

Centre for Longitudinal Studies

**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

<i>Region</i>	<i>Postcode area</i>	<i>Planned sample</i>		<i>Interviews achieved</i>	
		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
North	NE	111	6.72	122	7.12
		111	6.72	122	7.12
North West	L LA OL WA	212	12.84	226	13.19
		108	6.54	104	6.07
		21	1.27	23	1.34
		34	2.06	43	2.51
		49	2.97	56	3.27
Yorkshire & Humberside	DN LS	176	10.66	184	10.74
		79	4.78	79	4.61
		97	5.88	105	6.13
East Midlands	DE LE	110	6.66	117	6.83
		46	2.79	46	2.69
		64	3.87	71	4.14
East Anglia	NR	70	4.24	76	4.44
		70	4.24	76	4.44
South East	CM LU SL SO TN	354	21.44	368	21.48
		97	5.88	98	5.72
		45	2.73	47	2.74
		54	3.27	49	2.86
		76	4.60	81	4.73
		82	4.97	94	5.49
Greater London	BR CR IG SE WD EN	197	11.93	202	11.79
		30	1.82	35	2.04
		30	1.82	33	1.93
		21	1.27	22	1.28
		66	3.99	63	3.68
		23	1.39	23	1.34
		27	1.64	26	1.52
South West	BH GL TR	159	9.63	162	9.46
		50	3.03	52	3.04
		77	4.66	77	4.50
		32	1.94	33	1.93
Wales	CF	103	6.24	101	5.90
		103	6.24	101	5.90
West Midlands	B ST WV	159	9.63	155	9.05
		99	6.00	97	5.66
		38	2.30	35	2.04
		22	1.33	23	1.34
Total		1,651	100	1,714	100

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

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

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:

$$((\text{Achieved sample \%} - \text{Target sample \%}) / \text{Target sample \%}) \times 100$$

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

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

Target sample % Percent in sample as drawn

Achieved sample % Percent in achieved sample

% Bias ((Achieved sample % - Target sample %)/Target sample %) x

100

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:

$$((\text{Sample \%} - \text{Cohort \%})/\text{Cohort \%}) \times 100$$

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

	<i>Source</i>	<i>Cohort %</i>	<i>Sample %</i>	<i>%Bias</i>
<i>Demographic Variables</i>				
Male cohort members	ALL	49.8	46.8	-6.02
Mother born in West Indies	NCDS2	.7	.8	14.29
Father born in West Indies	NCDS2	.8	.8	.00
Child's ethnic group is Afro-Caribbean 11	NCDS2	.8	.7	-12.50
Ethnic identification Afro-Caribbean at 33	NCDS5	1.1	1.1	.00
<i>Education</i>				
Attended 3 or more schools 5-7	NCDS1	3.2	3.5	9.37
Attended 3 or more schools 5-11	NCDS2	15.7	17.0	8.28
Attended 3 or more schools 11-16	NCDS3	3.1	3.3	6.45
Attended comprehensive school 16	NCDS3	58.8	58.9	.17
Reading Test Score Low (<17) at 7	NCDS1	17.5	14.1	-19.43
Reading Test Score Low (<11) at 11	NCDS2	17.8	15.4	-13.48
Arithmetic Test Score Low (<4) at 7	NCDS1	26.4	24.3	-7.95
Mathematics Test Score Low (<7) at 11	NCDS2	18.0	16.8	-6.67
Teacher rates mathematics ability below average/poor at 16	NCDS3	30.8	26.9	-12.66
Teacher rates English ability below average/poor at 16	NCDS3	21.1	17.7	-16.11
Parents don't want child to stay at school at 7	NCDS1	3.9	3.4	-12.82
Mother shows little interest in child's education at 7	NCDS1	13.6	11.5	-15.44
Father shows little interest in child's education at 7	NCDS1	14.6	12.4	-15.07
Father has little interest in child's education at 11	NCDS2	16.0	13.9	-13.12
Mother has little interest in child's education at 11	NCDS2	12.4	11.3	-8.87
Father shows little interest in child's education at 16	NCDS3	16.6	14.8	-10.84
Mother shows little interest in child's education at 16	NCDS3	15.2	12.7	-16.45
CM intends to leave school at 16 at 11	NCDS2	20.6	19.8	-3.88
Likely to leave school at 16 CM's view at 16	NCDS3	61.1	60.5	-.98
CM wants job on leaving school - view at 16	NCDS3	18.4	17.7	-3.80
<i>Post-school Education and Training</i>				
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
<i>continued...</i>				

