

## 2002 British Social Attitudes Survey

### NOTE FOR USERS

(February 2004)

This note provides information in brief about the survey. It accompanies the final version of the main datafile (bsa02.por). For further details about the survey, see Thomson, K. *et al* (forthcoming), *British Social Attitudes Survey 2001 and 2002: Technical Report*, London: National Centre for Social Research.

#### *About the survey*

The BSA survey was conducted by the National Centre for Social Research (NatCen). Its core-funding is provided by the Gatsby Charitable Foundation, which is one of the Sainsbury Family Charitable Trusts, and this was supplemented by grants from the Economic and Social Research Council (M543 285 002, L215 252 032, R000 23 9727) and the Hera Trust. Various Government departments also supported modules in the 2002 survey: Department of Health, Department for Work and Pensions, Department for Education and Skills, Department of Trade and Industry, Department of Transport, and the Office of the Deputy Prime Minister.

The survey was designed to yield a representative sample of the population in Britain aged 18+. The sample of addresses was drawn from the Postcode Address File. At each address, the interviewer established how many occupied dwelling units it contained. If there were several, one was selected at random for interview (using a Kish grid and random numbers). The interviewer then established how many adults aged 18+ lived in the (selected) dwelling unit. If there were several, one adult was selected (using a similar procedure as that used for dwelling units). The unequal selection probabilities arising from these procedures are taken into account by the weighting.

The fieldwork was conducted by NatCen. Interviews were conducted in the respondent's home, using a laptop computer. In order to increase the number of topics covered by the survey each year three versions of the questionnaire are fielded, and respondents are randomly assigned to one of the versions. All respondents answer a core set of demographic and other classificatory questions and individual modules are then carried on either one, two or all three versions. In 2002, the face-to-face interview was designed to last about 50 minutes and was then followed by a self-completion questionnaire.

Fieldwork was carried out between June and September 2002, with a small number of interviews taking place in October and November. A summary of the response is as follows:

Issued addresses	6,200
Of which in scope <sup>1</sup>	5,644
Productive interviews	3,435 (61%)

Versions B and C of the self-completion questionnaire included a module of questions about Family and Changing Gender Roles which were fielded as part of the *International Social Survey Programme*, of which the BSA series is a member.

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<sup>1</sup> I.e. traceable, residential and occupied.

The data file should be used in conjunction with the following documentation:

- Outline of the questionnaire
- Documentation of the Blaise questionnaire program (final version dated February 2004)
- Showcards (one set per questionnaire version)
- Self-completion questionnaire (one per questionnaire version)
- Address Record Form

### *Weighting*

The main dataset (in common with all surveys based on samples from the Postcode Address File) must be weighted to take account of differing selection probabilities. Simplifying slightly: households are selected with equal probability, but only one person in each household is interviewed. People in small households therefore have a higher probability of selection than people in large households and the weighting corrects for this.

*Please note that the data must be weighted in all analysis.* The file is *not* preweighted. Before running any analysis, please use the following SPSS command:

weight by wtfactor.

(or similar, depending on the exact syntax of your version of SPSS).

### *Socio-economic classifications*

With the 2001 census, the Office for National Statistics have switched from SOC90 to SOC2000 for the coding of occupations. At the same time, they switched from the Social Class and Socio-Economic Group classifications to the new National Statistics Socio-Economic Classification (NS-SEC). The file contains the following variables based on the new classification:

	<b>Respondent</b>	<b>Spouse/partner (if working and R not working)</b>
SOC2000	RSOC2000	PSOC2000
NS-SEC (full)	RNSSEC	PNSSEC
NS-SEC operational categories	ROpCat	POpCat
NS-SEC analytic classes	RClass	PClass
NS-SEC analytic classes (grouped)	RClassGp	PClassGp

Further information about these new classifications is available on the ONS web site:

[http://www.statistics.gov.uk/methods\\_quality/ns\\_sec/](http://www.statistics.gov.uk/methods_quality/ns_sec/)

It is our advice that the new classifications should be used whenever possible. However, there are some time-series analysis where the old classifications may be needed, for example, analysis of changes in the role of class over time. For this purpose, 'best estimates' of the older classifications have also been included on the datafile:

	<b>Respondent</b>	<b>Spouse/partner (if working and R not working)</b>
SOC90	RNSOC90	PNSOC90
Socio-Economic Group	RNSEG	PNSEG
Socio-Economic Group compressed	RNSEGGrp	PNSEGGrp
Registrar General's Social Class	RNSocCl	PNSocCl
Goldthorpe scale	RNGH	PNGH
Goldthorpe scale compressed	RNGHGrp	PNGHGrp

*Publication of the survey*

The results of the survey are published in: Park, A., Curtice, J., Thomson, K., Jarvis, L. and Bromley, C. (eds.) (2003) *British Social Attitudes: the 20<sup>th</sup> Report – Continuity and Change over Two Decades*, London: Sage.

*Further information*

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(NatCen will be moving in the summer of 2004, but the e-mail address will still work after that date).



**P2110 BRITISH SOCIAL ATTITUDES 2002  
ADDRESS RECORD FORM (ARF)**

**ORANGE TEAM**

<b>A</b>	SLOT NAME:	
	RETURN NO:	
	FINAL OUTCOME:	

ADDRESS LABEL

SELECTION LABEL

Name of selected person:

Interviewer name:

Telephone number:

Interviewer number:

No Tel

Tel. Number Refused

Total number of calls:

Call No.	Date DD/MM	Day of week	Time 24hr Clock	<b>CALLS RECORD</b> (Note all calls, including telephone calls, even if no reply)		
1	/		:			
2	/		:			
3	/		:			
4	/		:			
5	/		:			
6	/		:			
7	/		:			
8	/		:			
9	/		:			
10	/		:			
<b>RE-ALLOCATED ADDRESS/HOUSEHOLD</b> : If this address/household is being reallocated to another interviewer before you have completed it, code here				900	END	*

ALWAYS RETURN THE ARF SEPARATELY FROM SELF-COMPLETION QUESTIONNAIRES

Establish whether address is eligible					
1.	IS THIS ADDRESS TRACEABLE, RESIDENTIAL AND OCCUPIED AS A MAIN RESIDENCE?	Yes	A	Go to Q5	*
		Unsure	B	Go to Q2	
		No	C	Go to Q3	
		Office Refusal	410	END	
2.	CODE OUTCOME : UNKNOWN ELIGIBILITY	OFFICE USE ONLY	611	Go to Q4	*
		OFFICE APPROVAL ONLY: Issued but not attempted	612		
		OFFICE APPROVAL ONLY: Inaccessible	620		
		Unable to locate address	630		
		Unknown whether address contains residential housing: info refused	641		
		Unknown whether address contains residential housing: no contact	642		
		Residential address, unknown if occupied by eligible household: info refused	651		
		Residential address, unknown if occupied by eligible household: no contact	652		
		Other unknown eligibility ( <b>verbatim reason to be keyed in Admin Block</b> )	670		
		3.	CODE OUTCOME : DEADWOOD (INELIGIBLE)		
Demolished/derelict	720				
Vacant/empty housing unit	730				
Non-residential address ( <i>e.g. business, school, office, factory etc</i> )	740				
Address occupied, no resident household ( <i>e.g. occupied holiday/weekend home</i> )	750				
Communal establishment/institution - no private dwellings	760				
Residential, but no eligible respondent ( <i>no one aged 18+</i> )	770				
Other Ineligible ( <b>verbatim reason to be keyed in Admin block</b> )	790				
4.	RECORD ANY FURTHER INFORMATION ABOUT CODES 611 - 670 OR 710 - 790			END	

## Establish number of occupied Dwelling Units (DUs) at address

<b>5a.</b>	<b>ESTABLISH NUMBER OF DUs AT ADDRESS:</b>			
	If necessary, ask: (i) Can I just check, is this ( <i>house/bungalow</i> ) occupied as a single dwelling, or is it split into flats or bedsitters? (ii) How many of those ( <i>flats/bedsitters</i> ) are occupied at the present time?			
<b>b.</b>	<b>INTERVIEWER SUMMARY:</b>	1 DU only	A	<b>Go to Q7</b>
		2+ DUs	B	<b>Go to Q6</b>
		NUMBER OF DUs NOT ESTABLISHED	C	<b>Go to c.</b>
<b>c.</b>	<b>IF NUMBER OF DUs NOT ESTABLISHED:</b>			
	Why not?			
		No contact with anyone at the address	<b>311</b>	<b>Go to</b>
		Contact made but info refused (about no. of DUs)	<b>421</b>	<b>Q14</b>

\*

## Multi-DU addresses - select one DU for interview

<b>6a.</b>	<b>IF 2+ DUs</b>																													
	List all occupied DUs at address (continue on separate sheet if necessary)																													
	<ul style="list-style-type: none"> <li>• In flat/room number order</li> <li>• <b>OR</b> From bottom to top of building, left to right, front to back</li> </ul>																													
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Description</th> <th style="width: 20%;">DU Code</th> </tr> </thead> <tbody> <tr><td> </td><td style="text-align: center;">01</td></tr> <tr><td> </td><td style="text-align: center;">02</td></tr> <tr><td> </td><td style="text-align: center;">03</td></tr> <tr><td> </td><td style="text-align: center;">04</td></tr> <tr><td> </td><td style="text-align: center;">05</td></tr> <tr><td> </td><td style="text-align: center;">06</td></tr> </tbody> </table>	Description	DU Code		01		02		03		04		05		06	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Description</th> <th style="width: 20%;">DU Code</th> </tr> </thead> <tbody> <tr><td> </td><td style="text-align: center;">07</td></tr> <tr><td> </td><td style="text-align: center;">08</td></tr> <tr><td> </td><td style="text-align: center;">09</td></tr> <tr><td> </td><td style="text-align: center;">10</td></tr> <tr><td> </td><td style="text-align: center;">11</td></tr> <tr><td> </td><td style="text-align: center;">12</td></tr> </tbody> </table>	Description	DU Code		07		08		09		10		11		12
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	<b>IF 2-12 DUs:</b> <ul style="list-style-type: none"> <li>• Look at the selection label on page 1 of the ARF.</li> <li>• In the 'Person/DU' row: find the number corresponding to the total number of DUs.</li> <li>• In 'Select' row: number beneath total number of DUs is the <b>selected DU code</b>. Ring on grid above and write in at b. below.</li> </ul> <b>IF 13+ DUs:</b> <ul style="list-style-type: none"> <li>• Check back of project instructions for <b>selected DU code</b>. Write in at b. below.</li> </ul>																													
<b>b.</b>	<b>ENTER CODE NUMBER OF SELECTED DU:</b>																													

## Establish number of persons aged 18+ at (selected) DU

<b>7a.</b>	IS THE ADDRESS OF THE (SELECTED) DU CORRECT AND COMPLETE ON THE ARF LABEL?	YES  NO	<table border="1" style="border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;"><b>1</b></td> <td style="width: 100px; text-align: center;"><b>Go to Q8</b></td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;"><b>Go to b</b></td> </tr> </table>	<b>1</b>	<b>Go to Q8</b>	<b>2</b>	<b>Go to b</b>					
<b>1</b>	<b>Go to Q8</b>											
<b>2</b>	<b>Go to b</b>											
<b>b.</b>	IF ADDRESS NOT CORRECT: MAKE NECESSARY CHANGES ON LABEL ON FRONT PAGE OF ARF ( <b>NOT HERE</b> ).											
<b>8a.</b>	ESTABLISH NUMBER OF ADULTS AGED 18+ IN (SELECTED) DU BY ASKING:											
	Including yourself, how many people <b>aged 18 or over</b> live in this (house/flat/part of the accommodation)?  <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>INCLUDE:</b> <ul style="list-style-type: none"> <li>PEOPLE WHO NORMALLY LIVE AT THE ADDRESS BUT ARE AWAY FOR LESS THAN 6 MONTHS</li> <li>PEOPLE AWAY AT WORK FOR WHOM THIS IS THE MAIN ADDRESS</li> <li>BOARDERS AND LODGERS</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>EXCLUDE:</b> <ul style="list-style-type: none"> <li>PEOPLE AGED 18+ WHO LIVE ELSEWHERE TO WORK</li> <li>SPOUSES WHO ARE SEPARATED AND NO LONGER RESIDENT</li> <li>PEOPLE AWAY FOR 6 MONTHS OR MORE</li> </ul> </td> </tr> </table> <p><i>Note about students:</i>                  Always include if sampled address is <u>both</u> term-time and out-of-term address.                  Always exclude if the sample address is <u>neither</u> main term-time address <u>nor</u> main out-of-term address.                  If sample address is main term-time address: Include unless student is staying at main out-of-term address on the day the interviewer first makes contact.                  If sample address is main out-of-term address: Include unless student is staying at main term-time address on the day the interviewer first makes contact.</p>				<b>INCLUDE:</b> <ul style="list-style-type: none"> <li>PEOPLE WHO NORMALLY LIVE AT THE ADDRESS BUT ARE AWAY FOR LESS THAN 6 MONTHS</li> <li>PEOPLE AWAY AT WORK FOR WHOM THIS IS THE MAIN ADDRESS</li> <li>BOARDERS AND LODGERS</li> </ul>	<b>EXCLUDE:</b> <ul style="list-style-type: none"> <li>PEOPLE AGED 18+ WHO LIVE ELSEWHERE TO WORK</li> <li>SPOUSES WHO ARE SEPARATED AND NO LONGER RESIDENT</li> <li>PEOPLE AWAY FOR 6 MONTHS OR MORE</li> </ul>						
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<b>b.</b>	<b>INTERVIEWER SUMMARY:</b>	1 PERSON AGED 18+ ONLY  2+ PERSONS AGED 18+  NO PERSON AGED 18+  NUMBER OF PERSONS AGED 18+ NOT ESTABLISHED	<table border="1" style="border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">A</td> <td style="width: 100px; text-align: center;"><b>Go to Q10</b></td> </tr> <tr> <td style="text-align: center;">B</td> <td style="text-align: center;"><b>Go to Q9</b></td> </tr> <tr> <td style="text-align: center;">770</td> <td style="text-align: center;"><b>Go to Q14</b></td> </tr> <tr> <td style="text-align: center;">D</td> <td style="text-align: center;"><b>Go to c.</b></td> </tr> </table>	A	<b>Go to Q10</b>	B	<b>Go to Q9</b>	770	<b>Go to Q14</b>	D	<b>Go to c.</b>	*
A	<b>Go to Q10</b>											
B	<b>Go to Q9</b>											
770	<b>Go to Q14</b>											
D	<b>Go to c.</b>											
<b>c.</b>	IF NUMBER OF PERSONS AGED 18+ NOT ESTABLISHED: Why not?											
	No contact with anyone at address  <b>MULTI-DU ONLY:</b> Contact made at address, but not with selected DU  Contact made at (selected) DU, but not with responsible adult  Contact made but info refused (about no. of persons)	<table border="1" style="border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;"><b>312</b></td> <td style="width: 100px; text-align: center;"><b>Go</b></td> </tr> <tr> <td style="text-align: center;"><b>320</b></td> <td style="text-align: center;"><b>to</b></td> </tr> <tr> <td style="text-align: center;"><b>330</b></td> <td style="text-align: center;"><b>Q14</b></td> </tr> <tr> <td style="text-align: center;"><b>422</b></td> <td style="text-align: center;"></td> </tr> </table>	<b>312</b>	<b>Go</b>	<b>320</b>	<b>to</b>	<b>330</b>	<b>Q14</b>	<b>422</b>		*	
<b>312</b>	<b>Go</b>											
<b>320</b>	<b>to</b>											
<b>330</b>	<b>Q14</b>											
<b>422</b>												

### Select one person for interview

**9a. IF 2+ PERSONS AGED 18+:**  
 ASK FOR FIRST NAME OR INITIALS OF EACH PERSON AGED 18+.  
 LIST IN **ALPHABETICAL ORDER** IN GRID BELOW. CONTINUE ON SEPARATE SHEET IF NECESSARY.

Name/Initial	Person Code	Name/Initial	Person Code
	01		07
	02		08
	03		09
	04		10
	05		11
	06		12

**IF 2-12 PERSONS:**

- Look at the selection label on page 1 of the ARF.
- In the 'Person/DU' row: find the number corresponding to the total number of persons.
- In 'Select' row: number beneath total number of persons is the **selected person code**. Ring on grid above and write in at b. below.

**IF 13+ persons:**

- Check back of project instructions for **selected person code**. Write in at b. below.

**b. ENTER CODE NUMBER OF SELECTED PERSON:**

**10. RECORD FULL NAME OF SELECTED PERSON ON FRONT PAGE OF ARF.**

**11. DID YOU INTERVIEW THE SELECTED PERSON?**

YES	A	<b>Go to Q12</b>
NO	B	<b>Go to Q13</b>

### Productive outcome

**12a. PLEASE CIRCLE OUTCOME CODE COMPUTED IN ADMIN BLOCK:**

Fully productive interview	<b>110</b>	<b>Go to b.</b>
Partial productive interview	<b>210</b>	

**b. RECORD HOW SELF-COMPLETION IS BEING RETURNED (YOUR PLANS NOW):  
 CODE ONE ONLY**

To post it at the same time as transmitting the interview	1	<b>END</b>
To collect it yourself and return it separately	2	
To ask respondent to post it back to the office	3	
Not expected (SAY WHY NOT) _____	4	

**OFFICE USE ONLY:**  
 Self-completion questionnaire:

Returned by interviewer	1
Returned later by respondent	2
Refusal when interviewer returned to collect it	3
Respondent notified office of refusal	4
Returned by Post Office	5
Blank/unusable 'partial' questionnaire returned	6
Interviewer says has already returned questionnaire	7
Respondent says has already returned questionnaire	8

\*

**Eligible address - unproductive outcome**

<b>13.</b>	<b>UNPRODUCTIVE OUTCOME - CODE <u>ONE</u> ONLY:</b>		
	No contact with selected person	<b>340</b>	<b>Go  to  Q14</b>
	Refusal by selected person before interview	<b>431</b>	
	Proxy refusal	<b>432</b>	
	Refusal during interview ( <u>un</u> productive partial)	<b>440</b>	
	Broken Appointment - No recontact	<b>450</b>	
	Ill at home during survey period	<b>510</b>	
	Away or in hospital all survey period	<b>520</b>	
	Physically or mentally unable/incompetent	<b>530</b>	
	Language Difficulties	<b>540</b>	
Other Unproductive ( <b>verbatim reason to be keyed in Admin block</b> )	<b>560</b>		
<b>14.</b>	RECORD ANY FURTHER INFORMATION ABOUT CODES 311, 312, 320, 330, 340, 421, 422, 431, 432, 440, 450, 510, 520, 530, 540, 560, 770		
			<b>END</b>

\*

**FILL IN AS DIRECTED DURING INTERVIEW**

**STABLE ADDRESS/ADDITIONAL INFORMATION TO HELP WITH FUTURE CONTACTS**

Please write in below any information the respondent gives about a stable address/ telephone number, or any other information which may help us to contact him or her in the future, (for instance, a relative's address if the respondent is likely to move).

Contact person:

Relationship to respondent:

Stable address:

POSTCODE: \_\_\_\_\_

Telephone No.:

Other information:

# British Social Attitudes 2002

## Questionnaire outline

Version A	Version B	Version C
Household grid		
Newspaper readership		
Party identification		
Public spending and social welfare		
Health care		Transport
Employment		
-	Employment and caring	
Education		
Democracy and participation (long)		Democracy + participation (short)
Classification		

## Self-completion

Version A	Version B	Version C
-	ISSP	
	Employment and caring	
Public spending and social welfare		
Health care		Transport
Education		
Democracy and participation		-
Scales		

# BRITISH SOCIAL ATTITUDES 2002

## DOCUMENTATION OF THE BLAISE QUESTIONNAIRE

### Notes:

1. This is a documentation of the Blaise program. Not all variables that appear here are on the SPSS file. (Those that are not are marked with a '\$'). Similarly, not all derived variables that are on the SPSS file are mentioned here. See also separate documentation of derived variables.
2. Unless otherwise specified, 'Don't Know' is code 8 for single column questions, code 98 for two column questions, and so on.
3. Unless otherwise specified, 'Refusal/Not answered' is code 9 for single column questions, code 99 for two column questions, and so on. Where there is an explicit 'Refusal' code (usually code 7 or 97), then code 9 (or 99 and so on) is reserved for 'Not answered' only.
4. Sections in brackets and italics were textfilled as appropriate on the interviewers' computers.
5. Routeing instructions appear above the questions. A routeing instruction should be considered to stay in force until the next routeing instruction.
6. '(NOT ON SCREEN)' means that the question did not appear on the interviewers' or editors' screens. '(EDIT ONLY)' means it appeared on screen for the editors but not the interviewers. Individual codes marked 'EDIT ONLY' were used by the editors to reclassify 'other' answers.

***P2110***  
***January 2004***

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# Version A

## Introduction

- ASK ALL**
- Q1 [SerialNo] <sup>1</sup> **(NOT ON SCREEN)**  
Serial Number  
Range: 140001 ... 149999
- Q2 [EdDoneV] \$ **(EDIT ONLY)**  
EDITOR: HAVE YOU COMPLETED ALL EDITING AND CODING?  
1 Yes  
2 No
- Q3 [SOCDo] \$ **(NOT ON SCREEN)**  
Any SOC coding to complete?  
1 Yes  
2 No
- Q4 [BackDo] \$ **(NOT ON SCREEN)**  
Any Back coding to complete?  
1 Yes  
2 No
- Q5 [QVersion] \$ **(NOT ON SCREEN)**  
Version  
Range: 1 ... 97
- Q6 [EdVersion] \$ **(NOT ON SCREEN)**  
Edit Version  
Range: 1 ... 97
- Q7 [IssNum] \$ **(NOT ON SCREEN)**  
ISSUE NUMBER  
Range: 1 ... 7
- Q8 [Point] <sup>2</sup> **(NOT ON SCREEN)**  
Sample point  
Range: 1 ... 200
- Q9 [SmpReg] \$ **(NOT ON SCREEN)**  
SAMPLE REGION 2002 version  
1 NORTH  
2 YORKS AND HUMBERSIDE  
3 EAST MIDLANDS  
4 EAST ANGLIA  
5 SOUTH EAST (excl. Greater London)  
6 SOUTH WEST  
7 WEST MIDLANDS  
8 NORTH WEST  
9 WALES  
10 SCOTLAND  
11 GREATER LONDON

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<sup>1</sup> Called [Serial] on SPSS file.

<sup>2</sup> Called [SPoint] on SPSS file.

- Q10 [StRegion] <sup>1</sup> **(NOT ON SCREEN)**  
 dv  
 Range: 1 ... 97
- Q11 [Region] <sup>2</sup> **(NOT ON SCREEN)**  
 dv  
 Range: 1 ... 7
- Q12 [PopDen] <sup>3</sup> **(NOT ON SCREEN)**  
 Pop density  
 Range: 0 ... 9997
- Q13 [PerOO] <sup>4</sup> **(NOT ON SCREEN)**  
 Percentage owner occupied  
 Range: 0 ... 997
- Q14 [PerSEG] \$ **(NOT ON SCREEN)**  
 Percentage SEG non-manual  
 Range: 0 ... 997
- Q15 [DPs] \$ **(NOT ON SCREEN)**  
 Range: 0 ... 9997
- Q16 [GOR] <sup>5</sup> **(NOT ON SCREEN)**  
 Government office region 2002 version  
 1 North East  
 2 North West  
 3 Yorkshire and Humberside  
 4 East Midlands  
 5 West Midlands  
 6 SW  
 7 Eastern  
 8 Inner London  
 9 Outer London  
 10 South East  
 11 Wales  
 12 Scotland
- Q17 [EDCode] \$ **(NOT ON SCREEN)**  
 ED code  
 Open Question (Maximum of 9 characters)
- Q18 [ACORN] \$ **(NOT ON SCREEN)**  
 ACORN  
 Range: 1 ... 97
- Q19 [LACode] <sup>6</sup> **(NOT ON SCREEN)**  
 LA code  
 Open Question (Maximum of 6 characters)
- Q20 [CounCode] <sup>7</sup> **(NOT ON SCREEN)**  
 Council area code  
 Open Question (Maximum of 2 characters)

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<sup>1</sup> Supplied with sample. See also derived variables [Region] and [Country].

<sup>2</sup> Derived from [StRegion].

<sup>3</sup> Supplied with sample. See also derived variable [PopBand].

<sup>4</sup> Supplied with sample. Called [OwnOccup] on SPSS file.

<sup>5</sup> Supplied with sample. See also derived variable [Country].

<sup>6</sup> Supplied with sample.

<sup>7</sup> Supplied with sample.

- Q21 [ConCode] <sup>1</sup> **(NOT ON SCREEN)**  
 Parliamentary constituency code  
 Open Question (Maximum of 60 characters)
- Q22 [Ward] <sup>2</sup> **(NOT ON SCREEN)**  
 Ward code  
 Open Question (Maximum of 7 characters)
- Q23 [MOI] <sup>3</sup> **(NOT ON SCREEN)**  
 MOI  
 Range: 1 ... 97
- Q24 [WtFactor]<sup>4</sup> **(NOT ON SCREEN)**  
 wt  
 Range: 0 ... 9997
- Q25 [XX] \$ **(NOT ON SCREEN)**  
 Spare  
 Open Question (Maximum of 40 characters)
- Q26 [ABCVer] **(NOT ON SCREEN)**  
 A, B or C?  
 1 A  
 2 B  
 3 C
- Q27 [Country] **(NOT ON SCREEN)**  
 England, Scotland or Wales?  
 1 England  
 2 Scotland  
 3 Wales
- Q28 [OddEven] **(NOT ON SCREEN)**  
 1=Odd 2=Even  
 Range: 1 ... 7
- Q29 [AdrCheck] \$ **(NOT ON SCREEN)**  
 Address check indicator.  
 1 Triggered  
 2 Satisfied
- Q30 [AdrField] \$  
 PLEASE ENTER THE FIRST TEN CHARACTERS OF THE FIRST LINE OF THE ADDRESS  
 TAKEN FROM A.R.F. ADDRESS LABEL.  
 MAKE SURE TO TYPE IT EXACTLY AS IT IS PRINTED.  
 Open Question (Maximum of 10 characters)
- Q31 [IntDate]  
 INTERVIEWER: Check Date of Interview and alter if not correct  
 Date
- Q32 [SIntDate]\$ **(NOT ON SCREEN)**  
 Computer IntDate  
 Date

---

<sup>1</sup> Supplied with sample. Called [ConName1] on SPSS file.

<sup>2</sup> Supplied with sample.

<sup>3</sup> Supplied with sample.

<sup>4</sup> This variable should be used to weight the data in all analysis.

Q33 [StTIM] \$ (NOT ON SCREEN)  
Start time  
Time

## Household grid

**ASK ALL**

Q34 [HouseHld] <sup>1</sup>  
(You have just been telling me about the adults that live in this household. Thinking now of **everyone** living in the household, **including children**.)  
**Including yourself**, how many people live here regularly as members of this household?  
CHECK INTERVIEWER MANUAL FOR DEFINITION OF HOUSEHOLD IF NECESSARY.  
IF YOU DISCOVER THAT YOU WERE GIVEN THE WRONG INFORMATION FOR THE RESPONDENT SELECTION ON THE ARF:  
**\*DO NOT** REDO THE ARF SELECTION PROCEDURE  
**\*DO** ENTER THE CORRECT INFORMATION HERE  
**\*DO** USE <CTRL + M> TO MAKE A NOTE OF WHAT HAPPENED.  
Range: 1 ... 15

**FOR EACH PERSON AT [HouseHld]**

Q35/Q41/Q47/Q53/Q59/Q65/Q71/Q77/Q83/Q89/Q95/Q101/Q107/Q113/Q119  
[Name] \$  
**FOR RESPONDENT:** (Can I just check what is your first name?)  
PLEASE TYPE IN THE FIRST NAME (OR INITIALS) OF RESPONDENT  
**FOR OTHER HOUSEHOLD MEMBERS:** PLEASE TYPE IN THE FIRST NAME (OR INITIALS) OF PERSON NUMBER (*number*)  
Open Question (Maximum of 10 characters)

Q36/Q42/Q48/Q54/Q60/Q66/Q72/Q78/Q84/Q90/Q96/Q102/Q108/Q114/Q120  
[Sex] <sup>2</sup>  
PLEASE CODE SEX OF (*name*)

1 Male  
2 Female

Q37/Q43/Q49/Q55/Q61/Q67/Q73/Q79/Q85/Q91/Q97/Q103/Q109/Q115/Q121  
[AgeX] <sup>3</sup>  
**FOR RESPONDENT, IF ONLY ONE PERSON IN HOUSEHOLD:** I would like to ask you a few details about yourself. What was your **age** last birthday?  
**FOR RESPONDENT, IF SEVERAL PERSONS IN HOUSEHOLD:** I would like to ask you a few details about each person in your household. Starting with yourself, what was your **age** last birthday?  
**FOR OTHER PERSONS IN HOUSEHOLD:** What was (*name*)'s age last birthday?  
FOR 97+, CODE 97.  
Range: 0 ... 97

---

<sup>1</sup> See also derived variable [HhType].

<sup>2</sup> Called [RSex], [P2Sex], [P3Sex] etc on SPSS file.

<sup>3</sup> Called [RAge], [P2Age], [P3Age] etc on SPSS file. See also derived variables [RAgeCat], [RAgeCat2], [RSexAge], [RSexAge2].

**FOR PEOPLE IN THE HOUSEHOLD OTHER THAN THE RESPONDENT**

Q44/Q50/Q56/Q62/Q68/Q74/Q80/Q86/Q92/Q98/Q104/Q110/Q116/Q122  
[Rel3] <sup>1</sup>

PLEASE ENTER RELATIONSHIP OF (name) TO RESPONDENT

- 1 Partner/ spouse/ cohabitee
- 2 Son/ daughter (inc step/adopted)
- 3 Grandson/ daughter (inc step/adopted)
- 4 Parent/ parent-in-law
- 5 Grand-parent
- 6 Brother/ sister (inc. in-law)
- 7 Other relative
- 8 Other non-relative

Q45/Q51/Q57/Q63/Q69/Q75/Q81/Q87/Q93/Q99/Q105/Q111/Q117/Q123  
[Rel2] <sup>2</sup> (NOT ON SCREEN)

Dv

- 1 Partner/spouse/cohabitee
- 2 Son/daughter (inc step/adopted)
- 3 Grandson/ daughter (inc step/adopted)
- 4 Parent/ parent-in-law
- 5 Grand-parent
- 6 Other relative
- 7 Other non-relative

Q46/Q52/Q58/Q64/Q70/Q76/Q82/Q88/Q94/Q100/Q106/Q112/Q118/Q124  
[Rel] <sup>3</sup> (NOT ON SCREEN)

Dv

- 1 Partner/spouse/cohabitee
- 2 Son/daughter (inc step/adopted)
- 3 Parent/ parent-in-law
- 4 Other relative
- 5 Other non-relative

Q125 [XXG1] \$ (NOT ON SCREEN)  
Open Question (Maximum of 10 characters)

**ASK ALL**

Q126 [RAgeCat] <sup>4</sup> (NOT ON SCREEN)

dv

- 1 18-24
- 2 25-34
- 3 35-44
- 4 45-54
- 5 55-59
- 6 60-64
- 7 65+
- 8 DK/Refused/Not answered

---

<sup>1</sup> Called [P2Rel3], [P3Rel3] etc on SPSS file. See also derived variables [P2Rel], [P2Rel2] etc.

<sup>2</sup> Called [P2Rel2], [P3Rel2] etc on SPSS file. Derived from [P2Rel3], [P3Rel3] etc.

<sup>3</sup> Called [P2Rel], [P3Rel] etc on SPSS file. Derived from [P2Rel3], [P3Rel3] etc.

<sup>4</sup> Derived from [RAge].

Q127 [RAgeCat2] <sup>1</sup> (NOT ON SCREEN)  
dv  
1 18-24  
2 25-34  
3 35-44  
4 45-54  
5 55-64  
6 65-97  
9 DK/Ref/NA

Q128 [RSexAge] <sup>2</sup> (NOT ON SCREEN)  
dv  
1 Male: 18-24  
2 Male: 25-34  
3 Male: 35-44  
4 Male: 45-54  
5 Male: 55-59  
6 Male: 60-64  
7 Male: 65+  
8 Male: Age not answered  
9 Female: 18-24  
10 Female: 25-34  
11 Female: 35-44  
12 Female: 45-54  
13 Female: 55-59  
14 Female: 60-64  
15 Female: 65+  
16 Female: Age not answered

Q129 [RSexAge2] <sup>3</sup> (NOT ON SCREEN)  
dv  
1 Male: 18-24  
2 Male: 25-34  
3 Male: 35-44  
4 Male: 45-54  
5 Male: 55-64  
6 Male: 65+  
7 Male: Age not answered  
8 Female: 18-24  
9 Female: 25-34  
10 Female: 35-44  
11 Female: 45-54  
12 Female: 55-64  
13 Female: 65+  
14 Female: Age not answered

Q130 [MarStat2]<sup>4</sup>  
CARD A1  
Can I just check, which of these applies to you at present?  
CODE FIRST TO APPLY  
1 Married  
2 Living as married  
3 Separated (after being married)  
4 Divorced  
5 Widowed  
6 Single (never married)

---

<sup>1</sup> Derived from [RAge].

<sup>2</sup> Derived from [RAge] and [RSex].

<sup>3</sup> Derived from [RAge] and [RSex].

<sup>4</sup> See also derived variables [MarStat] and [Married].

Q131 [MarStat] <sup>1</sup> (NOT ON SCREEN)  
 dv  
 1 Married  
 2 Living as married  
 3 Separated or divorced after marrying  
 4 Widowed  
 5 Not married

Q132 [Married] <sup>2</sup> (NOT ON SCREEN)  
 dv  
 1 Married/living as married  
 2 Separated/divorced  
 3 Widowed  
 4 Never married  
 9 No information

Q133 [NumCh] \$ (NOT ON SCREEN)  
 dv  
 Range: 0 ... 97

Q134 [NCh415] \$ (NOT ON SCREEN)  
 dv  
 Range: 0 ... 97

Q135 [NCh318] \$ (NOT ON SCREEN)  
 dv  
 Range: 0 ... 97

Q136 [HhCh04] <sup>3</sup> (NOT ON SCREEN)  
 dv  
 Range: 0 ... 14

Q137 [HhCh511] <sup>4</sup> (NOT ON SCREEN)  
 dv  
 Range: 0 ... 14

Q138 [HhCh1215] <sup>5</sup> (NOT ON SCREEN)  
 dv  
 Range: 0 ... 14

Q139 [HhCh1617] <sup>6</sup> (NOT ON SCREEN)  
 dv  
 Range: 0 ... 14

Q140 [RCh04] <sup>7</sup> (NOT ON SCREEN)  
 dv  
 Range: 0 ... 14

---

<sup>1</sup> Derived from [MarStat2].  
<sup>2</sup> Derived from [MarStat2].  
<sup>3</sup> Derived from household grid.  
<sup>4</sup> Derived from household grid.  
<sup>5</sup> Derived from household grid.  
<sup>6</sup> Derived from household grid.  
<sup>7</sup> Derived from household grid.

Q141 [RCh511] <sup>1</sup> (NOT ON SCREEN)  
 dv  
 Range: 0 ... 14

Q142 [RCh1215] <sup>2</sup> (NOT ON SCREEN)  
 dv  
 Range: 0 ... 14

Q143 [RCh1617] <sup>3</sup> (NOT ON SCREEN)  
 dv  
 Range: 0 ... 14

Q144 [HhType] <sup>4</sup> (NOT ON SCREEN)  
 dv

1	Single hhold
2	1 adult, 1 child
3	1 adult, 2 children
4	1 adult, 3+ children
5	2 adults
6	2 adults, 1 child
7	2 adults, 2 children
8	2 adults, 3+ children
9	3 adults
10	3 adults, child(ren)
11	4 adults
12	4 adults, child(ren)
13	5 adults
14	5 adults, child(ren)
15	6 adults
16	6 adults, child(ren)
17	7 adults
18	7 adults, child(ren)
19	8 adults
20	8 adults, child(ren)
21	9 adults
22	9 adults, child(ren)
23	10 adults
24	10 adults, child(ren)
25	11 adults
26	11 adults, child(ren)
27	12 adults
28	12 adults, child(ren)
95	Other
99	Dont know/Refusal

---

<sup>1</sup> Derived from household grid.

<sup>2</sup> Derived from household grid.

<sup>3</sup> Derived from household grid.

<sup>4</sup> Derived from household grid.

Q145-[Relat] \$ <sup>1</sup>

Q150 CARD A2

Can I just check which, if any, of these types of relatives do you yourself have alive at the moment. Please include adoptive and step-relatives.

PROBE: Which others?

DO NOT INCLUDE FOSTER RELATIVES

CODE ALL THAT APPLY

Multicoded (Maximum of 6 codes)

1	Brother	[RelBroth]
2	Sister	[RelSist]
3	Son	[RelSon]
4	Daughter	[RelDaugh]
5	Grandchild (daughter's child)	[RelGrChD]
6	Grandchild (son's child)	[RelGrChS]
7	None of these	[RelNone2]

Q151 [RelBroth] <sup>2</sup> (NOT ON SCREEN)

DV

0 Not mentioned  
1 Mentioned

Q152 [RelSist] <sup>3</sup> (NOT ON SCREEN)

dv

0 Not mentioned  
1 Mentioned

Q153 [RelSon] <sup>4</sup> (NOT ON SCREEN)

dv

0 Not mentioned  
1 Mentioned

Q154 [RelDaugh] <sup>5</sup> (NOT ON SCREEN)

dv

0 Not mentioned  
1 Mentioned

Q155 [RelGrChD] <sup>6</sup> (NOT ON SCREEN)

dv

0 Not mentioned  
1 Mentioned

Q156 [RelGrChS] <sup>7</sup> (NOT ON SCREEN)

dv

0 Not mentioned  
1 Mentioned

Q157 [XXG2] \$ (NOT ON SCREEN)

Open Question (Maximum of 20 characters)

---

<sup>1</sup> See derived variables [RelBroth], [RelSist], [RelSon], [RelDaugh], [RelGrChD], [RelGrChS] and [RelNone2].

<sup>2</sup> Derived from [Relative].

<sup>3</sup> Derived from [Relative].

<sup>4</sup> Derived from [Relative].

<sup>5</sup> Derived from [Relative].

<sup>6</sup> Derived from [Relative].

<sup>7</sup> Derived from [Relative].

## Newspaper readership

### ASK ALL

Q158 [Readpap]

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

- 1 Yes
- 2 No

### IF 'yes' AT [ReadPap]

Q159 [WhPaper]

Which one do you normally read?

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

- 1 (*Scottish*) Daily Express
- 2 (*Scottish*) Daily Mail
- 3 Daily Mirror (*/Daily Record*)
- 4 Daily Star
- 5 The Sun
- 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)
- 96 **EDIT ONLY:** MORE THAN ONE PAPER READ WITH EQUAL FREQUENCY

### IF 'other Irish/Northern Irish/Scottish regional or local daily morning paper' AT [WhPaper]

Q160 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

### IF 'other' AT [WhPaper]

Q161 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

## Party identification

**ASK ALL**

Q162 [SupParty]  
Generally speaking, do you think of yourself as a supporter of any one political party?

- 1 Yes
- 2 No

**IF 'no' OR DON'T KNOW AT [SupParty]**

Q163 [ClosePty]  
Do you think of yourself as a little closer to one political party than to the others?

- 1 Yes
- 2 No

**IF 'yes' AT [SupParty] OR 'yes'/'no'/DON'T KNOW AT [ClosePty]**

Q164 [PartyFW] \$ <sup>1</sup>  
**IF 'yes' AT [SupParty] OR AT [ClosePty]:** Which one?  
**IF 'no'/DON'T KNOW AT [ClosePty]:** If there were a general election tomorrow, which political party do you think you would be most likely to support?  
DO NOT PROMPT

- 1 Conservative
- 2 Labour
- 3 Liberal Democrat
- 4 Scottish National Party
- 5 Plaid Cymru
- 6 Green Party
- 7 Other party (WRITE IN)
- 8 Other answer (WRITE IN)
- 9 None
- 10 Refused to say

Q165 [PartyId1] <sup>2</sup> (**NOT ON SCREEN**)  
dv

- 1 Conservative
- 2 Labour
- 3 Liberal Democrat
- 6 Scottish National Party
- 7 Plaid Cymru
- 8 Other party
- 9 Other answer
- 10 None
- 95 Green Party

**IF 'other party' AT [PartyFW]**

Q166 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

**IF 'other answer' AT [PartyFW]**

Q167 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

---

<sup>1</sup> See derived variables [PartyID1], [PartyID2] and [PtyAlleg].

<sup>2</sup> Derived from [PartyFW].

Q168 [PartyId2] <sup>1</sup> (NOT ON SCREEN)

- dv
- 1 Conservative
  - 2 Labour
  - 3 Liberal Democrat
  - 4 Other party
  - 5 None
  - 6 Green Party
  - 8 Other/DK/Ref

Q169 [PtyAlleg] <sup>2</sup> (NOT ON SCREEN)

- dv
- 1 Conservative partisan
  - 2 Conservative sympathiser
  - 3 Conservative residual identifier
  - 4 Labour partisan
  - 5 Labour sympathiser
  - 6 Labour residual identifier
  - 7 LibDem partisan
  - 8 LibDem sympathiser
  - 9 LibDem residual identifier
  - 10 Other party
  - 11 None
  - 12 Green partisan
  - 13 Green sympathiser
  - 14 Green residual identifier
  - 98 Other/DK/Refusal

**IF PARTY GIVEN AT [PartyFW]**

Q170 [Idstrng]

Would you call yourself very strong (*party*), fairly strong, or not very strong?

- 1 Very strong (*party*)
- 2 Fairly strong
- 3 Not very strong

**VERSION A AND B: ASK ALL**

Q171 [Politics]

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?

Q172 [EndPY] \$

Open Question (Maximum of 20 characters)

---

<sup>1</sup> Derived from [PartyFW].

<sup>2</sup> Derived from [SupParty], [ClosePty] and [PartyFW].

## Public spending and social welfare

### ASK ALL

Q173 [Spend1] \*

CARD A3

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

IF NOT 'none'/DON'T KNOW/REFUSAL AT [Spend1]

Q174 [Spend2] \*

CARD A3 AGAIN

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)

### ASK ALL

Q175 [SocSpnd1] \*

CARD A4

Some people think that there should be more government spending on social security, while other people disagree. For each of the groups I read out please say whether you would like to see **more** or **less** government spending on them than now. Bear in

mind that if you want more spending, this would probably mean that you would have to pay more taxes. If you want less spending, this would probably mean paying less taxes.

Firstly, ...READ OUT...

benefits for unemployed people: would you like to see more or less government spending than now?

Q176 [SocSpnd2] \*

CARD A4 AGAIN

(Would you like to see more or less government spending than now on ...) ... benefits for disabled people who cannot work?

Q177 [SocSpnd3] \*

CARD A4 AGAIN

(Would you like to see more or less government spending than now on ...) ... benefits for parents who work on very low incomes?

Q178 [SocSpnd4] \*

CARD A4 AGAIN

(Would you like to see more or less government spending than now on ...) ... benefits for single parents?

Q179 [SocSpnd5] \*  
CARD A4 AGAIN  
(Would you like to see more or less government spending than now on ...)  
.. benefits for retired people?

Q180 [SocSpnd6] \*  
CARD A4 AGAIN  
(Would you like to see more or less government spending than now on ...)  
... benefits for people who care for those who are sick or disabled?

\* [SocSpnd1] to [SocSpnd6]

- 1 Spend much more
- 2 Spend more
- 3 Spend the same as now
- 4 Spend less
- 5 Spend much less

Q181 [FalseClm] \*  
I will read two statements. For each one please say whether you agree or disagree. Firstly...  
Large numbers of people these days **falsely** claim benefits.  
**IF AGREE OR DISAGREE:** Strongly or slightly?

