1970 British Cohort Study — 1992 Sample Survey
Current Activity

Q1 SHOW CARD A Which of the things on this card describe
what you are currently doing? SINGLE CODE ONLY

Main Activity (76)

01 Unemployed and seeking work ........................................ 1
02 Looking after home/family ............................................. 2
03 On a training scheme .................................................. 3
04 Full-time education .................................................... 4
05 Full-time paid employee (30+ hours a week) ..................... 5
06 Part-time paid employee (under 30 hours a week) ............. 6
07 Full-time self employed .............................................. 7
08 Part-time self employed .............................................. 8
09 Temporarily sick/disabled (less than 6 months) ............... 9
10 Long-term sick/disabled (6 months or longer) .................. 0
Other (WRITE IN AND CODE X) ..................................... X 76

DEFINITION OF A 'JOB'

INTERVIEWER REMINDER

ONLY READ OUT THESE RULES TO RESOLVE QUERIES

Include any job, full-time or part-time, which you did for at least one month

Only a change of employer counts as a change of job. If your job title or duties changed while working for an employer, this counts as the same job.

If you were "temping" or self-employed count the whole period as one job.

Count work experience, sandwich jobs or placements as full-time education

Don't count holiday jobs while you were in full-time education.

Don't count jobs while you were in full-time education.

Don't count time spent on a Government training scheme (eg Community Programme, YTS or YT etc).

If you worked in a school, hospital or Government Department, count as a change of job — any change of school, hospital or Government Department.

If you went on maternity leave or sick leave and went back to the same job, count the whole period as one job.

Include work in sheltered workshops.

TIME INTERVIEW STARTED: VCTIME1 VCTIME2
(77) (78) (79) (80) (24 hour clock)

Card 6 9
All Jobs

USE THE 'CALENDAR' FROM THE 'YOUR LIFE' SELF-COMPLETION QUESTIONNAIRE TO PROVIDE INFORMATION ABOUT DATES. RESOLVE ANY INCONSISTENCIES

Q2a  Now I would like you to think about all jobs that you have had, lasting a month or more, since April 1986 including any you are doing at the moment.

What were the dates that your jobs started and ended? DO NOT INCLUDE HOLIDAY JOBS WHILE IN FULL-TIME EDUCATION. START WITH FIRST JOB SINCE APRIL 1986 AND END WITH MOST RECENT JOB.

Q2b SHOWCARD B  What was the main reason you left this job? SINGLE CODE ONLY. CODE FROM KEY BELOW. IF CURRENT JOB CODE X, Y OR A

Q2c And was this job full or part-time? SINGLE CODE ONLY

<table>
<thead>
<tr>
<th>Q2a</th>
<th>Q2a</th>
<th>Q2a</th>
<th>Q2a</th>
<th>Q2a</th>
<th>Q2b</th>
<th>Q2b</th>
<th>Q2c</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Start month</td>
<td>Start year</td>
<td>End month</td>
<td>End year</td>
<td>Reason</td>
<td>FT</td>
<td>PT</td>
</tr>
<tr>
<td>Job 1</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
</tr>
<tr>
<td></td>
<td>(10)</td>
<td>(11)</td>
<td>(12)</td>
<td>(13)</td>
<td>(14)</td>
<td>(15)</td>
<td>(16)</td>
</tr>
<tr>
<td></td>
<td>(20)</td>
<td>(21)</td>
<td>(22)</td>
<td>(23)</td>
<td>(24)</td>
<td>(25)</td>
<td>(26)</td>
</tr>
<tr>
<td></td>
<td>(30)</td>
<td>(31)</td>
<td>(32)</td>
<td>(33)</td>
<td>(34)</td>
<td>(35)</td>
<td>(36)</td>
</tr>
<tr>
<td>Job 4</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
</tr>
<tr>
<td></td>
<td>(40)</td>
<td>(41)</td>
<td>(42)</td>
<td>(43)</td>
<td>(44)</td>
<td>(45)</td>
<td>(46)</td>
</tr>
<tr>
<td>Job 5</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
</tr>
<tr>
<td></td>
<td>(50)</td>
<td>(51)</td>
<td>(52)</td>
<td>(53)</td>
<td>(54)</td>
<td>(55)</td>
<td>(56)</td>
</tr>
<tr>
<td></td>
<td>(60)</td>
<td>(61)</td>
<td>(62)</td>
<td>(63)</td>
<td>(64)</td>
<td>(65)</td>
<td>(66)</td>
</tr>
<tr>
<td>Job 7</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
</tr>
<tr>
<td></td>
<td>(70)</td>
<td>(71)</td>
<td>(72)</td>
<td>(73)</td>
<td>(74)</td>
<td>(75)</td>
<td>(76)</td>
</tr>
<tr>
<td>Job 8</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
</tr>
<tr>
<td></td>
<td>(10)</td>
<td>(11)</td>
<td>(12)</td>
<td>(13)</td>
<td>(14)</td>
<td>(15)</td>
<td>(16)</td>
</tr>
<tr>
<td></td>
<td>(20)</td>
<td>(21)</td>
<td>(22)</td>
<td>(23)</td>
<td>(24)</td>
<td>(25)</td>
<td>(26)</td>
</tr>
<tr>
<td>Job 10</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
<td>V2C2 A</td>
</tr>
<tr>
<td></td>
<td>(30)</td>
<td>(31)</td>
<td>(32)</td>
<td>(33)</td>
<td>(34)</td>
<td>(35)</td>
<td>(36)</td>
</tr>
</tbody>
</table>

FOR JOBS 11 AND 12 PLEASE SEE NEXT PAGE

Never had a job..................................1  GO TO INSTRUCTION BEFORE Q52 (40)

KEY FOR REASON LEFT (Q2b)

1  It was a fixed term or temporary job
2  You were made redundant
3  You were dismissed
4  You were pregnant
5  For other health reasons
6  To look after your home or children
7  You decided to return to education or go on a training course
8  You had a better job to go to
9  You just decided to leave (INCLUDE: "Pay too low"/"Didn't like job" etc)
0  Other reason
X  Main current job
Y  2nd current job
A  3rd current job
Q2a – Q2c continued for Jobs 11 and 12

<table>
<thead>
<tr>
<th>Q2a Start month</th>
<th>Q2a Start year</th>
<th>Q2a End month</th>
<th>Q2a End year</th>
<th>Q2b Reason</th>
<th>Q2c FT</th>
<th>Q2c PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job 11</td>
<td>VC2A11A</td>
<td>VC2A11B</td>
<td>VC2A11C</td>
<td>VC2A11D</td>
<td>VC2B11</td>
<td>VC2C11</td>
</tr>
<tr>
<td>Job 12</td>
<td>VC2A12A</td>
<td>VC2A12B</td>
<td>VC2A12C</td>
<td>VC2A12D</td>
<td>VC2B12</td>
<td>VC2C12</td>
</tr>
</tbody>
</table>
Current or Most Recent Job

If Respondent Currently Employed (Ask Q3)

If Respondent Not Currently Employed But Has Had A Job (Ask Q3), Referring to Their Most Recent Job

If Respondent Has Never Had A Job Go to Instructions Before Q52

Q3  Can I just check, do you currently/did you have one job or more than one job at the same time. If more than one ask: How many jobs do/did you have at that time?

Write in number of jobs

| VC3A |  (41) |

Job number asking about

If job no. 10, code X

| VC3A |  (42) |
| VC3AB |  (43) |

Ensure current or most recent job is last job recorded on grid on page 2.

If one job only, record all answers under job 1. If more than one job, ask about main job first and then do same for the other jobs. If more than two jobs ask about two main jobs.

Q4  Have you been (were you) promoted since you started working for this employer (a change of job description and a salary increase)?

| VC4A |  (44) |
| VC4B |  (45) |

Yes ........................................ 1  Go to Q5 ........................................ 1  Go to Q5

No ........................................ 2  Go to Q6 ........................................ 2  Go to Q6

Q5  How many times were you promoted?

| VC5A |  (46) |
| VC5B |  (47) |

Once ........................................ 1 ........................................ 1

Twice ........................................ 2 ........................................ 2

Three times ................................ 3 ........................................ 3

Four or more times ........................ 4 ........................................ 4

Can’t say .................................... 5 ........................................ 5

Q6  Can you tell me about the work you are/were actually doing in the job?

a) What is/was the name or title of your job? Include rank or grade

Job 1 ........................................ 48/ ........................................ 52

Job 2 ........................................ 53/ ........................................ 54

b) What kind of work do/did you do most of the time? Probe: Do/did you use any machinery or special materials? If yes: What? Check special skills/training

Job 1 ........................................ 55/ ........................................ 57

Job 2 ........................................ 58/ ........................................ 59
Q7a What were the minimum qualifications that were required when you started working with this employer?

ENTER QUALIFICATION CODE FROM QUALIFICATION CARD. RECORD HIGHEST QUALIFICATION. IF NONE ENTER 00, IF DON'T KNOW ENTER 99.

Job 1 VC7AA ........................................... 60
(60) (61) 63

Job 2 VC7AB ........................................... 64
(64) (65) 68

Q7b What else helped you get this job? And what was the main thing: SINGLE CODE ONLY. ONLY CODE MAIN THING.

VC7BA Job 1 VC7BB Job 2
READ OUT (69) (70)
Experience ........................................... 1 (71)
Contacts ............................................. 2
Other qualifications .............................. 3
Specific skills/abilities ......................... 4
or something else (WRITE IN AND CODE 5) ... 5
Don't know ............................................ 6

Q8 What is/was made or done by your organisation? DESCRIBE FULLY. PROBE MANUFACTURING/PROCESSING/DISTRIBUTING ETC. AND MAIN GOODS PRODUCED, MAIN MATERIALS USED, WHOLESALE/RESALE ETC.

Job 1 ................................................. 71

Job 2 ................................................. 75

Q9 Are/were you . . . READ OUT

VC9A JOB 1 VC9B JOB 2
(78) (79)
... an employee ................................. 1 GO TO Q11 2 GO TO Q11
... working as a temp .......................... 2 GO TO Q11 2 GO TO Q11
... for an agency .................................. 2
... self-employed ............................... 3 ASK Q10 3 ASK Q10

CARD 8 9
Q10  Do/did you employ any other people?

<table>
<thead>
<tr>
<th>VC10A</th>
<th>Job 1</th>
<th>VC10B</th>
<th>Job 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-24</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>25+</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

10/  11

ASK ALL THOSE WHO ARE/WERE AN EMPLOYEE (CODE 1 AT Q9c) OR WORKING AS A TEMP (CODE 2 AT Q9). OTHERS GO TO Q16

Q11  SHOWCARD B  Which type of organisation do/did you work for?

<table>
<thead>
<tr>
<th>VC11A</th>
<th>Job 1</th>
<th>VC11B</th>
<th>Job 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>WRITE IN AND CODE 0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12/  13

Q12  Is/was the place you work(ed) from at a branch of a larger organisation or not? Your branch/site is the building or group of buildings where you normally work or work from?

<table>
<thead>
<tr>
<th>VC12A</th>
<th>Job 1</th>
<th>VC12B</th>
<th>Job 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14/  15

Q13  How many people are/were employed by your employer at the place you work/worked [at your branch]?

<table>
<thead>
<tr>
<th>VC13A</th>
<th>Job 1</th>
<th>VC13B</th>
<th>Job 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 or less</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 - 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 - 99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 - 499</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>500+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't know/Varies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16/  17

Q14  Do/did you have any management responsibilities or do/did you supervise the work of others at all?

<table>
<thead>
<tr>
<th>VC14A</th>
<th>Job 1</th>
<th>VC14B</th>
<th>Job 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (INCLUDE FOREMAN)</td>
<td></td>
<td>ASK Q15</td>
<td>ASK Q15</td>
</tr>
<tr>
<td>No/Neither</td>
<td></td>
<td>GO TO 2</td>
<td>GO TO 18</td>
</tr>
<tr>
<td>Don't know</td>
<td></td>
<td>Q16</td>
<td>Q16</td>
</tr>
</tbody>
</table>

18/  19
Q15  How many people do you manage or supervise?  USE LEADING ZERO

<table>
<thead>
<tr>
<th>Job 1</th>
<th>Job 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC15A</td>
<td>VC15B</td>
</tr>
</tbody>
</table>

Q16  Is/was this with a firm belonging to your family?

<table>
<thead>
<tr>
<th>Job 1</th>
<th>Job 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC16A</td>
<td>VC16B</td>
</tr>
</tbody>
</table>

Yes ........................................ 1 .......................... 1...
No .................................................................. 2 .......................... 2...

Q17  Do/did you receive an income on a regular basis from this work?

<table>
<thead>
<tr>
<th>Job 1</th>
<th>Job 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC17A</td>
<td>VC17B</td>
</tr>
</tbody>
</table>

Yes ........................................ 1 .......................... 1...
No .................................................. 2 .......................... 2...
Don't know ........................................ 3 .......................... 3...

Q18  I would now like to ask you some questions about income from work. On the last occasion you were paid was the amount you received – that is your take home pay – the amount you usually receive?

<table>
<thead>
<tr>
<th>Job 1</th>
<th>Job 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC18A</td>
<td>VC18B</td>
</tr>
</tbody>
</table>

Yes ........................................ 1 .......................... 1...
No usually different .............................. 2 .......................... 2...
Don't know ........................................ 3 .......................... 3...

Q19a  What is your usual gross pay on your pay day, that is your pay before any deductions for tax and National Insurance, including any overtime, bonus, commission or tips etc. that you usually receive? RECORD AMOUNT AND FREQUENCY. PROMPT RESPONDENT TO USE DIFFERENT TIME PERIODS IF NECESSARY. USE LEADING ZERO

<table>
<thead>
<tr>
<th>Q19a Gross Amount</th>
<th>Q19b Net Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q19b  And what is your NET pay, that is your pay after deductions?  USE LEADING ZEROS

<table>
<thead>
<tr>
<th>Job 1 NEAREST£</th>
<th>Job 1NEAREST£</th>
<th>Job 2 NEAREST£</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC19A</td>
<td>VC19B</td>
<td>VC19A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Gross Frequency</th>
<th>Net Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Job 1</td>
<td>Job 2</td>
</tr>
<tr>
<td></td>
<td>VC19CA</td>
<td>(50)</td>
</tr>
<tr>
<td></td>
<td>VC19CB</td>
<td>(51)</td>
</tr>
<tr>
<td>per day</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>per week</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>per 2 weeks</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>per month</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3 months</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6 months</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>per year</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Other period</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>WRITE IN &amp; CODE 8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Refused</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Don't know/ can't remember</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other reasons for no details (WRITE IN AND CODE)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>No usual amount of pay/variates</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>
Q20 SHOWCARD C  I am going to read out some things which affect how people feel about their job. Can you tell me, from this card, how satisfied or dissatisfied you are with each one in this job? IF MORE THAN ONE JOB: I am referring to the job you are talking about at the moment.

<table>
<thead>
<tr>
<th>Job 1 READ OUT</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Neither</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Don't know/doesn't apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Your usual take home pay                   1 2 3 4 5</td>
<td>6 VC20AA 54</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Your prospects                              1 2 3 4 5</td>
<td>6 VC20BA 55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) The people you work with                   1 2 3 4 5</td>
<td>6 VC20CA 56</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Your interest in the work                   1 2 3 4 5</td>
<td>6 VC20DA 57</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Taking everything into consideration how satisfied or dissatisfied are you with your job as a whole 1 2 3 4 5</td>
<td>6 VC20EA 58</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q20

<table>
<thead>
<tr>
<th>Job 2 READ OUT</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Neither</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Don't know/doesn't apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Your usual take home pay                   1 2 3 4 5</td>
<td>6 VC20AB 59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Your prospects                              1 2 3 4 5</td>
<td>6 VC20BB 60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) The people you work with                   1 2 3 4 5</td>
<td>6 VC20CB 61</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Your interest in the work                   1 2 3 4 5</td>
<td>6 VC20DB 62</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Taking everything into consideration how satisfied or dissatisfied are you with your job as a whole 1 2 3 4 5</td>
<td>6 VC20EB 63</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q21a SHOWCARD D  As far as you can remember, what were your reasons for starting work with this employer? Use the answers on this card MULTICODE OK PROBE: Anything else?

Q21b And what was the main reason? SINGLE CODE ONLY

<table>
<thead>
<tr>
<th>Q21a Reasons</th>
<th>Q21b Main reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VC21BA</td>
</tr>
<tr>
<td></td>
<td>Job 1</td>
</tr>
<tr>
<td>(64)</td>
<td>(66)</td>
</tr>
<tr>
<td>01 It was easy to travel to</td>
<td>VC21AIA</td>
</tr>
<tr>
<td>02 It was a promotion</td>
<td>VC21AIA</td>
</tr>
<tr>
<td>03 It had good career prospects/</td>
<td>VC21AIA</td>
</tr>
<tr>
<td>good experience</td>
<td>VC21AIA</td>
</tr>
<tr>
<td>04 It was well paid</td>
<td>VC21AIA</td>
</tr>
<tr>
<td>05 The work was Interesting or</td>
<td>VC21AIA</td>
</tr>
<tr>
<td>challenging</td>
<td>VC21AIA</td>
</tr>
<tr>
<td>06 It has good conditions of employment</td>
<td>VC21AIA</td>
</tr>
<tr>
<td>07 It had creche/childcare/nursery facilities</td>
<td>VC21AIA</td>
</tr>
<tr>
<td>08 It was an easy option/less stressful than what I was doing before</td>
<td>VC21AIA</td>
</tr>
<tr>
<td>09 You had to move to the area for another reason</td>
<td>VC21AIA</td>
</tr>
<tr>
<td>10 It was well suited to my qualifications</td>
<td>VC21AIA</td>
</tr>
<tr>
<td>11 It was in a good location</td>
<td>VC21AIA</td>
</tr>
<tr>
<td>12 Just needed the job only one offered to me</td>
<td>VC21AIA</td>
</tr>
<tr>
<td>Other (WRITE IN AND CODE)</td>
<td>VC21AIA</td>
</tr>
</tbody>
</table>

Q22 Did you move to a different area (move house) in order to start working with this employer?

<table>
<thead>
<tr>
<th>VC22A</th>
<th>Job 1</th>
<th>Job 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC22B</td>
<td>(72)</td>
<td>(73)</td>
</tr>
</tbody>
</table>

Yes ................................................. 1 | 1 72/73
No ..................................................... 2 | 2

Q23 Is this job.... READ OUT

<table>
<thead>
<tr>
<th>VC23A</th>
<th>Job 1</th>
<th>Job 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC23B</td>
<td>(74)</td>
<td>(75)</td>
</tr>
</tbody>
</table>

... a permanent job (full time or part time) 1 | 1 GO TO Q25
... casual or temporary work 2 | 2 GO TO Q25
... for a fixed period 3 | 3 ASK Q24

Q24a How long, in total, is/was your current (last) contract or agreed period of employment? USE LEADING ZERO. CONVERT TO MONTHS (EG. 2 YEARS = 24 MONTHS, 3 YEARS = 36 MONTHS)

<table>
<thead>
<tr>
<th>Job 1 Months</th>
<th>VC24AA</th>
</tr>
</thead>
<tbody>
<tr>
<td>(76)</td>
<td>(77)</td>
</tr>
</tbody>
</table>

Job 2 Months

<table>
<thead>
<tr>
<th>VC24AB</th>
</tr>
</thead>
<tbody>
<tr>
<td>(78)</td>
</tr>
<tr>
<td>(79)</td>
</tr>
</tbody>
</table>

76/79

CARD 9 9
Q24b  How much longer will this contract or period of employment run for? USE LEADING ZERO CONVERT YEARS TO MONTHS (EG. 2 YEARS = 24 MONTHS, 3 YEARS = 36 MONTHS)

Job 1  Months

(10)  (11)  VC24A

Job 2  Months

(12)  (13)  VC24B

10/13

Q25  How many hours of paid work do/did you actually do in an average week including any paid overtime you usually do/did, but excluding meal-breaks? USE LEADING ZERO

Job 1

(14)  (15)  VC25A

Job 2

(16)  (17)  VC25B

14/17

Q26  Are you looking for a different job at the moment?

VC26A  Job 1  VC26B  Job 2

Yes 1

No 2

Don’t know 3

18/19

Q27  Would you say that the skills you have gained in this job are useful? Which of the statements on this card best describe the skills you have gained in your job?

VC27A  Job 1  VC27B  Job 2

01 Only useful in this particular job 1

02 Only useful with employers in the same line of work 2

03 Also useful in jobs with quite different lines of work 3

Don’t know 4

20/21

Q28  How many training courses, lasting less than three days in total have been provided by this employer? USE LEADING ZERO. IF NONE CODE 00.

Job 1

(22)  (23)  VC28A

(Don’t know) = 99

Job 2

(24)  (25)  VC28B

(Don’t know = 99)  

22/25
Q29  SHOWCARD F  Which of the things on this card did this (these) course(s) provide training in? MULTICODE OK PROBE: What else?

| 01 | Learning the basics of the job | VC291A | 1 | VC291B | 1 |
| 02 | Developing skills using your hands | VC292A | 2 | VC292B | 2 |
| 03 | Creativity, thinking of new or different ways of doing things | VC293A | 3 | VC293B | 3 |
| 04 | Making decisions | VC294A | 4 | VC294B | 4 |
| 05 | Communicating with other people | VC295A | 5 | VC295B | 5 |
| 06 | Managing or supervising the work of other people | VC296A | 6 | VC296B | 6 |
| 07 | Using your time efficiently | VC297A | 7 | VC297B | 7 |
| 08 | Developing technical skills, such as operating machines or office equipment | VC298A | 8 | VC298B | 8 |
| 09 | Working with numbers (non-specialised) | VC299A | 9 | VC299B | 9 |
| 10 | Working with numbers (specialised) | VC300A | 10 | VC300B | 10 |
| 11 | General reading or writing | VC301A | 11 | VC301B | 11 |
| 12 | Specialised reading or writing, such as reports | VC302A | 12 | VC302B | 12 |

Other (WRITE IN AND CODE 1) VC293A 1 VC293B

Q30  Would you describe this job as part of your career?

<table>
<thead>
<tr>
<th>VC30A</th>
<th>VC30B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job 1</td>
<td>Job 2</td>
</tr>
<tr>
<td>(30)</td>
<td>(31)</td>
</tr>
</tbody>
</table>

Yes ............................................. 1 ........ 1 30/

No ........................................... 2 ........ 2

Don't know ................................... 3 ........ 3 31

REPEAT Qs3–30 FOR EACH JOB CURRENTLY EMPLOYED IN – STOP AFTER 2ND CURRENT JOB
First Job Lasting Three Months or Longer

IF ONLY HAD ONE MAIN JOB GO TO INSTRUCTION BEFORE Q52
IF NEVER HAD JOB GO TO INSTRUCTION BEFORE Q52
IF HAS HAD MORE THAN ONE JOB ASK ABOUT THE FIRST JOB LASTING THREE MONTHS OR LONGER AFTER LEAVING FULL-TIME EDUCATION. DO NOT INCLUDE JOBS OR ANY JOB WHILE ALSO IN FULL-TIME EDUCATION. DO NOT INCLUDE ANY JOBS COVERED BY THE CURRENT JOB SECTION.
DO NOT INCLUDE HOLIDAY JOBS

JOB NUMBER ASKING ABOUT: VC21A CODE FROM Q2 (FIRST FULL OR PART TIME JOB)

I will now ask you some questions about your first job (full or part time) lasting 3 months or longer after you left full time education

Q31 Were you promoted in this job? (a change of job description AND a salary increase)

Yes ............................................. 31 ASK Q32
No .................................................. 32 GO TO Q33

Q32 How many times were you promoted?

VC32 ............................................. 34

Once ............................................. 35
Twice ............................................ 36
Three times .................................. 37
Four or more times ......................... 38
Can't say ................................... 39

Q33 Can you tell me about the work you were doing when you started this job? Q33-Q36 APPLY TO WHEN THE COHORT MEMBER STARTED THE JOB

a) What was the name or title of your job when you first started this job? INCLUDE RANK OR GRADE

.......................................................................................................................... 39

b) What kind of work did you do most of the time when you first started this job? PROBE: Did you use any machinery or special materials? IF YES: What?
CHECK SPECIAL SKILLS/TRAINING

.......................................................................................................................... 42

Q34a What were the minimum qualifications that were required when you started working with this employer? ENTER QUALIFICATION CODE FROM QUALIFICATION CARD. RECORD HIGHEST QUALIFICATION. USE QUALIFICATION CARD. IF NONE ENTER 00, IF DON'T KNOW ENTER 99

.......................................................................................................................... 48
Q34b What else helped you get this job? And what was the main thing? SINGLE CODE ONLY. ONLY CODE IN MAIN THING.

READ OUT
Experience .......................................................... 1 VC 34BA
Contacts .............................................................. 2 VC 34BB
Other qualifications .............................................. 3 VC 34BC
Specific skills/abilities ........................................... 4 VC 34BD
or something else (WRITE IN AND CODE 5) .............. 5 VC 34BE

Don't know ........................................................... 6 VC 34BF

Q35 What was made or done by your organisation? DESCRIBE FULLY. PROBE MANUFACTURING/PROCESSING/DISTRIBUTING ETC. AND MAIN GOODS PRODUCED, MAIN MATERIALS USED, WHOLESALE/RESALE ETC.

Q36 Were you ... READ OUT

VC 36
an employee ......................................................... 1 GO TO
working as a temp for an agency .............................. Q38
self-employed? ..................................................... 2 ASK Q37

Q37 IF SELF-EMPLOYED ASK Q37. OTHERS GO TO Q38
Did you employ any other people?

VC 37
None ........................................................................ 1
1-24 ....................................................................... 2
25+ ......................................................................... 3

ASK ALL THOSE WHO WERE AN EMPLOYEE (CODE 1 AT Q36) OR WORKING AS A TEMP (CODE 2 AT Q36). OTHERS GO TO Q42

Q38 SHOWCARD G Which type of organisation did you work for?

VC 38
01 Private firm or company (any firm however large or small) ......................... 1
02 Nationalised industry/public corporation .................................................. 2
03 Local Authority/Local Education Authority ........................................... 3
04 Health Authority/Hospital Service ......................................................... 4
05 Central government/Civil Service ......................................................... 5
06 Charity or trust ..................................................................................... 6
07 University .......................................................................................... 7
08 Polytechnic .......................................................................................... 8
09 Armed forces ....................................................................................... 9
Other (WRITE IN AND CODE 9) .............................................................. 0
Don't know ......................................................................................... X

50/ 52

53

54

55
Q39  Was the place you worked at a branch/site of a larger organisation or not? Your branch/site was the building the building or group of building where you normal worked or worked from.

<table>
<thead>
<tr>
<th>VC39</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes branch/site</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Don't know</td>
<td>3</td>
</tr>
</tbody>
</table>

56

Q40  How many people were employed by your employer at the branch place you worked?

<table>
<thead>
<tr>
<th>VC40</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10 or less</td>
<td>1</td>
</tr>
<tr>
<td>11 – 25</td>
<td>2</td>
</tr>
<tr>
<td>26 – 99</td>
<td>3</td>
</tr>
<tr>
<td>100 – 499</td>
<td>4</td>
</tr>
<tr>
<td>500+</td>
<td>5</td>
</tr>
<tr>
<td>Don't know/Varies</td>
<td>6</td>
</tr>
</tbody>
</table>

57

Q41a Did you have any management responsibilities or supervise the work of others at all?

<table>
<thead>
<tr>
<th>VC41A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (INCLUDE FOREMAN)</td>
<td>1</td>
</tr>
<tr>
<td>No/Neither</td>
<td>2</td>
</tr>
<tr>
<td>Don't know</td>
<td>3</td>
</tr>
</tbody>
</table>

58

Q41b How many people did you normally manage or supervise?

<table>
<thead>
<tr>
<th>VC41B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>59/</td>
<td>60</td>
</tr>
</tbody>
</table>

Q42  Was this with a firm belonging to your family?

<table>
<thead>
<tr>
<th>VC42</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

61

Q43  Did you receive an income on a regular basis from this work?

<table>
<thead>
<tr>
<th>VC43</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Don't know</td>
<td>3</td>
</tr>
</tbody>
</table>

62
**Q44a** SHOWCARD H  As far as you can remember, what were your reasons for starting work with this employer? Use the answers on this card. MULTICODE OK. PROBE: Any thing else?

**Q44b** And what was the main reason? SINGLE CODE ONLY

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Main reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 It was easy to travel to</td>
<td>1 VC44A1</td>
</tr>
<tr>
<td>02 It was a promotion</td>
<td>2 VC44A2</td>
</tr>
<tr>
<td>03 It had good career prospects</td>
<td>3 VC44A3</td>
</tr>
<tr>
<td>/good experience</td>
<td>4 VC44A4</td>
</tr>
<tr>
<td>04 It was well paid</td>
<td>5 VC44A5</td>
</tr>
<tr>
<td>05 The work was interesting or challenging</td>
<td>6 VC44A6</td>
</tr>
<tr>
<td>06 It has good conditions of employment</td>
<td>7 VC44A7</td>
</tr>
<tr>
<td>07 It had creche/childcare/nursery facilities</td>
<td>8 VC44A8</td>
</tr>
<tr>
<td>08 It was an easy option/less stressful than</td>
<td>9 VC44A9</td>
</tr>
<tr>
<td>what I was doing before</td>
<td>10 VC44A10</td>
</tr>
<tr>
<td>09 I had to move to the area for another reason</td>
<td>Y VC44A12</td>
</tr>
<tr>
<td>10 It was well suited to your qualifications</td>
<td>Y VC44A13</td>
</tr>
<tr>
<td>12 Just needed a job only one offered to me</td>
<td>X VC44A14</td>
</tr>
</tbody>
</table>

Other (WRITE IN AND CODE 1) ... 1 VC44A3  66

**Q45** Did you move to a different area (move house) in order to start working with this employer? VC45  (67)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

**Q46** When you started, was it .... READ OUT VC46 (68)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a permanent job (full or part time)</td>
<td>1</td>
</tr>
<tr>
<td>for a fixed period</td>
<td>3</td>
</tr>
</tbody>
</table>

**Q47** How long was the first period or contract? USE LEADING ZERO. CONVERT YEARS TO MONTHS (EG. 2 YEARS = 24 MONTHS, 3 YEARS = 36 MONTHS) VC47  (69) (70)

<table>
<thead>
<tr>
<th>Months</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>69</td>
</tr>
</tbody>
</table>

**Q48** How many hours of paid work did you actually do in an average week including any paid overtime you usually do, but excluding meal—breaks? USE LEADING ZERO VC48 (71)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Don't know = 99)</td>
<td></td>
</tr>
</tbody>
</table>
Q49a How many training courses, lasting less than three days in total were provided by this employer? IF NONE CODE 00. USING LEADING ZERO.

(Don't know = 99)

ASK THOSE WHO HAVE BEEN ON AT LEAST ONE TRAINING COURSE. OTHERS GO TO Q50

Q49b SHOWCARD I Which of the things on this card did this (these) course(s) provide training in? MULTICODE OK.

01 Learning the basics of the job ........................................... VC49A1 1
02 Developing skills using your hands ........................................ VC49B2 2
03 Creativity, thinking of new or different ways of doing things ........................................ VC49A3 3
04 Making decisions ........................................... VC49B4 4
05 Communicating with other people ........................................... VC49A5 5
06 Managing or supervising the work of other people ........................................... VC49B6 6
07 Using your time efficiently ........................................... VC49A7 7
08 Developing technical skills, such as operating machines or office equipment ........................................... VC49A8 8
09 Working with numbers (non-specialised) ........................................... VC49B9 9
10 Working with numbers (specialised) ........................................... VC49B10 0
11 General reading or writing ........................................... VC49B11 X
12 Specialised writing, such as reports ........................................... VC49B12 Y

Other (WRITE IN AND CODE 1). ........................................... VC49B13 1

None ........................................... VC49B14 2

ASK ALL

Q50 SHOWCARD J Would you say that the skills you have gained in this job are useful? Which of the statements on this card best describes the skills you have gained in this job?

01 Only useful in this particular job ........................................... VC50 1
02 Only useful with employers in the same line of work ........................................... 2
03 Also useful in jobs with quite different lines of work ........................................... 3

Don't know ........................................... 4

ASK ALL

Q51 Would you describe this job as part of your career?

Yes ........................................... VC51 1
No ........................................... 2
Don't know ........................................... 3

74

75/76

77

78
Currently Unemployed

Unemployment means being out of work but wanting work. You do not have to be registered unemployed. Do not count holidays during full time education.

USE 'CALENDAR' ON PAGES 2 AND 3 IN "YOUR LIFE'SELF-COMPLETION QUESTIONNAIRE FOR DATES: RESOLVE INCONSISTENCIES.

IF CURRENTLY UNEMPLOYED (CODE 1 AT Q1) GO TO Q52
IF HAS BEEN UNEMPLOYED BUT NOT CURRENTLY GO TO INSTRUCTIONS BEFORE Q62
IF NEVER UNEMPLOYED GO TO INSTRUCTIONS BEFORE Q70

ASK (QS52-Q61) FOR CURRENT PERIOD OF UNEMPLOYMENT.

I will now ask you some questions about this period of unemployment.

CARD 10 9

Q52 When did this period of unemployment begin?

