus/FoK
These questions are asked about the respondent's main self-employed business or occupation. "Business" may not always be the best or most appropriate description, and you may therefore need to explain that this question refers to the paid job, whatever it is.

SNumEmp
Note that family members can be employees, but only if they receive a regular wage or salary. Please check if unsure.

RetirAg2
If the respondent then says that (s)he has never worked, e.g., (s)he has interpreted 'retired from work' as meaning simply 'retired', code 00. Do not recode any other data.

Wchd512
Here we want to know whether the respondent has any children aged 5 or over or aged 12 or over so that we can ask those who do about childcare arrangements. Since you have already filled in the grid at NumChild you may simply code the answer to this question. However, if you are unsure you may also ask the respondent again.

EverJob
Full-time or part-time job refers to all paid work whether as an employee or self-employed. Full-time is 30 hours or more a week, part-time is 10-29 hours.

RIRelAgg
RIRelFut
Jbrighc1
Jbrighc2
Frqjob & Rejob

NISupPry
'Tory' should be coded as Conservative and 'Socialist' (unqualified) as NILtraPry Labour. All other descriptions of party should be coded and keyed in under NIPtyId3 Which1, Which2 or Which3 as appropriate. Other answers (such as 'undecided') should be written in under 'Other answer', and coded 9.

NIPtyId3
This question is asked only if the respondent supports a mainland party at NIPtyId1 and is the lead in to strength of Northern Irish political identity.

NIldStn
The respondent will be asked about the party chosen under NIPtyId3. You may wish to ask whether the respondent is a very strong/fairly strong or not very strong supporter of the Northern Ireland party chosen.

BrIrSde
Please do not accept the answer "it depends" before probing: e.g., "Generally, which side do you find yourself on?"

Worseoff
Again, please probe before accepting "it varies/depends": e.g., "Generally, what do you think happens?"

Spoils
This is the only open-ended question in the survey. Ask "What else" and probe until respondent can think of nothing else. Record the answers verbatim. You have 100 characters to fill in the answers but if you need more space you can continue in a note by entering the control key and f4 at the same time.

CthreAl
Here we ask about the greatest threat to the countryside by showing the respondent a card with options. After seeing the card, the respondent may wish to enter something else at Spoils but do not change the answers to this question. You should tell the respondent that we are interested in their answers to the list that we provide.

HelpDay
If it varies probe about the amount of time spent 'last week'—that is the seven days ending last Sunday.

If you interview on a Sunday, the seven days are the ones ending the previous Sunday.

HomeTypl
Code type of accommodation from observation and check with respondent.

Tenurel
Note that this question on tenure applies to the whole accommodation that the respondent's household occupies, not just to the part of the accommodation that the respondent may occupy. For instance, if the respondent was renting a room from a relative who owned the property outright, you would code 1, not 9.
Please note the following definitions

**Own (leasehold/freehold) outright** those whose accommodation is wholly owned, i.e., they are not buying on a mortgage or with a loan. To own a leasehold property, the occupier must have a lease of 21 years or more.

**Buying (leasehold/freehold) on mortgage** those buying with a mortgage or loan, from a bank, building society or other organisation. This category also includes those buying as part of a co-ownership scheme, or those buying leasehold property when the lease is 21 years or more.

**Rented property** includes those where the lease is fewer than 21 years. Note that the rent need not be paid by a household member it could be paid by another member of the family (e.g., son on behalf of mother) or by income support.

**RelI** Please note that the first set of codes (02-07, 21-22, 27, 08) all relate to RelI different Christian denominations. Codes 09-14 relate to other (non-FamRelig Christian) religions. If none of the pre-coded categories exactly corresponds with the respondent’s religion, the answer should be written in as ‘Other Protestant’, ‘Other Christian’ or ‘Other non-Christian’ as appropriate.

**RelCh** Son/daughter includes step-children, adopted children and foster children.

**NlrChild** “Any children” includes step-children, adopted children and foster children who at one point or another lived in respondent’s household.

