

# Scottish Social Attitudes Survey (SSA) 2006

## *User Guide*

Authors: Joan Corbett, Rachel Ormston

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# 1 Overview of the survey

## 1.1 The Scottish Social Attitudes series

The Scottish Social Attitudes (SSA) survey was launched by the Scottish Centre for Social Research<sup>1</sup> (part of the National Centre for Social Research) in 1999, following the advent of devolution. Based on annual rounds of interviews with 1,500-1,600 people drawn using random probability sampling, its aims are to facilitate the study of public opinion and inform the development of public policy in Scotland. In this it has similar objectives to the British Social Attitudes (BSA) survey, which was launched by the National Centre in 1983. While BSA interviews people in Scotland, these are usually too few in any one year to permit separate analysis of public opinion in Scotland.

SSA is conducted annually and has a modular structure. In any one year it will typically contain four or five modules, each containing 40 questions. Funding for its first two years came from the Economic and Social Research Council, while from 2001 onwards different bodies have funded each year's individual modules. These bodies have included the Economic and Social Research Council, the Scottish Government and various charitable and grant awarding bodies, such as the Nuffield Foundation and Leverhulme TRust.

## 1.2 The 2006 Survey

The 2006 survey contained modules of questions on:

- attitudes to government and public services in post-devolution Scotland (funded by the Scottish Executive's Office of Chief Researcher from 2004-2007)
- discrimination in Scotland (funded by the Scottish Executive and Department for Trade and Industry)
- attitudes towards young people and youth crime (funded by the Scottish Executive)
- views about national identity (in collaboration with David McCrone and Frank Bechhofer at the University of Edinburgh, funded by the Leverhulme Foundation)
- and, attitudes towards homelessness (funded by the Scottish Executive).

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<sup>1</sup> The Scottish Centre for Social Research was formed in February 2004 as the result of a merger between The National Centre's existing organisation within Scotland and Scottish Health Feedback, an independent research consultancy.

## 1.3 Gaelic speaking areas survey

In 2006 an additional survey of 527 people living in areas with high levels of Gaelic speakers was conducted as part of the National Identity study included in the 2006 SSA. This included the 2006 National Identity module in addition to standard classification questions and a number of questions on Gaelic identity. The dataset for this exercise is not included in the main data file but will be deposited separately.

# 2 Data collection methods

The Scottish Social Attitudes survey involves a face-to-face interview conducted using Computer Assisted Personal Interviewing and a pen-and-paper self-completion questionnaire, completed by around nine in ten of respondents (90% in 2006). The numbers completing each stage in 2006 are shown in Table 2.1.

Fieldwork ran between August 2006 and January 2007 (with 77% completed by the end of October). An advance letter was sent to all addresses and was followed up by a personal visit from a Scottish Centre for Social Research interviewer. Interviewers were required to make a minimum of 4 calls at different times of the day (including at least one evening and one weekend call) in order to try and contact respondents, although in practice interviewers often made many more calls than this. All interviewers attended a one day briefing conference prior to starting work on the study.

**Table 2.1: 2006 Scottish Social Attitudes survey response**

	Lower		Upper	
	No.	%		%
Addresses issued	3162		3162	
Vacant, derelict and other out of scope 1	323	10.2	323	10.2
Unknown eligibility 2	89	3.2	89	3.2
In scope	2839		2750	
Interview achieved	1594	56.1	1594	58.0
Self-completion returned	1437	50.6	1437	52.3
Interview not achieved	1245	43.9	1245	42.0
<i>Refused 3</i>	916	32.3	916	33.3
<i>Non-contacted 4</i>	100	3.5	100	3.6
<i>Other non-response 5</i>	140	4.9	140	5.1

**Notes to table**

The table shows a 'lower' and an 'upper' response rate. The former is calculated on the assumption that all addresses whose eligibility to participate was unknown were in fact eligible to take part. The latter is calculated on the assumption that

they were all ineligible (because they were empty/derelict, non-residential, etc). The 'true' response is likely to lie somewhere between the two, since some addresses whose eligibility was unknown are likely to have been 'deadwood' while others may have been eligible. See Lynn et al (2001)<sup>2</sup> for a discussion of treatment of unknown eligibility in calculating response rates.

1 This includes empty / derelict addresses, holiday homes, businesses and institutions.

2 'Unknown eligibility' includes cases where the address could not be located, where it could not be determined if an address was a residence and where it could not be determined if an address was occupied or not.

3 Refusals include refusals prior to selection of an individual, refusals to the office, refusal by the selected person, 'proxy' refusals made by someone on behalf of the respondent and broken appointments after which a respondent could not be re-contacted.

4 Non-contacts comprise households where no one was contacted after at least 4 calls and those where the selected person could not be contacted.

5 'Other non-response' includes people who were ill at home or in hospital during the survey period, people who were physically or mentally unable to participate and people with insufficient English to participate.

### 3 Sample design

The survey was designed to yield a representative sample of adults aged 18 or over living in Scotland. The sample frame was the Postcode Address File (PAF), a list of postal delivery points compiled by the Post Office. The detailed procedure for selecting the 2006 sample was as follows:

Eighty-eight (88) postcode sectors were selected from a list of all postal sectors in Scotland, with probability proportional to the number of addresses in each sector. Prior to selection the sectors were stratified by region, population density, and percentage of household heads recorded as being in non-manual occupations (SEG 1-6 and 13, taken from the 2001 Census). The list was also stratified using the Scottish Executive six-fold classification of urban and rural areas (see below for a description of this), and sectors within rural and remote categories were over-sampled.

In order to boost the number of respondents from remote and rural areas 31 addresses were selected in each sector located within the first three urban-rural classifications (the four cities to accessible small towns), while 62 addresses were selected from the sectors within the three most rural categories (remote small towns to remote rural areas).

Interviewers called at each selected address and identified its eligibility for the survey. Where more than one dwelling unit was present at an address, all dwelling units were listed systematically and one was selected at random using a computer generated random selection table. In all eligible dwelling units with more than one adult aged 18 or over, interviewers also had to carry out a random selection of one adult using a similar procedure.

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<sup>2</sup> Lynn, Peter, et al (2001) *Recommended standard final outcome categories and standard definitions of response rates for social surveys*, Institute for Social and Economic Research

## 4 Analysis variables

A number of standard analyses are used in the SSA reports. Most of the analysis variables are taken directly from the questionnaire and to that extent are self-explanatory. These include age, sex, household income, and highest educational qualification obtained. The main analysis variables included in the dataset which require further definition are set out below.

### 4.1 The Scottish Household Survey six-fold urban-rural classification

The 6-fold rural/urban classification developed for the Scottish Household Survey is included in the dataset. Areas are classified as shown below:

	Area type	
1	'Large Urban'	Settlements over 125,000 population (Aberdeen, Dundee, Glasgow and Edinburgh)
2	Other 'Urban'	Other settlements over 10,000 population
3	'Small, accessible towns'	Settlements 3-10,000 population and within a 30 minute drive time of a settlement of 10,000 or more
4	'Small, remote towns'	Settlements 3-10,000 population and more than a 30 minute drive time of a settlement of 10,000 or more
5	'Accessible rural'	Settlements less than 3,000 population and within a 30 minute drive time of a settlement of 10,000 or more
6	'Remote rural'	Settlements less than 3,000 population and more than a 30 minute drive time of a settlement of 10,000 or more

### 4.2 National Statistics Socio-Economic Classification (NS-SEC)

The most commonly used classification of socio-economic status used on government surveys is the National Statistics Socio-Economic Classification (NS-SEC). SSA respondents were classified according to their own occupation, rather than that of the 'head of household'. Each respondent was asked about their current or last job, so that all respondents, with the exception of those who had never worked, were classified. The seven NS-SEC categories are:

- Employers in large organisations, higher managerial and professional
- Lower professional and managerial; higher technical and supervisory
- Intermediate occupations
- Small employers and own account workers
- Lower supervisory and technical occupations
- Semi-routine occupations

- Routine occupations

The remaining respondents were grouped as 'never had a job' or 'not classifiable'.

### 4.3 Scottish Index of Multiple Deprivation (SIMD)

The Scottish Index of Multiple Deprivation (SIMD)<sup>3</sup> 2006 measures the level of deprivation across Scotland – from the least deprived to the most deprived areas. It is based on 37 indicators in seven domains of: Current Income, Employment, Health, Education Skills and Training, Geographic Access to Services (including public transport travel times for the first time), Housing and, new for 2006, Crime. SIMD 2006 is presented at data zone level, enabling small pockets of deprivation to be identified. The data zones are ranked from most deprived (1) to least deprived (6,505) on the overall SIMD 2006 and on each of the individual domains. The result is a comprehensive picture of relative area deprivation across Scotland.

The SSA06 dataset includes a variable (nsimd06s) that indicates which SIMD quintile the respondent lives in (with 1 being the least deprived and 5 being the most deprived) based the SIMD scores for all datazones - not simply those included in the SSA sample.

### 4.4 Party identification

Respondents were classified as identifying with a particular political party on one of three counts: if they considered themselves to be a supporter of that party, if they said they were closer to it than to any other party or if they said they would be likely to support that party in the event of a general election.

## 5 Weighting the data

The weights applied to the SSA 2006 data are intended to correct for three potential sources of bias in the sample:

- Differential selection probabilities
- Deliberate over-sampling of rural areas
- Non-response.

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<sup>3</sup> See <http://www.scotland.gov.uk/Topics/Statistics/SIMD/Overview> for further details on the SIMD

Data were weighted to take account of the fact that not all households or individuals had the same probability of selection for the survey. For example, adults living in large households had a lower selection probability than adults who lived alone. Weighting was also used to correct the over-sampling of rural addresses. Differences between responding and non-responding households were taken into account using information from the census about the area of the address as well as interviewer observations about participating and non-participating addresses. Finally, the weights were adjusted to ensure that the weighted data matched the age-sex profile of the Scottish population (based on 2005 mid-year estimates from GROS).

Since fewer people live in remote areas than in accessible rural areas, the survey boosted the number of respondents in some areas within the classification more than others. This means that people in different types of rural areas had different chances of selection, and thus it has been necessary to create additional weights for certain analyses of the rural boost of the sample.

An urban/rural variable (SHSRural) based at postcode sector level was used for sampling. If 60% of postcodes in a postcode sector were in Remote Rural areas then the postcode sector and addresses within it were classed as Remote Rural for the purposes of stratifying the sample. However, some individual postcodes within that sector might in fact fall into Accessible Rural or another category. This variable is not included in the final dataset for 2006. A new variable (Urindsc6) derived at the level of individual postcodes has been added on to the final dataset. This classifies respondents' addresses according to the 6-fold Scottish Executive urban-rural classification. If using this 6-fold urban/ rural variable the standard WTFactor weighting variable should be used.

The following 2-fold categorisations of urindsc6 are also included in the dataset (variable name in brackets):

Ministerial Urban/ Rural classification: categories 1-4/ categories 5,6 (**RURAL**)

Accessible/ remote classification: Categories 1-3 & 5/ categories 4,6 (**REMOTE**)

Accessible urban/ Rural or remote urban: Categories 1-3/ categories 4-6 (**URBANAC**).

If using ANY of these three variables, different weights should be used. These are:

WtRural (to use when analysing by RURAL)

WtRemote (to use when analysing by REMOTE)

WtUrban (to use when analysing by URBANAC)

Prior to the 2005 dataset, SSA data was only weighted to take account of differential selection probabilities and over-sampling in rural areas. The decision to introduce non-response weighting and 'calibration' weighting to match the sex-age profile of the population was taken following experimentation with the 2004 British Social Attitudes (BSA) dataset. Both BSA and SSA weights now incorporate these new elements, which are designed to reduce non-response bias.

## 5.1 Advice on analysis of time-series data

The new weighting scheme is superior to the old (pre-2005) weighting scheme in that it reduces non-response bias. The new weights (WTFCTOR) should therefore be used in all reported analysis. However, when reporting time-series analysis, there is a small possibility that the change of weighting scheme could disrupt the time-series.

Some analysis comparing frequencies produced using the old and new weights has already been carried out on SSA 2005 and SSA 2006. This suggests that it is unlikely that there will be many statistically significant differences between results produced using the old and new weights.

However, the 2006 dataset also includes a variable based on the old weighting structure (OLDWT). As a precaution, our recommendation is that **when reporting time-series analysis** – and particularly when presenting 'head line' frequencies without more detailed analysis – **the 2006 figures should be rerun using the old weighting structure (OLDWT)** to make sure that this does not present a radically different picture. The figures produced using the new weights (WTFCTOR) should still be the main ones used in reporting.

# 6 Documentation

The documentation has been organised into the following sections

- Interview (contains the CAPI and self-completion questionnaires and showcards)
- Data (contains the list of variables and derived variables specifications)
- Project instructions (contains interviewer, coding & editing instructions).



## 7 SSA 2006 dataset

The SSA 2006 dataset consists of one SPSS file

SSA06.sav	1594 records	676 variables
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The data file contains questionnaire variables (excluding variables used for administrative purposes and any variables which could potentially identify an individual respondent) and derived variables. The variables included in the individual file are detailed in the “Variable List” document in the data section of the documentation. Details of the question wording can be found in the questionnaire documentation.

## 8 Related publications

Scottish Social Attitudes Survey 2006: Public Attitudes to Homelessness

Nicky Cleghorn, Lisa Given & Rachel Ormston, Scottish Centre for Social Research

ISBN 978 0 7559 6840 4 (Web only publication)

<http://www.scotland.gov.uk/Publications/2007/11/13153139/0>

Scottish Social Attitudes Survey 2006: Core Module: Report 1 - Attitudes Towards Public Services in Scotland

Rachel Ormston & Clare Sharp, Scottish Centre for Social Research

ISBN 978 0 7559 6846 6 (Web only publication)

ISSN 0950 2254

<http://www.scotland.gov.uk/Publications/2007/11/21153345/0>

Scottish Social Attitudes Survey 2006: Core Module: Report 2 - Perceptions of Government in Scotland

Rachel Ormston & Clare Sharp, Scottish Centre for Social Research

ISBN 978 0 7559 6847 3 (Web only publication)

ISSN 0950 2254

<http://www.scotland.gov.uk/Publications/2007/11/19102513/0>

Scottish Social Attitudes Survey 2006: Core Module: Technical Report

Nicky Cleghorn, Rachel Ormston & Clare Sharp, Scottish Centre for Social Research

ISBN 978 0 7559 6845 9 (Web only publication)

ISSN 0950 2254

<http://www.scotland.gov.uk/Publications/2007/11/19102401/0>

Scottish Social Attitudes Survey 2006: Attitudes to Discrimination in Scotland  
Catherine Bromley, John Curtice and Lisa Given, Scottish Centre for Social Research  
ISBN 978 0 7559 6868 8  
<http://www.scotland.gov.uk/Publications/2007/12/04093547/0>

Attitudes Towards Youth Crime and Willingness to Intervene: Findings from the Scottish Social Attitudes 2006 Survey  
Simon Anderson and Fiona Dobbie, Scottish Centre for Social Research  
ISBN 978 0 7559 6960 9 (Web only publication)  
ISSN 0950 2254  
<http://openscotland.gov.uk/Publications/2008/02/01151926/0>

## 9 Contact details

Scottish Centre for Social Research  
73 Lothian Road  
Edinburgh  
EH3 9AW  
Phone 0131 228 2167

Rachel Ormston (Research Director)  
[r.ormston@scotcen.org.uk](mailto:r.ormston@scotcen.org.uk)

Joan Corbett (Senior Data Manager)  
[j.corbett@scotcen.org.uk](mailto:j.corbett@scotcen.org.uk)

# Scottish Social Attitudes Survey (SSA) 2006

## *Questionnaires*

*Blaise CAPI questionnaire*

*CAPI Interview showcards*

*Self-completion Booklet A1*

*Self-completion Booklet A2*

# SCOTTISH SOCIAL ATTITUDES 2006

## DOCUMENTATION OF THE BLAISE QUESTIONNAIRE

### Notes:

1. This is an edited 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. Routing instructions appear above the questions. A routing instruction should be considered to stay in force until the next routing 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.
7. For some questions respondents could give an answer other than one of those listed in the codeframe (these are generally indicated in code frame by the instruction: (WRITE IN). Such answers were recorded verbatim and examined during the editing process to see whether any could be 'back-coded' to one of the existing answer categories. These are not available on the SPSS file and have not been detailed within this documentation.
8. The 2006 SSA also included a "Gaelic areas boost" as part of a study on National Identity, funded by the Leverhulme Trust and undertaken by David McCrone and Frank Bechhofer at Edinburgh University in collaboration with ScotCen. This involved an additional 527 interviews in areas of Scotland with high proportions of Gaelic speakers. Respondents to this "Gaelic areas boost" survey were asked questions from the Household grid, Newspaper readership, religion and party identification, National Identity and Classification sections, in addition to extra questions in the "Gaelic areas module" documented below. The variable [Samptype] identifies whether respondents were part of the main SSA study or this Gaelic areas boost. **The main SSA dataset does NOT include these cases.**

**January 2007**  
**P7534**

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## Sample information and introduction<sup>1</sup>

- Q1 [Pserial]  
Serial Number for archiving  
Range: 80001 ... 899999
- Q9 [Point]  
Sample point (PSU)  
Range: 1 ... 997
- Q10 \$[PopDen] (**NOT ON SCREEN - SUPPLIED WITH SAMPLE**)  
Pop density  
Range: 0 ... 9997  
Banded variable [POPBAND] included in dataset
- Q11 \$[PerSEG] (**NOT ON SCREEN - SUPPLIED WITH SAMPLE**)  
Percentage SEG non-manual  
Range: 0 ... 997
- Q13 \$[LACode] (**NOT ON SCREEN - SUPPLIED WITH SAMPLE**)  
LA code  
Open Question (Maximum of 6 characters)
- Q14 \$[LAName] (**NOT ON SCREEN - SUPPLIED WITH SAMPLE**)  
LA name  
Open Question (Maximum of 30 characters)
- Q16 \$[ConName1]<sup>2</sup> (**NOT ON SCREEN - SUPPLIED WITH SAMPLE**)  
Parliamentary constituency code  
Open Question (Maximum of 60 characters)
- Q17 \$[Ward]<sup>3</sup> (**NOT ON SCREEN - SUPPLIED WITH SAMPLE**)  
Ward code  
Open Question (Maximum of 7 characters)
- Q18 \$[WardNam]<sup>4</sup> (**NOT ON SCREEN - SUPPLIED WITH SAMPLE**)  
Ward name  
Open Question (Maximum of 30 characters)
- Q19 \$[MOI] (**NOT ON SCREEN - SUPPLIED WITH SAMPLE**)  
MOI  
Range: 1 ... 97

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<sup>1</sup> IMPORTANT - please see note 8 above. Analysis of data for Scotland as a whole should exclude respondents from the 2006 'Gaelic areas boost' survey (using the [Samptype] variable).

<sup>2</sup> For reasons of confidentiality [ConName1] is not included in the final dataset.

<sup>3</sup> For reasons of confidentiality [Ward] is not included in the final dataset.

<sup>4</sup> For reasons of confidentiality [WardNam] is not included in the final dataset.

Q25     $\$[SHSRural]^5$  (**NOT ON SCREEN - SUPPLIED WITH SAMPLE**)  
           SHS Rural  
 1       Large urban  
 2       Other urban  
 3       Small, accessible towns  
 4       Small, remote towns  
 5       Accessible rural  
 6       Remote rural

Q26     $[WtFactor]^6$   
           wt  
           Range: 0 ... 9997

Q31     $[OddEven]$  (**NOT ON SCREEN**)  
           1=Odd 2=Even  
           Range: 1 ... 7

Q32     $[SampType]$   
           Sample type  
 1       Main sample  
 2       Gaelic (Highlands & Islands) boost

Q33     $\$[Wave]$   
           1=Main sample, 2=Gaelic boost, 3=SPARE boost sample  
           Range: 1 ... 3

Q34     $[SCVer]$   
           Self-completion version  
 1       A1  
 2       A2

Q36     $\$[AdrField]\$$   
           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)

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<sup>5</sup> This variable is used for sampling. It is not included in the final dataset for 2006, since it is at the postcode sector level rather than the individual postcode level. If 60% of postcodes in a postcode sector were in Remote Rural areas (category 6) then the postcode sector and addresses within it were classed as Remote Rural for the purposes of stratifying the sample. However, some individual postcodes within that sector might in fact fall into Accessible Rural or another category. A new variable derived at the level of individual postcodes is added on to the final dataset –  $[urindsc6]$  which classify respondents addresses according to the 6-fold Scottish Executive urban-rural classification.

<sup>6</sup> Main sample weight. See also  $[WtRural]$ ,  $[Wtremote]$ ,  $[Wturban]$  for urban/rural analysis. The way  $[WtFactor]$  is calculated was improved from SSA 2005. Pre-2005, the weighting only corrected for over-sampling of rural areas and differential individual selection probabilities in households of different sizes. From 2005, a more sophisticated weighting scheme has been used which also takes account of non-response and ensures that the weighted data matches the sex-age profile of Scotland as a whole, based on mid-year estimates from the General Register Office for Scotland. Where comparing data from 2006 with data from pre-2005, there is a small chance that this change in the way the weights are calculated might impact on any differences found. For this reason, the dataset also includes a variable,  $[OldWt]$ , which uses the old weighting scheme and can be used to double-check any changes over time.

- Q37 [IntDate]  
INTERVIEWER: Check Date of Interview and alter if not correct  
Date
- Q38 \${SIntDate]  
Computer IntDate  
Date
- Q39 \${StTIM]  
Start time  
Time



## Household Grid<sup>7</sup>

**ASK ALL**

Q40 [Househld]

(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 in the household (identified at [Househld]) the questionnaire asks the following questions: [Name], [Sex], [AgeX], and [Rel3]**

Q41 \$ [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)

Q42 [Sex]<sup>8</sup>

PLEASE CODE SEX OF [*name*]

1 Male

2 Female

Q43 [AgeX]<sup>9</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

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<sup>7</sup> IMPORTANT - please see note 8 above. Analysis of data for Scotland as a whole should exclude respondents from the 2006 'Gaelic areas boost' survey (using the [Samptype] variable).

<sup>8</sup> Called [RSex], [P2Sex], [P3Sex] etc on SPSS file.

<sup>9</sup> Called [RAge], [P2Age], [P3Age] etc on SPSS file. See also derived variables [RAgeCat], [RAgeCat2], [RSexAge], [RSexAge2].

- Q44 [Rel3]<sup>10</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 [Rel2]<sup>11</sup> **(NOT ON SCREEN)**  
DERIVED VARIABLE
- 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 [Rel]<sup>12</sup> **(NOT ON SCREEN)**  
DERIVED VARIABLE
- 1 Partner/spouse/cohabitee
  - 2 Son/daughter (inc step/adopted)
  - 3 Parent/ parent-in-law
  - 4 Other relative
  - 5 Other non-relative
- Q132 [RAgeCat]<sup>13</sup> **(NOT ON SCREEN)**  
DERIVED VARIABLE
- 1 18-24
  - 2 25-34
  - 3 35-44
  - 4 45-54
  - 5 55-59
  - 6 60-64
  - 7 65+
  - 8 DK/NA/Ref

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<sup>10</sup> Called [P2Rel3], [P3Rel3] etc on SPSS file. See also derived variables [P2Rel], [P2Rel2] etc.

<sup>11</sup> Called [P2Rel2], [P3Rel2] etc on SPSS file. Derived from [P2Rel3], [P3Rel3] etc.

<sup>12</sup> Called [P2Rel], [P3Rel] etc on SPSS file. Derived from [P2Rel3], [P3Rel3] etc.

<sup>13</sup> Derived from [RAge].

Q133 [RAgeCat2]<sup>14</sup> (NOT ON SCREEN)

DERIVED VARIABLE

- 1 18-24
- 2 25-34
- 3 35-44
- 4 45-54
- 5 55-64
- 6 65+
- 7 DK/NA/Ref

Q134 [RSexAge]<sup>15</sup> (NOT ON SCREEN)

DERIVED VARIABLE

- 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

Q135 [RSexAge2]<sup>16</sup> (NOT ON SCREEN)

DERIVED VARIABLE

- 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

---

<sup>14</sup> Derived from [RAge].

<sup>15</sup> Derived from [RAge] and [RSex].

<sup>16</sup> Derived from [RAge] and [RSex].

**ASK ALL**

- Q136 [MarStat5]<sup>17</sup>  
SHOW CARD A1  
Can I just check, which of these applies to you at present?  
Please choose the first on the list that applies
- 1 Married
  - 2 In civil partnership
  - 3 Living with a partner
  - 4 Separated (after being married)
  - 5 Divorced
  - 6 Widowed
  - 7 Single (never married)
- Q137 [MarStat]<sup>18</sup> **(NOT ON SCREEN)**  
DERIVED VARIABLE
- 1 Married
  - 2 Living as married
  - 3 Separated or divorced after marrying
  - 4 Widowed
  - 5 Not married
- Q138 [Married]<sup>19</sup> **(NOT ON SCREEN)**  
DERIVED VARIABLE
- 1 Married/living as married
  - 2 Separated/divorced
  - 3 Widowed
  - 4 Never married
  - 5 No information
- Q139 [SmSexPar]<sup>20</sup> **(NOT ON SCREEN)**  
DERIVED VARIABLE - same sex partner in HH
- 1 opposite sex partner in household
  - 2 same sex partner in household
  - 3 no partner in household
  - 4 more than 1 partner in household
  - 7 can't derive - missing info
- Q140 [NumCh]<sup>21</sup> **(NOT ON SCREEN)**  
DERIVED VARIABLE  
Range: 0 ... 97
- Q141 [NCh415]<sup>22</sup> **(NOT ON SCREEN)**  
DERIVED VARIABLE  
Range: 0 ... 97

---

<sup>17</sup> Please note, this is different from MarSta2b and Marstat2 in previous years of SSA, as a category for civil partnership has been added.

<sup>18</sup> Derived from [Marstat5].

<sup>19</sup> Derived from [Marstat5].

<sup>20</sup> Derived from household grid

<sup>21</sup> Number of children aged 5 and over in the household. Derived from household grid (P2Age, P3Age etc. and Rel13)..

<sup>22</sup> Number of children aged 4-15 in household. Derived from household grid.

- Q142 [NCh318]<sup>23</sup> **(NOT ON SCREEN)**  
 DERIVED VARIABLE  
 Range: 0 ... 97
- Q143 [HhCh04]<sup>24</sup> **(NOT ON SCREEN)**  
 DERIVED VARIABLE  
 Range: 0 ... 97
- Q144 [HhCh510]<sup>25</sup> **(NOT ON SCREEN)**  
 DERIVED VARIABLE  
 Range: 0 ... 97
- Q145 [HhCh1115]<sup>26</sup> **(NOT ON SCREEN)**  
 DERIVED VARIABLE  
 Range: 0 ... 97
- Q146 [HhCh1624]<sup>27</sup> **(NOT ON SCREEN)**  
 DERIVED VARIABLE  
 Range: 0 ... 97
- Q147 [RCh04]<sup>28</sup> **(NOT ON SCREEN)**  
 DERIVED VARIABLE  
 Range: 0 ... 97
- Q148 [RCh510]<sup>29</sup> **(NOT ON SCREEN)**  
 DERIVED VARIABLE  
 Range: 0 ... 97
- Q149 [RCh1115]<sup>30</sup> **(NOT ON SCREEN)**  
 DERIVED VARIABLE  
 Range: 0 ... 97
- Q150 [RCh1624]<sup>31</sup> **(NOT ON SCREEN)**  
 DERIVED VARIABLE  
 Range: 0 ... 97
- Q151 [NumAd]<sup>32</sup> **(NOT ON SCREEN)**  
 DERIVED VARIABLE  
 Range: 0 ... 97

---

<sup>23</sup> Number of children aged 3-18 in household. Derived from household grid.

<sup>24</sup> Number of children aged 0-4 in household. Derived from household grid.

<sup>25</sup> Number of children aged 5-10 in household. Derived from household grid.

<sup>26</sup> Number of children aged 11-15 in household. Derived from household grid.

<sup>27</sup> Number of young people aged 16-24 in household. Derived from household grid.

<sup>28</sup> Number of R's children aged 0-4 in household. Derived from household grid (P2Age, P3Age etc. and Rel13).

<sup>29</sup> Number of R's children aged 5-10 in household. Derived from household grid.

<sup>30</sup> Number of R's children aged 11-15 in household. Derived from household grid.

<sup>31</sup> Number of R's children aged 16-24 in household. Derived from household grid.

<sup>32</sup> Number of adults (18+) in household. Derived from household grid (RAge, P2Age etc.)

Q152 [HHType]<sup>33</sup> (NOT ON SCREEN)

DERIVED VARIABLE

- 1 Single household
- 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

**ASK ALL**

Q153 [REconAct]<sup>34</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 JobCentre or JobCentre Plus
- 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>33</sup> Derived from household grid.

<sup>34</sup> Derived from [REconFW] as first answer on the list. See also socio-economic status/social class derived variables grid later in document (R2soc200, R2nsssec, etc.).

Q154- [REconFW]\$<sup>35</sup>

Q164 SHOW CARD A2

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

PROBE: Which others?

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 the week
- 4 Waiting to take up paid work already accepted
- 5 Unemployed and registered at a JobCentre or JobCentre Plus
- 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)

Q168 [REconSum]<sup>36</sup> **NOT ON SCREEN**

DERIVED VARIABLE

Range: 1 ... 7

- 1 In full-time education/training
- 2 In work/waiting to take up work
- 3 Unemployed
- 4 Retired
- 5 Other
- 9 Not answered

**IF 'In paid work' AT [ReconAct]**

Q179 [REmployee]

Can I just check, are you ...READ OUT...

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

---

<sup>35</sup> See derived variables [REconAct] and [REconSum].

<sup>36</sup> Derived from ReconAct.

**ASK ALL MARRIED OR LIVING AS MARRIED**

Q180 [SEconAct]<sup>37</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 JobCentre or JobCentre Plus
- 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)

Q181- [SEconFW] §<sup>38</sup>

Q191 SHOW CARD A2 AGAIN

Which of these descriptions applied to what your [*husband/wife*] 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 JobCentre or JobCentre Plus
- 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)

Q195 [SEconSum]<sup>39</sup> (NOT ON SCREEN)

DERIVED VARIABLE

- 1 In full-time education/training
- 2 In work/waiting to take up work
- 3 Unemployed
- 4 Retired
- 5 Other
- 9 Not answered

---

<sup>37</sup> Derived from [SEconFW] as first answer on the list. See also socio-economic status/social class derived variables grid later in document (P2soc200, P2nsssec, etc.).

<sup>38</sup> See derived variables [SEconAct] and [SEconSum].

<sup>39</sup> Derived from SeconAct.



## Newspaper readership, religion and party ID<sup>40</sup>

### *Newspaper readership*

ASK ALL

Q207 [SReadpap]

Do you regularly read one or more **daily** morning newspapers?

1 Yes

2 No

IF 'Yes' AT [SReadpap]

Q208 [WhPaper]<sup>41</sup>

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 (Scottish) Daily Mirror

4 Daily Star

5 The Sun

6 Daily Record

7 Daily Telegraph

8 Financial Times

9 The Guardian

10 The Independent

11 The Times

13 The Scotsman

14 The (Glasgow) Herald

15 The (Aberdeen) Press and Journal

16 The Courier/ Dundee Courier

94 Other Irish/Northern Irish/Scottish regional or local **daily morning** paper  
(WRITE IN)

95 Other (WRITE IN)

96 MORE THAN ONE PAPER READ WITH EQUAL FREQUENCY

---

<sup>40</sup> IMPORTANT - please see note 8 above. Analysis of data for Scotland as a whole should exclude respondents from the 2006 'Gaelic areas boost' survey (using the [Samptype] variable).

<sup>41</sup> See also derived variables [paper 2] and [paper 3] (detailed in the separate document "SSA06 DVspec")

## **Religion (Main SSA)<sup>42</sup>**

- ASK ALL**
- Q214 [ReligioS]<sup>43</sup>  
Do you regard yourself as belonging to any particular religion?  
IF YES: Which?  
DO NOT PROMPT.
- 0 No religion
  - 1 Christian - no denomination
  - 2 Roman Catholic
  - 3 Church of England/ Anglican/ Episcopal/ Church in Wales
  - 4 Presbyterian - Church of Scotland
  - 5 Presbyterian - Welsh Calvinistic Methodists
  - 6 Free Presbyterian
  - 7 Methodist - including Wesleyan
  - 8 Baptist
  - 9 United Reformed Church/ Congregational
  - 10 Brethren
  - 11 Other Protestant (WRITE IN)
  - 12 Other Christian (WRITE IN)
  - 13 Jewish
  - 14 Hindu
  - 15 Islam/Muslim
  - 16 Sikh
  - 17 Buddhist
  - 18 Other non-Christian (WRITE IN)
  - 97 Refused
- Q221 [RelgSumS]<sup>44</sup> **(NOT ON SCREEN)**  
DERIVED VARIABLE
- 1 Church of Scotland
  - 2 Roman Catholic
  - 3 Other Christian
  - 4 Non-Christian
  - 5 No religion
  - 8 Refused/Don't Know/NA

---

<sup>42</sup> Please note, questions about religion needed to be asked towards the start of the main SSA 2006 questionnaire as subsequent questions in the “Discrimination” section were routed on religion. However, as this was not necessary for the additional Gaelic areas survey, religion questions for these respondents were asked during the classification section at the end. The equivalent religion variables for the Gaelic areas survey are called [ReligiSG], [RelgSuSG], [RelgCenG], [FamRelSG], [FrlSumSG], [FrlCensG] and [ChAttenG].

<sup>43</sup> See also derived variables [RelgSumS] and [RelgCens]

<sup>44</sup> Derived from [ReligoS]

Q222 [RelgCens]<sup>45</sup> (NOT ON SCREEN)

DERIVED VARIABLE

- 0 No religion
- 1 Church of Scotland
- 2 Roman Catholic
- 3 Other Christian
- 4 Buddhist
- 5 Hindu
- 6 Muslim
- 7 Jewish
- 8 Sikh
- 9 Another religion
- 10 Refused/Don't Know/NA

**IF ANSWER GIVEN AT [ReligioS] (i.e. NOT 'Refused')**

Q223 [FamReliS]<sup>46</sup>

In what religion, if any, were you brought up?  
PROBE IF NECESSARY: What was your family's religion?  
DO NOT PROMPT.

- 0 No religion
- 1 Christian - no denomination
- 2 Roman Catholic
- 3 Church of England/ Anglican/ Episcopal/ Church in Wales
- 4 Presbyterian - Church of Scotland
- 5 Presbyterian - Welsh Calvinistic Methodists
- 6 Free Presbyterian
- 7 Methodist - including Wesleyan
- 8 Baptist
- 9 United Reformed Church/ Congregational
- 10 Brethren
- 11 Other Protestant (WRITE IN)
- 12 Other Christian (WRITE IN)
- 13 Jewish
- 14 Hindu
- 15 Islam/Muslim
- 16 Sikh
- 17 Buddhist
- 18 Other non-Christian (WRITE IN)
- 97 Refused

Q230 [FrlSumS]<sup>47</sup> (NOT ON SCREEN)

DERIVED VARIABLE

- 1 Church of Scotland
- 2 Roman Catholic
- 3 Other Christian
- 4 Non-Christian
- 5 No religion
- 8 Refused/Don't Know/NA

---

<sup>45</sup> Derived from [ReligioS] – equivalent to the 2001 Census categories

<sup>46</sup> See also derived variables [FrlSumS] and [FrlCens]

<sup>47</sup> Derived from [FamReliS]

Q231 [FRlCens]<sup>48</sup> (NOT ON SCREEN)

DERIVED VARIABLE

- 0 No religion
- 1 Church of Scotland
- 2 Roman Catholic
- 3 Other Christian
- 4 Buddhist
- 5 Hindu
- 6 Muslim
- 7 Jewish
- 8 Sikh
- 9 Another religion
- 10 Refused/Don't Know/NA

**IF RELIGION GIVEN AT [ReligioS] OR AT [FamReliS]**

Q232 [ChAttend]

Apart from such special occasions as weddings, funerals and baptisms and so on, 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
- 7 Never or practically never
- 8 Varies too much to say
- 97 Refused

## ***Party identification***

**ASK ALL**

Q233 [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]**

Q234 [ClosePty]

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

- 1 Yes
- 2 No

---

<sup>48</sup> Derived from [FamReliS] – equivalent to the 2001 Census categories

**ASK ALL**

Q235 [PartyFW]<sup>49</sup> \$  
**IF 'Yes' AT [SupParty] OR 'Yes' 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
- 6 Green Party
- 7 Other party (WRITE IN)
- 8 Other answer (WRITE IN)
- 9 Scottish Socialist Party
- 10 None
- 11 Refused to say

Q241 [PartyIdS] (**NOT ON SCREEN**)  
Party identification (compressed)  
DERIVED VARIABLE

- 1 Conservative
- 2 Labour
- 3 Liberal Democrat
- 4 SNP
- 5 Other party
- 6 None
- 7 Green Party
- 8 Scottish Socialist
- 9 Other/DK/Ref

**IF ANSWER '1-9' IN [PartyFW]**

Q243 [Idstrng]  
Would you call yourself very strong [*Conservative/Labour/Liberal Democrat/Scottish National Party/Scottish Socialist Party/Green Party*], fairly strong, or not very strong?

- 1 Very strong
- 2 Fairly strong
- 3 Not very strong

---

<sup>49</sup> See DV PartyId1

Q242 [PtyAllgS]<sup>50</sup> (NOT ON SCREEN)  
Party political allegiance  
DERIVED VARIABLE  
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 SNP partisan  
11 SNP sympathiser  
12 SNP residual identifier  
13 Other party  
14 None  
98 Other/DK/Refusal

**ASK ALL**

Q244 [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?

---

<sup>50</sup> Derived from [SupParty], [ClosePty] and [PartyFW]

## Young people and crime

### ASK ALL

Q246- [ProbAre2]\$<sup>51</sup>

Q248 CARD T1

Here is a list of problems that people might experience in their area. Can you tell me up to **three** things that you think are the **biggest** problems in your area?

PROBE: What else?

CODE UP TO THREE

(INTERVIEWER NOTE: **If asked**, 'your area' is the area within about a 15-20 minute walk or 5-10 minute drive from your home.)

Multicoded (Maximum of 3 codes)

- 1 Litter
- 2 Crime and vandalism
- 3 Noisy neighbours
- 4 Lack of affordable housing
- 5 Young people hanging around causing trouble
- 6 Poor public transport
- 7 Alcohol and drugs
- 8 Lack of opportunities for children and young people
- 9 Unemployment
- 10 Poor local amenities, parks and leisure facilities
- 11 Poor shopping facilities
- 12 Other (PLEASE SAY WHAT)
- 13 (None of these/no further answer)

Q251 [FrndRel]

CARD T2

I am going to read out some statements about the area you live in. Please look at this card and tell me how strongly you agree or disagree with each one.

I have friends or relatives in this area I feel I could turn to for advice or support.

(INTERVIEWER NOTE: **If asked**, 'the area you live in' is the area within about a 15-20 minute walk or 5-10 minute drive from your home.)

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

---

<sup>51</sup> See derived variables [palitter] to [panone]

- Q252 [Homeempt]  
 CARD T2 AGAIN  
 Again taking your answer from this card  
 If my home was empty, I could count on one of my friends or relatives in this area to keep an eye on it
- (INTERVIEWER NOTE: **If asked**, 'the area you live in' is the area within about a 15-20 minute walk or 5-10 minute drive from your home.)
- 1 Agree strongly
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Disagree strongly
- Q253 [Areaspk]  
 CARD T2 AGAIN  
 (Again taking your answer from this card)  
 I regularly stop and speak to people in my area.
- (INTERVIEWER NOTE: **If asked**, 'the area you live in' is the area within about a 15-20 minute walk or 5-10 minute drive from your home.)
- 1 Agree strongly
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Disagree strongly
- Q254 [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
- Q255 [Area11b]  
 The next few questions are about contact between people of different ages in your local area.  
 Thinking specifically about the **11-15 year olds** in your area, apart from close relatives or anybody you live with, how many of them would you say you know well enough to speak to ... READ OUT ...
- (INTERVIEWER NOTE: **If asked**, 'your local area' is the area within about a 15-20 minute walk or 5-10 minute drive from your home.)
- 1 ... most of them
  - 2 some of them
  - 3 or, wouldn't you know any of them to speak to?
- Q256 [Area16b]  
 Now thinking specifically about the **16-24 years olds** in your area, again apart from close relatives or anybody you live with, how many of them would you say you know well enough to speak to ... READ OUT ...
- (INTERVIEWER NOTE: **If asked**, 'your area' is the area within about a 15-20 minute walk or 5-10 minute drive from your home.)
- 1 ... most of them
  - 2 some of them
  - 3 or, wouldn't you know any of them to speak to?



Q257 [Area25pl]  
And what about **people aged 25 or over** in your area, how many of them would you say you know well enough to speak to? (again apart from close relatives or anybody you live with) ... READ OUT ...

(INTERVIEWER NOTE: **If asked**, 'your area' is the area within about a 15-20 minute walk or 5-10 minute drive from your home.)

1 ... most of them  
2 some of them  
3 or, wouldn't you know any of them to speak to?

Q258 [Cont1115]<sup>52</sup>

TO CARD T3

Q267 Thinking more generally about any contact you might have with people aged 11-15, not just in your area. On this card there are various reasons why you might have contact with someone aged 11-15. Which ones, if any, apply to you?

PROBE: What others?

CODE ALL THAT APPLY

Multicoded (Maximum of 10 codes)

1 I have grandchildren this age  
2 I have children this age  
3 I have other close relatives this age (eg nieces, nephews)  
4 I myself have friends this age  
5 I meet my children's/grandchildren's friends of this age  
6 I meet people this age at work  
7 I volunteer with young people this age  
8 I meet people this age in clubs/groups I belong to  
9 I meet people this age in my neighbourhood  
10 Other reason (PLEASE SAY WHAT)  
11 I don't have any contact with people this age

Q270 [Cont1624]<sup>53</sup>

TO CARD T3 AGAIN

Q279 On this card there are various reasons why you might have contact with someone aged 16-24. Which ones, if any, apply to you? Again, I mean any contact you have with people aged 16-24, not just in your area.

PROBE: What others?

CODE ALL THAT APPLY

Multicoded (Maximum of 10 codes)

1 I have grandchildren this age  
2 I have children this age  
3 I have other close relatives this age (eg nieces, nephews)  
4 I myself have friends this age  
5 I meet my children's/grandchildren's friends of this age  
6 I meet people this age at work  
7 I volunteer with young people this age  
8 I meet people this age in clubs/groups I belong to  
9 I meet people this age in my neighbourhood  
10 Other reason (PLEASE SAY WHAT)  
11 I don't have any contact with people this age

---

<sup>52</sup> See also derived variables [C115Gchd] to [C115None]

<sup>53</sup> See also derived variables [C162Gchd] to [C162None]

- Q282 [YPBehavr]  
CARD T4  
Here are some things that people might say about young people in Scotland.  
Please tell me how much you agree or disagree with each of them.  
Firstly, the behaviour of young people today is no worse than it was in  
the past.
- 1 Agree strongly
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Disagree strongly
- Q283 [YPvict]  
CARD T4 AGAIN  
(How much you agree or disagree...)  
Young people are more likely than older people to be the victims of crime.
- 1 Agree strongly
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Disagree strongly
- Q284 [YPResp]  
CARD T4 AGAIN  
(How much you agree or disagree...)  
Most young people are responsible and well-behaved.
- 1 Agree strongly
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Disagree strongly
- Q285 [YPNoResp]  
CARD T4 AGAIN  
(How much you agree or disagree...)  
Young people today have no respect for older people.
- 1 Agree strongly
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Disagree strongly
- Q286 [YPFriend]  
CARD T4 AGAIN  
(How much you agree or disagree...)  
Most young people are helpful and friendly.
- 1 Agree strongly
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Disagree strongly

- Q287 [NoiseCom]  
CARD T5  
I'd like you to tell me how common the following things are in your area generally.  
First, young people being noisy in the street?  
(INTERVIEWER NOTE: **If asked**, 'your area' is the area within about a 15-20 minute walk or 5-10 minute drive from your home.)
- 1 Very common
  - 2 Fairly common
  - 3 Not very common
  - 4 Not at all common
- Q288 [VandCom2]  
CARD T5 (AGAIN)  
(And how common is this in your area ...)  
Vandalism or graffiti caused by young people?  
(INTERVIEWER NOTE: **If asked**, 'your area' is the area within about a 15-20 minute walk or 5-10 minute drive from your home.)
- 1 Very common
  - 2 Fairly common
  - 3 Not very common
  - 4 Not at all common
- Q289 [YPAlCom2]  
CARD T5 (AGAIN)  
(And how common is this in your area ...)  
Young people being drunk in public?  
(INTERVIEWER NOTE: **If asked**, 'your area' is the area within about a 15-20 minute walk or 5-10 minute drive from your home.)
- 1 Very common
  - 2 Fairly common
  - 3 Not very common
  - 4 Not at all common
- Q290 [YPDgCom2]  
CARD T5 (AGAIN)  
(And how common is this in your area ...)  
Young people using drugs in public?  
(INTERVIEWER NOTE: **If asked**, 'your area' is the area within about a 15-20 minute walk or 5-10 minute drive from your home.)
- 1 Very common
  - 2 Fairly common
  - 3 Not very common
  - 4 Not at all common
- Q291 [YPthCom]  
CARD T5 (AGAIN)  
(And how common is this in your area ...)  
Young people behaving in a threatening way?  
(INTERVIEWER NOTE: **If asked**, 'your area' is the area within about a 15-20 minute walk or 5-10 minute drive from your home.)
- 1 Very common
  - 2 Fairly common
  - 3 Not very common
  - 4 Not at all common

**IF ('very common', 'fairly common' or 'not very common') at [NoiseCom]**  
Q292 [NoiComAf]  
CARD T6  
And how much have you **personally** been affected during the last 12 months by young people in your area being noisy in the street?  
(INTERVIEWER NOTE: **If asked**, 'your area' is the area within about a 15-20 minute walk or 5-10 minute drive from your home.)  
1 A great deal  
2 Quite a lot  
3 Not very much  
4 Not at all

**IF ('very common', 'fairly common' or 'not very common') at [VandCom2]**  
Q293 [VandAfc2]  
CARD T6 (AGAIN)  
And how much have you **personally** been affected during the last 12 months by vandalism or graffiti in your area caused by young people?  
(INTERVIEWER NOTE: **If asked**, 'your area' is the area within about a 15-20 minute walk or 5-10 minute drive from your home.)  
1 A great deal  
2 Quite a lot  
3 Not very much  
4 Not at all

**IF ('very common', 'fairly common' or 'not very common') at [YPA1Com2]**  
Q294 [YPA1Af2]  
CARD T6 (AGAIN)  
(And how much have you **personally** been affected during the last 12 months by)  
..young people in your area being drunk in public?  
(INTERVIEWER NOTE: **If asked**, 'your area' is the area within about a 15-20 minute walk or 5-10 minute drive from your home.)  
1 A great deal  
2 Quite a lot  
3 Not very much  
4 Not at all

**IF ('very common', 'fairly common' or 'not very common') at [YPDgCom2]**  
Q295 [YPDgAf2]  
CARD T6 (AGAIN)  
(And how much have you **personally** been affected during the last 12 months by)  
..young people in your area using drugs in public?  
(INTERVIEWER NOTE: **If asked**, 'your area' is the area within about a 15-20 minute walk or 5-10 minute drive from your home.)  
1 A great deal  
2 Quite a lot  
3 Not very much  
4 Not at all

**IF ('very common', 'fairly common' or 'not very common') at [YPthCom]**  
Q296 [YPthafc]  
CARD T6 (AGAIN)  
(And how much have you **personally** been affected during the last 12 months by)  
..young people in your area behaving in threatening way?  
(INTERVIEWER NOTE: **If asked**, 'your area' is the area within about a 15-20 minute walk or 5-10 minute drive from your home.)

- 1 A great deal
- 2 Quite a lot
- 3 Not very much
- 4 Not at all

**ASK ALL**  
Q297 [WalkTeen]  
CARD T7  
I'd like you to imagine a situation in which you had to walk past a group of teenagers in order to get to a shop. Which of the answers on this card best describes how you might feel in that situation?

- 1 It wouldn't bother me at all
- 2 I might feel slightly worried or uncomfortable about walking past them
- 3 I'd probably feel very worried or uncomfortable about walking past them
- 4 I'd probably avoid walking past them altogether

## Discrimination

### ASK ALL

Q298 [Equalwm2]

CARD S1

Now I want to ask you about some changes that have been happening in Scotland over the years. For each one I read out please use this card to say whether you think it has gone too far or not gone far enough. First, attempts to give equal opportunities to women in Scotland?

- 1 Gone much too far
- 2 Gone too far
- 3 About right
- 4 Not gone far enough
- 5 Not gone nearly far enough

Q299 [Equalb12]

CARD S1 AGAIN

(Has it gone too far or not gone far enough)  
Attempts to give equal opportunities to black people and Asians in Scotland?

- 1 Gone much too far
- 2 Gone too far
- 3 About right
- 4 Not gone far enough
- 5 Not gone nearly far enough

Q300 [Equalgm2]

CARD S1 AGAIN

(Has it gone too far or not gone far enough)  
Attempts to give equal opportunities to gay men and lesbians in Scotland?

- 1 Gone much too far
- 2 Gone too far
- 3 About right
- 4 Not gone far enough
- 5 Not gone nearly far enough

Q301 [PrejOkay]

CARD S2

Which of the statements on this card comes closest to your own view  
...READ OUT...

