National Child Development Study

Thirty Seven-Year Sample Survey

Guide to data available at the UK Data Archive

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National Child Development Study
Thirty Seven-Year Sample Survey

A Guide to the NCDS 37-year Data
available at the UK Data Archive

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SECTION 1

INTRODUCTION TO THE NATIONAL CHILD DEVELOPMENT STUDY

WITH PARTICULAR REFERENCE TO THE THIRTY SEVEN –YEAR SAMPLE SURVEY
1.1 Introduction

The National Child Development Study (NCDS) started life as the Perinatal Mortality Survey and examined the social and obstetric factors associated with stillbirth and infant mortality among over 17,000 babies born in Britain in a single week in 1958. Between that time and 1995 the whole cohort were surveyed on six other occasions in order to monitor their health, education, social and economic circumstances. These surveys were carried out in 1965 (age 7), 1969 (age 11), 1974 (age 16), 1981 (age 23), 1991 (age 33), and 2000 (age 42).

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

As part of the 1991 survey, a special study was also undertaken of the children of one third of the cohort members, including assessments of the behaviour and cognitive development of approximately 5,000 children.

Also in 1991, the Social Statistics Research Unit (SSRU) of City University carried out a survey of a sample of the 1970 British Cohort (BCS70) - a continuing national longitudinal study of everyone in Great Britain who was born in the week 5-11 April 1970. A major element of that survey was designed to assess the literacy and numeracy skills of the cohort in order that they could be related to: other aspects of their social and economic circumstances measured during the survey; and to background information gathered during previous follow-up surveys. This aspect of the survey and data analysis was funded by the Adult Literacy and Basic Skills Unit (ALBSU) – now the Basic Skills Agency. This is reported in Ekinsmyth C and Bynner J (1994) The Basic Skills of Young Adults. London: ALBSU.

This work built, in part, on analysis of the extent, antecedents and correlates of literacy and numeracy problems reported by members of NCDS. Also funded by ALBSU, this analysis was based on data collected for the cohort as a whole when they were aged 23 years, in 1981 - see Hamilton M and Stasinopoulos M (1987) Literacy, Numeracy and Adults: Evidence from the National Child Development Study. London: ALBSU.

With further ALBSU funding, the approach adopted for the BCS70 sample survey was adapted for application to a sample of NCDS cohort members. This survey was designed to supplement the information on self-reported literacy and numeracy problems gathered during the NCDS follow-ups in 1981 and 1991 with objective assessments of skills in these areas. It provides for a detailed analysis of the extent, antecedents and correlates of basic skills in the NCDS cohort, and enables comparisons with the BCS70 cohort.

The fieldwork for this was conducted between 23 May and 7 July 1995 by the MORI research organisation. This note reports on the design, development and conduct of the survey; and reviews the extent and nature of survey response.

1.2 Survey Instruments

The survey instruments used were developed by the Social statistics Research Unit (SSRU) at City University and the survey contractor - MORI, in consultation with the Basic Skills Agency. There were three:

(a) **Literacy and Numeracy Assessments** - a new assessment based on development work undertaken on behalf of the Agency by National Foundation for Educational Research.
(b) **Interview** - to obtain information about key aspects of the current social, economic and health circumstances of the cohort member; to update the job-, family- and housing-history information gathered during the fifth and latest major NCDS follow-up in 1991 - NCDS5; and to include the questions on self-reported basic skills problems used in earlier NCDS and BCS70 surveys.

(c) **Self-completion questionnaire** - to obtain other information about, for example, self-reported occupational skills, and attitudes. Again, this updated information gathered during NCDS5.

1.3 Pilot surveys

Two pilot surveys were undertaken:

1. **Literacy and Numeracy Assessment Pre-test, 17-21 March** - In total 21 interviews were conducted among a quota sample of respondents aged 25-40 years in 4 sampling areas. All interviewers attended personal briefings and debriefings and both interviewers and respondents completed a short feedback questionnaire on the assessments. Twelve literacy and twelve numeracy assessments were piloted, taking an average of 27 and 21 minutes, respectively, to complete.

   Following this pilot, and in consultation with the Agency, the number of individual assessment tasks was reduced to 19 (9 literacy and 10 numeracy), and elements of certain tasks modified or dropped.

2. **Pilot of all Interview, Self-completion, Assessments, 8-18 April** - In order to test all survey instruments and procedures, a total of 31 pilot interviews were conducted among a sample of NCDS cohort members in 5 Postcode Areas in SE England. Again, all interviewers attended personal briefings and debriefings. The modified literacy and numeracy assessments took an average of 24 and 18 minutes, respectively, while the interview averaged 37 minutes, and the self-completion 12 minutes.

   As a result of this second pilot, changes were made to both the Assessments and the Interview, once again in consultation with the Agency.

   The Assessments were further amended by reducing the number of assessments (to 9 literacy and 9 numeracy), and modifying elements of certain tasks (the three writing tasks were combined into one task covering three levels).

   The Interview was amended by simplifying the treatment of employment and qualifications.

   Copies of the instruments are provided below.

1.4 Sample Design

The sample for the NCDS 1995 Sample Survey was selected by replicating the sampling design adopted for the NCDS 37-year Sample Survey - also funded by the Basic Skills Agency (then known as the Adult Literacy and Basic Skills Unit). Applying the same set of rules to draw a sample of NCDS cohort members.

This provides a representative sample with a geographical distribution which reflects that of the NCDS cohort as a whole, and will be similar, but not the same as, that selected for the BCS70 Survey. - see Ekinsmyth C and Bynner J (1994) Literacy and Numeracy Skills of British 21-year-Olds. London: ALBSU.
The sample was drawn from the 10,851 cohort members living in England and Wales for whom SSRU had a current address in February 1995. It was designed to have the same regional distribution of cohort members as was observed in the population of all NCDS members living in England and Wales.

It is a clustered sample design, based on Postcode Areas. The Postcode Area is designated by the initial, non-numeric, part of the postcode. Twenty-five clusters were selected using interval sampling. An interval of 434 cohort members was used (25 \times 434 = 10,851). The cumulative totals of cohort members living in each Postcode Area were listed. Postcode Areas were listed in geographical order to approximately maintain their relative positions. Starting from a randomly selected point, Postcode Areas were chosen where they contained each 434th cohort member. If a selected Postcode Area contained too few cohort members to be viable, the next adjacent Postcode Area was also included in that cluster.

In order to maintain the original regional distribution, the number of cohort members selected in each of the chosen clusters was proportional to the total number of cohort members resident in the region containing that cluster. Where regions contained more than one selected Postcode Area, the distribution of sampled cohort members reflects the relative numbers of cohort members resident in those Postcode Areas. Cohort members were chosen at random within the selected Postcode Areas.

Table 1 shows the target and achieved distribution of the sample - each Postcode Area represents a cluster.
Table 1: NCDS sample by Region and Postcode Area

<table>
<thead>
<tr>
<th>Region</th>
<th>Postcode area</th>
<th>Planned sample</th>
<th>Interviews achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>North</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North West</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NE</td>
<td></td>
<td>111</td>
<td>6.72</td>
</tr>
<tr>
<td>L</td>
<td></td>
<td>108</td>
<td>6.54</td>
</tr>
<tr>
<td>LA</td>
<td></td>
<td>21</td>
<td>1.27</td>
</tr>
<tr>
<td>OL</td>
<td></td>
<td>34</td>
<td>2.06</td>
</tr>
<tr>
<td>WA</td>
<td></td>
<td>49</td>
<td>2.97</td>
</tr>
<tr>
<td>Yorkshire &amp; Humberside</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DN</td>
<td></td>
<td>79</td>
<td>4.78</td>
</tr>
<tr>
<td>LS</td>
<td></td>
<td>97</td>
<td>5.88</td>
</tr>
<tr>
<td>East Midlands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DE</td>
<td></td>
<td>46</td>
<td>2.79</td>
</tr>
<tr>
<td>LE</td>
<td></td>
<td>64</td>
<td>3.87</td>
</tr>
<tr>
<td>East Anglia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td></td>
<td>70</td>
<td>4.24</td>
</tr>
<tr>
<td>South East</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CM</td>
<td></td>
<td>97</td>
<td>5.88</td>
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<td>LU</td>
<td></td>
<td>45</td>
<td>2.73</td>
</tr>
<tr>
<td>SL</td>
<td></td>
<td>54</td>
<td>3.27</td>
</tr>
<tr>
<td>SO</td>
<td></td>
<td>76</td>
<td>4.60</td>
</tr>
<tr>
<td>TN</td>
<td></td>
<td>82</td>
<td>4.97</td>
</tr>
<tr>
<td>Greater London</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BR</td>
<td></td>
<td>30</td>
<td>1.82</td>
</tr>
<tr>
<td>CR</td>
<td></td>
<td>30</td>
<td>1.82</td>
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<tr>
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<td>1.27</td>
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<td>SE</td>
<td></td>
<td>66</td>
<td>3.99</td>
</tr>
<tr>
<td>WD</td>
<td></td>
<td>23</td>
<td>1.39</td>
</tr>
<tr>
<td>EN</td>
<td></td>
<td>27</td>
<td>1.64</td>
</tr>
<tr>
<td>South West</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BH</td>
<td></td>
<td>50</td>
<td>3.03</td>
</tr>
<tr>
<td>GL</td>
<td></td>
<td>77</td>
<td>4.66</td>
</tr>
<tr>
<td>TR</td>
<td></td>
<td>32</td>
<td>1.94</td>
</tr>
<tr>
<td>Wales</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CF</td>
<td></td>
<td>103</td>
<td>6.24</td>
</tr>
<tr>
<td>West Midlands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>99</td>
<td>6.00</td>
</tr>
<tr>
<td>ST</td>
<td></td>
<td>38</td>
<td>2.30</td>
</tr>
<tr>
<td>WV</td>
<td></td>
<td>22</td>
<td>1.33</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,651</td>
<td>100</td>
</tr>
</tbody>
</table>
1.5 Fieldwork

Before beginning work on data collection, all 79 interviewers working on the project attended one of six personal briefings, held across the country in the period 22-30 May. The briefings provided: instructions on all aspects of the survey, including contacting procedures, survey instrument structure and content; required them to work through a dummy Interview to ensure that they understood all sections of the instrument. Particular attention was given to the administration of the Assessments, with all interviewers practising each of the tasks. A member of the SSRU team attended each of these briefings in order to give the background to the survey, answer queries, and to assure themselves that the selected interviewers were competent to administer all aspects of the survey, especially the Assessments.

A copy of the Interviewer Instructions supplied to all interviewers working on the survey is provided below.

All initial contact with cohort members made by interviewers was by telephone, or by visiting the cohort members' homes. This procedure was adopted to minimise non-response amongst cohort members with literacy difficulties. Interviewers were instructed to explain the purpose and nature of the survey, and to make an appointment to visit the cohort member's home at a convenient time. During this visit, the Interview and Self-completion were administered before the Assessments. Where cohort members experienced difficulty in answering the self-completion, they were assisted by the interviewer. The interviewer also recorded the nature of any help given.

Analysis shows that the Interview took an average of 29 minutes to complete, the Self-completion some 5 minutes, and the Assessments an average of 35 minutes.

1.6 Data preparation

Following completion, survey instruments were returned to MORI, who were responsible for a preliminary visual edit; followed by data entry; and a preliminary computer edit to check that data was valid (ie: for the main part single-coded, 0-9), and within range (ie: as specified in the survey instruments).

Unedited and edited data, together with all completed survey instruments, were subsequently passed to SSRU for further processing. This included:

(a) Coding of occupation data using Computer-assisted Standard Occupational Coding - CASOC software developed by the University of Warwick.

(b) Further computer editing to ensure that data is consistent. This will sometimes require reference to the original survey instruments to resolve problems cases.

(c) Establishment of a clean and documented cross-sectional data base to facilitate early analysis.

(d) Longitudinal linking of the new sample survey data with that from NCDS5 and earlier follow-ups to establish a longitudinal database to permit more detailed and longitudinal analysis. This included further checks on consistency.

1.7 Response

As Table 1 indicates, response to the survey was very good, and enabled the regional targets to be met in most instances. Further details are given in Table 2.
Overall, 1,714 cohort members were interviewed during the survey. This represents 80 percent of those whose details were issued to interviewers, and 88 percent of those traced. The main causes of non-response are refusals and moving home.

Table 2: Summary of survey response

<table>
<thead>
<tr>
<th>Survey outcome</th>
<th>Number</th>
<th>Overall percent</th>
<th>Percent of those traced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>1714</td>
<td>79.9</td>
<td>87.6</td>
</tr>
<tr>
<td>Refused</td>
<td>184</td>
<td>8.6</td>
<td>9.4</td>
</tr>
<tr>
<td>Ill/away</td>
<td>46</td>
<td>2.2</td>
<td>2.3</td>
</tr>
<tr>
<td>Incapable of interview</td>
<td>12</td>
<td>.6</td>
<td>.6</td>
</tr>
<tr>
<td>Moved from Postcode Area</td>
<td>28</td>
<td>1.3</td>
<td>-</td>
</tr>
<tr>
<td>Moved whereabouts unknown</td>
<td>103</td>
<td>4.8</td>
<td>-</td>
</tr>
<tr>
<td>No contact after 4 or more calls</td>
<td>48</td>
<td>2.2</td>
<td>-</td>
</tr>
<tr>
<td>Address vacant</td>
<td>8</td>
<td>.4</td>
<td>-</td>
</tr>
<tr>
<td>Address not found</td>
<td>2</td>
<td>.1</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2145</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

1.8 Response Bias

Although generally satisfactory response rates have been achieved, anything less than a perfect response raises the question of whether those who were interviewed and assessed were representative of the sampled population - in this case, the cohort members living in England and Wales for whom SSRU had a current address in February 1995. This issue has been explored by exploiting a possibility only available to longitudinal studies - to compare respondents to the target sample, and to the sampled population.

Comparison with the target sample

Comparison with the target sample has been restricted to consideration of the regional distribution.

Table 3 contrasts the regional distribution of the target sample and achieved sample, and gives the Percentage bias for each region. The Percentage bias indicates the extent of the departure of the achieved sample from the expected distribution and is calculated as follows:

\[
\text{Percentage bias} = \left( \frac{\text{Achieved sample} \% - \text{Target sample} \%}{\text{Target sample} \%} \right) \times 100
\]

A negative percentage bias indicates under-representation in the NCDS 1995 Sample Survey, and a positive percentage bias shows over-representation.

It is clear that, although the regional distribution of the achieved sample is broadly in line with that of the target sample, Greater London and regions in the west are somewhat under-represented, whilst northern and eastern regions are rather over-represented.
Table 3: Regional distribution of target and achieved samples compared

<table>
<thead>
<tr>
<th>Region</th>
<th>Target sample %</th>
<th>Achieved sample %</th>
<th>% Bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>6.72</td>
<td>7.12</td>
<td>5.93</td>
</tr>
<tr>
<td>East Anglia</td>
<td>4.24</td>
<td>4.44</td>
<td>4.64</td>
</tr>
<tr>
<td>North West</td>
<td>12.84</td>
<td>13.19</td>
<td>2.75</td>
</tr>
<tr>
<td>East Midlands</td>
<td>6.66</td>
<td>6.83</td>
<td>2.51</td>
</tr>
<tr>
<td>Yorkshire &amp; Humberside</td>
<td>10.66</td>
<td>10.74</td>
<td>.76</td>
</tr>
<tr>
<td>South East</td>
<td>21.44</td>
<td>21.48</td>
<td>.19</td>
</tr>
<tr>
<td>Greater London</td>
<td>11.93</td>
<td>11.79</td>
<td>-1.17</td>
</tr>
<tr>
<td>South West</td>
<td>9.63</td>
<td>9.46</td>
<td>-1.80</td>
</tr>
<tr>
<td>Wales</td>
<td>6.24</td>
<td>5.90</td>
<td>-5.49</td>
</tr>
<tr>
<td>West Midlands</td>
<td>9.63</td>
<td>9.05</td>
<td>-6.04</td>
</tr>
</tbody>
</table>

Comparisons with the sampled population

Comparisons between the achieved sample and the sampled population have been extensive. They are based on variables selected from the earlier NCDS follow-ups. The variables chosen include many relating to demography, education, post-school education and training, literacy and numeracy problems, social and economic circumstances, financial problems, the family and relationships, housing and household, and health. A full list of variables used in this analysis is given in Table 4 below. It may be noted that many of these variables have been included in similar analyses designed to explore differential attrition in the more recent NCDS follow-ups.

Table 4 contrasts the characteristics of the sampled population (NCDS cohort members living in England and Wales for whom SSRU had a current address in February 1995) and those of the achieved sample for the 1995 NCDS Sample Survey using the wide range of variables described above. Again, the Percentage bias is reported for each variable, indicating the extent of the difference between the cohort and the sample. For this table Percentage bias is calculated as follows:

\[\text{Percentage bias} = \left(\frac{\text{Sample} \% - \text{Cohort} \%}{\text{Cohort} \%}\right) \times 100\]

where: Sample \% = Percent in achieved sample.
Cohort \% = Percent in NCDS cohort with confirmed address.

As before, a negative percentage bias indicates under-representation in the NCDS 1995 Sample Survey, and a positive percentage bias shows over-representation.

The analysis provides an important and encouraging insight into differential response. Absolute differences between the sampled population and the achieved sample are, on the whole, small and this is reflected in many of the figures for percentage bias. Nevertheless, small differences can result in a relatively large figure for percentage bias where the percentage in the sampled population is small. Levels of statistical significance are not reported, but it should be noted that in
samples of this size tests of statistical significance are sensitive to very small differences. In general, the achieved sample does not differ greatly from the sampled population.

Overall, it appears that those with low achievements and aspirations whilst at school are under-represented, as are those who have not pursued education and training since leaving school. Also under-represented are: those who are handicapped; those who have been "in care"; those with origins in the lower social classes; those who grew-up in families with financial problems; and who have experienced poor housing conditions.

Perhaps not surprisingly, this picture is similar to that emerging from the analyses of differential response to earlier NCDS follow-ups. However, these earlier analyses also revealed a marked under-representation of members of the ethnic minority communities. This appears not to be the case for the current survey.

Finally, it is important to note that this analysis of differential response reveals that those who reported problems with basic skills during the last 1991 NCDS follow-up (NCDS5) are under-represented in the achieved sample for the current survey. This is not unexpected, but it is stressed that the absolute percentage differences are small.
Table 4: Comparison of the NCDS Cohort and the 1995 Sample

<table>
<thead>
<tr>
<th>Demographic Variables</th>
<th>Source</th>
<th>Cohort %</th>
<th>Sample %</th>
<th>%Bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male cohort members</td>
<td>ALL</td>
<td>49.8</td>
<td>46.8</td>
<td>-6.02</td>
</tr>
<tr>
<td>Mother born in West Indies</td>
<td>NCDS2</td>
<td>.7</td>
<td>.8</td>
<td>14.29</td>
</tr>
<tr>
<td>Father born in West Indies</td>
<td>NCDS2</td>
<td>.8</td>
<td>.8</td>
<td>.00</td>
</tr>
<tr>
<td>Child’s ethnic group is Afro-Caribbean</td>
<td>NCDS2</td>
<td>.8</td>
<td>.7</td>
<td>-12.50</td>
</tr>
<tr>
<td>Ethnic identification Afro-Caribbean at 33</td>
<td>NCDS5</td>
<td>1.1</td>
<td>1.1</td>
<td>.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended 3 or more schools 5-7</td>
<td>NCDS1</td>
<td>3.2</td>
<td>3.5</td>
<td>9.37</td>
</tr>
<tr>
<td>Attended 3 or more schools 5-11</td>
<td>NCDS2</td>
<td>15.7</td>
<td>17.0</td>
<td>8.28</td>
</tr>
<tr>
<td>Attended 3 or more schools 11-16</td>
<td>NCDS3</td>
<td>3.1</td>
<td>3.3</td>
<td>6.45</td>
</tr>
<tr>
<td>Attended comprehensive school 16</td>
<td>NCDS3</td>
<td>58.8</td>
<td>58.9</td>
<td>.17</td>
</tr>
<tr>
<td>Reading Test Score Low (&lt;17) at 7</td>
<td>NCDS1</td>
<td>17.5</td>
<td>14.1</td>
<td>-19.43</td>
</tr>
<tr>
<td>Reading Test Score Low (&lt;11) at 11</td>
<td>NCDS2</td>
<td>17.8</td>
<td>15.4</td>
<td>-13.48</td>
</tr>
<tr>
<td>Arithmetic Test Score Low (&lt;4) at 7</td>
<td>NCDS1</td>
<td>26.4</td>
<td>24.3</td>
<td>-7.95</td>
</tr>
<tr>
<td>Mathematics Test Score Low (&lt;7) at 11</td>
<td>NCDS2</td>
<td>18.0</td>
<td>16.8</td>
<td>-6.67</td>
</tr>
<tr>
<td>Teacher rates mathematics ability below average/poor at 16</td>
<td>NCDS3</td>
<td>30.8</td>
<td>26.9</td>
<td>-12.66</td>
</tr>
<tr>
<td>Teacher rates English ability below average/poor at 16</td>
<td>NCDS3</td>
<td>21.1</td>
<td>17.7</td>
<td>-16.11</td>
</tr>
<tr>
<td>Parents don’t want child to stay at school at 7</td>
<td>NCDS1</td>
<td>3.9</td>
<td>3.4</td>
<td>-12.82</td>
</tr>
<tr>
<td>Father shows little interest in child’s education at 7</td>
<td>NCDS1</td>
<td>13.6</td>
<td>11.5</td>
<td>-15.44</td>
</tr>
<tr>
<td>Father shows little interest in child’s education at 7</td>
<td>NCDS1</td>
<td>14.6</td>
<td>12.4</td>
<td>-15.07</td>
</tr>
<tr>
<td>Mother has little interest in child’s education at 11</td>
<td>NCDS2</td>
<td>16.0</td>
<td>13.9</td>
<td>-13.12</td>
</tr>
<tr>
<td>Mother has little interest in child’s education at 11</td>
<td>NCDS2</td>
<td>12.4</td>
<td>11.3</td>
<td>-8.87</td>
</tr>
<tr>
<td>Father shows little interest in child’s education at 16</td>
<td>NCDS3</td>
<td>16.6</td>
<td>14.8</td>
<td>-10.84</td>
</tr>
<tr>
<td>Mother shows little interest in child's education at 16</td>
<td>NCDS3</td>
<td>15.2</td>
<td>12.7</td>
<td>-16.45</td>
</tr>
<tr>
<td>CM intends to leave school at 16 or under</td>
<td>NCDS4</td>
<td>70.2</td>
<td>70.3</td>
<td>.14</td>
</tr>
<tr>
<td>No further education, training or apprenticeship by 23</td>
<td>NCDS4</td>
<td>14.4</td>
<td>11.9</td>
<td>-17.36</td>
</tr>
<tr>
<td>No qualifications by 23</td>
<td>NCDS4</td>
<td>51.3</td>
<td>51.7</td>
<td>.78</td>
</tr>
<tr>
<td>No qualifications by 33</td>
<td>NCDS5</td>
<td>11.0</td>
<td>10.8</td>
<td>-1.82</td>
</tr>
<tr>
<td>Taken any qualification courses by 33</td>
<td>NCDS5</td>
<td>33.9</td>
<td>34.5</td>
<td>1.77</td>
</tr>
<tr>
<td>Taken 3 or more qualification courses by 33</td>
<td>NCDS5</td>
<td>19.4</td>
<td>19.0</td>
<td>-2.06</td>
</tr>
<tr>
<td>Taken any work related training courses by 33</td>
<td>NCDS5</td>
<td>47.8</td>
<td>48.4</td>
<td>1.26</td>
</tr>
<tr>
<td>Done evening classes, etc &quot;out of interest&quot; by 33</td>
<td>NCDS5</td>
<td>34.5</td>
<td>34.4</td>
<td>-.29</td>
</tr>
<tr>
<td>Done more than 3 courses &quot;out of interest&quot; by 33</td>
<td>NCDS5</td>
<td>14.2</td>
<td>14.7</td>
<td>3.52</td>
</tr>
</tbody>
</table>

Post-school Education and Training

| Left school at 16 or under                   | NCDS4  | 70.2     | 70.3     | .14    |
| No further education, training or apprenticeship by 23 | NCDS4  | 14.4     | 11.9     | -17.36 |
| No qualifications by 23                      | NCDS4  | 51.3     | 51.7     | .78    |
| No qualifications by 33                      | NCDS5  | 11.0     | 10.8     | -1.82  |
| Taken any qualification courses by 33        | NCDS5  | 33.9     | 34.5     | 1.77   |
| Taken 3 or more qualification courses by 33  | NCDS5  | 19.4     | 19.0     | -2.06  |
| Taken any work related training courses by 33| NCDS5  | 47.8     | 48.4     | 1.26   |
| Done evening classes, etc "out of interest" by 33 | NCDS5  | 34.5     | 34.4     | -.29   |
| Done more than 3 courses "out of interest" by 33 | NCDS5  | 14.2     | 14.7     | 3.52   |

continued…
### Literacy and Numeracy Problems

<table>
<thead>
<tr>
<th>Source</th>
<th>Cohort %</th>
<th>Sample %</th>
<th>%Bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCDS3</td>
<td>1.1</td>
<td>.5</td>
<td>-54.55</td>
</tr>
</tbody>
</table>

Can't read enough to cope with everyday needs (teacher's view) at 16

Child can't do calculations required by an everyday shopper (teacher's view) at 16

Problems with reading since 16 reported at 33

Attended courses/class to improve reading reported at 33

Writing/spelling problems since 16 at 33

Problems with numbers/arithmetic since 16 reported at 33

Attended any courses/classes to improve numberwork by 33

Any reading/writing/spelling/numberwork problem by 33

### Social and Economic Circumstances

<table>
<thead>
<tr>
<th>Source</th>
<th>Cohort %</th>
<th>Sample %</th>
<th>%Bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCDS1</td>
<td>24.0</td>
<td>23.1</td>
<td>-3.75</td>
</tr>
</tbody>
</table>

Father stayed at school after minimum leaving age

Father's social class at birth – Manual

Father's social class 1965 – Manual

Father's social class at 11 – Manual

Father's social class at 16 – Manual

Cohort Member's social class at 23 - Manual

Cohort Member's social class at 33 - Manual

Employed at 23

Employed at 33

Five of more jobs by 23

Five or more jobs 33

### Financial Problems

<table>
<thead>
<tr>
<th>Source</th>
<th>Cohort %</th>
<th>Sample %</th>
<th>%Bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCDS2</td>
<td>9.0</td>
<td>7.8</td>
<td>-13.33</td>
</tr>
</tbody>
</table>

Receiving free school meals at 11

Receiving free school meals at 16

Family had serious financial hardship in last year at 11

Family had serious financial trouble in last year at 16

Ever been 2 months or more behind with rent/mortgage at 33

Cohort Member/Partner receiving state benefit at 33

Cohort Member/Partner receive other regular income at 33

Cohort member/Partner have savings at 33

Cohort member/Partner have investments at 33

Cohort/Partner have debts at 33

### Family and Relationships

<table>
<thead>
<tr>
<th>Source</th>
<th>Cohort %</th>
<th>Sample %</th>
<th>%Bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCDS3</td>
<td>3.1</td>
<td>2.2</td>
<td>-29.03</td>
</tr>
</tbody>
</table>

Child ever in care by 16

With natural mother at 7

Natural mother at 11

Natural mother at 16

Parents ever permanently separated/divorced by 33

Married at 23

Has partner (spouse/cohabitee) at 33

Children at 23

Has children at 33

### Housing and Household

<table>
<thead>
<tr>
<th>Source</th>
<th>Cohort %</th>
<th>Sample %</th>
<th>%Bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCDS1</td>
<td>12.7</td>
<td>14.2</td>
<td>11.81</td>
</tr>
</tbody>
</table>

More than 2 family moves 0-7

Family moved 3 or more times 1958-74

Six or more addresses 16-23

Tenure at 7 - Private rented

Tenure at 11 - Private rented

continued...
<table>
<thead>
<tr>
<th>Source</th>
<th>Cohort</th>
<th>Sample</th>
<th>%Bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure at 16 - Private rented</td>
<td>NCDS3 5.2</td>
<td>5.3</td>
<td>1.92</td>
</tr>
<tr>
<td>Tenure at 23 - Private rented</td>
<td>NCDS4 8.4</td>
<td>7.5</td>
<td>-10.71</td>
</tr>
<tr>
<td>Tenure at 33 - Other rented</td>
<td>NCDS5 3.9</td>
<td>2.3</td>
<td>-41.03</td>
</tr>
<tr>
<td>Family sharing household amenities at 7</td>
<td>NCDS1 12.0</td>
<td>11.6</td>
<td>-3.33</td>
</tr>
<tr>
<td>Household sharing amenities at 11</td>
<td>NCDS2 9.4</td>
<td>8.8</td>
<td>-6.38</td>
</tr>
<tr>
<td>Sharing household amenities at 16</td>
<td>NCDS3 4.6</td>
<td>4.5</td>
<td>-2.17</td>
</tr>
<tr>
<td>Share rooms or amenities with other household at 23</td>
<td>NCDS4 3.2</td>
<td>2.8</td>
<td>-12.50</td>
</tr>
<tr>
<td>Crowded at 11 (&gt;1 person/room)</td>
<td>NCDS2 34.6</td>
<td>34.1</td>
<td>-1.45</td>
</tr>
<tr>
<td>Crowded at 16 (&gt;1 person/room)</td>
<td>NCDS3 27.6</td>
<td>26.1</td>
<td>-5.43</td>
</tr>
<tr>
<td>Crowded at 23 (&gt;1 person/room)</td>
<td>NCDS4 2.3</td>
<td>2.4</td>
<td>4.35</td>
</tr>
<tr>
<td>Five or more persons in household at 23</td>
<td>NCDS4 12.7</td>
<td>12.2</td>
<td>-3.94</td>
</tr>
<tr>
<td>Five or more people in household at 33</td>
<td>NCDS5 16.9</td>
<td>17.7</td>
<td>4.73</td>
</tr>
<tr>
<td>Normal address at 33 is private residence</td>
<td>NCDS5 99.5</td>
<td>99.8</td>
<td>.30</td>
</tr>
<tr>
<td>Ever homeless in last 10 years 33</td>
<td>NCDS5 3.4</td>
<td>3.6</td>
<td>5.88</td>
</tr>
</tbody>
</table>

**Health**

<table>
<thead>
<tr>
<th>Source</th>
<th>Cohort</th>
<th>Sample</th>
<th>%Bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Member handicapped or disabled at 16</td>
<td>NCDS3 7.5</td>
<td>6.5</td>
<td>-13.33</td>
</tr>
<tr>
<td>Any longstanding illness or disability reported at 23</td>
<td>NCDS4 4.5</td>
<td>4.6</td>
<td>2.22</td>
</tr>
<tr>
<td>Any longstanding illness/disability reported at 33</td>
<td>NCDS5 15.6</td>
<td>15.0</td>
<td>-3.85</td>
</tr>
<tr>
<td>Malaise - &quot;depressed&quot;(&lt;7) at 23</td>
<td>NCDS4 7.1</td>
<td>6.8</td>
<td>-4.23</td>
</tr>
<tr>
<td>&quot;Excellent&quot;/&quot;good&quot; health reported at 33</td>
<td>NCDS5 86.9</td>
<td>87.1</td>
<td>.23</td>
</tr>
<tr>
<td>&quot;Good&quot; health over last 12 months reported at 33</td>
<td>NCDS5 75.6</td>
<td>76.8</td>
<td>1.59</td>
</tr>
<tr>
<td>Any accident/assault since March 1981 reported at 33</td>
<td>NCDS5 40.5</td>
<td>39.7</td>
<td>-1.98</td>
</tr>
<tr>
<td>Admitted to hospital overnight at 33</td>
<td>NCDS5 30.8</td>
<td>30.4</td>
<td>-1.30</td>
</tr>
<tr>
<td>Any &quot;emotional problem&quot; reported at 33</td>
<td>NCDS5 55.5</td>
<td>54.1</td>
<td>-2.52</td>
</tr>
</tbody>
</table>

**Other**

<table>
<thead>
<tr>
<th>Source</th>
<th>Cohort</th>
<th>Sample</th>
<th>%Bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smokes cigarettes at 33</td>
<td>NCDS5 31.4</td>
<td>29.2</td>
<td>-7.01</td>
</tr>
<tr>
<td>Drinks alcohol most days reported at 33</td>
<td>NCDS5 13.0</td>
<td>12.3</td>
<td>-5.38</td>
</tr>
<tr>
<td>Would vote Conservative if General Election tomorrow at 33</td>
<td>NCDS5 36.6</td>
<td>36.3</td>
<td>-0.82</td>
</tr>
<tr>
<td>Professes no religion at 33</td>
<td>NCDS5 48.5</td>
<td>46.6</td>
<td>-3.92</td>
</tr>
</tbody>
</table>

**Note:**

Source of variable for which comparison is provided:

- PMS - Perinatal Mortality Survey, 1958
- NCDS1 - First NCDS Follow-up, 1965
- NCDS2 - Second NCDS Follow-up, 1969
- NCDS3 - Third NCDS Follow-up, 1974
- NCDS4 - Fourth NCDS Follow-up, 1981
- NCDS5 - Fifth NCDS Follow-up, 1991

Cohort % Percent in NCDS cohort with confirmed address (from which sample taken).

Sample % Percent in achieved sample.

% Bias \(((\text{Sample} \%-\text{Cohort} \%)/\text{Cohort} \%)\times100\)
1.9 Further Information on NCDS

For more information about the NCDS Thirty Seven-year Sample Survey, contact the Cohort User Support Group by post, telephone, fax, or email as shown below:

Post: NCDS User Support Group
Centre for Longitudinal Studies
Institute of Education
University of London
20 Bedford Way
London WC1H 0AL
Tel: 020-7612-6860
Fax: 020-7612-6880
Email: cohort@cls.ioe.ac.uk

User Support Group

The NCDS User Support Group provides advice and guidance on the use of NCDS data; produces documentation; collates and disseminates information on uses of the data, publications, and other developments; produces and distributes a newsletter and working papers; provides access to non-computerised NCDS data; collects additional information; and services the User Group.

User Group

The NCDS User Group is open to all users of NCDS data. It provides opportunities for users to get together to explore developments, problems, and other issues of mutual interest. Ad hoc "Updates" on NCDS data and developments are circulated to members.

Membership is free on application to the User Support Group.

1.10 Acquiring NCDS Data for Research

As noted above, data sets containing the birth, 7-year, 11-year, 16-year, 23-year, 33-year and 42-year data are already lodged at the UK Data Archive, and are available to the research community for analysis.

The UK Data Archive may be contacted by post, telephone, fax, or email as shown below:

Post: UK Data Archive
University of Essex
Colchester
CO4 3SQ
Tel: (01206) 872001
Fax: (01206) 872003
Email: archive@essex.ac.uk
www.data-archive.ac.uk
SECTION 2

USING THE 37-YEAR DATA
2.1 Introduction

As mentioned in Section 1, the NCDS Thirty Seven-year Sample Survey made use of self-completion questionnaires, an interview and assessments. An introduction to the development and use of this document has been outlined in Section 1. A copy of the questionnaire is reproduced in Section 3.

This section is designed to assist users of the data by describing:

- Variable names
- Data imputation
- The coding of missing values
- The derived variables included on the dataset
- An introduction to using the Interactive Data Dictionary
- Linkage of NCDS Thirty Seven-year Sample Survey data to data from other sweeps

2.2 Variable names

The variable names for the NCDS Thirty Seven-year dataset are characterised as follows:

- **Precoded questions** - variable names for single-coded questions are of the form ‘nssXXXX’, where XXXX represents a four-digit number. The numbers are in the order that the questions appear on the annotated questionnaires (see Section 3).

- **Open-coded or multi-coded questions** are also of the form ‘nssXXXX’; but the four-digit number is usually larger than those of the pre-coded questions, and although these variable names are also annotated on the questionnaires in Section 3, they do not necessarily appear in the same numerical order as the precoded questions.

- **Derived variables** - variable names are those allocated by the authors of the code. They are most commonly mnemonics, such as seg91, empcat8 etc.

2.3 Data imputation

As mentioned in section 1.6, the data underwent checking and editing by MORI with the aim of ensuring the values were valid and within the expected range. However, in the case of one particular variable, nss1022 (‘Income: Name of first benefit received’), the data received by SSRU were clearly suspect: of the total 1,714 cases, 1,189 were coded as ‘1’ (i.e unemployment benefit), 358 were system-missing, and the remaining 167 had the value ‘0’, which is an invalid code.

As 1,281 cohort members had children of their own living with them, and only 171 of these stated they received child benefit as ‘second/third/…/sixth benefit received’, there is a strong likelihood that anything up to 1,110 cases should have had child benefit coded as their ‘first benefit received’ (i.e nss1022=11), since the national take-up of child benefit is known to be not far off 100%.

As a check, frequency counts were run of the actual amount of ‘benefit 1’ received (variable nss1024). As expected, there was pronounced ‘heaping’ in the distribution, around the amounts corresponding to the value of child benefit for the number of children present in the household. This provided a strong justification for imputing a value of 11 for nss1022 (i.e. ‘first benefit received
= child benefit) in a large number of cases. However, it was difficult to employ a rigorously clean-cut algorithm to select which cases might be safely imputed, because of the following confounding factors:

(a) Although it is known that the weekly amount of child benefit should have been £10.40 for the eldest child and £8.45 for each additional child, the situation is more complicated in the case of lone parents, who at that time were entitled to an additional £7.15. This supplement was still officially called ‘one parent benefit’, but because it was paid in the same order book as the child benefit, many people conceptualised it as part of the child benefit. Of the 97 cohort members with children who had no spouse/partner living with them, only 47 stated they separately received one parent benefit, as one of benefits 2-6.

(b) Some respondents put the ‘period covered’ as a week or four weeks, but others as a month, and there was also a smaller spread of respondents stating other periods such as fortnightly, three-monthly, etc. Some respondents who stated ‘month’ also stated ‘four weeks’. In converting the figure to a standardised weekly amount, there was a spread in the distribution on either side of the expected figure, probably resulting, at least partly, from the uncertainty about whether one should simply divide by four, or multiply by 12 and divide by 52.