**ChildResp** This refers to children aged 5 to 18.

**SchQuals** The main types of exams and qualifications are included here. Code ALL that apply. You should key in under ‘other’ any that the respondent mentions that are not on the list, but we are interested only in educational or vocational exams and qualifications, not leisure activities, St John’s Ambulance, etc.

**PtchQuals**

**RTule** We wish to collect occupational details of almost all respondents excluding only those who have never had a job.

**Premises** If the respondent works from premises (e.g., a travelling salesperson) rather than at a workplace, adapt the question wording accordingly.

**REmpMake** For self-employed persons, change your employer to you.

**REmpWork**

**REmpMake**

**Union** Staff associations referred to at this question are associations of employees recognised, like a union, by management for the negotiation of (e.g., pay and other conditions of employment). In certain professions (e.g., banking) staff associations exist alongside or instead of trade unions.

**SEconAct** We need to collect details of occupation for the respondent’s spouse or partner. The same principles apply as for SEconAct (see p. 19 above).

**BenfNew** If you are in any doubt about which benefit(s) the respondent or his/her spouse or partner is receiving, key in the answer verbally under OtherCh (other state benefit(s)).

**Disab** “Long-standing” refers to problems which respondent may have had for three years or more or expects to last for three years or more.

**HlbcIncome** You should obtain the total income of the household from all sources, Rearn before tax. Income includes not only earnings but state benefits, occupational and other pensions, unearned income such as interest from savings, rent, etc. For respondents in paid work in the last 7 days you should also obtain their own earnings. In each case—both income and earnings—we want the figures before deductions of income tax, national insurance, contributory pension payments and so on. The questions refer to current level of income or earnings or, if that is convenient, to the nearest tax or other period for which the respondent is able to answer.

**QFilled** Code 1 or 2 as appropriate, to let us know how the self-completion questionnaire is going to be returned. If the respondent refused to take the supplement, enter the reason why at QFilled.

If the respondent accepts a self-completion questionnaire, please remember to enter the respondent’s serial number and your authority number on the front of the questionnaire before you hand it over.

When you have finished please:

* Check the self-completion questionnaire (if you are collecting it)
* Double-check that you have entered the respondent’s Serial Number and your Authority Number on the self-completion questionnaire

If you have any queries or problems, please do not hesitate to telephone, in the first instance, CSU (Ext. 215), if necessary, they will refer you on to a member of the Social Attitudes team at SCPR in London (011 250 1866).

We hope that all goes well and that you enjoy the assignment.
1984 report
Political attitudes
Economic policy and expectations
Social policy and the welfare state
Educational issues and priorities
Social and moral values

Ken Young
Anthony Harrison
Nick Bosanquet
Harvey Goldstein
Colin Arey

1985 report
Shades of opinion
Prices, incomes and consumer issues
Sex roles and gender issues
Attitudes to defence and international affairs
Right and wrong in public and private life
Local government and the environment
Measuring individual attitude change

Ken Young
Gerald Goodhardt
Sharon Witherspoon
Paul Whiteley
Michael Johnston & Douglas Wood
Ken Young
Denise Lievesley & Jennifer Waterton

1986 report
Do people have consistent attitudes?
Work and the work ethic
Political partisanship
A green and pleasant land
British & American attitudes similarities and contrasts
Interim report education
Interim report public spending and the welfare state
Interim report housing
Interim report social and moral issues

Anthony Heath
Michael Martin
John Curtice
Ken Young
James Davies
Harvey Goldstein
Nick Bosanquet
Nick Bosanquet
Colin Arey and Lindsay Brook

1987 report
Citizenship and welfare
Business and industry
Political culture
Nuclear reactions
Food values health & diet
Family matters
Interim report the countryside
Interim report party politics

Peter Taylor-Godby
Martin Collins
Anthony Heath & Richard Topf
Ken Young
Aubrey Sheikh & Michael Marmot
Sheena Ashford
Ken Young
John Curtice

The 5th report (1989)
The price of honesty
Education matters
Trends in permissiveness
Working-class conservatives and middle-class socialists
The public's response to AIDS
An ailing state of national health
Trust in the establishment

Michael Johnston
Paul Flather
Stephen Harding
Anthony Heath & Geoff Evans
Lindsay Brook
Nick Bosanquet
Roger Jowell & Richard Topf
One nation?
Interim report: rural prospects
Interim report: a woman's work

