British Cohort Study (1970)

2004-2005 Follow-up

Deposited with the UK Data Archive

A Guide to the Dataset

February 2006

Compiled by

Brian Dodgeon, Jane Elliott, Margaret Hancock, Jon Johnson, Samantha Parsons and Peter Shepherd

Centre for Longitudinal Studies

Bedford Group for Lifecourse & Statistical Studies

Institute of Education, University of London

BCS70 2004-2005 FOLLOW-UP TEAM

The work of designing and conducting the BCS70 2004-5 Follow-up was carried out by a joint team drawn from CLS and the National Centre for Social Research. The same team was also responsible for the NCDS 2004-5 Follow-up which is described elsewhere.[1] The key members of the team are listed below:

CLS Team

Research design and implementation:	John Bynner, Peter Shepherd, Samantha Parsons, Vanessa Foudouli[2], Jane Elliott , Neville Butler
Cohort Studies Administrator:	Denise Brown
Tracing Unit:	Kevin Dodwell, Farnaz Farahmand, George Andrew, Kirsti Norman, Mary Ukah, Adeline John
IT Team:	Mahmood Sadigh, Moss Mojaddad
Database Team:	Jon Johnson, Maggie Hancock, Rachel Rosenberg, Brian Dodgeon, Rose Creeser

National Centre BCS70 Team

Design and implementation of surveys:	Nadine Simmonds, Vanessa Foudouli[2], Elizabeth Fuller, Carli Lessof, Hayley Cheshire, Simon Holroyd, Ivana LaValle and Dan Philo
Field administration:	Pauline Burge, Joanne Phillipson and the NatCen 'Green Team'
CAPI/CASI programming:	Richard Akers, Nafiis Boodhumeah and Steve Kelly

---

[1] See: NCDS 2004-2005 Follow-up: Guide to the dataset deposited with the UK Data Archive.
[2] Vanessa Foudouli wa originally a member of the CLS team, but later joined the NatCen team

ACKNOWLEDGEMENTS

PREFACE

This document has been prepared to accompany the deposit, with the UK Data Archive at the University of Essex, of data from the 2004-2005 follow-up of the 1970 British Cohort Study (BCS70), a continuing, multidisciplinary, national, longitudinal study.

The other elements of the deposit, to which reference will be made throughout this document, are identified below. Users are advised that they will need to consult all elements of the documentation to gain a full understanding of the data.

BCS70 2004-2005 Deposit: Elements

Title	Format
BCS70 2004-2005 Follow-up: Cohort Member Interview Data (December 2006)	SPSS
BCS70 2004-2005 Follow-up: Adult Assessment Data (December 2006)	SPSS
BCS70 2004-2005 Follow-up: Parent and Child Interview Data (December 2006)	SPSS
BCS70 2004-2005 Follow-up: Parent and Child - Parent Self-completion Data (December 2006)	SPSS
BCS70 2004-2005 Follow-up: Child Assessment Data (December 2006)	SPSS
BCS70 2004-2005 Follow-up: Child Self-completion Data (December 2006)	SPSS
BCS70 2004-2005 Follow-up: Technical Report	PDF
BCS70 2004-2005 Follow-up: Interactive Data Dictionary for SPSS dataset (based on the SPSS Data Dictionary)	Idealist for Windows
BCS70 2004-2005 Follow-up: Guide to the Dataset	PDF
BCS70 2004 Guide to Child Assessments	PDF
BCS70 2004 Guide to Child Paper Questionnaires	PDF
BCS70 2004 Guide to Child Self Completion Questionnaire	PDF
BCS70 2004-2005 Follow-up: CAPI Documentation	PDF
BCS70 2004 Parent and Child - Parent Self-completion: Children aged: 0-11 months	PDF
BCS70 2004 Parent and Child - Parent Self-completion: Children aged: 1- 2 years	PDF
BCS70 2004 Parent and Child - Parent Self-completion: Children aged: 3 - 5 years	PDF
BCS70 2004 Parent and Child - Parent Self-completion: Children aged: 6-16 years	PDF
BCS70 2004 Child Self-completion Questionnaire: Children aged 10-16 years	PDF

CONTENTS

INTRODUCTION

This document has been prepared to accompany the deposit, with the UK Data Archive at the University of Essex, of data from the most recent follow-up of the 1970 British Cohort Study (BCS70). The follow-up took place between March 2004 and May 2005, and partially overlapped with a telephone survey of the National Child Development Study (1958 cohort). The BCS70 survey was designed by the Centre for Longitudinal Studies of the Institute of Education, University of London (CLS), and the fieldwork was carried out at the National Centre for Social Research (NatCen). The work was mainly funded by the Economic and Social Research Council, but important contributions were also made by the National Research and Development Centre for Adult literacy and Numeracy, the European Social Fund and the International Centre for Child Studies.

BCS70

BCS70 began when data were collected about the births and families of over 17,000 babies born in England, Scotland, Wales and Northern Ireland in during one week in 1970. Since the birth survey there have been six other major data collection exercises in order to monitor their health, education, social and economic circumstances. These were carried out in 1975 (age 5), 1980 (age 10), 1986 (age 16), 1996 (age 26), 2000 (age 30) and 2004 (age 34). Samples selected from the birth cohort have also been studied at various ages: for example at age 21, a 10 per cent representative sample was assessed for basic skills difficulties.

From the original focus on the circumstances and outcomes of birth, the study has broadened in scope to map all aspects of health, education and social development of their subjects as they passed through childhood and adolescence. In latter sweeps, the information collected has covered their transitions into adult life, including leaving full-time education, entering the labour market, setting up independent homes, forming partnerships and becoming parents.

The latest rounds of data collection for BCS70 took place in 2004/2005 when BCS70 cohort members were 34/35. The main aim of this most recent survey was to explore the factors central to the formation and maintenance of adult identity in each of the following domains:

- Lifelong learning
- Relationships, parenting and housing
- Employment and income
- Health and health behaviour
- Citizenship and values

Further details of this 'life course' theoretical framework and its use in the development of question areas for the sweeps of BCS70 and NCDS, carried out in 1999/2000 and 2004/2005 are contained in the following, which accompanied the 1999/2000 data deposit, and is also available on the CLS website (http://www.cls.ioe.ac.uk/):

The design and conduct of the 1999-2000 surveys of the National Child Development Study and the 1970 British Cohort Study.

Survey Design

Several organisations played a part in the development and delivery of the 2004-5 survey for BCS70.

Centre for Longitudinal Studies (CLS) - Part of the Bedford Group for Lifecourse and Statistical Studies at the Institute of Education, University of London (and formerly the Social Statistics Research Unit at City University), has been responsible for the study since 1991. CLS led the development of the 2004/2005 survey and commissioned the fieldwork. In 2004, CLS was granted long-term funding as an ESRC Resource Centre to establish a stable infrastructure for the study and ensure that fieldwork is conducted at regular intervals.

Funders - Fieldwork for the 2004/2005 survey was funded by the Economic and Social Research Council (ESRC) and the National Research and Development Centre for Adult Literacy and Numeracy (NRDC), the European Social Fund and the International Centre for Child Studies.

Advisors - As with previous BCS70 follow-ups, the surveys were designed in collaboration with advisors drawn from researchers, policy makers and funders.

Fieldwork subcontractors – Following competitive tendering, the National Centre for Social Research (NatCen) was commissioned by CLS to carry out both the 2004/2005 BCS70 survey (and the NCDS telephone survey which is reported elsewhere). NatCen's responsibilities were to work in collaboration with CLS in the development of instrumentation, conducting fieldwork and initial data preparation, as well as supplementing CLS tracing activities, and making contact with cohort members.

Other organisations – A number of other organisations provided invaluable help with the BCS70 2004-2005 follow-up, these included:

- *Centre for the Development and Evaluation of Lifelong Learning (CDELL)* at the University of Nottingham. – The formal assessment of the basic skills of cohort members was a key element of the 2004-2005 follow-up. CDELL staff provided help and guidance on the adaptation of the Skills for Life Survey assessment items use in the 2004-2005 follow-up.

- Angela Fawcett/The Psychological Association - The formal assessment of dyslexia in the adult cohort members also formed an important element of the 2004-2005. Angela Fawcett and staff of the Psychological Association gave invaluable help in relation to the acquisition and use of appropriate assessments

- *NFER-Nelson* – A significant element of the BCS70 2004-2005 Follow-up involved the formal assessment of the cognitive abilities of the co-resident natural/adopted children of a 1 in 2 sample of cohort members. Staff of NFER-Nelson gave invaluable help in relation to the acquisition and use of appropriate assessments.

Survey instruments

The 2004-2005 follow-up aimed to extend the data collection of the previous surveys, gathering information form cohort members and, for a one in two sample, from their natural or adopted co-resident children of cohort members.

The core of the BCS70 follow-up was an interview and self-completion designed to update the information gathered in the last follow-up (1999-2000), as well as assessments of basic skills and dyslexia. The latter built on experience in 1991 and 1995 in assessing literacy and numeracy in ten per cent samples of BCS70 and NCDS respectively, but provides information for a very much larger sample and facilitates more detailed and comprehensive analyses of the antecedents and impact of poor basic skills. For a one in two sample of BCS70 cohort members, information was also gathered from and about any and all natural or adopted children living with them. Information about children was gathered from the cohort member by interview and self-completion, and from the children using child assessments for all those aged 3<17 years, and by self-completion for all aged 10<17 years. This Parent & Child survey provides for both inter-generational comparisons, using earlier BCS70 data, and cross-cohort comparisons, using data from the very similar Mother & Child survey that was based on a one in three sample of NCDS cohort members at the time of the fifth follow-up in 1991.

Further details of each of these elements are given below

Core interview

The Core interview consisted of a Computer Assisted Personal Interview (CAPI) and Computer Assisted Self-completion Interview (CASI) for all cohort members and was expected to take approximately 50 minutes of interview time.

- The CAPI interview aimed to update the cohort member's details on household composition, housing, marital status and partnerships, births and other pregnancies, periods of lone parenthood, children and wider family, employment, family income, academic education, vocational and other training, computer use, basic skills, general health, diet and exercise, height and weight, family activities and social participation.

- The CASI module included questions about voting behaviour, attitudes, family life, alcohol consumption, general skills, psychological well-being, experience of crime, rating the local services and satisfaction with life.

If the cohort member could not understand the questions (even through an interpreter) or communicate the answers for themselves, the interviewer attempted to conduct a proxy interview[3] with a carer or family member. The proxy interview was short and asked about key life events such as marriage and children, and about current activity status, qualifications and health. No other elements were administered.

Adult assessment

The Adult assessment measured the cohort member's basic skills (literacy and numeracy) and symptoms associated with dyslexia, and was expected to take 40 minutes of interview time on average. The basic skills section consisted of a series of multiple-choice questions, followed by a set of open-ended questions.

- *Multiple-choice basic skills questions*

  The multiple-choice questions were adapted from the *Skills for Life* National Adult Basic Skills Baseline Survey[4], and were administered using CASI. There were several introductory screens, including instructions on completing the assessment and three practice questions, showing different possible formats of questions. These were adapted from those used in the *Skills for Life* Survey.

  The assessment consisted of 20 questions assessing literacy skills and 17 questions assessing numeracy skills. Depending on the cohort members' answers to the first ten literacy items (screening items), the difficulty of the next ten items changed.

  Each question consisted of a visual image and some text. The question always appeared at the top of the screen, the image at the centre, and the four (in most cases) possible answers appeared at the bottom of the screen. The cohort member read the question on the screen and entered his / her answer, and then the next item appeared automatically. For most interviews, the multiple-choice was completed as a CASI, but there was an option for the interviewer to enter the cohort member's responses if he / she was asked to do so.

- *Open-ended basic skills questions*

  After completing the multiple-choice CASI questions, there were thirteen open-ended CAPI questions, seven assessing literacy skills and six assessing numeracy skills. These were derived

---

[3] Examples of cohort members who might fall into the proxy category included people with severe learning difficulties or people who were very ill.
[4] Devised by the Centre for the Development and Evaluation of Lifelong Learning (CDELL) at the University of Nottingham. Carried out by BMRB on behalf of the Department for Education and Skills in 2002.

from the assessment administered to a representative 10% sample of BCS70 cohort members at age 21 in 1991.

These questions were administered in a standard interview format: the interviewer showed the cohort member a visual stimulus on a specified show card, for example a map or a page from the Yellow Pages, and then asked a question. When the cohort member gave their answer, the interviewer coded it as "Correct" or "Incorrect" (including "Don't Know" responses). For two items that were considered challenging for interviewers to code, there was a third option "Interviewer cannot code" which allowed interviewers to record the cohort members verbatim response. Interviewers used this code if they were unsure whether the cohort member's response was correct or incorrect. These verbatim responses were coded by the CLS research team.

- *Reading and writing exercises (dyslexia)*

The last part of the Adult Assessment involved administering four exercises adapted from The Dyslexia Adult Screening Test (DAST)[5] which had been modified for use in a survey interview setting. At the end of the interview cohort members were asked to write a couple of sentences about what they had most liked or disliked about being part of BCS70. Apart from being a rich and valuable source of information, a sample of each cohort member's hand-writing was also collected. Taken together, these exercises provided an instrument for assessing whether an individual was experiencing some of the many symptoms associated with dyslexia. This part of the interview was always referred to as "Reading and Writing exercises" (the term "dyslexia" was avoided as this was not a clinical assessment) and was expected to take no more than 10 minutes.

The following exercises were administered, using showcards and a specially designed yellow booklet:

- **Reading exercise:** The cohort member was asked to read aloud as many words as possible from a list of 120 words in one minute. The words were printed on a showcard and were graded in difficulty.
- **Spelling exercise:** The cohort member was asked to spell as many words as possible from a list of 16 words in one minute. The words were read out by the interviewer, and the list contained an additional four words for cohort members who made mistakes spelling the first two words.
- **Spoonerisms exercise:** In this exercise the interviewer spoke out pairs of words, and the cohort member was asked to swap their initial sounds. A maximum of three minutes was allowed to complete three Spoonerisms.
- **Reading a nonsense passage:** The cohort member was asked to read aloud a 75 word passage containing 15 nonsense (invented) words in three minutes.
- **Writing a few sentences:** The cohort members were asked to write a few sentences about how they felt about being part of the BCS70 during their lifetime. This task was introduced at the main stage and aimed also to provide a sample of a cohort member's writing skills.

Parent & Child CAPI module

This module was an extension of the Core interview, and only applied if the cohort member had natural or adopted children aged 16 years and under in the household. It could only be completed as part of (and towards the end of) the Core interview and was expected to take up to 10 minutes per child to complete. It covered each child's physical and mental health, any parent-child separations, pre-school care, current education and parental aspirations. The questions depended on the child's age. If appropriate, the module also collected electronic consent for the child assessments and the child self-completion questionnaire.

This module was always asked of the cohort member, even if the other parent claimed to be more closely involved with the care of their children, but the other parent could contribute to the cohort

---

[5] Fawcett, A. and Nicolson, R. (1998). The Dyslexia Adult Screening Test (DAST). London: The Psychological Association

member's answers. This element of the interview was structured in a series of loops, so that questions in each section were asked about all eligible children in turn, before moving on to the next topic.

Parent paper self-completion questionnaires

Cohort members were asked to complete a paper questionnaire for each eligible child. The questionnaire covered parenting styles, the child's physical and cognitive development, parent / child relationship, child's behaviour, discipline, school absence / exclusion and reading / schoolwork; the questions varied according to the child's age. The cohort member could ask their partner for help if necessary.

There were four different coloured booklets for children of different ages:

- pink booklets were administered for children aged 0 to 11 months
- blue booklets were administered for children aged 1 year to 2 years and 11 months
- green booklets were administered for children aged 3 years to 5 years and 11 months
- lilac booklets were administered for children aged 6 years to 16 years and 11 months.

This questionnaire was expected to take around 10 minutes to complete and could be collected by the interviewer at a later visit or posted back by the cohort member using Freepost envelopes.

Child assessments

The child assessments were adapted from the British Ability Scales Second Edition (BAS II) [6], a well-respected and widely-used educational assessment tool, normally used by educational psychologists in a classroom or clinical setting to examine cognitive development and educational attainment.

The assessments used in the main stage of the BCS70 were adapted for survey use. Each of the cohort member's eligible children completed three exercises designed to measure a range of verbal and numerical abilities. Although dependent on the child's age and abilities, each set of exercises was expected to take an average of 20 minutes to complete.

Different exercises were used for different age groups:

Early Years exercises (3 – 5 years and 11 months)

- **Naming Vocabulary:** The child was shown a series of pictures and asked to name each of them
- **Early Number Concepts:** The child was given a set of simple arithmetic tasks, involving counting and judging quantities
- **Copying:** The child was shown a series of line drawings and asked to copy them as accurately as possible. This exercise was not part of the BAS II, but had been completed by the cohort members themselves when they were age 5[7].

School Age exercises (6 – 16 years and 11 months)

- **Word Reading:** The child was asked to read out words from a printed list
- **Spelling:** The child was asked to spell words read out by the interviewer
- **Number Skills:** The child was given a series of mathematical problems to solve.

All eligible children were given fun packs as a gift or token of thanks after the interview.

Child self-completion questionnaire

---

[6] British Ability Scales II Administration and Scoring Manual (1996) Elliot, C. D., Smith, P. & McCulloch, K. NFER-NELSON, Great Britain.
[7] Osborn, A.F., Butler, N. R. and Morris, A. C. (1984). The Social Life of Britain's Five Year Olds. A report of the Child Health and Education Study. London: Routledge and Kegan Paul.

All eligible children aged between 10 and 16 years and 11 months were asked to complete a paper self-completion questionnaire (orange booklet). Topics covered in the questionnaire included leisure time activities, the child's relationship with their parents, their attitudes to school and aspirations for the future, their self-esteem, smoking, drinking, drug use and experience of petty crime. If the child was aged 10 or 11 years old, the interviewer was directed to remove a perforated page from the questionnaire as the questions on this page (for example about drug taking) were not considered appropriate for this age group.