(d) Besides the ‘heaping’ around the expected figure for the number of children present, there was a certain amount of heaping around the amount for a different number of children: e.g. one more or one less than was resident (in odd cases, even two more or less). This could be due to the possibility that one or more children spent part of the week with the other parent; in this case, either the non-resident parent might receive child benefit for a child stated as resident with the cohort member, or conversely the cohort member might receive benefit for a child stated as non-resident.

(e) Generally, respondents are not 100% reliable at recalling exactly how much they receive in child benefit. For example, if one looks at the 69 cases where a respondent stated that benefit 2 was child benefit and that it was paid on a weekly basis, seven of these (i.e. 10%) gave a figure which differed by at least two or three pounds from any plausible figure (i.e. the amounts stated were £14, £15, £16, £20, £22 or £23). The figure should be (to the nearest pound) £10 for one child, £19 for two or £27 for three; or in the case of a one-parent family, £18 for one, £26 for two, or £34 for three. Only 49 of the 69 gave an amount which was within a pound of the correct figure for the number of children they had (even taking into account the possibility of them being a lone parent) – the remaining 13 gave a figure within a pound of the correct amount for a different number of children.

An SPSS imputation algorithm was therefore written, to re-code the variable nss1022 to a value of ‘11’ (i.e. child benefit) in the following circumstances:-

(a) the cohort member had one or more of their own children living with them, and
(b) child benefit was not stated as ‘benefit 2, 3, 4, 5 or 6’, and
(c) the amount of ‘benefit 1’ is within £1-£2 of a plausible amount for some number of children (not necessarily the same number the respondent reports to be resident). For example, since the exact entitlement for one child should be £10.45, a tolerance from £9-£12 is used in the algorithm; for two children (entitlement £18.85), a tolerance from £18-£20, for three, £25-£28. In deciding these tolerance intervals, a certain regard was had for the observed ‘heaping’ around an expected level, which accounted for £25 being set as the lower limit for the case of three children, when the exact entitlement was in fact £27.30.

**Lone parents** - if the cohort member has no resident partner, then in (c) above, the range of ‘plausible amounts’ is calculated to include one parent benefit as well as figures which don’t include one parent benefit. In addition, if a respondent stipulated one parent benefit was one of benefits 2-6, and satisfied conditions (a) and (b) above, then nss1022 was re-coded to 11 even if
condition (c) was not satisfied, since in practice no-one receives one parent benefit without also receiving child benefit (there were 4 such cases).

The net effect was that 672 cases had a value of 11 (i.e. child benefit) imputed for variable nss1022. Of the remaining 1,042 cases, 171 had stated that child benefit was one of benefits 2-6, so we know benefit 1 could not be child benefit. There were 355 cases which had all benefits coded as system-missing, including benefit 1, leading one to assume these respondents were not in receipt of any benefits. As one would expect, almost all of these (333) had no children living at home, although 22 did. In these 355 cases a new value of 20 was imputed for nss1022, which was labeled ‘no benefits received at all.’ There were a further 93 cases where the respondent did say they received one or more benefits, but had no children resident, so benefit 1 could not be child benefit. The remaining 423 cases had no resident children, but there was insufficient evidence to assume benefit 1 was child benefit in their case. (See the SPSS syntax at the end of Appendix 1 for the exact imputation algorithm).

In the longer term, we are planning an exercise to go through all 1,714 paper questionnaires, and to re-key the entries to question nss1022 in order to correct this problem more satisfactorily.

2.4 Missing values

The standard missing value codes (which are consistent with other NCDS sweeps) are as follows:

8, 98, 998, 9998, 99998, 999998 = Don’t Know
9, 99, 999, 9999, 99999, 999999 = Not answered
-1 or . (sysmis) = Not applicable

The codes 6, 96, 996, 9996, 99996, 999996 are generally used to denote ‘other’ (e.g. nss0250, nss0412).

Where there is more than one ‘other’ category classified as missing, the codes 5, 95, 995, 9995, 99995, 999995 have occasionally been used (e.g. nss0522).

In addition, the following codes have been used to signify missing-value categories peculiar to individual variables or sets of questions, e.g.:

7, 97 = ‘It varies’ (e.g. nss0263, nss0281-312); or ‘Course lasted less than 1 month’ (e.g. nss0537-545)
-99 = ‘CASOC program unable to reach a conclusion about job category’ (soc)

2.5 Derived variables

Although a number of derived variables have been created for the purposes of different projects using the 37-year data, we were only able to acquire the documentation of a limited number of derived variables, which have been included with the dataset deposited with the UK Data Archive:

rgsc91 Registrar-General’s Social Class 1991 based on SOC
seg91 Socio-Economic Group 1991 based on SOC
soc SOC Occupational Coding Classification
kos KOS Occupational Categories
codot CODOT Occupational Categories
occgrp95 Occupational Status at 37
c1prob Child #1 Skill Difficulties?
c2prob Child #2 Skill Difficulties?
c3prob Child #3 Skill Difficulties?
c4prob Child #4 Skill Difficulties?
Child #5 Skill Difficulties?
Child #6 Skill Difficulties?
Any Child Skill Difficulties?
Reading difficulties at age 37
Write/spell difficulties at age 37
Basic skill difficulties at age 37
Basic skill difficulties at age 37 - not spelling
Literacy composite test scores (short version based on performance criteria)
Literacy composite test scores (long version based on recoded test items)
Numeracy composite test scores (short version based on performance criteria)
Numeracy composite test scores (long version based on recoded test items)
Literacy composite test scores (based on litscor1 but re-scaled to range 0 to 10)
Numeracy composite test scores (based on numscor1 but re-scaled to range 0 to 10)
Numeracy composite test scores (based on numscor2 but re-scaled to range 0 to 10)
Grouped literacy test scores (3 categories, based on litscor1)
Grouped literacy test scores (3 categories, based on litscor2)
Grouped literacy test scores (4 categories, based on litscor2)
Grouped numeracy test scores (3 categories, based on numscor1)
Grouped numeracy test scores (3 categories, based on numscor2)
Grouped numeracy test scores (4 categories, based on numscor2)
malaise scores at 37
Grouped malaise scores at 37
Employment status at 37
Ever unemployed from march 1991?
How many spells unemployed?
Own or Rent at age 37?
Hours reading Books per Week
Hours reading Magazines per week
Age had FIRST child
Employment status of partner at 37
Employment status of partner at 37
CM & partner employment status at 37
No. of Wage Earners (cm and/or partner)
Literacy and numeracy skill levels (Very Low = Poor; Other = Competent)
VeryLow/Low Lit, VeryLow Num = Poor
Employment Status in Mar 91 - Nov 95 (month-by-month).
Employment Status in 12 months from March 1991(2/3/4)
Interviewer Identification Number

The syntax for deriving these variables is given in Appendix 1.
2.6 Interactive data dictionary

In order to help users find their way about the NCDS Thirty seven-year Sample Survey, CLS has prepared an Interactive Data Dictionary as a guide to the contents of the SPSS data. This is based on the Idealist Information Retrieval System, and is distributed, free of charge with the deposited data. It is available from the UK Data Archive and also from the Centre for Longitudinal Studies (go to http://www.cls.ioe.ac.uk/Cohort/Ncgs/mainncds.htm and click blue button ‘Data Dictionary’)

Contents

2.6.1 The Interactive Data Dictionary is supplied as two files:

- NCDS_37 Data Dictionary - the Data Dictionary in "ZIPped" form. This holds all the files which together make-up the Data Dictionary.
- README- notes on how to load the Data Dictionary on your PC.

YOU MAY COPY THESE FILES AS MANY TIMES AS YOU WISH.

IMPORTANT

2.6.2 Further details of the Interactive Data Dictionary are given below. Please read these carefully before attempting to load/use this software. If you have any problems or queries, please contact the User Support Group (see below for full contact information).

Loading the Interactive Data Dictionary from disk

2.6.3 To load this documentation on your PC, follow the instructions given below. (See also file "READ.ME").

1. Users should extract the contents of the 'NCDS_37 Data Dictionary' ZIPfile into a separate directory

2. To use:

- Within the Data Dictionary directory, click on 'Iwinread' – the Data Dictionary should load
- If Idealist opens, but no database is loaded:
  - Within Idealist, click on 'File'
  - Within 'File', click on 'Open'
  - Within 'Open', select 'NCDS_37.tex'

3. Opening screens will provide guidance on use and background on the survey (see also below).

4. Address queries to: cohort@cls.ioe.ac.uk
Guide to using the Interactive Data Dictionary

2.6.4 A brief guide to using the *Interactive Data Dictionary* is given below.

**Starting the Data Dictionary**

Within the Data Dictionary directory, click on 'Iwinread' to load the Data Dictionary.

You will be presented with an opening screen which includes a summary of the available search options and a guide to layout of the information, as well as access to more information about BCS70 and the 37-year Sample Survey:
Search options

The Data Dictionary is designed to provide an interactive guide to the information held on the NCDS 37-year SPSS dataset, and is based on the SPSS ‘data dictionary’.

It provides the opportunity to search the variable names, variable labels and value labels for particular ‘words’ or ‘phrases’ and to generate a ‘hit list’ of all potentially relevant variables. To refine the search, the hit list can be broadened or narrowed, and selected variables may be excluded.

Searches may be initiated using the keyboard function keys; the drop down menus or menu buttons:

<table>
<thead>
<tr>
<th>To SEARCH</th>
<th>Function key</th>
<th>Menu</th>
<th>Button</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Function key/menu/button as follows:</td>
<td>F5</td>
<td>Search</td>
<td></td>
</tr>
</tbody>
</table>

Enter

String/phrase to search for all examples of string/phrase in BCS70 21-year dataset variable names/variable labels/value labels

NB:
A list of all indexed terms appears to the right of the dialog box. This may be browsed using cursor or by entering numbers/letters until desired string is indicated.

Click OK
This will select all records containing the chosen string.

Hit List:
Selected records are known as a ‘HIT LIST’

To BROWSE hit list
+ and/or – keys on numeric keypad
Not available

To browse ENTRIES in hit list
Use the arrow/PgUp/PgDn/Home/End keys

To WIDEN (add to) hit list F6 Widen Not available
To NARROW (shorten) hit list F7 Narrow Not available
To EXCLUDE (drop) from hit list F8 Exclude Not available

See examples below:
SEARCH Menu

Record #1 of the hit list for ‘a’
**Layout of information**

As the opening screen indicates, the information provided for each variable included in the 21-year dataset includes:

- Follow-up identifier (always 'NCDS 37-year Sample Survey (1995)')
- Variable name
- Variable label
- Missing values (where appropriate)
- Value labels (where appropriate)
- Sequential position in dataset

An example is given below:
Information about NCDS and the 37-year Sample Survey

A brief overview of NCDS in general, and the 37-year sample survey in particular is presented after the opening screen and may be accessed by using the + and/or – keys on numeric keypad or the buttons.
Further information about Idealist

Further information about Idealist may be obtained using the built-in Help function which includes a useful guide on ‘How to use help’ – see below.
2.7 Longitudinal linkage to earlier and later datasets

The unique case identifier included with the NCDS 37-year data is the 7-digit string variable nserial. The appropriate SPSS code for sorting cases and linking datasets would appear as follows:

```
sort cases by nserial.

match files file=filename1/
    file=filename2/
    by=nserial.
```

The name ‘nserial' is the same on the NCDS 1999_2000 dataset, but it appears as ‘serial' on the earlier datasets (original Perinatal Mortality Survey and NCDS follow-up sweeps 1-5). So when linking to earlier datasets, it is necessary to change the name of the identifier on either these or the 37-year dataset to harmonise them.
SECTION 3

NCDS THIRTY SEVEN-YEAR SAMPLE SURVEY ANNOTATED QUESTIONNAIRES

The NCDS Thirty Seven-Year Sample Survey made use of two instruments, the Main Questionnaire and a Self-Completion Questionnaire, plus Literacy and Numeracy Assessments. These instruments, annotated with the names of the associated variables included in the deposited dataset, are reproduced below. Copies of showcards and interviewer instructions are also provided.

The order of documents in this section is as follows:-

1. Interviewer instructions
2. Interview schedule
3. Interview showcards
4. Self-completion questionnaire
5. Literacy and numeracy assessment
6. Literacy and numeracy assessment showcards
3.1 Interviewer instructions
NCDS - Cohort Study

Background to the Study
Three years ago MORI was commission by the Social Statistics Research Unit (SSRU) at City University, to undertake both a survey and literacy and numeracy assessments amongst the 1970 cohort (BSC70). This was the first time that such an exercise had been undertaken by a market research agency.

We have been asked to repeat the exercise (albeit with different assessments and a slightly different questionnaire) amongst the 1958 cohort (NCDS). The NCDS (National Child Development Study) is following the lives of everyone living in Great Britain who was born in the week 3-9 March 1958. Cohort members were most recently contacted this year when SSRU sent them a birthday card in March.

You will find that the cohort members are very co-operative; this is because they have been involved in the study throughout their lives and are used to filling in questionnaires and answering survey questions. They see themselves as special because they are part of this important national project. Cohort members may be cooperative, but they are also irreplaceable; the success of the study depends on the good will of these respondents, so it is even more important than usual to avoid causing irritation or upset. If the cohort members have any questions that you aren’t sure about refer them to City University staff - a name and telephone number is given in the introductory letter.

The Study
The study requires you to carry out several tasks as follows:-

1. Initially contacting the respondents by telephone or personally calling.

2. Conducing the face-to-face interview which is made up of two components
   - a questionnaire
   - a literacy and numeracy assessment.

3. Administering a self completion questionnaire and collecting it.

The interview instructions will describe each different task in detail. It is vital you read all of these instructions very carefully. Whilst none of the tasks are very complicated you must conduct each one in a consistent manner.

The Contact Sheet
The contact sheet should have been designed to cover every eventuality. At the top a number of details are printed:

Sample Point These numbers are for office use only
Address No
Serial Number: This is the unique identifying number for each cohort member. It is vital that this number is transferred into the boxes on the front of each and every questionnaire, including the loose assessment sheet. This is essential so that the information from the face-to-face interview can be tied up with the assessment results and self completion.

Cohort member: The name of the respondent.

Address: The most recent address of the cohort member - this has been updated from information received from this years’ birthday cards where possible.

Telephone No: Where possible telephone numbers are given. If there is more than one number one of the numbers (normally the bottom one) will be the cohort member’s work number. If no number is available it is still worth checking the local directory in case a phone has been installed since the last tracing exercise.

Contacting the Respondent
There are two contact boxes: one for telephone contacts, the other for personal contacts. Both boxes are exactly the same and should be filled out in the same way using the same contact codes. Please ensure you fill out every box for every contact since both Field and City University will be checking that the call-back procedure is followed in the prescribed manner. You will note that for any successful contact the final contact is always a personal once since it is the actual face-to-face interview.

When talking to the cohort members you should emphasis the following points:-

- you are contacting them on behalf of the Social Statistics Research Unit at City University who are continuing their 1958 National Child Development Survey.

- the survey is strictly confidential and the information will not be revealed by the SSRU to anyone else.

- the face-to-face interview will consist of a range of questions asking about their experiences over the past 5 years - including work, education and any difficulties they may have faced, and any problems they may have had in reading, writing or number work.

- the interview will also include filling in a self-completion questionnaire.

- when arranging the appointment you should explain that the total length of the interview is 75 minutes. If the cohort member is unable to commit themselves to a time there and then say you will phone in a few days and arrange an appointment.

AGAIN - stress the confidentiality of the research and the fact that it is part of the ongoing NCDS study. The introductory letter contains a contact name and number at City University. If the cohort member has any further question you can give them the name and number of this contact.
YOU SHOULD NEVER TAKE A REFUSAL FROM ANYONE ELSE
(unless in very exceptional circumstances eg cohort member is seriously ill)

You are required to make a first call to 60% of your sample within the first week after briefing. If there is no telephone number, or you have not made contact by telephone, you must then make a personal call.

In total you should make at least four call backs, although in some instances more may be necessary. If at the first contact the cohort member is not available you should explain the nature of the study and try to arrange a time when the cohort member can be contacted - in many cases it is hoped that other household members will be aware of the cohort study. You should ensure that you vary the time of call-backs and conduct at least two in the evening and at weekends. Obviously if you also have their work number you can try this during working hours. If you are not able to make contact by telephone you must make at least 4 personal calls to the address, at different times of day and at the weekend.

Once you have achieved a final outcome you should code this using the "Outcome of Contact" pre-codes on the reverse of the contact sheet. Most are self-explanatory, although you should note the following points:

- If the cohort member has moved attempt to gain information on the new address and fill in the space provided wherever you have that information.

- If the cohort member has moved to another address in the same postal area (eg moved from NG25 to NG3) you should fill in the detail on a new contact sheet, and try to contact him/her at the new address.

- If however, the respondent has moved outside the postal area (eg from NG25 to SE1) you should return the original contact sheet with the new address filled in to Field immediately.

Finally, remember to fill in your name and interviewer number on every contact sheet.

Face-to-Face Questionnaire
The face-to-face questionnaire looks longer that it is since it is unlikely that anyone will need to be asked every section. The questionnaire contains a lot of filters and you should go through it in detail before you conduct an interview.

You should take particular note of the following questions and filters:

QA1 - QA27 Current Activity
QA2a Complete for each job respondent has had since March 1991. Always use a leading zero where necessary.

eg. if the respondent started the job in January 1992 you should write the month 01 and the year 92
QA2b  Write in the code using the key below the questions

The section current or most recent job (QA3 - QA27) should only be asked of those who are currently employed or have had a job in the past. If the cohort member is currently employed, this section applies to the current job, not any previous one. If the cohort member is not currently employed, but has had a job in the past, this section should refer to their last job since March 1991. This section applies to both full-time and part-time jobs. If the cohort member has not had a full or part time job since March 1991 go to QB1.

QA8  Record full details for each question. Please try to be neat since all this handwritten data will be entered directly onto the computer.

QA9  Enter the qualification code from the qualification showcard. Usually one code should be sufficient. Write in any other details that cannot be coded.

QA19  Use leading zeros and code in frequency underneath - eg if paid £9,000 a year write in

\[00000000\] and code '7'

QA21a&b  If the cohort member answers in years, convert to months.

\[\text{eg 2 years} = 24\] and \[3 \text{ years} = 36\]

QB1 - QB12  Unemployment

QB2  Ask only if the cohort member is currently out of work and seeking work, (but they do not have to be registered unemployed).

QB4  Ask all not currently unemployed and seeking work.

QB6-QB12  For those currently unemployed ask about current period of unemployment. If not ask about most recent spell of unemployment lasting one month or more.

QC1 - QC16  Husband/Wife/Partner's Job

This section concerns the cohort member's partner's job. QC1 is a filter question to check that they are only asked of those currently married/or living as married.

QC14  Use leading zeros and code in frequency underneath - eg if paid £9,000 a year write in

\[00000000\] and code '7'

QC15 & QC16  Do not ask these questions, but record from observation.
QD1a - QD5  Education & Training
This section is about courses taken since March 1991 which lead to a qualification, including those courses which were intended to lead to a qualification but where none was gained.

QD1  If no qualifications code 00 and go to next section - QE1

If more than one course taken then ask these questions for each course taken, starting with the first course taken and ending with the most recent one.

QE1 - QE3  Qualification Summary
All cohort members should answer this section.

QF1 - QF8  Other Courses
This section asks about courses the cohort member may have attended which were not intended to lead to a qualification. QF1 is a filter question for this section. If the cohort member has been on more than one course you should start with the longest course.

QG1  Household Composition
This section should be asked of all cohort members. Do not forget to circle the number of members of the household down the left hand side column.

OH1 - OH3  Relationships
This section should be asked of all cohort members who have lived as a couple for more than one month with anyone else. This applies to a relationship with someone of the opposite or same sex as the cohort member.

OI1a - OI4  Children
This section has a filter question at OI1b to filter out those cohort members who have not given birth (fatered) a child.

If the cohort member has had more than one child you should start with the first birth and work forward (QI2b - QI4). If a cohort member has more than six children please use a blank questionnaire to record the answers for the extra children, but remember to put the serial number on the front of the questionnaire in case it gets separated.
QJ1 - QJ9  Children's Literacy & Numeracy

QJ1- QJ5 This section applies to all those cohort members with children over 5 years old. If they have more than one child start with the eldest and work forwards to the youngest.

QJ6-QJ9 This section applies to all those cohort members with children - regardless of their age.

OK1 - OK7  Housing
This section looks at the type of property the cohort member currently lives in.

OK1 If the cohort member is working/studying away/in hospital etc for more than 6 months then take this address. If they are away for less than 6 months take their home address. If they have more than one address take what they consider to be the main address.

OK2 & OK3 Should be possible to determine through interviewer observation. If, however you are not sure, you should get confirmation from the cohort member.

QL1 - QL4d  Income
This section focuses on the money the cohort member receives.

QL2 Probe fully for all state benefits or payments the cohort member of spouse/partner receive, including those not included on the showcard. Make sure that you are correctly recording whether benefits are received four weekly or monthly - these are in fact different. Be aware that for some benefit such as Housing benefit respondents may well not know how much they receive.

QL4 Do not include income from the cohorts main job, but do include income from odd jobs, and casual work.

QM1 - QM6  Health
This section (QM1 - QM6) looks at the self-perceived health of the cohort member.

QM3 This is a filter question for QM4.

Self-Completion
After the Health section you should record the time and then ask the respondent to fill in the self-completion questionnaire. Many of the cohort members will have completed this form in previous surveys and may recognise the questions, but explain how to complete the questionnaire and if the respondent has any difficulties understanding what is required of them assist as necessary. If the respondent has difficulties reading or writing you may administer the questionnaire as an interview. Do not forget to record how the self-completion questionnaire was completed.
Before re-starting the interview record the time.
QN1 - QN37  **Literacy and Numeracy**

This section may prove sensitive to those cohort members who do have problems with reading, writing or arithmetic. You may need to emphasise that the survey is confidential and the importance of giving honest answers.

You must take great care to follow the filters very carefully so that you don’t ask any questions that may cause embarrassment to the cohort member.

**QN11 - QN16**  Do not ask these questions if the cohort member has any difficulties in being able to read (Code '3' at QN3, QN4, QN5 OR QN6).

**QN31 - QN35**  Only ask these questions of those with problems:

- Code 1 at QN1 or
- Code 1, 2, 3 at QN15 or
- Code 1 at QN24

The final question QN36 should be asked of all cohort members.

**The Literacy and Numeracy Assessments**

Remember to enter the serial number onto the front sheet and also onto the loose assessment sheet. There are 9 literacy assessments and 9 numeracy assessments and there will be a showcard for each assessment. The respondent is required to extract information, without help, from the showcards they can either read the showcards through thoroughly before being asked the questions or can scan them for the information needed after being asked the questions. Do not forget to record the start time at the beginning and the end of both the literacy and numeracy assessments.

For each assessment there are instructions to the interviewer, telling you what to do and an introductory script; which you should always read out and then the questions themselves. For each question you should tick whether the answer given is correct or incorrect or if the respondent cannot give an answer then tick the NA box (Not Attempted). For each assessment as a whole you need to tick whether the respondent has passed the 'performance criterion' or not. It is vital that you do this because if a respondent fails to meet the performance criterion of three consecutive literacy assessments then they should stop the literacy tasks and move to the numeracy (task 10). If the respondent fails to meet the performance criterion for three consecutive numeracy tasks then they should stop the numeracy assessments.

For the first numeracy task (Assessment 10) the respondent should not use a calculator. For all the following assessments involving calculations the use of a calculator is permitted. For each assessment you should record whether or not a calculator was used.
You will have received comprehensive training on how to administer the Literacy and Numeracy Assessments but here are a number of key points which need to be emphasised.

1. **Never** use the word "tests" - always use "assessments"

2. **Never** indicate to the respondent member whether they have an answer correct or incorrect - it will be embarrassing when they get an answer wrong if you do. You will have explained at the beginning that you will not tell them whether their answers are correct or incorrect.

3. Do not let the cohort member see your assessment schedule, since they may see the answers or the recording of their answers.

4. Continually check that the respondent is looking at the appropriate response sheet.

5. Do not distract the cohort member while he/she is reading response sheets or completing the writing assessment sheet.

6. Reassure the respondent that they can take as much time as they like answering questions or completing the writing assessment sheet. Do not do anything that will make them feel a pressure of time or that you are impatient.

7. Administer the assessments clearly, precisely and thoughtfully, remembering that the respondent may feel awkward, embarrassed or threatened.

8. For the maths questions, always check that the respondent has some paper and a pencil.

9. Do not let anybody else help the respondent and try to ensure that only yourself and the respondent are present.

10. Do not prompt the respondent, but repeat questions if necessary.

11. If the respondent changes his or her mind about an answer, you are allowed to accept the second answer.

12. You must not direct or assist the respondent member in answering the question, but you may repeat a question.

**Timing**

The timing for the fieldwork is as follows:

<table>
<thead>
<tr>
<th>Briefing</th>
<th>22:30 May 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork</td>
<td>One month from briefing</td>
</tr>
</tbody>
</table>

If you have any queries either before you start or at any other stage of the survey please get in touch with either Mark Speed or myself on 0171 928 5955.

Naomi Kent
Research Executive
3.2 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 National Child Development Survey. That is the study which involves everybody born between 3-9 March 1958 and has been gathering information about their lives since they were born.

TIME INTERVIEW STARTED:
(17) (18) (19) (20) (24 HOUR CLOCK)

NS50117 NS50119

SECTION A: CURRENT ACTIVITY

QA1 SHOWCARD A Which of the things on this card describes what you are currently doing? SINGLE CODE ONLY

Main Activity
(21) 

01 Full-time paid employee
(30+ hours a week) .... 1

02 Part-time paid employee
(under 30 hours a week) .. 2

03 Full-time self employed .... 3

04 Part-time self employed ........ 4

05 Unemployed and seeking work .... 5

06 Full-time education ........ 6

07 Temporarily sick/disabled
(less than 6 months) ........ 7

08 Long-term sick/disabled
(6 months or longer) ...... 8

09 Looking after home/family ...... 9

10 On a training scheme .......... 0

Other (WRITE IN AND CODE X) DETAILS NOT CODED (n=6) x

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.
Definition of Self-Employed
People not on PAYE/Schedule E and paying their own National Insurance stamps should be counted as self employed (even if work for a company eg taxi driver).
**All Jobs**

**QA2a** Now I would like you to think about all jobs that you have had, lasting a month or more since March, 1991, 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 MARCH 1991 AND FINISH WITH MOST RECENT JOB. (DON'T KNOW = 98)

**QA2b** SHOWCARD B What was the main reason you left this job? SINGLE CODE ONLY. CODE FROM KEY BELOW. IF STILL IN JOB CODE X, Y, A OR B

**QA2c** And was this job full or part-time? SINGLE CODE ONLY

<table>
<thead>
<tr>
<th>Job</th>
<th>QA2a Start month</th>
<th>QA2a Start year</th>
<th>QA2a End month</th>
<th>QA2a End year</th>
<th>QA2b Reason</th>
<th>Q2c FT</th>
<th>Q2c PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NS 01 22</td>
<td>NS0124</td>
<td>NS 01 26</td>
<td>NS0128</td>
<td>NSS0130</td>
<td>NSS0131</td>
<td>(31)</td>
</tr>
<tr>
<td>2</td>
<td>(23)</td>
<td>(24)</td>
<td>(26)</td>
<td>(28)</td>
<td>(30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>(32)</td>
<td>(34)</td>
<td>(36)</td>
<td>(38)</td>
<td>NSS0140</td>
<td>NSS0141</td>
<td>(41)</td>
</tr>
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<td>4</td>
<td>(42)</td>
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<td>(48)</td>
<td>NSS0150</td>
<td>NSS0151</td>
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</tr>
<tr>
<td>5</td>
<td>(52)</td>
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<td>(56)</td>
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<td>NSS0161</td>
<td>(61)</td>
</tr>
<tr>
<td>6</td>
<td>(62)</td>
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<td>(66)</td>
<td>(68)</td>
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<td>NSS0171</td>
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</tr>
<tr>
<td>7</td>
<td>(72)</td>
<td>(74)</td>
<td>(76)</td>
<td>(78)</td>
<td>NSS0180</td>
<td>NSS0181</td>
<td>(81)</td>
</tr>
</tbody>
</table>

**CARD 2**

<table>
<thead>
<tr>
<th>Job</th>
<th>QA2a Start month</th>
<th>QA2a Start year</th>
<th>QA2a End month</th>
<th>QA2a End year</th>
<th>QA2b Reason</th>
<th>Q2c FT</th>
<th>Q2c PT</th>
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</thead>
<tbody>
<tr>
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<td>NS 01 10</td>
<td>NS0121</td>
<td>NS 01 14</td>
<td>NS0126</td>
<td>NSS0218</td>
<td>1 2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>(10)</td>
<td>(12)</td>
<td>(14)</td>
<td>(16)</td>
<td>(18)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>(20)</td>
<td>(22)</td>
<td>(24)</td>
<td>(26)</td>
<td>NSS0228</td>
<td>1 2</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>(30)</td>
<td>(32)</td>
<td>(34)</td>
<td>(36)</td>
<td>NSS0238</td>
<td>1 2</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>(40)</td>
<td>(42)</td>
<td>(44)</td>
<td>(46)</td>
<td>NSS0248</td>
<td>1 2</td>
<td></td>
</tr>
</tbody>
</table>

Never had a job . NSS0250 . . . 1 (53) GO TO INSTRUCTION BEFORE QB1 (Pg 8)

**KEY FOR REASON LEFT (QA2b)**

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

STILL IN JOB

X Main current job
Y 2nd current job
A 3rd current job
B 4th current job
Current or Most Recent Job

IF RESPONDENT CURRENTLY EMPLOYED (ASK QA3)

IF RESPONDENT NOT CURRENTLY EMPLOYED BUT HAS HAD A JOB ASK QA3, REFERRING TO THEIR MOST RECENT JOB

IF RESPONDENT HAS NEVER HAD A JOB GO TO INSTRUCTIONS BEFORE QB1 (Pg 6)

QA3 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 □ NSS0251

(51)

JOB NUMBER ASKING ABOUT

IF JOB NO. 10, CODE X □ NSS0252

(52)

CODE FROM QA2

ENSURE CURRENT OR MOST RECENT JOB IS LAST JOB RECORDED ON GRID ON PAGE 2 IF MORE THAN ONE JOB ASK ABOUT MAIN JOB

QA4 Are/were you .... READ OUT

(53) NSS0253

... an employee ................................. 1
... working as a temp for an agency ............... 2  GO TO QA6
... self-employed ................................ 3  ASK QA5

IF SELF-EMPLOYED ASK QA5, OTHERS GO TO QA6

QA5 Do/did you employ any other people?

None ............................................. 1  NSS0254
1-24 .................................................. 2  GO TO QA8
25 or more ....................................... 3

ASK IF NOT SELF EMPLOYED. SELF EMPLOYED (CODE 3 AT QA4) GO TO QA8

QA6 Have you been (were you) promoted since you started working for this employer (a change of job description AND a salary increase)?

Yes .................................................. 1  NSS0255
No ................................................... 2  GO TO QA7

QA7 How many times were you promoted?

Once ............................................... 1  NSS0256
Twice ............................................... 2
Three times ....................................... 3
Four or more times .............................. 4
Don't know ....................................... 5
ASK ALL

QA8 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

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

QA9 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 98

QA10 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

ASK ALL THOSE WHO ARE/WERE AN EMPLOYEE (CODE 1 AT QA4) OR WORKING AS A TEMP (CODE 2 AT QA4). OTHERS GO TO QA16

QA11 SHOWCARD C Which type of organisation do/did you work for?

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 .......................................................................................... 4
05 Central government/ Civil Service .............................................................................. 5
06 Charity or Trust ......................................................................................................... 6
07 University/Polytechnic .............................................................................................. 7
08 Armed forces ............................................................................................................ 8
09 Other (WRITE IN AND CODE 9) .............................................................................. 9
QA12  Is/was the place you work(ed) from 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>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, branch</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>

QA13  How many people are/were employed by your employer at the place you work/worked (at your branch)?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</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>

QA14  Do/did you have any management responsibilities or do/did you supervise the work of others at all?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</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>

QA15  How many people do you manage or supervise? USE LEADING ZERO. IT VARIES = '97'

☐ [ ]  NSS0263

ASK ALL

QA16  Is/was this with a firm belonging to your family?

<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>
</tbody>
</table>

QA17  Do/did you receive an income on a regular basis from this work?

<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>Don't know</td>
<td>3</td>
</tr>
</tbody>
</table>

QA18  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>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No, usually different</td>
<td>2</td>
</tr>
<tr>
<td>Don't know</td>
<td>3</td>
</tr>
</tbody>
</table>
QA19a What is/was your usual gross pay on your pay day, that is your pay before any deductions for tax, National insurance, company cars travel loans etc, but including any overtime, bonus, commision or tips etc. that you usually receive? RECORD AMOUNT AND FREQUENCY. PROMPT RESPONDENT TO USE DIFFERENT TIME PERIODS IF NECESSARY. USE LEADING ZEROS.

<table>
<thead>
<tr>
<th>NEAREST £</th>
<th>NEAREST £</th>
</tr>
</thead>
<tbody>
<tr>
<td>(68)(69)(70)(71)(72)</td>
<td>(73)(74)(75)(76)(77)</td>
</tr>
</tbody>
</table>

QA19a Gross Amount | QA19b Net Amount
---|---
NSS02.68 | NSS027.3

Frequency

<table>
<thead>
<tr>
<th>(78)</th>
<th>(79)</th>
</tr>
</thead>
</table>

per day | per week | per 2 weeks | per month | 3 months | 6 months | per year | Other period (WRITE IN & CODE 8) |
---|---|---|---|---|---|---|---|
NSS027.8 | 1 | NSS027.9 | 1 |

Refused | Don't know/can't remember | Other reasons for no details |
---|---|---|
 NSS028 | 9 | X |

No usual amount of pay/variies | Y |
---|---|

QA20 Is/was this job... READ OUT

- a permanent job (full time or part time) | 1 |
- casual or temporary work | 2 |
- for a fixed period | 3 |

GO TO QA22

QA21a 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>(81)(82)</th>
</tr>
</thead>
</table>

(Don't know = 98, It varies = 97) NSS0281

CARD 3 | 9

ONLY ASK QA21b IF CURRENTLY EMPLOYED. OTHERS GO TO QA22

QA21b 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)

<table>
<thead>
<tr>
<th>(10)(11)</th>
</tr>
</thead>
</table>

(Don't know = 98, It varies = 97) NSSS0310

ASK ALL

QA22 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

<table>
<thead>
<tr>
<th>(12)(13)</th>
</tr>
</thead>
</table>

(Don't know = 98, It varies = 97) NSSS0312
ONLY ASK QA23 IF CURRENTLY EMPLOYED. OTHERS GO TO QA27

QA23 Are you looking for a different job at the moment?

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

QA24 SHOWCARD D Which of the statements on this card best describe the usefulness of the skills you have gained in this job?

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
None of these .............................................. 4
Don't know .................................................. 5

QA25 How many training courses, lasting less than three days in total, have been provided by this employer? USE LEADING ZERO. IF NONE CODE 00.

Number of courses (16)(17)

(Don't know = 98)

IF NO TRAINING COURSES GO TO QA27. OTHERS ASK QA26

QA26 SHOWCARD E 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 ............................. 1
02 Developing skills using your hands ...................... 2
03 Creativity, thinking of new or different ways of doing things ............................................... 3
04 Making decisions ........................................... 4
05 Communicating with other people ......................... 5
06 Managing or supervising the work of other people ................................................................. 6
07 Using your time efficiently (TIME MANAGEMENT) .... 7
08 Developing technical skills, such as operating machines or office equipment .............................. 8
09 Working with numbers (non-specialised) ................ 9
10 Working with numbers (specialised) .................... 10
11 General reading or writing ................................ 11
12 Specialised writing, such as reports ................. 12

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

DETAILS...NOT...CODED...117

Don't know .................................................. 2

ASK ALL

QA27 Would you describe this job as part of your career?

Yes .......................................................... 1
No ............................................................. 2
Don't know .................................................. 3
SECTION B: UNEMPLOYMENT

QB1 INTERVIEWER CHECK QA1 RECORD:

Respondent is currently unemployed and seeking work (CODE '5' at QA1) ........................ 1 
All others .................................................. 2

ASK QB2

GO TO QB4

ALL CURRENTLY UNEMPLOYED AND SEEKING WORK

QB2 Including your current period of unemployment, how many times have you been unemployed and seeking work for a month or more since March 1991? IF NECESSARY: Including any period of unemployment that lasted a month or more in March 1991. RECORD NUMBER OF PERIODS. USE LEADING ZEROS.

INCLUDE CURRENT UNEMPLOYMENT EVEN IF THIS HAS LASTED FOR LESS THAN ONE MONTH.

EXCLUDE PERIODS OF UNEMPLOYMENT DURING VACATIONS FROM FULL-TIME EDUCATION COURSES.

Periods of unemployment [ ] [ ]

Don't know = 98 NSS0322

QB3 Are you currently "signing on"?

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

GO TO NSS0324

QB6

ALL NOT CURRENTLY UNEMPLOYED AND SEEKING WORK IE NOT CODE '1' AT QB1

QB4 Have you been unemployed and seeking work for any period of a month or more since March, 1991? IF NECESSARY: Including any period of unemployment that lasted a month or more in March 1991.

EXCLUDE PERIODS OF UNEMPLOYMENT DURING VACATIONS FROM FULL-TIME EDUCATION COURSES.

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

GO TO QB5

QB5 How many times? RECORD NUMBER OF PERIODS. USE LEADING ZEROS.

Periods of unemployment [ ] [ ]

Don't know = 98 NSS0326

(21) NSS0321

(22) (23)

(24)

(25)

(26) (27)
ASK QB6-QB10 ABOUT CURRENT/MOST RECENT PERIOD OF UNEMPLOYMENT AND, IF RELEVANT, NEXT MOST RECENT SPELL LASTING ONE MONTH OR MORE. START WITH THE CURRENT/MOST RECENT.

ASK ABOUT CURRENT UNEMPLOYMENT EVEN IF IT HAS LASTED LESS THAN ONE MONTH.