START MONTH □ □ VC52A
□ □ VC52B
(10) (11)
(12) (13)

Q53 SHOWCARD K I would like you to think about how this period of unemployment started, How did you come to be unemployed at this time? SINGLE CODE ONLY

01 Fixed term or temporary job ended ......................... VC53 (14)
02 You were made redundant .................................. 1
03 You were dismissed from a job .......................... 2
04 You left a job because you were pregnant ............. 3
05 You left a job for health reasons ......................... 4
06 You decided to leave a job yourself ................. 5
07 You finished a period of self-employment .......... 6
08 You couldn't get a job after leaving full-time education ................................. 7
09 You became unemployed for another reason .......... 8
Other (WRITE IN AND CODE 0) .......................... 9

Can't say ....................................................................... X 14

Q54 Have you signed on for...... READ OUT

... the whole of this period .................. VC54 (15)
... part of it ........................................ 1
... or, none of it .................................... 2
Can't say ............................................. 3

Q55 SHOWCARD L In general, how difficult is it to find work in your area at this time?

01 Extremely difficult ................................. VC55 (16)
02 Very difficult ...................................... 1
03 Quite difficult .................................... 2
04 Not too difficult ................................. 3
05 Not at all difficult .......................... 4

Don't know ........................................... 5

16
Q56 Would you move out of the area (move house) for a job if it was offered?

- VC56
  Yes .............................................. 1
  No ............................................... 2
  Don't know ................................... 3

Q57 Have you had any offers of employment during this period of unemployment?

- VC57
  Yes .............................................. 1
  No ............................................... 2

Q58 How many offers of employment did you turn down during this period of unemployment?

- VC58
  0 .................................................. 1
  1-2 ............................................... 2
  3-4 ............................................... 3
  5+ .................................................. 4
  Can't say/don't know .......................... 5

Q59 Over the last month of this period of unemployment, how many jobs did you enquire about? USE LEADING ZERO

- VC59

Q60 How many jobs have you actually applied for during the last month of this period? USE LEADING ZERO

- VC60

Q61 SHOWCARD M Do you do any of these things in this period of unemployment? MULTICODE OK

- VC61A
  01 Employment training (ET) .............................. 1
  02 Youth Training (YT/TS) ................................. 2
  03 Attend a Jobclub ....................................... 3
  04 Enterprise Allowance Scheme (EAS) ....................... 4
  Can't say ............................................. 5
  None of these ......................................... 6

Q62 17 17 18 19 20/ 21 22/ 23 24
Longest Period of Unemployment of Three Consecutive Months or More

USE 'CALENDAR' FROM THE "YOUR LIFE" SELF-COMPLETION QUESTIONNAIRE FOR DATES. RESOLVE INCONSISTENCIES.

IF HAD THREE MONTHS OR LONGER UNEMPLOYMENT (BUT NOT CURRENT PERIOD OF UNEMPLOYMENT) GO TO Q62

IF NOT BEEN UNEMPLOYED FOR MORE THAN THREE MONTHS BEFORE CURRENT PERIOD OF UNEMPLOYMENT GO TO Q70

IF NEVER UNEMPLOYED FOR 3 MONTHS OR MORE GO TO Q70

IF HAD SEVERAL PERIODS OF UNEMPLOYMENT OF MORE THAN 3 MONTHS, ASK ABOUT THE LONGEST PERIOD

I am now going to ask you about your longest period of unemployment.

Unemployment means being out of work but wanting work. You do not have to be registered unemployed. Do not count holidays during full time education.

Q62 When did this period of unemployment begin and end?

<table>
<thead>
<tr>
<th>START MONTH</th>
<th>VC62A</th>
<th>START YEAR</th>
<th>VC62B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(25)</td>
<td></td>
<td>(27)</td>
<td>25/28</td>
</tr>
<tr>
<td>(26)</td>
<td></td>
<td>(28)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>END MONTH</th>
<th>VC62C</th>
<th>END YEAR</th>
<th>VC62D</th>
</tr>
</thead>
<tbody>
<tr>
<td>(29)</td>
<td></td>
<td>(31)</td>
<td>29/32</td>
</tr>
<tr>
<td>(30)</td>
<td></td>
<td>(32)</td>
<td></td>
</tr>
</tbody>
</table>

Q63 SHOWCARD N I would like you to think about how this period of unemployment started. How did you come to be unemployed at this time? SINGLE CODE ONLY

<table>
<thead>
<tr>
<th>VC63</th>
<th>(33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Fixed term or temporary job ended</td>
</tr>
<tr>
<td>02</td>
<td>You were made redundant</td>
</tr>
<tr>
<td>03</td>
<td>You were dismissed from a job</td>
</tr>
<tr>
<td>04</td>
<td>You left a job because you were pregnant</td>
</tr>
<tr>
<td>05</td>
<td>You left a job for health reasons</td>
</tr>
<tr>
<td>06</td>
<td>You decided to leave a job yourself</td>
</tr>
<tr>
<td>07</td>
<td>You finished a period of self-employment</td>
</tr>
<tr>
<td>08</td>
<td>You couldn't get a job after leaving full-time education</td>
</tr>
<tr>
<td>09</td>
<td>You became unemployed for another reason</td>
</tr>
<tr>
<td>Other (WRITE IN AND CODE 0)</td>
<td>X</td>
</tr>
</tbody>
</table>

Q64 Did you sign on for .... READ OUT

<table>
<thead>
<tr>
<th>VC64</th>
<th>(34)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>the whole of this period</td>
</tr>
<tr>
<td>02</td>
<td>part of it</td>
</tr>
<tr>
<td>03</td>
<td>or, none of it</td>
</tr>
<tr>
<td>Can't say/I don't know</td>
<td>4</td>
</tr>
</tbody>
</table>
Q65  SHOWCARD O  In general, how difficult was it to find work in your area at this time?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely difficult</td>
<td>01</td>
</tr>
<tr>
<td>Very difficult</td>
<td>02</td>
</tr>
<tr>
<td>Quite difficult</td>
<td>03</td>
</tr>
<tr>
<td>Not too difficult</td>
<td>04</td>
</tr>
<tr>
<td>Not at all difficult</td>
<td>05</td>
</tr>
<tr>
<td>Don't know</td>
<td>06</td>
</tr>
</tbody>
</table>

 VC65  (35)

Q66  Would you have moved out of the area (move house) for a job if it was offered?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>01</td>
</tr>
<tr>
<td>No</td>
<td>02</td>
</tr>
<tr>
<td>Don't know</td>
<td>03</td>
</tr>
</tbody>
</table>

 VC66  (36)

Q67  Did you have any offers of employment during this period of unemployment?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>01</td>
</tr>
<tr>
<td>No</td>
<td>02</td>
</tr>
</tbody>
</table>

 VC67  (37)  ASK Q68  GO TO Q69

Q68  How many offers of employment did you turn down during this period of unemployment?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>01</td>
</tr>
<tr>
<td>1-2</td>
<td>02</td>
</tr>
<tr>
<td>3-4</td>
<td>03</td>
</tr>
<tr>
<td>5+</td>
<td>04</td>
</tr>
<tr>
<td>Can't say/don't know</td>
<td>05</td>
</tr>
</tbody>
</table>

 VC68  (38)

Q69  SHOWCARD P  Did you do any of these things in this period of unemployment?
 MULTICODE OK

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment training (ET)</td>
<td>01</td>
</tr>
<tr>
<td>Youth Training (YT/TS)</td>
<td>02</td>
</tr>
<tr>
<td>Attend a Jobclub</td>
<td>03</td>
</tr>
<tr>
<td>Enterprise Allowance Scheme (EAS)</td>
<td>04</td>
</tr>
<tr>
<td>None of these</td>
<td>05</td>
</tr>
<tr>
<td>Can't say</td>
<td>06</td>
</tr>
</tbody>
</table>

 VC69A  (39)
 VC69B  (39)  VC69C  (39)  VC69D  (39)  VC69E  (39)  VC69F  (39)
ASK ALL

Education at School or Sixth Form College

Now I would like to talk about your education at school, including sixth form colleges or other similar types of college. (Colleges where you can get the qualifications you can obtain at school or sixth form college).

Q70a How many schools or 6th form colleges did you attend after your 15th birthday? WRITE IN. USE LEADING ZERO

\[ VC70A \]

(40) (41)

Q70b What were the starting and finishing dates for each of these schools? The starting date of the first school will be before your 15th birthday.

Q70c What type(s) of school/college was it (were they) — state school, 6th form college, independent school, special school or something else? USE KEY FROM BELOW AND CODE IN BOXES.

FILL IN THE DATES AND SCHOOL TYPES

Key

<table>
<thead>
<tr>
<th>state school</th>
<th>6th form college</th>
<th>independent school</th>
<th>special school</th>
<th>college of further education (FE)</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q70b</th>
<th>Q70b</th>
<th>Q70b</th>
<th>Q70b</th>
<th>School Type (use key)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start month</td>
<td>Start year</td>
<td>End month</td>
<td>End year</td>
<td></td>
</tr>
<tr>
<td>VCT0A1</td>
<td>VCT0B1</td>
<td>VCT0C1</td>
<td>VCT0D1</td>
<td>VC70C1</td>
</tr>
<tr>
<td>(42)</td>
<td>(43)</td>
<td>(44)</td>
<td>(45)</td>
<td>42/50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>VC70A2</td>
<td>VC70B2</td>
<td>VC70C2</td>
<td>VC70D2</td>
<td>VC70C2</td>
</tr>
<tr>
<td>(51)</td>
<td>(52)</td>
<td>(53)</td>
<td>(54)</td>
<td>51/59</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>59</td>
</tr>
<tr>
<td>VC70A3</td>
<td>VC70B3</td>
<td>VC70C3</td>
<td>VC70D3</td>
<td>VC70C3</td>
</tr>
<tr>
<td>(60)</td>
<td>(61)</td>
<td>(62)</td>
<td>(63)</td>
<td>60/68</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>68</td>
</tr>
<tr>
<td>VC70A4</td>
<td>VC70B4</td>
<td>VC70C4</td>
<td>VC70D4</td>
<td>VC70C4</td>
</tr>
<tr>
<td>(69)</td>
<td>(70)</td>
<td>(71)</td>
<td>(72)</td>
<td>69/77</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>77</td>
</tr>
<tr>
<td>VC70A5</td>
<td>VC70B5</td>
<td>VC70C5</td>
<td>VC70D5</td>
<td>VC70C5</td>
</tr>
<tr>
<td>(10)</td>
<td>(11)</td>
<td>(12)</td>
<td>(13)</td>
<td>10/18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

CARD 11 9

TREAT CONSORTIA ETC AS SINGLE SCHOOLS/COLLEGES
Q71a  Now I would like you to think about all of the subjects that you took exams for at the schools or colleges that we have just been talking about. START WITH FIRST SCHOOL. REPEAT FOR EACH SCHOOL.

At ... (school) please tell me every subject that you took and the qualifications and grades that you obtained. Also tell me what your age was when you took the exam. GO THROUGH EACH SCHOOL ATTENDED IN TURN AND CODE SUBJECT/QUALIFICATION AND GRADES USE SUBJECT, QUALIFICATION AND GRADE CARDS TO CODE. FOR EACH ONE WRITE IN SCHOOL NUMBER FROM Q70.

We are interested in all the exams that you took, however well or badly you did. USE GRID TO WRITE IN SUBJECT

Q71b  SHOWCARD Q  We would like to know how useful each of these qualifications has been for you. I will go through your qualifications, and I would like you to tell me how useful you think each one is (or has been) for you to get or do jobs.

USEFULNESS CODE
VERY USEFUL=1
FAIRLY USEFUL=2
SLIGHTLY USEFUL=3
NOT AT ALL USEFUL=4
DON'T KNOW/NOT APPLICABLE=5

<table>
<thead>
<tr>
<th>Subject (WRITE IN)</th>
<th>Subject code</th>
<th>Qualification</th>
<th>Grade</th>
<th>Usefulness (Transfer from Q70)</th>
<th>School No.</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(19)</td>
<td>(20)</td>
<td>(21)</td>
<td>(22)</td>
<td>(23)</td>
<td>(24)</td>
</tr>
<tr>
<td></td>
<td>(26)</td>
<td>(27)</td>
<td>(28)</td>
<td>(29)</td>
<td>(30)</td>
<td>(31)</td>
</tr>
<tr>
<td></td>
<td>(33)</td>
<td>(34)</td>
<td>(35)</td>
<td>(36)</td>
<td>(37)</td>
<td>(38)</td>
</tr>
<tr>
<td></td>
<td>(40)</td>
<td>(41)</td>
<td>(42)</td>
<td>(43)</td>
<td>(44)</td>
<td>(45)</td>
</tr>
<tr>
<td></td>
<td>(47)</td>
<td>(48)</td>
<td>(49)</td>
<td>(50)</td>
<td>(51)</td>
<td>(52)</td>
</tr>
<tr>
<td></td>
<td>(54)</td>
<td>(55)</td>
<td>(56)</td>
<td>(57)</td>
<td>(58)</td>
<td>(59)</td>
</tr>
<tr>
<td></td>
<td>(61)</td>
<td>(62)</td>
<td>(63)</td>
<td>(64)</td>
<td>(65)</td>
<td>(66)</td>
</tr>
<tr>
<td></td>
<td>(68)</td>
<td>(69)</td>
<td>(70)</td>
<td>(71)</td>
<td>(72)</td>
<td>(73)</td>
</tr>
<tr>
<td></td>
<td>(75)</td>
<td>(76)</td>
<td>(77)</td>
<td>(78)</td>
<td>(79)</td>
<td>(80)</td>
</tr>
<tr>
<td></td>
<td>(10)</td>
<td>(11)</td>
<td>(12)</td>
<td>(13)</td>
<td>(14)</td>
<td>(15)</td>
</tr>
<tr>
<td></td>
<td>(17)</td>
<td>(18)</td>
<td>(19)</td>
<td>(20)</td>
<td>(21)</td>
<td>(22)</td>
</tr>
<tr>
<td></td>
<td>(31)</td>
<td>(32)</td>
<td>(33)</td>
<td>(34)</td>
<td>(35)</td>
<td>(36)</td>
</tr>
<tr>
<td></td>
<td>(38)</td>
<td>(39)</td>
<td>(40)</td>
<td>(41)</td>
<td>(42)</td>
<td>(43)</td>
</tr>
<tr>
<td></td>
<td>(45)</td>
<td>(46)</td>
<td>(47)</td>
<td>(48)</td>
<td>(49)</td>
<td>(50)</td>
</tr>
</tbody>
</table>

WHERE QUALIFICATIONS ARE DUPLICATED CODE THE ONE WITH THE HIGHEST GRADE AS NORMAL, CODE THE OTHER AS X. IF THE GRADES ARE THE SAME, CODE THE ONE TAKEN LAST AS 'X'

FOR VARIABLE NAMES PLEASE SEE NEXT PAGE
<table>
<thead>
<tr>
<th>Subject (WRITE IN)</th>
<th>Q71a Subject code</th>
<th>Q71a Qualification</th>
<th>Q71a Grade</th>
<th>Q71a Usefulness</th>
<th>School No.</th>
<th>Q71a Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC71A1</td>
<td>VC71B1</td>
<td>VC71C1</td>
<td>VC71D1</td>
<td>VC71E1</td>
<td>VC71F1</td>
<td></td>
</tr>
<tr>
<td>VC71A2</td>
<td>VC71B2</td>
<td>VC71C2</td>
<td>VC71D2</td>
<td>VC71E2</td>
<td>VC71F2</td>
<td></td>
</tr>
<tr>
<td>VC71A3</td>
<td>VC71B3</td>
<td>VC71C3</td>
<td>VC71D3</td>
<td>VC71E3</td>
<td>VC71F3</td>
<td></td>
</tr>
<tr>
<td>VC71A4</td>
<td>VC71B4</td>
<td>VC71C4</td>
<td>VC71D4</td>
<td>VC71E4</td>
<td>VC71F4</td>
<td></td>
</tr>
<tr>
<td>VC71A5</td>
<td>VC71B5</td>
<td>VC71C5</td>
<td>VC71D5</td>
<td>VC71E5</td>
<td>VC71F5</td>
<td></td>
</tr>
<tr>
<td>VC71A6</td>
<td>VC71B6</td>
<td>VC71C6</td>
<td>VC71D6</td>
<td>VC71E6</td>
<td>VC71F6</td>
<td></td>
</tr>
<tr>
<td>VC71A7</td>
<td>VC71B7</td>
<td>VC71C7</td>
<td>VC71D7</td>
<td>VC71E7</td>
<td>VC71F7</td>
<td></td>
</tr>
<tr>
<td>VC71A8</td>
<td>VC71B8</td>
<td>VC71C8</td>
<td>VC71D8</td>
<td>VC71E8</td>
<td>VC71F8</td>
<td></td>
</tr>
<tr>
<td>VC71A9</td>
<td>VC71B9</td>
<td>VC71C9</td>
<td>VC71D9</td>
<td>VC71E9</td>
<td>VC71F9</td>
<td></td>
</tr>
<tr>
<td>VC71A10</td>
<td>VC71B10</td>
<td>VC71C10</td>
<td>VC71D10</td>
<td>VC71E10</td>
<td>VC71F10</td>
<td></td>
</tr>
<tr>
<td>VC71A11</td>
<td>VC71B11</td>
<td>VC71C11</td>
<td>VC71D11</td>
<td>VC71E11</td>
<td>VC71F11</td>
<td></td>
</tr>
<tr>
<td>VC71A12</td>
<td>VC71B12</td>
<td>VC71C12</td>
<td>VC71D12</td>
<td>VC71E12</td>
<td>VC71F12</td>
<td></td>
</tr>
<tr>
<td>VC71A13</td>
<td>VC71B13</td>
<td>VC71C13</td>
<td>VC71D13</td>
<td>VC71E13</td>
<td>VC71F13</td>
<td></td>
</tr>
<tr>
<td>VC71A14</td>
<td>VC71B14</td>
<td>VC71C14</td>
<td>VC71D14</td>
<td>VC71E14</td>
<td>VC71F14</td>
<td></td>
</tr>
<tr>
<td>VC71A15</td>
<td>VC71B15</td>
<td>VC71C15</td>
<td>VC71D15</td>
<td>VC71E15</td>
<td>VC71F15</td>
<td></td>
</tr>
<tr>
<td>VC71A16</td>
<td>VC71B16</td>
<td>VC71C16</td>
<td>VC71D16</td>
<td>VC71E16</td>
<td>VC71F16</td>
<td></td>
</tr>
<tr>
<td>VC71A17</td>
<td>VC71B17</td>
<td>VC71C17</td>
<td>VC71D17</td>
<td>VC71E17</td>
<td>VC71F17</td>
<td></td>
</tr>
<tr>
<td>VC71A18</td>
<td>VC71B18</td>
<td>VC71C18</td>
<td>VC71D18</td>
<td>VC71E18</td>
<td>VC71F18</td>
<td></td>
</tr>
</tbody>
</table>
Q72a Now I would like you to think about courses that you did after you left school sixth form college (or other colleges we have been talking about), which you took to get qualifications. We are interested in all courses leading to qualifications, however well or badly you did.

How many courses, which were supposed to lead to qualifications, have you started since leaving school/sixth form college (other college)?

<table>
<thead>
<tr>
<th>VC72.4</th>
<th>(2c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or more</td>
<td>1</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
</tr>
</tbody>
</table>

ONE COURSE CAN COVER SEVERAL SUBJECTS, EG A UNIVERSITY/POLYTECHNIC DEGREE IS ONE COURSE.

Q72b Starting with the first course after you left please tell me all the subjects that you took and the qualifications and grades that you got, or tried to get, on this course. Include qualifications you are studying for at the moment. USE SUBJECT, QUALIFICATION AND GRADE CARDS TO CODE, CHECK COURSE NUMBER MATCHES COURSE NUMBER AT Q74.

Q73 SHOWCARD Q AGAIN I would like you to tell me how useful you think each qualification is (or has been) for you to get or do jobs?

<table>
<thead>
<tr>
<th>USEFULNESS CODE</th>
<th>SLIGHTLY USEFUL=3</th>
<th>NOT AT ALL USEFUL=4</th>
<th>DON'T KNOW=5</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERY USEFUL=1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAIRLY USEFUL=2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q72b</th>
<th>Q72b</th>
<th>Q72b</th>
<th>Q72b</th>
<th>Q73</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Qualification</td>
<td>Grade</td>
<td>Usefulness</td>
<td>Course No.</td>
</tr>
<tr>
<td></td>
<td>Code</td>
<td>Code</td>
<td>Code</td>
<td>Code</td>
</tr>
<tr>
<td>(52) VC72A</td>
<td>(53) VC72B</td>
<td>(54) VC72C</td>
<td>(55) VC72D</td>
<td>(56) VC72E</td>
</tr>
<tr>
<td>(52) VC72A</td>
<td>(53) VC72B</td>
<td>(54) VC72C</td>
<td>(55) VC72D</td>
<td>(56) VC72E</td>
</tr>
<tr>
<td>(52) VC72A</td>
<td>(53) VC72B</td>
<td>(54) VC72C</td>
<td>(55) VC72D</td>
<td>(56) VC72E</td>
</tr>
<tr>
<td>(52) VC72A</td>
<td>(53) VC72B</td>
<td>(54) VC72C</td>
<td>(55) VC72D</td>
<td>(56) VC72E</td>
</tr>
<tr>
<td>(52) VC72A</td>
<td>(53) VC72B</td>
<td>(54) VC72C</td>
<td>(55) VC72D</td>
<td>(56) VC72E</td>
</tr>
<tr>
<td>(52) VC72A</td>
<td>(53) VC72B</td>
<td>(54) VC72C</td>
<td>(55) VC72D</td>
<td>(56) VC72E</td>
</tr>
<tr>
<td>(52) VC72A</td>
<td>(53) VC72B</td>
<td>(54) VC72C</td>
<td>(55) VC72D</td>
<td>(56) VC72E</td>
</tr>
<tr>
<td>(52) VC72A</td>
<td>(53) VC72B</td>
<td>(54) VC72C</td>
<td>(55) VC72D</td>
<td>(56) VC72E</td>
</tr>
<tr>
<td>(52) VC72A</td>
<td>(53) VC72B</td>
<td>(54) VC72C</td>
<td>(55) VC72D</td>
<td>(56) VC72E</td>
</tr>
</tbody>
</table>

CARD 13 9

CARD 14 9
Qualifications Obtained after School

IF NO POST SCHOOL COURSES FOR QUALIFICATIONS GO TO READ OUT BEFORE Q82
IF TAKEN POST SCHOOL COURSES LEADING TO QUALIFICATION ASK Q74
USE GRID ON PREVIOUS PAGE TO MAKE SURE COURSE NUMBERS ARE CONSISTENT
USE 'CALENDAR' AS REMINDER

Q74 I now want you to think about the courses taken for these qualifications after leaving school or sixth form college. We are interested in all courses for qualifications, even if you did not obtain a qualification? REPEAT FOR EACH COURSE LEADING TO QUALIFICATIONS,

When did you start this course? And when did you finish? IF STILL ON COURSE LEAVE FINISH MONTH AND YEAR AND CODE 1 IN NEXT BOX.

START WITH THE FIRST COURSE AFTER LEAVING SCHOOL/COLLEGE AND ASK Q74–81 FOR ONE COURSE AT A TIME — THEN GO ON TO NEXT COURSE. MAKE SURE THE COURSE NUMBERS ARE THE SAME AS RECORDED AT Q73.

<table>
<thead>
<tr>
<th>Month</th>
<th>Start</th>
<th>Year</th>
<th>Month</th>
<th>Finish</th>
<th>Year</th>
<th>Still on course</th>
<th>Code 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>(17)</td>
<td>VCF-HA1</td>
<td>(18)(19)</td>
<td>VCF-HB1</td>
<td>(20)(21)</td>
<td>VCF-HC1</td>
<td>(22)(23)</td>
</tr>
<tr>
<td>Course 3</td>
<td>(35)</td>
<td>VCF-HA3</td>
<td>(36)(37)</td>
<td>VCF-HB3</td>
<td>(38)(39)</td>
<td>VCF-HC3</td>
<td>(40)(41)</td>
</tr>
<tr>
<td>Course 4</td>
<td>(44)</td>
<td>VCF-HA4</td>
<td>(45)(46)</td>
<td>VCF-HB4</td>
<td>(47)(48)</td>
<td>VCF-HC4</td>
<td>(49)(50)</td>
</tr>
<tr>
<td>Course 5</td>
<td>(53)</td>
<td>VCF-HA5</td>
<td>(54)(55)</td>
<td>VCF-HB5</td>
<td>(56)(57)</td>
<td>VCF-HC5</td>
<td>(58)(59)</td>
</tr>
</tbody>
</table>

Q75 SHOWCARD R WHERE DID YOU TAKE/ARE YOU TAKING THIS COURSE? SINGLE CODE ONLY

<table>
<thead>
<tr>
<th>Code</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Technical College</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>02</td>
<td>Teacher Training College</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>03</td>
<td>College of Education/Higher Education</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>04</td>
<td>Further Education College</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>05</td>
<td>Tertiary College</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>06</td>
<td>Institute of Higher Education</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>07</td>
<td>Polytechnic or Scottish Central Institution</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>08</td>
<td>University/Open University</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>09</td>
<td>Adult Education Centre</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>Government Skill Centre</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>Private or Commercial College</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>Your employer's premises</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>13</td>
<td>In your home</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>(63)</td>
<td>(65)</td>
<td>(67)</td>
<td>(69)</td>
</tr>
<tr>
<td></td>
<td>Can't say</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

62/
**Q76** SHOWCARD S  Which of these best describes this course?  SINGLE CODE ONLY

<table>
<thead>
<tr>
<th>Course</th>
<th>VC76A</th>
<th>VC76B</th>
<th>VC76C</th>
<th>VC76D</th>
<th>VC76E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.1</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
</tr>
<tr>
<td>2</td>
<td>0.2</td>
<td>2.2</td>
<td>2.2</td>
<td>2.2</td>
<td>2.2</td>
</tr>
<tr>
<td>3</td>
<td>0.3</td>
<td>3.3</td>
<td>3.3</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>4</td>
<td>0.4</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>5</td>
<td>0.5</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
</tr>
<tr>
<td>6</td>
<td>0.6</td>
<td>6.6</td>
<td>6.6</td>
<td>6.6</td>
<td>6.6</td>
</tr>
<tr>
<td>7</td>
<td>0.7</td>
<td>7.7</td>
<td>7.7</td>
<td>7.7</td>
<td>7.7</td>
</tr>
<tr>
<td>8</td>
<td>0.8</td>
<td>8.8</td>
<td>8.8</td>
<td>8.8</td>
<td>8.8</td>
</tr>
</tbody>
</table>

Other type of course
(WRITE IN AND CODE 9)  9  9  9  9  9  72/

Don't know  0  0  0  0  0  76

---

**Q77** SHOWCARD T  Which of these best describes this course?  SINGLE CODE ONLY

<table>
<thead>
<tr>
<th>Course</th>
<th>VC77A</th>
<th>VC77B</th>
<th>VC77C</th>
<th>VC77D</th>
<th>VC77E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.1</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
</tr>
<tr>
<td>2</td>
<td>0.2</td>
<td>2.2</td>
<td>2.2</td>
<td>2.2</td>
<td>2.2</td>
</tr>
<tr>
<td>3</td>
<td>0.3</td>
<td>3.3</td>
<td>3.3</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>4</td>
<td>0.4</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>5</td>
<td>0.5</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
</tr>
</tbody>
</table>

Sandwich course or a course with work experience/placement  3  3  3  3  3

Evening course
In your own time  4  4  4  4  4

Weekend only course  5  5  5  5  5

Other type of course  6  6  6  6  6

(WRITE IN AND CODE 6)

Don't know  7  7  7  7  7  77/

CARD 15  9

---

**Q78a** SHOWCARD U  Which of the statements on this card describe how the course fees were paid?  MULTICODE OK.  PROBE: Are there any other ways that help to pay for the course?

IF MORE THAN ONE AT Q78a And what was the main thing that paid for the course?  SINGLE CODE ONLY

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Q78a</th>
<th>Q78b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Ways (10)</td>
<td>Ways (11)</td>
<td>Ways (12)</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course 2</th>
<th>Q78a</th>
<th>Q78b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Ways (13)</td>
<td>Ways (14)</td>
<td>Ways (15)</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course 3</th>
<th>Q78a</th>
<th>Q78b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Ways (16)</td>
<td>Ways (17)</td>
<td>Ways (18)</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course 4</th>
<th>Q78a</th>
<th>Q78b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Ways (19)</td>
<td>Ways (20)</td>
<td>Ways (21)</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course 5</th>
<th>Q78a</th>
<th>Q78b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Ways (22)</td>
<td>Ways (23)</td>
<td>Ways (24)</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Paid for by your employer at the time  1  1  1  1  1

You paid for the course yourself  2  2  2  2  2

Your parents/relatives/friends gave you money to pay for it  3  3  3  3  3

You received a full grant  4  4  4  4  4

Other (WRITE IN AND CODE '7')

Can't say  8  8  8  8  8

FOR VARIABLE NAMES PLEASE SEE NEXT PAGE

---

10/

19
**Q78a – Q78b continued...**

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q78a</td>
<td>Q78b</td>
<td>Q78a</td>
<td>Q78b</td>
<td>Q78a</td>
</tr>
<tr>
<td>Ways</td>
<td>Ways</td>
<td>Ways</td>
<td>Ways</td>
<td>Ways</td>
</tr>
</tbody>
</table>

**01 Paid for by your employer at the time**
- VC78A1A
- VC78BA

**02 You paid for the course yourself**
- VC78A2A
- VC78A2B

**03 Your parents/relatives/friends gave you money to pay for it**
- VC78A3A
- VC78A3B

**04 You received a full grant**
- VC78A4A
- VC78A4B

**05 You received a grant which did not cover the costs of completing the course**
- VC78A5A
- VC78A5B

**06 There were no fees to pay**
- VC78A6A
- VC78A6B

**Other (WRITE IN AND CODE ‘7’)**
- VC78A7A
- VC78A7B

**Can’t say**
- VC78A8A
- VC78A8B
Q79 How long altogether was the course supposed to last? USE LEADING ZEROS CONVERT TO MONTHS IF ANSWERED IN YEARS (E.G. 2 YEARS = 24 MONTHS, YEARS = 36 MONTHS). IF COURSES LESS THAN ONE MONTH CODE XX.

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Months</td>
<td>Months</td>
<td>Months</td>
<td>Months</td>
<td>Months</td>
</tr>
<tr>
<td>VC79A</td>
<td>VC79B</td>
<td>VC79C</td>
<td>VC79D</td>
<td>VC79E</td>
</tr>
<tr>
<td>(20)</td>
<td>(22)</td>
<td>(24)</td>
<td>(26)</td>
<td>(28)</td>
</tr>
<tr>
<td>(21)</td>
<td>(23)</td>
<td>(25)</td>
<td>(27)</td>
<td>(29)</td>
</tr>
</tbody>
</table>

Don't know = 99

Q80 What was your main reason for starting this course? Was it because you needed it for the job you were doing (or about to start) at the time, because you thought it might help you to get a job, to help you get onto another training course/continue in education, or for some other reason? SINGLE CODE ONLY

<table>
<thead>
<tr>
<th>VC80A</th>
<th>VC80B</th>
<th>VC80C</th>
<th>VC80D</th>
<th>VC80E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>Course 2</td>
<td>Course 3</td>
<td>Course 4</td>
<td>Course 5</td>
</tr>
<tr>
<td>(30)</td>
<td>(31)</td>
<td>(32)</td>
<td>(33)</td>
<td>(34)</td>
</tr>
</tbody>
</table>

Needed for job at the time (taken as part of job) .......... 1 .......... 1 .......... 1 .......... 1 .......... 1
To get a job ........................................... 2 .......... 2 .......... 2 .......... 2 .......... 2
To continue education/training ............................ 3 .......... 3 .......... 3 .......... 3 .......... 3
Other (WRITE IN AND CODE '4') ............................

........................................................................ 4
........................................................................ 4
........................................................................ 4
........................................................................ 4
........................................................................ 4

Can't say ................................................. 5 .......... 5 .......... 5 .......... 5 .......... 5

Q81 Did you complete this course or did you leave early?

<table>
<thead>
<tr>
<th>VC81A</th>
<th>VC81B</th>
<th>VC81C</th>
<th>VC81D</th>
<th>VC81E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>Course 2</td>
<td>Course 3</td>
<td>Course 4</td>
<td>Course 5</td>
</tr>
<tr>
<td>(35)</td>
<td>(36)</td>
<td>(37)</td>
<td>(38)</td>
<td>(39)</td>
</tr>
</tbody>
</table>

Completed it ........................................... 1 .......... 1 .......... 1 .......... 1 .......... 1
Left before completion ............................. 2 .......... 2 .......... 2 .......... 2 .......... 2
Left before completion but still got qualification 3 .......... 3 .......... 3 .......... 3 .......... 3
Still on course ....................................... 4 .......... 4 .......... 4 .......... 4 .......... 4

REPEAT Q74–Q81 FOR EACH SEPARATE POST SCHOOL COURSE LEADING TO A QUALIFICATION
OTHER COURSES (NOT LEADING TO QUALIFICATIONS)

Now I would like to talk about all courses that were NOT supposed to lead to a qualification and which lasted 3 days or longer.

Q82 Were any of these courses simply taken out of interest and not to improve you work skills, such as ...?
MULTICODE OK

| evening or day classes taken just because you are interested in the subject (not to help you find a job or to help with your work) | VC82A | 40 |
| sports or exercise classes | VC82B | 2 | ASK |
| classes taken as a hobby or to help with a hobby | VC82C | 3 | Q83 |
| No - none | | 4 | GO TO Q84 |

ASK Q83 IF CODE 1-3 AT Q82. IF NO GO TO Q84

Q83 How many courses like this have you taken since April, 1986?

| VC83 |
| 41/ |

ASK ALL.
I'd like to continue by talking about any training courses lasting 3 days or longer which didn't lead to qualifications, (IF 1 OR MORE AT Q83: Excluding the ones we have just talked about). Include access courses, Government Training Schemes and courses which could help with reading, writing or number work.