Interviewers were instructed to collect the questionnaire during their visit if at all possible, although the questionnaire could be left with the child (with a return envelope) to post back if necessary. Parents were shown a blank copy of the questionnaire if they wanted to see the content but were strongly discouraged from looking at the child's responses. This questionnaire took 10 to 15 minutes to complete.

Details of the survey instruments and their development are to be found in the following, which also accompanies the data deposit:

BCS70 2004-2005 Follow-up: CAPI Documentation

BCS70 2004-2005 Follow-up: Technical Report

Content of surveys

As noted above, the survey instrumentation was developed in consultation with those who have been involved with the design and analysis of earlier BCS70 (and NCDS) surveys, other research advisors and funders; and in accordance with the following principles:

- Relevance to the stage of life reached
- Continuity with previous surveys
- Comparability across NCDS and BCS70
- Compatibility with other surveys (*eg:* BHPS, the General Household Survey and the (US) National Longitudinal Survey of Youth)

A summary of the structure and content of the surveys is given below.

BCS70 Follow-up 2004-2005 Summary of the structure of the survey

---

CORE: All CMs

- Interview (CAPI) - updating social, economic, health info

- Self-completion (CASI) - attitudes, family life, drinking, skills, well-being, crime

- Adult assessments (CAPI/CASI/Paper) - functional literacy, numeracy, dyslexia

---

PARENT & CHILD: CMs with resident natural/adopted child aged <17

- Parent Interview (CAPI) - age specific (0<17) childcare, health & schooling, etc

- Parent Self-completion (Paper) - age specific questions on development, relationships, behaviour, discipline, school absence/exclusion, reading & schoolwork

- Child assessments (CAPI/Paper) - age specific (3<17) assessments of naming, copying, reading, spelling, number

- Child (10<17) self-completion (Paper) - leisure, relationships, school, the future drugs, crime, self-esteem

---

BCS70 Follow-up 2004-2005 Summary of the contents of the survey

---

CORE: All Cohort Members

Interview (CAPI):

- Housing
- Partnerships – current and former
- Births and other pregnancies
- Periods of lone parenthood
- Children and the wider family
- Family income
- Employment status/employment history
- Academic education
- Vocational training
- Access to and use of computers
- Basic skills
- General health
- Diet and exercise
- Height and weight
- Family activities, social participation, social support

CORE: All Cohort Members

CASI self-completion

- Political attitudes
- Family life
- Drinking
- General skills
- Psychological well-being
- Experience of crime

Adult assessments

- Basic skills (literacy and numeracy) questions in multiple choice format (CASI/CAPI)
- Basic skills (literacy and numeracy) questions in an open-response format (CAPI)
- Reading/writing exercises (adapted from the Dyslexia Adult Screening Test)
- Short written task

PARENT & CHILD: CMs with resident natural/adopted child aged <17 in 1 in 2 sample

Parent Interview (CAPI)

Age specific questions on:

- Child's physical and mental health
- Mother's health-related behaviour during pregnancy
- Parent-child separations
- Pre-school care
- Current education
- Parental aspirations
- Consent for child assessments

PARENT & CHILD: CMs with resident natural/adopted child aged <17 in 1 in 2 sample

Parent Self-completion (Paper)

Age specific questions on:

- Physical and cognitive development
- Parent/child relationship
- Child's behaviour and how s/he relates to other children and adults
- Disciplining children
- School absence/exclusion
- Reading and schoolwork.

PARENT & CHILD: CMs with resident natural/adopted child aged <17 in 1 in 2 sample

Child assessments

Age specific (3<17) assessments:

Early Years (3:0 – 5:11)
- BAS Naming Vocabulary
- BAS Early Number Concepts
- Copying

School Age (6:0 – 16:11)
- BAS Word Reading
- BAS Spelling
- BAS Number Skills

PARENT & CHILD: CMs with resident natural/adopted child aged <17 in 1 in 2 sample

Child (10<17) Self-completion (Paper)

- Leisure time
- Relationship with their parents
- Attitudes to school and aspirations for the future
- Smoking, drinking, drug use and experience of petty crime
- Self-esteem

A more detailed summary of the content of the surveys is also given below, and full details of the content of the survey instruments are to be found in the following, which also accompanies the data deposit:

BCS70 2004-2005 Follow-up: CAPI Documentation

BCS70 2004-2005 Follow-up: CAPI Documentation

BCS70 2004 Parent and Child - Parent Self-completion: Children aged: 0-11 months

BCS70 2004 Parent and Child - Parent Self-completion: Children aged: 1- 2 years

BCS70 2004 Parent and Child - Parent Self-completion: Children aged: 3 - 5 years

BCS70 2004 Parent and Child - Parent Self-completion: Children aged: 6-16 years

BCS70 2004 Child Self-completion Questionnaire: Children aged 10-16 years

Fieldwork

The main fieldwork for the BCS70 survey took place between February 2004 and June 2005. It had originally been scheduled to be completed within nine months but was extended when early fieldwork showed that a relatively high proportion of cohort members had moved and needed to he traced to new addresses.

Briefing

Fieldwork was preceded by a series of face-to-face interviewer briefings, held between February and May 2004. There were two types of briefing; those for the Core Interview only lasting two days and those for the Parent & Child interview lasting three days. Ten Core briefings and twenty Parent & Child briefings were carried out across Britain at nine regional centres. In total, 331 interviewers were briefed to work on the project until the end of fieldwork. All briefings were led by researchers from NatCen and CLS.

- *Core briefings* covered the background to the BCS70, contact procedures, the CAPI and CASI interview, the adult assessments and the use of survey documents, including the ARF and the reading and writing booklet. For the dyslexia exercises, some audio examples that had been specially recorded for training the interviewers were used. The briefing schedule ensured that there was enough time for interviewers to go through the assessments on their own and attempt administering them on each other.

- *Parent & Child briefings* additionally covered the extra module asking about the cohort member's children, the child assessments, the parent self-completion questionnaires and the child self-completion questionnaire. For the child assessments, two videos were used, showing how to establish rapport with the child and how to administer the BAS II Naming Vocabulary assessment. Interviewers had the chance to practise administering the assessments on each other. Between the second and third day of the briefing, interviewers had a period of two days, during which they were instructed to practise administering the assessments on one child from each age group (3 - 5 years old and 6 - 16 years old) having recruited appropriate families before attending the first day of the briefing.

The majority of interviewers who worked on BCS70 were experienced, and many of them had worked on the Cohort Studies before. Any interviewers who were new to NatCen were supervised on their first interview.

Fieldwork waves

Field work was planned to be conducted in a series of 7 waves as shown below. The cases issued at wave 7 had moved during fieldwork.

Schedule of fieldwork issue

Wave	Date advance letters posted	Date fieldwork started	No of cohort members
1	3 February	27 February	2259
2	2 March	22 March	2153
3	6 April	26 April	2207
4	5 May	24 May	2143
5	8 June	28 June	2158
6	6 July	26 July	2094
7	29 October	8 November	93
All			**13107**

Each wave began with the mailing of an advance letter advising the cohort members selected for inclusion in the wave that an interviewer would be calling shortly. During fieldwork, National Centre

interviewers administered the CAPI/CASI instruments, after carrying out any necessary tracing to establish the whereabouts of cohort members. The interviewer tracing supplemented the efforts of the small Tracing Team maintained by CLS during the preparations for and conduct of the survey.

Between follow-ups efforts are made by CLS, through the mailing of an annual birthday card and other activities, to maintain contact with as many members as possible of both cohorts. But, unfortunately, at any one time an important minority of cohort members remains untraced, and considerable efforts have been made before and during the surveys to locate as many as possible of the untraced. This serves not only to maximise response, but also to minimise response bias.

Prior to fieldwork, the CLS Tracing Team attempted to obtain a current address for as many cohort members as possible. The work of the team built on experience gained during previous follow-ups of the cohort studies. It made use of a variety of sources of information, as indicated below both before and during fieldwork.

During the period of fieldwork, the efforts of the tracing team were supplemented, where necessary, by interviewers who sought to establish the whereabouts of the cohort member, speaking to neighbours and others, and follow-up leads as appropriate. The NatCen telephone unit also provided help with tracing from August 2004 onwards. Where the interviewer failed to find the cohort member, information was passed back to the CLS tracing team or the NatCen telephone unit for further investigation.

Sources of address information during tracing

- Annual birthday card mailings
- Address and contact address information provided by cohort members in the past
- Other information contained in study records
- Telephone number databases
- Postcode databases
- Electoral register databases
- National Health Service Central Register records of NHS registration, emigrations and deaths
- Interviewer detective work during fieldwork

In January 2005 further efforts were made to trace cohort members when NatCen mailed 'occupier' letters to try to gather updated contact details form cohort members or the current occupants of their last known address. BCS70 cohort members are 'flagged' on the National Health Service Central Register (NHSCR) and CLS also gained the agreement of ONS that tracing letters could be mailed to untraced cohort members via Health Authorities identified on the NHSCR.

Further details of the fieldwork and tracing are to be found in the following, which also accompanies the data deposit:

BCS70 2004-2005 Follow-up: Technical Report

Data coding and editing

Data were returned from the field (via modem) and coding and residual editing undertaken

A major advantage of the use of CAPI and CASI is the reduced need for post-fieldwork editing – the majority of checks for validity, range and consistency can be incorporated into the CAPI/CASI program. Inevitably, however, there were checks, which were overlooked, or not initially thought necessary. These checks were incorporated into the DP activities undertaken by NatCen after the survey.

The BCS70 interview and self-completion include a number of open-ended questions where the verbatim answers of cohort members are keyed by interviewers, and a rather larger number of questions where precodes are provided for answers but provision is also made to record additional information where then precode 'other' is used. Following the start of the surveys, these questions were reviewed by the CLS team in order to determine the priorities for coding, and to identify the appropriate coding frames. Where possible, coding frames that had been employed for earlier BCS70 surveys were adopted, although it was usually necessary to include additional codes. In other instances, it was necessary to develop a coding frame from scratch.

Coding was undertaken by NatCen.

Further details of the editing and coding are to be found in the following, which also accompanies the data deposit:

BCS70 2004-2005 Follow-up: Technical Report

Timetable

An indication of the overall timetable for the BCS70 2004-2005 follow-up is given below with reference to a number of key events and activities mentioned above.

It should be noted that the main fieldwork period was extended in order to ensure that as many cohort members as possible had an opportunity to participate.

Key event/activity	Date
Start of survey design	April 2003
First pilot: Adult basic skills	July-August 2003
Development of CAPI/CASI program	July-December 2003
Second pilot : Parent and Child survey	September- October 2003
Dress rehearsal: Full survey pilot with cohort sample	November-December 2003
First briefings for main surveys	February 2004
Main fieldwork for BCS70 age 34 follow-up begins	February 2004
Coding frames for open answers agreed, coding begins	March 2004
Last briefings for main surveys	May 2004
NHSCR tracing undertaken	January-March 2005
Fieldwork ends/tracing of cohort members ends	June 2005
Coding and editing completed/Last data transferred to CLS	December 2005
Initial assessment of data by CLS begins	January 2006
Deposit of initial cross-sectional data for BCS70 follow-up	December 2006

BCS70 DATA

The data for the recent BCS70 follow-up has been supplied to the UK Data Archive in the form of SPSS datasets as follows:

1. BCS70 2004-2005 Follow-up: Cohort Member Interview Data (December 2006)

2. BCS70 2004-2005 Follow-up: Adult Assessment Data (December 2006)

3. BCS70 2004-2005 Follow-up: Parent and Child Interview Data (December 2006)

4. BCS70 2004-2005 Follow-up: Parent and Child - Parent Self-completion Data (December 2006):
  - Children aged 0-11mths
  - Children aged 1-2 years
  - Children aged 3-5 years
  - Children aged 6-16 years

5. BCS70 2004-2005 Follow-up: Child Assessment Data (December 2006)

6. BCS70 2004-2005 Follow-up: Child Self-Completion Data (December 2006)

The table below shows the number of cases for which data is available for each of the survey elements identified above. It should be noted that the bulk of core interviews (over 99%) are full interviews Just 22 are short proxy interviews undertaken with a family member or carer where the cohort member was unable to understand or respond to questions put by the interviewer. On a small number of occasions where the cohort member could understand and respond with the aid of an interpreter, an interview was attempted where a family member or carer was able to act as an intermediary.

BCS70: Cases for which data is available

Core interviews	**9,665**
Adult assessments:	
Multiple-choice literacy	9,568
Multiple-choice numeracy	9,562
Open-ended literacy	9,556
Open-ended numeracy	9,555
Dyslexia assessments	9,456
Parent & Child Survey:	
Parent Interview	5,207
Parent self-completions:	
- Children aged 0-11mths	414
- Children aged 1-2 years	825
- Children aged 3-5 years	1,259
- Children aged 6-16 years	2,285
Child assessments	3,479
Child self-completions	942

Some key variables

Variables included on the Cohort Member Interview dataset, which may be of particular value to users are identified below.

Some key variables

Information	Variables	Variable label
Identifier	KEY	CLS unique identifier
Sex	BD7SEX	(Derived) Cohort member's sex (checked against address database)
Ethic group	BD7ETHNIC	Ethnic group Cohort Member feels belongs to
Date of interview	B7INTDAE	Date of interview
Marital status	BD7MS	(Derived) marital status - de facto
Spouse / partner	BD7SPPHH	(Derived) Is cohort member's spouse or partner in household
Household size	BD7NUMHH	(Derived) Total number of people in household
Natural Kids	BD7NCHHH	(Derived) Number of cohort member's natural children in household
Non-biological kids	BD7OCHHH	(Derived) Number of cohort member's non-bio children in household
Accommodation	B7ACCOM	Type of accommodation
Number of rooms	B7NUMRMS	Number of rooms in the house
Tenure	B7TEN2	Home ownership / tenure status
Economic Activity	BD7ECACT	(Derived) Cohort Member's main activity
Socio-economic classification	B7NSSEC	NS-SEC (Long version)
Socio-economic classification (8 categories)	BD7NS8	(Derived) NS-SEC 8 analytic version
Socioeconomic group	B7SEG	Socio-economic Group (old scheme)
Social Class	B7SC	Social Class (old scheme)
Partner/spouse activity	BD7POTHA	(Derived) Partner's / spouse's main activity
Highest academic qualification	BD7HQ13	(Derived) Highest academic qualification – detailed – included sweep 6 info
Highest academic qualification	BD7HQ5	(Derived) Highest academic qualification – reduced
Health	B7KHLSTT	Self-assessment of health
Registered disabled	B7KHLDL2	Whether registered disabled
Long standing illness	B7LSIANY	Any long-standing illness, disability or infirmity
Health limits activities	B7KHLLT	Whether health limits everyday activities
BMI	BD7BMIGP	(Derived) BMI weight status category
Smoker	BD7SMOKE	(Derived) Smoking habits
Alcohol units	BD7DGRP	(Derived)CM alcohol units in a week by category
Mother alive	BD7MALIV	(Derived) Whether cohort member's mother alive (incl sw 6 data)
Father alive	BD7PALIV	(Derived) Whether cohort member's father alive (incl sw 6 data)
Non-residential relationships	B7OTHREA	Whether is currently in a non-residential relationship

Additional information about the variable names, labeling of variables and about self-completion, proxy interviews, identifiers and derived variables is given below.

Variable names

As noted above, key elements of the survey were conducted using CAPI and CASI and the variable names on the relevant datasets are based on those automatically allocated by the CAPI program (Blaise). Within the Blaise, each question has a variable name (rather than number), made up of a maximum of 8 characters, and this is used as the root of the variable name on the dataset. Where the question is repeated (eg: the same question is asked for each birth, relationship, job, qualification, etc reported), Blaise automatically allocates a number suffix (eg: name, name2, name3, name4). Unfortunately, where the variable name in the Blaise program was originally more than 6 characters long, Blaise truncates the name to allow for the suffix. As a result, there is not always a simple match between the Blaise program documentation and the data.

As many of the questions asked in the core CAPI section of the survey were identical to the questions asked in the 1999/2000 sweep the variable names allocated by Blaise were also identical. In order to ensure that variable names in the 2004/5 data are different to those in the 1999/2000 data, all variables in the 2004/5 data set have been given the prefix B7. In some cases the variable names have also been truncated in order to limit the name to 8 characters.

In addition it should be noted that a number of variables derived as part of the cleaning process in CLS have been included on the deposited dataset. They have been given the prefix "BD7". A list of all derived variables in this deposit is provided in the Appendix.

The Parent Self-completions and Child Self-completion, which form part of the Parent and Child Survey, were paper questionnaires and the variables names on the relevant datasets are derived from the question numbers as the appear of the printed questionnaire, and have the following form: q1 q2 q3a q3b, etc.

Details of the CAPI/CASI program and copies of paper questionnaires may be found in the following, which also accompany the data deposit:

> *BCS70 2004-2005 Follow-up: CAPI Documentation*
>
> *BCS70 2004 Parent and Child - Parent Self-completion: Children aged: 0-11 months*
>
> *BCS70 2004 Parent and Child - Parent Self-completion: Children aged: 1- 2 years*
>
> *BCS70 2004 Parent and Child - Parent Self-completion: Children aged: 3 - 5 years*
>
> *BCS70 2004 Parent and Child - Parent Self-completion: Children aged: 6-16 years*
>
> *BCS70 2004 Child Self-completion Questionnaire: Children aged 10-16 years*

Variable labels

The variable labels included on the datasets relating to the CAPI/CASI elements of the survey were also initially derived from the CAPI program. In exporting the SPSS dataset from Blaise, labels based on the wording of questions were automatically allocated. Subsequently, these have been individually reviewed and, where necessary, modified in an effort to ensure that labels are comprehensible and accurate.

Particular problems occurred where a question was repeated (eg: the same question is asked for each birth, relationship, job, qualification, etc reported). When initially created, the Blaise-generated dataset had identical labels for each repeat of the question. In revising these labels, efforts have been made to indicate which variables relate to which birth, relationship, job, qualification, etc.