QB6  Date period of unemployment started:

Current/Most recent
Month ...........................................  \( \square \) NSS0328
\( (28)(29) \)

Year ...........................................  \( \square \) NSS0338
\( (30)(31) \)

Don't know = 98

QB7  Date period of unemployment ended:

Current/Most recent
Month ...........................................  \( \square \) NSS0232
\( (32)(33) \)

Year ...........................................  \( \square \) NSS0234
\( (34)(35) \)

Don't know = 98

QB8  SHOWCARD F  I'd like you to think about the period of unemployment which started in (DATE AT QB6). How did you come to be unemployed at this time? SINGLE CODE ONLY

Current/Most recent
\( (36) \)

01 Fixed term or temporary job ended .................... 1 NSS0336
02 You were made redundant ............................. 2
03 You were dismissed from a job ....................... 3
04 You left because you were pregnant ................ 4
05 You left a job for health reasons ................... 5
06 You decided to leave a job yourself ................ 6
07 You left a period of self-employment ............... 7
08 You couldn't get a job after leaving full-time education ............................... 8
09 You became unemployed for another reason ........ 9

Don't know ................................................. 0

QB9  Have you been *signing on* for (Did you *sign on* for) ...READ OUT

Current/Most recent
\( (37) \)

... the whole of this period ........ 1 NSS0237
... part of it ............................... 2
... or none of it .......................... 3
Don't know ................................. 4
Q810  For how long have you been "signing on" (did you "sign on")?
RECORD 'WEEKS' OR 'MONTHS'. USE LEADING ZEROS.

<table>
<thead>
<tr>
<th>Current/Most recent</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks</td>
<td></td>
<td>(38)(39)</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Months</td>
<td></td>
<td>(40)(41)</td>
</tr>
<tr>
<td>Don't know = 98</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SECTION C: HUSBAND/WIFE/PARTNER'S JOB

**QC1** "MARITAL" STATUS - RESPONDENT IS:

<table>
<thead>
<tr>
<th>Currently living with spouse/partner</th>
<th>1</th>
<th>GO TO QC2</th>
</tr>
</thead>
<tbody>
<tr>
<td>All others</td>
<td>2</td>
<td>GO TO QD1 (Pg 14)</td>
</tr>
</tbody>
</table>

**QC2** Now I would like to ask you a few questions about your husband/wife/partner. Firstly, how old was your husband/wife/partner when he/she finally left his/her full-time education?

IF LEFT AND RE-ENTERED, CODE AGE LAST LEFT

<table>
<thead>
<tr>
<th>Under 16</th>
<th>1</th>
<th>ASK QC3</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>20-23</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>24 or older</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Still in full-time education</td>
<td>8</td>
<td>GO TO QC4</td>
</tr>
<tr>
<td>Don’t know</td>
<td>9</td>
<td>ASK QC3</td>
</tr>
</tbody>
</table>

**QC3** SHOWCARD G Which of the things on this card describe what he/she is currently doing? SINGLE CODE ONLY

<table>
<thead>
<tr>
<th>01</th>
<th>Full-time paid employee (30+ hours a week)</th>
<th>1</th>
<th>GO TO QC5</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Part-time paid employee (under 30 hours a week)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Full-time self employed</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Part-time self employed</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Unemployed and seeking work</td>
<td>5</td>
<td>ASK QC4</td>
</tr>
<tr>
<td>06</td>
<td>Full-time education</td>
<td>6</td>
<td>QC4</td>
</tr>
<tr>
<td>07</td>
<td>Temporarily sick/disabled (less than 6 months)</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>08</td>
<td>Long-term sick/disabled (6 months or longer)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>09</td>
<td>Looking after home/family</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>On a training scheme</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other (WRITE IN AND CODE 'X')</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*DETAILS NOT CODED (N=11)*

Don’t know

**QC4** Has he/she had any job, or worked as a self-employed person for a month or more in the last 3 months, apart from in vacation jobs?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>GO TO QC5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>GO TO QD1 (Pg 14)</td>
</tr>
<tr>
<td>Don’t know</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

ASK IF HUSBAND/WIFE/PARTNER HAS JOB NOW OR IN LAST 3 MONTHS

**QC5** Can you tell me about the work he/she is/was actually doing in the job? IF MORE THAN ONE JOB ASK ABOUT MAIN JOB

a) What is/was the name or title of his/her job? INCLUDE RANK OR GRADE

*DETAILS NOT CODED*

b) What kind of work does/did he/she do most of the time? PROBE: Do/did they use any machinery or special materials? IF YES: What? CHECK SPECIAL SKILLS/TRAINING

*DETAILS NOT CODED*
QC6  What were the minimum qualifications that were required when he/she started working with this employer?
ENTER QUALIFICATION CODE FROM QUALIFICATION CARD, RECORD HIGHEST QUALIFICATION. IF NONE ENTER 00, IF DON'T KNOW ENTER 98

☐ ☐ NS5944
(14) (15)

QC7  What is/was made or done by his/her employer? DESCRIBE FULLY. PROBE MANUFACTURING/PROCESSING/DISTRIBUTION ETC, AND MAIN GOODS PRODUCED, MAIN MATERIAL USED, WHOLESALE/RESALE ETC

DETAILS NOT CODED

QC8  Is/was she/he... READ OUT

☐ ☐ an employee
(16) 1 Go TO QC10 NS59416
☐ ☐ working as a temp for an agency
(16) 2
☐ ☐ self-employed
(16) 3 Ask QC9
Don't know
(16) 4 Go TO QC10

IF SELF-EMPLOYED ASK QC9, OTHERS GO TO QC10

QC9  Do/did you he/she employ any other people?

☐ ☐ None
(17) 1
☐ ☐ 1-24
(17) 2 Go TO NS5948
☐ ☐ 25 or more
(17) 3 QC12

ASK ALL WHOSE HUSBAND/WIFE/PARTNER IS/WAS AN EMPLOYEE (CODE 1 AT QC8 OR WORKING AS A TEMP (CODE 2 AT QC8). OTHERS GO TO QC12

QC10  Does/did he/she have any management responsibilities or supervise the work of others at all?

☐ ☐ Yes (INCLUDE FOREMAN)
(18) 1 Ask QC11 NS59418
☐ ☐ No/Neither
(18) 2 Go TO
☐ ☐ Don't know
(18) 3 QC12

QC11  How many people does/did he/she manage or supervise? USE LEADING ZERO. DON'T KNOW CODE '98'. IT VARIES CODE '97

☐ ☐ NS59419
(19) (20)

ASK IF HUSBAND/WIFE/PARTNER HAS JOB NOW OR IN LAST 3 MONTHS

QC12  Is/was this with a firm belonging to his/her family?

☐ ☐ Yes
(21) 1 NS59421
☐ ☐ No
(21) 2
QC13 Does did he/she receive an income on a regular basis from this work?

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

QC14 What is/was his/her usual take home pay, that is pay after any deductions for tax and National Insurance, and company cars, travel loans and including any overtime, bonus, commission or tips etc. that he/she usually receives?
RECORD AMOUNT AND FREQUENCY. USE LEADING ZEROS

Nearest £
Total take-home pay ........................................ N550423

Frequency
(29) N550429

Period
per day ................................................. 1
per week .............................................. 2
per 2 weeks .......................................... 3
per month ............................................ 4
3 months ............................................. 5
6 months ............................................. 6
per year ................................................ 7
Other period (WRITE IN & CODE '8') .............. 8

Refused .................................................. 9
Don't know/can't remember ......................... 0
Other reasons for no details (WRITE IN & CODE 'X') X

No usual amount of pay/varies .................... Y

RECORD. DO NOT ASK
QC15 Was husband/wife/partner present for QC1-QC14?

Yes ............................................. 1 ASK QC16
No .............................................. 2 GO TO QD1

QC16 Who answered?

Cohort member only ............................... 1
Husband/wife/partner only ....................... 2
Both .................................................. 3
SECTION D: EDUCATION AND TRAINING

QD1a Now I would like you to think about any courses that you did after March 1991, 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 March 1991?

<table>
<thead>
<tr>
<th>Number of courses</th>
<th>(10)</th>
<th>(11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IF NONE, CODE 00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

IF ONE OR MORE COURSES, ASK QD1b, OTHERS GO TO QE1 (Pg 16)

QD1b Starting with the first course after March 1991, please tell me the qualifications and grades that you got, or tried to get, on this course. Include qualifications you are studying for at the moment. USE QUALIFICATION AND GRADE CARDS TO CODE

<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>NSS0512</td>
<td>NSS0514</td>
<td>NSS051b</td>
<td>NSS0518</td>
<td>NSS0520</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualification code</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSS0522</td>
</tr>
<tr>
<td>(22)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSS0523</td>
</tr>
<tr>
<td>(23)</td>
</tr>
</tbody>
</table>

| NSS0524 |
| (24) |

| NSS0525 |
| (25) |

| NSS0526 |
| (26) |

QUALIFICATIONS OBTAINED SINCE MARCH 1991

IF NO COURSES FOR QUALIFICATIONS SINCE MARCH 1991, GO TO QE1 (Pg 16)

IF TAKEN COURSES LEADING TO QUALIFICATIONS SINCE MARCH 1991, ASK QD2

I now want you to think about the courses taken for these qualifications since March 1991. We are interested in all courses for qualifications, even if you did not obtain a qualification? REPEAT FOR EACH COURSE LEADING TO QUALIFICATIONS

START WITH THE FIRST COURSE AFTER MARCH 1991, AND ASK QD2-QD5 FOR ONE COURSE AT A TIME - THEN GO ON TO NEXT COURSE.

QD2 SHOWCARD H Which of these best describes this course? SINGLE CODE ONLY

<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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(27)</td>
<td>(28)</td>
<td>(29)</td>
<td>(30)</td>
<td>(31)</td>
</tr>
</tbody>
</table>

<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>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>02</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>03</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>04</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>05</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>06</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>07</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>08</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Other type of course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(WRITE IN &amp; CODE '9')</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(27)</td>
<td>(28)</td>
<td>(29)</td>
<td>(30)</td>
<td>(31)</td>
</tr>
</tbody>
</table>

| Other type of course |
| (WRITE IN & CODE '9') |
| NSS0527 |
| NSS0528 |
| NSS0529 |
| NSS0530 |
| NSS0531 |

| Don't know |
| 0        |
QD3  SHOWCARD 1. And which of these best describes this course? SINGLE CODE ONLY

<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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>(32)</td>
<td>(33)</td>
<td>(34)</td>
<td>(35)</td>
<td>(36)</td>
</tr>
</tbody>
</table>

01 Full time course ........................................ 1 ... 1 ... 1 ... 1
02 Part time course ........................................... 2 ... 2 ... 2 ... 2
03 Sandwich course or a course with work experience/placement .... 3 ... 3 ... 3 ... 3
04 Evening course in your own time ................................ 4 ... 4 ... 4 ... 4 ... 4
05 Weekend only course ......................................... 5 ... 5 ... 5 ... 5 ... 5
Other type of course (WRITE IN & CODE '6') ......... (n=41) 6 (n=42) 6 (n=5) 6 (n=5) 6

DETAILS NOT CODED

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

NS00532  NS00533  NS00534  NS00535  NS00536

QD4  How long altogether did the course last? USE LEADING ZEROS. CONVERT TO MONTHS IF ANSWERED IN YEARS (eg 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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Code</th>
<th>Code</th>
<th>Code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>(37)</td>
<td>(38)</td>
<td>(39)</td>
<td>(40)</td>
<td>(41)</td>
</tr>
</tbody>
</table>

NS00537  NS00539  NS00541  NS00543  NS00545

QD5  Did you complete this course or did you leave early? IF NOT COMPLETED ASK Did you gain a qualification or not? SINGLE CODE ONLY

<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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Code</th>
<th>Code</th>
<th>Code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>(47)</td>
<td>(48)</td>
<td>(49)</td>
<td>(50)</td>
<td>(51)</td>
</tr>
</tbody>
</table>

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

NS00547  NS00548  NS00549  NS00550  NS00551

REPEAT QD2-QD5 FOR EACH SEPARATE POST SCHOOL COURSE SINCE MARCH 1991 LEADING TO A QUALIFICATION. TO A MAXIMUM OF 5 COURSES.
SECTION E: QUALIFICATION SUMMARY

QE1 SHOWCARD J Could you help us check our records are complete by showing me on this card all the qualifications you have obtained in your life (Including any you have just told me about).

CODE ALL THAT APPLY

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>CSE, GCE, 'O' and 'A' level, GCSE, Scottish 'O', 'H' and 'Standard' Grades:</td>
<td></td>
</tr>
<tr>
<td>CSE grades 2-5</td>
<td>2</td>
</tr>
<tr>
<td>CSE grade 1</td>
<td>3</td>
</tr>
<tr>
<td>GCE 'O' level - passes or grades A-C</td>
<td>4</td>
</tr>
<tr>
<td>GCSE grades A-C</td>
<td>5</td>
</tr>
<tr>
<td>GCE 'A' level</td>
<td>6</td>
</tr>
<tr>
<td>Scottish 'O' Grades passes or grades A-C</td>
<td>7</td>
</tr>
<tr>
<td>Scottish Standard Grade grades 1-3</td>
<td>8</td>
</tr>
<tr>
<td>Scottish Higher Grade</td>
<td>9</td>
</tr>
<tr>
<td>Scottish Certificate of Sixth Year Studies</td>
<td>0</td>
</tr>
<tr>
<td>Royal Society of Arts (RSA) Awards:</td>
<td></td>
</tr>
<tr>
<td>RSA - Stage 1</td>
<td>X</td>
</tr>
<tr>
<td>RSA - Stage 2</td>
<td>Y</td>
</tr>
<tr>
<td>RSA - Stage 3</td>
<td>1</td>
</tr>
<tr>
<td>City and Guilds and Regional Examining Board Certificates:</td>
<td></td>
</tr>
<tr>
<td>Operative</td>
<td>2</td>
</tr>
<tr>
<td>Craft/Intermediate/Ordinary/Part I</td>
<td>3</td>
</tr>
<tr>
<td>Advanced/Final/Part II/Part III</td>
<td>4</td>
</tr>
<tr>
<td>Full Technological (FTC)</td>
<td>5</td>
</tr>
<tr>
<td>Other City and Guilds (CODE '17' AND WRITE IN)</td>
<td>6</td>
</tr>
<tr>
<td>City and Guilds - can't say which</td>
<td>7</td>
</tr>
<tr>
<td>Insignia Award in Technology (CGIA)</td>
<td>8</td>
</tr>
<tr>
<td>Joint Industry Board (JIB), National Joint Council (NJIC) and Other Awards:</td>
<td></td>
</tr>
<tr>
<td>JIB/NJC or other Craft/Technician Certificates</td>
<td>9</td>
</tr>
<tr>
<td>National Diplomas and Certificates:</td>
<td></td>
</tr>
<tr>
<td>OCN/OND (or SNC/SHND)</td>
<td>0</td>
</tr>
<tr>
<td>HNC/HND (or SHNC/SHND)</td>
<td>X</td>
</tr>
<tr>
<td>TEC/BEC/BTEC/SCOTEC/SCOTBEC/SCOTVEC Awards:</td>
<td></td>
</tr>
<tr>
<td>TEC/BEC/BTEC (or SCOTEC/SCOTBEC/SCOTVEC)</td>
<td>Y</td>
</tr>
<tr>
<td>National General Certificate or Diploma</td>
<td></td>
</tr>
<tr>
<td>TEC/BEC/BTEC (or SCOTEC/SCOTBEC/SCOTVEC)</td>
<td>54</td>
</tr>
<tr>
<td>Higher or Higher National Certificate or Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Other Technical or Business Qualifications/HGV, DPSV etc:</td>
<td></td>
</tr>
<tr>
<td>Other technical or business qualification - including HGV, PSV, etc</td>
<td>2</td>
</tr>
<tr>
<td>Professional Qualifications (Including Nursing):</td>
<td></td>
</tr>
<tr>
<td>Full professional qualifications - membership awarded by professional institution</td>
<td>3</td>
</tr>
<tr>
<td>Part of a professional qualification, eg: Part I</td>
<td>4</td>
</tr>
<tr>
<td>of a two part course</td>
<td></td>
</tr>
<tr>
<td>Nursing qualifications - including Nursery</td>
<td>5</td>
</tr>
<tr>
<td>Nursery (NNEB)</td>
<td></td>
</tr>
</tbody>
</table>

CONTINUED.../
University, Polytechnic, and CNAA Awards:
Polytechnic (or Central Institution) Diploma or
Certificate (NOT CNAA VALIDATED) ............... 6
University or CNAA Diploma or Certificate - including
Dip HE and Teacher Training College Certificate .... 7
University or CNAA 1st degree - Including B Ed .... 8
University or CNAA Post Graduate Diploma ........ 9
University or CNAA Higher degree - MSc, PhD, etc ... 0
Any Other Qualifications: X
  Any other qualification 1 (CODE '34' AND WRITE IN) X
  DETAILS NOT CODED. (n=336)
  Any other qualification 2 (CODE '35' AND WRITE IN) Y
  DETAILS NOT CODED. (n=57) (55)
  Any other qualification 3 (CODE '36' AND WRITE IN) 1
  DETAILS NOT CODED. (n=26)

QE2 Are any of these qualifications you have gained National Vocational Qualifications, sometimes known as NVQs?

   Yes ................................................. 1  GO TO QE3
   No ................................................. 2  GO TO
   Don't know ..................................... 3  QF1

QE3 SHOWCARD J (AGAIN) Which of these were National Vocational Qualifications (NVQs)? WRITE IN NUMBERS FROM QUALIFICATION CARD

DON'T KNOW = 98

Qualifications 1: \[\text{NSS0556}\]

Qualifications 2: \[\text{NSS0559}\]

Qualifications 3: \[\text{NSS0561}\]

**DERIVED VARIABLE:** HQUAL37

**THIS VARIABLE USED INFORMATION CONTAINED IN VARIABLES NSS0563 - NSS0596 AND NSS0557 - NSS0561**

**HQUAL37 IS A SIX CATEGORY VARIABLE SETTING QUALIFICATIONS TO NVQ LEVELS (AS QCA STANDARDS IN 1995)**
SECTION F: 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.

QF1  Since March 1991 have you taken any courses simply out of interest and not to advance your career or improve your work skills, such as . . . ? MULTICODE OK. READ OUT.

(10) 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) ............... 1 NS50660

(10) sports or exercise classes ........................................ 2 ASK NS50661

(10) classes taken as a hobby or to help with a hobby .......... 3 QF2 NS50662

No - none ................................................................. 4 GO TO QF3 NS50663

ASK QF2 IF CODE 1-3 AT QF1, IF 'NO' GO TO QF3

QF2  How many courses like this have you taken since March 1991? USE LEADING ZEROS.

(11) (12) NS50611

ASK ALL

QF3  I'd like to continue by talking about any training courses lasting 3 days or longer which didn't lead to qualifications which you have taken since March 1991, IF 1 OR MORE AT QF2. Please don't include the ones we have just talked about however do include access courses, Government Training Schemes and courses which could help with reading, writing or number work.

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

How many training courses of this nature lasting more than 3 days have you attended? USE LEADING ZERO. DON'T KNOW CODE 98

(13) (14) NS50613
### QF4

**SHOWCARD K** 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>(15)</td>
<td>(17)</td>
<td>(19)</td>
<td>(21)</td>
<td>(23)</td>
</tr>
<tr>
<td>01</td>
<td>Developing skills using your hands</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>02 Creativity, thinking of new or different ways of doing things</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>03 Making decisions</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>04 Communicating with other people</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>05 Managing or supervising the work of other people</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>06 Using your time efficiently</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>07 Developing technical skills, such as operating machines or office equipment</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>08 Working with numbers (non-specialised)</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>09 Working with numbers (specialised)</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>10 General reading and writing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11 Specialised writing, such as reports</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>12 Work experience</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>13 Finding and applying for a job</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Other (WRITE IN & CODE '2') 2 (N=55) 2 (N=23) 2 (N=44) 2 (N=8) \( \& \ N=4 \)

**DETAILS NOT CODED**

Did not provide training 3 1 3 3 3 3 3 3

### QF5

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

<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>(25)</td>
<td>(26)</td>
<td>(27)</td>
<td>(28)</td>
<td>(29)</td>
</tr>
<tr>
<td>01 Course is part of work</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>02 Access course</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>03 Correspondence course</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>04 Open University course</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>05 Community Programme (CP)</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>06 Employment training (ET)</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>07 Youth Training (YTV/TS)</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>08 Enterprise Allowance Scheme (EAS)</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Other (WRITE IN &amp; CODE '9')</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

**DETAILS NOT CODED**

Don't know 0 0 0 0 0

N550625 N550626 N550627 N550628 N550629
QF6  SHOWCARD M  And which of these best describes this course?  SINGLE CODE ONLY

<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>Full time course</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>02</td>
<td>Part time course</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>03</td>
<td>Sandwich course or a course with experience/placement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>04</td>
<td>Evening course in your own time</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>05</td>
<td>Weekend only course</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>06</td>
<td>Other type of course</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

(WRITE IN & CODE '6')  

DETAILS NOT CODED

Don't know

QF7  How long altogether did the course last?  USE LEADING ZEROS.  CONVERT TO MONTHS IF ANSWERED IN YEARS (EG 2 YEARS = 24 MONTHS)

<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>Days</td>
<td>35</td>
<td>37</td>
<td>39</td>
<td>41</td>
</tr>
<tr>
<td>Months</td>
<td>45</td>
<td>47</td>
<td>49</td>
<td>51</td>
</tr>
</tbody>
</table>

QF8  Did you complete this course or did you leave before completion?

<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>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>

REPEAT QF4-QF8 FOR EACH COURSE ATTENDED UP TO 5 COURSES.  OTHERS GO TO QG1
SECTION G: HOUSEHOLD COMPOSITION

QG1  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 THE NUMBER IN HOUSEHOLD, 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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Married/living</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Single</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Widowed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Separated/Divorced</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Under 16</td>
</tr>
</tbody>
</table>

CIRCLE NO. IN HOUSEHOLD (TOTAL)

<table>
<thead>
<tr>
<th>No.</th>
<th>Person</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>03</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>04</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>05</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>06</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>07</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>08</td>
<td>08</td>
<td>08</td>
</tr>
<tr>
<td>09</td>
<td>09</td>
<td>09</td>
</tr>
</tbody>
</table>

01 Lawful Spouse  10 Fostered Brother/Sister  19 Great Grandparent  20 Other Blood Relative  21 Other Relative/In-law  22 Friend/Unrelated Sharer  23 Landlord  24 Lodger  25 Employer  26 Servant, Nanny, Au Pair etc  27 Other
SECTION H: RELATIONSHIPS

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.

ASK ALL

QH1 SHOWCARD N What is your present legal marital status? SINGLE CODE ONLY

<table>
<thead>
<tr>
<th>Code</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Single, and never married</td>
</tr>
<tr>
<td>2</td>
<td>Married, first and only marriage</td>
</tr>
<tr>
<td>3</td>
<td>Re-married, second or later marriage</td>
</tr>
<tr>
<td>4</td>
<td>Legally separated/separated</td>
</tr>
<tr>
<td>5</td>
<td>Divorced</td>
</tr>
<tr>
<td>6</td>
<td>Widowed</td>
</tr>
</tbody>
</table>

QH2 SHOWCARD O Which of the following best describes your present circumstances? SINGLE CODE ONLY

<table>
<thead>
<tr>
<th>Code</th>
<th>Circumstance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Living alone</td>
</tr>
<tr>
<td>2</td>
<td>Living with your husband or wife</td>
</tr>
<tr>
<td>3</td>
<td>Living as a couple with someone to whom you are not married</td>
</tr>
<tr>
<td>4</td>
<td>Living in some other arrangement</td>
</tr>
</tbody>
</table>

QH3 When did you marry/start living as a couple? USE LEADING ZEROS.

<table>
<thead>
<tr>
<th>Month</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NSS/AS53 NSS/AS54 NSS/AS55 NSS/AS57
SECTION I: CHILDREN

ASK ALL WOMEN ONLY. MEN GO TO Q11b.

Q11a SHOWCARD P 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></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>I am currently pregnant</td>
<td></td>
<td>NSSO810</td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>I am not pregnant</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refused</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Don't know</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ASK ALL.

Q11b 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></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>GO TO Q12a</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>GO TO Q11 (Page 28)</td>
</tr>
</tbody>
</table>

Q12a How many children have you (given birth to)/(fathered)? WRITE IN. USE LEADING ZEROS.

☐  ☐ NSSO81Q

(12)  (13)

ASK Q12b TO Q14 FOR EACH CHILD IN TURN. IF MORE THAN ONE CHILD, START WITH THE FIRST BIRTH AND WORK FORWARDS.

Q12b And when was/were your child/children born?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NSSO814</td>
<td>NSSO816</td>
<td>NSSO818</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child 1</td>
<td>(14)</td>
<td>(15)</td>
<td>(16)</td>
<td>(17)</td>
</tr>
<tr>
<td>NSSO820</td>
<td>NSSO822</td>
<td>NSSO824</td>
<td>NSSO826</td>
<td></td>
</tr>
<tr>
<td>Child 2</td>
<td>(20)</td>
<td>(21)</td>
<td>(22)</td>
<td>(23)</td>
</tr>
<tr>
<td>NSSO826</td>
<td>NSSO828</td>
<td>NSSO830</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child 3</td>
<td>(26)</td>
<td>(27)</td>
<td>(28)</td>
<td>(29)</td>
</tr>
<tr>
<td>NSSO82A</td>
<td>NSSO83L</td>
<td>NSSO83M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child 4</td>
<td>(32)</td>
<td>(33)</td>
<td>(34)</td>
<td>(35)</td>
</tr>
<tr>
<td>NSSO83W</td>
<td>NSSO84O</td>
<td>NSSO842</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child 5</td>
<td>(38)</td>
<td>(39)</td>
<td>(40)</td>
<td>(41)</td>
</tr>
<tr>
<td>NSSO844</td>
<td>NSSO846</td>
<td>NSSO848</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child 6</td>
<td>(44)</td>
<td>(45)</td>
<td>(46)</td>
<td>(47)</td>
</tr>
<tr>
<td>NSSO850</td>
<td>NSSO851</td>
<td>NSSO852</td>
<td>NSSO854</td>
<td>NSSO855</td>
</tr>
</tbody>
</table>

Q12c And where is/are this/these child/children now?

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NSSO850</td>
<td>NSSO851</td>
<td>NSSO852</td>
<td>NSSO853</td>
<td>NSSO854</td>
<td>NSSO855</td>
<td></td>
</tr>
<tr>
<td>Living with respondent</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Living elsewhere</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Stillborn</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Died</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Other (WRITE IN &amp; CODE '5')</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

 DETAILS NOT CODED
Q13  Is this child a boy or girl?

<table>
<thead>
<tr>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
<th>Child 4</th>
<th>Child 5</th>
<th>Child 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boy</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Girl</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Q14  IF CHILD IS LIVING WITH RESPONDÉNT. CONFORM WITH RESPONDENT THE ENTRY FOR THIS CHILD ON THE HOUSEHOLD GRID (Q31), AND CODE PERSON NUMBER FROM COLUMN HEADED ‘NO’, BELOW.

<table>
<thead>
<tr>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
<th>Child 4</th>
<th>Child 5</th>
<th>Child 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person number from household grid</td>
<td>[ ] (52)</td>
<td>[ ] (63)</td>
<td>[ ] (64)</td>
<td>[ ] (65)</td>
<td>[ ] (65)</td>
</tr>
</tbody>
</table>

NSS0856  NSS0857  NSS0858  NSS0859  NSS0860  NSS0861

NSS0862  NSS0863  NSS0864  NSS0865  NSS0866  NSS0867

REPEAT Q12b-Q14 FOR EACH CHILD.
SECTION J: CHILDREN'S LITERACY AND NUMERACY PROBLEMS

ASK ALL WITH CHILDREN AGED 5 OR OVER. ALL WITH CHILDREN UNDER 5 GO TO QJ6. OTHERS GO TO K1 (Pg 28)

QJ1 As you know children grow and develop at different rates. As far as you know, compared with other children of his/her age does (NAME CHILD) have problems with... READ OUT.

CODE ALL THAT APPLY

IF MORE THAN ONE CHILD AGED 5 OR OLDER, START WITH ELDEST AND WORK FORWARDS

<table>
<thead>
<tr>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
<th>Child 4</th>
<th>Child 5</th>
<th>Child 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>...reading</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>...writing</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>...spelling</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>...numbers or simple arithmetic</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Don't know</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

ASK QJ2-QJ5 FOR EACH CHILD WHERE A PROBLEM IS REPORTED AT QJ1 (CODES: '1' - '4'). OTHERS GO TO QJ6

QJ2 Can you tell me a little more about these problems. First, are these problems due mainly to him/her not being able to see properly, or not being able to hold a pen or pencil, or use a keyboard properly, or does he/she just have difficulties with reading, writing or number work? CODE ONE ONLY

<table>
<thead>
<tr>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
<th>Child 4</th>
<th>Child 5</th>
<th>Child 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight problem</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Problem holding pen/pencil</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>/using keyboard</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Both problems</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Just has difficulties</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

QJ3 Has (NAME CHILD) been given special help with this problem at school or elsewhere?

CODE ALL THAT APPLY

<table>
<thead>
<tr>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
<th>Child 4</th>
<th>Child 5</th>
<th>Child 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, special help given at school</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Yes, special help given elsewhere</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

(CODE '2' AND ENTER DETAILS BELOW)

Child 1: 2

Child 2: DETAILS...NOT CODED...

Child 3:

Child 4:

Child 5:

Child 6:

No, no special help given 3

Don't know 4

CARD 9 9
QJ4 Have you tried to help (NAME CHILD) with his/her problem(s) by...
READ OUT. CODE ALL THAT APPLY

<table>
<thead>
<tr>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
<th>Child 4</th>
<th>Child 5</th>
<th>Child 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>(34)</td>
<td>(35)</td>
<td>(36)</td>
<td>(37)</td>
<td>(38)</td>
<td>(39)</td>
</tr>
<tr>
<td>GO TO QJ6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

...reading with him/her    1
...correcting writing      2
...correcting spelling     3
...helping with learning   4
...in some other way       5

(CODE '4' AND WRITE IN)

CHILD 1: ............................................. (40)

CHILD 2: ............................................. (41)

CHILD 3: ............................................. (42)

CHILD 4: ............................................. (43) GO TO QJ6

CHILD 5: ............................................. (44) QJ6

CHILD 6: ............................................. (45)

No, none of these ............ NSS1969 6 6 6 6 6 6 6 ASK QJ5


QJ5 Is this because you also have problems with reading, writing or spelling, or with number work, or is this for some other reason? CODE ALL THAT APPLY

| Have problem with reading     | 1 | NSS2058 |
| Have problem with writing     | 2 | NSS2059 |
| have problem with spelling    | 3 | NSS2060 |
| Have problem with number work | 4 | NSS2061 |
| Other reason                  | 5 | NSS2062 |

ASK ALL WITH CHILDREN

QJ6 Approximately how many books does your child/children have?

(47)

| None               | 1 | NSS0947 |
| 1 or 2            | 2 |
| 3-9               | 3 |
| 10-19             | 4 |
| 20-49             | 5 |
| 50 or more        | 6 |
| Child too young   | 7 |
| Don't know        | 8 |
**QJ7** SHOWCARD Q. About how often do you read stories to or with your child? Please choose your answer from this card.

<table>
<thead>
<tr>
<th></th>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
<th>Child 4</th>
<th>Child 5</th>
<th>Child 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>(48)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Never</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Several times a year</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Several times a month</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Once a week</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>At least three times a week</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Every day</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Child too young | 7       | 7       | 7       | 7       | 7       | 7       |
Child too old   | 8       | 8       | 8       | 8       | 8       | 8       |
Don't know      | 9       | 9       | 9       | 9       | 9       | 9       |

**NSS0948** NSS0949 NSS0950 NSS0951 NSS0952 NSS0953

**QJ8** Does your household get a daily newspaper?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(54)</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

**NSS0954**

**QJ9** SHOWCARD R. About how often would you say your child reads for enjoyment? Please choose your answer from this card.

<table>
<thead>
<tr>
<th></th>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
<th>Child 4</th>
<th>Child 5</th>
<th>Child 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>(55)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Every day</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Several times a week</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Several times a month</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Several times a year</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Never</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Child too young | 6       | 6       | 6       | 6       | 6       | 6       |
Don't know      | 7       | 7       | 7       | 7       | 7       | 7       |

**NSS0955** NSS0956 NSS0957 NSS0958 NSS0959 NSS0960
SECTION K: HOUSING

QK1 When did you start living at your present address? IF 'NORMAL' ADDRESS ELSEWHERE, When did you start living at your 'normal' address?

'NORMAL' ADDRESS:
1. IF WORKING/STUDYING AWAY/IN HOSPITAL/PRISON/ARMED FORCES/MERCHAND NAVY:
   AND AWAY LESS THAN 6 MONTHS THEN TAKE HOME ADDRESS
   AND AWAY 6 MONTHS OR MORE THEN TAKE HOSPITAL/PRISON/ETC
2. IF MORE THAN ONE ADDRESS - TAKE WHAT RESPONDENT CONSIDERS HIS/HER MAIN ADDRESS

<table>
<thead>
<tr>
<th>Month</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10)</td>
<td>(11)</td>
</tr>
<tr>
<td>(12)</td>
<td>(13)</td>
</tr>
</tbody>
</table>

NSS1010  NSS1012

QK2 RESPONDENT'S CURRENT ADDRESS IS [INTERVIEWER OBSERVATION UNLESS CONFIRMATION NEEDED]

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

...........................................................................

QK3 ACCOMMODATION OCCUPIED BY RESPONDENT'S HOUSEHOLD IS [INTERVIEWER OBSERVATION]

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

...........................................................................

QK4 Do you (or your partner) own or rent this accommodation, or do you live here in some other arrangement?

Own outright ............................................................ 1  GO TO NSS1016
Buying on mortgage/loan ............................................ 2  OK6
Rented - furnished ..................................................... 3
  - unfurnished ......................................................... 4
  - paying rent to parents ......................................... 5  ASK OK5
Squatting ............................................................... 6
Goes with the job (rent free) ....................................... 7  GO TO
Rent free (other) ....................................................... 8  OK7
Living with parents (rent-free) ................................... 9
Others (WRITE IN AND CODE '0') ................................ 0

...........................................................................
IF RENTED (CODES 3-5 AT QK4)

QK5 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 ....................................................................... 0
Other (WRITE IN AND CODE 'X') .................................. (N=4) X

DETAILS NOT CODED

Don't know ................................................................. Y

ASK IF RENTED OR OWNED OR BOUGHT ON MORTGAGE (CODE 1-5 AT QK4)

QK6 SHOWCARD S Looking at this card how is this accommodation rented (owned) in..........

1 Your name only ...................................................... 1
2 You and your partner's name ................................... 2
3 You and someone else's name .................................. 3
4 In your partner's name but not in yours .................... 4
5 In someone else's name (include parents) ................. 5
6 Other (WRITE IN AND CODE '6') (N=5) ................... 6

DETAILS NOT CODED

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

ASK ALL

QK7 How many different addresses have you lived at for one month or more since March 1991, including the address you were living at then? IF DON'T KNOW CODE 98. USE LEADING ZEROS. IF LIVING AT SAME ADDRESS CODE '01'

Number of different address □□ □□ (N=19) (N=20)

SECTION L: INCOME

ASK ALL

QL1 I now want to talk about income from sources other than work.

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

Yes .............................................................................. 1
No ............................................................................... 2
Refused ........................................................................ 3
Don't know ................................................................... 4
QL2a  Which of these are you (or your husband/wife/partner) receiving? PROBE: 'Any of the others?' UNTIL FINAL 'NO'. WRITE IN AND CODE EACH BENEFIT RECEIVED IN GRID BELOW. IF RESPONDENT AND SPOUSE/PARTNER RECEIVE SEPARATELY SAME BENEFIT, ENTER ONCE ONLY.

FOR EACH RECEIVED ASK QL2b-QL2d AND RECORD IN GRID

QL2b  How much was the last payment of . . . (BENEFIT)? IF BOTH RESPONDENT AND SPOUSE/PARTNER RECEIVE THIS SEPARATELY, COMBINE AMOUNTS.
DON'T KNOW = 9998. REFUSED = 9999

QL2c  What period did that cover?

QL2d  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 Weeks Months</th>
<th>WHO RECEIVED? Resp Spouse/ Both only partner only</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSS102.2</td>
<td>NSS102.4</td>
<td>(22) (23)</td>
<td>NSS102.8 (24) (25) (26) (27)</td>
<td>NSS102.9 (28) (29) (30)</td>
</tr>
<tr>
<td>NSS103.2</td>
<td>NSS103.4</td>
<td>(32) (33)</td>
<td>NSS103.8 (34) (35) (36) (37)</td>
<td>NSS103.9 (38) (39) (40)</td>
</tr>
<tr>
<td>NSS104.2</td>
<td>NSS104.4</td>
<td>(42) (43)</td>
<td>NSS104.8 (44) (45) (46) (47)</td>
<td>NSS104.9 (48) (49) (50)</td>
</tr>
<tr>
<td>NSS105.2</td>
<td>NSS105.4</td>
<td>(52) (53)</td>
<td>NSS105.8 (54) (55) (56) (57)</td>
<td>NSS105.9 (58) (59) (60)</td>
</tr>
<tr>
<td>NSS106.2</td>
<td>NSS106.4</td>
<td>(62) (63)</td>
<td>NSS106.8 (64) (65) (66) (67)</td>
<td>NSS106.9 (68) (69) (70)</td>
</tr>
<tr>
<td>NSS107.2</td>
<td>NSS107.4</td>
<td>(72) (73)</td>
<td>NSS107.8 (74) (75) (76) (77)</td>
<td>NSS107.9 (78) (79) (80)</td>
</tr>
</tbody>
</table>

01 Unemployment Benefit 02 Supplementary Benefit/Income Support 03 Unemployment Benefit and Supplementary Benefit/Income Support 04 Sickness Benefit/Incacity Benefit 05 Invalidity Benefit 06 Industrial injury benefit/pension 07 Disability living allowance/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 Disability working allowance 17 Council Tax Benefit 18 Any other state benefit or allowance (WRITE IN)

DETAILS NOT CODED
98 Don't know 99 Refused
OTHER SOURCES OF INCOME

ASK ALL

QL3 SHOWCARD U 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 any odd jobs or casual work you or your husband/wife or partner might receive?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>ASK QL4a NSS1110</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>GO TO</td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td>3</td>
<td>QM1</td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

QL4a 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 QL4b-QL4d AND RECORD IN GRID

QL4b How much was the last payment of . . . (INCOME SOURCE)? IF BOTH RESPONDENT AND SPOUSE/PARTNER RECEIVE THIS SEPARATELY, COMBINE AMOUNTS. (DON'T KNOW: 9998, REFUSED 9999)

QL4c What period did that cover?