- 1 ...Scotland should do everything it can to get rid of all kinds of prejudice,
- 2 or, sometimes there is good reason for people to be prejudiced against certain groups?
- 3 (Depends)

Q302 [IDMus]  
CARD S3  
How much do you agree or disagree with the following statements?  
Scotland would begin to lose its identity if more Muslims came to live in  
Scotland?  
1 Agree strongly  
2 Agree  
3 Neither agree nor disagree  
4 Disagree  
5 Disagree strongly

Q303 [IDEastern]  
CARD S3 AGAIN  
(How much do you agree or disagree)  
Scotland would begin to lose its identity if more people from Eastern  
Europe (for example, Poland and Latvia) came to live in Scotland?  
1 Agree strongly  
2 Agree  
3 Neither agree nor disagree  
4 Disagree  
5 Disagree strongly

Q304 [IDBAsian]  
CARD S3 AGAIN  
(How much do you agree or disagree)  
Scotland would begin to lose its identity if more black and Asian people  
came to live in Scotland?  
1 Agree strongly  
2 Agree  
3 Neither agree nor disagree  
4 Disagree  
5 Disagree strongly

Q305 [GayMRel]  
CARD S4  
Do you personally think it is wrong or not wrong for two **men** to have a  
sexual relationship?  
Please choose a phrase from this card.  
1 Always wrong  
2 Mostly wrong  
3 Sometimes wrong  
4 Rarely wrong  
5 Not wrong at all  
6 (Depends / varies)

Q306 [LesbRel]  
CARD S4 AGAIN  
And do you personally think it is wrong or not wrong for two **women** to have  
a sexual relationship?  
(Please choose a phrase from this card.)  
1 Always wrong  
2 Mostly wrong  
3 Sometimes wrong  
4 Rarely wrong  
5 Not wrong at all  
6 (Depends / varies)

Q307 [MarBlAs]  
CARD S5  
Some people say they would be happy if a close relative of theirs married or formed a long-term relationship with someone who was black or Asian, while others say they would be unhappy about this even if the couple themselves were happy.  
How would **you** feel if a close relative of yours married or formed a long-term relationship with someone who was black or Asian?

- 1 Very happy
- 2 Happy
- 3 Neither happy nor unhappy
- 4 Unhappy
- 5 Very unhappy
- 6 (It depends)

Q308 [MarChin]  
CARD S5 AGAIN  
And how would you feel if a close relative of yours married or formed a long-term relationship with someone from a Chinese background?

- 1 Very happy
- 2 Happy
- 3 Neither happy nor unhappy
- 4 Unhappy
- 5 Very unhappy
- 6 (It depends)

**IF NOT 'Islam/Muslim' at [Religios]**

Q309 [MarrMus]  
CARD S5 AGAIN  
(And how would you feel if a close relative of yours married or formed a long-term relationship with) a Muslim?

- 1 Very happy
- 2 Happy
- 3 Neither happy nor unhappy
- 4 Unhappy
- 5 Very unhappy
- 6 (It depends)

**IF 'Islam/Muslim' at [Religios]**

Q310 [MarrChrM]  
CARD S5 AGAIN  
(And how would you feel if a close relative of yours married or formed a long-term relationship with) a Christian?

- 1 Very happy
- 2 Happy
- 3 Neither happy nor unhappy
- 4 Unhappy
- 5 Very unhappy
- 6 (It depends)



**IF NOT 'Hindu' at [Religios]**

- Q311 [MarrHin]  
CARD S5 AGAIN  
(And how would you feel if a close relative of yours married or formed a long-term relationship with) a Hindu?
- 1 Very happy
  - 2 Happy
  - 3 Neither happy nor unhappy
  - 4 Unhappy
  - 5 Very unhappy
  - 6 (It depends)

**IF 'Hindu' at [Religios]**

- Q312 [MarrChrH]  
CARD S5 AGAIN  
(And how would you feel if a close relative of yours married or formed a long-term relationship with) a Christian?
- 1 Very happy
  - 2 Happy
  - 3 Neither happy nor unhappy
  - 4 Unhappy
  - 5 Very unhappy
  - 6 (It depends)

**IF NOT 'Jewish' at [Religios]**

- Q313 [MarrJew]  
CARD S5 AGAIN  
(And how would you feel if a close relative of yours married or formed a long-term relationship with) someone who was Jewish?
- 1 Very happy
  - 2 Happy
  - 3 Neither happy nor unhappy
  - 4 Unhappy
  - 5 Very unhappy
  - 6 (It depends)

**IF 'Jewish' at [Religios]**

- Q314 [MarrChrJ]  
CARD S5 AGAIN  
(And how would you feel if a close relative of yours married or formed a long-term relationship with) someone who was Christian?
- 1 Very happy
  - 2 Happy
  - 3 Neither happy nor unhappy
  - 4 Unhappy
  - 5 Very unhappy
  - 6 (It depends)

**ASK ALL**

Q315 [LDisDef]

I am now going to ask you about a person with a learning disability. But first of all I would like to clarify what I am talking about here. A person with a learning disability needs help to learn new things and may need support with everyday living. They will have had this disability since childhood. Once known as 'mental handicap', the best known type is 'Downs syndrome'. It is different from a learning difficulty such as dyslexia.

INTERVIEWER - HAND CARD WITH LEARNING DISABILITY TO RESPONDENT

On this card is a reminder for you to keep, so you can look at it again when I ask other questions about a person with learning disability later on.

1 Press 1 and <Enter> to continue.

Q316 [MarLDis]

CARD S5 AGAIN

How would you feel if a close relative of yours married or formed a long-term relationship with someone who has a learning disability?

- 1 Very happy
- 2 Happy
- 3 Neither happy nor unhappy
- 4 Unhappy
- 5 Very unhappy
- 6 (It depends)

Q317 [MarAsyl]

CARD S5 AGAIN

(And how would you feel if a close relative of yours married or formed a long-term relationship with) an asylum seeker?

- 1 Very happy
- 2 Happy
- 3 Neither happy nor unhappy
- 4 Unhappy
- 5 Very unhappy
- 6 (It depends)

Q318 [MarGyp]

CARD S5 AGAIN

(And how would you feel if a close relative of yours married or formed a long-term relationship with) a gypsy/traveller?

- 1 Very happy
- 2 Happy
- 3 Neither happy nor unhappy
- 4 Unhappy
- 5 Very unhappy
- 6 (It depends)

- Q319 [MarSxCh]  
CARD S5 AGAIN  
(And how would you feel if a close relative of yours married or formed a long-term relationship with) someone who has had a sex change operation?
- 1 Very happy
  - 2 Happy
  - 3 Neither happy nor unhappy
  - 4 Unhappy
  - 5 Very unhappy
  - 6 (It depends)
- Q320 [MarSmSx]  
CARD S5 AGAIN  
And finally, how would you feel if a close relative of yours married or formed a civil partnership or a long term relationship with someone of the same sex as themselves?
- 1 Very happy
  - 2 Happy
  - 3 Neither happy nor unhappy
  - 4 Unhappy
  - 5 Very unhappy
  - 6 (It depends)
- Q321 [WomProm]  
CARD S6  
How much do you agree or disagree with the following statements?  
Women who take time off to have a baby should accept they are less likely to be promoted as a result?
- 1 Agree strongly
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Disagree strongly
- Q322 [FathOff]  
CARD S6 AGAIN  
(How much do you agree or disagree)  
Fathers should be just as able as mothers to take time off work when their children are ill?
- 1 Agree strongly
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Disagree strongly
- Q323 [DisLWork]  
CARD S6 AGAIN  
(How much do you agree or disagree)  
People with a learning disability should expect to have to work for a living?
- 1 Agree strongly
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Disagree strongly
  - 6 EDIT ONLY: It depends (e.g. on nature/severity of disability or nature of work)

- Q324 [ScotBet]  
CARD S6 AGAIN  
(How much do you agree or disagree)  
People from outside Britain who come to live in Scotland make the country a better place?
- 1 Agree strongly
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Disagree strongly
- Q325 [UnfBlAs]  
CARD S6 AGAIN  
(How much do you agree or disagree)  
Being treated unfairly because you are black or Asian is a thing of the past?
- 1 Agree strongly
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Disagree strongly
- Q326 [UnfWom]  
CARD S6 AGAIN  
(How much do you agree or disagree)  
Being treated unfairly because you are a woman is a thing of the past?
- 1 Agree strongly
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Disagree strongly
- Q327 [BBGay]  
CARD S7  
Do you think someone running a bed and breakfast **in their own home** should be allowed to refuse a booking from a gay or lesbian couple?
- 1 Definitely, Yes
  - 2 Probably, Yes
  - 3 Probably, No
  - 4 Definitely, No
- Q328 [BBDog]  
CARD S7 AGAIN  
And do you think someone running a bed and breakfast **in their own home** should be allowed to refuse a booking from someone who has a guide dog?
- 1 Definitely, Yes
  - 2 Probably, Yes
  - 3 Probably, No
  - 4 Definitely, No

- Q329 [BBEthnic]  
CARD S7 AGAIN  
And what about someone from a different ethnic or racial background than themselves?
- 1 Definitely, Yes
  - 2 Probably, Yes
  - 3 Probably, No
  - 4 Definitely, No
- Q330 [BBRelig]  
CARD S7 AGAIN  
And someone from a different religion than themselves?
- 1 Definitely, Yes
  - 2 Probably, Yes
  - 3 Probably, No
  - 4 Definitely, No
- Q331 [BBAge]  
CARD S7 AGAIN  
(Do you think someone running a bed and breakfast **in their own home** should be allowed to refuse a booking to)  
...anyone aged under 21?
- 1 Definitely, Yes
  - 2 Probably, Yes
  - 3 Probably, No
  - 4 Definitely, No
- Q332 [BBLDis]  
CARD S7 AGAIN  
(Do you think someone running a bed and breakfast **in their own home** should be allowed to refuse a booking to)  
...someone with a learning disability?
- 1 Definitely, Yes
  - 2 Probably, Yes
  - 3 Probably, No
  - 4 Definitely, No
- Q333 [BBSxCh]  
CARD S7 AGAIN  
(Do you think someone running a bed and breakfast **in their own home** should be allowed to refuse a booking to)  
...someone who has had a sex change operation?
- 1 Definitely, Yes
  - 2 Probably, Yes
  - 3 Probably, No
  - 4 Definitely, No
- Q334 [WomOpps]  
CARD S8  
Say a company had fewer women than men in senior jobs and decided to give its women employees extra opportunities to get **training and qualifications**. Do you think this would be fair or unfair?  
Please choose a phrase from this card.
- 1 Definitely fair
  - 2 Probably fair
  - 3 Probably unfair
  - 4 Definitely unfair

Q335 [BlAsOpps]

CARD S8 AGAIN

And say a company had few black and Asian people in senior jobs and decided to give black and Asian people it employed extra opportunities to get **training and qualifications**. Do you think this would be fair or unfair?

- 1 Definitely fair
- 2 Probably fair
- 3 Probably unfair
- 4 Definitely unfair

Q336 [DisIntw]

CARD S8 AGAIN

Say several people apply for a job, including someone with a disability. They all meet the necessary requirements for the job. Do you think it would be fair or unfair to automatically give the person with a disability an interview for the job even if other candidates appear to be better qualified? (Please choose a phrase from this card).

- 1 Definitely fair
- 2 Probably fair
- 3 Probably unfair
- 4 Definitely unfair

Q337 [CustTrad]

CARD S9

Some people say it's much better if people who move to Scotland from other countries keep their own distinct customs and traditions. They would place themselves in box B on this scale (POINT TO BOX AT FAR LEFT HAND SIDE). Others say it's much better if people who move here adapt and blend into the larger society. They would place themselves in box K (POINT TO THE BOX AT FAR RIGHT HAND SIDE). Others have views that are somewhere in between (POINT AT BOXES C TO G).

Which box best describes **your** view? Please tell me its letter.

- 1 B - Much better for society if groups maintain their distinct customs and traditions
- 2 C
- 3 F
- 4 G
- 5 K - Much better if groups adapt and blend into the larger society

Q338 [RetForce]

CARD S10

Some people say that it is wrong to make people retire just because they have reached a certain age. Others say that older employees must retire to make way for younger age groups. What about you? Which of the statements on this card comes closest to your view?

- 1 It is wrong to make people retire just because they have reached a certain age
- 2 Older employees must retire to make way for younger age groups.

## Core module

### ASK ALL

Q339 [Intro]

Now for some questions about public services in Scotland

1 Press 1 and <Enter> to continue.

Q340 [SNHSIE12]

CARD G1

Thinking back over last twelve months, that is since [month of interview] 2005, would you say that since then the **standard of the health service** in Scotland has increased or fallen?

Please choose an answer from the top half of this card.

1 Increased a lot

2 Increased a little

3 Stayed the same

4 Fallen a little

5 Fallen a lot

### IF RESPONSE (other than Don't Know) GIVEN AT [SNHSIE12]

Q341 [SNHSWh12]

CARD G1 AGAIN

What do you think this has been mainly the result of? Please choose an answer from the bottom half of the card.

1 Mainly the result of the UK government's policies at Westminster

2 Mainly the result of the Scottish Executive's policies

3 For some other reason

4 (Both Westminster and Scottish Executive)

### ASK ALL

Q342 [EdStIE12]

CARD G1 AGAIN

And what about the **quality of education** in Scotland? Has it increased or fallen since [month of interview] 2005<sup>54</sup>?

(Again, please choose an answer from the top half of the card.)

1 Increased a lot

2 Increased a little

3 Stayed the same

4 Fallen a little

5 Fallen a lot

### IF RESPONSE (other than Don't Know) GIVEN AT [EdStIE12]

Q343 [EdStWh12]

CARD G1 AGAIN

What do you think this has been mainly the result of?

(Again, please choose an answer from the bottom half of the card).

1 Mainly the result of the UK government's policies at Westminster

2 Mainly the result of the Scottish Executive's policies

3 For some other reason

4 (Both Westminster and Scottish Executive)

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<sup>54</sup> NB a small number of interviews were conducted in January 2007. Interviewers working in January 2007 were briefed to refer to the period since “[month of interview] 2006”.

**ASK ALL**

- Q344 [SLivIE12]  
CARD G1 AGAIN  
And what about the **general standard of living** in Scotland? Has it increased or fallen since *[month of interview]* 2005<sup>55</sup>?  
(Again, please choose an answer from the top half of the card).
- 1 Increased a lot
  - 2 Increased a little
  - 3 Stayed the same
  - 4 Fallen a little
  - 5 Fallen a lot

**IF RESPONSE (other than Don't Know) GIVEN AT [SLivIE12]**

- Q345 [SLivWh12]  
CARD G1 AGAIN  
What do you think this has been mainly the result of?  
(Again, please choose an answer from the bottom half of the card).
- 1 Mainly the result of the UK government's policies at Westminster
  - 2 Mainly the result of the Scottish Executive's policies
  - 3 For some other reason
  - 4 (Both Westminster and Scottish Executive)

**ASK ALL**

- Q346 [TranIE12]  
CARD G1 AGAIN  
And what about the standard of **public transport** in Scotland? Has it increased or fallen since *[month of interview]* 2005<sup>56</sup>?  
(Again, please choose an answer from the top half of the card).
- 1 Increased a lot
  - 2 Increased a little
  - 3 Stayed the same
  - 4 Fallen a little
  - 5 Fallen a lot

**IF RESPONSE (other than Don't Know) GIVEN AT [TranIE12]**

- Q347 [TranWh12]  
CARD G1 AGAIN  
What do you think this has been mainly the result of?  
(Again, please choose an answer from the bottom half of the card).
- 1 Mainly the result of the UK government's policies at Westminster
  - 2 Mainly the result of the Scottish Executive's policies
  - 3 For some other reason
  - 4 (Both Westminster and Scottish Executive)

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<sup>55</sup> NB a small number of interviews were conducted in January 2007. Interviewers working in January 2007 were briefed to refer to the period since “[month of interview] 2006”.

<sup>56</sup> NB a small number of interviews were conducted in January 2007. Interviewers working in January 2007 were briefed to refer to the period since “[month of interview] 2006”.



**ASK ALL**

Q348 [EconIE12]  
CARD G2

And what about **Scotland's economy**? Has it got stronger or weaker since  
[month of interview] 2005<sup>57</sup>?

(Please choose an answer from the top half of the card).

- 1 A lot stronger
- 2 A little stronger
- 3 Stayed the same
- 4 A little weaker
- 5 A lot weaker

**IF RESPONSE (other than Don't Know) GIVEN AT [EconIE12]**

Q349 [EconWh12]  
CARD G2 AGAIN

What do you think this has been mainly the result of?

(Again, please choose an answer from the bottom half of the card).

- 1 Mainly the result of the UK government's policies at Westminster
- 2 Mainly the result of the Scottish Executive's policies
- 3 For some other reason
- 4 (Both Westminster and Scottish Executive)

**ASK ALL**

Q350 [UKTwelv]

How much would you say you've seen or heard about the work of the **UK government** over the last 12 months ...READ OUT...

- 1 ...a great deal,
- 2 quite a lot,
- 3 some,
- 4 not very much,
- 5 or, nothing at all?

Q351 [ExTwelv]

And how much would you say you've seen or heard about the work of the **Scottish Executive** over the last 12 months ...READ OUT...

- 1 ...a great deal,
- 2 quite a lot,
- 3 some,
- 4 not very much,
- 5 or, nothing at all?

---

<sup>57</sup> NB a small number of interviews were conducted in January 2007. Interviewers working in January 2007 were briefed to refer to the period since “[month of interview] 2006”.

Q352 [ExecDo]

CARD G3

Here is a list of things the Scottish Executive could try and achieve. Which do **you** think should be its highest priority, that is the **most important** thing it should try and do?

Please read through the whole list before deciding.

- 1 Improve standards of education
- 2 Improve housing
- 3 Help the economy to grow faster
- 4 Improve people's health
- 5 Cut crime
- 6 Improve the environment
- 7 Improve public transport
- 8 Other (WRITE IN)

Q355 [ExecList]

In general how good would you say the **Scottish Executive** is at listening to people's views before it takes decisions ...READ OUT...

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

Q356 [UKList]

And how good would you say the **UK government** is at listening to people's views before it takes decisions ...READ OUT...

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

Q357 [UKIntNat]

CARD G4

How much do you trust the UK government to work in Scotland's best long-term interest?

Please take your answer from this card.

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

Q358 [NatInNat]

CARD G4 AGAIN

Still using the card, how much do you trust the Scottish Executive to work in Scotland's best interests?

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

Q359 [UKFairD]  
CARD G5  
How much do you trust the UK government to make fair decisions? By fair decisions I mean decisions that are fair to different groups of people in the UK.

(Please take your answer from this card).

- 1 A great deal
- 2 Quite a lot
- 3 Some
- 4 Not very much
- 5 Not at all

Q360 [SEFairD]  
CARD G5 AGAIN  
And still using the card, how much do you trust the Scottish Executive to make fair decisions? (By fair decisions I mean decisions that are fair to different groups of people in Scotland)

- 1 A great deal
- 2 Quite a lot
- 3 Some
- 4 Not very much
- 5 Not at all

Q361 [DoesInfl]  
Which of the following do you think **has** most influence over the way Scotland is run ...READ OUT ...

- 1 ...the Scottish Executive,
- 2 the UK government at Westminster,
- 3 local councils in Scotland,
- 4 or, the European Union?

Q362 [OughInfl]  
And which do you think **ought** to have most influence over the way Scotland is run ...READ OUT...

- 1 ...the Scottish Executive,
- 2 the UK government at Westminster,
- 3 local councils in Scotland,
- 4 or, the European Union?

Q363 [VoiceUK3]  
From what you have seen and heard so far, do you think that having a Scottish Parliament is giving Scotland ...READ OUT...

- 1 ... a stronger voice in the United Kingdom,
- 2 a weaker voice in the United Kingdom,
- 3 or, is it making no difference?

Q364 [SayInGv3]  
(From what you have seen and heard so far,)  
do you think that having a Scottish Parliament is giving ordinary people ...READ OUT...

- 1 ... more say in how Scotland is governed,
- 2 less say,
- 3 or, is it making no difference?

Q365 [AreaQual]

CARD G6

I'd like to ask what you think makes somewhere a good place to live. If you had to choose just **one** item from this list, what would it be?

- 1 Low level of crime
- 2 Access to GPs and local health services
- 3 Good quality affordable housing
- 4 Good shopping facilities
- 5 Access to good public transport
- 6 Good schools
- 7 Good jobs
- 8 Facilities for young children
- 9 Strong sense of community spirit
- 10 Clean local environment
- 11 Public spaces in good condition (e.g. pavements, parks, roads)
- 12 Family and friends close by
- 13 Access to places to go out (e.g. pubs, restaurants, galleries)
- 14 Other answer (WRITE IN)
- 15 (None of these)

**IF 'Low level of crime' TO 'Other' AT [AreaQual]**

Q368 [AreaQual2]

CARD G6 AGAIN

And what would your **second** choice be?

- 1 Low level of crime
- 2 Access to GPs and local health services
- 3 Good quality affordable housing
- 4 Good shopping facilities
- 5 Access to good public transport
- 6 Good schools
- 7 Good jobs
- 8 Facilities for young children
- 9 Strong sense of community spirit
- 10 Clean local environment
- 11 Public spaces in good condition (e.g. pavements, parks, roads)
- 12 Family and friends close by
- 13 Access to places to go out (e.g. pubs, restaurants, galleries)
- 14 Other answer (WRITE IN)
- 15 (None of these)

**IF 'Low level of crime' TO 'Other' AT [AreaQua2]**

Q371 [AreaQua3]

CARD G6 AGAIN

And what would your **third** choice be?

- 1 Low level of crime
- 2 Access to GPs and local health services
- 3 Good quality affordable housing
- 4 Good shopping facilities
- 5 Access to good public transport
- 6 Good schools
- 7 Good jobs
- 8 Facilities for young children
- 9 Strong sense of community spirit
- 10 Clean local environment
- 11 Public spaces in good condition (e.g. pavements, parks, roads)
- 12 Family and friends close by
- 13 Access to places to go out (e.g. pubs, restaurants, galleries)
- 14 Other answer (WRITE IN)
- 15 (None of these)

**ASK ALL**

Q374 [AreaImp1]

CARD G7

Now thinking about your **local** area, if you had to pick just **one**, which of the things on this card is in most need of improvement around here?

CODE ONE ONLY

- 1 The level of crime
- 2 Access to GPs and local health services
- 3 The amount of good quality affordable housing
- 4 The amount of good shopping facilities
- 5 Access to good public transport
- 6 Quality of schools
- 7 Quality of jobs
- 8 Facilities for young children
- 9 The sense of community spirit
- 10 Cleanliness of the local environment
- 11 The condition of public spaces (e.g. pavements, parks, roads)
- 12 Family and friends close by
- 13 Access to places to go out (e.g. pubs, restaurants, galleries)
- 14 Other answer (WRITE IN)
- 15 (None of these)

**IF 'level of crime' TO 'Other' AT [AreaImp1]**

Q377 [AreaImWh]

CARD G8

Who do you think should mainly be responsible for improving this?

- 1 People who live in the area
- 2 Local council
- 3 Scottish Parliament
- 4 Scottish Executive
- 5 UK Government
- 6 Local health board
- 7 The police
- 8 Local businesses
- 9 Other answer (WRITE IN)

**ASK ALL**

Q540<sup>58</sup> [ImprvNHS]

From what you have seen and heard so far, do you think that having a Scottish Parliament is ...READ OUT...

- 1 ...increasing the standard of the health service in Scotland,
- 2 reducing the standard of the health service in Scotland,
- 3 or, is it making no difference?

Q541 [ImprvEd3]

From what you have seen and heard so far, do you think that having a Scottish Parliament is ...READ OUT...

- 1 ...increasing the standard of education in Scotland,
- 2 reducing the standard of education in Scotland,
- 3 or, is it making no difference?

Q542 [ImprvTr]

(From what you have seen and heard so far), and do you think that having a Scottish Parliament is ...READ OUT...

- 1 ...increasing the standard of public transport in Scotland,
- 2 reducing the standard of public transport in Scotland,
- 3 or, is it making no difference?

---

<sup>58</sup> [ImprvNHS] to [ImprvTr] were asked in the “Political attitudes” section, after [NHSSat]. However, as they are part of the SE Core module, we have included them in this section of the documentation.

## National identity<sup>59</sup>

### ASK ALL

- Q380 [WhrBrn]  
CARD K1  
Please tell me where you were born?
- 1 England
  - 2 Scotland
  - 3 Wales
  - 4 Northern Ireland
  - 5 Republic of Ireland
  - 6 Other (WRITE IN)

### IF ('England', 'Scotland' or 'Wales') at [Whrbrn]

- Q383 [NatIdB]<sup>60</sup>  
CARD [K2/K3/K4]  
INTERVIEWER: PLEASE DOUBLE-CHECK RESPONDENT IS REFERRING TO CORRECT SHOWCARD

Which, if any, of the following best describes how you see yourself?

- 1 [*English/Scottish/Welsh*] not British
- 2 More [*English/Scottish/Welsh*] than British
- 3 Equally [*English/Scottish/Welsh*] and British
- 4 More British than [*English/Scottish/Welsh*]
- 5 British not [*English/Scottish/Welsh*]
- 7 Other description (WRITE IN)
- 8 (None of these)

### IF ('English/Scottish/Welsh not British' or 'More English/Scottish/Welsh than British') at [NatIdB]

- Q386 [Introl]  
CARD K5  
I am going to read out a list of reasons people sometimes give for saying that they see themselves as [*Answer from NatIdB*]. Using this card, please say how much you agree or disagree with each one as a reason why you see yourself as [*Answer from NatIdB*].
- 1 Press 1 and <Enter> to continue.

- Q387 [RDistEmp]  
CARD K5 AGAIN  
I feel uncomfortable about the idea of being British because I want to distance myself from the British Empire and all it stood for.
- 1 Strongly agree
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Strongly disagree

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<sup>59</sup> Questions in the National Identity module were asked on both the main Scottish Social Attitudes survey and a boost survey of Gaelic areas. Analysis of data for Scotland as a whole should exclude respondents from this 'Gaelic areas boost' survey (using the [Samptype] variable).

<sup>60</sup> [NatIdB] to [RDevol3] all used appropriate textfills (showing in italics in square brackets) depending on whether respondents were born in England, Scotland or Wales at WhrBrn and what response people gave at NatIdB. See also derived variable [NatIDC] which shows response to the Scottish version of this question for the whole sample, based on [NatIdB] and [NatID2] (in classification section).

**IF ('England' at [Whrbrn]) AND ('English/Scottish/Welsh not British' or 'More English/Scottish/Welsh than British' at [NatIdB])**  
Q388 [RDPEng]  
CARD K5 AGAIN  
(And how much do you agree or disagree that)  
In having to be British, English people too often downplay being English,  
and I think that's wrong.  
1 Strongly agree  
2 Agree  
3 Neither agree nor disagree  
4 Disagree  
5 Strongly disagree

**IF ('Scotland' or 'Wales' at [Whrbrn]) AND ('English/Scottish/Welsh not British' or 'More English/Scottish/Welsh than British' at [NatIdB])**  
Q389 [BrCONfEn]  
CARD K5 AGAIN  
(And how much do you agree or disagree that)  
Being British is too often confused with being English and people don't  
always realise that there is a difference between Britain and England.  
1 Strongly agree  
2 Agree  
3 Neither agree nor disagree  
4 Disagree  
5 Strongly disagree

**IF ('English/Scottish/Welsh not British' or 'More English/Scottish/Welsh than British') at [NatIdB]**  
Q390 [RldHist]  
CARD K5 AGAIN  
(And how much do you agree or disagree that)  
I identify with [English/Scottish/Welsh] history, traditions and culture.  
1 Strongly agree  
2 Agree  
3 Neither agree nor disagree  
4 Disagree  
5 Strongly disagree

Q391 [REdLawC]  
CARD K5 AGAIN  
(And how much do you agree or disagree that)  
The values of [English/Scottish/Welsh] education, [English law/Scottish law/the law] and [English/Scottish/Welsh] community spirit are important  
to me.  
1 Strongly agree  
2 Agree  
3 Neither agree nor disagree  
4 Disagree  
5 Strongly disagree



Q392 [RBrnthr]  
CARD K5 AGAIN  
(And how much do you agree or disagree that)  
I was born in [England/Scotland/Wales] and if you're born in  
[England/Scotland/Wales] you feel [English/Scottish/Welsh].

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

Q393 [RDevol]  
CARD K5 AGAIN  
(And how much do you agree or disagree that)  
I feel more [English/Scottish/Welsh] now that [Scotland has its own  
Parliament and Wales its National Assembly/Scotland has its own  
Parliament/Wales has its National Assembly].

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

**IF ('Equally English/Scottish/Welsh and British') at [NatIdB]**

Q394 [Intro2]  
CARD K5  
I am going to read out a list of reasons people sometimes give for saying  
they see themselves as **equally** [English/Scottish/Welsh] and British. Using  
this card, please say how much you agree or disagree with each one as a  
reason why you see yourself as equally [English/Scottish/Welsh] and  
British.

- 1 Press 1 and <Enter> to continue.

Q395 [REqlPrd]  
CARD K5 AGAIN  
You can be equally proud of being British and of being  
[English/Scottish/Welsh]; it's not a matter of choosing between them.

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

Q396 [REqlPart]  
CARD K5 AGAIN  
(And how much do you agree or disagree that...)  
It is important to me to recognise that [England/Scotland/Wales] is an  
equal partner with the other countries in the United Kingdom.

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

Q397 [RappBr]  
 CARD K5 AGAIN  
 (And how much do you agree or disagree that...)  
 Sometimes it is more appropriate to say you are British and sometimes it is more appropriate to say you are *[English/Scottish/Welsh]*.

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

Q398 [RimpHist]  
 CARD K5 AGAIN  
 (And how much do you agree or disagree that...)  
 Britain has an important history in which *[England/Scotland/Wales]* played a significant part.

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

Q399 [RDevol2]  
 CARD K5 AGAIN  
 (And how much do you agree or disagree that...)  
 I feel *[English/Scottish/Welsh]* as well as British now that *[Scotland has its own Parliament and Wales its National Assembly/Scotland has its own Parliament/Wales has its National Assembly]*.

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

**IF ('English' at [WhrBrn]) AND ('Equally English and British' at [NatIdB])**

Q400 [RNoDiff]  
 CARD K5 AGAIN  
 (And how much do you agree or disagree that...)  
 There is **no** real difference between 'English' and 'British'.

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

**IF ('More British than English/Scottish/Welsh' OR 'British not English/Scottish/Welsh' at [NatIdB])**

Q401 [Intro3]  
 CARD K5  
 I am going to read out a list of reasons people sometimes give for saying they see themselves as *[Answer from NatIdB]*. Using this card, please say how much you agree or disagree with each one as a reason why you see yourself as *[Answer from NatIdB]*.

- 1 Press 1 and <Enter> to continue.

- Q402 [RAllUK]  
CARD K5 AGAIN  
Being British is important to me because all parts of the United Kingdom are included.
- 1 Strongly agree
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Strongly disagree
- Q403 [RPastAch]  
CARD K5 AGAIN  
(And how much do you agree or disagree that...)  
I think we should celebrate the past achievements of Great Britain.
- 1 Strongly agree
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Strongly disagree
- Q404 [REthMin]  
CARD K5 AGAIN  
(And how much do you agree or disagree that...)  
Being British brings us together because it includes ethnic minorities and people of different cultures.
- 1 Strongly agree
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Strongly disagree
- Q405 [RIdMon]  
CARD K5 AGAIN  
(And how much do you agree or disagree that...)  
I identify with things like the monarchy, British traditions and ceremonies.
- 1 Strongly agree
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Strongly disagree
- Q406 [RBEmp]  
CARD K5 AGAIN  
(And how much do you agree or disagree that...)  
Being British matters to me because the British Empire was an important part of our history.
- 1 Strongly agree
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Strongly disagree

Q407 [RDevol3]  
CARD K5 AGAIN  
(And how much do you agree or disagree that...)  
I feel more British now that [*Scotland has its own Parliament and Wales its National Assembly/Scotland has its own Parliament/Wales has its National Assembly*].

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

**ASK ALL**

Q408 [Ident1N]  
CARD K6  
People differ in how they think of or describe themselves. If you had to pick just one thing from this list to describe yourself - something that is important to you when you think of yourself - what would it be?

- 1 Working class
- 2 Elderly
- 3 A woman / A man
- 4 Not religious
- 5 A wife / A husband / A partner
- 6 A Catholic
- 7 A country person
- 8 A city person
- 9 A Protestant
- 10 A mother / A father
- 11 Middle class
- 12 Black
- 13 Retired
- 14 Religious
- 15 A working person
- 16 Young
- 17 White
- 18 Asian
- 19 Unemployed
- 20 Other (WRITE IN)
- 21 (None of these/No further answer)

**IF ANSWER GIVEN AT [Ident1N]**

- Q411 [Ident2N]  
CARD K6  
And what would the second most important thing be?
- 1 Working class
  - 2 Elderly
  - 3 A woman / A man
  - 4 Not religious
  - 5 A wife / A husband / A partner
  - 6 A Catholic
  - 7 A country person
  - 8 A city person
  - 9 A Protestant
  - 10 A mother / A father
  - 11 Middle class
  - 12 Black
  - 13 Retired
  - 14 Religious
  - 15 A working person
  - 16 Young
  - 17 White
  - 18 Asian
  - 19 Unemployed
  - 20 Other (WRITE IN)
  - 21 (None of these/No further answer)

**IF ANSWER GIVEN AT [Ident2N]**

- Q414 [Ident3N]  
CARD K6  
And what would the third most important thing be?
- 1 Working class
  - 2 Elderly
  - 3 A woman / A man
  - 4 Not religious
  - 5 A wife / A husband / A partner
  - 6 A Catholic
  - 7 A country person
  - 8 A city person
  - 9 A Protestant
  - 10 A mother / A father
  - 11 Middle class
  - 12 Black
  - 13 Retired
  - 14 Religious
  - 15 A working person
  - 16 Young
  - 17 White
  - 18 Asian
  - 19 Unemployed
  - 20 Other (WRITE IN)
  - 21 (None of these/No further answer)

**IF ANSWER GIVEN AT [Ident1N]**

Q417 [IdenWNat]  
 CARD K7  
 Your choices were *[answers from Ident1N, Ident2N, Ident3N displayed on screen]*  
 If the list had also included the things on this card, would you have chosen one or more of these **instead of** the ones you did choose?

1 Yes  
 2 No

**IF 'yes' at [IdenWNat]**

Q418 to Q420  
 [NewIdFW]  
 CARD K7 AGAIN  
 Which ones?  
 DO NOT PROBE. CODE UP TO THREE  
 Multicoded (Maximum of 3 codes)

1 British  
 2 English  
 3 European  
 4 Irish  
 5 Northern Irish  
 6 Scottish  
 7 Ulster  
 8 Welsh

Q421 [NewIdBr] **(NOT ON SCREEN)**  
 British mentioned at NewIDFW

0 Not mentioned  
 1 Mentioned

Q422 [NewIdEn] **(NOT ON SCREEN)**  
 English mentioned at NewIDFW

0 Not mentioned  
 1 Mentioned

Q423 [NewIdEu] **(NOT ON SCREEN)**  
 European mentioned at NewIDFW

0 Not mentioned  
 1 Mentioned

Q424 [NewIdIr] **(NOT ON SCREEN)**  
 Irish mentioned at NewIDFW

0 Not mentioned  
 1 Mentioned

Q425 [NewIdNI] **(NOT ON SCREEN)**  
 Northern Irish mentioned at NewIDFW

0 Not mentioned  
 1 Mentioned

Q426 [NewIdSc] **(NOT ON SCREEN)**  
 Scottish mentioned at NewIDFW

0 Not mentioned  
 1 Mentioned

Q427 [NewIdU1] (**NOT ON SCREEN**)  
 Ulster mentioned at NewIDFW  
 0 Not mentioned  
 1 Mentioned

Q428 [NewIdWe] (**NOT ON SCREEN**)  
 Welsh mentioned at NewIDFW  
 0 Not mentioned  
 1 Mentioned

Q429 to Q436<sup>61</sup>  
 [NewIdX]  
 CARD K7 AGAIN  
 Would [*response from NewIdFW*] have been your first, second or third  
 choice?  
 INTERVIEWER: **If respondent asks**, we mean would it have been their first,  
 second or third choice for how they describe themselves (INSTEAD of one of  
 the things they did pick)  
 1 First choice  
 2 Second choice  
 3 Third choice

Q437 [NewIdXX1] (**NOT ON SCREEN**)  
 COMPUTED - number of new 1st answers given (should only be one!)  
 Range: 0 ... 8

Q438 [NewIdXX2] (**NOT ON SCREEN**)  
 COMPUTED - number of new 2nd answers given (should only be one!)  
 Range: 0 ... 8

Q439 [NewIdXX3] (**NOT ON SCREEN**)  
 COMPUTED - number of new 3rd answers given (should only be one!)  
 Range: 0 ... 8

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<sup>61</sup> See derived variables [NewIdX1] to [NewIdX8]

IF ('English/Scottish/Welsh not British' OR 'more English/Scottish/Welsh than British' OR 'equally English/Scottish/Welsh and British' OR 'more British than English/Scottish/Welsh') at [NatIdB]

Q440 [CultPol]

CARD K8

Some people say that being [English/Scottish/Welsh] is mainly about [English/Scottish/Welsh] [countryside/landscape] and music, [English/Scottish/Welsh] sporting teams, [English/Scottish/Welsh] language and literature and so on. Others say that being [English/Scottish/Welsh] is mainly about, for example, the way [England/Scotland/Wales] is governed, the [Westminster Parliament/Scottish Parliament/National Assembly for Wales] and how [England/Scotland/Wales] runs its affairs. Whereabouts would you put yourself on a scale between these two positions?

(INTERVIEWER - IF RESPONDENT ASKS, IT IS THEIR **PERSONAL** VIEW ON WHAT BEING ENGLISH/SCOTTISH/WELSH IS ABOUT WE ARE INTERESTED IN)

1 Landscape, music, sport etc.

2

3

4

5

6

7 How country is governed

Q441 [ImpCult]

CARD K9

The last question asked you to decide whether cultural things, like countryside, music and sport, or political issues like how [England/Scotland/Wales] runs its affairs, are more important to being [English/Scottish/Welsh].

How important to you are, first, these cultural things?

(IF NECESSARY - this includes things like a country's countryside and music, sporting teams, language and literature).

1 Very important

2 Quite important

3 Not very important

4 Not at all important

Q442 [ImpPol]

CARD K9 AGAIN

And how important to you are these political issues?

(IF NECESSARY - this includes things like how the country is governed, its Assembly or Parliament and how it runs its affairs.

1 Very important

2 Quite important

3 Not very important

4 Not at all important



**ASK ALL**

Q443 [AreaEDL]

CARD K10

Sometimes children give their address as Home Street, My area, This town, Localshire, My country, Britain, United Kingdom, Europe, The World.

Thinking in this way about where you live now ...

Which **one** of the options on this card do you feel is most important to you generally **in your everyday life**?

CODE ONE ONLY.

- 1 The street in which you live
- 2 The local area or district
- 3 The city or town in which you live
- 4 The county or region, for instance, Yorkshire, Lothian or Glamorgan
- 5 The country in which you live, for instance, England, Northern Ireland, Scotland, Wales
- 6 Britain
- 7 The United Kingdom
- 8 Europe
- 9 The World
- 10 (Other - WRITE IN)
- 11 (All equally important)
- 12 (None of these)

**If 'street in which you live' to 'Europe' at [AreaEDL]**

Q446 [AreaPrd]

How proud do you feel about living in *[your street/your local area/your city or town/your country/Britain/the United Kingdom/Europe]*? Would you say...

READ OUT

- 1 Very proud
- 2 Somewhat proud
- 3 Not very proud,
- 4 Or, not at all proud?

**ASK ALL**

Q447 [AreaAbrd]

CARD K10 AGAIN

If you were abroad and someone who knew this country asked you 'where do you come from?', which one of the options on this card would you choose?

CODE ONE ONLY.

- 1 The street in which you live
- 2 The local area or district
- 3 The city or town in which you live
- 4 The county or region, for instance, Yorkshire, Lothian or Glamorgan
- 5 The country in which you live, for instance, England, Northern Ireland, Scotland, Wales
- 6 Britain
- 7 The United Kingdom
- 8 Europe
- 9 The World
- 10 (Other - WRITE IN)
- 11 (None of these)

**ASK ALL**

Q450 [BScEngW]  
CARD K11

I'd like you to think of a **white** person who you know was born in England, but now lives permanently in Scotland. This person says they are Scottish.

Would you consider this person to be Scottish?

Please take your answer from the **bottom** half of the card.

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

**IF (NOT 'definitely would') at [BScEngW]**

Q451 [WScoAc]

CARD K11 AGAIN

What if they had a **Scottish accent**? Would you consider them to be Scottish?

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

**IF (NOT 'definitely would' at [BScEngW] AND NOT 'definitely would' at [WScoAc])**

Q452 [WScoPar]

CARD K11 AGAIN

And what if this person with a Scottish accent **also** had **Scottish parents**? Would you consider this person to be Scottish?

(INTERVIEWER: IF RESPONDENT ASKS, BY 'SCOTTISH PARENTS', WE MEAN PARENTS WHO WERE **BORN** IN SCOTLAND)

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

**ASK ALL**

Q453 [NWhScEng]

CARD K12

I'd like you to think of a **non-white** person who you know was born in England, but now lives permanently in Scotland. This person says they are Scottish.

Would you consider this person to be Scottish?

Please take your answer from the **bottom** half of the card.

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

**IF (NOT 'definitely would') at [NWhScEng]**

Q454 [NWScoAc2]

CARD K12 AGAIN

What if they had a **Scottish accent**? Would you consider them to be Scottish?

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

**IF (NOT 'definitely would' at [NWhScEng] AND NOT 'definitely would' at [NWScoAc2])**

Q455 [NWhScoPa]

CARD K12 AGAIN

And what if this non-white person with a Scottish accent **also had Scottish parents**? Would you consider this person to be Scottish?

(INTERVIEWER: IF RESPONDENT ASKS, BY 'SCOTTISH PARENTS', WE MEAN PARENTS WHO WERE **BORN** IN SCOTLAND)

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

**ASK ALL**

Q456 [BrPP]

CARD K13

How much do you agree or disagree with the following statement?

People from outside the United Kingdom who move permanently to Scotland to live and work here are entitled to describe themselves as **British** if they want to.

(INTERVIEWER: IF RESPONDENT ASKS, IT IS THEIR **PERSONAL** VIEW, NOT THE LEGAL POSITION THAT WE ARE INTERESTED IN).

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

Q457 [NatPP]

CARD K13 AGAIN

And would you agree or disagree that people from outside the UK who move permanently to Scotland to live and work here are entitled to describe themselves as **Scottish** if they want to?

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

Q458 [SRSocCL1]

Do you ever think of yourself as belonging to any particular class?

IF YES: Which class is that?

- 1 Yes, middle class
- 2 Yes, working class
- 3 Yes, other (WRITE IN)
- 4 No

- IF 'No', 'Yes, other' or 'Don't know' AT [SRSocCL1]**
- Q461 [SRSocCL2]  
 Most people say they belong either to the middle class or the working class. If you **had** to make a choice, would you call yourself ... READ OUT...
- 1 ... middle class
  - 2 or, working class?
- Q462 [SRSocCL] (**NOT ON SCREEN**)  
 dv
- 1 Middle class
  - 2 Working class
  - 3 No class given
- IF 'Middle class/working class' AT [SRSocCL1] OR [SRSocCL2]**
- Q463 [SNatClas]<sup>62</sup>  
 Would you say that you had more in common with *[working/middle]* class English people or with *[middle/working]* class Scottish people?
- 1 *[same class: working/middle]* class English
  - 2 *[opposite class: middle/working]* class Scottish
  - 3 (No preference)
  - 4 (Depends on the individual)
- ASK ALL**
- Q464 [BrnUKPP]  
 CARD K13 AGAIN  
 How much do you agree or disagree with the following statements?  
 Anyone who was **born** in the United Kingdom should be entitled to have a British passport, whether they live here or not.  
 (INTERVIEWER: IF RESPONDENT ASKS, IT IS THEIR **PERSONAL** VIEW, NOT THE LEGAL POSITION THAT WE ARE INTERESTED IN).
- 1 Strongly agree
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Strongly disagree
- Q465 [PBrnUKPP]  
 CARD K13 AGAIN  
 (And how much do you agree or disagree that ...)  
 Anyone whose **parents** were born in the United Kingdom should be entitled to have a British passport, even if they weren't born here themselves.  
 (INTERVIEWER: AGAIN, IF RESPONDENT ASKS, IT IS THEIR **PERSONAL** VIEW, NOT THE LEGAL POSITION THAT WE ARE INTERESTED IN).
- 1 Strongly agree
  - 2 Agree
  - 3 Neither agree nor disagree
  - 4 Disagree
  - 5 Strongly disagree

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<sup>62</sup> [SNatClass] used textfills such that if the respondent identified as middle-class, they were asked if they had more in common with middle-class English people or working-class Scottish people. If they identified as working-class, they were asked if they had more in common with working-class English people or middle-class Scottish people.

Q466 [ScoCult1]  
CARD K14  
Here are some things which people sometimes say are important to Scottish culture. Which one do **you** feel is the most important?  
CODE ONE ONLY  
1 Scottish sporting achievements  
2 The Scottish flag (St Andrew's Cross)  
3 Scottish music and arts  
4 Scottish sense of equality  
5 Scottish language, that is, Gaelic or Scots  
6 Scottish landscape  
7 (Don't know/can't choose)

**IF 'Scottish sporting achievements' to 'Scottish Landscape' at [ScoCult1]**

Q467 [ScoCult2]  
CARD K14 AGAIN  
And the second most important?  
1 Scottish sporting achievements  
2 The Scottish flag (St Andrew's Cross)  
3 Scottish music and arts  
4 Scottish sense of equality  
5 Scottish language, that is, Gaelic or Scots  
6 Scottish landscape  
7 (Don't know/can't choose)

**ASK ALL**

Q468 [BrCult1]  
CARD K15  
And what about **British** culture? Which one do you feel is the most important?  
1 British sporting achievements  
2 The British flag (The Union Jack)  
3 British Democracy  
4 British Monarchy  
5 British sense of fair play  
6 British national anthem (God Save the Queen)  
7 (Don't know/can't choose)

**IF 'British sporting achievements' to 'British national anthem' at [BrCult1]**

Q469 [BrCult2]  
CARD K15 AGAIN  
And the second most important?  
1 British sporting achievements  
2 The British flag (The Union Jack)  
3 British Democracy  
4 British Monarchy  
5 British sense of fair play  
6 British national anthem (God Save the Queen)  
7 (Don't know/can't choose)

**ASK ALL**

Q470 [HostEng]  
CARD K16

From time to time there are claims that Scottish people are hostile towards English people living in Scotland. How often would you say this happens?

- 1 Frequently
- 2 Occasionally
- 3 Rarely
- 4 Never or hardly ever
- 5 (Depends/varies)

Q471 [HostBlam]

And when there is hostility towards English people living in Scotland, who would you say is mostly to blame for this ... READ OUT ...

- 1 ...Scottish people,
- 2 English people,
- 3 or, are they both equally responsible?
- 4 (It never happens)
- 5 (Depends/varies)

Q472 [FathBorn]

CARD K17

Please tell me where your father was born.

- 1 England
- 2 Scotland
- 3 Wales
- 4 Northern Ireland
- 5 Republic of Ireland
- 6 Other

Q473 [MothBorn]

CARD K17 AGAIN

And where was your mother born?

- 1 England
- 2 Scotland
- 3 Wales
- 4 Northern Ireland
- 5 Republic of Ireland
- 6 Other

## Homelessness

### ASK ALL

Q474 [HomCom]

CARD R1

Generally speaking, how often do you come across someone **you** think is homeless?

(INTERVIEWER NOTE - It is their opinion we're interested in - i.e. anyone that they thought was homeless. If respondent says 'When I go shopping/to town' - PROBE FOR HOW **OFTEN** THIS HAPPENS)

- 1 Most days
- 2 At least once a week
- 3 At least once a month
- 4 At least once every few months
- 5 At least once a year
- 6 Less often than once a year
- 7 Never

Q475 [TrouBack]

CARD R2

I'm now going to read you some different things people might say about homeless people. Please tell me how much you agree or disagree with each of them.

Most homeless people come from **no more** troubled backgrounds than anyone else

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

Q476 [HomUnluc]

CARD R2 AGAIN

(And how much do you agree or disagree ...)

Most homeless people have just been unlucky in their lives

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

Q477 [HomNTri]

CARD R2 AGAIN

(And how much do you agree or disagree ...)

Most homeless people could find somewhere to live if they really tried

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

Q478 [DesHelp]  
Do you think that people who become homeless for different reasons are all equally deserving of help, or are some more deserving than others?  
1 All equally deserving  
2 Some more deserving than others  
3 (Can't choose)

**IF 'Some more deserving than others' at [DesHelp]**

Q479 [MosDHlp]<sup>63</sup>  
TO CARD R3  
Q490 On this card are some reasons why a person might become homeless. Which ones would you say were **most** deserving of help?

**DO NOT PROBE**

CODE ALL RESPONDENT MENTIONS

Multicoded (Maximum of 12 codes)

1 Family break up  
2 Leaving prison  
3 Drug or alcohol problems  
4 Leaving hospital  
5 Mental health problems  
6 Financial problems  
7 Leaving overcrowded accommodation  
8 Young person leaving a children's home  
9 Evicted for being a noisy neighbour  
10 Victim of domestic abuse  
11 Have just moved to Scotland  
12 Other - please say what

Q493 [LstDHlp]<sup>64</sup>  
TO CARD R3 AGAIN  
Q504 And which ones would you say were **least** deserving of help?

**DO NOT PROBE.**

CODE ALL RESPONDENT MENTIONS

Multicoded (Maximum of 12 codes)

1 Family break up  
2 Leaving prison  
3 Drug or alcohol problems  
4 Leaving hospital  
5 Mental health problems  
6 Financial problems  
7 Leaving overcrowded accommodation  
8 Young person leaving a children's home  
9 Evicted for being a noisy neighbour  
10 Victim of domestic abuse  
11 Have just moved to Scotland  
12 Other - please say what

---

<sup>63</sup> See derived variables [MdhBrkup] to [MdhOther]

<sup>64</sup> See derived variables [LdhBrkup] to [LdhOther]



**ASK ALL**

Q507 [TypPpl]<sup>65</sup>

TO CARD R4

Q513 Here is a list of different kinds of people. Suppose they were to become homeless. Do you think some of these people should get more help finding a new home than others, or should they all get the same amount of help?