	Source	Cohort %	Sample %	%Bias
<i>Literacy and Numeracy Problems</i>				
Can't read enough to cope with everyday needs (teacher's view) at 16	NCDS3	1.1	.5	-54.55
Child can't do calculations required by an everyday shopper (teacher's view) at 16	NCDS3	2.1	1.8	-14.29
Problems with reading since 16 reported at 33	NCDS5	4.2	3.6	-14.29
Attended courses/class to improve reading reported at 33	NCDS5	17.0	16.7	-1.76
Writing/spelling problems since 16 at 33	NCDS5	9.8	9.3	-5.10
Problems with numbers/arithmetic since 16 reported at 33	NCDS5	3.0	2.6	-13.33
Attended any courses/classe to improve numberwork by 33	NCDS5	9.3	6.7	-27.96
Any reading/writing/spelling/numbnerwork problem by 33	NCDS5	9.5	9.3	-2.11
<i>Social and Economic Circumstances</i>				
Father stayed at school after minimum leaving age	NCDS1	24.0	23.1	-3.75
Father's social class at birth – Manual	PMS	79.3	79.8	.63
Father's social class 1965 – Manual	NCDS1	64.7	63.7	-1.55
Father's social class at 11 – Manual	NCDS2	62.4	61.4	-1.60
Father's social class at 16 – Manual	NCDS3	60.5	59.2	-2.15
Cohort Member's social class at 23 - Manual	NCDS4	42.7	41.8	-2.11
Cohort Member's social class at 33 - Manual	NCDS5	37.8	36.7	-2.91
Employed at 23	NCDS4	75.3	76.8	1.99
Employed at 33	NCDS5	79.7	78.3	-1.76
Five or more jobs by 23	NCDS4	14.6	14.0	-4.11
Five or more jobs 33	NCDS5	16.4	15.4	-6.10
<i>Financial Problems</i>				
Receiving free school meals at 11	NCDS2	9.0	7.8	-13.33
Receiving free school meals at 16	NCDS3	8.5	7.1	-16.47
Family had serious financial hardship in last year at 11	NCDS2	10.0	10.3	3.00
Family had serious financial trouble in last year at 16	NCDS3	9.0	8.7	-3.33
Ever been 2 months or more behind with rent/mortgage at 33	NCDS5	7.7	7.5	-2.60
Cohort Member/Partner receiving state benefit at 33	NCDS5	71.8	73.7	2.65
Cohort Member/Partner receive other regular income at 33	NCDS5	10.5	10.0	-4.76
Cohort member/Partner have savings at 33	NCDS5	79.8	81.8	2.51
Cohort Member/Partner have investments at 33	NCDS5	30.9	29.2	-5.50
Cohort/Partner have debts at 33	NCDS5	34.7	36.7	5.76
<i>Family and Relationships</i>				
Child ever in care by 16	NCDS3	3.1	2.2	-29.03
With natural mother at 7	NCDS1	97.5	97.8	.31
Natural mother at 11	NCDS2	96.7	96.6	-.10
Natural mother at 16	NCDS3	95.4	95.2	-.21
Parents ever permanently separated/divorced by 33	NCDS5	15.1	14.6	-3.31
Married at 23	NCDS4	44.7	45.6	2.01
Has partner (spouse/cohabitee) at 33	NCDS5	80.1	81.9	2.25
Children at 23	NCDS4	23.5	23.8	1.28
Has children at 33	NCDS5	69.0	71.0	2.90
<i>Housing and Household</i>				
More than 2 family moves 0-7	NCDS1	12.7	14.2	11.81
Family moved 3 or more times 1958-74	NCDS3	24.1	26.5	9.96
Six or more addresses 16-23	NCDS4	12.6	11.7	-7.14
Tenure at 7 - Private rented	NCDS1	11.9	12.3	3.36
Tenure at 11 - Private rented	NCDS2	7.3	6.8	-6.85
<i>continued...</i>				

	Source	Cohort %	Sample %	%Bias
Tenure at 16 - Private rented	NCDS3	5.2	5.3	1.92
Tenure at 23 - Private rented	NCDS4	8.4	7.5	-10.71
Tenure at 33 -Other rented	NCDS5	3.9	2.3	-41.03
Family sharing household amenities at 7	NCDS1	12.0	11.6	-3.33
Household sharing amenities at 11	NCDS2	9.4	8.8	-6.38
Sharing household amenities at 16	NCDS3	4.6	4.5	-2.17
Share rooms or amenities with other household at 23	NCDS4	3.2	2.8	-12.50
Crowded at 11 (>1 person/room)	NCDS2	34.6	34.1	-1.45
Crowded at 16 (>1 person/room)	NCDS3	27.6	26.1	-5.43
Crowded at 23 (>1 person/room)	NCDS4	2.3	2.4	4.35
Five or more persons in household at 23	NCDS4	12.7	12.2	-3.94
Five or more people in household at 33	NCDS5	16.9	17.7	4.73
Normal address at 33 is private residence	NCDS5	99.5	99.8	.30
Ever homeless in last 10 years 33	NCDS5	3.4	3.6	5.88
Health				
Cohort Member handicapped or disabled at 16	NCDS3	7.5	6.5	-13.33
Any longstanding illness or disability reported at 23	NCDS4	4.5	4.6	2.22
Any longstanding illness/disability reported at 33	NCDS5	15.6	15.0	-3.85
Malaise - "depressed"(<7) at 23	NCDS4	7.1	6.8	-4.23
"Excellent"/"good" health reported at 33	NCDS5	86.9	87.1	.23
"Good" health over last 12 months reported at 33	NCDS5	75.6	76.8	1.59
Any accident/assault since March 1981 reported at 33	NCDS5	40.5	39.7	-1.98
Admitted to hospital overnight at 33	NCDS5	30.8	30.4	-1.30
Any "emotional problem" reported at 33	NCDS5	55.5	54.1	-2.52
Other				
Smokes cigarettes at 33	NCDS5	31.4	29.2	-7.01
Drinks alcohol most days reported at 33	NCDS5	13.0	12.3	-5.38
Would vote Conservative if General Election tomorrow at 33	NCDS5	36.6	36.3	-.82
Professes no religion at 33	NCDS5	48.5	46.6	-3.92