IF LIVING WITH SPOUSE/PARTNER

QL4d 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

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

<table>
<thead>
<tr>
<th>NAME OF SOURCE</th>
<th>SOURCE 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>(to nearest £)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NSS111</td>
<td>DK = 9998</td>
<td>1 2 3 4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NSS113</td>
<td>(11)(12)</td>
<td>(13)(14)(15)(16)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NSS115</td>
<td>(21)(22)</td>
<td>(23)(24)(25)(26)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NSS117</td>
<td>(31)(32)</td>
<td>(33)(34)(35)(36)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NSS119</td>
<td>(41)(42)</td>
<td>(43)(44)(45)(46)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NSS121</td>
<td>(51)(52)</td>
<td>(53)(54)(55)(56)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NSS123</td>
<td>(61)(62)</td>
<td>(53)(64)(65)(66)</td>
<td>1</td>
</tr>
</tbody>
</table>

CODE

01 Educational grant
02 Pension
03 Trade Union/Friendly Society
04 Maintenance
05 Cash from parents
06 Cash from relatives or friends
07 Rent from boarders, etc
08 Other outside Household

CODE

09 Annuity/Trust fund
10 Foster allowance
11 Accident Insurance
12 Income from odd jobs/casual work
13 Other
98 Don't know
99 Refused
SECTION M: HEALTH

QM1 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

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Or poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

QM2 Over the last twelve months, would you say your health on the whole has been . . . READ OUT

<table>
<thead>
<tr>
<th>Good</th>
<th>Fairly good</th>
<th>Or not so good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

QM3 Do you suffer from any long term health problem, long standing illness, infirmity or disability, including problems due to depression or emotional problems?

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

QM4 What illnesses or disabilities cause these problem? WRITE IN PROBE FULLY

PROBLEM 1: NSS2110 - NSS2121

PROBLEM 2: NSS2122 - NSS2133

PROBLEM 3: NSS2134 - NSS2145

PROBLEM 4: NSS2146 - NSS2154

QM5 Have you ever been registered as a disabled person?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

QM6 Are you currently registered as a disabled person?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
TIME INTERVIEW BROKEN:

Hours  Mins
(17) (18) (19) (20)
(24 Hour Clock)

NSS1217

RESPONDENT SELF-COMPLETION - 'SOME MORE QUESTIONS'

THANK RESPONDENT FOR THE HELP THEY HAVE GIVEN SO FAR, AND ASK THEM TO COMPLETE THE SELF-COMPLETION QUESTIONNAIRE. GIVE HIM/HER THE QUESTIONNAIRE AND A PEN/PENCIL, AND EXPLAIN HOW TO COMPLETE. WAIT FOR RESPONDENT TO COMPLETE AND THEN CODE BELOW.

IF RESPONDENT HAS APPARENT DIFFICULTIES WITH READING, WRITING OR UNDERSTANDING WHAT IS REQUIRED OF THEM, ASSIST AS NECESSARY, YOU MAY ADMINISTER THE QUESTIONNAIRE AS AN INTERVIEW, ENSURE ALL ANSWERS CODED ARE THOSE OF THE RESPONDENT. CODE DETAILS OF ANY HELP GIVEN BELOW.

COMPLETE FOR ALL RESPONDENTS

Q1 Did respondent complete the Self-completion Questionnaire? 

Yes, completed unaided .......................... 1 RECORD TIME
Yes, completed with help .......................... 2 ANSWER
Yes, completed as an interview ................... 3 Q2
No, respondent refused ............................ 4 RECORD TIME

Q2 Give details of help given below.

............................................
............................................
............................................
............................................

............................................ (22)

TIME INTERVIEW RE-STARTED:

Hours  Mins
(23) (24) (25) (26)
(24 Hour Clock)

NSS1223

NSS1225
3.3 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
SHOWCARD C

01 Private firm or company (any firm however large or small)

02 Nationalised industry/public corporation

03 Local Authority/Local Education Authority

04 Health Authority/Hospital

05 Central Government/Civil Service

06 Charity or Trust

07 University/Polytechnic

08 Armed Forces

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

01 Fixed term or temporary job ended
02 You were made redundant
03 You were dismissed from a job
04 You left because you were pregnant
05 You left a job for health reasons
06 You decided to leave a job yourself
07 You left a period of self-employment
08 You couldn't get a job after leaving full-time education
09 You became unemployed for another reason
SHOWCARD G

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 H

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 I

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 J

'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 National Certificate or Diploma

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

PROFESSIONAL QUALIFICATIONS including NURSING
26 Full 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 CNAA AWARDS
29 Polytechnic (or Central Institute) Diploma or Certificate (NOT CNAA VALIDATED)
30 University or CNAA Diploma or Certificate - Including Dip HE and Teaching Training College Certificate
31 University or CNAA First Degree - Including B Ed
32 University or CNAA Post Graduate Diploma
33 University or CNAA Higher Degree - Msc, PhD, etc

ANY OTHER QUALIFICATIONS
34 Any other qualifications
SHOWCARD K

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 L

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 M

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 N

1. Single, and never married

2. Married, first and only marriage

3. Re-married, second or later marriage

4. Legally separated/separated

5. Divorced

6. Widowed
SHOWCARD O

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 P

1. I am currently pregnant

2. I am not pregnant
SHOWCARD Q

1  Never

2  Several times a year

3  Several times a month

4  Once a week

5  At least three times a week

6  Every day
SHOWCARD R

1  Every day

2  Several times a week

3  Several times a month

4  Several times a year

5  Never
SHOWCARD S

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 T

01 Unemployment Benefit
02 Supplementary Benefit/Income Support
03 Unemployment Benefit and Supplementary Benefit/Income Support
04 Sickness Benefit/Incapacity Benefit
05 Invalidity Benefit
06 Industrial injury benefit/pension
07 Disability Living Allowance/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 Disability Working Allowance
17 Council Tax Benefit
18 Any other State Benefit or Allowance
SHOWCARD U

01 Educational grant

02 Pension

03 Trade Union/Friendly Society

04 Maintenance

05 Cash from parents

06 Cash from relatives or friends

07 Rent from boarders, etc.

08 Other income from sources outside the household

09 Annuity/Trust fund

10 Foster allowance

11 Accident insurance

12 Income from odd jobs/casual work

13 Any other source of regular family/household income

MORI/8722/3
SHOWCARD V

1 Everyday, including weekends

2 Everyday, excluding weekends

3 Several times a week

4 Once a week - weekend edition

5 Less than once a week

6 Never
3.4 Self-completion questionnaire
SECTION N: LITERACY AND NUMERACY

ASK ALL

QN1 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?

   (27) NSS1227

   Yes .................................................. 1 ASK QN2
   No .................................................... 2
   Don't know .......................................... 3 GO TO QN11
   Refused .............................................. 4

QN2 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?

   (28) NSS1228

   Sight problem ........................................ 1 GO TO QN11
   Just have difficulties reading ..................... 2 ASK QN3

QN3 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 difficulty?

   (29) NSS1229

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

QN4 Can you usually read and understand what is written in an official typed letter sent to you? IF YES: Can you usually read this easily, or do you find some difficult?

   (30) NSS1230

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

QN5 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?

   (31) NSS1231

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

QN6 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?

   (32) NSS1232

   Yes easily ............................................ 1
   Yes, some are difficult ........................... 2
   No .................................................... 3
QN7  What other things do you usually find difficult to read? PROBE FULLY. RECORD VERBATIM

.................
.................
.................

NSS2.174 - NSS2.178

...................(33)

QN8  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></th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>recognise particular words</td>
<td>1</td>
<td>2</td>
<td>3 NSS12.34</td>
</tr>
<tr>
<td>make sense of the whole thing</td>
<td>1</td>
<td>2</td>
<td>3 NSS12.35</td>
</tr>
<tr>
<td>concentrate for very long</td>
<td>1</td>
<td>2</td>
<td>3 NSS12.36</td>
</tr>
<tr>
<td>Never try to read</td>
<td>1</td>
<td></td>
<td>NSS12.37</td>
</tr>
</tbody>
</table>

QN9  Have you been on any courses or classes since leaving school to help you get better at reading?

Yes ..........1  GO TO QN10
No ............2  GO TO INSTRUCTION BEFORE QN11

(33) NSS12.38

QN10 What type of classes/courses were these? (RECORD VERBATIM) PROBE

DETAILS NOT CODED

...

(39)

IF ANSWER 'NO' (CODE '3') TO ANY OF Qs N3, N4, N5 OR N6 GO TO QN16. ALL OTHERS ASK QN11

QN11 SHOWCARD V. How often do you read a newspaper? Please choose your answer from this card.

1  Every day, including weekends ...............1
2  Every day, excluding weekends ...............2
3  Several times a week ........................3
4  Once a week - weekend edition ..............4
5  Less than once a week .......................5
6  Never ..................................6

NSS12.40
QN12 Now I'd like to ask you about magazines. In an average week, how much time do you spend reading or looking at magazines? USE LEADING ZEROS. DON'T KNOW = 98. IT VARIES = 97

<table>
<thead>
<tr>
<th>Hours</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(41) (42)</td>
<td>(43) (44)</td>
</tr>
</tbody>
</table>

NS51241 NS51243

QN13 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?

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

NS51245

GO TO QN15

QN14 In an average week, how much time do you spend reading books? USE LEADING ZEROS. DON'T KNOW = 98. IT VARIES = 97

<table>
<thead>
<tr>
<th>Hours</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(46) (47)</td>
<td>(48) (49)</td>
</tr>
</tbody>
</table>

NS51246 NS51248

ASK ALL

QN15 And since leaving school, have you had any problems with writing or spelling? IF YES Is this just with writing, just with spelling, or do you have problems with both?

- Writing only ........................................ 1
- Spelling only ........................................ 2
- Both .................................................... 3

NS51250

ASK QN16

- No ..................................................... 4
- Don't know .......................................... 5
- Refused .............................................. 6

GO TO QN24

QN16 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 .................................... 1
- Problem holding pen/pencil using keyboard ........ 2
- Both ................................................... 3
- Difficulties writing generally ....................... 4

NS51251

ASK QN17

QN17 Let me ask you about some of the problems you have with writing. If you need to, can you 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?

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

NS51252
QN18 Could you write to an employer to apply for a job? IF YES: Can you usually do this easily, or is it with difficulty?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, easily</td>
<td>1</td>
</tr>
<tr>
<td>Yes, with difficulty</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
</tbody>
</table>

(53) NSS12.53

QN19 Could you fill in a form, from the council for example, or for a hospital appointment? YES: Can you usually do this easily, or is it with difficulty?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, easily</td>
<td>1</td>
</tr>
<tr>
<td>Yes, with difficulty</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
</tbody>
</table>

(54) NSS12.54

QN20 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?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, easily</td>
<td>1</td>
</tr>
<tr>
<td>Yes, with difficulty</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
</tbody>
</table>

(55) NSS12.55

QN21 When you try to write something, what is it you find difficult? Do you find it difficult...

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>spell words correctly</td>
<td>1</td>
</tr>
<tr>
<td>make you handwriting easy to read</td>
<td>2</td>
</tr>
<tr>
<td>put down in words what you want to say</td>
<td>3</td>
</tr>
<tr>
<td>(Never try to write)</td>
<td>1</td>
</tr>
</tbody>
</table>

(56) NSS12.56

(57) NSS12.57

(58) NSS12.58

(59) NSS12.59

QN22 Have you been on any courses or classes to help you get better at...? READ OUT, MULTICODE OK

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>1</td>
</tr>
<tr>
<td>Spelling</td>
<td>2</td>
</tr>
<tr>
<td>None</td>
<td>3</td>
</tr>
</tbody>
</table>

(60) NSS12.90

(61) NSS12.91

ASK IF BEEN ON COURSE AT QN22 OTHERS GO TO QN24

QN23 What type of classes/courses were these? RECORD VERBATIM

DETAILS NOT CODED

(61)

ASK ALL

QN24 Since leaving school, have you had any problems with numbers or simple arithmetic?

<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>Can't say</td>
<td>3</td>
</tr>
</tbody>
</table>

(62) NSS12.62

ASK QN25

GO TO INSTRUCTION BEFORE QN31

(63)
QN25  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?

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

(63)  NSS1263

QN26  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?

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

(64)  NSS1264

QN27  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?

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

(65)  NSS1265

QN28  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>......recognise and understand numbers when you see them</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>......add up</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>......take away</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>......divide</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

(66)  NSS1266
(67)  NSS1267
(68)  NSS1268
(69)  NSS1269

QN29  Have you been on any courses or classes since leaving school to help you get better at numbers or simple arithmetic?

Yes .................................................. 1  
No .................................................... 2
Can't say ......................................... 3

(70)  NSS270

ASK QN30

GO TO INSTRUCTION BEFORE QN31

QN30  What type of classes/courses were these? RECORD VERBATIM

..................................................
..................................................
..................................................
..................................................
..................................................
..................................................
..................................................

(71-72)
INTERVIEWER CHECK QN1, QN15 AND QN24

CODE 1 OR 2 BELOW:  
(73) NSSI2733

Respondent has problems with reading, writing or arithmetic  
(Code 1 at QN1, codes 1, 2 or 3 at QN15  
or code 1 at QN24) ............................................. 1 ASK QN31

Respondent has no problems  
(Code 2, 3 or 4 at QN1, codes 4, 5, 6 at QN15  
and codes 2, 3 at QN24) ................................. 2 GO TO QN36

QN31 Thinking about problems you have experienced with reading/writing/arithmetic, have you always had these kinds of problems or have they come about recently?  
(74) NSSI2734

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

QN32 How often did you receive special help at school for these problems? Was it regularly, occasionally or never? COMPLETE AS APPROPRIATE

Regularly  Occasionally  Never  NA

IF CODE 1 AT QN01
Reading  ...................................................... 1 NSSI2755  2  3  4 (75)

IF CODE 1 or 3 AT QN15
Writing  ....................................................... 1 NSSI2756  2  3  4 (76)

IF CODE 1 AT QN24
Number work .................................................... 1 NSSI2757  2  3  4 (77)

QN 33 Thinking back over the last 5 years (since March, 1991) would you say that these problems have got less, not changed, or got worse? CODE ONE  
(78) NSSI2738

Problems got less ............................................. 1
Not changed ...................................................... 2
Got worse ......................................................... 3
Can't say .......................................................... 4

CARD 13  9

QN34 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...  
Yes  No  Not applicable

...get a new job if you want one?  1  2  3 NSSI310  (10)
...cope with a job if you have one?  1  2  3 NSSI311  (11)
...to get on and get promotion in a job?  1  2  3 NSSI312  (12)
...manage your household business?  1  2  3 NSSI313  (13)
...help children read or learn things?  1  2  3 NSSI314  (14)
...to do the kinds of things you'd like  
to do in your spare time?  1  2  3 NSSI315  (15)
...to communicate with official people?  1  2  3 NSSI316  (16)
...to get your point of view across when  
you need to?  1  2  3 NSSI317  (17)
...to do other things  1  2  3 NSSI318  (18)

(IF CODE '1' GIVE DETAILS BELOW)

.................................................. DETAILS NOT CODED

..................................................
**QN35** Is there anything that you find you are able to do in order to reduce the effect that these problems have for you in your everyday life?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>(20)</td>
<td></td>
<td>NSS1320</td>
</tr>
</tbody>
</table>

(PROBE FOR DETAILS AND RECORD)

**DETAILS NOT CODED**

No, able to do nothing       (21)

**ASK ALL**

**QN36** In general, which of the following did you have in your home, on a regular basis, while you were at secondary school?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>A daily newspaper .......... 1</td>
<td>2</td>
<td>3 NSS1322</td>
</tr>
<tr>
<td>A weekly newspaper .......... 1</td>
<td>2</td>
<td>3 NSS1323</td>
</tr>
<tr>
<td>Magazines .................. 1</td>
<td>2</td>
<td>3 NSS1324</td>
</tr>
<tr>
<td>Comic books ................ 1</td>
<td>2</td>
<td>3 NSS1325</td>
</tr>
<tr>
<td>A selection of other books in your home, say 25 or more .......</td>
<td></td>
<td>3 NSS1326</td>
</tr>
<tr>
<td>An encyclopaedia ............ 1</td>
<td>2</td>
<td>3 NSS1327</td>
</tr>
<tr>
<td>A dictionary ............... 1</td>
<td>2</td>
<td>3 NSS1328</td>
</tr>
<tr>
<td>A radio or stereo .......... 1</td>
<td>2</td>
<td>3 NSS1329</td>
</tr>
<tr>
<td>A television ............... 1</td>
<td>2</td>
<td>3 NSS1330</td>
</tr>
<tr>
<td>A typewriter ............... 1</td>
<td>2</td>
<td>3 NSS1331</td>
</tr>
<tr>
<td>A telephone ............... 1</td>
<td>2</td>
<td>3 NSS1332</td>
</tr>
<tr>
<td>A computer ................ 1</td>
<td>2</td>
<td>3 NSS1333</td>
</tr>
</tbody>
</table>

**TIME INTERVIEW FINISHED:**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>(34)</td>
<td>(35)</td>
</tr>
<tr>
<td>(36)</td>
<td>(37)</td>
</tr>
</tbody>
</table>

(24 Hour Clock)

NSS1334    NSS1336

**LENGTH OF QUESTIONNAIRE:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(38)</td>
<td>(39)</td>
</tr>
</tbody>
</table>

Interviewer Declaration: I confirm that I have conducted this interview face-to-face with the above named person and that I asked all the relevant questions and recorded the answers in full conformance with the survey specifications and in accordance with the MRS code of conduct.

Date ....................

Interviewer Signature ....

Interviewer Name ........

Interviewer No: ... ... ... ...

(40) (41) (42) (43) (44)

**END INTERVIEW AND CONDUCT ASSESSMENTS**
3.5 Literacy and numeracy assessment
LITERACY & NUMERACY ASSESSMENTS

NAME ..............................................................................................................

ADDRESS ....................................................................................................... 

......................................................................................................................

TEL ..................................................................................................................

READ OUT
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.

I would like you to look at some cards like this (SHOWCARD A) 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. People have different ways of reading, some people want to read the text fully before being asked the questions, others want to scan the text and then look back after being asked the questions. It doesn't matter how you want to do it. 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?

Interviewer Declaration: I confirm that I have conducted this interview face-to-face with the above named person and that I asked all the relevant questions and recorded the answers in full conformance with the survey specifications and in accordance with the MRS code of conduct.

Date ...............................................................................................................

Interviewer Signature .....................................................................................

Interviewer Name ...........................................................................................

Interviewer No: ..............................................................................................

(17) (16) (15) (14) (13) (12) (11) (10)
**TIME AT START OF ASSESSMENT**  
**USE LEADING ZEROS**

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

(24 hour clock time)

---

**ASSESSMENT TASK 1**

**FOUNDATION**

**ADVERT**

**INSTRUCTION TO INTERVIEWER**  
SHOW INTERVIEWEE THE NEWSPAPER ADVERT FOR A CONCERT. (CARD A). WHEN THEY HAVE READ IT,  
ASK THE FOLLOWING QUESTIONS.

**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.

**Q1**  
Now you have had a look at the advert, can you tell me where the concert is being held?  
Interviewee answers.  
Thank you.

**Q2**  
Who will be playing at the concert?  
Interviewee answers.  
Thank you.

**Assessment guidelines**

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3 (26)</td>
</tr>
</tbody>
</table>

**Answer 1**  
Birmingham National Exhibition Centre/  
Birmingham NEC/National Exhibition Centre/  
NEC

**Answer 2**  
The Firm

**Performance criterion: Both correct**

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

(28)
ASSESSMENT TASK 2

READING A LETTER

INSTRUCTION TO INTERVIEWER
SHOW THE INTERVIEWEE THE LETTER (CARD B). WHEN THEY HAVE READ IT, ASK THE FOLLOWING QUESTIONS.

INTRODUCTORY SCRIPT
Now I would like you to do some more reading. Read this letter from a neighbour and when you are ready I will ask you some questions about it. You don't need to read it to me.

Now that you have read the letter, can you tell me

Q1 What does Jo want Pat to do for her?
   Interviewee answers.
   Thank you.

Q2 Why does she ask Pat to do the shopping?
   Interviewee answers.
   Thank you

Q3 At what time does Jo expect to return home?
   Interviewee answers.
   Thankyou.

Assessment guidelines

<table>
<thead>
<tr>
<th>Answer 1</th>
<th>She wants her to do some shopping for her/buy some items for her</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Not Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3 (29)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer 2</th>
<th>Because she is going to be home late.</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Not Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3 (30)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer 3</th>
<th>At about 9 o'clock (this evening).</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Not Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3 (31)</td>
</tr>
</tbody>
</table>

Performance criterion: Two or more correct

YES 1

NO 2
ASSESSMENT TASK 3

CHANGING BATTERIES

INSTRUCTION TO INTERVIEWER
SHOW THE INTERVIEWEE THE INSTRUCTIONS (CARD C). WHEN THEY HAVE LOOKED AT IT, ASK THE FOLLOWING QUESTIONS.

INTRODUCTORY SCRIPT
Sometimes we have to follow instructions given through pictures and writing. Here are some instructions for replacing a battery in a transistor radio. Please look at the four pictures and read the instructions and when you are ready, I will ask you some questions about them.

Now that you have looked at the instructions:

Q1 Where is the battery compartment to be found?
Interviewee answers.
Thank you.

Q2 Which of the old batteries should be removed first?
Interviewee answers.
Thank you.

Q3 Which of the three new batteries should be inserted last?
Interviewee answers.
Thank you.

Assessment guidelines

<table>
<thead>
<tr>
<th>Answer</th>
<th>Description</th>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer 1</td>
<td>On the back of the transistor.</td>
<td>1</td>
<td>2</td>
<td>3 (33)</td>
</tr>
<tr>
<td>Answer 2</td>
<td>The middle (or central) battery.</td>
<td>1</td>
<td>2</td>
<td>3 (34)</td>
</tr>
<tr>
<td>Answer 3</td>
<td>The middle (or central) battery.</td>
<td>1</td>
<td>2</td>
<td>3 (35)</td>
</tr>
</tbody>
</table>

Performance criterion: Two or more correct

YES 1
NO 2
ASSESSMENT TASK 4

NEWSPAPER EXTRACT

INSTRUCTION TO INTERVIEWER
SHOW THE INTERVIEWEE THE NEWSPAPER EXTRACT (CARD D). WHEN THEY HAVE LOOKED AT IT, ASK THE FOLLOWING QUESTIONS.

INTRODUCTORY SCRIPT
This time I would like you to read an extract from a newspaper.

Q1 Now that you have looked at the newspaper extract, can you tell me what are we told about Whisky's condition when she walked into the distillery in Scotland?
Interviewee answers.
Thank you.

Q2 How did she survive without food?
Interviewee answers.
Thank you.

Q3 Where is Whisky now?
Interviewee answers.
Thank you.

Assessment guidelines

<table>
<thead>
<tr>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer 1 She was very much the worse for wear/unsteady on her feet.</td>
<td>[ ] 1</td>
<td>[ ] 2</td>
<td>[ ] 3 (37)</td>
</tr>
<tr>
<td>Answer 2 She licked the dregs from the barrel.</td>
<td>[ ] 1</td>
<td>[ ] 2</td>
<td>[ ] 3 (38)</td>
</tr>
<tr>
<td>Answer 3 In a cattery or in Scotland (words to that effect).</td>
<td>[ ] 1</td>
<td>[ ] 2</td>
<td>[ ] 3 (39)</td>
</tr>
</tbody>
</table>

Performance criterion: Two or more correct YES NO
[ ] 1 [ ] 2 (40)
ASSESSMENT TASK 5

CONSULTING YELLOW PAGES

INSTRUCTION TO INTERVIEWER
Give the interviewee the Yellow Pages extracts (Sheets Ea, Eb, Ec, Ed and Ee). When they have looked at them, ask the following questions.

INTRODUCTORY SCRIPT
The Yellow Pages issued by British Telecom are helpful if we want to locate a business of any kind.

Q1 Look at the index papers of the Yellow Pages and tell me which page the details of plumbers is on?
Interviewee answers.
Thank you.

Q2 What is the telephone number of a Plumber in the Chiswick area
Interviewee answers.
Thank you.

Assessment guidelines

<table>
<thead>
<tr>
<th>Answer 1</th>
<th>Page 817 (Plumbers)</th>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer 2</th>
<th>Any of 081 948 8486 081 998 8412 081 998 5600 081 943 4525 081 995 4135 Cellnet (0860) 822285</th>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Performance criterion: Both correct

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
ASSESSMENT TASK 6  LEVEL 2

CONSERVATION ARTICLE

INSTRUCTION TO INTERVIEWER
GIVE INTERVIEWEE THE ARTICLE (CARD F) AND WHEN THEY HAVE READ IT ASK THE FOLLOWING QUESTIONS ABOUT IT.

INTRODUCTORY SCRIPT
Next I would like you to look through an article about conservation. I will then ask some questions about it.

Q1 Now that you have looked through the article, approximately how many different types of grass are there in the world?
Interviewee answers.
Thank you.

Q2 Can you tell me the names of three types of cereal?
Interviewee answers.
Thank you.

Q3 Which cereal grows well in poor, sandy soil?
Interviewee answers.
Thank you.

Q4 How is flour made from wheat?
Interviewee answers.
Thank you.

Assessment guidelines

Answer 1 There are approximately 10,000 types of grasses.

Answer 2 Any three of wheat, rice, maize, barley, oats & rye.

Answer 3 Rye.

Answer 4 Ears of wheat are ground to make flour.

Performance criterion: Three or more correct.

Correct Incorrect NA

YES NO
ASSESSMENT TASK 7

LEVEL 2

READING INFORMATION ABOUT A TOWN

INSTRUCTION TO INTERVIEWER
GIVE THE INTERVIEWEE (CARD G). WHEN THEY HAVE READ IT, ASK THE FOLLOWING QUESTIONS.

INTRODUCTORY SCRIPT
The next bit of reading is about employment in Washington new town. It contains statistics and charts. Please look through it and I will ask you some questions about it.

Q1 Now that you have read about Washington new town, can you tell me during the period 1965-1982 in which year do the statistics show the greatest amount of new factory space being made available?
Interviewee answers.
Thank you.

Q2 What percentage of people, according to the charts, work in the Town Centre and in the Concord Centre and other villages?
Interviewee answers.
Thank you.

Q3 How do we know that the pedestrian walkways have proved very successful?
Interviewee answers.
Thank you.

Assessment guidelines

<table>
<thead>
<tr>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1970</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3 (49)</td>
</tr>
<tr>
<td>2 40% or 21% + 19%</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3 (50)</td>
</tr>
<tr>
<td>3 Because more than one third of workers, who lived in the new town, walked to work.</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3 (51)</td>
</tr>
</tbody>
</table>

Performance criterion: Two or more correct

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1</td>
<td>□ 2 (52)</td>
</tr>
</tbody>
</table>
INSTRUCTION TO INTERVIEWER
GIVE THE ARTICLE (CARDS Ha & Hb) TO INTERVIEWEE AND WHEN THEY HAVE READ IT, ASK THE FOLLOWING QUESTIONS ABOUT IT.

INTRODUCTORY SCRIPT
Now I would like you to extract and interpret information from passages from a report, with charts and graphs. Please, read this passage from "Social Trends" and then answer some questions on what you have read.

Now you have read the article, please tell me whether, according to the article, the following information is true or false.

Q1 Between 1971 and 1991 the number of divorces has more than trebled.
   Interviewee answers.
   Thank you.

Q2 Since 1971 there has been a decrease in the number of people living alone.
   Interviewee answers.
   Thank you.

Q3 In 1991 just over 17 per cent of families with dependent children were headed by a lone mother.
   Interviewee answers.
   Thank you.

Assessment guidelines

<table>
<thead>
<tr>
<th>Answer 1</th>
<th>False</th>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3 (53)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer 2</th>
<th>False</th>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3 (54)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer 3</th>
<th>True</th>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3 (55)</td>
</tr>
</tbody>
</table>

Performance criterion: Two or more correct YES NO  ☐ 1 ☐ 2 (56)
COMPLETING A JOB APPLICATION FORM

INSTRUCTION TO INTERVIEWER
SHOW INTERVIEWEE THE FORM. WHEN THEY HAVE LOOKED AT IT, THEY ARE ASKED TO COMPLETE IT. EXPLAIN ANY WORDS OR PHRASES THAT ARE UNCLEAR.

INTRODUCTORY SCRIPT
When you apply for a job you usually have to complete an application form. I would like you to look at this form and complete it. The job is to organise a summer camp for disabled children.

Q1  Now that you have looked at the form, please complete it. When you get to the 'Previous Experience' section I will give you some information that I want you to put in. (IF NECESSARY: If any words or phrases are unclear, let me know and I will explain them.) Interviewee answers.
Thank you.

WAIT FOR RESPONDENT TO REACH "PREVIOUS EXPERIENCE" SECTION AND THEN ASK Q2

Q2  Please say that you have had previous experience in helping to organise a summer camp for disabled children. You have also had temporary work in a supermarket which involved dealing with the public.
Interviewee answers.
Thank you.
INTERVIEWER REMARKS (COMPLETE EVEN IF TEST ENDED PREMATURELY)

Q1  TIME AT COMPLETION OF LITERACY TASKS  Hours  Mins

(24 hour clock time)

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

YES  ....................  1  GOT TO Q2b
NO  ......................  2  GO TO Q3

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

<table>
<thead>
<tr>
<th>NO. OF PERSONS</th>
<th>Effect on Respondent's Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>(USE LEADING ZERO)</td>
<td>Seemed to be harmful</td>
</tr>
<tr>
<td>ADULTS</td>
<td>1  ....................  2  ............  3  (66)</td>
</tr>
<tr>
<td>CHILDREN</td>
<td>1  ....................  2  ............  3  (67)</td>
</tr>
</tbody>
</table>

Q3  a)  Was this section ended prematurely?

YES  ....................  1  GO TO Q3b
NO  ......................  2  GO TO NOs SECTION

b)  Reason for premature termination of this section.

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

MOVE ON TO NUMBERS SECTION

11
ASSESSMENT TASK 10

SHOPPING FOR A NEIGHBOUR

INSTRUCTION TO INTERVIEWER
GIVE THE INTERVIEWEE CARD I. ASK THE QUESTION FAIRLY SLOWLY AND REPEAT IT IF NECESSARY. THE INTERVIEWEE MAY NOT USE A CALCULATOR FOR THIS QUESTION.

INTRODUCTORY SCRIPT
The next part is to find out how happy you are using numbers in a variety of different situations. The first one is about money. I am going to ask you a question and then I want you to tell me the answer.

We are neighbours, you have offered to do some shopping for me. People sometimes make mistakes when handling money. The price of the items is on the card.

Q1 You have bought me a loaf of bread and two tins of soup. If I give you £2 how much change should you give me?

<table>
<thead>
<tr>
<th>Assessment guidelines</th>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer 1 42p given</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3 (70)</td>
</tr>
</tbody>
</table>

**Performance criterion:** Item correct.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1</td>
<td>□ 2 (72)</td>
</tr>
</tbody>
</table>
ASSESSMENT TASK 11

PLANNING A ROUTE FOR A JOB INTERVIEW

INSTRUCTION TO INTERVIEWER
GIVE THE INTERVIEWEE CARD J. READ OUT THE QUESTIONS SLOWLY. MAKE SURE THEY HAVE A PENCIL AND PAPER.

INTRODUCTORY SCRIPT
The next question is about planning a route to a job interview in Almsford and working out how long it will take to get there.

You need to work out which train to take for a job interview in Almsford at 11.30. However, you want to arrive early, at 11.15 and there is a ten minute walk from the station to the company’s offices. Look at the timetable on this Card (J) to answer the following questions. You will take the train from Newgate Station.

Q1 Work out which train you need so that you arrive at the company by 11.15.

Q2 What time will you arrive at the company?

Assessment guidelines

<table>
<thead>
<tr>
<th>Answer 1</th>
<th>Selects the 10.32 train from Newgate</th>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer 2</th>
<th>Calculates arrival time as 11.05</th>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Performance criterion: One or more answers correct.

YES NO

1 2 (74)
THE AMOUNT OF FLOOR SPACE IN A ROOM

INSTRUCTION TO INTERVIEWER
GIVE THE INTERVIEWEE CARD K. READ THE QUESTION SLOWLY. THE INTERVIEWEE MAY USE A CALCULATOR - RECORD WHETHER THEY DO USE A CALCULATOR IN THE BOXES BELOW.

INTRODUCTORY SCRIPT
This question asks you to calculate the area of a room. Here is a diagram of the room with the measurements. Please calculate the floor area of the room. You may use a calculator from now on.

Assessment guidelines

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>294 Square feet</td>
<td>□ 1</td>
<td>□ 2</td>
</tr>
</tbody>
</table>

Performance criterion: Right answer

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1</td>
<td>□ 2 ( (76) )</td>
</tr>
</tbody>
</table>

Calculation correct but omitted "square feet"

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1</td>
<td>□ 2 ( (77) )</td>
</tr>
</tbody>
</table>

Used Calculator

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1</td>
<td>□ 2 ( (78) )</td>
</tr>
</tbody>
</table>
ASSESSMENT TASK 13

AN EVENING WITH FRIENDS

INSTRUCTION TO INTERVIEWER
GIVE THE INTERVIEWEE CARD L. READ THE QUESTION SLOWLY.

INTRODUCTORY SCRIPT
Now I would like you to imagine that you and some friends are going to watch some videos.

The whole group decides to order some take-away pizza while watching the videos. There will be six of you in total and you have decided to split the costs equally between you.

Two videos were hired for the evening. Each video costs £2.50 for the evening. The pizza costs £19.66 in total for all six people.

Q1 What is the total cost?

Q2 Work out exactly how much each person has to pay.

You may use a calculator.

Assessment guidelines

<table>
<thead>
<tr>
<th>Answer 1</th>
<th>Calculates total as £24.66</th>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3  (10)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer 2</th>
<th>Calculates total per person as £4.11 (N.B. need exact answer)</th>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3  (11)</td>
</tr>
</tbody>
</table>

Performance criterion: Both correct.  YES  NO

Used Calculator.  YES  NO
ASSESSMENT TASK 14

POND LINER

INSTRUCTION TO INTERVIEWER
GIVE THE INTERVIEWEE CARD M. READ THE QUESTIONS SLOWLY.

INTRODUCTORY SCRIPT
This time I want you to imagine you are going to dig a pond in a garden. You need to work out the area of the pondliner required. On this sheet there is a diagram of the pond.

The sheet also gives a gardening magazine's instructions for working out the amount of liner required. Work out the amount of liner you will need for this pond.

Assume that your pond is going to be two feet deep. Please go ahead and calculate the area of the pond liner you need.

Assessment guidelines

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

45 Square feet

Performance criterion: Right answer

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Calculation correct but omitted "square feet"

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Used Calculator

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
ASSESSMENT TASK 15

COUNCIL SPENDING

INSTRUCTION TO INTERVIEWER
GIVE THE INTERVIEWEE CARD N. READ THE QUESTIONS SLOWLY.

INTRODUCTORY SCRIPT
This is about extracting information about council spending from a chart.

Q1 What was the 1993 Education spending, to the nearest million pounds?
Q2 What was the 1994 Fire department spending, to the nearest million pounds?
Q3 Which department spent nearly £6 million in 1994?

Assessment guidelines

Correct Incorrect NA

Answer 1 £24m to the nearest £million
N.B. - incorrect if gives exact answers

Answer 2 £2m to the nearest £million
N.B. - incorrect if gives exact answers

Answer 3 Housing

Performance criterion: Three items correct.

YES NO

(18) (19) (20) (21)
ASSESSMENT TASK 16

AT THE RESTAURANT

INSTRUCTION TO INTERVIEWER
GIVE THE INTERVIEWEE CARD 0. READ THE QUESTION SLOWLY.

INTRODUCTORY SCRIPT
The next question is about two families together at a restaurant. This is what they have ordered.

Q1 What is the total bill, including a 12½% service charge, going to be?

Assessment guidelines

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3 (22)</td>
<td></td>
</tr>
</tbody>
</table>

Answer 1 £53.92

Performance criterion: Right answer

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>(25)</td>
<td></td>
</tr>
</tbody>
</table>

Used Calculator

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>(24)</td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT TASK 17
BUYING FURNITURE ON CREDIT

INSTRUCTION TO INTERVIEWER
GIVE INTERVIEWEE CARD P. READ THE QUESTIONS SLOWLY. A CALCULATOR MAY BE USED.

THE RESPONDENT MAY NOT CHANGE THEIR ANSWER TO Q1 AFTER ANSWERING Q2. MARK THEIR FIRST ANSWER

INTRODUCTORY SCRIPT
This time you are deciding whether to pay for a new suite of furniture by taking out a bank loan or using the store’s hire purchase scheme. The suite costs £2000 and you want to pay for it over two years. Find out which is cheapest: the bank loan or the hire purchase scheme by answering these questions.

Q1 Which is the cheapest way of paying monthly?
Q2 Which is the cheapest way of paying overall?
Q3 And by how much cheaper is it overall?

Assessment guidelines

<table>
<thead>
<tr>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank loan</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3 (25)</td>
</tr>
<tr>
<td>Bank loan</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3 (26)</td>
</tr>
<tr>
<td>£21.12 (Need exact answer)</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3 (27)</td>
</tr>
</tbody>
</table>

Performance criterion: Three correct

YES □ 1 NO □ 2 (28)

Used Calculator

YES □ 1 NO □ 2 (29)
ASSESSMENT TASK 18

BASICS

INSTRUCTION TO INTERVIEWER
SHOW INTERVIEWEE CARD Q. READ QUESTIONS SLOWLY. A CALCULATOR MAY BE USED.