IF SOME SHOULD GET MORE HELP THAN OTHERS - Who would you say should get **most** help?

**DO NOT PROBE**

CODE ALL RESPONDENT MENTIONS.

Multicoded (Maximum of 7 codes)

1 Young single woman

2 Young single man

3 Young single parent with children

4 Married couple with children

5 Middle-aged person who has just got divorced

6 Someone aged over 65

7 Other answer - PLEASE SAY WHO

8 SHOULD ALL GET THE SAME AMOUNT OF HELP

Q516 [HseBfr]

CARD R5

Councils find homes **both** for homeless people and for **other** local people who need housing, but are on a waiting list. How often, if ever, should homeless people get homes **before** other local people on the waiting list? (Please choose a phrase from this card)

1 Always

2 Most of the time

3 Sometimes

4 Hardly ever

5 Never

**ASK ALL ODD SERIAL NUMBERS**

Q517 [ArgParG]

CARD R6

Here are some descriptions of people who have left their homes for different reasons. For each, please tell me from this card whether you think they should get help from their local council to find a new home or not.

First, a 17 year old girl who has left home after a serious argument with her parents.

1 Definitely should get help

2 Probably should get help

3 Probably should **not** get help

4 Definitely should **not** get help

---

<sup>65</sup> See derived variables [PdhYSW] to [PdhOthr]

**ASK ALL EVEN SERIAL NUMBERS**

Q518 [ArgParB]  
CARD R6

Here are some descriptions of people who have left their homes for different reasons. For each, please tell me from this card whether you think they should get help from their local council to find a new home or not.

First, a 17 year old boy who has left home after a serious argument with his parents.

- 1 Definitely should get help
- 2 Probably should get help
- 3 Probably should **not** get help
- 4 Definitely should **not** get help

Q519 [ArgPar] (**NOT ON SCREEN**)

COMPUTED: Please tell me whether or not you think they should get help from their local council to find a new home: a 17 year old [girl/boy].

- 1 Definitely should get help
- 2 Probably should get help
- 3 Probably should **not** get help
- 4 Definitely should **not** get help

**ASK ALL ODD SERIAL NUMBERS**

Q520 [MarSpltM]  
CARD R6 AGAIN

(Again, please tell me whether you think they should get help from their local council to find a new home or not)  
A 30 year old man who has moved out of his home after splitting up with his wife.

- 1 Definitely should get help
- 2 Probably should get help
- 3 Probably should **not** get help
- 4 Definitely should **not** get help

**ASK ALL EVEN SERIAL NUMBERS**

Q521 [MarSpltW]  
CARD R6 AGAIN

(Again, please tell me whether you think they should get help from their local council to find a new home or not)  
A 30 year old woman who has moved out of her home after splitting up with her husband.

- 1 Definitely should get help
- 2 Probably should get help
- 3 Probably should **not** get help
- 4 Definitely should **not** get help

Q522 [MarSplt] (**NOT ON SCREEN**)

COMPUTED: Please tell me whether or not you think they should get help from their local council to find a new home: a 30 year old [man/woman] who has moved out of [his/her] home after splitting up with [his wife/her husband].

- 1 Definitely should get help
- 2 Probably should get help
- 3 Probably should **not** get help
- 4 Definitely should **not** get help

**ASK ALL**

- Q523 [NoisNbrs]  
CARD R6 AGAIN  
(Again, please tell me whether you think they should get help from their local council to find a new home or not)  
Someone who says they can no longer live in their flat because their neighbours are too noisy.
- 1 Definitely should get help
  - 2 Probably should get help
  - 3 Probably should **not** get help
  - 4 Definitely should **not** get help
- Q524 [YngCld]  
CARD R6 AGAIN  
(Again, please tell me whether you think they should get help from their local council to find a new home or not)  
A 16 year old girl who currently lives with her parents but has a one-year old child and wants to move out.
- 1 Definitely should get help
  - 2 Probably should get help
  - 3 Probably should **not** get help
  - 4 Definitely should **not** get help
- Q525 [LostHme]  
CARD R6 AGAIN  
(Again, please tell me whether you think they should get help from their local council to find a new home or not)  
Someone who has lost their home because they could not keep up with their rent payments.
- 1 Definitely should get help
  - 2 Probably should get help
  - 3 Probably should **not** get help
  - 4 Definitely should **not** get help
- Q526 [ProbNeig]  
CARD R6 AGAIN  
(Again, please tell me whether you think they should get help from their local council to find a new home or not)  
Someone who has lost their home because they were causing problems for their neighbours.
- 1 Definitely should get help
  - 2 Probably should get help
  - 3 Probably should **not** get help
  - 4 Definitely should **not** get help
- Q527 [HousHom]  
CARD R7  
How comfortable or uncomfortable do you think you would feel if you heard that houses or flats very near to you were going to be used to house people who had been homeless?
- 1 Very comfortable
  - 2 Fairly comfortable
  - 3 Neither comfortable not uncomfortable
  - 4 Fairly uncomfortable
  - 5 Very uncomfortable
  - 6 (It depends)

Q528 [BeenHoms]<sup>66</sup>

TO CARD R8

Q535 Have you or anyone you know **ever** been homeless? By homeless, I mean not had somewhere suitable to live.

(INTERVIEWER NOTE: IF YES - Probe for who and code all that apply. IF ASKED TO DEFINE HOMELESS OR 'SOMEWHERE SUITABLE TO LIVE' PLEASE CONSULT CARD WITH DEFINITIONS)

Multicoded (Maximum of 8 codes)

1 No, I do not know anyone who is or has been homeless

2 Yes, me

3 Yes, a member of my family

4 Yes, a friend I know fairly well

5 Yes, someone I do not know very well

6 Yes, someone at my work

7 Yes, someone else

8 Not sure

---

<sup>66</sup> See derived variables [BeenHmNo] to [BeenHomS]

## Political attitudes

### ASK ALL

Q536 [ScotPar2]

SHOW CARD C1

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

Q537 [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?

Q538 [TaxSpend]

CARD C2

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)

Q539 [NHSSat]

CARD C3

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

Q543 [FalseC1m]  
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?

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

Q544 [FailC1m]  
(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?

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

Q545 [Dole1]  
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 BOTH: UNEMPLOYMENT BENEFIT CAUSES HARDSHIP BUT CAN'T BE HIGHER OR THERE WOULD BE NO INCENTIVE TO WORK
- 5 BOTH: UNEMPLOYMENT BENEFIT CAUSES HARDSHIP TO SOME, WHILE OTHERS DO WELL OUT OF IT
- 6 ABOUT RIGHT/IN BETWEEN
- 7 Other answer (WRITE IN)

## Gaelic areas module<sup>67</sup>

### ASK ALL

Q548 \${UndGal}<sup>68</sup>

Can you understand, read, speak or write Scottish Gaelic?

(INTERVIEWER NOTE - Please pronounce Gaelic **Gallic**, to distinguish it from Irish Gaelic.)

CODE ALL THAT APPLY. PLEASE PROBE FULLY.

Multicoded (Maximum of 4 codes)

- 1 Understand Gaelic
- 2 Speak Gaelic
- 3 Read Gaelic
- 4 Write Gaelic
- 5 None of these

Q552 \${NatIdG}

CARD F1 [IF NadId = SCOTTISH], ELSE CARD F2

(INTERVIEWER NOTE: PLEASE DOUBLE-CHECK RESPONDENT IS REFERRING TO CORRECT SHOWCARD)

Which, if any, of the following best describes how you see yourself?

- 1 A Gael not [English/Scottish/Welsh/Irish]
- 2 More of a Gael than [English/Scottish/Welsh/Irish]
- 3 Equally a Gael and [English/Scottish/Welsh/Irish]
- 4 More [English/Scottish/Welsh/Irish]than a Gael
- 5 [English/Scottish/Welsh/Irish]not a Gael
- 6 Other description

Q555 \${ConGael1}

CARD F3

I'd like you to think of a person of Gaelic ancestry who says they are a Gael. Say this person does **not** speak or understand Gaelic and lives **outwith** the Gaeltacht. Would you consider this person to be a Gael?

(INTERVIEWER NOTE- If necessary, Gaeltacht means an area of Scotland where Gaelic is commonly spoken).

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

**IF NOT 'Definitely would' AT [ConGael1]**

Q556 \${ConGael2}

CARD F3 AGAIN

What if this person of Gaelic ancestry who does **not** speak or understand Gaelic **did** live in the Gaeltacht? Would you consider them to be a Gael?

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

---

<sup>67</sup> This module was not part of the main Scottish Social Attitudes survey. It was undertaken as part of a study of people living in areas with high levels of Gaelic speakers for a project on National Identity, being undertaken by Edinburgh University with ScotCen (see Note 8, above)

<sup>68</sup> See derived variables [GaelUnd] to [GaelNone] and [Gaelic]

**IF NOT 'Definitely would' AT [ConGael1]**

Q557 \${ConGael3}

CARD F3 AGAIN

And finally, what if this person of Gaelic ancestry did **NOT** live in the Gaeltacht, but **did** speak and understand Gaelic? Would you consider them to be a Gael?

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

**ASK ALL**

Q558 \${ConGael4}

CARD F4

Next, I'd like you to think of a person who has **no** Gaelic ancestry who says they are a Gael. Say this person was **not** born in Scotland but **does** speak and understand Gaelic. Would you consider this person to be a Gael?

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

**IF NOT 'Definitely would' AT [ConGael1]**

Q559 \${ConGael5}

CARD F4 AGAIN

What if this person with **no** Gaelic ancestry who speaks and understands Gaelic **had** been born in Scotland? Would you consider them to be a Gael?

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

**ASK ALL**

Q560 \${ConGael6}

And finally, if this person with **no** Gaelic ancestry who speaks and understands Gaelic was born in Scotland and also lived in the Gaeltacht, would this strengthen their claim to be a Gael...READ OUT...

- 1 ...a great deal,
- 2 quite a lot,
- 3 a little
- 4 or, not at all?

Q561 \${CultPolG}

CARD F5

Some people say that being a Gael is mainly about the Gaelic language and history, music and literature in Gaelic and so on. Others say that being a Gael is mainly about Gaels gaining control over things like fishing, crofting and land use.

Whereabouts would you put yourself on a scale between these two positions?

- 1 The Gaelic language, music, etc
- 2
- 3
- 4
- 5
- 6
- 7 Things like crofting, fishing and land-use



Q562 \${ImpCultG}

CARD F6

The last question asked you to decide whether being a Gael was more about **cultural things**, like Gaelic language, history, music and literature, or about **political and economic issues** such as fishing, crofting and land use.

How important to you are, first, these cultural things?

(IF NECESSARY - this includes things like **Gaelic language and history, Gaelic music and literature**).

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

Q563 \${ImpPolG}

CARD F6 AGAIN

And how important to you are these political and economic issues?  
(IF NECESSARY - this includes political **and economic issues such as fishing, crofting and land use**).

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

## Classification<sup>69</sup>

### Health

**ASK ALL**

Q565 [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?

Q566- [RDisFW]<sup>70</sup>

Q570 CARD X1

Do you yourself have any of the health conditions or impairments on this card which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities?

PROBE: Which others?

CODE ALL THAT APPLY

(IF ASKED, 'LONG TERM' MEANS IT HAS LASTED FOR 12 MONTHS OR MORE, OR IS LIKELY TO LAST FOR MORE THAN 12 MONTHS)

(IF ASKED, PLEASE THINK WHAT THE SITUATION WOULD BE LIKE **WITHOUT** TREATMENT OR CORRECTION (E.G. WITHOUT MEDICATION OR HEARING AID) - **EXCEPT** FOR VISUAL IMPAIRMENT WHERE YOU SHOULD THINK OF WHAT THE SITUATION WOULD BE **WITH** ANY GLASSES OR CONTACT LENSES THAT YOU NORMALLY USE)

MULTICODE (MAXIMUM OF 5 CODES)

- 1 Physical impairment, such as using a wheelchair to get around and/or difficulty using your arms or hands
- 2 Sensory impairment such as blind/serious visual impairment or deaf/serious hearing impairment
- 3 Mental health condition, such as depression, schizophrenia or severe phobia
- 4 Learning disability, such as Down's syndrome
- 5 Other long-standing illness or health condition - (WRITE IN)
- 6 None of these

### National identity

**ASK ALL**

Q573 [LivWasc2]

How long have you lived in Scotland?

PROBE FOR BEST ESTIMATE

ENTER **TOTAL** NUMBER OF YEARS IN Scotland

FOR LESS THAN ONE YEAR, CODE 0

Range: 0 ... 97

---

<sup>69</sup> IMPORTANT - please see note 8 above. Analysis of data for Scotland as a whole should exclude respondents from the 2006 'Gaelic areas boost' survey (using the [Samptype] variable).

<sup>70</sup> See derived variables [RDisPhys] to [RDisNone]

- IF NOT 'Scotland' AT [WhrBrn] (in National Identity section)<sup>71</sup>**
- Q574 [NatID2]<sup>72</sup>  
CARD X2  
Which, if any, of the following best describes how you see yourself?
- 1 Scottish not British
  - 2 More Scottish than British
  - 3 Equally Scottish and British
  - 4 More British than Scottish
  - 5 British not Scottish
  - 7 Other description (WRITE IN)
  - 8 (None of these)
- Q575 [NatIDC] (**NOT ON SCREEN**)  
COMPUTED: Which, if any, of the following best describes how you see yourself?<sup>73</sup>
- 1 Scottish not British
  - 2 More Scottish than British
  - 3 Equally Scottish and British
  - 4 More British than Scottish
  - 5 British not Scottish
  - 7 Other description (WRITE IN)
  - 8 (None of these)
- ASK ALL** §<sup>74</sup>
- Q576- [NationU]
- Q584 SHOW CARD X3  
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 others?  
Multicoded (Maximum of 9 codes)
- 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)
- Q587 [NatBrit] (**NOT ON SCREEN**)  
dv
- 0 Not mentioned
  - 1 Mentioned
- Q588 [NatEng] (**NOT ON SCREEN**)  
dv
- 0 Not mentioned
  - 1 Mentioned

<sup>71</sup> This question was asked here of any respondents who had not already been asked it in the National Identity section – i.e. any respondents who were not born in Scotland.

<sup>72</sup> See also derived variable [NatIDC]

<sup>73</sup> This variable combines responses from NatId2 and NatIDB (where the latter was asked of people born in Scotland).

<sup>74</sup> See Derived Variables [NatBrit] to [NatNone]

Q589 [NatEuro] (NOT ON SCREEN)  
dv  
0 Not mentioned  
1 Mentioned

Q590 [NatIrish] (NOT ON SCREEN)  
dv  
0 Not mentioned  
1 Mentioned

Q591 [NatNI] (NOT ON SCREEN)  
dv  
0 Not mentioned  
1 Mentioned

Q592 [NatScot] (NOT ON SCREEN)  
dv  
0 Not mentioned  
1 Mentioned

Q593 [NatUlst] (NOT ON SCREEN)  
dv  
0 Not mentioned  
1 Mentioned

Q594 [NatWelsh] (NOT ON SCREEN)  
dv  
0 Not mentioned  
1 Mentioned

Q595 [NatAsia] (NOT ON SCREEN)  
dv  
0 Not mentioned  
1 Mentioned

Q596 [NatAfric] (NOT ON SCREEN)  
dv  
0 Not mentioned  
1 Mentioned

Q597 [NatOth] (NOT ON SCREEN)  
dv  
0 Not mentioned  
1 Mentioned

Q598 [NatNone] (NOT ON SCREEN)  
dv  
0 Not mentioned  
1 Mentioned

**IF MORE THAN ONE ANSWER GIVEN AT [NationU]**

Q599 [BNationU]<sup>75</sup>  
 SHOW CARD X3 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)

Q602 [BestNatU]<sup>76</sup> (**NOT ON SCREEN**)  
 DERIVED VARIABLE

- 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)

## ***Ethnic background***

**ASK ALL**

Q603 [RaceOri2]  
 CARD X4  
 May I just check, 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)

---

75 See also [BestNatU] a derived variable which contains the responses of those who only gave one answer at [NationU] and the answers given at [BNationU]

76 Nationality which best describes respondent. Derived from: [NationU] and [BNationU]

## **Religion (Gaelic areas survey)<sup>77</sup>**

**ASK IF [SampType=Boost]**

Q615 \$[ReligiSG]  
Do you regard yourself as belonging to any particular religion?  
IF YES: Which?  
DO NOT PROMPT.

0 No religion  
1 Christian - no denomination  
2 Roman Catholic  
3 Church of England/ Anglican/ Episcopal/ Church in Wales  
4 Presbyterian - Church of Scotland  
5 Presbyterian - Welsh Calvinistic Methodists  
6 Free Presbyterian  
7 Methodist - including Wesleyan  
8 Baptist  
9 United Reformed Church/ Congregational  
10 Brethren  
11 Other Protestant (WRITE IN)  
12 Other Christian (WRITE IN)  
13 Jewish  
14 Hindu  
15 Islam/Muslim  
16 Sikh  
17 Buddhist  
18 Other non-Christian (WRITE IN)  
97 Refused

Q622 \$[RelgSuSG] **(NOT ON SCREEN)**  
DERIVED VARIABLE  
RESPONDENTS' RELIGION SUMMARY  
Range: 1 ... 97

Q623 \$[RelgCenG] **(NOT ON SCREEN)**  
DERIVED VARIABLE  
RESPONDENTS' RELIGION [CENSUS CATEGORIES]  
Range: 0 ... 97

---

<sup>77</sup> NB questions about religion were asked at different points in the main Scottish Social Attitudes survey and the "Gaelic areas boost" study. As a result, although the questions asked were identical there are different variables for each. The religion variables for the main SSA are [Religios] to [ChAttend], listed earlier in this documentation.

**IF ANSWER GIVEN AT [ReligiSG] (i.e. NOT 'Refused')**

Q624 \${FamRelSG}  
In what religion, if any, were you brought up?  
PROBE IF NECESSARY: What was your family's religion?  
DO NOT PROMPT.

- 0 No religion
- 1 Christian - no denomination
- 2 Roman Catholic
- 3 Church of England/ Anglican/ Episcopal/ Church in Wales
- 4 Presbyterian - Church of Scotland
- 5 Presbyterian - Welsh Calvinistic Methodists
- 6 Free Presbyterian
- 7 Methodist - including Wesleyan
- 8 Baptist
- 9 United Reformed Church/ Congregational
- 10 Brethren
- 11 Other Protestant (WRITE IN)
- 12 Other Christian (WRITE IN)
- 13 Jewish
- 14 Hindu
- 15 Islam/Muslim
- 16 Sikh
- 17 Buddhist
- 18 Other non-Christian (WRITE IN)
- 97 Refused

Q631 \${FrlSumSG} (**NOT ON SCREEN**)  
DERIVED VARIABLE  
RELIGION BROUGHT UP IN [SUMMARY]  
Range: 1 ... 97

Q632 \${FrlCensG} (**NOT ON SCREEN**)  
DERIVED VARIABLE  
RELIGION BROUGHT UP IN [CENSUS CATEGORIES]  
Range: 0 ... 97

**IF RELIGION GIVEN AT [ReligiSG] OR AT [FamRelSG]**

Q633 \${ChAttenG}  
Apart from such special occasions as weddings, funerals and baptisms and so on, 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
- 7 Never or practically never
- 8 Varies too much to say
- 97 Refused

## **Household income**

### **ASK ALL**

Q634 [HIncDif2]<sup>78</sup>

SHOW CARD X5

Which of the phrases on this card would you say comes closest to your feelings about your household's income these days?

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

## **Housing tenure**

### **ASK ALL**

Q637 [TenureNW]

Does your household own or rent this accommodation?

PROBE IF OWNS: Outright or on a mortgage?

PROBE IF RENTS: From whom?

- 1 OWNS: Own outright
- 2 OWNS: Buying on mortgage
- 3 RENTS: Local authority or council
- 4 RENTS: Housing Association or Housing Trust
- 5 RENTS: Property company
- 6 RENTS: Employer
- 7 RENTS: Other organisation
- 8 RENTS: Relative
- 9 RENTS: Other individual
- 10 RENTS: Scottish Homes
- 11 Rent free, squatting etc

Q638 [Tenure2] (**NOT ON SCREEN**)

DERIVED VARIABLE

Range: 1 ... 97

## **Economic activity**

Job details were collected either from the respondent or their spouse/partner (but not both). The respondent's job details were collected (unless never worked). However, if the respondent was not economically active or was retired but their spouse/partner was economically active/not retired then their spouse/partner's details were collected instead.

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<sup>78</sup> NB this question is part of the Scottish Executive Core module



- Q564 [JbType] (**NOT ON SCREEN**)  
 computed  
 TYPE OF JOB DETAILS COLLECTED
- 1 Respondent's past job
  - 2 Respondent's present job
  - 3 Respondent's future job
  - 4 Spouse's past job
  - 5 Spouse's present job
  - 6 Spouse's future job

## **Respondent's job details**

- ALL THOSE NOT IN PAID WORK/WAITING TO TAKE UP PAID WORK
- Q639 [R2LastJb]  
 How long ago did you last have a paid job of at least 10 hours a week, excluding holiday jobs?

- PROBE FOR CORRECT ANSWER  
 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 RESPONDENT'S JOB DETAILS ARE BEING COLLECTED**
- Q640 \${Job}  
 What (*is/was*) the name or title of your(*present/last/future*) job?  
 Open Question (Maximum of 80 characters)

- Q641 [MakeDo] \$  
 And what kind of work [*do/did/will*] you do in that job.  
 IF RELEVANT: What kind of materials or machines [*do/did/will*] you use?  
 Open Question (Maximum of 80 characters)

- Q642 \$ [Train]  
 What training or qualifications [*are/were*] needed for that job?  
 Open Question (Maximum of 80 characters)

- Q643 \$ [R2Emplye]  
 Can I just check, [*are you/were you/will you be*]...READ OUT...
- 1 ... an employee,
  - 2 or self-employed?

- ASK ALL EMPLOYEES (`employee'/DK AT [R2Emplye])**
- Q644 [R2Superv]  
 In your job, (*do/did/will*) 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 [R2Superv]**

Q645 [R2Many]

How many?

Range: 1 ... 9997

Q646 [R2Super]

Number R supervises (if ever worked)

DERIVED VARIABLE

Open Question (Maximum of 4 characters)

**ASK ALL EMPLOYEES ('employee'/DK AT [Emplyee])**

Q647 [R2Supmn2]

Can I just check, [are you/were you/will you be]...READ OUT...

1 ...a manager,

2 a foreman or supervisor,

3 or not?

Q648 [R2OcSec2]<sup>79</sup>

CARD X6

Which of the types of organisation on this card [do/did/will] you work for?

1 PRIVATE SECTOR FIRM OR COMPANY Including limited companies and PLCs

2 NATIONALISED INDUSTRY OR PUBLIC CORPORATION Including 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 charitable companies, churches, trade unions

7 Other answer (WRITE IN)

**ASK ALL WHERE RESPONDENT'S JOB DETAILS ARE BEING COLLECTED**

Q651 [R2EmpWrk]

**IF EMPLOYEE:** How many people (are/were) employed at the place where you usually (work/worked/will work) (from)?

**IF SELF-EMPLOYED:** (Do/Did/Will) you have any employees?

PROBE FOR CORRECT PRECODE.

0 (No employees)

1 Under 10

2 10-24

3 25-99

4 100-499

5 500 or more

---

<sup>79</sup> See also derived variable [R2OcSec5]

Q652 \$[EmpMake]<sup>80</sup>  
**IF EMPLOYEE:** What (*does/did*) your employer make or do at the place where you usually (*work/worked/will work*) (from)?  
**IF SELF-EMPLOYED:** What (*do/did/will*) you make or do at the place where you usually (*work/worked/will work*) from?

DESCRIBE FULLY. PROBE MANUFACTURING OR PROCESSING OR DISTRIBUTING ETC AND MAIN GOODS PRODUCED, MATERIALS USED, WHOLESALE OR RETAIL. IF FARM, GIVE NUMBER OF ACRES  
Open Question (Maximum of 80 characters)

Q653 [R2JbHrsI]  
How many hours [do/did/will 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  
ACCEPT AN ESTIMATE IF 'DON'T KNOW EXACTLY'  
Range: 0 ... 97

Q177 [R2JbHrCI]<sup>81</sup> (NOT ON SCREEN)  
DERIVED VARIABLE  
0 0-9 hours a week  
1 10-15 hours a week  
2 16-23 hours a week  
3 24-29 hours a week  
4 30 hours a week or more

Q178 [R2PartFI]<sup>82</sup> (NOT ON SCREEN)  
DERIVED VARIABLE  
1 Full-time (30+ hours)  
2 Part-time (10-29 hours)?

## ***Spouse/partner job details***

**ASK ALL WHERE SPOUSE/PARTNER'S JOB DETAILS ARE BEING COLLECTED AND NOT IN PAID WORK OR WAITING TO TAKE UP WORK AT [SEconAct]**

Q679 [P2LastJb]  
How long ago did (*he/she*) last have a paid job of at least 10 hours a week, excluding holiday jobs?  
PROBE FOR CORRECT ANSWER  
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

---

<sup>80</sup> See derived variable [R2SICGp].

<sup>81</sup> Derived from [R2JbHrsI]

<sup>82</sup> Derived from [R2JbHrsI]

**ASK ALL WHERE SPOUSE/PARTNER'S JOB DETAILS ARE BEING COLLECTED**

- Q680 \$ [Job]<sup>83</sup>  
What [is/was] the name or title of [husband/wife/partner]'s [present/last/future] job?  
Open Question (Maximum of 80 characters)
- Q681 \$ [MakeDo]  
And what kind of work [do/did/will] [he/she] do in that job.  
IF RELEVANT: What kind of materials or machines [do/did/will] [he/she] use?  
Open Question (Maximum of 80 characters)
- Q682 \$ [Train]  
What training or qualifications [are/were] needed for that job?  
Open Question (Maximum of 80 characters)
- Q683 [P2Emplye]  
Can I just check, ,(is your/was your/will your) (husband/wife/partner) (be)...READ OUT...  
1 ... an employee,  
2 or self-employed?

**ASK ALL WHERE SPOUSE/PARTNER IS EMPLOYEE ('employee'/DK AT [P2Emplye])**

- Q684 [P2Superv]  
In (his/her) job, [does/did] [your husband/wife/partner] have any formal responsibility for supervising the work of other employees?
- 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]**

- Q685 [P2Many]  
How many?  
Range: 1 ... 9997
- ASK ALL WHERE SPOUSE/PARTNER IS EMPLOYEE ('employee'/DK AT [P2Emplye])**
- Q687 [P2Supmn2]  
Can I just check,[is your/was your/will your] (husband/wife/partner) (be)...READ OUT...  
1 ...a manager,  
2 a foreman or supervisor,  
3 or not?

---

<sup>83</sup> See derived variable [P2SOC200].

Q688 [P2OcSec2]  
 CARD X6  
 Which of the types of organisation on this card (*does/did/will your*)  
 (*husband/wife/partner*) work for?

1 PRIVATE SECTOR FIRM OR COMPANY Including limited companies and PLCs  
 2 NATIONALISED INDUSTRY OR PUBLIC CORPORATION Including 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 charitable companies, churches, trade  
 unions  
 7 Other answer (WRITE IN)

**ASK ALL WHERE SPOUSE/PARTNER'S JOB DETAILS ARE BEING COLLECTED (PRESENT,  
 PAST OR FUTURE)**

Q691 [P2EmpWrk]  
**IF EMPLOYEE:** How many people [*are/were*] employed at the place where your  
 [*husband/wife/partner*] usually [*works/worked/will work*] [*from*]?  
**IF SELF-EMPLOYED:** [*Does/Did/Will*] your [*husband/wife/partner*] have any  
 employees?  
 PROBE FOR CORRECT PRECODE.

0 [*No employees*]  
 1 Under 10  
 2 10-24  
 3 25-99  
 4 100-499  
 5 500 or more

Q692 [EmpMake] §<sup>84</sup>  
**IF EMPLOYEE:** What [*does/did*] your [*husband/wife/partner*]'s employer make  
 or do at the place where [*he/she*] usually [*work/worked/will work*] (from)?  
**IF SELF-EMPLOYED:** What [*do/did/will*] your [*husband/wife/partner*] make or  
 do at the place where [*he/she*] usually [*work/worked/will work*] from?  
 DESCRIBE FULLY. PROBE MANUFACTURING OR PROCESSING OR DISTRIBUTING ETC AND  
 MAIN GOODS PRODUCED, MATERIALS USED, WHOLESALE OR RETAIL. IF FARM, GIVE  
 NUMBER OF ACRES  
 Open Question (Maximum of 80 characters)

Q693 [P2JbHrsI]  
 How many hours [*does/did/will*] your (*husband/wife/partner*) 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  
 ACCEPT AN ESTIMATE IF 'DON'T KNOW EXACTLY'  
 Range: 0 ... 97

---

<sup>84</sup> See derived variable [P2SICGp].

Q204 [P2JbHrCI]<sup>85</sup> (NOT ON SCREEN)

DERIVED VARIABLE

- 0 0-9 hours a week
- 1 10-15 hours a week
- 2 16-23 hours a week
- 3 24-29 hours a week
- 4 30 hours a week or more

Q205 [P2PartFI]<sup>86</sup> (NOT ON SCREEN)

DERIVED VARIABLE

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

## **Respondent or spouse/partner Socio-Economic Status / Social Class**

The following variables are derived from the above information collected about the respondent's, or their spouse / partner's, employment status:

Description	Variable name	
	Respondent	Spouse / partner
<b>National Statistics Socio-economic classification</b>		
SOC 2000 <sup>87</sup>	R2soc200	P2soc200
NS-SEC analytic classes	R2class	P2class
NS-SEC analytic classes (grouped)	R2clasgp	P2clasgp
NS-SEC operational category	R2opcat	P2opcat
Employment status (NS-SEC definition)	R2es2000	P2es2000
Current economic position	R2econps	P2econps
<b>Standard Industrial Classification (SIC)</b>		
SIC 2003 (grouped)	R2sicgp	P2sicgp
<b>SOC 1990 Equivalent variables</b>		
SOC 90 <sup>88</sup>	R2soc90	P2soc90
Employment status (SEG definition)	R2empst2	P2empst2
Socio-economic Group (SOC 90) (grouped)	R2nseggp	P2nseggp
Registrar General's Social Class	R2nsoccl	P2nsoccl
Goldthorpe-Heath Classification	R2ngh	P2ngh
Goldthorpe-Heath Classification (grouped)	R2nghgrp	P2nghgrp

<sup>85</sup> Derived from [P2JbHrsI]

<sup>86</sup> Derived from [P2JbHrsI]

<sup>87</sup> Detailed SOC classifications are not included in the final dataset. If you require access to more detailed SOC information for analysis, please contact ScotCen.

<sup>88</sup> As above, these are not included in the final dataset.

## ***Union membership***

### **ASK ALL**

Q719 [UnionSA]  
(May I just check) are you **now** a member of a trade union or staff association?

PROBE AS NECESSARY AND CODE FIRST TO APPLY

- 1 Yes, trade union
- 2 Yes, staff association
- 3 No

## ***Household income***

### **ASK ALL**

Q720 [MainInc2]

CARD X7

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 Private pension(s)
- 4 State retirement or widow's pension(s)
- 5 Jobseeker's Allowance/ Unemployment benefit
- 6 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)

Q725 [HHIncome]  
CARD X8<sup>89</sup>

Which of the letters on this card represents the **total** income of your household from **all** sources before tax - including benefits, savings and so on? Please just tell me the letter

- 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

<sup>89</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



## ***Educational qualifications***

### **ASK ALL**

Q726 [SchQual]

CARD X9

Have you passed any of the examinations on this card?

1 Yes

2 No

### **IF 'Yes' AT [SchQual]**

Q727- [SchQFW] §<sup>90</sup>

Q730 CARD X9 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:**

Scottish Standard Grades 4-7

Scottish (SCE) Ordinary Bands D-E

SCOTVEC/SQA National Certificate modules

GCSE Grades D-G/ Short course GCSE/ Vocational GCSE

CSE Grades 2-5

GCE O-level Grades D-E or 7-9

School leaving certificate (no grade)

Scottish Access 1-3

Scottish Intermediate 1

2 **Section 2:**

Scottish Standard Grades 1-3 or Pass

Scottish SCE Ordinary Bands A-C or Pass

SUPE Ordinary

Scottish Intermediate 2

Scottish School Leaving Certificate Lower Grade

School Certif/Matriculation

GCSE Grades A\*-C

CSE Grade 1

GCE O-level Grades A-C or 1-6

Northern Ireland Junior Certificate

3 **Section 3:**

Scottish Higher

Scottish SCE/SLC/SUPE at Higher Grade

Scottish Higher School Certificate

Certificate of Sixth Year Studies/Advanced Higher Grades

GCE A-level, S-level, A2-level, AS-level

International Baccalaureate

Vocational A-level (AVCE)

N Ireland Senior Certificate

4 **Section 4:**

Overseas school leaving exam or certificate

---

<sup>90</sup> See derived binary variables [Edqual1] to [Edqual4] and summary derived variables [Hedqual], [Hedqual2] and [HedBand]

**ASK ALL**

Q731 [PschQual]  
CARD X10

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]**

Q732- [PSchQFW] \$<sup>91</sup>

Q756 CARD X10 AGAIN Which ones? PROBE: Which others?

PROBE FOR CORRECT LEVEL

Multicoded (Maximum of 25 codes)

- 1 Univ/CNAA **first** degree/diploma
- 2 Postgraduate degree
- 3 Teacher training qualification
- 4 Nursing qualification
- 5 Foundation/advanced **modern** apprenticeship
- 6 Other recognised trade apprenticeship
- 7 OCR/RSA - (Vocational) Certificate
- 8 OCR/RSA - (First) Diploma
- 9 OCR/RSA - Advanced Diploma
- 10 OCR/RSA - Higher Diploma
- 11 Other clerical, commercial qualification
- 12 City&Guilds - Level 1/ Part I
- 13 City&Guilds - Level 2/ Craft/ Intermediate/ Ordinary/ Part II
- 14 City&Guilds - Level 3/ Advanced/ Final/ Part III
- 15 City&Guilds - Level 4/ Full Technological/ Part IV
- 16 SCOTVEC/Edexcel/BTEC First Certificate
- 17 SCOTVEC/Edexcel/BTEC First/General Diploma
- 18 SCOTVEC/Edexcel/BTEC/BEC/TEC (General/Ordinary) National Certif or Diploma (ONC/OND)
- 19 SCOTVEC/Edexcel/BTEC/BEC/TEC **Higher** National Certif (HNC) or Diploma (HND)
- 20 NVQ/SVQ Lev 1/GNVQ/GSVQ Foundation lev
- 21 NVQ/SVQ Lev 2/GNVQ/GSVQ Intermediate lev
- 22 NVQ/SVQ Lev 3/GNVQ/GSVQ Advanced lev
- 23 NVQ/SVQ Lev 4
- 24 NVQ/SVQ Lev 5
- 97 Other recogn academic or vocational qual (WRITE IN)

Q788 [HedQual]<sup>92</sup> (**NOT ON SCREEN**)

Highest educational qual obtained

- 1 Degree
- 2 Higher educ below degree
- 3 Highers/ A levels or equiv
- 4 Standard grades 1-3/ GCSEs or equiv
- 5 Standard grades 4-7/ CSE or equiv
- 6 Foreign or other
- 7 No qualification
- 8 DK/Refusal/NA

---

<sup>91</sup> See derived binary variables [Edqual10] to [Edqual37] and derived summary variables [Hedqual], [Hedqual2] and [HedBand]

<sup>92</sup> Derived from [SchQual], [SchQFW], [PSchQual] and [PSchQFW]

- Q789 [HEdQual2]<sup>93</sup> (NOT ON SCREEN)  
Highest educational qual obtained (postgrad separate)
- 1 Postgraduate degree
  - 2 First degree
  - 3 Higher educ below degree
  - 4 Highers/ A levels or equiv
  - 5 Standard grades 1-3/ GCSEs or equiv
  - 6 Standard grades 4-7/ CSE or equiv
  - 7 Foreign or other
  - 8 No qualification
  - 9 DK/Refusal/NA

## ***Internet use***

### **ASK ALL**

- Q791 [Internt]  
Does anyone have access to the Internet or World Wide Web from this address?
- 1 Yes
  - 2 No
- Q792 [WWWUse]  
Do you yourself ever use the Internet or World Wide Web for any reason [*other than your work*]?
- 1 Yes
  - 2 No

---

<sup>93</sup> Derived from [SchQual], [SchQFW], [PSchQual] and [PSchQFW].

## Ending the interview

### ASK ALL

- Q795 \${PhoneX}  
Do you have a telephone?
- 1 Yes
  - 2 No

### IF 'yes' AT [Phone]

- Q796 \${PhoneBc2}  
A few interviews on any survey are checked by my office to make sure that people are satisfied with the way the interview was carried out. In case my office 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 without your consent.  
IF NUMBER GIVEN, WRITE ON THE ARF  
IF MORE THAN ONE NUMBER, ASK WHICH WOULD BE MOST CONVENIENT FOR RECONTACT
- 1 Number given
  - 2 Number refused

- Q797 \${PhoneX2}  
And, may we have your mobile number as well?  
**IF NO MOBILE:** Is there another phone number where you could [also] be reached?

IF NUMBER GIVEN, WRITE ON THE ARF

- 1 Number given
- 2 Number refused/not given/no mobile or second phone

### ASK ALL

- Q798 \${ComeBac3}  
From time to time we do follow-up studies and may wish to contact you again. Would this be all right?
- 1 Yes
  - 2 No

### IF 'yes' at [COMBAC3]

- Q799 \${ComeBacX}  
The Scottish Executive funded some questions about Homelessness in this study. If another research organisation was conducting further research on homelessness on the Executive's behalf, would it be alright for us to pass on your details to that research organisation - by that, I mean your name, address, telephone number and some of the answers you have given me today?
- 1 Yes
  - 2 No

Q800 \${SCXplain}  
INTERVIEWER: THANK RESPONDENT FOR [HIS/HER] HELP AND EXPLAIN ABOUT THE  
SELF-COMPLETION QUESTIONNAIRE.

PLEASE MAKE SURE YOU GIVE THE RESPONDENT THE VERSION (A1/A2 - Lilac/Pink)  
QUESTIONNAIRE

ENTER THE SERIAL NUMBER  
... POINT NUMBER  
... INTERVIEWR NUMBER  
ON THE FRONT PAGE OF THE SELF COMPLETION.

PLEASE 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.

Q801 [SelfComp]  
DERIVED VARIABLE  
Range: 0 ... 97

Q802 \${EndTIM} (**NOT ON SCREEN**)  
End time  
Time

**ASK ALL**

Q803 \${THANK}  
INTERVIEWER: THE INTERVIEW IS FINISHED

THANK THE RESPONDENT FOR THEIR CO-OPERATION

THEN ENTER '1' TO CLOSE THE INTERVIEW

1 FINISH

Q804 \${Duration}  
INTERVIEWER: THE COMPUTER THINKS THIS INTERVIEW STARTED AT [start time]  
AND FINISHED AT [end time] - [end time - start time] MINUTES  
PLEASE ENTER LENGTH OF INTERVIEW IN MINUTES  
Range: 1 ... 300

Q805 \${SIntLen} (**NOT ON SCREEN**)  
Computer Interview Length  
Range: 1 ... 997

## Administration

- Q807    \${Serial\_Num}  
          Serial Number  
          Range: 80001 ... 189999
- Q808    \${Issue\_Num}  
          Issue.  
          Range: 0 ... 7
- Q809    \${Int\_Num}  
          Interviewer Number  
          Open Question (Maximum of 4 characters)
- Q810    \${AIntDate}  
          Interview date  
          Date
- Q811    \${ADuration}  
          Interview length  
          Range: 0 ... 9997
- Q812    \${QStart}  
          Qre started  
1        Yes  
2        No
- Q813    \${QPart}  
          Qre partial  
1        Yes  
2        No
- Q814    \${QEnd}  
          Qre finished  
1        Yes  
2        No
- Q816    \${CAdd1}  
          Confirmed address line 1  
          Open Question (Maximum of 40 characters)
- Q817    \${CAdd2}  
          Confirmed address line 2  
          Open Question (Maximum of 40 characters)
- Q818    \${CAdd3}  
          Confirmed address line 3  
          Open Question (Maximum of 40 characters)
- Q819    \${CAdd4}  
          Confirmed address line 4  
          Open Question (Maximum of 40 characters)

Q820    \${CAdd5}  
 Confirmed address line 5  
 Open Question (Maximum of 40 characters)

Q821    \${CAddPC}  
 Confirmed postcode  
 Open Question (Maximum of 10 characters)

Q822    \${CRTt1}  
 Confirmed respondent's title  
 Open Question (Maximum of 15 characters)

Q823    \${CRFNam}  
 Confirmed respondent's forename  
 Open Question (Maximum of 20 characters)

Q824    \${CRSNam}  
 Confirmed respondent's surname  
 Open Question (Maximum of 20 characters)

Q825    \${PhoneNum}  
 Confirmed telephone number 1  
 Open Question (Maximum of 15 characters)

Q826    \${PhoneNu2}  
 Confirmed telephone number 2  
 Open Question (Maximum of 15 characters)

Q828    \${ASampTyp}  
 Main or Gaelic boost

1       Main  
 2       Boost

Q829    \${AWave}<sup>94</sup>  
 1=Main,  
 2=Boost,  
 3=SPARE  
 Range: 1 ... 3

Q830    \${HStatus}  
 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)

---

<sup>94</sup> This variable relates to whether the sample was for the main SSA 2007 survey or the additional survey of areas with high levels of Gaelic speakers. The “spare” sample was used for the latter survey only. Additional sample was drawn due to the risk of higher deadwood in the (largely remote rural) areas selected for this study of “Gaelic speaking areas”.

Q831 \${MenuNote}

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)

Q832 \$ [VChoice]

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

Q833 [SCStatus]

PLEASE CODE THE CURRENT STATUS OF THE SELF-COMPLETION QUESTIONNAIRE:

1 S/C collected, and ready to return

2 Planning to collect S/C from respondent - TEMPORARY CODE

3 Envelope left for respondent to post S/C to office

4 S/C not expected (e.g. refused)

Q834 \${SCNExp}

WRITE IN REASON NOT EXPECTED

Open Question (Maximum of 60 characters)

Q837 \${RespOth}

PLEASE RECORD ANY FURTHER INFORMATION ABOUT OUTCOME CODE

Open Question (Maximum of 40 characters)

Q850 \${AddOk}

WAS THE ADDRESS ON THE ARF LABEL CORRECT AND COMPLETE?

1 Yes

2 No

Q851 \$ [AAdd1]

PLEASE ENTER CORRECT ADDRESS

FIRST LINE...

Open Question (Maximum of 40 characters)

Q852 \$ [AAdd2]

(PLEASE ENTER CORRECT ADDRESS)

SECOND LINE...

Open Question (Maximum of 40 characters)

Q853 \${AAdd3}

(PLEASE ENTER CORRECT ADDRESS)

THIRD LINE...

(JUST PRESS ENTER IF NO MORE TO ADD)

Open Question (Maximum of 40 characters)



Q854 \$[AAdd4]  
(PLEASE ENTER CORRECT ADDRESS)

FOURTH LINE...  
(JUST PRESS ENTER IF NO MORE TO ADD)  
Open Question (Maximum of 40 characters)

Q855 \$[AAdd5]  
(PLEASE ENTER CORRECT ADDRESS)

FIFTH LINE...  
(JUST PRESS ENTER IF NO MORE TO ADD)  
Open Question (Maximum of 40 characters)

Q856 \$[AAddPC]  
(PLEASE ENTER CORRECT ADDRESS)

POSTCODE...  
Open Question (Maximum of 10 characters)

Q857 \$ [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

Q858 \$ [RTt1]  
INTERVIEWER: PLEASE ENTER THE SELECTED PERSON'S NAME...  
... TITLE:  
IF 'DON'T KNOW', ENTER <CTRL+K>  
Open Question (Maximum of 15 characters)

Q859 \$ [RFNam]  
INTERVIEWER: PLEASE ENTER THE SELECTED PERSON'S NAME...  
... FIRST NAME / INITIALS:  
IF 'DON'T KNOW', ENTER <CTRL+K>  
Open Question (Maximum of 20 characters)

Q860 \$ [RSNam]  
INTERVIEWER: PLEASE ENTER THE SELECTED PERSON'S NAME...  
... SURNAME:  
IF 'DON'T KNOW', ENTER <CTRL+K>  
Open Question (Maximum of 20 characters)

Q861 \$[ConName]  
INTERVIEWER: The selected person's name is:  
[name]  
IS THIS CORRECT?  
GO BACK AND CHANGE IF NOT CORRECT

1 Name correct  
2 Name **not** correct

Q862    \${AskPhone}  
ENTER FIRST TELEPHONE NUMBER FROM FRONT OF ARF  
INCLUDE STANDARD CODE  
IF NOT OBTAINED, ENTER <CTRL+K>  
Open Question (Maximum of 15 characters)

Q863    \${AskPhon2}  
ENTER SECOND TELEPHONE NUMBER FROM FRONT OF ARF  
INCLUDE STANDARD CODE  
IF NOT OBTAINED, ENTER <CTRL+K>  
Open Question (Maximum of 15 characters)

Q864    \${ConPhone}  
INTERVIEWER: The telephone number(s) are:  
1: [number]  
2: [number]  
IS THIS CORRECT?  
GO BACK AND CHANGE IF NOT CORRECT

1       Correct  
2       **NOT** correct

Q865    \${TNC}  
How many personal visits in total did you make to the address?  
Range: 0 ... 20

Q866    \${DUNo}  
RECORD NUMBER OF DWELLING UNITS  
  
(A2 on the ARF)  
(IF NUMBER OF DWELLING UNITS NOT KNOWN, OR DU SELECTION NOT DONE, CODE  
<CTRL+K>  
Range: 1 ... 97

Q867    \${DUSel1}  
RECORD NUMBER OF SELECTED DWELLING UNIT  
(A5 on the ARF)  
Range: 1 ... 97

Q868    \${PersNo}  
ENTER NUMBER OF PEOPLE AGED 18+  
(C1 on the ARF)  
Range: 1 ... 97

Q869    \${PersSel}  
ENTER PERSON NUMBER OF SELECTED PERSON  
(C4 on the ARF)  
Range: 1 ... 97

Q870    \${TotAdult}  
TOTAL ADULTS FROM HOUSEHOLD GRID - IMPUTED  
Range: 0 ... 15

Q910 \${SRF}  
INTERVIEWER: Has a special report form been filed for this address /  
serial number / case or are you intending to do so?  
1 Yes, report already filed  
2 Yes, not yet filed but intending to  
3 No, not intending to file report

Q912 \${S1Act}  
INTERVIEWER:@|Is any special action required **on receipt in the office** for  
this address / serial number / case, e.g. to make a correction to the  
information collected that you are unable to make yourself for some  
reason?  
1 Yes  
2 No

**ASK ALL**

Q914- \${Barriers}  
Q917 Are any of these physical barriers to entry present at the  
house/flat/building?

CODE ALL THAT APPLY  
IF UNABLE TO OBTAIN INFORMATION, PRESS <CTRL K>.  
Multicoded (Maximum of 4 codes)  
1 Locked common entrance  
2 Locked gates  
3 Security staff or other gatekeeper  
4 Entry phone access  
5 None of these

Q918 \${DwellTyp}  
INTERVIEWER:  
Which of these best describes the selected flat or house (i.e. the  
selected dwelling unit) of the intended respondent?

IF UNABLE TO OBTAIN INFORMATION, PRESS <CTRL K>.  
1 Detached house  
2 Semi-detached house  
3 Terraced house  
4 Flat or maisonette - purpose built  
5 Flat or maisonette - conversion  
6 Other

Q919 \${CondArea}  
Which of these best describes the condition of residential properties in  
the area?

IF UNABLE TO OBTAIN INFORMATION, PRESS <CTRL K>.  
1 Mainly good  
2 Mainly fair  
3 Mainly bad  
4 Mainly very bad

Q920    \${CondAdd}  
How is the external condition of the issued address relative to other residential properties in the area?

IF UNABLE TO OBTAIN INFORMATION, PRESS <CTRL K>.

1        Better  
2        About the same  
3        Worse

Q922    \${SupFlag}  
INTERVIEWER:  
Was a supervisor present for all or part of this interview?

1        Yes - present for all or part  
2        No - not present

Q923    \${IGender}  
Interviewer: Please code your own gender

1        Male  
2        Female

Q924    \${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

Q925    \${EdDone}  
HAVE YOU COMPLETED ALL EDITING AND CODING.

1        Yes, completed all editing.  
2        Not yet

Q926    \${EdINFO}  
EDITOR: THAT COMPLETES THE EDIT

USE THE F7 FUNCTION KEY TO EDIT THE NEXT SERIAL NUMBER

USE <CTRL+F7> TO BRING UP THE BROWSER MENU

USE <Alt+X> TO FINISH EDITING

1        Exit

Q967    \${SALEnt}  
Locked common entrance

0        No  
1        Yes

Q968    \${SALGat}  
Locked gates

0        No  
1        Yes

Q969    \${SAGatek}  
Security staff or other gatekeeper

0        No  
1        Yes

Q970    \$[SAEPhon] \$  
           Entry phone access  
 0        No  
 1        Yes

Q982    \$[IntStatus] \$  
           Interview status  
 1        Interview not started  
 2        Started interview  
 3        Partial interview  
 4        Full interview  
 5        No interview required (Non-productive/deadwood)

Q983    \$[IntDone] \$  
           Admin block completed?  
 1        Yes  
 2        No

Q984    \$[InterNote] \$  
           Interviewer comment  
           Open Question (Maximum of 100 characters)

Q985    [Outcome]  
           Final outcome code from CAPI<sup>95</sup>  
           Range: 0 ... 997

          Fully productive CAPI with ...  
 111      self-completion posted by interviewer  
 112      self-completion not forthcoming  
 113      respondent to post self-completion

          Partial productive CAPI with ...  
 211      self-completion posted by interviewer  
 212      self-completion not forthcoming  
 213      respondent to post self-completion

          Gaelic areas survey only  
 110      fully productive interview  
 210      partially productive interview

Q986    \$[NOFHH] \$  
           Number of households at address  
           Range: 0 ... 97

---

<sup>95</sup> NB at the time the CAPI interview is transmitted, it is unclear how many of the respondents who have said they will return the self-completion have actually done so. The variable [selfcomp] is an accurate record of how many self-completion questionnaires were actually received.