Q182 [FailClm]  
(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 [FailClm]

- 1 Agree strongly
- 2 Agree slightly
- 3 Disagree slightly
- 4 Disagree strongly

Q183 [Dole]  
Opinions differ about the level of benefits for unemployed people.  
Which of these two statements comes closest to your own view  
... READ OUT ...  
1 ...benefits for unemployed people are **too low** and cause hardship,  
2 or, benefits for unemployed people are **too high** and discourage them from finding jobs?  
3 (Neither)  
4 **EDIT ONLY:** BOTH: UNEMPLOYMENT BENEFIT CAUSES HARDSHIP BUT CAN'T BE HIGHER OR THERE WOULD BE NO INCENTIVE TO WORK  
5 **EDIT ONLY:** BOTH: UNEMPLOYMENT BENEFIT CAUSES HARDSHIP TO SOME, WHILE OTHERS DO WELL OUT OF IT  
6 **EDIT ONLY:** ABOUT RIGHT/IN BETWEEN  
7 Other answer (WRITE IN)

**IF 'other answer' AT [Dole]**

Q184 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

**ASK ALL**

Q185 [TaxSpend]

CARD A5

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)

**VERSIONS A AND C: ASK ALL** <sup>1</sup>

Q186 [LonePaWk] <sup>2</sup>

Suppose a lone parent on benefits was asked to visit the job centre every year or so to talk about ways in which they might find work. Which of the following comes closest to what you think should happen to their benefits if they did not go ...

READ OUT ...

- 1 ... their benefits should not be affected,
- 2 their benefits should be reduced a little,
- 3 their benefits should be reduced a lot,
- 4 or, their benefits should be stopped?
- 7 (Other (PLEASE WRITE IN))

**VERSION B: ASK ALL**

Q192 [LonPaWk2] <sup>3</sup>

CARD A6

Suppose a lone parent on benefits was asked to visit the job centre every year or so to talk about ways in which they might find work. Which of the statements on this card comes closest to what you think should happen to their benefits if they did not go?

- 1 Their benefits should not be affected
- 2 Their benefits should be reduced a little
- 3 Their benefits should be reduced a lot
- 4 Their benefits should be stopped
- 7 (Other (PLEASE WRITE IN))

**IF 'other' AT [LonePaWk] OR AT [LonPaWk2]**

Q187 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

**VERSION A: ASK ALL**

Q188 [SickWk] <sup>4</sup>

Now think about someone on long-term sickness or disability benefits. Which of the following comes closest to what you think should happen to their benefits if they did not go to the job centre to talk about ways in which they might find work...

READ OUT ...

- 1 ... their benefits should not be affected,
- 2 their benefits should be reduced a little,
- 3 their benefits should be reduced a lot,
- 4 or, their benefits should be stopped?
- 7 (Other (PLEASE WRITE IN))

---

<sup>1</sup> The question numbers in this section are out of order in the documentation as they reflect the order in which the variables appear on the SPSS file.

<sup>2</sup> See also [LonPaWk2] asked on version B and derived variable [LonPaWkC].

<sup>3</sup> See also [LonePaWk] asked on versions A and C and derived variable [LonPaWkC].

<sup>4</sup> See also [SickWk2] asked on version B, [SickWk3] asked on version C and derived variable [SickWkC].

**VERSION B: ASK ALL**

Q193 [SickWk2] <sup>1</sup>

CARD A6 AGAIN

Now think about someone on long-term sickness or disability benefits. Which of these statements comes closest to what you think should happen to their benefits if they did not go to the job centre every year or so to talk about ways in which they might find work?

- 1 Their benefits should not be affected
- 2 Their benefits should be reduced a little
- 3 Their benefits should be reduced a lot
- 4 Their benefits should be stopped
- 7 (Other (PLEASE WRITE IN))

**VERSION C: ASK ALL**

Q195 [SickWk3] <sup>2</sup>

Now think about someone on long-term sickness or disability benefits. Which of the following comes closest to what you think should happen to their benefits if they did not go to the job centre every year or so to talk about ways in which they might find work...

READ OUT ...

- 1 ... their benefits should not be affected,
- 2 their benefits should be reduced a little,
- 3 their benefits should be reduced a lot,
- 4 or, their benefits should be stopped?
- 7 (Other (PLEASE WRITE IN))

**IF 'other' AT [SickWk], [SickWk2] OR AT [SickWk3]**

Q189 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

**VERSION A AND C: ASK ALL**

Q190 [CarerWk] <sup>3</sup>

And suppose a carer on benefits was asked to visit the job centre every year or so to talk about ways in which they might find work. Which of the following comes closest to what you think should happen to their benefits if they did not go...

READ OUT ...

- 1 ... their benefits should not be affected,
- 2 their benefits should be reduced a little,
- 3 their benefits should be reduced a lot,
- 4 or, their benefits should be stopped?
- 7 (Other (PLEASE WRITE IN))

---

<sup>1</sup> See also [SickWk] asked on version A, [SickWk3] asked on version C and derived variable [SickWkC].

<sup>2</sup> See also [SickWk] asked on version A, [SickWk2] asked on version B and derived variable [SickWkC].

<sup>3</sup> See also [CarerWk2] asked on version B and derived variable [CarerWkC].

**VERSION B: ASK ALL**

Q194 [CarerWk2] <sup>1</sup>  
CARD A6 AGAIN  
And suppose a carer on benefits was asked to visit the job centre every year or so to talk about ways in which they might find work. Which of these statements comes closest to what you think should happen to their benefits if they did not go?

- 1 Their benefits should not be affected
- 2 Their benefits should be reduced a little
- 3 Their benefits should be reduced a lot
- 4 Their benefits should be stopped
- 7 (Other (PLEASE WRITE IN))

**IF 'other' AT [CarerWk] OR AT [CarerWk2]**

Q191 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

**VERSION C: ASK ALL**

Q196 [IncomGap]  
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 ... READ OUT ..

- 1 ... too large,
- 2 about right,
- 3 or, too small?

Q197 [SRInc]  
Among which group would you place yourself ... READ OUT ...

- 1 ... high income,
- 2 middle income,
- 3 or, low income?

Q198 [HIncDiff]  
CARD A6  
Which of the phrases on this card would you say comes closest to your feelings about your household's income these days?

- 1 Living comfortably on present income
- 2 Coping on present income
- 3 Finding it difficult on present income
- 4 Finding it very difficult on present income
- 7 (Other answer (WRITE IN))

**IF 'other answer' AT [HIncDiff]**

Q199 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

Q200 [HEEnd] \$ (**NOT ON SCREEN**)  
spare  
Open Question (Maximum of 20 characters)

---

<sup>1</sup> See also [CarerWk] asked on versions A and C and derived variable [CarerWkC].

## Health

### VERSION A AND B: ASK ALL

Q201 [NHSSat] \*

CARD B1

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.

- 1 Very satisfied
- 2 Quite satisfied
- 3 Neither satisfied nor dissatisfied
- 4 Quite dissatisfied
- 5 Very dissatisfied

Q202 [GPSat] \*

CARD B1 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?

Q203 [DentSat] \*

CARD B1 AGAIN

(And how satisfied or dissatisfied are you with the NHS as regards...)  
... National Health Service dentists?

Q204 [InpatSat] \*

CARD B1 AGAIN

(And how satisfied or dissatisfied are you with the NHS as regards...)  
... being in hospital as an **in**-patient?

Q205 [OutpaSat] \*

CARD B1 AGAIN

(And how satisfied or dissatisfied are you with the NHS as regards...)  
... attending hospital as an **out**-patient?

Q206 [AESat] \*

CARD B1 AGAIN

(And how satisfied or dissatisfied are you with the NHS as regards...)  
... Accident and Emergency departments?

### VERSIONS A AND B: IN ENGLAND AND WALES: ASK ALL

Q207 [NDirSat] \*

CARD B1 AGAIN

(And how satisfied or dissatisfied are you with the NHS as regards...)  
... NHS Direct, the telephone or internet advice service?

\* [NHSSat] to [NDirSat]

- 1 Very satisfied
- 2 Quite satisfied
- 3 Neither satisfied nor dissatisfied
- 4 Quite dissatisfied
- 5 Very dissatisfied

**VERSIONS A AND B: ASK ALL**

Q208 [PrivMed] \*  
Are **you yourself** 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'.  
IF INSURANCE COVERS DENTISTRY **ONLY**, CODE 'No'  
1 Yes  
2 No

**IF 'yes' AT [Privmed]**

Q209 [PrivPaid] \*  
Does your employer (or your partner's employer) pay the majority of the cost of membership of this scheme?

**VERSIONS A AND B: ASK ALL**

Q210 [PayAdhoc]  
(*Apart from any private medical treatment paid for by your insurance scheme, have / Have*) you paid for any medical consultation, diagnosis or treatment in the last five years or so? - this could have been from a private health doctor or other private health professional.  
IF ASKED, MEDICAL TREATMENT IS WHAT THE RESPONDENT THINKS OF AS MEDICAL TREATMENT.  
IF PAID FOR DENTISTRY **ONLY**, CODE 'No'

**\* [PrivMed] to [PayAdHoc]**

1 Yes  
2 No

Q211 [NHSLimit]  
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?  
IF 'SUPPORT' OR 'OPPOSE': A lot or a little?  
1 Support a lot  
2 Support a little  
3 Oppose a little  
4 Oppose a lot

Q212 [OutPat1] \*  
CARD B2  
Now suppose you had a back problem and your GP referred you to a hospital out-patients' department. From what you know or have heard, please say whether you think...  
...you would get an appointment within three months?

Q213 [OutPat2] \*  
CARD B2 AGAIN  
(And please say whether you think ...)  
...when you arrived, the doctor would see you within half an hour of your appointment time?

Q214 [OutPat3] \*  
CARD B2 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?

Q215 [WhchHosp] \*  
CARD B2 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?

\* [OutPat1] to [WhchHosp]

- 1 Definitely would
- 2 Probably would
- 3 Probably would not
- 4 Definitely would not

Q216 [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?

Q217 [NHSTrus2] \*  
CARD B3  
From what you know or have heard, in general, how much do you trust **NHS hospital doctors** to put the interests of their patients above the convenience of the hospital?

Q218 [HspNTrus] \*  
CARD B3 AGAIN  
And in general, how much do you trust **hospital nurses** to put the interests of their patients above the convenience of the hospital?

Q219 [NHMgTrus] \*  
CARD B3 AGAIN  
(In general, how much do you trust)... **NHS hospital managers** to put the interests of their patients above the convenience of the hospital?

Q220 [PrMgTrus] \*  
CARD B3 AGAIN  
From what you know or have heard, in general, how much do you trust **private hospital managers** to put the interests of their patients above the convenience of the hospital?

Q221 [GPTrust] \*  
CARD B3 AGAIN  
(In general, how much do you trust)... **GPs** to put the interests of their patients above the convenience of their practice?

Q222 [GPNTrust] \*  
CARD B3 AGAIN  
(In general, how much do you trust)... **nurses at GP surgeries or health centres** to put the interests of their patients above the convenience of their practice?

\* [NHSTrus2] to [GPNTrust]

- 1 Just about always
- 2 Most of the time
- 3 Some of the time
- 4 Just about never

Q223 [SRHealth]

How is your health in general for someone of your age? Would you say that it is ... READ OUT ...

- 1 ... very good,
- 2 fairly good,
- 3 fair,
- 4 bad,
- 5 or, very bad?

Q224 [HEEnd] \$ (**NOT ON SCREEN**)

Open Question (Maximum of 20 characters)

## Economic activity

### ASK ALL

Q245-[EconFW] \$ <sup>1</sup>

Q255 CARD C1

Which of these descriptions applied to what you were doing last week, that is the seven days ending last Sunday?

PROBE: Which others? 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
- 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 (of at least 10 hrs a week)
- 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)

**IF 'doing something else' AT [EconFW]**

Q256 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

### ASK ALL

Q257 [EconAct] <sup>2</sup> (**NOT ON SCREEN**)

Priority coded

- 1 In full-time education (not paid for by employer, including on vacation)
- 2 On government training/employment programme
- 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 (of at least 10 hrs a week)
- 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)

---

<sup>1</sup> See derived variables [REconAct] and [REconSum].

<sup>2</sup> Called [REconAct] on SPSS file. Derived from [EconFW]. See also derived variable [REconSum].

**ASK ALL NOT WORKING OR WAITING TO TAKE UP WORK ('in full-time education', 'on government training/employment scheme', 'unemployed', 'permanently sick or disabled', 'wholly retired from work', 'looking after the home', 'doing something else' AT [EconAct])**

Q258 [LastJob] <sup>1</sup>

How long ago did you last have a paid job of at least 10 hours a week?

GOVERNMENT PROGRAMS/SCHEMES DO NOT COUNT AS 'PAID JOBS'.

- 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

**ASK ALL WHO HAVE EVER WORKED ('in work' OR 'waiting to take up work' AT [EconAct] OR EVER HAD A PAID JOB AT [LastJob])**

Q259 [Title] \$ <sup>2</sup>

Now I want to ask you about your (*present/future/last*) job.

**IF IN WORK:** Now I want to ask you about your present job. What is your job?

**IF WAITING TO TAKE UP WORK:** Now I want to ask you about your future job.

What will that job be?

**IF WORKED IN THE PAST:** Now I want to ask you about your last job. What was your job?

PROBE IF NECESSARY: What (*is/was*) the name or title of the job?

Open Question (Maximum of 80 characters)

Q260 [Typewk] \$

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 80 characters)

Q261 [Train] \$

What training or qualifications (*are/were*) needed for that job?

Open Question (Maximum of 80 characters)

Q262 [EmployA] <sup>3</sup>

In your (main) job (*are/will/were*) you (*be*) ... READ OUT ...

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

**ASK ALL IN PAID WORK**

Q263 [EmployB] <sup>4</sup> (NOT ON SCREEN)

R dv

- 1 Emp
- 2 SEmp

---

<sup>1</sup> Called [RLastJob] on SPSS file.

<sup>2</sup> See coded variable [RSOC2000] and derived variables [RNSSEC], [RClass] and [RClassGp].

<sup>3</sup> Called [REmployee] on SPSS file. See also derived variable [REmploye].

<sup>4</sup> Called [REmploye] on SPSS file. Derived from [REmployee].

**ASK ALL WHO HAVE EVER WORKED ('in work' OR 'waiting to take up work' AT [EconAct] OR EVER HAD A PAID JOB AT [LastJob])**

Q264 [Supervise] <sup>1</sup>

In your job, (*do/will/did*) you have any formal responsibility for supervising the work of other (*employees/people*)?

DO NOT INCLUDE PEOPLE WHO ONLY SUPERVISE:

- CHILDREN, E.G. TEACHERS, NANNIES, CHILDMINDERS
- ANIMALS
- SECURITY OR BUILDINGS, E.G. CARETAKERS, SECURITY GUARDS

1 Yes

2 No

**IF 'yes' AT [Supervise]**

Q265 [Many] <sup>2</sup>

How many?

Range: 1 ... 9997

**ASK ALL WHO HAVE EVER WORKED ('in work' OR 'waiting to take up work' AT [EconAct] OR EVER HAD A PAID JOB AT [LastJob])**

Q266 [Super] <sup>3</sup> (NOT ON SCREEN)

dv

Open Question (Maximum of 4 characters)

**ASK ALL EMPLOYEES IN CURRENT/LAST JOB ('employee'/DON'T KNOW AT [EmployA])**

Q267 [Supman2] <sup>4</sup>

Can I just check, (*are/will/were*) you (*be*) ... READ OUT ...

1 ...a manager,

2 a foreman or supervisor,

3 or not?

Q268 [OcSect2] <sup>5</sup>

CARD C2

Which of the types of organisation on this card (*do you work/ will you be working/ did you work*) for?

1 PRIVATE SECTOR FIRM OR COMPANY Including, for example, limited companies and PLCs

2 NATIONALISED INDUSTRY OR PUBLIC CORPORATION Including, for example, the Post Office and the BBC

3 OTHER PUBLIC SECTOR EMPLOYER

Incl eg: - Central govt/ Civil Service/ Govt Agency

- Local authority/ Local Educ Auth (incl 'opted out' schools) - Universities

- Health Authority / NHS hospitals / NHS Trusts/ GP surgeries

- Police / Armed forces

4 CHARITY/ VOLUNTARY SECTOR Including, for example, charitable companies, churches, trade unions

7 Other answer (WRITE IN)

**IF 'other answer' AT [OcSect2]**

Q269 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

---

<sup>1</sup> Called [RSuperv] on SPSS file.

<sup>2</sup> Called [RMany] on SPSS file.

<sup>3</sup> Called [RSuper] on SPSS file. Derived from [RSuperv] and [RMany].

<sup>4</sup> Called [RSupMan2] on SPSS file.

<sup>5</sup> Called [ROcSect2] on SPSS file.

**ASK ALL WHO HAVE EVER WORKED ('in work' OR 'waiting to take up work' AT [EconAct] OR EVER HAD A PAID JOB AT [LastJob])**  
Q270 [EmpMake] \$ <sup>1</sup>  
**IF EMPLOYEE:** What (*does/did*) your employer make or do at the place where you (*will*) usually work(*ed*) (from)?  
**IF SELF-EMPLOYED:** What (*do/will/did*) you make or do at the place where you (*will*) usually work(*ed*) (from)?  
Open Question (Maximum of 80 characters)

**ASK ALL EMPLOYEES IN CURRENT/LAST JOB ('employee'/DON'T KNOW AT [EmployA])**  
Q271 [REmpWkFW] \$ <sup>2</sup>  
Including yourself, how many people (*are/were*) employed at the place where you usually (*work/will work/worked*) (from)?  
PROBE FOR CORRECT PRECODE.  
1 Under 10  
2 10-24  
3 25-99  
4 100-499  
5 500 or more

**ASK ALL SELF-EMPLOYED IN CURRENT/LAST JOB ('employee'/DON'T KNOW AT [EmployA])**  
Q272 [SEmpNum] <sup>3</sup>  
In your work or business, (*do/will/did*) you have any employees, or not?  
IF YES: How many?  
IF 'NO EMPLOYEES', CODE 0.  
FOR 500+ EMPLOYEES, CODE 500.  
NOTE: FAMILY MEMBERS MAY BE EMPLOYEES ONLY IF THEY RECEIVE A REGULAR WAGE OR SALARY.  
Range: 0 ... 500

**ASK ALL WHO HAVE EVER WORKED ('in work' OR 'waiting to take up work' AT [EconAct] OR EVER HAD A PAID JOB AT [LastJob])**  
Q273 [REmpWork] <sup>4</sup> (NOT ON SCREEN)  
R dv  
0 None  
1 Under 10  
2 10-24  
3 25-99  
4 100-499  
5 500 or more

Q275 [SNumEmp] <sup>5</sup> (NOT ON SCREEN)  
r dv  
1 Yes  
2 No

**ASK ALL IN PAID WORK (AT [EconAct])**  
Q276 [WkJbTim] <sup>6</sup>  
In your present job, are you working ... READ OUT ...  
RESPONDENT'S OWN DEFINITION  
1 ... full-time,  
2 or, part-time?

<sup>1</sup> See derived variables [RSIC92] and [RSIC92Gp].

<sup>2</sup> See derived variable [REmpWork].

<sup>3</sup> See also derived variable [REmpWork].

<sup>4</sup> Derived from [REmpWkFW] and [SEmpNum].

<sup>5</sup> Derived from [SEmpNum].

<sup>6</sup> See also derived variables [ESrJbTim], [SSrJbTim] and [RPartFull].

ASK ALL CURRENT EMPLOYEES ('employee/DON'T KNOW AT [EmployB])  
Q277 [ESrJbTim] <sup>1</sup> (NOT ON SCREEN)

- r dv  
1 Full-time,  
2 Part-time?

ASK ALL CURRENTLY SELF-EMPLOYED ('self-employed' AT [EmployB])  
Q278 [SSrJbTim] <sup>2</sup> (NOT ON SCREEN)

- r dv  
1 Full-time,  
2 Part-time?

ASK ALL IN PAID WORK (AT [EconAct])  
Q279 [WkJbHrsI] <sup>3</sup>

How many hours do you normally work a week in your main job - **including** any paid or unpaid overtime?  
ROUND TO NEAREST HOUR.  
IF RESPONDENT CANNOT ANSWER, ASK ABOUT LAST WEEK.  
IF RESPONDENT DOES NOT KNOW EXACTLY, ACCEPT AN ESTIMATE.  
FOR 95+ HOURS, CODE 95.  
FOR 'VARIES TOO MUCH TO SAY', CODE 96.  
Range: 10 ... 96

ASK ALL CURRENT EMPLOYEES ('employee/DON'T KNOW AT [EmployB])  
Q280 [EJbHrsX] <sup>4</sup>

What are your **basic or contractual hours** each week in your main job - **excluding** any paid and unpaid overtime?  
ROUND TO NEAREST HOUR.  
IF RESPONDENT CANNOT ANSWER, ASK ABOUT LAST WEEK.  
IF RESPONDENT DOES NOT KNOW EXACTLY, ACCEPT AN ESTIMATE.  
FOR 95+ HOURS, CODE 95.  
FOR 'VARIES TOO MUCH TO SAY', CODE 96.  
Range: 0 ... 96

ASK ALL WHO HAVE EVER WORKED BUT ARE NOT CURRENTLY WORKING ('waiting to take up work' AT [EconAct] OR EVER WORKED AT [LastJob])  
Q281 [ExPrtFul] <sup>5</sup>

- (*Is/Will/Was*) the job (*be*) ... READ OUT ...  
1 ... full-time - that is, 30 or more hours per week,  
2 or, part-time?

ASK ALL CURRENT EMPLOYEES ('employee/DON'T KNOW AT [EmployB])  
Q282 [EJbHrCaI] <sup>6</sup> (NOT ON SCREEN)

- R dv  
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

---

<sup>1</sup> Derived from [WkJbTim].

<sup>2</sup> Derived from [WkJbTim].

<sup>3</sup> See also derived variables [EJbHrCaI] and [SJbHrCaI].

<sup>4</sup> See also derived variable [EJbHrCaX].

<sup>5</sup> See also derived variable [RPartFul].

<sup>6</sup> Derived from [WkJbHrsI].

Q283 [EJbHrCaX] <sup>1</sup> (NOT ON SCREEN)

- dv
- 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

**ASK ALL CURRENTLY SELF-EMPLOYED ('self-employed' AT [EmployB])**

Q284 [SJbHrCaI] <sup>2</sup> (NOT ON SCREEN)

- R dv
- 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

**ASK ALL WHO HAVE EVER WORKED ('in work' OR 'waiting to take up work' AT [EconAct] OR EVER HAD A PAID JOB AT [LastJob])**

Q285 [RPartFul] <sup>3</sup> (NOT ON SCREEN)

- R dv
- 1 Full-time (30+ hours)
  - 2 Part-time (10-29 hours)?

Q286 [EconPos] <sup>4</sup> (NOT ON SCREEN)

- dv
- 1 Employee (full-time)
  - 2 Employee (part-time)
  - 3 Self-employed (f-t)
  - 4 Self-employed (p-t)
  - 5 In work (status not known)
  - 6 Waiting to take up work
  - 7 Unemployed
  - 8 Looking after the home
  - 9 Retired
  - 10 In f-t education
  - 11 Other

Q287 [XXS] \$ (NOT ON SCREEN)

Open Question (Maximum of 10 characters)

Q288 [REmpee] \$ (EDIT ONLY)

RESPONDENT

Employment Status is currently (*employee/self-employed*)

If you have any reason to revise this, you should do so now.

Otherwise, press <Enter> to continue.

- 1 Employee
- 2 Self-employed

---

<sup>1</sup> Derived from [EJbHrsX].

<sup>2</sup> Derived from [WkJbHrsI].

<sup>3</sup> Derived from [WkJbTim] and [ExPrtFul].

<sup>4</sup> Called [REconPos] on SPSS file. Derived from [REconAct], [REmpee] and [WkJbTim].

Q289 [EmpStat] <sup>1</sup> **(NOT ON SCREEN)**

RESPONDENT

Employment status is... ?

- 1 Self-employed - 25+ employees
- 2 Self-employed - 1-24 employees
- 3 Self-employed - no employees
- 4 Self-employed - not known
- 5 Manager - 25+ employees
- 6 Manager - 1-24 employees
- 7 Manager - not known
- 8 Foreman/supervisor
- 9 Other employee
- 10 Employee - not known
- 11 Inadequately described/not stated

Q290 [XXT] \$ **(NOT ON SCREEN)**

Open Question (Maximum of 10 characters)

Q291 [SIC92Gp] <sup>2</sup> **(NOT ON SCREEN)**

dv

- 1 Agric, hunting, forestry
- 2 Fishing
- 3 Mining, quarrying
- 4 Manufacture
- 5 Electric, gas, water
- 6 Construction
- 7 Wholesale/retail trade
- 8 Hotels and restaurants
- 9 Transp, storage, communications
- 10 Financial intermediation
- 11 Real estate, renting
- 12 Public admin & defence
- 13 Education
- 14 Health & social work
- 15 Other social & personal services
- 16 Private household employment
- 17 Extra-territorial organisations
- 98 Not classifiable

Q292 [SEG2] \$ <sup>3</sup> **(NOT ON SCREEN)**

Comes back from census matrix

Range: 0 ... 97

Q293 [SOC1a2] \$ <sup>4</sup> **(NOT ON SCREEN)**

Comes back from Census Matrix

Range: 0 ... 9

---

<sup>1</sup> Called [REmpStat] on SPSS file. Derived from [REmployee], [RSupMan2] and [REmpWork].

<sup>2</sup> Called [RSIC92Gp] on SPSS file. Derived from [RSIC92].

<sup>3</sup> See derived variable [RNSEG] and [RNSEGGrp].

<sup>4</sup> See derived variable [RNSOCC1].

Q294 [GHClass] \$ <sup>1</sup> (NOT ON SCREEN)

- dv
- 1 Service class, higher
  - 2 Service class, lower
  - 3 Routine non-manual
  - 4 Personal service
  - 5 Small proprietors, with empl
  - 6 Small proprietors, no empl
  - 7 Farmers & smallholders
  - 8 Foreman & technicians
  - 9 Skilled manual workers
  - 10 Semi and unskilled manual workers
  - 11 Agricultural workers
  - 99 Insufficient info

Q295 [ISCO] <sup>2</sup> (NOT ON SCREEN)

dv  
Range: 0 ... 999

Q296 [XXEmp] \$ (NOT ON SCREEN)

Open Question (Maximum of 10 characters)

Q297 [XXX] \$ (NOT ON SCREEN)

spare  
Open Question (Maximum of 50 characters)

Q298 [UnionSA]

(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

**IF 'no'/DON'T KNOW AT [UnionSA]**

Q299 [TUSAEver]

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

**ASK ALL WHO HAVE EVER WORKED ('in work' OR 'waiting to take up work' AT [EconAct] OR EVER HAD A PAID JOB AT [LastJob])**

Q301 [XSOC2000] <sup>3</sup> (EDIT ONLY)

Standard Occupational Classification - SOC2000 - WITHOUT DOTS.  
Range: 0 ... 9999

Q302 [IndexNo] \$ (NOT ON SCREEN)

Index number of SOC2000 entry selected in coding index  
Range: 0 ... 999999

---

<sup>1</sup> See derived variable [RNGH] and [RNGHGrp]..

<sup>2</sup> Called [RISCO] on SPSS file.

<sup>3</sup> Called [RSOC2000] on SPSS file.

- Q303 [ES2000] <sup>1</sup> **(NOT ON SCREEN)**  
 Full employment status - derived from Job block questions and SOC2000
- 1 Self-employed : large establishment (25+ employees)
  - 2 Self-employed : small establishment (1-24 employees)
  - 3 Self-employed : no employees
  - 4 Manager : large establishment (25+ employees)
  - 5 Manager : small establishment (1-24 employees)
  - 6 Foreman or supervisor
  - 7 Employee (not elsewhere classified)
  - 8 No employment status info given - for use in this program only
- Q304 [NSSEC] <sup>2</sup> **(NOT ON SCREEN)**  
 NS-SEC Socio-economic Class (full classification)- derived variable  
 Range: 0 ... 17
- Q305 [SECFlag] \$ **(NOT ON SCREEN)**  
 Indicator for status of SEC  
 0 - valid combination of SEC and ES2000 1 - invalid combination 2 - no  
 employment status info - simplified SEC used  
 Range: 0 ... 2
- Q306 [SEG] <sup>3</sup> **(NOT ON SCREEN)**  
 Socio-economic Group (old scheme)  
 Range: 0 ... 16
- Q307 [SC] <sup>4</sup> **(NOT ON SCREEN)**  
 Social Class (old scheme)  
 Range: 0 ... 6
- Q308 [SOC90] <sup>5</sup> **(NOT ON SCREEN)**  
 SOC90 code from SOC2000 lookup file.  
 Range: 1 ... 999
- Q309 [SOCStatus] \$ **(NOT ON SCREEN)**  
 SOC90 reliability flag  
 Range: 0 ... 1
- Q310 [SIC92] <sup>6</sup> **(EDIT ONLY)**  
 EDITOR: Review industry details and assign 2-digit SIC92 code for:  
 (*EmpMake*)  
 Range: 1 ... 99
- VERSIONS B AND C: ASK ALL CURRENT EMPLOYEES ('employee/DON'T KNOW AT  
 [EmployB])**
- Q311 [EmplyFW1] \$ <sup>7</sup>  
 For how long have you been continuously employed by your present employer?  
 ENTER NUMBER. THEN SPECIFY MONTHS OR YEARS  
 Range: 1 ... 60

---

<sup>1</sup> Called [RES2000] on SPSS file.

<sup>2</sup> Called [RNSSEC] on SPSS file. See also derived variables [ROpCat], [RClass] and [RClassGp].

<sup>3</sup> Called [RNSEG] on SPSS file. See also derived variable [RNSEGGp].

<sup>4</sup> Called [RNSOCC1] on SPSS file.

<sup>5</sup> Called [RNSOC90] on SPSS file.

<sup>6</sup> Called [RSIC92] on SPSS file. See also derived variable [RSIC92Gp].

<sup>7</sup> See derived variable [EmploydT]. This question was part of the Employment and Caring module.

IF ANSWER GIVEN AT [EmplayFW1] (I.E. NOT DON'T KNOW/REFUSAL)

Q312 [EmplayFW2] \$ <sup>1</sup>  
 SPECIFY WHETHER TIME WITH PRESENT EMPLOYER GIVEN AS MONTHS OR YEARS

1 Months  
 2 Years

Q313 [EmploydT] <sup>2</sup> (NOT ON SCREEN)  
 dv  
 Range: 1 ... 997

ASK ALL NOT WORKING ('in full-time education', 'on government training/employment scheme', 'waiting to take up work', 'unemployed', 'permanently sick or disabled', 'wholly retired from work', 'looking after the home', 'doing something else' AT [EconAct])

Q314 [NPWork10]  
 In the seven days ending last Sunday, did you have any paid work of less than 10 hours a week?

1 Yes  
 2 No

ASK ALL CURRENT EMPLOYEES ('employee/DON'T KNOW AT [EmployB])

Q315 [WpUnions] <sup>3</sup>  
 At your place of work are there unions, staff associations, or groups of unions recognised by the management for negotiating pay and conditions of employment?  
 IF YES, PROBE FOR UNION OR STAFF ASSOCIATION  
 IF 'BOTH', CODE '1'

1 Yes : trade union(s)  
 2 Yes : staff association  
 3 No, none

IF 'yes, trade unions' OR 'yes, staff association' AT [WpUnions}

Q316 [WpUnsure] <sup>4</sup>  
 Can I just check: does management **recognise** these unions or staff associations for the purposes of negotiating **pay** and **conditions of employment**?

1 Yes  
 2 No

Q317 [WPUnionW] <sup>5</sup>  
 On the whole, do you think (unions/ this staff association) (do their/ does its) job well or not?

1 Yes  
 2 No

---

<sup>1</sup> See derived variable [EmploydT]. This question was part of the Employment and Caring module.

<sup>2</sup> Derived from [EmplayFW1] and [EmplayFW2]. This question was part of the Employment and Caring module.

<sup>3</sup> This question was part of the Workplace and Industrial Relations module.

<sup>4</sup> This question was part of the Workplace and Industrial Relations module.

<sup>5</sup> This question was part of the Workplace and Industrial Relations module.

Q318 [TUShould] <sup>1</sup>

CARD C3

Listed on the card are a number of things trade unions or staff associations can do. Which, if any, do you think is the **most important** thing they should try to do **at your workplace?**

UNIONS OR STAFF ASSOCIATIONS SHOULD TRY TO:

- 1 Improve working conditions
- 2 Improve pay
- 3 Protect existing jobs
- 4 Have more say over how work is done day-to-day
- 5 Have more say over management's long-term plans
- 6 Work for equal opportunities for women
- 7 Work for equal opportunities for ethnic minorities
- 8 Reduce pay differences at the workplace
- 90 (None of these)

**ASK ALL CURRENT EMPLOYEES ('employee/DON'T KNOW AT [EmployB])**

Q319 [IndRel] <sup>2</sup>

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

- 1 ... very good,
- 2 quite good,
- 3 not very good,
- 4 or, not at all good?

Q320 [WorkRun] <sup>3</sup>

And in general, would you say your workplace was ... READ OUT ...

- 1 ... very well managed,
- 2 quite well managed,
- 3 or, not well managed?

**VERSIONS B AND C: ASK ALL EXCEPT THOSE WHOLLY RETIRED OR PERMANENTLY SICK OR DISABLED (AT [EconAct])**

Q321 [NwEmpErn] <sup>4</sup>

**IF IN PAID WORK:** 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 ...

**IF NOT IN PAID WORK:** 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?

**IF 'just a means of earning a living' AT [NwEmpErn]**

Q322 [NwEmpLiv] <sup>5</sup>

Is that because ... READ OUT ...

- 1 ...there are no (*better/good*) jobs around here,
- 2 you don't have the right skills to get a (*better/good*) job
- 3 or, because you would feel the same about **any** job you had?

---

<sup>1</sup> This question was part of the Workplace and Industrial Relations module.

<sup>2</sup> This question was part of the Workplace and Industrial Relations module.

<sup>3</sup> This question was part of the Workplace and Industrial Relations module.

<sup>4</sup> This question was part of the Employment and Caring module.

<sup>5</sup> This question was part of the Employment and Caring module.

**ASK ALL CURRENT EMPLOYEES ('employee/DON'T KNOW AT [EmployB])**  
 Q323 [SayJob] <sup>1</sup>  
 Suppose there was going to be some decision made at your place of work that changed the way you do your job. Do you think that **you personally** would have any say in the decision about the change, or not?  
 IF `DEPENDS': Code as `Don't know' <CTRL+K+Enter>  
 1 Yes  
 2 No

**IF 'yes' AT [MuchSay]**  
 Q324 [MuchSay] <sup>2</sup>  
 How much say or chance to influence the decision do you think you would have ... READ OUT ...  
 1 ...a great deal,  
 2 quite a lot,  
 3 or, just a little?

**ASK ALL CURRENT EMPLOYEES ('employee/DON'T KNOW AT [EmployB])**  
 Q325 [MoreSay] <sup>3</sup>  
 Do you think you should have **more** say in decisions affecting your work, or are you satisfied with the way things are?  
 1 Should have more say  
 2 Satisfied with way things are

**VERSION B AND C: ASK ALL IN PAID WORK (AT [REconAct])**  
 Q326 [WkPrefJb] <sup>4</sup>  
 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/ do paid work*) or wouldn't you bother?  
 1 Still prefer paid (*job/work*)  
 2 Wouldn't bother  
 7 Other answer (WRITE IN)

**IF 'other' AT [WkPrefJb]**  
 Q327 [OthSpec] \$  
 WRITE IN OTHER ANSWER GIVEN  
 Open Question (Maximum of 60 characters)

**ASK ALL CURRENT EMPLOYEES ('employee/DON'T KNOW AT [EmployB])**  
 Q328 [PrefHour] <sup>5</sup>  
 Thinking about the number of hours you work each week including regular overtime, would you prefer a job where you worked ... READ OUT ...  
 1 ...more hours per week,  
 2 fewer hours per week,  
 3 or, are you happy with the number of hours you work at present?

**IF 'more' AT [PrefHour]**  
 Q329 [MoreHour] <sup>6</sup>  
 Is the reason why you don't work more hours because ... READ OUT ...  
 1 ..your employer can't offer you more hours,  
 2 or, your personal circumstances don't allow it?  
 3 (Both)  
 7 Other answer (WRITE IN)

---

<sup>1</sup> This question was part of the Workplace and Industrial Relations module.  
<sup>2</sup> This question was part of the Workplace and Industrial Relations module.  
<sup>3</sup> This question was part of the Workplace and Industrial Relations module.  
<sup>4</sup> This question was part of the Employment and Caring module.  
<sup>5</sup> This question was part of the Workplace and Industrial Relations module.  
<sup>6</sup> This question was part of the Workplace and Industrial Relations module.

**IF 'other' AT [MoreHour]**  
Q330 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

**IF 'fewer' AT [PrefHour]**  
Q331 [FewHour] <sup>1</sup>  
In which of these ways would you like your working hours to be shortened  
... READ OUT ...  
1 ... shorter hours each day,  
2 or, fewer days each week?  
7 Other answer (WRITE IN)

**IF 'other' AT [FewHour]**  
Q332 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

**IF 'fewer' AT [PrefHour]**  
Q333 [EarnHour] <sup>2</sup>  
Would you still like to work fewer hours, if it meant earning less money as  
a result?  
1 Yes  
2 No  
3 It depends

**VERSIONS B AND C: ASK ALL IN PAID WORK (AT [REconAct])**  
Q334 [WkWorkHd] <sup>3</sup>  
CARD C4  
Which of these statements best describes your feelings about your 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

**ASK ALL**  
Q335 [PatLeav1] <sup>4</sup> \*  
CARD C5  
Taking your answers from this card, do you think fathers should **have the  
right** to take at least two extra weeks off work after their baby is born?  
1 Definitely should  
2 Probably should  
3 Probably should not  
4 Definitely should not

Q336 [PatLeav2] <sup>5</sup> \*  
CARD C5 AGAIN  
And do you think fathers should @I have the right@I to take a longer period  
of time off work, say, three months, in the first year after their baby is  
born?

---

<sup>1</sup> This question was part of the Workplace and Industrial Relations module.

<sup>2</sup> This question was part of the Workplace and Industrial Relations module.

<sup>3</sup> This question was part of the Employment and Caring module.

<sup>4</sup> This question was part of the Education module.

<sup>5</sup> This question was part of the Education module.

\* [PatLeav1] to [PatLeav2]

- 1 Definitely should
- 2 Probably should
- 3 Probably should not
- 4 Defnitiely should not

**ASK ALL WITH ODD SERIAL NUMBER**

Q337 [FrstJob1] <sup>1</sup> \*

CARD C6

Suppose you were advising a young person who was looking for his or her first job. Which **one** of these would you say is **most** important?

- 1 Good starting pay
- 2 A secure job for the future
- 3 Opportunities for promotion
- 4 Interesting work
- 5 Good working conditions

**IF ANSWER GIVEN AT [FrstJob1] (I.E. NOT DON'T KNOW/REFUSAL)**

Q338 [FrstJob2] <sup>2</sup> \*

CARD C6 AGAIN

(Still supposing you were advising a young person looking for his or her first job.)

And which **next**?

\* [FrstJob1] to [FrstJob2]

- 1 Good starting pay
- 2 A secure job for the future
- 3 Opportunities for promotion
- 4 Interesting work
- 5 Good working conditions

**ASK ALL WITH EVEN SERIAL NUMBERS**

Q339 [FrstJb1b] <sup>3</sup> \*

CARD C7

Suppose you were advising a young person who was looking for his or her first job. Which **one** of these would you say is **most** important?

**IF ANSWER GIVEN AT [FrstJb2b] (I.E. NOT DON'T KNOW/REFUSAL)**

Q340 [FrstJb2b] <sup>4</sup> \*

CARD C7 AGAIN

(Still supposing you were advising a young person looking for his or her first job.)

And which **next**?

\* [FrstJb1b] to [FrstJb2b]

- 1 Good starting pay
- 2 A secure job for the future
- 3 Opportunities for promotion
- 4 Interesting work
- 5 Good working conditions
- 6 A chance to help other people

---

<sup>1</sup> This question was part of the Education module.

<sup>2</sup> This question was part of the Education module.

<sup>3</sup> This question was part of the Education module.

<sup>4</sup> This question was part of the Education module.

**ASK ALL**

Q341 [JobBSPy1] <sup>1</sup> \*  
 CARD C8  
 Suppose this young person had the ability to go into any of **these** careers. From what you know or have heard, which one of these careers would offer him or her the **best starting pay**?

**IF ANSWER GIVEN AT [JobBSPy1] (I.E. NOT DON'T KNOW/REFUSAL)**

Q342 [JobBSPy2] <sup>2</sup> \*  
 CARD C8 AGAIN  
 And which would offer him or her the **next best** starting pay?

**ASK ALL**

Q343 [JobMInt1] <sup>3</sup> \*  
 CARD C8 AGAIN  
 Again, from what you know or have heard, which one of these careers would offer him or her the **most interesting work**?

**IF ANSWER GIVEN AT [JobMInt1] (I.E. NOT DON'T KNOW/REFUSAL)**

Q344 [JobMInt2] <sup>4</sup> \*  
 CARD C8 AGAIN  
 And which would offer him or her the **next most** interesting work?

**ASK ALL**

Q345 [JobBHel1] <sup>5</sup> \*  
 CARD C8 AGAIN  
 Again, from what you know or have heard, which one of these careers would offer him or her the **best chance of helping other people**?

**IF ANSWER GIVEN AT [JobBHel1] (I.E. NOT DON'T KNOW/REFUSAL)**

Q346 [JobBHel2] <sup>6</sup> \*  
 CARD C8 AGAIN  
 And which would offer him or her the **next best** chance of helping other people?

\* [JobBSPy1] to [JobBHel2]

- 1 Nurse
- 2 Computer engineer
- 3 School teacher
- 4 Lawyer
- 5 Police officer
- 6 Journalist
- 7 Doctor
- 8 (None of these)

**ASK ALL IN FULL-TIME EDUCATION**

Q347 [Digs]  
 Do you normally live at the same address during term-time as during the holidays?

- 1 Same address
- 2 Different addresses
- 3 (Varies too much to say)

---

<sup>1</sup> This question was part of the Education module.  
<sup>2</sup> This question was part of the Education module.  
<sup>3</sup> This question was part of the Education module.  
<sup>4</sup> This question was part of the Education module.  
<sup>5</sup> This question was part of the Education module.  
<sup>6</sup> This question was part of the Education module.

**IF 'different address' AT [Digs]**

Q348 [DigsPare]

Can I just check, is **this** address your main term-time address or your main out-of-term address or neither?

INTERVIEWER: 'THIS ADDRESS' = SAMPLE ADDRESS

- 1 Main term-time address
- 2 Main out-of-term address
- 3 Neither

Q349 [KeepDigs]

Thinking now of the period from mid June to mid July **this year**, (are/were) you keeping on your main term-time home for all or part of this period?

PROBE FOR CORRECT PRECODE

- 1 All
- 2 Part
- 3 No

**IF 'all' OR 'part' AT [KeepDigs]**

Q350 [DigsWks]

How many weeks (do you plan/did you) spend in your **main term-time home** from mid June to mid July this year?

Range: 0 ... 97

Q351 [PareWks]

How many weeks (do you plan/did you) spend in your **main out-of-term home** from mid June to mid July this year?

Range: 0 ... 97

Q352 [XX] \$

SPARE

Open Question (Maximum of 30 characters)

## Democracy and participation

### VERSION A AND B: ASK ALL

Q365 [Lords00]

CARD E1

Which of the statements on this card comes closest to your view about what should happen to the House of Lords.

- 1 All or most of its members should be appointed
- 2 All or most of its members should be elected
- 3 It should contain roughly an equal number of appointed and elected members
- 4 It should be abolished

### VERSION A: ASK ALL

Q366 [Monarchy]

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?

### VERSIONS A AND B: ASK ALL

Q367 [VoteSyst]

Some people say we should change the voting system for general elections to the (UK) House of Commons to allow smaller political parties to get a fairer share of MPs.

Others say we should keep the voting system for the House of Commons as it is, to produce effective government.

Which view comes **closer** to your own ... READ OUT ...

IF ASKED YOU CAN SAY, 'This refers to proportional representation.'

- 1 ... that we should change the voting system for the (UK) House of Commons,
- 2 or, keep it as it is?

Q368 [GovNoSay] \*

CARD E2

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.