INTRODUCTORY SCRIPT
This is about what people spend on food, fuel and shelter - the basic necessities of life.

Q1 What percentage of income does a UK person earning £10,000 per year spend on basics?
Q2 What percentage of income does someone in the USA earning £30,000 per year spend on basics?
Q3 What does the second graph tell us about the relationship between earnings and cost of living since 1993?
Q4 What was the percentage difference between the rise in earnings and the rise in the cost of living in 1994?

Assessment guidelines

<table>
<thead>
<tr>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer 1</td>
<td>About 65%</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Answer 2</td>
<td>About 65%</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Answer 3</td>
<td>Earnings have risen faster than the cost of living since 1988</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Answer 4</td>
<td>4-5%</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Performance criterion: Three or more correct.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Used Calculator

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
INTERVIEWER REMARKS  (COMPLETE EVEN IF TEST ENDED PREMATURELY)

Q1  TIME AT COMPLETION OF NUMERACY TASKS  

<table>
<thead>
<tr>
<th>Hours</th>
<th>Mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>(36)</td>
<td>(38)</td>
</tr>
</tbody>
</table>

(24 hour clock time)

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>1 GO TO Q2b</td>
</tr>
<tr>
<td>NO</td>
<td>2 GO TO Q3</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>(USE LEADING ZERO)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADULTS</td>
<td>(41) (42)</td>
<td>1 . . . . . . . .</td>
<td>2 . . . . . . . .</td>
</tr>
<tr>
<td>CHILDREN</td>
<td>(43) (45)</td>
<td>1 . . . . . . . .</td>
<td>2 . . . . . . . .</td>
</tr>
</tbody>
</table>

Q3  a)  Was this section terminated prematurely?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>1 GO TO Q3b</td>
</tr>
<tr>
<td>NO</td>
<td>2 END</td>
</tr>
</tbody>
</table>

b)  Reason for premature termination of this section.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort member asked to terminate</td>
<td>1</td>
</tr>
<tr>
<td>Cohort member became uncomfortable and interviewer suggested termination</td>
<td>2</td>
</tr>
<tr>
<td>Major interruption caused termination</td>
<td>3</td>
</tr>
<tr>
<td>Other (WRITE IN AND CODE 4)</td>
<td>4</td>
</tr>
</tbody>
</table>
3.6 Literacy and numeracy assessment showcards
THE FIRM

Appearing at the

BIRMINGHAM NATIONAL EXHIBITION CENTRE

On

19 November 1994

at

7.30pm

Tickets:

£8.50, £10.00, £15.00
Dear Pat,

As I am going to be late home from work today I would be very grateful if you could buy some items for me on your regular trip to the supermarket. I shall need:

- a large loaf of sliced brown bread
- a jar of marmalade
- a packet of cornflakes
- 1 pound of apples
- 1 packet (1 kg) of basmati rice
- 2 small plain yoghurts

I enclose £10.00 to cover the cost of these items.

I hope to see you at about 9 o’clock this evening.

Thank you very much for your kindness.

Jo
1. The battery compartment is found on the back of the transistor set. Remove the battery compartment cover by pressing on it and sliding the cover off.

2. To take out the old batteries, press down on the base of the central battery. The two other batteries, to the left and right of the middle one can then be taken out.

3. To insert the three new batteries in the battery compartment place the first and third batteries in the compartment with their plus signs facing to the left hand side. The second (and middle battery) can then be inserted.

4. Replace the battery compartment cover by putting it onto the slots provided and pushing the cover firmly into position.

Diagrams from Sony Corporation
The Stowaway Cat

Whisky the cat had only planned to curl up for a quick snooze after a night on the tiles in Louisville, Kentucky. She ended up nursing a bad hangover after spending thirty days in a used whisky barrel while crossing the Atlantic Ocean by ship.

The young black and white cat survived without food by licking the dregs from the wooden barrel. When she walked unsteadily into the whisky distillery in Keith, Scotland, she was very much the worse for wear.

"She was struggling to get to her feet, not just through lack of food, but because she would also have been somewhat affected by the whisky", said company boss John Watson.

The police, who were called to look into this unlawful entry, said cat stowaways are usually destroyed. But the company decided to spare what was left of Whisky the cat’s nine lives.

"It seemed the only decent thing to do after all she has been through. It’s amazing that she’s still alive.”

Whisky is now serving out her time in a cattery. She had lost weight during the journey by ship but was able to get vital nourishment from the whisky dregs.

Adapted from report by Angela Johnson
The Guardian, 17.6.93
CARD Ea

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PIED PIPER COMPANIES
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772
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See also Millinery
772
PIEGS
See also Millinery
772
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W4 5SN
Cellnet (0860) 822285

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L.R. Gold (Plumbing & Heating)
54 Farm Road HAB 9LT
081-958 9300

*M.H. Luke, RP
All-Ways (Emergency)
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HAB 5NH
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071-731 2561

A.D. Williams, RP
A.D. Williams Plumbing & Heating
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HA2 9HQ
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A.A. Marshall (Plumbing & Heating)
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HA2 0SH
081-205 6283

W.P. Murray, RP
W. Murray & Associates
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David Cheese Plumbing & Heating
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(0923) 821262

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Cellnet (0860) 887175

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0895 259178
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Fryer Plumbing Services
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(0895) 255435

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F & G Weeks
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Hillingdon UB10 9E2
(0895) 259326

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(0895) 449452
UB7 7RY
Mobile (0831) 690564

*Emergency Service
The Importance of Cereal Grasses in Providing Essential Food

THE grass family is one of the most important plant groups in the world. It is a major source of food for humans and animals, and grows with the least encouragement. It helps to prevent topsoil being worn away by the rain and wind. Many people do not realise that there are about 10,000 different species of grass in the world. They can be divided into six main groups: cereals, grazing grasses, sugar cane, turf, ornamental, and woody grasses.

Our need for cereal grasses is very large. Cereal grasses cover over half of the land used to grow food in the world. Cereals include things such as wheat, rice, maize, barley oats and rye. The seeds of wheat make grain which is ground into flour for making bread, noodles, pasta and breakfast cereals. Rice is the staple food for over a third of the world’s population. Oats and maize are used to feed animals as well as humans. Oats are used to make things such as porridge, and maize is eaten in the forms of flour, sweetcorn, popcorn, and oil.

Large areas of grassland cover every continent. Almost half of the British landscape consists of grassland. About half of that is taken up with growing cereals. Some grasses simply help prepare land for cereal crops because they help to improve the structure of the soil.
WASHINGTON, County Durham, was planned as a new town in 1964. At that time local unemployment was considered high at 4.5% as a result of a decline in coal mining, shipbuilding and heavy industries.

However, in the period 1965-1982 the population nearly trebled as new employers sought workers. One of the biggest employers, Nissan the motor manufacturers, built their new factory just outside the new town boundary. Firms that supplied parts to Nissan set up in Washington itself.

Of those in employment 44% worked in the new town, while the remainder had jobs outside. More than a third of the workers, who lived in the town, walked to work – a tribute to the new town planners who had provided pedestrian walkways.

Washington new town statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
<th>New Dwellings</th>
<th>New factory space (m²)</th>
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</thead>
<tbody>
<tr>
<td>1965</td>
<td>20,000</td>
<td>59</td>
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<tr>
<td>1966</td>
<td>20,298</td>
<td>142</td>
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<tr>
<td>1967</td>
<td>20,485</td>
<td>88</td>
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<tr>
<td>1968</td>
<td>21,182</td>
<td>333</td>
<td>19,942</td>
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<td>1969</td>
<td>22,856</td>
<td>797</td>
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<tr>
<td>1970</td>
<td>23,623</td>
<td>365</td>
<td>63,822</td>
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<td>1971</td>
<td>25,200</td>
<td>1061</td>
<td>12,701</td>
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<tr>
<td>1972</td>
<td>28,566</td>
<td>1603</td>
<td>39,624</td>
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<td>1973</td>
<td>30,609</td>
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<td>1978</td>
<td>47,733</td>
<td>685</td>
<td>4,598</td>
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<td>1979</td>
<td>49,620</td>
<td>595</td>
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<td>1980</td>
<td>50,100</td>
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<tr>
<td>1981</td>
<td>51,960</td>
<td>952</td>
<td>25,030</td>
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<tr>
<td>1982</td>
<td>52,570</td>
<td>937</td>
<td>24,060</td>
</tr>
</tbody>
</table>
Households & Families

Marriage and divorce
In recent decades most European countries have experienced considerable social change. These changes have been reflected in various demographic indicators, such as marriage, divorce and cohabitation. Generally speaking, in most European countries the prevalence of divorce and cohabitation has risen, whilst marriage rates have declined. Chart 1, which looks at marriage and divorce rates in Great Britain over the past two decades, shows that marriages have fallen by almost 16 per cent, whilst divorces have more than doubled over the same period.

In 1991, the number of divorces was over 171 thousand — the highest on record. For every two marriages in Great Britain in 1991 there was one divorce.

Households
Since 1945, there has been a large increase in the number of people living alone. Whilst the number of one person households has been growing, the number of ‘traditional’ households has been falling.

The most common household type in Great Britain is a married couple without children. One family households with between one or two children, or no children at all, comprise almost half the households in each country.

Families
Whereas a household is defined as a person living alone or a group of people living together; a family is a married, or cohabiting, couple with or without children, or a lone parent with children. People living alone are not considered a family. Between 1961 and 1992 there was a threefold increase in the proportion of people living alone and a fourfold increase in the proportion of the population living in lone parent families (compare Chart 2).

There were about 1.3 million one-parent families in Great Britain in 1991, containing approximately 2.2 million dependent children. In the four years up to 1991 the number of single parents grew, increasing by 24 per cent, while the number of dependent children in one-parent families increased by half a million, from 1.7 million in 1987. In 1991 just over 17 per cent of families with dependent children were headed by a lone mother compared with just over 1 per cent headed by a lone father (Chart 3). The figures reflect the rise in both divorce and births outside marriage.

1. Marriages and divorces

[Chart showing marriage and divorce rates in Great Britain from 1971 to 1991]

Source: Office of Population Censuses and Surveys, General Register Office, Scotland
The number of births outside wedlock has increased dramatically since 1960. Even over the last decade, the proportion of live births outside marriage more than doubled to almost one in every three births in 1992 (Chart 4).
a loaf of bread

68p each

two tins of soup

45p each
# PLANNING A ROUTE FOR A JOB INTERVIEW

## Hazledene & Co.

The Dene, Almsford, Hampshire.

**Interview Details:**

- **Interview time:** 11.30
- **Please arrive by:** 11.15

Hazledene & Co are a 10 minute walk from Almsford Railway Station.

## British Rail Timetable

### Morton to Turnerstone

<table>
<thead>
<tr>
<th>Location</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
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<td>10.37</td>
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<td>Graves End</td>
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<td>10.41</td>
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<td>Meadstone</td>
<td>10.49</td>
<td>11.09</td>
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<td>Almsford</td>
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<td>11.15</td>
<td>11.35</td>
<td>11.55</td>
<td></td>
</tr>
<tr>
<td>Turnerstone</td>
<td>11.01</td>
<td>11.21</td>
<td>11.41</td>
<td>12.01</td>
<td></td>
</tr>
</tbody>
</table>

### Turnerstone to Morton

<table>
<thead>
<tr>
<th>Location</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turnerstone</td>
<td>12.24</td>
<td>12.59</td>
<td>13.34</td>
<td>13.59</td>
<td></td>
</tr>
<tr>
<td>Almsford</td>
<td>12.30</td>
<td>13.05</td>
<td>13.40</td>
<td>14.05</td>
<td></td>
</tr>
<tr>
<td>Meadstone</td>
<td>12.36</td>
<td>13.11</td>
<td>13.46</td>
<td>14.11</td>
<td></td>
</tr>
<tr>
<td>Appleby</td>
<td>12.45</td>
<td>13.20</td>
<td>13.55</td>
<td>14.20</td>
<td></td>
</tr>
<tr>
<td>Newgate</td>
<td>12.53</td>
<td>13.28</td>
<td>14.03</td>
<td>14.28</td>
<td></td>
</tr>
<tr>
<td>Morton</td>
<td>13.08</td>
<td>13.43</td>
<td>14.18</td>
<td>14.43</td>
<td></td>
</tr>
</tbody>
</table>
Diagram of the floor space in a room:

21 ft

14 ft
AN EVENING WITH FRIENDS

2 Videos
£2.50 each

Take-away Pizza
£19.66
1. The pond is 2 ft deep

2. (a) To the greatest width add 2 ft plus the depth of the pond.
(b) To the greatest length add 2 ft plus the depth of the pond.

3. Use (a) and (b) to calculate the area of the liner required.
<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>1993 (£m)</th>
<th>1994 (£m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATION</td>
<td>23.73</td>
<td>24.28</td>
</tr>
<tr>
<td>HOUSING</td>
<td>6.24</td>
<td>5.96</td>
</tr>
<tr>
<td>CLEANSING</td>
<td>2.16</td>
<td>2.87</td>
</tr>
<tr>
<td>FIRE</td>
<td>1.99</td>
<td>2.31</td>
</tr>
<tr>
<td>POLICE</td>
<td>8.80</td>
<td>10.34</td>
</tr>
<tr>
<td>AMBULANCE</td>
<td>2.85</td>
<td>3.02</td>
</tr>
<tr>
<td>OTHER</td>
<td>6.50</td>
<td>10.25</td>
</tr>
<tr>
<td>TOTAL</td>
<td>52.27</td>
<td>58.85</td>
</tr>
</tbody>
</table>
**ORDER**

<table>
<thead>
<tr>
<th>Family 1 orders:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 x Steak &amp; Chips</td>
<td>£4.95 each</td>
</tr>
<tr>
<td>2 x Fish &amp; Chips</td>
<td>£3.95 each</td>
</tr>
<tr>
<td>1 Bottle of Red Wine</td>
<td>£4.99 each</td>
</tr>
<tr>
<td>3 x Ice Cream</td>
<td>£0.95 each</td>
</tr>
<tr>
<td>1 x Chocolate Pudding</td>
<td>£1.60 each</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family 2 orders:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 x Steak &amp; Chips</td>
<td>£4.95 each</td>
</tr>
<tr>
<td>2 x Fish &amp; Chips</td>
<td>£3.95 each</td>
</tr>
<tr>
<td>1 Bottle of Red Wine</td>
<td>£4.99 each</td>
</tr>
<tr>
<td>3 x Ice Cream</td>
<td>£0.95 each</td>
</tr>
</tbody>
</table>
### Bank Loan Rate Table

<table>
<thead>
<tr>
<th>LOAN</th>
<th>60 month term</th>
<th>48 month term</th>
<th>36 month term</th>
<th>24 month term</th>
<th>12 month term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monthly</td>
<td>Total</td>
<td>Monthly</td>
<td>Total</td>
<td>Monthly</td>
</tr>
<tr>
<td>1000</td>
<td>26.01</td>
<td>1560.60</td>
<td>29.97</td>
<td>1438.56</td>
<td>36.72</td>
</tr>
<tr>
<td>1500</td>
<td>39.02</td>
<td>2341.20</td>
<td>44.95</td>
<td>2157.80</td>
<td>55.08</td>
</tr>
<tr>
<td>2000</td>
<td>52.02</td>
<td>3121.20</td>
<td>59.94</td>
<td>2877.12</td>
<td>73.44</td>
</tr>
<tr>
<td>2500</td>
<td>62.72</td>
<td>3763.20</td>
<td>72.70</td>
<td>3489.60</td>
<td>89.68</td>
</tr>
<tr>
<td>3000</td>
<td>75.26</td>
<td>4515.60</td>
<td>87.24</td>
<td>4187.52</td>
<td>107.61</td>
</tr>
<tr>
<td>4000</td>
<td>100.35</td>
<td>6021.00</td>
<td>116.33</td>
<td>5583.84</td>
<td>143.48</td>
</tr>
<tr>
<td>5000</td>
<td>125.44</td>
<td>7256.40</td>
<td>145.41</td>
<td>6979.68</td>
<td>179.35</td>
</tr>
</tbody>
</table>

### Hire Purchase Loan Rate Table

<table>
<thead>
<tr>
<th>LOAN</th>
<th>£500</th>
<th>£2,000</th>
<th>£2,500</th>
<th>£5,000</th>
<th>£10,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 MONTHS</td>
<td>Total to repay £</td>
<td>555.96</td>
<td>2223.60</td>
<td>2755.08</td>
<td>5436.12</td>
</tr>
<tr>
<td></td>
<td>Monthly repayment £</td>
<td>46.32</td>
<td>185.30</td>
<td>229.59</td>
<td>453.01</td>
</tr>
<tr>
<td>24 MONTHS</td>
<td>Total to repay £</td>
<td>611.04</td>
<td>2443.68</td>
<td>3005.04</td>
<td>5859.84</td>
</tr>
<tr>
<td></td>
<td>Monthly repayment £</td>
<td>25.46</td>
<td>101.82</td>
<td>125.21</td>
<td>244.16</td>
</tr>
<tr>
<td>36 MONTHS</td>
<td>Total to repay £</td>
<td>669.24</td>
<td>2676.96</td>
<td>3268.44</td>
<td>6303.96</td>
</tr>
<tr>
<td></td>
<td>Monthly repayment £</td>
<td>18.59</td>
<td>74.36</td>
<td>90.79</td>
<td>175.11</td>
</tr>
<tr>
<td>48 MONTHS</td>
<td>Total to repay £</td>
<td>730.56</td>
<td>2923.20</td>
<td>3545.76</td>
<td>6768.00</td>
</tr>
<tr>
<td></td>
<td>Monthly repayment £</td>
<td>15.22</td>
<td>60.90</td>
<td>73.87</td>
<td>141.00</td>
</tr>
<tr>
<td>60 MONTHS</td>
<td>Total to repay £</td>
<td>793.60</td>
<td>3181.80</td>
<td>3835.80</td>
<td>7251.60</td>
</tr>
<tr>
<td></td>
<td>Monthly repayment £</td>
<td>13.26</td>
<td>53.03</td>
<td>63.93</td>
<td>120.86</td>
</tr>
</tbody>
</table>
APPENDIX 1

Derived Variables
(including imputation syntax)
**NCDS Thirty seven-year Sample Survey: Derived variables**

As mentioned in the earlier sections, the variables corresponding to specific questions asked on the survey instruments or results of assessments, have names of the form ‘nssXXXX’.

The rest of those on the dataset are derived variables, whose names and descriptions are as follows:-

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>rgsc91</td>
<td>Registrar-General’s Social Class 1991 based on SOC</td>
</tr>
<tr>
<td>seg91</td>
<td>Socio-Economic Group 1991 based on SOC</td>
</tr>
<tr>
<td>soc</td>
<td>SOC Occupational Coding Classification</td>
</tr>
<tr>
<td>kos</td>
<td>KOS Occupational Coding Classification</td>
</tr>
<tr>
<td>codot</td>
<td>CODOT Occupational Coding Classification</td>
</tr>
<tr>
<td>occgrp95</td>
<td>Occupational Status at 37</td>
</tr>
<tr>
<td>c1prob</td>
<td>Child #1 Skill Difficulties?</td>
</tr>
<tr>
<td>c2prob</td>
<td>Child #2 Skill Difficulties?</td>
</tr>
<tr>
<td>c3prob</td>
<td>Child #3 Skill Difficulties?</td>
</tr>
<tr>
<td>c4prob</td>
<td>Child #4 Skill Difficulties?</td>
</tr>
<tr>
<td>c5prob</td>
<td>Child #5 Skill Difficulties?</td>
</tr>
<tr>
<td>c6prob</td>
<td>Child #6 Skill Difficulties?</td>
</tr>
<tr>
<td>c1_6prob</td>
<td>Any Child Skill Difficulties?</td>
</tr>
<tr>
<td>read37</td>
<td>Reading difficulties at age 37</td>
</tr>
<tr>
<td>write37</td>
<td>Write/spell difficulties at age 37</td>
</tr>
<tr>
<td>basic37</td>
<td>Basic skill difficulties at age 37</td>
</tr>
<tr>
<td>basic37c</td>
<td>Basic skill difficulties at age 37 - not spelling</td>
</tr>
<tr>
<td>litscor1</td>
<td>Literacy composite test scores (short version based on performance criteria)</td>
</tr>
<tr>
<td>litscor2</td>
<td>Literacy composite test scores (long version based on recoded test items)</td>
</tr>
<tr>
<td>numscor1</td>
<td>Numeracy composite test scores (short version based on performance criteria)</td>
</tr>
<tr>
<td>numscor2</td>
<td>Numeracy composite test scores (long version based on recoded test items)</td>
</tr>
<tr>
<td>litscor3</td>
<td>Literacy composite test scores (based on litscor1 but re-scaled to range 0 to 10)</td>
</tr>
<tr>
<td>numscor3</td>
<td>Numeracy composite test scores (based on numscor1 but re-scaled to range 0 to 10)</td>
</tr>
<tr>
<td>litscor4</td>
<td>Literacy composite test scores (based on litscor2 but re-scaled to range 0 to 10)</td>
</tr>
<tr>
<td>numscor4</td>
<td>Numeracy composite test scores (based on numscor2 but re-scaled to range 0 to 10)</td>
</tr>
<tr>
<td>litgrp1</td>
<td>Grouped literacy test scores (3 categories, based on litscor1)</td>
</tr>
<tr>
<td>litgrp2</td>
<td>Grouped literacy test scores (3 categories, based on litscor2)</td>
</tr>
<tr>
<td>litgrp2a</td>
<td>Grouped literacy test scores (4 categories, based on litscor2)</td>
</tr>
<tr>
<td>numgrp1</td>
<td>Grouped numeracy test scores (3 categories, based on numscor1)</td>
</tr>
<tr>
<td>numgrp2</td>
<td>Grouped numeracy test scores (3 categories, based on numscor2)</td>
</tr>
<tr>
<td>numgrp2a</td>
<td>Grouped numeracy test scores (4 categories, based on numscor2)</td>
</tr>
<tr>
<td>mala37</td>
<td>Malaise scores at 37</td>
</tr>
<tr>
<td>mala37</td>
<td>Malaise scores at 37</td>
</tr>
<tr>
<td>empcat8</td>
<td>Employment status at 37</td>
</tr>
<tr>
<td>everunem</td>
<td>Ever unemployed from march 1991?</td>
</tr>
<tr>
<td>manyunem</td>
<td>How many spells unemployed?</td>
</tr>
<tr>
<td>home37</td>
<td>Own or Rent at age 37?</td>
</tr>
<tr>
<td>books</td>
<td>Hours reading Books per Week</td>
</tr>
<tr>
<td>mags</td>
<td>Hours reading Magazines per week</td>
</tr>
<tr>
<td>childa</td>
<td>Age had FIRST child</td>
</tr>
<tr>
<td>empcatp8</td>
<td>Employment status of partner at 37</td>
</tr>
<tr>
<td>empcatp5</td>
<td>Employment status of partner at 37</td>
</tr>
<tr>
<td>empfam</td>
<td>CM &amp; partner employment status at 37</td>
</tr>
<tr>
<td>empfamb</td>
<td>No. of Wage Earners (cm and/or partner)</td>
</tr>
<tr>
<td>skill1</td>
<td>Literacy and numeracy skill levels (Very Low = Poor; Other = Competent)</td>
</tr>
<tr>
<td>skill2</td>
<td>VeryLow/Low Lit, VeryLow Num = Poor</td>
</tr>
<tr>
<td>job1 to job57</td>
<td>Employment Status in Mar 91 - Nov 95 (month-by-month).</td>
</tr>
<tr>
<td>year91 to year94</td>
<td>Employment Status in 12 months from March 1991(2/3/4)</td>
</tr>
<tr>
<td>intrvid</td>
<td>Interviewer Identification Number</td>
</tr>
</tbody>
</table>

The first five of these (rgsc91, seg91, soc, kos, codot) were derived by running the CASOC\(^1\) software on the cohort member’s occupation. The last (intrvid) was derived from the interviewer reference numbers on the
questionnaires, so as to anonymise them but still enable an analysis of interviewer effects. The remaining variables were derived using the following SPSS code:

** OCCUPATIONAL STATUS AT AGE 37. **

RECODE

soc
(MISSING=Copy) (100 thru 199=1) (200 thru 299=2) (300 thru 399=3) (400 thru 499=4) (500 thru 599=5) (600 thru 699=6) (700 thru 799=7) (800 thru 899=8) (900 thru 999=9) INTO OCCGRP95.

VARIABLE LABELS OCCGRP95 'Occupational Status at 37'.
VALUE LABELS OCCGRP95 1 'Professional'
2 'Managers & Administrators'
3 'Associated Professional'
4 'Clerical & Secretarial'
5 'Craft & Related'
6 'Personal/Services'
7 'Sales'
8 'Plant/Machine'
9 'Other'.

EXECUTE.

missing values occgrp95 (-99).

* Child skill problems.

compute c1prob=-1.
if (nss0966=6)c1prob=0.
if (nss0965=5)c1prob=1.
if (nss0961=1 or nss0962=2 or nss0963=3 or nss0964=4)c1prob=2.
if (nss0916=1 or nss0916=2 or nss0916=3)c1prob=3.

compute c2prob=-1.
if (nss0972=6)c2prob=0.
if (nss0971=5)c2prob=1.
if (nss0967=1 or nss0968=2 or nss0969=3 or nss0970=4)c2prob=2.
if (nss0917=1 or nss0917=2 or nss0917=3)c2prob=3.

compute c3prob=-1.
if (nss0978=6)c3prob=0.
if (nss0977=5)c3prob=1.
if (nss0973=1 or nss0974=2 or nss0975=3 or nss0976=4)c3prob=2.
if (nss0918=1 or nss0918=2 or nss0918=3)c3prob=3.

compute c4prob=-1.
if (nss0984=6)c4prob=0.
if (nss0983=5)c4prob=1.
if (nss0979=1 or nss0980=2 or nss0981=3 or nss0982=4)c4prob=2.
if (nss0919=1 or nss0919=2 or nss0919=3)c4prob=3.

compute c5prob=-1.
if (nss0990=6)c5prob=0.
if (nss0989=5)c5prob=1.
if (nss0985=1 or nss0986=2 or nss0987=3 or nss0988=4)c5prob=2.
if (nss0920=1 or nss0920=2 or nss0920=3)c5prob=3.

compute c6prob=-1.
if (nss0996=6)c6prob=0.
if (nss0995=5)c6prob=1.
if (nss0991=1 or nss0992=2 or nss0993=3 or nss0994=4)c6prob=2.
if (nss0921=1 or nss0921=2 or nss0921=3)c6prob=3.
variable labels c1prob 'Child #1 Skill Difficulties?'.
variable labels c2prob 'Child #2 Skill Difficulties?'.
variable labels c3prob 'Child #3 Skill Difficulties?'.
variable labels c4prob 'Child #4 Skill Difficulties?'.
variable labels c5prob 'Child #5 Skill Difficulties?'.
variable labels c6prob 'Child #6 Skill Difficulties?'.

value labels c1prob to c6prob
0 "Don't know"
1 'No difficulties'
2 "Any non-'sight/hand' difficulty"
3 'Sight/Hand difficulties'.

Missing values c1prob to c6prob(-1).

compute c1_6prob=1.
if (c1prob=0 or c2prob=0 or c3prob=0 or c4prob=0 or c5prob=0 or c6prob=0)c1_6prob=0.
if (c1prob=2 or c1prob=3 or c2prob=2 or c2prob=3 or c3prob=2 or c3prob=3 or c4prob=2 or c4prob=3 or c5prob=2 or c5prob=3 or c6prob=2 or c6prob=3)c1_6prob=2.

variable labels c1_6prob 'Any Child Skill Difficulties?'.

value labels c1_6prob
0 'Not known'
1 'No child skill difficulties'
2 'Some child skill difficulties'.

missing values c1_6prob (0).

format c1prob to c1_6prob (f2.0).

compute READ37 = -1 .
if (nss1227 = 1 & nss1228 = 2) READ37 = 1 .
if (nss1227 = 1 & nss1228 = 1) READ37 = 2 .
if (nss1227 = 2) READ37 = 3 .
if (nss1227 = 3) read37 = 4 .
execute .

var labels READ37 'READING DIFFICULTIES AT AGE 37'.

value labels READ37 1'DIFFICULTIES'
2'SIGHT DIFFS'
3'NO DIFFICULTIES'
4'REFUSED'.

missing values READ37 (-1 4) .

compute WRITE37 = -1 .
if (nss1250 = 1 & nss1251 = 4) WRITE37 = 1 .
if (nss1250 = 2 & nss1251 = 4) WRITE37 = 2 .
if (nss1250 = 3 & nss1251 = 4) WRITE37 = 3 .
if (nss1250 <= 3 & nss1251 <= 3) WRITE37 = 4 .
if (nss1250 = 4) WRITE37 = 5 .
if (nss1250 = 5) WRITE37 = 6 .
execute .

var labels WRITE37 'WRITE SPELL DIFFICULTIES AT AGE 37'.

value labels WRITE37 1'WRITING DIFFS'
2'SPELLING DIFFS'
3'DIFFS WITH BOTH'
4'SIGHT HAND DIFFS'
5'NO DIFFICULTIES'
6'DIDN'T KNOW'.

missing values WRITE37 (-1 6) .

compute BASIC37 = -1 .
IF (READ37 = 3 | WRITE37 = 5 | nss1262 = 2) BASIC37 = 1.
IF (READ37 = 1 | WRITE37 <= 3 | nss1262 = 1) BASIC37 = 2.
EXECUTE.

VAR LABEL BASIC37 'BASIC SKILL DIFFICULTIES AT AGE 37'.
VALUE LABELS BASIC37 1'NO DIFFICULTIES' 2'DIFFICULTIES'.
MISSING VALUES BASIC37 (-1).

COMPUTE BASIC37C = -1.
IF (READ37 = 3 | WRITE37 = 5 | nss1262 = 2) BASIC37C = 1.
IF (READ37 = 1 | (WRITE37 = 1 | WRITE37 = 3) | nss1262 = 1) BASIC37C = 2.
EXECUTE.

VAR LABEL BASIC37C 'BASIC SKILL DIFFICULTIES AT AGE 37 - NOT SPELLING'.
VALUE LABELS BASIC37C 1'NO DIFFICULTIES' 2'DIFFICULTIES'.
MISSING VALUES BASIC37C (-1).

*SCORES.sps.

**LITERACY AND NUMERACY SCORES IN NCDS 10% SAMPLE SURVEY.

COMMENT convert missing values into incorrect response, and recode all raw test item responses and performance criteria to correct/not correct.

**LITERACY.

**performance criteria.

DO IF (sum(nss1428,nss1432,nss1436,nss1440,nss1443,nss1448,nss1452,nss1456) >= 0).
RECODE
  nss1428 nss1432 nss1436 nss1440 nss1443 nss1448 nss1452 nss1456 (1=1)
  (MISSING=0) (2 thru 3=0).
END IF.
EXECUTE.

**raw scores.

Do If (sum(nss1426,nss1427,nss1429,nss1430,nss1431,nss1433,nss1434,nss1435, nss1437,nss1438,nss1439,nss1441,nss1442,nss1444,nss1445,nss1446,nss1447, nss1449,nss1450,nss1451,nss1453,nss1454,nss1455) >= 0).
recode
  nss1426 nss1427 nss1429 nss1430 nss1431 nss1433 nss1434 nss1435 nss1437 nss1438 nss1439 nss1441 nss1442 nss1444 nss1445 nss1446 nss1447 nss1449 nss1450 nss1451 nss1453 nss1454 nss1455 (1=1) (missing=0) (2 thru 3 =0).
End If.
EXECUTE.

**NUMERACY.

**performance criteria.

Do If (SUM(nss1471,nss1474,nss1476,nss1512,nss1515,nss1521,nss1523,nss1528,nss1534) >= 0).
recode
  nss1471 nss1474 nss1476 nss1512 nss1515 nss1521 nss1523 nss1528 nss1534 (1=1) (missing=0) (2 thru 3 =0).
End If.
EXECUTE.

**raw scores.
Do If(SUM(nss1470,nss1472,nss1473,nss1475,nss1510,nss1511,nss1514,nss1518,
nss1519,nss1520,nss1522,nss1525,nss1526,nss1527,nss1530,nss1531,nss1532,
nss1533) >= 0).
recode
  nss1470 nss1472 nss1473 nss1475 nss1510 nss1511 nss1514 nss1518 nss1519
  nss1520 nss1522 nss1525 nss1526 nss1527 nss1530 nss1531 nss1532 nss1533
(1=1) (missing=0) (2 thru 3 =0).
End If.
EXECUTE.

COMMENT compute short version (based on performance criteria) and long
version (based on recoded test items) of literacy and numeracy composite test scores.

compute litscor1 = nss1428 + nss1432 + nss1436 + nss1440
  +nss1443 + nss1448 + nss1452 + nss1456.

compute litscor2 = nss1426 + nss1427 + nss1429 + nss1430 + nss1431
  + nss1433 + nss1434 + nss1435 + nss1437 + nss1438 + nss1439 + nss1441
  + nss1442 + nss1444 + nss1445 + nss1446 + nss1447 + nss1449 + nss1450
  + nss1451 + nss1453 + nss1454 + nss1455.

compute numscor1 = nss1471+ nss1474+nss1476+nss1512
  +nss1515 +nss1521 + nss1523+nss1528+nss1534.

compute numscor2 = nss1470 +nss1472 +nss1473 +nss1475+ nss1510
  +nss1511 +nss1514+nss1518 +nss1519+ nss1520+ nss1522
  +nss1525 + nss1526 +nss1527 +nss1530 +nss1531+ nss1532+ nss1533.
EXECUTE.

variable labels litscor1 'Literacy composite test scores (short version based on performance criteria)'.
variable labels numscor1 'Numeracy composite test scores (short version based on performance criteria)'.
variable labels litscor2 'Literacy composite test scores (long version based on recoded test items)'.
variable labels numscor2 'Numeracy composite test scores (long version based on recoded test items)'.

COMMENT rescale the literacy and numeracy test scores to a scale of 0 to 10.

compute litscor3 = litscor1*10/8.
compute numscor3 = numscor1*10/9.
compute litscor4 = litscor2*10/23.
compute numscor4 = numscor2*10/18.
EXECUTE.

variable labels litscor3 'Literacy composite test scores (based on litscore1 but re-scaled to range 0 to 10)'.
variable labels numscor3 'Numeracy composite test scores (based on numscor1 but re-scaled to range 0 to 10)'.
variable labels litscor4 'Literacy composite test scores (based on litscore2 but re-scaled to range 0 to 10)'.
variable labels numscor4 'Numeracy composite test scores (based on numscor2 but re-scaled to range 0 to 10)'.

COMMENT group literacy and numeracy test scores into three groups,
'very low', 'low', 'no difficulty', based on natural cutting points
in the distributions of test scores. In the case of the long
versions of the scales do another grouping into four groups to divide
the 'no difficulty' group into 'good' and 'average' performers.

recode
litscor1
(0 thru 4 = 1) (5 thru 6 =2) (7 thru 10 =3) into litgrp1.

recode
  litscor2
(0 thru 15 =1) (16 thru 18 =2) ( 19 thru 23 =3) into litgrp2.

recode
  litscor2
(0 thru 15 =1) (16 thru 18 =2) (19 thru 21 =3) (22 thru 23 =4)
into litgrp2a.

recode
  numscor1
(0 thru 3 =1) (4 thru 5 =2) ( 6 thru 9 =3) into numgrp1.

recode
  numscor2
(0 thru 10 = 1) (11 thru 13 = 2) (14 thru 18 = 3) into numgrp2.

recode
  numscor2
(0 thru 10 =1) (11 thru 13 = 2) (14 thru 15 =3) (16 thru 18 =4)
into numgrp2a.

COMMENT
  assign value labels to the grouped scores .

value labels
  litgrp1 litgrp2 numgrp1 numgrp2 1 'very low' 2 'low' 3 'no difficulty' .

value labels
  litgrp2a numgrp2a 1 'very low' 2 'low' 3 'average' 4 'good' .

variable labels litgrp1 'Grouped literacy test scores (3 categories, based on litscor1)'.
variable labels numgrp1 'Grouped numeracy test scores (3 categories, based on numscor1)'.

variable labels litgrp2 'Grouped literacy test scores (3 categories, based on litscor2)'.
variable labels numgrp2 'Grouped numeracy test scores (3 categories, based on numscor2)'.

variable labels litgrp2a 'Grouped literacy test scores (4 categories, based on litscor2)'.
variable labels numgrp2a 'Grouped numeracy test scores (4 categories, based on numscor2)'.

* DERIVE37bd.sps.

** DERIVED VARIABLES AT AGE 37

** MALAISE AT AGE 37

RECODE
  nss1623 nss1624 nss1625 nss1626 nss1627 nss1628 nss1629 nss1630 nss1631
  nss1632 nss1633 nss1634 nss1635 nss1636 nss1637 nss1638 nss1639 nss1640
  nss1641 nss1642 nss1643 nss1644 nss1645 nss1646 (1=1) (2=0)
  (ELSE=SYSMIS) .
EXECUTE .

** SERIAL numbers which had enough missing answers to possibly change their overall MALAISE score .

DO IF
  (nserial == '052027R' & nserial == '186139B' & nserial == '380081D' &
  nserial == '382029N' & nserial == '510167K' & nserial == '518114E' &
nserial =~ '581004E' & nserial =~ '583015W' & nserial =~ '710064P' &
nserial =~ '730022K' & nserial =~ '810002X' & nserial =~ '825117Z' &
nserial =~ '932013K' & nserial =~ '962004C' & nserial =~ '986082K' &
nserial =~ 'Y31102B' & nserial =~ 'Y31123L').

COMPUTE MALA37 = SUM(nss1623,nss1624,nss1625,nss1626,nss1627,nss1628,nss1629,
nss1630,nss1631,nss1632,nss1633,nss1634,nss1635,nss1636,nss1637,nss1638,
nss1639,nss1640,nss1641,nss1642,nss1643,nss1644,nss1645,nss1646).

END IF .
EXECUTE .

variable labels mala37 'malaise scores at 37'.