**P7534**

**SCOTTISH SOCIAL ATTITUDES**

**2006**

**P7534**

**SCOTTISH SOCIAL ATTITUDES**

**2006**

**P7534**

**CARD A1**

Married

In civil partnership

Living with a partner

Separated (after being married)

Divorced

Widowed

Single (never married)

**P7534**

**CARD A1**

Married

In civil partnership

Living with a partner

Separated (after being married)

Divorced

Widowed

Single (never married)

**P7534**

**CARD A2**

1. **In full-time education** (not paid for by employer, including on vacation)
2. **On government training or employment programme**
3. **In paid work** (or away temporarily) **for at least 10 hours in the week**
4. **Waiting to take up paid work** already accepted
5. **Unemployed and registered** at a JobCentre or JobCentre Plus
6. **Unemployed and not registered**, but actively looking for a job (of at least 10 hours a week)
7. **Unemployed, wanting a job** (of at least 10 hours a week) **but not actively looking for a job**
8. **Permanently sick or disabled**
9. **Wholly retired from work**
10. **Looking after the home**

**P7534**

**CARD A2**

1. **In full-time education** (not paid for by employer, including on vacation)
2. **On government training or employment programme**
3. **In paid work** (or away temporarily) **for at least 10 hours in the week**
4. **Waiting to take up paid work** already accepted
5. **Unemployed and registered** at a JobCentre or JobCentre Plus
6. **Unemployed and not registered**, but actively looking for a job (of at least 10 hours a week)
7. **Unemployed, wanting a job** (of at least 10 hours a week) **but not actively looking for a job**
8. **Permanently sick or disabled**
9. **Wholly retired from work**
10. **Looking after the home**



**P7534**

**CARD T1**

1. Litter
2. Crime and vandalism
3. Noisy neighbours
4. Lack of affordable housing
5. Young people hanging around causing trouble
6. Poor public transport
7. Alcohol and drugs
8. Lack of opportunities for children and young people
9. Unemployment
10. Poor local amenities, parks and leisure facilities
11. Poor shopping facilities
12. Other (Please say what)

**P7534**

**CARD T1**

1. Litter
2. Crime and vandalism
3. Noisy neighbours
4. Lack of affordable housing
5. Young people hanging around causing trouble
6. Poor public transport
7. Alcohol and drugs
8. Lack of opportunities for children and young people
9. Unemployment
10. Poor local amenities, parks and leisure facilities
11. Poor shopping facilities
12. Other (Please say what)

**P7534**

**CARD T2**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P7534**

**CARD T2**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P7534**

**CARD T3**

1. I have grandchildren this age
2. I have children this age
3. I have other close relatives this age (eg nieces, nephews)
4. I myself have friends this age
5. I meet my children's / grandchildren's friends of this age
6. I meet people this age at work
7. I volunteer with young people this age
8. I meet people this age in clubs / groups I belong to
9. I meet people this age in my neighbourhood
10. Other (Please say what)
11. I don't have any contact with people this age

**P7534**

**CARD T3**

1. I have grandchildren this age
2. I have children this age
3. I have other close relatives this age (eg nieces, nephews)
4. I myself have friends this age
5. I meet my children's / grandchildren's friends of this age
6. I meet people this age at work
7. I volunteer with young people this age
8. I meet people this age in clubs / groups I belong to
9. I meet people this age in my neighbourhood
10. Other (Please say what)
11. I don't have any contact with people this age

**P7534**

**CARD T4**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P7534**

**CARD T4**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P7534**

**CARD T5**

Very common

Fairly common

Not very common

Not at all common

**P7534**

**CARD T5**

Very common

Fairly common

Not very common

Not at all common

**P7534**

**CARD T6**

A great deal

Quite a lot

Not very much

Not at all

**P7534**

**CARD T6**

A great deal

Quite a lot

Not very much

Not at all

**P7534**

**CARD T7**

It wouldn't bother me at all

I might feel slightly worried or uncomfortable about walking past them

I'd probably feel very worried or uncomfortable about walking past them

I'd probably avoid walking past them altogether

**P7534**

**CARD T7**

It wouldn't bother me at all

I might feel slightly worried or uncomfortable about walking past them

I'd probably feel very worried or uncomfortable about walking past them

I'd probably avoid walking past them altogether

**P7534**

**CARD S1**

Gone much too far

Gone too far

About right

Not gone far enough

Not gone nearly far enough

**P7534**

**CARD S1**

Gone much too far

Gone too far

About right

Not gone far enough

Not gone nearly far enough



**P7534**

**CARD S2**

Scotland should do everything it can to get rid of all kinds of prejudice

OR

Sometimes there is good reason for people to be prejudiced against certain groups

**P7534**

**CARD S2**

Scotland should do everything it can to get rid of all kinds of prejudice

OR

Sometimes there is good reason for people to be prejudiced against certain groups

**P7534**

**CARD S3**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P7534**

**CARD S3**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P7534**

**CARD S4**

Always wrong

Mostly wrong

Sometimes wrong

Rarely wrong

Not wrong at all

**P7534**

**CARD S4**

Always wrong

Mostly wrong

Sometimes wrong

Rarely wrong

Not wrong at all

**P7534**

**CARD S5**

Very happy

Happy

Neither happy nor unhappy

Unhappy

Very unhappy

**P7534**

**CARD S5**

Very happy

Happy

Neither happy nor unhappy

Unhappy

Very unhappy

**P7534**

**CARD S6**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P7534**

**CARD S6**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P7534**

**CARD S7**

Should they be allowed to refuse a booking?

Definitely Yes

Probably Yes

Probably No

Definitely No

**P7534**

**CARD S7**

Should they be allowed to refuse a booking?

Definitely Yes

Probably Yes

Probably No

Definitely No

**P7534**

**CARD S8**

Definitely fair

Probably fair

Probably unfair

Definitely unfair

**P7534**

**CARD S8**

Definitely fair

Probably fair

Probably unfair

Definitely unfair

**P7534**

**CARD S9**

Much better for society  
if groups maintain their  
distinct customs and  
traditions

Much better if  
groups adapt  
and blend into  
larger society

<b>B</b>	<b>C</b>	<b>F</b>	<b>G</b>	<b>K</b>
----------	----------	----------	----------	----------

**P7534**

**CARD S9**

Much better for society  
if groups maintain their  
distinct customs and  
traditions

Much better if  
groups adapt  
and blend into  
larger society

<b>B</b>	<b>C</b>	<b>F</b>	<b>G</b>	<b>K</b>
----------	----------	----------	----------	----------



**P7534**

**CARD S10**

It is wrong to make people retire just because they have reached a certain age

OR

Older employees must retire to make way for younger age groups

**P7534**

**CARD S10**

It is wrong to make people retire just because they have reached a certain age

OR

Older employees must retire to make way for younger age groups

**P7534**

**CARD G1**

Increased a lot

Increased a little

Stayed the same

Fallen a little

Fallen a lot

---

**Is this mainly ...**

- the result of the UK government's policies in Westminster?
- the result of the Scottish Executive's policies?
- for some other reason?

**P7534**

**CARD G1**

Increased a lot

Increased a little

Stayed the same

Fallen a little

Fallen a lot

---

**Is this mainly ...**

- the result of the UK government's policies in Westminster?
- the result of the Scottish Executive's policies?
- for some other reason?

**P7534**

**CARD G2**

A lot stronger

A little stronger

Stayed the same

A little weaker

A lot weaker

---

**Is this mainly ...**

- the result of the UK government's policies in Westminster?
- the result of the Scottish Executive's policies?
- for some other reason?

**P7534**

**CARD G2**

A lot stronger

A little stronger

Stayed the same

A little weaker

A lot weaker

---

**Is this mainly ...**

- the result of the UK government's policies in Westminster?
- the result of the Scottish Executive's policies?
- for some other reason?

**P7534**

**CARD G3**

- 1) Improve standards of education
- 2) Improve housing
- 3) Help the economy to grow faster
- 4) Improve people's health
- 5) Cut crime
- 6) Improve the environment
- 7) Improve public transport
- 8) Other (PLEASE SAY WHAT)

**P7534**

**CARD G3**

- 1) Improve standards of education
- 2) Improve housing
- 3) Help the economy to grow faster
- 4) Improve people's health
- 5) Cut crime
- 6) Improve the environment
- 7) Improve public transport
- 8) Other (PLEASE SAY WHAT)

**P7534**

**CARD G4**

Just about always

Most of the time

Only some of the time

Almost never

**P7534**

**CARD G4**

Just about always

Most of the time

Only some of the time

Almost never

**P7534**

**CARD G5**

A great deal

Quite a lot

Some

Not very much

Not at all

**P7534**

**CARD G5**

A great deal

Quite a lot

Some

Not very much

Not at all

**P7534**

**CARD G6**

- 1) Low level of crime
- 2) Access to GPs and local health services
- 3) Good quality affordable housing
- 4) Good shopping facilities
- 5) Access to good public transport
- 6) Good schools
- 7) Good jobs
- 8) Facilities for young children
- 9) Strong sense of community spirit
- 10) Clean local environment
- 11) Public spaces in good condition (e.g. pavements, parks, roads)
- 12) Family and friends close by
- 13) Access to places to go out (e.g. pubs, restaurants, galleries)
- 14) Other (PLEASE SAY WHAT)

**P7534**

**CARD G6**

- 1) Low level of crime
- 2) Access to GPs and local health services
- 3) Good quality affordable housing
- 4) Good shopping facilities
- 5) Access to good public transport
- 6) Good schools
- 7) Good jobs
- 8) Facilities for young children
- 9) Strong sense of community spirit
- 10) Clean local environment
- 11) Public spaces in good condition (e.g. pavements, parks, roads)
- 12) Family and friends close by
- 13) Access to places to go out (e.g. pubs, restaurants, galleries)
- 14) Other (PLEASE SAY WHAT)

**P7534**

**CARD G7**

- 1) The level of crime
- 2) Access to GPs and local health services
- 3) The amount of good quality affordable housing
- 4) The amount of good shopping facilities
- 5) Access to good public transport
- 6) Quality of schools
- 7) Quality of jobs
- 8) Facilities for young children
- 9) The sense of community spirit
- 10) Cleanliness of the local environment
- 11) The condition of public spaces (e.g. pavements, parks, roads)
- 12) Family and friends close by
- 13) Access to places to go out (e.g. pubs, restaurants, galleries)
- 14) Other answer (PLEASE SAY WHAT)

**P7534**

**CARD G7**

- 1) The level of crime
- 2) Access to GPs and local health services
- 3) The amount of good quality affordable housing
- 4) The amount of good shopping facilities
- 5) Access to good public transport
- 6) Quality of schools
- 7) Quality of jobs
- 8) Facilities for young children
- 9) The sense of community spirit
- 10) Cleanliness of the local environment
- 11) The condition of public spaces (e.g. pavements, parks, roads)
- 12) Family and friends close by
- 13) Access to places to go out (e.g. pubs, restaurants, galleries)
- 14) Other answer (PLEASE SAY WHAT)



**P7534**

**CARD G8**

1. People who live in the area
2. Local council
3. Scottish Parliament
4. Scottish Executive
5. UK Government
6. Local health board
7. The police
8. Local businesses
9. Other (PLEASE SAY WHAT)

**P7534**

**CARD G8**

1. People who live in the area
2. Local council
3. Scottish Parliament
4. Scottish Executive
5. UK Government
6. Local health board
7. The police
8. Local businesses
9. Other (PLEASE SAY WHAT)

**P7534**

**CARD K1**

1. England
2. Scotland
3. Wales
4. Northern Ireland
5. Republic of Ireland
6. Other (PLEASE SAY WHERE)

**P7534**

**CARD K1**

1. England
2. Scotland
3. Wales
4. Northern Ireland
5. Republic of Ireland
6. Other (PLEASE SAY WHERE)

**P7534**

**CARD K2**

English not British

More English than British

Equally English and British

More British than English

British not English

Other (PLEASE SAY WHAT)

**P7534**

**CARD K2**

English not British

More English than British

Equally English and British

More British than English

British not English

Other (PLEASE SAY WHAT)

**P7534**

**CARD K3**

Scottish not British

More Scottish than British

Equally Scottish and British

More British than Scottish

British not Scottish

Other (PLEASE SAY WHAT)

**P7534**

**CARD K3**

Scottish not British

More Scottish than British

Equally Scottish and British

More British than Scottish

British not Scottish

Other (PLEASE SAY WHAT)

**P7534**

**CARD K4**

Welsh not British

More Welsh than British

Equally Welsh and British

More British than Welsh

British not Welsh

Other (PLEASE SAY WHAT)

**P7534**

**CARD K4**

1. Welsh not British
2. More Welsh than British
3. Equally Welsh and British
4. More British than Welsh
5. British not Welsh
6. Other (PLEASE SAY WHAT)

**P7534**

**CARD K5**

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

**P7534**

**CARD K5**

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

**P7534**

**CARD K6**

- |     |                                   |     |                            |
|-----|-----------------------------------|-----|----------------------------|
| 1.  | Working class                     | 11. | Middle class               |
| 2.  | Elderly                           | 12. | Black                      |
| 3.  | A woman / A man                   | 13. | Retired                    |
| 4.  | Not religious                     | 14. | Religious                  |
| 5.  | A wife / A husband<br>/ A partner | 15. | A working person           |
| 6.  | A Catholic                        | 16. | Young                      |
| 7.  | A country person                  | 17. | White                      |
| 8.  | A city person                     | 18. | Asian                      |
| 9.  | A Protestant                      | 19. | Unemployed                 |
| 10. | A mother / A father               | 20. | Other (PLEASE<br>SAY WHAT) |

**P7534**

**CARD K6**

- |     |                                   |     |                            |
|-----|-----------------------------------|-----|----------------------------|
| 1.  | Working class                     | 11. | Middle class               |
| 2.  | Elderly                           | 12. | Black                      |
| 3.  | A woman / A man                   | 13. | Retired                    |
| 4.  | Not religious                     | 14. | Religious                  |
| 5.  | A wife / A husband<br>/ A partner | 15. | A working person           |
| 6.  | A Catholic                        | 16. | Young                      |
| 7.  | A country person                  | 17. | White                      |
| 8.  | A city person                     | 18. | Asian                      |
| 9.  | A Protestant                      | 19. | Unemployed                 |
| 10. | A mother / A father               | 20. | Other (PLEASE<br>SAY WHAT) |

**P7534**

**CARD K7**

1. British
2. English
3. European
4. Irish
5. Northern Irish
6. Scottish
7. Ulster
8. Welsh

**P7534**

**CARD K7**

1. British
2. English
3. European
4. Irish
5. Northern Irish
6. Scottish
7. Ulster
8. Welsh



**P7534**

**CARD K8**

Landscape, music  
sport etc

How country  
is governed

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**P7534**

**CARD K8**

Landscape, music  
sport etc

How country  
is governed

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**P7534**

**CARD K9**

Very important

Quite important

Not very important

Not at all important

**P7534**

**CARD K9**

Very important

Quite important

Not very important

Not at all important

**P7534**

**CARD K10**

1. The street in which you live
2. The local area or district
3. The city or town in which you live
4. The county or region in which you live, for instance Yorkshire, Lothian or Glamorgan
5. The country in which you live, for instance England, Northern Ireland, Scotland, Wales
6. Britain
7. The United Kingdom
8. Europe
9. The World

**P7534**

**CARD K10**

1. The street in which you live
2. The local area or district
3. The city or town in which you live
4. The county or region in which you live, for instance Yorkshire, Lothian or Glamorgan
5. The country in which you live, for instance England, Northern Ireland, Scotland, Wales
6. Britain
7. The United Kingdom
8. Europe
9. The World

**P7534**

**CARD K11**

- White person
  - Born in England
  - Lives permanently in Scotland
  - Says they are Scottish
- 

Definitely would

Probably would

Probably would not

Definitely would not

**P7534**

**CARD K11**

- White person
  - Born in England
  - Lives permanently in Scotland
  - Says they are Scottish
- 

Definitely would

Probably would

Probably would not

Definitely would not

**P7534**

**CARD K12**

- Non-white person
  - Born in England
  - Lives permanently in Scotland
  - Says they are Scottish
- 

Definitely would

Probably would

Probably would not

Definitely would not

**P7534**

**CARD K12**

- Non-white person
  - Born in England
  - Lives permanently in Scotland
  - Says they are Scottish
- 

Definitely would

Probably would

Probably would not

Definitely would not

**P7534**

**CARD K13**

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

**P7534**

**CARD K13**

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

**P7534**

**CARD K14**

1. Scottish sporting achievements
2. The Scottish flag (St. Andrew's Cross)
3. Scottish music and arts
4. Scottish sense of equality
5. Scottish language, that is, Gaelic or Scots
6. Scottish landscape

**P7534**

**CARD K14**

1. Scottish sporting achievements
2. The Scottish flag (St. Andrew's Cross)
3. Scottish music and arts
4. Scottish sense of equality
5. Scottish language, that is, Gaelic or Scots
6. Scottish landscape

**P7534**

**CARD K15**

1. British sporting achievements
2. The British flag (The Union Jack)
3. British Democracy
4. British Monarchy
5. British sense of fair play
6. British national anthem (God Save the Queen)

**P7534**

**CARD K15**

1. British sporting achievements
2. The British flag (The Union Jack)
3. British Democracy
4. British Monarchy
5. British sense of fair play
6. British national anthem (God Save the Queen)



**P7534**

**CARD K16**

Frequently

Occasionally

Rarely

Never or hardly ever

**P7534**

**CARD K16**

Frequently

Occasionally

Rarely

Never or hardly ever

**P7534**

**CARD K17**

1. England
2. Scotland
3. Wales
4. Northern Ireland
5. Republic of Ireland
6. Other

**P7534**

**CARD K17**

1. England
2. Scotland
3. Wales
4. Northern Ireland
5. Republic of Ireland
6. Other

**P7534**

**CARD R1**

Most days

At least once a week

At least once a month

At least once every few months

At least once a year

Less often than once a year

Never

**P7534**

**CARD R1**

Most days

At least once a week

At least once a month

At least once every few months

At least once a year

Less often than once a year

Never

**P7534**

**CARD R2**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P7534**

**CARD R2**

Agree strongly

Agree

Neither agree nor disagree

Disagree

Disagree strongly

**P7534**

**CARD R3**

1. Family break up
2. Leaving prison
3. Drug or alcohol problems
4. Leaving hospital
5. Mental health problems
6. Financial problems
7. Leaving overcrowded accommodation
8. Young person leaving a children's home
9. Evicted for being a noisy neighbour
10. Victim of domestic abuse
11. Have just moved to Scotland
12. Other (PLEASE SAY WHAT)

**P7534**

**CARD R3**

1. Family break up
2. Leaving prison
3. Drug or alcohol problems
4. Leaving hospital
5. Mental health problems
6. Financial problems
7. Leaving overcrowded accommodation
8. Young person leaving a children's home
9. Evicted for being a noisy neighbour
10. Victim of domestic abuse
11. Have just moved to Scotland
12. Other (PLEASE SAY WHAT)

**P7534**

**CARD R4**

1. Young single woman
2. Young single man
3. Young single parent with children
4. Married couple with children
5. Middle-aged person who has just got divorced
6. Someone aged over 65
7. Other (PLEASE SAY WHO)

**P7534**

**CARD R4**

1. Young single woman
2. Young single man
3. Young single parent with children
4. Married couple with children
5. Middle-aged person who has just got divorced
6. Someone aged over 65
7. Other (PLEASE SAY WHO)

**P7534**

**CARD R5**

Always

Most of the time

Sometimes

Hardly ever

Never

**P7534**

**CARD R5**

Always

Most of the time

Sometimes

Hardly ever

Never

**P7534**

**CARD R6**

**Should they get help to find a new home?**

Definitely should get help

Probably should get help

Probably should not get help

Definitely should not get help

**P7534**

**CARD R6**

**Should they get help to find a new home?**

Definitely should get help

Probably should get help

Probably should not get help

Definitely should not get help



**P7534**

**CARD R7**

Very comfortable

Fairly comfortable

Neither comfortable nor uncomfortable

Fairly uncomfortable

Very uncomfortable

**P7534**

**CARD R7**

Very comfortable

Fairly comfortable

Neither comfortable nor uncomfortable

Fairly uncomfortable

Very uncomfortable

**P7534**

**CARD R8**

No, I do not know anyone who is, or has been, homeless

Yes, me

Yes, a member of my family

Yes, a friend I know fairly well

Yes, someone I do not know very well

Yes, someone at my work

Yes, someone else

Not sure

**P7534**

**CARD R8**

No, I do not know anyone who is, or has been, homeless

Yes, me

Yes, a member of my family

Yes, a friend I know fairly well

Yes, someone I do not know very well

Yes, someone at my work

Yes, someone else

Not sure

**P7534**

**CARD C1**

***Scotland should:***

... become independent:

- 1) separate from the UK and the European Union
- 2) separate from the UK but part of the European Union

... remain part of the UK, with its own elected parliament

- 3) which has some taxation powers
- 4) which has no taxation powers

5) ... remain part of the UK without an elected parliament

**P7534**

**CARD C1**

***Scotland should:***

... become independent:

- 1) separate from the UK and the European Union
- 2) separate from the UK but part of the European Union

... remain part of the UK, with its own elected parliament

- 3) which has some taxation powers
- 4) which has no taxation powers

5) ... remain part of the UK without an elected parliament

**P7534**

**CARD C2**

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

**P7534**

**CARD C2**

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

**P7534**

**CARD C3**

Very satisfied

Quite satisfied

Neither satisfied nor dissatisfied

Quite dissatisfied

Very dissatisfied

**P7534**

**CARD C3**

Very satisfied

Quite satisfied

Neither satisfied nor dissatisfied

Quite dissatisfied

Very dissatisfied

**P7534**

**CARD X1**

1. Physical impairment, such as using a wheelchair to get around and/or difficulty using your arms or hands
2. Sensory impairment such as blind/serious visual impairment or deaf/serious hearing impairment
3. Mental health condition, such as depression, schizophrenia or severe phobia
4. Learning disability such as Down's syndrome
5. Other long standing illness or health condition (PLEASE SAY WHAT)

**P7534**

**CARD X1**

1. Physical impairment, such as using a wheelchair to get around and/or difficulty using your arms or hands
2. Sensory impairment such as blind/serious visual impairment or deaf/serious hearing impairment
3. Mental health condition, such as depression, schizophrenia or severe phobia
4. Learning disability such as Down's syndrome
5. Other long standing illness or health condition (PLEASE SAY WHAT)

**P7534**

**CARD X2**

Scottish not British

More Scottish than British

Equally Scottish and British

More British than Scottish

British not Scottish

Other (PLEASE SAY WHAT)

**P7534**

**CARD X2**

Scottish not British

More Scottish than British

Equally Scottish and British

More British than Scottish

British not Scottish

Other (PLEASE SAY WHAT)

**P7534**

**CARD X3**

- 1) British
- 2) English
- 3) European
- 4) Irish
- 5) Northern Irish
- 6) Scottish
- 7) Ulster
- 8) Welsh
- 9) Other (PLEASE SAY WHAT)

**P7534**

**CARD X3**

- 1) British
- 2) English
- 3) European
- 4) Irish
- 5) Northern Irish
- 6) Scottish
- 7) Ulster
- 8) Welsh
- 9) Other (PLEASE SAY WHAT)



**P7534**

**CARD X4**

**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

**P7534**

**CARD X4**

**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

**P7534**

**CARD X5**

Living very comfortably on present income

Living comfortably on present income

Coping on present income

Finding it difficult on present income

Finding it very difficult on present income

Other (Please say what)

**P7534**

**CARD X5**

Living very comfortably on present income

Living comfortably on present income

Coping on present income

Finding it difficult on present income

Finding it very difficult on present income

Other (Please say what)

**P7534**

**CARD X6**

- 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**  
Including, for example:
  - Central government, Civil Service, Government Agencies
  - Local authority, Local Education Authority
  - Universities
  - Health Authority/NHS hospitals/NHS Trusts/GP surgeries
  - Police and Armed forces
- 4) Charity/Voluntary sector**  
Including, for example, charitable companies, churches and trade unions
- 7) Other organisation (PLEASE SAY WHAT)**

**P7534**

**CARD X6**

- 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
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  - Police and Armed forces
- 4) Charity/Voluntary sector**  
Including, for example, charitable companies, churches and trade unions
- 7) Other organisation (PLEASE SAY WHAT)**

**P7534**

**CARD X7**

- 1) Earnings from employment (own or spouse/partner's)
- 2) Occupational pension(s) - from previous employer(s)
- 3) Private pension(s)
- 4) State retirement or widow's pension
- 5) Jobseeker's Allowance/ Unemployment Benefit
- 6) Income Support / Minimum Income Guarantee (for pensioners)
- 7) Invalidity, sickness or disabled pension or benefit(s)
- 8) Other state benefit or tax credit (PLEASE SAY WHICH)
- 9) Interest from savings or investments
- 10) Student grant, bursary or loans
- 11) Dependent on parents/other relatives
- 12) Other main source of income (PLEASE SAY WHICH)

**P7534**

**CARD X7**

- 1) Earnings from employment (own or spouse/partner's)
- 2) Occupational pension(s) - from previous employer(s)
- 3) Private pension(s)
- 4) State retirement or widow's pension
- 5) Jobseeker's Allowance/ Unemployment Benefit
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- 8) Other state benefit or tax credit (PLEASE SAY WHICH)
- 9) Interest from savings or investments
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- 11) Dependent on parents/other relatives
- 12) Other main source of income (PLEASE SAY WHICH)

# P7534

## CARD X8

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

# P7534

## CARD X8

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
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£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

**P7534**

**CARD X9**

**SECTION 1:**

Scottish Standard Grades 4-7  
Scottish SCE Ordinary Bands D-E  
SCOTVEC/SQA National Certificate modules  
GCSE Grades D-G / Short course GCSE  
Vocational GCSE  
CSE Grades 2-5  
GCE O-level grades D-E or 7-9  
Scottish School Leaving Certificate – no grade  
Scottish Access 1-3  
Scottish Intermediate 1

**SECTION 3:**

Scottish Higher  
Scottish SCE/SLC/SUPE at Higher Grade  
Scottish Higher School Certificate  
Certificate of Sixth Year Studies / Advanced  
Higher Grades  
GCE A-level, S-level, A2-level, AS-level  
International Baccalaureate  
Vocational A-Level (AVCE)  
Northern Ireland Senior Certificate

**SECTION 2:**

Scottish Standard Grades 1-3 or Pass  
Scottish SCE Ordinary Bands A-C or Pass  
SUPE Ordinary  
Scottish Intermediate 2  
Scottish School Leaving Certificate Lower Grade  
School Certificate or Matriculation  
GCSE Grades A\*-C  
CSE Grade 1  
GCE O-level Grades A-C or 1-6  
Northern Ireland Junior Certificate

**SECTION 4:**

Overseas school leaving exam or certificate

**P7534**

**CARD X9**

**SECTION 1:**

Scottish Standard Grades 4-7  
Scottish SCE Ordinary Bands D-E  
SCOTVEC/SQA National Certificate modules  
GCSE Grades D-G / Short course GCSE  
Vocational GCSE  
CSE Grades 2-5  
GCE O-level grades D-E or 7-9  
Scottish School Leaving Certificate – no grade  
Scottish Access 1-3  
Scottish Intermediate 1

**SECTION 3:**

Scottish Higher  
Scottish SCE/SLC/SUPE at Higher Grade  
Scottish Higher School Certificate  
Certificate of Sixth Year Studies / Advanced  
Higher Grades  
GCE A-level, S-level, A2-level, AS-level  
International Baccalaureate  
Vocational A-Level (AVCE)  
Northern Ireland Senior Certificate

**SECTION 2:**

Scottish Standard Grades 1-3 or Pass  
Scottish SCE Ordinary Bands A-C or Pass  
SUPE Ordinary  
Scottish Intermediate 2  
Scottish School Leaving Certificate Lower Grade  
School Certificate or Matriculation  
GCSE Grades A\*-C  
CSE Grade 1  
GCE O-level Grades A-C or 1-6  
Northern Ireland Junior Certificate

**SECTION 4:**

Overseas school leaving exam or certificate

**P7534**

**CARD X10**

University or CNAA first degree or diploma, eg BA, BSC, MA (Hons)

Postgraduate degree, eg MA, MSc, MPhil, DPhil, PhD

Teacher Training qualification

Nursing qualification

.....  
Foundation / Advanced **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)

.....  
SCOTVEC/ BEC/ TEC } First Certificate/ First or General Diploma  
SCOTVEC/ BTEC } (General/ Ordinary) National Certificate (**ONC**) or Diploma (**OND**)  
SCOTVEC/ EdExcel } Higher National Certificate (**HNC**) or Diploma (**HND**)

.....  
**SVQ/ NVQ/ GSVQ/ GNVQ** (PLEASE GIVE LEVEL)

.....  
Other recognised academic or vocational qualifications (PLEASE SAY WHAT)

**P7534**

**CARD X10**

University or CNAA first degree or diploma, eg BA, BSC, MA (Hons)

Postgraduate degree, eg MA, MSc, MPhil, DPhil, PhD

Teacher Training qualification

Nursing qualification

.....  
Foundation / Advanced **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)

.....  
SCOTVEC/ BEC/ TEC } First Certificate/ First or General Diploma  
SCOTVEC/ BTEC } (General/ Ordinary) National Certificate (**ONC**) or Diploma (**OND**)  
SCOTVEC/ EdExcel } Higher National Certificate (**HNC**) or Diploma (**HND**)

.....  
**SVQ/ NVQ/ GSVQ/ GNVQ** (PLEASE GIVE LEVEL)

.....  
Other recognised academic or vocational qualifications (**PLEASE SAY WHAT**)

A1

**P.7534 Copper team**  
**SCOTTISH SOCIAL ATTITUDES 2006**  
**SELF-COMPLETION QUESTIONNAIRE**

***Completing the questionnaire:***

Please answer the questions in this booklet by placing a tick (✓) in one or more of the boxes, as instructed at each question.

All your answers will be treated in **strict confidence** in accordance with the Data Protection Act.

The questionnaire should not take very long to complete, and we hope you will find it interesting and enjoyable.

**Only the person who took part in the initial interview should complete this questionnaire**

***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.**

**INTERVIEWER TO ENTER**

1001-7	<input type="text" value="0"/> <input type="text" value="8"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Serial number
1009-11	<input type="text"/> <input type="text"/> <input type="text"/>	Sample point
1012-15	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Interviewer number

**OFFICE USE ONLY**

1008	<input type="text" value="1"/>	Card number
1016-20		Batch Number
1021	<input type="text" value="1"/>	Version number
SPARE 1022-30		



1. I'd like you to imagine a situation in which you saw a group of fourteen year-old boys **you recognised** damaging a bus shelter or other public property in your area.

Please say how likely you would be to do the following things:

<i>PLEASE TICK <b>ONE</b> BOX ON EACH LINE</i>	<b>Very likely</b>	<b>Fairly likely</b>	<b><u>Not</u> very likely</b>	<b><u>Not</u> at all likely</b>	<b>(Don't know)</b>	
[CHALLDIB] a. Challenge them directly at the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1031
[TALKOWNB] b. Talk to them later when they are on their own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1032
[SPEAKPAB] c. Speak to their parents about it later on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1033
[POLICEB] d. Contact the police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1034
	(1)	(2)	(3)	(4)	(8)	

2. Still thinking about this group of fourteen year-old boys, some people might be reluctant to speak to them directly. What, if any, concerns would you have about speaking to them directly?

<i>PLEASE TICK <b>AS MANY</b> BOXES AS APPLY TO YOU</i>	(✓)	
[YN14NONB]	None	<input type="checkbox"/> (0) <span style="float: right;">1035 - 41</span>
[YN14SHOB]	They might shout at me / threaten me	<input type="checkbox"/> (1)
[YN14HITB]	They might hit me / assault me	<input type="checkbox"/> (2)
[YN14MFUB]	They might laugh at me / make fun of me	<input type="checkbox"/> (3)
[YN14NPNB]	No point / would make no difference	<input type="checkbox"/> (4)
[YN14COB]	I wouldn't have the confidence to speak to them	<input type="checkbox"/> (5)
[YN14ALGB]	They might say I threatened or assaulted them/make an allegation about me	<input type="checkbox"/> (6)
[YN14OTHB]	Other (Please write in your answer)	<input type="checkbox"/> (7)
	(Can't choose)	<input type="checkbox"/> (8)

3. Now I'd like you to imagine another situation where you are **coming home after dark at around 11pm.**  
 You see a **ten year-old boy, whom you don't know**, playing on his own in a local park.  
 Which **ONE** of these things do you think you would be **most** likely to do?

[PARKDRKB]

PLEASE TICK **ONE** BOX ONLY

(✓)

Speak to the child  (1)

1051

Contact the police  (2)

Do nothing  (3)

Something else (Please write in what)  (4)

---



---



---

Can't choose  (8)

4. Still thinking about this same **ten year-old boy**, some people might be reluctant to speak to him directly in this situation. What, if any, concerns would you have about speaking to him directly?

PLEASE TICK **AS MANY** BOXES AS APPLY TO YOU

(✓)

[YN10NONB]

None  (0)

1052 - 58

[YN10SHOB]

He might shout at me / threaten me  (1)

[YN10HITB]

He might hit me / assault me  (2)

[YN10MFUB]

He might laugh at me / make fun of me  (3)

[YN10NPNB]

No point / would make no difference  (4)

[YN10NCOB]

I wouldn't have the confidence to speak to him  (5)

[YN10ALGB]

He might say I threatened or assaulted him / make an allegation about me  (6)

[YN10OTHB]

Other (Please write in your answer)  (7)

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---

(Can't choose)  (8)

spare  
 1059 - 70

5. From what you know, or have heard or read, how effective do you think the following are in preventing or tackling the problem of youth crime?

<i>PLEASE TICK <b>ONE</b> BOX ON EACH LINE</i>		<b>Very effective</b>	<b>Fairly effective</b>	<b><u>Not</u> very effective</b>	<b><u>Not</u> at all effective</b>	<b>(Don't know)</b>	
[PCYCREFF]	a. The police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1071
[CRTYCEFF]	b. The courts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1072
[SCHYCEFF]	c. Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1073
[CHYCEFF]	d. The Children's Hearing system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1074
[LCYCEFF]	e. The local council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1075
[SEYCEFF]	f. Scottish Executive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1076
		(1)	(2)	(3)	(4)	(8)	

6. Please tick one box for each statement below to show how much you agree or disagree with it.

<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>	
[GMLMARRY]	a. Gay or lesbian couples should have the right to marry one another if they want to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1077
[DISSHPSS]	b. Shops and banks should be forced to make themselves easier for disabled people to use, even if this leads to higher prices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1078
[ETHTAKJB]	c. People from ethnic minorities take jobs away from other people in Scotland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1079
[EETAKJB]	d. People who come here from Eastern Europe take jobs away from other people in Scotland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1080
[SEXROLE]	e. 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"/>	1081
		(1)	(2)	(3)	(4)	(5)	(8)	

7. How well do you think people from the following groups would be suited to the job of being a primary school teacher?

<i>PLEASE TICK ONE BOX ON EACH LINE</i>		<b>Very suitable</b>	<b>Fairly suitable</b>	<b>Neither suitable nor unsuitable</b>	<b>Fairly unsuitable</b>	<b>Very unsuitable</b>	<b>Can't choose</b>	
[TEACHMEN]	a. Men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1082
[TEACHWMN]	b. Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1083
[TEACHGML]	c. Gay men and lesbians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1084
[TEACHBLK]	d. A black or Asian person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1085
[TEACH70]	e. Someone aged 70	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1086
[TEACHMSM]	f. A Muslim person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1087
[TEACHTRN]	g. Someone who has had a sex change operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1088
[TEACHDEP]	h. Someone who from time to time experiences depression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1089
[TEACHGYP]	i. A gypsy / traveller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1090
		(1)	(2)	(3)	(4)	(5)	(8)	

spare  
1091 - 1100

8. Some people say they feel comfortable if they see a woman breastfeeding her child in public. Others say they feel uncomfortable. How comfortable or uncomfortable does it make you feel if you see a woman breastfeeding her child in public?

<i>PLEASE TICK ONE BOX ONLY</i>			(✓)	
[BREASTFD]	Very comfortable	<input type="checkbox"/>	(1)	1101
	Fairly comfortable	<input type="checkbox"/>	(2)	
	Neither comfortable nor uncomfortable	<input type="checkbox"/>	(3)	
	Fairly uncomfortable	<input type="checkbox"/>	(4)	
	Very uncomfortable	<input type="checkbox"/>	(5)	
	Can't choose	<input type="checkbox"/>	(8)	

9. Some people say they feel comfortable if they see a Muslim woman with her face covered in public. Others say they feel uncomfortable. How comfortable or uncomfortable does it make you feel if you see a Muslim woman with her face covered in public?

*PLEASE TICK **ONE** BOX ONLY*  
[MUSLIMCM]

- (✓)
- Very comfortable  (1)
- Fairly comfortable  (2)
- Neither comfortable nor uncomfortable  (3)
- Fairly uncomfortable  (4)
- Very uncomfortable  (5)
- Can't choose  (8)

1102

10. Would you rather live in an area...  
[PREFLIV2]

*PLEASE TICK **ONE** BOX ONLY*

OR

- (✓)
- ...with lots of different kinds of people  (1)
- ...where most people are similar to you  (2)
- Can't choose  (8)

1103

11. Do you personally know anyone who has a physical disability?

*PLEASE TICK **AS MANY** BOXES AS APPLY TO YOU*

(✓)

- [KDISNOT] No, I don't know anyone who has a physical disability  (1)
- [KDISREL] Yes – a member of my family  (2)
- [KDISPAL] Yes – a friend I know fairly well  (3)
- [KDISAQQU] Yes – someone I do not know very well  (4)
- [KDISWORK] Yes – someone at my work  (5)
- [KDISELSE] Yes – someone else  (6)
- [KDISNSUR] Not sure  (8)

1104 - 08

12. Do you personally know anyone who has a learning disability?

*PLEASE TICK AS MANY  
BOXES AS APPLY TO YOU*

(✓)

- |            |   |                          |     |  |
|------------|---|--------------------------|-----|--|
| [LDISNOT]  | No, I don't know anyone who has a learning disability | <input type="checkbox"/> | (1) |  |
| [LDISREL]  | Yes – a member of my family                           | <input type="checkbox"/> | (2) |  |
| [LDISPAL]  | Yes – a friend I know fairly well                     | <input type="checkbox"/> | (3) |  |
| [LDISAQQU] | Yes – someone I do not know very well                 | <input type="checkbox"/> | (4) |  |
| [LDISWORK] | Yes – someone at my work                              | <input type="checkbox"/> | (5) |  |
| [LDISELSE] | Yes – someone else                                    | <input type="checkbox"/> | (6) |  |
| [LDISNSUR] | Not sure  | <input type="checkbox"/> | (8) |  |

1109 - 13

13. Do you personally know anyone who is from a different racial or ethnic background to you?

*PLEASE TICK AS MANY  
BOXES AS APPLY TO YOU*

(✓)

- |            |  |                          |     |  |
|------------|--|--------------------------|-----|--|
| [KETHNOT]  | No, I don't know anyone from a different racial or ethnic background to me | <input type="checkbox"/> | (1) |  |
| [KETHREL]  | Yes – a member of my family  | <input type="checkbox"/> | (2) |  |
| [KETHPAL]  | Yes – a friend I know fairly well  | <input type="checkbox"/> | (3) |  |
| [KETHAQQU] | Yes – someone I do not know very well                                      | <input type="checkbox"/> | (4) |  |
| [KETHWORK] | Yes – someone at my work   | <input type="checkbox"/> | (5) |  |
| [KETHELSE] | Yes – someone else   | <input type="checkbox"/> | (6) |  |
| [KETHNSUR] | Not sure   | <input type="checkbox"/> | (8) |  |

1114 - 18

Spare  
1119 - 30

14. Do you personally know anyone who is gay or lesbian?

*PLEASE TICK AS MANY  
BOXES AS APPLY TO YOU*

(✓)

- |            |   |                          |     |  |
|------------|---|--------------------------|-----|--|
| [KGMLNOT]  | No, I don't know anyone who is gay or lesbian | <input type="checkbox"/> | (1) |  |
| [KGMLREL]  | Yes – a member of my family                   | <input type="checkbox"/> | (2) |  |
| [KGMLPAL]  | Yes – a friend I know fairly well             | <input type="checkbox"/> | (3) |  |
| [KGMLAQQU] | Yes – someone I do not know very well         | <input type="checkbox"/> | (4) |  |
| [KGMLWORK] | Yes – someone at my work                      | <input type="checkbox"/> | (5) |  |
| [KGMLELSE] | Yes – someone else                            | <input type="checkbox"/> | (6) |  |
| [KGMLNSUR] | Not sure                                      | <input type="checkbox"/> | (8) |  |

1131 - 35

15. Do you personally know anyone who is Muslim?

PLEASE TICK **AS MANY**  
BOXES AS APPLY TO YOU

(✓)

- |            |                                       |                          |     |           |
|------------|---------------------------------------|--------------------------|-----|-----------|
| [KMUSNONE] | No, I don't know anyone who is Muslim | <input type="checkbox"/> | (1) | 1136 - 40 |
| [KMUSFAML] | Yes – a member of my family           | <input type="checkbox"/> | (2) |           |
| [KMUSFRIE] | Yes – a friend I know fairly well     | <input type="checkbox"/> | (3) |           |
| [KMUSAQQU] | Yes – someone I do not know very well | <input type="checkbox"/> | (4) |           |
| [KMUSWORK] | Yes – someone at my work              | <input type="checkbox"/> | (5) |           |
| [KMUSELSE] | Yes – someone else                    | <input type="checkbox"/> | (6) |           |
| [KMUSNSUR] | Not sure                              | <input type="checkbox"/> | (8) |           |

16. Which of the following **best** describes how you think of yourself?

PLEASE TICK **ONE BOX ONLY**

(✓)

- |            |                           |                          |     |      |
|------------|---------------------------|--------------------------|-----|------|
| [SEXUALIT] | Heterosexual ('straight') | <input type="checkbox"/> | (1) | 1141 |
|            | Gay                       | <input type="checkbox"/> | (2) |      |
|            | Lesbian                   | <input type="checkbox"/> | (3) |      |
|            | Bisexual                  | <input type="checkbox"/> | (4) |      |
|            | Can't choose              | <input type="checkbox"/> | (8) |      |

17. Now, some statements about the Scottish Parliament and Executive.

Please tick the box that comes closest to your opinion of how true each one is.  
If you can't choose, just tick that box.

PLEASE TICK **ONE BOX**  
ON EACH LINE

- |   | Definitely true          | Probably true            | Probably <u>not</u> true | Definitely <u>not</u> true | Can't choose/<br>Don't know |      |
|---|--------------------------|--------------------------|--------------------------|----------------------------|-----------------------------|------|
| [QUIZHLTH]<br>a. The Scottish Executive makes most of the decisions about how much money should be spent on the health service in Scotland. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>    | 1142 |
| [QUIZBEN]<br>b. The Scottish Executive decides the level of unemployment benefit paid to people in Scotland.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>    | 1143 |
| [QUIZMSP]<br>c. The Scottish Parliament has around 70 elected members.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>    | 1144 |
| [QUIZSESP]<br>d. The Scottish Executive is just another name for the Scottish Parliament.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>    | 1145 |
|   | (1)                      | (2)                      | (3)                      | (4)                        | (8)                         |      |

18. Now some statements about voting in elections.  
 Some people say that it's very important to vote in elections  
 while some people say it is not important at all.  
 Please tick the box that comes closest to your view.

*PLEASE TICK ONE BOX ON EACH LINE*

	<b>Very important</b>	<b>Fairly important</b>	<b>Not very important</b>	<b>Not important at all</b>	<b>Can't choose</b>	
[IMVOTSP]						
a. How important do you think it is to vote in Scottish Parliament elections?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1146
[IMVOTUK]						
b. How important do you think it is to vote in elections to the UK House of Commons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1147
	(1)	(2)	(3)	(4)	(8)	

19. Here are some things people might say about homeless people.  
 Please tell me how much you agree or disagree with each of them.

*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>	
[HOMELPRB]							
a. Homeless people often cause problems in this area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1148
[HOMELHSE]							
b. Many people say they are homeless just to try and get a house from the council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1149
[HOMELRUF]							
c. Most homeless people sleep rough outside at some point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1150
[HOMELDRK]							
d. Most people end up being homeless simply because they drink too much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1151
[HOMELDRG]							
e. Most homeless people use hard drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1152
	(1)	(2)	(3)	(4)	(5)	(8)	

spare  
 1153 - 70



20. How often do you travel by public transport, such as buses, coaches or trains?  
[USEPTRAN]

PLEASE TICK **ONE** BOX ONLY

(✓)

Every day or nearly every day  (1)

2-5 days a week  (2)

Once a week  (3)

Less often but at least once a month  (4)

Less often than that  (5)

Never nowadays  (6)

1171

21. In the last twelve months have you or a close family member visited an NHS GP or been to an NHS hospital as an inpatient or outpatient?

[GPUSESC]

PLEASE TICK **ONE** BOX ONLY

(✓)

Yes – just me  (1)

1172

Yes – not me but close family member  (2)

Yes – both  (3)

No – neither  (4)

22. Here are some places where people might like to smoke.

For each one please tick one box to show whether you think smoking should be allowed there, whether there should be restrictions, or whether smoking should be banned there entirely.

[SMOKPUB]

a. Firstly, in pubs and bars?

Do you think people should be allowed to smoke there, whether there should be restrictions, or whether smoking should be banned there entirely?

PLEASE TICK **ONE** BOX ONLY

(✓)

Freely allowed  (1)

1173

Restricted to certain areas  (2)

Banned altogether  (3)

Can't choose  (8)

[SMOKRES]

b. And what about in restaurants?

Do you think people should be allowed to smoke there, whether there should be restrictions, or whether smoking should be banned there entirely?

PLEASE TICK **ONE** BOX ONLY

(✓)

Freely allowed  (1)

1174

Restricted to certain areas  (2)

Banned altogether  (3)

Can't choose  (8)

23. 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>	
[REDISTRB] 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"/>	1175
[BIGBUSNN] 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"/>	1176
[WEALTH] 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"/>	1177
[RICHLAW] 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"/>	1178
[INDUST4] 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"/>	1179
	(1)	(2)	(3)	(4)	(5)	

24. 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>	
[TRADVALS] 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"/>	1180
[STIFSENT] 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"/>	1181
[DEATHAPP] 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"/>	1182
[OBEY] d. Schools should teach children to obey authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1183
[WRONGLAW] 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"/>	1184
[CENSOR] 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"/>	1185
	(1)	(2)	(3)	(4)	(5)	spare 1186 - 1200

25a. To help us plan better in future, please tell us about how long it took you to complete this questionnaire.  
[QTIME]

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)

1201

25b. And on what date did you fill in the questionnaire?  
[SQDATE2]

PLEASE WRITE IN:

DAY

MONTH

2006

1202 - 05

26. And lastly just a few details about yourself. [RSEXCHCK]

a. Are you ....

(✓)

- Male  (1)
- Female  (2)

1206

b. What was your age last birthday? [RAGECHK]

PLEASE WRITE IN:

YEARS

1207 - 08

spare  
1209 - 20

***IF YOU HAVE ANY OTHER COMMENTS YOU WISH TO MAKE, PLEASE USE THIS SPACE:***

**Thank you very much for your help**

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

**A2**

**P.7534 Copper team**  
**SCOTTISH SOCIAL ATTITUDES 2006**  
**SELF-COMPLETION QUESTIONNAIRE**

***Completing the questionnaire:***

Please answer the questions in this booklet by placing a tick (✓) in one or more of the boxes, as instructed at each question.

All your answers will be treated in **strict confidence** in accordance with the Data Protection Act.

The questionnaire should not take very long to complete, and we hope you will find it interesting and enjoyable.

**Only the person who took part in the initial interview should complete this questionnaire**

***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.**

**INTERVIEWER TO ENTER**

1001-7	<input type="text" value="0"/>	<input type="text" value="8"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Serial number
1009-11	<input type="text"/>	<input type="text"/>	<input type="text"/>					Sample point
1012-15	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Interviewer number

**OFFICE USE ONLY**

1008	<input type="text" value="1"/>	Card number
1016-20		Batch Number
1021	<input type="text" value="2"/>	Version number
SPARE 1022-30		

1. I'd like you to imagine a situation in which you saw a group of fourteen year-old girls **you recognised** damaging a bus shelter or other public property in your area.

Please say how likely you would be to do the following things:

<i>PLEASE TICK <b>ONE</b> BOX ON EACH LINE</i>	<b>Very likely</b>	<b>Fairly likely</b>	<b><u>Not very</u> likely</b>	<b><u>Not at all</u> likely</b>	<b>(Don't know)</b>	
[CHALLDIG] a. Challenge them directly at the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1031
[TALKOWNG] b. Talk to them later when they are on their own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1032
[SPEAKPAG] c. Speak to their parents about it later on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1033
[POLICEG] d. Contact the police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1034
	(1)	(2)	(3)	(4)	(8)	

2. Still thinking about this group of fourteen year-old girls, some people might be reluctant to speak to them directly. What, if any, concerns would you have about speaking to them directly?