Also include training courses provided by your employer, but not those that just showed you how to do a job when you first started.

Q84 How many training courses of this nature lasting 3 days or longer have you attended? USE LEADING ZERO. DON'T KNOW CODE 99

| VC84 |
| 43/ |

ASK Q85A – 94 FOR EACH COURSE. IF NONE, GO TO Q95. START WITH THE LONGEST COURSE. IF NONE, GO TO Q95.
USE 'CALENDAR' AS REMINDER.

Q85a When did you start this course?

| Course 1 | VC85A1A |
| Course 2 | VC85A2A |
| Course 3 | VC85A3A |
| Course 4 | VC85A4A |
| Course 5 | VC85A5A |

Q85b When did you finish or leave this course?

| Course 1 | VC85B1A |
| Course 2 | VC85B2A |
| Course 3 | VC85B3A |
| Course 4 | VC85B4A |
| Course 5 | VC85B5A |

| Still on course | VC85B1C |
| VC85B2C |
| VC85B3C |
| VC85B4C |
| VC85B5C |
Q86  SHOWCARD V  Which of the things on this card did this course provide training in?  PROBE: What else?  MULTICODE OK.  CODE ALL THAT APPLY

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>02</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>03</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>04</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>05</td>
<td>30</td>
<td>31</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>06</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
</tr>
<tr>
<td>07</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td>41</td>
</tr>
<tr>
<td>08</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
</tr>
</tbody>
</table>

Did not provide training

Q87  SHOWCARD W  Where did you take this course?  SINGLE CODE ONLY

<table>
<thead>
<tr>
<th>Course</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>02</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>03</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>04</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>05</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>06</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>07</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>08</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
</tr>
<tr>
<td>09</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td>41</td>
</tr>
</tbody>
</table>

Q88  SHOWCARD X  Which of these best describes this course?  SINGLE CODE ONLY

<table>
<thead>
<tr>
<th>Course</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>02</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>03</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>04</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>05</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>06</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>07</td>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>08</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
</tr>
</tbody>
</table>

Other type of course (WRITE IN AND CODE '9')

Don't know

SHOWCARD Y

And which of these best describes this course? SINGLE CODE

01 Full time course
02 Part time course
03 Sandwich course or a course with work experience/placement
04 Evening course in your own time
05 Weekend only course
06 Other type of course (WRITE IN)
07 Don't know

Was this course paid for by your employer at the time?

Yes – all of course
Yes – part of course
No
Can't remember

How long altogether was the course supposed to last? USE LEADING ZERO.

CONVERT TO MONTHS IF ANSWERED IN YEARS (CODE 2 YEARS = 24 MONTHS)

Needed for job at the time/part of the job
To get a job
Continuing education/training
Other reason (WRITE IN AND CODE '4')

Did you go on this course when you started this job, or later on (more than one month after job began)?

When job started
Later on

ASK ALL THOSE CODE 1 AT Q92a. OTHERS GO TO Q93
Q93 Did you complete this course or did you leave before completion?

<table>
<thead>
<tr>
<th>VC93A</th>
<th>VC93B</th>
<th>VC93C</th>
<th>VC93D</th>
<th>VC93E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>Course 2</td>
<td>Course 3</td>
<td>Course 4</td>
<td>Course 5</td>
</tr>
<tr>
<td>(15)</td>
<td>(16)</td>
<td>(17)</td>
<td>(18)</td>
<td>(19)</td>
</tr>
<tr>
<td>Completed it</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Left before completion</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Still on course</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

15/

Q94 SHOWCARD Z Now, I would like you to think about how this course has helped you since you did it. I will read out some statements and I would like you to say how true they are for this course. CODE 1–5 IN EACH BOX FROM KEY BELOW.

KEY
1 – very true 2 – somewhat true 3 – neither true nor untrue 4 – somewhat untrue 5 – not true at all 6 – can’t say/does not apply

READ OUT A–E. ALTERNATE ORDER TIE START

<table>
<thead>
<tr>
<th>VC94A1</th>
<th>VC94A2</th>
<th>VC94A3</th>
<th>VC94A4</th>
<th>VC94A5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>Course 2</td>
<td>Course 3</td>
<td>Course 4</td>
<td>Course 5</td>
</tr>
<tr>
<td>(use key)</td>
<td>(use key)</td>
<td>(use key)</td>
<td>(use key)</td>
<td>(use key)</td>
</tr>
<tr>
<td>a) This course helped me to obtain a job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) This course helped me get on another course/continue my education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) This course helped me to do my job(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) This course helped me to do the work on another course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) This course helped me in some other way(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20/

REPEAT Q85a–Q94 FOR EACH COURSE ATTENDED. OTHERS GO TO Q95
EDUCATION AND EMPLOYMENT REVIEW

Q95a  SHOWCARD AA  Thinking about all your education, training and working or applying for jobs, have any of the things on this card stopped you doing as well as you could have done?

FOR EACH DIFFICULTY AT Q95a ASK Q95b

Q95b  Did this affect your education and training, did it affect your work and job applications, or did it affect both work and education?

<table>
<thead>
<tr>
<th>Q95a</th>
<th>Education/</th>
<th>Q95b</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work/</td>
<td></td>
<td>(51)</td>
</tr>
<tr>
<td></td>
<td>Training</td>
<td>(47)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(45)</td>
<td>(49)</td>
<td></td>
</tr>
<tr>
<td>Anything</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01 Problems because of illness or disability...</td>
<td>1 VC95A1</td>
<td>1 VC95B1</td>
<td>1.1</td>
</tr>
<tr>
<td>02 Personal problems</td>
<td>2 VC96A2</td>
<td>2 VC96B2</td>
<td>2.2</td>
</tr>
<tr>
<td>03 Family commitments</td>
<td>3 VC95A3</td>
<td>3 VC96B3</td>
<td>3.3</td>
</tr>
<tr>
<td>04 Financial difficulties</td>
<td>4 VC95A4</td>
<td>4 VC96B4</td>
<td>4.4</td>
</tr>
<tr>
<td>05 Any criminal record you might have</td>
<td>5 VC95A5</td>
<td>5 VC96B5</td>
<td>5.5</td>
</tr>
<tr>
<td>06 Problems with reading, writing or spelling</td>
<td>6 VC95A6</td>
<td>6 VC96B6</td>
<td>6.6</td>
</tr>
<tr>
<td>07 Problems with numbers or arithmetic</td>
<td>7 VC95A7</td>
<td>7 VC96B7</td>
<td>7.7</td>
</tr>
<tr>
<td>08 Problems due to lack of training or qualifications</td>
<td>8 VC95A8</td>
<td>8 VC96B8</td>
<td>8.8</td>
</tr>
<tr>
<td>09 Problems due to lack of experience</td>
<td>9 VC95A9</td>
<td>9 VC96B9</td>
<td>9.9</td>
</tr>
<tr>
<td>10 Problems providing suitable references</td>
<td>0 VC95A10</td>
<td>0 VC96B10</td>
<td>0.0</td>
</tr>
<tr>
<td>11 Problem finding suitable baby sitting/creche facilities</td>
<td>X VC95A11</td>
<td>X VC96B11</td>
<td>X.X</td>
</tr>
<tr>
<td>Other problems (WRITE IN AND CODE 'Y')</td>
<td>Y VC95A12</td>
<td>Y VC96B12</td>
<td>Y.Y</td>
</tr>
<tr>
<td>None</td>
<td>1 VC95A13</td>
<td>1 VC96B13</td>
<td>1.152</td>
</tr>
</tbody>
</table>

Q96a  SHOWCARD BB  Again thinking about all your education, training and working or applying for jobs, have any of the things on this card stopped you doing as well as you could have done?

FOR EACH DIFFICULTY AT Q96a ASK Q96b

Q96b  Did this affect your education and training, did it affect your work and job applications, or did it affect both work and education?

MULTICODE OK

<table>
<thead>
<tr>
<th>Q96a</th>
<th>Education/</th>
<th>Q96b</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work/</td>
<td></td>
<td>(56)</td>
</tr>
<tr>
<td></td>
<td>Training</td>
<td>(54)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(53)</td>
<td>(55)</td>
<td></td>
</tr>
<tr>
<td>Anything</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01 Courses were not relevant to your needs</td>
<td>1 VC96A1</td>
<td>1 VC96B1</td>
<td>1.1</td>
</tr>
<tr>
<td>02 Problems with transport</td>
<td>2 VC96A2</td>
<td>2 VC96B2</td>
<td>2.2</td>
</tr>
<tr>
<td>03 Problems with accommodation</td>
<td>3 VC96A3</td>
<td>3 VC96B3</td>
<td>3.3</td>
</tr>
<tr>
<td>04 Discrimination against you because of your sex</td>
<td>4 VC96A4</td>
<td>4 VC96B4</td>
<td>4.4</td>
</tr>
<tr>
<td>05 Discrimination against you because of your sexual orientation</td>
<td>5 VC96A5</td>
<td>5 VC96B5</td>
<td>5.5</td>
</tr>
<tr>
<td>06 Discrimination against you because of your race or religion</td>
<td>6 VC96A6</td>
<td>6 VC96B6</td>
<td>6.6</td>
</tr>
<tr>
<td>Other (WRITE IN AND CODE '7')</td>
<td>7 VC96A7</td>
<td>7 VC96B7</td>
<td>7.7</td>
</tr>
<tr>
<td>None</td>
<td>8 VC96A8</td>
<td>8 VC96B8</td>
<td>8.8</td>
</tr>
</tbody>
</table>

53/

56
SECTION L: HOUSEHOLD COMPOSITION

Q97 I would now like to ask some questions about the members of your household, that is people who normally live here and with whom you share a living room OR normally share at least one meal a day. How many people are there altogether in your household, including both adults and children, and including yourself?

CIRCLE NUMBER, THEN RECORD DETAILS OF EACH HOUSEHOLD MEMBER

<table>
<thead>
<tr>
<th>PERSON NO.</th>
<th>NAME</th>
<th>SEX</th>
<th>AGE</th>
<th>RELATIONSHIP TO RESPONDENT</th>
<th>LEGAL STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>(246A)</td>
<td>VC97A1</td>
<td>Male = 1</td>
<td>0-5</td>
<td>Married/living as married</td>
</tr>
<tr>
<td>02</td>
<td></td>
<td>VC97A2</td>
<td>Male = 1</td>
<td>6-15</td>
<td>Single</td>
</tr>
<tr>
<td>03</td>
<td></td>
<td>VC97A3</td>
<td>Male = 1</td>
<td>16-25</td>
<td>Widowed</td>
</tr>
<tr>
<td>04</td>
<td></td>
<td>VC97A4</td>
<td>Male = 1</td>
<td>26-35</td>
<td>Separated/Divorced</td>
</tr>
<tr>
<td>05</td>
<td></td>
<td>VC97A5</td>
<td>Male = 1</td>
<td>36-50</td>
<td>Under 16</td>
</tr>
<tr>
<td>06</td>
<td></td>
<td>VC97A6</td>
<td>Male = 1</td>
<td>61+</td>
<td></td>
</tr>
<tr>
<td>07</td>
<td></td>
<td>VC97A7</td>
<td>Male = 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08</td>
<td></td>
<td>VC97A8</td>
<td>Male = 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09</td>
<td></td>
<td>VC97A9</td>
<td>Male = 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LEGAL STATUS:
- Married/living as married
- Single
- Widowed
- Separated/Divorced
- Under 16

No. PERSONS IN HOUSEHOLD: VC97
I would like to ask you some questions about marriage and similar relationships, that is, any people you may have lived with as a couple, for one month or more, whether or not you were actually married.

Q98  Have you ever lived with anyone as a couple?  VC98

Yes .................................... (28)  ASK Q99
No ..................................... 2  GO TO
Refused .................................. 3  Q106

ASK Q99-105 FOR EACH PERSON LIVED WITH. IF MORE THAN 3 USE SPARE QUESTIONNAIRE AND ATTACH TO MAIN QUESTIONNAIRE

Q99  Can I start by asking you about the first person you lived with after you were 16?

When did you start living with this person?

Month Year

Partner 1 VC99A1 (29) (30) (31) (32) VC99B1
Partner 2 VC99A2 (33) (34) (35) (36) VC99B2
Partner 3 VC99A3 (37) (38) (39) (40) VC99B3

Q100  SHOWCARD CC  As you know, some people live with partners who are the same sex as themselves. Please read out from this card the number corresponding to the sex of this partner.

VC100A VC100B VC100C
Partner 1 Partner 2 Partner 3
(41) (42) (43)
01 Male .................................. 1 1 1
02 Female ................................ 2 2 2
Refused .................................. 3 3 3

IF PARTNER SAME SEX AS RESPONDENT  GO TO Q103
IF PARTNER OPPOSITE SEX  GO TO Q101

Q101  Did you get legally married to this person?

VC101A VC101B VC101C
Partner 1 Partner 2 Partner 3
(44) (45) (46)
Yes ...................................... 1 1 1  GO TO Q102
No ....................................... 2 2 2  GO TO Q103

Q102  When did you actually get married?

Month Year

Partner 1 VC102A1 (47) (48) (49) (50) VC102B1
Partner 2 VC102A2 (51) (52) (53) (54) VC102B2
Partner 3 VC102A3 (55) (56) (57) (58) VC102B3
IF MORE THAN ONE PARTNER ONLY ASK Q103 FOR THE LAST PARTNER

Q103  Can I just check, are you still living with this person?

Yes .............................................. 1  GO TO Q106
No .............................................. 2  GO TO Q104

ASK FOR EACH PARTNER HAVING STOPPED LIVING WITH

Q104  When did you stop living together (when did your partner die)?

<table>
<thead>
<tr>
<th>Partner</th>
<th>Month</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner 1</td>
<td>VC104A1 (60)</td>
<td>(61)</td>
</tr>
<tr>
<td>Partner 2</td>
<td>VC104A2 (64)</td>
<td>(65)</td>
</tr>
<tr>
<td>Partner 3</td>
<td>VC104A3 (68)</td>
<td>(69)</td>
</tr>
</tbody>
</table>

Q105  INTERVIEWER CHECK: Is there another partner after this?

<table>
<thead>
<tr>
<th>Partner 1</th>
<th>Partner 2</th>
<th>Partner 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC105A</td>
<td>VC105B</td>
<td>VC105C</td>
</tr>
<tr>
<td>(72)</td>
<td>(73)</td>
<td>(74)</td>
</tr>
</tbody>
</table>

Yes .............................................. 1 1 1  GO TO Q99
No .............................................. 2 2 2  GO TO Q106

REPEAT Q99 TO Q105 FOR EACH PERSON THE RESPONDENT HAS LIVED WITH AS A COUPLE SINCE 16 FOR UP TO THREE PARTNERS. IF MORE THAN 3 PARTNERS USE SPARE QUESTIONNAIRE. OTHERS GO TO Q106

STILL LIVING WITH PARTNER 2: VC103B
" " " " 3: VC103C
## CHILDREN

**Q108** I would now like to ask you about any children you may have given birth to (fathered). Can I first check, have you ever given birth (fathered a child)?

<table>
<thead>
<tr>
<th>VC106</th>
<th>(75)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

**GO TO Q107a**

**GO TO Q110, WOMEN GO TO** FILTER AT Q109

**IF MORE THAN ONE CHILD, START WITH THE FIRST BIRTH AND WORK FORWARD**

**Q107a** How many have you given birth to/fathered? WRITE IN VC107A

(76)

**ASK Q107b TO Q108 FOR EACH CHILD IN TURN**

**Q107b** And when was your child/children born?

<table>
<thead>
<tr>
<th>Day</th>
<th>Month</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child 1 VC107B1A (77)</td>
<td>(78) VC107B80 (80)</td>
<td>(10) VC107B11 (11)</td>
</tr>
<tr>
<td>Child 3 VC107B3A (18)</td>
<td>(19) VC107B21 (21)</td>
<td>(22) VC107B23 (23)</td>
</tr>
<tr>
<td>Child 5 VC107B5A (30)</td>
<td>(31) VC107B33 (33)</td>
<td>(34) VC107B35 (35)</td>
</tr>
</tbody>
</table>

**Q107c** And where is this child now? VC107C1 Child 1 VC107C2 Child 2 VC107C3 Child 3 VC107C4 Child 4 VC107C5 Child 5

| Living with respondent | 1 | 1 | 1 | 1 | 1 |
| Living elsewhere       | 2 | 2 | 2 | 2 | 2 |
| Stillborn              | 3 | 3 | 3 | 3 | 3 |
| Died                   | 4 | 4 | 4 | 4 | 4 |
| Other (WRITE IN & CODE 5) | 5 | 5 | 5 | 5 | 5 |

**DO NOT ASK Q108 IF CHILD IS NOT ALIVE**

**Q108** Is this child a boy or a girl? VC108A Child 1 VC108B Child 2 VC108C Child 3 VC108D Child 4 VC108E Child 5

| Boy | 1 | 1 | 1 | 1 | 1 |
| Girl | 2 | 2 | 2 | 2 | 2 |

**REPEAT FOR EACH CHILD**

**ASK ALL WOMEN ONLY, MEN GO TO Q110**

**Q109** SHOWCARD DD Which of the statements on this card best describes you at the moment? JUST READ OUT THE NUMBER BESIDE THE DESCRIPTION.

<table>
<thead>
<tr>
<th>VC109</th>
<th>(46)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 I am currently pregnant</td>
<td>1</td>
</tr>
<tr>
<td>02 I am not pregnant</td>
<td>2</td>
</tr>
<tr>
<td>Refused</td>
<td>3</td>
</tr>
<tr>
<td>Don't know</td>
<td>4</td>
</tr>
</tbody>
</table>
Q110 When did you start living at your present address? If 'NORMAL' ADDRESS ELSEWHERE, When did you start living at your 'normal' address? IF STUDENTS LIVES AWAY FROM PARENTS/GUARDIANS DURING TERM, TERM TIME ADDRESS IS 'NORMAL'

Year [ ] VC110Z [ ] (47) (48) Month [ ] VC110A [ ] (49) (50) 47/50

Q111 RESPONDENT'S CURRENT PRESENT ADDRESS IS [INTERVIEWER OBSERVATION UNLESS CONFIRMATION NEEDED]

VC111 (51)
Private residence .................................................. 1
Sheltered housing .................................................... 2
Hotel/Boarding house/Hostel ...................................... 3
Hostel for homeless people etc .................................. 4
Barracks/Nurses home, etc ........................................ 5
Room (only) at workplace ......................................... 6
Prison/Remand centre ............................................... 7
Hospital/Nursing home, etc (as a patient) ...................... 8
Other (WRITE IN AND CODE 9) .................................... 9 51

Q112 ACCOMMODATION OCCUPIED BY RESPONDENT'S HOUSEHOLD IS [INTERVIEWER OBSERVATION]

VC112 (52)
Detached house or bungalow ...................................... 1
Semi-detached house or bungalow ................................. 2
Terrace/End terrace .................................................. 3
Self-contained flat or maisonette ................................ 4
Room(s), not self-contained – Lodging, bedsits etc .......... 5
Caravan/Mobile home/Houseboat .................................. 6
Other (WRITE IN AND CODE '7') .................................. 7 52

Q113 Do you (or your partner) own or rent this accommodation or do you live here in some other arrangement, such as with your parents?

VC113 (53)
Own outright ......................................................... 1
Buying on mortgage/loan .......................................... 2
Rented – furnished .................................................. 3
Rented – unfurnished ............................................... 4
Rented – paying rent to parents ................................ 5
Squatting ............................................................... 6
Goes with the job (rent free) ..................................... 7
Rent free (other) ..................................................... 8
Living with parents (rent-free) ................................ 9
Others (WRITE IN AND CODE '9') ................................. 0 53
Q114 Who do you rent this property from?

Local authority/New Town ............................................. 1
Housing association ...................................................... 2
Employer .......................................................................... 3
Charitable trust ............................................................... 4
Educational establishment ............................................... 5
Student accommodation ............................................... 6
Parent ............................................................................. 7
Other relative .................................................................. 8
Other private landlord .................................................... 9
Company .......................................................................... 9
Other (WRITE IN AND CODE 'X') ................................. 0

Don't know ...................................................................... X

ASK IF RENTED OR OWNED OR BOUGHT ON MORTGAGE (CODE 1-5 AT Q113)

Q115 SHOWCARD EE Is this accommodation rented (owned) in .......

01 Your name only ............................................................... 1
02 You and your partner's name ......................................... 2
03 You and someone else's name ....................................... 3
04 In your partner's name but not yours ......................... 4
05 In someone else's name (include parents) .................... 5
Other (WRITE IN AND CODE '6') ................................. 6

Don't know ...................................................................... 7

Q116 IS RESPONDENT CURRENTLY LIVING WITH PARENTS OR GUARDIANS?

Yes ................................................................. 1  GO TO Q118
No ................................................................. 2  GO TO Q117

Q117 When did you stop living with your parents or guardians?

IF MORE THAN ONCE, RECORD LAST TIME. STUDENTS WHO LIVE AWAY FROM
HOME DURING TERM DO NOT LIVE WITH THEIR PARENTS. DO NOT INCLUDE
BOARDING SCHOOL. USE LEADING ZERO

Year □ □ VC117A Month □ □ VC117B 57/60

Q118 How many different addresses have you lived at since your 16th birthday,
including the address you were living at then? IF MORE
THAN 9 CODE 9. IF DON'T KNOW CODE X.

Q119 How many of these addresses were your parents' or guardians' home? IF MORE
THAN 9 CODE 9. IF DON'T KNOW CODE X.
**INCOME**

**ASK ALL**

**STATE BENEFITS/PAYMENTS**

**Q120** I now want to talk about income from sources other than work.

**SHOWCARD FF** At present, are you (or your husband/wife/partner) receiving any of the state benefits or payments shown on this card?  

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Refused</td>
<td>3</td>
</tr>
<tr>
<td>Don't know</td>
<td>4</td>
</tr>
</tbody>
</table>

(64)

**Q121a** Which of these are you (or your husband/wife/partner) receiving? PROBE: 'Any others?' UNTIL FINAL 'No'. WRITE IN AND CODE EACH BENEFIT RECEIVED IN GRID BELOW. IF RESPONDENT AND SPOUSE/PARTNER RECEIVE SEPARATELY SAME BENEFIT, ENTER ONLY ONCE.

FOR EACH RECEIVED ASK Q121b) – Q121d) AND RECORD IN GRID

**Q121b** How much was the last payment of . . . (BENEFIT)? IF BOTH RESPONDENT AND SPOUSE/PARTNER RECEIVE THIS SEPARATELY, COMBINE AMOUNTS.

**Q121c** What period did that cover?

**Q121d** IF LIVING WITH SPOUSE/PARTNER Do you or does your husband/wife/partner receive this benefit?

CODE UNDER 'WHO RECEIVED'

**IF NOT LIVING WITH SPOUSE/PARTNER RING CODE '1' UNDER 'WHO RECEIVED'**

<table>
<thead>
<tr>
<th>NAME OF BENEFIT/ALLOWANCE</th>
<th>BENEFIT CODE</th>
<th>AMOUNT OF LAST PAYMENT (to nearest £)</th>
<th>PERIOD COVERED</th>
<th>WHO RECEIVED?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Weeks 1 2 3</td>
<td>Months WRITE IN</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DK= 99</td>
</tr>
<tr>
<td><strong>VC12A1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VC12A2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VC12A3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VC12A4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VC12A5</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VC12A6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 01 Unemployment Benefit   | 07 Attendance allowance | 12 One parent benefit |
| 02 Supplementary Benefit/ | 08 Non-contributory     | 13 Maternity allowance |
| income support            | invalidity pension/     | 14 Invalid care allowance |
| 03 Unemployment benefit   | 09 severe disablement   | 15 Housing benefit     |
| and supplementary benefit | allowance               | 16 Any other state benefit |
| income support            | mobility allowance      | or allowance           |
| 04 Sickness Benefit       | 10 Family income        | (WRITE IN)             |
| 05 Invalidity Benefit     | 11 Mobility allowance   |                         |
| 06 Industrial Injury      | 12 Parental benefit     |                         |
| benefit/pension           | 13 Maternity allowance  |                         |
|                           |                          |                         |
|                           |                          |                         | 99 Don't know  |
OTHER SOURCES OF INCOME

Q122  SHOWCARD GG  Do you (or your husband/wife/partner) currently receive regular payment or income from any of the sources on this card, including any income from work your husband/wife or partner might receive?

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC122</td>
<td></td>
</tr>
</tbody>
</table>

Yes ................. 1  GO TO Q123
No ................... 2  GO TO
Refused ............. 3  Q124
Don’t know ........... 4

Q123a  From which of the sources are you (or your husband/wife/partner) receiving payments? PROBE: ‘Any others?’ UNTIL FINAL ‘NO’. ENSURE RESPONDENT GIVES NAME AND CODE WHAT EACH RECEIVED AND ENTER IN GRID BELOW. IF RESPONDENT AND SPOUSE/PARTNER RECEIVE SEPARATELY SAME PAYMENT, ENTER ONCE ONLY.

FOR EACH RECEIVED ASK Q123b–Q123d AND RECORD IN GRID

Q123b  How much was the last payment of . . . . (INCOME SOURCE)? IF BOTH RESPONDENT AND SPOUSE/PARTNER RECEIVE THIS SEPARATELY, COMBINE AMOUNTS. (DON’T KNOW: 0001, REFUSED 0002)

Q123c  What period did that cover?

Q123d  Do you or does your husband/wife/partner receive this benefit? RING CODE UNDER ‘WHO RECEIVED’ IF NOT LIVING WITH SPOUSE/PARTNER RING CODE ‘1’ UNDER ‘WHO RECEIVED’ OBTAIN PARTNER’S GROSS AND NET PAY

<table>
<thead>
<tr>
<th>NAME OF BENEFIT/ ALLOWANCE</th>
<th>Q123a</th>
<th>Q123b</th>
<th>Q123c</th>
<th>Q123d</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC 123A1</td>
<td></td>
<td>£ VC 123A1</td>
<td>VC123C1</td>
<td>VC123D1</td>
</tr>
<tr>
<td>VC 123A2</td>
<td></td>
<td>£ VC 123A2</td>
<td>VC123C2</td>
<td>VC123D2</td>
</tr>
<tr>
<td>VC 123A3</td>
<td></td>
<td>£ VC 123A3</td>
<td>VC123C3</td>
<td>VC123D3</td>
</tr>
<tr>
<td>VC 123A4</td>
<td></td>
<td>£ VC 123A4</td>
<td>VC123C4</td>
<td>VC123D4</td>
</tr>
<tr>
<td>VC 123A5</td>
<td></td>
<td>£ VC 123A5</td>
<td>VC123C5</td>
<td>VC123D5</td>
</tr>
<tr>
<td>VC 123A6</td>
<td></td>
<td>£ VC 123A6</td>
<td>VC123C6</td>
<td>VC123D6</td>
</tr>
</tbody>
</table>

SHOWCARD GG

INCOME FROM SOURCES OTHER THAN WORK

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Educational grant</td>
</tr>
<tr>
<td>02</td>
<td>Pension</td>
</tr>
<tr>
<td>03</td>
<td>Trade Union/Friendly Society</td>
</tr>
<tr>
<td>04</td>
<td>Maintenance</td>
</tr>
<tr>
<td>05</td>
<td>Cash from parents</td>
</tr>
<tr>
<td>06</td>
<td>Cash from relatives or friends</td>
</tr>
<tr>
<td>07</td>
<td>Rent from boarders, etc.</td>
</tr>
<tr>
<td>08</td>
<td>Other outside Household</td>
</tr>
<tr>
<td>09</td>
<td>Annuity/Trust fund</td>
</tr>
<tr>
<td>10</td>
<td>Foster allowance</td>
</tr>
<tr>
<td>11</td>
<td>Accident Insurance</td>
</tr>
<tr>
<td>12</td>
<td>Other</td>
</tr>
<tr>
<td>13</td>
<td>Spouse/partner’s income from work (GROSS)</td>
</tr>
<tr>
<td>14</td>
<td>Spouse/partner’s income from work (NETT)</td>
</tr>
<tr>
<td>97</td>
<td>(Refused)</td>
</tr>
<tr>
<td>99</td>
<td>(Don’t know)</td>
</tr>
</tbody>
</table>
HEALTH

Q124 I'd like to ask you a few questions about your health. Firstly, how would you describe your health generally?

Would you say it is . . . READ OUT

\[ V \times C124 \]

(44)

Excellent .................. 1
Good .......................... 2
Fair ........................... 3
Or poor ....................... 4

Q125 Over the last twelve months, would you say your health on the whole has been . . . READ OUT . . .

\[ V \times C125 \]

(45)

Good .......................... 1
Fairly good ..................... 2
Or not so good ............... 3

Q126 Do you suffer from any long term health problem, long standing illness, infirmity or disability, including problems due to depression or emotional problems?

\[ V \times C126 \]

(46)

Yes ............................. 1  ASK Q127a
No ............................... 2  GO TO INSTRUCTION BEFORE Q128
Don't know ...................... 3  ASK Q127a

46
<table>
<thead>
<tr>
<th>Q127a</th>
<th>Q127b</th>
<th>Q127c</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHOWCARD HH</td>
<td>Do you suffer from any of the problems on this card because of long standing illness, infirmity or disability? MULTICODE OK FOR EACH DIFFICULTY ASK</td>
<td>Does this stop you doing anything that most other people of your age could do? FOR EACH DIFFICULTY ASK</td>
</tr>
<tr>
<td>Q127a</td>
<td>Q127b</td>
<td>Q127c</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>What age were you when you first had this problem? WRITE IN AGE. IF BORN WITH PROBLEM CODE 00. USE LEADING ZERO. CODE 99 IF DON'T KNOW.</td>
<td>47</td>
<td>49</td>
</tr>
<tr>
<td>01 Difficulty with walking or climbing stairs</td>
<td>( \checkmark )</td>
<td>( \checkmark )</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>02 Difficulty with bending down and straightening up again, even if you hold on to something</td>
<td>( \checkmark )</td>
<td>( \checkmark )</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>03 Difficulty because of falls or poor balance</td>
<td>( \checkmark )</td>
<td>( \checkmark )</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>04 Difficulty using your arms to reach and stretch for things</td>
<td>( \checkmark )</td>
<td>( \checkmark )</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>05 Difficulty using your hands to hold, grip or turn things</td>
<td>( \checkmark )</td>
<td>( \checkmark )</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>06 Difficulties because of poor sight/partial sight/blindness</td>
<td>( \checkmark )</td>
<td>( \checkmark )</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>IF SIGHT PROBLEMS: DO NOT CODE IF NO PROBLEM WHEN WEARING GLASSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07 Difficulties because of poor hearing/deafness</td>
<td>( \checkmark )</td>
<td>( \checkmark )</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>08 Difficulty making other people understand you</td>
<td>( \checkmark )</td>
<td>( \checkmark )</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>09 Difficulty understanding what other people say to you</td>
<td>( \checkmark )</td>
<td>( \checkmark )</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>DO NOT INCLUDE DIFFICULTIES WITH ENGLISH AS A FOREIGN LANGUAGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Severe difficulties with eating</td>
<td>( \checkmark )</td>
<td>( \checkmark )</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11 Difficulties because of epilepsy, fits or convulsions</td>
<td>( \checkmark )</td>
<td>( \checkmark )</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>12 Difficulties caused by breathlessness wheezing or coughing</td>
<td>( \checkmark )</td>
<td>( \checkmark )</td>
</tr>
<tr>
<td></td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>13 Difficulties due to any scar, blemish or deformity you might have</td>
<td>( \checkmark )</td>
<td>( \checkmark )</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>14 Difficulty with bowel or bladder control</td>
<td>( \checkmark )</td>
<td>( \checkmark )</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>15 Difficulties due to constant or frequent pain/irritation</td>
<td>( \checkmark )</td>
<td>( \checkmark )</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CARD 22</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>16 Difficulties caused by mental, nervous or emotional problems</td>
<td>( \checkmark )</td>
<td>( \checkmark )</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>17 Other difficulties because of long standing illness, infirmity or disability</td>
<td>( \checkmark )</td>
<td>( \checkmark )</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>None of these</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q127 What illnesses or disabilities cause these problem? WRITE IN.

Q128 Does respondent suffer from a mental handicap? (Interviewer Observation)

   VC128
   Yes ......................... 1
   No .......................... 2
   Unsure ..................... 3

Q129 Have you ever been registered as a disabled person?

   VC129
   Yes ......................... 1  GO TO Q130
   No .......................... 2  GO TO
   Don't know ............... 3  Q131

Q130 Are you currently registered as a disabled person?

   VC130
   Yes ......................... 1
   No .......................... 2
   Unsure ..................... 3


LITERACY AND NUMERACY

Q131 Ask all:
As you probably know, thousands of adults have difficulties with reading or writing at one time or another. It would help us if you could answer some questions about your own experience of reading and writing. Since leaving school, have you had any problems with reading?

VC131

Yes .................................................. 1 ASK Q132
No .................................................. 2
can’t say ........................................... 3 GO TO Q141
Refused .......................................... 4

Q132 Can you tell me a little more about these problems. First, are these problems due mainly to your not being able to see properly or do you just have difficulties reading?

VC132

Sight problem ...................................... 1 GO TO Q141
Just have difficulties reading ............. 2 ASK Q133

Q133 Let me ask you first about some of the problems you have with reading. Can you read and understand what is written in a magazine or newspaper? IF YES: Can you usually read this easily, or do you find some difficult?

VC133

Yes easily .......................................... 1
Yes, some are difficult ........................... 2
No ..................................................... 3

Q134 Can you usually read and understand what is written in a letter sent to you? IF YES: Can you usually read this easily, or do you find some difficult?

VC134

Yes easily .......................................... 1
Yes, some are difficult ........................... 2
No ..................................................... 3

Q135 If you have to, can you usually read and understand any paperwork or forms you would have to deal with in a job? IF YES: Can you usually read this easily, or do you find some difficult?