RECODE  mala37 (Lowest thru 6=1)  (7 thru Highest=2)  (ELSE=SYSMIS)  INTO  mal37 .
VARIABLE LABELS mal37 'grouped malaise scores 37'.
VALUE LABELS mal37 1'fine' 2'depressed'.
EXECUTE .

** CURRENT EMPLOYMENT STATUS AT AGE 37

RECODE
 nss0121
 (1=1)  (3=2)  (4=Copy)  (5=Copy)  (9=6)  (0=7)  (6=7)  (7=8)
 (8=Copy)  (ELSE=SYSMIS)  INTO  EMPCAT8 .
VARIABLE LABELS EMPCAT8 'EMPLOYMENT STATUS AT 37'.
VALUE LABELS EMPCAT8 1'F/T EMPLOYEE' 2'F/T SELF' 3'P/T EMPLOYEE' 4'P/T SELF'
5'UNEMPLOYED' 6'HOME CARE' 7'F/T EDU/TRAIN' 8'SICK' .
EXECUTE .

** EVER UNEMPLOYED

COMPUTE EVERUNEM = -1 .
IF (nss0321 = 1) EVERUNEM = 1 .
IF (nss0325 = 1) EVERUNEM = 2 .
IF (nss0325 = 2) EVERUNEM = 3 .
EXECUTE .

VARIABLE LABELS EVERUNEM 'EVER UNEMPLOYED FROM MARCH 1991 ?'.
VALUE LABELS EVERUNEM 1'NOW UNEM' 2'WAS UNEM' 3'NEVER UNEM' .
MISSING VALUES EVERUNEM (-1) .

COMPUTE MANYUNEM = -1 .
IF (nss0321 = 1 & nss0322 = 1) MANYUNEM = 1 .
IF (nss0321 = 1 & (nss0322 >= 2 & nss0322 <= 6)) MANYUNEM = 2 .
IF (nss0325 = 1 & nss0326 = 1) MANYUNEM = 3 .
IF (nss0325 = 1 & (nss0326 >= 2 & nss0326 <= 6)) MANYUNEM = 4 .
EXECUTE .

** SPELLS OF UNEMPLOYMENT .
VARIABLE LABELS MANYUNEM 'HOW MANY SPELLS UNEMPLOYED?'.
VALUE LABELS MANYUNEM
   1 'CURRENT SPELL ONLY'
   2 'CURRENT 2+'
   3 'ONE PREVIOUS'
   4 '2+ PREVIOUS'.
MISSING VALUES MANYUNEM (-1).
EXECUTE.

** HOUSING - RENT OR BUY AT AGE 37.

COMPUTE HOME37 = -1.
IF (nss1016 = 1 | nss1016 = 2) HOME37 = 1.
IF ((nss1016 >= 3 & nss1016 <= 5) & (nss1017 = 1 | nss1017 = 2)) HOME37 = 2.
IF ((nss1016 >= 3 & nss1016 <= 5) & nss1017 = 9) HOME37 = 3.
IF ((nss1016 >= 3 & nss1016 <= 5) & (nss1017 = 3 | nss1017 = 4 | nss1017 = 7)) HOME37 = 4.
IF (nss1016 = 7 | nss1016 = 8) HOME37 = 5.
IF (nss1016 = 9) HOME37 = 6.
IF (nss1016 = 0) HOME37 = 7.
EXECUTE.

VARIABLE LABELS HOME37 'Own or Rent at age 37?'.
VALUE LABELS HOME37
   1 'OWN/MORTGAGE'
   2 'RENT(Social)'
   3 'RENT(Private)'
   4 'RENT(Parent/Other)'
   5 'RENT FREE(job,etc)'
   6 'RENT FREE(Parent)'
   7 'OTHER'.
MISSING VALUES HOME37 (-1).

COMPUTE timeread = ((nss1246 * 60 + nss1248) / 60).
EXECUTE.

RECODE
timeread
timeREAD
(0=0) (0.08 THRU 0.83=1)(1 thru 1.5=2) (2 thru 2.5=3) (3 thru 5.5=4) (6 THRU HIGHEST=5)
ELSE=SYSMIS)
INTO BOOKS.
VARIABLE LABELS BOOKS 'Hours reading Books per Week'.
VALUE LABELS BOOKS
   0 'NEVER'
   1 'UNDER 1 HOUR'
   2 'UNDER 2 HOURS'
   3 'UNDER 3 HOURS'
   4 'UNDER 6 HOURS'
   5 '6+ HOURS'.
EXECUTE.

COMPUTE timemags = ((nss1241 * 60 + nss1243) / 60).
EXECUTE.

RECODE
timemags
timeMAGS
(0=0) (0.03 THRU 0.83=1)(1 thru 1.75=2) (2 thru 2.75=3) (3 thru Highest=4) (ELSE=SYSMIS)
INTO mags.
VARIABLE LABELS mags 'Hours reading Magazines per week'.
VALUE LABELS mags
   0 'NEVER'
   1 'UNDER 1 HOUR'
   2 'UNDER 2 HOURS'
   3 'UNDER 3 HOURS'.
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** AGE HAD FIRST CHILD

DO IF (nserial ~= '310090K' & nserial ~= '514031D' & nserial ~= '528016M' & nserial ~= '730032N').

COMPUTE CHILD37 = (((nss0818 - 58) * 12) + (nss0816 - 3)) / 12.

END IF.

** CURRENT EMPLOYMENT STATUS OF PARTNER AT AGE 37

RECODE nss0412
   (1=1) (3=2) (4=Copy) (5=Copy) (9=6) (0=7) (6=7) (7=8)
   (8=Copy) (ELSE=SYSMIS) INTO EMPCATP8.

VARIABLE LABELS EMPCATP8 'EMPLOYMENT STATUS OF PARTNER AT 37'.
VALUE LABELS EMPCATP8 1'FULL-TIME' 2'PART-TIME' 3'UNEMPLOYED' 4'HOMECARE' 5'F/T EDU/TRAIN' 8'SICK'.

** COMBINING SELF-EMPLOYED AND EMPLOYEE STATUS CATEGORIES

RECODE empcatP8
   (1=Copy) (2=1) (3=2) (4=2) (5=3) (6=4) (7=5) (8=-1) (ELSE=SYSMIS) INTO EMPCATP5.

VARIABLE LABELS EMPCATP5 'EMPLOYMENT STATUS OF PARTNER AT 37'.
VALUE LABELS EMPCATP5 1'FULL-TIME' 2'PART-TIME' 3'UNEMPLOYED' 4'HOMECARE' 5'F/T EDU/TRAIN' -1'SICK'.
MISSING VALUES EMPCAT5 (-1) .
EXECUTE .

** EMPLOYMENT STATUS OF BOTH CM AND PARTNERS.**

COMPUTE EMPFAM = -1 .
IF ((EMPCAT8 = 1 | EMPCAT8 = 2) & (EMPCATP8 = 1 | EMPCATP8 = 2)) EMPFAM = 1 .
IF ((EMPCAT8 = 1 | EMPCAT8 = 2) & (EMPCATP8 = 3 | EMPCATP8 = 4)) EMPFAM = 2 .
IF ((EMPCAT8 = 3 | EMPCAT8 = 4) & (EMPCATP8 = 1 | EMPCATP8 = 2)) EMPFAM = 3 .
IF (EMPCAT8 <= 4 & EMPCATP8 = 5) EMPFAM = 4 .
IF (EMPCAT8 = 5 & EMPCATP8 <= 4) EMPFAM = 5 .
IF ((EMPCAT8 = 3 | EMPCAT8 = 4) & (EMPCATP8 = 3 | EMPCATP8 = 4)) EMPFAM = 6 .
IF (EMPCAT8 = 6 | EMPCAT8 = 7) EMPFAM = 7 .
IF ((EMPCAT8 = 1 | EMPCAT8 = 2) & EMPCATP8 = 6) EMPFAM = 8 .
IF ((EMPCAT8 = 7 | EMPCAT8 = 8) & EMPCATP8 <= 4) EMPFAM = 9 .
IF (EMPCAT8 = 4 & EMPCAT8 = 5 & EMPCATP8 = 6) EMPFAM = 10 .
IF (EMPCAT8 = 5 & EMPCATP8 <= 5) EMPFAM = 11 .
IF ((EMPCAT8 = 3 | EMPCAT8 = 4) & EMPCATP8 = 6) EMPFAM = 12 .
VARIABLE LABELS EMPFAM 'CM & Partner Employment Status at 37' .
VALUE LABELS EMPFAM 1'BOTH FT' 2'CM FT P PT' 3'CM PT P FT' 4'CM FTPT P UNEM' 5'CM UNEM P FTPT' 6'Both PT' 7'CM HOME P FT' 8'CM FT P HOME' 9'CM OLF P FTPT' 10'CM FTPT P OLF' 11'Both OLF INC UNEM' 12'CM HOME PT P' 13'CM PT P HOME' .
MISSING VALUES EMPFAM (-1) .
EXECUTE .

** EARNINGS COMING INTO HOUSEHOLD FROM WAGES.**

COMPUTE EMPFAMb = -1 .
IF ((EMPCAT8 = 1 | EMPCAT8 = 2) & (EMPCATP8 = 1 | EMPCATP8 = 2)) EMPFAMb = 1 .
IF ((EMPCAT8 = 1 | EMPCAT8 = 2) & (EMPCATP8 = 3 | EMPCATP8 = 4)) EMPFAMb = 2 .
IF ((EMPCAT8 = 3 | EMPCAT8 = 4) & (EMPCATP8 = 1 | EMPCATP8 = 2)) EMPFAMb = 3 .
IF (EMPCAT8 >= 5 & (EMPCATP8 = 1 | EMPCATP8 = 2)) EMPFAMb = 4 .
IF (EMPCAT8 = 5 & EMPCATP8 >= 5) EMPFAMb = 5 .
VARIABLE LABELS EMPFAMb 'No. of Wage Earners (cm and/or partner)' .
VALUE LABELS EMPFAMb 1'Both ft' 2'1 ft 1 pt or 2 pt' 3'1 ft 1 olf' 4'1 pt 1 olf' 5'Both olf' .
MISSING VALUES EMPFAMb (-1) .
EXECUTE.

* BASIC37.sps

COMPUTE READ37 = -1.
IF (nss1227 = 1 & nss1228 = 2) READ37 = 1.
IF (nss1227 = 1 & nss1228 = 1) READ37 = 2.
IF (nss1227 = 2) READ37 = 3.
IF (nss1227 = 3) READ37 = 4.
EXECUTE.

VAR LABELS READ37 'READING DIFFICULTIES AT AGE 37'.
VALUE LABELS READ37 1 'DIFFICULTIES'
   2 'SIGHT DIFFS'
   3 'NO DIFFICULTIES'
   4 'REFUSED'.
MISSING VALUES READ37 (-1 4).

COMPUTE WRITE37 = -1.
IF (nss1250 = 1 & nss1251 = 4) WRITE37 = 1.
IF (nss1250 = 2 & nss1251 = 4) WRITE37 = 2.
IF (nss1250 = 3 & nss1251 = 4) WRITE37 = 3.
IF (nss1250 <= 3 & nss1251 <= 3) WRITE37 = 4.
IF (nss1250 = 4) WRITE37 = 5.
IF (nss1250 = 5) WRITE37 = 6.
EXECUTE.

VAR LABELS WRITE37 'WRITE SPELL DIFFICULTIES AT AGE 37'.
VALUE LABELS WRITE37 1 'WRITING DIFFS'
   2 'SPELLING DIFFS'
   3 'DIFFS WITH BOTH'
   4 'SIGHT HAND DIFFS'
   5 'NO DIFFICULTIES'
   6 'DIDN'T KNOW'.
MISSING VALUES WRITE37 (-1 6).

COMPUTE BASIC37 = -1.
IF (READ37 = 3 | WRITE37 = 5 | nss1262 = 2) BASIC37 = 1.
IF (READ37 = 1 | WRITE37 <= 3 | nss1262 = 1) BASIC37 = 2.
EXECUTE.

VAR LABEL BASIC37 'BASIC SKILL DIFFICULTIES AT AGE 37'.
VALUE LABELS BASIC37 1 'NO DIFFICULTIES'
   2 'DIFFICULTIES'.
MISSING VALUES BASIC37 (-1).

COMPUTE BASIC37C = -1.
IF (READ37 = 3 | WRITE37 = 5 | nss1262 = 2) BASIC37C = 1.
IF (READ37 = 1 | WRITE37 <= 3 | nss1262 = 1) BASIC37C = 2.
EXECUTE.

VAR LABEL BASIC37C 'BASIC SKILL DIFFICULTIES AT AGE 37 - NOT SPELLING'.
VALUE LABELS BASIC37C 1 'NO DIFFICULTIES' 2 'DIFFICULTIES'.
MISSING VALUES BASIC37C (-1).

** RE GROUPING LITERACY AND NUMERACY ABILITY GROUPS AT AGE 37 INTO POOR AND COMPETENT.

COMPUTE SKILL1 = -1.
IF (LITGRP2 = 1 & NUMGRP2A = 1) SKILL1 = 1.
IF (LITGRP2 = 1 & (NUMGRP2A = 2 | NUMGRP2 = 3)) SKILL1 = 2.
IF ((LITGRP2 = 2 | LITGRP2 = 3) & NUMGRP2A = 1) SKILL1 = 3.
IF ((LITGRP2 = 2 | LITGRP2 = 3) & (NUMGRP2A = 2 | NUMGRP2 = 3)) SKILL1 = 4.

VARIABLE LABELS SKILL1 'Literacy and numeracy skill levels (Very Low = Poor; Other = Competent)'.
VALUE LABELS SKILL1 1 'Poor Lit & Num'
    2 'Poor Lit'
    3 'Poor Num'
    4 'Comp Lit & Num'.
MISSING VALUES SKILL1 (-1).
EXECUTE.

COMPUTE SKILL2 = -1.
IF ((LITGRP2 = 1 | LITGRP2 = 2) & NUMGRP2 = 1) SKILL2 = 1.
IF ((LITGRP2 = 1 | LITGRP2 = 2) & (NUMGRP2 = 2 | NUMGRP2 = 3)) SKILL2 = 2.
IF (LITGRP2 = 3 & NUMGRP2 = 1) SKILL2 = 3.
IF (LITGRP2 = 3 & (NUMGRP2 = 2 | NUMGRP2 = 3)) SKILL2 = 4.

VARIABLE LABELS SKILL2 'VeryLow/Low Lit, VeryLow Num = Poor'.
VALUE LABELS SKILL2 1 'Poor Lit & Num'
    2 'Poor Lit'
    3 'Poor Num'
    4 'Comp Lit & Num'.
MISSING VALUES SKILL2 (-1).
EXECUTE.

* JOBHIST.sps.

** CALCULATING JOB HISTORIES FOR NCDS AT 37.
** USING SAME CODE AS IN NCDS5 ON JOB HISTORY INFORMATION GIVEN AT 33.

** RECODE DON'T KNOW START/END MONTHS TO 6 FROM 98.
RECODE
    nss0122 nss0126 nss0132 nss0136 nss0142 nss0146 nss0152 nss0156 nss0162
    nss0166 nss0172 nss0176 nss0210 nss0214 nss0220 nss0224 nss0230 nss0234
    nss0240 nss0244 (98 = 6).
EXECUTE.

** IF START/END MONTHS MORE THAN 12 RECODE TO 12.
RECODE
    nss0122 nss0126 nss0132 nss0136 nss0142 nss0146 nss0152 nss0156 nss0162
    nss0166 nss0172 nss0176 nss0210 nss0214 nss0220 nss0224 nss0230 nss0234
    nss0240 nss0244 (12 THRU HIGH = 12).
EXECUTE.

** LOOK AT COHORT MEMBERS WHO DONT KNOW START/END YEAR FOR ALL JOBS.
TEMPORARY.
SELECT IF (nss0124 = 98| nss0128 = 98| nss0134 = 98| nss0138 = 98| nss0144 = 98
    | nss0148 = 98| nss0154 = 98| nss0158 = 98| nss0164 = 98| nss0168 = 98
    | nss0174 = 98| nss0178 = 98| nss0212 = 98| nss0216 = 98| nss0222 = 98
    | nss0226 = 98| nss0232 = 98| nss0236 = 98| nss0242 = 98| nss0246 = 98).
LIST
    VARIABLES=nserial nss0121
    /CASES= BY 1
    /FORMAT= WRAP NUMBERED.
** LOOK AT COHORT MEMBERS WHO DONT KNOW START/END YEAR FOR FIRST JOB.**

TEMPORARY.
SELECT IF (nss0124 = 98| nss0128 = 98).
LIST
  VARIABLES=nserial nss0121 NSS0122 NSS0124 NSS0126 NSS0128
  /CASES= BY 1
  /FORMAT= WRAP NUMBERED .
EXECUTE .

** THERE WERE ONLY 13 CASES OVERALL REFER TO OUTPUT FILE WORK\SAM\AT37\JOBHIST.SAV .

** CASE 79, 470, 1000, 1066, 1499 ALL SET TO MISSING.

** THE FOLLOWING CASES WERE CHANGED TO START OF RELEVANT EMPLOYMENT HISTORY MARCH 1991 AS STARTED FIRST JOB MANY YEARS AGO AND NEVER BEEN UNEMPLOYED .

DO IF (nserial = '089019Z' | nserial = '287092Q' | nserial = '330061Q' | nserial = '381065M' | nserial = '450064S' | nserial = '500084Y' | nserial = '730032N' | nserial = '987064N').
RECODE
  NSS0122 (6 = 3) .
RECODE
  NSS0124 (98 = 91).
END IF .
EXECUTE.

** LOOK AT 0 RESPONSE IN JOB VARIABLES .

** JUST 3 CASES - CASE '500360W' 503027B' '505019P'.
** SEE OUTPUT FILE FOR DETAILS.

** SYSTEM MISSING ON DATA WITH NO MONTH BUT YEAR DATE GIVEN.**

** RECODE SYSTEM MISSING TO 6 .

IF (NSS0124 >= 1 & SYSMIS(NSS0122)) NSS0122 = 6.
IF (NSS0128 >= 1 & SYSMIS(NSS0126)) NSS0126 = 6.
IF (NSS0134 >= 1 & SYSMIS(NSS0132)) NSS0132 = 6.
IF (NSS0138 >= 1 & SYSMIS(NSS0136)) NSS0136 = 6.
IF (NSS0144 >= 1 & SYSMIS(NSS0142)) NSS0142 = 6.
IF (NSS0148 >= 1 & SYSMIS(NSS0146)) NSS0146 = 6.
IF (NSS0154 >= 1 & SYSMIS(NSS0152)) NSS0152 = 6.
IF (NSS0158 >= 1 & SYSMIS(NSS0156)) NSS0156 = 6.
IF (NSS0164 >= 1 & SYSMIS(NSS0162)) NSS0162 = 6.
IF (NSS0168 >= 1 & SYSMIS(NSS0166)) NSS0166 = 6.
IF (NSS0174 >= 1 & SYSMIS(NSS0172)) NSS0172 = 6.
IF (NSS0178 >= 1 & SYSMIS(NSS0176)) NSS0176 = 6.
IF (NSS0212 >= 1 & SYSMIS(NSS0210)) NSS0210 = 6.
IF (NSS0216 >= 1 & SYSMIS(NSS0214)) NSS0214 = 6.
IF (NSS0222 >= 1 & SYSMIS(NSS0220)) NSS0220 = 6.
IF (NSS0226 >= 1 & SYSMIS(NSS0224)) NSS0224 = 6.
IF (NSS0232 >= 1 & SYSMIS(NSS0230)) NSS0230 = 6.
IF (NSS0236 >= 1 & SYSMIS(NSS0234)) NSS0234 = 6.
IF (NSS0242 >= 1 & SYSMIS(NSS0240)) NSS0240 = 6.
IF (NSS0246 >= 1 & SYSMIS(NSS0244)) NSS0244 = 6.
** RECODING MISSING DATA TO O FROM SYSTEM MISSING FOR CALCULATION OF MONTHS IN ANY WORK, ETC. 

RECODE

nss0122 nss0124 nss0126 nss0128 nss0132 nss0134 nss0136 nss0138 nss0142 nss0144
nss0146 nss0148 nss0152 nss0154 nss0156
nss0158 nss0162 nss0164 nss0166 nss0168
nss0172 nss0174 nss0176 nss0178 nss0210
nss0212 nss0214 nss0216 nss0220 nss0222
nss0224 nss0226 nss0230 nss0232 nss0234
nss0236 nss0240 nss0242 nss0244 nss0246
(SYSMIS=0).
EXECUTE.

** LOOK AT CASES WHO ANSWERED F/T OR P/T BUT GAVE NO JOB HISTORY INFORMATION.

**JOB1.
temporary.
select if (nss0131 > 0 & nss0122 = 0 & nss0124 = 0).
LIST
VARIABLES=nserial
/CASES= BY 1
/FORMAT= WRAP NUMBERED.

** 8 CASES HAD EITHER GIVEN NO DATES OR HAD PREVIOUSLY BEEN SET TO MISSING.
** CHANGED THE F/T P/T INFORMATION IN VAR NSS0131 TO 0.
** HAD TO DO THIS OR GET A COMPLETE FULL OR PART-TIME EMPLOYMENT HISTORY.
** CASE NO 79 147 178 470 869 1000 1066 1199.

**JOB2.
temporary.
select if (nss0141 > 0 & nss0132 = 0 & nss0134 = 0).
LIST
VARIABLES=nserial
/CASES= BY 1
/FORMAT= WRAP NUMBERED.

** 4 CASES AS ABOVE.
** CASE 79 470 1000 1066.
** CHANGED TO 0.

**JOB3.
temporary.
select if (nss0151 > 0 & nss0142 = 0 & nss0144 = 0).
LIST
VARIABLES=nserial
/CASES= BY 1
/FORMAT= WRAP NUMBERED.

** CASE 1000 ONLY.

**JOB4.
temporary.
select if (nss0161 > 0 & nss0152 = 0 & nss0154 = 0).
LIST
VARIABLES=nserial
/CASES= BY 1
/FORMAT= WRAP NUMBERED.
** CASE 1000 ONLY.

**JOB5 TO JOB10 NO CASES WERE LISTED.
** CALCULATING MONTHS IN FULL-TIME WORK FROM MARCH 1991.**
** JOB1.

DO IF (NSS0131 = 1).
COMPUTE FULL1S = (NSS0124 * 12) + NSS0122 - 1092.
DO IF (NSS0126 == 0 & NSS0128 == 0).
COMPUTE FULL1E = (NSS0128 * 12) + NSS0126 - 1092.
ELSE IF (NSS0128 = 0 | NSS0126 = 0).
COMPUTE FULL1E = 60.
END IF.
END IF.

** CALCULATING MONTHS IN PART-TIME WORK FROM MARCH 1991.**
** JOB1.

DO IF (NSS0131 = 2).
COMPUTE PART1S = (NSS0124 * 12) + NSS0122 - 1092.
DO IF (NSS0126 == 0 & NSS0128 == 0).
COMPUTE PART1E = (NSS0128 * 12) + NSS0126 - 1092.
ELSE IF (NSS0128 = 0 | NSS0126 = 0).
COMPUTE PART1E = 60.
END IF.
END IF.

** CALCULATING MONTHS IN FULL-TIME WORK FROM MARCH 1991.**
** JOB2.

DO IF (NSS0141 = 1).
COMPUTE FULL2S = (NSS0134 * 12) + NSS0132 - 1092.
DO IF (NSS0136 == 0 & NSS0138 == 0).
COMPUTE FULL2E = (NSS0138 * 12) + NSS0136 - 1092.
ELSE IF (NSS0138 = 0 | NSS0136 = 0).
COMPUTE FULL2E = 60.
END IF.
END IF.

** CALCULATING MONTHS IN PART-TIME WORK FROM MARCH 1991.**
** JOB2.

DO IF (NSS0141 = 2).
COMPUTE PART2S = (NSS0134 * 12) + NSS0132 - 1092.
DO IF (NSS0136 == 0 & NSS0138 == 0).
COMPUTE PART2E = (NSS0138 * 12) + NSS0136 - 1092.
ELSE IF (NSS0138 = 0 | NSS0136 = 0).
COMPUTE PART2E = 60.
END IF.
END IF.

** CALCULATING MONTHS IN FULL-TIME WORK FROM MARCH 1991.**
** JOB3.

DO IF (NSS0151 = 1).
COMPUTE FULL3S = (NSS0144 * 12) + NSS0142 - 1092.
DO IF (NSS0146 == 0 & NSS0148 == 0).
COMPUTE FULL3E = (NSS0148 * 12) + NSS0146 - 1092.
ELSE IF (NSS0148 = 0 | NSS0146 = 0).
COMPUTE FULL3E = 60.
END IF.
END IF.

** CALCULATING MONTHS IN PART-TIME WORK FROM MARCH 1991.**
** JOB3.

DO IF (NSS0151 = 2).
COMPUTE PART3S = (NSS0144 * 12) + NSS0142 - 1092.
DO IF (NSS0146 ^= 0 & NSS0148 ^= 0).
COMPUTE PART3E = (NSS0148 * 12) + NSS0146 - 1092.
ELSE IF (NSS0148 = 0 | NSS0146 = 0).
COMPUTE PART3E = 60.
END IF.
END IF.

** CALCULATING MONTHS IN FULL-TIME WORK FROM MARCH 1991.

** JOB4.

DO IF (NSS0161 = 1).
COMPUTE FULL4S = (NSS0154 * 12) + NSS0152 - 1092.
DO IF (NSS0156 ^= 0 & NSS0158 ^= 0).
COMPUTE FULL4E = (NSS0158 * 12) + NSS0156 - 1092.
ELSE IF (NSS0158 = 0 | NSS0156 = 0).
COMPUTE FULL4E = 60.
END IF.
END IF.

** CALCULATING MONTHS IN PART-TIME WORK FROM MARCH 1991.

** JOB5.

DO IF (NSS0171 = 1).
COMPUTE FULL5S = (NSS0164 * 12) + NSS0162 - 1092.
DO IF (NSS0166 ^= 0 & NSS0168 ^= 0).
COMPUTE FULL5E = (NSS0168 * 12) + NSS0166 - 1092.
ELSE IF (NSS0168 = 0 | NSS0166 = 0).
COMPUTE FULL5E = 60.
END IF.
END IF.

** CALCULATING MONTHS IN FULL-TIME WORK FROM MARCH 1991.

** JOB6.

DO IF (NSS0181 = 1).
COMPUTE FULL6S = (NSS0174 * 12) + NSS0172 - 1092.
DO IF (NSS0176 == 0 & NSS0178 == 0).
COMPUTE FULL6E = (NSS0178 * 12) + NSS0176 - 1092.
ELSE IF (NSS0178 = 0 | NSS0176 = 0).
COMPUTE FULL6E = 60.
END IF.
END IF.

** CALCULATING MONTHS IN PART-TIME WORK FROM MARCH 1991. **
** JOB6.

DO IF (NSS0181 = 2).
COMPUTE PART6S = (NSS0174 * 12) + NSS0172 - 1092.
DO IF (NSS0176 ~= 0 & NSS0178 ~= 0).
COMPUTE PART6E = (NSS0178 * 12) + NSS0176 - 1092.
ELSE IF (NSS0178 = 0 | NSS0176 = 0).
COMPUTE PART6E = 60.
END IF.
END IF.

** CALCULATING MONTHS IN FULL-TIME WORK FROM MARCH 1991. **
** JOB7.

DO IF (NSS0219 = 1).
COMPUTE FULL7S = (NSS0212 * 12) + NSS0210 - 1092.
DO IF (NSS0214 ~= 0 & NSS0216 ~= 0).
COMPUTE FULL7E = (NSS0216 * 12) + NSS0214 - 1092.
ELSE IF (NSS0214 = 0 | NSS0216 = 0).
COMPUTE FULL7E = 60.
END IF.
END IF.

** CALCULATING MONTHS IN PART-TIME WORK FROM MARCH 1991. **
** JOB7.

DO IF (NSS0219 = 2).
COMPUTE PART7S = (NSS0212 * 12) + NSS0210 - 1092.
DO IF (NSS0214 ~= 0 & NSS0216 ~= 0).
COMPUTE PART7E = (NSS0216 * 12) + NSS0214 - 1092.
ELSE IF (NSS0214 = 0 | NSS0216 = 0).
COMPUTE PART7E = 60.
END IF.
END IF.

** CALCULATING MONTHS IN FULL-TIME WORK FROM MARCH 1991. **
** JOB8.

DO IF (NSS0229 = 1).
COMPUTE FULL8S = (NSS0222 * 12) + NSS0220 - 1092.
DO IF (NSS0224 ~= 0 & NSS0226 ~= 0).
COMPUTE FULL8E = (NSS0226 * 12) + NSS0224 - 1092.
ELSE IF (NSS0224 = 0 | NSS0226 = 0).
COMPUTE FULL8E = 60.
END IF.
END IF.

** CALCULATING MONTHS IN PART-TIME WORK FROM MARCH 1991. **
** JOB8.

DO IF (NSS0229 = 2).
COMPUTE PART8S = (NSS0222 * 12) + NSS0220 - 1092.
DO IF (NSS0224 ~= 0 & NSS0226 ~= 0).
COMPUTE PART8E = (NSS0226 * 12) + NSS0224 - 1092.
ELSE IF (NSS0224 = 0 | NSS0226 = 0).
    COMPUTE PART8E = 60.
END IF.
END IF.


DO IF (NSS0239 = 1).
    COMPUTE FULL9S = (NSS0232 * 12) + NSS0230 - 1092.
    DO IF (NSS0234 ~= 0 & NSS0236 ~= 0).
        COMPUTE FULL9E = (NSS0236 * 12) + NSS0234 - 1092.
        ELSE IF (NSS0234 = 0 | NSS0236 = 0).
        COMPUTE FULL9E = 60.
    END IF.
END IF.


DO IF (NSS0239 = 2).
    COMPUTE PART9S = (NSS0232 * 12) + NSS0230 - 1092.
    DO IF (NSS0234 ~= 0 & NSS0236 ~= 0).
        COMPUTE PART9E = (NSS0236 * 12) + NSS0234 - 1092.
        ELSE IF (NSS0234 = 0 | NSS0236 = 0).
        COMPUTE PART9E = 60.
    END IF.
END IF.


DO IF (NSS0249 = 1).
    COMPUTE FULL10S = (NSS0242 * 12) + NSS0240 - 1092.
    DO IF (NSS0244 ~= 0 & NSS0246 ~= 0).
        COMPUTE FULL10E = (NSS0246 * 12) + NSS0244 - 1092.
        ELSE IF (NSS0244 = 0 | NSS0246 = 0).
        COMPUTE FULL10E = 60.
    END IF.
END IF.


DO IF (NSS0249 = 2).
    COMPUTE PART10S = (NSS0242 * 12) + NSS0240 - 1092.
    DO IF (NSS0244 ~= 0 & NSS0246 ~= 0).
        COMPUTE PART10E = (NSS0246 * 12) + NSS0244 - 1092.
        ELSE IF (NSS0244 = 0 | NSS0246 = 0).
        COMPUTE PART10E = 60.
    END IF.
END IF.

** CALCULATING MONTHS IN WORK FROM MARCH 1991 WHERE full-time or part-time not stated. ** JOB1.

DO IF (SYSMIS(NSS0131) & NSS0124 ~= 0  & NSS0122 ~= 0).
    COMPUTE FTPT1S = (NSS0124 * 12) + NSS0122 - 1092.
    DO IF (SYSMIS(NSS0131) & NSS0126 ~= 0 & NSS0128 ~= 0).
        COMPUTE FTPT1E = (NSS0128 * 12) + NSS0126 - 1092.
        ELSE IF (NSS0128 = 0 | NSS0126 = 0).
** CALCULATING MONTHS IN WORK FROM MARCH 1991. full-time or part-time not stated. ** JOB2.

DO IF (SYSMIS(NSS0141) & NSS0134 == 0 & NSS0132 == 0).
    COMPUTE FTPT2S = (NSS0134 * 12) + NSS0132 - 1092.
    DO IF (SYSMIS(NSS0141) & NSS0136 ~= 0 & NSS0138 ~= 0).
        COMPUTE FTPT2E = (NSS0138 * 12) + NSS0136 - 1092.
        ELSE IF (NSS0138 = 0 | NSS0136 = 0).
        COMPUTE FTPT2E = 60.
        END IF.
    END IF.
END IF.

** CALCULATING MONTHS IN WORK FROM MARCH 1991. full-time or part-time not stated. ** JOB3.

DO IF (SYSMIS(NSS0151) & NSS0144 == 0 & NSS0142 == 0).
    COMPUTE FTPT3S = (NSS0144 * 12) + NSS0142 - 1092.
    DO IF (SYSMIS(NSS0151) & NSS0146 ~= 0 & NSS0148 ~= 0).
        COMPUTE FTPT3E = (NSS0148 * 12) + NSS0146 - 1092.
        ELSE IF (NSS0148 = 0 | NSS0146 = 0).
        COMPUTE FTPT3E = 60.
        END IF.
    END IF.
END IF.

** CALCULATING MONTHS IN WORK FROM MARCH 1991. full-time or part-time not stated. ** JOB4.

DO IF (SYSMIS(NSS0161) & NSS0154 == 0 & NSS0152 == 0).
    COMPUTE FTPT4S = (NSS0154 * 12) + NSS0152 - 1092.
    DO IF (SYSMIS(NSS0161) & NSS0156 ~= 0 & NSS0158 ~= 0).
        COMPUTE FTPT4E = (NSS0158 * 12) + NSS0156 - 1092.
        ELSE IF (NSS0158 = 0 | NSS0156 = 0).
        COMPUTE FTPT4E = 60.
        END IF.
    END IF.
END IF.

** CALCULATING MONTHS IN WORK FROM MARCH 1991. full-time or part-time not stated. ** JOB5.

DO IF (SYSMIS(NSS0171) & NSS0164 == 0 & NSS0162 == 0).
    COMPUTE FTPT5S = (NSS0164 * 12) + NSS0162 - 1092.
    DO IF (SYSMIS(NSS0171) & NSS0166 ~= 0 & NSS0168 ~= 0).
        COMPUTE FTPT5E = (NSS0168 * 12) + NSS0166 - 1092.
        ELSE IF (NSS0168 = 0 | NSS0166 = 0).
        COMPUTE FTPT5E = 60.
        END IF.
    END IF.
END IF.

** CALCULATING MONTHS IN WORK FROM MARCH 1991. full-time or part-time not stated. ** JOB6.

DO IF (SYSMIS(NSS0181) & NSS0174 == 0 & NSS0172 == 0).
    COMPUTE FTPT6S = (NSS0174 * 12) + NSS0172 - 1092.
    DO IF (SYSMIS(NSS0181) & NSS0176 ~= 0 & NSS0178 ~= 0).
        COMPUTE FTPT6E = (NSS0178 * 12) + NSS0176 - 1092.
        ELSE IF (NSS0178 = 0 | NSS0176 = 0).
        COMPUTE FTPT6E = 60.
        END IF.
    END IF.
END IF.
** CALCULATING MONTHS IN WORK FROM MARCH 1991. full-time or part-time not stated.  
** JOB7.

DO IF (SYSMIS(NSS0219) & NSS0212 == 0 & NSS0210 == 0).
COMPUTE FTPT7S = (NSS0212 * 12) + NSS0210 - 1092.
DO IF (SYSMIS(NSS0219) & NSS0214 == 0 & NSS0216 == 0).
COMPUTE FTPT7E = (NSS0216 * 12) + NSS0214 - 1092.
ELSE IF (NSS0214 = 0 | NSS0216 = 0).
COMPUTE FTPT7E = 60.
END IF.
END IF.

** CALCULATING MONTHS IN WORK FROM MARCH 1991. full-time or part-time not stated.  
** JOB8.

DO IF (SYSMIS(NSS0229) & NSS0222 == 0 & NSS0220 == 0).
COMPUTE FTPT8S = (NSS0222 * 12) + NSS0220 - 1092.
DO IF (SYSMIS(NSS0229) & NSS0224 == 0 & NSS0226 == 0).
COMPUTE FTPT8E = (NSS0226 * 12) + NSS0224 - 1092.
ELSE IF (NSS0224 = 0 | NSS0226 = 0).
COMPUTE FTPT8E = 60.
END IF.
END IF.

** CALCULATING MONTHS IN WORK FROM MARCH 1991. full-time or part-time not stated.  
** JOB9.

DO IF (SYSMIS(NSS0239) & NSS0232 == 0 & NSS0230 == 0).
COMPUTE FTPT9S = (NSS0232 * 12) + NSS0230 - 1092.
DO IF (SYSMIS(NSS0239) & NSS0234 == 0 & NSS0236 == 0).
COMPUTE FTPT9E = (NSS0236 * 12) + NSS0234 - 1092.
ELSE IF (NSS0234 = 0 | NSS0236 = 0).
COMPUTE FTPT9E = 60.
END IF.
END IF.

** CALCULATING MONTHS IN WORK FROM MARCH 1991. full-time or part-time not stated.  
** JOB10.

DO IF (SYSMIS(NSS0249) & NSS0242 == 0 & NSS0240 == 0).
COMPUTE FTPT10S = (NSS0242 * 12) + NSS0240 - 1092.
DO IF (SYSMIS(NSS0249) & NSS0244 == 0 & NSS0246 == 0).
COMPUTE FTPT10E = (NSS0246 * 12) + NSS0244 - 1092.
ELSE IF (NSS0244 = 0 | NSS0246 = 0).
COMPUTE FTPT10E = 60.
END IF.
END IF.

** IF ALL INFORMATION MISSING ON JOB1 THEN OLF FOR ALL MONTHS FROM MARCH 1991.

DO IF (SYSMIS(NSS0131) & NSS0124 = 0 & NSS0122 = 0 & NSS0126 = 0 & NSS0128 = 0).
COMPUTE OLFS = 0.
END IF.

DO IF (SYSMIS(NSS0131) & NSS0124 = 0 & NSS0122 = 0 & NSS0126 = 0 & NSS0128 = 0).
COMPUTE OLFE = 60.
END IF.
** LOOKING AT IF START DATES OF A JOB ARE BEFORE END OF A PREVIOUS JOB.

TEMPORARY.
SELECT IF (FULL1E > FULL2S).
LIST
  VARIABLES=nserial FULL1S FULL1E FULL2S FULL2E
  /CASES= BY 1
  /FORMAT= WRAP NUMBERED .
EXECUTE .