Q369 [LoseTch] \*

CARD E2 AGAIN

(Please choose a phrase from this card to say how much you agree or disagree with this statement)

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

Q370 [VoteIntr] \*

CARD E2 AGAIN

(Please choose a phrase from this card to say how much you agree or disagree with this statement)

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

Q371 [VoteOnly] \*

CARD E2 AGAIN

(Please choose a phrase from this card to say how much you agree or disagree with this statement)

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

Q372 [GovComp] \*

CARD E2 AGAIN

(Please choose a phrase from this card to say how much you agree or disagree with this statement)

Sometimes politics and government seem so complicated that a person like me cannot really understand what is going on.

\* [GovNoSay] to [GovComp]

- 1 Agree strongly
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Disagree strongly

Q373 [PtyNMat2]

CARD E2 AGAIN

(Please choose a phrase from this card to say how much you agree or disagree with this statement)

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

- 1 Agree strongly
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Disagree strongly
- 6 (It depends on the level of government)

Q374 [GovtWork]

CARD E3

Which of these statements best describes your opinion on the present system of governing in 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

Q375 [ImpGHoL] \*

CARD E4

Do you think that so far **reforming the House of Lords** has improved the way Britain as a whole is governed, made it worse, or has it made no difference?

Q376 [ImpGFOI] \*

CARD E4 AGAIN

And how about **Introducing freedom of information?**

(Has this improved the way Britain as a whole is governed, made it worse, or made no difference...)

Q377 [ImpGSctP] \*  
 CARD E4 AGAIN  
 And how about **Creating the Scottish Parliament?**  
 (Has this improved the way Britain as a whole is governed, made it worse,  
 or made no difference...)

\* [ImpGHoL] to [ImpGSctP]

- 1 Improved it a lot
- 2 Improved it a little
- 3 Made no difference
- 4 Made it a little worse
- 5 Made it a lot worse
- 6 (It is too early to tell)

Q378-[EvDoFW] \$ <sup>1</sup>

Q385 CARD E5

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?

PROBE Which others?

CODE ALL THAT APPLY

Multicoded (Maximum of 8 codes)

- |   |  |          |
|---|--|----------|
| 1 | Contact my MP or MSP                                   | [DoMP]   |
| 2 | Speak to an influential person                         | [DoSpk]  |
| 3 | Contact a government department                        | [DoGov]  |
| 4 | Contact radio, TV or a newspaper                       | [DoTV]   |
| 5 | Sign a petition  | [DoSign] |
| 6 | Raise the issue in an organisation I already belong to | [DoRais] |
| 7 | Go on a protest or demonstration                       | [DoProt] |
| 8 | Form a group of like-minded people                     | [DoGrp]  |
| 9 | (None of these)  | [DoNone] |

Q386 [DoMP] <sup>2</sup> (NOT ON SCREEN) \*  
 dv

Q387 [DoSpk] <sup>3</sup> (NOT ON SCREEN) \*  
 dv

Q388 [DoGov] <sup>4</sup> (NOT ON SCREEN) \*  
 dv

Q389 [DoTV] <sup>5</sup> (NOT ON SCREEN) \*  
 dv

Q390 [DoSign] <sup>6</sup> (NOT ON SCREEN) \*  
 dv

Q391 [DoRais] <sup>7</sup> (NOT ON SCREEN) \*  
 dv

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<sup>1</sup> See derived variables [DoMP], [DoSpk], [DoGov], [DoTV], [DoSign], [DoRais], [DoProt], [DoGrp] and [DoNone].

<sup>2</sup> Derived from [EvDoFW].

<sup>3</sup> Derived from [EvDoFW].

<sup>4</sup> Derived from [EvDoFW].

<sup>5</sup> Derived from [EvDoFW].

<sup>6</sup> Derived from [EvDoFW].

<sup>7</sup> Derived from [EvDoFW].

Q392 [DoProt] <sup>1</sup> (NOT ON SCREEN) \*  
dv

Q393 [DoGrp] <sup>2</sup> (NOT ON SCREEN) \*  
dv

Q394 [DoNone] <sup>3</sup> (NOT ON SCREEN) \*  
dv

\* [DoMP] to [DoNone]

- 1 Yes
- 2 No

Q395-[EvDoFW2] \$ <sup>4</sup>

Q396 CARD E6

And do you think you would do either of the things on this card about a law being considered by parliament which you thought was really unjust and harmful?

CODE ALL THAT APPLY

Multicoded (Maximum of 2 codes)

- 1 Give money to a campaigning organisation [DoCash]
- 2 Get involved in a campaigning organisation [DoInv]
- 3 (Would do neither of these) [DoNeit]

Q397 [DoCash] <sup>5</sup> (NOT ON SCREEN) \*  
dv

Q398 [DoInv] <sup>6</sup> (NOT ON SCREEN) \*  
dv

\* [DoCash] to [DoInv]

- 1 Yes
- 2 No

Q399-[EvDonFW] \$ <sup>7</sup>

Q406 CARD E7

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)

- 1 Contact my MP or MSP [DoneMP]
- 2 Speak to an influential person [DoneSpk]
- 3 Contact a government department [DoneGov]
- 4 Contact radio, TV or a newspaper [DoneTV]
- 5 Sign a petition [DoneSign]
- 6 Raise the issue in an organisation I already belong to [DoneRais]
- 7 Go on a protest or demonstration [DoneProt]
- 8 Form a group of like-minded people [DoneGrp]
- 9 (None of these) [DoneNone]

---

<sup>1</sup> Derived from [EvDoFW].

<sup>2</sup> Derived from [EvDoFW].

<sup>3</sup> Derived from [EvDoFW].

<sup>4</sup> See derived variables [DoCash], [DoInv] and [DoNeit].

<sup>5</sup> Derived from [EvDoFW2].

<sup>6</sup> Derived from [EvDoFW2].

<sup>7</sup> See derived variables [DoneMP], [DoneSpk], [DoneGov], [DoneTV], [DoneSign], [DoneRais], [DoneProt], [DoneGrp] and [DoneNone].

Q407 [DoneMP] <sup>1</sup> (NOT ON SCREEN) \*  
 dv

Q408 [DoneSpk] <sup>2</sup> (NOT ON SCREEN) \*  
 dv

Q409 [DoneGov] <sup>3</sup> (NOT ON SCREEN) \*  
 dv

Q410 [DoneTV] <sup>4</sup> (NOT ON SCREEN) \*  
 dv

Q411 [DoneSign] <sup>5</sup> (NOT ON SCREEN) \*  
 dv

Q412 [DoneRais] <sup>6</sup> (NOT ON SCREEN) \*  
 dv

Q413 [DoneProt] <sup>7</sup> (NOT ON SCREEN) \*  
 dv

Q414 [DoneGrp] <sup>8</sup> (NOT ON SCREEN) \*  
 dv

Q415 [DoneNone] <sup>9</sup> (NOT ON SCREEN) \*  
 dv

\* [DoneMP] to [DoneNone]

1 Yes  
 2 No

Q416-[EvDonFW2] \$ <sup>10</sup>  
 Q417 CARD E8

And have you ever done either of the things on this card about a government action which you thought was unjust and harmful?

CODE ALL THAT APPLY

Multicoded (Maximum of 2 codes)

1	Give money to a campaigning organisation	[DoneCash]
2	Get involved in a campaigning organisation	[DoneInv]
3	(Would do neither of these)	[DoneNeit]

Q418 [DoneCash] <sup>11</sup> (NOT ON SCREEN) \*  
 dv

Q419 [DoneInv] <sup>12</sup> (NOT ON SCREEN) \*  
 dv

---

<sup>1</sup> Derived from [EvDonFW].

<sup>2</sup> Derived from [EvDonFW].

<sup>3</sup> Derived from [EvDonFW].

<sup>4</sup> Derived from [EvDonFW].

<sup>5</sup> Derived from [EvDonFW].

<sup>6</sup> Derived from [EvDonFW].

<sup>7</sup> Derived from [EvDonFW].

<sup>8</sup> Derived from [EvDonFW].

<sup>9</sup> Derived from [EvDonFW].

<sup>10</sup> See derived variables [DoneCash], [DoneInv] and [DoneNeit].

<sup>11</sup> Derived from [EvDonFW2].

<sup>12</sup> Derived from [EvDonFW2].

\* [DoneCash] to [DoneInv]

- 1 Yes
- 2 No

Q420 [DoneBoyc]

And **have** you ever stopped buying certain goods or products as a protest against something a company or country has done?

- 1 Yes
- 2 No

Q421 [Voted01]

Talking to people about the last general election to the (UK) House of Commons in 2001, we have found that a lot of people did not manage to vote. How about you - did you manage to vote in the 2001 general election?

IF NECESSARY, SAY: The election last year where Tony Blair won against William Hague

DO NOT PROMPT

- 1 Yes
- 2 No
- 3 Too young to vote
- 4 Not eligible/Not on register
- 8 Can't remember/ Don't know

Q422 [ScotPar2]

CARD E9

Which of these statements comes closest to your view?

- 1 Scotland should become independent, separate from the UK and the European Union
- 2 Scotland should become independent, separate from the UK but part of the European Union
- 3 Scotland should remain part of the UK, with its own elected parliament which has **some** taxation powers
- 4 Scotland should remain part of the UK, with its own elected parliament which has **no** taxation powers
- 5 Scotland should remain part of the UK **without** an elected parliament

**VERSION A: ASK ALL**

Q423 [NIreland]

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 unify with the rest of Ireland?
- 3 **EDIT ONLY:** NORTHERN IRELAND SHOULD BE AN INDEPENDENT STATE
- 4 **EDIT ONLY:** NORTHERN IRELAND SHOULD BE SPLIT UP INTO TWO
- 5 **EDIT ONLY:** IT SHOULD BE UP TO THE IRISH TO DECIDE
- 7 Other answer (WRITE IN)

**IF 'other' AT [NIreland]**

Q424 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

**ASK ALL**

- Q425 [ECPolicy] <sup>1</sup>  
CARD (E10/E1)  
Do you think Britain's long-term policy should be ...READ OUT...  
1 ...to leave the European Union,  
2 to stay in the EU and try to reduce the EU's powers,  
3 to leave things as they are,  
4 to stay in the EU and try to increase the EU's powers,  
5 or, to work for the formation of a single European government?
- Q426 [EuroRef] <sup>2</sup>  
If there were a referendum on whether Britain should join the single European currency, the Euro, how do you think you would vote? Would you vote to join the Euro, or not to join the Euro?  
IF 'would not vote', PROBE: If you did vote, how would you vote?  
IF RESPONDENT INSISTS THEY WOULD NOT VOTE, CODE DON'T KNOW  
1 To join the Euro  
2 Not to join the Euro
- Q427 [EURLike] <sup>3</sup>  
(Can I just check, how/ How) likely do you think that you would be to vote in such a referendum?  
Would you be ... READ OUT ...  
1 ...very likely,  
2 fairly likely,  
3 not very likely,  
4 or, not at all likely?
- Q428 [EuroLkly] <sup>4</sup>  
And how likely do you think it is that Britain **will** join the single European currency in the next ten years ... READ OUT ...  
1 ...very likely,  
2 fairly likely,  
3 not very likely,  
4 or, not at all likely?
- Q429 [EurQuiz1] <sup>5</sup> \*  
For each of the following statements, please tell me whether you think it is true or false. If you don't know, please just say so and we'll go on to the next one.  
So - true, false or don't know.  
One Euro is worth less than one British pound.
- Q430 [EurQuiz2] <sup>6</sup> \*  
Britain is the only member of the EU that is not a member of the single European currency.  
(True, false or don't know?)
- Q431 [EurQuiz3] <sup>7</sup> \*  
The headquarters of the European Central Bank are in Germany.  
(True, false or don't know?)

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<sup>1</sup> This question formed part of the Euro referendum module.  
<sup>2</sup> This question formed part of the Euro referendum module.  
<sup>3</sup> This question formed part of the Euro referendum module.  
<sup>4</sup> This question formed part of the Euro referendum module.  
<sup>5</sup> This question formed part of the Euro referendum module.  
<sup>6</sup> This question formed part of the Euro referendum module.  
<sup>7</sup> This question formed part of the Euro referendum module.

Q432 [EurQuiz4]<sup>1</sup> \*  
The countries that have introduced the Euro are still using their own currencies as well.  
(True, false or don't know?)

\* [EuroQuiz1] to [EuroQuiz4]

- 1 True
- 2 False
- 8 Don't know

**VERSION A AND B: ASK ALL**

Q433 [GovTrust] \*  
CARD E11  
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?  
Please choose a phrase from this card.

Q434 [MPsTrust] \*  
CARD E11 AGAIN  
And how much do you trust politicians of any party in Britain to tell the truth when they are in a tight corner?

\* [GovTrust] to [MPsTrust]

- 1 Just about always
- 2 Most of the time
- 3 Only some of the time
- 4 Almost never

Q435 [SocTrust]  
Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?  
1 Most people can be trusted  
2 Can't be too careful in dealing with people

Q436 [WWEcon]  
In today's worldwide economy, how much influence do you think British governments of any party have on Britain's economy ... READ OUT ...  
1 ...a great deal,  
2 quite a lot,  
3 not very much,  
4 or, hardly any?

**VERSION A: ASK ALL**

Q437 [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  
7 Other (WRITE IN)

**IF 'other' IN [PrejNow]**

Q438 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

---

<sup>1</sup> This question formed part of the Euro referendum module.

**VERSION A: ASK ALL**

- Q439 [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 now
  - 2 Less now
  - 3 About the same
  - 7 Other (WRITE IN)

**IF 'other' AT [PrejFut]**

- Q440 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

**VERSION A: ASK ALL**

- Q441 [SRPrej]  
How would you describe yourself ... READ OUT ...
- 1 ... as very prejudiced against people of other races,
  - 2 a little prejudiced,
  - 3 or, not prejudiced at all?
  - 7 Other (WRITE IN)

**IF 'other' AT [SRPrej]**

- Q442 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

**ASK ALL**

- Q443 [SEBenGB] <sup>1</sup>  
On the whole, do you think that England's economy benefits more from having Scotland in the UK, or that Scotland's economy benefits more from being part of the UK, or is it about equal?
- 1 England benefits more
  - 2 Scotland benefits more
  - 3 Equal
  - 4 (Neither/both lose)

- Q444 [UKSpnGB] <sup>2</sup>  
CARD (E12/E2)  
Would you say that compared with other parts of the United Kingdom, Scotland gets **pretty much** its fair share of government spending, **more** than its fair share, or **less** than its fair share of government spending?  
Please choose your answer from this card.
- 1 Much more than its fair share of government spending
  - 2 A little more than its fair share of government spending
  - 3 Pretty much its fair share of government spending
  - 4 A little less than its fair share of government spending
  - 5 Much less than its fair share of government spending

---

<sup>1</sup> This question formed part of the Regional governance module.

<sup>2</sup> This question formed part of the Regional governance module.

**IN ENGLAND: ASK ALL**

- Q445 [RegPridE] <sup>1</sup>  
CARD (E13/E3)  
How much pride do you have in being someone who lives in (*government office region*) or do you not think of yourself in that way at all?
- 1 Very proud
  - 2 Somewhat proud
  - 3 Not very proud
  - 4 Not at all proud
  - 5 Don't think of themselves in that way
- Q446 [EngParl] <sup>2</sup>  
CARD (E14/E4)  
With all the changes going on in the way the different parts of Great Britain are run, which of the following do you think would be best for England ...READ OUT...
- 1 ...for England to be governed as it is now, with laws made by the UK parliament,
  - 2 for each region of England to have its own assembly that runs services like health,
  - 3 or, for England as a whole to have its own new parliament with law-making powers?
  - 4 (None of these)
- Q447 [HearRAss] <sup>3</sup>  
In recent years, the government has set up chambers or assemblies in each of the regions of England. How much have you heard about the work of the (*government office region chamber or assembly*) ... READ OUT ...
- 1 ...a great deal,
  - 2 quite a lot,
  - 3 not very much,
  - 4 or nothing at all?
- Q448 [SayInRgE] <sup>4</sup>  
From what you have seen or heard so far, do you think that having (*regional chamber or assembly*) for (*government office region*) will give ordinary people ... READ OUT ...
- 1 ...more of a say in how (*government office region*) is governed,
  - 2 less say,
  - 3 or, will it make no difference?
- Q449 [ERegEcon] <sup>5</sup>  
And as a result of having (*regional chamber or assembly*) for (*government office region*) will the region's economy become better, worse or will it make no difference?  
IF BETTER/WORSE: Is that a lot better/worse or a little better/worse?
- 1 A lot better
  - 2 A little better
  - 3 No difference
  - 4 A little worse
  - 5 A lot worse

---

<sup>1</sup> This question formed part of the Regional governance module.

<sup>2</sup> This question formed part of the Regional governance module.

<sup>3</sup> This question formed part of the Regional governance module.

<sup>4</sup> This question formed part of the Regional governance module.

<sup>5</sup> This question formed part of the Regional governance module.

Q450 [DoesInfE] <sup>1</sup>

CARD (E15/E5)

Taking your answers from this card, which of the following do you think currently **has** most influence over the way England is run?

- 1 English regional chambers or assemblies
- 3 The UK government at Westminster
- 4 Local councils in England
- 5 The European Union

Q451 [OughInfE] <sup>2</sup>

CARD (E16/E6)

Taking your answers from this card, which do you think **ought** to have most influence over the way England is run?

- 1 English regional chambers or assemblies
- 2 A new English parliament
- 3 The UK government at Westminster
- 4 Local councils in England
- 5 The European Union

Q452 [XX] \$

Spare

Open Question (Maximum of 10 characters)

---

<sup>1</sup> This question formed part of the Regional governance module.

<sup>2</sup> This question formed part of the Regional governance module.

## Education

### ASK ALL

Q453 [OwnCh] \$  
Computed  
Range: 0 ... 97

### ASK ALL

Q454 [EdSpend1] \*  
CARD D1  
Now some questions about education.  
Which of the groups on this card, if any, would be your highest priority  
for **extra** government spending on education?

### IF ANSWER GIVEN AT [EdSpend1] (I.E. NOT 'none of these'/DON'T KNOW/REFUSAL)

Q455 [EdSpend2]  
CARD D1 AGAIN  
And which is your next highest priority?

### \* [EdSpend1] to [EdSpend2]

- 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)

### ASK ALL

Q456 [PrimImpl]  
CARD D2  
Here are a number of things that some people think would improve education  
in our schools.  
Which do you think would be the **most** useful one for improving the education  
of children in **primary** schools - aged (5-11/5-12) years? Please look at the  
whole list before deciding.

- 1 More information available about individual schools
- 2 More links between parents and schools
- 3 More resources for buildings, books and equipment
- 4 Better quality teachers
- 5 Smaller class sizes
- 6 More emphasis on exams and tests
- 7 More emphasis on developing the child's skills and interests
- 8 Better leadership within individual schools
- 9 Other (WRITE IN)

### IF 'other' AT [PrimImpl]

Q457 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

**IF ANSWER GIVEN AT [PrimImp1] (I.E. NOT DONT'T KNOW/REFUSAL)**

Q458 [PrimImp2]

CARD D2 AGAIN

And which do you think would be the **next** most useful one for children in **primary** schools?

- 1 More information available about individual schools
- 2 More links between parents and schools
- 3 More resources for buildings, books and equipment
- 4 Better quality teachers
- 5 Smaller class sizes
- 6 More emphasis on exams and tests
- 7 More emphasis on developing the child's skills and interests
- 8 Better leadership within individual schools
- 9 Other (WRITE IN)

**IF 'other' AT [PrimImp2]**

Q459 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

**ASK ALL**

Q460 [SecImp1]

CARD D3

And which do you think would be the **most** useful thing for improving the education of children in **secondary** schools - aged (11-18/12-18) years?

- 1 More information available about individual schools
- 2 More links between parents and schools
- 3 More resources for buildings, books and equipment
- 4 Better quality teachers
- 5 Smaller class sizes
- 6 More emphasis on exams and tests
- 7 More emphasis on developing the child's skills and interests
- 8 More training and preparation for jobs
- 9 Better leadership within individual schools
- 10 Other (WRITE IN)

**IF 'other' AT [SecImp1]**

Q461 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

**IF ANSWER GIVEN AT [SecImp1] (I.E. NOT DON'T KNOW/REFUSAL)**

Q462 [SecImp2]

CARD D3 AGAIN

And which do you think would be the **next** most useful one for children in **secondary** schools?

- 1 More information available about individual schools
- 2 More links between parents and schools
- 3 More resources for buildings, books and equipment
- 4 Better quality teachers
- 5 Smaller class sizes
- 6 More emphasis on exams and tests
- 7 More emphasis on developing the child's skills and interests
- 8 More training and preparation for jobs
- 9 Better leadership within individual schools
- 10 Other (WRITE IN)

**IF 'other' AT [SecImp2]**

Q463 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

**ASK ALL**

Q464 [SchSelec]

CARD D4

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

Q465 [PrimBet]

From what you know or have heard, do you think that **primary schools** in the area where you live are ... READ OUT ...

- 1 ... getting better,
- 2 getting worse
- 3 or, staying much the same?

Q466 [SecBet]

And from what you know or have heard, do you think that **secondary schools** in the area where you live are ... READ OUT ...

- 1 ... getting better,
- 2 getting worse
- 3 or, staying much the same?

Q467 [PrimTest]

Thinking now of **tests and exams** in schools, from what you know or have heard, do you think that **primary school pupils** have to take ... READ OUT ...

- 1 ... too many,
- 2 too few,
- 3 or, about the right number of tests and exams?

Q468 [SecTest]

And, from what you know or have heard, do you think that **secondary school pupils** have to take ... READ OUT ...

- 1 ... too many,
- 2 too few,
- 3 or, about the right number of tests and exams?

Q469 [Advise16]

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 (or A2-levels)/Highers (or Higher Stills)*),
- 2 or, study full-time to get vocational, rather than academic, qualifications,
- 3 or, leave school and get training through a job?
- 4 (Varies/depends on the person)

Q470 [VocVAcad]

In the long-run, which do you think gives people more opportunities and choice in life ... READ OUT ...

- 1 ...having good practical skills and training,
- 2 or, having good academic results?
- 3 (Mixture/depends)

**IF RESPONDENT HAS OWN CHILD AGED 5-18 IN HOUSEHOLD (IN HOUSEHOLD GRID)**

Q471 [ChImpCom]

CARD D5

How important is the use of computers in helping your child(ren) to do well in their school work?

- 1 Very important
- 2 Fairly important
- 3 Not very important
- 4 Not at all important
- 5 (No child(ren) at school)

**ASK ALL**

Q472 [WWWLearn]

CARD D5 (AGAIN)

How important do you think the internet is for learning new knowledge or skills?

- 1 Very important
- 2 Fairly important
- 3 Not very important
- 4 Not at all important

Q473 [HEdOpp]

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

**IF RESPONDENT HAS OWN CHILD AGED 5-18 IN HOUSEHOLD (IN HOUSEHOLD GRID)**

Q474 [ChLikUni]

CARD D6

Taking your answers from this card, how likely do you think it is that any of your children who are still at school will go to university?

- 1 Very likely
- 2 Fairly likely
- 3 Not very likely
- 4 Not at all likely
- 5 (No child(ren) at school)

Q475 [EEnd] \$

Open Question (Maximum of 20 characters)

## Classification

### *Housing and local area*

**ASK ALL**  
Q476 [Tenure1] <sup>1</sup>  
Does your household own or rent this accommodation?  
PROBE IF NECESSARY  
IF OWNS: Outright or on a mortgage? IF RENTS: From whom?  
1 Owns outright  
2 Buying 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 Rents: Housing Trust  
12 Rent free, squatting  
97 Other (WRITE IN)

**IF 'other' AT [Tenure1]**  
Q477 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

**ASK ALL**  
Q478 [Tenure2] <sup>2</sup> (NOT ON SCREEN)  
dv  
1 Owned/being bought  
2 Rented (LA/New Town)  
3 Rented (Housing Assoc/Trust)  
4 Rented (other)  
5 Rent free, squatting etc  
9 No information

**VERSION C: ASK ALL**  
Q479 [ResPres]  
Can I just check, would you describe the place where you live as ... READ  
OUT ...  
1 ...a big city,  
2 the suburbs or outskirts of a big city,  
3 a small city or town,  
4 a **country** village,  
5 or, a farm or home in the country?  
7 (Other answer (WRITE IN))

**IF 'other' AT [ResPres]**  
Q480 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

---

<sup>1</sup> See also derived variable [Tenure2].

<sup>2</sup> Derived from [Tenure1].

## **Religion, national identity and race**

### **ASK ALL**

Q481 [RelRFW] \$ <sup>1</sup>  
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 Free Presbyterian
- 9 Brethren
- 10 United Reform Church (URC)/Congregational
- 11 Other Protestant (WRITE IN)
- 12 Other Christian (WRITE IN)
- 13 Hindu
- 14 Jewish
- 15 Islam/Muslim
- 16 Sikh
- 17 Buddhist
- 18 Other non-Christian (WRITE IN)
- 97 Refusal

### **IF 'other Protestant' AT [RelRFW]**

Q482 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

### **IF 'other Christian' AT [RelRFW]**

Q483 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

### **IF 'other non-Christian' AT [RelRFW]**

Q484 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

---

<sup>1</sup> See derived variables [Religion] and [ReligSum].

**ASK ALL**

- Q485 [Religion] <sup>1</sup> (NOT ON SCREEN)  
dv  
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  
21 Free Presbyterian  
22 Brethren  
23 United Reform Church (URC)/Congregational  
27 Other Protestant

- Q486 [ReligSum] <sup>2</sup> (NOT ON SCREEN)  
dv  
1 Church of England/Anglican  
2 Roman Catholic  
3 Other Christian  
4 Non-Christian  
5 No religion  
6 Refused/Not answered/DK

**IF NOT REFUSED AT [RelRFW]**

- Q487 [RelFFW] \$ <sup>3</sup>  
In what religion, if any, were you brought up?  
PROBE IF NECESSARY: What was your family's religion?  
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 Free Presbyterian  
9 Brethren  
10 United Reform Church (URC)/Congregational  
11 Other Protestant (WRITE IN)  
12 Other Christian (WRITE IN)  
13 Hindu  
14 Jewish  
15 Islam/Muslim  
16 Sikh  
17 Buddhist  
18 Other non-Christian (WRITE IN)  
97 Refusal

---

<sup>1</sup> Derived from [RelRFW].

<sup>2</sup> Derived from [RelRFW].

<sup>3</sup> See derived variables [FamRelig] and [RlFamSum].

Q488 [FamRelig] <sup>1</sup> (NOT ON SCREEN)  
 dv  
 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  
 21 Free Presbyterian  
 22 Brethren  
 23 United Reform Church (URC)/Congregational  
 27 Other Protestant

**IF 'other Protestant' AT [RelFFW]**

Q489 [OthSpec] \$  
 WRITE IN OTHER ANSWER GIVEN  
 Open Question (Maximum of 60 characters)

**IF 'other christian' AT [RelFFW]**

Q490 [OthSpec] \$  
 WRITE IN OTHER ANSWER GIVEN  
 Open Question (Maximum of 60 characters)

**IF 'other non-Christian' AT [RelFFW]**

Q491 [OthSpec] \$  
 WRITE IN OTHER ANSWER GIVEN  
 Open Question (Maximum of 60 characters)

**ASK ALL**

Q492 [RlFamSum] <sup>2</sup> (NOT ON SCREEN)  
 dv  
 1 Church of England/Anglican  
 2 Roman Catholic  
 3 Other Christian  
 4 Non-Christian  
 5 No religion  
 6 Refused/Not answered/DK

---

<sup>1</sup> Derived from [RelFFW].

<sup>2</sup> Derived from [RelFFW].

**IF RELIGION GIVEN AT [RelRFW] OR AT [RELFFW]**

Q493 [ChAttend]

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.

- 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 than once a year
- 7 Never or practically never
- 8 Varies too much to say

**ASK ALL**

Q494-[NationU] \$ <sup>1</sup>

Q501 CARD F1

Please say which, if any, of the words on this card describes the way **you** think of **yourself**. Please choose as many or as few as apply.

PROBE: Any other?

Multicoded (Maximum of 8 codes)

- |    |  |            |
|----|--|------------|
| 1  | British  | [NatBrit]  |
| 2  | English  | [NatEng]   |
| 3  | European   | [NatEuro]  |
| 4  | Irish  | [NatIrish] |
| 5  | Northern Irish   | [NatNI]    |
| 6  | Scottish   | [NatScot]  |
| 7  | Ulster   | [NatUlst]  |
| 8  | Welsh  | [NatWelsh] |
| 9  | Other answer (WRITE IN)                                | [NatOth]   |
| 10 | (None of these)  | [NatNone]  |
| 11 | <b>EDIT ONLY:</b> OTHER - ASIAN MENTIONED              | [NatAsia]  |
| 12 | <b>EDIT ONLY:</b> OTHER - AFRICAN /CARIBBEAN MENTIONED | [NatAfric] |

**IF 'other answer' AT [NationU]**

Q502 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

Q503 [NatBrit] <sup>2</sup> (NOT ON SCREEN) \*  
dv

Q504 [NatEng] <sup>3</sup> (NOT ON SCREEN) \*  
dv

Q505 [NatEuro] <sup>4</sup> (NOT ON SCREEN) \*  
dv

Q506 [NatIrish] <sup>5</sup> (NOT ON SCREEN) \*  
dv

---

<sup>1</sup> See derived variables [NatBrit], [NatEng], [NatEuro], [NatIrish], [NatNI], [NatScot], [NatUlst], [NatWelsh], [NatOth], [NatNone], [NatAsia], [NatAfric] and [BestNatU].

<sup>2</sup> Derived from [NationU]. See also derived variable [BestNatU].

<sup>3</sup> Derived from [NationU]. See also derived variable [BestNatU].

<sup>4</sup> Derived from [NationU]. See also derived variable [BestNatU].

<sup>5</sup> Derived from [NationU]. See also derived variable [BestNatU].

Q507 [NatNI] <sup>1</sup> (NOT ON SCREEN) \*  
 dv

Q508 [NatScot] <sup>2</sup> (NOT ON SCREEN) \*  
 dv

Q509 [NatUlst] <sup>3</sup> (NOT ON SCREEN) \*  
 dv

Q510 [NatWelsh] <sup>4</sup> (NOT ON SCREEN) \*  
 dv

Q511 [NatAsia] <sup>5</sup> (NOT ON SCREEN) \*  
 dv

Q512 [NatAfric] <sup>6</sup> (NOT ON SCREEN) \*  
 dv

Q513 [NatOth] <sup>7</sup> (NOT ON SCREEN) \*  
 dv

Q514 [NatNone] <sup>8</sup> (NOT ON SCREEN) \*  
 dv

\* [NatBrit] to [NatNone]

0 Not mentioned  
 1 Mentioned

IF MORE THAN ONE ANSWER GIVEN AT [NationU]

Q515 [BNationU] <sup>9</sup>  
 CARD F1 AGAIN  
 And if you had to choose, which one **best** describes the way you think of  
 yourself?

1 British  
 2 English  
 3 European  
 4 Irish  
 5 Northern Irish  
 6 Scottish  
 7 Ulster  
 8 Welsh  
 9 Other answer (WRITE IN)  
 10 (None of these)  
 11 **EDIT ONLY:** OTHER - ASIAN MENTIONED  
 12 **EDIT ONLY:** OTHER - AFRICAN /CARIBBEAN MENTIONED

IF 'other answer' AT [BNationU]

Q516 [OthSpec] \$  
 WRITE IN OTHER ANSWER GIVEN  
 Open Question (Maximum of 60 characters)

---

<sup>1</sup> Derived from [NationU]. See also derived variable [BestNatU].  
<sup>2</sup> Derived from [NationU]. See also derived variable [BestNatU].  
<sup>3</sup> Derived from [NationU]. See also derived variable [BestNatU].  
<sup>4</sup> Derived from [NationU]. See also derived variable [BestNatU].  
<sup>5</sup> Derived from [NationU]. See also derived variable [BestNatU].  
<sup>6</sup> Derived from [NationU]. See also derived variable [BestNatU].  
<sup>7</sup> Derived from [NationU]. See also derived variable [BestNatU].  
<sup>8</sup> Derived from [NationU]. See also derived variable [BestNatU].  
<sup>9</sup> See also derived variable [BestNatU].

**ASK ALL**

Q517 [BestNatU] <sup>1</sup> (**NOT ON SCREEN**)  
 dv  
 1 British  
 2 English  
 3 European  
 4 Irish  
 5 Northern Irish  
 6 Scottish  
 7 Ulster  
 8 Welsh  
 9 Other answer (WRITE IN)  
 10 (None of these)

Q518 [RaceOri2]  
 CARD F2  
 To which of these groups do you consider you belong?  
 1 BLACK: of African origin  
 2 BLACK: of Caribbean origin  
 3 BLACK: of other origin (WRITE IN)  
 4 ASIAN: of Indian origin  
 5 ASIAN: of Pakistani origin  
 6 ASIAN: of Bangladeshi origin  
 7 ASIAN: of Chinese origin  
 8 ASIAN: of other origin (WRITE IN)  
 9 WHITE: of any European origin  
 10 WHITE: of other origin (WRITE IN)  
 11 MIXED ORIGIN (WRITE IN)  
 12 OTHER (WRITE IN)

**IF 'black: of other origin' AT [RaceOri2]**

Q519 [OthSpec] \$  
 WRITE IN OTHER ANSWER GIVEN  
 Open Question (Maximum of 60 characters)

**IF 'Asian: of other origin' AT [RaceOri2]**

Q520 [OthSpec] \$  
 WRITE IN OTHER ANSWER GIVEN  
 Open Question (Maximum of 60 characters)

**IF 'white: of other origin' AT [RaceOri2]**

Q521 [OthSpec] \$  
 WRITE IN OTHER ANSWER GIVEN  
 Open Question (Maximum of 60 characters)

**IF 'mixed origin' AT [RaceOri2]**

Q522 [OthSpec] \$  
 WRITE IN OTHER ANSWER GIVEN  
 Open Question (Maximum of 60 characters)

**IF 'other' AT [RaceOri2]**

Q523 [OthSpec] \$  
 WRITE IN OTHER ANSWER GIVEN  
 Open Question (Maximum of 60 characters)

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<sup>1</sup> Derived from [NationU] and [BNationU].

## Education

Q524 [QPrivEd] <sup>1</sup> \*

Have you ever attended a fee-paying, **private** primary or secondary school in the United Kingdom?

`PRIVATE' PRIMARY OR SECONDARY SCHOOLS INCLUDE:

\* INDEPENDENT SCHOOLS

\* SCHOLARSHIPS AND ASSISTED PLACES AT FEE-PAYING SCHOOLS  
THEY EXCLUDE:

\* DIRECT GRANT SCHOOLS (UNLESS FEE-PAYING)

\* VOLUNTARY-AIDED SCHOOLS

\* GRANT-MAINTAINED (`OPTED OUT') SCHOOLS

\* NURSERY SCHOOLS

**IF NO CHILDREN IN HOUSEHOLD (AS GIVEN IN HOUSEHOLD GRID)**

Q526 [OthChld3] \*

Have you ever been responsible for bringing up any children of school age, including stepchildren?

**IF CHILDREN IN HOUSEHOLD (AS GIVEN AT HOUSEHOLD GRID) OR 'yes' AT [OthChld3]**

Q525 [QPrivEd] <sup>2</sup> \*

And (have any of your children / has your child) ever attended a fee-paying, **private** primary or secondary school in the United Kingdom?

`PRIVATE' PRIMARY OR SECONDARY SCHOOLS INCLUDE:

\* INDEPENDENT SCHOOLS

\* SCHOLARSHIPS AND ASSISTED PLACES AT FEE-PAYING SCHOOLS

THEY EXCLUDE:

\* DIRECT GRANT SCHOOLS (UNLESS FEE-PAYING)

\* VOLUNTARY-AIDED SCHOOLS

\* GRANT-MAINTAINED (`OPTED OUT') SCHOOLS

\* NURSERY SCHOOLS

\* [QPrivEd] to [QPrivEd]

1 Yes

2 No

**ASK ALL**

Q527 [PrivEd2] <sup>3</sup> (NOT ON SCREEN)

Dv

1 Resp attended priv school

2 Resp not, but partner/child

3 No one attended priv school

4 Missing info

Q528 [Tea2] <sup>4</sup>

How old were you when you completed your continuous full-time education?

PROBE IF NECESSARY

`STILL AT SCHOOL' - CODE 95

`STILL AT COLLEGE OR UNIVERSITY' - CODE 96

`OTHER ANSWER' - CODE 97 AND WRITE IN

Range: 1 ... 97

---

<sup>1</sup> Called [RPrivEd] on SPSS file.

<sup>2</sup> Called [ChPrivEd] on SPSS file.

<sup>3</sup> Derived from [RPrivEd] and [ChPrivEd].

<sup>4</sup> See also derived variable [TEA].

**IF 'other answer' AT [TEA2]**  
Q529 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

**ASK ALL**  
Q530 [Tea] <sup>1</sup> (NOT ON SCREEN)  
dv  
1 15 or under  
2 16  
3 17  
4 18  
5 19 or over  
6 Still at school  
7 Still at college or university  
97 Other answer (WRITE IN)

Q531 [SchQual]  
CARD F3  
Have you passed any of the examinations on this card?  
1 Yes  
2 No

**IF 'yes' AT [SchQual]**  
Q532-[SchQFW] \$ <sup>2</sup>  
Q535 CARD F3 AGAIN Please tell me which sections of the card they are in?  
PROBE : Any other sections?  
CODE ALL THAT APPLY  
Multicoded (Maximum of 4 codes)

1 **Section 1:** [EdQual1]  
GCSE Grades D-G/ Short course GCSE  
CSE Grades 2-5  
GCE O-level Grades D-E or 7-9  
Scottish (SCE) Ordinary Bands D-E  
Scottish Standard Grades 4-7  
School leaving certificate (no grade)

2 **Section 2:** [EdQual2]  
GCSE Grades A-C  
CSE Grade 1  
GCE O-level Grades A-C or 1-6  
School Certificate or Matriculation  
Scottish SCE Ordinary Bands A-C or pass  
Scottish Standard Grades 1-3 or Pass  
Scottish School Leaving Certificate Lower Grade  
SUPE Ordinary  
Northern Ireland Junior Certificate

3 **Section 3:** [EdQual3]  
GCE A-level, S-level, A2-level, AS-level  
Scottish Higher Grades  
Scottish Higher-Still  
Scottish SCE/SLC/SUPE at Higher Grade  
Scottish Higher School Certificate  
Certificate of Sixth Year Studies  
Northern Ireland Senior Certificate

4 **Section 4:** [EdQual4]  
Overseas school leaving exam or certificate

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<sup>1</sup> Derived from [TEA2].

<sup>2</sup> See derived variables [EdQual1], [EdQual2], [EdQual3], [EdQual4] and [HEdQual].

**ASK ALL**

Q536 [PSchQual]

CARD F4

And have you passed any of the exams or got any of the qualifications on **this** card?

- 1 Yes
- 2 No

**IF 'yes' AT [PSchQual]**

Q537-[PSchQFW] \$ <sup>1</sup>

Q559 CARD F4 AGAIN Which ones? PROBE: Which others?

PROBE FOR CORRECT LEVEL

Multicoded (Maximum of 23 codes)

- 1 **Modern** apprenticeship **completed** [EdQual26]
- 2 Other recognised trade apprenticeship **completed** [EdQual27]
- 3 RSA/OCR - Certificate [EdQual28]
- 4 RSA/OCR - (First) Diploma [EdQual29]
- 5 RSA/OCR - Advanced Diploma [EdQual30]
- 6 RSA/OCR - Higher Diploma [EdQual31]
- 7 Other clerical, commercial qualification [EdQual32]
- 8 City&Guilds Certif - Part I [EdQual22]
- 9 City&Guilds Certif - Craft/ Intermediate/ Ordinary/ Part II [EdQual23]
- 10 City&Guilds Certif - Advanced/ Final/ Part III [EdQual24]
- 11 City&Guilds Certif - Full Technological/ Part IV [EdQual25]
- 12 BTEC/EdExcel/BEC/TEC General/Ordinary National Certif (ONC) or Diploma (OND) [EdQual10]
- 13 BTEC/EdExcel/BEC/TEC Higher/Higher National Certif (HNC) or Diploma (HND) [EdQual11]
- 14 NVQ/SVQ Lev 1/GNVQ/GSVQ Foundation lev [EdQual17]
- 15 NVQ/SVQ Lev 2/GNVQ/GSVQ Intermediate lev [EdQual18]
- 16 NVQ/SVQ Lev 3/GNVQ/GSVQ Advanced lev [EdQual19]
- 17 NVQ/SVQ Lev 4 [EdQual20]
- 18 NVQ/SVQ Lev 5 [EdQual21]
- 19 Teacher training qualification [EdQual12]
- 20 Nursing qualification [EdQual13]
- 21 Other technical or business qualification/certificate [EdQual14]
- 22 Univ/CNAA degree/diploma [EdQual15]
- 97 Other recognised academic or vocational qual (WRITE IN) [EdQual16]

**IF 'other recognised academic or vocational qual' AT [PSchQFW]**

Q560 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

Q561 [EdQual1] <sup>2</sup> (**NOT ON SCREEN**)

Qual obtnd: CSE grades 2-5

- 0 Does nt hve qual
- 1 Has qual

Q562 [EdQual2] <sup>3</sup> (**NOT ON SCREEN**)

Qual obtnd: CSE grade 1,0-level etc

- 0 Does nt hve qual
- 2 Has qual

<sup>1</sup> See derived variables [EdQual26]-[EdQual32], [EdQual22]-[EdQual25], [EdQual10], [EdQual11], [EdQual17]-[EdQual21], [EdQual12]-[EdQual16] and [HEdQual].

<sup>2</sup> Derived from [SchQFW].

<sup>3</sup> Derived from [SchQFW].

Q563 [EdQual3] <sup>1</sup> **(NOT ON SCREEN)**  
 Qual obtnd: A-level etc  
 0 Does nt hve qual  
 3 Has qual

Q564 [EdQual4] <sup>2</sup> **(NOT ON SCREEN)**  
 Qual obtnd: Ovrseas sch leaving exam  
 0 Does nt hve qual  
 4 Has qual

Q565 [EdQual26] <sup>3</sup> **(NOT ON SCREEN)**  
 Qual obtnd: Modern apprenticeship  
 0 Does nt hve qual  
 26 Has qual

Q566 [EdQual27] <sup>4</sup> **(NOT ON SCREEN)**  
 Qual obtnd: Other trade apprenticeship  
 0 Does nt hve qual  
 27 Has qual

Q567 [EdQual28] <sup>5</sup> **(NOT ON SCREEN)**  
 Qual obtnd: RSA/OCR Certificate  
 0 Does nt hve qual  
 28 Has qual

Q568 [EdQual29] <sup>6</sup> **(NOT ON SCREEN)**  
 Qual obtnd: RSA/OCR First Diploma  
 0 Does nt hve qual  
 29 Has qual

Q569 [EdQual30] <sup>7</sup> **(NOT ON SCREEN)**  
 Qual obtnd: RSA/OCR Advance Diploma  
 0 Does nt hve qual  
 30 Has qual

Q570 [EdQual31] <sup>8</sup> **(NOT ON SCREEN)**  
 Qual obtnd: RSA/OCR Higher Diploma  
 0 Does nt hve qual  
 31 Has qual

Q571 [EdQual32] <sup>9</sup> **(NOT ON SCREEN)**  
 Qual obtnd: Other clerical/commercial  
 0 Does nt hve qual  
 32 Has qual

Q572 [EdQual22] <sup>10</sup> **(NOT ON SCREEN)**  
 Qual obtnd: City & Guilds Certificate - Part I  
 0 Does nt hve qual  
 22 Has qual

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<sup>1</sup> Derived from [SchQFW].  
<sup>2</sup> Derived from [SchQFW].  
<sup>3</sup> Derived from [PSchQFW].  
<sup>4</sup> Derived from [PSchQFW].  
<sup>5</sup> Derived from [PSchQFW].  
<sup>6</sup> Derived from [PSchQFW].  
<sup>7</sup> Derived from [PSchQFW].  
<sup>8</sup> Derived from [PSchQFW].  
<sup>9</sup> Derived from [PSchQFW].  
<sup>10</sup> Derived from [PSchQFW].