<i>PLEASE TICK <b>AS MANY</b> BOXES AS APPLY TO YOU</i>	(✓)	
[YN14NONG]	None	<input type="checkbox"/> (0) <span style="float: right;">1035 - 41</span>
[YN14SHOG]	They might shout at me / threaten me	<input type="checkbox"/> (1)
[YN14HITG]	They might hit me / assault me	<input type="checkbox"/> (2)
[YN14MFUG]	They might laugh at me / make fun of me	<input type="checkbox"/> (3)
[YN14NPNG]	No point / would make no difference	<input type="checkbox"/> (4)
[YN14COG]	I wouldn't have the confidence to speak to them	<input type="checkbox"/> (5)
[YN14ALGG]	They might say I threatened or assaulted them/make an allegation about me	<input type="checkbox"/> (6)
[YN14OTHG]	Other (Please write in your answer)	<input type="checkbox"/> (7)
	(Can't choose)	<input type="checkbox"/> (8)

3. Now I'd like you to imagine another situation where you are **coming home after dark at around 11pm.**  
 You see a **ten year-old girl, whom you don't know**, playing on her own in a local park.  
 Which **ONE** of these things do you think you would be **most** likely to do?

[PARKDRKG]

PLEASE TICK **ONE** BOX ONLY

(✓)

Speak to the child  (1)

1051

Contact the police  (2)

Do nothing  (3)

Something else (Please write in what)  (4)

---



---



---

Can't choose  (8)

4. Still thinking about this same **ten year-old girl**, some people might be reluctant to speak to her directly in this situation. What, if any, concerns would you have about speaking to her directly?

PLEASE TICK **AS MANY** BOXES AS APPLY TO YOU

(✓)

[YN10NONG]

None  (0)

1052 - 58

[YN10SHOG]

She might shout at me / threaten me  (1)

[YN10HITG]

She might hit me / assault me  (2)

[YN10MFUG]

She might laugh at me / make fun of me  (3)

[YN10NPNG]

No point / would make no difference  (4)

[YN10NCOG]

I wouldn't have the confidence to speak to her  (5)

[YN10ALGG]

She might say I threatened or assaulted her/make an allegation about me  (6)

[YN10OTHG]

Other (Please write in your answer)  (7)

---



---



---

(Can't choose)  (8)

spare  
 1059 - 70



5. From what you know, or have heard or read, how effective do you think the following are in preventing or tackling the problem of youth crime?

<i>PLEASE TICK <b>ONE</b> BOX ON EACH LINE</i>		<b>Very effective</b>	<b>Fairly effective</b>	<b><u>Not</u> very effective</b>	<b><u>Not</u> at all effective</b>	<b>(Don't know)</b>	
[PCYCREFF]	a. The police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1071
[CRTYCEFF]	b. The courts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1072
[SCHYCEFF]	c. Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1073
[CHYCEFF]	d. The Children's Hearing system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1074
[LCYCEFF]	e. The local council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1075
[SEYCEFF]	f. Scottish Executive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1076
		(1)	(2)	(3)	(4)	(8)	

6. Please tick one box for each statement below to show how much you agree or disagree with it.

<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>	
[GMLMARRY]	a. Gay or lesbian couples should have the right to marry one another if they want to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1077
[DISSHPSS]	b. Shops and banks should be forced to make themselves easier for disabled people to use, even if this leads to higher prices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1078
[ETHTAKJB]	c. People from ethnic minorities take jobs away from other people in Scotland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1079
[EETAKJB]	d. People who come here from Eastern Europe take jobs away from other people in Scotland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1080
[SEXROLE]	e. 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"/>	1081
		(1)	(2)	(3)	(4)	(5)	(8)	

7. How well do you think people from the following groups would be suited to the job of being a primary school teacher?

<i>PLEASE TICK ONE BOX ON EACH LINE</i>		<b>Very suitable</b>	<b>Fairly suitable</b>	<b>Neither suitable nor unsuitable</b>	<b>Fairly unsuitable</b>	<b>Very unsuitable</b>	<b>Can't choose</b>	
[TEACHMEN]	a. Men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1082
[TEACHWMN]	b. Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1083
[TEACHGML]	c. Gay men and lesbians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1084
[TEACHBLK]	d. A black or Asian person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1085
[TEACH70]	e. Someone aged 70	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1086
[TEACHMSM]	f. A Muslim person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1087
[TEACHTRN]	g. Someone who has had a sex change operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1088
[TEACHDEP]	h. Someone who from time to time experiences depression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1089
[TEACHGYP]	i. A gypsy / traveller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1090
		(1)	(2)	(3)	(4)	(5)	(8)	

spare  
1091 - 1100

8. Some people say they feel comfortable if they see a woman breastfeeding her child in public. Others say they feel uncomfortable. How comfortable or uncomfortable does it make you feel if you see a woman breastfeeding her child in public?

<i>PLEASE TICK ONE BOX ONLY</i>			(✓)	
[BREASTFD]	Very comfortable	<input type="checkbox"/>	(1)	1101
	Fairly comfortable	<input type="checkbox"/>	(2)	
	Neither comfortable nor uncomfortable	<input type="checkbox"/>	(3)	
	Fairly uncomfortable	<input type="checkbox"/>	(4)	
	Very uncomfortable	<input type="checkbox"/>	(5)	
	Can't choose	<input type="checkbox"/>	(8)	

9. Some people say they feel comfortable if they see a Muslim woman with her face covered in public. Others say they feel uncomfortable. How comfortable or uncomfortable does it make you feel if you see a Muslim woman with her face covered in public?

*PLEASE TICK **ONE** BOX ONLY*  
[MUSLIMCM]

- (✓)
- Very comfortable  (1)
- Fairly comfortable  (2)
- Neither comfortable nor uncomfortable  (3)
- Fairly uncomfortable  (4)
- Very uncomfortable  (5)
- Can't choose  (8)

1102

10. Would you rather live in an area...  
[PREFLIV2]

*PLEASE TICK **ONE** BOX ONLY*

OR

- (✓)
- ...with lots of different kinds of people  (1)
- ...where most people are similar to you  (2)
- Can't choose  (8)

1103

11. Do you personally know anyone who has a physical disability?

*PLEASE TICK **AS MANY** BOXES AS APPLY TO YOU*

(✓)

- [KDISNOT] No, I don't know anyone who has a physical disability  (1)
- [KDISREL] Yes – a member of my family  (2)
- [KDISPAL] Yes – a friend I know fairly well  (3)
- [KDISAQQU] Yes – someone I do not know very well  (4)
- [KDISWORK] Yes – someone at my work  (5)
- [KDISELSE] Yes – someone else  (6)
- [KDISNSUR] Not sure  (8)

1104 - 08

12. Do you personally know anyone who has a learning disability?

*PLEASE TICK AS MANY  
BOXES AS APPLY TO YOU*

(✓)

- |            |   |                          |     |  |
|------------|---|--------------------------|-----|--|
| [LDISNOT]  | No, I don't know anyone who has a learning disability | <input type="checkbox"/> | (1) |  |
| [LDISREL]  | Yes – a member of my family                           | <input type="checkbox"/> | (2) |  |
| [LDISPAL]  | Yes – a friend I know fairly well                     | <input type="checkbox"/> | (3) |  |
| [LDISAQQU] | Yes – someone I do not know very well                 | <input type="checkbox"/> | (4) |  |
| [LDISWORK] | Yes – someone at my work                              | <input type="checkbox"/> | (5) |  |
| [LDISELSE] | Yes – someone else                                    | <input type="checkbox"/> | (6) |  |
| [LDISNSUR] | Not sure  | <input type="checkbox"/> | (8) |  |

1109 - 13

13. Do you personally know anyone who is from a different racial or ethnic background to you?

*PLEASE TICK AS MANY  
BOXES AS APPLY TO YOU*

(✓)

- |            |  |                          |     |  |
|------------|--|--------------------------|-----|--|
| [KETHNOT]  | No, I don't know anyone from a different racial or ethnic background to me | <input type="checkbox"/> | (1) |  |
| [KETHREL]  | Yes – a member of my family  | <input type="checkbox"/> | (2) |  |
| [KETHPAL]  | Yes – a friend I know fairly well  | <input type="checkbox"/> | (3) |  |
| [KETHAQQU] | Yes – someone I do not know very well                                      | <input type="checkbox"/> | (4) |  |
| [KETHWORK] | Yes – someone at my work   | <input type="checkbox"/> | (5) |  |
| [KETHELSE] | Yes – someone else   | <input type="checkbox"/> | (6) |  |
| [KETHNSUR] | Not sure   | <input type="checkbox"/> | (8) |  |

1114 - 18

Spare  
1119 - 30

14. Do you personally know anyone who is gay or lesbian?

*PLEASE TICK AS MANY  
BOXES AS APPLY TO YOU*

(✓)

- |            |   |                          |     |  |
|------------|---|--------------------------|-----|--|
| [KGMLNOT]  | No, I don't know anyone who is gay or lesbian | <input type="checkbox"/> | (1) |  |
| [KGMLREL]  | Yes – a member of my family                   | <input type="checkbox"/> | (2) |  |
| [KGMLPAL]  | Yes – a friend I know fairly well             | <input type="checkbox"/> | (3) |  |
| [KGMLAQQU] | Yes – someone I do not know very well         | <input type="checkbox"/> | (4) |  |
| [KGMLWORK] | Yes – someone at my work                      | <input type="checkbox"/> | (5) |  |
| [KGMLELSE] | Yes – someone else                            | <input type="checkbox"/> | (6) |  |
| [KGMLNSUR] | Not sure                                      | <input type="checkbox"/> | (8) |  |

1131 - 35

15. Do you personally know anyone who is Muslim?

PLEASE TICK **AS MANY**  
BOXES AS APPLY TO YOU

(✓)

- |            |                                       |                          |     |           |
|------------|---------------------------------------|--------------------------|-----|-----------|
| [KMUSNONE] | No, I don't know anyone who is Muslim | <input type="checkbox"/> | (1) | 1136 - 40 |
| [KMUSFAML] | Yes – a member of my family           | <input type="checkbox"/> | (2) |           |
| [KMUSFRIE] | Yes – a friend I know fairly well     | <input type="checkbox"/> | (3) |           |
| [KMUSAQQU] | Yes – someone I do not know very well | <input type="checkbox"/> | (4) |           |
| [KMUSWORK] | Yes – someone at my work              | <input type="checkbox"/> | (5) |           |
| [KMUSELSE] | Yes – someone else                    | <input type="checkbox"/> | (6) |           |
| [KMUSNSUR] | Not sure                              | <input type="checkbox"/> | (8) |           |

16. Which of the following **best** describes how you think of yourself?

PLEASE TICK **ONE BOX ONLY**

(✓)

- |            |                           |                          |     |      |
|------------|---------------------------|--------------------------|-----|------|
| [SEXUALIT] | Heterosexual ('straight') | <input type="checkbox"/> | (1) | 1141 |
|            | Gay                       | <input type="checkbox"/> | (2) |      |
|            | Lesbian                   | <input type="checkbox"/> | (3) |      |
|            | Bisexual                  | <input type="checkbox"/> | (4) |      |
|            | Can't choose              | <input type="checkbox"/> | (8) |      |

17. Now, some statements about the Scottish Parliament and Executive.

Please tick the box that comes closest to your opinion of how true each one is.  
If you can't choose, just tick that box.

PLEASE TICK **ONE BOX**  
ON EACH LINE

- |   | Definitely true          | Probably true            | Probably <u>not</u> true | Definitely <u>not</u> true | Can't choose/<br>Don't know |      |
|---|--------------------------|--------------------------|--------------------------|----------------------------|-----------------------------|------|
| [QUIZHLTH]<br>a. The Scottish Executive makes most of the decisions about how much money should be spent on the health service in Scotland. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>    | 1142 |
| [QUIZBEN]<br>b. The Scottish Executive decides the level of unemployment benefit paid to people in Scotland.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>    | 1143 |
| [QUIZMSP]<br>c. The Scottish Parliament has around 70 elected members.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>    | 1144 |
| [QUIZSESP]<br>d. The Scottish Executive is just another name for the Scottish Parliament.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>    | 1145 |
|   | (1)                      | (2)                      | (3)                      | (4)                        | (8)                         |      |

18. Now some statements about voting in elections.  
 Some people say that it's very important to vote in elections  
 while some people say it is not important at all.  
 Please tick the box that comes closest to your view.

*PLEASE TICK ONE BOX ON EACH LINE*

	<b>Very important</b>	<b>Fairly important</b>	<b>Not very important</b>	<b>Not important at all</b>	<b>Can't choose</b>	
[IMVOTSP]						
a. How important do you think it is to vote in Scottish Parliament elections?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1146
[IMVOTUK]						
b. How important do you think it is to vote in elections to the UK House of Commons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1147
	(1)	(2)	(3)	(4)	(8)	

19. Here are some things people might say about homeless people.  
 Please tell me how much you agree or disagree with each of them.

*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>	
[HOMELPRB]							
a. Homeless people often cause problems in this area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1148
[HOMELHSE]							
b. Many people say they are homeless just to try and get a house from the council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1149
[HOMELRUF]							
c. Most homeless people sleep rough outside at some point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1150
[HOMELDRK]							
d. Most people end up being homeless simply because they drink too much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1151
[HOMELDRG]							
e. Most homeless people use hard drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1152
	(1)	(2)	(3)	(4)	(5)	(8)	

spare  
 1153 - 70

20. How often do you travel by public transport, such as buses, coaches or trains?  
[USEPTRAN]

PLEASE TICK **ONE** BOX ONLY

(✓)

- Every day or nearly every day  (1)
- 2-5 days a week  (2)
- Once a week  (3)
- Less often but at least once a month  (4)
- Less often than that  (5)
- Never nowadays  (6)

1171

21. In the last twelve months have you or a close family member visited an NHS GP or been to an NHS hospital as an inpatient or outpatient?

[GPUSESC]

PLEASE TICK **ONE** BOX ONLY

(✓)

Yes – just me  (1)

1172

Yes – not me but close family member  (2)

Yes – both  (3)

No – neither  (4)

22. Here are some places where people might like to smoke.

For each one please tick one box to show whether you think smoking should be allowed there, whether there should be restrictions, or whether smoking should be banned there entirely.

[SMOKPUB]

a. Firstly, in pubs and bars?

Do you think people should be allowed to smoke there, whether there should be restrictions, or whether smoking should be banned there entirely?

PLEASE TICK **ONE** BOX ONLY

(✓)

Freely allowed  (1)

1173

Restricted to certain areas  (2)

Banned altogether  (3)

Can't choose  (8)

[SMOKRES]

b. And what about in restaurants?

Do you think people should be allowed to smoke there, whether there should be restrictions, or whether smoking should be banned there entirely?

PLEASE TICK **ONE** BOX ONLY

(✓)

Freely allowed  (1)

1174

Restricted to certain areas  (2)

Banned altogether  (3)

Can't choose  (8)



23. 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>	
[REDISTRB] 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"/>	1175
[BIGBUSNN] 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"/>	1176
[WEALTH] 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"/>	1177
[RICHLAW] 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"/>	1178
[INDUST4] 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"/>	1179
	(1)	(2)	(3)	(4)	(5)	

24. 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>	
[TRADVALS] 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"/>	1180
[STIFSENT] 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"/>	1181
[DEATHAPP] 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"/>	1182
[OBEY] d. Schools should teach children to obey authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1183
[WRONGLAW] 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"/>	1184
[CENSOR] 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"/>	1185
	(1)	(2)	(3)	(4)	(5)	spare 1186 - 1200

25a. To help us plan better in future, please tell us about how long it took you to complete this questionnaire.  
[QTIME]

PLEASE TICK **ONE** BOX ONLY

- (✓)
- |                           |                          |     |      |
|---------------------------|--------------------------|-----|------|
| Less than 15 minutes      | <input type="checkbox"/> | (1) | 1201 |
| 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) |      |

25b. And on what date did you fill in the questionnaire?  
[SQDATE2]

PLEASE WRITE IN:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	2006	1202 - 05
DAY		MONTH			

26. And lastly just a few details about yourself. [RSEXCHCK]

a. Are you ....

- (✓)
- |        |                          |     |      |
|--------|--------------------------|-----|------|
| Male   | <input type="checkbox"/> | (1) | 1206 |
| Female | <input type="checkbox"/> | (2) |      |

b. What was your age last birthday? [RAGECHK]

PLEASE WRITE IN:

<input type="text"/>	<input type="text"/>	1207 - 08
YEARS		

spare  
1209 - 20

***IF YOU HAVE ANY OTHER COMMENTS YOU WISH TO MAKE, PLEASE USE THIS SPACE:***

**Thank you very much for your help**

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

# **Scottish Social Attitudes Survey (SSA) 2006**

*Data documentation*

# SSA 2006

## *Variable list*

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## Sample information and introduction (Questionnaire pages 3-5)

pserial	Archive serial number
intmonth	(D) Month of interview
intyear	(D) Year of interview
point	sample point (psu) Q9
strata	strata M
popband	Population density quartiles M
urindsc6	Urban/rural indicator - SE 6-fold
rural	(D) Rural (from urindsc)
remote	(D) Remote (from urindsc)
urbanac	(D) Urban/accessible (from urindsc)
nsimd06s	quintiles of simd06s M
wtfactor	Weight for whole sample M26
oldwt	Weight without non-response/calibrationM
wtrural	Weight to be used if analysing by rural
wtrremote	Weight to be used if analysing by remote
wturban	Weight to be used if analysing by urbanac
oddeven	Select sub-sample by odd/even numbersQ31
samptype	Sample type Q32
scver	Self-completion version M34

## Household grid (questionnaire pages 6-13)

househld	Number in household including R? Q40
rsex	Sex of respondent Q42
rage	Age of respondent in years. Q43
rage1824	Age of respondent in years <grouped> Q
ragecat	Age of respondent(grouped)<7cat> dv Q132
ragecat2	Age of respondent(grouped)<6cat> dv Q133
rsexage	Age grouped within gender?<16cat>dv Q134
rsexage2	Age grouped within gender?<14cat>dv Q135
p2sex	Person 2:sex Q48
p2age	Person 2:age YY Q49
p2rel3	Person 2:relation to R[8 categories] Q50
p2rel2	Person 2:relation to R[7 categories] Q51
p2rel	Person 2:relation to R [5 categories]Q52
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pacrime	Crime+vandalism biggest area problems M
panoisy	Noisy neighbours biggest area problems M
paafhous	Lack affordable housing area problems M
payploit	Young hanging round is area problems M
paptrans	Poor public transport area problems M
padkdrug	Alcohol+drugs biggest area problems M
paopchyp	Lack opp.young+children area problems M
paunemp	Unemployment of biggest area problems M
paparks	Poor parks+ament.biggest area problems M
pashops	Poor shops 1 of biggest area problems M
paother	Other is one of biggest area problems M
panone	None of these is biggest area problems M
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homeempt	In area:look aft empty home pal/rel?M252
areaspk	In area:stop+speak2people regularly?M253
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ypnoresp	Young ppl no respect for older ppl? M285
ypfriend	Most young people helpful+friendly? M286
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vandcom2	In area:vandalism/graffitis by youngM288
ypalcom2	In area:young people drunk in publicM289
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ypthcom	In area:Young behave threatening wayM291
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vandafc2	In area:R affected by vandalism/grafM293
ypalaf2	In area:R affectd young drunk publicM294
ypdgaf2	In area:R affectd young drugs publicM295
ypthafc	In area:R affected young threateningM296
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equalbl2	Black+Asian equal opp. attempts too far? M299
equalgm2	Gay male&lesbian qual opp gone2far? M300
prejokay	Scotland get rid of prejudice/not? M301
idlosem	More Muslims=>Scotland lose identityM302
ideaster	East Europeans=>Scot lose identity? M303
idbasian	Black/Asian=>Scotland lose identity?M304
gaymrel	R think wrong2men sexual relationshpM305
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marblas	R happy relative marry black/Asian? M307
marchin	R happy relative marry Chinese backgM308
marrmus	R happy if relative marry Muslim? M309
marrchrn	R happy if relative marry Christian?M310
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redlawc	Educ,law,community spirit important Q391
rbrnthr	Feel that way if R is born there? Q392
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reqlprd	Not matter of choice,can be equal? Q395
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rimphist	Brit imp.history:Eng/Sct/Wal part? Q398
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rethmin	Brit bring tog.ethnic minorities? Q404
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homunluc	Homeless just been unlucky in life? M476
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mdhchlhm	MOST DESERV H:leaving childrens homeM493
mdhnoisy	MOST DESERV:evicted noisy neighbour M493
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ldhprisn	LEAST DESERV HELP: leaving prison M493
ldhrgal	LEAST DESERV HELP:DRUG/ALCOHOL PROB M493
ldhhosp	LEAST DESERV HELP: leaving hosp M493
ldhmentl	LEAST DESERV HELP: mental hlth prob M493
ldhfinan	LEAST DESERV HELP:financial problemsM493
ldhoverc	LEAST DESERV:leaving overcrowd accomM493
ldhchlhm	LEAST DESERV:leaving childrens home M493
ldhnoisy	LEAST DESERV:evicted noisy neighbourM493
ldhabuse	LEAST DESERV HELP: victim dom abuse M493
ldhmoves	LEAST DESERV HELP:just moved to ScotM493
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houshom	R comfortable if near house homelessM527
beenhmno	R does not know anyone homeless everM528
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beenhmwk	R has work mate been/is homeless M528
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taxspend	Govt choos taxation v.social serviceM538
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imprvnhs	Scot parl.increases NHS standards? M540
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rdisseed	R has sensory impairment blind/deaf?Q566
rdisment	R has mental health condition? Q566
rdislern	R has learning disability/Downs syndQ566
rdisoth	R has other long-standing illness? Q566
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livwasc2	How long have you lived in Scotland?Q573
natic2	R think self more Scottish/British? Q574
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natbrit	Does R think of self as British? Q587
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nateuro	Does R think of self as European? Q589
natirish	Does R think of self as Irish? Q590
natni	Does R think of self Northern Irish Q591
natscot	Does R think of self as Scottish? Q592
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edqual17	Qual obtnd:NVQ/SVQ L1/GNVQ Foundat Q782
edqual18	Qual obtnd:NVQ/SVQ L2/GNVQ Intermed Q783
edqual19	Qual obtnd:NVQ/SVQ L3/GNVQ Advanced Q784
edqual20	Qual obtnd: NVQ/SVQ L4 Q785
edqual21	Qual obtnd: NVQ/SVQ L5 Q786
edqual37	Qual obtnd:Other acadmic/vocational Q787
hedqual	Highest educational qual obtained Q788
hedqual2	Highest educ.qual obtained[postgrad] Q789
hedband	Highest educational qualific'n obtained Q
internt	H'hold have access to the Internet? Q791
wwwuse	Does R h'self ever use the Internet? Q792
selfcomp	Status of self-completion questnr dv Q801
scstatus	PLEASE CODE THE CURRENT STATUS OF T M833

outcome	FINAL OUTCOME as entered interviewerMQ836
---------	---

## Self-competition questionnaire

challdir	R challenge 14yo damage bus shelterM2.1a
talkown	R talk later14yo damage bus shelterM2.1b
speakpar	R talk parents14yo damage bussheltrM2.1c
police	R call police14yo damage busshelterM2.1d
challdig	R chall 14yo GIRLS damage bus sheltM2.1a
talkowng	R talk later 14yo GIRLS damage bus M2.1a
speakpag	R talk parents 14yo GIRLS damage buM2.1a
policeg	R call police 14yo GIRLS damage busM2.1a
challdib	R chall 14yo BOYS damage bus shelt M2.1a
talkownb	R call police 14yo BOYS damage bus M2.1a
speakpab	R talk parents 14yo BOYS damage busA12.1c
policeb	R call police 14yo BOYS damage bus A12.1d
yn14none	No concerns about speaking to 14y.o.M2.2
yn14shou	14y.o.might shout/threaten if speak?M2.2
yn14hit	14y.o.might hit/assault R if speak? M2.2
yn14mfun	14y.o.might laugh at R if speak? M2.2
yn14npnt	14y.o.Speak would make no differenceM2.2
yn14ncon	14y.o.R wouldn't have confidence2spkM2.2
yn14allg	14y.o.could allege threat or assaultM2.2
yn14oth	14y.o.might cause other concerns? M2.2
yn14nong	No concerns about speaking2 14girl A22.2
yn14shog	14y.o. girl shout/threaten if speakA22.2
yn14hitg	14y.o. girl hit/assault R if speak?A22.2
yn14mfug	14y.o. girl laugh at R if speak? A22.2
yn14npng	14y.o. girl Speak make no differencA22.2
yn14ncog	14y.o.girl R not have confidence2spA22.2
yn14algg	14y.o. girl allege threat/assault A22.2
yn14othg	14y.o. girl cause other concerns? A22.2
yn14nonb	No concerns about speaking2 14y boyA12.2
yn14shob	14y.o. boy shout/threaten if speakA12.2
yn14hitb	14y.o. boy hit/assault R if speak?A12.2
yn14mfub	14y.o. boy laugh at R if speak? A12.2
yn14nbnb	14y.o. boy speak make no differenceA12.2
yn14ncob	14y.o. boy R not have confidence2spA12.2
yn14algb	14y.o. boy allege threat/assault A12.2
yn14othb	14y.o. boy cause other concerns? A12.2
parkdark	See 10y.o. in park about 11pm R do? M2.3
parkdrkg	See 10y.o.girl in park abt 11pmR doA22.3
parkdrkb	See 10y.o.boy in park abt 11pm R doA12.3
yn10none	No concerns about speaking to 10y.o.M2.4
yn10shou	10y.o.might shout/threaten if speak?M2.4
yn10hit	10y.o.might hit/assault R if speak? M2.4
yn10mfun	10y.o.might laugh at R if speak? M2.4
yn10npnt	10y.o.Speak would make no differenceM2.4
yn10ncon	10y.o.R wouldn't have confidence2spkM2.4
yn10allg	10y.o.could allege threat or assaultM2.4
yn10oth	10y.o.might cause other concerns? M2.4
yn10nong	No concerns about speaking2 10girl A22.4
yn10shog	10y.o. girl shout/threaten if speakA22.4
yn10hitg	10y.o. girl hit/assault R if speak?A22.4
yn10mfug	10y.o. girl laugh at R if speak? A22.4



yn10npng	10y.o. girl Speak make no differencA22.4
yn10ncog	10y.o.girl R not have confidence2spA22.4
yn10algg	10y.o. girl allege threat/assault A22.4
yn10othg	10y.o. girl cause other concerns? A22.4
yn10nonb	No concerns about speaking2 10y boyA12.4
yn10shob	10y.o. boy shout/threaten if speakA12.4
yn10hitb	10y.o. boy hit/assault R if speak?A12.4
yn10mfub	10y.o. boy laugh at R if speak? A12.4
yn10nbnb	10y.o. boy speak make no differenceA12.4
yn10ncob	10y.o. boy R not have confidence2spA12.4
yn10algb	10y.o. boy allege threat/assault A12.4
yn10othb	10y.o. boy cause other concerns? A12.4
pcycreff	Police effective tackle youth crimeM2.5a
crtyceff	Courts effective tackle youth crimeM2.5b
schyceff	Schools effectiv tackle youth crimeM2.5c
chyceff	Chd.Hearing systm tackl youth crimeM2.5d
lcyceff	Local council eff.tackl youth crimeM2.5e
seyceff	Scot.Executiv eff.tackl youth crimeM2.5f
gmlmarry	Gay/lesbian couples right to marry M2.6a
disshpss	Shop+bank easier dis even if>price Q2.6b
ethtakjb	Ethnic minority take jobs from ScotM2.6c
eetakjb	E.Europe immigt take jobs from ScotM2.6d
sexrole	Man's job earn money,woman's familyM2.6e
teachmen	Suitable2teach primary schl:men M2.7a
teachwmn	Suitable2teach primary schl:women M2.7b
teachgml	Suitable2teach primary:gay+lesbian M2.7c
teachblk	Suitable2teach primary:black/Asian M2.7d
teach70	Suitable2teach primary schl:aged 70M2.7e
teachmsm	Suitable2teach primary schl:Muslim M2.7f
teachtrn	Suitable2teach primary :sex change M2.7g
teachdep	Suitable2teach primary :depression M2.7h
teachgyp	Suitable2teach primary:gypsy/travellrM2.7i
breastfd	R comfortable2see woman breastfeed? M2.8
muslimcm	R comfortable w. Muslim face coveredM2.9
prefliv2	R prefer live w.diff.kinds of ppl? M2.10
kdisnot	R NOT know anyone w disability? S2.11
kdisrel	R know someone w disability:family?S2.11
kdispal	R know someone w disability:friendS2.11
kdisaqqu	R know someone w disability: acqu? S2.11
kdiswork	R know disabled someone at work? S2.11
kdiselse	R know someone w disability: else? S2.11
kdisnsur	know someone w disability:not sure?S2.11
ldisnot	R not know anyone w learning dis S2.12
ldisrel	R know someone w learning dis:familyS2.12
ldispal	R know someone w learning dis:friendS2.12
ldisaqqu	R know someone w learning dis:acqu.S2.12
ldiswork	R know someone with learning disability at work? S2.12
ldiselse	R know someone w learning dis: elseS2.12
ldisnsur	know someone w learn dis:not sure S2.12
kethnot	R not know diff.ethnic background? S2.13
kethrel	R know diff.ethnic background famlyS2.13
kethpal	R know diff.ethnic background frienS2.13
kethaqqu	R know diff.ethnic background aqqunS2.13
kethwork	R know diff.ethnic background work?S2.13
kethelse	R know diff.ethnic background else?S2.13

kethnsur	R not sure if R know diff.ethnic? S2.13
kgmlnot	R not know any gay or lesbian ? S2.14
kgmlrel	R know gay/lesbian member of familyS2.14
kgmlpal	R know gay/lesbian friend well? S2.14
kgmlaqqu	R know gay/lesbian acquaintance? S2.14
kgmlwork	R know gay/lesbian at work? S2.14
kgmlelse	R know gay/lesbian someone else? S2.14
kgmlnsur	R not sure if R know gay/lesbian? S2.14
kmusnone	R not know any Muslim people? S2.15
kmusfaml	R know Muslim member of family? S2.15
kmusfrie	R know Muslim friend fairly well?S2.15
kmusaqqu	R know Muslim acquaintance? S2.15
kmuswork	R know Muslim someone at work? S2.15
kmuselse	R know Muslim someone else? S2.15
kmusnsur	R not sure if R know Muslim ? S2.15
sexualit	Best describes R's sexuality? M2.16
quizhlth	Scot.Exec.decides money for healthM2.17a
quizuben	Scot.Exec.decides unemploy benefitM2.17b
quizmsp	Scot.parliament 70 elected membersM2.17c
quizsesp	Scot.exec. another name Scot.parl M2.17d
quiz1	Quiz1 health spending M
quiz2	Quiz2 UB40 spending M
quiz3	Quiz3 No. of MSPs M
quiz4	Quiz4 SE name M
quizna	No. of Not Answered items on quiz M
quizscor	Number of items correct,excluding NAs M
quizsco3	No of items correct,excluding NAs <grp>M
imvotsp	Important2vote in Scot.parl.electnM2.18a
imvotuk	Important2vote in UK HoC electionsM2.18b
homelprb	Homeless often cause probs in areaM2.19a
homelhse	Ppl say homeless to get council hsM2.19b
homelruf	Most homels sleep rough some pointM2.19c
homeldrk	Most end up homeless cos drink M2.19d
homeldrg	Most homeless ppl use hard drugs? M2.19e
useptran	How often use public transport? M2.20
gpuseesc	Visited GP or NHS hosp last 12 mth M2.21
smokpub	Let people smoke in pubs and bars?M2.22a
smokres	Let people smoke in restaurants? M2.22b
redistrb	Govt.should redistribute income M2.23a
bigbusnn	Big business benefit owners? M2.23b
wealth	Ordinary Workn ppl nt get fair shrM2.23c
richlaw	Is one law for rich+one for poor? M2.23d
indust4	M'ment try2get better of employeeM2.23e
tradvals	Young not enuf respect trad.valuesM2.24a
stifsent	Criminals given stiffer sentences?M2.24b
deathapp	Death penalty most appropriate crmM2.24c
obey	Schools should teach obey authorityM2.24d
wronglaw	Law shd always obeyd even if wrongM2.24e
cancel	Necessary to uphold moral standardM2.24f
leftrigh	(D) Left-right scale(redistrb to indust4) dvM
libauth	(D) Libertarian-authorit'n(tradvals/censor) M

LATEST REVISION: 22 Nov 06 (RO)

P7534

## SSA 2006: QUANTUM EDIT INSTRUCTIONS AND DERIVED VARIABLES

### Position of derived variables

Wherever possible, dummy questions have been inserted into the Blaise program to mark the place of derived variables and column locations have thus already been allocated. Where this is not the case, please use spare columns as near as possible to the original question and provide a list of columns used.

### Swapping DK and Refusal codes

On the SSA datasets, 8, 98, 998 etc stand for DK and 9, 99, 999 etc stand for 'Refusal/Not answered'. The ASCII file produced by Blaise has these two codes the other way round and they therefore need to be swapped.

### Multi-coded questions

The binary variables for the multi-coded questions will be derived in SPSS.

### Confidential information

Before the ASCII file is sent off anywhere other than NatCen, the following pieces of information need to be wiped

	Column number
AdrField	298-308
Name	335 - 344
Name2	352 - 361
Name3	369 - 378
Name4	386 - 395
Name5	403 - 412
Name6	420 - 429
Name7	437 - 446
Name8	454 - 463
Name9	471 - 480
Name10	488 - 497
Name11	505 - 514
Name12	522 - 531
Name13	539 - 548
Name14	556 - 565
Name15	573 - 582
CAdd1 to	5674 to
CAdd5	5873
CAddPC	5874-5883
CRTfl to	5884 to
PhoneNu2	5968

MenuNote	5973 - 6022
Respoth	6089 - 6128
AAdd1 to AskPhon2	6142 to 6438
Adult01 to Adult12	6452 to 6571
Sadult01 to Sadult12	6572 to 6691
Adinf	6840 - 6939
S2Act	6941 - 6990
Sarnttl to Sarint4	7047 to 7274
Sacnttl to Sa2rnc	7276 to 7462
Saadinf	7464 - 7563
Sas2act	7567 - 7614
Saadcor1 to Saconfm	7625 to 7835
InterNot	7939 - 8038

## PRELIMINARY INFORMATION

### **[PopDen] and [PopBand] (quartiles) (BSA and SSA)**

#### **Population density**

Column: 19-27

[PopDen] is population density which is supplied with the sample. [PopBand] is the population density banded into quartiles.

### **[PerSEG]**

#### **Percent non-manual head of households**

Column: 28-33

Supplied with sample

### **[LACode]**

#### **Local Authority code**

Columns: 38-43

Supplied with the sample.

### **[LAName]**

#### **Local Authority name**

Columns: 44-73

Supplied with the sample.

### **[ConName1]**

#### **Parliamentary constituency**

Columns: 76-135

Supplied with the sample.

### **[Ward]**

#### **Ward**

Columns: 136-142

Supplied with the sample.

### **[WardNam]**

#### **Ward name**

Columns: 143-172

Supplied with the sample.

### **[MOI]**

#### **Multiple occupancy indicator**

Column: 173-174

Supplied with sample file.

**[SHSRural]****SHS 6-fold urban rural classification**

Column: 231

Supplied with sample file.

Labels:

- 1 'The four cities'
- 2 'Other Urban'
- 3 'Small, accessible towns'
- 4 'Small, remote towns'
- 5 'Accessible rural'
- 6 'Remote rural'

**[WtFactor]**

Column: 232-240

**[OldWt], [WtRural], [WtRemote], [WtUrban], (no columns assigned)**

Weight - format xx.xxxx

Prior to 2005, SSA was only weighted to correct for unequal selection probabilities – across the urban/rural categories of the SHS classification and within multi-household dwelling units and multi-adult households. Since 2005, both SSA and BSA have introduced non-response weighting, including calibration to population estimates. To examine patterns in the time-series data “old” and “new” weights will be provided.

Additional weights are provided to facilitate comparisons across different collapsed versions of the urban/rural classification (e.g. a weight is provided to compare the first 3 groups versus the last 3 groups). These additional weights are simply rescaled versions of the main weight (i.e. they are perfectly correlated).

**HOUSEHOLD GRID**

**[P2Rel2], [P3Rel2] etc.**

**Relationship to respondent grouped (i)**

Derived from [P2Rel3] (aka [Rel4]), [P3Rel3] (aka [Rel7]) etc:

	<b>[P2Rel3]</b> (aka [Rel4])	<b>[P2Rel2]</b> (aka [Rel5])
	<b>[P3Rel3]</b> (aka [Rel7])	<b>[P3Rel2]</b> (aka [Rel8])
	<b>[P4Rel3]</b> (aka [Rel10])	<b>[P4Rel2]</b> (aka [Rel11])
	<b>[P5Rel3]</b> (aka [Rel13])	<b>[P5Rel2]</b> (aka [Rel14])
	<b>[P6Rel3]</b> (aka [Rel16])	<b>[P6Rel2]</b> (aka [Rel17])
	<b>[P7Rel3]</b> (aka [Rel19])	<b>[P7Rel2]</b> (aka [Rel20])
	<b>[P8Rel3]</b> (aka [Rel22])	<b>[P8Rel2]</b> (aka [Rel23])
	<b>[P9Rel3]</b> (aka [Rel25])	<b>[P8Rel2]</b> (aka [Rel26])
	<b>[P10Rel3]</b> (aka [Rel28])	<b>[P10Rel2]</b> (aka [Rel29])
	<b>[P11Rel3]</b> (aka [Rel31])	<b>[P11Rel2]</b> (aka [Rel32])
	<b>[P12Rel3]</b> (aka [Rel34])	<b>[P12Rel2]</b> (aka [Rel35])
	<b>[P13Rel3]</b> (aka [Rel37])	<b>[P13Rel2]</b> (aka [Rel38])
	<b>[P14Rel3]</b> (aka [Rel40])	<b>[P14Rel2]</b> (aka [Rel41])
	<b>[P15Rel3]</b> (aka [Rel43])	<b>[P15Rel2]</b> (aka [Rel44])
Columns:	365-366	367
	382-383	384
	399-400	401
	416-417	418
	433-434	435
	450-451	452
	467-468	469
	484-485	486
	501-502	503
	518-519	520
	535-536	537
	552-553	554
	569-570	571
	586-587	588
Partner/spouse/cohabitee	1	1
Son/daughter (inc step/adopted)	2	2
Grandchild (inc step adopted)	3	3
Parent/parent-in-law	4	4
Grandparent	5	5
Other relative	6, 7	6
Other non-relative	8	7
Don't know	DK	8
Refusal/not answered	Ref/NA	9

**[P2Rel], [P3Rel] etc. (BSA and SSA)  
Relationship to respondent grouped (ii)**

Derived from [P2Rel3] (aka [Rel4]), [P3Rel3] (aka [Rel7]) etc:

[P2Rel3] (aka [Rel4])	[P2Rel] (aka [Rel6])
[P3Rel3] (aka [Rel7])	[P3Rel] (aka [Rel9])
[P4Rel3] (aka [Rel10])	[P4Rel] (aka [Rel12])
[P5Rel3] (aka [Rel13])	[P5Rel] (aka [Rel15])
[P6Rel3] (aka [Rel16])	[P6Rel] (aka [Rel18])
[P7Rel3] (aka [Rel19])	[P7Rel] (aka [Rel21])
[P8Rel3] (aka [Rel22])	[P8Rel] (aka [Rel24])
[P9Rel3] (aka [Rel25])	[P8Rel] (aka [Rel27])
[P10Rel3] (aka [Rel28])	[P10Rel] (aka [Rel30])
[P11Rel3] (aka [Rel31])	[P11Rel] (aka [Rel33])
[P12Rel3] (aka [Rel34])	[P12Rel] (aka [Rel36])
[P13Rel3] (aka [Rel37])	[P13Rel] (aka [Rel39])
[P14Rel3] (aka [Rel40])	[P14Rel] (aka [Rel42])
[P15Rel3] (aka [Rel43])	[P15Rel] (aka [Rel45])

Columns:	365-366	368
	382-383	385
	399-400	402
	416-417	419
	433-434	436
	450-451	453
	467-468	470
	484-485	487
	501-502	504
	518-519	521
	535-536	538
	552-553	555
	569-570	572
	586-587	589
Partner/spouse/cohabitee	1	1
Son/daughter (inc step/adopted)	2	2
Parent/parent-in-law	4	3
Other relative	3, 5, 6, 7	4
Other non-relative	8	5
Don't know	DK	8
Refusal/not answered	Ref/NA	9

**[RAgeCat]  
Age of respondent (grouped) (i)**

Derived from [RAge] as follows:

Columns:	[RAge] (aka AgeX) 346-347	[RAgeCat] 600-601
18-24	18-24	1
25-34	25-34	2
35-44	35-44	3
45-54	45-54	4
55-59	55-59	5
60-64	60-64	6
65+	65-97	7
DK, NA/Ref	DK, NA/Ref	8



**[RAgeCat2]**  
**Age of respondent (grouped) (ii)**

Derived from [RAge] as follows:

Columns:	[RAge] (aka AgeX) 346-347	[RAgeCat2] 602
18-24	18-24	1
25-34	25-34	2
35-44	35-44	3
45-54	45-54	4
55-64	55-64	5
65+	65-97	6
DK, NA/Ref	DK, NA/Ref	9

**[Rage1824]**  
**Age of respondent (grouped) (iii)**  
**(NEW 2006 - useful in 2005 core analysis)**

Derived from [RAge] as follows:

Columns:	[RAge] (aka AgeX) 346-347	[Rage1824] NO COL ASSIGNED YET
18-24	18-24	1
25-39	25-39	2
40-64	40-64	3
65+	65-97	4
DK, NA/Ref	DK, NA/Ref	8

**[RSexAge]****Age of respondent grouped within gender (i)**

Derived from [RAgeCat] and [RSex] as follows:

Columns:	[RAgeCat] 600-601		[RSex] (aka Sex) 345	[RSexAge] 603-604
Male:				
18-24	1	<u>and</u>	1	01
24-34	2	<u>and</u>	1	02
35-44	3	<u>and</u>	1	03
45-54	4	<u>and</u>	1	04
55-59	5	<u>and</u>	1	05
60-64	6	<u>and</u>	1	06
65+	7	<u>and</u>	1	07
NA/Ref	8	<u>and</u>	1	08
Female:				
18-24	1	<u>and</u>	2	09
24-34	2	<u>and</u>	2	10
35-44	3	<u>and</u>	2	11
45-54	4	<u>and</u>	2	12
55-59	5	<u>and</u>	2	13
60-64	6	<u>and</u>	2	14
65+	7	<u>and</u>	2	15
NA/Ref	8	<u>and</u>	2	16

**[RSexAge2]****Age of respondent grouped within gender (ii)**

Derived from [RAgeCat2] and [RSex] as follows:

Columns:	[RAgeCat2] 602		[RSex] (aka Sex) 345	[RSexAge2] 605-606
Male:				
18-24	1	<u>and</u>	1	01
24-34	2	<u>and</u>	1	02
35-44	3	<u>and</u>	1	03
45-54	4	<u>and</u>	1	04
55-64	5	<u>and</u>	1	05
65+	6	<u>and</u>	1	06
NA/Ref	9	<u>and</u>	1	07
Female:				
18-24	1	<u>and</u>	2	08
24-34	2	<u>and</u>	2	09
35-44	3	<u>and</u>	2	10
45-54	4	<u>and</u>	2	11
55-64	5	<u>and</u>	2	12
65+	6	<u>and</u>	2	13
NA/Ref	9	<u>and</u>	2	14

**[MarStat]****Marital status (compatible with pre-1996 BSA)**

NB this is slightly different from previous years due to addition of civil partnership

Derived from [MarStat5] as follows:

Columns:	[MarStat5]	[MarStat]
	607	608
Married	1,2	1
Living as married	3	2
Separated/divorced	4,5	3
Widowed	6	4
Not married	7	5
Don't know	DK	8
Refusal/NA	Ref/NA	9

**[Married]****Marital status (summary)**

Derived from MarStat as follows:

Columns:	[MarStat]	[Married]
	608	609
Married/living as married	1,2	1
Separated/divorced	3	2
Widowed	4	3
Never married	5	4
No info	DK, Ref/NA	9

**[SmSexPar]**

Same sex partner in household

Already derived in Blaise

## Number of children in household

These are derived from the following variables:

Variable name	Aka	Column
P2Age	AgeX2	363-364
P3Age	AgeX3	380-381
P4Age	AgeX4	397-398
P5Age	AgeX5	414-415
P6Age	AgeX6	431-432
P7Age	AgeX7	448-449
P8Age	AgeX8	465-466
P9Age	AgeX9	482-483
P10Age	AgeX10	499-500
P11Age	AgeX11	516-517
P12Age	AgeX12	533-534
P13Age	AgeX13	550-551
P14Age	AgeX14	567-568
P15Age	AgeX15	584-585

### [HhCh04]

#### Number of children in household aged 0-4

Columns: 617-618

Derived from [P2Age], [P3Age] etc up to [P15Age] as follows:

```
COMPUTE HhCh04 := 0
IF (P2Age >= 0 and P2Age <= 4) THEN HhCh04 = HhCh04 + 1
and so on until P15Age
IF (P2Age = 98) HhCh04 = 99 and so on until P15Age
IF (P2Age = 99) HhCh04 = 99 and so on until P15Age
```

### [HhCh510]

#### Number of children in household aged 5-10

**NB this is a different variable from 2005 and BSA (different banding needed for youth crime module)**

Columns: 619-620

Derived from [P2Age], [P3Age] etc up to [P15Age] as follows:

```
COMPUTE HhCh510 := 0
IF (P2Age >= 5 and P2Age <= 10) THEN HhCh510 = HhCh510 + 1
and so on until P15Age
IF (P2Age = 98) HhCh510 = 99 and so on until P15Age
IF (P2Age = 99) HhCh510 = 99 and so on until P15Age
```

**[HhCh1115]****Number of children in household aged 11-15****NB this is a different variable from 2005 and BSA (different banding needed for youth crime module)**

Columns: 621-622

Derived from [P2Age], [P3Age] etc up to [P15Age] as follows:

```

COMPUTE HhCh1115 := 0
IF (P2Age >= 11 and P2Age <= 15) THEN HhCh1115 = HhCh1115 + 1
and so on until P15Age
IF (P2Age = 98) HhCh1115 = 99 and so on until P15Age
IF (P2Age = 99) HhCh1115 = 99 and so on until P15Age

```

**[HhCh1624]****Number of children/young-people in household aged 16-24****NB this is a different variable from 2005 and BSA (different banding needed for youth crime module)**

Columns: 623-624

Derived from [P2Age], [P3Age] etc up to [P15Age] as follows:

```

COMPUTE HhCh1624 := 0
IF (P2Age >= 16 and P2Age <= 24) THEN HhCh1624 = HhCh1624 + 1
and so on until P15Age
IF (P2Age = 98) HhCh1624 = 99 and so on until P15Age
IF (P2Age = 99) HhCh1624 = 99 and so on until P15Age

```

**[Nch415]****Number of children aged 4-15 in household<sup>1</sup>**

Columns: 613 - 614

Derived from [P2Age], [P3Age] etc up to [P15Age] as follows:

```

COMPUTE Nch415 := 0
IF (P2Age >= 4 and P2Age <= 15) THEN Nch415 = Nch415 + 1
and so on until P15Age
IF (P2Age = 98) Nch415 = 99 and so on until P15Age
IF (P2Age = 99) Nch415 = 99 and so on until P15Age

```

**[Nch318]****Number of children aged 3-18 in household<sup>2</sup>**

Columns: 615 - 616

Derived from [P2Age], [P3Age] etc up to [P15Age] as follows:

```

COMPUTE Nch318:= 0
IF (P2Age >= 3 and P2Age <= 18) THEN Nch318= Nch318+ 1
and so on until P15Age
IF (P2Age = 98) Nch318= 99 and so on until P15Age
IF (P2Age = 99) Nch318= 99 and so on until P15Age

```

---

<sup>1</sup> NB this wasn't in DV spec for previous years, although variable included in data for 2004. Assuming this is how they were derived.

<sup>2</sup> NB again this wasn't in DV spec for previous years, although variable included in data for 2004. Assuming this is how they were derived.