TEMPORARY.
SELECT IF (PART1E > PART2S).
LIST
  VARIABLES=nserial PART1S PART1E PART2S PART2E
  /CASES= BY 1
  /FORMAT= WRAP NUMBERED .
EXECUTE .

TEMPORARY.
SELECT IF (FULL2E > FULL3S).
LIST
  VARIABLES=nserial FULL2S FULL2E FULL3S FULL3E
  /CASES= BY 1
  /FORMAT= WRAP NUMBERED .
EXECUTE .

TEMPORARY.
SELECT IF (PART2E > PART3S).
LIST
  VARIABLES=nserial PART2S PART2E PART3S PART3E
  /CASES= BY 1
  /FORMAT= WRAP NUMBERED .
EXECUTE .

** SOME CASES WITH INFORMATION ENTERED BACKWARDS, OTHER CASES JOBS JUST OVERLAPPING.
** SEE OUTFILE FOR DETAILS.

** RECODING TO GET A CORRECT START DATE IE. MARCH 1991.

COMPUTE FULL1S = FULL1S - 3 .
COMPUTE FULL1E = FULL1E - 3 .
COMPUTE PART1S = PART1S - 3 .
COMPUTE PART1E = PART1E - 3 .
COMPUTE FULL2S = FULL2S - 3 .
COMPUTE FULL2E = FULL2E - 3 .
COMPUTE PART2S = PART2S - 3 .
COMPUTE PART2E = PART2E - 3 .
COMPUTE FULL3S = FULL3S - 3 .
COMPUTE FULL3E = FULL3E - 3 .
COMPUTE PART3S = PART3S - 3 .
COMPUTE PART3E = PART3E - 3 .
COMPUTE FULL4S = FULL4S - 3 .
COMPUTE FULL4E = FULL4E - 3 .
COMPUTE PART4S = PART4S - 3 .
COMPUTE PART4E = PART4E - 3 .
COMPUTE FULL5S = FULL5S - 3 .
COMPUTE FULL5E = FULL5E - 3 .
COMPUTE PART5S = PART5S - 3 .
COMPUTE PART5E = PART5E - 3 .
COMPUTE FULL6S = FULL6S - 3 .
COMPUTE FULL6E = FULL6E - 3 .
COMPUTE PART6S = PART6S - 3 .
**RECODING ALL NEGATIVE VALUES TO 0.**

**NEGATIVE VALUES INDICATE A START DATE PRIOR TO MARCH 1991.**

**O INDICATES MARCH 1991.**

RECODE

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**EXECUTE.**

**CREATING A SET OF VARIABLES FOR MISSING START/END DATES.**

**DO REPEAT**

- **X** = full1e full2e full3e full4e full5e full6e full7e full8e full9e full10e part1e part2e part3e part4e part5e part6e part7e part8e part9e part10e olfe ftpt1e ftpt2e ftpt3e ftpt4e ftpt5e ftpt6e ftpt7e
ftpt8e fpt9e fpt10e / 
Y = Mfull1e Mfull2e Mfull3e Mfull4e Mfull5e Mfull6e Mfull7e Mfull8e Mfull9e 
Mfull10e Mpart1e Mpart2e Mpart3e Mpart4e Mpart5e Mpart6e Mpart7e Mpart8e 
Mpart9e Mpart10e Molfe Mftpt1e Mftpt2e Mftpt3e Mftpt4e Mftpt5e Mftpt6e Mftpt7e 
Mftpt8e Mftpt9e Mftpt10e / 
W = full1s full2s full3s full4s full5s full6s full7s full8s full9s 
full10s part1s part2s part3s part4s part5s part6s part7s part8s 
part9s part10s olfs ftpt1s ftpt2s ftpt3s ftpt4s ftpt5s ftpt6s ftpt7s 
ftpt8s ftpt9s ftpt10s / 
z = Mfull1s Mfull2s Mfull3s Mfull4s Mfull5s Mfull6s Mfull7s Mfull8s Mfull9s 
Mfull10s Mpart1s Mpart2s Mpart3s Mpart4s Mpart5s Mpart6s Mpart7s Mpart8s 
Mpart9s Mpart10s Molfs Mftpt1s Mftpt2s Mftpt3s Mftpt4s Mftpt5s Mftpt6s Mftpt7s 
Mftpt8s Mftpt9s Mftpt10s .

COMPUTE Y = 0 .
IF MISSING (X) Y = 1.
COMPUTE Z = 0 .
IF MISSING (W) Z = 1.
END REPEAT.

** CREATING THE JOB HISTORY VECTOR.
** WHETHER IN FULL-TIME PART-TIME UNSPECIFIED FULL OR PART OR OLF FROM MARCH 1991.
** VALUES = 1 FULL-TIME 2 PART-TIME 3 UNSPECIFIED 4 OLF.

VECTOR JOB (60,f3.0) .
.
DO IF (MOLFS ~= 1 & MOLFE ~= 1).
LOOP #a=OLFS TO OLFE.
+ COMPUTE JOB(#a)=4.
END LOOP.
END IF.

do if (mftpt1s ~= 1 & mftpt1e ~= 1).
loop #a=ftpt1s to ftpt1e.
+ compute job (#a)=3.
end loop.
end if.
do if (mftpt2s ~= 1 & mftpt2e ~= 1).
loop #b=ftpt2s to ftpt2e.
+ compute job (#b)=3.
end loop.
end if.
do if (mftpt3s ~= 1 & mftpt3e ~= 1).
loop #c=ftpt3s to ftpt3e.
+ compute job (#c)=3.
end loop.
end if.
do if (mftpt4s ~= 1 & mftpt4e ~= 1).
loop #d=ftpt4s to ftpt4e.
+ compute job (#d)=3.
end loop.
end if.
do if (mftpt5s ~= 1 & mftpt5e ~= 1).
loop #e=ftpt5s to ftpt5e.
+ compute job (#e)=3.
end loop.
end if.
do if (mftpt6s ~= 1 & mftpt6e ~= 1).
loop #f=ftpt6s to ftpt6e.
+ compute job (#f)=3.
end loop.
end if.
do if (mfft7s ~= 1 & mfft7e ~= 1).
loop #g=ffft7s to ffft7e.
+ compute job (#g)=3.
end loop.
end if.
do if (mfft8s ~= 1 & mfft8e ~= 1).
loop #h=ffft8s to ffft8e.
+ compute job (#h)=3.
end loop.
end if.
do if (mfft9s ~= 1 & mfft9e ~= 1).
loop #i=ffft9s to ffft9e.
+ compute job (#i)=3.
end loop.
end if.
do if (mfft10s ~= 1 & mfft10e ~= 1).
loop #j=ffft10s to ffft10e.
+ compute job (#j)=3.
end loop.
end if.
execute .

vector job = job1 to job60.
do if (mpart1s ~= 1 & mpart1e ~= 1).
loop #a=part1s to part1e.
+ compute job (#a)=2.
end loop.
end if.
do if (mpart2s ~= 1 & mpart2e ~= 1).
loop #b=part2s to part2e.
+ compute job (#b)=2.
end loop.
end if.
do if (mpart3s ~= 1 & mpart3e ~= 1).
loop #c=part3s to part3e.
+ compute job (#c)=2.
end loop.
end if.
do if (mpart4s ~= 1 & mpart4e ~= 1).
loop #d=part4s to part4e.
+ compute job (#d)=2.
end loop.
end if.
do if (mpart5s ~= 1 & mpart5e ~= 1).
loop #e=part5s to part5e.
+ compute job (#e)=2.
end loop.
end if.
do if (mpart6s ~= 1 & mpart6e ~= 1).
loop #f=part6s to part6e.
+ compute job (#f)=2.
end loop.
end if.
do if (mpart7s ~= 1 & mpart7e ~= 1).
loop #g=part7s to part7e.
+ compute job (#g)=2.
end loop.
end if.
do if (mpart8s ~= 1 & mpart8e ~= 1).
loop #h=part8s to part8e.
+ compute job (#h)=2.
END LOOP.
END IF.
DO IF (MPART9S \= 1 & MPART9E \= 1).
LOOP #I=PART9S TO PART9E.
+ COMPUTE JOB (#I)=2.
END LOOP.
END IF.
DO IF (MPART10S \= 1 & MPART10E \= 1).
LOOP #J=PART10S TO PART10E.
+ COMPUTE JOB (#J)=2.
END LOOP.
END IF.
EXECUTE.
VECTOR JOB = JOB1 TO JOB60.
DO IF (MFULL1S \= 1 & MFULL1E \= 1).
LOOP #A=FULL1S TO FULL1E.
+ COMPUTE JOB (#A)=1.
END LOOP.
END IF.
DO IF (MFULL2S \= 1 & MFULL2E \= 1).
LOOP #B=FULL2S TO FULL2E.
+ COMPUTE JOB (#B)=1.
END LOOP.
END IF.
DO IF (MFULL3S \= 1 & MFULL3E \= 1).
LOOP #C=FULL3S TO FULL3E.
+ COMPUTE JOB (#C)=1.
END LOOP.
END IF.
DO IF (MFULL4S \= 1 & MFULL4E \= 1).
LOOP #D=FULL4S TO FULL4E.
+ COMPUTE JOB (#D)=1.
END LOOP.
END IF.
DO IF (MFULL5S \= 1 & MFULL5E \= 1).
LOOP #E=FULL5S TO FULL5E.
+ COMPUTE JOB (#E)=1.
END LOOP.
END IF.
DO IF (MFULL6S \= 1 & MFULL6E \= 1).
LOOP #F=FULL6S TO FULL6E.
+ COMPUTE JOB (#F)=1.
END LOOP.
END IF.
DO IF (MFULL7S \= 1 & MFULL7E \= 1).
LOOP #G=FULL7S TO FULL7E.
+ COMPUTE JOB (#G)=1.
END LOOP.
END IF.
DO IF (MFULL8S \= 1 & MFULL8E \= 1).
LOOP #H=FULL8S TO FULL8E.
+ COMPUTE JOB (#H)=1.
END LOOP.
END IF.
DO IF (MFULL9S \= 1 & MFULL9E \= 1).
LOOP #I=FULL9S TO FULL9E.
+ COMPUTE JOB (#I)=1.
END LOOP.
END IF.
DO IF (MFULL10S \= 1 & MFULL10E \= 1).
LOOP #J=FULL10S TO FULL10E.
EXECUTE.

** ATTEMPTING TO LOOK AT 'MISSING INFORMATION' IN HISTORIES OR GENUINE 'OLF'.

** LOOKING AT CASES WHO HAVE NOT GIVEN US CURRENT EMPLOYMENT STATUS.

TEMPORARY.
SELECT IF(SYSMIS(NSS0121)).
LIST
  VARIABLES=nserial
  /CASES= BY 1
  /FORMAT= WRAP NUMBERED .

** SEE OUTFILE.
** 5 CASES - JUST 1 NOT VALID.

** CASES WITH WITH CONTINUAL OLF STATUS.

TEMPORARY.
SELECT IF(JOB1 = 4 & JOB60 = 4).
LIST
  VARIABLES=nserial NSS0121
  /CASES= BY 1
  /FORMAT= WRAP NUMBERED .

** A TOTAL OF 161 CASES -OF WHICH 158 ARE CURRENTLY NOT WORKING.
** 2 CASES - 1499 IS WORKING PART-TIME AND 1584 IS 'MISSING'.

** RECODING JOB HISTORIES TO BE MISSING.

DO IF
  (nserial = '960061E' | nserial = '986376C').
RECODE
  (4 = 0).
END IF.

** RECODING JOB HISTORIES FROM SYSTEM MISSING TO 4 IF THERE IS SOME VALID JOB INFO.
** CASES PUT AS OLF (4) IN GAPS BETWEEN JOB INFORMATION.

DO IF
  (nserial =~ '960061E' | nserial =~ '986376C').
RECODE
  (SYSMIS = 4).
END IF.
** CREATING YEAR INFORMATION.
** MOST TIME SPENT IN ONE STATUS IN ANY ONE YEAR.

** YEAR FROM MARCH 1991.
COUNT
  full91 = job1 job2 job3 job4 job5 job6 job7 job8 job9 job10 job11 job12 (1).
VARIABLE LABELS full91 'F/T Employment Status in 1991'.

COUNT
  part91 = job1 job2 job3 job4 job5 job6 job7 job8 job9 job10 job11 job12 (2).
VARIABLE LABELS PART91 'P/T Employment Status in 1991'.

COUNT
  FTPT91 = job1 job2 job3 job4 job5 job6 job7 job8 job9 job10 job11 job12 (3).
VARIABLE LABELS FTPT91 'Employment Status in 1991 where FT/PT not known'.

COUNT
  OLF91 = job1 job2 job3 job4 job5 job6 job7 job8 job9 job10 job11 job12 (4).
VARIABLE LABELS OLF91 'OUT OF LABOUR FORCE IN 1991'.

COUNT
  MISS91 = job1 job2 job3 job4 job5 job6 job7 job8 job9 job10 job11 job12 (0).
VARIABLE LABELS MISS91 'MISSING DATA IN 1991'.

** IF A VALUE IS THE SAME, IE. FULL91 = 6 AND OLF91 = 6, BY SETTING
OUT THE ORDER AS BELOW, THE 'HIGHER' EMPLOYMENT STATUS IS AWARDED
IE. IF FULL91 = 6 AND OLF91 = 6 THEN YEAR91 = 1 NOT 4.

IF (MAX(FULL91,PART91,FTPT91,OLF91,MISS91) = MISS91) YEAR91 = 5.
IF (MAX(FULL91,PART91,FTPT91,OLF91,MISS91) = OLF91) YEAR91 = 4.
IF (MAX(FULL91,PART91,FTPT91,OLF91,MISS91) = FTPT91) YEAR91 = 3.
IF (MAX(FULL91,PART91,FTPT91,OLF91,MISS91) = PART91) YEAR91 = 2.
IF (MAX(FULL91,PART91,FTPT91,OLF91,MISS91) = FULL91) YEAR91 = 1.

VARIABLE LABELS YEAR91 'Employment Status in 12 months from March 1991'.
VALUE LABELS YEAR91 1 'Predominantly full-time'
          2 'Predominantly part-time'
          3 'Predominantly working (FT/PT status not known)'
          4 'Predominantly out of labour force'
          5 'Predominantly missing data'.
MISSING VALUES YEAR91 (5).

** YEAR FROM MARCH 1992.
COUNT
  full92 = job13 job14 job15 job16 job17 job18 job19 job20 job21 job22 job23 job24 (1).
VARIABLE LABELS full92 'F/T EMPLOYMENT STATUS IN 1992'.

COUNT
  part92 = job13 job14 job15 job16 job17 job18 job19 job20 job21 job22 job23 job24 (2).
VARIABLE LABELS PART92 'P/T EMPLOYMENT STATUS IN 1992'.

COUNT
  FTPT92 = job13 job14 job15 job16 job17 job18 job19 job20 job21 job22 job23 job24 (3).
VARIABLE LABELS FTPT92 'P/T OR F/T EMPLOYMENT STATUS IN 1992'.

COUNT
  OLF92 = job13 job14 job15 job16 job17 job18 job19 job20 job21 job22 job23 job24 (4).
VARIABLE LABELS OLF92 'OUT OF LABOUR FORCE IN 1992'.

COUNT
  MISS92 = job13 job14 job15 job16 job17 job18 job19 job20 job21 job22 job23 job24 (0).
VARIABLE LABELS MISS92 'MISSING IN 1992'.

IF (MAX(FULL92, PART92, FTPT92, OLF92, MISS92) = MISS92) YEAR92 = 5.
IF (MAX(FULL92, PART92, FTPT92, OLF92, MISS92) = OLF92) YEAR92 = 4.
IF (MAX(FULL92, PART92, FTPT92, OLF92, MISS92) = FTPT92) YEAR92 = 3.
IF (MAX(FULL92, PART92, FTPT92, OLF92, MISS92) = PART92) YEAR92 = 2.
IF (MAX(FULL92, PART92, FTPT92, OLF92, MISS92) = FULL92) YEAR92 = 1.

VARIABLE LABELS YEAR92 'Employment Status in 12 months from March 1992'.
VALUE LABELS YEAR92 1 'Predominantly full-time'
2 'Predominantly part-time'
3 'Predominantly working (FT/PT status not known)'
4 'Predominantly out of labour force'
5 'Predominantly missing data'.

MISSING VALUES YEAR92 (5).

** YEAR FROM MARCH 1993.
COUNT full93 = job25 job26 job27 job28 job29 job30 job31 job32 job33 job34 job35 job36 (1).
VARIABLE LABELS full93 'F/T EMPLOYMENT STATUS IN 1993'.

COUNT part93 = job25 job26 job27 job28 job29 job30 job31 job32 job33 job34 job35 job36 (2).
VARIABLE LABELS PART93 'P/T EMPLOYMENT STATUS IN 1993'.

COUNT FTPT93 = job25 job26 job27 job28 job29 job30 job31 job32 job33 job34 job35 job36 (3).
VARIABLE LABELS PART93 'P/T OR F/T EMPLOYMENT STATUS IN 1993'.

COUNT OLF93 = job25 job26 job27 job28 job29 job30 job31 job32 job33 job34 job35 job36 (4).
VARIABLE LABELS OLF93 'OUT OF LABOUR FORCE IN 1993'.

COUNT MISS93 = job25 job26 job27 job28 job29 job30 job31 job32 job33 job34 job35 job36 (0).
VARIABLE LABELS MISS93 'MISSING IN 1993'.

IF (MAX(FULL93, PART93, FTPT93, OLF93, MISS93) = MISS93) YEAR93 = 5.
IF (MAX(FULL93, PART93, FTPT93, OLF93, MISS93) = OLF93) YEAR93 = 4.
IF (MAX(FULL93, PART93, FTPT93, OLF93, MISS93) = FTPT93) YEAR93 = 3.
IF (MAX(FULL93, PART93, FTPT93, OLF93, MISS93) = PART93) YEAR93 = 2.
IF (MAX(FULL93, PART93, FTPT93, OLF93, MISS93) = FULL93) YEAR93 = 1.

VARIABLE LABELS YEAR93 'Employment Status in 12 months from March 1993'.
VALUE LABELS YEAR93 1 'Predominantly full-time'
2 'Predominantly part-time'
3 'Predominantly working (FT/PT status not known)'
4 'Predominantly out of labour force'
5 'Predominantly missing data'.

MISSING VALUES YEAR93 (5).

** YEAR FROM MARCH 1994.
COUNT full94 = job37 job38 job39 job40 job41 job42 job43 job44 job45 job46 job47 job48 (1).
VARIABLE LABELS full94 'F/T EMPLOYMENT STATUS IN 1994'.

COUNT part94 = job37 job38 job39 job40 job41 job42 job43 job44 job45 job46 job47 job48 (2).
VARIABLE LABELS PART94 'P/T EMPLOYMENT STATUS IN 1994'.

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COUNT
FTPT94 = job37 job38 job39 job40 job41 job42 job43 job44 job45 job46 job47 job48 (3).
VARIABLE LABELS PART94 'P/T OR F/T EMPLOYMENT STATUS IN 1994'.

COUNT
OLF94 = job37 job38 job39 job40 job41 job42 job43 job44 job45 job46 job47 job48 (4).
VARIABLE LABELS OLF94 'OUT OF LABOUR FORCE IN 1994'.

COUNT
MISS94 = job37 job38 job39 job40 job41 job42 job43 job44 job45 job46 job47 job48 (0).
VARIABLE LABELS MISS94 'MISSING IN 1994'.

IF (MAX(FULL94,PART94,FTPT94,OLF94,MISS94) = MISS94) YEAR94 = 5.
IF (MAX(FULL94,PART94,FTPT94,OLF94,MISS94) = FTPT94) YEAR94 = 3.
IF (MAX(FULL94,PART94,FTPT94,OLF94,MISS94) = PART94) YEAR94 = 2.
IF (MAX(FULL94,PART94,FTPT94,OLF94,MISS94) = FULL94) YEAR94 = 1.

VARIABLE LABELS YEAR94 'Employment Status in 12 months from March 1994'.
VALUE LABELS YEAR94 1 'Predominantly full-time'
   2 'Predominantly part-time'
   3 'Predominantly working (FT/PT status not known)'
   4 'Predominantly out of labour force'
   5 'Predominantly missing data'.

MISSING VALUES YEAR94 (5).

Variable labels job1
'Employment status March 1991'.

Variable labels job2
'Employment status April 1991'.

Variable labels job3
'Employment status May 1991'.

Variable labels job4
'Employment status June 1991'.

Variable labels job5
'Employment status July 1991'.

Variable labels job6
'Employment status Aug 1991'.

Variable labels job7
'Employment status Sept 1991'.

Variable labels job8
'Employment status Oct 1991'.

Variable labels job9
'Employment status Nov 1991'.

Variable labels job10
'Employment status Dec 1991'.

Variable labels job11
'Employment status Jan 1992'.

Variable labels job12
'Employment status Feb 1992'.
Variable labels job13
'Employment status March 1992'.
Variable labels job14
'Employment status April 1992'.
Variable labels job15
'Employment status May 1992'.
Variable labels job16
'Employment status June 1992'.
Variable labels job17
'Employment status July 1992'.
Variable labels job18
'Employment status Aug 1992'.
Variable labels job19
'Employment status Sept 1992'.
Variable labels job20
'Employment status Oct 1992'.
Variable labels job21
'Employment status Nov 1992'.
Variable labels job22
'Employment status Dec 1992'.
Variable labels job23
'Employment status Jan 1993'.
Variable labels job24
'Employment status Feb 1993'.
Variable labels job25
'Employment status March 1993'.
Variable labels job26
'Employment status April 1993'.
Variable labels job27
'Employment status May 1993'.
Variable labels job28
'Employment status June 1993'.
Variable labels job29
'Employment status July 1993'.
Variable labels job30
'Employment status Aug 1993'.
Variable labels job31
'Employment status Sept 1993'.
Variable labels job32
'Employment status Oct 1993'.
Variable labels job33
'Employment status Nov 1993'.

Variable labels job34
'Employment status Dec 1993'.

Variable labels job35
'Employment status Jan 1994'.

Variable labels job36
'Employment status Feb 1994'.

Variable labels job37
'Employment status March 1994'.

Variable labels job38
'Employment status April 1994'.

Variable labels job39
'Employment status May 1994'.

Variable labels job40
'Employment status June 1994'.

Variable labels job41
'Employment status July 1994'.

Variable labels job42
'Employment status Aug 1994'.

Variable labels job43
'Employment status Sept 1994'.

Variable labels job44
'Employment status Oct 1994'.

Variable labels job45
'Employment status Nov 1994'.

Variable labels job46
'Employment status Dec 1994'.

Variable labels job47
'Employment status Jan 1995'.

Variable labels job48
'Employment status Feb 1995'.

Variable labels job49
'Employment status March 1995'.

Variable labels job50
'Employment status April 1995'.

Variable labels job51
'Employment status May 1995'.

Variable labels job52
'Employment status June 1995'.

Variable labels job53
'Employment status July 1995'.

Variable labels job54
'Employment status Aug 1995'.

Variable labels job55
'Employment status Sept 1995'.

Variable labels job56
'Employment status Oct 1995'.

Variable labels job57
'Employment status Nov 1995'.

Variable labels job58
'Employment status Dec 1995'.

Variable labels job59
'Employment status Jan 1996'.

Variable labels job60
'Employment status Feb 1996'.

value labels job1 to job60
  1 'working full-time'
  2 'working part-time'
  3 'working (PT/FT unspecified)'
  4 'out of labour force'.

format c1prob to numscor2 (f8.0).
format litgrp1 to year94(f8.0).

fre c1prob to home37.
fre books mags.
fre childa to occgrp95.
fre job1 to year94.

save outfile='c:\NCDS37 dataset.sav'/drop=timeread timemags child37 full1s to mftpt10s full91 to miss91 full92 to miss92 full93 to miss93 full94 to miss94 job58 to job60.
Imputation syntax for variable nss1022 (see section 2.3)

* First test if child benefit stated as 'benefit 2' or 'benefit 3, 4, 5 or 6'.

```plaintext
compute cb_other=0.
if (nss1032=11 or nss1042=11 or nss1052=11 or nss1062=11 or nss1072=11)cb_other=1.
format cb_other (f2.0).
variable labels cb_other 'Was child benefit stated as one of benefits 2-6?'.
value labels cb_other 0 'No' 1 'Yes'.
fre cb_other.
```

* 171 cohort members stated child benefit as one of benefits 2-6, so in those cases benefit 1 can't be CBen.

* In 1995, child benefit was £10.40/week for the first child and £8.45 for each subsequent child, except that * for one-parent families it was £17.55 for first child and £8.45 for each subsequent one (although strictly * speaking, it's a totally separate benefit: One Parent Benefit.

* Equivalent monthly rates would be: £45.07 for first child, and £36.62 for each subsequent child, except that * for one-parent families it was £76.05 for first child and £36.62 for each subsequent one.

* Equivalent '4-weekly' rates would be £41.60 for first child, and £33.80 for each subsequent child, except that * for one-parent families it was £70.20 for first child and £33.80 for each subsequent one.

* Convert benefit 1 to weekly amount.

```plaintext
compute ben1week=-1.
if (nss1028 = 1)ben1week=nss1024.
if (nss1028 > 1)ben1week=nss1024/nss1028.
if (nss1029 = 1)ben1week=(nss1024*12)/52.
```

* Count number of cohort member's own children living at home with them.

```plaintext
count nkidhome=nss0850 nss0851 nss0852 nss0853 nss0854 nss0855(1).
format nkidhome (f2.0).
variable labels nkidhome 'Number of own children living at home'.
fre nkidhome.
```

* Check out if cohort member is a lone parent or one of a couple.

```plaintext
compute parentyp=0.
if (nkidhome ge 1)parentyp=1.
if (nss0410=1 and nkidhome ge 1)parentyp=2.
format parentyp (f2.0).
variable labels parentyp 'Child Benefit entitlement status'.
value labels parentyp
0 'No children'
1 'Lone Parent'
2 'Married/Cohabiting parent'.
fre parentyp.
```

* Compute variable 'childben' which flags when a case should have nss1022 recoded to a value of 11.

```plaintext
compute childben=0.
format childben (f2.0).
* If the weekly amount of benefit 1 received is within £1 or £2 of a plausible CB amount (not necessarily for * the exact number of children resident), assume benefit 1 should have been coded as child benefit.

if (cb_other=0 and parentyp=2 and nkidhome=1 and (ben1week ge 9 and ben1week le 12))childben=1.
if (cb_other=0 and parentyp=2 and nkidhome=1 and (ben1week ge 18 and ben1week le 20))childben=1.
if (cb_other=0 and parentyp=2 and nkidhome=1 and (ben1week ge 25 and ben1week le 28))childben=1.
if (cb_other=0 and parentyp=2 and nkidhome=2 and (ben1week ge 9 and ben1week le 12))childben=1.
```
if (cb_other=0 and parentyp=2 and nkidhome=2 and (ben1week ge 18 and ben1week le 20))childben=1.
if (cb_other=0 and parentyp=2 and nkidhome=2 and (ben1week ge 18 and ben1week le 20))childben=1.
if (cb_other=0 and parentyp=2 and nkidhome=3 and (ben1week ge 9 and ben1week le 12))childben=1.
if (cb_other=0 and parentyp=2 and nkidhome=3 and (ben1week ge 18 and ben1week le 20))childben=1.
if (cb_other=0 and parentyp=2 and nkidhome=3 and (ben1week ge 25 and ben1week le 28))childben=1.
if (cb_other=0 and parentyp=2 and nkidhome=4 and (ben1week ge 18 and ben1week le 20))childben=1.
if (cb_other=0 and parentyp=2 and nkidhome=4 and (ben1week ge 25 and ben1week le 28))childben=1.
if (cb_other=0 and parentyp=2 and nkidhome=4 and (ben1week ge 30 and ben1week le 38))childben=1.
if (cb_other=0 and parentyp=2 and nkidhome=5 and (ben1week ge 25 and ben1week le 28))childben=1.
if (cb_other=0 and parentyp=2 and nkidhome=5 and (ben1week ge 30 and ben1week le 38))childben=1.
if (cb_other=0 and parentyp=2 and nkidhome=5 and (ben1week ge 40 and ben1week le 45))childben=1.
if (cb_other=0 and parentyp=2 and nkidhome=5 and (ben1week ge 50 and ben1week le 55))childben=1.
if (cb_other=0 and parentyp=1 and nkidhome=1 and (ben1week ge 9 and ben1week le 12))childben=1.
if (cb_other=0 and parentyp=1 and nkidhome=1 and (ben1week ge 16 and ben1week le 19))childben=1.
if (cb_other=0 and parentyp=1 and nkidhome=2 and (ben1week ge 9 and ben1week le 12))childben=1.
if (cb_other=0 and parentyp=1 and nkidhome=2 and (ben1week ge 16 and ben1week le 19))childben=1.
if (cb_other=0 and parentyp=1 and nkidhome=2 and (ben1week ge 25 and ben1week le 28))childben=1.
if (cb_other=0 and parentyp=1 and nkidhome=3 and (ben1week ge 25 and ben1week le 28))childben=1.
if (cb_other=0 and parentyp=1 and nkidhome=3 and (ben1week ge 30 and ben1week le 35))childben=1.

* For lone parents, increase range of plausible amounts to include the extra £7.15 One Parent Benefit entitlement
if (cb_other=0 and ((nss1032=12) or (nss1042=12) or (nss1052=12) or (nss1062=12) or (nss1072=12)))childben=1.

* There were no lone parents with more than three children.

* In the case of any respondents who were receiving One Parent Benefit, but did not mention child benefit anywhere,
  * assume benefit 1 should be child benefit even if it's not in the range of 'plausible amounts' outlined above.

if (cb_other=0 and (nss1032=12) or (nss1042=12) or (nss1052=12) or (nss1062=12) or (nss1072=12))childben=1.

fre childben.

* Look at cases where all entries involving benefits are system-missing. Assume these respondents really do not receive any benefits.
compute nobens=0.
if (sysmis(nss1022) and sysmis(nss1031) and sysmis(nss1032) and sysmis(nss1042) and sysmis(nss1052) and sysmis(nss1062) and sysmis(nss1062) and sysmis(nss1072) and childben=0)nobens=1.
fre nobens.

compute nss1022=23.
if (nkidhome=0)nss1022=21.
if (nobens=1)nss1022=20.
if (cb_other >=1)nss1022=22.
if (childben=1)nss1022=11.
variable labels nss1022 'Income: Benefit #1 (imputed, due to erroneous data input)'.
value labels nss1022
 11 'child benefit (CB)'
 20 'no benefits received at all'
 21 "some benefit received, but no kids at home so it's not CB"
 22 "some benefit received - not CB, as CB stated as benefit 2-6"
 23 "some benefit received - may be CB, but evidence inconclusive".
References:

APPENDIX 2

Summary of Data Collected at NCDS Birth Survey and Sweeps 1-6
NCDS: SUMMARY OF DATA COLLECTED 1958-2000

Perinatal Mortality Survey (PMS): 1958

<table>
<thead>
<tr>
<th>Parents and Medical Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; family background</td>
</tr>
<tr>
<td>Obstetric history</td>
</tr>
<tr>
<td>Antenatal care</td>
</tr>
<tr>
<td>Abnormalities during pregnancy</td>
</tr>
<tr>
<td>Length &amp; abnormalities of labour</td>
</tr>
<tr>
<td>Analgesia &amp; Anaesthesia</td>
</tr>
<tr>
<td>Sex, weight, progress, management &amp; outcome of infant</td>
</tr>
<tr>
<td>Mother's smoking during pregnancy</td>
</tr>
</tbody>
</table>

National Child Development Study, First Follow-up (NCDS1): 1965

<table>
<thead>
<tr>
<th>Parents</th>
<th>Medical</th>
<th>School</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family size</td>
<td>Height and weight</td>
<td>School size and organisation</td>
<td>Southgate Reading Test</td>
</tr>
<tr>
<td>Parental situation</td>
<td>Head circumference</td>
<td>School and parents</td>
<td>Copying Designs Test</td>
</tr>
<tr>
<td>Father's occupation</td>
<td>Tests &amp; clinical assessments of motor</td>
<td>Teachers assessment of child's abilities, attainment &amp; behaviour</td>
<td>Goodenough Draw-a-man Test</td>
</tr>
<tr>
<td>Father's education</td>
<td>co-ordination &amp; laterality</td>
<td></td>
<td>Problem Arithmetic Test</td>
</tr>
<tr>
<td>Mother's work</td>
<td>Full clinical examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of accommodation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of rooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Household amenities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periods 'In Care'</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospital admissions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinic attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical history</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical co-ordination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjustment to school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separation from mother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-school experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infant Welfare Clinic attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### National Child Development Study, Second Follow-up (NCDS2): 1969

<table>
<thead>
<tr>
<th><strong>Parents</strong></th>
<th><strong>Medical</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Family size</td>
<td>Height and weight</td>
</tr>
<tr>
<td>Parental situation</td>
<td>Head circumference</td>
</tr>
<tr>
<td>Father's occupation</td>
<td>Tests &amp; clinical assessment</td>
</tr>
<tr>
<td>Father's education</td>
<td>Full clinical examination</td>
</tr>
<tr>
<td>Mother's work</td>
<td>Pubertal development</td>
</tr>
<tr>
<td>Type of accommodation</td>
<td></td>
</tr>
<tr>
<td>Tenure</td>
<td></td>
</tr>
<tr>
<td>Number of rooms</td>
<td></td>
</tr>
<tr>
<td>Household amenities</td>
<td></td>
</tr>
<tr>
<td>Periods 'In Care'</td>
<td></td>
</tr>
<tr>
<td>Hospital admissions</td>
<td></td>
</tr>
<tr>
<td>Clinic attendance</td>
<td></td>
</tr>
<tr>
<td>Medical history</td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td></td>
</tr>
<tr>
<td>Physical co-ordination</td>
<td></td>
</tr>
<tr>
<td>Adjustment to school</td>
<td></td>
</tr>
<tr>
<td>Separation from mother</td>
<td></td>
</tr>
<tr>
<td>Pre-school experience</td>
<td></td>
</tr>
<tr>
<td>Infant Welfare Clinic attendance</td>
<td></td>
</tr>
<tr>
<td>Financial situation</td>
<td></td>
</tr>
<tr>
<td>Housing satisfaction</td>
<td></td>
</tr>
<tr>
<td>Satisfaction with neighbourhood</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>School</strong></th>
<th><strong>Subject</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>School size and organisation</td>
<td>Reading comprehension test</td>
</tr>
<tr>
<td>School and parents</td>
<td>Mathematics comprehension Test</td>
</tr>
<tr>
<td>Teachers assessment of child's abilities, attainment &amp; behaviour</td>
<td>General Ability Test</td>
</tr>
<tr>
<td></td>
<td>Copying-designs Test</td>
</tr>
<tr>
<td></td>
<td>Short questionnaire on interest out of school &amp; educational aspiration</td>
</tr>
<tr>
<td></td>
<td>Essay describing their life at age 25</td>
</tr>
</tbody>
</table>

### National Child Development Study, Third Follow-up (NCDS3): 1974

<table>
<thead>
<tr>
<th><strong>Parents</strong></th>
<th><strong>Medical</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Family size</td>
<td>Height and weight</td>
</tr>
<tr>
<td>Parental situation</td>
<td>Head circumference</td>
</tr>
<tr>
<td>Father's occupation</td>
<td>Tests &amp; clinical assessment</td>
</tr>
<tr>
<td>Father's education</td>
<td>Full clinical examination</td>
</tr>
<tr>
<td>Mother's work</td>
<td>Pubertal development</td>
</tr>
<tr>
<td>Type of accommodation</td>
<td></td>
</tr>
<tr>
<td>Tenure</td>
<td></td>
</tr>
<tr>
<td>Number of rooms</td>
<td></td>
</tr>
<tr>
<td>Household amenities</td>
<td></td>
</tr>
<tr>
<td>Periods 'In Care'</td>
<td></td>
</tr>
<tr>
<td>Hospital admissions</td>
<td></td>
</tr>
<tr>
<td>Clinic attendance</td>
<td></td>
</tr>
<tr>
<td>Medical history</td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td></td>
</tr>
<tr>
<td>Physical co-ordination</td>
<td></td>
</tr>
<tr>
<td>Adjustment to school</td>
<td></td>
</tr>
<tr>
<td>Separation from mother</td>
<td></td>
</tr>
<tr>
<td>Pre-school experience</td>
<td></td>
</tr>
<tr>
<td>Infant Welfare Clinic attendance Financial situation</td>
<td></td>
</tr>
<tr>
<td>Child's future education and employment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>School</strong></th>
<th><strong>Subject</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>School size and organisation</td>
<td>Reading comprehension test</td>
</tr>
<tr>
<td>School and parents</td>
<td>Mathematics comprehension Test</td>
</tr>
<tr>
<td>Teachers assessment of child's abilities, attainment &amp; behaviour, future education and development</td>
<td>Questionnaire covering: School; Education; Further &amp; higher education; Future employment; Relationships with the family; Marriage &amp; family plans; Leisure activities</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NCDS Sample Survey of Basic Skills 1995 - 46
**Survey of Public Examination Entry and Performance (EXAMS), 1978**

<table>
<thead>
<tr>
<th><strong>Schools (and colleges)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Details of entry and performance in public examinations</td>
</tr>
</tbody>
</table>

**National Child Development Study, Fourth Follow-up (NCDS4): 1981**

<table>
<thead>
<tr>
<th><strong>Subject</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment &amp; Unemployment</td>
</tr>
<tr>
<td>Apprenticeship &amp; training</td>
</tr>
<tr>
<td>Education &amp; qualifications since school</td>
</tr>
<tr>
<td>Literacy &amp; numeracy</td>
</tr>
<tr>
<td>Periods out of the labour force</td>
</tr>
<tr>
<td>Attitudes to school &amp; work</td>
</tr>
<tr>
<td>Number, age &amp; sex of all natural children</td>
</tr>
<tr>
<td>Children's health</td>
</tr>
<tr>
<td>Marriage &amp; cohabitation</td>
</tr>
<tr>
<td>Characteristics of partners</td>
</tr>
<tr>
<td>Marriage/family plans</td>
</tr>
<tr>
<td>Contraceptive use</td>
</tr>
<tr>
<td>Housing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Subject (continued)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Family income &amp; savings</td>
</tr>
<tr>
<td>Health, accidents &amp; hospital admissions</td>
</tr>
<tr>
<td>Height &amp; weight</td>
</tr>
<tr>
<td>Leisure &amp; voluntary activities</td>
</tr>
<tr>
<td>Economic status of parents</td>
</tr>
<tr>
<td>Experience of 'Care' as a child</td>
</tr>
<tr>
<td>Malaise Index</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Area Data</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>These data provide details of the location and characteristics of the area the subject was living at NCDS4 and NCDS3. They are based on the Small Area Statistics of the 1971 and 1981 Census.</td>
</tr>
</tbody>
</table>

**National Child Development Study, Fifth Follow-up (NCDS5): 1991**

**Cohort Member Survey**

<table>
<thead>
<tr>
<th><strong>&quot;Your Life Since 1974&quot;</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-completion event history questionnaire covering:</td>
</tr>
<tr>
<td>Marriage/ cohabitation</td>
</tr>
<tr>
<td>Children</td>
</tr>
<tr>
<td>Jobs</td>
</tr>
<tr>
<td>Periods not in a job</td>
</tr>
<tr>
<td>Housing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Perceived job-related skills</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>&quot;What Do You Think&quot;</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-completion attitude questionnaire covering:</td>
</tr>
<tr>
<td>Marriage (including the Locke-Wallace &quot;Quality of Relationship&quot; battery)</td>
</tr>
<tr>
<td>Women's roles</td>
</tr>
<tr>
<td>Children and the family</td>
</tr>
<tr>
<td>Social support</td>
</tr>
<tr>
<td>Social and political values (left/right, traditional/modern)</td>
</tr>
<tr>
<td>Environmentalism</td>
</tr>
<tr>
<td>Racism</td>
</tr>
<tr>
<td>Sexism</td>
</tr>
<tr>
<td>Political trust/cynicism</td>
</tr>
<tr>
<td>Orientation towards work</td>
</tr>
<tr>
<td>Value of work</td>
</tr>
<tr>
<td>Job control</td>
</tr>
</tbody>
</table>
**Interview Questionnaire**

- Current/last and previous jobs
- Spouse partner's current job
- Spouse/partner's earnings
- Unemployment
- Education and training
- Qualifications held
- Literacy and numeracy problems
- Marriages and cohabitations
- Pregnancies and children
- Housing circumstances
- Aspects of housing history (including rent/mortgage arrears, and homelessness)
- Income from state benefits
- Income from other sources
- Savings and investments
- Inheritance and debt

**Health and health history** (including: asthma and other specific conditions, disability, accidents and assaults, hospital admissions, etc)

**Health behaviour** (including: smoking, drinking, drink driving)

**Citizenship** (including: voting behaviour, religiosity)

**Ethnicity**.

**Malaise Inventory**: 24 items derived from the Cornell Medical Index

---

**Cohort Member Height and Weight Measurement**

Using portable measuring equipment.
**Partner Survey**

<table>
<thead>
<tr>
<th><strong>Partner “Your Life...”</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-completion event history questionnaire covering:</td>
</tr>
<tr>
<td>Marriage/ cohabitation</td>
</tr>
<tr>
<td>Children</td>
</tr>
<tr>
<td>Jobs</td>
</tr>
<tr>
<td>Periods not in a job</td>
</tr>
<tr>
<td>Housing</td>
</tr>
</tbody>
</table>

**Mother and Child Survey**

(All natural/adopted children in a sample of one in three cohort families)

<table>
<thead>
<tr>
<th><strong>Mother Interview Questionnaire</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathering the following details for each child:</td>
</tr>
<tr>
<td>Family life</td>
</tr>
<tr>
<td>Pregnancy and birth</td>
</tr>
<tr>
<td>Health history</td>
</tr>
<tr>
<td>Separations from mother</td>
</tr>
<tr>
<td>Experience of being &quot;in care&quot;</td>
</tr>
<tr>
<td>Pre-school experience</td>
</tr>
<tr>
<td>Schooling history</td>
</tr>
<tr>
<td>Experience of day care</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Child Height and Weight Measurement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Using portable measuring equipment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Child Assessments (children 4 years and older)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Peabody Picture Vocabulary Test</td>
</tr>
<tr>
<td>McCarthy Scale of Children's Abilities: Verbal Memory Subscale</td>
</tr>
<tr>
<td>Peabody Individual Achievement Tests:</td>
</tr>
<tr>
<td>- Math Subscale</td>
</tr>
<tr>
<td>- Reading Recognition Subscale</td>
</tr>
<tr>
<td>- Reading Comprehension Subscale</td>
</tr>
<tr>
<td>Weschler Intelligence Scale for Children:</td>
</tr>
<tr>
<td>- Digit Span Subscale</td>
</tr>
<tr>
<td>Perceived Competence Scale</td>
</tr>
<tr>
<td>Self-Perception Profile</td>
</tr>
<tr>
<td>Plus, an interviewer evaluation of:</td>
</tr>
<tr>
<td>Testing Conditions</td>
</tr>
<tr>
<td>Child Temperament</td>
</tr>
<tr>
<td>Home Environment</td>
</tr>
</tbody>
</table>

**Mother “Your Child”**

Self-completion questionnaire giving for each child:
- Motor and Social Development
- Behaviour Problems Index
- Temperament
- Home Environment
### 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 3

NCDS Publications
Key Publications

Over the years, many hundreds of publications, dealing with all aspects of life and development, have come from the research based on the information gathered on the NCDS cohort. A limited number of key publications are listed below.