Q573 [EdQual23]<sup>1</sup> **(NOT ON SCREEN)**  
 Qual obtnd: City & Guilds Craft/Interm/Ord/PartII  
 0 Does nt hve qual  
 23 Has qual

Q574 [EdQual24]<sup>2</sup> **(NOT ON SCREEN)**  
 Qual obtnd: City & Guilds Advancd/Final/PartIII  
 0 Does nt hve qual  
 24 Has qual

Q575 [EdQual25]<sup>3</sup> **(NOT ON SCREEN)**  
 Qual obtnd: City & Guilds Full technol'cal PartIV  
 0 Does nt hve qual  
 25 Has qual

Q576 [EdQual10]<sup>4</sup> **(NOT ON SCREEN)**  
 Qual obtnd: BTEC ordinary, ONC, OND  
 0 Does nt hve qual  
 10 Has qual

Q577 [EdQual11]<sup>5</sup> **(NOT ON SCREEN)**  
 Qual obtnd: BTEC higher, HNC, HND  
 0 Does nt hve qual  
 11 Has qual

Q578 [EdQual17]<sup>6</sup> **(NOT ON SCREEN)**  
 Qual obtnd: NVQ/SVQ L1/GNVQ Foundat  
 0 Does nt hve qual  
 17 Has qual

Q579 [EdQual18]<sup>7</sup> **(NOT ON SCREEN)**  
 Qual obtnd: NVQ/SVQ L2/GNVQ Intermed  
 0 Does nt hve qual  
 18 Has qual

Q580 [EdQual19]<sup>8</sup> **(NOT ON SCREEN)**  
 Qual obtnd: NVQ/SVQ L3/GNVQ Advanced  
 0 Does nt hve qual  
 19 Has qual

Q581 [EdQual20]<sup>9</sup> **(NOT ON SCREEN)**  
 Qual obtnd: NVQ/SVQ L4  
 0 Does nt hve qual  
 20 Has qual

Q582 [EdQual21]<sup>10</sup> **(NOT ON SCREEN)**  
 Qual obtnd: NVQ/SVQ L5  
 0 Does nt hve qual  
 21 Has qual

---

<sup>1</sup> Derived from [PSchQFW].  
<sup>2</sup> Derived from [PSchQFW].  
<sup>3</sup> Derived from [PSchQFW].  
<sup>4</sup> Derived from [PSchQFW].  
<sup>5</sup> Derived from [PSchQFW].  
<sup>6</sup> Derived from [PSchQFW].  
<sup>7</sup> Derived from [PSchQFW].  
<sup>8</sup> Derived from [PSchQFW].  
<sup>9</sup> Derived from [PSchQFW].  
<sup>10</sup> Derived from [PSchQFW].

Q583 [EdQual12] <sup>1</sup> **(NOT ON SCREEN)**  
Qual obtnd: Teacher training qualfn  
0 Does nt hve qual  
12 Has qual

Q584 [EdQual13] <sup>2</sup> **(NOT ON SCREEN)**  
Qual obtnd: Nursing qualification  
0 Does nt hve qual  
13 Has qual

Q585 [EdQual14] <sup>3</sup> **(NOT ON SCREEN)**  
Qual obtnd: Other tech,business qual  
0 Does nt hve qual  
14 Has qual

Q586 [EdQual15] <sup>4</sup> **(NOT ON SCREEN)**  
Qual obtnd: Univ,CNAA degree,diploma  
0 Does nt hve qual  
15 Has qual

Q587 [EdQual16] <sup>5</sup> **(NOT ON SCREEN)**  
Qual obtnd: Other acadmic/vocational  
0 Does nt hve qual  
16 Has qual

**ASK ALL**

Q588 [HEdQual] <sup>6</sup> **(NOT ON SCREEN)**  
Highest educational qual obtained  
1 Degree  
2 Higher educ below degree  
3 A level or equiv  
4 O level or equiv  
5 CSE or equiv  
6 Foreign or other  
7 No qualification  
8 DK/Refusal/NA

**VERSION B AND C: ASK ALL MARRIED OR LIVING AS MARRIED (AT [MarStat2])**

Q589 [STea2] <sup>7</sup>  
How old was your (*husband/wife/partner*) when (*he/she*) completed (*his/her*)  
continuous full-time education?  
PROBE IF NECESSARY  
`STILL AT SCHOOL' - CODE 95  
`STILL AT COLLEGE OR UNIVERSITY' - CODE 96  
`OTHER ANSWER' - CODE 97 AND WRITE IN  
Range: 1 ... 97

**IF 'other answer' AT [STEA2]**

Q590 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

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<sup>1</sup> Derived from [PSchQFW].

<sup>2</sup> Derived from [PSchQFW].

<sup>3</sup> Derived from [PSchQFW].

<sup>4</sup> Derived from [PSchQFW].

<sup>5</sup> Derived from [PSchQFW].

<sup>6</sup> Derived from [SchQual], [SchQFW], [PSchQual] and [PSchQFW].

<sup>7</sup> This question formed part of the ISSP module.

VERSION B AND C: ASK ALL MARRIED OR LIVING AS MARRIED (AT [MarStat2])  
Q591 [STea] <sup>1</sup> (NOT ON SCREEN)

- dv  
1 15 or under  
2 16  
3 17  
4 18  
5 19 or over  
6 Still at school  
7 Still at college or university  
97 Other answer (WRITE IN)

Q592 [SSchQual]  
CARD F5  
Has your (husband/wife/partner) passed any of the examinations on this card?

- 1 Yes  
2 No

**IF 'yes' AT [SchQual]**

Q593-[SSchQFW] \$ <sup>2</sup>

Q596 CARD F5 AGAIN Please tell me which sections of the card they are in?  
PROBE : Any other sections?  
CODE ALL THAT APPLY  
Multicoded (Maximum of 4 codes)

1 **Section 1:** [SEdQul1]

GCSE Grades D-G/ Short course GCSE  
CSE Grades 2-5  
GCE O-level Grades D-E or 7-9  
Scottish (SCE) Ordinary Bands D-E  
Scottish Standard Grades 4-7  
School leaving certificate (no grade)

2 **Section 2:** [SEdQul2]

GCSE Grades A-C  
CSE Grade 1  
GCE O-level Grades A-C or 1-6  
School Certificate or Matriculation  
Scottish SCE Ordinary Bands A-C or pass  
Scottish Standard Grades 1-3 or Pass  
Scottish School Leaving Certificate Lower Grade  
SUPE Ordinary  
Northern Ireland Junior Certificate

3 **Section 3:** [SEdQul3]

GCE A-level, S-level, A2-level, AS-level  
Scottish Higher Grades  
Scottish Higher-Still  
Scottish SCE/SLC/SUPE at Higher Grade  
Scottish Higher School Certificate  
Certificate of Sixth Year Studies  
Northern Ireland Senior Certificate

4 **Section 4:** [SEdQul4]

Overseas school leaving exam or certificate

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<sup>1</sup> Derived from [STEA2].

<sup>2</sup> See derived variables [SEdQul1], [SEdQul2], [SEdQul3], [SEdQul4] and [SHedQual].

**VERSION B AND C: ASK ALL MARRIED OR LIVING AS MARRIED (AT [MarStat2])**

Q597 [SPSchQul]  
 CARD F6  
 And has your (husband/wife/partner) passed any of the exams or got any of the qualifications on **this** card?

1 Yes  
 2 No

**IF 'yes' AT [SPSchQul]**

Q598-[SPSchQFW] \$ <sup>1</sup>

Q620 CARD F6 AGAIN Which ones? PROBE: Which others?  
 PROBE FOR CORRECT LEVEL  
 Multicoded (Maximum of 23 codes)

1	<b>Modern</b> apprenticeship <b>completed</b>	[SEdQul26]
2	Other recognised trade apprenticeship <b>completed</b>	[SEdQul27]
3	RSA/OCR - Certificate	[SEdQul28]
4	RSA/OCR - (First) Diploma	[SEdQul29]
5	RSA/OCR - Advanced Diploma	[SEdQul30]
6	RSA/OCR - Higher Diploma	[SEdQul31]
7	Other clerical, commercial qualification	[SEdQul32]
8	City&Guilds Certif - Part I	[SEdQul22]
9	City&Guilds Certif - Craft/ Intermediate/ Ordinary/ Part II	[SEdQul23]
10	City&Guilds Certif - Advanced/ Final/ Part III	[SEdQul24]
11	City&Guilds Certif - Full Technological/ Part IV	[SEdQul25]
12	BTEC/EdExcel/BEC/TEC General/Ordinary National Certif (ONC) or Diploma (OND)	[SEdQul10]
13	BTEC/EdExcel/BEC/TEC Higher/Higher National Certif (HNC) or Diploma (HND)	[SEdQul11]
14	NVQ/SVQ Lev 1/GNVQ/GSVQ Foundation lev	[SEdQul17]
15	NVQ/SVQ Lev 2/GNVQ/GSVQ Intermediate lev	[SEdQul18]
16	NVQ/SVQ Lev 3/GNVQ/GSVQ Advanced lev	[SEdQul19]
17	NVQ/SVQ Lev 4	[SEdQul20]
18	NVQ/SVQ Lev 5	[SEdQul21]
19	Teacher training qualification	[SEdQul12]
20	Nursing qualification	[SEdQul13]
21	Other technical or business qualification/certificate	[SEdQul14]
22	Univ/CNAA degree/diploma	[SEdQul15]
97	Other recognised academic or vocational qual (WRITE IN)	[SEdQul16]

**IF 'other recognised academic or vocational qual' AT [SPSchQul]**

Q621 [OthSpec] \$  
 WRITE IN OTHER ANSWER GIVEN  
 Open Question (Maximum of 60 characters)

Q622 [SEdQul1] <sup>2</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: CSE grades 2-5

0 Does nt hve qual  
 1 Has qual

Q623 [SEdQul2] <sup>3</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: CSE grade 1,0-level etc

0 Does nt hve qual  
 2 Has qual

---

<sup>1</sup> See derived variables [SEdQul26]-[SEdQul32], [SEdQul22]-[SEdQul25], [SEdQul10], [SEdQul11], [SEdQul17]-[SEdQul21], [SEdQul12]-[SEdQul16] and [SHedQual].

<sup>2</sup> Derived from [SSchQFW].

<sup>3</sup> Derived from [SSchQFW].

Q624 [SEdQul3] <sup>1</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: A-level etc  
 0 Does nt hve qual  
 3 Has qual

Q625 [SEdQul4] <sup>2</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: Ovrseas sch leaving exam  
 0 Does nt hve qual  
 4 Has qual

Q626 [SEdQul26] <sup>3</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: Modern apprenticeship  
 0 Does nt hve qual  
 26 Has qual

Q627 [SEdQul27] <sup>4</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: Other trade apprenticeship  
 0 Does nt hve qual  
 27 Has qual

Q628 [SEdQul28] <sup>5</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: RSA/OCR Certificate  
 0 Does nt hve qual  
 28 Has qual

Q629 [SEdQul29] <sup>6</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: RSA/OCR First Diploma  
 0 Does nt hve qual  
 29 Has qual

Q630 [SEdQul30] <sup>7</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: RSA/OCR Advance Diploma  
 0 Does nt hve qual  
 30 Has qual

Q631 [SEdQul31] <sup>8</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: RSA/OCR Higher Diploma  
 0 Does nt hve qual  
 31 Has qual

Q632 [SEdQul32] <sup>9</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: Other clerical/commercial  
 0 Does nt hve qual  
 32 Has qual

Q633 [SEdQul22] <sup>10</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: City & Guilds Certificate - Part I  
 0 Does nt hve qual  
 22 Has qual

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<sup>1</sup> Derived from [SSchQFW].  
<sup>2</sup> Derived from [SSchQFW].  
<sup>3</sup> Derived from [SPSchQFW].  
<sup>4</sup> Derived from [SPSchQFW].  
<sup>5</sup> Derived from [SPSchQFW].  
<sup>6</sup> Derived from [SPSchQFW].  
<sup>7</sup> Derived from [SPSchQFW].  
<sup>8</sup> Derived from [SPSchQFW].  
<sup>9</sup> Derived from [SPSchQFW].  
<sup>10</sup> Derived from [SPSchQFW].

Q634 [SEdQul23]<sup>1</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: City & Guilds Craft/Interm/Ord/PartII  
 0 Does nt hve qual  
 23 Has qual

Q635 [SEdQul24]<sup>2</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: City & Guilds Advancd/Final/PartIII  
 0 Does nt hve qual  
 24 Has qual

Q636 [SEdQul25]<sup>3</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: City & Guilds Full technol'cal PartIV  
 0 Does nt hve qual  
 25 Has qual

Q637 [SEdQul10]<sup>4</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: BTEC ordinary, ONC, OND  
 0 Does nt hve qual  
 10 Has qual

Q638 [SEdQul11]<sup>5</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: BTEC higher, HNC, HND  
 0 Does nt hve qual  
 11 Has qual

Q639 [SEdQul17]<sup>6</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: NVQ/SVQ L1/GNVQ Foundat  
 0 Does nt hve qual  
 17 Has qual

Q640 [SEdQul18]<sup>7</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: NVQ/SVQ L2/GNVQ Intermed  
 0 Does nt hve qual  
 18 Has qual

Q641 [SEdQul19]<sup>8</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: NVQ/SVQ L3/GNVQ Advanced  
 0 Does nt hve qual  
 19 Has qual

Q642 [SEdQul20]<sup>9</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: NVQ/SVQ L4  
 0 Does nt hve qual  
 20 Has qual

Q643 [SEdQul21]<sup>10</sup> **(NOT ON SCREEN)**  
 Spouse: Qual obtnd: NVQ/SVQ L5  
 0 Does nt hve qual  
 21 Has qual

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<sup>1</sup> Derived from [SPSchQuFW].  
<sup>2</sup> Derived from [SPSchQFW].  
<sup>3</sup> Derived from [SPSchQFW].  
<sup>4</sup> Derived from [SPSchQFW].  
<sup>5</sup> Derived from [SPSchQFW].  
<sup>6</sup> Derived from [SPSchQFW].  
<sup>7</sup> Derived from [SPSchQFW].  
<sup>8</sup> Derived from [SPSchQFW].  
<sup>9</sup> Derived from [SPSchQFW].  
<sup>10</sup> Derived from [SPSchQFW].

Q644 [SEdQual12]<sup>1</sup> (**NOT ON SCREEN**)  
Spouse: Qual obtnd: Teacher training qualfn  
0 Does nt hve qual  
12 Has qual

Q645 [SEdQual13]<sup>2</sup> (**NOT ON SCREEN**)  
Spouse: Qual obtnd: Nursing qualification  
0 Does nt hve qual  
13 Has qual

Q646 [SEdQual14]<sup>3</sup> (**NOT ON SCREEN**)  
Spouse: Qual obtnd: Other tech,business qual  
0 Does nt hve qual  
14 Has qual

Q647 [SEdQual15]<sup>4</sup> (**NOT ON SCREEN**)  
Spouse: Qual obtnd: Univ,CNAA degree,diploma  
0 Does nt hve qual  
15 Has qual

Q648 [SEdQual16]<sup>5</sup> (**NOT ON SCREEN**)  
Spouse: Qual obtnd: Other acadmic/vocational  
0 Does nt hve qual  
16 Has qual

**VERSION B AND C: ASK ALL MARRIED OR LIVING AS MARRIED (AT [MarStat2])**  
649 [SHedQual]<sup>6</sup> (**NOT ON SCREEN**)  
Spouse: Highest educational qual obtained  
1 Degree  
2 Higher educ below degree  
3 A level or equiv  
4 O level or equiv  
5 CSE or equiv  
6 Foreign or other  
7 No qualification  
8 DK/Refusal/NA

## **Internet use**

**ASK ALL**  
Q650 [Internt]<sup>7</sup>  
Does anyone have access to the Internet or World Wide Web from this address?  
1 Yes  
2 No

Q651 [WWWUse]  
Do you yourself ever use the Internet or World Wide Web for any reason *other than your work*?  
1 Yes  
2 No

---

<sup>1</sup> Derived from [SPSchQFW].

<sup>2</sup> Derived from [SPSchQFW].

<sup>3</sup> Derived from [SPSchQFW].

<sup>4</sup> Derived from [SPSchQFW].

<sup>5</sup> Derived from [SPSchQFW].

<sup>6</sup> Derived from [SSchQual], [SSchQFW], [SPSchQual] and [SPSchQFW].

<sup>7</sup> Called [Internet] on SPSS file.

**IF 'yes' AT [WWWUse]**

Q652 [WWWHrsWk]

How many **hours** a week on average do you spend using the Internet or World Wide Web (*other than for your work*)?

INTERVIEWER: ROUND UP TO NEAREST HOUR

Range: 0 ... 997

Q653-[WWWWhat] \$ <sup>1</sup>

Q661 CARD F7

For which of the following do you personally use the internet or World Wide Web (*other than for your work*)?

Multicoded (Maximum of 9 codes)

- |    |   |            |
|----|---|------------|
| 1  | Shopping                                  | [WWWShop]  |
| 2  | Chat rooms                                | [WWWChat]  |
| 3  | E-mail                                    | [WWWEmail] |
| 4  | News and current affairs                  | [WWWNews]  |
| 5  | Training, education and learning          | [WWWEduc]  |
| 6  | Travel and weather information            | [WWWTrav]  |
| 7  | Keeping in touch with groups I belong to  | [WWWGroup] |
| 8  | General information                       | [WWWInfo]  |
| 9  | Other (PLEASE SPECIFY)                    | [WWWOther] |
| 10 | (None of these)                           | [WWWNone]  |
| 11 | <b>EDIT ONLY:</b> Banking and bill-paying | [WWWBank]  |
| 12 | <b>EDIT ONLY:</b> Downloading music       | [WWWMusic] |
| 13 | <b>EDIT ONLY:</b> Sports information      | [WWWSport] |
| 14 | <b>EDIT ONLY:</b> Games                   | [WWWGames] |
| 15 | <b>EDIT ONLY:</b> Job search              | [WWWJobS]  |

**IF 'other' AT [WWWWhat]**

Q662 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

---

<sup>1</sup> See derived variables [WWWShop], [WWWChat], [WWWEmail], [WWWNews], [WWWEduc], [WWWTrav], [WWWGroup], [WWWInfo], [WWWOther], [WWWNone], [WWWBank], [WWWMusic], [WWWSport], [WWWGames] and [WWWJobS]. This question formed part of the Education module.

## Partner's job details

**ASK ALL MARRIED OR LIVING AS MARRIED (AT [MarStat2])**

Q663-[EconFW] \$ <sup>1</sup>

Q673 CARD F8

Which of these descriptions applied to what your (*husband/wife/partner*) was doing last week, that is the seven days ending last Sunday?

PROBE: Which others? 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
- 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 (of at least 10 hrs a week)
- 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)

**IF 'doing something else' AT [EconFW]**

Q674 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

**ASK ALL MARRIED OR LIVING AS MARRIED (AT [MarStat2])**

Q675 [EconAct] <sup>2</sup>

Priority coded

- 1 In full-time education (not paid for by employer, including on vacation)
- 2 On government training/employment programme
- 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 (of at least 10 hrs a week)
- 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)

---

<sup>1</sup> See derived variable [SEconAct].

<sup>2</sup> Called [SEconAct] on SPSS file. Derived from [EconFW].

**ASK ALL MARRIED OR LIVING AS MARRIED (AT [MarStat2]) AND PARTNER IS NOT WORKING OR WAITING TO TAKE UP WORK (I.E. 'in full-time education', 'on government training scheme', 'unemployed', 'permanently sick or disabled', 'wholly retired from work', 'looking after the home' OR 'doing something else' AT [SEconAct])**

Q676 [LastJob] <sup>1</sup>

How long ago did (he/she) last have a paid job of at least 10 hours a week? GOVERNMENT PROGRAMS/SCHEMES DO NOT COUNT AS 'PAID JOBS'.

- 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

**ASK ALL WHERE PARTNER'S JOB DETAILS ARE BEING COLLECTED<sup>2</sup>**

Q677 [Title] \$ <sup>3</sup>

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

What (is his/her job? / Will that job be?)

PROBE IF NECESSARY: What (is/was) the name or title of the job?

Open Question (Maximum of 80 characters)

Q678 [Typewk] \$

What kind of work (do/will) (he/she) do most of the time?

IF RELEVANT: What materials/machinery (do/will) (he/she) use?

Open Question (Maximum of 80 characters)

Q679 [Train] \$

What training or qualifications are needed for that job?

Open Question (Maximum of 80 characters)

Q680 [EmployA] <sup>4</sup>

In your (husband's/wife's/partner's) (main) job (is/will) (he/she) (be) ...

READ OUT ...

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

Q682 [Supervise] <sup>5</sup>

In your job, (does/will) (he/she) have any formal responsibility for supervising the work of other (employees/people)?

DO NOT INCLUDE PEOPLE WHO ONLY SUPERVISE:

- CHILDREN, E.G. TEACHERS, NANNIES, CHILDMINDERS
- ANIMALS
- SECURITY OR BUILDINGS, E.G. CARETAKERS, SECURITY GUARDS

- 1 Yes
- 2 No

**IF 'yes' AT [Supervise]**

Q683 [Many] <sup>6</sup>

How many?

Range: 1 ... 9997

---

<sup>1</sup> Called [SLastJob] on SPSS file.

<sup>2</sup> Partner's job details are collected if respondent is not working or waiting to take up work, but partner **is** working or waiting to take up work.

<sup>3</sup> See coded variable [PSOC2000] and derived variables [PNSSEC], [PClass] and [PClassGp].

<sup>4</sup> Called [PEmploye] on SPSS file.

<sup>5</sup> Called [PSuperv] on SPSS file.

<sup>6</sup> Called [PMany] on SPSS file.

**ASK ALL WHERE PARTNER'S JOB DETAILS ARE BEING COLLECTED**  
Q684 [Super] <sup>1</sup> (NOT ON SCREEN)

dv  
Open Question (Maximum of 4 characters)

**ASK ALL WHERE PARTNER'S JOB DETAILS ARE BEING COLLECTED AND PARTNER IS EMPLOYEE ('employee'/DON'T KNOW AT [EmployA])**  
Q685 [Supman2] <sup>2</sup>

Can I just check, (*is/will*) (*he/she*) (*be*) ... READ OUT ...  
1 ...a manager,  
2 a foreman or supervisor,  
3 or not?

Q686 [OcSect2] <sup>3</sup>

CARD F9  
Which of the types of organisation on this card (*does he/she /will he/she be working*) for?  
1 PRIVATE SECTOR FIRM OR COMPANY Including, for example, limited companies and PLCs  
2 NATIONALISED INDUSTRY OR PUBLIC CORPORATION Including, for example, the Post Office and the BBC  
3 OTHER PUBLIC SECTOR EMPLOYER  
Incl eg: - Central govt/ Civil Service/ Govt Agency  
- Local authority/ Local Educ Auth (incl 'opted out' schools)  
- Universities  
- Health Authority / NHS hospitals / NHS Trusts/ GP surgeries  
- Police / Armed forces  
4 CHARITY/ VOLUNTARY SECTOR Including, for example, charitable companies, churches, trade unions  
7 Other answer (WRITE IN)

**IF 'other answer' AT [OcSect2]**

Q687 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

**ASK ALL WHERE PARTNER'S JOB DETAILS ARE BEING COLLECTED**  
Q688 [EmpMake] \$ <sup>4</sup>

**IF EMPLOYEE:** What does (*his/her*) employer make or do at the place where (*he/she*) (*usually works / will usually work*) (from)?  
**IF SELF-EMPLOYED:** What (*does/will*) (*he/she*) make or do at the place where (*he/she*) (*usually works / will usually work*) (from)?  
Open Question (Maximum of 80 characters)

Q692 [SEmpWork] <sup>5</sup>

**IF EMPLOYEE:** Including (*himself/herself*), how many people are employed at the place where (*he/she*) usually (*works / will work*) (from)?  
IF YES: PROBE FOR CORRECT PRECODE.  
0 (DO NOT USE IF EMPLOYEE/ No employees)  
1 Under 10  
2 10-24  
3 25-99  
4 100-499  
5 500 or more

---

<sup>1</sup> Called [PSuper] on SPSS file. Derived from [PSuperv] and [PMany].

<sup>2</sup> Called [PSupMan2] on SPSS file.

<sup>3</sup> Called [POcSect2] on SPSS file.

<sup>4</sup> See derived variables [PSIC92] and [PSIC92Gp].

<sup>5</sup> Called [PEmpWork] on SPSS file.

**VERSIONS B AND C: ASK ALL WHO ARE MARRIED OR LIVING AS MARRIED (AT [MarStat2]) AND WHOSE SPOUSE/PARTNER IS IN PAID WORK (AT [SEconAct])**  
Q697 [WkJbHrsI] <sup>1</sup>  
How many hours does (*he/she*) normally work a week in (*his/her*) main job - **including** any paid or unpaid overtime?  
ROUND TO NEAREST HOUR.  
IF RESPONDENT CANNOT ANSWER, ASK ABOUT LAST WEEK.  
IF RESPONDENT DOES NOT KNOW EXACTLY, ACCEPT AN ESTIMATE.  
FOR 95+ HOURS, CODE 95.  
FOR `VARIES TOO MUCH TO SAY', CODE 96.  
Range: 10 ... 96

Q698 [EJbHrsX] <sup>2</sup>  
What are your (*husband's/wife's/partner's*) **basic or contractual hours** each week in (*his/her*) main job - **excluding** any paid and unpaid overtime?  
ROUND TO NEAREST HOUR.  
IF RESPONDENT CANNOT ANSWER, ASK ABOUT LAST WEEK.  
IF RESPONDENT DOES NOT KNOW EXACTLY, ACCEPT AN ESTIMATE.  
FOR 95+ HOURS, CODE 95.  
FOR `VARIES TOO MUCH TO SAY' OR DOES NOT APPLY (E.G. SELF-EMPLOYED), CODE 96.  
Range: 0 ... 96

Q718 [SPartFull] <sup>3</sup> **(NOT ON SCREEN)**  
dv  
1 fulltime  
2 parttime

**ASK ALL WHERE PARTNER'S JOB DETAILS ARE BEING COLLECTED**  
Q704 [EconPos] <sup>4</sup> **(NOT ON SCREEN)**  
dv  
1 Employee (full-time)  
2 Employee (part-time)  
3 Self-employed (f-t)  
4 Self-employed (p-t)  
5 In work (status not known)  
6 Waiting to take up work  
7 Unemployed  
8 Looking after the home  
9 Retired  
10 In f-t education  
11 Other

Q705 [XXS] \$ **(NOT ON SCREEN)**  
Open Question (Maximum of 10 characters)

Q706 [REmpee] \$ **(EDIT ONLY)**  
SPOUSE  
Employment Status is currently (*employee/self-employed*)  
If you have any reason to revise this, you should do so now.  
Otherwise, press <Enter> to continue.  
1 Employee  
2 Self-employed

---

<sup>1</sup> Called [SWkJbHrI] on SPSS file. This question formed part of the ISSP module.

<sup>2</sup> Called [SWkJbHrX] on SPSS file. This question formed part of the ISSP module.  
See also derived variable [SPartFull].

<sup>3</sup> Derived from [SWkJbHrI].

<sup>4</sup> Called [PEconPos] on SPSS file. Derived from [EconAct], [EmployA] and [SPartFull].

Q707 [EmpStat] <sup>1</sup> (NOT ON SCREEN)

- SPOUSE  
Employment status is... ?
- 1 Self-employed - 25+ employees
  - 2 Self-employed - 1-24 employees
  - 3 Self-employed - no employees
  - 4 Self-employed - not known
  - 5 Manager - 25+ employees
  - 6 Manager - 1-24 employees
  - 7 Manager - not known
  - 8 Foreman/supervisor
  - 9 Other employee
  - 10 Employee - not known
  - 11 Inadequately described/not stated

Q708 [XXT] \$ (NOT ON SCREEN)

Open Question (Maximum of 10 characters)

Q709 [SIC92Gp] <sup>2</sup> (NOT ON SCREEN)

- dv
- 1 Agric, hunting, forestry
  - 2 Fishing
  - 3 Mining, quarrying
  - 4 Manufacture
  - 5 Electric, gas, water
  - 6 Construction
  - 7 Wholesale/retail trade
  - 8 Hotels and restaurants
  - 9 Transp, storage, communications
  - 10 Financial intermediation
  - 11 Real estate, renting
  - 12 Public admin & defence
  - 13 Education
  - 14 Health & social work
  - 15 Other social & personal services
  - 16 Private household employment
  - 17 Extra-territorial organisations
  - 98 Not classifiable

Q710 [SEG2] \$ <sup>3</sup> (NOT ON SCREEN)

Comes back from census matrix  
Range: 0 ... 97

Q711 [SOC1a2] \$ <sup>4</sup> (NOT ON SCREEN)

Comes back from Census Matrix  
Range: 0 ... 9

---

<sup>1</sup> Called [PEmpStat] on SPSS file.

<sup>2</sup> Called [PSIC92Gp] on SPSS file. Derived from [PSIC92].

<sup>3</sup> See derived variable [PNSEG] and [PNSEGGp]

<sup>4</sup> See derived variable [PNSOCC1]

Q712 [GHClass] \$ <sup>1</sup> **(NOT ON SCREEN)**  
 dv  
 1 Service class, higher  
 2 Service class, lower  
 3 Routine non-manual  
 4 Personal service  
 5 Small proprietors, with empl  
 6 Small proprietors, no empl  
 7 Farmers & smallholders  
 8 Foreman & technicians  
 9 Skilled manual workers  
 10 Semi and unskilled manual workers  
 11 Agricultural workers  
 99 Insufficient info

Q713 [ISCO] <sup>2</sup> **(NOT ON SCREEN)**  
 dv  
 Range: 0 ... 999

Q714 [XXEmp] \$ **(NOT ON SCREEN)**  
 Open Question (Maximum of 10 characters)

Q715 [XXX] \$ **(NOT ON SCREEN)**  
 spare  
 Open Question (Maximum of 50 characters)

Q719 [XSOC2000] <sup>3</sup> **(EDIT ONLY)**  
 Standard Occupational Classification - SOC2000 - WITHOUT DOTS.  
 Range: 0 ... 9999

Q720 [IndexNo] \$ **(NOT ON SCREEN)**  
 Index number of SOC2000 entry selected in coding index  
 Range: 0 ... 999999

Q721 [ES2000] <sup>4</sup> **(NOT ON SCREEN)**  
 Full employment status - derived from Job block questions and SOC2000  
 1 Self-employed : large establishment (25+ employees)  
 2 Self-employed : small establishment (1-24 employees)  
 3 Self-employed : no employees  
 4 Manager : large establishment (25+ employees)  
 5 Manager : small establishment (1-24 employees)  
 6 Foreman or supervisor  
 7 Employee (not elsewhere classified)  
 8 No employment status info given - for use in this program only

Q722 [NSSEC] <sup>5</sup> **(NOT ON SCREEN)**  
 NS-SEC Socio-economic Class (full classification)- derived variable  
 Range: 0 ... 17

Q723 [SECFlag] \$ **(NOT ON SCREEN)**  
 Indicator for status of SEC  
 0 - valid combination of SEC and ES2000 1 - invalid combination 2 - no  
 employment status info - simplified SEC used  
 Range: 0 ... 2

---

<sup>1</sup> See derived variable [PNGH] and [PNGHGrp].

<sup>2</sup> Called [PISCO] on SPSS file.

<sup>3</sup> Called [PSOC2000] on SPSS file.

<sup>4</sup> Called [PES2000] on SPSS file.

<sup>5</sup> Called [PNSSEC] on SPSS file. See also derived variables [PopCat], [PClass] and [PClassGp].

- Q724 [SEG] <sup>1</sup>  
 Socio-economic Group (old scheme)  
 Range: 0 ... 16
- Q725 [SC] <sup>2</sup>  
 Social Class (old scheme)  
 Range: 0 ... 6
- Q726 [SOC90] <sup>3</sup> **(NOT ON SCREEN)**  
 SOC90 code from SOC2000 lookup file.  
 Range: 1 ... 999
- Q727 [SOCStatus] \$ **(NOT ON SCREEN)**  
 SOC90 reliability flag  
 Range: 0 ... 1
- Q728 [SIC92] <sup>4</sup> **(NOT ON SCREEN)**  
 EDITOR: Review industry details and assign 2-digit SIC92 code for:  
 (*EmpMake*)  
 Range: 1 ... 99
- Q729 [XXC] \$ **(NOT ON SCREEN)**  
 Open Question (Maximum of 10 characters)

## **Income**

### **ASK ALL**

- Q730 [AnyBN3]  
 CARD F10  
 Do you (*or your husband/wife/partner*) receive any of the **state** benefits or  
 tax credits on this card at present?
- 1 Yes  
 2 No

---

<sup>1</sup> Called [PNSEG] on SPSS file. See also derived variable [PNSEGrp].

<sup>2</sup> Called [PNSOCC1] on SPSS file.

<sup>3</sup> Called [PNSOC90] on SPSS file.

<sup>4</sup> Called [PSIC92] on SPSS file. See also derived variable [PSIC92Gp].

**IF 'yes' AT [AnyBN3]**

Q731-[BenFTNFW] <sup>1</sup> \$

Q748 CARD F10 AGAIN Which ones? PROBE: Which others?  
Multicoded (Maximum of 18 codes)

1	State retirement pension (National Insurance)	[BenefOAP]
2	War Pension (War Disablement Pension or War Widows Pension)	[BenefWar]
3	Bereavement Allowance/ Widow's Pension/ Widowed Parent's Allowance	[BenefWid]
4	Jobseeker's Allowance/ Unemployment Benefit / Income Support for the Unemployed	[BenefUB]
5	Income Support (other than for unemployment)/ Minimum Income Guarantee for pensioners	[BenefIS]
6	Child Benefit (formerly Family Allowance)	[BenefCB]
7	Child Tax Credit	[BenefCTC]
8	Working Families Tax Credit/ Childcare Tax Credit	[BenefFC]
9	Housing Benefit (Rent Rebate/ Rent Allowance)	[BenefHB]
10	Council Tax Benefit (or Rebate)	[BenefCT]
11	Incapacity Benefit / Sickness Benefit / Invalidity Benefit	[BenefInc]
12	Disabled Person's Tax Credit	[BenefDWA]
13	Disability Living Allowance (for people under 65)	[BenefDLA]
14	Attendance Allowance (for people aged 65+)	[BenefAtA]
15	Severe Disablement Allowance	[BenefSev]
16	Invalid Care Allowance	[BenefICA]
17	Industrial Injuries Disablement Benefit	[BenefInd]
18	Other state benefit (WRITE IN)	[BenefOth]

**IF 'other state benefit' AT [BenFTNFW]**

Q749 [OthSpec] \$  
WRITE IN OTHER ANSWER GIVEN  
Open Question (Maximum of 60 characters)

**ASK ALL**

Q750 [BenefOAP] \* <sup>2</sup> (NOT ON SCREEN)  
dv

Q751 [BenefWar] \* <sup>3</sup> (NOT ON SCREEN)  
dv

Q752 [BenefWid] \* <sup>4</sup> (NOT ON SCREEN)  
dv

Q753 [BenefUB] \* <sup>5</sup> (NOT ON SCREEN)  
dv

Q754 [BenefIS] \* <sup>6</sup> (NOT ON SCREEN)  
dv

Q755 [BenefCB] \* <sup>7</sup> (NOT ON SCREEN)  
dv

---

<sup>1</sup> See derived variables [BenefOAP], [BenefWar], [BenefWid], [BenefUB], [BenefIS], [BenefCB], [BenefCTC], [BenefFC], [BenefHB], [BenefCT], [BenefInc], [BenefDWA], [BenefDLA], [BenefAtA], [BenefSev], [BenefICA], [BenefInd] and [BenefOth].

<sup>2</sup> Derived from [BenFTNFW].

<sup>3</sup> Derived from [BenFTNFW].

<sup>4</sup> Derived from [BenFTNFW].

<sup>5</sup> Derived from [BenFTNFW].

<sup>6</sup> Derived from [BenFTNFW].

<sup>7</sup> Derived from [BenFTNFW].

Q756 [BenefCTC] \* <sup>1</sup> (NOT ON SCREEN)  
dv

Q757 [BenefFC] \* <sup>2</sup> (NOT ON SCREEN)  
dv

Q758 [BenefHB] \* <sup>3</sup> (NOT ON SCREEN)  
dv

Q759 [BenefCT] \* <sup>4</sup> (NOT ON SCREEN)  
dv

Q760 [BenefInc] \* <sup>5</sup> (NOT ON SCREEN)  
dv

Q761 [BenefDWA] \* <sup>6</sup> (NOT ON SCREEN)  
dv

Q762 [BenefDLA] \* <sup>7</sup> (NOT ON SCREEN)  
dv

Q763 [BenefAtA] \* <sup>8</sup> (NOT ON SCREEN)  
dv

Q764 [BenefSev] \* <sup>9</sup> (NOT ON SCREEN)  
dv

Q765 [BenefICA] \* <sup>10</sup> (NOT ON SCREEN)  
dv

Q766 [BenefInd] \* <sup>11</sup> (NOT ON SCREEN)  
dv

Q767 [BenefOth] \* <sup>12</sup> (NOT ON SCREEN)  
dv

\* [BenefOAP] to [BenefOth]

0 Not mentioned

1 Mentioned

Q768 [XXCl] \$ (NOT ON SCREEN)

Open Question (Maximum of 10 characters)

---

<sup>1</sup> Derived from [BenFTNFW].

<sup>2</sup> Derived from [BenFTNFW].

<sup>3</sup> Derived from [BenFTNFW].

<sup>4</sup> Derived from [BenFTNFW].

<sup>5</sup> Derived from [BenFTNFW].

<sup>6</sup> Derived from [BenFTNFW].

<sup>7</sup> Derived from [BenFTNFW].

<sup>8</sup> Derived from [BenFTNFW].

<sup>9</sup> Derived from [BenFTNFW].

<sup>10</sup> Derived from [BenFTNFW].

<sup>11</sup> Derived from [BenFTNFW].

<sup>12</sup> Derived from [BenFTNFW].

**ASK ALL**

Q769 [MainInc]

CARD F11

Which of these is the **main** source of income for you (*and your husband/wife/partner*) at present?

- 1 Earnings from employment (own or spouse / partner's)
- 2 Occupational pension(s) - from previous employer(s)
- 3 State retirement or widow's pension(s)
- 4 Jobseeker's Allowance/ Unemployment benefit
- 5 Income Support/ Minimum Income Guarantee for pensioners
- 7 Invalidity, sickness or disabled pension or benefit(s)
- 8 Other state benefit or tax credit(WRITE IN)
- 9 Interest from savings or investments
- 10 Student grant, bursary or loans
- 11 Dependent on parents/other relatives
- 12 Other main source (WRITE IN)

**IF 'other state benefit or tax credit' AT [MainInc]**

Q770 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

**IF 'other main source' AT [MainInc]**

Q771 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

**ASK ALL WHO ARE NOT WHOLLY RETIRED (AT [REconAct]) AND MALE AGED 65 OR UNDER WOMAN AGED 60 OR UNDER (AT [RSex] AND [RAge])**

Q772 [PenXpct1]

CARD F12

When you have retired and have stopped doing paid work, where do you think **most** of your income will come from?

INTERVIEWER: IF RESPONDENT SAYS 'SPOUSE/ PARTNER'S COMPANY/OCCUPATIONAL PENSION', CODE AS 'A COMPANY/OCCUPATIONAL PENSION'.

SIMILARLY FOR STATE AND PERSONAL/STAKEHOLDER PENSIONS.

- 1 State retirement pension
- 2 A company or occupational pension
- 3 A personal or stakeholder pension
- 4 Other savings or investments
- 5 From somewhere else (WRITE IN)
- 7 **EDIT ONLY:** Earnings from job/still working

**IF 'from somewhere else' AT [PenXpct]**

Q773 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

**IF 'company or occupational pension' OR 'personal or stakeholder pension' AT [PenXpct1] AND RESPONDENT IS MARRIED, LIVING AS MARRIED, SEPARATED, WIDOWED OR DIVORCED (AT [MarStat2])**

Q774 [PenOwn1]

And would that be your own pension or your (*husband's/ wife's/ partner's/ ex-husband's/ ex-wife's/ late husband's/ late wife's*) pension?

- 1 Own pension
- 2 Spouse/partner's pension
- 3 (Both)

**ASK ALL WHO ARE NOT WHOLLY RETIRED (AT [REconAct]) AND MALE AGED 65 OR UNDER WOMAN AGED 60 OR UNDER (AT [RSex] AND [RAge])**

Q775 [PenXpct2]

CARD F12 AGAIN

And which do you think will be your **second most important** source of income?

INTERVIEWER: IF RESPONDENT SAYS 'SPOUSE/ PARTNER'S COMPANY/OCCUPATIONAL PENSION', CODE AS 'A COMPANY/OCCUPATIONAL PENSION'.

SIMILARLY FOR STATE AND PERSONAL/STAKEHOLDER PENSIONS.

- 1 State retirement pension
- 2 A company or occupational pension
- 3 A personal or stakeholder pension
- 4 Other savings or investments
- 5 From somewhere else (WRITE IN)
- 6 (None)
- 7 **EDIT ONLY:** Earnings from job/still working

**IF 'from somewhere else' AT [PenXpct2]**

Q776 [OthSpec] \$

WRITE IN OTHER ANSWER GIVEN

Open Question (Maximum of 60 characters)

**IF 'company or occupational pension' OR 'personal or stakeholder pension' AT [PenXpct2] AND RESPONDENT IS MARRIED, LIVING AS MARRIED, SEPARATED, WIDOWED OR DIVORCED (AT [MarStat2])**

Q777 [PenOwn2]

And would that be your own pension or your (*husband's/ wife's/ partner's/ ex-husband's/ ex-wife's/ late husband's/ late wife's*) pension?

- 1 Own pension
- 2 Spouse/partner's pension
- 3 (Both)

**ASK ALL**

Q778 [HHincome] \*

CARD F13

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.

**ASK ALL IN PAID WORK (AT [REconAct])**

Q779 [REarn] \*

CARD F13 AGAIN

Which of the letters on this card represents your **own gross or total earnings**, before deduction of income tax and national insurance?

\* [HhIncome] to [REarn] <sup>1</sup>

- 1 Q
- 2 T
- 3 O
- 4 K
- 5 L
- 6 B
- 7 Z
- 8 M
- 9 F
- 10 J
- 11 D
- 12 H
- 13 A
- 14 W
- 15 G
- 16 N
- 17 E
- 97 Refused information

Q780 [XX] \$  
 Spare  
 Open Question (Maximum of 20 characters)

---

<sup>1</sup> The showcard showed the bands as follows:

WEEKLY income BEFORE tax	Letter	ANNUAL income BEFORE tax
Less than £77 .....	Q	Less than £3,999
£78-£115 .....	T	£4,000 - £5,999
£116-£154 .....	O	£6,000-£7,999
£155-£192 .....	K	£8,000-£9,999
£193-£230 .....	L	£10,000-£11,999
£231-£289 .....	B	£12,000-£14,999
£290-£346 .....	Z	£15,000-£17,999
£347-£385 .....	M	£18,000-£19,999
£386-£442 .....	F	£20,000-£22,999
£443-£500 .....	J	£23,000-£25,999
£501-£558 .....	D	£26,000-£28,999
£559-£615 .....	H	£29,000-£31,999
£616-£730 .....	A	£32,000-£37,999
£731-£845 .....	W	£38,000-£43,999
£846-£961 .....	G	£44,000-£49,999
£962-£1,076 .....	N	£50,000-£55,999
£1,077 or more .....	E	£56,000 or more

## Administration

### ASK ALL

Q781 [PhoneX]

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

- 1 Yes
- 2 No

### IF 'yes' AT [PhoneX]

Q782 [PhoneBck]

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

ADD IF NECESSARY: Your 'phone number will **not** be passed to anyone outside the National Centre.

IF NUMBER GIVEN, WRITE ON THE ARF

NOTE: YOU WILL BE ASKED TO KEY IN THE NUMBER IN THE ADMIN BLOCK

- 1 Number given
- 2 Number refused

### ASK ALL

Q783 [ComeBac2]

Sometime in the next year, we may be doing a follow up survey and may wish to contact you again. Could you give us the address or phone number of someone who knows you well, just in case we have difficulty in getting in touch with you.