Note:

Source	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	$((\text{Sample \%} - \text{Cohort \%}) / \text{Cohort \%}) \times 100$

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?

c5prob	Child #5 Skill Difficulties?
c6prob	Child #6 Skill Difficulties?
c1_6prob	Any Child Skill Difficulties?
read37	Reading difficulties at age 37
write37	Write/spell difficulties at age 37
basic37	Basic skill difficulties at age 37
basic37c	Basic skill difficulties at age 37 - not spelling
litscor1	Literacy composite test scores (short version based on performance criteria)
litscor2	Literacy composite test scores (long version based on recoded test items)
numscor1	Numeracy composite test scores (short version based on performance criteria)
numscor2	Numeracy composite test scores (long version based on recoded test items)
litscor3	Literacy composite test scores (based on litscor1 but re-scaled to range 0 to 10)
numscor3	Numeracy composite test scores (based on numscor1 but re-scaled to range 0 to 10)
litscor4	Literacy composite test scores (based on litscor2 but re-scaled to range 0 to 10)
numscor4	Numeracy composite test scores (based on numscor2 but re-scaled to range 0 to 10)
litgrp1	Grouped literacy test scores (3 categories, based on litscor1)
litgrp2	Grouped literacy test scores (3 categories, based on litscor2)
litgrp2a	Grouped literacy test scores (4 categories, based on litscor2)
numgrp1	Grouped numeracy test scores (3 categories, based on numscor1)
numgrp2	Grouped numeracy test scores (3 categories, based on numscor2)
numgrp2a	Grouped numeracy test scores (4 categories, based on numscor2)
mala37	malaise scores at 37
mal37	grouped malaise scores 37
empcat8	Employment status at 37
everunem	Ever unemployed from march 1991 ?
manyunem	How many spells unemployed ?
home37	Own or Rent at age 37 ?
books	Hours reading Books per Week
mags	Hours reading Magazines per week
childa	Age had FIRST child
empcatp8	Employment status of partner at 37
empcatp5	Employment status of partner at 37
empfam	CM & partner employment status at 37
empfamb	No. of Wage Earners (cm and/or partner)
skill1	Literacy and numeracy skill levels (Very Low = Poor; Other = Competent)
skill2	VeryLow/Low Lit, VeryLow Num = Poor
Job1 to job57	Employment Status in Mar 91 - Nov 95 (month-by-month).
year91-year94	Employment Status in 12 months from March 1991(2/3/4)
intrvid	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/Ncds/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.

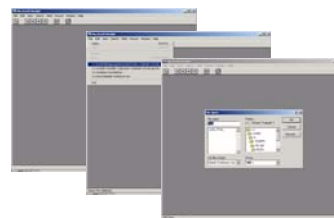
IMPORTANT

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



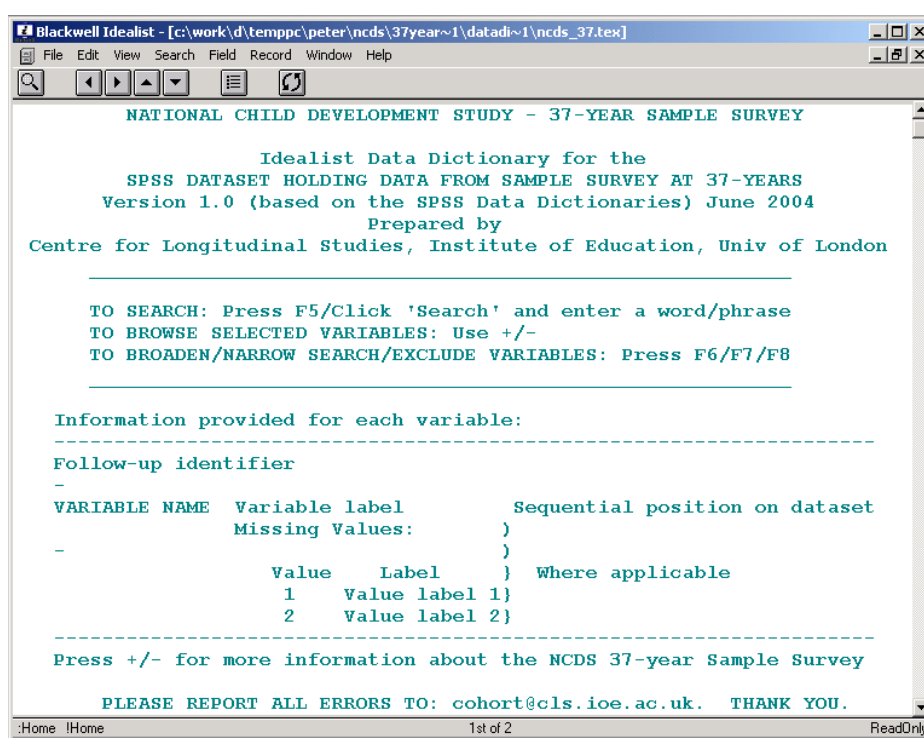
Guide to using the Interactive Data Dictionary