VC135

Yes easily .......................................... 1
Yes, some are difficult ........................... 2
No ..................................................... 3

Q136 If you have to, can you read aloud to a child from a children’s story book? IF YES: Can you usually read this easily, or do you find some difficult?

VC136

Yes easily .......................................... 1
Yes, some are difficult ........................... 2
No ..................................................... 3
Q137 What other things do you usually find difficult to read? PROBE FULLY. RECORD VERBATIM

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________

27/28

Q138 When you do try to read something, what do you find difficult? Do you find it difficult to . . . . READ OUT AND CODE ONE FOR EACH

<table>
<thead>
<tr>
<th>recognise particular words?</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>VC138A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>make sense of the whole thing?</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>VC138B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>concentrate for very long?</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>VC138C</td>
</tr>
</tbody>
</table>

(Never try to read) .................................................. 1 VC138D

Q139 Have you been on any courses or classes since leaving school to help you get better at reading?

VC139

Yes                             1     GO TO Q140
No                              2     GO TO INSTRUCTION BEFORE Q141

Q140 What type of classes/courses were these? (RECORD VERBATIM) PROBE

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________

34/35

ANSWER "NO" (CODE 3) TO ANY OF Qs 133, 134, 135, or 136 GO TO Q146. ALL OTHERS ASK Q141

Q141 How often do you read a newspaper?

VC141

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every day, including weekends</td>
<td>1</td>
</tr>
<tr>
<td>Every day, excluding weekends</td>
<td>2</td>
</tr>
<tr>
<td>Several times a week</td>
<td>3</td>
</tr>
<tr>
<td>Once a week – weekend edition</td>
<td>4</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>5</td>
</tr>
<tr>
<td>Never</td>
<td>6</td>
</tr>
</tbody>
</table>

(26)
Q142 Now I’d like to ask you about magazines. In an average week, how much time do you spend reading or looking at magazines?

Hours \[\square \square \text{VC142A}\]
Minutes \[\square \square \text{VC142B}\]

Q143 Next, I’d like to ask you about books you may have read recently. They might be novels, story books, factual or text books, hardcover or paperbacks, and you don’t need to have read the entire book, cover to cover. You may have just been looking for some particular information in a manual or an encyclopedia, whether at work or at home.

Have you read or looked something up in a book during the last six months?

\begin{verbatim}
  Yes...........................................1 \text{ASK Q144}
  No...........................................2 \text{GO TO Q145}
  Don’t know.................................3
\end{verbatim}

Q144 SHOWCARD II Here is a list of types of books. Would you please tell me if you’ve read any of these types of books in the past six months? Which ones? (INCLUDE COURSE BOOKS . . . TICK ALL THAT APPLY). PROBE FULLY: Have you read any other types of books?

\begin{verbatim}
01 Fiction...........................................1 \text{VC144A}
02 Recreation or entertainment...................2 \text{VC144B}
03 Current affairs or history......................3 \text{VC144C}
04 The bible.......................................4 \text{VC144D}
05 Inspiration or other religion..................5 \text{VC144E}
06 Science or social science........................6 \text{VC144F}
07 Reference......................................7 \text{VC144G}
08 Manuals.......................................8 \text{VC144H}
09 Cook-books...................................9 \text{VC144I}
10 Biographies/books about famous people........0 \text{VC144J}
11 Self improvement books eg. keep fit, popular psychology..........................\text{X} \text{VC144K}
   Other (WRITE IN AND CODE Y).....................\text{Y} \text{VC144L}
\end{verbatim}

Q145 In an average week, how much time do you spend reading books?

Hours \[\square \square \text{VC145A}\]
Minutes \[\square \square \text{VC145B}\]

ASK ALL

Q146 And since leaving school, have you had any problems with writing or spelling?

\begin{verbatim}
  Yes................................................1 \text{ASK Q147}
  No................................................2
  Can’t say........................................3 \text{GO TO Q155}
  Refused........................................4
\end{verbatim}
Q147 Can you tell me a little more about these problems. Are these problems due mainly to your not being able to see properly, or not being able to hold a pen and pencil or use a keyboard properly, or do you just have difficulties with writing generally?

Eyesight problem .......................................... VC147A .... (48) GO TO
Problem holding pen/pencil/using keyboard ...................................... VC147B .... 2 Q155
Both ..................................................................... VC147C .... 3
Difficulties writing generally ............................................................... VC147D ........ 4 ASK Q148

Q148 Let me ask you about some of the problems you have with writing. If you need to, can your write a letter to a friend to thank them for a gift or invite them to visit? IF YES: Can you usually do this easily, or is it with difficulty?

VC148 (49)
Yes, easily ............................................................................ 1
Yes, with difficulty ...................................................................... 2
No ................................................................................................. 3

Q149 Could you write to an employer to apply for a job? IF YES: Can you usually do this easily, or is it with difficulty?

VC149 (50)
Yes, easily ............................................................................ 1
Yes, with difficulty ...................................................................... 2
No ................................................................................................. 3

Q150 Could you fill in a form, from the council for example, or for a hospital appointment? IF YES: Can you usually do this easily, or is it with difficulty?

VC150 (51)
Yes, easily ............................................................................ 1
Yes, with difficulty ...................................................................... 2
No ................................................................................................. 3

Q151 Could you write a letter of complaint about something if you wanted to? IF YES: Could you do this easily, or would it be with difficulty?

VC151 (52)
Yes, easily ............................................................................ 1
Yes, with difficulty ...................................................................... 2
No ................................................................................................. 3

Q152 When you try to write something, what is it you find difficult? Do you find it difficult to . . . . . . . READ OUT AND CODE ONE FOR EACH . . . . .

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>... spell words correctly</td>
<td>VC152A</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>... make you handwriting</td>
<td>VC152B</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>easy to read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... put down in words what</td>
<td>VC152C</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>it is you want to say</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Never try to write)</td>
<td>VC152D</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Q153  Have you been on any courses or classes to help you get better at...? READ OUT. MULTICODE OK

  Writing................. VC153A  (57)
  Spelling................ VC153B  1
  None..................... VC153C  2

ASK IF BEEN ON COURSE AT Q153, OTHERS GO TO Q155

Q154  What type of classes/courses were these? RECORD VERBATIM

...................................................................................
...................................................................................
...................................................................................
...................................................................................
...................................................................................
...................................................................................
...................................................................................
...................................................................................
58/ 59

ASK ALL

Q155  Since leaving school, have you had any problems with numbers or simple arithmetic?

VC155

Yes........................................ 1  ASK Q156
No ............................................. 2  GO TO INSTRUCTION BEFORE Q162
Can’t say ............................. 3

Q156  Now I'd like to know a little more about the problems you have with numbers and simple arithmetic.

When you buy things in shops with a five or ten pound note, can you usually tell if you are given the right change? IF YES: Can you usually do this easily, or is it with difficulty?

VC156

Yes, easily .............................. 1
Yes, with difficulty ................... 2
No .......................................... 3

Q157  If you need to, can you keep simple household accounts of what you have spent or saved or what to put by for bills when they come? IF YES: Can you usually do this easily, or is it with difficulty?

VC157

Yes, easily .............................. 1
Yes, with difficulty ................... 2
No .......................................... 3

Q158  If you need to, can you usually work out what dates go with which day on a calendar? IF YES: Can you usually do this easily, or is it with difficulty?

VC158

Yes, easily .............................. 1
Yes, with difficulty ................... 2
No .......................................... 3
Q159 What is it you find difficult with numbers and simple arithmetic? Do you find it difficult to... READ OUT AND CODE ONE FOR EACH

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>recognize and understand numbers when you see them</td>
<td>1 VCI69A</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>add up</td>
<td>1 VCI69B</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>take away</td>
<td>1 VCI69C</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>divide</td>
<td>1 VCI69D</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Q160 Have you been on any courses or classes since leaving school to help you get better at numbers or simple arithmetic?

VCI60

Yes... (68) 1 ASK Q161
No... 2 GO TO INSTRUCTION BEFORE Q162
Can't say... 3 Q162

68

Q161 What type of classes/courses were these? RECORD VERBATIM

69/ 70

INTERVIEWER CHECK Q131, Q146 AND Q155:

CODE 1 OR 2 BELOW:

Respondent has problems with reading, or arithmetic (Code 1 at Q131, Q146 or Q155) VCI61A... 1 ASK Q162

71

Respondent has no problems (Code 2, 3 or 4 at Q131, Q146 and Q155) VCI61B... 1 GO TO Q165

72

Q162 Thinking about problems you have experienced with reading/writing/arithmetic, have you always had these kinds of problems or have they come about recently?

VCI62. (73)

Always had these problems... 1
Come about recently... 2

73
Q163 How often did you receive special help at school for these problems? Was it regularly, occasionally or never? COMPLETE AS APPROPRIATE

<table>
<thead>
<tr>
<th>Regularly</th>
<th>Occasionally</th>
<th>Never</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>VCI63A</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Writing</td>
<td>VCI63B</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Number</td>
<td>VCI63C</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Q164 I'd now like to ask you about some of the effects these problems have for you in your everyday life. Do they make it difficult for you to ...... READ OUT ......

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>get a new job if you want one?</td>
<td>VCI64A</td>
<td>1</td>
</tr>
<tr>
<td>cope with a job if you have one?</td>
<td>VCI64B</td>
<td>1</td>
</tr>
<tr>
<td>to get on and get promotion in a job?</td>
<td>VCI64C</td>
<td>1</td>
</tr>
<tr>
<td>manage your household business?</td>
<td>VCI64D</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>help children read or learn things?</td>
<td>VCI64E</td>
<td>1</td>
</tr>
<tr>
<td>to do the kinds of things you'd like to do in your spare time?</td>
<td>VCI64F</td>
<td>1</td>
</tr>
<tr>
<td>to communicate with official people?</td>
<td>VCI64G</td>
<td>1</td>
</tr>
<tr>
<td>to get your point of view across when you need to?</td>
<td>VCI64H</td>
<td>1</td>
</tr>
</tbody>
</table>

Q165 In general, which of the following did you have in your home, on a regular basis, while you were at secondary school? (READ OUT)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>A daily newspaper</td>
<td>VCI65A</td>
<td>1</td>
</tr>
<tr>
<td>A weekly newspaper</td>
<td>VCI65B</td>
<td>1</td>
</tr>
<tr>
<td>Magazines</td>
<td>VCI65C</td>
<td>1</td>
</tr>
<tr>
<td>Comic books</td>
<td>VCI65D</td>
<td>1</td>
</tr>
<tr>
<td>A selection of other books in your home, say 25 or more</td>
<td>VCI65E</td>
<td>1</td>
</tr>
<tr>
<td>An encyclopedia</td>
<td>VCI65F</td>
<td>1</td>
</tr>
<tr>
<td>A dictionary</td>
<td>VCI65G</td>
<td>1</td>
</tr>
<tr>
<td>A radio or stereo</td>
<td>VCI65H</td>
<td>1</td>
</tr>
<tr>
<td>A television</td>
<td>VCI65I</td>
<td>1</td>
</tr>
<tr>
<td>A typewriter</td>
<td>VCI65J</td>
<td>1</td>
</tr>
<tr>
<td>A telephone</td>
<td>VCI65K</td>
<td>1</td>
</tr>
<tr>
<td>A computer</td>
<td>VCI65L</td>
<td>1</td>
</tr>
</tbody>
</table>

Time Interview Finished: VCI65A 26 (26) VCI65B 29 (28)
(24 hour clock)

Length of questionnaire: VCI65+ 30 (30)
(31) (32) (33)

END INTERVIEW AND CONDUCT ASSESSMENTS
Your Life Since 1986 self-completion
WHAT WE WANT YOU TO DO

Please fill in this questionnaire to give us an idea of some of the things that have happened to you since 1986.

So that we can see when things happened, there is a calendar for you to fill in, which starts in 1986. We hope that you can remember when things happened and in what order, but if you can't, please just make the best guess you can.

We would like you to show us the main thing that you were doing each month, by marking a line. For each month, pick the thing you were doing for all the time, or for most of the time.

Only mark one activity per month.

NOTES ON FILLING IN THE CALENDAR

Include any job, full-time or part-time, which you did for at least one month. If you were "temping" or self-employed count the whole period as one job.

Work experience, sandwich jobs or holiday jobs while you were in full-time education should be recorded as 'full-time education'.

Time spent on a Government training scheme (eg Community Programmes, YTS or YT etc) should not be recorded as a job. Record it as a training scheme.

If you went on maternity leave or sick leave and went back to the same job, count the whole period as one job.

Working in a sheltered workshop counts as a job.

The example would show that you were in a part-time job from January to August and then in a full time job from September to December.
YOUR LIFE SINCE 1986

Use a line to show the main thing you were doing in each month (one line per month only)

<table>
<thead>
<tr>
<th>1986</th>
<th>1987</th>
</tr>
</thead>
</table>
| **1. Seeking work**  
(not in a job or on a course) | **1. Seeking work**  
(not in a job or on a course) |
| **2. Looking after your children**  
or home full-time | **2. Looking after your children**  
or home full-time |
| **3. On a training scheme** | **3. On a training scheme** |
| **4. In full time education (school, college or university/polytechnic)** | **4. In full time education (school, college or university/polytechnic)** |
| **5. Full-time employee**  
(30 hours a week or more) | **5. Full-time employee**  
(30 hours a week or more) |
| **6. Part-time employee**  
(less than 30 hours a week) | **6. Part-time employee**  
(less than 30 hours a week) |
| **7. Self-employed** | **7. Self-employed** |
| **8. Something else (please write in)** | **8. Something else (please write in)** |

<table>
<thead>
<tr>
<th>1988</th>
<th>1989</th>
</tr>
</thead>
</table>
| **1. Seeking work**  
(not in a job or on a course) | **1. Seeking work**  
(not in a job or on a course) |
| **2. Looking after your children**  
or home full-time | **2. Looking after your children**  
or home full-time |
| **3. On a training scheme** | **3. On a training scheme** |
| **4. In full time education (school, college or university/polytechnic)** | **4. In full time education (school, college or university/polytechnic)** |
| **5. Full-time employee**  
(30 hours a week or more) | **5. Full-time employee**  
(30 hours a week or more) |
| **6. Part-time employee**  
(less than 30 hours a week) | **6. Part-time employee**  
(less than 30 hours a week) |
| **7. Self-employed** | **7. Self-employed** |
| **8. Something else (please write in)** | **8. Something else (please write in)** |
YOUR LIFE SINCE 1986

NOTES ON FILLING IN THE CALENDAR

Include any job, full-time or part-time, which you did for at least one month.

If you were "temping" or self-employed count the whole period as one job.

Work experience, sandwich jobs or holiday jobs while you were in full-time education should be recorded as 'full-time education'.

Time spent on a Government training scheme (eg Community Programme, YTS or YT etc) should not be recorded as a job. Record it as a training scheme.

If you went on maternity leave or sick leave and went back to the same job, count the whole period as one job.

Working in a sheltered workshop counts as a job.

Use a line to show the main thing you were doing in each month (one line per month only)
Your Views self-completion
BCS70
The 1970 British Cohort Study
1992 Survey

Your Views
To give us an idea of your views on a number of topics we would like you to fill in this questionnaire
YOUR VIEWS ABOUT TRAINING AND EMPLOYMENT

People have very different opinions about many things. Below is a list of statements on different topics. You will agree with some of the statements and disagree with others. Read each statement and tick the relevant box to show how much you agree or disagree with the opinion.

How much do you agree or disagree with the statements below?

PLEASE TICK ONE BOX FOR EACH STATEMENT

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree/uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I think training in new technology would help me in the future</td>
<td>VBA1</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>2. A person must have a job to be a full member of society</td>
<td>VBA2</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>3. It is much better to get some kind of training than to go straight into a paid job</td>
<td>VBA3</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>4. Getting a job today is just a matter of chance</td>
<td>VBA4</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>5. It is not worth the effort to learn about new technology</td>
<td>VBA5</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>6. Having almost any job is better than unemployment</td>
<td>VBA6</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>7. You don’t get enough money on training schemes to make them worthwhile</td>
<td>VBA7</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>8. It is bad luck that causes people to be poor</td>
<td>VBA8</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>9. I want to learn more about how to use computers</td>
<td>VBA9</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
<tr>
<td>10. Once you’ve got a job it is important to hang onto it even if you don’t really like it</td>
<td>VBA10</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
</tr>
</tbody>
</table>
### How much do you agree or disagree with the statements below?

PLEASE TICK ONE BOX FOR EACH STATEMENT

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Training schemes are better than the dole</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(68)</td>
</tr>
<tr>
<td>12. Being successful at work is just a matter of luck</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(69)</td>
</tr>
<tr>
<td>13. I would like to have a job involving new technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(70)</td>
</tr>
<tr>
<td>14. If I didn't like a job I'd pack it in even if there was no other job to go to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(71)</td>
</tr>
<tr>
<td>15. Training schemes are the best way for young people to eventually get a job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(72)</td>
</tr>
<tr>
<td>16. Getting on at work really depends on other people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(73)</td>
</tr>
<tr>
<td>17. A person can get satisfaction out of life without a job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(74)</td>
</tr>
</tbody>
</table>

### YOUR WORK

Here is a list of statements to do with your job, that is the work you spend most time at each day. If you do not go out to work but take care of your children or do housework full-time, then treat this as your job.

Some of the statements will be very true for you while others will be not true at all. Read the statement on the left carefully, then tick the relevant boxes to show how true you think each statement is.

PLEASE TICK ONE BOX FOR EACH STATEMENT

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very true</th>
<th>Someewhat true</th>
<th>Neither nor untrue</th>
<th>Someewhat untrue</th>
<th>Not true at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My work requires me to keep learning new things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. My work is monotonous because I always do the same things</td>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. My present work skills will be useful or valuable in five years time</td>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. I am able to vary the pace at which I work</td>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. I can only take breaks at certain times</td>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>CARD 23</td>
</tr>
</tbody>
</table>
YOUR SKILLS

People have a variety of skills. Some they use at work, others they use elsewhere. Some they are good at, others they are less good at. Some abilities and skills they have improved with practice, others they have not.

How good are you at the skills listed below?
Please answer questions a), b) and c) for each skill.

a) Would you say that your own ability is good, fair or poor or non-existent?
   Please tick one box in Column A below for each skill.

b) Where do you make use of this skill? At work only, both at work and elsewhere, elsewhere but not at work, or not at all?
   Please tick one box in Column B below for each skill.

c) Over the last 5 years (since March 1987) would you say your skill has got better, not changed, or got worse?
   Please tick one box in Column C below for each skill.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
<th>COLUMN C</th>
</tr>
</thead>
<tbody>
<tr>
<td>How good are you?:</td>
<td>Where is skill used?:</td>
<td>Change in last 5 years?:</td>
</tr>
<tr>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>Writing clearly</td>
<td>VBC1A</td>
<td></td>
</tr>
<tr>
<td>Speaking clearly</td>
<td>VBC2A</td>
<td></td>
</tr>
<tr>
<td>Using tools properly</td>
<td>VBC3A</td>
<td></td>
</tr>
<tr>
<td>Reading plans or diagrams</td>
<td>VBC4A</td>
<td></td>
</tr>
<tr>
<td>Constructing assembling or building things well</td>
<td>VBC5A</td>
<td></td>
</tr>
<tr>
<td>Typing or using a computer keyboard</td>
<td>VBC6A</td>
<td></td>
</tr>
<tr>
<td>Using a computer to solve problems or give information</td>
<td>VBC7A</td>
<td></td>
</tr>
<tr>
<td>Looking after people who need care</td>
<td>VBC8A</td>
<td></td>
</tr>
<tr>
<td>COLUMN A</td>
<td>COLUMN B</td>
<td>COLUMN C</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>How good are you?:</td>
<td>Where is skill used?:</td>
<td>Change in last 5 years?:</td>
</tr>
<tr>
<td>Don't have</td>
<td>Used at else</td>
<td>Don't have work where both used skill</td>
</tr>
<tr>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>9. Giving advice and support to people</td>
<td>VBC9A</td>
<td>VBC9B</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10. Teaching or instructing children or adults</td>
<td>VBC10A</td>
<td>VBC10B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Supervising other people's work or activities</td>
<td>VBC11A</td>
<td>VBC11B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Carrying out mathematical calculations</td>
<td>VBC12A</td>
<td>VBC12B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Selling products or services</td>
<td>VBC13A</td>
<td>VBC13B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Finance and accounts</td>
<td>VBC14A</td>
<td>VBC14B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Running an organisation group or firm</td>
<td>VBC15A</td>
<td>VBC15B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Reading and understanding written instructions or information</td>
<td>VBC16A</td>
<td>VBC16B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Making decisions</td>
<td>VBC17A</td>
<td>VBC17B</td>
</tr>
</tbody>
</table>
HOW YOU FEEL ABOUT YOUR LIFE SO FAR

Q1. How well do you get on with other people?  

PLEASE TICK ONE BOX ONLY

Very well ........................................  □ 1
Fairly well ......................................  □ 2
Not very well ....................................  □ 3
Not at all well .................................  □ 4

Q2. Generally speaking, which of these two statements comes closest to your view?  

PLEASE TICK ONE BOX ONLY

I find that most people can be trusted ... □ 1  VBD2
I find that I cannot be too careful in dealing with other people ............. □ 2

Q3. And which of these two statements comes closest to your view?  

PLEASE TICK ONE BOX ONLY

I often find myself drawn into arguments with other people .......... □ 1  VBD3
I usually manage to avoid arguments with other people ............. □ 2

Q4. Which of these two statements comes closest to your view?  

PLEASE TICK ONE BOX ONLY

I never really seem to get what I want out of life ..................... □ 1  VBD4
I usually get what I want out of life ............... □ 2

Q5. And which of these is most true for you?  

PLEASE TICK ONE BOX ONLY

I usually have a free choice and control over my life ................ □ 1  VBD5
Whatever I do has no real affect on what happens to me ............. □ 2

Q6. And which of these is most true for you?  

PLEASE TICK ONE BOX ONLY

Usually I can run my life more or less as I want to ................ □ 1  VBD6
I usually find life’s problems just too much for me ................ □ 2
Q7 Here is a scale from 0 to 10.

On it, "0" means that you are completely dissatisfied and "10" means that you are completely satisfied. Please tick one box to show just how dissatisfied or satisfied you are about the way your life has turned out so far. PLEASE TICK ONE BOX.

Completely Dissatisfied \[ \sqrt{B D 7} \] Completely Satisfied

0 1 2 3 4 5 6 7 8 9 10

Q8 Please use the scale again below to show where you think you might have put yourself five years ago. PLEASE TICK ONE BOX

Completely Dissatisfied \[ \sqrt{B D 8} \] Completely Satisfied

0 1 2 3 4 5 6 7 8 9 10

Q9 Please use the scale once more to show where you expect to be able to put yourself in five year times when you are 26. PLEASE TICK ONE BOX

Completely Dissatisfied \[ \sqrt{B D 9} \] Completely Satisfied

0 1 2 3 4 5 6 7 8 9 10
### YOUR HEALTH

These questions are concerned with how you are feeling generally. Please answer them by ticking the 'Yes' or 'No' box for each one. It is important that you try to answer all the questions. PLEASE TICK ONE BOX FOR EACH QUESTION.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you often have back-ache?</td>
<td></td>
<td></td>
<td>VBE1 (70)</td>
</tr>
<tr>
<td>2. Do you feel tired most of the time?</td>
<td></td>
<td></td>
<td>VBE2 (71)</td>
</tr>
<tr>
<td>3. Do you often feel miserable or depressed?</td>
<td></td>
<td></td>
<td>VBE3 (72)</td>
</tr>
<tr>
<td>4. Do you often have bad headaches?</td>
<td></td>
<td></td>
<td>VBE4 (73)</td>
</tr>
<tr>
<td>5. Do you often get worried about things?</td>
<td></td>
<td></td>
<td>VBE5 (74)</td>
</tr>
<tr>
<td>6. Do you usually have great difficulty in falling or staying asleep?</td>
<td></td>
<td></td>
<td>VBE6 (75)</td>
</tr>
<tr>
<td>7. Do you usually wake unnecessarily early in the morning?</td>
<td></td>
<td></td>
<td>VBE7 (76)</td>
</tr>
<tr>
<td>8. Do you wear yourself out worrying about your health?</td>
<td></td>
<td></td>
<td>VBE8 (77)</td>
</tr>
<tr>
<td>9. Do you often get into a violent rage?</td>
<td></td>
<td></td>
<td>VBE9 (78)</td>
</tr>
<tr>
<td>10. Do people often annoy and irritate you?</td>
<td></td>
<td></td>
<td>VBE10 (79)</td>
</tr>
<tr>
<td>11. Have you at times had a twitching of the face, head or shoulders?</td>
<td></td>
<td></td>
<td>VBE11 (80)</td>
</tr>
<tr>
<td>12. Do you often suddenly become scared for no good reason?</td>
<td></td>
<td></td>
<td>VBE12 (10)</td>
</tr>
<tr>
<td>13. Are you scared to be alone when there are no friends near you?</td>
<td></td>
<td></td>
<td>VBE13 (11)</td>
</tr>
<tr>
<td>14. Are you easily upset or irritated?</td>
<td></td>
<td></td>
<td>VBE14 (12)</td>
</tr>
<tr>
<td>15. Are you frightened of going out alone or of meeting people?</td>
<td></td>
<td></td>
<td>VBE15 (13)</td>
</tr>
<tr>
<td>16. Are you constantly keyed up and jittery?</td>
<td></td>
<td></td>
<td>VBE16 (14)</td>
</tr>
<tr>
<td>17. Do you suffer from indigestion?</td>
<td></td>
<td></td>
<td>VBE17 (15)</td>
</tr>
<tr>
<td>18. Do you often suffer from an upset stomach?</td>
<td></td>
<td></td>
<td>VBE18 (16)</td>
</tr>
<tr>
<td>19. Is your appetite poor?</td>
<td></td>
<td></td>
<td>VBE19 (17)</td>
</tr>
<tr>
<td>20. Does every little thing get on your nerves and wear you out?</td>
<td></td>
<td></td>
<td>VBE20 (18)</td>
</tr>
<tr>
<td>21. Does your heart often race like mad?</td>
<td></td>
<td></td>
<td>VBE21 (19)</td>
</tr>
<tr>
<td>22. Do you often have bad pains in your eyes?</td>
<td></td>
<td></td>
<td>VBE22 (20)</td>
</tr>
<tr>
<td>23. Are you often troubled with rheumatism or fibrositis?</td>
<td></td>
<td></td>
<td>VBE23 (21)</td>
</tr>
<tr>
<td>24. Have you ever had a nervous breakdown?</td>
<td></td>
<td></td>
<td>VBE24 (22)</td>
</tr>
</tbody>
</table>
Interview schedule
Good morning/afternoon/evening. My name is ... from MORI. We have been commissioned by City University to conduct this survey, which is part of the 1970 British Cohort Study (BCS70). That is the study which involves everybody born between the 5th and 11th April 1970 and has been gathering information about their lives since they were born. I'd like to speak to ... (NAME OF COHORT MEMBER) who is a member of the 1970 British Cohort Study. Is s/he available to speak to me now. IF YES SPEAK TO COHORT MEMBER AND EXPLAIN THE STUDY AS OUTLINED IN THE INTERVIEWER INSTRUCTIONS (PAGE 2).

IF COHORT MEMBER NOT AVAILABLE BUT LIVING AT ADDRESS EXPLAIN YOU WILL BE SENDING THE SELF-COMPLETION QUESTIONNAIRE AND ARRANGE TO CALL BACK. IF MEMBER MOVED GET NEW TELEPHONE NUMBER AND ADDRESS.

YOU SHOULD RECORD AT LEAST FOUR ATTEMPTS AFTER THE INITIAL CALL TO COMPLETE THE INTERVIEW BEFORE ABANDONING THE ADDRESS. SOME CALLS MUST BE EVENINGS AND/OR WEEKENDS.
Date of 1st contact: .................................................................
Date self completion sent: .................................................................

How sent:       VE4                                                  By Post ....................... 1  Personally .......................(25)

Was self completion filled in on arrival  YES

Yes ....................... 1  No .......................(25)

Date of Interview: .................................................................

Outcome of contact

| Interview completed       | V6EA | 1 |
| Proxy interview/assistance required | V6EB | 2 |
| Refused                   | V6EC | 3 |
| Respondent moved          | V6ED | 4 |
| Respondent moved, no address | V6EE | 5 |
| No contact                | V6EF | 6 |
| Incapable of doing interview | V6EG | 7 |
| Address not found          | V6EH | 8 |
| Ill/away for duration of survey | V6EI | 9 |
| Interview stopped          | V6EJ | 0 |
| Interview refused/but self completion collected | V6EK | X |
| Tests stopped              | V6EL | Y |
| Tests refused              | V6EM | 1 |
| Proxy refusal              | V6EN | 2 |
| Other                      | V6EO | 3 |

Reason: ........................................................................

Reason & refuser: .................................................................
WRITE IN: .................................................................

IF CODED 4 FILL IN NEW ADDRESS IN SPACE BELOW. IF NEW ADDRESS IS WITHIN A 15 MILE RADIUS OF OLD ADDRESS TRANSFER IT TO NEW CONTACT SHEET AND ATTEMPT TO CONDUCT INTERVIEW. RETURN THE CONTACT SHEET WITH THE OLD ADDRESS TO FIELD IMMEDIATELY.

IF NEW ADDRESS IS MORE THAN 15 MILES FROM OLD ADDRESS RETURN THIS CONTACT SHEET TO FIELD IMMEDIATELY. DO NOT ATTEMPT TO CONTACT THE RESPONDENT.

Cohort Member: .......................................................................... New Address: .......................................................................... New Telephone No: ........................................................................