## Number of respondent's own children in household

These are derived from the age variables listed above plus the following variables

Variable name	Aka	Column
P2Rel3	Rel4	365-366
P3Rel3	Rel7	382-383
P4Rel3	Rel10	399-400
P5Rel3	Rel13	416-417
P6Rel3	Rel16	433-434
P7Rel3	Rel19	450-451
P8Rel3	Rel22	467-468
P9Rel3	Rel25	484-485
P10Rel3	Rel28	501-502
P11Rel3	Rel31	518-519
P12Rel3	Rel34	535-536
P13Rel3	Rel37	552-553
P14Rel3	Rel40	569-570
P15Rel3	Rel43	586-587

### [RCh04]

#### Number of respondent's own children in household aged 0-4

Columns: 625-626

Derived from [P2Age], [P2Rel3] and [P3Age], [P3Rel3] etc up to [P15Age], [P15Rel3] as follows:

```
COMPUTE RCh04 := 0
IF ((P2Rel3 = 2) AND (P2Age >= 0 and P2Age <= 4)) THEN RCh04 = RCh04 + 1
and so on until P15Rel3 and P15Age
IF (P2Age = 98) RCh04 = 99 and so on until P15Age
IF (P2Age = 99) RCh04 = 99 and so on until P15Age
IF (P2Rel3 = 98) RCh04 = 99 and so on until P15Rel3
IF (P2Rel3 = 99) RCh04 = 99 and so on until P15Rel3
```

### [RCh510]

#### Number of respondent's own children in household aged 5-10

**NB this is a different variable from 2005 and BSA (different banding needed for youth crime module)**

Columns: 627-628

Derived from [P2Age], [P2Rel3] and [P3Age], [P3Rel3] etc up to [P15Age], [P15Rel3] as follows:

```
COMPUTE RCh510 := 0
IF ((P2Rel3 = 2) AND (P2Age >= 5 and P2Age <= 10)) THEN RCh510 = RCh510 + 1
and so on until P15Rel3 and P15Age
IF (P2Age = 98) RCh510 = 99 and so on until P15Age
IF (P2Age = 99) RCh510 = 99 and so on until P15Age
IF (P2Rel3 = 98) RCh510 = 99 and so on until P15Rel3
IF (P2Rel3 = 99) RCh510 = 99 and so on until P15Rel3
```

**[RCh1115]****Number of respondent's own children in household aged 11-15**

NB this is a different variable from 2005 and BSA (different banding needed for youth crime module)

Columns: 629-630

Derived from [P2Age], [P2Rel3] and [P3Age], [P3Rel3] etc up to [P15Age], [P15Rel3] as follows:

```

COMPUTE RCh1115 := 0
IF ((P2Rel3 = 2) AND (P2Age >= 11 and P2Age <= 15)) THEN RCh1115 = RCh1115 + 1
and so on until P15Rel3 and P15Age
IF (P2Age = 98) RCh1115 = 99 and so on until P15Age
IF (P2Age = 99) RCh1115 = 99 and so on until P15Age
IF (P2Rel3 = 98) RCh1115 = 99 and so on until P15Rel3
IF (P2Rel3 = 99) RCh1115 = 99 and so on until P15Rel3

```

**[RCh1624]****Number of respondent's own children in household aged 16-24**

NB this is a different variable from 2005 and BSA (different banding needed for youth crime module)

Columns: 631-632

Derived from [P2Age], [P2Rel3] and [P3Age], [P3Rel3] etc up to [P15Age], [P15Rel3] as follows:

```

COMPUTE RCh1624 := 0
IF ((P2Rel3 = 2) AND (P2Age >= 16 and P2Age <= 24)) THEN RCh1624 = RCh1624 + 1
and so on until P15Rel3 and P15Age
IF (P2Age = 98) RCh1624 = 99 and so on until P15Age
IF (P2Age = 99) RCh1624 = 99 and so on until P15Age
IF (P2Rel3 = 98) RCh1624 = 99 and so on until P15Rel3
IF (P2Rel3 = 99) RCh1624 = 99 and so on until P15Rel3

```

**HhType****Household type**

Column: 635-636

First derive the following temporary variables:

- [NumAd] - derived from [P2Age], [P3Age] (aka AgeX3) etc up to [P15Age] as follows:  
Columns: 633-634

```

COMPUTE NumAd := 1 {i.e. respondent themselves}
IF (P2Age >= 18) THEN NumAd = NumAd + 1
and so on until P15Age
IF (P2Age = 98) NumAd = 99 and so on until P15Age
IF (P2Age = 99) NumAd = 99 and so on until P15Age

```

- [HHCh1617] - derived from [P2Age], [P3Age] (aka AgeX3) etc up to [P15Age] as follows:

```

COMPUTE HhCh1617 := 0
IF (P2Age >= 16 and P2Age <= 17) THEN HhCh1617 = HhCh1617 + 1
and so on until P15Age
IF (P2Age = 98) HhCh1617 = 99 and so on until P15Age
IF (P2Age = 99) HhCh1617 = 99 and so on until P15Age

```

- [NumCh] – add values of HhCh04 + HhCh510 + HhCh1115 + HhCh1617  
Columns: 611-612

Then:

IF (HhCh04 = 99) NumCh = 99

Derive HhType as follows:

Columns:	[NumAd] 633-634		[NumCh] 611-612	[HhType] 635-636
Single household	1	<u>and</u>	0	1
1 adult, 1 child	1	<u>and</u>	1	2
1 adult, 2 children	1	<u>and</u>	2	3
1 adult, 3+ children	1	<u>and</u>	3-15	4
2 adults	2	<u>and</u>	0	5
2 adult, 1 child	2	<u>and</u>	1	6
2 adult, 2 children	2	<u>and</u>	2	7
2 adult, 3+ children	2	<u>and</u>	3-15	8
3 adults	3	<u>and</u>	0	9
3 adult, children	3	<u>and</u>	1-15	10
4 adults	4	<u>and</u>	0	11
4 adult, children	4	<u>and</u>	1-15	12
5 adults	5	<u>and</u>	0	13
5 adult, children	5	<u>and</u>	1-15	14
6 adults	6	<u>and</u>	0	15
6 adult, children	6	<u>and</u>	1-15	16
7 adults	7	<u>and</u>	0	17
7 adult, children	7	<u>and</u>	1-15	18
8 adults	8	<u>and</u>	0	19
8 adult, children	8	<u>and</u>	1-15	20
9 adults	9	<u>and</u>	0	21
9 adult, children	9	<u>and</u>	1-15	22
10 adults	10	<u>and</u>	0	23
10 adult, children	10	<u>and</u>	1-15	24
11 adults	11	<u>and</u>	0	25
11 adult, children	11	<u>and</u>	1-15	26
12 adults	12	<u>and</u>	0	27
12 adult, children	12	<u>and</u>	1-15	28
Don't know/Refusal	99	<u>or</u>	99	99
Other	residual			95

**[Children]**

**Children aged 0-17 in household or not?**

**NEW 2006 – useful in 2005 core analysis)**

Derived from numch

Columns:	[NumCh] 611-612	[Children] NO COL ASSIGNED YET
No children 0-17	0	1
Children 0-17	1 to 15	2
Not answered/missing	99	9



**[Childsch]**  
**School-aged children 4-15 in household or not?**  
**NEW 2006 - useful in 2005 core analysis)**  
Derived from NCh415

Columns:	[NCh415] 613 - 614	[ChildSch] NO COL ASSIGNED YET
No children 4-15	0	1
Children 4-15	1 to 15	2
Not answered/missing	99	9

## PARTY ID

NB these are derived differently from 2005 variable, but should map onto 2006 BSA

### **[PartyID1]**

Party political identification

Recoded from [PartyFW] as follows:

Columns:	<b>[PartyFW]</b> 1381 - 1382	<b>[PartyID1]</b> 1383 - 1384
Conservative	01	01
Labour	02	02
Liberal Democrat	03	03
SNP	04	06
Plaid Cymru	05	07
Other party	07	08
Other answer	08	09
None	10	10
Green party	06	95
SSP	09	96
Don't know	DK	98
Refused/NA	11/Ref/NA	99

### **[PartyIDS]**

**Scottish Party Political Identification (compressed)**

Derived from [PartyID1] as follows:

Columns:	<b>[PartyID1]</b> 1383-1384	<b>[PartyIDS]</b> 1507
Conservative	01	1
Labour	02	2
Liberal Democrat	03	3
SNP	06	4
Other party	07-08	5
None	10	6
Green Party	95	7
Scottish Socialist	96	8
Other/DK/NA	09,98,99	9

### **[Party3]**

**Scottish Party ID grouped**

**(NEW 2006 - useful for 2005 regression analysis)**

Columns:	<b>[PartyIDS]</b> 1507	<b>[Party3]</b> NO COL. ASSIGNED
Conservative	1	1
Labour	2	2
Liberal Democrat	3	3
SNP	4	4
Other/DK/Ref/NA	5, 7, 8, 9	5
None	6	0

**[PtyAllgS]****Party Political Allegiance (Scottish version)**

Derived from [SupParty], [ClosePty] and [PartyFW] as follows:

Columns:	[SupParty] 1379	[ClosePty] 1380	[PartyFW] 1381 - 1382	[PtyAllgS] 1508 - 1510
<b>Conservative:</b>				
Partisan	1	<u>and</u>	01	01
Sympathiser		1	<u>and</u>	01
Residual identifier		2	<u>and</u>	01
<b>Labour:</b>				
Partisan	1	<u>and</u>	02	04
Sympathiser		1	<u>and</u>	02
Residual identifier		2	<u>and</u>	02
<b>Liberal Democrat:</b>				
Partisan	1	<u>and</u>	03	07
Sympathiser		1	<u>and</u>	03
Residual identifier		2	<u>and</u>	03
<b>SNP:</b>				
Partisan	1	<u>and</u>	04	12
Sympathiser		1	<u>and</u>	04
Residual identifier		2	<u>and</u>	04
<b>Other party</b>			05,06,07,09	10
<b>None</b>			10	11
<b>Other/DK/Ref/NA</b>	DK, Ref/NA <u>or</u>	DK, Ref/NA <u>or</u>	08, DK, Ref/NA	98

**[Politic2]****Interest in politics (banded)**

(NEW 2006 - useful for 2005 regression analysis)

Derived from politics

Columns:	[Politics] 1512	[Politic2] NO COL. ASSIGNED
A great deal/Quite a lot	1, 2	1
Some	3	2
Not v. much/none	4, 5	3
DK/NA	8, 9	8

## NEWSPAPER

**[RelgSumS], [FRISumS]**

**Respondent's religion (summary), Family religion (summary)**

Columns: 1184-1185, 1373-1374

(note that derivation is different to BSA variable of similar name)

Derived from [ReligioS]/[FamReliS] as follows:

	<b>[ReligioS]</b>	<b>[RelgSumS]</b>
Column:	999-1000	1184-1185
	<b>[FamReliS]</b>	<b>[FRISumS]</b>
Column:	1188 - 1189	1373-1374
Church of Scotland	04	01
Roman Catholic	02	02
Other Christian	01,03, 05-12	03
Non-Christian	13-18	04
No religion	00	05
Refused/Don't Know/NA	97, DK,Ref/NA	08

**[RelgCens], [FRICens]**

**Respondent's religion (Census version), Family religion (Census version)**

Columns: 1186-1187, 1375-1376

Derived from [ReligioS]/[FamReliS] as follows:

		<b>[ReligioS]</b>	<b>[RelgCens]</b>
Column:	SSA:	999-1000	1186-1187
		<b>[FamReliS]</b>	<b>[FRICens]</b>
Column:	SSA:	1188 - 1189	1375-1376
No religion		00	00
Church of Scotland		04	01
Roman Catholic		02	02
Other Christian		01,03, 05-12	03
Buddhist		17	04
Hindu		14	05
Muslim		15	06
Jewish		13	07
Sikh		16	08
Another religion		18	09
Refused/Don't Know/NA		97, DK,Ref/NA	10

**[Paper2]****Paper grouped into tabloid and broadsheet****NEW 2006 (used in core analysis in 2005)**

Derived from Whpaper, cols 865-866 and [SReadpap], cols 864

	[SReadpap]	[WhPaper]	[Paper2]
Column::	864	865-866	NO COL ASSIGNED YET
Tabloid	1	1 to 6	1
Broadsheet	1	7 to 94	2
No paper	2	none	0
DK/Ref			8
Other/ more than one paper		95-96	4

**[Paper3]****Paper grouped (tabloid split into Daily Record, other tabloids)****NEW 2006 (used in core analysis in 2005)**

Derived from Whpaper, cols 865-866 and [SReadpap], cols 864

	[SReadpap]	[WhPaper]	[Paper3]
Column::	864	865-866	NO COL ASSIGNED YET
Other tabloid	1	1 to 65	1
Daily Record	1	6	2
Broadsheet	1	7 to 94	3
No paper	2	none	0
DK/Ref			8
Other/ more than one paper		95-96	4

## YOUNG PEOPLE AND CRIME

**[Ch1115]**

**Whether there are children aged 11-15 in household**

Derived from HhCh1115:

Columns:	<b>[HhCh1115]</b> 621-622	<b>[Ch1115]</b> NO COL ASSIGNED YET
No children 11-15	0	1
Children 11-15	1 to 15	2
Not answered/missing	99	9

**[YP1624]**

**Whether there are young people aged 16-24 in household**

Derived from HhCh1624:

Columns:	<b>[HhCh1624]</b> 623-624	<b>[YP1624]</b> NO COL ASSIGNED YET
No YP 16-24	0	1
Young people 16-24	1 to 15	2
Not answered/missing	99	9

## DISCRIMINATION

**[MarrChr]**

**Attitudes of people from other religions to close relative marrying a Christian**

Column: *please assign a column location*

Combined data from MarrChrM (col 1797), MarrChrH (1799) and MarrChrJ (1801)

CORE

**[Snhsie13], [edstie13], [Slivie13], [tranie13], [Econie13]**  
**Standards increased or decreases in last 12 months, banded**  
**(NEW 2006 – used in 2005 core analysis)**

Derived from snhsie12 edstie12 slivie12 tranie12 econie12

Columns:	<b>[snhsie12]</b> 1827	<b>[snhsie13]</b> NO COL ASSIGNED YET
Columns:	<b>[edstie12]</b> 1829	<b>[edstie13]</b> NO COL ASSIGNED YET
Columns:	<b>[Slivie12]</b> 1831	<b>[Slivie13]</b> NO COL ASSIGNED YET
Columns:	<b>[tranie12]</b> 1833	<b>[tranie13]</b> NO COL ASSIGNED YET
Columns:	<b>[econie12]</b> 1835	<b>[econie13]</b> NO COL ASSIGNED YET
Increased	1, 2	1
Stayed same	3	2
Decreased	4, 5	3
DK	8	8
Not ans	9	9

NATIONAL IDENTITY

**[SRSocCI]**

**Self-reported social class.**

Derived from [SRSocCI1] and [SRSocCI2] as follows:

Column:	<b>SRSocCI1</b> 2730	<b>SRSocCI2</b> 2792	<b>SRSocCI</b> 2793
Middle class	1 <u>or</u>	1	1
Working class	2 <u>or</u>	2	2
No class given	residual		3

(Nb. Have allocated columns 9723, 9724 & 9725 for FirstCh, SecondCh & ThirdCh).

### **Binary variables NewIdBr..NewIdWe (c5044..c5051)**

c(5044,5051)=\$00000000\$

if (c(5038,5039).eq.1.or.c(5040,5041).eq.1.or.c(5042,5043).eq.1) c5044=\$1\$  
if (c(5038,5039).eq.2.or.c(5040,5041).eq.2.or.c(5042,5043).eq.2) c5045=\$1\$  
if (c(5038,5039).eq.3.or.c(5040,5041).eq.3.or.c(5042,5043).eq.3) c5046=\$1\$  
if (c(5038,5039).eq.4.or.c(5040,5041).eq.4.or.c(5042,5043).eq.4) c5047=\$1\$  
if (c(5038,5039).eq.5.or.c(5040,5041).eq.5.or.c(5042,5043).eq.5) c5048=\$1\$  
if (c(5038,5039).eq.6.or.c(5040,5041).eq.6.or.c(5042,5043).eq.6) c5049=\$1\$  
if (c(5038,5039).eq.7.or.c(5040,5041).eq.7.or.c(5042,5043).eq.7) c5050=\$1\$  
if (c(5038,5039).eq.8.or.c(5040,5041).eq.8.or.c(5042,5043).eq.8) c5051=\$1\$

### **FirstCh - c9723**

Derived from NewIdx1..NewIdx8 (c5052..c5059)

if (c5052'1') c9723=\$1\$  
if (c5053'1') c9723=\$2\$  
if (c5054'1') c9723=\$3\$  
if (c5055'1') c9723=\$4\$  
if (c5056'1') c9723=\$5\$  
if (c5057'1') c9723=\$6\$  
if (c5058'1') c9723=\$7\$  
if (c5059'1') c9723=\$8\$  
if (c9723' ') c9723=\$0\$

### **SecondCh - c9724**

Derived from NewIdx1..NewIdx8 (c5052..c5059)

if (c5052'2') c9724=\$1\$  
if (c5053'2') c9724=\$2\$  
if (c5054'2') c9724=\$3\$  
if (c5055'2') c9724=\$4\$  
if (c5056'2') c9724=\$5\$  
if (c5057'2') c9724=\$6\$  
if (c5058'2') c9724=\$7\$  
if (c5059'2') c9724=\$8\$  
if (c9724' ') c9724=\$0\$

### **ThirdCh - c9725**

Derived from NewIdx1..NewIdx8 (c5052..c5059)

if (c5052'3') c9725=\$1\$  
if (c5053'3') c9725=\$2\$  
if (c5054'3') c9725=\$3\$



if (c5055'3') c9725=\$4\$  
 if (c5056'3') c9725=\$5\$  
 if (c5057'3') c9725=\$6\$  
 if (c5058'3') c9725=\$7\$  
 if (c5059'3') c9725=\$8\$  
 if (c9725' ') c9725=\$0\$

**HOMELESSNESS**

**[BeenHomS]**

**Whether self/someone know been homeless, collapsed**

Derived from BeenHom1 to Beenhom8

	<b>[BeenHom1]</b> to <b>[BeenHom8]</b>	<b>[BeenHomS]</b>
Columns:	3067 - 3068 To 3081 - 3082	NO COL ASSIGNED YET
No	1	1
Yes - self or someone knows	2, 3, 4, 5, 6, 7	2
Unsure	8	8
DK/NA	DK/NA	9

## POLITICAL ATTITUDES

[ScotPar3]

### **Banded constitutional preference**

(NEW 2006 – useful in 2005 core analysis)

Derived from scotpar2

Columns:	[ScotPar2] 3083 - 3083	[ScotPar3] NO COL ASSIGNED YET
Scotland not in UK	1, 2	1
Scotland in UK with own parl.	3, 4	2
Scotland in UK without parl.	5	3
DK/NA	8, 9	8

## GAELIC AREAS MODULE

[Gaelic]

### **Understand, read or write Gaelic (collapsed)**

Derived from UndGal1 to UndGal4

Columns:	[UndGal1] to [UndGal4] 3154 - 3157	[Gaelic] NO COL ASSIGNED YET
Yes - some knowl. of Gaelic	1, 2, 4, 4	1
No know of Gaelic	5	2
DK/NA	DK/NA	9

## OCCUPATION (RESPONDENT AND SPOUSE)

### [REconSum]/[SEconSum] Economic Activity - summary

Derived from [REconAct]/[SEconAct] as follows:

	[REconAct]	[REconSum]
Column:	637-638	724
	[SEconAct]	[SEconSum]
Column:	741-742	828
In full-time education/training	1,2	1
In work, waiting to take up work	3,4	2
Unemployed	5,6,7	3
Retired	9	4
Other	8,10,11	5
Not answered	98,99	9

### Note about routing of job details questions

On SSA, only one set of job details were asked of each respondent. Whether this was respondent's or partner's (=spouse/cohab) job details was decided as follows:

- R econ active/retir, no partner → R's job details
- R not econ active/retir, no partner → R's job details (unless never worked)
- R econ active/retir, partner econ active/retir → R's job details
- R econ active/retir, partner not econ active/retir → R's job details
- R not econ active/retir, partner econ active/retir → partner's job details
- R not econ active/retir, partner not econ active/retir → R's job details (unless never worked)

where

Econ active/retir = on government training scheme  
in work  
waiting to take up work  
unemployed  
retired from work

Not econ active/retir = in full-time education  
permanently sick or disabled  
looking after the home or family  
other/DK/refusal

Variables routed in this way are prefixed:

R2 for respondent  
P2 for partner

**[R2SOC200], [P2SOC200]**

**SOC2000 of respondent, spouse**

As provided by the ONS SOC2000 coding module.

**[R2NSSEC], [P2NSSEC]**

**NS-SEC of respondent, spouse – current or last job**

As provided by the ONS SOC2000 coding module.

aka:	<b>[R2NSSEC]</b>
column:	NSSEC
	4708-4711
aka:	<b>[P2NSSEC]</b>
column:	NSSEC2
	5225-5228
Employers in large organisations	1.0
Higher managerial occupations	2.0
Higher professional occupations: 'traditional' employees	3.1
Higher professional occupations: 'new' employees	3.2
Higher professional occupations: 'traditional' self-employed	3.3
Higher professional occupations: 'new' self-employed	3.4
Lower professions & higher technical occupa: 'traditional' employees	4.1
Lower professions & higher technical occupa: 'new' employees	4.2
Lower professions & higher technical occupa: 'traditional' self-employed	4.3
Lower professions & higher technical occupa: 'new' self-employed	4.4
Lower managerial occupations	5.0
Higher supervisory occupations	6.0
Intermediate occupations: clerical and administrative	7.1
Intermediate occupations: sales and services	7.2
Intermediate occupations: technical and auxiliary	7.3
Intermediate occupations: engineering	7.4
Employers in small organisations: non-professional	8.1
Employers in small organisations: agriculture	8.2
Own account workers: non-professional	9.1
Own account workers: agriculture	9.2
Lower supervisory occupations	10.0
Lower technical occupations: craft	11.1
Lower technical occupations: process operative	11.2
Semi-routine occupations: sales	12.1
Semi-routine occupations: service	12.2
Semi-routine occupations: technical	12.3
Semi-routine occupations: operative	12.4
Semi-routine occupations: agriculture	12.5
Semi-routine occupations: clerical	12.6
Semi-routine occupations: childcare	12.7
Routine occupations: sales and service	13.1
Routine occupations: production	13.2
Routine occupations: technical	13.3
Routine occupations: operative	13.4
Routine occupations: agriculture	13.5
Occupation not stated or inadequately described	16.0
Not classifiable for other reason	17.0

**[R2OpCat], [P2OpCat]**

**NS-SEC Operational Categories – of respondent/spouse, current/last occupation**

Derived from NS-SEC as follows:

	<b>[R2NSSEC]</b>	<b>[R2OpCat]</b>
aka:	NSSEC	
column:	4708-4711	725-726
	<b>[P2NSSEC]</b>	<b>[P2OpCat]</b>
aka:	NSSEC2	
column:	5225-5228	829-830
Employers in large organisations	1.0	01
Higher managerial occupations	2.0	02
Higher professional occupations	3.1-3.4	03
Lower professional and higher technical occupa	4.1-4.4	04
Lower managerial occupations	5.0	05
Higher supervisory occupations	6.0	06
Intermediate occupations	7.1-7.4	07
Employers in small organisations	8.1, 8.2	08
Own account workers	9.1, 9.2	09
Lower supervisory occupations	10	10
Lower technical occupations	11.1, 11.2	11
Semi-routine occupations	12.1-12.7	12
Routine occupations	13.1-13.5	13
Never worked and long-term unemployed	14.1, 14.2	14
Full-time students	15	15
Occupations not stated or inadequately described	16	16
Not classifiable for other reasons	17	17

**[R2Class], [P2Class]**

**NS-SEC Analytic classes (i) – of respondent/spouse, current/last occupation**

	<b>[R2NSEC]</b>	<b>[R2Class]</b>
aka:	NSSEC	
column:	4708-4711	727
	<b>[P2NSSEC]</b>	<b>[P2Class]</b>
aka:	NSSEC2	
column:	5225-5228	831
Employers in large orgs; higher manag & professional	1.0, 2.0, 3.1-3.4	1
Lower professional & manag; higher techn & supervisory	4.1-4.4, 5.0, 6.0	2
Intermediate occupations	7.1-7.4	3
Employers in small organisations & own account workers	8.1, 8.2, 9.1, 9.2	4
Lower supervisory & technical occupations	10.0, 11.1, 11.2	5
Semi-routine occupations	12.1-12.7	6
Routine occupations	13.1-13.5	7
Not classified	14.1, 14.2, 15.0, 16.0, 17.0	8

[R2ClasGp], [P2ClasGp]

NS-SEC Analytic classes (ii) - of respondent/spouse, current/last occupation

	[R2NSSEC]	[R2ClasGp]
aka:	NSSEC	
column:	4708-4711	728
	[P2NSSEC]	[P2ClasGp]
aka:	NSSEC2	
column:	5225-5228	832
Managerial & professional occupations	1.0, 2.0, 3.1-3.4, 4.1-4.4, 5.0, 6.0	1
Intermediate occupations	7.1-7.4	2
Employers in small organisations & own account workers	8.1, 8.2, 9.1, 9.2	3
Lower supervisory & technical occupations	10.0, 11.1, 11.2	4
Semi-routine and routine occupations	12.1-12.7, 13.1-13.5	5
Not classified	14.1, 14.2, 15.0, 16.0, 17.0	8

**[R2EconPs], [P2EconPs]  
Current Economic Position (of respondent, of partner)**

[R2EconPs] is derived from [REconAct], [R2Emplye] (aka Emplyee), [R2]bHrsI] (aka [JbHrsI]).  
[P2EconPs] is derived from [SEconAct], [P2Employ] (aka Empllyee2), [P2]bHrsI] (aka JbHrsI2) as follows:

Columns:	[REconAct] 637-638	[R2Emplye] 4456	[R2]bHrsI] 4610-4611	[R2EconPs] 729-730
Columns:	[SEconAct] 741-742	[P2Employ] 4973	[P2]bHrsI] 5127-5128	[P2EconPs] 833-834

**In paid work:**

Employee (full-time)*	03	<u>and</u>	1	<u>and</u>	30+	01
Employee (part-time)	03	<u>and</u>	1	<u>and</u>	0-29	02
Self-employed (full-time)*	03	<u>and</u>	2	<u>and</u>	30+	03
Self-employed (part-time)	03	<u>and</u>	2	<u>and</u>	0-29	04
Status not known	03	residual				05
Waiting to take up work	04					06

**Not in paid work:**

Unemployed	05,06,07					07
Looking after the home	10					08
Retired	09					09
In full-time education	01					10
Other	02,08,11					11
Refusal/DK	residual					99

\* 30 or more hours a week

**[R2EmpSt2], [P2EmpSt2]  
Employment status (of respondent, partner) based on current or last job**

[R2EmpSt2], [P2EmpSt2] are derived as follows:

Aka:	[R2Emplye] Emplyee	[R2ES2000] ES2000	[R2EmpWrk] EmpWork	[R2EmpSt2] EmpStat	
Columns:	4456	4706 - 4707	4529	4612 - 4613	
Aka:	[P2Emplye] Empllyee2	[P2ES2000] ES2001	[P2EmpWrk] EmpWork2	[P2EmpSt2] EmpStat2	
Columns:	4973	5223 - 5224	5046	5129 - 5130	
Self-employed - 25+ employees	2	<u>and</u>	3,4,5	01	
Self-employed - 1-24 employees	2	<u>and</u>	1,2	02	
Self-employed - no employees	2	<u>and</u>	0	03	
Self-employed - DK how many employees	2	<u>and</u>	DK,Ref	04	
Manager - 25+ employees	1,DK	<u>and</u>	4,5 <u>and</u>	3,4,5	05
Manager - 1-24 employees	1,DK	<u>and</u>	4,5 <u>and</u>	1,2	06
Manager - DK how many employees	1,DK	<u>and</u>	4,5 <u>and</u>	0, DK, Ref	07
Foreman/supervisor	1,DK	<u>and</u>	6		08
Other employee	1,DK	<u>and</u>	1,2,3,7		09
Employee - unclassified	1,DK	<u>and</u>	8		10
Inadequately described/not stated	residual				11

## **[R2SOC90], [P2SOC90]**

As provided by the ONS SOC2000 coding module.

### **The Census matrix program and derivation of Social Class, SEG and Goldthorpe**

This includes the SOC90 that came from the ONS coding module through the census matrix program to get Social Class, SEG and Goldthorpe. (Our research on BSA 2001 found that the census matrix module provided 'better' Social Class and SEG variables than the ONS coding module, albeit with a lot of missing values where cases 'failed' the matrix. The ONS coding module doesn't provide Goldthorpe at all, so the census matrix module is in any case the only source for this).

Where Social Class and SEG fail the census matrix, we'll use the values for Social Class and SEG provided by the ONS coding module. This means that there needs to be some recoding to get the coding identical for the variables that come from the census matrix module and those that come from the ONS coding module.

### **Derived variables: [R2NSEG], [P2NSEG] Socio-Economic Group (of respondent, of spouse) Columns: 731-732, 835-836**

SEG is provided by the census matrix and ONS coding module with the following coding

	<b>Census matrix</b>	<b>ONS coding module</b>
Employer - large organisation	01	1.1
Manager - large organisation	02	1.2
Employer - small organisation	03	2.1
Manager - small organisation	04	2.2
Professional worker - self-employed	05	3.0
Professional worker - employee	06	4.0
Intermediate non-manual worker - ancillary	07	5.1
Intermediate non-manual worker - supervisor	08	5.2
Junior non-manual worker	09	6.0
Personal service worker	10	7.0
Foreman/supervisor - manual	11	8.0
Skilled manual worker	12	9.0
Semi-skilled manual worker	13	10.0
Unskilled manual worker	14	11.0
Own account worker (not professional)	15	12.0
Farmer - employer/manager	16	13.0
Farmer - own account	17	14.0
Agricultural worker	18	15.0
Member of the armed forces	19	16.0
Inadequately described/not stated	20	0, 999.9



Start by recoding the ONS coding module variable to the census matrix coding scheme. Then derive R2NSEG and P2NSEG as follows:

- R2NSEG = census matrix value
- if census matrix value is blank or equals 20: R2NSEG = ONS coding module value

And similarly for P2NSEG.

**[R2NSEGGp], [P2NSEGGp]**

**Socio-Economic Group - grouped (of respondent, of partner)**

Columns: 733, 837

Derived from [R2NSEG] and [P2NSEG] as follows:

	[R2NSEG] 731-732	[R2NSEGGp] 733
	[P2NSEG] 835-836	[P2NSEGGp] 837
Professional, employer and manager	01-06,16	1
Intermediate non-manual worker	07,08	2
Junior non-manual worker	09	3
Supervisor, skilled manual worker, own account professional	11,12,15,17	4
Personal service worker, semi-skilled manual worker, agricultural worker	10,13,18	5
Unskilled manual worker	14	6
Member of the armed forces	19	7
Inadequately described/not stated	20	8

**Derived variables: [R2NSocCL], [P2NSocCL]**

**Registrar General's Social Class (of respondent, of partner)**

Columns: 734, 838

Social Class is provided by the ONS coding module and the census matrix with the following coding

	Census matrix	ONS coding module
I (SC=1)	1	1.0
II (SC=2)	2	2.0
III (non-manual) (SC=3)	3	3.1
III (manual) (SC=4)	4	3.2
IV (SC=5)	5	4.0
V (SC=6)	6	5.0
Armed Forces	7	6.0
Insufficient information	8	0, 99.9

Start by recoding the ONS coding module variable to the census matrix coding scheme. Then derive R2NSocCL and P2NSocCL as follows:

- R2NSocCL = census matrix value
- if census matrix value is blank or equals 8: R2NSocCL = ONS coding module value

And similarly for P2NSocCL.

**[R2NGH], [P2NGH]**

**Goldthorpe-Heath class schema (of respondent, of partner)**

Columns: 735-737, 839-841

The Goldthorpe-Heath schema is provided by the census matrix with the following coding:

I	Service class, higher grade	01
II	Service class, lower grade	02
IIIa	Routine non-manual employees	03
IIIb	Personal service workers	04
IVa	Small proprietors with employees	05
IVb	Small proprietors without employees	06
IVc	Farmers and smallholders	07
V	Foremen and technicians	08
VI	Skilled manual workers	09
VIIa	Semi- and unskilled manual workers	10
VIIb	Agricultural workers	11
	Insufficient information	99

**[R2NGHGrp], [P2NGHGrp]**

**Goldthorpe-Heath class schema - compressed (of respondent, of partner)**

Derived from [R2NGH] and [P2NGH] as follows:

	[R2NGH]	[R2NGHGrp]
aka:		GHGrp
column:	735-737	4655 - 4656
	[P2NGH]	[P2NGHGrp]
aka:		GHGrp2
column:	839-841	5172 - 5173
Salariat (professional and managerial)	01,02	1
Routine non-manual workers (office and sales)	03,04	2
Petty bourgeoisie (the self-employed incl. farmers, with and without employees)	05,06,07	3
Manual foremen and supervisors	08	4
Working class (skilled, semi-skilled and unskilled manual workers, personal service and agricultural workers)	09,10,11	5
Insufficient information	99	9

**[R2SICGp], [P2SICGp]  
Standard Industrial Classification 2003 (SIC 2003) (grouped) - current/last job (of respondent, and of partner)**

Derived from R2SIC03 and P2SIC03 supplied by the ONS coding module (aka SIC2003 and SIC2004)

	<b>[R2SIC03]</b>	<b>[R2SICGp]</b>
aka:	SIC2003	SIC92Gp
column:	4729 - 4731	4634 - 4636
	<b>[P2SIC03]</b>	<b>[P2SICGp]</b>
aka:	SIC2004	SIC92Gp2
column:	5246 - 5248	5151 - 5153
Agriculture, hunting and forestry	01,02	01
Fishing	05	02
Mining and quarrying	10-14	03
Manufacturing	15-37	04
Electricity, gas and water supply	40,41	05
Construction	45	06
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	50-52	07
Hotels and restaurants	55	08
Transport, storage and communications	60-64	09
Financial intermediation	65-67	10
Real estate, renting and business activities	70-74	11
Public administration and defence; Compulsory Social Security	75	12
Education	80	13
Health and social work	85	14
Other community, social and personal service activities	90-93	15
Private households with employed persons	95	16
Extra-territorial organisations and bodies	99	17
Not classifiable	89	98

**[R2]bHrCI ], [P2]bHrCI]**

**Working time of respondent/partner including overtime - categorised**

Derived from [R2]bHrsI] and [P2]bHrsI] as follows:

	<b>[R2]bHrsI]</b>	<b>[R2]bHrCI]</b>
Aka:	JbHrsI	
Column:	4610-4611	738
	<b>[P2]bHrsI]</b>	<b>[P2]bHrCI]</b>
Aka:	JbHrsI2	
Column:	5127-5128	842
0-9	0-9	0
10-15	10-15	1
16-23	16-23	2
24-29	24-29	3
30+	30-95	4
Don't Know	DK	8
Refusal/NA	Ref/NA	9

**[R2PartFI], [P2PartFI]**

**Whether part-time (10-29 hours) or full-time (30+ hours)**

Derived from [R2]bHrsI] and [P2]bHrsI] as follows:

	<b>[R2]bHrsI]</b>	<b>[R2PartFI]</b>
Aka:	JbHrsI	
Column:	4610-4611	739
	<b>[P2]bHrsI]</b>	<b>[P2PartFI]</b>
Aka:	JbHrsI2	
Column:	5127-5128	843
0-9	0-9	0
Full-time	30+	1
Part-time	10-29	2
Don't Know	DK	8
Refusal/NA	Ref/NA	9

## CLASSIFICATION

### **[HincDiff]**

Column: *to be assigned*

### **Self-assessed income hardship (comparable with pre 2004 SSA)**

Derived from [HincDif2] as follows:

Columns:	[HincDif2]	[HincDiff]
	4149	<i>Sandra - please assign</i>
Living comfortably	1, 2	1
Coping on present income	3	2
Finding it difficult	4	3
Finding it very difficult	5	4
Other	6	5
Don't Know	DK	8
Refusal/NA	Ref/NA	9

### **[Tenure2]**

#### **Accommodation tenure (summary)**

Columns: 4213-4214

(note that derivation is different to the BSA variable of similar name)

Derived from [TenureNW] as follows:

Columns:	[TenureNW]	[Tenure2]
	4211-4212	4213-4214
Owned/being bought	1,2	1
Rented (local authority)	3	2
Rented (Housing Assoc/Trust)	4,10	3
Rented (other)	5,6,7,8,9	4
Rent-free, squatting etc	11	5
No information	DK/Ref/NA	9

### **[Tenure3]**

#### **Accommodation tenure (summary)**

(NEW 2006 - useful in 2005 core analysis)

Derived from [Tenure2] as follows:

Columns:	[Tenure2]	[Tenure3]
	4213-4214	NO COL ASSIGNED YET
Owner	1	1
Social Renter	2, 3	2
Private renter	4	3
Rent-free, squatting etc	5	4
No information	9	9

**[BestNatU]****Nationality which best describes respondent**

Columns: 3458 - 3459

[BestNatU] is derived from :

Variable name	Column
NationU1	3304 - 3305
NationU2	3306 - 3307
NationU3	3308 - 3309
NationU4	3310 - 3311
NationU5	3312 - 3313
NationU6	3314 - 3315
NationU7	3316 - 3317
NationU8	3318 - 3319
NationU9	3320 - 3321
BNationU	3395-3396

If there is only one answer in [NationU1] - [NationU8]:  
 If there are several answers in [NationU1] - [NationU8]:

[BestNatU] equals that answer  
 [BestNatU] equals [BNationU]

**[HEdQual]****Highest educational qualification obtained**

Derived from [SchQual], [SchQFW1] to [SchQFW4], [PSchQual] and [PSchFW01] to [PSchFW25] as follows:

Priority code as follows:

Columns	[SchQFW1]- [SchQFW4] 5377 to 5380	[PSchQF01]- [PSchQF25] 5382 - 5383 to 5430 - 5431	[SchQual] 5376	[PSchQual] 5381	[HEdQual] 5547-5548
Degree or equiv		1, 2			1
Higher educ below degree		3, 4, 10, 15, 19, 23, 24			2
Highers or equiv	3	<u>or</u> 9, 14, 18, 22			3
Standard grades or equiv	2	<u>or</u> 8, 13, 17, 21			4
CSE or equiv	1	<u>or</u> 5, 6, 7, 11, 12, 16, 20			5
Foreign or other	4	<u>or</u> 97			6
No qualifications			2	<u>and</u> 2	7
DK/Ref/NA	residual				8

**[Hedband]**  
**Highest educational qualification obtained – banded**  
**(NEW 2006 – useful in 2005 core analysis)**

Derived from HedQual as follows:

**Priority code** as follows:

Columns	[HedQual]- 5547-5548	[Hedband] NO COL ASSIGNED
Degree/HE	1, 2	1
Highers/A-levels	3	2
Standard/GCSE	4, 5, 6	3
None	7	4
DK/Ref/NA	8	8

**[HEdQual2]**  
**Highest educational qualification obtained**

Derived from [SchQual], [SchQFW1] to [SchQFW4], [PSchQual] and [PSchFW01] to [PSchFW25] as follows:

**Priority code** as follows:

Columns	[SchQFW1]- [SchQFW4] 5377 to 5380	[PSchQF01]- [PSchQF25] 5382 - 5383 to 5430 - 5431	[SchQual] 5376	[PSchQual] 5381	[HEdQual2] 5549-5550
Postgraduate degree		2			1
First degree		1			2
Higher educ below degree		3, 4, 10, 15, 19, 23, 24			3
Highers or equiv	3	<u>or</u> 9, 14, 18, 22			4
Standard grades or equiv	2	<u>or</u> 8, 13, 17, 21			5
CSE or equiv	1	<u>or</u> 5, 6, 7, 11, 12, 16, 20			6
Foreign or other	4	<u>or</u> 97			7
No qualifications			2	<u>and</u> 2	8
DK/Ref/NA	residual				9

**SELF-COMPLETION**

**[SelfComp]**  
**Status of self-completion questionnaire**

Columns:	<b>[SelfComp]</b> 5609-5610
Not returned	51
Returned	61



# **Scottish Social Attitudes Survey (SSA) 2006**

## ***Project Instructions***

*Interviewer instructions*

*Interviewer forms*

*Coding and editing instructions*



**SCOTTISH SOCIAL ATTITUDES 2006**

**Project Instructions**

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## **1. Background**

### **The Scottish Social Attitudes series**

The Scottish Social Attitudes (SSA) survey has taken place every year since 1999. It is one of ScotCen's most well-known surveys, and the results are now getting to be very widely publicised and frequently cited.

The survey aims to provide robust information over time about the social, moral and political attitudes and values of the Scottish public. Each year it covers a variety of interesting and topical issues. The survey runs along the same lines as the well established and well regarded *British Social Attitudes* survey and some topics are covered on both surveys, allowing us to compare attitudes in Scotland with those elsewhere in Britain.

### **Why do attitudes matter?**

Understanding attitudes is extremely important for a number of reasons. Firstly, if policy makers do not have reliable information about what the public think they cannot take their views into account when forming policies. Secondly, the survey means that all groups in society are heard – not just those with lots of money or who feel particularly strongly about certain issues. Thirdly, we can avoid stereotyping people by assuming we know what certain groups think. And finally, attitudes provide an indication about the state of the country that cannot be ascertained through economic and behavioural indicators alone.

### **A separate survey for Scotland**

Many Britain-wide surveys include Scotland but they usually interview too few people here to allow much more than a very general look at their experiences, attitudes and values. (For example, the *British Social Attitudes* survey – which involves around 3,500 interviews each year – only interviews about 350 people living in Scotland - roughly 10% of the overall sample). This is why we began the SSA survey in 1999.

### **Publicity and use**

Four of the surveys (1999-2001 and 2003) resulted in books, each published by Edinburgh University Press and four successful conferences have been held. Five separate reports were published last summer about SSA 2004 and most recently (May/June 2006) we ran a series of public seminars about SSA 2005. *Scottish Social Attitudes* is now regularly quoted in the press and discussed on TV and radio programmes. In addition, we have presented findings from most modules to audiences of policy-makers (e.g. at the Scottish Executive and the Scottish Parliament) to help inform public policy. The data from SSA is deposited each year with the Data Archive and many school children and university students across Scotland are using it for their studies.

### **Key features of the 2006 survey**

#### **Content**

The 2006 survey includes questions on: young people and crime; attitudes towards different groups of people living in Scotland (e.g. gay men and lesbians, people from different religious backgrounds, people with learning disability); Scottish public services (e.g. the NHS, schools, and transport); homelessness; and national identity. SSA is supported by a variety of different funders, each supporting a module of particular interest. Many of the questions being asked this year have not been asked in SSA before, while some (including some of public services

questions) are repeats of items we've asked previously. This year's funders are: the Scottish Executive and the Leverhulme Trust (a charitable trust).

As the survey is about respondents' attitudes there is no need for them to look up any documents or check any facts. They just have to say what they think, if anything, about the questions you ask. It is often just as interesting to find out that a lot of people have no view on certain issues as to find out that everyone has a view. Therefore, people should not be concerned if they think they 'don't know anything' – there are no right or wrong answers and people can say 'don't know' to any question.

### ***Rural addresses and Gaelic areas survey***

This year for the fourth year running we have over-sampled addresses in rural areas so we can look in detail at the views and experiences of people living in the more remote and rural parts of Scotland. If you are working in a rural area you might want to mention this particular angle of the survey to potential respondents.

For the first time this year, we are also carrying out a shorter survey (comprising the classification section and the national identity section from this year's SSA) of 500 people living in areas with high proportions of Gaelic speakers. You should know already if you have been allocated one of these "Gaelic" points. **Further, detailed instructions on this "Gaelic areas" survey are included at the end of these instructions – see section 14.** Several important differences from instructions for the main SSA are noted, so **if you are working on the Gaelic areas survey please make sure you read these very carefully.**

### ***Format and versions of the self-completion***

The survey consists of a face-to-face interview (which is CAPI) and a self-completion questionnaire which is completed by respondents after the interview.

There are two versions of the 2006 self-completion questionnaire – A1 (lilac cover) and A2 (pink cover). Each version will be given to half the sample. This is because for some of the questions in the self-completion, we want to alternate the gender, so half are asked about men and half about women.

### ***Leaflet experiment***

For the first time this year, we have developed a leaflet to explain more about SSA to respondents. Interviewers often tell us that having a leaflet can help encourage people to take part, and we are undertaking an experiment to try and find out the best way of using project leaflets to help increase response rates. Half of potential respondents will be sent an SSA leaflet with their advance letter, while the other half will not. However, you will be able to leave a leaflet with the respondent or household when you call to arrange an interview. The label on your ARF will indicate whether the respondent is receiving a leaflet with their advance letter.

## 2. The sample

*N.B. this section describes the sample for the main stage of SSA 2006. The sample for the "Gaelic areas" survey is described in section 14, below.*

The sample for SSA covers the whole of Scotland (including those areas in rural Scotland often excluded from national surveys). The sample addresses are drawn from the Postcode Address File (PAF). All assignments have 31 addresses in them. In more rural areas, we have selected 62 addresses (split into 2 points of 31), so you may be asked if you are willing to take a double-point if you are working in these areas.

Because the sample is taken from the PAF, strictly it is a sample of 'delivery points' (i.e. letter boxes), **not** a sample of named individuals or households living at these addresses. It is important to remember that there may be no household or, conversely, two or more households at any selected address (in other words, there is not necessarily a one to one correspondence between delivery points and households). You will be able to deal with all such circumstances by following the instructions on the Address Record Form (ARF).

For SSA, the aim is to interview **one** person aged 18+ at each address. It is vital that the person chosen for interview at each address is selected by strict random sampling principles. If we interviewed only those people who happened to be at home at the first call, or who were especially keen to be interviewed, our sample would almost certainly be unrepresentative of the adult population of Scotland.

Only people aged 18 or over when you first make contact are eligible for interview. The assignments of addresses are issued as labels attached to the ARF, and the same serial numbers (but not the addresses) will be downloaded to your computer via modem.

## 3. Notifying the police

You must notify the local police station in the area where you will be working. You should complete a copy of the **Police Notification Form** that has been included in your supplies. Attach a copy of the **advance letter for respondents** to the form and hand it in to the police. (You might try to see if it is possible to record these details in the book kept at the station desk.) Make a note of the name of the officer to whom you speak and the date of your call so that, in the event of any query or complaint to the police, you are fully covered. It is reassuring for elderly or suspicious respondents to be told that the police know about you and the survey, and that they can check with the police station. If you have any difficulties registering at the police station, please contact the Brentwood Office.

**PLEASE DO NOT START WORK UNTIL YOU HAVE DONE THIS.**

## 4. Overview of procedures

The survey involves the following procedures:

- i) dispatching letters to selected addresses;
- ii) notifying the police that you will be working in a particular area;
- iii) tracing all issued addresses, making contact at all of them (apart from deadwood), completing a paper ARF for each address;

- iv) where there is more than one dwelling unit at an address, selecting one at random;
- v) conducting an interview with one adult selected at random at that address;
- vi) giving a self-completion questionnaire to the selected respondent and arranging for its return;
- vii) putting basic ARF information for **every** allocated address onto the computer (via the Admin block).

## 5. Contact procedures

This section covers dispatch of advance letters and achieving a good response rate.

An advance letter should be sent to each selected address. Over the years, most interviewers have said that they prefer this to a completely 'cold call', and most respondents prefer some advance notice. Bear in mind, however, that since we do not know in advance who will be selected for interview, the letter does not always reach the selected person. We can't do much about this, except ask the person who opens the letter to show it to other members of the household, and let you have copies to show and leave behind.

The procedures you should follow are:

- Check that you have been supplied with 31 pre-stamped envelopes and advance letters with mail-merged addresses for each serial number in your assignment (the address will show through the 'window' of the envelope). The envelopes will all include an advance letter and a book of 6 first class stamps (as an unconditional incentive to take part) and will be prepared in advance by the Brentwood Office. Half the envelopes will also include a leaflet about SSA (see notes above about this 'leaflet experiment'). All the letters will be included in your workpack in unsealed envelopes.
- Write in your name and ID number clearly in the space at the top of every letter so that respondents know who is going to be visiting them (but don't add your address or 'phone number, as potential respondents might contact you and refuse even before you have a chance to meet them)
- Post letters to arrive two days before you plan to make your first visit (you may find it helpful to note the day of posting on the ARF)

You will have supplies of introductory letters in your pack so that, if the selected person does not remember receiving the letter or if he/she has lost it, you can leave a copy behind. It is important to do this in case the respondent wishes to contact one of the researchers, after you have left.

You will also have further copies of the SSA respondent leaflet in your packs. This contains information about what SSA is, why we want to speak to the respondents, and who uses the results. Interviewers working on other projects have found these project-specific leaflets very useful in the past. You should use this leaflet whenever you feel it would be valuable - for example by leaving it with someone who you are going to call back on later, or by giving it to people who want to know more about the study and do not remember having received the leaflet already.

Those of you working in areas with tenements will find some spare blank envelopes in your packs, for use in cases where the selected dwelling unit will often not have seen the advance letter.

You must attempt to make contact at every address in your assignment except those notified to you as office refusals (not necessarily in the order given to you, but grouped and visited in 'economic' batches). You must call on different days of the week, at different times of the day and spread across the fieldwork period before you classify the address as unproductive. At least one of these calls should be in the evening and at least one at the weekend. In most points the addresses will be fairly close to each other; please keep calling at non-contact addresses until the end of the assignment.

You are being given a map of the area in which you are working showing the location of all of your addresses. If you are still having trouble locating an address, and have access to the internet, the following web-sites may be of use: [www.streetmap.co.uk](http://www.streetmap.co.uk) or [www.multimap.co.uk](http://www.multimap.co.uk). If you cannot search these yourself, please contact the Copper team in Brentwood who will be happy to investigate on your behalf. (If you use Multimap the advanced search facility can be helpful as you can put in the address and postcode and the location will be pinpointed, for rural addresses the scale 1:25,000 is best).

As always, it is very important to achieve a high response rate in this survey. The response rate for SSA fell in 2005 to 57%, from a very good 61% in 2004. It is really important that we reverse this trend in 2006 in order to maintain the quality and reputation of the study, and to ensure we can continue to attract funding. Please keep trying to contact all the issued addresses until the end of the fieldwork period and call back as often as you can while you are still in the area. If you sense a respondent may be about to refuse, it often helps if you withdraw, offering to call again at a more convenient time, before a formal refusal is actually given. The SSA respondent leaflet might be helpful in this situation. Only by interviewing as many as possible of those selected for the sample can we be confident that the answers you get are representative of the views of everyone in Scotland.

In addition, to help achieve a good response rate, we are asking you to:

- call the Copper Team in Brentwood before you return any incomplete or untraceable addresses. We might be able to find out some information which will help you locate 'hard to find' addresses;
- return all completed paper ARFs and computer admin. work for other deadwood addresses (vacant premises, etc.) to the Copper Team in Brentwood as soon as possible. We need to know what deadwood there is as early as possible in the fieldwork period;
- for refusals: complete the ARF and the computer admin. (entering Don't Know for any information that you do not have) and return them **both** to the Copper Team;
- if you select a person for interview who proves hard to contact, breaks an appointment, etc., keep on trying to 'convert' him or her until the end of the fieldwork period. Then whenever you are in the neighbourhood, try again, unless you have learned that the selected respondent will not be available until after the end of the fieldwork (due to holiday, illness, etc.) Firstly check with your team leader and then complete the ARF and the computer admin. (entering 'Don't Know' for any information that you do not have) and return them to the Copper Team in Brentwood.



**You must never substitute one address for another, nor substitute one selected individual for another. The sample has been randomly selected, and any substitutions would lead to bias in the results.**

Remember to show your Identity Card when you introduce yourself. If you think it will help you to get an interview, you can give the person you initially contact a copy of the introductory letter or the *National Centre* leaflet as part of your introduction. In any case, you must leave a copy of the *National Centre* leaflet with each respondent after the interview, in case he/she has any queries after you have left and wishes to contact the office.