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:

	Function key	Menu	Button
To SEARCH Use Function key/menu/button as follows:	F5	Search	
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:

Blackwell Idealist - [c:\work\d\temp\pc\peter\ncds\37year~1\data~1\ncds_37.tex]

File Edit View Search Field Record Window Help

Find... F5
Find All Records Shift+F5
Widen... F6
Narrow... F7
Exclude... F8
List All Hits...
Modify Synonyms...
Options...

NA
SP
Vers
Centre for
...es, Institute of Education, Univ of London

TO SEARCH: Press F5/Click 'Search' and enter a word/phrase
TO BROWSE SELECTED VARIABLES: Use +/-
TO BROADEN/NARROW SEARCH/EXCLUDE VARIABLES: Press F6/F7/F8

Information provided for each variable:

Follow-up identifier

-

VARIABLE NAME	Variable label	Sequential position on dataset
-	Missing Values:)
)
	Value Label) Where applicable
	1 Value label 1)
	2 Value label 2)

Press +/- for more information about the NCDS 37-year Sample Survey

PLEASE REPORT ALL ERRORS TO: cohort@cls.ioe.ac.uk. THANK YOU.

Blackwell Idealist - [c:\work\d\temp\pc\peter\ncds\37year\1\data\1\ncds_37.tex]

File Edit View Search Field Record Window Help

NATIONAL CHILD DEVELOPMENT STUDY - 37-YEAR SAMPLE SURVEY

Idealist Data Dictionary for the
SPSS DATASET HOLDING DATA FROM SAMPLE SURVEY AT 37-YEARS
Version 1.0 (based on the SPSS Data Dictionaries) June 2004
Prepared by
Centre for Longitudinal Studies, Institute of Education, Univ of London

Find Records

Find Records Where: Index:

(Any text field) 9998
9997
9996
contains the word or phrase 99997
99998
a
ability
about
accidnt
access
accident

OK Cancel Help

Find All Records

Information-----
Follow-up-----

VARIABLE NAME	Variable label	Sequential position on dataset
	Missing Values:)
)
	Value Label) Where applicable
	1 Value label 1)	
	2 Value label 2)	

Press +/- for more information about the NCDS 37-year Sample Survey

PLEASE REPORT ALL ERRORS TO: cohort@cls.ioe.ac.uk. THANK YOU.

Find Records

Blackwell Idealist - [c:\work\d\temp\peter\ncds\37year~1\data\ncds_37.tex]

File Edit View Search Field Record Window Help

NCDS 37-year Sample Survey (1995)

-

NSS0121 Main (economic) activity 4

-

Value	Label
1	FT paid employee
2	PT paid employee
3	FT self-employed
4	PT self-employed
5	Unemployed
6	FT education
7	Temp.sick/disabled
8	Long-tm.sick/disab
9	Looking after home/f
10	On training scheme
96	Other