Interviewer name: _____________________________________________ Interviewer Number [________________________] / [______]

VF1 = Area code
Region: Survey region at interview
Valid 21 = Basic selection criterion for analysis
Interview showcards
SHOWCARD A

01 Full-time paid employee (30+ hours a week)

02 Part-time paid employee (under 30 hours a week)

03 Full-time self employed

04 Part-time self employed

05 Unemployed and seeking work

06 Full-time education

07 Temporarily sick/disabled (less than 6 months)

08 Long-term sick/disabled (6 months or longer)

09 Looking after home/family

10 On a training scheme

Something else
SHOWCARD B

1. It was a fixed term or temporary job
2. You were made redundant
3. You were dismissed
4. You were pregnant
5. For other health reasons
6. To look after your home or children
7. You decided to return to education or go on a training course
8. You had a better job to go to
9. You just decided to leave

Other reason
<table>
<thead>
<tr>
<th>Code</th>
<th>Organisation Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Private firm or company</td>
</tr>
<tr>
<td>02</td>
<td>Nationalised industry/public corporation</td>
</tr>
<tr>
<td>03</td>
<td>Local Authority/Local Education Authority</td>
</tr>
<tr>
<td>04</td>
<td>Health Authority/Hospital</td>
</tr>
<tr>
<td>05</td>
<td>Central Government/Civil Service</td>
</tr>
<tr>
<td>06</td>
<td>Charity or Trust</td>
</tr>
<tr>
<td>07</td>
<td>University</td>
</tr>
<tr>
<td>08</td>
<td>Polytechnic</td>
</tr>
<tr>
<td>09</td>
<td>Armed Forces</td>
</tr>
</tbody>
</table>

Other type of organisation
SHOWCARD D

01 Only useful in this particular job

02 Only useful with employers in the same line of work

03 Also useful in jobs with quite different lines of work
SHOWCARD E

01  Learning the basics of the job
02  Developing skills using your hands
03  Creativity, thinking of new or different ways of doing things
04  Making decisions
05  Communicating with other people
06  Managing or supervising the work of other people
07  Using your time efficiently
08  Developing technical skills, such as operating machines or office equipment
09  Working with numbers (non-specialised)
10  Working with numbers (specialised)
11  General reading or writing
12  Specialised writing, such as reports

Other things
SHOWCARD F

Fixed term on temporary job ended

You were made redundant

You were dismissed from a job

You left because you were pregnant

You left a job for health reasons

You decided to leave a job yourself

You left a period of self-employment

You couldn’t get a job after leaving full-time education

You became unemployed for another reason
SHOWCARD G

Unemployment benefit
Supplementary benefit/Income support
Housing benefit
Child benefit
Other benefit or allowance
Partner's income
Maintenance payments
Regular payment from other relative(s)
Rent from boarders/lodgers/tenants
Payment from odd jobs/casual work
Redundancy pay
Pension from previous employer
Savings
Other source of income
SHOWCARD H

Full-time paid employee (30+ hours a week)

Part-time paid employee (under 30 hours a week)

Full-time self employed

Part-time self employed

Unemployed and seeking work

Full-time education

Temporarily sick/disabled (less than 6 months)

Long-term sick/disabled (6 months or longer)

Looking after home/family

On a training scheme

Something else
<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>ACCOUNTING</td>
</tr>
<tr>
<td>02</td>
<td>ART</td>
</tr>
<tr>
<td>03</td>
<td>ART AND DESIGN</td>
</tr>
<tr>
<td>04</td>
<td>ANATOMY, PHYSIOLOGY AND HYGIENE</td>
</tr>
<tr>
<td>05</td>
<td>ARITHMETIC</td>
</tr>
<tr>
<td>06</td>
<td>ARCHAEOLOGY</td>
</tr>
<tr>
<td>07</td>
<td>BIOLOGY</td>
</tr>
<tr>
<td>08</td>
<td>HUMAN BIOLOGY</td>
</tr>
<tr>
<td>09</td>
<td>BUSINESS STUDIES</td>
</tr>
<tr>
<td>10</td>
<td>BUILDING</td>
</tr>
<tr>
<td>11</td>
<td>HAIRDRESSING AND BEAUTY</td>
</tr>
<tr>
<td>12</td>
<td>CHEMISTRY</td>
</tr>
<tr>
<td>13</td>
<td>COMMERCE</td>
</tr>
<tr>
<td>14</td>
<td>COMPUTING STUDIES</td>
</tr>
<tr>
<td>15</td>
<td>CLASSICS</td>
</tr>
<tr>
<td>16</td>
<td>CD AND TECHNOLOGY</td>
</tr>
<tr>
<td>17</td>
<td>COMMERCIAL STUDIES</td>
</tr>
<tr>
<td>18</td>
<td>CHILD CARE/CHILD DEVELOPMENT</td>
</tr>
<tr>
<td>19</td>
<td>COOKERY</td>
</tr>
<tr>
<td>20</td>
<td>CSS</td>
</tr>
<tr>
<td>21</td>
<td>CRAFT</td>
</tr>
<tr>
<td>22</td>
<td>COMMUNICATION SKILLS</td>
</tr>
<tr>
<td>23</td>
<td>CATERING</td>
</tr>
<tr>
<td>24</td>
<td>COMMUNITY STUDIES</td>
</tr>
<tr>
<td>25</td>
<td>DESIGN AND TECHNOLOGY</td>
</tr>
<tr>
<td>26</td>
<td>DESIGN</td>
</tr>
<tr>
<td>27</td>
<td>DRAMA</td>
</tr>
<tr>
<td>28</td>
<td>DANCE</td>
</tr>
<tr>
<td>29</td>
<td>ECONOMICS</td>
</tr>
<tr>
<td>30</td>
<td>ELECTRONICS</td>
</tr>
<tr>
<td>31</td>
<td>ENGINEERING SCIENCE</td>
</tr>
<tr>
<td>32</td>
<td>ENGLISH UNSPECIFIED</td>
</tr>
<tr>
<td>33</td>
<td>ENGLISH LANGUAGE</td>
</tr>
<tr>
<td>34</td>
<td>ENGLISH LITERATURE</td>
</tr>
<tr>
<td>35</td>
<td>ENGLISH SPOKEN</td>
</tr>
<tr>
<td>36</td>
<td>ENGINEERING</td>
</tr>
<tr>
<td>37</td>
<td>ENVIRONMENTAL STUDIES</td>
</tr>
<tr>
<td>38</td>
<td>EUROPEAN STUDIES</td>
</tr>
</tbody>
</table>
39 ECONOMIC HISTORY
40 FOOD AND NUTRITION
41 FASHION/FASHION AND FABRIC
42 FRENCH
43 GEOLOGY
44 GEOGRAPHY
45 GERMAN
46 GOVERNMENT AND POLITICAL STUDIES
47 GENERAL STUDIES
48 GRAPHIC DESIGN/GRAPHICS
49 GOVERNMENT AND COMMERCE
50 GOVERNMENT
51 GE DESIGN
52 HISTORY
53 HOME STUDIES
54 HOME ECONOMICS
55 HUMANITIES
56 HISTORY OF ART
57 HEALTH STUDIES
58 HISTORY OF ECONOMICS
59 HISTORY AND GEOGRAPHY
60 ITALIAN
61 INFORMATION TECHNOLOGY
62 LATIN
63 LIFE/LEISURE STUDIES
64 MATHEMATICS
65 METALWORK
66 METAL AND PLASTICS
67 MOTOR VEHICLE STUDIES
68 MUSIC
69 MEDIA STUDIES
70 MODERN STUDIES
71 NEEDLECRAFT
72 NUTRITION
73 NURSING
74 NUMERACY
75 OFFICE PRACTICES
76 PHYSICS
77 PHYSICS WITH CHEMISTRY
78 PHYSICAL EDUCATION
79 POLITICAL ECONOMY
80 POTTERY
81 PHOTOGRAPHY

82 RELIGIOUS EDUCATION
83 RURAL STUDIES
84 RUSSIAN

85 SPANISH
86 SCIENCE
87 STATISTICS
88 GENERAL SCIENCE
89 SECRETARIAL STUDIES
90 SOCIAL STUDIES
91 SOCIOMETRY
92 SOCIAL AND COMMUNITY STUDIES
93 SOCIAL ECONOMICS
94 SOCIAL EDUCATION
95 SHORTHAND

96 TYPING
97 TECHNOLOGY
98 TEXTILES
1X TECHNICAL WOODWORK
2X TVEI

3X WORD PROCESSING
4X WOODWORK
5X WORLD STUDIES
6X OTHER LANGUAGES
7X OTHER ACADEMIC SUBJECTS
8X OTHER VOCATIONAL SUBJECTS
9X B TECH UNSPECIFIED
0X OTHERS
KEY FOR QUALIFICATIONS

'O' AND 'A' Level, GCSE, SCOTTISH 'O', 'H' AND STANDARD GRADES
01 CSE - grades 2-5
02 CSE - CSE grade 1
03 GCE 'O' Level - passes or grades A-C
04 GCSE grades A-C
05 GCE 'A' Level
06 Scottish 'O' Grade - passes or grades A-C
07 Scottish Standard Grade grades 1-3
08 Scottish Higher Grade
09 Scottish Certificate of Sixth Year Studies (CSYS)

ROYAL SOCIETY OF ARTS (RSA) AWARDS
10 RSA - Stage 1
11 RSA - Stage 2
12 RSA - Stage 3

CITY AND GUILDS AND REGIONAL EXAMINING BOARD CERTIFICATES
13 Operative
14 Craft/Intermediate/Ordinary/Part 1
15 Advanced/Final/Part II or III
16 Full Technological (FTC)
17 Other City and Guilds
18 City & Guilds - can’t say which
19 Insignia Award in Technology (GCIA)

JOINT INDUSTRY BOARD (JIB) NATIONAL JOINT COUNCIL, (JNC) AND OTHER AWARDS
20 JIB/NJC or other Craft Technician Certificate

NATIONAL DIPLOMAS AND CERTIFICATES
21 ONC/OND (or SNC/SND)
22 HNC/HND (or SHNC/SHND)
TEC/BEC/SCOTED/SCOTBEC/SCOTVEC AWARDS
23 TEC/BEC/BTEC (or SCOTEC/SCOTBEC/SCOTVEC) National General Certificate or Diploma
24 TEC/BEC/BTEC (or SCOTEC/SCOTBEC/SCOTVEC) Higher or Higher Cert of Diploma or National

OTHER TECHNICAL or BUSINESS QUALIFICATIONS
25 Other technical or business qualifications - including HGV, PSV etc

PROFESSIONAL QUALIFICATIONS including NURSING
26 Professional qualification - membership awarded by professional institution
27 Part of a professional qualification eg Part 1 of a two part course
28 Nursing qualifications - including Nursery Nursing (NNEB)

UNIVERSITY, POLYTECHNIC AND CNA A AWARDS
29 Polytechnic (or Central Institute) Diploma or Certificate (NOT CNAA VALIDATED)
30 University or CNA A Diploma or Certificate - Including Dip HE and Teaching Training College Certificate
31 University or CNA A First Degree - Including B Ed
32 University or CNA A Post Graduate Diploma
33 University or CNA A Higher Degree - Msc, PhD, etc

ANY OTHER QUALIFICATIONS
34 Any other qualifications
GRADE CODES

1  A/1 GRADE
2  B/2 GRADE
3  C/3 GRADE
4  D/4 GRADE
5  E/5 GRADE
6  F/6 GRADE
7  UNGRADED/UNCLASSIFIED
8  SAT ONLY
9  PASS
0  OTHER PASS
Y  FAIL
A  CREDIT
B  DISTINCTION
C  MERIT
D  CERTIFICATE
E  1st CLASS HONOURS
F  2nd CLASS HONOURS (DIVISION 1)
G  2nd CLASS HONOURS (DIVISION 2)
H  3rd CLASS HONOURS
I  1st CLASS
J  2nd CLASS (DIVISION 1)
K  2nd CLASS (DIVISION 2)
L  3rd CLASS
M  OTHER
N  DUPLICATE QUALIFICATION
O  STILL ON COURSE
SHOWCARD I

Very useful

Fairly useful

Slightly useful

Not at all useful
SHOWCARD J

01 Technical College
02 Teacher Training College
03 College of Education/ Higher Education
04 Further Education College
05 Tertiary College
06 Institute of Higher Education
07 Polytechnic or Scottish Central Institution
08 University/Open University
09 Adult Education Centre
10 Government Skill Centre
11 Private or Commercial College
12 Your employer's premises
13 In your home

Some other place
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Course is part of work</td>
</tr>
<tr>
<td>02</td>
<td>Access course</td>
</tr>
<tr>
<td>03</td>
<td>Correspondence course</td>
</tr>
<tr>
<td>04</td>
<td>Open University course</td>
</tr>
<tr>
<td>05</td>
<td>Community Programme (CP)</td>
</tr>
<tr>
<td>06</td>
<td>Employment training (ET)</td>
</tr>
<tr>
<td>07</td>
<td>Youth Training (YT/YTS)</td>
</tr>
<tr>
<td>08</td>
<td>Enterprise Allowance scheme (EAS)</td>
</tr>
</tbody>
</table>

Other type of course
SHOWCARD L

01 Full time course

02 Part time course

03 Sandwich course or a course with work experience

04 Evening course in your own time

05 Weekend only course

Other type of course
SHOWCARD M

01 Paid for by your employer at the time

02 You paid for the course yourself

03 Your parents/relatives/friends gave you money to pay for it

04 You received a full grant

05 You received a grant which did not cover the costs of completing the course

06 There were no fees to pay

Other
SHOWCARD N

'O' AND 'A' Level, GCSE, SCOTTISH 'O', 'H' AND STANDARD GRADES
01 CSE - grades 2-5
02 CSE - CSE grade 1
03 GCE 'O' Level - passes or grades A-C
04 GCSE grades A-C
05 GCE 'A' Level
06 Scottish 'O' Grade - passes or grades A-C
07 Scottish Standard Grade grades 1-3
08 Scottish Higher Grade
09 Scottish Certificate of Sixth Year Studies (CSYS)

ROYAL SOCIETY OF ARTS (RSA) AWARDS
10 RSA - Stage 1
11 RSA - Stage 2
12 RSA - Stage 3

CITY AND GUILDS AND REGIONAL EXAMINING BOARD CERTIFICATES
13 Operative
14 Craft/Intermediate/Ordinary/Part 1
15 Advanced/Final/Part II or III
16 Full Technological (FTC)
17 Other City and Guilds
18 City & Guilds - can’t say which
19 Insignia Award in Technology (GCIA)

JOINT INDUSTRY BOARD (JIB) NATIONAL JOINT COUNCIL, (JNC) AND OTHER AWARDS
20 JIB/NJC or other Craft Technician Certificate

NATIONAL DIPLOMAS AND CERTIFICATES
21 ONC/OND (or SNC/SND)
22 HNC/HND (or SHNC/SHND)
TEC/BEC/SCOTED/SCOTBEC/SCOTVEC AWARDS
23 TEC/BEC/BTEC (or SCOTEC/SCOTBEC/SCOTVEC) National General Certificate or Diploma
24 TEC/BEC/BTEC (or SCOTEC/SCOTBEC/SCOTVEC) Higher or Higher Cert of Diploma or National

OTHER TECHNICAL or BUSINESS QUALIFICATIONS
25 Other technical or business qualifications - including HGV, PSV etc

PROFESSIONAL QUALIFICATIONS including NURSING
26 Professional qualification - membership awarded by professional institution
27 Part of a professional qualification eg Part 1 of a two part course
28 Nursing qualifications - including Nursery Nursing (NNEB)

UNIVERSITY, POLYTECHNIC AND CNA'A AWARDS
29 Polytechnic (or Central Institute) Diploma or Certificate (NOT CNA'A VALIDATED)
30 University or CNA'A Diploma or Certificate - Including Dip HE and Teaching Training College Certificate
31 University or CNA'A First Degree - Including B Ed
32 University or CNA'A Post Graduate Diploma
33 University or CNA'A Higher Degree - MSc, PhD, etc

ANY OTHER QUALIFICATIONS
34 Any other qualifications
SHOWCARD 0

01 Developing skills using your hands
02 Creativity, thinking of new or different ways of doing things
03 Making decisions
04 Communicating with other people
05 Managing or supervising the work of other people
06 Using your time efficiently
07 Developing technical skills, such as operating machines or office equipment
08 Working with numbers (non-specialised)
09 Working with numbers (specialised)
10 General reading or writing
11 Specialised writing, such as reports
12 Work experience
13 Finding and applying for a job

Other things
SHOWCARD P

01 Technical College
02 Teacher Training College
03 College of Education/Higher Education
04 Further Education College
05 Tertiary College
06 Institute of Higher Education
07 Polytechnic or Scottish Central Institution
08 University/Open University
09 Adult Education Centre
10 Government Skill Centre
11 Private or Commercial College
12 Your employer’s premises
13 In your home

Some other place
SHOWCARD Q

01 Course is part of work
02 Access course
03 Correspondence course
04 Open University course
05 Community Programme (CP)
06 Employment training (ET)
07 Youth Training (YT/YTS)
08 Enterprise Allowance Scheme (EAS)

Other type of course
SHOWCARD R

01  Full time course

02  Part time course

03  Sandwich course or a course with work experience/placement

04  Evening course in your own time

05  Weekend only course

Other type of course
SHOWCARD S

1 Very true

2 Somewhat true

3 Neither true nor untrue

4 Somewhat untrue

5 Not true at all
SHOWCARD T

1 Single, and never married

2 Married, first and only marriage

3 Re-married, second or later marriage

4 Legally separated

5 Divorced

6 Widowed
SHOWCARD U

1 Living alone

2 Living with your husband or wife

3 Living as a couple with someone to whom you are not married

4 Living in some other arrangement
SHOWCARD V

1  I am currently pregnant

2  I am not pregnant
SHOWCARD W

1 Your name only

2 You and your partner's name

3 You and someone else's name

4 In your partner's name but not yours

5 In someone else's name (include parents)

6 Some other arrangement
SHOWCARD X

01 Unemployment Benefit
02 Supplementary Benefit/Income Support
03 Unemployment Benefit and Supplementary Benefit/income support
04 Sickness Benefit
05 Invalidity Benefit
06 Industrial injury benefit/pension
07 Attendance allowance
08 Non-contributory invalidity pension/severe disablement allowance
09 Mobility allowance
10 Family income supplement/family credit
11 Child benefit
12 One parent benefit
13 Maternity allowance
14 Invalid care allowance
15 Housing benefit
16 Any other state benefit or allowance
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Educational grant</td>
</tr>
<tr>
<td>02</td>
<td>Pension</td>
</tr>
<tr>
<td>03</td>
<td>Trade Union/Friendly Society</td>
</tr>
<tr>
<td>04</td>
<td>Maintenance</td>
</tr>
<tr>
<td>05</td>
<td>Cash from parents</td>
</tr>
<tr>
<td>06</td>
<td>Cash from relatives or friends</td>
</tr>
<tr>
<td>07</td>
<td>Rent from boarders, etc.</td>
</tr>
<tr>
<td>08</td>
<td>Other income from sources outside the household</td>
</tr>
<tr>
<td>09</td>
<td>Annuity/Trust fund</td>
</tr>
<tr>
<td>10</td>
<td>Foster allowance</td>
</tr>
<tr>
<td>11</td>
<td>Accident insurance</td>
</tr>
<tr>
<td>12</td>
<td>Any other source of regular family/household income</td>
</tr>
<tr>
<td>Category</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>01 Fiction</td>
<td></td>
</tr>
<tr>
<td>02 Recreation or entertainment</td>
<td></td>
</tr>
<tr>
<td>03 Current affairs or history</td>
<td></td>
</tr>
<tr>
<td>04 The bible</td>
<td></td>
</tr>
<tr>
<td>05 Inspiration or other religion</td>
<td></td>
</tr>
<tr>
<td>06 Science or social science</td>
<td></td>
</tr>
<tr>
<td>07 Reference</td>
<td></td>
</tr>
<tr>
<td>08 Manuals</td>
<td></td>
</tr>
<tr>
<td>09 Cook-books</td>
<td></td>
</tr>
<tr>
<td>10 Biographies/books about famous people</td>
<td></td>
</tr>
<tr>
<td>11 Self improvement books eg. keep fit, popular psychology</td>
<td></td>
</tr>
</tbody>
</table>

Other types of books
Literacy and Numeracy Assessments
Most people find some types of reading or numberwork easier to do than other types. Different people have difficulty with different things. We would like to find out a little more about the things that you find easy or difficult to do.

In the last part of this interview I would like you to look at some cards like this (SHOWCARD AT1) and answer some questions about them. You do not have to read them out loud to me. You can look at the cards whenever you like - this is not a test of memory. You can take as much time as you like and "pass" if you do not know the answer. You can ask me to repeat questions, but I cannot tell you if you get an answer right or wrong.

Most people find that they enjoy this. Shall we start?

**TIME AT START OF ASSESSMENT**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>VDD</td>
<td>VDE</td>
</tr>
</tbody>
</table>

(31) (32) (33) (34)  
(24 hour clock time)
ASSESSMENT TASK 1

Introductory script
I'd like to start by asking you to do some reading. There is nothing to write. Read the advert to yourself and then when you are ready I will ask you a couple of questions about it. You don't need to read it to me.

Instruction to interviewer
Show interviewee the newspaper advert for a concert. When they have read it, ask the following questions.

Script
Q1  Now you have had a look at the advert, can you tell me where the concert is being held?
   Interviewee answers.  \( \checkmark \) \( \Box \) \( \checkmark \) \( \Box \) A
   Thank you.

Q2  Who will be playing at the concert?
   Interviewee answers.  \( \checkmark \) \( \Box \) B
   Thank you

Assessment guidelines

Answer 1  Birmingham National Exhibition Centre (or Birmingham NEC)  [ ] 1  [ ] 2 35
Answer 2  The Firm  [ ] 1  [ ] 2 36
ASSESSMENT TASK 2a

Introductory script
I would like you to do some more reading. There is nothing to write. Look at the page from Yellow Pages then I'm going to ask you a couple of questions. You can look at the page any time. It isn't a test of memory.

Instruction to interviewer
Show interviewee the page from Yellow Pages. Give them time to have a quick glance at it and then ask the following questions.

Script
Q1 Please could you give me the address of Casper's Restaurant.
   Interviewee answers.
   Thank you.
   VD2A1

Q2 What is the 'phone number of Bobby Brown's Restaurant?
   Interviewee answers.
   Thank you.
   VD2A2

Assessment guidelines

<table>
<thead>
<tr>
<th>Answer 1</th>
<th>28 Lower Holyhead Road, Coventry</th>
<th>correct</th>
<th>incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer 2</td>
<td>Leamington Spa 316719 (or number only.)</td>
<td>[ ] 1</td>
<td>[ ] 2 37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[ ] 1</td>
<td>[ ] 2 38</td>
</tr>
</tbody>
</table>
ASSESSMENT TASK 2b

Introductory script
This time you have a map to look at. Again there is nothing to write. Have a look at it now and I shall ask you a couple of questions about it.

Instruction to interviewer
Show interviewee the map. Give them a few seconds to look at it and then ask them these questions.

Script
Q1  Please tell me the quickest route from Oban to Dundee.
    Interviewee answers
    Thank you.
    VD2B1

Q2  Is Edinburgh east or west of Glasgow?
    Interviewee answers
    Thank you.
    VD2B2

Assessment guidelines

Answer 1  The best route follows the A85 all the way.
Answer 2  Edinburgh is east of Glasgow

<table>
<thead>
<tr>
<th>correct</th>
<th>incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] 1</td>
<td>[ ] 2 39</td>
</tr>
<tr>
<td>[ ] 1</td>
<td>[ ] 2 40</td>
</tr>
</tbody>
</table>
ASSessment task 3a

Introductory script
Have a look at this advert. You won't have to do any writing. Tell me when you are ready and I will ask you a couple of questions.

Instruction to interviewer
Show interviewee the advert for the Royal Navy. Suggest that they have a quick glance at it and then ask these questions. They need the time to read once they have been asked the questions.

Script
Q1 What's the age limit for applying, if you are NOT a qualified Engineer?
   Interviewee answers
   Thank you
   VD3A1

Q2 If you want more information, what do you have to do if you make a phone call?
   Interviewee answers
   Thank you
   VD3A2

Assessment guidelines

<table>
<thead>
<tr>
<th>Answer 1</th>
<th>26/under 26</th>
<th>correct</th>
<th>incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer 2</td>
<td>Quote reference AF99736/quote a reference number</td>
<td>[] 1</td>
<td>[] 2 41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[] 1</td>
<td>[] 2 42</td>
</tr>
</tbody>
</table>
ASSESSMENT TASK 3b

Introductory script
I'd like you to have a look at this page from a video manual. There is some text and a diagram on the page. Again you don't have to write anything, just answer a couple of questions when you are ready.

Instruction to interviewer
Show interviewee the video recorder manual. Give them time to read it and then ask the following questions.

Script
Q1 What do the initials RF stand for? Interviewee answers Thank you

Q2 What is the factory setting for the RF channel? Interviewee answers Thank you

Q3 Where in the rest of the manual would you look to find out about the STILL V-LOCK adjustment screw? Interviewee answers Thank you

Assessment guidelines

<table>
<thead>
<tr>
<th>Answer</th>
<th>correct</th>
<th>incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Radio frequency - NOT 'channel adjustment screw'</td>
<td>[ ] 1</td>
<td>[ ] 2</td>
</tr>
<tr>
<td>2 36</td>
<td>[ ] 1</td>
<td>[ ] 2</td>
</tr>
<tr>
<td>3 page 14</td>
<td>[ ] 1</td>
<td>[ ] 2</td>
</tr>
</tbody>
</table>
ASSESSMENT TASK 4a

Introductory script

*Please have a look at the graphs, which both show the results of the same by-election poll. Again there’s no writing involved, simply answer my questions when you are ready.*

Instructions to interviewer

Show interviewee the graphs showing result of a by-election poll. When they have had a while, ask the following questions.

Script

Q1  *Using graph B, approximately what percentage of the poll did Labour get three weeks before the by-election?*

   Interviewee answers
   Thank you
   √D4A1

Q2  *Both graphs show the same results. Why do they look so different?*

   Interviewee answers
   Thank you
   √D4A2

Q3  *Why would the Labour Party prefer to use graph B rather than graph A to put in an article about their chances of winning the by-election?*

   Interviewee answers
   Thank you
   √D4A3

Assessment guidelines

<table>
<thead>
<tr>
<th>Answer</th>
<th>correct</th>
<th>incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer 1 approximately 35%</td>
<td>[ ] 1</td>
<td>[ ] 2 46</td>
</tr>
<tr>
<td>Answer 2 Differently scaled Y axis on each graph (or answer to that effect)</td>
<td>[ ] 1</td>
<td>[ ] 2 47</td>
</tr>
<tr>
<td>Answer 3 EITHER: their support seems to be growing faster in graph B OR: it looks as though they are further ahead of the Conservatives in Graph B (or answer to that effect)</td>
<td>[ ] 1</td>
<td>[ ] 2 48</td>
</tr>
</tbody>
</table>
ASSESSMENT TASK 4b

Introductory script
Please read this passage fairly carefully. You will be asked to look back at it again, let me know when you are ready.

Instructions for interviewer
Show interviewee the article and give them time to read it. Then ask the following question.

Script

Q1 What are the main points of Jace's argument in favour of hunting?

Assessment guidelines:

1 Answers given can be any of the following
   * bring employment to the area √ D481
   * look after the environment √ D482
   * conserve wildlife (birds) √ D483
   * raises considerable revenue for the Government √ D484

Tick all answers given

[ ] 1
[ ] 2
[ ] 3
[ ] 4
49
ASSESSMENT TASK 4c

Introductory script
I'd like you to read these pages on hypothermia. They're from a First Aid book. When you've read them I'll ask you a couple of questions. You don't have to read out loud.

Instructions to interviewer
Show interviewee the article on hypothermia. Give them time to read it and then ask them these questions.

Script
Q1 What are the things you could do if you found someone who was suffering from hypothermia?
   Interviewee answers
   Thank you

Q2 If someone has lost body heat and become hypothermic slowly, what is the best way to rewarm them?
   Interviewee answers
   Thank you

Assessment guidelines

Answer 1
a) remove outer clothing and replace any wet clothing until dry  
   [ ] 1  VD4C1A
b) put patient in a warm bed  
   [ ] 2  VD4C1B
c) put a covered hot water bottle under the left armpit  
   [ ] 3  VD4C1C
d) place in a hot bath  
   [ ] 4  VD4C1D
e) give hot drinks and high energy food  
   [ ] 5  VD4C1E  50

Answer 2 The best way to rewarm them is to do it slowly - if they lost heat slowly they should regain it slowly  
   VD4C2  [ ] 1  [ ] 2  51
ASSESSMENT TASK 5

Introductory script
I'd like you to read this short passage. When you've read it I'll ask you a question about it. You don't have to read it out loud. Let me know when you are ready.

Instructions to interviewer
Show the interviewee the passage. When they are ready ask the following questions.

Script
Q1  What was the greatest cause of Jonathon's discomfort?
   Interviewee answers
   Thank you

Assessment guidelines

Answer EITHER "The pigeon had routed him"

OR "He would not be able to rout the pigeon"

OR "The pigeon" NOT "pigeons"

Answered correctly [ ] 1
Answered incorrectly [ ] 2  52

INTERVIEWER INFORMATION

NB. "ROUT" means "defeat" or "displace". You may accept any answer to this effect.
INTERVIEWER REMARKS (COMPLETE EVEN IF TEST ENDED PREMATURELY)

Q1 TIME AT COMPLETION OF READING TASK

<table>
<thead>
<tr>
<th></th>
<th>VDIR1A</th>
<th>VDIR1B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mins</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(53) (54) (55) (56)
(24 hour clock time)

Q2 a) Was anyone else present in the room during the administration of this section?

VDIR2A

(57)

YES ............... 1 GO TO Q2b

NO ............... 2 GO TO Q3 57

b) IF OTHERS PRESENT: ENTER NUMBER OF PERSONS AND CODE EFFECT ON COHORT MEMBER'S PERFORMANCE.

EFFECT ON RESPONDENT'S PERFORMANCE

<table>
<thead>
<tr>
<th>NO. OF PERSONS (USE LEADING ZERO)</th>
<th>Seemed to be harmful</th>
<th>None observable</th>
<th>Seemed to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADULTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VDIR2B1</td>
<td>(60) 1 ........ 2 . . . . . . . . . . . . . .</td>
<td></td>
<td></td>
</tr>
<tr>
<td>58 59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHILDREN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VDIR2B3</td>
<td>(63) 1 ........ 2 . . . . . . . . . . . . . .</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61 62</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q3 a) Was this section terminated prematurely?

VDIR3A

(64)

YES ............... 1 GO TO Q3b

NO ............... 2 GO TO NUMBERS SECTION 64

b) Reason for premature termination of this section.

VDIR3B

(65)

CODE

ALL THAT

APPLY

Cohort member asked to terminate ......................... 1

Cohort member became uncomfortable and interviewer suggested termination ......................... 2

Major interruption caused termination ......................... 3

Other (WRITE IN AND CODE 4) .............................. 4 65

MOVE ON TO NUMBERS SECTION
ASSESSMENT TASK 6a

Introductory script
The next part is to find out how happy you are using numbers in a variety of different situations. This first one is about money. I'm going to ask you a question and then I want you to tell me the answer. You can write anything down if you want to.
You decide to buy two items in a shop. The total comes to £17.89. You hand over £20.00. What is your change?

Instructions to interviewer
Ask the question fairly slowly and repeat it if necessary. If they want to use a calculator, ask them if they can manage without. If they really insist, that is OK, but then please tick the box at the bottom of this page.

Assessment guidelines
The question must be right on the first attempt.

Answer £2.11

Answered correctly
Answered incorrectly  

The interviewee used a calculator
ASSESSMENT TASK 6b

Introductory Script
The next questions are to do with time. You can write anything down if you want to. You want to video a concert which is being shown tonight at a quarter to twelve and finishes at twenty past three in the morning. Please answer the following questions:

Q1 In 24 hour clock time, what time do you program the video to begin recording?  VD6B1
Q2 And when would you program it to finish (again, in 24 hour clock time)?  VD6B2
Q3 Will a 4 hour tape be long enough (on standard play)?  VD6B3

Instructions to Interviewer
Ask the questions fairly slowly and repeat them if necessary. If they want to use a calculator ask them if they can manage without. If they really insist, that is OK, but then please tick the box at the bottom of this page.

Assessment Guidelines

<table>
<thead>
<tr>
<th>Answer 1 23:45</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] 1 [ ] 2</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Answer 2 03:20</td>
<td>[ ] 1</td>
<td>[ ] 2</td>
</tr>
<tr>
<td>Answer 3 Yes</td>
<td>[ ] 1</td>
<td>[ ] 2</td>
</tr>
</tbody>
</table>

The interviewee used a calculator  VD6B4  [ ] 1  71
ASSESSMENT TASK 7a

Introductory script
You are in a shop and are going to buy these four items. You need to add them up to make sure that you have enough money. You have a pocketful of pound coins and no other change; how many coins will you hand over to the shopkeeper?

OK - here is the list.

£1.40 and £3.86 and £7.15 and 79 pence.

Instructions for interviewer
Show the list to the interviewee. They may ask to use a calculator. Say that you would prefer it if they did it without, but if they really insist, that is OK, but then please tick the box at the bottom of this page.

Assessment guidelines

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>£14</td>
<td>[ ] 1</td>
<td>[ ] 2 72</td>
</tr>
</tbody>
</table>

The interviewee used a calculator | [ ] 1 | 73 |
ASSESSMENT TASK 7b

Introductory script
This time I'd like you to look at this shape and work out its area. You don't have to do this in your head, and the formula is given. Use a pencil and paper if you like. Tell me the answer when you are ready.

Instructions
Show interviewee the drawing of a box and triangle. Make sure they have a pencil and paper. They may ask to use a calculator. Say that you would prefer they did it without, but if they really insist, that is OK, but then please tick the box at the bottom of this page.

Assessment guidelines
The answer must be correct at the first attempt.

Answer: 48 metres squared, or 48 square metres

[ ] 1 [ ] 2

The interviewee used a calculator

[ ] 1

75
ASSESSMENT TASK 8a

Introductory script
This task is asking you about credit and hire purchase - HP. You don’t have to do this in your head. You can use your pencil and paper if you like and if you want me to repeat a question, I can. You have decided to buy a car on HP over 3 years paying monthly. The car costs £4,900. You must pay a 10% deposit.

Q1 What is the deposit? Q2 Now you have to pay £4410 over three years, paying monthly. How much do you have to pay each month?

Instructions to interviewer
Show the interviewee the graphic of the car. Read out the questions slowly. You can ask them a second time if you like. They may ask to use a calculator. Say that you would prefer if they did it without, but if they insist, that is OK, but then please tick the box at the bottom of this page.

Assessment Guidelines
The answers must be correct at the first attempt

Answer 1 Deposit is £490 correct [ ] 1 incorrect [ ] 2 76
Answer 2 Monthly instalments are £122.50 correct [ ] 1 incorrect [ ] 2 77

The interviewee used a calculator √D8A3 [ ] 1 78
ASSESSMENT TASK 8b

Introductory script
This time we would like you to use some charts. You and a friend have decided to go on holiday to Ireland, and you are going to sail from Holyhead. You have to go in August but want the cheapest fare possible for that month.

Q1  When could you go? ✓VD8B1
Q2  What would be the total return cost for you both to go in your car? ✓VD8B2

Instructions to interviewer
Read out the questions slowly. You can ask them a second time if you like. They may ask to use a calculator. Say that you would prefer if they did it without, but if they really insist, that is OK, but then please tick the box at the bottom of this page.

For question 2, emphasize that it is the 'return' cost that you want.

Assessment guidelines

Answer 1 19-22 August : 26-29 August (either or both is acceptable) ✓ [ ] 1  [ ] 2  79
Answer 2 £230 ✓ [ ] 1  [ ] 2  80

Card 5  9

The interviewee used a calculator ✓VD8B3 [ ] 1 10
ASSESSMENT TASK 8c

Introductory script
Look at these two jackets. Both are in the sales in different shops. One was for sale at £200 but is now offered with a 12½% discount. The other was for sale at £250, but now has a third off.

Q1 What is the difference in price between the two jackets after the reductions?  \( \text{VD8C} \ 1 \)
Q2 Which is cheaper?  \( \text{VD8C} \ 2 \)

Instructions to interviewer
Give the interviewee time to do the calculations. They may ask to use a calculator. Say you would prefer they did it without, but if they really insist, that is OK, but then please tick the box at the bottom of the page.

Assessment guidelines

<table>
<thead>
<tr>
<th>Answer 1</th>
<th>£8.33 or £8.34 (either)</th>
<th>correct</th>
<th>incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer 2</td>
<td>Jacket B</td>
<td>( [ ] ) 1</td>
<td>( [ ] ) 2 11</td>
</tr>
</tbody>
</table>

The interviewee used a calculator  \( \text{VD8C} \ 3 \)  \( [ ] \) 1  13
ASSESSMENT TASK 9

Introductory script
Have a look at this table. Take a while. When you are ready, I'll ask you a couple of questions about it.

Instructions to interviewer
Show the interviewee the table indicating how many people with mathematics A level started on different degree subjects. Give them about half a minute. They may ask to use a calculator for Question 2. Say you would prefer if they did it without, but if they really insist, that is OK, but then please tick the box at the bottom of this page.