IF NECESSARY, PROMPT: Perhaps a relative or friend who is unlikely to move?

WRITE IN DETAILS ON ARF

- 1 Information given
- 2 Information not given (other than code 3)
- 3 DO NOT PROMPT: Outright refusal ever to take part again

Q784 [SCXplain] \$

INTERVIEWER: THANK RESPONDENT FOR (HIS/HER) HELP AND EXPLAIN ABOUT THE SELF-COMPLETION QUESTIONNAIRE.

PLEASE MAKE SURE YOU GIVE THE RESPONDENT THE VERSION (A/B/C) (VIOLET/ORANGE/GREEN) QUESTIONNAIRE

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.

Q785 [SelfComp] (NOT ON SCREEN)

dv

Range: 0 ... 97

Q786 [EndTIM] \$ (NOT ON SCREEN)

End time

Time

Q787 [THANK] \$

INTERVIEWER: THE INTERVIEW IS FINISHED

THANK THE RESPONDENT FOR THEIR CO-OPERATION

THEN ENTER '1' TO CLOSE THE INTERVIEW

- 1 FINISH

Q788 [Duration] \$ (NOT ON SCREEN)  
INTERVIEWER: THE COMPUTER THINKS THIS INTERVIEW STARTED AT (*start time*) AND  
FINISHED AT (*end time*) - (*endtime* - *start time*) MINUTES  
PLEASE ENTER LENGTH OF INTERVIEW IN MINUTES  
Range: 1 ... 300

Q789 [SIntLen] \$ (NOT ON SCREEN)  
Computer Interview Length  
Range: 1 ... 997

Q790 [XX] \$ (NOT ON SCREEN)  
Spare  
Open Question (Maximum of 20 characters)

Q791 [ASerial] \$ (NOT ON SCREEN)  
Serial Number  
Range: 40001 ... 149999

Q792 [IssNum] \$ (NOT ON SCREEN)  
Issue.  
Range: 0 ... 7

Q793 [INTNUM] (NOT ON SCREEN)  
Interviewer Number  
Open Question (Maximum of 4 characters)

Q794 [AIntDate] \$ (NOT ON SCREEN)  
Interview date  
Date

Q795 [ADuration] \$ (NOT ON SCREEN)  
Interview length  
Range: 0 ... 9997

Q796 [QStart] \$ (NOT ON SCREEN)  
Qre started  
1 Yes  
2 No

Q797 [QPart] \$ (NOT ON SCREEN)  
Qre partial  
1 Yes  
2 No

Q798 [QEnd] \$ (NOT ON SCREEN)  
Qre finished  
1 Yes  
2 No

Q799 [AComeBac] \$ (NOT ON SCREEN)  
From Endit.ComeBac2  
1 InfoGiv  
2 NotGiven  
3 OutRefu

Q800 [AVersion] \$ (NOT ON SCREEN)  
Qre version  
Range: 1 ... 97

Q801 [CAdd1] \$ **(NOT ON SCREEN)**  
 Confirmed add1  
 Open Question (Maximum of 40 characters)

Q802 [CAdd2] \$ **(NOT ON SCREEN)**  
 Confirmed add2  
 Open Question (Maximum of 40 characters)

Q803 [CAdd3] \$ **(NOT ON SCREEN)**  
 Confirmed add3  
 Open Question (Maximum of 40 characters)

Q804 [CAdd4] \$ **(NOT ON SCREEN)**  
 Confirmed add4  
 Open Question (Maximum of 40 characters)

Q805 [CAdd5] \$ **(NOT ON SCREEN)**  
 Confirmed add5  
 Open Question (Maximum of 40 characters)

Q806 [CaddPC] <sup>1</sup> \$ **(NOT ON SCREEN)**  
 Confirmed PC  
 Open Question (Maximum of 10 characters)

Q807 [CRTt1] \$ **(NOT ON SCREEN)**  
 Confirmed Respondents title  
 Open Question (Maximum of 4 characters)

Q808 [CRFNam] \$ **(NOT ON SCREEN)**  
 Confirmed Respondents forname  
 Open Question (Maximum of 10 characters)

Q809 [CRSNam] \$ **(NOT ON SCREEN)**  
 Confirmed Respondents surname  
 Open Question (Maximum of 14 characters)

Q810 [PhoneNum] \$ **(NOT ON SCREEN)**  
 Confirmed telephone number  
 Open Question (Maximum of 15 characters)

Q811 [CStName] \$ **(NOT ON SCREEN)**  
 Stable - Confirmed contact name  
 Open Question (Maximum of 30 characters)

Q812 [CStRel] \$ **(NOT ON SCREEN)**  
 Stable - Confirmed relationship  
 Open Question (Maximum of 30 characters)

Q813 [CStAdd1] \$ **(NOT ON SCREEN)**  
 Stable - Confirmed add1  
 Open Question (Maximum of 40 characters)

Q814 [CStAdd2] \$ **(NOT ON SCREEN)**  
 Stable - Confirmed add2  
 Open Question (Maximum of 40 characters)

Q815 [CStAdd3] \$ **(NOT ON SCREEN)**  
 Stable - Confirmed add3  
 Open Question (Maximum of 40 characters)

---

<sup>1</sup> See derived variable [Postcode] which gives postal district.

Q816 [CStAdd4] \$ **(NOT ON SCREEN)**  
 Stable - Confirmed add4  
 Open Question (Maximum of 40 characters)

Q817 [CStAdd5] \$ **(NOT ON SCREEN)**  
 Stable - Confirmed add5  
 Open Question (Maximum of 40 characters)

Q818 [CStAddPC] \$ **(NOT ON SCREEN)**  
 Stable - Confirmed PC  
 Open Question (Maximum of 10 characters)

Q819 [CStTelNum] \$ **(NOT ON SCREEN)**  
 Stable - Confirmed Telephone number  
 Open Question (Maximum of 15 characters)

Q820 [CStInfo] \$ **(NOT ON SCREEN)**  
 Stable - Confirmed Info  
 Open Question (Maximum of 100 characters)

Q821 [ACountry] \$ **(NOT ON SCREEN)**  
 Copy of country  
 1 England  
 2 Scotland  
 3 Wales

Q822 [HSTATUS] \$ **(NOT ON SCREEN)**  
 Current Interview Status  
 UPDATE THIS BEFORE EACH TRANSMISSION TO HEAD OFFICE.  
 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, refusal)

Q823 [MENUNOTE] \$ **(NOT ON SCREEN)**  
 Reminder/Note for the opening menu (OPTIONAL)  
 IF NOTHING TO SAY, JUST PRESS <Enter>.  
 ENTER IN HERE ANY USEFUL DETAILS YOU WISH TO APPEAR ON THE ADDRESS MENU>  
 Open Question (Maximum of 50 characters)

Q824 [VCHOICE] \$ **(NOT ON SCREEN)**  
 Protects Choice  
 1 RETURN TO THE ADDRESS MENU - without completing the admin. block  
 5 COMPLETE ADMIN DETAILS - and prepare for return to Head Office.  
 INTERVIEWER: Do not select code 5 until you are sure you wish to send this  
 questionnaire to Head Office

Q825 [Outcome] <sup>1</sup>  
 INTERVIEWER : FINAL OUTCOME CODE  
 IF PRODUCTIVE (FULLY OR PARTIALLY): PRESS ENTER  
 IF UNPRODUCTIVE: ENTER FINAL OUTCOME CODE FROM ARF  
 NOTE :  
 900 = Reallocated to another interviewer  
 Range: 0 ... 997

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<sup>1</sup> Called [RespOutc] on SPSS file.

**IF Outcome = 560, 670 OR 790**

Q826 [RespOth] \$  
 ENTER OTHER REASON  
 Open Question (Maximum of 40 characters)

**ASK ALL**

Q827-[Fee] \$ **(NOT ON SCREEN)**

Q838 VISIBLE IN TEST VERSION ONLY  
 Range: 0 ... 7

**ASK ALL WITH [OutCome] = 110, 210, 312..340, 422..560, 770**

Q839 [AddOk] \$  
 WAS THE ADDRESS ON THE ARF LABEL CORRECT AND COMPLETE?

1 Yes  
 2 No

**IF 'no' AT [AddOK]**

Q840 [AAdd1] \$  
 PLEASE ENTER CORRECT ADDRESS  
 FIRST LINE...  
 Open Question (Maximum of 40 characters)

Q841 [AAdd2] \$  
 (PLEASE ENTER CORRECT ADDRESS)  
 SECOND LINE...  
 Open Question (Maximum of 40 characters)

Q842 [AAdd3] \$  
 (PLEASE ENTER CORRECT ADDRESS)  
 THIRD LINE...  
 (JUST PRESS ENTER IF NO MORE TO ADD)  
 Open Question (Maximum of 40 characters)

Q843 [AAdd4] \$  
 (PLEASE ENTER CORRECT ADDRESS)  
 FOURTH LINE...  
 (JUST PRESS ENTER IF NO MORE TO ADD)  
 Open Question (Maximum of 40 characters)

Q844 [AAdd5] \$  
 (PLEASE ENTER CORRECT ADDRESS)  
 FIFTH LINE...  
 (JUST PRESS ENTER IF NO MORE TO ADD)  
 Open Question (Maximum of 40 characters)

Q845 [AAddPc] \$  
 (PLEASE ENTER CORRECT ADDRESS)  
 POSTCODE...  
 Open Question (Maximum of 10 characters)

Q846 [ConAdd] \$  
 PLEASE READ THE ADDRESS BELOW, AND CONFIRM IT IS CORRECT AND MATCHES  
 CORRECTIONS MADE ON THE ARF  
 Address: (*address*)  
 POSTCODE: (*postcode*)  
 GO BACK AND CHANGE IF NOT CORRECT.

1 Address correct  
 2 Address **not** correct

**ASK ALL [Outcome] = 110, 210, 340, 431...450, 510...560**

Q847 [RTt1] \$  
 INTERVIEWER: PLEASE ENTER THE SELECTED PERSONS NAME...  
 ... TITLE:  
 IF 'DON'T KNOW', ENTER <CTRL+K>  
 Open Question (Maximum of 4 characters)

Q848 [RFNam] \$  
 INTERVIEWER: PLEASE ENTER THE SELECTED PERSONS NAME...  
 ... FIRST NAME / INITIALS:  
 IF 'DON'T KNOW', ENTER <CTRL+K>  
 Open Question (Maximum of 10 characters)

Q849 [RSNam] \$  
 INTERVIEWER: PLEASE ENTER THE SELECTED PERSONS NAME...  
 ... SURNAME:  
 IF 'DON'T KNOW', ENTER <CTRL+K>  
 Open Question (Maximum of 14 characters)

Q850 [ConName] \$  
 INTERVIEWER: The selected persons name is:  
 (*name*)  
 IS THIS CORRECT?  
 GO BACK AND CHANGE IF NOT CORRECT

1 Name correct  
 2 Name **NOT** correct

**ASK ALL [Outcome] = 110, 210, 340, 431..450, 510...560**

Q851 [AskPhone] \$  
 ENTER TELEPHONE NUMBER FROM FRONT OF ARF  
 INCLUDE STANDARD CODE  
 IF NOT OBTAINED, ENTER <CTRL+K>  
 Open Question (Maximum of 15 characters)

Q852 [ConPhone] \$  
 INTERVIEWER: The telephone number is: (*phone number*)  
 IS THIS CORRECT?  
 GO BACK AND CHANGE IF NOT CORRECT

1 Number correct  
 2 **NOT** correct

**ASK ALL**

Q853 [TNC]  
 How many visits in total did you make to the address?  
 Range: 0 ... 20

**ASK ALL [Outcome] = 110, 210, 312...340, 422...560, 770**

Q854 [DUNo]  
 RECORD NUMBER OF OCCUPIED DWELLING UNITS  
 (Q5a on the ARF)  
 (ENTER DK (Ctrl+K) IF NOT KNOWN)  
 Range: 1 ... 97

**IF [DUNo] > 1**

Q855 [DUSel]  
 RECORD NUMBER OF SELECTED DWELLING UNIT  
 (Q6b on the ARF)  
 Range: 1 ... 97

**ASK ALL [Outcome] = 110, 210, 340, 431...560**

Q856 [PersNo]  
 ENTER NUMBER OF PEOPLE AGED 18+  
 (Q8a on the ARF)  
 Range: 1 ... 97

**IF [PersNo] > 1**

Q857 [PersSel]  
 ENTER 'PERSON NUMBER' OF SELECTED PERSON  
 (Q9b on the ARF)  
 Range: 1 ... 97

**ASK ALL [Outcome] = 110, 210**

Q858 [SCPlan] \$  
 RECORD HOW SELF-COMPLETION QUESTIONNAIRE IS BEING RETURNED  
 (Q12b ON ARF)

- 1 To post it at same time as transmitting interview
- 2 To collect it yourself and return it **separately**
- 3 To ask the respondent to post it back to the office
- 4 Not expected

Q859 [SCNExp] \$  
 WRITE IN REASON NOT EXPECTED  
 Open Question (Maximum of 60 characters)

Q860 [StName] \$  
 STABLE ADDRESS/ADDITIONAL INFORMATION TO HELP WITH FUTURE CONTACTS:  
 PLEASE ENTER NAME OF CONTACT PERSON  
 (BACK PAGE OF ARF)  
 Open Question (Maximum of 30 characters)

Q861 [StRel] \$  
 PLEASE ENTER RELATIONSHIP TO RESPONDENT  
 PROBE FULLY:  
 (BACK PAGE OF ARF)  
 Open Question (Maximum of 30 characters)

Q862 [StAdd1] \$  
 PLEASE ENTER STABLE/CONTACT ADDRESS  
 Line 1:  
 (BACK PAGE OF ARF)  
 Open Question (Maximum of 40 characters)

Q863 [StAdd2] \$  
 PLEASE ENTER STABLE/CONTACT ADDRESS  
 Line 2:  
 (BACK PAGE OF ARF)  
 (JUST PRESS ENTER IF NO MORE TO ADD)  
 Open Question (Maximum of 40 characters)

Q864 [StAdd3] \$  
 PLEASE ENTER STABLE/CONTACT ADDRESS  
 Line 3:  
 (BACK PAGE OF ARF)  
 (JUST PRESS ENTER IF NO MORE TO ADD)  
 Open Question (Maximum of 40 characters)

Q865 [Stadd4] \$  
PLEASE ENTER STABLE/CONTACT ADDRESS  
Line 4:  
(BACK PAGE OF ARF)  
(JUST PRESS ENTER IF NO MORE TO ADD)  
Open Question (Maximum of 40 characters)

Q866 [Stadd5] \$  
PLEASE ENTER STABLE/CONTACT ADDRESS  
Line 5:  
(BACK PAGE OF ARF)  
(JUST PRESS ENTER IF NO MORE TO ADD)  
Open Question (Maximum of 40 characters)

Q867 [StaddPC] \$  
PLEASE ENTER STABLE/CONTACT ADDRESS  
Postcode:  
(BACK PAGE OF ARF)  
(JUST PRESS ENTER IF NONE)  
Open Question (Maximum of 10 characters)

Q868 [StTelNum] \$  
PLEASE ENTER STABLE/CONTACT ADDRESS  
Telephone Number  
(BACK PAGE OF ARF)  
INCLUDE STANDARD CODE  
IF NOT OBTAINED, ENTER <CTRL+K>  
Open Question (Maximum of 15 characters)

Q869 [StInfo] \$  
PLEASE ENTER **ANY OTHER INFORMATION** ABOUT STABLE/CONTACT ADDRESS  
(BACK PAGE OF ARF)  
Open Question (Maximum of 100 characters)

Q870 [ConSt] \$  
PLEASE READ THE STABLE ADDRESS BELOW, AND CONFIRM IT IS CORRECT AND MATCHES  
ADDRESS AND DETAILS WRITTEN ON THE ARF  
Name : (*name*)  
Relationship : (*relationship*)  
Address : (*address*)  
POSTCODE : (*postcode*)  
TELEPHONE : (*telephone number*)  
OTHER INFO : (*info*)  
1 Details correct  
2 Details **not** correct

Q871 [XX1] \$ (**NOT ON SCREEN**)  
spare  
Open Question (Maximum of 20 characters)

Q872 [IntDone] \$  
HAVE YOU COMPLETED ALL POST-INTERVIEWING CODING, CHECKING AND 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

Q873 [XX2] \$ (**NOT ON SCREEN**)  
spare  
Open Question (Maximum of 20 characters)

Q874 [IntStatus] \$ (NOT ON SCREEN)  
 Interview status  
 1 Interview not started  
 2 Started interview  
 3 Partial interview  
 4 Full interview  
 5 No interview required (Non-productive/deadwood)

Q875 [IntDone] \$  
 Admin block completed?  
 1 Yes  
 2 No

Q876 [InterNote] \$  
 Interviewer comment  
 Open Question (Maximum of 100 characters)

Q877 [Outcome] \$  
 Final outcome code  
 Range: 0 ... 997

Q878 [NOFHH] \$  
 Number of households at address  
 Range: 0 ... 97

Q879-[PayItem] \$  
 Q898 CAPI pay item  
 Range: 0 ... 97

Q899 [SurvStatus] \$  
 Survey specific status (spare)  
 1 C1  
 2 C2  
 3 C3  
 4 C4  
 5 C5  
 6 C6  
 7 C7  
 8 C8  
 9 C9  
 10 C10  
 11 C11  
 12 C12  
 13 C13  
 14 C14

# Versions B and C

## Employment and Caring

VERSIONS B AND C: ASK ALL CURRENT EMPLOYEES ('employee/DON'T KNOW AT [EmployB])

Q353 [TimeOff]  
CARD C9  
And now some more questions about your job.  
I'd like you to think about the person at work you go to if you have to take time off - this may be your supervisor, your line manager or someone else. How understanding would this person be if you had to take time off for family or personal reasons?

- 1 Very understanding
- 2 Fairly understanding
- 3 Not very understanding
- 4 Not at all understanding
- 5 Varies too much to say
- 6 (Doesn't have to ask anyone if takes time off)

IF NOT 'doesn't have to ask anyone' AT [TimeOff]

Q354 [ManWoman]  
Is this person a man or a woman?

- 1 Man
- 2 Woman

VERSIONS B AND C: ASK ALL CURRENT EMPLOYEES ('employee/DON'T KNOW AT [EmployB])

Q355-[LostTime]\$<sup>1</sup>  
Q358 CARD C10  
Say you had to take a day off work, with little notice, for family or personal reasons. In general, which of the things on this card would you do to cover the lost time?  
Which others?  
INTERVIEWER: CODE ALL THAT APPLY  
Multicoded (Maximum of 4 codes)

- 1 Use holiday or flexi hours [LTHoli]
- 2 Put in extra effort within normal working hours [LTEffort]
- 3 Work extra hours afterwards [LTEXtrHr]
- 4 Take unpaid leave [LTUnpaid]
- 5 None of these [LTNone]

Q359 [LoseMony]  
And if you took time off work for family or personal reasons would you...  
READ OUT...

- 1 ...usually lose money as a result,
- 2 sometimes lose money,
- 3 or, not usually lose money as a result?
- 4 (Varies too much to say)

---

<sup>1</sup> See derived variables [LTHoli], [LTEffort], [LTEXtrHr], [LTUnpaid], and [LTNone].

Q360 [UpLadder]

CARD C11

I'd like you to think about how people in your kind of job move up the ladder at your workplace - for example, by getting themselves promoted. Do you agree or disagree that people who want to do this usually have to put in long hours?

- 1 Agree strongly
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Disagree strongly
- 6 (No-one moves up ladder/gets promoted)
- 7 (It depends)

Q361 [MovLaddr]

CARD C12

And do you agree or disagree that people in your kind of job who want to move up the ladder at your workplace have to be prepared to move from one part of the country to another?

- 1 Agree strongly
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Disagree strongly
- 6 No other workplace to move to
- 7 (No-one moves up ladder/gets promoted)
- 8 (It depends)

Q362 [ImpLaddr]

CARD C13

Speaking for yourself, how important is it that you move up the career ladder at work?

- 1 Very important
- 2 Fairly important
- 3 Not very important
- 4 Not important at all

Q363 [TOSNProb] \*

CARD C14

How much do you agree or disagree that if you take time off work at short notice it makes things difficult for the people you work with?

Q364 [LongHrs] \*

CARD C14 AGAIN

How much do you agree or disagree that people in your kind of job are expected to work longer hours these days than they used to?

\* [TOSNProb] to [LongHrs]

- 1 Agree strongly
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Disagree strongly

# Version C

## Transport

### VERSION C: ASK ALL

- Q225 [TransCar]  
(May I just check...) ... do you, or does anyone in your household, own or have the regular use of a car or a van?  
IF 'YES' PROBE FOR WHETHER RESPONDENT, OR OTHER PERSON(S) ONLY, OR BOTH
- 1 Yes, respondent only
  - 2 Yes, other(s) only
  - 3 Yes, both
  - 4 No

### IF 'yes' AT [TransCar]

- Q226 [NumbCars]  
How many vehicles in all?
- 1 One
  - 2 Two
  - 3 Three
  - 4 Four
  - 5 Five or more

### VERSION C: ASK ALL

- Q227 [TrfPb6U] \*  
CARD B1  
Now thinking about traffic and transport problems, how serious a problem **for you** is congestion on motorways?
- Q228 [TrfPb9U] \*  
CARD B1 AGAIN  
(And how serious a problem **for you** is ...)  
traffic congestion in towns and cities?
- Q229 [TrfPb10U] \*  
CARD B1 AGAIN  
(And how serious a problem **for you** are ...)  
exhaust fumes from traffic in towns and cities?
- Q230 [TrfPb11U] \*  
CARD B1 AGAIN  
(And how serious a problem **for you** is ...)  
noise from traffic in towns and cities?

### \* [TrfPb6U] to [TrfPb11U]

- 1 A very serious problem
- 2 A serious problem
- 3 Not a very serious problem
- 4 Not a problem at all

**IF 'yes, respondent', 'yes, both', DON'T KNOW OR REFUSAL AT [TransCar]**

Q231 [GETABB1] \*  
 CARD B2  
 I am going to read out some of the things that might get people to **cut down** on the number of car journeys they take. For each one, please tell me what effect, if any, this might have on how much **you yourself** use the car to get about.  
 ...gradually doubling the cost of petrol over the next ten years.

Q232 [GETABB2] \*  
 CARD B2 AGAIN  
 (What effect, if any, might this have on how much **you yourself** use the car)  
 ...greatly improving **long distance** rail and coach services?

Q233 [GETABB3] \*  
 CARD B2 AGAIN  
 (What effect, if any, might this have on how much **you yourself** use the car)  
 ...greatly improving the reliability of **local** public transport?

Q234 [GETABB4] \*  
 CARD B2 AGAIN  
 (What effect, if any, might this have on how much **you yourself** use the car)  
 ...charging all motorists around £2 each time they enter or drive through a city or town centre at peak times?

Q235 [GETABB6] \*  
 CARD B2 AGAIN  
 (What effect, if any, might this have on how much **you yourself** use the car)  
 ...making parking penalties and restrictions much more severe?

Q236 [GETABB7] \*  
 CARD B2 AGAIN  
 (What effect, if any, might this have on how much **you yourself** use the car)  
 ...special cycle lanes on roads around here?

**\* [GETABB1] to [GETABB7]**

- 1 Might use car even more
- 2 Might use car a little less
- 3 Might use car quite a bit less
- 4 Might give up using car
- 5 It would make no difference

**ASK ALL**

Q237 [Drive]  
 May I just check, do you yourself drive a car at all these days?

- 1 Yes
- 2 No

**IF 'yes' AT [Drive]**

Q238 [TRAVEL1] \*  
 CARD B3  
 How often nowadays do you **usually** travel ...by car as a driver?

**ASK ALL**

Q239 [TRAVEL2] \*  
 CARD B3 AGAIN  
 (How often nowadays do you **usually**) ...travel by car as a passenger?

Q240 [TRAVEL3] \*  
CARD B3 AGAIN  
(How often nowadays do you **usually**) ...travel by local bus?

Q241 [TRAVEL4] \*  
CARD B3 AGAIN  
(How often nowadays do you **usually**) ...travel by train?

Q242 [Travel6] \*  
CARD B3 AGAIN  
(How often nowadays do you **usually**) ...travel by bicycle?

Q243 [Travel9] \*  
CARD B3 AGAIN  
(How often nowadays do you **usually**)  
...go somewhere on foot at least 15 minutes' walk away?

\* [Travel1] to [Travel9]

- 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

Q244 [TrnNear]  
CARD B4  
About how far do you live from your **nearest** railway station?

- 1 Less than ½ mile (15 mins walk)
- 2 ½ up to 1 mile (15-30 mins walk)
- 3 Over 1 mile, up to 3 miles
- 4 Over 3 miles, up to 10 miles
- 5 Over 10 miles



P.2110 Orange team

BRITISH SOCIAL ATTITUDES 2002

Summer 2002

SELF-COMPLETION QUESTIONNAIRE

INTERVIEWER TO ENTER

Form for interviewer to enter: 2201-6 Serial number (1 4), 2209-11 Sampling point, 2212-15 Interviewer number

OFFICE USE ONLY

Form for office use only: 2207-8 Card number (2 2), 2216-20 Batch Number, 2221 Version (1), SPARE 2322-34

To the selected respondent:

Thank you very much for agreeing to take part in this important study - the eighteenth 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 nearly forty other countries, as part of an international survey.

Completing the questionnaire:

The questions inside cover a wide range of subjects, but most can be answered simply by placing a tick (✓) 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.

The National Centre for Social 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 through contributions from various grant-giving bodies and government departments. Please contact us if you would like further information.

1. Which one of these two statements comes closest to your own view?

CARD  
22

PLEASE TICK **ONE** BOX ONLY

(✓)

OR

If the money is there, I find it just goes  (1)

I always try to keep some money in hand for emergencies  (2)

Can't choose  (8)

2235

2. And which of these two statements comes closest to your own view?

PLEASE TICK **ONE** BOX ONLY

(✓)

OR

People should never borrow money  (1)

There is nothing wrong with borrowing money as long as you can manage the repayments  (2)

Can't choose  (8)

2236

3. And which of these two statements comes closest to your own view?

PLEASE TICK **ONE** BOX ONLY

(✓)

OR

Young people should spend their money while they are young and worry about saving for retirement when they are older  (1)

Young people should start saving for their retirement as soon as they can even if they have to cut back on other things  (2)

Can't choose  (8)

2237

4. Please tick one box for each statement to show how much you agree or disagree with it.

PLEASE TICK **ONE** BOX  
ON EACH LINE

**Agree  
strongly**

**Agree**

**Neither  
agree nor  
disagree**

**Disagree**

**Disagree  
strongly**

**Can't  
choose**

a. Credit makes it easier for people to plan their finances







2238

b. It should be made much harder to borrow money even if this means that more people can't get credit







2239

c. Credit encourages people to spend far more money than they can really afford to







2240

(1)

(2)

(3)

(4)

(5)

(8)

5. Thinking about a single mother with a child under school age. Which one of these statements comes closest to your view?

PLEASE TICK **ONE BOX ONLY**

- (✓)
- She has a special duty to go out to work to support her child  (1)
- She has a special duty to stay at home to look after her child  (2)
- She should do as she chooses, like everyone else  (3)
- Can't choose  (8)

2241

6. Suppose this single mother did go out to work. How much do you agree or disagree that the government should provide money to help with child care?

PLEASE TICK **ONE BOX ONLY**

- (✓)
- Agree strongly  (1)
- Agree  (2)
- Neither agree nor disagree  (3)
- Disagree  (4)
- Disagree strongly  (5)
- Can't choose  (8)

2242

7. 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?

PLEASE TICK **ONE BOX ONLY**

- (✓)
- She has a special duty to go out to work to support her child  (1)
- She has a special duty to stay at home to look after her child  (2)
- She should do as she chooses, like everyone else  (3)
- Can't choose  (8)

2243

8. Suppose this single mother did go out to work. How much do you agree or disagree that the government should provide money to help with child care outside school?

PLEASE TICK **ONE BOX ONLY**

- (✓)
- Agree strongly  (1)
- Agree  (2)
- Neither agree nor disagree  (3)
- Disagree  (4)
- Disagree strongly  (5)
- Can't choose  (8)

2244

9. And finally thinking about a married mother with a child under school age.  
Which one of these statements comes closest to your own view?

PLEASE TICK **ONE BOX ONLY**

- (✓)
- She has a special duty to go out to work to support her child  (1)
- She has a special duty to stay at home to look after her child  (2)
- She should do as she chooses, like everyone else  (3)
- Can't choose  (8)

2245

10. Suppose this married mother did go out to work. How  
much do you agree or disagree that the government  
should provide money to help with child care?

PLEASE TICK **ONE BOX ONLY**

- (✓)
- Agree strongly  (1)
- Agree  (2)
- Neither agree nor disagree  (3)
- Disagree  (4)
- Disagree strongly  (5)
- Can't choose  (8)

2246

- 11a. Consider this situation:

An unemployed person on benefit takes a casual job and is  
paid in cash. He does not report it to the benefit office and  
is £500 in pocket. Do you feel this is wrong or not wrong?

PLEASE TICK **ONE BOX ONLY**

- (✓)
- Not wrong  (1)
- A bit wrong  (2)
- Wrong  (3)
- Seriously wrong  (4)
- Can't choose  (8)

2247

- b. And how likely do you think it is that you would do  
this, if you found yourself in this situation?

PLEASE TICK **ONE BOX ONLY**

- (✓)
- Very likely  (1)
- Fairly likely  (2)
- Not very likely  (3)
- Not at all likely  (4)
- Can't choose  (8)

2248

12a. Now consider this situation:

A person in paid work takes on an extra weekend job and is paid in cash. He does not declare it for tax and so is £500 in pocket. Do you feel this is wrong or not wrong?

*PLEASE TICK **ONE** BOX ONLY*

- (✓)
- Not wrong  (1)
- A bit wrong  (2)
- Wrong  (3)
- Seriously wrong  (4)
- Can't choose  (8)

2249

b. And how likely do you think it is that you would do this, if you found yourself in this situation?

*PLEASE TICK **ONE** BOX ONLY*

- (✓)
- Very likely  (1)
- Fairly likely  (2)
- Not very likely  (3)
- Not at all likely  (4)
- Can't choose  (8)

2250

13. And now consider this situation:

A person on benefit moved in with his girlfriend and her young daughter a year ago. He does not report this to the benefit office and so the couple are £500 in pocket. Do you feel this is wrong or not wrong?

*PLEASE TICK **ONE** BOX ONLY*

- (✓)
- Not wrong  (1)
- A bit wrong  (2)
- Wrong  (3)
- Seriously wrong  (4)
- Can't choose  (8)

2251

14. Which is it more important for the government to do?

*PLEASE TICK **ONE** BOX ONLY*

**OR**

- (✓)
- To get people to claim benefits to which they are entitled  (1)
- To stop people claiming benefits to which they are not entitled  (2)
- Can't choose  (8)

2252

15. How much do you agree or disagree with this statement?

"People who know someone is cheating the benefit system should always report this."

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Strongly agree  (1)
- Agree  (2)
- Neither agree nor disagree  (3)
- Disagree  (4)
- Strongly disagree  (5)
- Can't choose  (8)

2253

16. 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

	In need of <u>a lot of</u> improvement	In need of <u>some</u> improvement	Satisfactory	Very good	
a. GPs' appointment systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2254
b. Amount of time GP gives to each patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2255
c. Hospital waiting lists for non-emergency operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2256
d. Waiting time before getting appointments with hospital consultants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2257
e. General condition of hospital building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2258
f. Waiting areas in accident and emergency departments in hospitals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2259
g. Waiting areas for out-patients in hospitals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2260
h. Waiting areas at GPs' surgeries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2261
i. Time spent waiting in out-patient departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2262
j. Time spent waiting in accident and emergency departments before being seen by a doctor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2263
k. Time spent waiting for an ambulance after a 999 call	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2264
	(1)	(2)	(3)	(4)	

17. In the last twelve months, have you or a close family member ...

**PLEASE TICK ONE  
BOX ON EACH LINE**

	Yes, just me	Yes, not me but close family member	Yes, both	No, neither	
a. ... visited an NHS GP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2265
b. ... been an <u>out-patient</u> in an NHS hospital?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2266
c. ... been an <u>in-patient</u> in an NHS hospital?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2267
d. ... <u>visited</u> a patient in an NHS hospital?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2268
e. ... had any medical treatment as a <u>private</u> patient?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2269
	(1)	(2)	(3)	(4)	SPARE 2270-80

18. From what you know or have heard, please tick one box on each line to show how well you think state secondary schools nowadays ...

**PLEASE TICK ONE  
BOX ON EACH LINE**

	Very well	Quite well	Not very well	Not at all well	
a. ... prepare young people for work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2409
b. ... teach young people basic skills such as reading, writing and maths?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2410
c. ... bring out young people's natural abilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2411
	(1)	(2)	(3)	(4)	

19. Please tick one box on each line to show how much you agree or disagree with each of these statements about secondary schooling

**PLEASE TICK ONE BOX  
ON EACH LINE**

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	
a. Formal exams are the best way of judging the ability of pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2412
b. On the whole pupils are too young when they have to decide which subjects to specialise in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2413
c. The present law allows pupils to leave school when they are too young	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2414
d. So much attention is given to exam results that a pupil's everyday classroom work counts for too little	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2415
	(1)	(2)	(3)	(4)	(8)	

20. Please tick one box on each line to show how important you think each of these are:

<i>PLEASE TICK <b>ONE</b> BOX ON EACH LINE</i>	<b>Very important</b>	<b>Fairly important</b>	<b>Not very important</b>	<b>Not at all important</b>	<b>Can't choose</b>	
a. ... that parents encourage children to go to university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2416
b. ... that teachers encourage more children to go to university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2417
c. ... that more people from working class backgrounds go to university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2418
	(1)	(2)	(3)	(4)	(8)	

21. Suppose two young people with the same A/A2-level (or Scottish Higher) grades apply to go to university. One is from a well-off background and the other is from a less well-off background. Which one do you think would be more likely to be offered a place ...

*PLEASE TICK **ONE** BOX ONLY*

... the young person from the well-off background,	<input checked="" type="checkbox"/>	(1)	2419
the young person from less well-off background,	<input type="checkbox"/>	(2)	
or would they both be equally likely to be offered a place?	<input type="checkbox"/>	(3)	
Can't choose	<input type="checkbox"/>	(8)	

22. Please tick one box on each line to show how much you agree or disagree with each of these statements.

<i>PLEASE TICK <b>ONE</b> BOX ON EACH LINE</i>	<b>Agree strongly</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Disagree strongly</b>	<b>Can't choose</b>	
a. I feel I know quite a lot about what sort of work is done in universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2420
b. My local university has good links with the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2421
c. Universities do enough to encourage working class young people to study there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2422
d. Teachers give children enough encouragement to go to university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2423
	(1)	(2)	(3)	(4)	(5)	(8)	

23. Looking at the list below, please tick the box next to the one thing you think should be Britain's highest priority, the most important thing it should do.

PLEASE TICK **ONE** BOX ONLY

(✓)

Britain should ...

Maintain order in the nation  (1)

Give people more say in government decisions  (2)

Fight rising prices  (3)

Protect freedom of speech  (4)

Can't choose  (8)

2424

- b. And which one do you think should be Britain's next highest priority, the second most important thing it should do?

PLEASE TICK **ONE** BOX ONLY

(✓)

Britain should ...

Maintain order in the nation  (1)

Give people more say in government decisions  (2)

Fight rising prices  (3)

Protect freedom of speech  (4)

Can't choose  (8)

2425

24. Please tick one box to show how much you agree or disagree with each of these statements.

PLEASE TICK **ONE** BOX  
ON EACH LINE

Agree  
strongly

Agree

Neither  
agree nor  
disagree

Disagree

Disagree  
strongly

Can't  
choose

- a. Whatever their party, most politicians try to keep their promises.







2426

- b. Now that Scotland has its own parliament, and Wales its own Assembly, every English region should have its own elected assembly too.







2427

(1)

(2)

(3)

(4)

(5)

(8)

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

<i>PLEASE TICK <b>ONE</b> BOX ON EACH LINE</i>	<b>Definitely should be</b>	<b>Probably should be</b>	<b>Probably should <u>not</u> be</b>	<b>Definitely should <u>not</u> be</b>	<b>Can't choose</b>	
a. ...provide a job for everyone who wants one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2428
b. ...keep prices under control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2429
c. ...provide health care for the sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2430
d. ...provide a decent standard of living for the elderly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2431
	(1)	(2)	(3)	(4)	(8)	

26. Regardless of whether you think it should be the government's responsibility, how successful do you think governments have been in recent years at ensuring ...

<i>PLEASE TICK <b>ONE</b> BOX ONLY</i>	<b>Very successful</b>	<b>Fairly successful</b>	<b>Neither successful nor <u>un</u>successful</b>	<b>Fairly <u>un</u>success- ful</b>	<b>Very <u>un</u>success- ful</b>	<b>Can't choose</b>	
a. ...that everyone who wants a job has one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2432
b. ...that prices are kept under control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2433
c. ...that everyone has good access to adequate health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2434
d. ...that all elderly people have a decent standard of living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2435
	(1)	(2)	(3)	(4)	(5)	(8)	

27. How often would you say Labour does favours for people or companies who give the party large sums of money?

*PLEASE TICK **ONE** BOX ONLY*

	(✓)		
Very often	<input type="checkbox"/>	(1)	2436
Fairly often	<input type="checkbox"/>	(2)	
Not very often	<input type="checkbox"/>	(3)	
Never	<input type="checkbox"/>	(4)	
Can't choose	<input type="checkbox"/>	(8)	

28. How often would you say the Conservatives do favours for people or companies who give the party large sums of money?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Very often  (1)
- Fairly often  (2)
- Not very often  (3)
- Never  (4)
- Can't choose  (8)

2437

SPARE  
2438-80

29. Please tick one box for each statement to show how much you agree or disagree with it.

PLEASE TICK **ONE**  
BOX ON EACH LINE

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	
a. The welfare state encourages people to stop helping each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2509
b. The government should spend more money on welfare benefits for the poor, even if it leads to higher taxes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2510
c. Around here, most unemployed people could find a job if they really wanted one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2511
d. Many people who get social security don't really deserve any help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2512
e. Most people on the dole are fiddling in one way or another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2513
f. If welfare benefits weren't so generous, people would learn to stand on their own two feet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2514
g. Cutting welfare benefits would damage too many people's lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2515
h. The creation of the welfare state is one of Britain's proudest achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2516
	(1)	(2)	(3)	(4)	(5)	

CARD 25

30. 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**

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	
a. Government should redistribute income from the better-off to those who are less well off	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2517
b. Big business benefits owners at the expense of workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2518
c. Ordinary working people do not get their fair share of the nation's wealth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2519
d. There is one law for the rich and one for the poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2520
e. Management will always try to get the better of employees if it gets the chance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2521
	(1)	(2)	(3)	(4)	(5)	

31. 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**

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	
a. Young people today don't have enough respect for traditional British values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2522
b. People who break the law should be given stiffer sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2523
c. For some crimes, the death penalty is the most appropriate sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2524
d. Schools should teach children to obey authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2525
e. The law should always be obeyed, even if a particular law is wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2526
f. Censorship of films and magazines is necessary to uphold moral standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2527
	(1)	(2)	(3)	(4)	(5)	

32a. 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  (1)
  - Between 15 and 20 minutes  (2)
  - Between 21 and 30 minutes  (3)
  - Between 31 and 45 minutes  (4)
  - Between 46 and 60 minutes  (5)
  - Over one hour  (6)

b. And on what date did you fill in the questionnaire?

**PLEASE WRITE IN:**

DATE

MONTH

2002

2529-32

33. And lastly just a few details about yourself.

a. Are you ....

(✓)

Male  (1)

Female  (2)

2533

b. What was your age last birthday?

**PLEASE WRITE IN:**

 

YEARS

2534-5

**Thank you very much for your help**

SPARE

2536-80

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



P.2110 Orange team

BRITISH SOCIAL ATTITUDES 2002

Summer 2002

SELF-COMPLETION QUESTIONNAIRE

INTERVIEWER TO ENTER

Form for interviewer to enter: 2001-6 Serial number (1 4), 2009-11 Sampling point, 2012-15 Interviewer number

OFFICE USE ONLY

Form for office use only: 2007-8 Card number (2 0), 2016-20 Batch Number, 2021 Version (2), SPARE 2022-34

To the selected respondent:

Thank you very much for agreeing to take part in this important study - the eighteenth 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 nearly forty other countries, as part of an international survey.

Completing the questionnaire:

The questions inside cover a wide range of subjects, but most can be answered simply by placing a tick (✓) 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.

The National Centre for Social 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 through contributions from various grant-giving bodies and government departments. Please contact us if you would like further information.

## 1. To begin, we have some questions about women

Do you agree or disagree ... ?

<i>PLEASE TICK ONE BOX ON EACH LINE</i>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>	
a. A working mother can establish just as warm and secure a relationship with her children as a mother who does not work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2035
b. A pre-school child is likely to suffer if his or her mother works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2036
c. All in all, family life suffers when the woman has a full-time job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2037
d. A job is all right, but what most women really want is a home and children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2038
e. Being a housewife is just as fulfilling as working for pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2039
f. Having a job is the best way for a woman to be an independent person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2040
	(1)	(2)	(3)	(4)	(5)	(8)	

## 2. And do you agree or disagree ... ?

<i>PLEASE TICK ONE BOX ON EACH LINE</i>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>	
a. Both the man and the woman should contribute to the household income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2041
b. A man's job is to earn money; a woman's job is to look after the home and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2042
c. Men ought to do a larger share of household work than they do now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2043
d. Men ought to do a larger share of childcare than they do now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2044
	(1)	(2)	(3)	(4)	(5)	(8)	

3. Do you think women should work outside the home full-time, part-time or not at all under these circumstances?

*PLEASE TICK ONE BOX  
ON EACH LINE*

	<b>Work full-time</b>	<b>Work part-time</b>	<b>Stay at home</b>	<b>Can't choose</b>	
a. After marrying and before there are children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2045
b. When there is a child under school age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2046
c. After the youngest child starts school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2047
d. After the children leave home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2048
	(1)	(2)	(3)	(8)	

4. Do you agree or disagree ...?

*PLEASE TICK ONE BOX  
ON EACH LINE*

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>	
a. Married people are generally happier than unmarried people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2049
b. It is better to have a bad marriage than no marriage at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2050
c. People who want children ought to get married	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2051
d. One parent can bring up a child as well as two parents together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2052
e. It is all right for a couple to live together without intending to get married	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2053
f. It is a good idea for a couple who intend to get married to live together first	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2054
g. Divorce is usually the best solution when a couple can't seem to work out their marriage problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2055
	(1)	(2)	(3)	(4)	(5)	(8)	

SPARE  
2056-80

5. Do you agree or disagree ...?

PLEASE TICK **ONE BOX**  
ON EACH LINE

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>	
a. Watching children grow up is life's greatest joy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2109
b. People who have never had children lead empty lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2110
	(1)	(2)	(3)	(4)	(5)	(8)	

6. Do you agree or disagree ...?

PLEASE TICK **ONE BOX**  
ON EACH LINE

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>	
a. Working women should receive paid maternity leave when they have a baby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2111
b. Families should receive financial benefits for child-care when both parents work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2112
	(1)	(2)	(3)	(4)	(5)	(8)	

7. Are you ...

PLEASE TICK **ONE BOX ONLY**

(✓)

... married or living as married  (1) **ANSWER Q.8**

or not?  (2) **GO TO Q.16**

2113

**PLEASE ANSWER Q.8 TO Q.15 IF YOU ARE MARRIED OR LIVING AS MARRIED.**

8. 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 spouse/partner his or her share  (1)

My spouse/partner manages all the money and gives me my share  (2)

We pool all the money and each take out what we need  (3)

We pool some of the money and keep the rest separate  (4)

We each keep our own money separate  (5)

2114

9. In your household who does the following things ...?

<i>PLEASE TICK ONE BOX ON EACH LINE</i>	<b>Always me</b>	<b>Usually me</b>	<b>About equal or both together</b>	<b>Usually my spouse/ partner</b>	<b>Always my spouse/ partner</b>	<b>Is done by a third person</b>	<b>Can't choose</b>	
a. Does the laundry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2115
b. Makes small repairs around the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2116
c. Looks after sick family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2117
d. Shops for groceries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2118
e. Does the household cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2119
f. Prepares the meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2120
	(1)	(2)	(3)	(4)	(5)	(6)	(8)	

10a. On average, how many hours a week do you personally spend on household work, not including childcare and leisure time activities?