John Curtice
Ken Young
Sharon Witherspoon

The 6th report (international)
Measuring national differences
International patterns of work
The role of the state
Inequality and welfare
Kinship and friendship
Understanding of science in Britain and the USA
Pride in one's country: Britain and West Germany

James Davies & Roger Jowell
David Blanchflower & Andrew Oswald
Peter Taylor-Gooby
Tom Smith
Janet Finch
Geoff Evans and John Durant
Richard Topf, Peter Mohler & Anthony Heath
Stephen Harding

The 7th report
Social welfare: the unkindest cuts
The state of the union
Women and the family
Living under threat
AIDS and the moral climate
Self-employment and the enterprise culture
Recipes for health

Individualism
The Northern Irish Dimension

Peter Taylor-Gooby
Neil Millward
Jacqueline Scott
Ken Young
Kaye Wellings & Jane Wadsworth
David Blanchflower & Andrew Oswald
Aubrey Sheiham, Michael Marmot,
Bridget Taylor & Andrew Brown
John Rentoul
John Curtice & Tony Gallagher

The 8th report
Consensus and dissensus
Attachment to the welfare state
Failing education?
Justice and the law in Northern Ireland
House and home
Shades of green
Working mothers: free to choose?
Smoking and health

Interim report: civil liberties
Interim report: economic outlook

Anthony Heath & Dorren McMahon
Peter Taylor-Gooby
A H Halsey
Tony Gallagher
John Curtice
Ken Young
Sharon Witherspoon & Gillian Prior
Yoav Ben-Shlomo, Aubrey Sheiham &
Michael Marmot
Lindsay Brook & Ed Cape
Bridget Taylor

The 9th report
What do we mean by green?
The influence of the recession
Religion in Britain, Ireland and the USA
The North-South Divide
Men and women at work and at home
Changes in values
What price profits?

Sharon Witherspoon & Jean Martin
Frances Cairncross
Andrew Greeley
John Curtice
Kathleen Kiernan
Anthony Heath & Dorren McMahon
Michael Johnston
Community relations in Northern Ireland
Class, race & opportunity
Interim report charitable giving
Interim report the national health

The 10th report
Disengaging from democracy
The family way
Religion, morality and politics
What citizens want from the state
Satisfying work - if you can get it
Class conflict and inequality

The 11th report
Do we really want more public spending?
Where next for transport policy?
Welfare outside the state
Work in a changing climate
Improving health
Middle-class politics
Authoritarianism updated
Education reaction to reform
The greening of Britain romance and rationality
Time-servers and lap-tops the change to computer-assisted interviewing

The 12th report
Comfortable, marginal and excluded who should pay higher taxes for a better welfare state?
Fear of crime
Teenagers and their politics
Working mothers choice or circumstance?
Faith in local democracy
The state of the Union attitudes towards Europe
The sceptical electorate
Differences of degree attitudes towards universities
Libertarianism in retreat

Tony Gallagher
Ken Young
Steve Barnett & Susan Saxon-Harold
Nick Bosanquet
Michael Johnston
Jackie Scott, Michael Braun & Duane Alwin
Anthony Heath, Bridget Taylor & Gabor Toka
Peter Taylor-Gooby
John Curtice
Geoff Evans
David Lipsey
Gordon Stokes & Bridget Taylor
Peter-Taylor Gooby
Barry Hedges
Nick Bosanquet
Anthony Heath & Mike Savage
Daphne Ahrendt & Ken Young
A H Halsey & Denise Lievesley
Sharon Witherspoon
Peter Lynn & Susan Purdon

Peter-Taylor Gooby
Lizanne Dowds & Daphne Ahrendt
Alison Park
Katarina Thomson
Ken Young & Nirmala Rao
Geoff Evans
John Curtice and Roger Jowell
Chris Rootes & Anthony Heath
Lindsay Brook & Ed Cape
APPENDIX K

INTERNATIONAL SOCIAL SURVEY PROGRAMME (ISSP)