Script
Q1 This table shows how many people with mathematics A level started on different degree subjects. How many subjects had more entrants with mathematics A level in 1979 than in 1973? Interviewee answers Thank you

Q2 What percentage of the total number of students did engineering and technology in 1973? You can give your answer to the nearest whole number if you like.
Interviewee answers Thank you

Assessment guidelines
Answer 1 2 correct [ ] 1 incorrect [ ] 2 14
Answer 2 25% [ ] 1 [ ] 2 15
The interviewee used a calculator [ ] 1 16
INTERVIEWER REMARKS  (COMPLETE EVEN IF TEST ENDED PREMATURELY)

| Q1 | TIME AT COMPLETION OF NUMBERS SECTION  | VDIN1A |   | VDIN1B |  
|    |                                  |   |   |        | (17) (18) (19) (20) (24 hour clock time) |

|    |                                  |   |   |        | (21) |

| Q2 | Was anyone else present in the room during the administration of this section? |   |   |        | 
| a) |                                  |   |   |        |   |

| VDIN2A | YES .................................. | 1 |   |   | GO TO Q2b |
| NO ................. | 2 |   |   | GO TO Q3 | 21 |

b) IF OTHERS PRESENT: ENTER NUMBER OF PERSONS AND CODE EFFECT ON COHORT MEMBER'S PERFORMANCE.

EFFECT ON RESPONDENT'S PERFORMANCE

<table>
<thead>
<tr>
<th>NO. OF PERSONS</th>
<th>Seemed to be harmful</th>
<th>None observable</th>
<th>Seemed to improve</th>
</tr>
</thead>
</table>

| ADULTS | VDIN2B1A | (24) 1 ........ 2 ........ | VDIN2B1B |
|        |          | 22 23               |        |

| CHILDREN | VDIN2B2A | (27) 1 ........ 2 ........ | VDIN2B2B |
|          |          | 25 26               |        |

| Q3 | Was this section terminated prematurely? |   |   |        | VDIN3A |
| a) |                                  |   |   |        | (28) |

| YES ................. | 1 |   |   | GO TO Q3b |
| NO ................. | 2 |   |   | MOVE ON TO WRITING TASK | 28 |

b) Reason for premature termination of this section. | VDIN3B | (29) |

<table>
<thead>
<tr>
<th>CODE</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL THAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APPLY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (WRITE IN AND CODE 4)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|               |               |               |               |
|               |               |               |               |
| Cohort member asked to terminate | 1 |
| Cohort member became uncomfortable and interviewer suggested termination | 2 |
| Major interruption caused termination | 3 |
|               |               |               |               |

|               |               |               |               |
|               |               |               |               |

MOVE ONTO WRITING SECTION
INTERVIEWER REMARKS  (COMPLETE EVEN IF TEST ENDED PREMATURELY)

Q1  TIME AT COMPLETION OF WRITING TASK  

<table>
<thead>
<tr>
<th>Hours</th>
<th>Mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>33</td>
</tr>
</tbody>
</table>

(24 hour clock time)

Q2  

a)  Was anyone else present in the room during the administration of this section?

<table>
<thead>
<tr>
<th>VDIW2A</th>
<th>(34)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>1 Go to Q2b</td>
</tr>
<tr>
<td>NO</td>
<td>2 Go to Q3  34</td>
</tr>
</tbody>
</table>

b)  IF OTHERS PRESENT: ENTER NUMBER OF PERSONS AND CODE EFFECT ON COHORT MEMBER'S PERFORMANCE.

EFFECT ON RESPONDENT'S PERFORMANCE

<table>
<thead>
<tr>
<th>NO. OF PERSONS</th>
<th>Seemed to be harmful</th>
<th>None observable</th>
<th>Seemed to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADULTS</td>
<td></td>
<td>VDIW2B1A (37)</td>
<td>1 2 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>VDIW2B2B</td>
</tr>
<tr>
<td>CHILDREN</td>
<td></td>
<td>VDIW2B2A (40)</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

Q3  

a)  Was this section terminated prematurely?

<table>
<thead>
<tr>
<th>VDIW3A</th>
<th>(41)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>1 Go to Q3b</td>
</tr>
<tr>
<td>NO</td>
<td>2 Go to Q4 OVERLEAF 41</td>
</tr>
</tbody>
</table>

b)  Reason for premature termination of this section.

| CODE |
|------|------|
| VDIW3B | (42) |
|        |      |
| CODE   | 1 |
| ALL THAT | 2 |
| APPL Y | 3 |

Other (WRITE IN AND CODE 4) 4 42

MOVE ONTO Q4 OVERLEAF
FINAL SECTION: INTERVIEWER EVALUATION OF TESTING CONDITIONS

Q4 DURING THE ASSESSMENTS, HOW WAS THE COHORT MEMBER'S ...........

<table>
<thead>
<tr>
<th>Poor</th>
<th>Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Attitude towards being tested?</td>
<td>1 2 3 4 5</td>
<td>VDI W4A 43</td>
</tr>
<tr>
<td>b) Rapport with interviewer?</td>
<td>1 2 3 4 5</td>
<td>VDI W4B 44</td>
</tr>
<tr>
<td>c) Perseverance/persistence?</td>
<td>1 2 3 4 5</td>
<td>VDI W4C 45</td>
</tr>
<tr>
<td>d) Co-operation?</td>
<td>1 2 3 4 5</td>
<td>VDI W4D 46</td>
</tr>
<tr>
<td>e) Motivation/interest?</td>
<td>1 2 3 4 5</td>
<td>VDI W4E 47</td>
</tr>
</tbody>
</table>

Q5 DURING THE ASSESSMENTS, WERE THERE ANY PROBLEMS WITH THE COHORT MEMBER'S ...........

<table>
<thead>
<tr>
<th>(49)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Eyesight?</td>
</tr>
<tr>
<td>IF YES, SPECIFY___________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(51)</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) Hearing?</td>
</tr>
<tr>
<td>IF YES, SPECIFY___________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(53)</th>
</tr>
</thead>
<tbody>
<tr>
<td>c) State of health?</td>
</tr>
<tr>
<td>IF YES, SPECIFY___________</td>
</tr>
</tbody>
</table>

Q6 DID ANY INTERFERENCE OCCUR DURING THE ASSESSMENT? VDI W6

<table>
<thead>
<tr>
<th>(54)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES ........... 1</td>
</tr>
<tr>
<td>NO ........... 2</td>
</tr>
</tbody>
</table>

Q7 CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE

<table>
<thead>
<tr>
<th>Strongly interfering</th>
<th>Somewhat interfering</th>
<th>Not interfering/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Noise level</td>
<td>1 2 3 4 5</td>
<td>VDI W7A 55</td>
</tr>
<tr>
<td>2) Interruptions</td>
<td>1 2 3 4 5</td>
<td>VDI W7B 56</td>
</tr>
<tr>
<td>3) Distractions</td>
<td>1 2 3 4 5</td>
<td>VDI W7C 57</td>
</tr>
<tr>
<td>4) Light</td>
<td>1 2 3 4 5</td>
<td>VDI W7D 58</td>
</tr>
<tr>
<td>5) Temperature</td>
<td>1 2 3 4 5</td>
<td>VDI W7E 59</td>
</tr>
<tr>
<td>6) Presence of others</td>
<td>1 2 3 4 5</td>
<td>VDI W7F 60</td>
</tr>
<tr>
<td>7) Others (SPECIFY)</td>
<td>1 2 3 4 5</td>
<td>VDI W7G 61</td>
</tr>
</tbody>
</table>
Q8 WHERE WERE THE ASSESSMENTS ADMINISTERED?  (62)

Cohort member's residence ........................................... 1
Other private residence .............................................. 2
Other Site (SPECIFY) .................................................. 3

Q9 WERE ANY OF THE SECTIONS PREMATURELY TERMINATED?  (63)

YES ................................. 1

NO ................................. 2

Q10 THANK COHORT MEMBER FOR THEIR HELP

Q1 TIME AT COMPLETION OF ASSESSMENT  (64)  (65)  (66)  (67)  (24 hour clock time)

GIVE THANK YOU LETTER TO COHORT MEMBER
Literacy and Numeracy Assessment showcards
THE FIRM

Appearing at the

BIRMINGHAM NATIONAL EXHIBITION CENTRE

On
19 November 1991
at
7.30pm

Tickets:
£8.50, £10.00, £15.00
We’ll prepare you for anything
(including the best jobs on this page).

Few careers can give you such a thorough training in both specialist and management skills as that of a Royal Navy Officer.

After passing our selection procedure, you will begin to learn the principles of practical leadership as part of your professional training in your chosen branch.

Once you’ve gained an understanding of the sea, the ships, and how the Navy works, you’ll be ready for your first appointment.

As a trained Naval Officer, you’ll find yourself fulfilling many different roles, as a manager and leader, a specialist and even a diplomat.

You’ll soon be acquiring strengths that will be greatly valued should you decide to take on any civilian job. Above all, you’ll know how to get the best out of your team in any situation.

The Royal Navy promises you a career in which talent is quickly recognised.

WE ARE EQUAL OPPORTUNITY EMPLOYERS
UNDER THE RACE RELATIONS ACT AND WELCOME ENQUIRIES AND APPLICATIONS FROM ALL ETHNIC GROUPS.

You should be under 26 (qualified graduate Engineers with experience may be accepted up to 32). Normally you should have been a UK Resident for the past five years.

If you’d like to learn more about career and training opportunities in the Royal Navy for men and women, simply return the coupon, or telephone (for the cost of a local call), quoting reference AF99736 on

0345 300 123

Give your ambitions a chance.

Post to: Cdr G. Kemp RN, Department (AF99736) FREEPOST 4335, Bristol BS1 3YX. (No stamp needed.) Please send me, without obligation, your free book on careers as an Officer in the Royal Navy.

Name (Mr., Mrs., Ms.)

Address

Postcode, Date of Birth

Telephone

ROYAL NAVY OFFICER
PART NAMES AND FUNCTIONS

The numbers within the circles (O) refer to the respective pages in this manual.

ADJUSTMENT ON THE TV RECEIVER

Playback signal from the VCR is converted by the built-in RF converter to a radio frequency (RF) for viewing on ordinary TV set. The RF channel can be set to any channels from 30 to 39. The RF channel has been set to channel 36 at the factory. The RF channel should be set to an unused broadcast channel in your area.

1. Set the TEST SIG. switch to "ON" position.

2. Switch the TV to a spare channel or AV button and adjust the TV tuning (channel 36) so that the test picture is clear. If channel 36 is in use by a broadcast station in your area, adjust the RF channel adjustment screw (CH) to select an unused channel from 30 to 39 and tune the TV to that channel.

3. Reset the TEST SIG. switch to "OFF".
By-Election Poll

June 1991
Jace
(a gamekeeper)

What these Anti-Blood Sport Brigade don't realise is the employment hunting brings to an area like this. I mean, you try living here, and I don't mean a holiday. There's nothing to do, we're cut off in the winter. Working for the shoot doesn't just involve a couple of days in August, y'know. We have to maintain the acreage to ensure the habitat of the birds is never ruined and keep the land clean and clear. So in that sense, WE are the environmentalists. We look after the birds, checking for disease and damage, so you see we are conservationists too. Sure we all have guns and I know for a fact, that the licence money on all the guns in Britain brought in over £2 million pounds to the Exchequer. And that's nothing compared to the amount of money hunting, coursing and all the support trades made for this country last year - £22 million in collected taxes. I know if it wasn't for the shoot I would have had to leave here, and it is the most beautiful place in the world.

Did you know that some 62,500 jobs are dependent on country sports. This does not include those casual, seasonal or part-time beaters and pickers up.
HYPOTHERMIA

This condition develops when body temperature falls below about 35°C (95°F). Moderate hypothermia can normally be reversed and recovery will be complete. However, recovery is unlikely if the body temperature falls below 26°C (75°F).

Hypothermia is commonly caused by exposure to extreme cold on mountain-sides or on moors, especially if the cold is accompanied by rain, mist or snow, or by immersion in cold seas, lakes or rivers. Wind chilling also increases the danger.

Hypothermia may also be encountered in poorly heated houses, particularly in elderly people and infants. Lack of physical fitness, fatigue, hunger and dehydration increase the risk of hypothermia. Thin people are more readily affected than fat.

SYMPTOMS & SIGNS

The onset of hypothermia may be insidious and difficult to recognise.
* Casualty may be shivering if in the early stages of hypothermia.
* Casualty’s skin is cold, pale and dry.
* Casualty’s temperature is subnormal - 35°C (95°F) or less.
* Casualty may behave irrationally and gradually slip into unconsciousness.
* Pulse and respiratory rates are slower than normal.
* As the casualty becomes unconscious, breathing and pulse become increasingly difficult to detect and the heart may stop and require resuscitation.

AIM

Prevent casualty losing any more body heat and help to regain normal body temperature.

TREATMENT

Never presume that the casualty is dead simply because you cannot detect breathing or a pulse.

IF CASUALTY IS AT HOME OR IN A SHELTER

1. Remove the casualty’s outer clothing, and replace any wet clothing with dry.

2. Place her in a bed which has been previously warmed.

3. Place a suitably covered hot-water bottle in her left armpit or over her breastbone (this warms the "core" circulation).

DO NOT place hot water bottles at her extremities as this increases blood flow through the limbs, which are still cold, and may result in a dangerous fall in "core temperature".

4. To rewarm her more quickly, place her in a hot bath, at a temperature which is bearable when tested with your elbow (approximately 43°C (110°F)). Test the water at intervals, and replenish if necessary. When the casualty’s skin colour returns to normal and her pulse rate improves, return her to a warm bed.

5. Give her hot drinks and high energy food, eg., chocolate.

NOTE It is best to rewarm victims of hypothermia at the speed at which cooling took place. A person rescued after falling into the sea should be rewarmed rapidly. An elderly person, or infant who has slowly become hypothermic overnight, should be rewarmed gradually.
Jonathon could not remember ever having carried on such a bungled conversation in all his life. His lies, it seemed to him, were apparent, crudely obvious, and the sole truth that they were meant to disguise - that he would never, ever be able to rout the pigeon, that indeed the pigeon had long since routed him - was most embarrassingly manifest; and even if Madame Rocard had not picked up on this truth from his words, she must certainly be able to read it now in his face, as he flushed and the blood rose to his head and his cheeks burned with shame.
**FORMULA**

To calculate the area of a rectangle: \( \text{length} \times \text{breadth} \)

To calculate the area of a right-angled triangle: \( \frac{1}{2} \times \text{base} \times \text{height} \)
£4,900 over 3 years paying monthly

10% deposit
### PRICES

<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAR AND DRIVER</strong></td>
<td>£5.00</td>
<td>£5.00</td>
<td>£11.50</td>
<td>£14.00</td>
<td>£16.00</td>
</tr>
<tr>
<td>and up to 3 additional adults (2 children = 1 adult)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MOTORISED CARAVAN / MINIBUS / VAN AND DRIVER</strong></td>
<td>£5.00</td>
<td>£5.00</td>
<td>£11.50</td>
<td>£14.00</td>
<td>£16.00</td>
</tr>
<tr>
<td>Up to 5.00 metres in length and up to 3 additional adults (2 children = 1adult)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over 6.00 metres, each additional metre or part metre</td>
<td>£10.00</td>
<td>£10.00</td>
<td>£15.00</td>
<td>£20.00</td>
<td>£25.00</td>
</tr>
<tr>
<td><strong>TOWED TRAILER / CARAVAN</strong></td>
<td>£30.00</td>
<td>£30.00</td>
<td>£45.00</td>
<td>£60.00</td>
<td>£75.00</td>
</tr>
<tr>
<td>Up to 3.00 metres in length</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to 6.00 metres in length</td>
<td>£60.00</td>
<td>£60.00</td>
<td>£80.00</td>
<td>£100.00</td>
<td>£120.00</td>
</tr>
<tr>
<td>Over 6.00 metres, each additional metre or part metre</td>
<td>£10.00</td>
<td>£10.00</td>
<td>£15.00</td>
<td>£20.00</td>
<td>£25.00</td>
</tr>
<tr>
<td><strong>FOOT PASSENGERS / ADDITIONAL MOTORIST PASSENGERS</strong></td>
<td>£15.00</td>
<td>£15.00</td>
<td>£20.00</td>
<td>£22.00</td>
<td>£22.00</td>
</tr>
<tr>
<td>(including car passengers not confirmed at time of booking)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult</td>
<td>£6.00</td>
<td>£6.00</td>
<td>£10.00</td>
<td>£11.00</td>
<td>£11.00</td>
</tr>
<tr>
<td>Child (5 to 14 years)</td>
<td>FREE</td>
<td>FREE</td>
<td>FREE</td>
<td>FREE</td>
<td>FREE</td>
</tr>
<tr>
<td>Infant (under 5 years)</td>
<td>FREE</td>
<td>FREE</td>
<td>FREE</td>
<td>FREE</td>
<td>FREE</td>
</tr>
<tr>
<td><strong>SOLO MOTORCYCLE / SCOOTER AND RIDER</strong></td>
<td>£34.00</td>
<td>£34.00</td>
<td>£38.00</td>
<td>£43.00</td>
<td>£43.00</td>
</tr>
<tr>
<td><strong>BICYCLE / TANDEM</strong></td>
<td>FREE</td>
<td>FREE</td>
<td>FREE</td>
<td>FREE</td>
<td>FREE</td>
</tr>
<tr>
<td>(rider charged as a foot passenger)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DOG (for domestic purposes)</strong></td>
<td>7.00</td>
<td>7.00</td>
<td>7.00</td>
<td>7.00</td>
<td>7.00</td>
</tr>
<tr>
<td>In vehicle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In kennels</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### IMPORTANT
Please be sure you make a reservation for your journeys to avoid the disappointment of arriving at the port to find the ship full.

### STANDARD RETURN FARE
Just add the two Standard Single Fares together for the Standard Return Fare.

### CHOICE OF RETURN CROSSING
To travel out one route and return another - add the respective fares for each route to arrive at the return fare.

### TIMETABLE

<table>
<thead>
<tr>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
<th>JUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-29</td>
<td>1-28</td>
<td>1-25</td>
<td>1-20</td>
<td>23-26</td>
<td>27-30</td>
<td>1-17</td>
</tr>
<tr>
<td>D015 1445</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
</tr>
<tr>
<td>D015 1445</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
</tr>
<tr>
<td>D015 1446</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
</tr>
<tr>
<td>D015 1445</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
</tr>
<tr>
<td>D015 1446</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
</tr>
<tr>
<td>D015 1445</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
<td>E E</td>
</tr>
<tr>
<td>1-20</td>
<td>21-26</td>
<td>27-30</td>
<td>1-17</td>
<td>1-17</td>
<td>1-17</td>
<td>1-17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- a= No sailings 11 August.
- b= No sailings 8 September.
- *= See note 5 opposite for altered sailing times on certain dates

### YOUR ROUTE ACKNOWLEDGED
Great reductions!

Was £200

Buy now with 12½% discount

Fantastic Value!

Was £250

Buy now ⅓ off
Distribution between subject groups of entrants to degree courses at universities

<table>
<thead>
<tr>
<th>Subject group</th>
<th>1973</th>
<th>1979</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering and technology</td>
<td>1500</td>
<td>1714</td>
</tr>
<tr>
<td>Physical sciences</td>
<td>1048</td>
<td>968</td>
</tr>
<tr>
<td>Mathematical studies</td>
<td>2103</td>
<td>1728</td>
</tr>
<tr>
<td>Medical and dental</td>
<td>139</td>
<td>161</td>
</tr>
<tr>
<td>Biological sciences</td>
<td>61</td>
<td>47</td>
</tr>
<tr>
<td>Other sciences</td>
<td>428</td>
<td>281</td>
</tr>
<tr>
<td>Business studies</td>
<td>185</td>
<td>177</td>
</tr>
<tr>
<td>Geography</td>
<td>39</td>
<td>19</td>
</tr>
<tr>
<td>Other subjects</td>
<td>397</td>
<td>246</td>
</tr>
<tr>
<td>All subject groups</td>
<td>6000</td>
<td>5341</td>
</tr>
</tbody>
</table>
SECTION 4

APPENDICES

APPENDIX 1: Summary of Information Collected at Birth, 5, 10, 16, 21 and 26 years.

APPENDIX 2: Publications and Reports.

APPENDIX 3: Derived Variables.
APPENDIX 1

Summary of Information Collected at Birth, 5, 10, 16, 21, 26 and 30 years
BCS70: Summary of Information Collected at Birth, 5, 10, 16, 26 and 30 years.

A2.1 This Appendix provides a brief summary of the wide range of information that has been collected from and about BCS70 cohort members during the birth survey and subsequent follow-ups.

**British Birth Survey: 1970**

**Parents**
- Father's occupation
- Mother's occupation
- Marital status
- Child care
- Mother's smoking during pregnancy
- Contraception
- Antenatal care

**Medical**
- Abnormalities during pregnancy
- Length & abnormalities of labour
- Analgesia & Anaesthesia
- Sex, weight, progress, management & outcome of infant
- Obstetric history

**1970 British Cohort Study, First Follow-up (Child Health and Education Study): 1975**

**Parents**
- Social and family background
- Environmental background
- Assessment of the child's behaviour

**Subject**
- Human figure drawing test
- Copying designs test
- English picture vocabulary test
- Schonell graded reading test
- Complete-a-profile test

**Medical**
- Height and head circumference
- Use of health services
- Screening and assessment procedure
- High risk factors
## Parents

- Medical history
- Accidents
- Use of health services
- Father's occupation
- Mother's occupation
- Type of accommodation
- Parent's level of education
- Household amenities
- Neighbourhood
- Hospital admissions
- Clinic attendance
- The child at school
- Child's skills
- Child's behaviour: Maudsley Parental Behaviour Inventory
- Mother's health: Cornell Health Inventory

## School

- School composition
- Curriculum
- Discipline and ethos
- Teacher's assessment of child's ability
- Maudsley Behaviour Inventory
- Conners Hyperactivity Scale

## Subject

- Academic success
- Smoking
- Attitudes to school
- Food and drink consumed
- Caracol scale (ability to 'control' destiny)
- Lawseq Self-esteem scale
- Eysenck Personality Inventory
- English Picture Vocabulary Test
- Writing, copying and spelling tests
- Social judgement scale
- British ability scales
- Mathematics test
- Shortened Edinburgh Reading Test

## Medical

- Medical examination
- Disability and chronic illness
- Height and weight
- Head circumference
- Blood pressure
- Pulse
- Near and distant vision
- Audiometry
- Laterality
- Co-ordination
## Parents

- Health status
- Family health
- Chronic illness and disability
- Medication
- Accidents and injuries
- Use of health services
- Social experience
- Father's occupation
- Mother's occupation
- Parental situation
- Family finances
- Household amenities
- Accommodation type
- Number of rooms
- Neighbourhood
- Alcohol consumption
- Smoking
- Performance at school
- Life skills
- Behaviour

## School

- Curriculum
- Teaching methods
- Special education
- Teacher's assessment of behaviour
- Academic achievement
- Academic potential
- Absences from school

## Subject

- Exercise and sporting activities
- Hygiene
- Diet (including a four day diary)
- Diary of all activities over four days
- Leisure activities
- Family life
- Religion
- Leaving home
- Money
- Smoking
- Alcohol
- Laterality
- Television, video and radio
- Friends and social behaviour
- Law and order
- Sexual behaviour
- Self-esteem
- Health status
- Medical history
- Attitudes to health and emotions
- Drug use
- School
- Occupational interests
- Reading, spelling and vocabulary tests
- Mathematics tests
- Life-skills test (education, training and employment)

## Medical

- Special requirements
- Chronic illness and disability
- Psychological/psychiatric problems
- Medical examination
- Blood pressure
- Distant and near vision tests
- Motor co-ordination tests
- Audiology
- Height and weight
- Head circumference
1970 British Cohort Study, Sample survey (BCS70): 1992

**Topics**

Employment histories since age 16
Education histories since age 16
Qualifications
Training
Unemployment
Reading and writing behaviour
Literacy and numeracy self-appraisal
Literacy and numeracy assessment
Household composition
Relationships
Children
Housing
Income
Health
Attitudes to employment, education, literacy and numeracy
Self efficacy
1970 British Cohort Study, Fourth Follow-up (BCS70): 1996

Subject

Views on:
- politics
- sex equality
- law and order
- traditional marital values
- work
- standard of living
- life satisfaction
- feels in control of life

Training, qualifications, skills:
- date left school
- date left full-time education
- nature and number of training courses
- nature and number of academic and vocational qualifications gained
- self-perceived skills

Employment history:
- number of jobs
- number of periods unemployed
- length of longest period of unemployment
- number/nature of periods out of the labour force
- current economic status
- details of any current job:
  - year job started
  - job title
  - work done
  - nature of employers business
  - number of employees
  - number supervised
  - average weekly hours
  - usual take home pay

Relationships marriage and children:
- current relationships
- marital status
- date of (most recent) marriage
- when started living with any partner
- economic status of spouse/partner
- has spouse/partner children from a previous relationship
- number of children
- current spouse/partner the other parent of some/all children
- do all children live with CM
- household composition
- year began living at current address
- tenure
- number of rooms in accommodation

Health:
- self-assessment of general health
- self-reported height
- self-reported weight
- experience of c20 medical conditions/symptoms since 16
- eyesight problems
- details of accidents/injuries/assaults since 16
- disability
- drinking and smoking habits
- Malaise Inventory - depression

Other:
- voting intentions
- religious affiliation
Interview

Household grid
Ethnicity
Language spoken in the home
Current address
Intentions to move
Property inheritance
Homelessness
Housing history
Marital status
Relationship history
Pregnancy history
Lone parenthood
Infertility
Adopted children
Partner’s children from a previous relationship
Children over 16
Family activities
Demands of parenting
Contact with family
Emotional support
Other Income
Financial situation
Economic activity
Current job
Other paid work
Currently unemployed
Labour market histories
Partner’s job
Qualifications
Current course for qualification
Assessment of current/most recent course
Other courses and training
No formal learning
Learning overview
Contact with information technology
Literacy and numeracy
General health
Long-term health conditions
Respiratory problems
Mental health
Seeing and hearing
Other conditions
Accidents/injuries
Hospital admissions
Smoking
Drinking
Diet
Exercise
Height and weight

Interview (continued)

Involvement with organisations
Voting behaviour and intentions
Political alignment
Trade union membership
Religion
Newspaper readership
Car ownership
Values
Political activity

Self-completion

Views and attitude
How you get on with your husband, wife or partner, Includes Locke-Wallace Malaise Inventory
Your skills, How good at skill/is skill used at work
GHQ 12
School exclusion and truancy
Contact with the police and crime
Use of illegal drugs
APPENDIX 2

Publications and Reports
APPENDIX 2

PUBLICATIONS AND REPORTS

[Note that BCS70 publications arising directly from the 21-year sample survey are marked with an asterisk]

BOOKS AND JOURNALS

1975

CHAMBERLAIN, R., CHAMBERLAIN, G., HOWLETT, B.C. AND CLAIREAUX, A. 1975
British Births: Vol. 1. The First Week of Life.

CHAMBERLAIN, R. AND DAVEY, A.
Physical growth in twins, postmature and small-for-dates children.
Archives of Disease in Childhood 1975, 50: 437-442.

1976

CHAMBERLAIN, R. AND DAVEY, A.

1977

BUTLER, N.R. 1977
Family and community influences on 0-5's; utilisation of pre-school day-care and preventive health care.
In: Implications for parents, the public and policy makers on 0-4's - a changing population. Papers from a seminar of Institute of Child Health, University of London, 20 May 1977.
Voluntary Organisations' Liaison Council for Under Five’s; pp 30-62.

CHAMBERLAIN, R.N. AND SIMPSON, R.N.
Cross-sectional studies of physical growth in twins, postmature and small for dates children.

DOWLING, S.F.O. 1977
The interrelationship of children's use of child health clinics and day-care facilities in the pre-school years.
In: Implications for parents, the public and policy makers on 0-4's - a changing population. Papers from a seminar of Institute of Child Health, University of London, 20 May 1977.
1978

CHAMBERLAIN, G., PHILIPP, E., HOWLETT, B.C. AND MASTERS, K. 1978
*British Births: Vol. 2 Obstetric Care.*

1979

CHAMBERLAIN, R.N. AND SIMPSON, R.N. 1979
*The Prevalence of Illness in Childhood.*
Tunbridge Wells: Pitman Medical.

OSBORN, A.F. AND MORRIS, A.C.
The rationale for a composite index of social class and its evaluation.

1980

BUTLER, N.R.
Child Health and Education in the Seventies: some results on the 5 year follow-up of the 1970 British Births Cohort.

1982

BURNELL, I. AND WADSWORTH, J.
Home truths.
*One-Parent Times.* 1982; 8: 8-12.

BUTLER, N.R., GOLDING, J., HASLUM, M. AND STEWART-BROWN, S.
Recent findings from the 1980 Child Health and Education Study (Section of epidemiology and community medicine meeting held 11 February 1982).

GOLDING, J. AND PORTER, C.
National cohort studies - the facts about Britain's children.

OSBORN, A.F. AND MORRIS, A.C.
Fathers and child care.

TAYLOR, B., WADSWORTH, J., GOLDING, J. AND BUTLER, N.R.
Breast feeding bronchitis and admissions for lower respiratory illness and gastro-enteritis during the first five years.
*Lancet* 1982; i: 1227-1229.

1983

*BCS70 Twenty one-year Follow-up: Section 4 - Page -4.1*
BRITTEN, N. AND HEATH, A. 1983
Women and men and social class.

COOKE, K. BRADSHAW, J. AND LAWSON, D.
Take up of benefits by families with disabled children.

GOLDING, J.
Accidents in the under five’s.

GOLDING, J. AND BUTLER, N.R. 1983
Convulsive disorders in the Child Health and Education Study.
In: Research Progress in Epilepsy. Clifford Rose, G. (ed.).
London: Pitman; pp 60-70.

HIRST, M.A.
Evaluating the Malaise Inventory: An item analysis.

PETERS, T.J., GOLDING, J., BUTLER, N.R., FRYER, J.G., LAWRENCE, C.J. AND CHAMBERLAIN, G.V.P.
Plus ca change: predictors of birthweight in two national studies.

RODGERS, B.
The identification and prevalence of specific reading retardation.
British Journal of Educational Psychology 1983; 53: 369-373.

RUSH, D. AND CASSANO, P.
Relationship of cigarette smoking and social class to birthweight and perinatal mortality among all births in Britain, 5-11 April 1970.

STEWART-BROWN, S., HASLUM, M. AND BUTLER, N.R.
Evidence for increasing prevalence of diabetes mellitus in childhood.

TAYLOR, B., WADSWORTH, J. AND BUTLER, N.R.
Teenage mothering: admission to hospital and accidents during the first five years.
Archives of Disease in Childhood 1983; 58: 6-11.

TAYLOR, B. WADSWORTH, J., GOLDING, J. AND BUTLER, N.R.
Breast feeding, eczema and hay fever.
TISSIER, G.  
Bedwetting at five years of age. 
*Health Visitor* 1983; 56: 333-5.

WADSWORTH, J., BURNELL, I., TAYLOR, B. AND BUTLER, N.R.  
Family type and accidents in pre-school children.  
*Journal of Epidemiology and Community Health* 1983; 37: 100-104.

1984

BREWER, R.I.  
Some anomalies in social class coding and the official view of the professions.  

BUTLER, N.R.,  
Preventing childhood handicap.  

COOKE, K. AND LAWTON, D.  
Informal support for the carers of disabled children.  
*Child Care, Health and Development* 1984; 10: 67-79.

GOLDING, J., HICKS, P. AND BUTLER, N.R.  
Blood groups and socio-economic class.  

GOLDING, J. 1984  
Britain's national cohort studies.  

GOLDING, J. AND BUTLER, N.R. 1984  
The socio-economic factor.  
In: *Prevention of Perinatal Mortality and Morbidity*.  
Falkner, F. (ed).  

GOLDING, J. AND BUTLER, N.R. 1984  
Wheezing and stress?  
In: *Stress and Disability in Childhood: The long-term problems*.  
Butler, N.R. and Corner, B.D. (eds.).  
Bristol: John Wright; pp 87-89.

HASLUM, M.N., MORRIS, A.C. AND GOLDING, J.  
What do our ten year old children eat?  

OSBORN, A.F.  
Maternal employment, depression and child behaviour.  

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*.  

PETERS, T.J., GOLDING, J., LAWRENCE, C.J. FRYER, J.G., CHAMBERLAIN, G.V.P. AND BUTLER, N.R.
Factors associated with delayed onset of regular respiration.

PETERS, T.J., GOLDING, J., LAWRENCE, C.J., FRYER, J.G., CHAMBERLAIN, G.V.P. AND BUTLER, N.R.
Delayed onset of regular respiration and subsequent development.

TAYLOR, B.
Social factors and related influences on lower respiratory illness of early childhood.
*Respiratory Disease in Practice* 1984; 1: 30-5.

TAYLOR, B. AND WADSWORTH, J.
Breast feeding and child development at five years.

TAYLOR, B., WADSWORTH, J., WADSWORTH, M. AND PECKHAM, C.
Changes in the reported prevalence of childhood eczema since the 1939-45 war.

VAN DER EYKEN, W., OSBORN, A. AND BUTLER, N.R.
Pre-schooling in Britain: A national study of institutional provision for under five’s in England, Scotland and Wales.

WADSWORTH, M.E.J., PECKHAM, C.S. AND TAYLOR B. 1984
The role of national longitudinal studies in the prediction of health, development and behaviour.

WADSWORTH, J., TAYLOR, B., OSBORN, A. AND BUTLER, N.R.
Teenage mothering: child development at five years.

1985

ATKINSON, S. AND BUTLER, N.R. 1985
Vision problems in under 5's.

COOKE, K. AND LAWTON, D.
Housing circumstances and standards of families with disabled children.
*Child Care, Health and Development* 1985; 11: 71-79.