Hours

2121-2

b. And what about your spouse/partner? On average, how many hours a week does he/she spend on household work, not including childcare and leisure time activities?

Hours

2123-4

11. Which of the following best applies to the sharing of household work between you and your spouse/partner?

*PLEASE TICK ONE BOX ONLY*

- I do much more than my fair share of the household work  (1)
- I do a bit more than my fair share of the household work  (2)
- I do roughly my fair share of the household work  (3)
- I do a bit less than my fair share of the household work  (4)
- I do much less than my fair share of the household work  (5)

2125

12. How often do you and your spouse/partner disagree about the sharing of household work?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Several times a week  (1)
- Several times a month  (2)
- Several times a year  (3)
- Less often/rarely  (4)
- Never  (5)
- Can't choose  (8)

2126

13. Who usually makes/made the decisions about how to bring up your children?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Mostly me  (1)
- Mostly my spouse/partner  (2)
- Sometimes me/sometimes my spouse/partner  (3)
- We decide/decided together  (4)
- Someone else  (5)
- Does not apply  (6)

2127

14. When you and your spouse/partner make decisions about the following, who has the final say?

PLEASE TICK **ONE**  
BOX ON EACH LINE

- |                                       | <b>Mostly<br/>me</b>     | <b>Mostly my<br/>spouse/partner</b> | <b>Sometimes me/<br/>sometimes my<br/>spouse/partner</b> | <b>We<br/>decide<br/>together</b> | <b>Someone<br/>else</b>  |      |
|---------------------------------------|--------------------------|-------------------------------------|--|-----------------------------------|--------------------------|------|
| a. Choosing shared weekend activities | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>                                 | <input type="checkbox"/>          | <input type="checkbox"/> | 2128 |
| b. Buying major things for the home   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>                                 | <input type="checkbox"/>          | <input type="checkbox"/> | 2129 |
|                                       | (1)                      | (2)                                 | (3)  | (4)                               | (5)                      |      |

15. Considering all sources of income, between you and your spouse/  
partner, who has the higher income?

PLEASE TICK **ONE** BOX ONLY

(✓)

- My spouse/partner has no income  (1)
- I have a much higher income  (2)
- I have a higher income  (3)
- We have about the same income  (4)
- My spouse/partner has a higher income  (5)
- My spouse/partner has a much higher income  (6)
- I have no income  (7)
- Don't know  (8)

2130

**EVERYONE PLEASE ANSWER**

16. Do you agree or disagree?

PLEASE TICK  
**ONE** BOX ON  
EACH LINE

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>	<b>Doesn't apply</b>	
a. There are so many things to do at home, I often run out of time before I get them all done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2131
b. My life at home is rarely stressful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2132
c. There are so many things to do at work, I often run out of time before I get them all done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2133
d. My job is rarely stressful	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (8)	<input type="checkbox"/> (6)	2134

17. How often has each of the following happened to you during the past three months?

**PLEASE TICK ONE BOX ON EACH LINE**

	Several times a week	Several times a month	Once or twice	Never	Doesn't apply/ no job	
a. I have come home from work too tired to do the chores which need to be done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2135
b. It has been difficult for me to fulfil my family responsibilities because of the amount of time I spent on my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2136
c. I have arrived at work too tired to function well because of the household work I had done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2137
d. I have found it difficult to concentrate at work because of my family responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2138
	(1)	(2)	(3)	(4)	(6)	

18. If you were to consider your life in general, how happy or unhappy would you say you are, on the whole?

**PLEASE TICK ONE BOX ONLY**

	(✓)		
Completely happy	<input type="checkbox"/>	(1)	2139
Very happy	<input type="checkbox"/>	(2)	
Fairly happy	<input type="checkbox"/>	(3)	
Neither happy nor unhappy	<input type="checkbox"/>	(4)	
Fairly unhappy	<input type="checkbox"/>	(5)	
Very unhappy	<input type="checkbox"/>	(6)	
Completely unhappy	<input type="checkbox"/>	(7)	
Can't choose	<input type="checkbox"/>	(8)	

19. All things considered, how satisfied are you with your (main) job?

**PLEASE TICK ONE BOX ONLY**

	(✓)		
Completely satisfied	<input type="checkbox"/>	(01)	2140-1
Very satisfied	<input type="checkbox"/>	(02)	
Fairly satisfied	<input type="checkbox"/>	(03)	
Neither satisfied nor dissatisfied	<input type="checkbox"/>	(04)	
Fairly dissatisfied	<input type="checkbox"/>	(05)	
Very dissatisfied	<input type="checkbox"/>	(06)	
Completely dissatisfied	<input type="checkbox"/>	(07)	
Can't choose	<input type="checkbox"/>	(98)	
Doesn't apply/no job	<input type="checkbox"/>	(08)	

20. All things considered, how satisfied are you with your family life?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Completely satisfied  (1)
- Very satisfied  (2)
- Fairly satisfied  (3)
- Neither satisfied nor dissatisfied  (4)
- Fairly dissatisfied  (5)
- Very dissatisfied  (6)
- Completely dissatisfied  (7)
- Can't choose  (8)

2142

21. Did your mother ever work for pay for as long as one year,  
after you were born and before you were 14?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Yes, she worked for pay  (1)
- No  (2)
- Don't know  (3)

2143

22. Have you ever had children?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Yes  (1) **ANSWER Q.23**
- No  (2) **GO TO Q.25**

2144

**PLEASE ANSWER Q.23 AND Q.24 IF YOU HAVE EVER HAD CHILDREN.**

23. Did you work outside the home full-time, part-time, or not at all...

PLEASE TICK **ONE** BOX  
ON EACH LINE

- |  | Worked<br>full-time      | Worked<br>part-time      | Stayed at<br>home        | Does not<br>apply        |      |
|--|--------------------------|--------------------------|--------------------------|--------------------------|------|
| a. <u>After</u> marrying and <u>before</u> you had children?           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2145 |
| b. And what about when a child was <u>under school</u><br><u>age</u> ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2146 |
| c. After the <u>youngest</u> child started school?                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2147 |
| d. And how about <u>after</u> the children left home?                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2148 |
|  | (1)                      | (2)                      | (3)                      | (4)                      |      |

24. 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

	Worked full-time	Worked part-time	Stayed at home	Does not apply	
a. <u>After</u> marrying and <u>before</u> you had children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2149
b. And what about when a child was <u>under school age</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2150
c. After the <u>youngest</u> child started school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2151
d. And how about <u>after</u> the children left home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2152
	(1)	(2)	(3)	(8)	

**EVERYONE PLEASE ANSWER**

25. Do you think that women should work outside the home full-time, part-time or not at all, when a couple has not yet had a child?

PLEASE TICK **ONE** BOX ONLY

	(✓)		
Work full-time	<input type="checkbox"/>	(1)	2153
Work part-time	<input type="checkbox"/>	(2)	
Stay at home	<input type="checkbox"/>	(3)	
Can't choose	<input type="checkbox"/>	(8)	

26. Have you ever had a paid job?

PLEASE TICK **ONE** BOX ONLY

	(✓)		
Yes	<input type="checkbox"/>	(1)	<b>ANSWER Q.27</b>
No	<input type="checkbox"/>	(2)	<b>GO TO Q.29</b>

**PLEASE ONLY ANSWER Q.27 AND Q.28 IF YOU HAVE EVER HAD A PAID JOB.**

27a. Have you ever changed your hours or working arrangements to look after any of the following people?

PLEASE TICK **ONE** BOX ONLY

	(✓)		
No	<input type="checkbox"/>	(01)	2155-6
<b>Yes, for:</b> Children (own/step/foster)	<input type="checkbox"/>	(02)	
Husband/wife/partner	<input type="checkbox"/>	(03)	
Father, mother, grandparent	<input type="checkbox"/>	(04)	
Father-in-law/mother-in-law/grandparent-in-law	<input type="checkbox"/>	(05)	
Grandson/granddaughter	<input type="checkbox"/>	(06)	
Other relative	<input type="checkbox"/>	(07)	
Other non-relative	<input type="checkbox"/>	(08)	

27b. Have you ever given up work to look after any of the following

people? Please do not include any time spent on maternity leave.

PLEASE TICK **ONE** BOX ONLY

- (✓)
- No  (01)
- Yes, for:** Children (own/step/foster)  (02)
- Husband/wife/partner  (03)
- Father, mother, grandparent  (04)
- Father-in-law/mother-in-law/grandparent-in-law  (05)
- Grandson/granddaughter  (06)
- Other relative  (07)
- Other non-relative  (08)

2157-8

28. How much, if at all, do you think your family responsibilities have got in the way of your progress at work or your job prospects?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- A great deal  (1)
- Quite a lot  (2)
- A bit  (3)
- Not very much  (4)
- Not at all  (5)
- Can 't say  (8)

2159

**EVERYONE PLEASE ANSWER**

29. How much do you agree or disagree with the following statements?

PLEASE TICK **ONE** BOX  
ON EACH LINE

- |  | <b>Agree<br/>strongly</b> | <b>Agree</b>             | <b>Neither<br/>agree nor<br/>disagree</b> | <b>Disagree</b>          | <b>Disagree<br/>strongly</b> |      |
|--|---------------------------|--------------------------|---|--------------------------|------------------------------|------|
| a. It is important to move up the ladder at work, even if this gets in the way of family life              | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>     | 2160 |
| b. It is not good if the man stays at home and cares for the children and the woman goes out to work       | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>     | 2161 |
| c. If a person cannot manage their family responsibilities they should stop trying to hold down a paid job | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>     | 2162 |
|  | (1)                       | (2)                      | (3)                                       | (4)                      | (5)                          |      |

SPARE  
2163-80

30. Which one of these two statements comes closest to your own view?

PLEASE TICK **ONE BOX ONLY**

- (✓)
- OR
- (1)
- (2)
- (8)

CARD  
22  
SPARE  
2209-34

2235

31. And which of these two statements comes closest to your own view?

PLEASE TICK **ONE BOX ONLY**

- (✓)
- OR
- (1)
- (2)
- (8)

2236

32. And which of these two statements comes closest to your own view?

PLEASE TICK **ONE BOX ONLY**

- (✓)
- OR
- (1)
- (2)
- (8)

2237

33. Please tick one box for each statement to show how much you agree or disagree with it.

- | <i>PLEASE TICK <b>ONE BOX</b><br/>ON EACH LINE</i>  | <b>Agree<br/>strongly</b> | <b>Agree</b>             | <b>Neither<br/>agree nor<br/>disagree</b> | <b>Disagree</b>          | <b>Disagree<br/>strongly</b> | <b>Can't<br/>choose</b>  |      |
|---|---------------------------|--------------------------|---|--------------------------|------------------------------|--------------------------|------|
| a. Credit makes it easier for people to plan their finances   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | 2238 |
| b. It should be made much harder to borrow money even if this means that more people can't get credit | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | 2239 |
| c. Credit encourages people to spend far more money than they can really afford to                    | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | 2240 |
|   | (1)                       | (2)                      | (3)                                       | (4)                      | (5)                          | (8)                      |      |

34. Thinking about a single mother with a child under school age. Which one of these statements comes closest to your view?

PLEASE TICK **ONE** BOX ONLY

(✓)

She has a special duty to go out to work to support her child  (1)

She has a special duty to stay at home to look after her child  (2)

She should do as she chooses, like everyone else  (3)

Can't choose  (8)

2241

35. Suppose this single mother did go out to work. How much do you agree or disagree that the government should provide money to help with child care?

PLEASE TICK **ONE** BOX ONLY

(✓)

Agree strongly  (1)

Agree  (2)

Neither agree nor disagree  (3)

Disagree  (4)

Disagree strongly  (5)

Can't choose  (8)

2242

36. 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?

PLEASE TICK **ONE** BOX ONLY

(✓)

She has a special duty to go out to work to support her child  (1)

She has a special duty to stay at home to look after her child  (2)

She should do as she chooses, like everyone else  (3)

Can't choose  (8)

2243

37. Suppose this single mother did go out to work. How much do you agree or disagree that the government should provide money to help with child care outside school?

PLEASE TICK **ONE** BOX ONLY

(✓)

Agree strongly  (1)

Agree  (2)

Neither agree nor disagree  (3)

Disagree  (4)

Disagree strongly  (5)

Can't choose  (8)

2244

38. And finally thinking about a married mother with a child under school age.  
Which one of these statements comes closest to your own view?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- She has a special duty to go out to work to support her child  (1)
- She has a special duty to stay at home to look after her child  (2)
- She should do as she chooses, like everyone else  (3)
- Can't choose  (8)

2245

39. Suppose this married mother did go out to work. How  
much do you agree or disagree that the government  
should provide money to help with child care?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Agree strongly  (1)
- Agree  (2)
- Neither agree nor disagree  (3)
- Disagree  (4)
- Disagree strongly  (5)
- Can't choose  (8)

2246

- 40a. Consider this situation:

An unemployed person on benefit takes a casual job and is  
paid in cash. He does not report it to the benefit office and  
is £500 in pocket. Do you feel this is wrong or not wrong?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Not wrong  (1)
- A bit wrong  (2)
- Wrong  (3)
- Seriously wrong  (4)
- Can't choose  (8)

2247

- b. And how likely do you think it is that you would do  
this, if you found yourself in this situation?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Very likely  (1)
- Fairly likely  (2)
- Not very likely  (3)
- Not at all likely  (4)
- Can't choose  (8)

2248

41a. Now consider this situation:

A person in paid work takes on an extra weekend job and is paid in cash. He does not declare it for tax and so is £500 in pocket. Do you feel this is wrong or not wrong?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Not wrong  (1)
- A bit wrong  (2)
- Wrong  (3)
- Seriously wrong  (4)
- Can't choose  (8)

2249

b. And how likely do you think it is that you would do this, if you found yourself in this situation?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Very likely  (1)
- Fairly likely  (2)
- Not very likely  (3)
- Not at all likely  (4)
- Can't choose  (8)

2250

42. And now consider this situation:

A person on benefit moved in with his girlfriend and her young daughter a year ago. He does not report this to the benefit office and so the couple are £500 in pocket. Do you feel this is wrong or not wrong?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Not wrong  (1)
- A bit wrong  (2)
- Wrong  (3)
- Seriously wrong  (4)
- Can't choose  (8)

2251

43. Which is it more important for the government to do?

PLEASE TICK **ONE** BOX ONLY

**OR**

- (✓)
- To get people to claim benefits to which they are entitled  (1)
- To stop people claiming benefits to which they are not entitled  (2)
- Can't choose  (8)

2252

44. How much do you agree or disagree with this statement?

“People who know someone is cheating the benefit system should always report this.”

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Strongly agree  (1)
- Agree  (2)
- Neither agree nor disagree  (3)
- Disagree  (4)
- Strongly disagree  (5)
- Can't choose  (8)

2253

45. 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

	In need of <u>a lot of</u> improvement	In need <u>of some</u> improvement	Satisfactory	Very good	
a. GPs' appointment systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2254
b. Amount of time GP gives to each patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2255
c. Hospital waiting lists for non-emergency operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2256
d. Waiting time before getting appointments with hospital consultants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2257
e. General condition of hospital building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2258
f. Waiting areas in accident and emergency departments in hospitals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2259
g. Waiting areas for out-patients in hospitals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2260
h. Waiting areas at GPs' surgeries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2261
i. Time spent waiting in out-patient departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2262
j. Time spent waiting in accident and emergency departments before being seen by a doctor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2263
k. Time spent waiting for an ambulance after a 999 call	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2264
	(1)	(2)	(3)	(4)	

46. In the last twelve months, have you or a close family member ...

**PLEASE TICK ONE  
BOX ON EACH LINE**

	<b>Yes, just me</b>	<b>Yes, not me but close family member</b>	<b>Yes, both</b>	<b>No, neither</b>	
a. ... visited an NHS GP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2265
b. ... been an <u>out-patient</u> in an NHS hospital?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2266
c. ... been an <u>in-patient</u> in an NHS hospital?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2267
d. ... <u>visited</u> a patient in an NHS hospital?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2268
e. ... had any medical treatment as a <u>private</u> patient?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2269
	(1)	(2)	(3)	(4)	SPARE 2270-80

47. From what you know or have heard, please tick one box on each line to show how well you think state secondary schools nowadays ...

**PLEASE TICK ONE  
BOX ON EACH LINE**

	<b>Very well</b>	<b>Quite well</b>	<b>Not very well</b>	<b>Not at all well</b>	
a. ... prepare young people for work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CARD 23 SPARE 2309-80  CARD 24 2409
b. ... teach young people basic skills such as reading, writing and maths?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2410
c. ... bring out young people's natural abilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2411
	(1)	(2)	(3)	(4)	

48. Please tick one box on each line to show how much you agree or disagree with each of these statements about secondary schooling

**PLEASE TICK ONE BOX  
ON EACH LINE**

	<b>Agree strongly</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Disagree strongly</b>	
a. Formal exams are the best way of judging the ability of pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2412
b. On the whole pupils are too young when they have to decide which subjects to specialise in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2413
c. The present law allows pupils to leave school when they are too young	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2414
d. So much attention is given to exam results that a pupil's everyday classroom work counts for too little	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2415
	(1)	(2)	(3)	(4)	(8)	

49. Please tick one box on each line to show how important you think each of these are:

<i>PLEASE TICK <b>ONE</b> BOX ON EACH LINE</i>	<b>Very important</b>	<b>Fairly important</b>	<b>Not very important</b>	<b>Not at all important</b>	<b>Can't choose</b>	
a. ... that parents encourage children to go to university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2416
b. ... that teachers encourage more children to go to university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2417
c. ... that more people from working class backgrounds go to university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2418
	(1)	(2)	(3)	(4)	(8)	

50. Suppose two young people with the same A/A2-level (or Scottish Higher) grades apply to go to university. One is from a well-off background and the other is from a less well-off background. Which one do you think would be more likely to be offered a place ...

*PLEASE TICK **ONE** BOX ONLY*

... the young person from the well-off background,	<input checked="" type="checkbox"/>	(1)	2419
the young person from less well-off background,	<input type="checkbox"/>	(2)	
or would they both be equally likely to be offered a place?	<input type="checkbox"/>	(3)	
Can't choose	<input type="checkbox"/>	(8)	

51. Please tick one box on each line to show how much you agree or disagree with each of these statements.

<i>PLEASE TICK <b>ONE</b> BOX ON EACH LINE</i>	<b>Agree strongly</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Disagree strongly</b>	<b>Can't choose</b>	
a. I feel I know quite a lot about what sort of work is done in universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2420
b. My local university has good links with the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2421
c. Universities do enough to encourage working class young people to study there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2422
d. Teachers give children enough encouragement to go to university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2423
	(1)	(2)	(3)	(4)	(5)	(8)	

52a. Looking at the list below, please tick the box next to the one thing you think should be Britain's highest priority, the most important thing it should do.

PLEASE TICK **ONE** BOX ONLY

(✓)

Britain should ...

Maintain order in the nation  (1)

Give people more say in government decisions  (2)

Fight rising prices  (3)

Protect freedom of speech  (4)

Can't choose  (8)

2424

b. And which one do you think should be Britain's next highest priority, the second most important thing it should do?

PLEASE TICK **ONE** BOX ONLY

(✓)

Britain should ...

Maintain order in the nation  (1)

Give people more say in government decisions  (2)

Fight rising prices  (3)

Protect freedom of speech  (4)

Can't choose  (8)

2425

53. Please tick one box to show how much you agree or disagree with each of these statements.

PLEASE TICK **ONE** BOX  
ON EACH LINE

Agree strongly    Agree    Neither agree nor disagree    Disagree    Disagree strongly    Can't choose

a. Whatever their party, most politicians try to keep their promises.

                  

2426

b. Now that Scotland has its own Parliament and Wales its own Assembly, every English region should have its own elected assembly too.

                  

2427

(1)    (2)    (3)    (4)    (5)    (8)

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

<i>PLEASE TICK <b>ONE</b> BOX ON EACH LINE</i>	<b>Definitely should be</b>	<b>Probably should be</b>	<b>Probably should <u>not</u> be</b>	<b>Definitely should <u>not</u> be</b>	<b>Can't choose</b>	
a. ...provide a job for everyone who wants one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2428
b. ...keep prices under control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2429
c. ...provide health care for the sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2430
d. ...provide a decent standard of living for the elderly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2431
	(1)	(2)	(3)	(4)	(8)	

55. Regardless of whether you think it should be the government's responsibility, how successful do you think governments have been in recent years at ensuring ...

<i>PLEASE TICK <b>ONE</b> BOX ONLY</i>	<b>Very successful</b>	<b>Fairly successful</b>	<b>Neither successful nor <u>un</u>successful</b>	<b>Fairly <u>un</u>success- ful</b>	<b>Very <u>un</u>success- ful</b>	<b>Can't choose</b>	
a. ...that everyone who wants a job has one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2432
b. ...that prices are kept under control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2433
c. ...that everyone has good access to adequate health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2434
d. ...that all elderly people have a decent standard of living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2435
	(1)	(2)	(3)	(4)	(5)	(8)	

56. How often would you say Labour does favours for people or companies who give the party large sums of money

*PLEASE TICK **ONE** BOX ONLY*

	(✓)		
Very often	<input type="checkbox"/>	(1)	2436
Fairly often	<input type="checkbox"/>	(2)	
Not very often	<input type="checkbox"/>	(3)	
Never	<input type="checkbox"/>	(4)	
Can't choose	<input type="checkbox"/>	(8)	

57. How often would you say the Conservatives do favours for people or companies who give the party large sums of money

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Very often  (1)
- Fairly often  (2)
- Not very often  (3)
- Never  (4)
- Can't choose  (8)

2437

SPARE  
2438-80

58. Please tick one box for each statement to show how much you agree or disagree with it.

CARD 25

PLEASE TICK **ONE**  
BOX ON EACH LINE

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	
a. The welfare state encourages people to stop helping each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2509
b. The government should spend more money on welfare benefits for the poor, even if it leads to higher taxes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2510
c. Around here, most unemployed people could find a job if they really wanted one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2511
d. Many people who get social security don't really deserve any help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2512
e. Most people on the dole are fiddling in one way or another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2513
f. If welfare benefits weren't so generous, people would learn to stand on their own two feet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2514
g. Cutting welfare benefits would damage too many people's lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2515
h. The creation of the welfare state is one of Britain's proudest achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2516
	(1)	(2)	(3)	(4)	(5)	

59. 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**

	<b>Agree strongly</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Disagree strongly</b>	
a. Government should redistribute income from the better-off to those who are less well off	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2517
b. Big business benefits owners at the expense of workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2518
c. Ordinary working people do not get their fair share of the nation's wealth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2519
d. There is one law for the rich and one for the poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2520
e. Management will always try to get the better of employees if it gets the chance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2521
	(1)	(2)	(3)	(4)	(5)	

60. 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**

	<b>Agree strongly</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Disagree strongly</b>	
a. Young people today don't have enough respect for traditional British values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2522
b. People who break the law should be given stiffer sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2523
c. For some crimes, the death penalty is the most appropriate sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2524
d. Schools should teach children to obey authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2525
e. The law should always be obeyed, even if a particular law is wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2526
f. Censorship of films and magazines is necessary to uphold moral standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2527
	(1)	(2)	(3)	(4)	(5)	

61a. 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  (1)
  - Between 15 and 20 minutes  (2)
  - Between 21 and 30 minutes  (3)
  - Between 31 and 45 minutes  (4)
  - Between 46 and 60 minutes  (5)
  - Over one hour  (6)

b. And on what date did you fill in the questionnaire?

**PLEASE WRITE IN:**

--	--

DATE

--	--

MONTH

2002

2528

2529-32

62. And lastly just a few details about yourself.

a. Are you ....

(✓)

Male  (1)

Female  (2)

b. What was your age last birthday?

**PLEASE WRITE IN:**

YEARS

2533

2534-35

**Thank you very much for your help**

SPARE

2536-80

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



P.2110 Orange team

BRITISH SOCIAL ATTITUDES 2002

Summer 2002

SELF-COMPLETION QUESTIONNAIRE

INTERVIEWER TO ENTER

Form for interviewer to enter: 2001-6 Serial number (1 4), 2009-11 Sampling point, 2012-15 Interviewer number

OFFICE USE ONLY

Form for office use only: 2007-8 Card number (2 0), 2016-20 Batch Number, 2021 Version (3), SPARE 2022-34

To the selected respondent:

Thank you very much for agreeing to take part in this important study - the eighteenth 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 nearly forty other countries, as part of an international survey.

Completing the questionnaire:

The questions inside cover a wide range of subjects, but most can be answered simply by placing a tick (✓) 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.

The National Centre for Social 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 through contributions from various grant-giving bodies and government departments. Please contact us if you would like further information.

## 1. To begin, we have some questions about women

Do you agree or disagree ... ?

<i>PLEASE TICK ONE BOX ON EACH LINE</i>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>	
a. A working mother can establish just as warm and secure a relationship with her children as a mother who does not work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2035
b. A pre-school child is likely to suffer if his or her mother works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2036
c. All in all, family life suffers when the woman has a full-time job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2037
d. A job is all right, but what most women really want is a home and children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2038
e. Being a housewife is just as fulfilling as working for pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2039
f. Having a job is the best way for a woman to be an independent person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2040
	(1)	(2)	(3)	(4)	(5)	(8)	

## 2. And do you agree or disagree ... ?

<i>PLEASE TICK ONE BOX ON EACH LINE</i>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>	
a. Both the man and the woman should contribute to the household income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2041
b. A man's job is to earn money; a woman's job is to look after the home and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2042
c. Men ought to do a larger share of household work than they do now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2043
d. Men ought to do a larger share of childcare than they do now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2044
	(1)	(2)	(3)	(4)	(5)	(8)	

3. Do you think women should work outside the home full-time, part-time or not at all under these circumstances?

*PLEASE TICK ONE BOX  
ON EACH LINE*

	<b>Work full-time</b>	<b>Work part-time</b>	<b>Stay at home</b>	<b>Can't choose</b>	
a. After marrying and before there are children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2045
b. When there is a child under school age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2046
c. After the youngest child starts school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2047
d. After the children leave home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2048
	(1)	(2)	(3)	(8)	

4. Do you agree or disagree ...?

*PLEASE TICK ONE BOX  
ON EACH LINE*

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>	
a. Married people are generally happier than unmarried people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2049
b. It is better to have a bad marriage than no marriage at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2050
c. People who want children ought to get married	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2051
d. One parent can bring up a child as well as two parents together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2052
e. It is all right for a couple to live together without intending to get married	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2053
f. It is a good idea for a couple who intend to get married to live together first	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2054
g. Divorce is usually the best solution when a couple can't seem to work out their marriage problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2055
	(1)	(2)	(3)	(4)	(5)	(8)	

SPARE  
2056-80

5. Do you agree or disagree ...?

PLEASE TICK **ONE BOX**  
ON EACH LINE

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>	
a. Watching children grow up is life's greatest joy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2109
b. People who have never had children lead empty lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2110
	(1)	(2)	(3)	(4)	(5)	(8)	

6. Do you agree or disagree ...?

PLEASE TICK **ONE BOX**  
ON EACH LINE

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>	
a. Working women should receive paid maternity leave when they have a baby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2111
b. Families should receive financial benefits for child-care when both parents work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2112
	(1)	(2)	(3)	(4)	(5)	(8)	

7. Are you ...

PLEASE TICK **ONE BOX ONLY**

(✓)

... married or living as married  (1) **ANSWER Q.8**

or not?  (2) **GO TO Q.16**

2113

**PLEASE ANSWER Q.8 TO Q.15 IF YOU ARE MARRIED OR LIVING AS MARRIED.**

8. 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 spouse/partner his or her share  (1)

My spouse/partner manages all the money and gives me my share  (2)

We pool all the money and each take out what we need  (3)

We pool some of the money and keep the rest separate  (4)

We each keep our own money separate  (5)

2114

9. In your household who does the following things ...?

<i>PLEASE TICK ONE BOX ON EACH LINE</i>	<b>Always me</b>	<b>Usually me</b>	<b>About equal or both together</b>	<b>Usually my spouse/ partner</b>	<b>Always my spouse/ partner</b>	<b>Is done by a third person</b>	<b>Can't choose</b>	
a. Does the laundry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2115
b. Makes small repairs around the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2116
c. Looks after sick family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2117
d. Shops for groceries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2118
e. Does the household cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2119
f. Prepares the meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2120
	(1)	(2)	(3)	(4)	(5)	(6)	(8)	

10a. On average, how many hours a week do you personally spend on household work, not including childcare and leisure time activities?

Hours

2121-2

b. And what about your spouse/partner? On average, how many hours a week does he/she spend on household work, not including childcare and leisure time activities?

Hours

2123-4

11. Which of the following best applies to the sharing of household work between you and your spouse/partner?

*PLEASE TICK ONE BOX ONLY*

- I do much more than my fair share of the household work  (1)
- I do a bit more than my fair share of the household work  (2)
- I do roughly my fair share of the household work  (3)
- I do a bit less than my fair share of the household work  (4)
- I do much less than my fair share of the household work  (5)

2125

12. How often do you and your spouse/partner disagree about the sharing of household work?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Several times a week  (1)
- Several times a month  (2)
- Several times a year  (3)
- Less often/rarely  (4)
- Never  (5)
- Can't choose  (8)

2126

13. Who usually makes/made the decisions about how to bring up your children?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Mostly me  (1)
- Mostly my spouse/partner  (2)
- Sometimes me/sometimes my spouse/partner  (3)
- We decide/decided together  (4)
- Someone else  (5)
- Does not apply  (6)

2127

14. When you and your spouse/partner make decisions about the following, who has the final say?

PLEASE TICK **ONE**  
BOX ON EACH LINE

- |                                       | <b>Mostly<br/>me</b>     | <b>Mostly my<br/>spouse/partner</b> | <b>Sometimes me/<br/>sometimes my<br/>spouse/partner</b> | <b>We<br/>decide<br/>together</b> | <b>Someone<br/>else</b>  |      |
|---------------------------------------|--------------------------|-------------------------------------|--|-----------------------------------|--------------------------|------|
| a. Choosing shared weekend activities | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>                                 | <input type="checkbox"/>          | <input type="checkbox"/> | 2128 |
| b. Buying major things for the home   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>                                 | <input type="checkbox"/>          | <input type="checkbox"/> | 2129 |
|                                       | (1)                      | (2)                                 | (3)  | (4)                               | (5)                      |      |

15. Considering all sources of income, between you and your spouse/  
partner, who has the higher income?

PLEASE TICK **ONE** BOX ONLY

(✓)

- My spouse/partner has no income  (1)
- I have a much higher income  (2)
- I have a higher income  (3)
- We have about the same income  (4)
- My spouse/partner has a higher income  (5)
- My spouse/partner has a much higher income  (6)
- I have no income  (7)
- Don't know  (8)

2130

**EVERYONE PLEASE ANSWER**

16. Do you agree or disagree?

PLEASE TICK  
**ONE** BOX ON  
EACH LINE

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Can't choose</b>	<b>Doesn't apply</b>	
a. There are so many things to do at home, I often run out of time before I get them all done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2131
b. My life at home is rarely stressful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2132
c. There are so many things to do at work, I often run out of time before I get them all done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2133
d. My job is rarely stressful	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (8)	<input type="checkbox"/> (6)	2134

17. How often has each of the following happened to you during the past three months?

*PLEASE TICK ONE BOX ON EACH LINE*

	Several times a week	Several times a month	Once or twice	Never	Doesn't apply/ no job	
a. I have come home from work too tired to do the chores which need to be done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2135
b. It has been difficult for me to fulfil my family responsibilities because of the amount of time I spent on my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2136
c. I have arrived at work too tired to function well because of the household work I had done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2137
d. I have found it difficult to concentrate at work because of my family responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2138
	(1)	(2)	(3)	(4)	(6)	

18. If you were to consider your life in general, how happy or unhappy would you say you are, on the whole?

*PLEASE TICK ONE BOX ONLY*

	(✓)	
Completely happy	<input type="checkbox"/>	(1)
Very happy	<input type="checkbox"/>	(2)
Fairly happy	<input type="checkbox"/>	(3)
Neither happy nor unhappy	<input type="checkbox"/>	(4)
Fairly unhappy	<input type="checkbox"/>	(5)
Very unhappy	<input type="checkbox"/>	(6)
Completely unhappy	<input type="checkbox"/>	(7)
Can't choose	<input type="checkbox"/>	(8)

2139

19. All things considered, how satisfied are you with your (main) job?

*PLEASE TICK ONE BOX ONLY*

	(✓)	
Completely satisfied	<input type="checkbox"/>	(01)
Very satisfied	<input type="checkbox"/>	(02)
Fairly satisfied	<input type="checkbox"/>	(03)
Neither satisfied nor dissatisfied	<input type="checkbox"/>	(04)
Fairly dissatisfied	<input type="checkbox"/>	(05)
Very dissatisfied	<input type="checkbox"/>	(06)
Completely dissatisfied	<input type="checkbox"/>	(07)
Can't choose	<input type="checkbox"/>	(98)
Doesn't apply/no job	<input type="checkbox"/>	(08)

2140-1

20. All things considered, how satisfied are you with your family life?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Completely satisfied  (1)
- Very satisfied  (2)
- Fairly satisfied  (3)
- Neither satisfied nor dissatisfied  (4)
- Fairly dissatisfied  (5)
- Very dissatisfied  (6)
- Completely dissatisfied  (7)
- Can't choose  (8)

2142

21. Did your mother ever work for pay for as long as one year,  
after you were born and before you were 14?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Yes, she worked for pay  (1)
- No  (2)
- Don't know  (3)

2143

22. Have you ever had children?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Yes  (1) **ANSWER Q.23**
- No  (2) **GO TO Q.25**

2144

**PLEASE ANSWER Q.23 AND Q.24 IF YOU HAVE EVER HAD CHILDREN.**

23. Did you work outside the home full-time, part-time, or not at all...

PLEASE TICK **ONE** BOX  
ON EACH LINE

- |  | Worked<br>full-time      | Worked<br>part-time      | Stayed at<br>home        | Does not<br>apply        |      |
|--|--------------------------|--------------------------|--------------------------|--------------------------|------|
| a. <u>After</u> marrying and <u>before</u> you had children?           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2145 |
| b. And what about when a child was <u>under school</u><br><u>age</u> ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2146 |
| c. After the <u>youngest</u> child started school?                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2147 |
| d. And how about <u>after</u> the children left home?                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2148 |
|  | (1)                      | (2)                      | (3)                      | (4)                      |      |

24. 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

	Worked full-time	Worked part-time	Stayed at home	Does not apply	
a. <u>After</u> marrying and <u>before</u> you had children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2149
b. And what about when a child was <u>under school age</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2150
c. After the <u>youngest</u> child started school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2151
d. And how about <u>after</u> the children left home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2152
	(1)	(2)	(3)	(8)	

**EVERYONE PLEASE ANSWER**

25. Do you think that women should work outside the home full-time, part-time or not at all, when a couple has not yet had a child?

PLEASE TICK **ONE** BOX ONLY

	(✓)		
Work full-time	<input type="checkbox"/>	(1)	2153
Work part-time	<input type="checkbox"/>	(2)	
Stay at home	<input type="checkbox"/>	(3)	
Can't choose	<input type="checkbox"/>	(8)	

26. Have you ever had a paid job?

PLEASE TICK **ONE** BOX ONLY

	(✓)		
Yes	<input type="checkbox"/>	(1)	<b>ANSWER Q.27</b>
No	<input type="checkbox"/>	(2)	<b>GO TO Q.29</b>

**PLEASE ONLY ANSWER Q.27 AND Q.28 IF YOU HAVE EVER HAD A PAID JOB.**

27a. Have you ever changed your hours or working arrangements to look after any of the following people?

PLEASE TICK **ONE** BOX ONLY

	(✓)		
No	<input type="checkbox"/>	(01)	2155-6
<b>Yes, for:</b> Children (own/step/foster)	<input type="checkbox"/>	(02)	
Husband/wife/partner	<input type="checkbox"/>	(03)	
Father, mother, grandparent	<input type="checkbox"/>	(04)	
Father-in-law/mother-in-law/grandparent-in-law	<input type="checkbox"/>	(05)	
Grandson/granddaughter	<input type="checkbox"/>	(06)	
Other relative	<input type="checkbox"/>	(07)	
Other non-relative	<input type="checkbox"/>	(08)	

27b. Have you ever given up work to look after any of the following

people? Please do not include any time spent on maternity leave.

PLEASE TICK **ONE** BOX ONLY

- (✓)
- No  (01)
- Yes, for:** Children (own/step/foster)  (02)
- Husband/wife/partner  (03)
- Father, mother, grandparent  (04)
- Father-in-law/mother-in-law/grandparent-in-law  (05)
- Grandson/granddaughter  (06)
- Other relative  (07)
- Other non-relative  (08)

2157-8

28. How much, if at all, do you think your family responsibilities have got in the way of your progress at work or your job prospects?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- A great deal  (1)
- Quite a lot  (2)
- A bit  (3)
- Not very much  (4)
- Not at all  (5)
- Can 't say  (8)

2159

**EVERYONE PLEASE ANSWER**

29. How much do you agree or disagree with the following statements?

PLEASE TICK **ONE** BOX  
ON EACH LINE

- |  | Agree<br>strongly        | Agree                    | Neither<br>agree nor<br>disagree | Disagree                 | Disagree<br>strongly     |      |
|--|--------------------------|--------------------------|----------------------------------|--------------------------|--------------------------|------|
| a. It is important to move up the ladder at work, even if this gets in the way of family life              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | 2160 |
| b. It is not good if the man stays at home and cares for the children and the woman goes out to work       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | 2161 |
| c. If a person cannot manage their family responsibilities they should stop trying to hold down a paid job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | 2162 |
|  | (1)                      | (2)                      | (3)                              | (4)                      | (5)                      |      |

SPARE  
2163-80

30. Which one of these two statements comes closest to your own view?

PLEASE TICK **ONE BOX ONLY**

(✓)

OR

If the money is there, I find it just goes  (1)

I always try to keep some money in hand for emergencies  (2)

Can't choose  (8)

CARD 22  
SPARE  
2209-34

2235

31. And which of these two statements comes closest to your own view?

PLEASE TICK **ONE BOX ONLY**

(✓)

OR

People should never borrow money  (1)

There is nothing wrong with borrowing money as long as you can manage the repayments  (2)

Can't choose  (8)

2236

32. And which of these two statements comes closest to your own view?

PLEASE TICK **ONE BOX ONLY**

(✓)

OR

Young people should spend their money while they are young and worry about saving for retirement when they are older  (1)

Young people should start saving for their retirement as soon as they can even if they have to cut back on other things  (2)

Can't choose  (8)

2237

33. Please tick one box for each statement to show how much you agree or disagree with it.

PLEASE TICK **ONE BOX ON EACH LINE**

**Agree strongly**

**Agree**

**Neither agree nor disagree**

**Disagree**

**Disagree strongly**

**Can't choose**

a. Credit makes it easier for people to plan their finances

2238

b. It should be made much harder to borrow money even if this means that more people can't get credit

2239

c. Credit encourages people to spend far more money than they can really afford to

2240

(1) (2) (3) (4) (5) (8)

34. Thinking about a single mother with a child under school age. Which one of these statements comes closest to your view?

PLEASE TICK **ONE BOX ONLY**

(✓)

She has a special duty to go out to work to support her child  (1)

She has a special duty to stay at home to look after her child  (2)

She should do as she chooses, like everyone else  (3)

Can't choose  (8)

2241

35. Suppose this single mother did go out to work. How much do you agree or disagree that the government should provide money to help with child care?

PLEASE TICK **ONE BOX ONLY**

(✓)

Agree strongly  (1)

Agree  (2)

Neither agree nor disagree  (3)

Disagree  (4)

Disagree strongly  (5)

Can't choose  (8)

2242

36. 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?

PLEASE TICK **ONE BOX ONLY**

(✓)

She has a special duty to go out to work to support her child  (1)

She has a special duty to stay at home to look after her child  (2)

She should do as she chooses, like everyone else  (3)

Can't choose  (8)

2243

37. Suppose this single mother did go out to work. How much do you agree or disagree that the government should provide money to help with child care outside school?

PLEASE TICK **ONE BOX ONLY**

(✓)

Agree strongly  (1)

Agree  (2)

Neither agree nor disagree  (3)

Disagree  (4)

Disagree strongly  (5)

Can't choose  (8)

2244

38. And finally thinking about a married mother with a child under school age. Which one of these statements comes closest to your own view?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- She has a special duty to go out to work to support her child  (1)
- She has a special duty to stay at home to look after her child  (2)
- She should do as she chooses, like everyone else  (3)
- Can't choose  (8)

2245

39. Suppose this married mother did go out to work. How much do you agree or disagree that the government should provide money to help with child care?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Agree strongly  (1)
- Agree  (2)
- Neither agree nor disagree  (3)
- Disagree  (4)
- Disagree strongly  (5)
- Can't choose  (8)

2246

- 40a. Consider this situation:

An unemployed person on benefit takes a casual job and is paid in cash. He does not report it to the benefit office and is £500 in pocket. Do you feel this is wrong or not wrong?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Not wrong  (1)
- A bit wrong  (2)
- Wrong  (3)
- Seriously wrong  (4)
- Can't choose  (8)

2247

- b. And how likely do you think it is that you would do this, if you found yourself in this situation?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Very likely  (1)
- Fairly likely  (2)
- Not very likely  (3)
- Not at all likely  (4)
- Can't choose  (8)

2248

41a. Now consider this situation:

A person in paid work takes on an extra weekend job and is paid in cash. He does not declare it for tax and so is £500 in pocket. Do you feel this is wrong or not wrong?

*PLEASE TICK **ONE** BOX ONLY*

- (✓)
- Not wrong  (1)
- A bit wrong  (2)
- Wrong  (3)
- Seriously wrong  (4)
- Can't choose  (8)

2249

b. And how likely do you think it is that you would do this, if you found yourself in this situation?

*PLEASE TICK **ONE** BOX ONLY*

- (✓)
- Very likely  (1)
- Fairly likely  (2)
- Not very likely  (3)
- Not at all likely  (4)
- Can't choose  (8)

2250

42. And now consider this situation:

A person on benefit moved in with his girlfriend and her young daughter a year ago. He does not report this to the benefit office and so the couple are £500 in pocket. Do you feel this is wrong or not wrong?

*PLEASE TICK **ONE** BOX ONLY*

- (✓)
- Not wrong  (1)
- A bit wrong  (2)
- Wrong  (3)
- Seriously wrong  (4)
- Can't choose  (8)

2251

43. Which is it more important for the government to do?

*PLEASE TICK **ONE** BOX ONLY*

**OR**

- (✓)
- To get people to claim benefits to which they are entitled  (1)
- To stop people claiming benefits to which they are not entitled  (2)
- Can't choose  (8)

2252

44. How much do you agree or disagree with this statement?

“People who know someone is cheating the benefit system should always report this.”

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Strongly agree  (1)
- Agree  (2)
- Neither agree nor disagree  (3)
- Disagree  (4)
- Strongly disagree  (5)
- Can't choose  (8)

2253

SPARE  
2254-80

45. Now some questions about Britain's railways. By railways we mean train services, and not metro or underground services. If you don't use trains regularly please answer according to what you know or have heard from other people.

Please tick one box on each line to show how much you agree or disagree with the following statements.

PLEASE TICK **ONE** BOX  
ON EACH LINE

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	Can't choose	
a. It is easy to find out what time trains run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2309
b. Trains generally run often enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2310
c. Trains generally run on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2311
d. Train fares are fairly reasonable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2312
e. Trains are a fast way to travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2313
f. It is difficult to find out the cheapest train fares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2314
g. Trains have a good safety record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2315
	(1)	(2)	(3)	(4)	(5)	(8)	

CARD  
23

46a. Now some questions on roads and public transport.

Thinking first about towns and cities. If the government had to choose ...

PLEASE TICK **ONE** BOX ONLY

**OR**

- (✓)
- ... it should improve roads  (1)
- ... it should improve public transport  (2)

2316

46b. And in country areas, if the government had to choose ...