Contact names and addresses
### ISSP members and Archive

<table>
<thead>
<tr>
<th></th>
<th>Country</th>
<th>Members and Institute Details</th>
</tr>
</thead>
</table>
| 1 | Australia | Dr Jonathon Kelley, Dr Marah Evans, Clive Bean  
International Centre, RSSS  
The Australian National University  
Canberra ACT, Australia  
Tel (00 61 6) 249 2220 (University)  
(00 61 6) 297 2937 (Kelley, Evans)  
Fax (00 61 6) 249 2114  
e-mail Jonathon Kelley@coombs.anu.edu.au  
Marah@coombs.anu.edu.au  
CSB307@coombs.anu.edu.au |
| 2 | Austria   | Prof Max Haller, Dr Franz Hollinger  
Institute of Sociology  
Karl-Franzens Universität Graz  
Universitätsplatz 4/III  
8010 Graz, Austria  
Tel (00 43 316) 380 3540 (Graz University)  
(00 43 316) 380 3541 (Max Haller)  
(00 43 316) 380 3543 (F Hollinger)  
Fax (00 43 316) 380 3547  
e-mail Max.Haller@KFurugraz.ac.at  
Franz.Hollinger@KFurgraz.ac.at |
| 3 | Bulgaria  | Dr Lilia Dimova  
Institute for Trade Union and Social Studies  
1 Macedonia Square  
1040 Sofia, Bulgaria  
Tel (00 359 2) 800 121  
(00 359 2) 866 455 (L Dimova) |
| 4 | Canada    | Prof Alan Frizzell, J Pammett, Helen Pyman  
School of Journalism and Mass Communications  
Survey Center  
Carleton University  
346 St Patrick’s Building  
Ottawa, Canada K1S 5BS  
Tel (00 1 613) 520 2600 - Carleton Univ  
(A Frizzell - ext 7420)  
(J Pammett - ext 2793)  
(H Pyman - ext 7420)  
Fax (00 1 613) 520 6690  
(00 1 613) 520 4064 (J Pammett) |
5. **Cyprus**

Bambos Papageorgiou  
Center for Applied Research  
Cyprus College  
6 Diogenes Street  
Engomi  
P.O. Box 2006  
Nicosia, Cyprus  
Tel: (00 357 2) 441 730  
Fax: (00 357 2) 462 051  
e-mail: Ppapageo@sting.cycollege.ac.cy

6. **Czech Republic**

Dr Petr Mateju, Michal Illner, Klara Vlachova  
Institute of Sociology  
Academy of Sciences of the Czech Republic  
Jilska 1  
110 00 Praha 1, Czech Republic  
Tel: (00 42 2) 242 209 93/79  
Fax: (00 42 2) 242 202 78  
e-mail: Mateju@mbox.cesnet.cz

7a. **France**

Yannick Lemmel  
Centre de Recherche en Economie et Statistique  
Laboratoire de Sociologie Quantitative  
Batiment Malakoff 2  
Timbre J350  
15 Boulevard Gabriel Peri  
92245 Malakoff Cedex, France  
Tel: (00 33 1) 411 777 21  
Fax: (00 33 1) 411 776 66  
e-mail: Voulama@ensae.fr

7b. **France**

Pierre Brechon, Bruno Cautres  
CIDSP (Centre d’Information des Donnees Sociopolitique)  
Institut d’Etudes Politiques de Grenoble  
Domaine Universitaire  
BP 45  
38402 Saint Martin d’Heres Cedex, France  
Tel: (00 33) 76 82 60 76 (P.Brechon)  
(00 33) 76 54 58 18 (B.Cautres)  
Fax: (00 33) 76 82 60 50
e-mail Brechon@cldsp grenet fr
Cautres@cldsp grenet fr

7c France
L Chauvel, M Forse
OFCE (Observatoire Francaise des Conjonctures Economiques)
69 Quai d’Orsay
75340 Paris Cedex 07, France

7d France
A Degenne
LASMAS
(Laboratoire d’Analyse Secondaire et de Methodes Appliquées en Sociologie)
59-61 rue Pouchet
75849 Paris Cedex 07, France