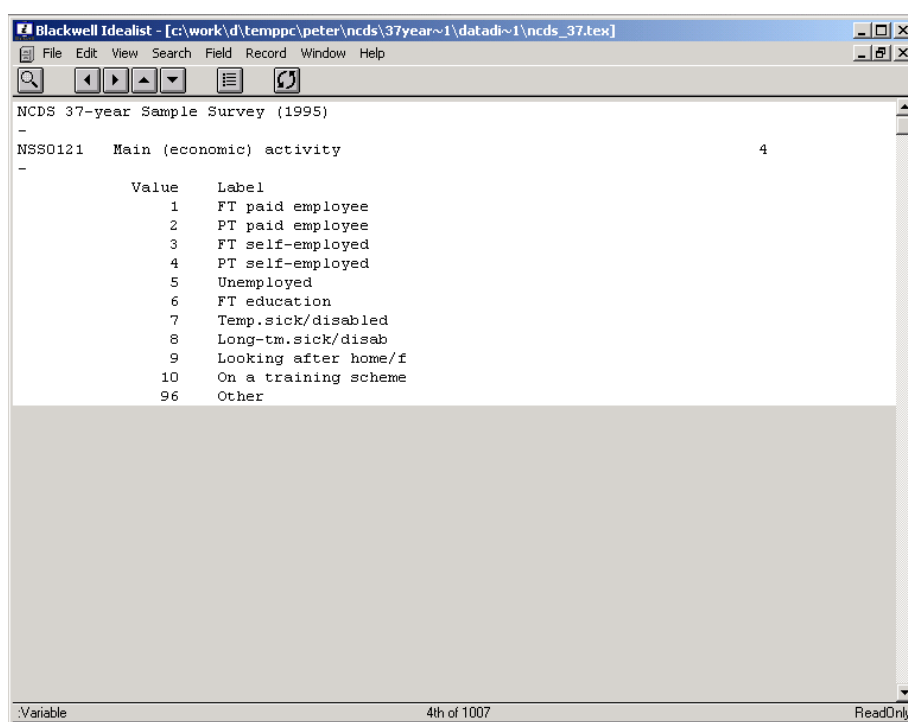
Variable 1st of 59 ReadOnly

Layout of information



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

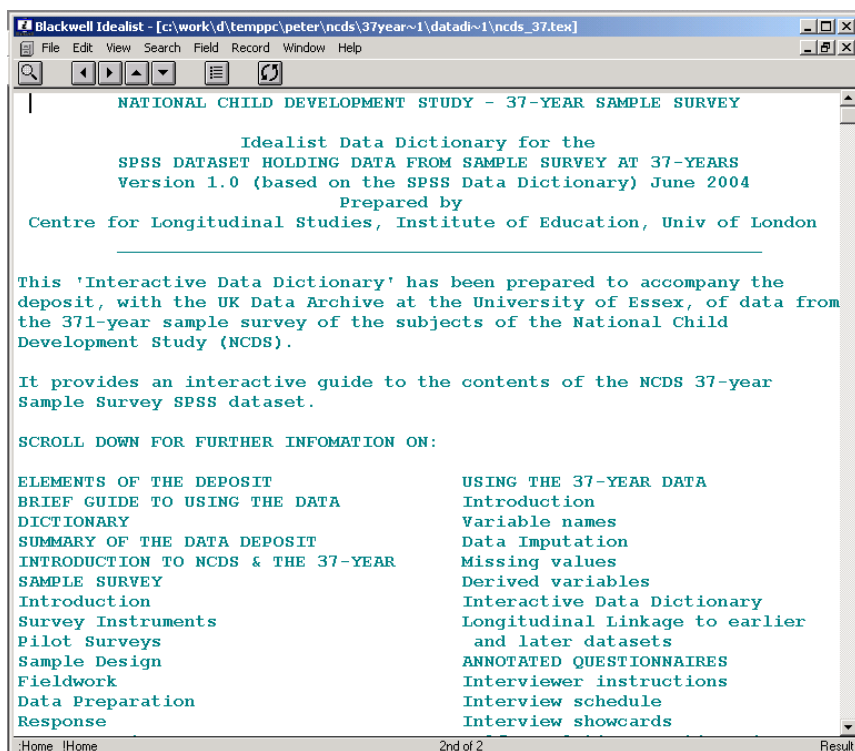
- Follow-up identifier (always 'NCDS 37-year Sample Survey (1995)')
- Variable name
- Variable label
- Missing values (where appropriate)
- Value labels (where appropriate)
- Sequential position in dataset

An example is given below:



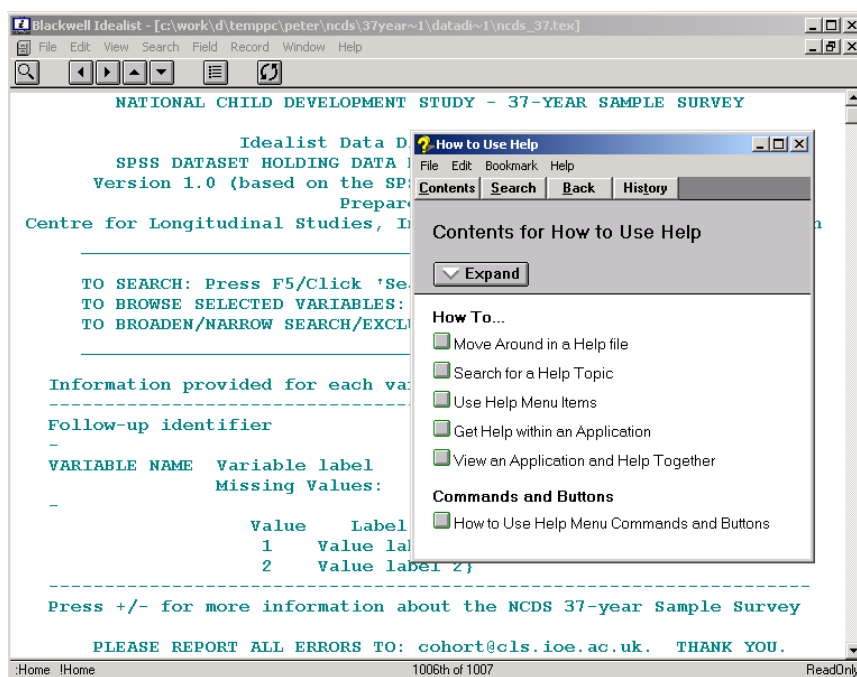
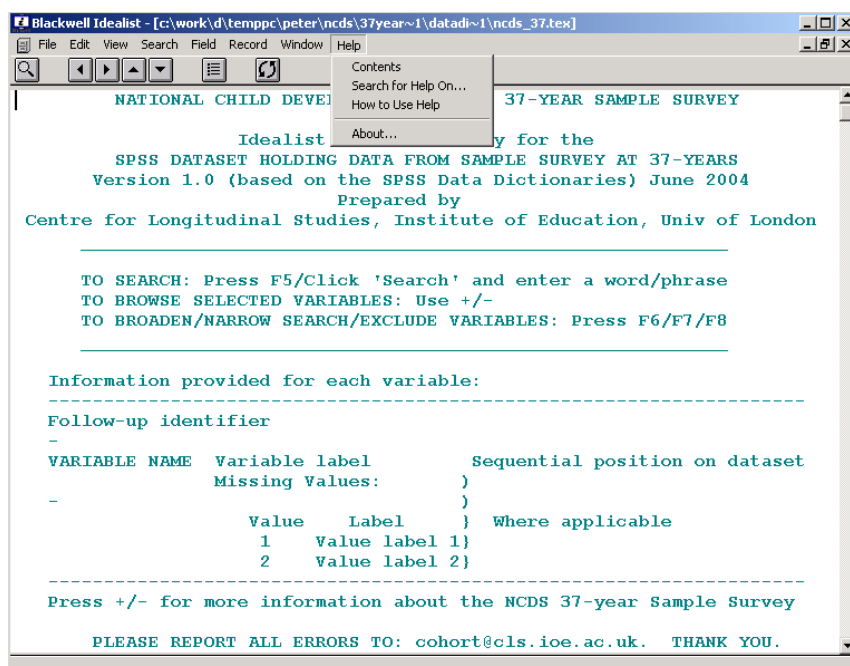
Information about NCDS and the 37-year Sample Survey