PLEASE TICK **ONE BOX ONLY**

**OR**

- (✓)
- ... it should improve roads  (1)
- ... it should improve public transport  (2)

2317

47. Please tick one box to show how much you agree or disagree with each of these statements.

PLEASE TICK  
**ONE BOX ON  
EACH LINE**

- |   | Agree<br>strongly        | Agree                    | Neither<br>agree nor<br>disagree | Disagree                 | Disagree<br>strongly     | I never<br>travel by<br>car | Can't<br>choose          |      |
|---|--------------------------|--------------------------|----------------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|------|
| a. Many of the short journeys I now make by car I could just as easily walk                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | 2318 |
| b. Many of the short journeys I now make by car I could just as easily go by bus              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | 2319 |
| c. Many of the short journeys I now make by car I could just as easily cycle, if I had a bike | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | 2320 |
|   | (1)                      | (2)                      | (3)                              | (4)                      | (5)                      | (6)                         | (8)                      |      |

48. Please tick one box for each statement to show how much you agree or disagree.

PLEASE TICK **ONE BOX  
ON EACH LINE**

- |   | Agree<br>strongly        | Agree                    | Neither<br>agree nor<br>disagree | Disagree                 | Disagree<br>strongly     | Can't<br>choose          |      |
|---|--------------------------|--------------------------|----------------------------------|--------------------------|--------------------------|--------------------------|------|
| a. I would <u>only</u> travel somewhere by bus if I had no other way of getting there                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2321 |
| b. Travelling by bus is mainly for people who can't afford anything better                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2322 |
| c. For the sake of the environment, car users should pay higher taxes   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2323 |
| d. Driving one's own car is too convenient to give up for the sake of the environment                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2324 |
| e. People should be allowed to use their cars as much as they like, even if it causes damage to the environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2325 |
|   | (1)                      | (2)                      | (3)                              | (4)                      | (5)                      | (8)                      |      |

49a. How important do you think it is to cut down the number of cars on Britain's roads?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Very important  (1)
- Fairly important  (2)
- Not very important  (3)
- Not at all important  (4)
- Can't choose  (8)

2326

b. And how important is it to improve public transport in Britain?

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Very important  (1)
- Fairly important  (2)
- Not very important  (3)
- Not at all important  (4)
- Can't choose  (8)

2327

50. Many people feel that public transport should be improved. Here are some ways of finding the money to do it. How much would you support or oppose each one, as a way of raising money to improve public transport?

PLEASE TICK **ONE** BOX  
ON EACH LINE

- |   | Strongly<br>support      | Support                  | Neither<br>support<br>nor<br>oppose | Oppose                   | Strongly<br>oppose       | Can't<br>choose          |      |
|---|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|------|
| a. Gradually doubling the cost of petrol over the next ten years  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2328 |
| b. Charging all motorists around £2 each time they enter or drive through a city or town centre at peak times | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2329 |
| c. Cutting in half spending on new roads  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2330 |
| d. Cutting in half spending on maintenance of the roads we already have                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2331 |
|   | (1)                      | (2)                      | (3)                                 | (4)                      | (5)                      | (8)                      |      |

51. 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**

	<b>Agree strongly</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Disagree strongly</b>	<b>Can't choose</b>	
a. Buses should be given more priority in towns and cities, even if this makes things more difficult for car drivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2332
b. Cyclists and pedestrians should be given more priority in towns and cities even if this makes things more difficult for other road users	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2333
	(1)	(2)	(3)	(4)	(5)	(8)	SPARE 2334-80

52. From what you know or have heard, please tick one box on each line to show how well you think state secondary schools nowadays ...

**PLEASE TICK ONE  
BOX ON EACH LINE**

	<b>Very well</b>	<b>Quite well</b>	<b>Not very well</b>	<b>Not at all well</b>	
a. ... prepare young people for work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2409
b. ... teach young people basic skills such as reading, writing and maths?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2410
c. ... bring out young people's natural abilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2411
	(1)	(2)	(3)	(4)	

53. Please tick one box on each line to show how much you agree or disagree with each of these statements about secondary schooling

**PLEASE TICK ONE BOX  
ON EACH LINE**

	<b>Agree strongly</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Disagree strongly</b>	
a. Formal exams are the best way of judging the ability of pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2412
b. On the whole pupils are too young when they have to decide which subjects to specialise in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2413
c. The present law allows pupils to leave school when they are too young	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2414
d. So much attention is given to exam results that a pupil's everyday classroom work counts for too little	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2415
	(1)	(2)	(3)	(4)	(8)	

54. Please tick one box on each line to show how important you think each of these are:

<i>PLEASE TICK <b>ONE</b> BOX ON EACH LINE</i>	<b>Very important</b>	<b>Fairly important</b>	<b>Not very important</b>	<b>Not at all important</b>	<b>Can't choose</b>	
a. ... that parents encourage children to go to university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2416
b. ... that teachers encourage more children to go to university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2417
c. ... that more people from working class backgrounds go to university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2418
	(1)	(2)	(3)	(4)	(8)	

55. Suppose two young people with the same A/A2-level (or Scottish Higher) grades apply to go to university. One is from a well-off background and the other is from a less well-off background. Which one do you think would be more likely to be offered a place ...

*PLEASE TICK **ONE** BOX ONLY*

... the young person from the well-off background,	<input checked="" type="checkbox"/>	(1)	2419
the young person from less well-off background,	<input type="checkbox"/>	(2)	
or would they both be equally likely to be offered a place?	<input type="checkbox"/>	(3)	
Can't choose	<input type="checkbox"/>	(8)	

56. Please tick one box on each line to show how much you agree or disagree with each of these statements.

<i>PLEASE TICK <b>ONE</b> BOX ON EACH LINE</i>	<b>Agree strongly</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Disagree strongly</b>	<b>Can't choose</b>	
a. I feel I know quite a lot about what sort of work is done in universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2420
b. My local university has good links with the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2421
c. Universities do enough to encourage working class young people to study there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2422
d. Teachers give children enough encouragement to go to university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2423
	(1)	(2)	(3)	(4)	(5)	(8)	

SPARE  
2424-6

57. How much do you agree or disagree with this statement?

Now that Scotland has its own Parliament and Wales its own Assembly, every English region should have its own elected assembly too.

PLEASE TICK **ONE** BOX ONLY

- (✓)
- Agree strongly  (1)
- Agree  (2)
- Neither agree nor disagree  (3)
- Disagree  (4)
- Disagree strongly  (5)
- Can't choose  (8)

2427

SPARE  
2428-80

58. Please tick one box for each statement to show how much you agree or disagree with it.

CARD 25

PLEASE TICK **ONE**  
BOX ON EACH LINE

	<b>Agree strongly</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Disagree strongly</b>	
a. The welfare state encourages people to stop helping each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2509
b. The government should spend more money on welfare benefits for the poor, even if it leads to higher taxes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2510
c. Around here, most unemployed people could find a job if they really wanted one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2511
d. Many people who get social security don't really deserve any help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2512
e. Most people on the dole are fiddling in one way or another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2513
f. If welfare benefits weren't so generous, people would learn to stand on their own two feet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2514
g. Cutting welfare benefits would damage too many people's lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2515
h. The creation of the welfare state is one of Britain's proudest achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2516
	(1)	(2)	(3)	(4)	(5)	

59. 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**

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	
a. Government should redistribute income from the better-off to those who are less well off	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2517
b. Big business benefits owners at the expense of workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2518
c. Ordinary working people do not get their fair share of the nation's wealth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2519
d. There is one law for the rich and one for the poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2520
e. Management will always try to get the better of employees if it gets the chance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2521
	(1)	(2)	(3)	(4)	(5)	

60. 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**

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	
a. Young people today don't have enough respect for traditional British values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2522
b. People who break the law should be given stiffer sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2523
c. For some crimes, the death penalty is the most appropriate sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2524
d. Schools should teach children to obey authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2525
e. The law should always be obeyed, even if a particular law is wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2526
f. Censorship of films and magazines is necessary to uphold moral standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2527
	(1)	(2)	(3)	(4)	(5)	

61a. 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	<input type="checkbox"/>	(1)	
Between 15 and 20 minutes	<input type="checkbox"/>	(2)	
Between 21 and 30 minutes	<input type="checkbox"/>	(3)	
Between 31 and 45 minutes	<input type="checkbox"/>	(4)	
Between 46 and 60 minutes	<input type="checkbox"/>	(5)	
Over one hour	<input type="checkbox"/>	(6)	

b. And on what date did you fill in the questionnaire?

**PLEASE WRITE IN:**

DATE	

MONTH	

2002

2529-32

62. And lastly just a few details about yourself.

a. Are you ....

(✓)

Male  (1)

Female  (2)

2533

b. What was your age last birthday?

**PLEASE WRITE IN:**

 

YEARS

2534-5

**Thank you very much for your help**

SPARE

2536-80

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

**P2110/A**

**BRITISH SOCIAL ATTITUDES**

**SUMMER 2002**

**P2110/A**

**BRITISH SOCIAL ATTITUDES**

**SUMMER 2002**

**P2110/A**

**CARD A1**

Married

Living as married

Separated (after being married)

Divorced

Widowed

Single (never married)

**P2110/A**

**CARD A1**

Married

Living as married

Separated (after being married)

Divorced

Widowed

Single (never married)

**P2110/A**

**CARD A2**

Brother

Sister

Son

Daughter

Grandchild (daughter's child)

Grandchild (son's child)

None of these

**P2110/A**

**CARD A2**

Brother

Sister

Son

Daughter

Grandchild (daughter's child)

Grandchild (son's child)

None of these

**P2110/A**

**CARD A3**

Education  
Defence  
Health  
Housing  
Public transport  
Roads  
Police and prisons  
Social security benefits  
Help for industry  
Overseas aid

**P2110/A**

**CARD A3**

Education  
Defence  
Health  
Housing  
Public transport  
Roads  
Police and prisons  
Social security benefits  
Help for industry  
Overseas aid

**P2110/A**

**CARD A4**

Spend much more

Spend more

Spend the same as now

Spend less

Spend much less

**P2110/A**

**CARD A4**

Spend much more

Spend more

Spend the same as now

Spend less

Spend much less

**P2110/A**

**CARD A5**

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

**P2110/A**

**CARD A5**

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

**P2110/A**

**CARD B1**

Very satisfied

Quite satisfied

Neither satisfied nor dissatisfied

Quite dissatisfied

Very dissatisfied

**P2110/A**

**CARD B1**

Very satisfied

Quite satisfied

Neither satisfied nor dissatisfied

Quite dissatisfied

Very dissatisfied

**P2110/A**

**CARD B2**

Definitely would

Probably would

Probably would not

Definitely would not

**P2110/A**

**CARD B2**

Definitely would

Probably would

Probably would not

Definitely would not

**P2110/A**

**CARD B3**

Just about always

Most of the time

Some of the time

Just about never

**P2110/A**

**CARD B3**

Just about always

Most of the time

Some of the time

Just about never

## **P2110/A**

### **CARD C1**

- **In full-time education** (not paid for by employer, including on vacation)
- **On government training or employment programme**
- **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 and not registered**, but actively looking for a job (of at least 10 hours a week)
- **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**

## **P2110/A**

### **CARD C1**

- **In full-time education** (not paid for by employer, including on vacation)
- **On government training or employment programme**
- **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 and not registered**, but actively looking for a job (of at least 10 hours a week)
- **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**

**P2110/A**

**CARD C2**

**Private sector firm or company**

Including, for example, limited companies and PLCs

**Nationalised industry or public corporation**

Including, for example, the Post Office and the BBC

**Other public sector employer**

Including, for example:

- Central government, Civil Service, Government Agencies
- Local authority, Local Education Authority (including 'opted out' schools)
- Universities
- Health Authority/NHS hospitals/NHS Trusts/GP surgeries
- Police and Armed forces

**Charity/Voluntary sector**

Including, for example, charitable companies, churches and trade unions

**Other organisation (PLEASE SAY WHAT)**

**P2110/A**

**CARD C2**

**Private sector firm or company**

Including, for example, limited companies and PLCs

**Nationalised industry or public corporation**

Including, for example, the Post Office and the BBC

**Other public sector employer**

Including, for example:

- Central government, Civil Service, Government Agencies
- Local authority, Local Education Authority (including 'opted out' schools)
- Universities
- Health Authority/NHS hospitals/NHS Trusts/GP surgeries
- Police and Armed forces

**Charity/Voluntary sector**

Including, for example, charitable companies, churches and trade unions

**Other organisation (PLEASE SAY WHAT)**

**P2110/A**

**CARD C3**

**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

**P2110/A**

**CARD C3**

**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

**P2110/A**

**CARD C5**

Definitely should

Probably should

Probably should not

Definitely should not

**P2110/A**

**CARD C5**

Definitely should

Probably should

Probably should not

Definitely should not

**P2110/A**

**CARD C6**

Good starting pay

A secure job for the future

Opportunities for promotion

Interesting work

Good working conditions

**P2110/A**

**CARD C6**

Good starting pay

A secure job for the future

Opportunities for promotion

Interesting work

Good working conditions

**P2110/A**

**CARD C7**

Good starting pay

A secure job for the future

Opportunities for promotion

Interesting work

Good working conditions

A chance to help other people

**P2110/A**

**CARD C7**

Good starting pay

A secure job for the future

Opportunities for promotion

Interesting work

Good working conditions

A chance to help other people

**P2110/A**

**CARD C8**

Nurse

Computer engineer

School teacher

Lawyer

Police officer

Journalist

Doctor

**P2110/A**

**CARD C8**

Nurse

Computer engineer

School teacher

Lawyer

Police officer

Journalist

Doctor

**P2110/A**

**CARD D1**

Nursery or pre-school children

Primary school children

Secondary school children

Less able children with special needs

Students at colleges or universities

**P2110/A**

**CARD D1**

Nursery or pre-school children

Primary school children

Secondary school children

Less able children with special needs

Students at colleges or universities

## **P2110/A**

### **CARD D2**

- More information available about individual schools
- More links between parents and schools
- More resources for buildings, books and equipment
- Better quality teachers
- Smaller class sizes
- More emphasis on exams and tests
- More emphasis on developing the child's skills and interests
- Better leadership within individual schools
- Other (PLEASE SAY WHAT)

## **P2110/A**

### **CARD D2**

- More information available about individual schools
- More links between parents and schools
- More resources for buildings, books and equipment
- Better quality teachers
- Smaller class sizes
- More emphasis on exams and tests
- More emphasis on developing the child's skills and interests
- Better leadership within individual schools
- Other (PLEASE SAY WHAT)

## **P2110/A**

### **CARD D3**

- More information available about individual schools
- More links between parents and schools
- More resources for buildings, books and equipment
- Better quality teachers
- Smaller class sizes
- More emphasis on exams and tests
- More emphasis on developing the child's skills and interests
- More training and preparation for jobs
- Better leadership within individual schools
- Other (PLEASE SAY WHAT)

## **P2110/A**

### **CARD D3**

- More information available about individual schools
- More links between parents and schools
- More resources for buildings, books and equipment
- Better quality teachers
- Smaller class sizes
- More emphasis on exams and tests
- More emphasis on developing the child's skills and interests
- More training and preparation for jobs
- Better leadership within individual schools
- Other (PLEASE SAY WHAT)

**P2110/A**

**CARD D4**

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

**P2110/A**

**CARD D4**

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

**P2110/A**

**CARD D5**

Very important

Fairly important

Not very important

Not at all important

**P2110/A**

**CARD D5**

Very important

Fairly important

Not very important

Not at all important

**P2110/A**

**CARD D6**

Very likely

Fairly likely

Not very likely

Not at all likely

**P2110/A**

**CARD D6**

Very likely

Fairly likely

Not very likely

Not at all likely

**P2110/A**

**CARD E1**

All or most of its members should be appointed

All or most of its members should be elected

It should contain roughly an equal number of appointed and elected members

It should be abolished

**P2110/A**

**CARD E1**

All or most of its members should be appointed

All or most of its members should be elected

It should contain roughly an equal number of appointed and elected members

It should be abolished

**P2110/A**

**CARD E2**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P2110/A**

**CARD E2**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P2110/A**

**CARD E3**

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

**P2110/A**

**CARD E3**

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

**P2110/A**

**CARD E4**

Improved it a lot

Improved it a little

Made no difference

Made it a little worse

Made it a lot worse

**P2110/A**

**CARD E4**

Improved it a lot

Improved it a little

Made no difference

Made it a little worse

Made it a lot worse

**P2110/A**

**CARD E5**

Contact my MP or MSP

Speak to an influential person

Contact a government department

Contact radio, TV or a 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

**P2110/A**

**CARD E5**

Contact my MP or MSP

Speak to an influential person

Contact a government department

Contact radio, TV or a 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

**P2110/A**

**CARD E6**

Give money to a campaigning organisation

Get involved in a campaigning organisation

**P2110/A**

**CARD E6**

Give money to a campaigning organisation

Get involved in a campaigning organisation

**P2110/A**

**CARD E7**

Contact my MP or MSP

Speak to an influential person

Contact a government department

Contact radio, TV or a 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

**P2110/A**

**CARD E7**

Contact my MP or MSP

Speak to an influential person

Contact a government department

Contact radio, TV or a 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

**P2110/A**

**CARD E8**

Give money to a campaigning organisation

Get involved in a campaigning organisation

**P2110/A**

**CARD E8**

Give money to a campaigning organisation

Get involved in a campaigning organisation

**P2110/A**

**CARD E9**

***Scotland should:***

...become independent

- separate from the UK and the European Union
- separate from the UK but part of the European Union

...remain part of the UK, with its own elected parliament

- which has some taxation powers
- which has no taxation powers

...remain part of the UK without an elected parliament

**P2110/A**

**CARD E9**

***Scotland should:***

...become independent

- separate from the UK and the European Union
- separate from the UK but part of the European Union

...remain part of the UK, with its own elected parliament

- which has some taxation powers
- which has no taxation powers

...remain part of the UK without an elected parliament

**P2110/A**

**CARD E10**

Britain's long-term policy should be ...

To leave the European Union

To stay in the EU and try to reduce the EU's powers

To leave things as they are

To stay in the EU and try to increase the EU's powers

To work for the formation of a single European government

**P2110/A**

**CARD E10**

Britain's long-term policy should be ...

To leave the European Union

To stay in the EU and try to reduce the EU's powers

To leave things as they are

To stay in the EU and try to increase the EU's powers

To work for the formation of a single European government

**P2110/A**

**CARD E11**

Just about always

Most of the time

Only some of the time

Almost never

**P2110/A**

**CARD E11**

Just about always

Most of the time

Only some of the time

Almost never

**P2110/A**

**CARD E12**

Much more than its fair share of government spending

A little more than its fair share of government spending

Pretty much its fair share of government spending

A little less than its fair share of government spending

Much less than its fair share of government spending

**P2110/A**

**CARD E12**

Much more than its fair share of government spending

A little more than its fair share of government spending

Pretty much its fair share of government spending

A little less than its fair share of government spending

Much less than its fair share of government spending

**P2110/A**

**CARD E13**

Very proud

Somewhat proud

Not very proud

Not at all proud

Don't think of myself in that way at all

**P2110/A**

**CARD E13**

Very proud

Somewhat proud

Not very proud

Not at all proud

Don't think of myself in that way at all

**P2110/A**

**CARD E14**

England to be governed as it is now, with laws made by the UK parliament

Each region of England to have its own assembly that runs services like health

England as a whole to have its own new parliament with law-making powers

**P2110/A**

**CARD E14**

England to be governed as it is now, with laws made by the UK parliament

Each region of England to have its own assembly that runs services like health

England as a whole to have its own new parliament with law-making powers

**P2110/A**

**CARD E15**

English regional chambers or assemblies

The UK government at Westminster

Local councils in England

The European Union

**P2110/A**

**CARD E15**

English regional chambers or assemblies

The UK government at Westminster

Local councils in England

The European Union

**P2110/A**

**CARD E16**

English regional chambers or assemblies

A new English parliament

The UK government at Westminster

Local councils in England

The European Union

**P2110/A**

**CARD E16**

English regional chambers or assemblies

A new English parliament

The UK government at Westminster

Local councils in England

The European Union

**P2110/A**

**CARD F1**

British  
English  
European  
Irish  
Northern Irish  
Scottish  
Ulster  
Welsh  
Other (PLEASE SAY WHAT)

**P2110/A**

**CARD F1**

British  
English  
European  
Irish  
Northern Irish  
Scottish  
Ulster  
Welsh  
Other (PLEASE SAY WHAT)

**P2110/A**

**CARD F2**

BLACK: of African origin  
of Caribbean origin  
of other origin (PLEASE SAY WHICH)

ASIAN: of Indian origin  
of Pakistani origin  
of Bangladeshi origin  
of Chinese origin  
of other origin (PLEASE SAY WHICH)

WHITE: of any European origin  
of other origin (PLEASE SAY WHICH)

MIXED ORIGIN: PLEASE SAY WHICH

OTHER: PLEASE SAY WHICH

**P2110/A**

**CARD F2**

BLACK: of African origin  
of Caribbean origin  
of other origin (PLEASE SAY WHICH)

ASIAN: of Indian origin  
of Pakistani origin  
of Bangladeshi origin  
of Chinese origin  
of other origin (PLEASE SAY WHICH)

WHITE: of any European origin  
of other origin (PLEASE SAY WHICH)

MIXED ORIGIN: PLEASE SAY WHICH

OTHER: PLEASE SAY WHICH

## P2110/A

### CARD F3

#### SECTION 1:

GCSE Grades D-G  
Short course GCSE  
CSE Grades 2-5  
GCE O-level grades D-E or 7-9  
Scottish SCE Ordinary Bands D-E  
Scottish Standard Grades 4-7  
Scottish Leaving Certificate – no grade

#### SECTION 3:

GCE A-level, S-level, A2-level, AS-level  
Scottish Higher Grades  
Scottish Higher-Still  
Scottish SCE/SLC/SUPE at Higher Grade  
Scottish Higher School Certificate  
Certificate of Sixth Year Studies  
Northern Ireland Senior Certificate

#### SECTION 2:

GCSE Grades A-C  
CSE Grade 1  
GCE O-level Grades A-C or 1-6  
School Certificate or Matriculation  
Scottish SCE Ordinary Bands A-C or Pass  
Scottish Standard Grades 1-3 or Pass  
Scottish School Leaving Certificate Lower Grade  
SUPE Ordinary  
Northern Ireland Junior Certificate

#### SECTION 4:

Overseas school leaving exam or certificate

## P2110/A

### CARD F3

#### SECTION 1:

GCSE Grades D-G  
Short course GCSE  
CSE Grades 2-5  
GCE O-level grades D-E or 7-9  
Scottish SCE Ordinary Bands D-E  
Scottish Standard Grades 4-7  
Scottish Leaving Certificate – no grade

#### SECTION 3:

GCE A-level, S-level, A2-level, AS-level  
Scottish Higher Grades  
Scottish Higher-Still  
Scottish SCE/SLC/SUPE at Higher Grade  
Scottish Higher School Certificate  
Certificate of Sixth Year Studies  
Northern Ireland Senior Certificate

#### SECTION 2:

GCSE Grades A-C  
CSE Grade 1  
GCE O-level Grades A-C or 1-6  
School Certificate or Matriculation  
Scottish SCE Ordinary Bands A-C or Pass  
Scottish Standard Grades 1-3 or Pass  
Scottish School Leaving Certificate Lower Grade  
SUPE Ordinary  
Northern Ireland Junior Certificate

#### SECTION 4:

Overseas school leaving exam or certificate

# P2110/A

## CARD F4

**Modern apprenticeship completed**  
Other recognised trade apprenticeship **completed**

---

**RSA/OCR (PLEASE GIVE LEVEL)**  
Other clerical or commercial qualification

---

**City and Guilds Certificate (PLEASE GIVE LEVEL)**

---

BEC/TEC/ } General/ Ordinary National Certificate (**ONC**) or Diploma (**OND**)  
BTEC/EdExcel } Higher/ Higher National Certificate (**HNC**) or Diploma (**HND**)

---

**NVQ/SVQ/GNVQ/GSVQ (PLEASE GIVE LEVEL)**

---

**Teacher Training qualification**  
**Nursing qualification**  
**Other technical or business qualification/certificate**  
**University or CNAA degree or diploma**  
**Other recognised academic or vocational qualifications (PLEASE SAY WHAT)**

# P2110/A

## CARD F4

**Modern apprenticeship completed**  
Other recognised trade apprenticeship **completed**

---

**RSA/OCR (PLEASE GIVE LEVEL)**  
Other clerical or commercial qualification

---

**City and Guilds Certificate (PLEASE GIVE LEVEL)**

---

BEC/TEC/ } General/ Ordinary National Certificate (**ONC**) or Diploma (**OND**)  
BTEC/EdExcel } Higher/ Higher National Certificate (**HNC**) or Diploma (**HND**)

---

**NVQ/SVQ/GNVQ/GSVQ (PLEASE GIVE LEVEL)**

---

**Teacher Training qualification**  
**Nursing qualification**  
**Other technical or business qualification/certificate**  
**University or CNAA degree or diploma**  
**Other recognised academic or vocational qualifications (PLEASE SAY WHAT)**

**P2110/A**

**CARD F7**

Shopping  
Chat rooms  
E-mail  
News and current affairs  
Training, education and learning  
Travel and weather information  
Keeping in touch with groups I belong to  
General information  
Other (PLEASE SAY WHAT)

**P2110/A**

**CARD F7**

Shopping  
Chat rooms  
E-mail  
News and current affairs  
Training, education and learning  
Travel and weather information  
Keeping in touch with groups I belong to  
General information  
Other (PLEASE SAY WHAT)

**P2110/A**

**CARD F8**

**In full-time education** (not paid for by employer, including on vacation)

**On government training or employment programme**

**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 and not registered**, but actively looking for a job (of at least 10 hours a week)

**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**

**P2110/A**

**CARD F8**

**In full-time education** (not paid for by employer, including on vacation)

**On government training or employment programme**

**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 and not registered**, but actively looking for a job (of at least 10 hours a week)

**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**

**P2110/A**

**CARD F9**

**Private sector firm or company**

Including, for example, limited companies and PLCs

**Nationalised industry or public corporation**

Including, for example, the Post Office and the BBC

**Other public sector employer**

Including, for example:

- Central government, Civil Service, Government Agencies
- Local authority, Local Education Authority (including 'opted out' schools)
- Universities
- Health Authority/NHS hospitals/NHS Trusts/GP surgeries
- Police and Armed forces

**Charity/Voluntary sector**

Including, for example, charitable companies, churches and trade unions

**Other organisation (PLEASE SAY WHAT)**

**P2110/A**

**CARD F9**

**Private sector firm or company**

Including, for example, limited companies and PLCs

**Nationalised industry or public corporation**

Including, for example, the Post Office and the BBC

**Other public sector employer**

Including, for example:

- Central government, Civil Service, Government Agencies
- Local authority, Local Education Authority (including 'opted out' schools)
- Universities
- Health Authority/NHS hospitals/NHS Trusts/GP surgeries
- Police and Armed forces

**Charity/Voluntary sector**

Including, for example, charitable companies, churches and trade unions

**Other organisation (PLEASE SAY WHAT)**

**P2110/A**

**CARD F10**

**State retirement pension** (National Insurance)  
**War Pension** (War Disablement Pension or War Widow's Pension)  
**Bereavement Allowance / Widow's Pension / Widowed Parent's Allowance**  
**Jobseeker's Allowance / Unemployment Benefit / Income Support for the Unemployed**  
**Income Support** (other than for unemployment) / **Minimum Income Guarantee** (for pensioners)  
**Child Benefit** (formerly Family Allowance)  
**Child Tax Credit**  
**Working Families Tax Credit / Childcare Tax Credit**  
**Housing Benefit** (Rent Rebate / Rent Allowance)  
**Council Tax Benefit** (or Rebate)  
**Incapacity Benefit / Sickness Benefit / Invalidity Benefit**  
**Disabled Person's Tax Credit**  
**Disability Living Allowance** (for people under 65)  
**Attendance Allowance** (for people aged 65+)  
**Severe Disablement Allowance**  
**Invalid Care Allowance**  
**Industrial Injuries Disablement Benefit**  
**Other state benefit (PLEASE SAY WHICH)**

**P2110/A**

**CARD F10**

**State retirement pension** (National Insurance)  
**War Pension** (War Disablement Pension or War Widow's Pension)  
**Bereavement Allowance / Widow's Pension / Widowed Parent's Allowance**  
**Jobseeker's Allowance / Unemployment Benefit / Income Support for the Unemployed**  
**Income Support** (other than for unemployment) / **Minimum Income Guarantee** (for pensioners)  
**Child Benefit** (formerly Family Allowance)  
**Child Tax Credit**  
**Working Families Tax Credit / Childcare Tax Credit**  
**Housing Benefit** (Rent Rebate / Rent Allowance)  
**Council Tax Benefit** (or Rebate)  
**Incapacity Benefit / Sickness Benefit / Invalidity Benefit**  
**Disabled Person's Tax Credit**  
**Disability Living Allowance** (for people under 65)  
**Attendance Allowance** (for people aged 65+)  
**Severe Disablement Allowance**  
**Invalid Care Allowance**  
**Industrial Injuries Disablement Benefit**  
**Other state benefit (PLEASE SAY WHICH)**

**P2110/A**

**CARD F11**

Earnings from employment (own or spouse/partner's)  
Occupational pension(s) - from previous employer(s)  
State retirement or widow's pension(s)  
Jobseeker's Allowance / Unemployment Benefit  
Income Support / Minimum Income Guarantee (for pensioners)  
Invalidity, sickness or disabled pension or benefit(s)  
Other state benefit or tax credit (PLEASE SAY WHICH)  
Interest from savings or investments  
Student grant, bursary or loans  
Dependent on parents / other relatives  
Other main source of income (PLEASE SAY WHICH)

**P2110/A**

**CARD F11**

Earnings from employment (own or spouse/partner's)  
Occupational pension(s) - from previous employer(s)  
State retirement or widow's pension(s)  
Jobseeker's Allowance / Unemployment Benefit  
Income Support / Minimum Income Guarantee (for pensioners)  
Invalidity, sickness or disabled pension or benefit(s)  
Other state benefit or tax credit (PLEASE SAY WHICH)  
Interest from savings or investments  
Student grant, bursary or loans  
Dependent on parents / other relatives  
Other main source of income (PLEASE SAY WHICH)

**P2110/A**

**CARD F12**

State retirement pension

A company or occupational pension

A personal or stakeholder pension

Other savings or investments

From somewhere else (PLEASE SAY FROM WHERE)

**P2110/A**

**CARD F12**

State retirement pension

A company or occupational pension

A personal or stakeholder pension

Other savings or investments

From somewhere else (PLEASE SAY FROM WHERE)

# P2110/A

## CARD F13

WEEKLY income BEFORE tax	Letter	ANNUAL income BEFORE tax
Less than £77 .....	Q .....	Less than £3,999
£78-£115 .....	T .....	£4,000 - £5,999
£116-£154 .....	O .....	£6,000-£7,999
£155-£192 .....	K .....	£8,000-£9,999
£193-£230 .....	L .....	£10,000-£11,999
£231-£289 .....	B .....	£12,000-£14,999
£290-£346 .....	Z .....	£15,000-£17,999
£347-£385 .....	M .....	£18,000-£19,999
£386-£442 .....	F .....	£20,000-£22,999
£443-£500 .....	J .....	£23,000-£25,999
£501-£558 .....	D .....	£26,000-£28,999
£559-£615 .....	H .....	£29,000-£31,999
£616-£730 .....	A .....	£32,000-£37,999
£731-£845 .....	W .....	£38,000-£43,999
£846-£961 .....	G .....	£44,000-£49,999
£962-£1,076 .....	N .....	£50,000-£55,999
£1,077 or more .....	E .....	£56,000 or more

# P2110/A

## CARD F13

WEEKLY income BEFORE tax	Letter	ANNUAL income BEFORE tax
Less than £77 .....	Q .....	Less than £3,999
£78-£115 .....	T .....	£4,000 - £5,999
£116-£154 .....	O .....	£6,000-£7,999
£155-£192 .....	K .....	£8,000-£9,999
£193-£230 .....	L .....	£10,000-£11,999
£231-£289 .....	B .....	£12,000-£14,999
£290-£346 .....	Z .....	£15,000-£17,999
£347-£385 .....	M .....	£18,000-£19,999
£386-£442 .....	F .....	£20,000-£22,999
£443-£500 .....	J .....	£23,000-£25,999
£501-£558 .....	D .....	£26,000-£28,999
£559-£615 .....	H .....	£29,000-£31,999
£616-£730 .....	A .....	£32,000-£37,999
£731-£845 .....	W .....	£38,000-£43,999
£846-£961 .....	G .....	£44,000-£49,999
£962-£1,076 .....	N .....	£50,000-£55,999
£1,077 or more .....	E .....	£56,000 or more

**P2110/B**

**BRITISH SOCIAL ATTITUDES**

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**BRITISH SOCIAL ATTITUDES**

**SUMMER 2002**

**P2110/B**

**CARD A1**

Married

Living as married

Separated (after being married)

Divorced

Widowed

Single (never married)

**P2110/B**

**CARD A1**

Married

Living as married

Separated (after being married)

Divorced

Widowed

Single (never married)

**P2110/B**

**CARD A2**

Brother

Sister

Son

Daughter

Grandchild (daughter's child)

Grandchild (son's child)

None of these

**P2110/B**

**CARD A2**

Brother

Sister

Son

Daughter

Grandchild (daughter's child)

Grandchild (son's child)

None of these

**P2110/B**

**CARD A3**

Education  
Defence  
Health  
Housing  
Public transport  
Roads  
Police and prisons  
Social security benefits  
Help for industry  
Overseas aid

**P2110/B**

**CARD A3**

Education  
Defence  
Health  
Housing  
Public transport  
Roads  
Police and prisons  
Social security benefits  
Help for industry  
Overseas aid

**P2110/B**

**CARD A4**

Spend much more

Spend more

Spend the same as now

Spend less

Spend much less

**P2110/B**

**CARD A4**

Spend much more

Spend more

Spend the same as now

Spend less

Spend much less

**P2110/B**

**CARD A5**

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

**P2110/B**

**CARD A5**

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

**P2110/B**

**CARD A6**

Their benefits should not be affected

Their benefits should be reduced a little

Their benefits should be reduced a lot

Their benefits should be stopped

**P2110/B**

**CARD A6**

Their benefits should not be affected

Their benefits should be reduced a little

Their benefits should be reduced a lot

Their benefits should be stopped

**P2110/B**

**CARD B1**

Very satisfied

Quite satisfied

Neither satisfied nor dissatisfied

Quite dissatisfied

Very dissatisfied

**P2110/B**

**CARD B1**

Very satisfied

Quite satisfied

Neither satisfied nor dissatisfied

Quite dissatisfied

Very dissatisfied

**P2110/B**

**CARD B2**

Definitely would

Probably would

Probably would not

Definitely would not

**P2110/B**

**CARD B2**

Definitely would

Probably would

Probably would not

Definitely would not

**P2110/B**

**CARD B3**

Just about always

Most of the time

Some of the time

Just about never

**P2110/B**

**CARD B3**

Just about always

Most of the time

Some of the time

Just about never

## P2110/B

### CARD C1

- **In full-time education** (not paid for by employer, including on vacation)
- **On government training or employment programme**
- **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 and not registered**, but actively looking for a job (of at least 10 hours a week)
- **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**

## P2110/B

### CARD C1

- **In full-time education** (not paid for by employer, including on vacation)
- **On government training or employment programme**
- **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 and not registered**, but actively looking for a job (of at least 10 hours a week)
- **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**

**P2110/B**

**CARD C2**

**Private sector firm or company**

Including, for example, limited companies and PLCs

**Nationalised industry or public corporation**

Including, for example, the Post Office and the BBC

**Other public sector employer**

Including, for example:

- Central government, Civil Service, Government Agencies
- Local authority, Local Education Authority (including 'opted out' schools)
- Universities
- Health Authority/NHS hospitals/NHS Trusts/GP surgeries
- Police and Armed forces

**Charity/Voluntary sector**

Including, for example, charitable companies, churches and trade unions

**Other organisation (PLEASE SAY WHAT)**

**P2110/B**

**CARD C2**

**Private sector firm or company**

Including, for example, limited companies and PLCs

**Nationalised industry or public corporation**

Including, for example, the Post Office and the BBC

**Other public sector employer**

Including, for example:

- Central government, Civil Service, Government Agencies
- Local authority, Local Education Authority (including 'opted out' schools)
- Universities
- Health Authority/NHS hospitals/NHS Trusts/GP surgeries
- Police and Armed forces

**Charity/Voluntary sector**

Including, for example, charitable companies, churches and trade unions

**Other organisation (PLEASE SAY WHAT)**

**P2110/B**

**CARD C3**

**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

**P2110/B**

**CARD C3**

**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

**P2110/B**

**CARD C4**

**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

**P2110/B**

**CARD C4**

**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

**P2110/B**

**CARD C5**

Definitely should

Probably should

Probably should not

Definitely should not

**P2110/B**

**CARD C5**

Definitely should

Probably should

Probably should not

Definitely should not

**P2110/B**

**CARD C6**

Good starting pay

A secure job for the future

Opportunities for promotion

Interesting work

Good working conditions

**P2110/B**

**CARD C6**

Good starting pay

A secure job for the future

Opportunities for promotion

Interesting work

Good working conditions

**P2110/B**

**CARD C7**

Good starting pay

A secure job for the future

Opportunities for promotion

Interesting work

Good working conditions

A chance to help other people

**P2110/B**

**CARD C7**

Good starting pay

A secure job for the future

Opportunities for promotion

Interesting work

Good working conditions

A chance to help other people

**P2110/B**

**CARD C8**

Nurse

Computer engineer

School teacher

Lawyer

Police officer

Journalist

Doctor

**P2110/B**

**CARD C8**

Nurse

Computer engineer

School teacher

Lawyer

Police officer

Journalist

Doctor

**P2110/B**

**CARD C9**

Very understanding

Fairly understanding

Not very understanding

Not at all understanding

Varies too much to say

**P2110/B**

**CARD C9**

Very understanding

Fairly understanding

Not very understanding

Not at all understanding

Varies too much to say

**P2110/B**

**CARD C10**

Use holiday or flexi hours

Put in extra effort within normal working hours

Work extra hours afterwards

Take unpaid leave

None of these

**P2110/B**

**CARD C10**

Use holiday or flexi hours

Put in extra effort within normal working hours

Work extra hours afterwards

Take unpaid leave

None of these

**P2110/B**

**CARD C11**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P2110/B**

**CARD C11**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P2110/B**

**CARD C12**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

No other workplace to move to

**P2110/B**

**CARD C12**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

No other workplace to move to

**P2110/B**

**CARD C13**

Very important

Fairly important

Not very important

Not important at all

**P2110/B**

**CARD C13**

Very important

Fairly important

Not very important

Not important at all

**P2110/B**

**CARD C14**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P2110/B**

**CARD C14**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P2110/B**

**CARD D1**

Nursery or pre-school children

Primary school children

Secondary school children

Less able children with special needs

Students at colleges or universities

**P2110/B**

**CARD D1**

Nursery or pre-school children

Primary school children

Secondary school children

Less able children with special needs

Students at colleges or universities

## **P2110/B**

### **CARD D2**

- More information available about individual schools
- More links between parents and schools
- More resources for buildings, books and equipment
- Better quality teachers
- Smaller class sizes
- More emphasis on exams and tests
- More emphasis on developing the child's skills and interests
- Better leadership within individual schools
- Other (PLEASE SAY WHAT)

## **P2110/B**

### **CARD D2**

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- More links between parents and schools
- More resources for buildings, books and equipment
- Better quality teachers
- Smaller class sizes
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- More emphasis on developing the child's skills and interests
- Better leadership within individual schools
- Other (PLEASE SAY WHAT)

## **P2110/B**

### **CARD D3**

- More information available about individual schools
- More links between parents and schools
- More resources for buildings, books and equipment
- Better quality teachers
- Smaller class sizes
- More emphasis on exams and tests
- More emphasis on developing the child's skills and interests
- More training and preparation for jobs
- Better leadership within individual schools
- Other (PLEASE SAY WHAT)

## **P2110/B**

### **CARD D3**

- More information available about individual schools
- More links between parents and schools
- More resources for buildings, books and equipment
- Better quality teachers
- Smaller class sizes
- More emphasis on exams and tests
- More emphasis on developing the child's skills and interests
- More training and preparation for jobs
- Better leadership within individual schools
- Other (PLEASE SAY WHAT)

**P2110/B**

**CARD D4**

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

**P2110/B**

**CARD D4**

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

**P2110/B**

**CARD D5**

Very important

Fairly important

Not very important

Not at all important

**P2110/B**

**CARD D5**

Very important

Fairly important

Not very important

Not at all important

**P2110/B**

**CARD D6**

Very likely

Fairly likely

Not very likely

Not at all likely

**P2110/B**

**CARD D6**

Very likely

Fairly likely

Not very likely

Not at all likely

**P2110/B**

**CARD E1**

All or most of its members should be appointed

All or most of its members should be elected

It should contain roughly an equal number of appointed and elected members

It should be abolished

**P2110/B**

**CARD E1**

All or most of its members should be appointed

All or most of its members should be elected

It should contain roughly an equal number of appointed and elected members

It should be abolished

**P2110/B**

**CARD E2**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P2110/B**

**CARD E2**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P2110/B**

**CARD E3**

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

**P2110/B**

**CARD E3**

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

**P2110/B**

**CARD E4**

Improved it a lot

Improved it a little

Made no difference

Made it a little worse

Made it a lot worse

**P2110/B**

**CARD E4**

Improved it a lot

Improved it a little

Made no difference

Made it a little worse

Made it a lot worse

**P2110/B**

**CARD E5**

Contact my MP or MSP

Speak to an influential person

Contact a government department

Contact radio, TV or a 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

**P2110/B**

**CARD E5**

Contact my MP or MSP

Speak to an influential person

Contact a government department

Contact radio, TV or a 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

**P2110/B**

**CARD E6**

Give money to a campaigning organisation

Get involved in a campaigning organisation

**P2110/B**

**CARD E6**

Give money to a campaigning organisation

Get involved in a campaigning organisation

**P2110/B**

**CARD E7**

Contact my MP or MSP

Speak to an influential person

Contact a government department

Contact radio, TV or a 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

**P2110/B**

**CARD E7**

Contact my MP or MSP

Speak to an influential person

Contact a government department

Contact radio, TV or a 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

**P2110/B**

**CARD E8**

Give money to a campaigning organisation

Get involved in a campaigning organisation

**P2110/B**

**CARD E8**

Give money to a campaigning organisation

Get involved in a campaigning organisation

**P2110/B**

**CARD E9**

***Scotland should:***

...become independent

- separate from the UK and the European Union
- separate from the UK but part of the European Union

...remain part of the UK, with its own elected parliament

- which has some taxation powers
- which has no taxation powers

...remain part of the UK without an elected parliament

**P2110/B**

**CARD E9**

***Scotland should:***

...become independent

- separate from the UK and the European Union
- separate from the UK but part of the European Union

...remain part of the UK, with its own elected parliament

- which has some taxation powers
- which has no taxation powers

...remain part of the UK without an elected parliament

**P2110/B**

**CARD E10**

Britain's long-term policy should be ...

To leave the European Union

To stay in the EU and try to reduce the EU's powers

To leave things as they are

To stay in the EU and try to increase the EU's powers

To work for the formation of a single European government

**P2110/B**

**CARD E10**

Britain's long-term policy should be ...