An example based on the repeated question: *"Who is the other parent of (name of baby)?"* is given below. Within the label, the "P1", "P2", etc identify the first reported pregnancy, second reported pregnancy, etc.; and the "B1", "B2", etc identify the first, second, etc baby reported as conceived. It is

important to note that information on pregnancy history was gathered by starting with the most recent pregnancy. Similar conventions are used for the other histories within the dataset.

Variable labels for repeated question: *"Who is the other parent of (name of baby)?"*

NB: Pregnancy 1 is the most recent pregnancy

Pregnancy	Baby	Variable	Label
1	1	B7wprb11	Child's other natural parent (P1,B1)
1	2	B7wprb12	Child's other natural parent (P1,B2)
2	1	B7wprb21	Child's other natural parent (P2,B1)
2	2	B7wprb22	Child's other natural parent (P2,B2)
2	3	B7wprb23	Child's other natural parent (P2,B3)
3	1	B7wprb31	Child's other natural parent (P2,B1)
3	2	B7wprb32	Child's other natural parent (P3,B1)
4	1	B7wprb41	Child's other natural parent (P4,B1)
5	1	B7wprb51	Child's other natural parent (P5,B1)
6	1	B7wprb61	Child's other natural parent (P6,B1)
7	1	B7wprb71	Child's other natural parent (P7,B1)
8	1	B7wprb81	Child's other natural parent (P8,B1)

Variable labels for the data derived from the paper questionnaires (Parent Self-completions and Child Self-completion) where derived from the question wording used on the printed questionnaire, and have been reviewed to ensure that labels are comprehensible and accurate.

Value labels

The value labels are similarly derived from the Blaise program or printed questionnaires and have similarly been reviewed and, where necessary, modified in an effort to ensure that labels are comprehensible and accurate.

Missing values

In general, the use of CAPI/CASI for key elements of the survey means that missing data is less common than in earlier BCS70 surveys. Missing values have been identified within the deposited datasets ("declared missing" within SPSS), and CLS has made considerable efforts to ensure that they have been given consistent values and labels as indicated below.

Missing values (unless otherwise labelled)

-9	=	Refusal
-8	=	Don't Know
-7	=	Other missing
-2	=	Inconsistent data
-1	=	Not applicable

For some variables, additional missing values may occur. They will be in the range -3 to -6 and have been labelled to indicate the reason the data is missing.

Variable order

The order in which variables appear in the dataset will broadly follow the order of sections, and of questions within sections of the survey instruments – CAPI/CASI or paper.

However, for the CAPI/CASI instruments the order is determined by the structure of the Blaise program, which does not necessarily hold each question in the order in which they are put to the

respondent. This change in order is typically, but not exclusively associated with question sequences which are repeated to produce grid-like data structures (eg: birth, relationship, job, qualification histories, etc).

Values

The use of CAPI/CASI has served to ensure that the values should be within the specified range for each variable in datasets relating to these elements of the survey. The range of values for all variables in all datasets was checked and, where necessary, updated during the assessment of data quality undertaken by CLS (see below).

Consistency

Again, the use of CAPI/CASI should ensure that all filters have been correctly followed within the datasets relating to these elements of the survey, and that the data is consistent throughout. The paper self-completion questionnaires contained little or no routing, and the consistency of all data was checked during the assessment of data quality undertaken by CLS (see below).

Further details of the content of the data set can be found by generating an SPSS 'data dictionary'. An interactive version of this which facilitates key word/phrase searches of the content of the dataset also accompanies the data deposit:

BCS70 2004-2005 Follow-up: Interactive Data Dictionary

Excluded variables

A number of variables have been removed from the datasets originally gathered in order to ensure that the anonymity of cohort members is preserved.

In addition variables have been removed where there are no observations. Typically these variables were reserved in the CAPI/CASI programs to cater for lengthy family, job and other histories, but were not needed during the survey.

CASI Self-completion

The CASI self-completion was administered toward the end of the core interview. The interviewer handed the laptop computer used for the interview to the cohort member and explained how they should complete the questionnaire. Where the cohort member was unable or reluctant to use the laptop, the interviewer assisted, and if necessary administered the self-completion as an interview.

The variables which hold the data for the CASI self-completion are identified below. The labels for these variables do not identify them as variables derived from the CASI self-completion.

Variables which hold data for the Self-completion (CASI)
(ordered top to bottom)

bd7scdn	b7leisyu	B7wcares	b7skil1a
b7vote01	b7lchlth	B7mal02	b7skil4a
b7votewo	b7schoos	B7mal03	b7skil5a
bd7othpa	b7police	B7mal05	b7skil6a
b7votenw	b7pubtns	B7mal09	b7skil7a
bd7othpr	b7tranrt	B7mal12	b7skil8a
b7prtypp	b7grafti	B7mal14	b7k1
b7polint	b7ptparl	B7mal16	b7k2
b7eresp1	b7spkngh	B7mal20	b7k3
b7eresp2	b7walkrk	B7mal21	b7k4
b7eresp3	b7victi1	B7cage1	b7polic1
b7eresp4	b7victi2	B7cage2	b7polic2
b7eresp5	b7victi3	B7cage3	b7polic3
b7eresp6	b7victi4	B7cage4	b7polic4
b7eresp7	b7wcooks	B7cage5	b7polic5
b7eresp8	b7wshops	B7cage6	b7court
b7eresp9	b7wclean	B7cage7	b7courea
b7eres10	b7wwash	B7cage8	b7effic1
b7eres11	b7wdiy	B7cage9	b7effic2
b7intsrc	b7wcash	B7cage10	b7effic3
b7pafflc	b7wtends	B7dopety	b7lifet1
b7paffuk	b7wteach	B7dopefq	b7lifet2

Details of the CAPI/CASI program may be found in the following, which also accompany the data deposit:

BCS70 2004-2005 Follow-up: CAPI Documentation

Proxy interview

As noted above, where the cohort member was unable to understand or respond to questions put by the interviewer or to the self-completion, short proxy interviews were undertaken with a family member or carer. The variables which hold the data for the proxy interview are identifiable through their labels – all begin with the endorsement "(Proxy)". These variables are identified below.

Variables which hold data for the Proxy Interview
(ordered top to bottom)

b7proxc1	b7htmees	B7sfla12	b7seg12
b7proxc2	b7highal	B7yrm	b7proxtk
b7proxc3	b7ten	B7nsse12	b7vctp01
b7proxc4	b7weight	B7pregox	b7cjsup
b7lftmed	b7wtkils	B7cjemps	b7furthd
b7actagl	b7wtpods	B7proxho	b7ageled
b7marstt	b7wtstes	B7sic104	b7proxyp
b7height	b7eqtp01	B7xso012	b7proxco
b7htcms	b7edquas	B7soc102	b7yrin
b7htfeet	b7es2012	B7ssta12	b7vocqls
b7htines	b7indn12	B7sc12	

Further details of the proxy interview are to be found in the technical report which also accompanies the data deposit:

BCS70 2004-2005 Follow-up: Technical Report

Identifiers

BCS70 cohort members have unique identifier, KEY, which appear on the datasets already lodged with the UK Data Archive. This identifier is also to be found on the new dataset and can be used to link the data longitudinally to earlier sweeps.

A NOTE OF CAUTION

The initial dataset may be matched with data from earlier BCS70 surveys using the unique identifiers included. However, it is important to note that, to date, efforts have concentrated on an internal (cross-sectional) review of the quality of the data, and although longitudinal linkage has been made, there have only been limited efforts to validate the link through longitudinal editing. Users merging new and old data are strongly advised to carry out their own checks on the validity of the longitudinal link. They should report the details of any problems encountered to the *User Support Group* via the CLS website (http://www.cls.ioe.ac.uk/).

Reference dates for retrospective data/histories

Although BCS70 is a prospective longitudinal study, the gap between follow-ups has ensured that each includes a number of retrospective questions, which focus on experience since the previous follow-up. The recent follow-up was no exception; retrospective information was gathered on pregnancies, relationships, jobs, qualifications and health problems since the last major follow-ups.

The reference date for retrospective questions was the last interview date. For the majority of respondents this was the interview carried out in 1999 or 2000 however in a few cases the last interview was conducted in April 1986, representing the time of the major follow-up in 1986 when the members of the cohort were aged 16 years.

This means that the retrospective data gathered during the recent follow-up provides histories covering the ages 29/30-34/35 or 16-34/35 (depending on exact dates of interviews). The BCS70 1996 Postal Follow-up was not used to define the reference date because it included very few retrospective questions, and because response to the survey was limited by the need to plan and implement the survey in a limited time interval. This was a consequence of the nature of the funding available.

Date of interview

As noted above, fieldwork for the 2004-2005 BCS70 follow-up took place between February 2004 and June 2005. Each interview included on the dataset was date-stamped by the laptop used by the interviewer to administer the CAPI/CASI instruments.

Derived variables

As noted above all variables derived as part of the cleaning process in CLS have been included on the dataset. The variable names all have the prefix 'BD7' and the variable label are endorsed '(Derived)'. A full list is provided in the Appendix, together with details of their derivation.

Coded variables

As noted above, coding of open-ended questions and 'other' answers was undertaken by NatCen. A list of coded variables is provided in the table below, indicating also the type of code frame and software used.

List of coded variables

Code frame	Variable name
SOC / SIC / NS-SEC	b7xso000-011 b7soc90, b7soc101, b7soc901-910 b7sstatu, b7ssta01-11 b7nssec, b7nsse01-11,bd7ns8, bd7ns801-811
ICD-10	b71pgi11, b72pgi11, b73pgi11, b74pgi11, b75pgi11, b71pgi12, b71pgi13, b71pgi21, b72pgi21, b73pgi21, b71pgi22, b72pgi22, b71pgi31, b72pgi31, b7xkhlba-d, b7xheata-b, b7xeyeha-c, b7xothna-b, b7xlsa-e, b7xlsa2, b7xlsb2, b7xlsc2, b7xlsd2, b7xlsa3, b7xlsb3, b7xlsc3, b7xlsa4, b7xlsb4, b7xlsa5, b7xlsb5, b7xlsa6, b7xlsb6, b7xlsa7
Qualifications	b7xqa46-51, b7xva, b7xvb, b7xva2, b7xvb2, b7xva3-7, b7xva16, b7xvb16, b7xva17, b7xvb17, b7xva18,b7xvb18, b7xva19-26, b7xvb26 b7xva27-28, b7xqa31-38, b7xqa76, b7xqb76, b7xqa77-79, b7xqa61-67, b7xqa16-27, b7xqa, b7xqa2-8, b7xva76, b7xvb76, b7xva77-78, b7xqa106, b7xqb106, b7xqa107-108, b7xva106, b7xvb106, b7xva107, b7xvb107, b7xva108, b7xva61, b7xvb61, b7xva62, b7xvb62, b7xva63, b7xvb63, b7xva64-65, b7xva91, b7xvb91, b7xva92-96, b7xqa91, b7xqb91, b7xqa92-93, b7xqa121, b7xqb121, b7xqa122, b7xqa123, b7xqa124, b7xva46, b7xvb46, b7xva47-50, b7xva31, b7xvb31, b7xva32, b7xvb32, b7xva33, b7xvb33, b7xva34-41, b7xva42, b7xcurqa-c, b7xvocta-d, b7xva121-124
Other – specify questions (pre-existing codeframes were *expanded* after reviewing responses)	bd7lang bd7mov01-15 bd7per01-23 bd7cjoth, bd7oth01-10, bd7joe01-10 bd7potha bd7hpc01-16, bd7wpc01-16, bd7ius01-11 bd7othti, bd7othpa, bd7othpr

Further details of the editing and coding are to be found in Chapter 7 of the following, which also accompanies the data deposit:

BCS70 2004-2005 Follow-up: Technical Report

Adult assessments

As noted above, the adult assessments were included in the survey in order to measure the cohort member's basic skills (literacy and numeracy) and symptoms associated with dyslexia.

The basic skills section consisted of:

1. *Multiple-choice* - questions extracted from the 2002 *Skills for Life* Survey[8].

2. *Open-response* - literacy and numeracy questions previously used to assess BCS70 cohort members' functional literacy and numeracy skills;

The assessment of symptoms associated with dyslexia involved administering exercises adapted from the Dyslexia Adult Screening Test (DAST)[9]. Five exercises were administered:

1. *Reading aloud* as many words as possible from a list of 120 words in one minute.
2. *Spelling* as many words as possible from a list of 16 words in one minute.
3. *Spoonerisms* - swapping the initial sounds of word pairs read by the interviewer (in three minutes)
4. Nonsense *-* reading aloud a 75 word passage containing 15 nonsense words in three minutes.
5. *Writing* a few sentences about how respondents felt about being part of the BCS70.

The deposited dataset provides derived scores for the multiple choice and open-response basic skills questions only.

Further details of the Adult Basic Skills Assessments are to be found below

---

Parent and Child Survey

This element of the survey was designed to gather information for a one in two sample of the cohort members about any and all of their co-resident natural/adopted children aged less than 17 years. It had 4 elements:

1. *Parent Interview* - an extension of the Core interview made up of age specific questions on childcare, health & schooling, etc

2. *Parent Self-completion* - age specific questions on development, relationships, behaviour, discipline, school absence/exclusion, reading & schoolwork

3. *Child assessments* - age specific assessments of naming, copying, reading, spelling, number

4. *Child self-completion* – completed by children aged 10 and over and gathering information on leisure, relationships, school, the future drugs, crime, self-esteem

The datasets provide details of individual responses and derived scores for the child assessments.

---

[8] Williams, J., Clemens, S., Oleinikova, K. and Tarvin, K. (2003). *The Skills for Life survey: A national needs and impact survey of literacy, numeracy and ICT skills.* DfES Research Report 490.
[9] Fawcett, A. and Nicolson, R. (1998). The Dyslexia Adult Screening Test (DAST). London: The Psychological Association

Further details of the Parent and Child Survey are to be found in the following, which also accompany the data deposit:

BCS70 2004-2005 Follow-up: CAPI Documentation

BCS70 2004 Guide to Child Assessments

BCS70 2004 Guide to Child Paper Questionnaires

BCS70 2004 Guide to Child Self Completion Questionnaire

BCS70 2004-2005 Follow-up: CAPI Documentation

BCS70 2004 Parent and Child - Parent Self-completion: Children aged: 0-11 months

BCS70 2004 Parent and Child - Parent Self-completion: Children aged: 1- 2 years

BCS70 2004 Parent and Child - Parent Self-completion: Children aged: 3 - 5 years

BCS70 2004 Parent and Child - Parent Self-completion: Children aged: 6-16 years

BCS70 2004 Child Self-completion Questionnaire: Children aged 10-16 years

ADULT BASIC SKILLS ASSESSMENTS

Introduction

The Adult Basic Skills Assessments measured the cohort member's basic skills (literacy and numeracy) and symptoms associated with dyslexia, and was expected to take 40 minutes of interview time on average.

The new instrument combined two methods of questioning:

1. Open-response (OR) literacy and numeracy questions previously used to assess BCS70 cohort members' functional literacy and numeracy skills;
2. Multiple-choice (MC) questions extracted from the 2002 *Skills for Life* Survey[10].

The aim was that, by retaining some test items that cohort members completed in the earlier survey and importing items from the SfL survey, the new assessment would enable cross-referencing from one survey to another and supply benchmarking to the national standards. Questions from the SfL Survey would be MC in format and presented on the computer; questions from the previous BCS70 age 21 assessment would be OR, paper-based, and administered by the interviewer in conversational mode[11].

Literacy Multiple-Choice Assessment

The literacy assessment consisted of 'two tiers'. A total of 20 multiple-choice literacy questions made up the final assessment, of which ten were screening questions (Entry Level 3) (see Figure 1). Respondents failing to answer at least six of these questions correctly went on to answer ten Entry Level 2 questions on the lower tier. Respondents who answered between six and ten screening questions correctly proceeded to the upper tier and answered five Level 1 and five Level 2 questions.

The adult literacy core curriculum covers 'Speaking and Listening', 'Reading' and 'Writing'. The items in the Baseline Survey cover aspects of Reading and Writing only[12]. There are three main aspects of reading and writing covered by the adult literacy core curriculum. These are

- **Reading**
  - Reading Comprehension (RC)
  - Grammar and Punctuation (GP)
  - Vocabulary, Word Recognition, Phonics (VWRP)
- **Writing**
  - Writing Composition (WC)
  - Grammar and Punctuation (GP)
  - Spelling and Handwriting (SH)

As with the SfL Survey, item selection was heavily concentrated on the many aspects of 'Reading Comprehension'. However, Figure 1 shows that 'Writing Composition', 'Grammar and Punctuation' and 'Spelling and Handwriting' were also covered by items on both the lower and upper tiers.

---

[10] Williams, J., Clemens, S., Oleinikova, K. and Tarvin, K. (2003). *The Skills for Life survey: A national needs and impact survey of literacy, numeracy and ICT skills*. DfES Research Report 490.
[11] For further details on the design of the new assessment and initial results see: Parsons, S. and Bynner, J. (2005). Measuring Basic Skills for Longitudinal Study: The design and development of instruments for use with cohort members in the age 34 follow-up in the 1970 British Cohort Study (BCS70). London: National Research and Development Centre for adult literacy and numeracy; Bynner, J. and Parsons, S. (2005). New Light on Literacy and Numeracy. London: National Research and Development Centre for adult literacy and numeracy.

[12] The work undertaken by colleagues at CDELL for the Baseline Survey pre-dated the Adult Literacy Core Curriculum document. The 'National Standards for Adult Literacy' (QCA 2000) were used instead. Each question was designed to meet a specific criterion or criteria for reading and/or writing. Level 1 and Level 2 questions were based on multiple choice items used in the national key skills tests. However, some questions needed re-formatting for computer-based use.