The main SSA interview will last, on average, about 57 minutes. This is an average, or mean, time and so some of your interviews will take less while others may take more. Older respondents may take a little longer to finish it, so please allow enough time between appointments.

## **6. Materials for the survey**

*NB these materials relate to the MAIN SSA survey. Details of materials you should receive if you are working on the "Gaelic areas" survey are noted in section 14, below.*

- Address Record Forms (ARFs) (pink and lilac cover)
- Copies of the advance letters with mailmerged addresses
- Books of stamps enclosed with advance letters
- White window pre-stamped envelopes
- Extra copies of advance letter to show as necessary (5)
- Laminated copy of advance letter to show on doorstep
- SSA respondent leaflet to be enclosed with advance letter/used on the doorstep – 1 per issued address
- Spare SSA respondent leaflet 'What is Scottish Social Attitudes?' for you to use on the doorstep (10)
- Blank envelopes (for those of you working in areas with tenements)
- Leaflets about the *National Centre* - leave one with each respondent
- A set of ring-bound show cards – pink cover
- Self-completion questionnaires – pink and lilac cover
- Card with quick guide to topics included in 2006 survey (lilac)
- Card with definition of a learning disability (lilac - for use in the Discrimination section)
- Card with definition of homelessness (A4, white, for use if asked at question about experience of homelessness)
- These Project Instructions
- Pre-paid A5 envelopes (for use when you cannot collect the self-completion questionnaires from a respondent yourself)

.... and of course, a lap-top computer with a rechargeable battery pack and shoulder bag.

We think you will find it helpful to check the show-cards (that they are a complete set and in the right order), AND the self-completion questionnaires in your pack. The printers have been known to make mistakes and it is better to discover them at home, before you begin your assignment, than later, in the field.

The showcards you should have are as follows:

A1 – A2  
T1 – T7  
S1 – S10  
G1 – G8  
K1 – K17  
R1 – R9  
C1 – C3  
X1 – X10

## **7. Address Record Forms (ARFs)**

These are the forms on which your assignment of addresses is issued. You will have one for each address in your point. There are 2 versions of the ARF for the main SSA survey this year – one with a lilac cover and one with a pink cover. The reason for this is that there are 2 slightly different versions of the self-completion questionnaire. The colours used on the ARFs match the covers of the self-completions and will prompt you to give out the correct version to respondents. Other than this, the 2 versions of the ARF are identical.

*(A slightly different ARF, with a green front cover, is being used for the Gaelic areas survey - see section 14 for details).*

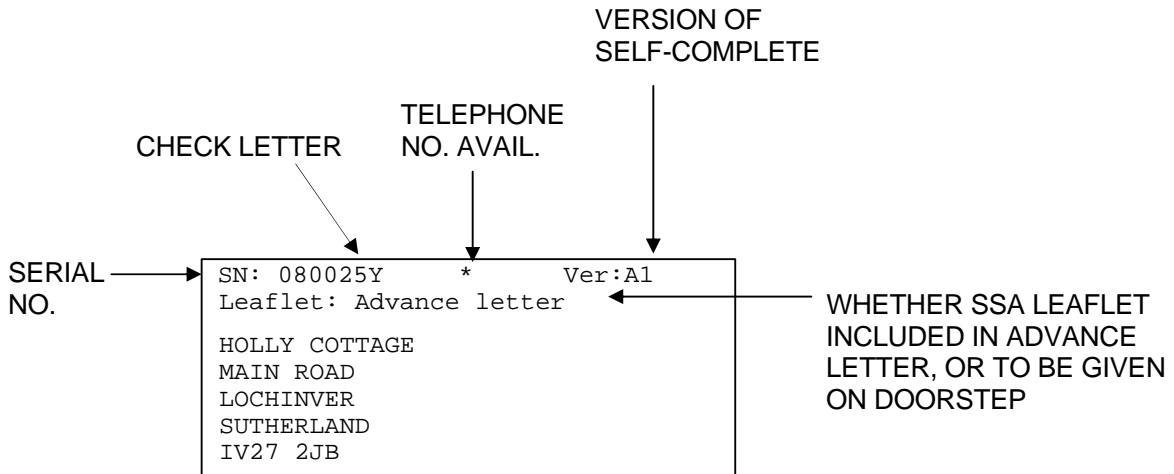
Besides giving the selected address, the ARF has a number of other purposes:

- It provides space for you to record details of all the calls you make, and the outcomes.
- It allows you to select one adult at random for interview (and one dwelling unit in the rare cases when there is more than one dwelling unit at the address).
- It is used to record some details about the doorstep exchange which you subsequently enter into the admin section of the questionnaire.
- It is used to tell us how the Copper Team in Brentwood might expect the self-completion questionnaire to be returned.
- It is used for back-checking of a sample of productive and unproductive addresses.
- It is used by the re-issue interviewer should it be necessary to reissue unproductive cases.

The address, its serial number and other vital information are given on two separate labels on the first page of the ARF.

## Address and selection labels

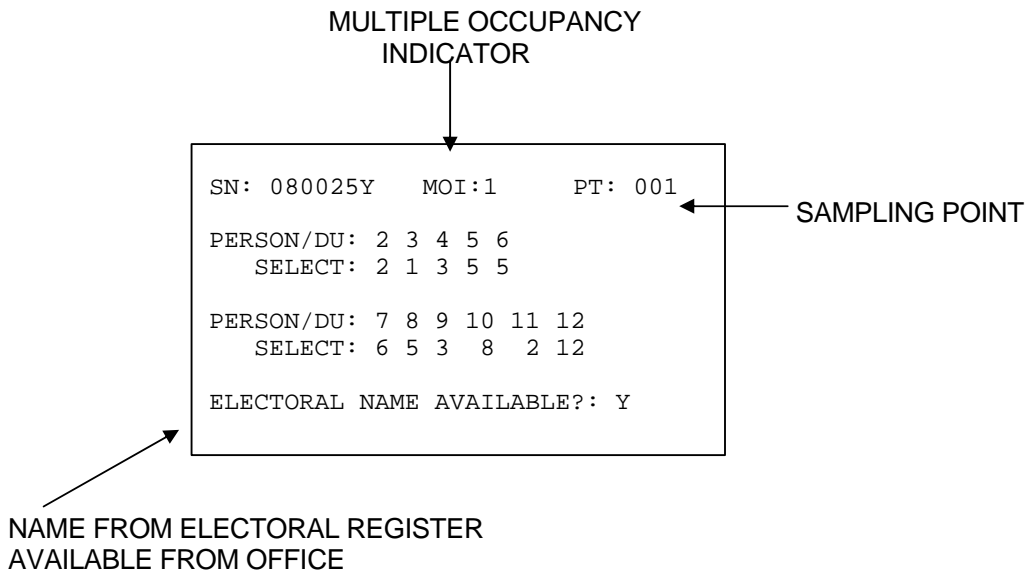
The address label at the **top left** of the page looks like this:



The version of the self-completion questionnaire to be given to the respondent is indicated in the top right-hand corner. There are 2 versions – A1, which has a lilac cover, and A2, which has a pink cover. These match the covers of the ARFs, so it should be easy for you to work out which version to leave.

As discussed above, we are carrying out an experiment with the new SSA respondent leaflets. Half of our sample will be sent the leaflet with their advance letter, while the other half will not. In the example, the household has been sent a leaflet with their advance letter. Labels for households who are not receiving a leaflet with their advance letters will say “Leaflet: On doorstep”, as you will still be able to give them a leaflet on the doorstep if you think this will help secure an interview.

The selection label on the **top right** of page 1 looks like this:



Note: names from electoral registers are for guidance only (e.g. to help you find a dwelling in a very rural location) - you must still do a selection procedure

The right-hand label allows you to make random selections of dwelling units or individuals whenever you come across more than one of either at your selected address.

In addition to the information presented on the ARF labels, the Copper Team in Brentwood can assist where you have difficulty locating an address by assisting with internet searches to locate the address. If there is an asterisk on the address label (\*), as in the example above, this means that we have a phone number for that address on record in the office, for use in particular circumstances only (if you think this may be appropriate, please check with your team leader).

The selection label also has the multiple occupancy indicator (MOI) value. The MOI shows the number of **dwelling units** at a given address according to the Postcode Address File (PAF). Please refer to the MOI value when making a dwelling unit selection. The number of dwelling units that you have identified should, in most instances, match the MOI value (see section 8 for more details on selecting dwelling units).

### **Other important details on the ARF front page**

In the top right hand corner of the ARF is a box for you to fill in the slot name, trip number and final outcome code when you have finished with the serial number and are ready to return the ARF to the office. It is important to complete the trip number to enable the pay department to process your pay quickly and efficiently, omitting to complete the return number may result in a delay of payment of fees.

Also on page 1, there is a box for you to write in the selected person's full name. Below that are boxes to write in the respondents telephone number(s) – this is collected at the end of the interview. If the number is not given, circle the 'Tel. Number Refused' (code 3) underneath. If he/she has no telephone, circle the 'No Tel' code (code 2).

Also on page 1, you will see that there is space for you to keep a note of the times, dates and results of all your calls. Please remember to fill this in at each separate visit: it will help you to plan any further visits you may have to make and will help interviewers in case of reissues. **It is especially important to make detailed notes about non-contacts in rural areas.** This space continues on page 2.

Note that for each visit you must enter a call status code:

- |   |                             |
|---|-----------------------------|
| 1 | No reply,                   |
| 2 | Contact made,               |
| 3 | Appointment made,           |
| 4 | Any CAPI Interviewing done, |
| 5 | Any other status            |

Any visits to collect a self-completion should be coded as 5 on the visits record grid.

Please note that calls made to the respondent on the telephone are now recorded separately to actual visits to the sampled address

From here on, you fill in the ARF just like a paper questionnaire.

**Sections A and B** deal with the **address**.

At **A1**, you will see that we are making a distinction between addresses where it is possible to establish if the address is eligible or not and those where you are not sure about the eligibility

(e.g. ones where you are not sure whether they are empty). This is in order to calculate response rates more accurately. If possible, check with neighbours to establish the right code. If you are nevertheless unsure about eligibility, or if you have established that the address is ineligible you are taken to Section B (see below).

### Selecting a Dwelling Unit (DU)

If you find that the address contains two or more dwelling units (DUs) (e.g. a house that has been divided into flats, or a tenement where only the main door number is on the ARF label, not the individual flats), you will record this information at A2 and A3 and **A4** takes you through the steps necessary to select one at random, by listing them all in a systematic way and using the selection label on page 1 to choose one at which to seek an interview. This will, in fact, happen only very rarely. But remember it is the exact address as given which counts. If the address on the label is 'Flat 4, 12 London Road', it is that part of accommodation that is the sampled address, not the whole of no.12.

Please note that you should list all of the dwelling units, both those that are unoccupied as well as those that are occupied, for the purpose of selecting a dwelling unit as random. If you select at random a dwelling unit that is unoccupied, you must not substitute this with an occupied dwelling unit. This is to ensure that respondents living in addresses containing two or more dwelling units are not over-represented in the survey.

(If you happen to come across an address with 13 or more dwelling units, there is a look-up table in Section F of the ARF that will tell you which one to select.)

The selection label has the MOI for each selected address (see page 11). This number gives an indication of the number of dwelling units the Post Office thinks is at that address. So a tenement with 8 flats where the individual flats are not listed should have an MOI of 8. Please use the MOI to help you establish whether you need to carry out a DU selection at an address. But note that the MOI is sometimes incorrect or out of date, so an address with an MOI of 1 could have been split into separate flats. Make sure your decision about whether you need to carry out a DU selection is based on what you find at that address as well as what the MOI says.

The distinction between **dwelling unit** and **household** sometimes causes confusion. The dwelling unit should be thought of as a home with its own front door. Note that on SSA you only need to consider two stages of selection: selection of dwelling unit and selection of individual. **You do not need to do any selection of households within a dwelling unit.** Once you have selected a dwelling unit, you go straight onto enumerating the adults in that dwelling unit. (However, when you start the CAPI interview and fill in the household grid, you are asked at that point to enter all members of the respondent's **household**, according to the definition given in the Interviewer Manual. This may on rare occasions be different to the dwelling unit).

**It is essential that - if you need to select a dwelling unit - you follow the rules in making this selection. Only in this way can we be sure that we end up with a truly random sample of dwelling units and adults living there.**

At **A5**, write in the number of the **selected** dwelling unit, (the "DU" code), that is the number printed on the grid at **A4** - **not** the flat or room number of the unit itself.

If the address on the label is spelt wrong, or is incomplete, record this at **A6** and make any necessary changes on the label.

**A7** then asks you to collect the interviewer observation information (at Section F of the ARF) before making contact.

**A8** establishes whether the (selected) DU is residential and occupied as a main residence. If so, you are routed to section C; if not (or if you are unsure) you are routed to section B.

**Section B** has outcome codes for ineligible addresses (deadwood) and unknown eligibility (you are routed to Section B from codes at A1 or A8).

**B1** has outcome codes for those addresses where you are unsure about eligibility (but please check with neighbours where possible).

**B2** caters for addresses that are definitely ineligible. Before coding an address as non-residential or communal establishment/institution, remember to check that there is no resident private household within the address (e.g. a caretaker's flat).

Please write in as much additional information about ineligible addresses and addresses where eligibility is unknown as you can at **B3**. For outcome codes 690 and 790 you will need to key these details in the admin block. For other outcome codes, the information is for use at back checking.

### Selecting an individual

**Section C** helps you to select the individual within the address for interview. A useful tactic is to explain at the outset that you have to ask a few questions beforehand to make sure you interview the 'right person' - to ensure that you get a true cross-section of views and give everyone an equal chance to be included. If you can make the person giving the information feel that he or she is helping - and know why it is necessary - you will find it easier to gain co-operation.

#### **Special rules for students**

**SSA operates eligibility rules for students which are slightly different to other NatCen surveys.** This is because with SSA being conducted over the summer, we have previously tended to exclude students both at their term-time address (because they may have given their student accommodation up over the summer) and at their parents' address (because people who lived elsewhere to study are excluded under standard NatCen rules).

If you come across students, you need to follow the following procedure:

- Establish whether the sample address is:
  - 1) their main term-time address (e.g. a rented flat in the university town), or
  - 2) their main out-of-term address (typically their parents' address), or
  - 3) neither.
- Always *include* students in the selection procedure if the sampled address is *either* their main term-time *or* their main out-of-term address (or if the two are the same thing).
- Always *exclude* students from the selection procedure if the sampled address is *neither* their main term-time address *nor* their main out-of-term address (e.g. students staying temporarily with friends).

This should in many cases be easier to operate than the standard NatCen rules as we often find that parents whose children are at college but come home during the holidays tend to count them as being still resident and tend to want to include them in the household. As the survey is conducted over the summer, many students will in fact be at their parents' house, and under the new rules they will be eligible there.

After you make contact, you must record at **C1** how many adults (aged 18 or over) there are living at the dwelling unit. On each occasion where there is more than one adult living at the dwelling unit, you must use a random selection procedure to choose one for interview, as follows:

At **C3**, list all resident adults in alphabetical order of their first name or initial. For example, if there are 4 adults in a household called Brian, Maggie, John and Paul:

FIRST NAME OR INITIAL	PERSON NUMBER
B.	01
J.	02
M.	03
P.	04
	05
	06

By referring to the selection label shown earlier, you will see that person number **3** is to be interviewed, as this is the number printed under '4' on the label. At **C4**, write in the person number that is printed in the grid at **C3**. So in the example, person number 3 (initial M) has been selected, and you will write '03' in the boxes at **C4** and circle '03' in the grid.

Please note the following points:

- If there are two people with the same first name, list them in **alphabetical order** of their **full** name. If the full names are the same, list them in order of their **age**, with the eldest first.
- Make sure that you write in the initials as this is part of the way that backchecks can be carried out on your work, to reassure us that the correct person has been selected.
- If someone refuses to give the names or initials of resident adults at this point and you are unable to carry out the selection procedure, please code D at the 'interviewer summary' at C2 and outcome code 422 at E1.

If there are 13 or more adults living at the selected address, use the look-up list in **Section F** of the ARF to tell you which one to select for interview.

A few last points about selecting respondents:

- (i) Any responsible **adult** member of the household may provide the information that you need in order to establish who it is you are to interview. But **never** take information from those aged under **18**.
- (ii) Interview **only** persons living at listed addresses. Never follow anyone to a different address, although you could of course conduct an interview somewhere else (e.g. at work). No substitutes are permitted, so if the selected person is in hospital or away for the duration of the survey, or too old or too ill to be interviewed, then no interview can take place.

- (iii) This survey is intended to cover only the population living in **private households** - not those living in institutions. But people can be living as private households within institutional premises. Even if the address you have been given appears to be that of an institution, check that no one is living in a private household on those premises before abandoning the possibility of an interview there.

**Once a random selection has been made, no substitute can be taken**, even if there is another adult living there who is available and willing to be interviewed.

At **C5** you are asked to write the **full name** of the selected person on the front page of the ARF. If someone refuses to give their name, write in 'Refused'.

### **Recording outcomes on the ARF**

For each person selected we need to know whether an interview was carried out or not. Productive outcomes are covered at Section D, and unproductive outcomes at Section E.

**Section D** is for *productive* outcomes. Productive outcome codes are computed by the program and displayed in the Admin block. The outcome code combines whether it is a full or partial productive interview with the self-completion questionnaire outcome as follows:

#### full interview with:

self-completion posted by interviewer	111
self-completion not forthcoming	112
respondent to post self-completion	113

#### partial interview with:

self-completion posted by interviewer	211
self-completion not forthcoming	212
respondent to post self-completion	213

Very occasionally, you may not be able to finish an interview, or you may have to leave gaps because a particular respondent is finding it hard to cope. But a 'partial' will count as a 'productive' interview if you have answered the question:

ImpPol: And how important to you are these political issues?

IF NECESSARY - this includes things like how the country is governed, its Assembly or Parliament and how it runs its affairs.

An 'unproductive' partial is one where less than this but at least some attitude questions are completed, and should be coded '440' at E1.

If no interview was obtained, you are asked to record why at **E1**. This could be because there was no contact (codes 310-323): (a) no contact was ever made with anyone at the address, (b) contact was made at the address but not at the selected DU (obviously this code should only be used if there are several DUs at the address), or (c) contact was made at the (selected) DU but not with a responsible resident adult (e.g. if you only ever spoke to a child). Or it may be because of refusal (codes 421 - 450) or other non-productives (codes 510-599).



At **E2**, you are asked to record further details. For outcome code 599 this will need to be keyed in the admin block. For other outcome codes, this extra information is needed for reissues and backchecking.

For all non-productives you must:

- Enter the relevant unproductive outcome code in the Admin block.
- Complete as much of the Admin block as you can, entering Don't Know (Ctrl+K+Enter) at any questions where you don't have the information.
- Enter the interviewer observation information (from Section G on the ARF) in the admin block
- **Transmit** the serial number as unproductive.
- **Return the ARF** to the Copper Team in Brentwood with all other completed ARFs.

**Remember: as well as sending back any unproductive ARFs you must also transmit the appropriate unproductive serial numbers.**

**Section F** is a look-up chart for selection in cases where there are more than 12 DUs at the address or more than 12 persons in the (selected) DU.

**Section G** asks for your observations about the address. This information will be used in analysing the different characteristics of respondents and non-respondents. Note this information should be collected - before making contact - for all non-deadwood addresses *including office refusals*.

## 8. Field procedures

### Backing up via the modem

All work is now backed up automatically with transmissions to the office on every 3<sup>rd</sup> day. If necessary a manual back up can be done through the Backups and Restores screen.

### The Admin Block

The Admin block should be completed once you have reached a final outcome code.

The Admin block mirrors the ARF and for the most part you will simply be transferring information from the ARF. Please transfer your answers exactly as they are on the ARF, following the instructions on the screen.

You must complete an Admin block for **every** serial number, including unproductives, deadwood and office refusals. Failure to complete all Admin blocks will prevent you from doing your end of assignment clearout.

Information about the address and action needed by the office (AdInf and S2Act) needs to be entered in the field on the screen not in a memo.

## Project manager

Like last year, we have a special SSA project manager – Rose Hunneyball. Rose is responsible for monitoring how SSA fieldwork is going throughout Scotland. Your Team Leader will be in touch with you throughout the fieldwork period and will report progress to the Project Manager.

## Returning work

Work should be returned via standard modem procedures – as soon as you have anything to transmit. Never hold onto work for more than a week – lots of time is wasted trying to locate untransmitted interviews. Interviewers should only return productive CAPI interviews once they have an outcome code for the self-completion questionnaire; hence, if this has been left with the respondent to be collected in a few days, the transmission of the CAPI interview should be delayed until the completed self-completion questionnaire has been obtained.

Regular transmissions will minimise the risk of lost productives through laptop failure, loss or damage. It will also ensure that Newsflash information will be received quickly as well as any possible program updates.

## 8. The self-completion questionnaire

We estimate that this year's self-completion questionnaire will take about 15 minutes to complete for most respondents. Respondents may fill in the self-completion questionnaire either:

- **Immediately after the interview**, before you leave. You could use the time to key in the admin. details and 'tidying up' any 'Other – specify' answers or notes.
- **In the respondent's own time, after** the interview. In this case you will need **either** to call back to pick up the questionnaire, **or** to arrange for the respondent to post it back to Brentwood (in which case you must leave one of the A5 prepaid addressed envelopes).

The self-completion fee is payable only if **you** send the self-completion back (not if the respondent returns it in the prepaid addressed envelope).

**Under no circumstances should you give the self-completion questionnaire to the respondent to fill in before the interview.**

Before handing over the self-completion questionnaire to the respondent, there are some important things to remember:

- I. **You should write the Sampling Point number, the respondent's Serial Number and Check Letter and your Interviewer Number in the boxes provided, before you hand over the questionnaire.**

<p><b>Without these identifying numbers, the self-completion questionnaire cannot be used - and we will not be able to pay you for a completed questionnaire!</b></p>
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- II. Please be careful to ensure you give respondents the **correct version** of the self-completion. The computer screen at the end of the interview will tell you which colour self-completion the respondent should have. This should also be the same colour as the ARF - respondents whose ARF has a lilac cover (version A1) should receive a lilac self-completion (version A1), and respondents whose ARF has a pink cover (version A2) should receive a pink self-completion (version A2). **If the information on the computer**

**screen and the ARF is different, then follow the instruction on the computer screen.**

Use the 'notepad' facility (Ctrl + M) to make a note, and highlight this on the ARF.

- III. Please also remember to fill in **SCStatus** in the Admin block, to tell us what the current status of the self-completion is:
- 1 "S/C collected, and ready to return",
  - 2 "Planning to collect S/C from respondent – TEMPORARY CODE",
  - 3 "Envelope left for respondent to post S/C to office",
  - 4 "S/C not expected (e.g. refused)"

**You cannot transmit the interview back while code 2 is selected as this is not a final outcome for the self-completion (a hard check will come up at the end of the admin block). You should hold onto this serial number until you can code either 1, 3 or 4.**

- IV. Please remember to post the self-completion in a **separate envelope from the ARF**, even if you are returning them at the same time.
- V. If you leave the self-completion questionnaire at an address to be filled in after the interview, leave it only with the **selected respondent** - the person you interviewed. The self-completion questionnaire may be filled in only by the selected respondent. Please tell the respondent that we cannot use questionnaires filled in by anyone else. **No substitute is acceptable.**
- VI. If the respondent cannot fill in the questionnaire by the end of the visit at which you carry out the interview, please arrange to call back for it - provided you are still interviewing in that area. You could use one of your appointment cards to remind the respondent of when you are calling for the questionnaire. This will help remind the respondent how important the self-completion questionnaire is. If this is not possible, you should leave a prepaid **A5** (not A4) envelope and ask the respondent to post the self-completion questionnaire back to the office. **If you do this you should code this at SCStatus in the Admin block.** (We will then know whether or not to send out reminders to respondents whose questionnaires have not arrived.)
- VII. Never leave the respondent in any doubt as to how he or she should return the questionnaire. If you have arranged to call back for it, make sure that your respondent realises this and that you keep your appointment. If you cannot arrange to call back, make sure that the respondent knows it is to be posted back, and stress the need for (reasonable) speed.
- VIII. If you do wait for the questionnaire or call to collect it later, please try to spend a minute checking through to see that it has all been filled in. Any gaps can then be tactfully pointed out to the respondent and he or she should be asked to fill them in, even if it means writing in 'don't know' where appropriate.
- It is important that everyone who takes part in the survey has the chance to complete a self-completion questionnaire and that we do all we can to remove any barriers that might prevent them from doing so. On rare occasions, it might be clear that a willing respondent needs your help to complete the questionnaire, because of, say, poor eye-sight or illiteracy. In such cases, treat the questionnaire as if it were an extension of the interview, and tick the boxes accordingly, with the respondent at your side. You may make a paper claim for time spent with the respondent, but please give full details of the circumstances and send to the Copper Team for authorisation.

At the end of the self-completion is a space for the respondent to write their own comments. This is something which has been suggested by interviewers in the past. If a respondent feels strongly on a particular subject which they feel is not fully covered by the interview, you can invite them to write something about it here, and then their views will be included within the information gathered by the study.

## 9. The interview questionnaire: general guidelines

**First**, a feature of such a wide-ranging questionnaire is that people are likely to be more interested in some questions than in others. It can be a challenge to establish the right speed at which to ask attitude questions. Rushing the respondent clearly has to be avoided, but an over-deliberate approach would be equally wrong. It may be that some respondents want to give a great deal of thought to some of the issues, but we are seeking to capture present attitudes, not to conduct a philosophical discussion or a political debate!

On the other hand, if some respondents have no particular viewpoint on a topic, or if they cannot answer the question as posed, a 'don't know' or 'other answer' code is acceptable; then you just move on to the next question. ('Don't Know' can be entered at any question by using **Ctrl + K + Enter**).

**Second**, throughout the questionnaire we will be using a number of general phrases that may cause the respondent to ask for further explanation. Examples might be:

“Scotland as a whole”

“In your area”

Unless a definition is actually provided for you to read out, we do not wish to give the respondent any further explanation. The phrases used are intended as general ones. Simply read the question or statement out, and tell respondents that they should answer in terms of whatever *they* understand by the phrase.

**Third**, at questions where an 'other' answer code has been provided, the other answer should be recorded verbatim. (Up to 60 characters can be keyed or written in. If the respondent gives a longer answer, press <**Ctrl + M**> and use the 'notepad' to continue.) Remember that when you are closing a NotePad in Blaise 4, you need to use Alt+S to save and exit. Unless specifically stated, 'other answer' should be coded only when one of the pre-coded answers will not fit after probing.

At questions where there is no specific provision for 'other answer', none is anticipated, although should they occur, they should be entered on the 'notepad' provided for comments. For questions in which no 'other answer' space is provided, first repeat the question with the appropriate emphasis before accepting an 'other answer'. You can also use phrases like “Generally...”, “In general...”, etc. as probes, otherwise repeating the question wording exactly.

**Fourth**, the interview questionnaire is divided into blocks of question topics (see below for details). Most of these have introductions (e.g.) “And now some questions on ...” but sometimes they do not. Respondents do not need to be made aware of the various blocks or sections of the questionnaire during the course of the interview; the questionnaire is designed to be administered as a single unit with a reasonably smooth transition between groups of questions and different topics.

If a respondent does break off the interview part way through (this happens very rarely), you may code it as a productive partial (outcome codes 211-213 depending on the status of the self-completion) if you have got as far (and answered) the question called ImpPol (half way through

the section on National Identity). If possible try and see if the respondent would like to finish the interview at another time, perhaps on a different day.

Otherwise, code as an unproductive partial (code 440) and record full details of the circumstances on the ARF.

### **Basic structure of the interview**

- Household grid
- Newspaper readership
- Party identification
- Political attitudes
- Young people and crime
- Attitudes to different groups of people in Scotland
- Public services in Scotland
- National Identity
- Homelessness
- Classification

### **Practice interviews**

At the briefing we will go through a dummy interview. To become more familiar with the questionnaire, you should undertake a couple of practice interviews at home before you start work.

The serial numbers you will need to undertake a practice interview are detailed in section 14.

## 10. The interview questionnaire: in detail

The question name, which will appear on the lower half of your CAPI screen, is listed in *italics* on the left of the page.

### Household grid

*HouseHld* This question asks for the total number of people in the respondent's household (**including** children). Refer to your interviewer instructions for the standard definition of a household if necessary.

You should have, of course, just recorded the number of adults in the dwelling unit at **C1** on the ARF. Quite apart from the rare occasions when dwelling units and household are not the same thing, interviewers occasionally discover at this stage that they were given the wrong information for the ARF selection. If so:

- Do NOT change the ARF or redo the selection procedure
- DO record the correct information at *HouseHld*
- DO use <Ctrl + M> to make a note of what happened.

When you come to fill in the Admin block, record the information as recorded at **C1** on the ARF.

*REconFW/  
SEconFW* The respondent may well choose several types of economic activity undertaken 'last week' - that is the seven days ending last Sunday. If so, all of them should be coded. In this case, the highest on the list (the first that applies) is the one that determines which set of questions you ask next (there are sets of questions for, e.g., employees, self-employed people, unemployed people and so on). If a respondent is not sure or doesn't know, please probe to find out which of the items on the card comes closest to what they were doing in the last week. Please note that '**Don't know**' is not a valid code for the respondent at this question and if entered you will be asked to change it. Respondents can refuse to answer the question.

If you interview on a Sunday, the seven days are the ones ending the previous Sunday.

If the respondent is on a **New Deal scheme**, probe to establish whether they are in paid work, in training, doing voluntary work or whatever and code accordingly.

The following notes explain the categories at *R/SeconFW* a little more fully:

### **Code**

#### 01 **In full-time education** (not paid for by employer, including on vacation)

All students, even those doing vacation jobs during the last week, are to be coded in this category. If the student is on vacation and will continue to be a student only if he or she passes an exam, assume that the exam will be passed and still treat the respondent as in full-time education. People on government training programmes are EXCLUDED from this category. They should be counted as 02.

- 02 **On government training/employment programme**  
 People on government-sponsored training or employment programmes should be coded here. They should not be coded as 'In paid work' or 'In full-time education' (even if they are doing the educational part of the programme).
- 03 **In paid work for at least 10 hours in the week** (or away temporarily from that work)  
 This category includes all types of paid work, whether for an employer, or on the respondent's own account as self-employed. It includes casual, part-time and temporary work provided that it amounts to at least 10 hours in the week.  
 Voluntary work, or work carried out where only expenses are reimbursed or work paid for in kind (e.g., receiving board and lodgings only) where there is no financial transaction, are EXCLUDED from this category.  
 People temporarily away would include those who were absent from work last week because of sickness or injury, holiday, compassionate leave, or maternity leave, provided that they have a job to go back to with the same employer or as self-employed in the same field. It would also include people who were temporarily laid off, or on strike, or locked out, again provided that they have a job with the same employer to go back to, or to the same self-employed status, e.g., an actor 'resting' between jobs.  
 People whose contract of employment incorporates regular but intermittent work (e.g., some staff in educational institutions, or professional sportsmen, whose wages are paid only during term-time or in the season, and who therefore may not have worked last week) are included in this category.
- 04 **Waiting to take up paid work** already accepted  
 This category covers people not in work last week but who have a definite agreement to start work on a set date. It does not include people who have been given a vague promise of a job if and when a vacancy occurs.
- 05 **Unemployed and registered** at a JobCentre or JobCentre Plus  
 This category covers those who are both unemployed and registered as unemployed for benefit purposes
- 06 **Unemployed, not registered** but actively looking for a job  
 This category includes all unemployed, not registered for benefit, but who are actively looking for a job of at least 10 hours a week. This would include people registered with private employment agencies, people answering advertisements for work, advertising for work or even people just actively looking around for opportunities.
- 07 **Unemployed**, wanting a job but **not actively looking for a job**  
 Include here any unemployed (again not registered for benefit), but who are not actively looking for a job at the moment. People who, for instance, have given up looking for work would be included here, or those who are ill and temporarily unable to look for work. Respondents should normally be left to decide for themselves whether an illness in this case is temporary or not. If in doubt, include it if it has lasted less than six months.  
 The remaining four categories cover those members of the population who are generally considered to be economically inactive.
- 08 **Permanently sick or disabled** covers people out of work and not seeking work because of permanent (or indefinite) sickness or disability. People who have never worked

because of disability are included. Do not include retired people in poor health who would not be seeking work even if they were healthy. In cases of doubt over whether an illness or disability is permanent, treat it as permanent if it has lasted continuously for six months or more.

- 09 **Wholly retired** from work covers people who have retired from their occupation at approximately the normal retirement age or who have taken 'early retirement', and are not seeking further employment of any sort. Retired people who are permanently sick or have become disabled still count as retired.

Women who leave work on marriage to look after the home or to raise a family and who have not worked for many years, should be classified as 'looking after the home' rather than retired. But it is difficult to define retirement exactly. Apart from the proviso made about women, the respondent's description from the card should generally be accepted.

- 10 **Looking after the home** covers anyone more or less wholly involved in domestic duties when classifying economic position. There can be more than one person in a household in this category, here we are concerned only with the respondent's position.
- 11 **Doing something else** is not on the show card. It covers anyone who does not fit into any of the ten categories on the card. But remember that people who are in any kind of paid work (including casual self-employed jobs) of more than 10 hours in the week should not be included here.

### Newspaper readership

*Religios* This question is included immediately after the questions on newspaper  
*FamRelis* readership this year. Please note that the first set of codes (1-12) all relate to different Christian denominations. Codes 13-18 relate to other (non-Christian) religions. If none of these pre-coded categories exactly corresponds with the respondent's religion, the answer should be written in as 'Other Protestant', 'Other Christian' or 'Other non-Christian' as appropriate.

### Young people and crime

*General* Many of the questions in this section refer to 'your area' or 'this area'. We have included an interviewer note that IF ASKED you can tell respondents this refers to an area 15-20 minutes walk or 5-10 minutes drive from their home. However, you do not need to use this definition unless a respondent specifically asks what we mean by 'this area'.

*NoiComAf* Please emphasise 'personally' when you read these out.  
*TO* These questions are routed so that respondents are only asked them if they  
*YPthafc* have indicated that young people being noisy in the street, vandalism or graffiti caused by young people, young people being drunk in public, young people using drugs in public or young people behaving in a threatening way are very common, fairly common or not very common in their area (i.e. those who say it is 'not at all common' are not asked this set of questions).

### Attitudes to different groups of people in Scotland



MarBIAs – MarSmSx	These questions ask how the <u>respondent themselves</u> would feel if a close friend or relative formed a relationship with each of these people.
feel if a are Chinese they would feel if a Asian or white person. This is asked how they would with someone else who able to answer it. LDisDef	Respondents are asked about someone who is black or Asian and someone who is Chinese. They are not asked how they would close friend or relative asked about a white person. If you interviewing a black or Asian person or someone who is might find it odd that they are being asked how they friend/relative was in a relationship with another black, Chinese or that they are not being asked about a deliberate and while they might find it odd to be feel if a family member formed a relationship was black/Asian/Chinese they will still be
	This card is to be handed over to respondents. It defines what we mean by learning disability.
MarLDis LDisWork BBLDis	These questions all ask about a person with a learning disability so the respondent should be thinking about the definition on the card they have been given.
BBGay – BBSxCh  should be they <u>should</u>	At these questions respondents are asked whether someone who runs B&B in their own home should be allowed to refuse a booking to certain people. The answer options range from 'Definitely yes' to 'Definitely no.' Definitely yes, means that they definitely allowed to refuse a booking and 'Definitely no' means that definitely <u>not</u> be allowed to refuse a booking.
CustTrad  on the far left side of the card.	This card has a horizontal scale on it. If you are close enough to the respondent you can point to the letters on the card (as instructed the screen) but if not explain to the respondent that B is on hand-side of the card and K is on the far right hand-side of the card.

### Public services in Scotland

<i>SNHSIE12</i> <i>SNHSWh12</i> <i>EdStIE12</i> <i>EdStWh12</i> <i>SLivIE12</i> <i>SLivWh12</i> <i>TranIE12</i> <i>TranWh12</i> <i>EconIE12</i> <i>EconWh12</i>	Note that each pair of questions use first the top half and then the bottom half of showcards G1 and G2.
<i>AreaQua1</i>	This question asks what make somewhere a good place to live. This does not mean the respondents' own area, we are interested in people's general views on this issue.
<i>AreaImp1</i>	This question asks about respondents' own local area.

## National identity

*GENERAL* The *first half* of this section is routed based on where the respondent was **born**: so if the respondent was born in England, they will be asked follow-up questions about whether they feel more English or British, what it means to them to feel English or British (depending which option they have picked), and what they think being English is mainly about. The *second half* of this section (from BScEngW onwards) is based on where they **live** – so everyone in SSA will be asked ‘Scottish’ versions of the questions from that point.

It is possible that you may come across a few respondents who were born in England, but consider themselves to be Scottish and comment on the fact they are being asked ‘English’ versions of questions at the start of the section. If this does happen, you can point out that they will be asked questions about being Scottish later, but that we are also interested in how where people were born affects their views.

*NatIdB* This question is routed from where the respondent is **born** (recorded at the previous question), **not** where they are currently living. So if they were born in Scotland, the options will be “Scottish not British” to “British not Scottish”. There are 3 versions of the showcard (for those born in England, Scotland and Wales). Please double-check that respondents are looking at the correct showcard when they answer this question.

If you have a respondent who says, for example, that they feel Scottish when the options relate to feeling English (perhaps because they have lived in Scotland for a long time, although they were born in England), please code them as “OTHER DESCRIPTION”. It is also worth noting that they will still be asked the ‘Scottish version’ of this question towards the end of the interview.

*NewIdFW* This question is asking which options respondents would have chosen **instead** of the ones they chose at an earlier question. As they chose 3 answers at the earlier question, you can code up to 3 answers from this list too, but please **do not probe**. It’s only the answers they spontaneously think they would have picked instead we want to record.

*BrPP*  
*NatPP*  
*BrnUKPP*  
*PBrnUKPP* These questions ask about people being ‘entitled’ to call themselves Scottish or British or to hold a British passport. In each case, it is the respondents **personal** view about whether or not they should be so entitled, **not** the current legal position that we are interested in.

## Homelessness

*MosDHlp*  
*LstDHlp* If respondents have indicated that they think some groups of homeless people are more deserving than others, they are then asked which ones are most and least deserving. Please **do not probe** at these questions – simply allow the respondent time to answer and then move on to the next question.

*TypPpl* The first part of this question asks whether they think some of the people listed on the show card should get more help finding a new home than others, or whether they should all get the same amount of help. If they say they should all get the same amount of help, you simply code this on screen (it’s the last option, in capitals) and move to the next question. If they say some should get more help than others, you then ask “Who would you say should get MOST help?” and code

whichever they mention. Again, **please do not probe** – just allow them time to answer, code all they mention without probing, and move on to the next question.

- ArgPar*  
*MarSplit* Please note that half of your sample will be asked about a boy/man at these questions, and half about a girl/woman. The correct text will appear on screen automatically, based on their serial number.
- BeenHom* This question asks whether they or anyone they know has ever been homeless. Homeless is defined as 'not had somewhere suitable to live'. However, if respondents query what exactly is meant by this we have provided you with an **A4 white card, with a detailed definition of homelessness**, to pass to respondents if necessary.

### General attitudes section

- Dole* In most cases people will be able to choose between the two statements. In some cases, however, people may feel the two statements are related. In these cases code 7 and key in 'other answer given' under OthSpec.

### Classification

- NatID2* Respondents who were not asked the 'Scottish version' of this question earlier (in the National identity section) are asked it here.
- NationU*  
*BNationU* These questions may seem similar to questions asked earlier about national identity, but they are not the same and are important background questions asked every year for SSA.
- RaceOri2* 'English', 'British', 'Welsh', 'Scottish', or 'Irish' should be coded as 'WHITE (Any European origin)'.
- TenureN* Note that this question on tenure applies to the whole accommodation that the respondent's household occupies, not just to the part of the accommodation that the respondent may occupy. For instance, if the respondent was renting a room from a relative who owns the property outright, you would code 1, not 8 (so long as the respondent and this relative occupy the same household!).
- Own outright:** those whose accommodation is wholly owned, i.e., they are not buying on a mortgage or with a loan.
- Buying on mortgage:** those buying with a mortgage or loan, from a bank, building society or other organisation. This category also includes those buying as part of a co-ownership scheme.
- Rented property:** Note that the rent need not be paid by a household member: it could be paid by another member of the family (e.g., son on behalf of mother) or by housing benefit.
- Job* We wish to collect occupational details of almost all respondents (either present or past), excluding only those who are not in work but who live with a working partner. In these cases, the partner's occupational details will be collected. Please probe fully for all relevant details; if any are missing, we may be unable to code occupation accurately.

<i>Emplyee</i>	<b>'Self-employed'</b> refers to work done on the person's own account, and not being taxed through PAYE. Some self-employed persons will have their own businesses, some will have casual or intermittent work. A person in a one-person business is not necessarily self-employed; if the business is a company, he or she may well be an employee of the company, drawing a salary and being taxed through PAYE.
<i>EmpWork Makedo</i>	At these questions, the place of work is the <b>establishment</b> at or from which the respondent works. This will <b>ordinarily</b> have a single address. The respondent's employer may of course run several establishments but the others are not relevant. Several questions refer to the workplace so it must be clearly established from the start. If the respondent works <u>from</u> premises (e.g. a travelling salesperson) rather than <u>at</u> a workplace, adapt the question wording accordingly.
<i>EmpWork</i>	Note that family members can be employees, <b>but only if they receive a regular wage or salary</b> . Please check if unsure.
<i>UnionSA</i>	'Staff association' referred to at this question is an organisation of employees recognised, like a union, by management for the negotiation of (e.g.) pay and other conditions of employment. In certain professions (e.g. banking) staff associations exist alongside or instead of trade unions. If respondent is a member of both - code 'trade union'.
<i>HHIncome</i>	You should obtain the <u>total income</u> of the household from all sources, <u>before tax</u> . Income includes not only earnings but state benefits, occupational and other pensions, unearned income such as interest from savings, rent, etc. We want figures <u>before</u> deductions of income tax, national insurance, contributory pension payments and so on. The question refers to <u>current level</u> of income or, if convenient, to the nearest <u>tax</u> or other period for which the respondent is able to answer.
<i>SchQFW PSchQFW</i>	At SchQFW you should code ALL the sections in which the respondents has qualifications. At PSchQFW, the showcard does not list all levels of qualifications such as NVQs. The code frame in the CAPI questionnaire makes clear the level of detail that you need to probe for. Code ALL that apply. You should key in under 'other' any that the respondent mentions that are not on the list, but we are interested only in educational or vocational exams and qualifications, <b>not</b> leisure activities, St. Andrew's or St. John's Ambulance, etc.

## 11. Respondents who require assistance to take part in the survey

In all the surveys the National Centre undertakes it is recognised as important that we try to give every individual selected for interview the opportunity to take part. We try to ensure that those who require special assistance in order to take part do receive such assistance.

The following are particularly relevant to SSA:

- If the respondent has difficulty in reading (for whatever reason), you should offer to read out the showcards. As this may be more time consuming, offer to do the interview in two parts, so that it does not become too tiring. You can also read out the self-completion as if it was a normal paper questionnaire. (You may submit an additional pay claim for the time taken to

do this).

- If a respondent has difficulties hearing/ is deaf - please make an extra effort to ensure you find a quiet place for the interview and that you are able to sit in a position with good light, so that the respondent can lip-read if they wish. If the respondent doesn't lip read or if they would prefer to read the questions on the screen, sit beside them and help them to enter the answers. This method should only be used if you cannot otherwise conduct the interview, as the respondent will be able to see occasional instructions that would not normally be seen by respondents. It is, however, better than no interview. Again it might be more tiring for the respondent undertaking the interview in these ways, so it may help to offer to undertake it in two parts. If the respondent would prefer someone to undertake the interview using sign-language, please contact the office and we will arrange this.
- If a respondent has problems communicating or speech difficulties you should ask them to point out their answers from the showcards. For questions without a showcard you can either ask them to indicate the answer they want to pick non-verbally, or ask them to look at the question on screen and point out their answer.
- If you have a respondent who can speak some English but might need perhaps one or two words or expressions explained by someone else in the household then that may be acceptable, however if they speak no English at all then we cannot offer translators. To translate the questionnaire properly would be too costly and because of the nature of the types of questions in an attitudinal survey it is often not suitable for a respondent's friend or relative to act as a translator.

If none of these suggestions work, please find out whether there is any other measure that would make it possible to conduct the interview. Then contact the office with this information and NatCen will take reasonable steps to conduct the interview. In any case, please assure the respondent that their views are very important to us and that we will do our best to ensure they can do the interview.

If you do interview any respondents who need particular assistance please write the details of what help you gave in a Notepad. If such an interview has taken longer to complete than you would normally expect an interview to take then please make a claim for the extra time you have spent helping the respondent. For information about helping respondents with the self-completion please see above.

## **12. Reallocations and reissues**

There is a special re-allocation outcome code:

Code 900: Re-allocated to another interviewer

This will enable interviewers with addresses that fall into this category to clear out their work at the end of an assignment. This code should only be used when advised by your Team Leader or the Copper Team in Brentwood.

## **13. Practice serial numbers**

The practice serial numbers are as follows (n.b. there are 6 practice slots for the main SSA 2006 survey, and 6 for the Gaelic areas survey).

<b>Serial</b>	<b>Check letter</b>	<b>Main SSA or Gaelic areas?</b>
089991	R	Main
089992	S	Main
089993	T	Main
089994	V	Main
089995	W	Main
089996	X	Main
229991	Q	Gaelic
229992	R	Gaelic
229993	S	Gaelic
229994	T	Gaelic
229995	V	Gaelic
229996	W	Gaelic

The address for all practice serial numbers is: 35 Northampton Square.

#### 14. Additional guidelines for people working on the “Gaelic areas” survey

These notes are only for those working on the “Gaelic areas” survey which is running alongside the main SSA in 2006. If you are only working on the main SSA, you do not need to read this section. If you are working on the “Gaelic areas” survey, please read these notes very carefully as they highlight some important differences between SSA and the Gaelic survey.

##### Background and key points:

- The Gaelic areas survey is a survey of people who live in areas with high levels of Gaelic speaking population. The study is being conducted by ScotCen in collaboration with academics at Edinburgh University and is funded by the Leverhulme Trust. The study will involve 500 interviews with people living in areas with high numbers of Gaelic speakers, and is the first time the views of people living in these areas on National Identity and what it means to be “Scottish” or “Gaelic” have been studied in detail.
- The questionnaire is shorter than the main SSA (around 25 minutes) and does **not** include a self-completion. It includes the National Identity, Newspaper Readership, Party identification and Classification Sections from the main SSA 2006 survey, and a small number of additional questions about attitudes to being Gaelic.
- Your basic sample for a point on the “Gaelic areas” survey consists of 31 addresses. However, you will also have access to 10 spare addresses **to be used only if you find that you have a higher than usual amount of deadwood in your sample**. The ARFs for your spare addresses will be clearly labelled as “Spare sample” and **you must have permission from Rose Hunneyball, the project manager, before you use them**. Detailed guidelines on when it may be permissible to use these spare addresses is included below.

##### Sample

The sample for the “Gaelic areas” study covers the areas of Scotland with the highest proportions of Gaelic speakers (based on the 2001 Census). There are 29 sample points, and 31 main addresses have been selected at each point (except point 222, which has slightly fewer as some of the addresses originally selected were inaccessible). These main addresses will be uploaded onto your laptop under “Wave 2” of SSA (Wave 1 being the main SSA survey sample points).

In addition, 10 spare addresses have been selected for each point. We have included these because some of the areas included in the study have higher than average numbers of holiday homes, and we did not want to end up with fewer than our 500 target interviews. As you will know, people staying in holiday homes are **NOT ELIGIBLE** to participate in NatCen surveys (see section in your manual on Deadwood or ineligible addresses) and should be coded as ineligible code 750 on the ARF.

Because the areas you are visiting are in most cases quite remote, it would be impractical for us to wait until you get back to find out that you have a high number of deadwood addresses and then to issue replacement addresses. For this reason, everyone working on the Gaelic areas survey will have the spare addresses loaded onto their system already, as a separate “Wave” (Wave 3) of SSA.

**However, we do not want these spare addresses to be used unless absolutely necessary or we will end up with a very poor response rate.** As we make some allowance for deadwood in drawing our initial sample, you should not use your spare sample simply to replace any deadwood you find in your initial sample. However, if you have **5 or more** deadwood addresses in your initial Gaelic areas sample, **please contact Rose Hunneyball to discuss whether it is appropriate to use some of your spare addresses.** In general, we have proposed the following as guidelines to try and ensure you can maximise your number of interviews without decreasing your response rate:

- 0 – 4 deadwood addresses in initial sample – DO NOT USE “spare” addresses
- 5 – 6 deadwood addresses in initial sample – use up to 5 “spare” addresses
- 7 - 9 deadwood addresses in initial sample – use up to 7 “spare” addresses
- 10+ deadwood addresses in initial sample – use up to 10 “spare” addresses.

**You must have approval from Rose in advance before you use any of your ‘spare sample’, and you must agree with Rose how many of your spare sample addresses it is acceptable for you to try and contact.**

Aside from the spare sample, sample and selection procedures are identical to those on the main SSA survey – you will need to identify the number of dwelling units, select one dwelling unit where there are more than one at an address, and select one adult aged 18+ from that dwelling unit to participate in the survey.

Please note –the survey is of people living in areas with high proportions of Gaelic speakers. However, the individuals who take part in the survey **DO NOT** need to be Gaelic speakers, or to have been born in that area (or in Scotland). You should just follow the usual procedures to select an individual to take part in the survey.

### **Notifying the police**

As with the main SSA survey, please ensure you notify the local police station in the area where you will be working before you start (see Section 4, above).