GOLDING, J. AND PETERS, T.J.
What else do SIDS risk prediction scores predict?

HASLUM, M.N., MORRIS, A.C. AND BUTLER, N.R. 1985
A cohort study of special educational needs in ten-year-olds in the United Kingdom.
New York: Plenum Press.
OSBORN, A.F. AND BUTLER, N.R. 1985
_Ethnic Minority Children. A Comparative Study from Birth to Five Years._

PETERS, T. AND GOLDING, J. 1985
Assessing risk assessment.
In: _Advances in Perinatal Medicine, Vol. 4._ Milunsky, A., Friedman, E.A. and Gluck, L. (eds).

PETERS, T., HARRAGIN, R. AND GOLDING, J.
Does delayed onset of regular respiration matter?  

PETERS, T., HARRAGIN, R. AND GOLDING, J.
Do the maternal and social factors related to birthweight change over time?  

STEWART-BROWN, S. AND BREWER, R.
The Significance of minor defects of visual acuity in school children: Implications for screening and treatment.  

STEWART-BROWN, S.
Spectacle prescribing among 10 year old children.  
_British Journal of Ophthalmology_ 1985; 69 (12) :874-880

STEWART-BROWN, S. AND BUTLER, N.R.
Visual acuity in a national sample of 10 year old children.  

STEWART-BROWN, S., HASLUM, M.N. AND BUTLER, N.R.
Educational attainment of 10 year old children with treated and untreated visual defects.  

VERITY, C.M., BUTLER, N.R. AND GOLDING, J.
Febrile convulsions in a national cohort followed up from birth.  I: Prevalence and recurrence in the first five years of life.  

VERITY, C.M., BUTLER, N.R. AND GOLDING, J.
Febrile convulsions in a national cohort followed up from birth.  II-Medical history and intellectual ability at 5 years of age.  
_British Medical Journal_ 1985; 290: 1311-1315.

WADSWORTH, J., BURNELL, I., TAYLOR, B. AND BUTLER, N.R.
The influence of family type on children's behaviour and development at five years.  

1986

BIJUR, P.E., STEWART-BROWN, S. AND BUTLER, N.
Child behaviour and accidental injury in 11, 966 pre-school children.  
BREWER, R.I.
A note on the changing status of the Registrar General's classification of social class.

BREWER, R.I. AND HASLUM, M.N.
Ethnicity, and experience of social disadvantage and educational attainment.
*British Journal of the Sociology of Education* 1986; 7: 19-34.

BUTLER, N.R., GOLDING, J. WITH HOWLETT, B.C. (EDS) 1986
*From Birth to Five: A Study of the Health and Behaviour of Britain's Five year olds.*
Oxford: Pergamon Press.

COOKE, K., BRADSHAW, J., LAWTON, D. AND BREWER, R.
Child disablement, family dissolution and reconstruction.

GOLDING, J. AND FREDRICK, A.
Infant sleeping difficulties and subsequent development.

GOLDING, J., HENRIQUES, J. AND THOMAS, P.
Unmarried at delivery. II: Perinatal Morbidity and Mortality.

GOLDING, J., THOMAS, P.W. AND PETERS, T.J.
Does father's unemployment put the fetus at risk.

HENRIQUES, J., GOLDING, J. AND THOMAS, P.
Unmarried at delivery I: The Mothers and their care.

MILES, T.R. AND HASLUM, M.N.
Dyslexia: Anomaly or Normal Variation?

MILES, T.R. AND HASLUM, M.N.
Evidence of dyslexia in a nationally representative sample of ten year olds.
*Dyslexia Contact* 1986 5: 2-5

PARK, E.S., GOLDING, J., CARSWELL, F. AND STEWART-BROWN, S.
Pre-school wheezing and prognosis at 10.
*Archives Disease in Childhood* 1986; 61: 642-646.
PETERS, T.J. AND GOLDING, J.
Prediction of sudden infant death syndrome: an independent evaluation of four scoring methods.

STEWART-BROWN, S., PETERS, T.J., GOLDING, J. AND BIJUR, P.
Case definition in childhood accident studies: a vital factor in determining results.

1987

BURFORD, M. AND GOLDING, J.
Season of birth and atopic disease.
Medical Science Research, 1987; 15: 841-842.

GOLDING, J. AND PETERS, T.J.
The Epidemiology of Childhood Eczema: I. A population based study of associations.
Paediatric & Perinatal Epidemiology 1987; I: 67-79.

GOLDING, J., ROBINSON, J., HENRIQUES, J. AND THOMAS, P.
Does conception before marriage matter?

OSBORN, A.F.
Assessing the socio-economic status of families.

OSBORN, A.F.
Early Starters.
Child Education 1987; 64: 10-12.

OSBORN, A.F. AND MILBANK, J.E. 1987
The Effects of Early Education. A report from the Child Health and Education Study of children in Britain born 5-11 April 1970.

PETERS, T.J. AND GOLDING, J.
The Epidemiology of Childhood Eczema: II. Statistical analyses to identify independent early predictors.
Paediatric and Perinatal Epidemiology, 1987; 1: 80-94.

ST. CLAIRE, L. AND OSBORN, A.F. 1987
The ability and behaviour of children who have been 'in care' or separated from their parents. Report to the Economic and Social Research Council. Early Child Development and Care, Volume 28, Monograph pp 187 - 354

STEWART-BROWN, S.
Are spectacles over-prescribed in childhood.

TAYLOR, B. AND WADSWORTH, J.
Maternal smoking during pregnancy and lower respiratory tract illness in early life.
Archives of Disease in Childhood 1987, 62: 786-791.

1988
BARKER, D.J.P., OSMOND, C., GOLDING, J., WADSWORTH, M.E.J.
Acute appendicitis and bathrooms in three samples of British children.

BAUMER, J.H., WADSWORTH, J., TAYLOR, B.
Family recovery after death of a child.
*Archives of Disease in Childhood* 1988; 63: 942-47.

BIJUR, P.E., GOLDING, J., KURZON, M.
Childhood accidents, family size and birth order.
*Social Science and Medicine* 1988; 26: 839-843.

BIJUR, P., GOLDING, J., HASLUM, M., KURZON, M.
Behavioural predictors of injury in school-age children.

BIJUR, P.E., GOLDING, J., HASLUM, M.
Persistence of occurrence of injury: Can injuries of pre-schoolers predict injuries of school age children?

GOLDING, J. 1988
Does illegitimacy affect the baby?

GOLDING, J. AND PETERS, T.J.
Are hospital confinements really more dangerous for the fetus?

HASLUM, M.N.
Length of pre-school hospitalisation, multi-admissions and later educational attainment and behaviour.
*Child Care, Health and Development* 1988; 14: 275-91.

HIRST, M. AND COOKE, K.
Grading severity of childhood disablement: comparing survey measures with a paediatrician's assessment.
*Child Care, Health and Development* 1988; 14: 111-126.

STEWART, A. AND ORME, J.
Why do adolescents smoke?
*The Professional Nurse* Nov 1988: 81-6

STEWART-BROWN, S., HASLUM, M., HOWLETT, B.
Pre-school vision screening: a service in need of rationalisation.
*Archives of Disease in Childhood* 1988; 63: 356-359.

STEWART-BROWN, S. AND HASLUM, M.
Partial sight and blindness in children of the 1970 birth cohort at 10 years of age.

1989

BARKER, D.J.P., OSMOND, C., GOLDING, J., KUH, D. & WADSWORTH, M.E.J.
Growth in utero, blood pressure in childhood and adult life, and mortality from cardiovascular disease.
EMOND, A. GOLDING, J. AND PECKHAM, C.
Cerebral palsy in two national cohort studies.
Archives of Disease in Childhood 1989; 64: 848-852.

GOLDING, J. 1989
Illegitimate births: Do they suffer in the long term?

GOLDING, J. AND FOGELMAN, K.
Are Britain's children getting healthier?

HASLUM, M.N.
Predictors of Dyslexia?

NEUSPIEL, D.R., RUSH, D., BUTLER, N.R., GOLDING, J., BIJUR, P.E. AND KURZON, M.

PETERS, T.J. 1989
Later results of obstetrical care.

POLLOCK, J.I., 1989
Health behaviour of women and long-term associations in their children.
Health Promotion Research Trust, pp. 7-17

POLLOCK, J.I.
Incidence of breast-feeding and its relation to outcomes of health and development. Proceedings of the
Second Milupa Symposium on Infant Feeding.

STEWART, A. AND ORME, J.
Teenage smoking and health education.

THOMAS, P.W., HASLUM, M.N., MACGILLIVRAY, I., GOLDING, J.
Does fetal heart rate predict subsequent heart rate in childhood?

THOMAS, P.W., PETERS, T.J., GOLDING, J. AND HASLUM, M.N.
Weight-for-height in two national cohorts with particular reference to 10-year old children.

THOMAS, P.W., PETERS, T.J., GOLDING, J. AND HASLUM, M.N.
Height, weight and blood pressures in ten year old children.

1990
BARKER, DJP., OSMOND, C., AND GOLDING, J.
Height and mortality in the countries of England and Wales
*Annals of Human Biology* 1990; 17: 1-6

BIJUR, P.E., HASLUM, M. AND GOLDING, J.
Cognitive and Behavioural Sequelae of Mild Head Injury in Children.

EVANS, J.A., GOLDING, J. 1990
Parental smoking and respiratory problems in childhood.
In: *The Effects of Smoking on the Foetus, Neonate and Child.*
Ciba Foundation Symposium. p 121

GOLDING, J., PATERSON, M. AND KINLEN, L.J.
Factors associated with childhood cancer in a national cohort study.

OSBORN, A.F.
Resilient Children: A longitudinal study of high achieving socially disadvantage children.

POLLOCK, J.I. 1990
A preliminary analysis of interactions between smoking and infant feeding.
In: *The Effects of Smoking on the Foetus, Neonate and Child.*
Ciba Foundation Symposium. pp 108-120

STRACHAN, D.P., GOLDING, J., ANDERSON, H.R.
Regional variations in wheezing illness in British children: effect of migration during early childhood.
*Journal of Epidemiology and Community Health,* 1990; 44: 231-236.

1991

THOMAS, P.W., GOLDING, J. AND PETERS, T.J.
Delayed antenatal care: does it effect pregnancy outcome?

THORPE, K., GOLDING, J., MACGILLIVRAY, I. AND GREENWOOD, R.
Comparison of prevalence of depression in mothers of twins and mothers of singletons.

VERITY, C.M. AND GOLDING, J.
Risk of epilepsy after febrile convulsions: a national cohort study.

1992

HULL, D.
Vitamin K and childhood cancer.
POLLOCK, J.I.
Predictors and long-term associations of reported sleeping difficulties in infancy.

ROKER, D.
The private sector of education: A review of past research and recommendations for future work.

VERITY, C.M., ROSS, E.M. AND GOLDING, J.
Epilepsy in the first 10 years of life: findings of the child health and education study.

1993

BANKS, M.H AND ROKER, D.
Work Attitudes, Knowledge and Attributions of Private and State School Pupils: Evidence from the YOUTHSCAN Study

CRAWLEY, H.F.,
The energy, nutrient and food intakes of teenagers aged 16-17 years in Britain: 1. Energy, macronutrients and non-starch polysaccharides.

CRAWLEY, H.F.,
The role of breakfast cereals in the diets of 16-17-year-old teenagers in Britain.

FURLONG, A. 1993
Schooling for Jobs: Change in the career preparation of British secondary school children.
Aldershot: Avebury.

POLLOCK, J.I. AND GOLDING, J.
Social epidemiology of chickenpox in two British national cohorts.

VERITY, C.M., ROSS, E.M. AND GOLDING, J.
Outcome of childhood status epilepticus and lengthy febrile convulsions: findings of national cohort study.
**1994**

*EKINSMYTH, C. AND BYNNER, J.* 1994
*The Basic Skills of Young Adults. Some findings from the 1970 British Cohort Study*
London: Adult Literacy and Basic Skills Unit: (ALBSU).

Behaviour problems in otitis.
*Journal of Paediatric Infectious Diseases* 1994; 13: S43-50

**POLLOCK, J.I.**
Nightwakers at 5yr - predictors and prognosis.

**1995**

*BYNNER, J.* 1995
Skills and Disadvantage in Labour Market Entry.
In: *Berufsstart benachteiligter, Jugendlicher in Europa - Konzepte zur beruflichen Integration im regionalen Kontext.* Haubrich, K. and Reubel, F. (eds)
DJI-Arbeitspapier Nr. 2-095, Munich: DJI.

*BYNNER, J., AND STEEDMAN, J.* 1995
*Difficulties with Basic Skills. Findings from the 1970 British Cohort Study*
London: Basic Skills Agency

**CHARLTON, A. AND WHILE, D.**
Blood pressure and smoking : observations on a national cohort.
*Archives of Disease in Childhood* 1995; 73: 294-297.

**CRAWLEY, H. AND PORTIDES, G.**
Self-reported versus measured height, weight and body mass index amongst 16-17 year old British teenagers

**CRAWLEY, H.F. AND SHERGILL-BONNER, R.**
The nutrient and food intakes of 16-17 year old female dieters in the UK.
*Journal of Human Nutrition and Dietetics* 1995; 8: 25-34.

**CRAWLEY, H.F. AND WHILE, D.**
The diet and body weight of British teenage smokers at 16-17 years.

**GOLDING, J. AND GREENWOOD, R.**
Intramuscular vitamin K and childhood cancer: two British studies.
In: *Vitamin K in Infancy.* Sutor and Hathaway (eds).
Stuttgart: Schattauer, 1995
LEWIS, S., RICHARDS, D., BYNNER, J., BUTLER, N.R., AND BRITTON, J.
Prospective study of risk factors for early and persistent wheezing in childhood.

1996

* BYNNER, J. 1996

CHARLTON, A. AND WHILE, D.
Smoking and menstrual problems in 16-year-olds.
Journal of the Royal Society of Medicine, 1996; 89:193-195

CRAWLEY, H.F. AND WHILE, D.
Parental smoking and the nutrient intake and food choice of British teenagers aged 16-17 years.
Journal of Epidemiology and Community Health 1996; 50: 306-312

EKINSMYTH, C.
Large-scale longitudinal studies: their utility for geographical enquiry.
Area 1996; 28.3: 358-372

EKINSMYTH, C.
The British longitudinal birth cohort studies: their utility for the study of health and place.
Health and Place 1996; 2: 15-26

* GREEN, F., HOSKINS, M., AND MONTGOMERY, S.
The effects of training, further education and YTS on the earnings of young employees.

LEWIS, S., BUTLAND, B., STRACHAN, D., BYNNER, J., RICHARDS, D., BUTLER, N.R. AND BRITTON, J.
Study of the aetiology of wheezing illness at age 16 in two national British birth cohorts.

POLLOCK, J.I.
Mature maternity: long term associations in first children born to older mothers in 1970 in the UK.

STEPTOE, A. AND BUTLER, N.R.
Sports participation and emotional well-being in adolescents.
Lancet 1996; 347; 1789-1792.

1997

Investigation into the increase in hay fever and eczema at age 16 observed between the 1958 and 1970 British birth cohorts

* BYNNER, J.
Basic Skills in Adolescents' Occupational Preparation
Career Development Quarterly. 1997 in press
* BYNNER, J. 1997
Cambridge University Press.

* BYNNER, J. (1997)
Skills as Human Capital in Youth Transitions: A LISREL Model of Origins and Effects
in Werquin, P., Breen, R. And Planas, J. (Eds)
Youth Transitions in Europe: Theory and Evidence, Céreq, Documents Séminaires No 120. 1997*

Twenty- something in the 90s: Getting on, Getting by; Getting Nowhere
Aldershot: Ashgate.

* BYNNER, J. AND PARSONS, S. 1997
Adult Life and Basic Skills.
London: Basic Skills Agency.

* BYNNER, J. AND PARSONS, S. 1997
Education and Qualifications. In: Twenty- something in the 90s: Getting on, Getting by; Getting Nowhere
Bynner, J., Ferri, E., Shepherd, P.
Aldershot: Ashgate.

* BYNNER, J., WIGGINS, R., PARSONS, S. 1997
Views, Voting and Values. In: Twenty- something in the 90s: Getting on, Getting by; Getting Nowhere
Bynner, J., Ferri, E., Shepherd, P.
Aldershot: Ashgate

CRAWLEY, H.F.
Dietary and lifestyle difference between Scottish teenagers and those living in England and Wales.
European Journal of Clinical Nutrition 1997; 51: 87-91

CRAWLEY, H. AND SUMMERBELL, C.
Feeding frequency and BMI among teenagers.

MONTGOMERY, S.M., MORRIS, D., THOMPSON, N., SUBHANI, J., POUNDER, R. E. AND WAKEFIELD, A. J.
The prevalence of IBD in British 26-year olds in 1996 - a prospective national survey.
Gastroenterology 1997; 112 (supl.): 1045.

Inflammatory bowel disease in a national birth cohort.

Health and Health Behaviour. In: J.Bynner; E.Ferri; and P. Sheperd (Eds.). 20 something in the 1990s.
Getting on, getting by, getting nowhere.
Aldershot: Dartmouth, pp: 77-97

MORRIS D L, MONTGOMERY S M, EBRAMHIM S, POUNDER R E AND WAKEFIELD A J
Measles vaccination and inflammatory bowel disease in the 1970 British Cohort Study
* PARSONS, S. AND BYNNER, J.
Numeracy and Employment.

Views, Voting and Values
IN: Bynner, J., Ferri, E. and Shepherd, P. (eds)
Twenty-something in the 1990s: Getting On, Getting By, Getting Nowhere. Aldershot: Ashgate

1998

BENNETT, KE AND HAGGARD M P
Accumulation of factors influencing children’s middle ear disease: risk factor modelling on a large population cohort.

* BYNNER, J.

* BYNNER, J.
Britain's British Birth Cohort Studies: Their use in the Study of Children
Children and Society, 1998; 12 390-395

Poverty in the Early years: Evidence from the 1958 and 1970 British Birth Cohort Studies

BYNNER, J., GOLDSTEIN, H. AND ALBERMAN, E.
Neville Butler and the British Birth Cohort Studies and Bibliography
Paediatric and Perinatal Epidemiology: Special Issue in Honour of Professor Neville Butler, 12, Supplement, 1-14. 1998

BYNNER, J. AND GOLDSTEIN, H.
Three Generations of Children – an edited transcript of a video recording made in March 1982 of the then directors of the three major British cohort studies in conversation
Paediatric and Perinatal Epidemiology: Special Issue in Honour of Professor Neville Butler, 12, Supplement, 1-14. 1998

FERRI E
Ferri E
Forty years on: Professor Neville Butler and the British Birth Cohort Studies
Paediatric and Perinatal, Epidemiology, 1998, Vol.12, No.S1, pp.31-44

Prevalence of inflammatory bowel disease in British 26 year olds: national longitudinal birth cohort.

1999

BENNETT, KE AND HAGGARD M P
Behaviour and cognitive outcomes from middle ear disease.
ELY M, RICHARDS MPM, WADSWORTH MEJ AND ELLIOTT BJ (1999)
Secular changes in the association of parental divorce and children’s educational attainment – evidence from three British birth cohorts.
Journal of Social Policy, 28, 3, 437-455

ELY M (1999)
Research Note: The importance of estimates and confidence intervals rather than $P$ values.
Sociology Vol. 33 No.1 pp. 185-190

MONTGOMERY SM, MORRIS DL, Pounder RE AND WAKEFIELD AJ
Paramyxovirus infections in childhood and subsequent inflammatory bowel disease.
Gastroenterology 1999; 116: 796-803

MONTGOMERY SM, POUNDER RE AND WAKEFIELD AJ
Smoking in adults and passive smoking in children are associated with acute appendicitis.
Lancet 1999; 353: 379

MONTGOMERY SM, MORRIS DL, POUNDER RE AND WAKEFIELD AJ
Asian ethnic origin and the risk of inflammatory bowel disease.
European Journal of Gastroenterology and Hepatology 1999; 11: 543-546

PARSONS S. & BYNNER J. (1999)
Literacy, Leaving School and Jobs: the effect of poor basic skills on employment in different age groups.
The Basic Skills Agency: London.

Childhood influences on socio-economic inequalities in adult mental health: path analysis as an aid to understanding.
Health Variations, The Official Newsletter of the ESRC Health Variations Programme, 4, 8-10

SHAHEEN SO, STERNE JAC, MONTGOMERY SM AND AZIMA H
Body mass index, asthma and wheeze in young adults.
* BYNNER J and PARSONS S

* BYNNER J. and PARSONS S. (2000)
Impact of poor numeracy on employment and career progression
London: Institute of Education, Bedford Way Papers


Attainment in secondary school.
* Oxford Economic Papers 51: 2

MONTGOMERY SM, WAKEFIELD AJ, MORRIS DL, POUNDER RE, AND MURCH SH
The initial care of newborn infants and subsequent hayfever.
* Allergy 2000, 55: 916-922

MORRIS D L, MONTGOMERY S M, GALLOWAY M K, POUNDER R E AND WAKEFIELD A J
Are left-handed people at increased risk of inflammatory bowel disease?
* Gastroenterology 2000; 118 (Suppl. 2): 1731

MORRIS D L, MONTGOMERY S M, GALLOWAY M K, POUNDER R E AND WAKEFIELD A J
Inflammatory bowel disease and laterality: if left-handedness a risk?
* Gut 2000; 46 (Suppl.11): 9

THOMPSON N.P., MONTGOMERY S. M., WADSWORTH M. E. J., POUNDER R. E., WAKEFIELD A.
J. (2000)
Early determinants of inflammatory bowel disease: use of two Longitudinal birth cohorts.
European Journal of Gastroenterology and Hepatology; 12: 25-30
2001

BREEN R. AND GOLDTHORPE J.H.
Class, Mobility and Merit; The Experience of Two British Birth Cohorts
*European Sociological Review*, Vol. 17 No. 2, 81-101

BYNNER, J AND JOSHI H.


* BYNNER, J & PARSONS, S. (2001)
Qualifications, Basic Skills and Accelerating Social Exclusion

HEUSSLER H S, POLNAY L, MARDER L, STANDEN P and BUTLER N R (2001)
Diagnosis or increase in prevalence - Evidence from the BCS70 cohort
*BMJ*, Vol 323, 633

MANOR O, MATTHEWS S and POWER C (2001)
Self-rated health and limiting longstanding illness: inter-relationships with morbidity in early adulthood
*International Journal of Epidemiology* 30, pp 600-607

Teenage job aspirations and career attainment in adulthood: A 17-year
follow-up study of teenagers who aspired to become scientists, health professionals, or engineers.
*International Journal of Behavioral Development*, 25

Risiko, Ressourcen und sozialer Status im fruehen Erwachsenenalter. *Zeitschrift für Soziologie der Erziehung und Sozialisation*, 21, 60-79

Overcoming Disadvantage: A life-Span Approach to the study of risk and protective factors. Proceedings of the 42th Congress of the German Psychological Society

2002


Social Exclusion and the Transition from School to Work: The Case of Young People Not in Education, Employment or Training.

HASKINS AND MOSER (2002)
Motion – Poverty [Col 639] House of Lords debate
JOSHI H (2002) 
Production, Reproduction and Education: Women, Children, and Work in a British Perspective 

* PARSONS, S (2002) 
Basic Skills and Crime. The Basic Skills Agency: London

* PARSONS, S (2002) 
Do I want to improve my reading, writing or maths? The Basic Skills Agency: London

* PARSONS, S and BYNNER, J (2002) 
Basic Skills and Social Exclusion. The Basic Skills Agency: London

* PARSONS, S and BYNNER, J (2002) 
Basic Skills and Political and Community Participation. The Basic Skills Agency: London

SCHOON, I (2002) 

The influence of context, timing and duration of risk experiences for the passage from childhood to midadulthood. Child Development, 73, 1486-1504.

* SCHOON, I and PARSONS, S (2002) 

* SCHOON, I and PARSONS, S (2002) 

2003

BYNNER, J. FERRI E. and WADSWORTH M. 

* BYNNER, J. and PARSONS, S. 
'Social participation, values and crime’. In Ferri, E., Bynner J. and Wadsworth M.(eds.) Changing Britain, Changing Lives, London: Institute of Education

* FERRI E. BYNNER, J. and WADSWORTH M. (eds) 
Changing Britain, Changing Lives 
London: Institute of Education

FERRI E. and SMITH,K. 
FERRI E. and SMITH, K.

*MAKEPEACE, G. DOLTON P. WOODS L. JOSHI H. and GALINDO-RUEDA F.
‘From school to the labour market’. In Ferri, E., Bynner J. and Wadsworth M.(eds.) Changing Britain, Changing Lives, London: Institute of Education

SCHOON I and PARSONS S

SMITH K. and FERRI E.

WADSWORTH M. FERRI E. and BYNNER, J.

WOODS I. MAKEPEACE G. JOSHI H. and DOLTON P.
WORKING PAPERS

1992

An Integrated Approach to the Design and Analysis of the 1970 British Cohort Study and the National Child Development Study
*Inter-Cohort Analysis Working Paper 1, SSRU, City University, London.*

*Social and Applied Psychology Unit Memo, No. 1352, Sheffield University.*

Is school type associated with particular views and opinions? An exploration of adolescent attitudes to politics, law-breaking, religion and topical issues.
*Social and Applied Psychology Unit Memo, No. 1372, Sheffield University.*

1993

* MONTGOMERY, S. (1993)
Education and training in transition from education to employment. Some findings from the 1970 British Cohort Study.

1994

* BYNNER, J. (1994)
Basic Skills and Labour Market Entry
*European Science Foundation Network on Transitions in Youth, Working Paper* Strasbourg: European Science Foundation.

The effects of training, further education and YTS on the earnings of young employees.
*Discussion Papers in Economics, Dept Economics, University of Leicester.*

1996

An exploratory comparative analysis of data collected in the 1958 and 1970 Birth Cohort Studies
*Inter-Cohort Analysis Working Paper 2, SSRU, City University, London.*

The quality of skill acquisition in young workers' first job.
*Discussion Paper R96/17, The School of Business and Economic Studies, University of Leeds.*
1978

HASLUM, M.N.
*Some origins of handicap and disadvantage in young children. Report to Action Research for the Crippled Child.*
Department of Child Health, University of Bristol. 1978.

1979

OSBORN, A.F., MORRIS, A.C. AND BUTLER, N.R.
Department of Child Health, University of Bristol. 1979.

1980

OSBORN, A.F.
*Pre-school Education in Britain. Report to the Leverhulme Trust*
Department of Child Health, University of Bristol. 1980.

1981

BUTLER, N.R., TAYLOR, B. AND WADSWORTH, J.
*Teenage Mothering. Report to the Department of Health and Social Security.*
Department of Child Health, University of Bristol. 1981.

GOLDING, J., HOWLETT, B.C. AND BUTLER, N.R.
*Immunisation Reactions and Long-Term Follow-up. Report to the Department of Health and Social Security.*
Department of Child Health, University of Bristol. 1981.

1982

BUTLER, N.R., HASLUM, M.N., BARKER, W. AND MORRIS, A.C.
*Child Health and Education Study. First Report to the Department of Education and Science on the 10-Year Follow-up.*
Department of Child Health, University of Bristol.
BUTLER, N.R., HASLUM, M.N., STEWART-BROWN, S., HOWLETT, B.C., PROSSER, H., BREWER, R., PORTER, C.M. AND LYONS, P.J.
Child Health and Education Study. First Report to the Department of Health and Social Security on the 10-Year Follow-up.
Department of Child Health, University of Bristol. 1982.

GOLDING, J., HICKS, P. AND BUTLER, N.R.
Eczema in the First Five Years. Report to the National Eczema Society.
Department of Child Health, University of Bristol. 1982.

1983

Department of Child Health, University of Bristol. 1983.

1984

BIJUR, P.E.
The Relationship Between Child Behaviour and Accidents from Birth to Five: A Multivariate Analysis of a National Cohort.

1985

BUTLER, N.R., HASLUM, M.N. HOWLETT, B.C., STEWART-BROWN, S., BREWER, R.I. AND LYONS, P.J.
Department of Child Health, University of Bristol. 1985.

HENRIQUES, J., GOLDING, J. AND THOMAS, P.
Department of Child Health, University of Bristol. 1985.

PETERS, T.J.
Statistical Investigation of Risk Indicators for Perinatal Outcome and Early Child Development.
1986

THOMAS, P., GOLDFING, J. AND PETERS, T.
Delayed Attendance for Antenatal Care. Report to the Health Promotion Trust.
Department of Child Health, University of Bristol. 1986.

1988

OSBORN, A.F.
Department of Child Health, University of Bristol. 1988.

1989

OSBORN, A.F.
Institute of Child Health, University of Bristol. 1989.

1990

THOMAS, P. W.
Hypertensive disorders of pregnancy. Classification, prediction and outcome.

1993

* EKINSMYTH, C. AND BYNNER, J.
Literacy and Numeracy Skills of British 21-year olds. Preliminary Report to the Adult Literacy and Basic Skills Unit (ALBSU)
Social Statistics Research Unit, City University, London. 1993.

1996

* BYNNER, J.
Organisation of Economic Co-Operation and Development 1996.
1999

* BYNNER, J. AND PARSONS, S.
Young People not in Employment, Education or Training and Social Exclusion.
Report for the Social Exclusion Unit

2000

BYNNER, J.
Childhood Risks and Outcomes of Social Exclusion: Insights from longitudinal data.
Report for the Organisation of Economic Co-Operation and Development.

* BYNNER, J., JOSHI, H. AND TSATSAS, M.
Obstacles and Opportunities on the Route to Adulthood: Evidence from Rural and Urban Britain.

2001

BERRINGTON A.
Change and Consistency in Family Formation among Young Adults in Britain.
Workshop on “Union Formation in Interdependent Life Courses”, Rostock, Germany  30th –31st August 2001

BYNNER J. AND EGERTON M.
The wider benefits of higher education
Report by the Institute of Education sponsored by the Smith Institute: 46, July 2001

* MAKEPEACE G.H. AND DOLTON P.J.
What can the National Child Development Study (NCDS) and the 1970 British Birth Cohort Study (BCS70) tell us about the individual’s acquisition and use of education and training?
Research review for the Qualifications and Curriculum Authority. Prepared January 2001

2002

BYNNER J et al. (2002)
Understanding British Lives: The Centre for Longitudinal Studies
Report to the Queen’s Award

BYNNER J, ELIAS P, McKNIGHT A, PAN, H. and PIERRE G.
Young People’s Changing Routes to Independence
York: Joseph Rowntree Foundation
An integrated approach to the design and analysis of the 1970 British Cohort Study (BCS70) and the National Child Development Study (NCDS)
SSRU, Inter-Cohort Analysis Working Paper 1

* BYNNER J, WIGGINS R and PARSONS S (1996)
An exploratory comparative analysis of data collected in the 1958 and 1970 British Birth Cohort Studies: The role of Personal Agency in Entry to Employment under Different Labour Market Conditions
SSRU, Inter-Cohort Analysis Working Paper 2

CLS paper Draft 1
LETTERS TO JOURNALS

1982

GOLDING, J., BUTLER, N.R. AND TAYLOR, B.W.
Breast feeding and eczema/asthma.

1983

TAYLOR, B. AND WADSWORTH, M.E.J.
Young mothers and their children.

1985

PETERS, T.J., GOLDING, J. AND BUTLER, N.R.
Breast-feeding and childhood eczema.

TAYLOR, B., WADSWORTH, J. AND WADSWORTH, M.E.J.
Rising incidence of eczema.

1986

STEWART-BROWN, S.
Spectacle prescribing by opticians.

STEWART-BROWN, S.
Spectacle prescribing among 10-year-old children.

1987

GOLDING, J. AND HASLUM, M.N.
Breast feeding and diabetes.
*Medical Science Research* 1987; 15: 1135.
1989

POLLOCK, J. I.
Mother's choice to provide breast milk and developmental outcome.

1999

MONTGOMERY SM, TWAMLEY SI, MURCH SH, POUNDER RE AND WAKEFIELD AJ
Contact with soil in infancy does not protect against atopy.
Immunology Today 1999; 20: 289-290

MONTGOMERY SM, POUNDER RE AND WAKEFIELD AJ
Smoking and acute appendicitis.
Lancet 1999; 353: 1711-1712
APPENDIX 3

Derived Variables
The vast majority of the variables on the BCS70 21-year dataset are of the form vb*, vc*, vd* or ve*. These variables correspond to specific questions contained in, respectively: the self-completion questionnaire (vb*), the interviewer questionnaire (vc*), the assessment (vd*), or the interviewer notes (ve*), and can be located on the copies of the annotated questionnaires in Section 3.

The rest are derived variables, whose names and descriptions are as follows:-

va86jan to va92mar (75 Variables) Status in Jan 86 - Status in March 1992
vf1 region valid_21
vf1 Areacode Survey region at interview (derived from postcode) Basic selection criterion for analysis (valid/not valid on main instruments)
region Survey region at interview (derived from postcode)
valid_21 Basic selection criterion for analysis (valid/not valid on main instruments)

Agekid1a Age of CM’s eldest child
kid1a Age of cohort member when 1st child was born
kid2a Age of cohort member when 2nd child was born
kid3a Age of cohort member when 3rd child was born
Parent_t Number of children the cohort member had as a teenager
Home21 Tenure at 21
livarran Have you ever lived with anyone?
job1gp21 Gross weekly pay in first job
job2gp21 Gross weekly pay in second job
Hqual16 Highest qualification at 16
Hqual21 Highest qualification at 21
Clqfail Ever taken courses leading to qualifications and not completed?
litscore Literacy score
lit4grp Literacy groups
numscore Numeracy score
num4grp Numeracy groups

The following SPSS code shows how these were derived, together with their coding ranges:-

*CM's age when child was born.

```spss
missing values vc107b1b vc107b2b vc107b3b vc107b4b vc107b5b (13 thru highest).
missing values vc107b1c vc107b2c vc107b3c vc107b4c vc107b5c (lowest thru 85).
compute kid1a = (((((vc107b1c * 12) + vc107b1b) - ((70 * 12) + 4)) / 12).
compute kid2a = (((((vc107b2c * 12) + vc107b2b) - ((70 * 12) + 4)) / 12).
compute kid3a = (((((vc107b3c * 12) + vc107b3b) - ((70 * 12) + 4)) / 12).
variable labels kid1a 'Age of cohort member when 1st child was born'/
    kid2a 'Age of cohort member when 2nd child was born'/
    kid3a 'Age of cohort member when 3rd child was born'.
```

*Age of CM's own eldest child (assume interview was in April 1992).

```spss
compute agekid1a = -1.
compute agekid1a = ((92 * 12) + 4)) / 12) - (((vc107b1c * 12) + vc107b1b).
missing values agekid1a (-1).
```
variable labels agekid1a 'Age of CMs eldest child'.