Figure 1: Literacy multiple-choice assessment

Upper tier
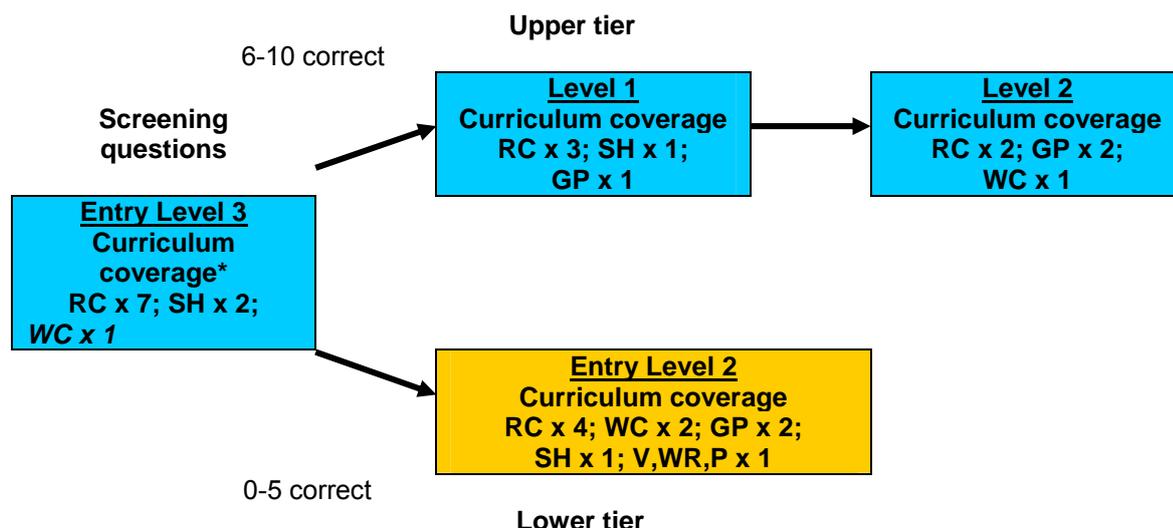
*The number of questions covering specific aspects of the literacy core curriculum. Reading: RC = Reading Comprehension, GP – R = Grammar and Punctuation, V,WR,P = Vocabulary, Word Recognition, Phonics. Writing: WC = Writing Composition, GP – W = Grammar and Punctuation, SH = Spelling and Handwriting.

Numeracy Multiple Choice assessment

All respondents attempted all questions in the numeracy MC assessment. Earlier research, reinforced by the pilot work, has established that a high proportion of men and women in the general population have number difficulties[13]. The widespread and diverse nature of difficulties associated with numeracy suggested that creating a 'spiky profile' of number skills at the population level would have equal, if not more, value than restricting this examination to the one in four or one in three with the poorest grasp of numeracy.

There were 17 questions in the assessment. To obtain as balanced a set of questions as possible in relation to curriculum coverage, difficulty levels and no repeated images[14], the final instrument was made up of five questions set at Entry Level 2, four at Entry Level 3, five at Level 1 and three at Level 2.

Seven aspects of number skill from the numeracy curriculum were assessed by the items in the original Baseline Survey. These were:

- Basic Money (BM)
- Whole Numbers and Time (NT)
- Measures and Proportion (MP)
- Weights and Scales (WS)
- Length and Scaling (LS)
- Charts and Data (CD)
- Money Calculations (MC)

The 17 selected questions were presented in order of difficulty within each curriculum topic, eg, all questions set at different levels of 'Money Calculations' were attempted, before moving to the next set of questions on 'Whole Numbers and Time'. This method was adopted because of its potential value

---

[13] Parsons, S., and Bynner, J. (1999) *Literacy, Leaving School and Jobs: the effect of poor basic skills on employment in different age groups.* London: The Basic Skills Agency; Bynner, J. and Parsons, S. (1997) *Does numeracy matter?* London: Basic Skills Agency. Parsons, S. and Bynner, J. (2005). *Does numeracy matter more?* London: National Research and Development Centre for Adult Literacy and Numeracy.

[14] Repeated images (visual test stimuli to which testees responded) were avoided to stop the confusion felt by respondents who thought they had already answered an individual question. This was a problem particularly in the numeracy assessment as images were not grouped together as they had been for the literacy assessment.

for capturing more of the elements of numeracy that an individual respondent could and could not do. The revised assessment started and ended with an Entry Level 3 question, as shown in Figure 2.

Figure 2: Final numeracy assessment: curriculum coverage and sequence of difficulty of questions

START	EL3 NT	→	L1 NT	→	EL3 MP
→	L1 MP	→	EL2 WS	→	L1 WS
→	L2 WS	→	EL2 LS	→	L1 LS
→	L2 LS	→	EL2 CD	→	EL2 MC
→	EL3 MC	→	L1 MC	→	L2 MC
→	EL2 BM	→	EL3 BM	**END**	
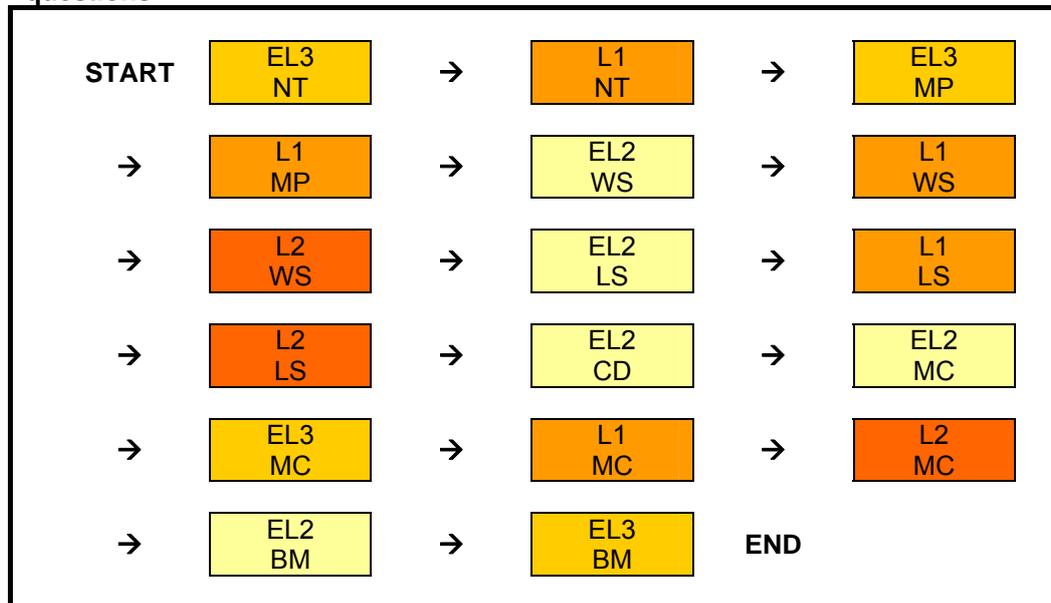
Note 1: Aspects of the numeracy core curriculum: NT = Whole Numbers and Time, MP = Measures and Proportion, WS = Weights and Scales, LS = Length and Scaling, CD = Charts and Data, MC = Money Calculations, BM = Basic Money.
Note 2: In combination, the selected MC and OR questions ensured that each aspect of the curriculum was covered by at least three questions at different levels of difficulty.

The whole assessment, comprising both MC and OR questions, was administered in the following order:

- introduction to multiple-choice questions as used in the SfL Survey (with minor amendments);
- multiple-choice literacy questions;
- multiple-choice numeracy questions;
- open-response literacy questions;
- open-response numeracy questions.

Cohort members had to answer the 20 MC literacy questions and 17 MC numeracy questions before answering the seven OR literacy and six OR numeracy questions.

Calculation of overall scores from Multiple Choice Questions

It is anticipated that most analysts using the new BCS70 assessment data will wish to work with total scores that reflect cohort members' performance relative to that of the whole population across the whole range of performance. Accordingly, in addition to providing the opportunity for a detailed examination of the adults in BCS70 with the poorest literacy and numeracy skills, the final literacy and numeracy assessments also had to produce a total score that could be calculated for all cohort members. This assumes a reasonably high level of reliability of the scores, ie, differences in test performance between groups will not be missed through large measurement errors. Table 1 shows that the reliability estimates for the MC literacy and numeracy assessment items surpassed the levels generally considered acceptable for survey analysis purposes, exceeding 0.8 (alpha coefficient) in both cases[15]. The reliability estimates for the assessments comprising only the much smaller number of OR items were lower but, when these items were combined with the MC items, in two cases the reliability levels increased.

Table 1: Reliability estimates for items in literacy and numeracy assessments

	Alpha	No. of items	N
MC Literacy	.82	20	9567
MC Literacy	.87	30	9567
MC Numeracy	.82	17	9561
OR Literacy	.58	7	9520
OR Numeracy	.62	6	9509
All Literacy	.83	27	9520
All Literacy	.85	37	9520
All Numeracy	.84	23	9509

For numeracy, computation of an overall score was straightforward as all cohort members completed all questions. Any correct answer was given '1' point, any incorrect answer '0' points. The maximum numeracy score available from the multiple-choice questions is within the range 0 to 17 for all cohort members.

For the vast majority of cohort members who progressed along the upper tier of the literacy assessment the identical scoring technique applied: any correct answer was given '1' point, any incorrect answer '0' points. However, to calculate an overall score that included the 4% of cohort members who, because they failed to answer six or more of the screening questions correctly, moved down to the lower tier of the MC assessment, we have to assume they would not have been able to answer any of the more difficult questions on the upper tier (Level 1 and Level 2). Accordingly, a score of '0' was automatically awarded to this group for the ten questions on the upper tier. Likewise, a score of '1' for each of the ten questions on the lower tier was automatically awarded to the 96% of cohort members who progressed along the upper tier. The maximum literacy score available from the multiple-choice questions is therefore within the range 16 to 30 for cohort members on the upper tier and 0 to 15 for cohort members who progressed on the lower tier.

Figure 3a gives the total score achieved by the cohort members who progressed from the screening questions along the upper tier of the literacy multiple-choice assessment (20 questions) and those who moved down from the screening questions along the easier lower tier of the literacy multiple-choice assessment (20 questions). The diversity of ability among the 4% of lower tier (Entry Level 2) cohort members within a shorter and more accessible scoring range is clear to see, while the upper tier sample shows a good spread of scores with the expected bias towards high performance.

The distribution of cohort members' total literacy score (0 to 30) is shown in Figure 3b. The performance of lower tier cohort members is represented by the long tail towards the low scores, reflecting the relatively low incidence of very poor reading skills in the population. The total numeracy score is displayed in Figure 3c. We can see that, by removing the 'screen' that placed relatively high numbers of respondents on a lower tier (creating a 'bimodal' distribution), the main aim of the test

---

[15] For further details see Parsons, S. and Bynner J. (2006) 'Measuring Basic Skills for Longitudinal Study' *Literacy and Numeracy Studies.*

construction – to achieve continuity in the measurement of performance in the population from one level to the next – was achieved.

**Figure 3a: Total literacy score from 20 multiple-choice questions on the upper tier and the lower tier**
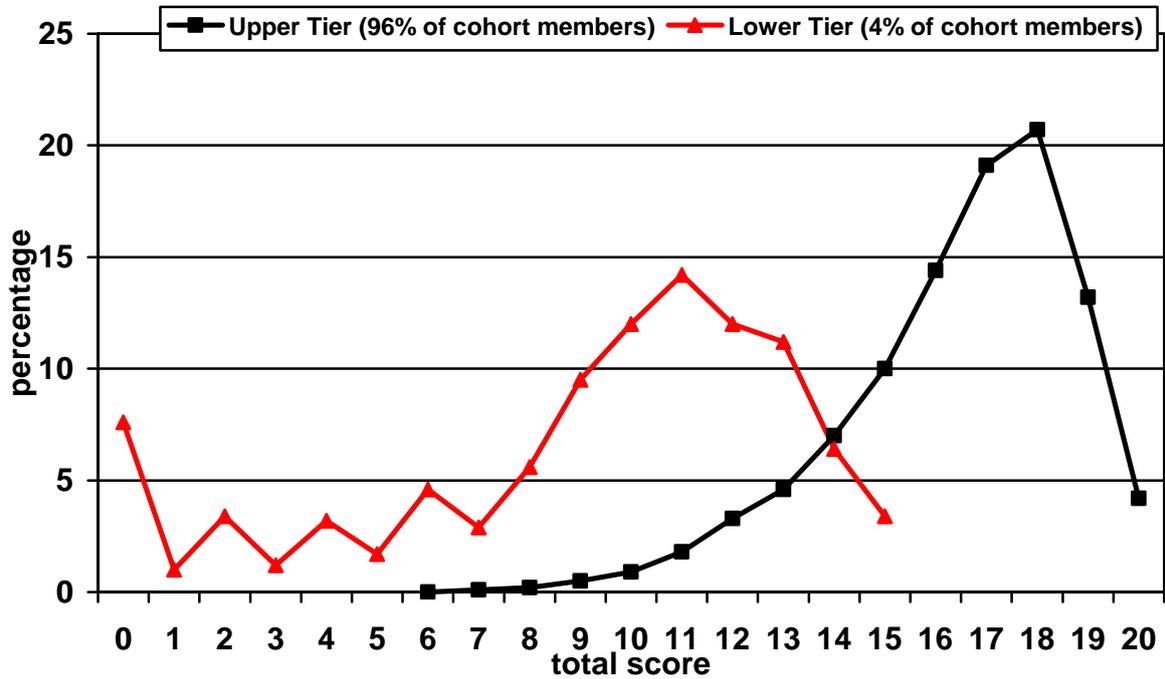
**Figure 3b: Total literacy score from multiple-choice questions**
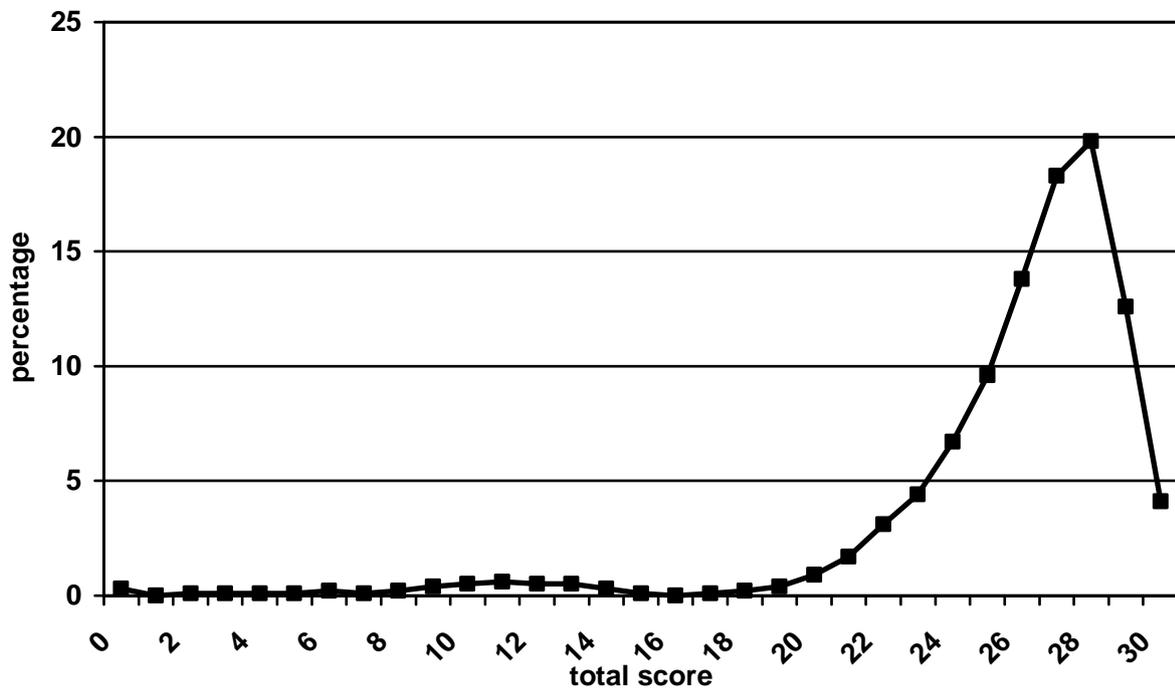
Figure 3c: Total numeracy score from multiple-choice questions
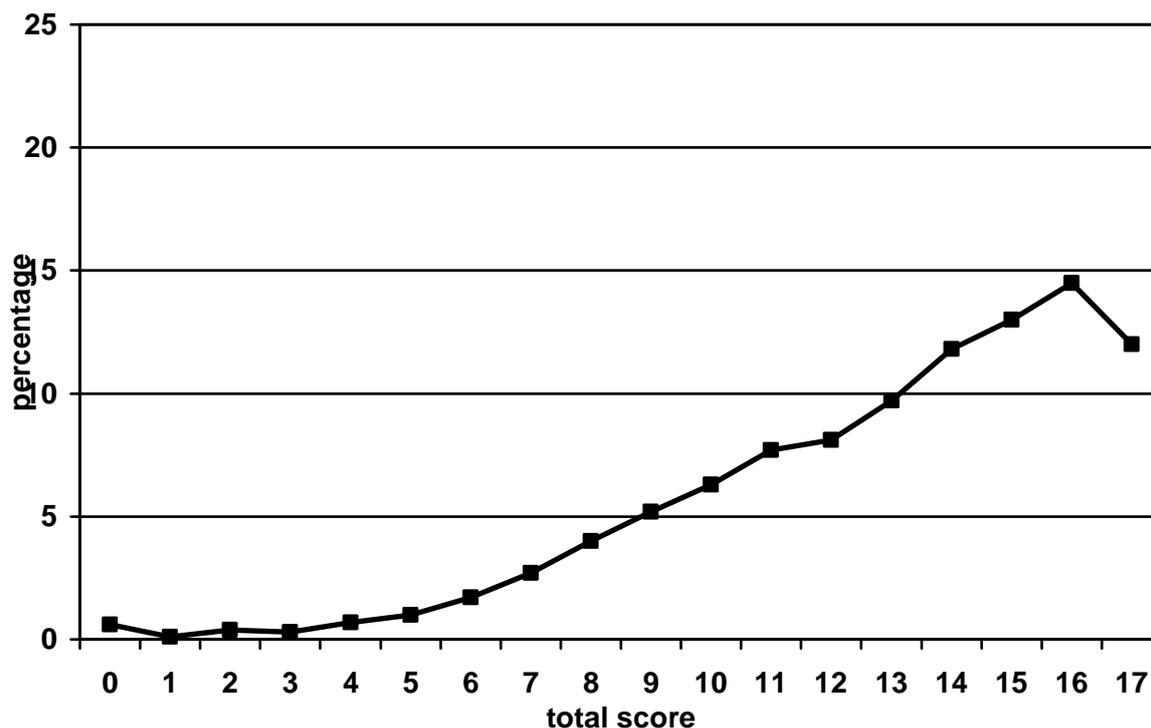
Using all 30 questions to compute the overall literacy score, a strong and highly significant (product moment) correlation of 0.64 (p<.001) was recorded between cohort members' performances in the literacy and numeracy MC assessments (or 0.63 (p<.001) using all 30 literacy questions. Product moment correlation coefficients range from -1.0 to +1.0. A correlation coefficient of 0 signifies that there is no linear relationship between performance in one test and another. Thus, the larger the correlation coefficient, the stronger is the linear relationship. A positive correlation signifies that a high score in one exercise is associated with a high score in the other; a negative correlation signifies that a high score in one test is associated with a low score in the other.