**PLEASE DO NOT START WORK UNTIL YOU HAVE DONE THIS.**

### **Overview of procedures**

Procedures for the Gaelic areas survey are very similar to procedures for the main SSA survey (see section 5, above), with 2 main exceptions:

- You will need to trace all the issued addresses in your MAIN sample (Wave 2) and make contact with all of them, completing a paper ARF for each address. However, you should only trace and make contact with addresses in the ‘spare sample’ (Wave 3) with prior agreement from Rose Hunneyball.
- There is no self-completion for the Gaelic areas survey.



## Contact procedures

Again, contact procedures for the Gaelic areas survey area very similar to procedures for the main SSA survey (see section 6, above). You should follow the guidelines for the main survey, with the following exceptions:

- You will be issued with 41 mail-merged advance letters and pre-stamped envelopes. However, **in the first instance, you should only send out letters to the 31 addresses in your Wave 2 sample.** You will then be left with 10 spare letters and envelopes for use if you agree with Rose that it is appropriate to use your spare sample.
- We are not carrying out a leaflet experiment for the Gaelic areas survey, so the letters will not be pre-prepared. You will have copies of the SSA respondent leaflet in your pack however, so feel free to use these on the doorstep.
- Write in your name and ID number clearly in the space at the top of the advance letter, and include a stamp booklet with each letter, but make sure that this does not obscure the sample address!
- As noted above, you must attempt to make contact at every address in your Wave 2 (main) sample of 31 addresses and should follow the usual rules about varying call patterns (see above, section 6). If you are staying in the area you are working, please keep calling back until you leave. Given the remoteness of some of the areas in the Gaelic areas survey, reissues will be difficult to arrange, so it is essential we get a good response rate first time.
- **If** you have agreed with Rose that you can use some of the Wave 3 ('spare') addresses, the same rules about call patterns etc. will apply to these.
- Any **unused 'spare' sample** (that is, any Wave 3 addresses which you have not attempted to make contact with) should be coded as 901 at B2 on your ARF and the computer admin, and returned to Copper Team.
- The Gaelic areas interview will last, on average, about **25 minutes**.
- Any unused books of stamps should be returned to the copper team as soon as possible.

Some other points to note about contact procedures for the Gaelic areas survey:

- You are being issued with a map of the area in which you are working showing the location of your addresses and the address labels on your ARF will also include grid references. The selection labels for the Gaelic Areas survey will also include an electoral register name where available. This is only to be used to help you find the address – we have found that interviewers working in rural areas often find this helpful in tracing remote addresses. You will still need to make a selection of who to interview when you find the address. The address labels will also indicate where we have a phone number available. In most cases, we would prefer you to make contact in person first. However, if you are having real difficulties finding an address or finding anyone in and there is a phone number available, please contact Brentwood to discuss whether it may be appropriate to use this.
- Given that we anticipate there may be slightly more deadwood in some of these areas than we would usually come across, it is particularly important that you return all completed paper ARFs and computer admin work for deadwood addresses to the Copper Team as soon as possible.

## Materials for the survey

Please check your packs as soon as you receive them to ensure that you have all the correct materials for the Gaelic areas survey. If you are working on both SSA and the Gaelic areas survey, please be very careful to ensure that you take the correct materials with you for the Gaelic areas survey – for example, the showcards are different.

- Address Record Forms (ARFs) (green cover) – n.b. the ARFs, advance letters and stamps for the ‘spare’ sample will be included together in an envelope labelled ‘spare sample’. There is no need to open this (and it is probably easier to keep it separate) unless you have agreed with Rose that you can make contact with some of your ‘spare’ addresses.
- Copies of the advance letters (double-sided, with Gaelic translation on the back) with mailmerged addresses (31 Wave 2 and 10 Wave 3)
- Books of stamps
- White window pre-stamped envelopes
- Extra copies of advance letter to show as necessary (5)
- Laminated copy of advance letter to show on doorstep
- The SSA respondent leaflet ‘What is Scottish Social Attitudes?’ for you to use on the doorstep (31 Wave 2 and 10 Wave 3)
- Leaflets about the *National Centre* - leave one with each respondent
- A set of ring-bound show cards – green cover.
- These Project Instructions

The showcards you should have for the Gaelic areas survey are as follows:

A1-A2

K1-K17

F1-F6

X1-X10

## ARFs

The ARF for the Gaelic areas survey has a GREEN front cover. It is very similar to the ARFs for the main SSA, with the following exceptions:

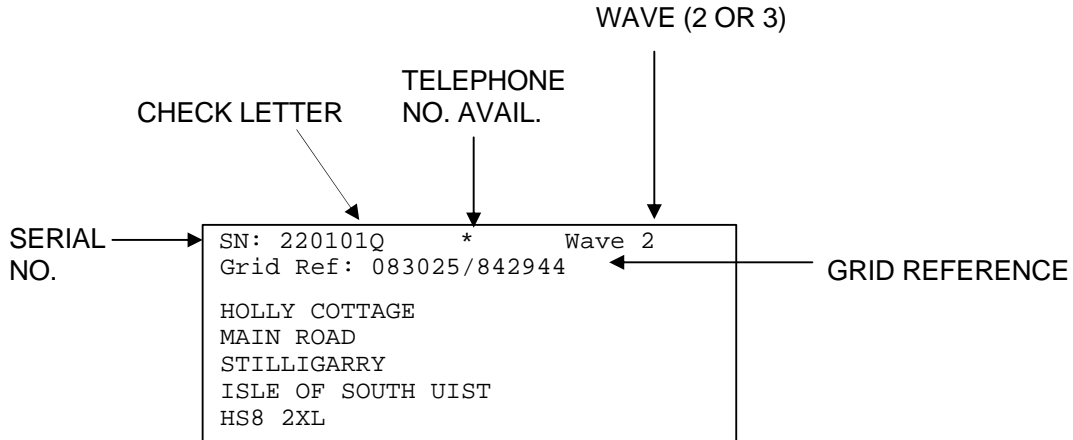
- As there is no self-completion for the Gaelic survey, there are no codes relating to plans for return of the self-completion in section D. There are just 2 productive outcomes – 110 for a full productive and 210 for a partial. An interview will count as a ‘partial productive’ if the respondent has answered the question:

Mothborn      And where was your mother born?

- There is a special code for unused Wave 3 sample (spare addresses which you have not attempted to make contact with) in section B (910 – Sample unused (no calls made))
- The ARF labels are slightly different for the Gaelic Areas survey, as described below.

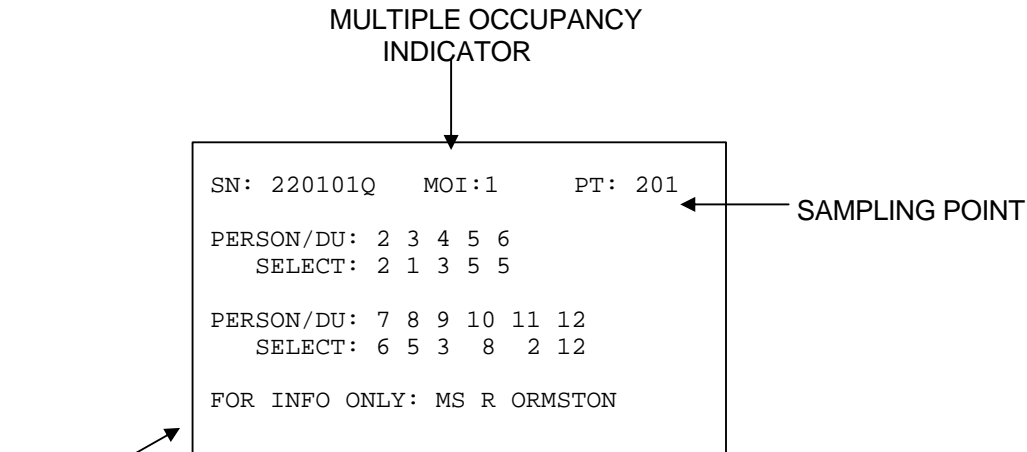
**Address and selection labels for Gaelic areas survey**

The address label at the **top left** of the page looks like this:



Your main sample for the Gaelic areas survey is Wave 2. Labels for Wave 3 will be clearly labelled “SPARE SAMPLE” along the top.

The selection label on the **top right** of page 1 looks like this:



**NAME FROM ELECTORAL REGISTER**

Note: names from electoral registers are for guidance only (e.g. to help you find a dwelling in a very rural location) - you must still do a selection procedure

Other than this, the ARF is identical to the main SSA ARFs – please read the detailed guidance on completing ARFs in Section 8, above.

## The interview questionnaire

Please read the general guidelines on the questionnaire provided above, in section 10, for guidance on establishing the right pace, use of general phrases and 'other' answers.

The main focus of the interview is on National Identity. All the questions from the National Identity module in SSA main are included (please read detailed guidelines on these in section 11, above), in addition to a small number of additional questions on Gaelic identity. Respondents are also asked the usual background questions (including details of the household, economic activity, income, religion, newspaper readership, political party affiliation and general health).

*NatIDG* Please note that this question (about whether they feel more of a Gael or more Scottish/English/Welsh, or somewhere in between) is routed from where the respondent is **born**. Please make sure they are looking at the correct card for this question. If the respondent wants to give an answer which is not on the showcard (e.g. they are asked the English version of the question but feel Scottish, rather than English or Gaelic), please select "Other description" and write this in.

## 15. Any queries?

If you have any queries or problems about how to complete the questionnaire, please do not hesitate to telephone a member of the *Scottish Social Attitudes survey* team as follows: Lisa Given and Rachel Ormston in the Edinburgh Office on 0131 228 2167. Queries about field arrangements should be raised with your team leader or the project manager (Rose Hunneyball) in the first instance. If you need to phone the Copper Team in Brentwood, please call Joanne Phillipson on 01277 690230.

We hope that all goes well and that you enjoy working on the 2006 *Scottish Social Attitudes survey*.

**GOOD LUCK!**

Lisa & Rachel

*Your interviewer on this study will be*

\_\_\_\_\_

*ID number* \_\_\_\_\_

Dear Sir/Madam

### **Scottish Social Attitudes 2006**

I am writing to ask for your help. We are carrying out a study to find out what people in Scotland think about a range of important issues that affect us all. Topics in the study include youth crime, homelessness, national identity and what you think about living in Scotland today. The study is being carried out by the Scottish Centre for Social Research, an independent research institute registered as a charity. The research is funded by the Scottish Executive and the Leverhulme Trust (a charitable trust).

Your address has been selected for this study and we are writing to invite you to take part. Your answers will be treated in strict confidence in accordance with the Data Protection Act and will only be used for statistical purposes. Most people find the interview interesting and enjoyable; I hope that you will think so too.

An interviewer will visit you shortly to explain more about the study. He or she will ask to select, at random, one person from your household to take part, and arrange a suitable day and time to speak to them. All of our interviewers carry an identification card which includes their photograph and the Scottish Centre for Social Research logo shown at the top of this letter.

No special knowledge is needed to answer the questions. Even if you are unsure, please let the interviewer start the study and see how you get along, as you will be free to stop at any time. If you have any questions, please contact me on Freephone 0800 652 2704.

As a way of saying 'thank you', we enclose a book of stamps.

Thank you in advance for your help.



Bryan Mason  
Project Supervisor

## Frequently asked questions

### ***How was I chosen?***

We have selected a sample of addresses from a list kept by the Post Office of all addresses in Scotland. This ensures that the people invited to take part in the study are representative of the whole country. We are interested in hearing *your* views – no other address can take your place.

### ***What is the information used for?***

Our findings are often used by government departments to help inform their policies and also receive considerable coverage in the media. The findings have educational value - many students and teachers make use of this information.

### ***What is the Scottish Social Attitudes Study?***

The study has been carried out every year since 1999, and its results help to ensure that policy makers and organisations such as charities understand the views of the public.

### ***What is ScotCen?***

ScotCen, is part of the National Centre for Social Research, Britain's largest independent, not-for-profit social research organisation studying social policy. Our aim is to make society better informed through high quality social research.

We carry out many important research studies for government departments, charities and other research bodies.

If you would like further information about ScotCen you can visit our website [www.scotcen.org.uk](http://www.scotcen.org.uk)



<b>P7534</b>	<b>SCOTTISH SOCIAL ATTITUDES 2006</b> ADDRESS RECORD FORM (ARF) (Version <b>A1</b> – Main ODD)	<b>A</b>	SLOT NAME:	
			TRIP NUMBER:	
			FINAL OUTCOME:	

**COPPER TEAM**

ADDRESS DETAILS

DU/PERSON SELECTION LABEL

Name of selected person:  Title, first name, surname

Telephone numbers:

Interviewer name:

Interviewer number:

No phone:  Number refused:  Total no. of personal visits:

Call No.	Date DD/MM	Day of week	Call Start Time 24hr clock	VISITS RECORD Record all visits, even if no reply. For phone calls – see separate grid on next page	*Call Status (Enter codes only)	Call End Time 24hr Clock	Call followed by personal/non-CAPI time (tick)
1	/		:			:	
2	/		:			:	
3	/		:			:	
4	/		:			:	
5	/		:			:	
6	/		:			:	
7	/		:			:	
8	/		:			:	
9	/		:			:	
10	/		:			:	

\*Call Status codes: 1= No reply, 2 =Contact made, 3 =Appointment made, 4 = Any CAPI interviewing done, 5= Any other status

<b>REALLOCATED ADDRESS: If this address is being reallocated to another interviewer before you have completed it, code here.</b>	<b>900</b>	<b>END</b>	*
--	------------	------------	---

**ALWAYS RETURN ARFs SEPARATELY FROM SELF-COMPLETION QUESTIONNAIRES**

Call No.	Date DD/MM	Day of week	Call Start Time 24hr clock	VISITS RECORD (continued) Record all visits, even if no reply. For phone calls – see separate grid on next page	*Call Status (Enter codes only)	Call End Time 24hr Clock	Call followed by personal/non-CAPI time (tick)
11	/		:			:	
12	/		:			:	
13	/		:			:	
14	/		:			:	
15	/		:			:	
16	/		:			:	
17	/		:			:	
18	/		:			:	
19	/		:			:	
20	/		:			:	

**\*Call Status codes:** 1= No reply, 2 =Contact made, 3 =Appointment made, 4 = Any CAPI interviewing done, 5= Any other status

Call No.	Date DD/MM	Day of week	Call Time 24hr clock	TELEPHONE CALLS RECORD Record all calls, even if no reply. DO NOT ENTER THESE CALLS IN THE NEW CMS.
1	/		:	
2	/		:	
3	/		:	
4	/		:	
5	/		:	
6	/		:	
7	/		:	
8	/		:	
9	/		:	
10	/		:	



## A: Establish number of dwelling units (DUs) and select one

**A1. IS THIS ADDRESS TRACEABLE, RESIDENTIAL AND OCCUPIED AS A MAIN RESIDENCE?**

Not traceable	1	<b>Go to SECTION B</b>
<b>Wholly non-residential and/or unoccupied</b> (as a main residence)	2	
Wholly or partially <b>residential and occupied</b> (as a main residence)	3	<b>Go to A2</b>
Uncertain whether residential and/or occupied (as a main residence)	4	<b>Go to SECTION B</b>
Office refusal	410	<b>Enter outcome code on front page of ARF &amp; go to SECTION G</b>

**A2. ESTABLISH NUMBER OF DUs AT THE ISSUED ADDRESS** (include both occupied & unoccupied DUs)

<b>ENTER NUMBER OF DUs HERE:</b>		
----------------------------------	--	--

<b>INTERVIEWER SUMMARY:</b>	<b>ONE DU ONLY</b>	A	<b>Go to A6</b>
	<b>TWO OR MORE DUs</b>	B	<b>Go to A4</b>
<b>OR CODE:</b> Information unobtainable (other than (suspected) deadwood)		C	<b>Check you have completed SECTION G, then go to SECTION E</b>

**A4. IF 2+ DUs:** List all DUs at address (continue on separate sheet if necessary):

- In flat/room number order **OR** from bottom to top of building, left to right, front to back

Description	DU Code	Description	DU Code
	01		07
	02		08
	03		09
	04		10
	05		11
	06		12

**If 2-12 DUs:**

- 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 DUs.
- In the 'Select' row: the number immediately beneath total number of DUs is the 'selected DU' code. Ring on grid above and write in at A5 below.

**IF 13+ DUs:** Make a selection using the lookup chart in section G. Write in at A5 below.

<b>ENTER CODE NUMBER OF SELECTED DU HERE:</b>		
---	--	--

IS THE ADDRESS OF THE (SELECTED) DU CORRECT AND COMPLETE ON THE LABEL?	Yes	1	<b>Go to A7</b>
	No	2	Make necessary changes on the label on front page of ARF (NOT HERE). <b>Then go to A7</b>

**A7. COLLECT INTERVIEWER OBSERVATION INFO (SECTION G) BEFORE MAKING CONTACT.**

**A8. IS THE (SELECTED) DU RESIDENTIAL AND OCCUPIED AS A MAIN RESIDENCE?**

Residential and occupied (as a main residence)	1	<b>Go to SECTION C</b>
Not residential	2	
Residential but not occupied (as a main residence)	3	<b>Go to B2</b>
Uncertain whether residential and/or occupied (as a main residence)	4	<b>Go to B1</b>

\*

<b>B: Ineligible/ uncertain eligibility</b>					
<b>B1.</b>	<b>CODE OUTCOME: UNKNOWN ELIGIBILITY</b>				
	<b>OFFICE USE ONLY:</b> Lost productive	550	<b>Enter outcome code on front of ARF and go to E2</b>	*	
	<b>OFFICE USE ONLY:</b> Not issued to interviewer	611			
	<b>OFFICE APPROVAL ONLY:</b> Issued but not attempted	612			
	<b>OFFICE APPROVAL ONLY:</b> Inaccessible	620			
	<b>OFFICE APPROVAL ONLY:</b> Unable to locate address	630			
	<i>Unknown whether address is residential:</i>				
	(a) Info refused	641			
	(b) No contact after 4+ calls	642			
	(c) Contact made but not with someone who can confirm whether residential	643			
	<i>Residential address, unknown whether occupied:</i>				
	(a) Info refused	651			
	(b) No contact after 4+ calls	652			
	(c) Unable to confirm eligibility due to language barrier	654			
Other unknown eligibility		690			
<b>B2.</b>	<b>CODE OUTCOME: DEADWOOD (INELIGIBLE)</b>				
	Not yet built/under construction	710	<b>Go to B3</b>	*	
	Demolished/derelict	720			
	Vacant/empty housing unit	730			
	Non-residential address (e.g business, school, office, factory etc)	740			
	Address occupied, no resident persons (e.g. occupied holiday/weekend home)	750			
	Communal establishment/institution – no private dwellings	760			
	Residential, but not eligible for survey ( <i>no one aged 18+</i> )	770			
	Address out of sample (Not in Scotland)	780			
	<b>OFFICE APPROVAL ONLY:</b> Other ineligible	790			
<b>B3.</b>	<b>RECORD ANY FURTHER INFORMATION ABOUT OUTCOME CODES 710–790</b>				
	<b>Enter outcome code on front page of ARF and END</b>				

**C: Establish number of adults aged 18+ at (selected) DU and select one**

**C1. ESTABLISH NUMBER OF ADULTS AGED 18+ RESIDENT IN (SELECTED) DU, E.G. BY ASKING:** *Including yourself, how many people aged 18 or over live in this (house/flat/part of the accommodation)?*

**INCLUDE:**

- People who normally live at the address but are away for less than 6 months
- People away at work for whom this is the main address
- Boarders and lodgers

**EXCLUDE:**

- People aged 18+ who live elsewhere due to work
- Spouses who are separated and no longer resident
- People away for 6 months or more

**Note about SSA specific rules on students:**

Include students if sampled address is either main term-time or main out-of-term address.

**ENTER NUMBER OF RESIDENT ADULTS AGED 18+ HERE:**

<b>C2. INTERVIEWER SUMMARY:</b>	<b>ONE PERSON AGED 18+ ONLY</b>	A	<b>Go to C5</b>
	<b>TWO OR MORE PERSONS AGED 18+</b>	B	<b>Go to C3</b>
	<b>NO ELIGIBLE RESIDENT (i.e. no one aged 18+)</b>	770	<b>Write outcome code on front page of ARF and END</b>
	<b>NUMBER OF PERSONS AGED 18+ NOT ESTABLISHED</b>	D	<b>Go to E1</b>

**C3. IF 2+ PERSONS AGED 18+:**  
Ask for name or initials of each person aged 18+ in the (selected) DU.  
List in **alphabetical order** in the 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 C4 below.

**IF 13+ PERSONS:**

- Make a selection using the lookup chart in section F. Write in at C4. below:

**C4. ENTER CODE NUMBER OF SELECTED PERSON HERE:**

**C5. RECORD FULL NAME OF SELECTED PERSON ON FRONT PAGE OF ARF.** **Go to SECTION D or SECTION E**

## D: Productive outcome – record details

**PLEASE CIRCLE OUTCOME CODE COMPUTED IN ADMIN BLOCK**

<b>Fully productive CAPI interview with:</b>		<b>Enter outcome code on front of ARF  Check that you have comp- leted Section G, then END</b>
(a) self-completion posted by interviewer (POST SELFCOMP AT THE SAME TIME AS ARF, BUT IN A SEPARATE ENVELOPE)	111	
(b) self-completion not forthcoming (E.G REFUSED)	112	
(c) respondent to post self-completion (LEAVE RESPONDENT WITH FRANKED ENVELOPE)	113	
<b>Partial productive CAPI interview with:</b>		
(a) self-completion posted by interviewer (POST SELFCOMP AT THE SAME TIME AS ARF, BUT IN A SEPARATE ENVELOPE)	211	
(b) self-completion not forthcoming (E.G REFUSED)	212	
(c) respondent to post self-completion (LEAVE RESPONDENT WITH FRANKED ENVELOPE)	213	

\*

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

Returned by interviewer	1	
Returned later by respondent	2	
Refusal when interviewer went back 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 q'nnaire	7	
Respondent says has already returned q'nnaire	8	

## E: Eligible address – Unproductive outcome

**E1. UNPRODUCTIVE OUTCOME – CODE ONE ONLY**

No contact with anyone at address after 4+ calls	310	<b>Enter outcome code on front of ARF and go to E2</b>
Contact made but info refused about no. of DUs	421	
MULTI-DU ONLY – contact made at address, but not with selected DU	321	
Contact made at (selected) DU but info refused about no. of persons	422	
Contact made at (selected) DU, but not with responsible adult	322	
No contact with selected person after 4+ calls	323	
Refusal by selected person before interview	431	
Proxy refusal	432	
Refusal during interview ( <u>un</u> productive partial)	440	
Broken appointment – No re-contact	450	
Ill at home during survey period	510	
Away or in hospital all survey period	520	
Physically or mentally unable/incompetent	530	
Language difficulties with (selected) DU as a whole	541	
Language difficulties with selected person	542	
<b>OFFICE APPROVAL ONLY:</b> Other unproductive	599	

\*

**E2 RECORD ANY FURTHER INFORMATION ABOUT OUTCOME CODES:  
310-323, 421-450, 510-599, 612-690**

**Check that you have completed SECTION G, then END.**

## F: Lookup Chart for 13+ DUs/Persons

NUMBER OF DUs/Persons:	SELECT NUMBER:	NUMBER OF DUs/Persons:	SELECT NUMBER:
13	12	57	39
14	8	58	3
15	11	59	48
16	7	60	35
17	13	61	22
18	3	62	10
19	14	63	51
20	2	64	37
21	14	65	64
22	8	66	65
23	13	67	66
24	5	68	28
25	12	69	45
26	6	70	53
27	17	71	25
28	17	72	48
29	2	73	50
30	21	74	39
31	10	75	51
32	26	76	11
33	8	77	12
34	22	78	74
35	8	79	42
36	3	80	9
37	28	81	33
38	19	82	51
39	25	83	69
40	16	84	78
41	41	85	53
42	32	86	19
43	9	87	66
44	40	88	23
45	7	89	17
46	35	90	19
47	8	91	40
48	36	92	11
49	15	93	35
50	44	94	12
51	35	95	41
52	2	96	3
53	24	97	10
54	17	98	25
55	49	99	61
56	27	100	99

**G: Interviewer observation of address**  
(all outcome codes except 710- 790)

**NOTE THAT THESE QUESTIONS MUST BE ANSWERED FOR ALL NON-DEADWOOD ADDRESSES.  
INFORMATION SHOULD BE COLLECTED BEFORE MAKING CONTACT.  
FOR OFFICE REFUSALS: PLEASE OBTAIN THIS INFORMATION IN ALL CASES.  
IF NOT ALREADY OBTAINED, VISIT THE ADDRESS BUT DO NOT APPROACH OCCUPANTS.**

G1. Are any of these physical barriers to entry present at the house/flat/building?

**CODE ALL THAT APPLY:**

Locked common entrance	1	
Locked gates	2	
Security staff or gatekeeper	3	
Entry phone access	4	
None of these	5	
Unable to obtain information	8	

G2. Which of these best describe the selected flat or house (i.e. the selected dwelling unit) of the intended respondent?

**CODE ONE ONLY:**

Detached house	1	
Semi-detached house	2	
Terraced house	3	
Flat or maisonette – purpose built	4	
Flat or maisonette - conversion	5	
Other	6	
Unable to obtain information	8	

G3. Which of these best describes the condition of residential properties in the area?

**CODE ONE ONLY:**

Mainly good	1	
Mainly fair	2	
Mainly bad	3	
Mainly very bad	4	
Unable to obtain information	8	

G4. How is the external condition of the selected flat or house (i.e. the selected dwelling unit) relative to other residential properties in the area?

**CODE ONE ONLY:**

Better	1	
About the same	2	
Worse	3	
Unable to obtain information	8	



<b>P7534</b>	<b>SCOTTISH SOCIAL ATTITUDES 2006</b> <b>ADDRESS RECORD FORM (ARF)</b> (Version <b>A2</b> – Main EVEN)	<b>A</b>	SLOT NAME:	
			TRIP NUMBER:	
			FINAL OUTCOME:	

**COPPER TEAM**

ADDRESS DETAILS

DU/PERSON SELECTION LABEL

Name of selected person:  Title, first name, surname

Telephone numbers:

Interviewer name:

Interviewer number:

No phone:  Number refused:  Total no. of personal visits:

Call No.	Date DD/MM	Day of week	Call Start Time 24hr clock	VISITS RECORD Record all visits, even if no reply. For phone calls – see separate grid on next page	*Call Status (Enter codes only)	Call End Time 24hr Clock	Call followed by personal/non-CAPI time (tick)
1	/		:			:	
2	/		:			:	
3	/		:			:	
4	/		:			:	
5	/		:			:	
6	/		:			:	
7	/		:			:	
8	/		:			:	
9	/		:			:	
10	/		:			:	

\*Call Status codes: 1= No reply, 2 =Contact made, 3 =Appointment made, 4 = Any CAPI interviewing done, 5= Any other status

<b>REALLOCATED ADDRESS: If this address is being reallocated to another interviewer before you have completed it, code here.</b>	<b>900</b>	<b>END</b>	*
--	------------	------------	---

**ALWAYS RETURN ARFs SEPARATELY FROM SELF-COMPLETION QUESTIONNAIRES**



Call No.	Date DD/MM	Day of week	Call Start Time 24hr clock	VISITS RECORD (continued) Record all visits, even if no reply. For phone calls – see separate grid on next page	*Call Status (Enter codes only)	Call End Time 24hr Clock	Call followed by personal/non-CAPI time (tick)
11	/		:			:	
12	/		:			:	
13	/		:			:	
14	/		:			:	
15	/		:			:	
16	/		:			:	
17	/		:			:	
18	/		:			:	
19	/		:			:	
20	/		:			:	

**\*Call Status codes:** 1= No reply, 2 =Contact made, 3 =Appointment made, 4 = Any CAPI interviewing done, 5= Any other status

Call No.	Date DD/MM	Day of week	Call Time 24hr clock	TELEPHONE CALLS RECORD Record all calls, even if no reply. DO NOT ENTER THESE CALLS IN THE NEW CMS.
1	/		:	
2	/		:	
3	/		:	
4	/		:	
5	/		:	
6	/		:	
7	/		:	
8	/		:	
9	/		:	
10	/		:	

## A: Establish number of dwelling units (DUs) and select one

**A1. IS THIS ADDRESS TRACEABLE, RESIDENTIAL AND OCCUPIED AS A MAIN RESIDENCE?**

Not traceable	1	<b>Go to SECTION B</b>
<b>Wholly non-residential and/or unoccupied</b> (as a main residence)	2	
Wholly or partially <b>residential and occupied</b> (as a main residence)	3	<b>Go to A2</b>
Uncertain whether residential and/or occupied (as a main residence)	4	<b>Go to SECTION B</b>
Office refusal	410	<b>Enter outcome code on front page of ARF &amp; go to SECTION G</b>

**A2. ESTABLISH NUMBER OF DUs AT THE ISSUED ADDRESS** (include both occupied & unoccupied DUs)

<b>ENTER NUMBER OF DUs HERE:</b>		
----------------------------------	--	--

<b>INTERVIEWER SUMMARY:</b>	<b>ONE DU ONLY</b>	A	<b>Go to A6</b>
	<b>TWO OR MORE DUs</b>	B	<b>Go to A4</b>
<b>OR CODE:</b> Information unobtainable (other than (suspected) deadwood)		C	<b>Check you have completed SECTION G, then go to SECTION E</b>

**A4. IF 2+ DUs:** List all DUs at address (continue on separate sheet if necessary):

- In flat/room number order **OR** from bottom to top of building, left to right, front to back

Description	DU Code	Description	DU Code
	01		07
	02		08
	03		09
	04		10
	05		11
	06		12

**If 2-12 DUs:**

- 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 DUs.
- In the 'Select' row: the number immediately beneath total number of DUs is the 'selected DU' code. Ring on grid above and write in at A5 below.

**IF 13+ DUs:** Make a selection using the lookup chart in section G. Write in at A5 below.

<b>ENTER CODE NUMBER OF SELECTED DU HERE:</b>		
---	--	--

IS THE ADDRESS OF THE (SELECTED) DU CORRECT AND COMPLETE ON THE LABEL?	Yes	1	<b>Go to A7</b>
	No	2	Make necessary changes on the label on front page of ARF (NOT HERE). <b>Then go to A7</b>

**A7. COLLECT INTERVIEWER OBSERVATION INFO (SECTION G) BEFORE MAKING CONTACT.**

**A8. IS THE (SELECTED) DU RESIDENTIAL AND OCCUPIED AS A MAIN RESIDENCE?**

Residential and occupied (as a main residence)	1	<b>Go to SECTION C</b>
Not residential	2	<b>Go to B2</b>
Residential but not occupied (as a main residence)	3	
Uncertain whether residential and/or occupied (as a main residence)	4	<b>Go to B1</b>

\*

<b>B: Ineligible/ uncertain eligibility</b>					
<b>B1.</b>	<b>CODE OUTCOME: UNKNOWN ELIGIBILITY</b>				
	<b>OFFICE USE ONLY:</b> Lost productive	550	<b>Enter outcome code on front of ARF and go to E2</b>	*	
	<b>OFFICE USE ONLY:</b> Not issued to interviewer	611			
	<b>OFFICE APPROVAL ONLY:</b> Issued but not attempted	612			
	<b>OFFICE APPROVAL ONLY:</b> Inaccessible	620			
	<b>OFFICE APPROVAL ONLY:</b> Unable to locate address	630			
	<i>Unknown whether address is residential:</i>				
	(a) Info refused	641			
	(b) No contact after 4+ calls	642			
	(c) Contact made but not with someone who can confirm whether residential	643			
	<i>Residential address, unknown whether occupied:</i>				
	(a) Info refused	651			
	(b) No contact after 4+ calls	652			
	(c) Unable to confirm eligibility due to language barrier	654			
Other unknown eligibility		690			
<b>B2.</b>	<b>CODE OUTCOME: DEADWOOD (INELIGIBLE)</b>				
	Not yet built/under construction	710	<b>Go to B3</b>	*	
	Demolished/derelict	720			
	Vacant/empty housing unit	730			
	Non-residential address (e.g business, school, office, factory etc)	740			
	Address occupied, no resident persons (e.g. occupied holiday/weekend home)	750			
	Communal establishment/institution – no private dwellings	760			
	Residential, but not eligible for survey ( <i>no one aged 18+</i> )	770			
	Address out of sample (Not in Scotland)	780			
	<b>OFFICE APPROVAL ONLY:</b> Other ineligible	790			
<b>B3.</b>	<b>RECORD ANY FURTHER INFORMATION ABOUT OUTCOME CODES 710–790</b>				
	<b>Enter outcome code on front page of ARF and END</b>				

**C: Establish number of adults aged 18+ at (selected) DU and select one**

**C1. ESTABLISH NUMBER OF ADULTS AGED 18+ RESIDENT IN (SELECTED) DU, E.G. BY ASKING:** *Including yourself, how many people aged 18 or over live in this (house/flat/part of the accommodation)?*

**INCLUDE:**

- People who normally live at the address but are away for less than 6 months
- People away at work for whom this is the main address
- Boarders and lodgers

**EXCLUDE:**

- People aged 18+ who live elsewhere due to work
- Spouses who are separated and no longer resident
- People away for 6 months or more

**Note about SSA specific rules on students:**

Include students if sampled address is either main term-time or main out-of-term address.

**ENTER NUMBER OF RESIDENT ADULTS AGED 18+ HERE:**

<b>C2. INTERVIEWER SUMMARY:</b>	<b>ONE PERSON AGED 18+ ONLY</b>	A	<b>Go to C5</b>
	<b>TWO OR MORE PERSONS AGED 18+</b>	B	<b>Go to C3</b>
	<b>NO ELIGIBLE RESIDENT (i.e. no one aged 18+)</b>	770	<b>Write outcome code on front page of ARF and END</b>
	<b>NUMBER OF PERSONS AGED 18+ NOT ESTABLISHED</b>	D	<b>Go to E1</b>

**C3. IF 2+ PERSONS AGED 18+:**  
Ask for name or initials of each person aged 18+ in the (selected) DU.  
List in **alphabetical order** in the 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 C4 below.

**IF 13+ PERSONS:**

- Make a selection using the lookup chart in section F. Write in at C4. below:

**C4. ENTER CODE NUMBER OF SELECTED PERSON HERE:**

**C5. RECORD FULL NAME OF SELECTED PERSON ON FRONT PAGE OF ARF.** **Go to SECTION D or SECTION E**

## D: Productive outcome – record details

**PLEASE CIRCLE OUTCOME CODE COMPUTED IN ADMIN BLOCK**

<b>Fully productive CAPI interview with:</b>		<b>Enter outcome code on front of ARF Check that you have completed Section G, then END</b>
(a) self-completion posted by interviewer (POST SELFCOMP AT THE SAME TIME AS ARF, BUT IN A SEPARATE ENVELOPE)	111	
(b) self-completion not forthcoming (E.G REFUSED)	112	
(c) respondent to post self-completion (LEAVE RESPONDENT WITH FRANKED ENVELOPE)	113	
<b>Partial productive CAPI interview with:</b>		
(a) self-completion posted by interviewer (POST SELFCOMP AT THE SAME TIME AS ARF, BUT IN A SEPARATE ENVELOPE)	211	
(b) self-completion not forthcoming (E.G REFUSED)	212	
(c) respondent to post self-completion (LEAVE RESPONDENT WITH FRANKED ENVELOPE)	213	

\*

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

Returned by interviewer	1
Returned later by respondent	2
Refusal when interviewer went back 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 q'nnaire	7
Respondent says has already returned q'nnaire	8

## E: Eligible address – Unproductive outcome

**E1. UNPRODUCTIVE OUTCOME – CODE ONE ONLY**

No contact with anyone at address after 4+ calls	310	<b>Enter outcome code on front of ARF and go to E2</b>
Contact made but info refused about no. of DUs	421	
MULTI-DU ONLY – contact made at address, but not with selected DU	321	
Contact made at (selected) DU but info refused about no. of persons	422	
Contact made at (selected) DU, but not with responsible adult	322	
No contact with selected person after 4+ calls	323	
Refusal by selected person before interview	431	
Proxy refusal	432	
Refusal during interview ( <u>un</u> productive partial)	440	
Broken appointment – No re-contact	450	
Ill at home during survey period	510	
Away or in hospital all survey period	520	
Physically or mentally unable/incompetent	530	
Language difficulties with (selected) DU as a whole	541	
Language difficulties with selected person	542	
<b>OFFICE APPROVAL ONLY:</b> Other unproductive	599	

\*

**E2 RECORD ANY FURTHER INFORMATION ABOUT OUTCOME CODES:  
310-323, 421-450, 510-599, 612-690**

**Check that you have completed SECTION G, then END.**

## F: Lookup Chart for 13+ DUs/Persons

NUMBER OF DUs/Persons:	SELECT NUMBER:	NUMBER OF DUs/Persons:	SELECT NUMBER:
13	12	57	39
14	8	58	3
15	11	59	48
16	7	60	35
17	13	61	22
18	3	62	10
19	14	63	51
20	2	64	37
21	14	65	64
22	8	66	65
23	13	67	66
24	5	68	28
25	12	69	45
26	6	70	53
27	17	71	25
28	17	72	48
29	2	73	50
30	21	74	39
31	10	75	51
32	26	76	11
33	8	77	12
34	22	78	74
35	8	79	42
36	3	80	9
37	28	81	33
38	19	82	51
39	25	83	69
40	16	84	78
41	41	85	53
42	32	86	19
43	9	87	66
44	40	88	23
45	7	89	17
46	35	90	19
47	8	91	40
48	36	92	11
49	15	93	35
50	44	94	12
51	35	95	41
52	2	96	3
53	24	97	10
54	17	98	25
55	49	99	61
56	27	100	99

**G: Interviewer observation of address**  
(all outcome codes except 710- 790)

**NOTE THAT THESE QUESTIONS MUST BE ANSWERED FOR ALL NON-DEADWOOD ADDRESSES.  
INFORMATION SHOULD BE COLLECTED BEFORE MAKING CONTACT.  
FOR OFFICE REFUSALS: PLEASE OBTAIN THIS INFORMATION IN ALL CASES.  
IF NOT ALREADY OBTAINED, VISIT THE ADDRESS BUT DO NOT APPROACH OCCUPANTS.**

G1. Are any of these physical barriers to entry present at the house/flat/building?

**CODE ALL THAT APPLY:**

Locked common entrance	1	
Locked gates	2	
Security staff or gatekeeper	3	
Entry phone access	4	
None of these	5	
Unable to obtain information	8	

G2. Which of these best describe the selected flat or house (i.e. the selected dwelling unit) of the intended respondent?

**CODE ONE ONLY:**

Detached house	1	
Semi-detached house	2	
Terraced house	3	
Flat or maisonette – purpose built	4	
Flat or maisonette - conversion	5	
Other	6	
Unable to obtain information	8	

G3. Which of these best describes the condition of residential properties in the area?

**CODE ONE ONLY:**

Mainly good	1	
Mainly fair	2	
Mainly bad	3	
Mainly very bad	4	
Unable to obtain information	8	

G4. How is the external condition of the selected flat or house (i.e. the selected dwelling unit) relative to other residential properties in the area?

**CODE ONE ONLY:**

Better	1	
About the same	2	
Worse	3	
Unable to obtain information	8	



Latest revision: Lisa Given, 06/10/06

P7534

## SCOTTISH SOCIAL ATTITUDES SURVEY

2006

### CODING AND EDIT INSTRUCTIONS

#### General notes:

- \* Partial productives (outcome code 210) are defined as partial questionnaires which have reached at least IMPPOL. Please check that serial numbers with outcome code 210 fit this. Partials should be filled out with refusals (Control and R) to the end of the questionnaire, (except MainInc2 which has to be DK (Control & K) as refused is not accepted).
- \* Please check whether any 'Other (WRITE IN)' answers can be backcoded to existing response options.
- \* Where an 'Other (WRITE IN)' question contains 'Don't Know' or 'Refusal' the original question should be recoded 'Don't Know' or 'Refusal' instead of 'Other'.
- \* All NotePad notes, whether attached to an open-ended question or not must be read and any 'obvious' recoding done. Please TAB any that you are uncertain about.
- \* The NotePad files must be kept and handed over to the research team with the edited ASCII file.

## HOUSEHOLD GRID

### **REconFW, SEconFW**

Code 11 ('Doing something else'): Check whether any can be recoded.

## NEWSPAPER READERSHIP

### **WhPaper1**

**Add a code 96** for '**More than one paper read with equal frequency**' and use wherever there are two or more daily morning papers mentioned (exclude 'free sheets' other than The Metro).

Code 94 should be used for **British, Scottish or Irish regional daily morning** papers (**including The Metro**, but NOT any other 'free sheets'). Check whether any can be recoded. This is a list of examples of such daily morning regional papers, which **should** be coded 94:

Birmingham Post  
Daily Post (Liverpool)  
Daily Post (Wales)  
Eastern Daily Press  
East Anglia Daily Times  
Irish News  
Jang  
The Metro  
(Newcastle) Journal  
Newsletter (Ulster)  
Northern Echo  
Western Daily Press  
Western Mail  
Western Morning News  
Yorkshire Post

Note that the following Scottish morning papers should be recoded into the main code frame:

- Scottish Daily Express: code 1
- Scottish Daily Mail: code 2
- Scottish Mirror: code 3
- Daily Record: code 6
- The Scotsman: code 13
- The (Glasgow) Herald: code 14
- The (Aberdeen) Press and Journal (sometimes called the P&J) : code 15
- The (Dundee) Courier: code 16

Any other papers mentioned should be checked for whether they are **daily morning** papers, typing their name into an internet search engine such as [www.google.co.uk](http://www.google.co.uk) will probably help.

Please note that the following are **evening or weekly papers** and should therefore be **recoded 'no' at [ReadPap]** if they are the sole paper coded at WhPaper:

(Aberdeen) Evening Express  
(Edinburgh) Evening News

(Glasgow) Evening Times  
(Dundee) Evening Telegraph  
Greenock Telegraph  
Paisley Daily Express  
Shetland Times  
Stirling Observer  
West Highland Free Press

see <http://scotlandinter.net/locals.htm> for a comprehensive list of Scottish local papers.

*Code 95* should be used for **other daily morning papers** (e.g. foreign daily morning papers) - do not include free papers. Please check whether any can be recoded as 94.

## **ReligioS AND FamReliS**

### **Code 11 ('Other Protestant'):**

Check whether any can be recoded.

'**Other Protestant**' should include members of any church that separated from the Catholic Church in the sixteenth century, or any church, chapel or group that separated from a church that itself separated from the Catholic Church in the 16th century. In practice, this means any **Western** Christian church that is not Catholic.

Also included would be people who say "Protestant", but do not name any specific church or denomination.

So included under other Protestant would be any of the following:

Apostolic Church  
Church of Christ  
Church of God  
Church of Nazarene  
Church of Sweden  
Christadelphians  
Christian Scientist  
Community Christian Fellowship  
Covenanter  
Dutch Reform Church  
Elim  
English Church Mission  
Evangelical; Evangelical Christian  
German Evangelist  
House Church Movement  
Independent Chapel  
'Interdenominational'  
Jehovah's Witness  
Lutheran  
Moravian  
Mormon (Latter Day Saints)  
New Jerusalem Church  
New Testament Church  
'Non-conformist'  
Pentecostal

Salvation Army  
Seventh Day Adventist  
Society of Friends/Quakers  
Unitarian

Please note the following:

- “Free Church” to be coded “Free Presbyterian”
- “United Free Church” to be coded “United Reformed Church (URC)/ Congregational”
- “Congregational” should be coded “United Reformed Church (URC)/ Congregational”
- “Independent Methodist” and “Wesleyan Reform” to be coded under “Methodist”;
- Varieties of Presbyterian to be coded under the various “Presbyterian” codes;
- Church in Wales and Church of Ireland (which are both Anglican churches) to be coded “Church of England”

Code 12 (‘Other Christian’):

Check whether any can be recoded.

‘**Other Christian**’ should include any of the ORTHODOX churches - that is churches which developed separately from the Catholic Church, or split from it before the 16th century, and are either the **Eastern** or **Greek** branches of Christianity.

So included under this category would be:

Christian Orthodox  
Greek Orthodox  
Russian Orthodox  
Serbian Orthodox

Code 18 (‘Other non-Christian’):

Check whether any can be recoded.

‘**Other non-Christian**’ can include other clearly non-Christian religions. Examples might be:

Baha’i  
Believer in God, but not Christian  
Church of God of Prophecy  
Hare Krishna  
Humanist  
Satanist  
Spirit worship  
Spiritualist  
Wicca, or white witchcraft

## PARTY IDENTIFICATION AND VOTING

### **PartyFW**

7 ('Other party'): Check whether any can be recoded.

8 ('Other answer'): Check whether any can be recoded.

#### *Notes:*

- *Scottish Socialist Party (9) does **not** include Communist, which should be coded Other party (7)*

## YOUNG PEOPLE

General – check whether any can be recoded

### **ProbAre2**

Code 12 ('Other'): Check whether any can be recoded

### **Cont1115**

Code 10 ('Other'): Check whether any can be recoded

### **Cont1624**

Code 10 ('Other'): Check whether any can be recoded

## DISCRIMINATION

General – check whether any can be recoded

### **LDISWORK**

Add new code 6 – “It depends (e.g. on nature/severity of disability or nature of work)”

## CORE

### **ExecDo**

Code 8 ('Other'): Check whether any can be recoded.

### **AreaQua1**

Code 14 ('Other'): Check whether any can be recoded.

### **AreaQua2**

Code 14 ('Other'): Check whether any can be recoded.

### **AreaQua3**

Code 14 ('Other'): Check whether any can be recoded.

**Arealmp1**

Code 14 ('Other'): Check whether any can be recoded.

**ArealmWh**

Code 9 ('Other'): Check whether any can be recoded.

**NATIONAL IDENTITY****WherBorn**

Code 6 ('Somewhere else) Check whether any can be recoded to 1-5, DK or refusal

**NatIdB**

Code 7 ('Other Description'): Check whether any can be recoded.

**Ident1N, Ident2N, Ident3N**

Code 20 ('Other'): Check whether any can be recoded.

**SRSocCL1**

Code 3 ('Yes, Other'): Check whether any can be recoded.

**HOMELESSNESS**

General – check whether any can be recoded

**MosDHlp**

Code 12 ('other') Check whether any can be recoded

**LstDHlp**

Code 12 ('other') Check whether any can be recoded

**TypPpl**

Code 7 ('other') Check whether any can be recoded

**GENERAL ATTITUDES (ATTIDS)****Dole (edit instructions as per BSA 2006)****Add code 4:** *'Both: Unemployment Benefit causes hardship but can't be higher or there would be no incentive to work'*

Include here if main mention is that benefit discourages people from working, that wages are so low, that benefit is a

“disincentive”, that minimum wage is too close to benefit level, etc.

In short, any **comparison** of the benefit level to wages - that benefit level in relation to wages means it doesn't pay for people to work, etc.

**Add code 5:** *‘Both: unemployment benefit causes hardship to some, while others do well out of it’*

Here the point is slightly different - that some categories of people gain (unjustly) from getting benefit (unjustly) whilst others suffer.

So here include distinctions made between “genuine” claimants and “scroungers”, people with families *versus* young people, differences between North and South, etc.

**Add code 6** *‘About right/in between’*

All mentions that level of benefit is about right, is enough with careful management, etc.

Code 7 (‘Other answer’): Check whether any can be recoded.

**NB** Sometimes there is some difficulty in deciding between codes 4 and 5 - partly because both reasons are given. Need to decide “main reason” - either most elaborated and detailed reason or first mentioned if both mentions are short. The important thing to remember is that code 4 relates the answer to level of **wages** while code 5 is about dividing claimants into two groups. **If in any doubt, please TAB.**

## CLASSIFICATION

### **RDisFw**

Code 5 (other)

*Check whether any can be recoded.*

### **RaceOri2**

Code 3 (‘Black of other origin’):

Check whether any can be recoded.

Code 8 (‘Asian of other origin’):

Check whether any can be recoded.

Code 9 (‘White of any European origin’):

Include “British”, “Irish”, “English”, “Welsh”, “Scottish” or any combination of these.

Code 10 (‘White of other origin’):

Check whether any can be recoded.

Note that “British”, “Irish”, “English”, “Welsh” or “Scottish” should be recoded 9.

Code 11 ('Mixed origin'): Check whether any can be recoded.  
Recode "mixed Asian" (e.g. "Turkish/Kurdish") as 'Other Asian' (code 8).  
Recode "mixed European white" (e.g. "British/Italian") as 'White of any European origin' (code 9).

Code 12 ('Other'): Check whether any can be recoded.

### **NationU**

Code 9: Check whether any can be recoded to 1-8, 10, DK or refusal.

**Important note (from BSA 06 coding insts):** code 3 ('European') should only include people who said 'European', 'EU' and similar, not people who gave other European identities, e.g. 'Greek'.

### **BNationU**

Code 9: Check whether any can be recoded to 1-8, 10, DK or refusal.

**Important note (from BSA 06 coding insts):** code 3 ('European') should only include people who said 'European', 'EU' and similar, not people who gave other European identities, e.g. 'Greek'.

### **HIncDif2**

Code 7 ('Other answer'): Check whether any can be recoded.

### **OctSect2**

Code 7: Check whether any can be recoded as 1-4.

### **SOC2000**

Please use the ONS coding module to produce 4 digit SOC2000. **Please use the version that also supplies SOC90.**

### **SIC2003**

Please code 2 digit SIC03.

### **MainInc2**

Codes 2,3 and 4: Include spouse/partner's pension.

Code 8: Check whether any can be recoded 1 to 7 or 9 to 11, DK or refusal.

Note that:

- 'Maintenance' should be coded "Other main source" (code 12).
- Child Benefit counts as "Other state benefit" (code 8).

Code 12: Check whether any can be recoded as 1 to 11, DK or refusal.  
Code 12 includes 'maintenance'.

### **PSchQFW**

Code 97: Check whether any can be recoded 1-24, DK or refusal at PSchQFW. Please note these questions refer to educational or vocational qualifications; do not include purely 'recreational' qualifications such as first aid certificates.



Post-graduate qualifications (e.g MA, MSc, MPhil, PhD) should be recoded 2.

If interviewer has opened up a note to say they have a listed qualification but don't know level, recode

### **SELF COMPLETION**

***Nothing***