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 commissioned 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. Conducting 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 one since it is the actual face-to-face interview.

When talking to the cohort members you should emphasise 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 than 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 and the year

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

0	0	9	0	0	0
---	---	---	---	---	---

 and code '7'

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

eg 2 years =

2	4
---	---

 and 3 years =

3	6
---	---

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 partners 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

0	0	9	0	0	0
---	---	---	---	---	---

 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.

QH1 - QH3 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.

QI1a - QI4 Children

This section has a filter question at QI1b to filter out those cohort members who have not given birth (fathered) 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.

QK1 - QK7 Housing

This section looks at the type of property the cohort member currently lives in.

QK1 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.

QK2 & QK3 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 or 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:

Briefing	22-30 May 1995
Fieldwork	One month from briefing

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

MORI/8722

Serial Number:

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 (10)(11)(12)(13)(14)(15)(16)

National Child Development Study - 1995 Sample Survey

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:

--	--	--	--

(24 HOUR CLOCK)

(17) (18) (19) (20)

Hours Minutes

NSS0117 NSS0119

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 |

NSS0121

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

	QA2a Start month	QA2a Start year	QA2a End month	QA2a End year	QA2b Reason	Q2c FT PT	
Job 1	NSS0122 (22) (23)	NSS0124 (24) (25)	NSS0126 (26) (27)	NSS0128 (28) (29)	NSS0130 (30)	NSS0131 1 .. 2	(31)
Job 2	NSS0132 (32) (33)	NSS0134 (34) (35)	NSS0136 (36) (37)	NSS0138 (38) (39)	NSS0140 (40)	NSS0141 1 .. 2	(41)
Job 3	NSS0142 (42) (43)	NSS0144 (44) (45)	NSS0146 (46) (47)	NSS0148 (48) (49)	NSS0150 (50)	NSS0151 1 .. 2	(51)
Job 4	NSS0152 (52) (53)	NSS0154 (54) (55)	NSS0156 (56) (57)	NSS0158 (58) (59)	NSS0160 (60)	NSS0161 1 .. 2	(61)
Job 5	NSS0162 (62) (63)	NSS0164 (64) (65)	NSS0166 (66) (67)	NSS0168 (68) (69)	NSS0170 (70)	NSS0171 1 .. 2	(71)
Job 6	NSS0172 (72) (73)	NSS0174 (74) (75)	NSS0176 (76) (77)	NSS0178 (78) (79)	NSS0180 (80)	NSS0181 1 .. 2	(81)

CARD 2

9

Job 7	NSS0210 (10) (11)	NSS0212 (12) (13)	NSS0214 (14) (15)	NSS0216 (16) (17)	NSS0218 (18)	NSS0219 1 .. 2	(19)
Job 8	NSS0220 (20) (21)	NSS0222 (22) (23)	NSS0224 (24) (25)	NSS0226 (26) (27)	NSS0228 (28)	NSS0229 1 .. 2	(29)
Job 9	NSS0230 (30) (31)	NSS0232 (32) (33)	NSS0234 (34) (35)	NSS0236 (36) (37)	NSS0238 (38)	NSS0239 1 .. 2	(39)
Job 10	NSS0240 (40) (41)	NSS0242 (42) (43)	NSS0244 (44) (45)	NSS0246 (46) (47)	NSS0248 (48)	NSS0249 1 .. 2	(49)

Never had a job . . . NSS0250 . . . 1 (50)

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 8)

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 CODE FROM QA2
(52)

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?

(54) NSS0254
None 1
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)?

(55) NSS0255
Yes 1 GO TO QA7
No 2 GO TO QA8

QA7 How many times were you promoted?

(56) NSS0256
Once 1
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

.....
..NSSRQSC.....NSSSEQ.....NSSSDC.....NSSOCC9.....

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

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(57)(58)

NSS0257

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?