Converting performance in literacy and numeracy assessments into levels

Another important aim of the survey was to compare the BCS70 performances in terms of the levels in the *SfL* national standards. By converting performance – the number of correct answers in both the MC and OR parts of the assessment – into levels, we were able to classify respondents by their achieved level. There are many ways of doing this, and several were tried. The classification by levels used is based on the principle that, to pass a level, at least half the test questions at the given level had to be answered correctly, as follows.

For Literacy
- Below Entry Level 2:   0 - 5 correct answers at EL2
- Entry Level 2:   6 - 10 correct answers at EL2 and 0 - 5 at EL3
- Entry Level 3:   6 - 10 correct answers at EL3 and 0 - 2 at L1
- Level 1:   3 - 5 correct answers at L1 and 0 - 2 at L2
- Level 2:   3 - 5 correct answers at L1 and 3 at L2

For Numeracy
- Below Entry Level 2:   0 - 3 correct answers at EL2
- Entry Level 2:   4 - 5 correct answers at EL2 and 0 - 2 at EL3
- Entry Level 3:   3 - 4 correct answers at EL3 and 0 - 3 at L1
- Level 1:   4 - 5 correct answers at L1 and 0 - 2 at L2
- Level 2:   3 correct answers at L2

Figures 4 shows the distribution of cohort members after classifying performance on the number of correct answers to the MC questions in terms of the literacy and numeracy levels used in the SfL Survey (Entry Level 2, Entry Level 3, Level 1 and Level 2).

Figure 4: 'Profiles of competence' based on national standards: literacy and numeracy performance in BCS70 2004
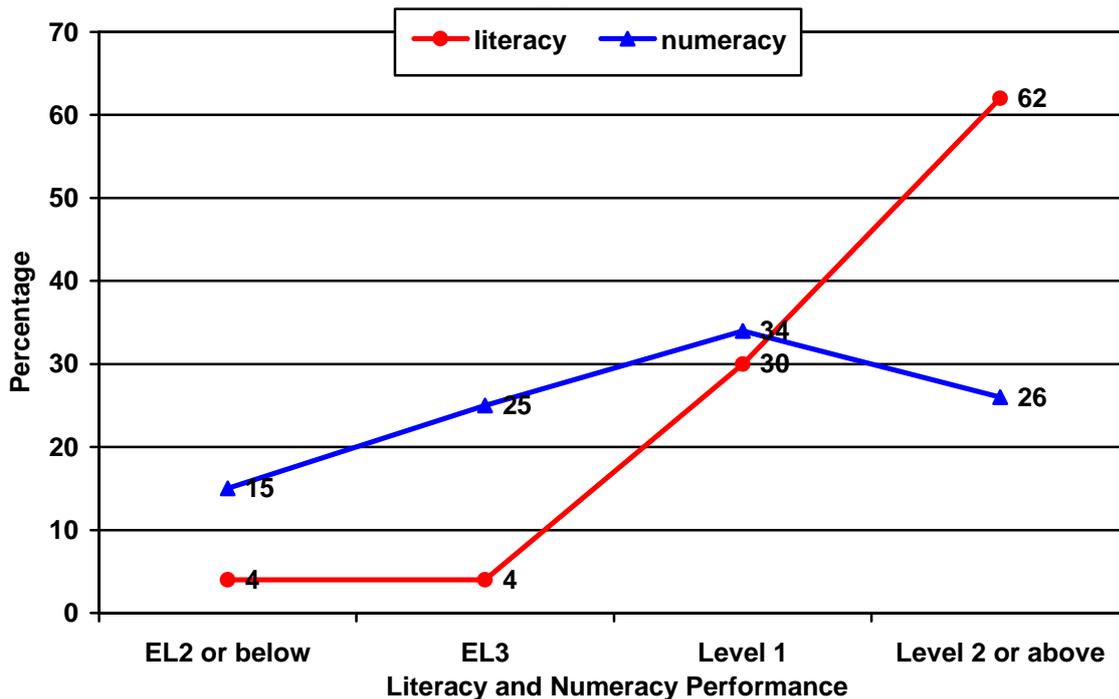
Open Response Literacy and Numeracy Assessment Questions

The previous BCS70 basic skills assessment was carried out in 1991 on a representative 10% sample of the whole cohort at age 21. Each literacy and numeracy assessment item comprised a visual stimulus presented to the cohort member on a 'showcard' about which they were asked a number of questions. Questions were set at levels of difficulty in accordance with the City & Guilds WordPower / NumberPower standards at the time: Foundation Level, Level 1, Level 2 and Level 3 (for literacy only) and were open response (OR) in format.

From the responses supplied by the 1627 cohort members who completed the assessments in the 1991 survey, seven literacy and six numeracy questions were selected for the 2004 assessment[16] along with multiple-choice questions from the *SfL* Survey. Inclusion of some of the 1991 questions in the new 2004 basic skills assessment tool offered the opportunity for longitudinal analysis of changes in the skill measured by these test items, ie, we can investigate improvement and deterioration over time and what may lie behind them. However, to perform any longitudinal analysis cohort members had to have completed both the 1991 and the 2004 assessments. As the 1991 assessment was completed by just 1627 cohort members, this was the maximum number available for longitudinal analysis.

Question amendments

Although in essence the selected questions remained the same, amendments were made to six of the literacy and two of the numeracy questions, largely to bring the images on the showcards up to date. These revised showcards and the questions relating to them were extensively piloted before being included in the final assessment. Figure 5 gives an example of original and revised literacy and numeracy show-cards[17]. In the case of the literacy showcard 'Yellow Pages', the cohort member was asked to find the address of a particular restaurant. For the numeracy showcard, showing items with prices, the cohort member was asked to work out the change that would be expected from a £20 note.

---

[16] For details of the analysis behind question selection see Parsons, S. and Bynner, J. (2005). *Measuring basic Skills for Longitudinal Study: The design and development of instruments for use with cohort members in the age 34 follow-up in the 1970 British Cohort Study (BCS70).* Research Report, National Research and Development Centre for Adult Literacy and Numeracy.
http://www.nrdc.org.uk/content.asp?CategoryID=424
[17] For full details of amendments see Parsons, S. and Bynner, J. (2005), as above.

Figure 5: Original and revised showcards

Original showcard	Revised showcard

Literacy

Numeracy

Table 2 compares responses (percentage incorrect) given by cohort members to the seven literacy and six numeracy questions asked at age 21 and age 34. Four sets of results are shown.

- **Age 21:** all cohort members completing the assessments in the original age 21 survey (n=1627)
- **Age 21:** cohort members in the original age 21 survey who also completed the assessments in the age 34 survey (n=1189 literacy; n=1185 numeracy)
- **Age 34:** all cohort members completing the assessments in the age 34 survey (n=9529 literacy; n=9484 numeracy)
- **Age 34:** cohort members in the original age 21 survey who also completed the assessments in the age 34 survey (n=1189 literacy; n=1185 numeracy)

There is a high level of consistency across the four sets of percentages and, as we might expect, a higher level of incorrect responses for questions at each level of difficulty for numeracy than for literacy.

Table 2: Comparing % incorrect in BCS70 age 21 and age 34

LITERACY	Level of difficulty	BCS70 age 21	BCS70 age 21 (in 21 + 34)	BCS70 age 34	BCS70 age 34 (in 21 + 34)
L1a: Yellow Pages – address	FL	5%	4%	2%	2%
L1b: Yellow Pages – phone no.	FL	2%	2%	1%	1%
L2a: Map – quickest route	L1	5%	5%	6%	6%
L2b: Map – East or West	L1	7%	6%	9%	8%
L3a: Bar chart – approx	L1	11%	9%	7%	6%
L3b: Bar chart – Y-axis	L2	25%	22%	27%	26%
L3c: Bar chart – why prefer	L2	21%	19%	19%	17%
n(100%)		*1627*	*1189*	*9529*	*1189*
NUMERACY					
N1a: Video timer – start	FL	14%	12%	10%	10%
N1b: Video timer – finish	FL	17%	16%	12%	10%
N2a: In a shop – How many £ coins?	L1	41%	39%	24%	22%
N3a: Deposit on a car	L1	24%	22%	12%	11%
N4a: Ferry – when can go	L2	27%	24%	22%	21%
N4b: Ferry – return cost	L2	50%	48%	39%	38%
n(100%)		*1627*	*1185*	*9484*	*1185*

Key: FL = Foundation Level; L1 = Level 1; L2 = Level 2

Literacy

Overall, the percentages of cohort members incorrectly answering each of the seven literacy questions at age 21 or age 34 were highly consistent. Differences in percentage incorrect at the two ages varied only between 0% and 4%. At both ages, cohort members found that questions L3b and L3c were the most difficult. These required cohort members to extract and interpret information from two graphs. The 'reduced' sample of cohort members who had taken part in the assessments at age 21 and at age 34 had identical or slightly lower percentages answering each of the questions incorrectly, suggesting that their skills were marginally better than those of the 'drop-outs', ie, non-respondents at age 34.

Numeracy

For numeracy, the picture was less straightforward, illustrating the more varied set of skills that are embedded within 'numeracy'. Although the percentage incorrect for each question only varied from 1% to 5% across age 21 and age 34 samples for three of the six questions, for the other three questions differences in the percentage incorrect increased to between 11% and 17%. The biggest difference in percentage incorrect was recorded for question N2a. We concluded that the substantial reduction in the percentage of cohort members answering incorrectly in the more recent survey (41% at age 21 down to 24% at age 34) was largely due to a faulty interviewer instruction in the 1991 survey at age 21. Such an anomaly would be a serious problem if the items were used singly to assess individual numeracy performance but produces only a modest distortion in the test scores as a whole. For all numeracy questions, the percentage incorrect was lower at age 34 than it had been at 21, suggesting that, at the group level at least, there is a small improvement of numerical skills associated with age.

With one exception (N3a), the rank order of questions, in terms of which question cohort members found the most difficult, was replicated at the two age points. Despite the greater variation in percentages incorrect, N2a (calculating cost of items in a shop) and N4b (working out the cost of a ferry trip from information on a timetable) were found to be the hardest questions by the highest proportion of cohort members at both ages. As for the literacy questions, the reduced sample of cohort members who had taken part in the assessments at both ages had slightly lower percentages answering each of the questions incorrectly when compared with the full sample at ages 21 and 34.

Overall scores from OR literacy and numeracy assessments

As for the Multiple Choice (MC) items, a total score for the assessment can be obtained by aggregating correct answers across all the test items. Figure 6 compares the total number of correct responses to the seven literacy and six numeracy questions given by cohort members participating in the assessments at age 21, 34, or at both ages. We can see that the distribution of the four total scores from the three groups of cohort members was near identical for literacy. For numeracy, the higher percentage of cohort members who answered question N2a incorrectly at age 21 results in the 'blip' in the distribution; this accounts for the lower percentage answering all six numeracy questions correctly at age 21. For numeracy, we can see that the sub-sample of cohort members completing the assessments at age 21 and 34 had a higher overall score at age 21 and at age 34. For literacy, differences in overall scores are barely distinguishable.

For all cohort members in the age 34 survey who completed the literacy and numeracy OR assessments (n=9484), the correlation computed is only for those who did both assessments a substantial correlation of 0.48 (p<.001) was recorded between their performance in the literacy and numeracy OR assessments. A good performance in one assessment was a reasonably strong indicator of a good performance in the other, as had been the case for performance in the MC assessments. However, the correlations between the literacy and numeracy scores from the OR assessment are lower than those found for the comparable correlations between the literacy and numeracy scores from the MC assessment (see Table 1). This largely reflects the smaller number of items in the OR tests and consequently the lower reliabilities as can be demonstrated by applying the 'correction for attenuation'[18]. The corrected correlation for the OR literacy and numeracy scores increases from 0.48 to 0.80 and for MC literacy and numeracy from 0.64 to 0.86.

---

[18] The correction for attenuation is given by the formula:
r(corrected) = r/(√Reliability test 1x √Reliability test 2), where r is the original uncorrected correlation (Nunnally, J.C. (1978) *Psychometric Theory,* p219-220. New York: McGraw Hill).

Performance in one mode of assessment was also significantly correlated with performance in the other. An uncorrected correlation of 0.50 (p<.001) was recorded between the OR and MC literacy scores and 0.52 (p<.001) between the OR and MC numeracy scores.

Figure 6
Comparing total scores by cohort members for identical questions in BCS70 age 21 and age 34 assessments

a) Literacy: % of cohort members by number of questions answered correctly
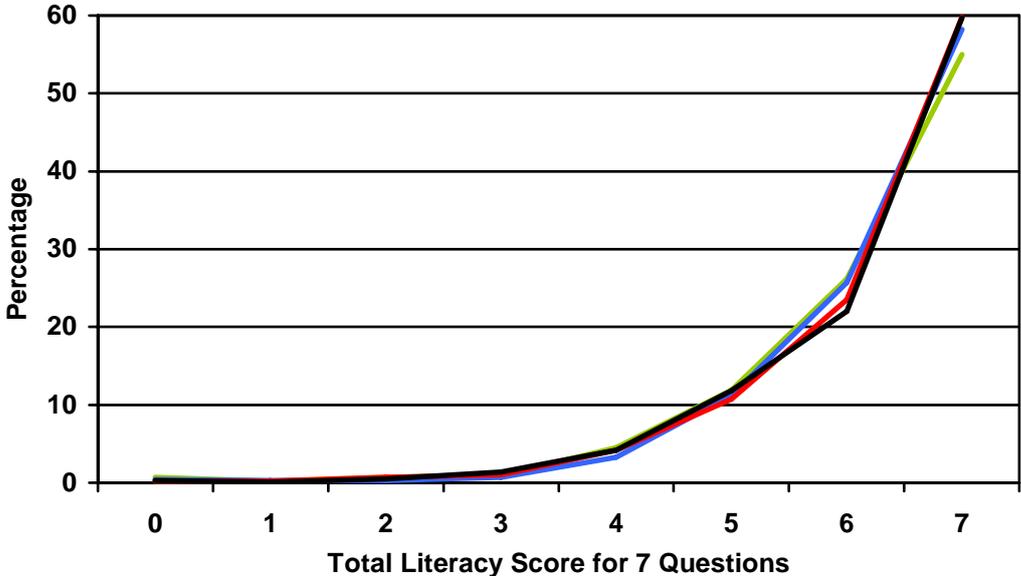
b) Numeracy: % of cohort members by number of questions answered correctly
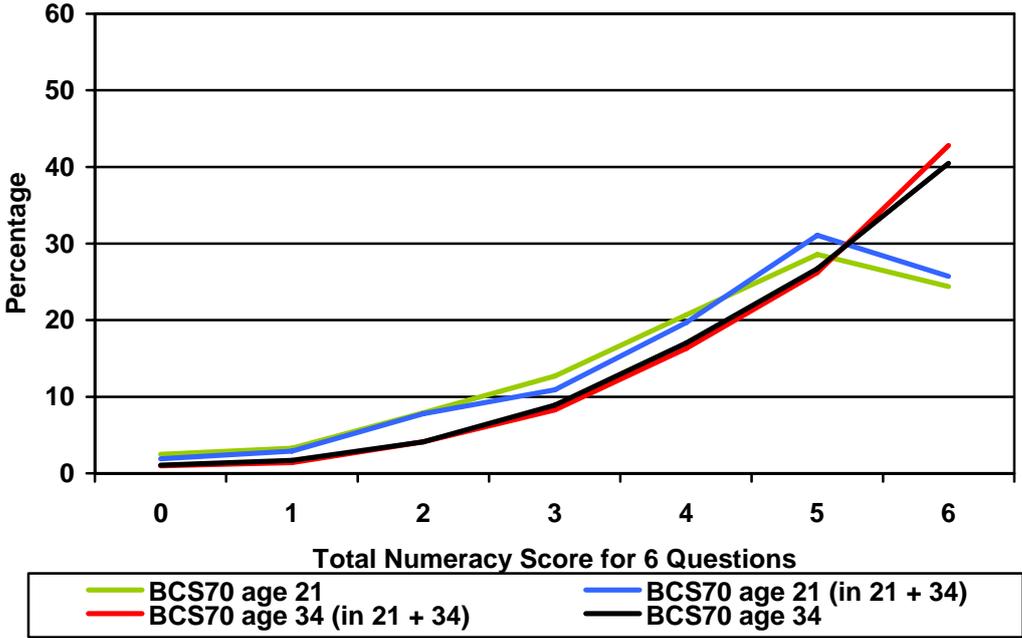
ASSESSMENT OF DATA QUALITY

The data deposited benefits from the checks that were built into the CAPI/CASI code, or undertaken immediately after fieldwork by NatCen; and subsequent checks carried out by members of the CLS BCS70 team.

In assessing the quality of the new data, the CLS team was asked to concentrate on the aspects listed below.

Guide for Quality Assessment

- *Variable labels* – Check that these are present for all variables, comprehensible and accurate.

- *Value labels* – Check that these are present where appropriate, comprehensive, comprehensible and accurate.

- *Values* – Report all variables for which the values appear unusual/wrong in any way.