8a Germany
Dr Peter Mohler, Dr Janet Harkness, Dr Michael Braun
ZUMA
P O Box 122155
68072 Mannheim, Germany
Tel (00 49 621) 1246 - 0 (switchboard)
(00 49 621) 1246 284 (J Harkness)
(00 49 621) 1246 173 (P Mohler)
Fax (00 49 621) 1246 100
e-mail Harkness@zuma-mannheim de
Mohler@zuma-mannheim de

8b Germany
Dr Rolf Uher
Zentralarchiv für empirische Sozialforschung
Universität zu Köln
Bachemer Str 40
50931 Köln 41, Germany
Tel (00 49 221) 47694 9 (switchboard)
(00 49 221) 47694 25 (R Uher)
Fax (00 49 221) 47694 44
e-mail Uher@ibm za uni-koeln de

9 Great Britain
Roger Jowell, Alison Park
SCPR
35 Northampton Square
London EC1V 0AX
Tel (00 44 171) 250 1866
Fax (00 44 171) 250 1524
10. **Hungary**

Dr Tamas Kolosi, Dr Peter Robert, Matilde Sagi
TARKI
(Social Research Informatics Center)
Victor Hugo u. 18-22
1132 Budapest, Hungary
Tel: (00 36 1) 1497 531
Fax: (00 36 1) 1290 470
e-mail: Kolosi@tarki.hu
   robert@tarki.hu
   Sagi@tarki.hu

11a. **Ireland**

Prof. Conor Ward
SSRC (Social Science Research Centre)
Department of Social Science
University College Dublin
Dublin 4, Republic of Ireland
Tel: (00 353 1) 706 7001 (switchboard)
Fax: (00 353 1) 269 4409
   (00 353 1) 706 7001 (C. Ward - Fax/voice)
e-mail: Acoogan@acadamh.ucd.ie

11b. **Ireland**

Liam Ryan
St. Patrick's College
Maynooth
Co. Kildare, Republic of Ireland
Tel: (00 353 1) 708 3528
Fax: (00 353 1) 708 3647

11c. **(Ireland)**

A. Greeley
NORC
1155 East 60th Street
Chicago, IL 60637, U.S.A.
Tel: (00 1 312) 753 7867
Fax: (00 1 312) 753 7866
e-mail: Agreel@aol.com

12. **Israel**

Prof. Noah Lewin-Epstein, Prof Eppie Yuchtman-Yaar
Dept of Sociology and Anthropology
University of Tel Aviv
13  Italy  
Dr Giovanna Guidorossi, Dr Gabriele Calvi  
EURISKO  
Via Monte Rosa 15  
21049 Milano, Italy  
Tel  (00 39 2) 480 12166  
Fax  (00 39 2) 481 4177  
e-mail 100410 1516@compuserve.com

14  Japan  
Dr N Onodera, Dr Kiyoshi Midooka, Mieko Ida  
NHK, Broadcasting Culture Research Institute  
Public Opinion Research Division  
2-1-1 Atago, Minato-ku  
Tokyo, 105 Japan  
tel  (00 81 3) 5400 6800  
Fax  (00 81 3) 3438 4375  
e-mail Midooka@nure.twcu.ac.jp  
Onodera@culture.nhk.or.jp

15  Latvia  
Brigita Zepa  
Market and Social Research Group  
Baltic Data House  
Akas iela 5/7, Riga LV-1050  
Latvia  
tel  (00 371 2) 276144  
Fax  (00 371 2) 276246

16  Netherlands  
Dr Jos Becker, Masja Nas  
SCP (Sociaal en Cultural Planbureau)  
J C van Markenlaan 3  
Postbus 37  
2280 AA Rijswijk, Netherlands  
tel  (00 31 70) 319 8700  
Fax  (00 31 70) 396 3000  
e-mail M.Nas@scp.nl

303
17. **New Zealand**

Prof Philip Gendall  
Department of Marketing  
Faculty of Business Studies  
Massey University  
Private Bag 11222  
Palmerston North, New Zealand  
Tel: (00 64 6) 350 5582  
Fax: (00 64 6) 350 5608  
e-mail: P.Gendall@massey.ac.nz