- | | | |
|----|---|------|
| | | (59) |
| 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 |
| | Other (WRITE IN AND CODE 9) | 9 |

NSS0259

QA12 Is/was the place you work(ed) from at a branch of a larger organisation or not? Your branch/site is the building or group of buildings where you normally work or work from?

(60)
Yes, branch 1 NSS0260
No 2
Don't know 3

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

(61)
10 or less 1 NSS0261
11 - 25 2
26 - 99 3
100 - 499 4
500+ 5
Don't know/Varies 6

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

(62) NSS0262
Yes (INCLUDE FOREMAN) 1 ASK QA15
No/Neither 2 GO TO
Don't know 3 QA16

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

NSS0263
(63)(64)

ASK ALL

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

(65)
Yes 1 NSS0265
No 2

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

(66)
Yes 1 NSS0266
No 2
Don't know 3

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?

(67)
Yes 1 NSS0267
No, usually different 2
Don't know 3

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, commission or tips etc. that you usually receive? RECORD AMOUNT AND FREQUENCY. PROMPT RESPONDENT TO USE DIFFERENT TIME PERIODS IF NECESSARY. USE LEADING ZEROS

QA19b And what is/was your NET pay, that is your pay after deductions? USE LEADING ZEROS

	QA19a Gross Amount	QA19b Net Amount
NEAREST £	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	(68)(69)(70)(71)(72)	(73)(74)(75)(76)(77)
	NSS0268	NSS0273
	QA19a Gross	QA19b Net
	Frequency	Frequency
	(78)	(79)
per day	NSS0278 1	NSS0279 1
per week	2	2
per 2 weeks	3	3
per month	4	4
3 months	5	5
6 months	6	6
per year	7	7
Other period (WRITE IN & CODE 8)	8	8
Refused	9	9
Don't know/can't remember	0	0
Other reasons for no details (WRITE IN AND CODE 'X')	X	X
No usual amount of pay/varies	Y	Y

QA20 Is/was this job. . . . READ OUT

...	a permanent job (full time or part time)	(80) 1	NSS0280
...	casual or temporary work	2	GO TO QA22
...	for a fixed period	3	ASK QA21a

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)

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

(81)(82)

CARD 3 9

ONLY ASK QA21b IF CURRENTLY EMPLOYED. OTHERS GO TO AQ22

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)

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

NSS0310

(10)(11)

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

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

NSS0312

(12)(13)

ONLY ASK QA23 IF CURRENTLY EMPLOYED. OTHERS GO TO QA27

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

(14)
 Yes 1
 No 2
 Don't know 3

NSS0314

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

(15)
 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

NSS0315

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)

NSS0316

(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?

(18)
 01 Learning the basics of the job 1 NSS0342
 02 Developing skills using your hands 2 NSS0343
 03 Creativity, thinking of new or different ways of doing things 3 NSS0344
 04 Making decisions 4 NSS0345
 05 Communicating with other people 5 NSS0346
 06 Managing or supervising the work of other people 6 NSS0347
 07 Using your time efficiently (TIME MANAGEMENT) 7 NSS0348
 08 Developing technical skills, such as operating machines or office equipment 8 NSS0349
 09 Working with numbers (non-specialised) 9 NSS0350
 10 Working with numbers (specialised) 0 NSS0351
 11 General reading or writing X NSS0352
 12 Specialised writing, such as reports Y NSS0353

(19)
 Other (WRITE IN AND CODE 1) 1 NSS0354

.. DETAILS... NOT... CODED... (N=119)

Don't know 2 NSS0355

ASK ALL

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

(20)
 Yes 1
 No 2
 Don't know 3

NSS0320

SECTION B: UNEMPLOYMENT

ALL
QB1 INTERVIEWER CHECK QA1 RECORD:

(21) NSS0321

Respondent is currently unemployed and
seeking work (CODE '5' at QA1) 1 ASK QB2
All others 2 GO TO QB4

QB2 ALL CURRENTLY UNEMPLOYED AND SEEKING WORK
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
(22)(23)

Don't know = 98 NSS0322

QB3 Are you currently "signing on"?

(24)
Yes 1 GO TO NSS0324
No 2 QB6

QB4 ALL NOT CURRENTLY UNEMPLOYED AND SEEKING WORK IE NOT CODE '1' AT QB1
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.

(25) NSS0325
Yes 1 GO TO QB5
No 2 GO TO QC1 (pg 11)

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

Periods of unemployment
(26)(27)

Don't know = 98 NSS0326

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 NSS0328
(28)(29)

Year NSS0330
(30)(31)

Don't know = 98

QB7 Date period of unemployment ended:

Current/Most recent

Month NSS0332
(32)(33)

Year NSS0334
(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) NSS0336

01 Fixed term or temporary job ended 1

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) NSS0337

... the whole of this period 1

... part of it 2

... or none of it 3

Don't know 4

QB10 For how long have you been "signing on" (did you "sign on")?
-RECORD 'WEEKS' OR 'MONTHS'. USE LEADING ZEROS.