- *Consistency* – Report all instances of apparent inconsistency, *eg:*

    - Where the responses to a primary (filter) question (*eg:* "Do you have any of the qualifications on this card?") and supplementary (filtered) question (*eg:* "IF YES, Which?") are not consistent.
    - Where the respondent's circumstances (*eg:* marital status, economic status) are not consistent throughout the dataset.

- *Missing values* – Report all instances where:
    - There are many missing cases.
    - Missing values are present but not declared or labelled.

- *Variable order* – Report all instances where confusion occurs because variables appear out of sequence.

- *Other problems* – Report any and all other problems encountered in using the dataset.

- **Derived variables –** Provide details of any derived variables developed which may be of value to other users and which may be considered for deposit with the UK Data Archive.

It can take some time to become familiar with a large and complex dataset, such as that arising from the BCS70 2004 follow-up, and it is important to stress that CLS checking continues. Further information on data quality and revised datasets will be made available from time to time. Details will be made available via the CLS website (http://www.cls.ioe.ac.uk/).

NB: Users can help improve the quality of the data by reporting data problems they encounter via the CLS website (http://www.cls.ioe.ac.uk/).

Users who **register** on the CLS website at (www.cls.ioe.ac.uk/register) will receive email updates on data updates and deposits, as well CLS news, events and publications.

APPENDIX: DERIVED VARIABLES INCLUDED ON THE CORE INTERVIEW DATASET

The variables listed below were derived as part of the data cleaning process in CLS have been included on the dataset.   A summary of their derivation is also provided.

bd7lvbth	(Derived) Number of babies since last interviewed (excl.non-livebirths)
bd7ns812	(Derived) (Proxy) NS-SEC 8 analytic version 12
bd7rally	(Derived) Attended a public meeting or rally in the last 12 months
bd7relig	(Derived) Attended religious service as a family in the last month
bd7fin03	(Derived) Better off because… CM now earning more
bd7fin01	(Derived) Better off because… CM now working
bd7fin09	(Derived) Better off because… of better money management
bd7fin10	(Derived) Better off because… of change in marital / partnership status
bd7fin05	(Derived) Better off because… of increase in benefit income
bd7fin06	(Derived) Better off because… of other increase in income
bd7fin08	(Derived) Better off because… of reduced expenditure on other things
bd7fin07	(Derived) Better off because… of reduced housing costs
bd7fin04	(Derived) Better off because… spouse / partner now earning more
bd7fin02	(Derived) Better off because… spouse / partner now working
bd7fin11	(Derived) Better off… for other reason
bd7bmigp	(Derived) BMI weight status category
bd7bmi	(Derived) Body mass index (weight kgs)/(height metres sq)
bd7play	(Derived) Childrens activity or play centre as a family in the last month
bd7ius11	(Derived) CM accesses Internet for......answer too vague to code(other than work)
bd7ius05	(Derived) CM accesses Internet for......banking / paying bills (other than work)
bd7ius02	(Derived) CM accesses Internet for......chat rooms / discussion (other than work)
bd7ius07	(Derived) CM accesses Internet for......downloading / listening to music (other than work)
bd7ius03	(Derived) CM accesses Internet for......email (other than work)
bd7ius08	(Derived) CM accesses Internet for......games (other than work)
bd7ius04	(Derived) CM accesses Internet for......general information access (other than work)
bd7ius06	(Derived) CM accesses Internet for......other reason (other than work)
bd7ius10	(Derived) CM accesses Internet for......other specific use (other than work)
bd7ius01	(Derived) CM accesses Internet for......shopping / services (other than work)
bd7ius09	(Derived) CM accesses Internet for......training, education, learning (other than work)
bd7dunit	(Derived) CM alcohol units in a week
bd7dgrp	(Derived) CM alcohol units in a week by category
bd7hpc16	(Derived) CM used home PC for (answer too vague to code)
bd7hpc02	(Derived) CM used home PC for accessing the Internet
bd7hpc09	(Derived) CM used home PC for Accounts / Financial / Budgeting
bd7hpc12	(Derived) CM used home PC for Composiing / Listening to Music / Burning CDs
bd7hpc07	(Derived) CM used home PC for Data analysis
bd7hpc15	(Derived) CM used home PC for Databases
bd7hpc11	(Derived) CM used home PC for Design / Desk Top Publishing
bd7hpc03	(Derived) CM used home PC for Email
bd7hpc04	(Derived) CM used home PC for Games
bd7hpc14	(Derived) CM used home PC for Other specific use
bd7hpc05	(Derived) CM used home PC for Other uses
bd7hpc13	(Derived) CM used home PC for Photography / Scanning
bd7hpc10	(Derived) CM used home PC for Presentations / Powerpoint
bd7hpc08	(Derived) CM used home PC for Programming / IT / Web design / Software development
bd7hpc06	(Derived) CM used home PC for Spreadsheets/Excel
bd7hpc01	(Derived) CM used home PC for Word Processing
bd7wpc16	(Derived) CM used work PC for (answer too vague to code)
bd7wpc02	(Derived) CM used work PC for accessing the Internet
bd7wpc09	(Derived) CM used work PC for Accounts / Financial / Budgeting

bd7wpc12	(Derived)	CM used work PC for Composiing / Listening to Music / Burning CDs
bd7wpc07	(Derived)	CM used work PC for Data analysis
bd7wpc15	(Derived)	CM used work PC for Databases
bd7wpc11	(Derived)	CM used work PC for Design / Desk Top Publishing
bd7wpc03	(Derived)	CM used work PC for Email
bd7wpc04	(Derived)	CM used work PC for Games
bd7wpc14	(Derived)	CM used work PC for Other specific use
bd7wpc05	(Derived)	CM used work PC for Other uses
bd7wpc13	(Derived)	CM used work PC for Photography / Scanning
bd7wpc10	(Derived)	CM used work PC for Presentations / Powerpoint
bd7wpc08	(Derived)	CM used work PC for Programming / IT / Web design / Software development
bd7wpc06	(Derived)	CM used work PC for Spreadsheets/Excel
bd7wpc01	(Derived)	CM used work PC for Word Processing
bd7alhh	(Derived)	Cohort member lives alone (derived hhgrid)
bd7spphh	(Derived)	Cohort member lives with a spouse or partner
bd7ecact	(Derived)	Cohort Member's main activity
bd7sex	(Derived)	Cohort member's sex (checked against address database)
bd7comm	(Derived)	Community or neighbourhood groups since last interview
bd7abdn	(Derived)	Completed absent children questions
bd7acdn	(Derived)	Completed adopted children questions
bd7cbdn	(Derived)	Completed computer and basic skills questions
bd7codn	(Derived)	Completed course questions
bd7cpdn	(Derived)	Completed current partners questions
bd7emdn	(Derived)	Completed employment questions
bd7exdn	(Derived)	Completed exercise questions
bd7epdn	(Derived)	Completed ex-partners questions
bd7fidn	(Derived)	Completed family income questions
bd7hedn	(Derived)	Completed health questions questions
bd7hwdn	(Derived)	Completed height and weight questions
bd7hgdn	(Derived)	Completed household grid
bd7hodn	(Derived)	Completed housing questions
bd7lpdn	(Derived)	Completed lone parenthood questions
bd7msdn	(Derived)	Completed marital status questions
bd7ordn	(Derived)	Completed other relatives questions
bd7pjdn	(Derived)	Completed partner/spouse job questions
bd7prdn	(Derived)	Completed pregnancies questions
bd7scdn	(Derived)	Completed self completion questions
bd7sddn	(Derived)	Completed smoking and drinking questions
bd7spdn	(Derived)	Completed social participation questions
bd7vqdn	(Derived)	Completed voational qualifications questions
bd7GLA	(Derived)	Contacted elected member of GLA in last 12 months?
bd7NAW	(Derived)	Contacted elected member of National Assembly for Wales in last 12 months?
bd7poGLA	(Derived)	Contacted GLA public official in last 12 months?
bd7Goffi	(Derived)	Contacted government official in last 12 months?
bd7offi	(Derived)	Contacted local council official in last 12 months?
bd7MSP	(Derived)	Contacted member of Scottish parliament in last 12 months?
bd7MP	(Derived)	Contacted MP in last 12 months?
bd7pnon	(Derived)	Contacted no one in last 12 months?
bd7poNAW	(Derived)	Contacted public official NAW in last 12 months?
bd7poSP	(Derived)	Contacted public official working for Scottish parliament in last 12 months?
b7zotha0	(Derived)	Current activity 01-(if not recorded in 2000)
b7zotha1	(Derived)	Current activity 02-(if changed since 2000)
bd7smk14	(Derived)	Did not smoke in 3 mth before or during pregnancy1
bd7smk24	(Derived)	Did not smoke in 3 mth before or during pregnancy2
bd7smk34	(Derived)	Did not smoke in 3 mth before or during pregnancy3
bd7smk44	(Derived)	Did not smoke in 3 mth before or during pregnancy4

bd7smk54	(Derived)	Did not smoke in 3 mth before or during pregnancy5
bd7smk64	(Derived)	Did not smoke in 3 mth before or during pregnancy6
bd7smk74	(Derived)	Did not smoke in 3 mth before or during pregnancy7
bd7smk84	(Derived)	Did not smoke in 3 mth before or during pregnancy8
bd7parhh	(Derived)	Do both parents live with cohort member
bd7rest	(Derived)	Eaten out in a restaurant as a family in the last month
bd7env	(Derived)	Environment or animal concerns since last interview
bd7as	(Derived)	Gained at least one A/S level since last interview.
bd7acad	(Derived)	Gained at least one academic qualification since last interview.
bd7btec	(Derived)	Gained at least one BTEC since last interview.
bd7cag	(Derived)	Gained at least one C&Gsince last interview.
bd7cse	(Derived)	Gained at least one CSE since last interview.
bd7deg	(Derived)	Gained at least one degree since last interview.
bd7dhe	(Derived)	Gained at least one diploma of higher education since last interview.
bd7gcas	(Derived)	Gained at least one GCE A (S) level since last interview.
bd7gce	(Derived)	Gained at least one GCE O level since last interview.
bd7gcse	(Derived)	Gained at least one GCSE since last interview.
bd7gnvq	(Derived)	Gained at least one GNVQ since last interview.
bd7hgv	(Derived)	Gained at least one HGV license since last interview.
bd7hdeg	(Derived)	Gained at least one higher degree since last interview.
bd7hnc	(Derived)	Gained at least one HNC since last interview.
bd7nq	(Derived)	Gained at least one nursing (or para-med) qualification since last interview.
bd7nvq	(Derived)	Gained at least one NVQ since last interview.
bd7onc	(Derived)	Gained at least one ONC since last interview.
bd7odeg	(Derived)	Gained at least one other degree level qualification since last interview.
bd7otht	(Derived)	Gained at least one other teaching qualification since last interview.
bd7voth	(Derived)	Gained at least one other vocational qualification since last interview.
bd7pit	(Derived)	Gained at least one Pitmans since last interview.
bd7rsa	(Derived)	Gained at least one RSA since last interview.
bd7ssc	(Derived)	Gained at least one Scottish school certificate (or HSC or SSQ) since last interview.
bd7rta	(Derived)	Gained at least one trade apprenticeship since last interview.
bd7voct	(Derived)	Gained at least one vocational qualification since last interview.
bd7pgce	(Derived)	Gained at least PGCE since last interview.
bd7footb	(Derived)	Gone to a live football match as a family in the last month
bd7park	(Derived)	Gone to a park as a family in the last month
bd7cine	(Derived)	Gone to the cinema as a family in the last month
bd7thea	(Derived)	Gone to the Theatre as a family in the last month
bd7hpb04	(Derived)	Health problems - (sugar) diabetes
bd7hpb01	(Derived)	Health problems - asthma or wheezy cough
bd7hpb07	(Derived)	Health problems - cancer or leukemia
bd7hpb05	(Derived)	Health problems - convulsion, fit , epileptic seizure
bd7hpb08	(Derived)	Health problems – depression
bd7hpb03	(Derived)	Health problems – eczema
bd7hpb02	(Derived)	Health problems – hayfever
bd7hpb11	(Derived)	Health problems - high blood pressure
bd7hpb12	(Derived)	Health problems – migraine
bd7hpb13	(Derived)	Health problems – none
bd7hpb10	(Derived)	Health problems - problems with eyesight
bd7hpb09	(Derived)	Health problems - problems with hearing
bd7hpb06	(Derived)	Health probs-recurrent backache, p.disc, sciatica
bd7htft	(Derived)	height (feet:see bd7htft for inches) -sweep6 or sweep7
bd7htcms	(Derived)	height (centimetres: see bd7htmtr for metres) - sweep6 or sweep7
bd7htins	(Derived)	height (inches: see bd7htft for feet) - sweep6 or sweep7
bd7htmtr	(Derived)	height (metres: see bd7htcms for centimetres) -sweep6 or sweep7
bd7hq13	(Derived)	Highest academic qualification – detailed

bd7hq5	(Derived)	Highest academic qualification – reduced
bd7hob	(Derived)	Hobbies, recreation, arts, social clubs since last interview
bd7dadhh	(Derived)	Is cohort member's natural Dad in household
bd7mumhh	(Derived)	Is cohort member's natural Mum in household
bd7joe01	(Derived)	Main reason for leaving job – 01
bd7joe02	(Derived)	Main reason for leaving job – 02
bd7joe03	(Derived)	Main reason for leaving job – 03
bd7joe04	(Derived)	Main reason for leaving job – 04
bd7joe05	(Derived)	Main reason for leaving job – 05
bd7joe06	(Derived)	Main reason for leaving job – 06
bd7joe07	(Derived)	Main reason for leaving job – 07
bd7joe08	(Derived)	Main reason for leaving job – 08
bd7joe09	(Derived)	Main reason for leaving job – 09
bd7joe10	(Derived)	Main reason for leaving job – 10
bd7hom01	(Derived)	Main reason for moving from previous accommodation – 01
bd7hom02	(Derived)	Main reason for moving from previous accommodation – 02
bd7hom03	(Derived)	Main reason for moving from previous accommodation – 03
bd7hom04	(Derived)	Main reason for moving from previous accommodation – 04
bd7hom05	(Derived)	Main reason for moving from previous accommodation – 05
bd7hom06	(Derived)	Main reason for moving from previous accommodation – 06
bd7hom07	(Derived)	Main reason for moving from previous accommodation – 07
bd7hom08	(Derived)	Main reason for moving from previous accommodation – 08
bd7hom09	(Derived)	Main reason for moving from previous accommodation – 09
bd7hom10	(Derived)	Main reason for moving from previous accommodation – 10
bd7hom11	(Derived)	Main reason for moving from previous accommodation – 11
bd7hom12	(Derived)	Main reason for moving from previous accommodation – 12
bd7hom13	(Derived)	Main reason for moving from previous accommodation – 13
bd7hom14	(Derived)	Main reason for moving from previous accommodation – 14
bd7hom15	(Derived)	Main reason for moving from previous accommodation – 15
bd7hom16	(Derived)	Main reason for moving from previous accommodation – 16
bd7hom17	(Derived)	Main reason for moving from previous accommodation – 17
bd7hom18	(Derived)	Main reason for moving from previous accommodation – 18
bd7hom19	(Derived)	Main reason for moving from previous accommodation – 19
bd7ms	(Derived)	marital status - de facto
bd7mov09	(Derived)	Moved because... evicted / home repossessed
bd7mov12	(Derived)	Moved because... had problems with neighbours
bd7mov04	(Derived)	Moved because... job changed / to be nearer work
bd7mov13	(Derived)	Moved because... moved / returned from abroad
bd7mov05	(Derived)	Moved because... moved to better area
bd7mov08	(Derived)	Moved because... needed a cheaper home / could no longer afford home
bd7mov14	(Derived)	Moved because... of health or other problems / to be nearer relatives
bd7mov15	(Derived)	Moved because... of other reason
bd7mov03	(Derived)	Moved because... wanted better home
bd7mov02	(Derived)	Moved because... wanted larger / smaller home
bd7mov07	(Derived)	Moved because... wanted place of own
bd7mov01	(Derived)	Moved because... wanted to buy
bd7mov11	(Derived)	Moved... due to a new relationship
bd7mov10	(Derived)	Moved... due to a relationship breakdown
bd7mov06	(Derived)	Moved... for children's education
bd7gnon	(Derived)	no activities since last interview
bd7anone	(Derived)	No family activities A as a family in the last month
bd7bnone	(Derived)	No family activities B as a family in the last month
bd7prnon	(Derived)	No rallys, demos or petitions in last 12 months
bd7lf04	(Derived)	No. of adopted children left the hh since last sweep
bd7lf14	(Derived)	No. of adoptive father left the hh since last sweep
bd7lf12	(Derived)	No. of adoptive mother left the hh since last sweep