*Number of children CM had as a teenager.

compute parent_t = -1.
if (vc107a = 0) parent_t = 0.
if (kid1a >= 20) parent_t = 1.
if (kid1a < 20) parent_t = 2.
if (kid1a < 20 and kid2a < 20) parent_t = 3.
if (kid1a < 20 and kid2a < 20 and kid3a < 20) parent_t = 4.
execute.

missing values parent_t (-1).

do if (ynumber = 4195 | ynumber = 8864 | ynumber = 11383 | ynumber = 12464 |
 ynumber = 13105 | ynumber = 14664 | ynumber = 15249 | ynumber = 17076 |
 ynumber = 18027).
recode parent_t (-1= 1).
end if.
execute.

do if (ynumber = 183 | ynumber = 1180 | ynumber = 2026 | ynumber = 16453).
recode parent_t (-1= 2).
end if.
execute.

missing values parent_t (-1).

variable labels parent_t 'Number of children the cohort member had as a teenager'.

value labels parent_t
0 'None ever'
1 'None before 20'
2 '1 in teens'
3 '2 in teens'.

*Accommodation at 21.

compute home21 = -1.
if (vc113 = 1 | vc113 = 2) home21 = 1.
if (((vc113 = 3 | vc113 = 4) and (vc114 = 1 | vc114 = 2)) home21 = 2.
if (((vc113 = 3 | vc113 = 4) and (vc114 = 3 | vc114 = 4 | vc114 = 5 | vc114 = 6 | vc114 = 9 | vc114 = 10 |
 vc114 = 11)) home21 = 3.
if (((vc113 = 3 | vc113 = 4) and vc114 = 7) | (vc113 = 5 | vc113 = 9)) home21 = 4.
if (vc113 = 6 | vc113 = 7 | vc113 = 8 | vc113 = 10) home21 = 5.
if (((vc113 = 3 | vc113 = 4) and (vc114 = 99)) home21 = 6.
execute.

missing values home21 (-1).

variable labels home21 'Tenure at 21'.

value labels home21
1 'Owned/rented'
2 'Rent-LA or HA'
3 'Rent-private'
4 'With parents'
5 'Other'
6 'Rent other'.
*Living arrangements at 21.

compute livarran = -1.
if (vc98 = 2) livarran = 1.
if (vc98 = 1) livarran = 2.
if (vc98 = 1 and (any(1,vc101a,vc101b,vc101c))) livarran = 3.

missing values livarran (-1).

variable labels livarran 'Have you ever lived with anyone?'.

value labels livarran
1 'No'
2 'Have cohabited'
3 'Have lived with spouse'.

*Gross weekly pay in 1st job.

compute job1gp21 = -1.
if (vc19ca = 1) job1gp21 = vc19aa * 7.
if (vc19ca = 2) job1gp21 = vc19aa.
if (vc19ca = 3) job1gp21 = vc19aa / 2.
if (vc19ca = 4) job1gp21 = (vc19aa * 12) / 52.
if (vc19ca = 5) job1gp21 = (vc19aa * 4) / 52.
if (vc19ca = 6) job1gp21 = (vc19aa * 2) / 52.
if (vc19ca = 7) job1gp21 = vc19aa / 52.
if (vc19ca = 8) job1gp21 = -2.
if (vc19ca = 9 | vc19ca = 10 | vc19ca = 11) job1gp21 = -3.
if (vc19ca = 12) job1gp21 = -4.
execute.

recode job1gp21 (400 thru highest = -5).

missing values job1gp21 (-5 thru -1) .

variable labels job1gp21 'Gross weekly pay in first job'.

*Gross weekly pay in 2nd job.

compute job2gp21 = -1.
if (vc19cb = 1) job2gp21 = vc19ba * 7.
if (vc19cb = 2) job2gp21 = vc19ba.
if (vc19cb = 3) job2gp21 = vc19ba / 2.
if (vc19cb = 4) job2gp21 = (vc19ba * 12) / 52.
if (vc19cb = 5) job2gp21 = (vc19ba * 4) / 52.
if (vc19cb = 6) job2gp21 = (vc19ba * 2) / 52.
if (vc19cb = 7) job2gp21 = vc19ba / 52.
if (vc19cb = 8) job2gp21 = -2.
if (vc19cb = 9 | vc19cb = 10 | vc19cb = 11) job2gp21 = -3.
if (vc19cb = 12) job2gp21 = -4.
execute.

missing values job2gp21 (-4 thru -1).

variable labels job2gp21 'Gross weekly pay in second job'.

*Qualifications by age 16.
do if (sum(vc71b1, vc71b2, vc71b3, vc71b4, vc71b5, vc71b6, vc71b7, vc71b8, vc71b9, vc71b10, vc71b11, vc71b12, vc71b13, vc71b14, vc71b15, vc71b16, vc71b17, vc71b18) >= 0). 
vector x = vc71b1 to vc71b18.
vector y = vc71f1 to vc71f18.
compute q1=0.
compute q2=0.
compute q3=0.
compute q4=0.
compute q5=0.
compute q6=0.
compute q7=0.
compute q8=0.
compute q9=0.
compute q10=0.
compute q11=0.
compute q12=0.
compute q13=0.
compute q14=0.
compute q15=0.
compute q16=0.
compute q17=0.
compute q18=0.
compute q19=0.
compute q20=0.
compute q21=0.
compute q22=0.
compute q23=0.
compute q24=0.
compute q25=0.
compute q26=0.
compute q27=0.
compute q28=0.
compute q29=0.
compute q30=0.
compute q31=0.
compute q32=0.
compute q33=0.
compute q34=0.
compute q35=0.
loop i=1 to 18.
  if (x(i) = 1 and y(i) <= 16) q1=q1+1.
  if (x(i) = 2 and y(i) <= 16) q2=q2+1.
  if (x(i) = 3 and y(i) <= 16) q3=q3+1.
  if (x(i) = 4 and y(i) <= 16) q4=q4+1.
  if (x(i) = 5 and y(i) <= 16) q5=q5+1.
  if (x(i) = 6 and y(i) <= 16) q6=q6+1.
  if (x(i) = 7 and y(i) <= 16) q7=q7+1.
  if (x(i) = 8 and y(i) <= 16) q8=q8+1.
  if (x(i) = 9 and y(i) <= 16) q9=q9+1.
  if (x(i) = 10 and y(i) <= 16) q10=q10+1.
  if (x(i) = 11 and y(i) <= 16) q11=q11+1.
  if (x(i) = 12 and y(i) <= 16) q12=q12+1.
  if (x(i) = 13 and y(i) <= 16) q13=q13+1.
  if (x(i) = 14 and y(i) <= 16) q14=q14+1.
  if (x(i) = 15 and y(i) <= 16) q15=q15+1.
  if (x(i) = 16 and y(i) <= 16) q16=q16+1.
  if (x(i) = 17 and y(i) <= 16) q17=q17+1.
  if (x(i) = 18 and y(i) <= 16) q18=q18+1.
  if (x(i) = 19 and y(i) <= 16) q19=q19+1.
  if (x(i) = 20 and y(i) <= 16) q20=q20+1.
  if (x(i) = 21 and y(i) <= 16) q21=q21+1.
  if (x(i) = 22 and y(i) <= 16) q22=q22+1.
if (x(i) = 23 and y(i) <= 16) q23=q23+1.
if (x(i) = 24 and y(i) <= 16) q24=q24+1.
if (x(i) = 25 and y(i) <= 16) q25=q25+1.
if (x(i) = 26 and y(i) <= 16) q26=q26+1.
if (x(i) = 27 and y(i) <= 16) q27=q27+1.
if (x(i) = 28 and y(i) <= 16) q28=q28+1.
if (x(i) = 29 and y(i) <= 16) q29=q29+1.
if (x(i) = 31 and y(i) <= 16) q31=q31+1.
if (x(i) = 32 and y(i) <= 16) q32=q32+1.
if (x(i) = 33 and y(i) <= 16) q33=q33+1.
if (x(i) = 34 and y(i) <= 16) q34=q34+1.
if (x(i) = 35 and y(i) <= 16) q35=q35+1.
end loop.
end if.
execute.

cancode q1 (0=0) (1 thru highest = 1) into q1g.
cancode q2 (0=0) (1 thru highest = 2) into q2g.
cancode q3 (0=0) (1 thru highest = 3) into q3g.
cancode q4 (0=0) (1 thru highest = 4) into q4g.
cancode q5 (0=0) (1 thru highest = 5) into q5g.
cancode q6 (0=0) (1 thru highest = 6) into q6g.
cancode q7 (0=0) (1 thru highest = 7) into q7g.
cancode q8 (0=0) (1 thru highest = 8) into q8g.
cancode q9 (0=0) (1 thru highest = 9) into q9g.
cancode q10 (0=0) (1 thru highest = 10) into q10g.
cancode q11 (0=0) (1 thru highest = 11) into q11g.
cancode q12 (0=0) (1 thru highest = 12) into q12g.
cancode q13 (0=0) (1 thru highest = 13) into q13g.
cancode q14 (0=0) (1 thru highest = 14) into q14g.
cancode q15 (0=0) (1 thru highest = 15) into q15g.
cancode q16 (0=0) (1 thru highest = 16) into q16g.
cancode q17 (0=0) (1 thru highest = 17) into q17g.
cancode q18 (0=0) (1 thru highest = 18) into q18g.
cancode q19 (0=0) (1 thru highest = 19) into q19g.
cancode q20 (0=0) (1 thru highest = 20) into q20g.
cancode q21 (0=0) (1 thru highest = 21) into q21g.
cancode q22 (0=0) (1 thru highest = 22) into q22g.
cancode q23 (0=0) (1 thru highest = 23) into q23g.
cancode q24 (0=0) (1 thru highest = 24) into q24g.
cancode q25 (0=0) (1 thru highest = 25) into q25g.
cancode q26 (0=0) (1 thru highest = 26) into q26g.
cancode q27 (0=0) (1 thru highest = 27) into q27g.
cancode q28 (0=0) (1 thru highest = 28) into q28g.
cancode q29 (0=0) (1 thru highest = 29) into q29g.
cancode q30 (0=0) (1 thru highest = 30) into q30g.
cancode q31 (0=0) (1 thru highest = 31) into q31g.
cancode q32 (0=0) (1 thru highest = 32) into q32g.
cancode q33 (0=0) (1 thru highest = 33) into q33g.
cancode q34 (0=0) (1 thru highest = 34) into q34g.
cancode q35 (0=0) (1 thru highest = 35) into q35g.
execute.

*Highest qualification attained by age 16.

compute hqual16 = -2.
do repeat x=q34g q35g q1g q10g q25g q2g q3g q4g q6g q7g q11g q12g q13g q14g q17g q18g q19g q20g q25g q9g q8g q9g q15g q21g q3g q16g q22g q24g q26g q27g q28g q29g q30g q31g q32g q33g .
if any (x,34,35) hqual16 = -1.
if any (x,0) and hqual16 < 0 hqual16 = 0 .
if any (x,1,10,25) and hqual16 < 1 hqual16 = 1 .
if any (x,2,3,4,6,7,11,12,13,14,17,18,19,20) and hqual16 < 2) hqual16 = 2 .
if (any (x,5,8,9,15,21,23) and hqual16 < 3) hqual16 = 3.
if (any (x,16,22,24,26,27,28,29,30) and hqual16 < 4) hqual16 = 4.
if (any (x,31,32,33) and hqual16 < 5) hqual16 = 5.
end repeat.
execute.

missing values hqual16 (-2).

variable labels hqual16 'Highest qualification at 16'.
value labels hqual16
-1 'Other quals'
0 'No quals'
1 'CSE/NVQ1'
2 'O level/NVQ2'
3 'A level/NVQ3'
4 'Higher quals/NVQ4'
5 'Degree +/NVQ5 or 6'.

*All qualifications by age 21.
do if (sum(vc71b1,vc71b2,vc71b3,vc71b4,vc71b5,vc71b6,vc71b7,vc71b8,vc71b9,vc71b10, vc71b11,vc71b12,vc71b13,vc71b14,vc71b15,vc71b16,vc71b17,vc71b18) >= 0) .
count
q1a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (1)/
qu2a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (2)/
qu3a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (3)/
qu4a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (4)/
qu5a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (5)/
qu6a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (6)/
qu7a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (7)/
qu8a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (8)/
qu9a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (9)/
qu10a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (10)/
qu11a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (11)/
qu12a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (12)/
qu13a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (13)/
qu14a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (14)/
qu15a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (15)/
qu16a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (16)/
qu17a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (17)/
qu18a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (18)/
qu19a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (19)/
q20a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (20)/
q21a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (21)/
q22a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (22)/
q23a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (23)/
q24a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (24)/
q25a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (25)/
q26a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (26)/
q27a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (27)/
q28a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (28)/
q29a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (29)/
q30a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (30)/
q31a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (31)/
q32a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (32)/
q33a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (33)/
q34a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (34)/
q35a = vc71b1 vc71b2 vc71b3 vc71b4 vc71b5 vc71b6 vc71b7 vc71b8 vc71b9
vc71b10 vc71b11 vc71b12 vc71b13 vc71b14 vc71b15 vc71b16 vc71b17 vc71b18 (35).
end if.
execute.

recode q1a (0=0) (1 thru highest = 1) into q1ag.
recode q2a (0=0) (1 thru highest = 2) into q2ag.
recode q3a (0=0) (1 thru highest = 3) into q3ag.
recode q4a (0=0) (1 thru highest = 4) into q4ag.
recode q5a (0=0) (1 thru highest = 5) into q5ag.
recode q6a (0=0) (1 thru highest = 6) into q6ag.
recode q7a (0=0) (1 thru highest = 7) into q7ag.
recode q8a (0=0) (1 thru highest = 8) into q8ag.
recode q9a (0=0) (1 thru highest = 9) into q9ag.
recode q10a (0=0) (1 thru highest = 10) into q10ag.
recode q11a (0=0) (1 thru highest = 11) into q11ag.
recode q12a (0=0) (1 thru highest = 12) into q12ag.
recode q13a (0=0) (1 thru highest = 13) into q13ag.
recode q14a (0=0) (1 thru highest = 14) into q14ag.
recode q15a (0=0) (1 thru highest = 15) into q15ag.
recode q16a (0=0) (1 thru highest = 16) into q16ag.
recode q17a (0=0) (1 thru highest = 17) into q17ag.
recode q18a (0=0) (1 thru highest = 18) into q18ag.
recode q19a (0=0) (1 thru highest = 19) into q19ag.
recode q20a (0=0) (1 thru highest = 20) into q20ag.
recode q21a (0=0) (1 thru highest = 21) into q21ag.
recode q22a (0=0) (1 thru highest = 22) into q22ag.
recode q23a (0=0) (1 thru highest = 23) into q23ag.
recode q24a (0=0) (1 thru highest = 24) into q24ag.
recode q25a (0=0) (1 thru highest = 25) into q25ag.
recode q26a (0=0) (1 thru highest = 26) into q26ag.
recode q27a (0=0) (1 thru highest = 27) into q27ag.
recode q28a (0=0) (1 thru highest = 28) into q28ag.
recode q29a (0=0) (1 thru highest = 29) into q29ag.
recode q30a (0=0) (1 thru highest = 30) into q30ag.
recode q31a (0=0) (1 thru highest = 31) into q31ag.
recode q32a (0=0) (1 thru highest = 32) into q32ag.
recode q33a (0=0) (1 thru highest = 33) into q33ag.
recode q34a (0=0) (1 thru highest = 34) into q34ag.
recode q35a (0=0) (1 thru highest = 35) into q35ag.
execute.

*Highest qualification attained by age 21.

compute hqual21 = -2.
do repeat x= q34ag q35ag q1ag q10ag q25ag q2ag q3ag q4ag q6ag q7ag q11ag q12ag q13ag q14ag q17ag q18ag q19ag q20ag q5ag q8ag q9ag q15ag q21ag q23ag q16ag q22ag q24ag q26ag q27ag q28ag q29ag q30ag q31ag q32ag q33ag.
if any (x,34,35) hqual21 = -1.
if (any (x,0) and hqual21 < 0) hqual21 = 0.
if (ANY (X,1,10,25) and hqual21 < 1) hqual21 = 1.
if (ANY (X,2,3,4,6,7,11,12,13,14,17,18,19,20) and hqual21 < 2) hqual21 = 2.
if (ANY (X,5,8,9,15,21,23) and hqual21 < 3) hqual21 = 3.
if (ANY (X,16,22,24,26,27,28,29,30) and hqual21 < 4) hqual21 = 4.
if (ANY (X,31,32,33) and hqual21 < 5) hqual21 = 5.
end repeat.
execute.

missing values hqual21 (-2).

variable labels hqual21 'Highest qualification at 21'.
value labels hqual21
  -1 'Other quals'
  0 'No quals'
  1 'CSE/NVQ1'
  2 'O level/NVQ2'
  3 'A level/NVQ3'
  4 'Higher quals/NVQ4'
  5 'Degree +/NVQ5 or 6'.

*Courses leading to qualifications that were not completed.

count p16clq=vc72ba1 vc72ba2 vc72ba3 vc72ba4 vc72ba5 vc72ba6 vc72ba7 vc72ba8 vc72ba9 vc72ba10 vc72ba11 vc72ba12 vc72ba13 vc72ba14 vc72ba15 (0 thru highest).

count
p16clq1=vc81a vc81b vc81c vc81d vc81e (1,3) /
p16clq3=vc81a vc81b vc81c vc81d vc81e (2) /
p16clq4=vc81a vc81b vc81c vc81d vc81e (4).
compute clqfail = -1.
if (vc72a = 2) clqfail = 0.
if (p16clq >= 1) clqfail = 1.
if (p16clq >= 1 and p16clq3 >= 1) clqfail = 2.

missing values clqfail (-1).

variable labels clqfail 'Ever taken courses leading to qualifications and not completed?'.

value labels clqfail
  0 'Never taken'
  1 'Taken or taking'
  2 'Not completed'.
* Literacy (to coincide with groupings used in NCDS).

```plaintext
do if (not missing(vd4c2)).
  recode vd4b1 to vd4c1e (sysmis=2).
end if.
execute.

recode vd1a vd1b vd2a1 vd2a2 vd2b1 vd2b2 vd3a1 vd3a2 vd3b1 vd3b2 vd3b3 vd4b1 vd4b2 vd4b3
  vd4b4 vd4a1 vd4a2 vd4a3 vd4c1a vd4c1b vd4c1c vd4c1d vd4c1e vd4c2 vd5 (1=1)(2=0).
compute litscore=vd1a+vd1b+vd2a1+vd2a2+vd2b1+vd2b2+vd3a1+vd3a2+
  vd3b1+vd3b2+vd3b3+vd4a1+vd4a2+vd4a3+vd4c2+vd5.
variable label litscore 'Literacy score'.
recode litscore (0 thru 9 = 1) (10 thru 11 = 2) (12 thru 13 = 3) (14 thru 16 = 4) into lit4grp.
variable labels lit4grp 'Literacy groups'.
value labels lit4grp
  1 'Very poor'
  2 'Poor'
  3 'Average'
  4 'Good'.

* Numeracy (to coincide with groupings used in NCDS).

recode vd6a1 vd6b1 vd6b2 vd6b3 vd7b1 vd7a1 vd8a1 vd8a2 vd8b1 vd8b2 vd8c1
  vd8c2 vd9a vd9b (1=1) (2=0).
compute numscore=vd6a1+vd6b1+vd6b2+vd6b3+vd7b1+vd7a1+vd8a1+vd8a2+
  vd8b1+vd8b2+vd8c1+vd8c2+vd9a+vd9b.
variable label numscore 'Numeracy score'.
frequency variable numscore.
recode numscore (0 thru 6 = 1) (7 thru 8 = 2) (9 thru 10 = 3) (11 thru 14 = 4) into num4grp.
variable labels num4grp 'Numeracy groups'.
value labels num4grp
  1 'Very poor'
  2 'Poor'
  3 'Average'
  4 'Good'.
```
### Derived Variables - Frequency Tables and Summary Statistics

<table>
<thead>
<tr>
<th></th>
<th>JOB1GP21 Gross weekly pay in first job</th>
<th>JOB2GP21 Gross weekly pay in second job</th>
<th>AGEKID1A Age of CMs eldest child</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td>Valid</td>
<td>Missing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1314</td>
<td>333</td>
<td>178</td>
</tr>
<tr>
<td></td>
<td>42</td>
<td>1605</td>
<td>1469</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>164.6984</td>
<td>528.7518</td>
<td>2.4031</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>160.0000</td>
<td>255.0000</td>
<td>2.1667</td>
</tr>
<tr>
<td><strong>Mode</strong></td>
<td>150.00</td>
<td>150.00(a)</td>
<td>1.17(a)</td>
</tr>
<tr>
<td><strong>Minimum</strong></td>
<td>11.08</td>
<td>24.23</td>
<td>.17</td>
</tr>
<tr>
<td><strong>Maximum</strong></td>
<td>392.31</td>
<td>3570.00</td>
<td>6.25</td>
</tr>
</tbody>
</table>

*a Multiple modes exist. The smallest value is shown*

<table>
<thead>
<tr>
<th></th>
<th>KID1A Age of cohort member when 1st child was born</th>
<th>KID2A Age of cohort member when 2nd child was born</th>
<th>KID3A Age of cohort member when 3rd child was born</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td>Valid</td>
<td>Missing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>177</td>
<td>1470</td>
<td></td>
</tr>
<tr>
<td></td>
<td>48</td>
<td>1599</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>1637</td>
<td></td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>19.5918</td>
<td>20.4288</td>
<td>21.3000</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>19.8333</td>
<td>20.5417</td>
<td>21.4583</td>
</tr>
<tr>
<td><strong>Mode</strong></td>
<td>20.25(a)</td>
<td>20.17(a)</td>
<td>20.75</td>
</tr>
<tr>
<td><strong>Minimum</strong></td>
<td>15.75</td>
<td>18.17</td>
<td>20.50</td>
</tr>
<tr>
<td><strong>Maximum</strong></td>
<td>21.83</td>
<td>21.92</td>
<td>21.92</td>
</tr>
</tbody>
</table>

*a Multiple modes exist. The smallest value is shown*
### PARENT_T  Number of children the cohort member had as a teenager

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.00 None ever</td>
<td>1432</td>
<td>86.9</td>
<td>88.3</td>
<td>88.3</td>
</tr>
<tr>
<td>1.00 None before 20</td>
<td>95</td>
<td>5.8</td>
<td>5.9</td>
<td>94.2</td>
</tr>
<tr>
<td>2.00 1 in teens</td>
<td>82</td>
<td>5.0</td>
<td>5.1</td>
<td>99.3</td>
</tr>
<tr>
<td>3.00 2 in teens</td>
<td>12</td>
<td>.7</td>
<td>.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>1621</td>
<td>98.4</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>-1.00</td>
<td>26</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1647</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### HOME21  Tenure at 21

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.00 Owned/rented</td>
<td>308</td>
<td>18.7</td>
<td>19.8</td>
<td>19.8</td>
</tr>
<tr>
<td>2.00 Rent-LA or HA</td>
<td>119</td>
<td>7.2</td>
<td>7.6</td>
<td>27.4</td>
</tr>
<tr>
<td>3.00 Rent-private</td>
<td>174</td>
<td>10.6</td>
<td>11.2</td>
<td>38.6</td>
</tr>
<tr>
<td>4.00 With parents</td>
<td>825</td>
<td>50.1</td>
<td>52.9</td>
<td>91.5</td>
</tr>
<tr>
<td>5.00 Other</td>
<td>133</td>
<td>8.1</td>
<td>8.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>1559</td>
<td>94.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>-1.00</td>
<td>88</td>
<td>5.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1647</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LIVARRAN Have you ever lived with anyone?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.00 No</td>
<td>1027</td>
<td>62.4</td>
<td>63.2</td>
</tr>
<tr>
<td>2.00 Have cohabited</td>
<td>425</td>
<td>25.8</td>
<td>26.2</td>
</tr>
<tr>
<td>3.00 Have lived with spouse</td>
<td>172</td>
<td>10.4</td>
<td>10.6</td>
</tr>
<tr>
<td>Total</td>
<td>1624</td>
<td>98.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>-1.00</td>
<td>1.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1647</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

HQUAL16 Highest qualification at 16

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.00 No quals</td>
<td>34</td>
<td>2.1</td>
<td>2.2</td>
</tr>
<tr>
<td>1.00 CSE/NVQ1</td>
<td>458</td>
<td>27.8</td>
<td>29.8</td>
</tr>
<tr>
<td>2.00 O level/NVQ2</td>
<td>982</td>
<td>59.6</td>
<td>63.8</td>
</tr>
<tr>
<td>3.00 A level/NVQ3</td>
<td>27</td>
<td>1.6</td>
<td>1.8</td>
</tr>
<tr>
<td>4.00 Higher quals/NVQ4</td>
<td>32</td>
<td>1.9</td>
<td>2.1</td>
</tr>
<tr>
<td>5.00 Degree +/-NVQ5 or 6</td>
<td>6</td>
<td>.4</td>
<td>.4</td>
</tr>
<tr>
<td>Total</td>
<td>1539</td>
<td>93.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>-2.00</td>
<td>6.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1647</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
### HQUAL21 Highest qualification at 21

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.00 No quals</td>
<td>5</td>
<td>.3</td>
<td>.3</td>
</tr>
<tr>
<td>1.00 CSE/NVQ1</td>
<td>428</td>
<td>26.0</td>
<td>27.8</td>
</tr>
<tr>
<td>2.00 O level/NVQ2</td>
<td>687</td>
<td>41.7</td>
<td>44.6</td>
</tr>
<tr>
<td>3.00 A level/NVQ3</td>
<td>351</td>
<td>21.3</td>
<td>22.8</td>
</tr>
<tr>
<td>4.00 Higher quals/NVQ4</td>
<td>60</td>
<td>3.6</td>
<td>3.9</td>
</tr>
<tr>
<td>5.00 Degree +/-NVQ5 or 6</td>
<td>8</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Total</td>
<td>1539</td>
<td>93.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>-2.00</td>
<td>6.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1647</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

### CLQFAIL Ever taken courses leading to qualifications and not completed?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.00 Never taken</td>
<td>581</td>
<td>35.3</td>
<td>36.4</td>
</tr>
<tr>
<td>1.00 Taken or taking</td>
<td>801</td>
<td>48.6</td>
<td>50.2</td>
</tr>
<tr>
<td>2.00 Not completed</td>
<td>215</td>
<td>13.1</td>
<td>13.5</td>
</tr>
<tr>
<td>Total</td>
<td>1597</td>
<td>97.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>-1.00</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1647</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Frequency</td>
<td>Percent</td>
<td>Valid Percent</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>---------</td>
<td>---------------</td>
</tr>
<tr>
<td>6.00</td>
<td>3</td>
<td>0.2</td>
<td>0.3</td>
</tr>
<tr>
<td>7.00</td>
<td>8</td>
<td>0.5</td>
<td>0.7</td>
</tr>
<tr>
<td>8.00</td>
<td>11</td>
<td>0.7</td>
<td>1.0</td>
</tr>
<tr>
<td>9.00</td>
<td>28</td>
<td>1.7</td>
<td>2.5</td>
</tr>
<tr>
<td>10.00</td>
<td>51</td>
<td>3.1</td>
<td>4.5</td>
</tr>
<tr>
<td>11.00</td>
<td>80</td>
<td>4.9</td>
<td>7.1</td>
</tr>
<tr>
<td>12.00</td>
<td>116</td>
<td>7.0</td>
<td>10.2</td>
</tr>
<tr>
<td>13.00</td>
<td>182</td>
<td>11.1</td>
<td>16.1</td>
</tr>
<tr>
<td>14.00</td>
<td>256</td>
<td>15.5</td>
<td>22.6</td>
</tr>
<tr>
<td>15.00</td>
<td>312</td>
<td>18.9</td>
<td>27.5</td>
</tr>
<tr>
<td>16.00</td>
<td>86</td>
<td>5.2</td>
<td>7.6</td>
</tr>
<tr>
<td>Total</td>
<td>1133</td>
<td>68.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>514</td>
<td>31.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1647</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Valid</td>
<td>Frequency</td>
<td>Percent</td>
<td>Valid Percent</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td>---------</td>
<td>---------------</td>
</tr>
<tr>
<td>Very poor</td>
<td>1.00</td>
<td>50</td>
<td>3.0</td>
</tr>
<tr>
<td>Poor</td>
<td>2.00</td>
<td>131</td>
<td>8.0</td>
</tr>
<tr>
<td>Average</td>
<td>3.00</td>
<td>298</td>
<td>18.1</td>
</tr>
<tr>
<td>Good</td>
<td>4.00</td>
<td>654</td>
<td>39.7</td>
</tr>
<tr>
<td>Total</td>
<td>1133</td>
<td>68.8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

| Missing System | 514 | 31.2 |

<p>| Total          | 1647 | 100.0 |</p>
<table>
<thead>
<tr>
<th>NUMSCORE  Numeracy score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>Valid</td>
</tr>
<tr>
<td>2.00</td>
</tr>
<tr>
<td>3.00</td>
</tr>
<tr>
<td>4.00</td>
</tr>
<tr>
<td>5.00</td>
</tr>
<tr>
<td>6.00</td>
</tr>
<tr>
<td>7.00</td>
</tr>
<tr>
<td>8.00</td>
</tr>
<tr>
<td>9.00</td>
</tr>
<tr>
<td>10.00</td>
</tr>
<tr>
<td>11.00</td>
</tr>
<tr>
<td>12.00</td>
</tr>
<tr>
<td>13.00</td>
</tr>
<tr>
<td>14.00</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Missing</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
**NUM4GRP Numeracy groups**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 Very poor</td>
<td>108</td>
<td>6.6</td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td>2.00 Poor</td>
<td>126</td>
<td>7.7</td>
<td>14.6</td>
<td>27.1</td>
</tr>
<tr>
<td>3.00 Average</td>
<td>239</td>
<td>14.5</td>
<td>27.7</td>
<td>54.8</td>
</tr>
<tr>
<td>4.00 Good</td>
<td>390</td>
<td>23.7</td>
<td>45.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>863</td>
<td>52.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing System</td>
<td>784</td>
<td>47.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1647</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VALID_21 BASIC SELECTION CRITERION FOR ANALYSIS**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not valid on main instruments</td>
<td>15</td>
<td>.9</td>
<td>.9</td>
<td>.9</td>
</tr>
<tr>
<td>1 Valid on main instruments</td>
<td>1632</td>
<td>99.1</td>
<td>99.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>1647</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
### REGION Survey region at interview

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 North</td>
<td>103</td>
<td>6.3</td>
<td>6.3</td>
<td>6.3</td>
</tr>
<tr>
<td>2 North West</td>
<td>129</td>
<td>7.8</td>
<td>7.8</td>
<td>14.1</td>
</tr>
<tr>
<td>3 Mersey</td>
<td>36</td>
<td>2.2</td>
<td>2.2</td>
<td>16.3</td>
</tr>
<tr>
<td>4 Manchester</td>
<td>58</td>
<td>3.5</td>
<td>3.5</td>
<td>19.8</td>
</tr>
<tr>
<td>5 West Yorkshire</td>
<td>75</td>
<td>4.6</td>
<td>4.6</td>
<td>24.3</td>
</tr>
<tr>
<td>6 Yorkshire &amp; Humberside</td>
<td>64</td>
<td>3.9</td>
<td>3.9</td>
<td>28.2</td>
</tr>
<tr>
<td>7 South Yorkshire</td>
<td>56</td>
<td>3.4</td>
<td>3.4</td>
<td>31.6</td>
</tr>
<tr>
<td>8 East Midlands</td>
<td>116</td>
<td>7.0</td>
<td>7.0</td>
<td>38.7</td>
</tr>
<tr>
<td>9 Anglia</td>
<td>90</td>
<td>5.5</td>
<td>5.5</td>
<td>44.1</td>
</tr>
<tr>
<td>10 South East</td>
<td>334</td>
<td>20.3</td>
<td>20.3</td>
<td>64.4</td>
</tr>
<tr>
<td>11 London</td>
<td>180</td>
<td>10.9</td>
<td>10.9</td>
<td>75.3</td>
</tr>
<tr>
<td>12 South West</td>
<td>134</td>
<td>8.1</td>
<td>8.1</td>
<td>83.5</td>
</tr>
<tr>
<td>13 Wales</td>
<td>85</td>
<td>5.2</td>
<td>5.2</td>
<td>88.6</td>
</tr>
<tr>
<td>14 West Midlands</td>
<td>43</td>
<td>2.6</td>
<td>2.6</td>
<td>91.3</td>
</tr>
<tr>
<td>15 W Midlands Conurbation</td>
<td>144</td>
<td>8.7</td>
<td>8.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>1647</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>