To leave the European Union

To stay in the EU and try to reduce the EU's powers

To leave things as they are

To stay in the EU and try to increase the EU's powers

To work for the formation of a single European government

**P2110/B**

**CARD E11**

Just about always

Most of the time

Only some of the time

Almost never

**P2110/B**

**CARD E11**

Just about always

Most of the time

Only some of the time

Almost never

**P2110/B**

**CARD E12**

Much more than its fair share of government spending

A little more than its fair share of government spending

Pretty much its fair share of government spending

A little less than its fair share of government spending

Much less than its fair share of government spending

**P2110/B**

**CARD E12**

Much more than its fair share of government spending

A little more than its fair share of government spending

Pretty much its fair share of government spending

A little less than its fair share of government spending

Much less than its fair share of government spending

**P2110/B**

**CARD E13**

Very proud

Somewhat proud

Not very proud

Not at all proud

Don't think of myself in that way at all

**P2110/B**

**CARD E13**

Very proud

Somewhat proud

Not very proud

Not at all proud

Don't think of myself in that way at all

**P2110/B**

**CARD E14**

England to be governed as it is now, with laws made by the UK parliament

Each region of England to have its own assembly that runs services like health

England as a whole to have its own new parliament with law-making powers

**P2110/B**

**CARD E14**

England to be governed as it is now, with laws made by the UK parliament

Each region of England to have its own assembly that runs services like health

England as a whole to have its own new parliament with law-making powers

**P2110/B**

**CARD E15**

English regional chambers or assemblies

The UK government at Westminster

Local councils in England

The European Union

**P2110/B**

**CARD E15**

English regional chambers or assemblies

The UK government at Westminster

Local councils in England

The European Union

**P2110/B**

**CARD E16**

English regional chambers or assemblies

A new English parliament

The UK government at Westminster

Local councils in England

The European Union

**P2110/B**

**CARD E16**

English regional chambers or assemblies

A new English parliament

The UK government at Westminster

Local councils in England

The European Union

**P2110/B**

**CARD F1**

British  
English  
European  
Irish  
Northern Irish  
Scottish  
Ulster  
Welsh  
Other (PLEASE SAY WHAT)

**P2110/B**

**CARD F1**

British  
English  
European  
Irish  
Northern Irish  
Scottish  
Ulster  
Welsh  
Other (PLEASE SAY WHAT)

**P2110/B**

**CARD F2**

BLACK: of African origin  
of Caribbean origin  
of other origin (PLEASE SAY WHICH)

ASIAN: of Indian origin  
of Pakistani origin  
of Bangladeshi origin  
of Chinese origin  
of other origin (PLEASE SAY WHICH)

WHITE: of any European origin  
of other origin (PLEASE SAY WHICH)

MIXED ORIGIN: PLEASE SAY WHICH

OTHER: PLEASE SAY WHICH

**P2110/B**

**CARD F2**

BLACK: of African origin  
of Caribbean origin  
of other origin (PLEASE SAY WHICH)

ASIAN: of Indian origin  
of Pakistani origin  
of Bangladeshi origin  
of Chinese origin  
of other origin (PLEASE SAY WHICH)

WHITE: of any European origin  
of other origin (PLEASE SAY WHICH)

MIXED ORIGIN: PLEASE SAY WHICH

OTHER: PLEASE SAY WHICH

## P2110/B

### CARD F3

#### SECTION 1:

GCSE Grades D-G  
Short course GCSE  
CSE Grades 2-5  
GCE O-level grades D-E or 7-9  
Scottish SCE Ordinary Bands D-E  
Scottish Standard Grades 4-7  
Scottish Leaving Certificate – no grade

#### SECTION 3:

GCE A-level, S-level, A2-level, AS-level  
Scottish Higher Grades  
Scottish Higher-Still  
Scottish SCE/SLC/SUPE at Higher Grade  
Scottish Higher School Certificate  
Certificate of Sixth Year Studies  
Northern Ireland Senior Certificate

#### SECTION 2:

GCSE Grades A-C  
CSE Grade 1  
GCE O-level Grades A-C or 1-6  
School Certificate or Matriculation  
Scottish SCE Ordinary Bands A-C or Pass  
Scottish Standard Grades 1-3 or Pass  
Scottish School Leaving Certificate Lower Grade  
SUPE Ordinary  
Northern Ireland Junior Certificate

#### SECTION 4:

Overseas school leaving exam or certificate

## P2110/B

### CARD F3

#### SECTION 1:

GCSE Grades D-G  
Short course GCSE  
CSE Grades 2-5  
GCE O-level grades D-E or 7-9  
Scottish SCE Ordinary Bands D-E  
Scottish Standard Grades 4-7  
Scottish Leaving Certificate – no grade

#### SECTION 3:

GCE A-level, S-level, A2-level, AS-level  
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Scottish Higher-Still  
Scottish SCE/SLC/SUPE at Higher Grade  
Scottish Higher School Certificate  
Certificate of Sixth Year Studies  
Northern Ireland Senior Certificate

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CSE Grade 1  
GCE O-level Grades A-C or 1-6  
School Certificate or Matriculation  
Scottish SCE Ordinary Bands A-C or Pass  
Scottish Standard Grades 1-3 or Pass  
Scottish School Leaving Certificate Lower Grade  
SUPE Ordinary  
Northern Ireland Junior Certificate

#### SECTION 4:

Overseas school leaving exam or certificate

**P2110/B**

**CARD F4**

**Modern apprenticeship completed**  
Other recognised trade apprenticeship **completed**

---

**RSA/OCR (PLEASE GIVE LEVEL)**  
Other clerical or commercial qualification

---

**City and Guilds Certificate (PLEASE GIVE LEVEL)**

---

BEC/TEC/ } General/ Ordinary National Certificate (**ONC**) or Diploma (**OND**)  
BTEC/EdExcel } Higher/ Higher National Certificate (**HNC**) or Diploma (**HND**)

---

**NVQ/SVQ/GNVQ/GSVQ (PLEASE GIVE LEVEL)**

---

**Teacher Training qualification**  
**Nursing qualification**  
**Other technical or business qualification/certificate**  
**University or CNAA degree or diploma**  
**Other recognised academic or vocational qualifications (PLEASE SAY WHAT)**

**P2110/B**

**CARD F4**

**Modern apprenticeship completed**  
Other recognised trade apprenticeship **completed**

---

**RSA/OCR (PLEASE GIVE LEVEL)**  
Other clerical or commercial qualification

---

**City and Guilds Certificate (PLEASE GIVE LEVEL)**

---

BEC/TEC/ } General/ Ordinary National Certificate (**ONC**) or Diploma (**OND**)  
BTEC/EdExcel } Higher/ Higher National Certificate (**HNC**) or Diploma (**HND**)

---

**NVQ/SVQ/GNVQ/GSVQ (PLEASE GIVE LEVEL)**

---

**Teacher Training qualification**  
**Nursing qualification**  
**Other technical or business qualification/certificate**  
**University or CNAA degree or diploma**  
**Other recognised academic or vocational qualifications (PLEASE SAY WHAT)**

## P2110/B

### CARD F5

#### SECTION 1:

GCSE Grades D-G  
Short course GCSE  
CSE Grades 2-5  
GCE O-level grades D-E or 7-9  
Scottish SCE Ordinary Bands D-E  
Scottish Standard Grades 4-7  
Scottish Leaving Certificate – no grade

#### SECTION 3:

GCE A-level, S-level, A2-level, AS-level  
Scottish Higher Grades  
Scottish Higher-Still  
Scottish SCE/SLC/SUPE at Higher Grade  
Scottish Higher School Certificate  
Certificate of Sixth Year Studies  
Northern Ireland Senior Certificate

#### SECTION 2:

GCSE Grades A-C  
CSE Grade 1  
GCE O-level Grades A-C or 1-6  
School Certificate or Matriculation  
Scottish SCE Ordinary Bands A-C or Pass  
Scottish Standard Grades 1-3 or Pass  
Scottish School Leaving Certificate Lower Grade  
SUPE Ordinary  
Northern Ireland Junior Certificate

#### SECTION 4:

Overseas school leaving exam or certificate

## P2110/B

### CARD F5

#### SECTION 1:

GCSE Grades D-G  
Short course GCSE  
CSE Grades 2-5  
GCE O-level grades D-E or 7-9  
Scottish SCE Ordinary Bands D-E  
Scottish Standard Grades 4-7  
Scottish Leaving Certificate – no grade

#### SECTION 3:

GCE A-level, S-level, A2-level, AS-level  
Scottish Higher Grades  
Scottish Higher-Still  
Scottish SCE/SLC/SUPE at Higher Grade  
Scottish Higher School Certificate  
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Northern Ireland Senior Certificate

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GCSE Grades A-C  
CSE Grade 1  
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School Certificate or Matriculation  
Scottish SCE Ordinary Bands A-C or Pass  
Scottish Standard Grades 1-3 or Pass  
Scottish School Leaving Certificate Lower Grade  
SUPE Ordinary  
Northern Ireland Junior Certificate

#### SECTION 4:

Overseas school leaving exam or certificate

**P2110/B**

**CARD F6**

**Modern apprenticeship completed**  
Other recognised trade apprenticeship **completed**

---

**RSA/OCR (PLEASE GIVE LEVEL)**  
Other clerical or commercial qualification

---

**City and Guilds Certificate (PLEASE GIVE LEVEL)**

---

BEC/TEC/ } General/ Ordinary National Certificate (**ONC**) or Diploma (**OND**)  
BTEC/EdExcel } Higher/ Higher National Certificate (**HNC**) or Diploma (**HND**)

---

**NVQ/SVQ/GNVQ/GSVQ (PLEASE GIVE LEVEL)**

---

**Teacher Training qualification**  
**Nursing qualification**  
**Other technical or business qualification/certificate**  
**University or CNAA degree or diploma**  
**Other recognised academic or vocational qualifications (PLEASE SAY WHAT)**

**P2110/B**

**CARD F6**

**Modern apprenticeship completed**  
Other recognised trade apprenticeship **completed**

---

**RSA/OCR (PLEASE GIVE LEVEL)**  
Other clerical or commercial qualification

---

**City and Guilds Certificate (PLEASE GIVE LEVEL)**

---

BEC/TEC/ } General/ Ordinary National Certificate (**ONC**) or Diploma (**OND**)  
BTEC/EdExcel } Higher/ Higher National Certificate (**HNC**) or Diploma (**HND**)

---

**NVQ/SVQ/GNVQ/GSVQ (PLEASE GIVE LEVEL)**

---

**Teacher Training qualification**  
**Nursing qualification**  
**Other technical or business qualification/certificate**  
**University or CNAA degree or diploma**  
**Other recognised academic or vocational qualifications (PLEASE SAY WHAT)**

**P2110/B**

**CARD F7**

Shopping

Chat rooms

E-mail

News and current affairs

Training, education and learning

Travel and weather information

Keeping in touch with groups I belong to

General information

Other (PLEASE SAY WHAT)

**P2110/B**

**CARD F7**

Shopping

Chat rooms

E-mail

News and current affairs

Training, education and learning

Travel and weather information

Keeping in touch with groups I belong to

General information

Other (PLEASE SAY WHAT)

**P2110/B**

**CARD F8**

**In full-time education** (not paid for by employer, including on vacation)

**On government training or employment programme**

**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 and not registered**, but actively looking for a job (of at least 10 hours a week)

**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**

**P2110/B**

**CARD F8**

**In full-time education** (not paid for by employer, including on vacation)

**On government training or employment programme**

**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 and not registered**, but actively looking for a job (of at least 10 hours a week)

**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**

**P2110/B**

**CARD F9**

**Private sector firm or company**

Including, for example, limited companies and PLCs

**Nationalised industry or public corporation**

Including, for example, the Post Office and the BBC

**Other public sector employer**

Including, for example:

- Central government, Civil Service, Government Agencies
- Local authority, Local Education Authority (including 'opted out' schools)
- Universities
- Health Authority/NHS hospitals/NHS Trusts/GP surgeries
- Police and Armed forces

**Charity/Voluntary sector**

Including, for example, charitable companies, churches and trade unions

**Other organisation (PLEASE SAY WHAT)**

**P2110/B**

**CARD F9**

**Private sector firm or company**

Including, for example, limited companies and PLCs

**Nationalised industry or public corporation**

Including, for example, the Post Office and the BBC

**Other public sector employer**

Including, for example:

- Central government, Civil Service, Government Agencies
- Local authority, Local Education Authority (including 'opted out' schools)
- Universities
- Health Authority/NHS hospitals/NHS Trusts/GP surgeries
- Police and Armed forces

**Charity/Voluntary sector**

Including, for example, charitable companies, churches and trade unions

**Other organisation (PLEASE SAY WHAT)**

**P2110/B**

**CARD F10**

**State retirement pension** (National Insurance)  
**War Pension** (War Disablement Pension or War Widow's Pension)  
**Bereavement Allowance / Widow's Pension / Widowed Parent's Allowance**  
**Jobseeker's Allowance / Unemployment Benefit / Income Support for the Unemployed**  
**Income Support** (other than for unemployment) / **Minimum Income Guarantee** (for pensioners)  
**Child Benefit** (formerly Family Allowance)  
**Child Tax Credit**  
**Working Families Tax Credit / Childcare Tax Credit**  
**Housing Benefit** (Rent Rebate / Rent Allowance)  
**Council Tax Benefit** (or Rebate)  
**Incapacity Benefit / Sickness Benefit / Invalidity Benefit**  
**Disabled Person's Tax Credit**  
**Disability Living Allowance** (for people under 65)  
**Attendance Allowance** (for people aged 65+)  
**Severe Disablement Allowance**  
**Invalid Care Allowance**  
**Industrial Injuries Disablement Benefit**  
**Other state benefit (PLEASE SAY WHICH)**

**P2060/B**

**CARD F10**

**State retirement pension** (National Insurance)  
**War Pension** (War Disablement Pension or War Widow's Pension)  
**Bereavement Allowance / Widow's Pension / Widowed Parent's Allowance**  
**Jobseeker's Allowance / Unemployment Benefit / Income Support for the Unemployed**  
**Income Support** (other than for unemployment) / **Minimum Income Guarantee** (for pensioners)  
**Child Benefit** (formerly Family Allowance)  
**Child Tax Credit**  
**Working Families Tax Credit / Childcare Tax Credit**  
**Housing Benefit** (Rent Rebate / Rent Allowance)  
**Council Tax Benefit** (or Rebate)  
**Incapacity Benefit / Sickness Benefit / Invalidity Benefit**  
**Disabled Person's Tax Credit**  
**Disability Living Allowance** (for people under 65)  
**Attendance Allowance** (for people aged 65+)  
**Severe Disablement Allowance**  
**Invalid Care Allowance**  
**Industrial Injuries Disablement Benefit**  
**Other state benefit (PLEASE SAY WHICH)**

## **P2110/B**

### **CARD F11**

Earnings from employment (own or spouse/partner's)  
Occupational pension(s) - from previous employer(s)  
State retirement or widow's pension(s)  
Jobseeker's Allowance / Unemployment Benefit  
Income Support / Minimum Income Guarantee (for pensioners)  
Invalidity, sickness or disabled pension or benefit(s)  
Other state benefit or tax credit (PLEASE SAY WHICH)  
Interest from savings or investments  
Student grant, bursary or loans  
Dependent on parents / other relatives  
Other main source of income (PLEASE SAY WHICH)

## **P2060/B**

### **CARD F11**

Earnings from employment (own or spouse/partner's)  
Occupational pension(s) - from previous employer(s)  
State retirement or widow's pension(s)  
Jobseeker's Allowance / Unemployment Benefit  
Income Support / Minimum Income Guarantee (for pensioners)  
Invalidity, sickness or disabled pension or benefit(s)  
Other state benefit or tax credit (PLEASE SAY WHICH)  
Interest from savings or investments  
Student grant, bursary or loans  
Dependent on parents / other relatives  
Other main source of income (PLEASE SAY WHICH)

**P2110/B**

**CARD F12**

State retirement pension

A company or occupational pension

A personal or stakeholder pension

Other savings or investments

From somewhere else (PLEASE SAY FROM WHERE)

**P2060/B**

**CARD F12**

State retirement pension

A company or occupational pension

A personal or stakeholder pension

Other savings or investments

From somewhere else (PLEASE SAY FROM WHERE)

# P2110/B

## CARD F13

### WEEKLY income BEFORE tax

Less than £77	.....
£78-£115	.....
£116-£154	.....
£155-£192	.....
£193-£230	.....
£231-£289	.....
£290-£346	.....
£347-£385	.....
£386-£442	.....
£443-£500	.....
£501-£558	.....
£559-£615	.....
£616-£730	.....
£731-£845	.....
£846-£961	.....
£962-£1,076	.....
£1,077 or more	.....

### Letter

Q	.....
T	.....
O	.....
K	.....
L	.....
B	.....
Z	.....
M	.....
F	.....
J	.....
D	.....
H	.....
A	.....
W	.....
G	.....
N	.....
E	.....

### ANNUAL income BEFORE tax

Less than £3,999	.....
£4,000 - £5,999	.....
£6,000-£7,999	.....
£8,000-£9,999	.....
£10,000-£11,999	.....
£12,000-£14,999	.....
£15,000-£17,999	.....
£18,000-£19,999	.....
£20,000-£22,999	.....
£23,000-£25,999	.....
£26,000-£28,999	.....
£29,000-£31,999	.....
£32,000-£37,999	.....
£38,000-£43,999	.....
£44,000-£49,999	.....
£50,000-£55,999	.....
£56,000 or more	.....

# P2060/B

## CARD F13

### WEEKLY income BEFORE tax

Less than £77	.....
£78-£115	.....
£116-£154	.....
£155-£192	.....
£193-£230	.....
£231-£289	.....
£290-£346	.....
£347-£385	.....
£386-£442	.....
£443-£500	.....
£501-£558	.....
£559-£615	.....
£616-£730	.....
£731-£845	.....
£846-£961	.....
£962-£1,076	.....
£1,077 or more	.....

### Letter

Q	.....
T	.....
O	.....
K	.....
L	.....
B	.....
Z	.....
M	.....
F	.....
J	.....
D	.....
H	.....
A	.....
W	.....
G	.....
N	.....
E	.....

### ANNUAL income BEFORE tax

Less than £3,999	.....
£4,000 - £5,999	.....
£6,000-£7,999	.....
£8,000-£9,999	.....
£10,000-£11,999	.....
£12,000-£14,999	.....
£15,000-£17,999	.....
£18,000-£19,999	.....
£20,000-£22,999	.....
£23,000-£25,999	.....
£26,000-£28,999	.....
£29,000-£31,999	.....
£32,000-£37,999	.....
£38,000-£43,999	.....
£44,000-£49,999	.....
£50,000-£55,999	.....
£56,000 or more	.....

**P2110/C**

**BRITISH SOCIAL ATTITUDES**

**SUMMER 2002**

**P2110/C**

**BRITISH SOCIAL ATTITUDES**

**SUMMER 2002**

**P2110/C**

**CARD A1**

Married

Living as married

Separated (after being married)

Divorced

Widowed

Single (never married)

**P2110/C**

**CARD A1**

Married

Living as married

Separated (after being married)

Divorced

Widowed

Single (never married)

**P2110/C**

**CARD A2**

Brother

Sister

Son

Daughter

Grandchild (daughter's child)

Grandchild (son's child)

None of these

**P2110/C**

**CARD A2**

Brother

Sister

Son

Daughter

Grandchild (daughter's child)

Grandchild (son's child)

None of these

**P2110/C**

**CARD A3**

Education  
Defence  
Health  
Housing  
Public transport  
Roads  
Police and prisons  
Social security benefits  
Help for industry  
Overseas aid

**P2110/C**

**CARD A3**

Education  
Defence  
Health  
Housing  
Public transport  
Roads  
Police and prisons  
Social security benefits  
Help for industry  
Overseas aid

**P2110/C**

**CARD A4**

Spend much more

Spend more

Spend the same as now

Spend less

Spend much less

**P2110/C**

**CARD A4**

Spend much more

Spend more

Spend the same as now

Spend less

Spend much less

## **P2110/C**

### **CARD A5**

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

## **P2110/C**

### **CARD A5**

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

**P2110/C**

**CARD A6**

Living comfortably on present income

Coping on present income

Finding it difficult on present income

Finding it very difficult on present income

**P2110/C**

**CARD A6**

Living comfortably on present income

Coping on present income

Finding it difficult on present income

Finding it very difficult on present income

**P2110/C**

**CARD B1**

A very serious problem

A serious problem

Not a very serious problem

Not a problem at all

**P2110/C**

**CARD B1**

A very serious problem

A serious problem

Not a very serious problem

Not a problem at all

**P2110/C**

**CARD B2**

Might use car even more

Might use car a little less

Might use car quite a bit less

Might give up using car

It would make no difference

**P2110/C**

**CARD B2**

Might use car even more

Might use car a little less

Might use car quite a bit less

Might give up using car

It would make no difference

**P2110/C**

**CARD B3**

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

**P2110/C**

**CARD B3**

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

**P2110/C**

**CARD B4**

Less than ½ mile (15 mins walk)

½ up to 1 mile (15-30 mins walk)

Over 1 mile, up to 3 miles

Over 3 miles, up to 10 miles

Over 10 miles

**P2110/C**

**CARD B4**

Less than ½ mile (15 mins walk)

½ up to 1 mile (15-30 mins walk)

Over 1 mile, up to 3 miles

Over 3 miles, up to 10 miles

Over 10 miles

## **P2110/C**

### **CARD C1**

- **In full-time education** (not paid for by employer, including on vacation)
- **On government training or employment programme**
- **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 and not registered**, but actively looking for a job (of at least 10 hours a week)
- **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 C1**

## **P2110/C**

- **In full-time education** (not paid for by employer, including on vacation)
- **On government training or employment programme**
- **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 and not registered**, but actively looking for a job (of at least 10 hours a week)
- **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**

**P2110/C**

**CARD C2**

**Private sector firm or company**

Including, for example, limited companies and PLCs

**Nationalised industry or public corporation**

Including, for example, the Post Office and the BBC

**Other public sector employer**

Including, for example:

- Central government, Civil Service, Government Agencies
- Local authority, Local Education Authority (including 'opted out' schools)
- Universities
- Health Authority/NHS hospitals/NHS Trusts/GP surgeries
- Police and Armed forces

**Charity/Voluntary sector**

Including, for example, charitable companies, churches and trade unions

**Other organisation (PLEASE SAY WHAT)**

**P2110/C**

**CARD C2**

**Private sector firm or company**

Including, for example, limited companies and PLCs

**Nationalised industry or public corporation**

Including, for example, the Post Office and the BBC

**Other public sector employer**

Including, for example:

- Central government, Civil Service, Government Agencies
- Local authority, Local Education Authority (including 'opted out' schools)
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- Health Authority/NHS hospitals/NHS Trusts/GP surgeries
- Police and Armed forces

**Charity/Voluntary sector**

Including, for example, charitable companies, churches and trade unions

**Other organisation (PLEASE SAY WHAT)**

## **P2110/C**

### **CARD C3**

#### **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

## **P2110/C**

### **CARD C3**

#### **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

**P2110/C**

**CARD C4**

**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

**P2110/C**

**CARD C4**

**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

**P2110/C**

**CARD C5**

Definitely should

Probably should

Probably should not

Definitely should not

**P2110/C**

**CARD C5**

Definitely should

Probably should

Probably should not

Definitely should not

**P2110/C**

**CARD C6**

Good starting pay

A secure job for the future

Opportunities for promotion

Interesting work

Good working conditions

**P2110/C**

**CARD C6**

Good starting pay

A secure job for the future

Opportunities for promotion

Interesting work

Good working conditions

**P2110/C**

**CARD C7**

Good starting pay

A secure job for the future

Opportunities for promotion

Interesting work

Good working conditions

A chance to help other people

**P2110/C**

**CARD C7**

Good starting pay

A secure job for the future

Opportunities for promotion

Interesting work

Good working conditions

A chance to help other people

**P2110/C**

**CARD C8**

Nurse

Computer engineer

School teacher

Lawyer

Police officer

Journalist

Doctor

**P2110/C**

**CARD C8**

Nurse

Computer engineer

School teacher

Lawyer

Police officer

Journalist

Doctor

**P2110/C**

**CARD C9**

Very understanding

Fairly understanding

Not very understanding

Not at all understanding

Varies too much to say

**P2110/C**

**CARD C9**

Very understanding

Fairly understanding

Not very understanding

Not at all understanding

Varies too much to say

**P2110/C**

**CARD C10**

Use holiday or flexi hours

Put in extra effort within normal working hours

Work extra hours afterwards

Take unpaid leave

None of these

**P2110/C**

**CARD C10**

Use holiday or flexi hours

Put in extra effort within normal working hours

Work extra hours afterwards

Take unpaid leave

None of these

**P2110/C**

**CARD C11**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P2110/C**

**CARD C11**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P2110/C**

**CARD C12**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

No other workplace to move to

**P2110/C**

**CARD C12**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

No other workplace to move to

**P2110/C**

**CARD C13**

Very important

Fairly important

Not very important

Not important at all

**P2110/C**

**CARD C13**

Very important

Fairly important

Not very important

Not important at all

**P2110/C**

**CARD C14**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P2110/C**

**CARD C14**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P2110/C**

**CARD D1**

Nursery or pre-school children

Primary school children

Secondary school children

Less able children with special needs

Students at colleges or universities

**P2110/C**

**CARD D1**

Nursery or pre-school children

Primary school children

Secondary school children

Less able children with special needs

Students at colleges or universities

## **P2110/C**

### **CARD D2**

- More information available about individual schools
- More links between parents and schools
- More resources for buildings, books and equipment
- Better quality teachers
- Smaller class sizes
- More emphasis on exams and tests
- More emphasis on developing the child's skills and interests
- Better leadership within individual schools
- Other (PLEASE SAY WHAT)

## **P2110/C**

### **CARD D2**

- More information available about individual schools
- More links between parents and schools
- More resources for buildings, books and equipment
- Better quality teachers
- Smaller class sizes
- More emphasis on exams and tests
- More emphasis on developing the child's skills and interests
- Better leadership within individual schools
- Other (PLEASE SAY WHAT)

## **P2110/C**

### **CARD D3**

- More information available about individual schools
- More links between parents and schools
- More resources for buildings, books and equipment
- Better quality teachers
- Smaller class sizes
- More emphasis on exams and tests
- More emphasis on developing the child's skills and interests
- More training and preparation for jobs
- Better leadership within individual schools
- Other (PLEASE SAY WHAT)

## **P2110/C**

### **CARD D3**

- More information available about individual schools
- More links between parents and schools
- More resources for buildings, books and equipment
- Better quality teachers
- Smaller class sizes
- More emphasis on exams and tests
- More emphasis on developing the child's skills and interests
- More training and preparation for jobs
- Better leadership within individual schools
- Other (PLEASE SAY WHAT)

**P2110/C**

**CARD D4**

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

**P2110/C**

**CARD D4**

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

**P2110/C**

**CARD D5**

Very important

Fairly important

Not very important

Not at all important

**P2110/C**

**CARD D5**

Very important

Fairly important

Not very important

Not at all important

**P2110/C**

**CARD D6**

Very likely

Fairly likely

Not very likely

Not at all likely

**P2110/C**

**CARD D6**

Very likely

Fairly likely

Not very likely

Not at all likely

**P2110/C**

**CARD E1**

Britain's long-term policy should be ...

To leave the European Union

To stay in the EU and try to reduce the EU's powers

To leave things as they are

To stay in the EU and try to increase the EU's powers

To work for the formation of a single European government

**P2110/C**

**CARD E1**

Britain's long-term policy should be ...

To leave the European Union

To stay in the EU and try to reduce the EU's powers

To leave things as they are

To stay in the EU and try to increase the EU's powers

To work for the formation of a single European government

**P2110/C**

**CARD E2**

Much more than its fair share of government spending

A little more than its fair share of government spending

Pretty much its fair share of government spending

A little less than its fair share of government spending

Much less than its fair share of government spending

**P2110/C**

**CARD E2**

Much more than its fair share of government spending

A little more than its fair share of government spending

Pretty much its fair share of government spending

A little less than its fair share of government spending

Much less than its fair share of government spending

**P2110/C**

**CARD E3**

Very proud

Somewhat proud

Not very proud

Not at all proud

Don't think of myself in that way at all

**P2110/C**

**CARD E3**

Very proud

Somewhat proud

Not very proud

Not at all proud

Don't think of myself in that way at all

**P2110/C**

**CARD E4**

England to be governed as it is now, with laws made by the UK parliament

Each region of England to have its own assembly that runs services like health

England as a whole to have its own new parliament with law-making powers

**P2110/C**

**CARD E4**

England to be governed as it is now, with laws made by the UK parliament

Each region of England to have its own assembly that runs services like health

England as a whole to have its own new parliament with law-making powers

**P2110/C**

**CARD E5**

English regional chambers or assemblies

The UK government at Westminster

Local councils in England

The European Union

**P2110/C**

**CARD E5**

English regional chambers or assemblies

The UK government at Westminster

Local councils in England

The European Union

**P2110/C**

**CARD E6**

English regional chambers or assemblies

A new English parliament

The UK government at Westminster

Local councils in England

The European Union

**P2110/C**

**CARD E6**

English regional chambers or assemblies

A new English parliament

The UK government at Westminster

Local councils in England

The European Union

**P2110/C**

**CARD F1**

British

English

European

Irish

Northern Irish

Scottish

Ulster

Welsh

Other (PLEASE SAY WHAT)

**P2110/C**

**CARD F1**

British

English

European

Irish

Northern Irish

Scottish

Ulster

Welsh

Other (PLEASE SAY WHAT)

**P2110/C**

**CARD F2**

BLACK: of African origin  
of Caribbean origin  
of other origin (PLEASE SAY WHICH)

ASIAN: of Indian origin  
of Pakistani origin  
of Bangladeshi origin  
of Chinese origin  
of other origin (PLEASE SAY WHICH)

WHITE: of any European origin  
of other origin (PLEASE SAY WHICH)

MIXED ORIGIN: PLEASE SAY WHICH

OTHER: PLEASE SAY WHICH

**P2110/C**

**CARD F2**

BLACK: of African origin  
of Caribbean origin  
of other origin (PLEASE SAY WHICH)

ASIAN: of Indian origin  
of Pakistani origin  
of Bangladeshi origin  
of Chinese origin  
of other origin (PLEASE SAY WHICH)

WHITE: of any European origin  
of other origin (PLEASE SAY WHICH)

MIXED ORIGIN: PLEASE SAY WHICH

OTHER: PLEASE SAY WHICH

## P2110/C

### CARD F3

#### SECTION 1:

GCSE Grades D-G  
Short course GCSE  
CSE Grades 2-5  
GCE O-level grades D-E or 7-9  
Scottish SCE Ordinary Bands D-E  
Scottish Standard Grades 4-7  
Scottish Leaving Certificate – no grade

#### SECTION 3:

GCE A-level, S-level, A2-level, AS-level  
Scottish Higher Grades  
Scottish Higher-Still  
Scottish SCE/SLC/SUPE at Higher Grade  
Scottish Higher School Certificate  
Certificate of Sixth Year Studies  
Northern Ireland Senior Certificate

#### SECTION 2:

GCSE Grades A-C  
CSE Grade 1  
GCE O-level Grades A-C or 1-6  
School Certificate or Matriculation  
Scottish SCE Ordinary Bands A-C or Pass  
Scottish Standard Grades 1-3 or Pass  
Scottish School Leaving Certificate Lower Grade  
SUPE Ordinary  
Northern Ireland Junior Certificate

#### SECTION 4:

Overseas school leaving exam or certificate

## P2110/C

### CARD F3

#### SECTION 1:

GCSE Grades D-G  
Short course GCSE  
CSE Grades 2-5  
GCE O-level grades D-E or 7-9  
Scottish SCE Ordinary Bands D-E  
Scottish Standard Grades 4-7  
Scottish Leaving Certificate – no grade

#### SECTION 3:

GCE A-level, S-level, A2-level, AS-level  
Scottish Higher Grades  
Scottish Higher-Still  
Scottish SCE/SLC/SUPE at Higher Grade  
Scottish Higher School Certificate  
Certificate of Sixth Year Studies  
Northern Ireland Senior Certificate

#### SECTION 2:

GCSE Grades A-C  
CSE Grade 1  
GCE O-level Grades A-C or 1-6  
School Certificate or Matriculation  
Scottish SCE Ordinary Bands A-C or Pass  
Scottish Standard Grades 1-3 or Pass  
Scottish School Leaving Certificate Lower Grade  
SUPE Ordinary  
Northern Ireland Junior Certificate

#### SECTION 4:

Overseas school leaving exam or certificate

# P2110/C

## CARD F4

**Modern apprenticeship completed**  
Other recognised trade apprenticeship **completed**

---

**RSA/OCR (PLEASE GIVE LEVEL)**  
Other clerical or commercial qualification

---

**City and Guilds Certificate (PLEASE GIVE LEVEL)**

---

BEC/TEC/ } General/ Ordinary National Certificate (**ONC**) or Diploma (**OND**)  
BTEC/EdExcel } Higher/ Higher National Certificate (**HNC**) or Diploma (**HND**)

---

**NVQ/SVQ/GNVQ/GSVQ (PLEASE GIVE LEVEL)**

---

**Teacher Training qualification**  
**Nursing qualification**  
**Other technical or business qualification/certificate**  
**University or CNA degree or diploma**  
**Other recognised academic or vocational qualifications (PLEASE SAY WHAT)**

# P2110/C

## CARD F4

**Modern apprenticeship completed**  
Other recognised trade apprenticeship **completed**

---

**RSA/OCR (PLEASE GIVE LEVEL)**  
Other clerical or commercial qualification

---

**City and Guilds Certificate (PLEASE GIVE LEVEL)**

---

BEC/TEC/ } General/ Ordinary National Certificate (**ONC**) or Diploma (**OND**)  
BTEC/EdExcel } Higher/ Higher National Certificate (**HNC**) or Diploma (**HND**)

---

**NVQ/SVQ/GNVQ/GSVQ (PLEASE GIVE LEVEL)**

---

**Teacher Training qualification**  
**Nursing qualification**  
**Other technical or business qualification/certificate**  
**University or CNA degree or diploma**  
**Other recognised academic or vocational qualifications (PLEASE SAY WHAT)**

## P2110/C

### CARD F5

#### SECTION 1:

GCSE Grades D-G  
Short course GCSE  
CSE Grades 2-5  
GCE O-level grades D-E or 7-9  
Scottish SCE Ordinary Bands D-E  
Scottish Standard Grades 4-7  
Scottish Leaving Certificate – no grade

#### SECTION 3:

GCE A-level, S-level, A2-level, AS-level  
Scottish Higher Grades  
Scottish Higher-Still  
Scottish SCE/SLC/SUPE at Higher Grade  
Scottish Higher School Certificate  
Certificate of Sixth Year Studies  
Northern Ireland Senior Certificate

#### SECTION 2:

GCSE Grades A-C  
CSE Grade 1  
GCE O-level Grades A-C or 1-6  
School Certificate or Matriculation  
Scottish SCE Ordinary Bands A-C or Pass  
Scottish Standard Grades 1-3 or Pass  
Scottish School Leaving Certificate Lower Grade  
SUPE Ordinary  
Northern Ireland Junior Certificate

#### SECTION 4:

Overseas school leaving exam or certificate

## P2110/C

### CARD F5

#### SECTION 1:

GCSE Grades D-G  
Short course GCSE  
CSE Grades 2-5  
GCE O-level grades D-E or 7-9  
Scottish SCE Ordinary Bands D-E  
Scottish Standard Grades 4-7  
Scottish Leaving Certificate – no grade

#### SECTION 3:

GCE A-level, S-level, A2-level, AS-level  
Scottish Higher Grades  
Scottish Higher-Still  
Scottish SCE/SLC/SUPE at Higher Grade  
Scottish Higher School Certificate  
Certificate of Sixth Year Studies  
Northern Ireland Senior Certificate

#### SECTION 2:

GCSE Grades A-C  
CSE Grade 1  
GCE O-level Grades A-C or 1-6  
School Certificate or Matriculation  
Scottish SCE Ordinary Bands A-C or Pass  
Scottish Standard Grades 1-3 or Pass  
Scottish School Leaving Certificate Lower Grade  
SUPE Ordinary  
Northern Ireland Junior Certificate

#### SECTION 4:

Overseas school leaving exam or certificate

**P2110/C**

**CARD F6**

**Modern apprenticeship completed**  
Other recognised trade apprenticeship **completed**

---

**RSA/OCR (PLEASE GIVE LEVEL)**  
Other clerical or commercial qualification

---

**City and Guilds Certificate (PLEASE GIVE LEVEL)**

---

BEC/TEC/ } General/ Ordinary National Certificate (**ONC**) or Diploma (**OND**)  
BTEC/EdExcel } Higher/ Higher National Certificate (**HNC**) or Diploma (**HND**)

---

**NVQ/SVQ/GNVQ/GSVQ (PLEASE GIVE LEVEL)**

---

**Teacher Training qualification**  
**Nursing qualification**  
**Other technical or business qualification/certificate**  
**University or CNAA degree or diploma**  
**Other recognised academic or vocational qualifications (PLEASE SAY WHAT)**

**P2110/C**

**CARD F6**

**Modern apprenticeship completed**  
Other recognised trade apprenticeship **completed**

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**RSA/OCR (PLEASE GIVE LEVEL)**  
Other clerical or commercial qualification

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**City and Guilds Certificate (PLEASE GIVE LEVEL)**

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BEC/TEC/ } General/ Ordinary National Certificate (**ONC**) or Diploma (**OND**)  
BTEC/EdExcel } Higher/ Higher National Certificate (**HNC**) or Diploma (**HND**)

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**NVQ/SVQ/GNVQ/GSVQ (PLEASE GIVE LEVEL)**

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**Teacher Training qualification**  
**Nursing qualification**  
**Other technical or business qualification/certificate**  
**University or CNAA degree or diploma**  
**Other recognised academic or vocational qualifications (PLEASE SAY WHAT)**

**P2110/C**

**CARD F7**

Shopping

Chat rooms

E-mail

News and current affairs

Training, education and learning

Travel and weather information

Keeping in touch with groups I belong to

General information

Other (PLEASE SAY WHAT)

**P2110/C**

**CARD F7**

Shopping

Chat rooms

E-mail

News and current affairs

Training, education and learning

Travel and weather information

Keeping in touch with groups I belong to

General information

Other (PLEASE SAY WHAT)

**P2110/C**

**CARD F8**

**In full-time education** (not paid for by employer, including on vacation)

**On government training or employment programme**

**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 and not registered**, but actively looking for a job (of at least 10 hours a week)

**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**

**P2110/C**

**CARD F8**

**In full-time education** (not paid for by employer, including on vacation)

**On government training or employment programme**

**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 and not registered**, but actively looking for a job (of at least 10 hours a week)

**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**

**P2110/C**

**CARD F9**

**Private sector firm or company**

Including, for example, limited companies and PLCs

**Nationalised industry or public corporation**

Including, for example, the Post Office and the BBC

**Other public sector employer**

Including, for example:

- Central government, Civil Service, Government Agencies
- Local authority, Local Education Authority (including 'opted out' schools)
- Universities
- Health Authority/NHS hospitals/NHS Trusts/GP surgeries
- Police and Armed forces

**Charity/Voluntary sector**

Including, for example, charitable companies, churches and trade unions

**Other organisation (PLEASE SAY WHAT)**

**P2110/C**

**CARD F9**

**Private sector firm or company**

Including, for example, limited companies and PLCs

**Nationalised industry or public corporation**

Including, for example, the Post Office and the BBC

**Other public sector employer**

Including, for example:

- Central government, Civil Service, Government Agencies
- Local authority, Local Education Authority (including 'opted out' schools)
- Universities
- Health Authority/NHS hospitals/NHS Trusts/GP surgeries
- Police and Armed forces

**Charity/Voluntary sector**

Including, for example, charitable companies, churches and trade unions

**Other organisation (PLEASE SAY WHAT)**

**P2110/C**

**CARD F10**

**State retirement pension** (National Insurance)  
**War Pension** (War Disablement Pension or War Widow's Pension)  
**Bereavement Allowance / Widow's Pension / Widowed Parent's Allowance**  
**Jobseeker's Allowance / Unemployment Benefit / Income Support for the Unemployed**  
**Income Support** (other than for unemployment) / **Minimum Income Guarantee** (for pensioners)  
**Child Benefit** (formerly Family Allowance)  
**Child Tax Credit**  
**Working Families Tax Credit / Childcare Tax Credit**  
**Housing Benefit** (Rent Rebate / Rent Allowance)  
**Council Tax Benefit** (or Rebate)  
**Incapacity Benefit / Sickness Benefit / Invalidity Benefit**  
**Disabled Person's Tax Credit**  
**Disability Living Allowance** (for people under 65)  
**Attendance Allowance** (for people aged 65+)  
**Severe Disablement Allowance**  
**Invalid Care Allowance**  
**Industrial Injuries Disablement Benefit**  
**Other state benefit (PLEASE SAY WHICH)**

**P2110/C**

**CARD F10**

**State retirement pension** (National Insurance)  
**War Pension** (War Disablement Pension or War Widow's Pension)  
**Bereavement Allowance / Widow's Pension / Widowed Parent's Allowance**  
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**Attendance Allowance** (for people aged 65+)  
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**Invalid Care Allowance**  
**Industrial Injuries Disablement Benefit**  
**Other state benefit (PLEASE SAY WHICH)**

## **P2110/C**

### **CARD F11**

Earnings from employment (own or spouse/partner's)  
Occupational pension(s) - from previous employer(s)  
State retirement or widow's pension(s)  
Jobseeker's Allowance / Unemployment Benefit  
Income Support / Minimum Income Guarantee (for pensioners)  
Invalidity, sickness or disabled pension or benefit(s)  
Other state benefit or tax credit (PLEASE SAY WHICH)  
Interest from savings or investments  
Student grant, bursary or loans  
Dependent on parents / other relatives  
Other main source of income (PLEASE SAY WHICH)

## **P2060/C**

### **CARD F11**

Earnings from employment (own or spouse/partner's)  
Occupational pension(s) - from previous employer(s)  
State retirement or widow's pension(s)  
Jobseeker's Allowance / Unemployment Benefit  
Income Support / Minimum Income Guarantee (for pensioners)  
Invalidity, sickness or disabled pension or benefit(s)  
Other state benefit or tax credit (PLEASE SAY WHICH)  
Interest from savings or investments  
Student grant, bursary or loans  
Dependent on parents / other relatives  
Other main source of income (PLEASE SAY WHICH)

**P2110/C**

**CARD F12**

State retirement pension

A company or occupational pension

A personal or stakeholder pension

Other savings or investments

From somewhere else (PLEASE SAY FROM WHERE)

**P2060/C**

**CARD F12**

State retirement pension

A company or occupational pension

A personal or stakeholder pension

Other savings or investments

From somewhere else (PLEASE SAY FROM WHERE)

# P2110/C

## CARD F13

### WEEKLY income BEFORE tax

Less than £77	.....
£78-£115	.....
£116-£154	.....
£155-£192	.....
£193-£230	.....
£231-£289	.....
£290-£346	.....
£347-£385	.....
£386-£442	.....
£443-£500	.....
£501-£558	.....
£559-£615	.....
£616-£730	.....
£731-£845	.....
£846-£961	.....
£962-£1,076	.....
£1,077 or more	.....

### Letter

Q	.....
T	.....
O	.....
K	.....
L	.....
B	.....
Z	.....
M	.....
F	.....
J	.....
D	.....
H	.....
A	.....
W	.....
G	.....
N	.....
E	.....

### ANNUAL income BEFORE tax

Less than £3,999	.....
£4,000 - £5,999	.....
£6,000-£7,999	.....
£8,000-£9,999	.....
£10,000-£11,999	.....
£12,000-£14,999	.....
£15,000-£17,999	.....
£18,000-£19,999	.....
£20,000-£22,999	.....
£23,000-£25,999	.....
£26,000-£28,999	.....
£29,000-£31,999	.....
£32,000-£37,999	.....
£38,000-£43,999	.....
£44,000-£49,999	.....
£50,000-£55,999	.....
£56,000 or more	.....

# P2060/C

## CARD F13

### WEEKLY income BEFORE tax

Less than £77	.....
£78-£115	.....
£116-£154	.....
£155-£192	.....
£193-£230	.....
£231-£289	.....
£290-£346	.....
£347-£385	.....
£386-£442	.....
£443-£500	.....
£501-£558	.....
£559-£615	.....
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£1,077 or more	.....

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### ANNUAL income BEFORE tax

Less than £3,999	.....
£4,000 - £5,999	.....
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£8,000-£9,999	.....
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£15,000-£17,999	.....
£18,000-£19,999	.....
£20,000-£22,999	.....
£23,000-£25,999	.....
£26,000-£28,999	.....
£29,000-£31,999	.....
£32,000-£37,999	.....
£38,000-£43,999	.....
£44,000-£49,999	.....
£50,000-£55,999	.....
£56,000 or more	.....