bd7lf10	(Derived) No. of brothers/sisters in law left the hh since last sweep
bd7lf05	(Derived) No. of children of current spouse/partner left the hh since last sweep
bd7lf27	(Derived) No. of children of non-relative adult left the hh since last sweep
bd7lf06	(Derived) No. of children of previous spouse/partner left the hh since last sweep
bd7lf25	(Derived) No. of employers left the hh since last sweep
bd7lf07	(Derived) No. of fostered children left the hh since last sweep
bd7lf22	(Derived) No. of friends/unrelated sharers left the hh since last sweep
bd7lf08	(Derived) No. of full siblings left the hh since last sweep
bd7lf19	(Derived) No. of grandchildren left the hh since last sweep
bd7lf18	(Derived) No. of grandparents left the hh since last sweep
bd7lf09	(Derived) No. of half/step/adopted siblings left the hh since last sweep
bd7lf23	(Derived) No. of landlords left the hh since last sweep
bd7lf24	(Derived) No. of lodgers left the hh since last sweep
bd7lf26	(Derived) No. of nannys/au pairs left the hh since last sweep
bd7lf13	(Derived) No. of natural father left the hh since last sweep
bd7lf11	(Derived) No. of natural mother left the hh since last sweep
bd7lf20	(Derived) No. of other blood relatives left the hh since last sweep
bd7lf21	(Derived) No. of other in-laws left the hh since last sweep
bd7lf28	(Derived) No. of others left the hh since last sweep
bd7lf03	(Derived) No. of own children left the hh since last sweep
bd7lf17	(Derived) No. of parents in law left the hh since last sweep
bd7lf02	(Derived) No. of partners left the hh since last sweep
bd7lf01	(Derived) No. of spouses left the hh since last sweep
bd7lf16	(Derived) No. of stepfathers left the hh since last sweep
bd7lf15	(Derived) No. of stepmothers left the hh since last sweep
bd7ns8	(Derived) NS-SEC 8 analytic version
bd7ns801	(Derived) NS-SEC 8 analytic version 01
bd7ns802	(Derived) NS-SEC 8 analytic version 02
bd7ns803	(Derived) NS-SEC 8 analytic version 03
bd7ns804	(Derived) NS-SEC 8 analytic version 04
bd7ns805	(Derived) NS-SEC 8 analytic version 05
bd7ns806	(Derived) NS-SEC 8 analytic version 06
bd7ns807	(Derived) NS-SEC 8 analytic version 07
bd7ns808	(Derived) NS-SEC 8 analytic version 08
bd7ns809	(Derived) NS-SEC 8 analytic version 09
bd7ns810	(Derived) NS-SEC 8 analytic version 10
bd7ns811	(Derived) NS-SEC 8 analytic version 11
bd7allbb	(Derived) Number of babies since last interviewed (including non-livebirths)
bd7nach	(Derived) Number of children cohort member has adopted
bd7nchhh	(Derived) Number of cohort member's natural children in household
bd7ochhh	(Derived) Number of cohort member's non-bio children in household
bd7ncon	(Derived) Number of different types of officials etc. contacted in last 12 months?
bd7npr	(Derived) Number of different types of rallys demos and petitions in last 12 months
bd7nsup	(Derived) Number of people can turn to for support
bd7pelft	(Derived) Number of persons left the household since last sweep
bd7othg	(Derived) Other activity since last interview
bd7per22	(Derived) Other answer
bd7lang	(Derived) Other language spoken at home
b7plefd2	(Derived) Partner's / spouse's age when finally left FT education
bd7potha	(Derived) Partner's / spouse's main activity
bd7othpr	(Derived) Party that would vote for now
bd7othpa	(Derived) Party voted for in the General Election (June 2001)
bd7games	(Derived) Played board game or cards as a family in the last month
bd7pol	(Derived) Politics, human rights, religious groups since last interview
bd7oth01	(Derived) Previous activity – 01
bd7oth02	(Derived) Previous activity – 02

bd7oth03	(Derived) Previous activity – 03	
bd7oth04	(Derived) Previous activity – 04	
bd7oth05	(Derived) Previous activity – 05	
bd7oth06	(Derived) Previous activity – 06	
bd7oth07	(Derived) Previous activity – 07	
bd7oth08	(Derived) Previous activity – 08	
bd7oth09	(Derived) Previous activity – 09	
bd7oth10	(Derived) Previous activity – 10	
bd7othti	(Derived) Reason for not having enough time with children	
bd7sav04	(Derived) Saving for… a car	
bd7sav06	(Derived) Saving for… a wedding / family	
bd7sav03	(Derived) Saving for… accommodation / mortgage	
bd7sav09	(Derived) Saving for… another reason	
bd7sav08	(Derived) Saving for… every day needs	
bd7sav05	(Derived) Saving for… holidays	
bd7sav02	(Derived) Saving for… retirement	
bd7sav07	(Derived) Saving for… the children's future	
bd7sav01	(Derived) Saving for… the future	
bd7shop	(Derived) Shopping at a shopping centre as a family in the last month	
bd7peti	(Derived) Signed a petition in the last 12 months	
bd7smk12	(Derived) Smoked in months 1-5 of pregnancy 1	
bd7smk22	(Derived) Smoked in months 1-5 of pregnancy 2	
bd7smk32	(Derived) Smoked in months 1-5 of pregnancy 3	
bd7smk42	(Derived) Smoked in months 1-5 of pregnancy 4	
bd7smk52	(Derived) Smoked in months 1-5 of pregnancy 5	
bd7smk62	(Derived) Smoked in months 1-5 of pregnancy 6	
bd7smk72	(Derived) Smoked in months 1-5 of pregnancy 7	
bd7smk82	(Derived) Smoked in months 1-5 of pregnancy 8	
bd7smk13	(Derived) Smoked in months 6-9 of pregnancy 1	
bd7smk23	(Derived) Smoked in months 6-9 of pregnancy 2	
bd7smk33	(Derived) Smoked in months 6-9 of pregnancy 3	
bd7smk43	(Derived) Smoked in months 6-9 of pregnancy 4	
bd7smk53	(Derived) Smoked in months 6-9 of pregnancy 5	
bd7smk63	(Derived) Smoked in months 6-9 of pregnancy 6	
bd7smk73	(Derived) Smoked in months 6-9 of pregnancy 7	
bd7smk83	(Derived) Smoked in months 6-9 of pregnancy 8	
bd7smk11	(Derived) Smoked in the 3 months before pregnancy 1	
bd7smk21	(Derived) Smoked in the 3 months before pregnancy 2	
bd7smk31	(Derived) Smoked in the 3 months before pregnancy 3	
bd7smk41	(Derived) Smoked in the 3 months before pregnancy 4	
bd7smk51	(Derived) Smoked in the 3 months before pregnancy 5	
bd7smk61	(Derived) Smoked in the 3 months before pregnancy 6	
bd7smk71	(Derived) Smoked in the 3 months before pregnancy 7	
bd7smk81	(Derived) Smoked in the 3 months before pregnancy 8	
bd7smoke	(Derived) Smoking habits	
bd7trip	(Derived) Taken a day trip countryside or seaside as a family in the last month	
bd7demo	(Derived) Taken part in a public demonstration or protest in the last 12 months	
bd7nacts	(Derived) Total number of different types of activities since last interview	
bd7numhh	(Derived) Total number of people in household	
bd7TU	(Derived) Trade Union activity since last interview	
bd7cjoth	(Derived) Type of organisation Cohort Member works for	
bd7htun	(Derived) units used to measure height - sweep6 or sweep7	
bd7museo	(Derived) Visited a museum as a family in the last month	
bd7theme	(Derived) Visited a theme park as a family in the last month	
bd7attra	(Derived) Visited a tourist attraction as a family in the last month	
bd7vfrnd	(Derived) Visited friends as a family in the last month	

bd7vfam	(Derived) Visited other family members as a family in the last month
bd7vol	(Derived) Voluntary or charity groups since last interview
bd7band	(Derived) Watched a band or musical event as a family in the last month
bd7video	(Derived) Watched a video as a family in the last month
bd7paliv	(Derived) Whether cohort member's father alive (incl sw 6 data)
bd7maliv	(Derived) Whether cohort member's mother alive (incl sw 6 data)
bd7ppali	(Derived) Whether father of cohort member's partner is alive (incl sw 6 data)
bd7pmali	(Derived) Whether mother of Cohort member's partner is alive (incl sw 6 data)
b7panyb2	(Derived) Whether partner / spouse had any paid job in the last three months
bd7fnw01	(Derived) Worse off because… CM no longer working
bd7fnw03	(Derived) Worse off because… CM now earning less
bd7fin12	(Derived) Worse off because… of change in marital / partnership status
bd7fnw08	(Derived) Worse off because… of childcare costs / education
bd7fnw05	(Derived) Worse off because… of decrease in benefit income
bd7fnw07	(Derived) Worse off because… of general costs of having a baby
bd7fnw09	(Derived) Worse off because… of increased housing costs
bd7fnw10	(Derived) Worse off because… of other increase in expenditure
bd7fnw06	(Derived) Worse off because… of other reduction in income
bd7fnw11	(Derived) Worse off because… of worse money management
bd7fnw02	(Derived) Worse off because… spouse / partner no longer working
bd7fnw04	(Derived) Worse off because… spouse / partner now earning less
bd7fin13	(Derived) Worse off… for other reason
bd7per08	(Derived) Would ask a female friend for help
bd7per09	(Derived) Would ask a male friend for help
bd7per10	(Derived) Would ask a neighbour for help
bd7per19	(Derived) Would ask an other female person for help
bd7per20	(Derived) Would ask an other male person for help
bd7per21	(Derived) Would ask an other person for help
bd7per02	(Derived) Would ask boyfriend for help
bd7per06	(Derived) Would ask brother for help
bd7per15	(Derived) Would ask daughter for help
bd7per05	(Derived) Would ask father for help
bd7per03	(Derived) Would ask girlfriend for help
bd7per01	(Derived) Would ask husband / wife / partner for help
bd7per04	(Derived) Would ask mother for help
bd7per17	(Derived) Would ask other female relative for help
bd7per18	(Derived) Would ask other male relative for help
bd7per07	(Derived) Would ask sister for help
bd7per16	(Derived) Would ask son for help
bd7per14	(Derived) Would ask spouse's / partner's brother for help
bd7per12	(Derived) Would ask spouse's / partner's father for help
bd7per11	(Derived) Would ask spouse's / partner's mother for help
bd7per13	(Derived) Would ask spouse's / partner's sister for help
bd7per23	(Derived) Would prefer not to ask for help
bd7youth	(Derived) Youth, children or school activities since last interview

Derivation of variables

A summary of the derivation of some but not all of the derived variables listed above is given below.

Household grid

1. Who is in the household and related variables

Derived variable name	Description	Derivation
bd7sex	Cohort member's sex	Corrected and checked against address database
bd7numhh	Total number of people in household	Numbers of variables b7sex11 to b7sex20 with valid values (1 or 2). Set to -6 if CM did not complete HH grid.
bd7alhh	Cohort member lives alone	Yes if bd7numhh = 1 No if bd7numhh > 1
bd7spphh	Cohort member lives with a spouse or partner	Yes If any of variables b7relto12 to b7relto20 has values 1 or 2. No Otherwise
bd7mumhh	Is cohort member's natural Mum in household	Yes If any of variable b7relto12 to b7relto20 has value 11. No Otherwise
bd7dadhh	Is cohort member's natural Dad in household?	Yes If any of variable b7relto12 to b7relto20 has value 13. No Otherwise
bd7parhh	Do both parents live with cohort member?	Yes If bd7mumhh=1 and bd7dadhh=1 No Otherwise
bd7nchhh	Number of cohort member's natural children in household.	Numbers of variables b7relto12 to b7relto20 with value 3.
bd7ochhh	Number of cohort member's non-bio children in household	Numbers of variables b7relto12 to b7relto20 with values 4,5,6 or 7
bd7ms	marital status – de facto	See below

Derivation for bd7ms
Bd7ms is derived using variables bd7spphh ('cohort member lives with a spouse or partner'), derived from the household grid, and b7marst2 ('current legal marital status') input in the Marital Status CAPI block (3). Note that b7marst2 does not have a code for cohabiting.

If there is no spouse or partner in the household (bd7spphh=0) then bd7ms is coded from b7marst2 as in table below:

Code for b7marst2	Resulting code for bd7ms
1 Single and never married	3 Single (and never married)
2 Married - first and only marriage	1 Married
3 Remarried - second or later marriage	1 Married
4 Legally separated	4 Separated
5 Divorced	5 Divorced
6 Widowed	6 Widowed

If there is a spouse or partner in the household (bd7spphh=1) then bd7ms is coded from b7marst2 as in table below:

Code for b7marst2	Resulting code for bd7ms
1 Single and never married	2 Cohabiting living as a couple
2 Married - first and only marriage	1 Married
3 Remarried - second or later marriage	1 Married
4 Legally separated	2 Cohabiting living as a couple
5 Divorced	2 Cohabiting living as a couple
6 Widowed	2 Cohabiting living as a couple

Note that there are inconsistencies (listed below) between b7marst2 and b7ms11. B7marst2 values are used in the derivation of bd7ms.

b7ms11	b7marst2	Number of CMs involved
1 (married)	4 (legally separated)	21
1 (married)	5 (divorced)	4
3 (single-never married)	5 (divorced)	3
4 (separated)	1 (single and never married)	1
4 (separated)	6 (divorced)	6
5 (divorced)	2 (married first time)	2
5 (divorced)	4 (legally separated)	4

Of those with no partner or spouse in the household (bd7spphh=0), a number of cohort members report being married in b7marst (see details below). These cohort members are coded as 1 (married) for the bd7ms variable.

Partner or spouse in the household	b7marst2	Resulting code for bd7ms	Number of CMs involved
No	2 Married - first and only marriage	1 Married	108
No	3 Remarried - second or later marriage	1 Married	11

2. Who has left the household since the last survey

Looking at the values of b7namer2 to b7nameh10 (whether person still in the household) and b7ffreo2 to b7ffreo10 Person's relationship to Cohort Member (from previous wave).

bd7pelft 'Number of persons left the household since last sweep'
bd7lf01 'No. of spouses left the hh since last sweep'
bd7lf02 'No. of partners left the hh since last sweep'
bd7lf03 'No. of own children left the hh since last sweep'
bd7lf04 'No. of adopted children left the hh since last sweep'
bd7lf05 'No. of children of current spousepartner left the hh since last sweep'
bd7lf06 'No. of children of previous spousepartner left the hh since last sweep'
bd7lf07 'No. of fostered children left the hh since last sweep'
bd7lf08 'No. of full siblings left the hh since last sweep'
bd7lf09 'No. of halfstepadopted siblings left the hh since last sweep'
bd7lf10 'No. of brotherssisters in law left the hh since last sweep'
bd7lf11 'No. of natural mother left the hh since last sweep'
bd7lf12 'No. of adoptive mother left the hh since last sweep'
bd7lf13 'No. of natural father left the hh since last sweep'
bd7lf14 'No. of adoptive father left the hh since last sweep'
bd7lf15 'No. of stepmothers left the hh since last sweep'
bd7lf16 'No. of stepfathers left the hh since last sweep'
bd7lf17 'No. of parents in law left the hh since last sweep'
bd7lf18 'No. of grandparents left the hh since last sweep'
bd7lf19 'No. of grandchildren left the hh since last sweep'
bd7lf20 'No. of other blood relatives left the hh since last sweep'
bd7lf21 'No. of other in-laws left the hh since last sweep'
bd7lf22 'No. of friendsunrelated sharers left the hh since last sweep'
bd7lf23 'No. of landlords left the hh since last sweep'
bd7lf24 'No. of lodgers left the hh since last sweep'
bd7lf25 'No. of employers left the hh since last sweep'
bd7lf26 'No. of nannysau pairs left the hh since last sweep'
bd7lf27 'No. of children of non-relative adult left the hh since last sweep'
bd7lf28 'No. of others left the hh since last sweep'.

Adopted Children

bd7nach 'Number of children cohort member has adopted'. number of b7adpca b7adpca2 b7adpca3
(Age of adopted child when started living with Cohort Member) having values of 0-16

Other relatives

bd7maliv "Whether cohort member's mother alive (incl sw 6 data)" - from b7malive & bd7mumhh
(1 'Yes' 2 'No' 3 'No reported dead last sweep')
bd7paliv "Whether cohort member's father alive (incl sw 6 data)" - from b7palive * bd7dadhh
(1 'Yes' 2 'No' 3 'No reported dead last sweep')

Employment

totjob "total number of jobs" - from number of b7actvy to b7activ10 that are coded 1 to 4 1=f/t paid
2=p.t paid 3= f/t self employed 4= p/t/ self employed.

bd7ns803 to bd7ns811 'NS-SEC 8 analytic version" – 8 categories converted from NS-SEC 40 category version
using stata syntax found on website: http://esds.ac.uk/government/dv/nssec/ghs_nssecsyntax.doc

NS-SEC codes			NS-SEC 8 codes
1	1	Employers in large organisations	1
2	2	Higher managerial	1
3	3.1	Higher professionals (traditional) - employees	1
4	3.2	Higher professionals (new) - employees	1
5	3.3	Higher professionals (traditional) - self-employed	1
6	3.4	Higher professionals (new) - self-employed	1
7	4.1	Lower professionals and higher technical (traditional) – employees	2
8	4.2	Lower professionals and higher technical (new) - employees	2
9	4.3	Lower professionals and higher technical (traditional) - self-employed	2
10	4.4	Lower professionals and higher technical (new) - self-employed	2
11	5	Lower managerial	2
12	6	Higher supervisory	2
13	7.1	Intermediate clerical and administrative	3
14	7.2	Intermediate sales and service	3
15	7.3	Intermediate technical and auxiliary	3
16	7.4	Intermediate engineering	3
17	8.1	Employers in small organisations (non-professional)	4
18	8.2	Employers in small organisations (agriculture)	4
19	9.1	Own account workers (non-professional)	4
20	9.2	Own account workers (agriculture)	4
21	10	Lower supervisory	5
22	11.1	Lower technical craft	5
23	11.2	Lower technical process operative	5
24	12.1	Semi-routine sales	6
25	12.2	Semi-routine service	6
26	12.3	Semi-routine technical	6
27	12.4	Semi-routine operative	6
28	12.5	Semi-routine agriculture	6
29	12.6	Semi-routine clerical	6
30	12.7	Semi-routine childcare	6
31	13.1	Routine sales and service	7
32	13.2	Routine production	7
33	13.3	Routine technical	7
34	13.4	Routine operative	7
35	13.5	Routine agricultural	7
36	14.1	Never worked	8

37	14.2	Long-term unemployed	8
38	15	Full time students	8
39	16	Not known for reason other than student	8
40	17	Not known for other reason	8

value labels bd7ns8 bd7ns802 bd7ns803 bd7ns804 bd7ns805 bd7ns806 bd7ns807 bd7ns808 bd7ns809 bd7ns810 bd7ns811
  1 'Higher managerial and professional occupations'
  2 'Lower managerial and professional occupations '
  3 'Intermediate occupations'
  4 'Small Employers and Own account workers'
  5 'Lower supervisory and technical occupations'
  6 'Semi-routine occupations'
  7 'Routine occupations'
  8 'Never worked and long-term unemployed'   -1 'Not applicable' -9 'Refusal'.