DAVIE R, BUTLER N, and GOLDSTEIN H (1972) From Birth to Seven. Longman.
MAKEPEACE G H AND DOLTON P J. (2001). 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
Books and Journals
Entries are arranged alphabetically within year.

The symbol (*) following the publication year indicates that the entry is also included in the volume Growing-up in Great Britain.

The symbol (**) following the publication year indicates that the entry is included in the volume Life at 33. You can obtain copies of Life at 33 from the Institute of Education bookshop.

1961

BUTLER N R (1961)
National survey of perinatal mortality: first results.
British Medical Journal, vol i pp 1313-1315

BUTLER N R (1961)
Perinatal mortality survey under auspices of the National Birthday Trust Fund.
Proceedings of the Royal Society of Medicine, vol 54 no 12 pp 1089-1092

1962

BUTLER N R (1962)
Fatal coxsackie B myocarditis in a newborn infant.
British Medical Journal, vol i pp 1251-1252

BUTLER N R (1962)
Perinatal mortality survey.
British Medical Journal, vol ii pp 1463-1465

BUTLER N R, and CLAIREAUX A E (1962)
Congenital diaphragmatic hernia as a cause of perinatal mortality.
Lancet, vol ii, p 1187

1963

BUTLER N R (1963)
Complications of birth asphyxia with special reference to resuscitation.

BUTLER N R, and BONHAM D G (1963)
Perinatal Mortality. Edinburgh, E & S Livingstone

1964

There were no publications in 1964.

1965

BUTLER N R (1965)
An analysis of data on 'high risk' mothers in relation to perinatal mortality.

BUTLER N R (1965)
Perinatal death.
In: DAWKINS M, and MacGREGOR W G (Eds) Gestational Age, Size and Maturity. London, Spastics Society in association with Heinemann Medical. (Clinics in Developmental Medicine, no 19)
BUTLER N R (1965)
The problems of low birthweight and early delivery.

PRINGLE M K (1965)
The National Child Development Study (1958 cohort).
Bulletin of the British Psychological Society, July pp 1-6

1966

BUTLER N R, and PRINGLE M K (1966)
Prevention of handicaps in children.
Maternal and Child Care, vol 2 no 17 pp 237-242

DAVIE R (1966)
Summary of the National Child Development Study. London, National Bureau for Co-operation in Child Care

DAVIE R (1966)
Seven year olds in England.
Special Education, vol 55 no 3 pp 9-11

PRINGLE M K, BUTLER N, and DAVIE R (1966)
11,000 Seven Year Olds. London, Longman in association with the National Children's Bureau

1967

ALBERMAN E D, FEDRICK J M, and SCHUTT W H (1967)
The hypoplastic left heart complex.
Journal of Medical Genetics, vol 4 pp 83-87

BUTLER N, and PRINGLE M K (1967)
National Child Development Study (1958 cohort).
In: ASSOCIATION FOR SPECIAL EDUCATION, What is Special Education?

DAVIE R (1967)
Summary of the first report of the National Child Development Study.
Forward Trends, vol 2 no 1 pp 5-13

PRINGLE M K (1967)
Follow-up of adopted children. Journal of the Medical Women's Federation, vol 43 no 3 pp 146-148

1968

DAVIE R (1968)
National Child Development Study.
In: COLLEGE OF SPECIAL EDUCATION, Research Relevant to the Education of Children with Learning Handicaps

DAVIE R (1968)
The behaviour and adjustment of seven-year-old children: some results from the National Child Development Study (1958 cohort).
British Journal of Educational Psychology, vol 38 no 1 pp 1-2
GOLDSTEIN H (1968)
Longitudinal studies and the measurement of change.
Statistician, vol 18 no 2 pp 93-117

PRINGLE M K (1968)
National Child Development Study (1958 cohort).
In: COLLEGE OF SPECIAL EDUCATION Research Relevant to the Education of Children with Learning Handicaps.

PRINGLE M K (1968)
Planning and programming for child care.
In: Selected Papers on Learning Difficulties. San Rafael, California: Academic Therapy Publications

1969

ALBERMAN E (1969)
The prevalence of congenital defects in the children of the 1958 cohort.
Concern, no 3 pp 29-33

BUTLER N R (1969)
Children at risk.
Concern, no 3 pp 8-16

BUTLER N R, and ALBERMAN E D (1969)
Perinatal Problems, Edinburgh, E & S Livingstone

DAVIE R (1969)
The first follow-up of the children born in the control week.
In: BUTLER N, and ALBERMAN E Perinatal Problems. Edinburgh, E & S Livingstone

DAVIE R (1969)
Local authority services for children.
Concern, no 3 pp 17-22

FEDRICK J (1969)
Comparison of birth weight/gestation distribution in cases of stillbirth and neo-natal death according to lesions found at necropsy.
British Medical Journal, vol iii pp 745-748

MAPSTONE E (1969)
Children in Care.
Concern, no 3 pp 40-48

PRINGLE M K (1969)
Policy implications of child development studies.
Concern, no 3 pp 40-48

PRINGLE M K (1969)
Regional differences in child behaviour.
Eugenic Society Bulletin, vol 1 no 4

ROSS E (1969)
16,000 home visits.
Nursing Times, 27 November pp 1511-1513

WEDGE P (1969)
The second follow-up of the National Child Development Study.
Concern, no 3 pp 34-39

NCDS Sample Survey of Basic Skills 1995
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NATIONAL CHILDREN'S BUREAU (1984)
National Child Development Study (1958 cohort) fourth follow-up: Final report to sponsors.

1985

GHODSIAN M (c1985)
Expectations and experience of young adults in the labour market.

1987

National Child Development Study User Support Group.

ESRC Grant H04/25/001 End-of Award Report.
[Available from the British Library Document Supply Centre].

1995

Dependence and independence in the finances of women aged 33
London: Family Policy Studies Centre

1996

BYNNER J, MORPHY L and PARSONS S (1996)
Women, employment and skills
Invited paper to the Policy Studies Institute Skills Focus Conference 'Half Our Future?', Bristol, March 21 1996

BYNNER J (1996)
New routes to employment integration and exclusion: the role of education and gender.
Invited paper to the University of Toronto Centre for International Studies Conference 'New Passages between Education and Employment in a Comparative Life Course Perspective', Toronto, Canada, April 19 1996.

DEX S and JOSHI H (1996)
'Mothers and work - a growing divide'

JOSHI H, PACI, MAKEPEACE G and WALDFOGE I (1996)
Unequal pay for women and men: evidence from the British Birth Cohort Studies
Manuscript submitted to the *MIT Press*, September 1996

NCDS Sample Survey of Basic Skills 1995
PACI P and JOSHI H (1996)
Wage differential between men and women: evidence from the cohort studies
*Research Report 71, Department for Education and Employment*

1997

BYNNER J (1997)
Basic skills and the school to work transition. *Paper presented to the International Labour Markets (ILM) Research Network Conference: Understanding the school to work transition, Aberdeen, June 16-17 1997*

BYNNER J (1997)
Basic skills employability and accelerating social exclusion. *Paper presented to the meeting of the European Science Foundation. 'Transitions in Youth Network'; Howth, Ireland, September 18-20 1997*

BYNNER J (1997)
The British Cohort Studies: design problems and prospects. *Paper presented to the IASS/IOS satellite meeting on longitudinal studies, Jerusalem, Israel, August 27-31 1997*

BYNNER J (1997)
Use of the National Child Development Study data on post-16 educational progression and participation in the study of credit-based learning. *Paper presented to the ESRC Learning Society Project: The impact of credit based systems on learning cultures advisory forum, City University, London, February 27 1997*

BYNNER J and DESPOTIDOU S (1997)
Employer role in post-16 education and training. *Paper presented to ESRC Learning Society Project: The impact of credit based systems on learning cultures advisory forum, City University, London, July 4 1997*

DAVIES P and BYNNER J (1997)
The learning society and credit-based systems of learning. *Paper presented at ESRC Learning Society Programme Seminar, Bristol, January 27-29 1997*

ELIAS P and BYNNER J (1997)
Individuals’ skills progression: patterns of mobility from lower to higher levels of employment. *Report for the Department of Employment, London: The Stationery Office*

JOSHI H and PACI P (1997)
Wage differentials between men and women: evidence from the British Birth Cohort Studies. *Proceedings of a symposium on women’s wages, ETLA, Helsinki, Finland, August 1996*

1998

BYNNER J (1998)
Risk factors affecting young children. Which children are at most risk of becoming socially excluded? Cross-departmental review of provision for young children. *Invited paper presented to the HM Treasury inter-governmental seminar, January 21 1998*

BYNNER J (1998)
What are the causes of social exclusion affecting young children? Invited paper presented to the ministerial briefing organised by the Joseph Rowntree Foundation, for HM Treasury, Cross-departmental review of provision for young children, March 11 1998

KIERNAN K E (1998)
Who divorces and the legacy of parental divorce
1999

DOLTON, P. and VIGNOLES, A. (1999)
The economic case for reforming A levels
Centre for Economic Performance, 422, April 1999

‘Overeducation’ and skills – clarifying the concepts
Centre for Economic Performance, 435, Sept 1999

2000

BYNNER, J. (2000)
Childhood Risks and Outcomes of Social Exclusion: Insights from longitudinal data.
Report for the Organisation of Economic Cooperation and Development.

2001

BERRINGTON A., (2001)
Change and consistency in family formation among young adults in Britain
Paper presented at workshop on Union formation in interdependent life courses
Rostock, Germany 30-31 August 2001

BYNNER J. AND EGERTON M (2001)
The wider benefits of higher education
Report by the Institute of Education sponsored by the Smith Institute: 46, July 2001

Improving Adult Basic Skills: Benefits to the Individual and to Society

2002

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

Physical activity and body mass index through the lifecourse in the 1958 British cohort
Report prepared for the Department of Health

Overweight and obesity. Women’s health and lifecourse
Meeting at Society for Social Medicine/International Epidemiological Association, Oxford
Revisiting the benefits of higher education

The Returns To Higher Education Teaching
*Centre for the Economics of Education Research Report to the Department of Education and Skills, May 2002*

FEINSTEIN L (2002)
Quantitative Estimates of the Social Benefits of Learning, 2: Health (Depression and Obesity)
*Wider Benefits of Learning Research Report No. 6, Oct 2002*

HASKINS AND MOSER (2002)
Motion – Poverty [Col 639] House of Lords debate
*Hansard, Vol 631, No 88, 6th Feb 2002*

BYNNER J, ELIAS P, McKNIGHT A, PAN, H. and PIERRE G.
*Young People's Changing Routes to Independence*
York: Joseph Rowntree Foundation

2003

The Contribution of Adult Learning to Health and Social Capital
*Centre for Research on the Wider Benefits of Learning Research Report No.8, May 2003*

Revisiting the benefits of higher education, London: HEFCE
[http://www.hefce.ac.uk/Pubs/RDreports/Downloads/report25.htm](http://www.hefce.ac.uk/Pubs/RDreports/Downloads/report25.htm)

No Date

GHODSIAN M, GORBACH P, and RICHARDSON K (no date) (*)
Parents’ and pupils' appreciation of education and schools.

GOLDSTEIN H (no date)
Some models for analysing longitudinal data on educational attainment.

PECKHAM C S, BUTLER N R, and FREW R (no date) (*)
Medical and social aspects of children with educational difficulties.

RICHARDSON K, GHODSIAN M, and GORBACH P (no date) (*)
The association between school variables & attainments in a national sample of 16-year-olds.

TIBBENHAM A, GORBACH P, PECKHAM C S, AND RICHARDSON K (no date) (*)
The influence of family size on height.

WALKER A, and LEWIS P (no date)
School and post-school experience of a sample of severely mentally handicapped young people. Other Publications, etc
Dissertations and Theses

A number of dissertations/theses submitted for higher degrees include analysis of NCDS data. Those listed below are available from the institution awarding the degree.

- Entries are arranged alphabetically within year.
- Please advise the User Support Group of any errors or omissions.

1986
JONES G E (1986)
Youth in the social structure: transitions to adulthood and their stratification by class and gender.
*PhD Dissertation, University of Surrey*

1987
GLOVER J (1987)
Occupational choice, vocational guidance and manpower planning.
*MSc Dissertation, University of Surrey*

1988
DOWSE G K (1988)
The relationship of maternal age at birth to the risk of development of asthma and wheeze bronchitis in children.
*MSc Dissertation, London University*

STRACHAN D P (1988)
*MSc Dissertation, London University*

1994
RUSSELL S T (1994)
Life course antecedents of teenage parenthood in Great Britain.
*PhD Dissertation, Duke University*

WALDFOGEL J (1994)
Women Working for Less: Family Status and Women's Pay in the US and UK

1998
BLANDEN J (1998)
Changes in the impact of childhood disadvantage on adult outcomes: A comparative analysis of intergenerational transmissions in the National Child Development Survey and British Cohort Study. UCL
*MSc Economics Dissertation*

2001
ELLIOTT B J (2001)
Success Stories: narrative representations of women's lives?
*PhD awarded by University of Manchester*
NCDS4 Working Papers

The working papers listed below were prepared by members of the research team as part of the fourth NCDS follow up. They report on the analysis of data relating to 12,537 individuals obtained by interview in 1981 and early 1982. Entries are arranged alphabetically within year.

1983

ADES A (1983)
Comparing NCDS IV to the 1981 UK Census.

BOWLING A (1983)
Initial analyses with the malaise inventory.

BOWLING A (1983)
Accidents.

BOWLING A (1983)
People reporting a long-term sickness, disability or infirmity.

COOK L (1983)
Completed apprenticeships.

HENDERSON D (1983)
Lone parenthood in NCDS IV.

HENDERSON D (1983)
Early parenthood, marriage and cohabitation.

IVES R (1983)
Some preliminary educational findings.

IVES R (1983)
Voluntary activities.

PAYNE J (1983)
Summary variables for employment history data.

SIMONITE V (1983)
Literacy and numeracy: evidence from the National Child Development Study.
London: Adult Literacy and Basic Skills Unit].

SUCH C (1983)
Current household and housing circumstances.
SUCH C (1983)
Home ownership.

1984
BOWLING A (1984) (Revised by FOGELMAN K)
Drinking patterns.

BOWLING A (1984) (Revised by FOGELMAN K)
Smoking patterns.

COOK L (1984)
Giving up before time: apprentices who do not complete their apprenticeship.

COOK L (1984)
Current labour-market experience of the apprentice-trained.

GHODSIAN M (1984)
Unexpected success and failure in obtaining qualifications.

HENDERSON D (1984)
A comparison of marriage and cohabitation in NCDS IV.

HENDERSON D (1984)
The partners of cohort members: a comparison of the characteristics of married and cohabiting partners.

HENDERSON D (1984)
Partnership breakdown and the formation of new families.

IVES R (1984)
Careers advice and obtaining a job.

IVES R (1984)
Unsuccessful education courses.
NCDS4 Working Paper 27.

IVES R (1984)
School examinations failure.

IVES R (1984)
Education from sixteen to twenty-three.

IYER R (1984)
Analysis of response.

PAYNE J (1984)
Self-employment in NCDS IV.

[Now published as:
PAYNE J (1984)
A comparison of various measures of unemployment and their correlates.

PAYNE J (1984)
Destinations of young people who left full-time education at different ages.

POWER C (1984)
Health and health-related behaviour in NCDS IV.

POWER C (1984)
Relationship of body mass index to morbidity in young adults.

SHEPHERD P (1984)
Earnings, income and other aspects of the financial circumstances of the NCDS Cohort at 23.

1985
PAYNE J (1985)
Work histories and employment outcomes at age 23.

PAYNE J (1985)
Attitudes to work.

PAYNE J (1985)
TOPS trainees.

PAYNE J (1985)
Characteristics of training courses.

1986
SHEPHERD P (1986)
Size and composition of family income.

HENDERSON D (1986)
Material circumstances of NCDS families.

HENDERSON D (1986)
Women and children at risk.
NCDS4 Working Paper 34.
NCDS User Support Group Working Papers

Working Papers in this series report on the background to the Study and the research that has been based on the information collected over the years.

Entries are arranged alphabetically within year.

1985
FOGELMAN K (1985)
After School: the education and training experiences of the 1958 cohort
NCDS User Support Group Working Paper 3

GHODSIAN M (1985)
A Longitudinal Study of Alcohol Consumption Amongst Young Adults in Britain: III Childhood and adolescent characteristics associated with drinking behaviour in early adulthood.
NCDS User Support Group Working Paper 6

GHODSIAN M, and POWER C (1985)
A Longitudinal Study of Alcohol Consumption Amongst Young Adults in Britain: II A national longitudinal study of Alcohol consumption between the ages of 16 and 23.
NCDS User Support Group Working Paper 5

NCDS USER SUPPORT GROUP, and LIBRARIAN, NATIONAL CHILDREN'S BUREAU (1985)
Publications arising from the National Child Development Study.

POWER C (1985)
A Longitudinal Study of Alcohol Consumption Amongst Young Adults in Britain: I Alcohol consumption and associated factors in young adults in Britain.
NCDS User Support Group Working Paper 4

SHEPHERD P (1985)
The National Child Development Study: an introduction to the origins of the Study and the methods of data collection.
NCDS User Support Group Working Paper 1

1986
BLAXTER M (1986)
Report on the longitudinal exploitation of the National Child Development Study in areas of interest to DHSS.
NCDS User Support Group Working Paper 7

HUTCHISON D (1986)
Response to a national longitudinal study: policy and academic implications for the study of change.
NCDS User Support Group Working Paper 13

HUTCHISON D (1986)
Drop out from apprenticeship: an application of survival methods to grouped data.
NCDS User Support Group Working Paper 14

HUTCHISON D (1986)
Event history and survival analysis in the social sciences: review paper and introduction.
NCDS User Support Group Working Paper 15

JONES G (1986)
Leaving the parental home: an analysis of early housing careers.
NCDS User Support Group Working Paper 10

JONES G (1986)
Stratification in youth.
NCDS User Support Group Working Paper 11

KERCKHOFF A (1986)
Effects of ability grouping in secondary schools in Great Britain.
NCDS User Support Group Working Paper 9
[Now published as:
American Sociological Review, vol 51 no 6 pp 842-858]

KIERNAN K (1986)
Transitions in young adulthood.
NCDS User Support Group Working Paper 16

SHEPHERD P (1986)
The NCDS5 Development Programme.
NCDS User Support Group Working Paper 17

MICKLEWRIGHT J (1986)
A note on household income data in NCDS3.
NCDS User Support Group Working Paper 18

PAYNE J (1986)
Unemployment, apprenticeships and training - does it pay to stay on at school?
NCDS User Support Group Working Paper 19
[Now published as:
PAYNE J (1988) Unemployment, apprenticeships and training - does it pay to stay on at school?

POWER C, and MOYNIHAN C (1986)
Social class changes in weight-for-height between childhood and early adulthood.
NCDS User Support Group Working Paper 12

POWER C, FOGELMAN K, and FOX A J (1986)
Health and social mobility during the early years of life.
NCDS User Support Group Working Paper 8

1987

ANNETT M (1987)
Handedness in Twins: the right shift theory.
NCDS User Support Group Working Paper 22

FOGELMAN, K POWER C, and FOX A J (1987)
Class and tenure mobility, do they explain social inequalities in health among young adults in Great Britain.
NCDS User Support Group Working Paper 21

FOGELMAN K, POWER C, and FOX A J (1987)
Family breakdown, social mobility and health inequalities.
NCDS User Support Group Working Paper 25

FOX A J, and FOGELMAN K (1987)
New possibilities for longitudinal studies of intergenerational factors in child health and development.
NCDS User Support Group Working Paper 26

HIBBETT A (1987)
Early adult outcomes of truancy.
NCDS User Support Group Working Paper 24

NCDS4 RESEARCH TEAM (1987)
The Fourth Follow-up of the National Child Development Study: an account of the methodology and
summary of the early findings.
NCDS User Support Group Working Paper 20

PAYNE J (1987)
Trade union membership and activism among young people in Great Britain.
NCDS User Support Group Working Paper 23

FOGELMAN K (1988)
Smoking in pregnancy and development into early adulthood.
NCDS User Support Group Working Paper 27

GHODSIAN M, and FOGELMAN K (1988)
A longitudinal study of housing and social circumstances in childhood and early adulthood.
NCDS User Support Group Working Paper 29

GLOVER J (1988)
Occupational expectations and outcomes: Some implications for vocational guidance & manpower planning
NCDS User Support Group Working Paper 31

HIBBETT A, and FOGELMAN (1988)
Early adult outcomes of truancy, II: The effects of truancy after allowing for other factors.
NCDS User Support Group Working Paper 30

POWER C, and PECKHAM C (1988)
Childhood morbidity and adult ill-health
NCDS User Support Group Working Paper 32

Health selection: an explanation of social inequalities in young adults?
NCDS User Support Group Working Paper 28

ESTAUGH V and POWER C (1989)
Family disruption in early life and drinking in young adulthood
NCDS User Support Group Working Paper 33

JOSHI H and HINDE P R A (1991)
Employment after childbearing in post-war Britain: Cohort study evidence on contrasts within and across generations

POWER C (1991)
A review of child health in the 1958 birth cohort: National Child Development Study
NCDS User Support Group Working Paper 34

DAVIES H and JOSHI H (1993)
Intra-family transfers over the lifecycle
NCDS User Support Group Working Paper 37

WARD C, JOSHI H and DALE A (1993)
Income dependency within couples
NCDS User Support Group Working Paper 36
WARD C, DALE A and JOSHI H (1994)
Combining employment with childcare: an escape from dependence
NCDS User Support Group Working Paper 38

Employment after childbearing: A survival analysis
NCDS User Support Group Working Paper 40

Household Formation and Tenure Decisions among the 1958 Birth Cohort: A Descriptive Analysis
NCDS User Support Group Working Paper 41

WIGGINS R D and WALE C J (1995)
Modelling intergenerational transmission in longitudinal birth cohorts using multilevel methods
NCDS User Support Group Working Paper 39

BYNNER J (1996) Skills and occupations: Analysis of cohort members’ self-reported skills in the fifth sweep of the National Child Development Study
NCDS User Support Group Working Paper 45

BYNNER J, MORPHY L AND PARSONS S (1996) Women, employment and skills
NCDS User Support Group Working Paper 44

NCDS User Support Group Working Paper 43

NCDS User Support Group Working Paper 42

JONES D R AND SEDGWICK P (1996) Life events and accidents in the National Child Development Study
NCDS User Support Group Working Paper 46

JONES DR AND SEDGWICK P (1996) Accident liability in the National Child Development Study
NCDS User Support Group Working Paper 47

NCDS User Support Group Working Paper 48

FERRI E AND SMITH K (1997)
Family breakdown and family conflict: The NCDS Cohort as parents
NCDS User Support Group Working Paper 49

Family disruption and the cognitive and behavioural development of children in longitudinal data from Britain and USA
NCDS User Support Group Working Paper 50
A comparative evaluation of currently available software remedies to handle missing data in the context of longitudinal design and analysis
NCDS User Support Group Working Paper 51

A note on methodology for analysing longitudinal event histories using repeated partnership data from the National Child Development Study (NCDS)
NCDS User Support Group Working Paper 52

Other Publications, etc

A comprehensive publication list is available from the User Support Group and may also be browsed or downloaded by following the links below.
Miscellaneous Working/Discussion Papers

These are normally the product of secondary analysis by researchers who have gained access to NCDS data via the ESRC Data Archive. Many are available in .pdf format by clicking the appropriate hyperlink. Otherwise, these papers are available from the authors unless indicated to the contrary. Entries are arranged alphabetically within year.

1979
CULLINGFORD D, and OPENSHAW S (1979)
Deprived places or deprived people: a study of aggregation effects inherent in area-based policies.
Discussion Paper, No. 28, Centre for Urban and Regional Development, University of Newcastle upon Tyne.

1987
ELIAS P, and BLANCHFLOWER D (1987)
Who gets good jobs? Parental background, education, work history and location as factors in early career formation.
Mimeo, Institute for Employment Research, University of Warwick.

1988
Entrepreneurship and self-employment in Britain.
Mimeo, Department of Economics, University of Surrey.

BLANCHFLOWER D, DEEKS A, and OSWALD A (1988)
Work history patterns of the young self-employed.
Mimeo, Department of Economics, University of Surrey.

ELIAS P, and BLANCHFLOWER D (1988)
Occupational earnings and work histories: Who gets the good jobs?
Mimeo, Institute for Employment Research, University of Warwick.

1994
WALDFOGEL J (1994)
Women Working for Less: Family Status and Women’s Pay in the US and UK

1995
Household formation and housing tenure decisions of young people.
Occasional Papers of the ESRC Centre for Micro-social Chance, Occasional Paper 95-1, Colchester: University of Essex

Transition to parenthood: Young mothers, young fathers: associated factors and later life experiences
LSE-STICERD Discussion Paper No 113 54pg

NÍ BHROLCHÁIN M, CHAPPELL R and DIAMOND I (1995)
Educational and Socio-Demographic Outcomes Among Children of Disrupted and Intact Families

1996
ARULAMPALAM W, BOOTH A L (1996)
Who gets over the training hurdle? A study of the training experiences of young men and women in Britain.
Discussion Paper, no. 1470, Centre for Economic Policy Research
Women's employment transitions around childbirth.
*Discussion Paper*, no. 1408, Centre for Economic Policy Research

JOSHI H, PACI P, WALDFOGEL J (1996)
The wages of motherhood: better or worse?
*Discussion Paper*, WSP/122, London School of Economics and Political Science

BURKE A E, FITZROY F R and NOLAN M A (1997)
Enterpreneurial choice and performance: a re-appraisal of liquidity and human capital constraints.

CLARKE L, JOSHI H, Di SALVO P and WRIGHT J (1997)
Stability and instability in children's family lives: longitudinal evidence from two British sources.
*Research Paper 97-1*, London: Centre for Population Studies, London School of Hygiene and Tropical Medicine

Di SALVO P (1997)
Confronting employment, partnership and housing histories in one analysis.
*Exploiting national survey and census data: longitudinal and partnership analyses*
CCSR Occasional Paper no. 10, pp 135-139, Manchester: Faculty of Economic and Social Studies, University of Manchester

JOSHI H and PACI P (1997)
Wage differentials between men and women: evidence from the British Birth Cohort Studies.
*Discussion Paper no. 600*, ETLA - The Research Institute of the Finnish Economy.

KIERNAN K (1997)
*The legacy of parental divorce: social, economic and demographic experiences in adulthood*
Centre for Analysis of Social Exclusion (CASE Paper 1)

KIERNAN K E and MUELLER G (1998)
*STICERD-LSE-ESRC Centre for the Analysis of Social Exclusion CASE Paper No 7*

WALDFOGEL J, HIGUCHI Y and ABE M (1998)
*Maternity leave policies and women's employment after childbirth: evidence from the United States, Britain and Japan*
*STICERD-LSE-ESRC Centre for the Analysis of Social Exclusion CASE Paper No 3*

BYNNER J and JOSHI H (1999)
*Equality mapping*: published seminar held May 1999 at 11 Downing Street
*The Smith Institute, London*

HOB CRAFT J. and KIERNAN K (1999)
*Childhood poverty, early motherhood and adult social exclusion*
*STICERD-LSE-ESRC Centre for the Analysis of Social Exclusion CASE Paper No 28*

McCULLOCH A and JOSHI H (1999)
Child Development and Family Resources: as exploration of evidence from the second generation of the 1958 Birth Cohort


2000

BYNNER J (2000)
The Social Benefits of Higher Education
In *Equality in Action*: series of five published seminars by The Smith Institute, London

*Obstacles and Opportunities on the Road to Adulthood: Evidence from two British Birth Cohort Studies*
Occasional Paper, The Smith Institute, London

*The Returns to Academic and Vocational Qualifications in Britain*
Centre for the Economics of Education Discussion Paper no 4, November 2000

HOB CRAFT J (2000)
The Roles of Schooling and Educational Qualifications in the Emergence of Adult Social Exclusion
STICERD-LSE-ESRC Centre for the Analysis of Social Exclusion CASE Paper No 43

JOSHI H (2000)
What is the effect on Children of their Mothers' Employment?
In *Equality in Action*: series of five published seminars by The Smith Institute, London

JOSHI H and McCulloch A (2000)
*Neighbourhood and Family Influences on the Cognitive Ability of Children in the British National Child Development Study*

JOSHI H and VERROPOULOU G (2000)
*Maternal Employment and Child Outcomes*
Occasional Paper, The Smith Institute, London

McINTOSH S and VIGNOLES A (2000)
Measuring and Assessing the Impact of Basic Skills on Labour Market Outcomes
Centre for the Economics of Education Discussion Paper no 3, November 2000

2001

BLUNDELL R, DEARDEN L and SIANESI B (2001)
*Estimating the Returns to Education: Models, Methods and Results*
Centre for the Economics of Education Discussion Paper no 16, October 2001

CHEVALIER A and LANOT G (2001)
The relative effect of family and financial characteristics on educational achievement
Centre for the Economics of Education Discussion Paper no 8, April 2001

CONLON G (2001)
The differential in earnings premia between academically and vocationally trained males in the United Kingdom
Centre for the Economics of Education Discussion Paper no 11, June 2001

IACOVOU M (2001)
Fertility and female labour supply
ISER Working Paper 2001-19
Colchester: University of Essex.
IACOVOU M (2001)
*Family composition and children's educational outcomes*
ISER Working Paper 2001-12
Colchester: University of Essex.

IACOVOU M (2001)
*Class size in the early years: is smaller really better?*
ISER Working Paper 2001-10
Colchester: University of Essex.

2002
*Changes in Intergenerational Mobility in Britain*
Centre for the Economics of Education Discussion Paper no 26, June 2002

CONLON G (2002)
*The Determinants of Undertaking Academic and Vocational Qualifications in the UK*
Centre for the Economics of Education Discussion Paper no 20, February 2002

GIBBONS S (2002)
*Neighbourhood Effects on Educational Achievement*
Centre for the Economics of Education Discussion Paper no 18, February 2002

GRAWE N D (2002)
*The Three-Day Week of 1974 and Measurement Error in the FES and NCDS Data Sets*

*The Determinants and Effects of Lifelong Learning*
Centre for the Economics of Education Discussion Paper no 19, April 2002

2003
Changes in Educational Inequality Centre for the Economics of Education mimeo
(to appear soon as CEE discussion paper)

*From Cradle to Grave? The Lasting Impact of Childhood Health and Circumstance*

GALINDO-RUEDA F (2003)
Employer Learning and Schooling-Related Statistical Discrimination in Britain
IZA Discussion Paper No.778, May 2003 (Forschungsinstitut zur Zukunft der Arbeit: Institute for the Study of Labour)

GALINDO-RUEDA F (2003)
*Employer Learning and Schooling-Related Statistical Discrimination in Britain*
Centre for the Economics of Education Discussion Paper no 31, May 2003

GALINDO-RUEDA F and VIGNOLES A (2003)
*Class Ridden or Meritocratic? An Economic Analysis of Recent Changes in Britain*
Centre for the Economics of Education Discussion Paper no 32, May 2003

HOB CRAFT J (2003)
*Continuity and Change in Pathways to Young Adult Disadvantage: Results from a British Birth Cohort*
STICERD-LSE-ESRC Centre for the Analysis of Social Exclusion CASE Paper No 66
_Cohabitation and Divorce across Nations and Generations_
STICERD-LSE-ESRC Centre for the Analysis of Social Exclusion CASE Paper No 65

2004

Feinstein L, Galindo-Rueda F and Vignoles A
_The Labour Market Impact of Adult Education and Training: A cohort analysis_
Centre for the Economics of Education Discussion Paper no 36, Jan 2004

_Regional Variations in Adult Learning and Vocational Training: Evidence from NCDS and WERS 98_
Centre for the Economics of Education Discussion Paper no 37, Jan 2004

McIntosh S (2004)
_Further Analysis of the Returns to Academic and Vocational Qualifications_
Centre for the Economics of Education Discussion Paper no 35, Jan 2004

Other Publications, etc

A comprehensive hard-copy publication list is available from the User Support Group, but may also be browsed or downloaded in its constituent parts (books and journals, reports, working/discussion papers, etc.) by following the buttons to the left.
Inter-cohort analysis working papers

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
**Cohort studies working papers**

**2000**
The design and conduct of the 1999-2000 surveys of the National Child Development Study and the 1970 British Cohort Study
[CLS Cohort Studies Working Paper No.1.](#)

**2002**
Unpacking Unequal Pay Between Men and Women.
[CLS Cohort Studies Working Paper No.2.](#)

Youth Factors and Labour Market Experience in Job Satisfaction.
[CLS Cohort Studies Working Paper No.3.](#)

The Costs and Benefits of Educating Children in Care.
[CLS Cohort Studies Working Paper No.4.](#)