18. **Norway**

Dr Knut Kalgraff Skjak, Dr Knud Knudsen, Bjorn Henrichsen  
NSD (Norwegian Social Science Data Services)  
Hans Homboegst 22  
5007 Bergen, Norway  
Tel: (00 47 55) 21 21 17  
Fax: (00 47 55) 96 06 60  
e-mail: Skjak@nsd.uib.no

19. **Philippines**

Mahar Mangahas, Mercedes Abad  
Social Weather Stations, Inc.  
PSSC Building  
Commonwealth Avenue, Diliman  
Quezon City 1101, Philippines  
Tel: (00 63 2) 924 4456  
(00 63 2) 926 4308 (M.Mangahas)  
Fax: (00 63 2) 920 2181  
(00 63 2) 924 4450 (M.Mangahas)  
e-mail: Mangahas@mozcom.com  
SWS885@mozcom.com (SWS)  
Rabad@pusit.admu.edu.ph

20. **Poland**

Dr Bogdan Cichomski, Pawel Morawski  
ISS (Institute for Social Studies)  
University of Warsaw  
Stawki 5/7  
00-183 Warsaw, Poland  
Tel: (00 48 22) 315 153 (& Fax)  
e-mail: Cichom@samba.iss.uw.edu.pl  
Pawm@samba.iss.uw.edu.pl

21. **Portugal**

Manuel Villaverde Cabral  
Instituto de Ciencias Sociais
University of Lisbon
Av Fornas Armadas
Edif I S C T E D
1600 Lisbon, Portugal
Tel (00 351 1) 793 2772
Fax (00 351 1) 796 4953

22 Russia
Dr Ludmilla Khakulina, Tatjana Zaslavskaya
VCIOM
The Centre for Public Opinion and Market Research
17 Nikolskaya
Moscow 103012, Russia, CIS
Tel (007 095) 924 7413
(007 095) 928 2112 (L Khakulina)
Fax (007 095) 975 2512
e-mail lkakhul@wciom.msk.su

23 Slovak Republic
Academy of Science
Bratislava
Slovak Republic

24 Slovenia
Dr Nico Tos, B Malnar
Public Opinion and Mass Communications Research Centre
University of Ljubljana
Kardeljeva Ploscad 5
61109 Ljubljana, Slovenia
Tel (00 386 61) 341 994 (Univ)
(00 386 61) 341 777 (N Tos)
Fax (00 386 61) 3431 522
e-mail CJMMKSMJ@uni-lj.si
BRINA MALNAR@uni-lj.si

25a Spain
J Arango
CIS (Centro de Investigaciones Sociologicas)
Montalban 8
28014 Madrid, Spain
Tel (0034 1) 531 71 24
Fax (0034 1) 531 81 31

25b Spain
Juan Diez-Nicolas
ASEP
(Analisis Sociologicos, Economicos y Politicos)
P de la Catellana 173, 5 Izquierda
26. **Sweden**

Dr **Stefan Svalfors**, Dr **Jonas Edlund**
Dept of Sociology
University of Umea
901 87 Umea, Sweden
Tel: (00 46 90) 165 000 (Univ)
(00 46 90) 165 560 (S.Svalfors)
(00 46 90) 167 822 (J.Edlund)
Fax: (00 46 90) 166 694
e-mail: Stefan.svalfors@soc.umu.se
Jonas.Edlund@soc.umu.se

27a. **USA**

Dr **Tom W Smith**
NORC (National Opinion Research Centre)
University of Chicago
1155 East 60th Street
Chicago, Illinois 60637-2799
Tel: (00 1 312) 753 7500 (NORC)
(00 1 312) 753 7877 (T.Smith)
Fax: (00 1 312) 753 7886
Home: (00 1 312) 962 8958
e-mail: smith@norcmail.uchicago.edu
nnrtws1@uchimvs1.uchicago.edu

27b. **USA**

**Mike Hout**
Survey Research Center
2538 Channing Way
Berkeley, Ca.94720-5100
Tel: (00 1 510) 643 6874
Fax: (00 1 510) 643 8292
e-mail: Mikehout@uclink4.berkeley.edu