Partner/spouse job

bd7ns812 'NS-SEC 8 analytic version 12'. As above

Lifelong learning

1. Academic qualifications

Derived variables to denote whether CM has gained at least one academic qualification or at least one of a each specific academic qualification and the number of each specific academic qualification gained.

bd7acct 'Gained at least one academic qualification'.
bd7gcse 'Number of GCSEs gained over period 2000-2004 or since last interview.'.
bd7gcsep 'Gained at least one GCSE over period 2000-2004 or since last interview.'.
bd7gce 'Number of GCE O levels gained over period 2000-2004 or since last interview.'.
bd7gcep 'Gained at least one GCE O level over period 2000-2004 or since last interview.'.
bd7cse 'Number of CSEs gained over period 2000-2004 or since last interview.'.
bd7csep 'Gained at least one CSE over period 2000-2004 or since last interview.'.
bd7as 'Number of A/S levels gained over period 2000-2004 or since last interview.'.
bd7asp 'Gained at least A/S level over period 2000-2004 or since last interview.'.
bd7gcas 'Number of GSE A(S) levels gained over period 2000-2004 or since last interview.'.
bd7gcasp 'Gained at least one GCE A (S) level over period 2000-2004 or since last interview.'.
bd7dgre 'Number of degrees gained over period 2000-2004 or since last interview.'.
bd7dgrep 'Gained at least one degree over period 2000-2004 or since last interview.'.
bd7odgre 'Number of other degrees gained over period 2000-2004 or since last interview.'.
bd7odgrep 'Gained at least one other degree over period 2000-2004 or since last interview.'.
bd7hd 'Number of higher degrees gained over period 2000-2004 or since last interview.'.
bd7hdp 'Gained at least one higher degree over period 2000-2004 or since last interview.'.
bd7nq 'Number of nursing qualifications gained over period 2000-2004 or since last interview.'.
bd7nqp 'Gained at least one nursing qualifications over period 2000-2004 or since last interview.'.
bd7tq 'Number of teaching qualifications gained over period 2000-2004 or since last interview.'.
bd7tqp 'Gained at least one teaching qualifications over period 2000-2004 or since last interview.
bd7aclv5 'Attained academic qualification level 5 ' .
bd7aclv4 'Attained academic qualification level 4'.
bd7aclv3 'Attained academic qualification level 3 ' .
bd7aclv2 'Attained academic qualification level 2 ' .
bd7aclv1 'Attained academic qualification level 1 ' .

2. Vocational qualifications

Vocational qualification dummies, so that bd7btec=1 if any of the responses b7vocty12 to b7vocty18 =1, etc.

bd7btec Vocational qualification BTEC. (1)
bd7cag Vocational qualification City&Guilds. (2)
bd7rsa Vocational qualification RSA Qualification.(3)
bd7pit Vocational qualification Pitmans. (4)
bd7nvq Vocational qualification NVQ. (5)
bd7gnvq Vocational qualification GNVQ. (6)
bd7onc Vocational qualification ONC or OND. (7)
bd7hnc Vocational qualification HNC or HND. (8)
bd7rta Vocational qualification Recognised Trade Apprenticeship. (9)
bd7hgv Vocational qualification HGV licence. (10)
bd7oth Vocational qualification Other vocational qualification. (11)
bd7none Vocational qualification No vocational qualification. (12)
bd7voct 'Gained at least one vocational qualification over period 2000-2004 or since last interview.'.

bd7tec 'Number of BTECs gained over period 2000-2004 or since last interview.'.
bd7tec1p 'Gained at least one BTEC over period 2000-2004 or since last interview.'.
bd7candg 'Number of C&Gs gained over period 2000-2004 or since last interview.'.
bd7candg1p 'Gained at least one C&Gover period 2000-2004 or since last interview.'.
bd7rsa 'Number of RSAs gained over period 2000-2004 or since last interview.'.
bd7rsa1p 'Gained at least one RSA over period 2000-2004 or since last interview.'.
bd7pit 'Number of Pitmans gained over period 2000-2004 or since last interview.'.
bd7pit1p 'Gained at least one Pitmans over period 2000-2004 or since last interview.'.
bd7nvq 'Number of NVQs gained over period 2000-2004 or since last interview.'.
bd7nvq1p 'Gained at least one NVQ over period 2000-2004 or since last interview.'.
bd7gnvq 'Number of GNVQs gained over period 2000-2004 or since last interview.'.
bd7gnvq1p 'Gained at least one GNVQ over period 2000-2004 or since last interview.'.
bd7onc 'Number of ONCs gained over period 2000-2004 or since last interview.'.
bd7onc1p 'Gained at least one ONC over period 2000-2004 or since last interview.'.
bd7hnc 'Number of HNCs gained over period 2000-2004 or since last interview.'.
bd7hnc1p 'Gained at least one HNC over period 2000-2004 or since last interview.'.
bd7app 'Number of trade apprenticeships gained over period 2000-2004 or since last interview.'.
bd7app1p 'Gained at least one trade apprenticeship over period 2000-2004 or since last interview.'.

bd7hgv 'Number of HGV licenses gained over period 2000-2004 or since last interview.'.
bd7hgv1p 'Gained at least one HGV license over period 2000-2004 or since last interview.'.
bd7lv1 'Attained vocational qualication level 1'.
bd7lv2 'Attained vocational qualication level 2'.
bd7lv3 'Attained vocational qualication level 3'.
bd7lv4 'Attained vocational qualication level 4'.
bd7lv5 'Attained vocational qualication level 5'.

3. Courses

where any of b7ctype1, b7ctype2, b7ctype3 =.....

bd7ASlevel Courses Studying AS level. (2)
bd7Degree Courses Studying Degree. (6)
bd7nurse Courses Studying Nursing or para-medical. (9)
bd7othteach Studying other teaching qualification. (11)

where any of b7ctype6, b7ctype7 = ...

bd7cagstud Courses Studying City and Guilds. (2)
bd7rsastud Couses Studying RSA. (3)
bd7oncstud Courses Studying ONC. (7)
bd7hgvstud Courses Studying HGV. (10)

4. Computer use and basic skills

looking for any of b7howuh1 b7howuh2 b7howuh3 b7howuh4 b7howuh5 b7xhuse01 b7xhuse02 b7xhuse03 b7xhuse04 b7xhuse05 b7xhuse06 =.......

b7hpcu01 'CM used home PC for Word Processing'. (1)
b7hpcu02 'CM used home PC for accessing the Internet'. (2)
b7hpcu03 'CM used home PC for Email'. (3)
b7hpcu04 'CM used home PC for Games'. (4)
b7hpcu05 'CM used home PC for Other uses'.(5)
b7hpcu06 'CM used home PC for Spreadsheets/Excel'. (6)
b7hpcu07 'CM used home PC for Data analysis'. (7)
b7hpcu08 'CM used home PC for Programming / IT / Web design / Software development'. (8)
b7hpcu09 'CM used home PC for Accounts / Financial / Budgeting'. (9)
b7hpcu10 'CM used home PC for Presentations / Powerpoint'. (10)
b7hpcu11 'CM used home PC for Design / Desk Top Publishing'. (11)
b7hpcu12 'CM used home PC for Composing / Listening to Music / Burning CDs'. (12)
b7hpcu13 'CM used home PC for Photography / Scanning'. (13)
b7hpcu14 'CM used home PC for Other specific use'. (14) or (94)
b7hpcu16 'CM used home PC for (answer too vague to code)'. (95)
b7hpcu15 'CM used home PC for Databases'. (15)

N.B - in variables b7howuh1 b7howuh2 b7howuh3 b7howuh4 b7howuh5 value of '5' = other, in variables b7xhuse01 b7xhuse02 b7xhuse03 b7xhuse04 b7xhuse05 b7xhuse06, value of '5' = databases. Values of 5 recoded to 15.

5. PC use at work

looking for any of b7howuw1 b7howuw2 b7howuw3 b7howuw4 b7howuw5 b7xwuse01 b7xwuse02 b7xwuse03 b7xwuse04 b7xwuse05 =.....()

b7wpcu01 'CM used work PC for Word Processing'. (1)
b7wpcu02 'CM used work PC for accessing the Internet'. (2)
b7wpcu03 'CM used work PC for Email'.(3)
b7wpcu04 'CM used work PC for Games'. (4)
b7wpcu05 'CM used work PC for Other uses'. (5)
b7wpcu06 'CM used work PC for Spreadsheets/Excel'. (6)
b7wpcu07 'CM used work PC for Data analysis'. (7)
b7wpcu08 'CM used work PC for Programming / IT / Web design / Software development'. (8)
b7wpcu09 'CM used work PC for Accounts / Financial / Budgeting'. (9)
b7wpcu10 'CM used work PC for Presentations / Powerpoint'. (10)
b7wpcu11 'CM used work PC for Design / Desk Top Publishing'. (11)
b7wpcu12 'CM used work PC for Composiing / Listening to Music / Burning CDs'. (12)
b7wpcu13 'CM used work PC for Photography / Scanning'. (13)
b7wpcu14 'CM used work PC for Other specific use'. (14) (94)
b7wpcu16 'CM used work PC for (answer too vague to code)'. (95)
b7wpcu15 'CM used work PC for Databases'. (15)

N.B For variables b7howuw1 b7howuw2 b7howuw3 b7howuw4 b7howuw5 value of '5' = other, in variables b7xwuse01 b7xwuse02 b7xwuse03 b7xwuse04 b7xwuse05, value of '5' = databases. Values of 5 recoded to 15.

6. Access to the internet

Looking for any of b7intus1 b7intus2 b7intus3 b7intus4 b7intus5 b7intus6 b7xinto01 b7xinto02 b7xinto03 =.....

b7iuse01 'CM accesses Internet for......shopping / services (other than work)'. (1)
b7iuse02 'CM accesses Internet for......chat rooms / discussion (other than work)'. (2)
b7iuse03 'CM accesses Internet for......email (other than work)'. (3)

b7iuse04 'CM accesses Internet for......general information access (other than work)'. (4)
b7iuse05 'CM accesses Internet for......banking / paying bills (other than work)'. (5)
b7iuse06 'CM accesses Internet for......other reason (other than work)'. (6)
b7iuse07 'CM accesses Internet for......downloading / listening to music (other than work)'. (7)
b7iuse08 'CM accesses Internet for......games (other than work)'. (8)
b7iuse09 'CM accesses Internet for......training, education, learning (other than work)'. (9)
b7iuse10 'CM accesses Internet for......other specific use (other than work)'. (94)
b7iuse11 'CM accesses Internet for......answer too vague to code(other than work)'. (95)
 0 'does not use' 1 'uses Internet'.

N.B in variables b7intus1 b7intus2 b7intus3 b7intus4 b7intus5 b7intus6 '6' = other, but in b7xinto01 b7xinto02 b7xinto03 '6' = training/education/learning'. 6 recoded to 9 for b7xinto01 b7xinto02 b7xinto03. 7(none) recoded to 6 (other) for b7intus1.

Smoking and drinking

bd7smoke 'Smoking habits'.
0 'never smoked' (b7smokig = 1)
1 'ex smoker' (b7smokig = 2)
2 'occasional smoker' (b7smokig = 3)
3 'up to 10 a day' (b7smokig = 4 and b7nfcigs <= 10)
4 '11 to 20 a day' (b7smokig = 4 and (b7nfcigs > 10 and b7nfcigs <=20))
5 'more than 20 a day' (b7smokig = 4 and b7nfcigs > 20)
6 'daily but frequency not stated' (b7smokig = 4 and missing(b7nfcigs))

bd7dunit 'CM alcohol units in a week'. ((b7beer * 2) + b7spiris + b7wine + b7sherry + b7pops)

Height and weight

bd7htun bd7htmtr bd7htcms bd7htft bd7htins calculated from following values in order of preference :

2004 data on b7heigh2 b7htmee2 b7htcms2 b7htfee2 b7htine2
2000 data height2 htmetre2 htcms2 htfeet2 htinche2
2004 proxy data b7height b7htmees b7htcms b7htfeet b7htines.
2000 proxy data height htmetres htcms htfeet htinches.

bd7htun 'units used to measure height - sweep6 or sweep7'
bd7htmtr 'height (metres: see bd7htcms for centimetres) -sweep6 or sweep7'
bd7htcms 'height (centimetres: see bd7htmtr for metres) - sweep6 or sweep7'
bd7htft 'height (feet:see bd7htft for inches) -sweep6 or sweep7'
bd7htins 'height (inches: see bd7htft for feet) - sweep6 or sweep7'.

Social participation

1. Derived variables for family activities A (note that these should be restricted to those with children in the household)

count number of b7fama(s)1 to b7fama(s)8 that are = to ....

bd7video 'Watched a video as a family in the last month' (1)
bd7park 'Gone to a park as a family in the last month ' (2)
bd7trip 'Taken a day trip countryside or seaside as a family in the last month ' (3)
bd7play 'Childrens activity or play centre as a family in the last month ' (4)
bd7games 'Played board game or cards as a family in the last month ' (5)
bd7relig 'Attended religious service as a family in the last month ' (6)
bd7vfam 'Visited other family members as a family in the last month ' (7)
bd7vfrnd 'Visited friends as a family in the last month ' (8)
bd7anone 'No family activities A as a family in the last month '. (9)

2. Derived variables for family activities B (note that these should be restricted to those with a child aged 0-16 in the household)

count number of b7fama(s)9 to b7fama(c)17 that are = to ....

bd7cine 'Gone to the cinema as a family in the last month' (1)
bd7thea 'Gone to the Theatre as a family in the last month' (2)
bd7shop 'Shopping at a shopping centre as a family in the last month' (3)
bd7rest 'Eaten out in a restaurant as a family in the last month' (4)
bd7footb 'Gone to a live football match as a family in the last month' (5)
bd7attra 'Visited a tourist attraction as a family in the last month' (6)
bd7museo 'Visited a museum as a family in the last month' (7)
bd7theme 'Visited a theme park as a family in the last month' (8)
bd7band 'Watched a band or musical event as a family in the last month' (9)
bd7bnone 'No family activities B as a family in the last month'. (10

3. Derived variables for involvement in groups clubs and organisations since the last interview

counting number of b7fintr1 to b7fintr7 that = ...

bd7youth 'Youth, children or school activities since last interview' (1)
bd7pol 'Politics, human rights, religious groups since last interview' (2)
bd7env 'Environment or animal concerns since last interview' (3)
bd7vol 'Voluntary or charity groups since last interview' (4)
bd7comm 'Community or neighbourhood groups since last interview' (5)
bd7hob 'Hobbies, recreation, arts, social clubs since last interview' (6)
bd7TU 'Trade Union activity since last interview' (7)
bd7othg 'Other activity since last interview' (8)
bd7gnon 'no activities since last interview'. (9)

4. Derived variable for total number of activities since last interview

count of total number of activities bd7youth to bd7othg

bd7nacts 'Total number of types of activities since last interview'.?

5. Derived variables for contact with public figures

counting number of b7pactu01 to b7pactu06 that = ...

bd7coun 'Contacted councillor in last 12 months?' (1)
bd7MP 'Contacted MP in last 12 months?' (2)
bd7offi 'Contacted local council official in last 12 months?' (3)
bd7goffi 'Contacted government official in last 12 months?' (4)
bd7GLA 'Contacted elected member of GLA in last 12 months?' (5)
bd7poGLA 'Contacted GLA public official in last 12 months?' (6)
bd7MSP 'Contacted member of Scottish parliament in last 12 months?' (7)
bd7poSP 'Contacted public official working for Scottish parliament in last 12 months?' (8)
bd7NAW 'Contacted elected member of National Assembly for Wales in last 12 months?' (9)
bd7poNAW 'Contacted public official NAW in last 12 months?' (10)
bd7pnon 'Contacted no one in last 12 months?' (11)
bd7ncon 'Number of officials etc. contacted in last 12 months?'. (12)
bd7ncon= total number of contacts with different types of public figures

6. Derived variables for public participation in the last 12 month

counting number of b7prall1 to b7prall3 = ...

bd7rally 'Attended a public meeting or rally in the last 12 months' (1)
bd7demo 'Taken part in a public demonstration or protest in the last 12 months' (2)
bd7peti 'Signed a petition in the last 12 months' (3)
bd7prnon 'No rallys, demos or petitions in last 12 months' (4)
bd7npr 'Number of types of rallys demos and petitions in last 12 months'. - number of bd7rally to bd7peti that are yes.....

Proxy interviews

bd7ns813 calculating (NS-SEC8 'NS-SEC 8 analytic version") codes from NS-SEC codes as in employment block (see **bd7ns803 to bd7ns811** above)

Parts of core interview/self-completion completed

Derived variables to hold whether block completed or not - will be positioned at the start of each block. In some blocks no obvious variable to check if CMs have completed block or not need to check these....

bd7hgdn 'Completed household grid'. blk
bd7hodn 'Completed housing questions'.   blk 2
bd7msdn 'Completed marital status questions '. blk 3
bd7epdn 'Completed ex-partners questions '.   blk 4
bd7cpdn 'Completed current partners questions '.   blk 5
bd7prdn 'Completed pregnancies questions '.   blk 6
bd7lpdn 'Completed lone parenthood questions '.   blk 7
bd7acdn 'Completed adopted children questions '. blk 8
bd7abdn 'Completed absent children questions '.   blk 9
bd7ordn 'Completed other relatives questions '. blk 10
bd7fidn 'Completed family income questions '.   blk 11
bd7emdn 'Completed employment questions '.   blk 12
bd7pjdn 'Completed partner/spouse job questions '. blk 13
bd7lldn 'Completed lifelong learning questions '. blk 14
bd7vqdn 'Completed voational qualifications questions '. blk 15
bd7codn 'Completed course questions '.   blk 16
bd7cbdn 'Completed computer and basic skills questions '.   blk 17
bd7hedn 'Completed health questions questions '.   blk 18
bd7sddn 'Completed smoking and drinking questions '. blk 19
bd7exdn 'Completed exercise questions '.   blk 20
bd7hwdn 'Completed height and weight questions '. blk 21
bd7spdn 'Completed social participation questions '.   blk 22
bd7scdn 'Completed self completion questions '.   blk 23