	Current/Most recent	
Weeks	<input type="text"/> <input type="text"/>	NSS0338
OR	(38)(39)	
Months	<input type="text"/> <input type="text"/>	NSS0340
	(40)(41)	
Don't know = 98		

SECTION C: HUSBAND/WIFE/PARTNER'S JOB

QC1 *MARITAL* STATUS -
RESPONDENT IS:

(10) **NSS0410**
Currently living with spouse/partner 1 GO TO QC2
All others 2 GO TO QD1 (Pg 14)

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

(11) **NSS0411**
Under 16 1 ASK
16 2 QC3
17 3
18 4
19 5
20-23 6
24 or older 7
Still in full-time education 8 GO TO QC4
Don't know 9 ASK QC3

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

(12)
01 Full-time paid employee (30+ hours a week) 1 GO TO QC5
02 Part-time paid employee (under 30 hours a week) ... 2
03 Full-time self employed 3 **NSS0412**
04 Part-time self employed 4
05 Unemployed and seeking work 5 ASK
06 Full-time education 6 QC4
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' X

.. DETAILS NOT CODED (n=11) ..
Don't know Y

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?

(13) **NSS0413**
Yes 1 GO TO QC5
No 2 GO TO QD1 (Pg 14)
Don't know 3

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

☐☐ NSS0414
(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	NSS0416
...working as a temp for an agency	2		
...self-employed	3	ASK QC9	
Don't know	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	NSS0417
1-24	2	GO TO
25 or more	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	NSS0418
No/Neither	2	GO TO	
Don't know	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'

☐☐ NSS0419
(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	NSS0421
No	2	

QC13 Does/did he/she receive an income on a regular basis from this work?

(22) NSS0422
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

--	--	--	--	--	--

 NSS0423
(23)(24)(25)(26)(27)(28)
Frequency
(29) NSS0429
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?

(30) NSS0430
Yes 1 ASK QC16
No 2 GO TO QD1

QC16 Who answered?

(31) NSS0431
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?

Number of courses

IF NONE, CODE 00

NSS0510

(10) (11)

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

	Course 1	Course 2	Course 3	Course 4	Course 5
	NSS0512	NSS0514	NSS0516	NSS0518	NSS0520
Qualification code	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
	(12)(13)	(14)(15)	(16)(17)	(18)(19)	(20)(21)
	NSS0522	NSS0523	NSS0524	NSS0525	NSS0526
Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	(22)	(23)	(24)	(25)	(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

	Course 1	Course 2	Course 3	Course 4	Course 5
	(27)	(28)	(29)	(30)	(31)
01 Course is part of work	1	1	1	1	1
02 Access course	2	2	2	2	2
03 Correspondence course	3	3	3	3	3
04 Open University course	4	4	4	4	4
05 Community Programme	5	5	5	5	5
06 Employment training	6	6	6	6	6
07 Youth Training	7	7	7	7	7
08 Enterprise Allowance scheme (EAS)	8	8	8	8	8
Other type of course					
(WRITE IN & CODE '9')	9	9	9	9	9
	NSS0527	NSS0528	NSS0529	NSS0530	NSS0531
Don't know	0	0	0	0	0

QD3 SHOWCARD I And which of these best describes this course? SINGLE CODE ONLY

	Course 1 (32)	Course 2 (33)	Course 3 (34)	Course 4 (35)	Course 5 (36)
01 Full time course	1	1	1	1	1
02 Part time course	2	2	2	2	2
03 Sandwich course or a course with work experience/placement	3	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=20) 6	(n=13) 6	(n=9) 6	(n=5) 6
Don't know	7	7	7	7	7

DETAILS NOT CODED

NSS0532 NSS0533 NSS0534 NSS0535 NSS0536

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'

Course 1 Months	Course 2 Months	Course 3 Months	Course 4 Months	Course 5 Months
<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
(37) (38)	(39) (40)	(41) (42)	(43) (44)	(45) (46)
NSS0537	NSS0539	NSS0541	NSS0543	NSS0545

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

	Course 1 (47)	Course 2 (48)	Course 3 (49)	Course 4 (50)	Course 5 (51)
Completed it	1	1	1	1	1
Left before completion	2	2	2	2	2
Left before completion but still got qualification	3	3	3	3	3
Still on course	4	4	4	4	4

NSS0547 NSS0548 NSS0549 NSS0550 NSS0551

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

(52)

None 1 NSS0563 - NSS0599

CSE, GCE, 'O' and 'A' level, GCSE, Scottish 'O', 'H' and 'Standard' Grades:

CSE grades 2-5 2
CSE grade 1 3
GCE 'O' level - passes or grades A-C 4
GCSE grades A-C 5
GCE 'A' level 6
Scottish 'O' Grades passes or grades A-C 7
Scottish Standard Grade grades 1-3 8
Scottish Higher Grade 9
Scottish Certificate of Sixth Year Studies 0

Royal Society of Arts (RSA) Awards:

RSA - Stage 1 X
RSA - Stage 2 Y
RSA - Stage 3 1

(53)

City and Guilds and Regional Examining Board Certificates:

Operative 2
Craft/Intermediate/Ordinary/Part I 3
Advanced/Final/Part II/Part III 4
Full Technological (FTC) 5
Other City and Guilds (CODE '17' AND WRITE IN 6

DETAILS NOT CODED (N=121)

City and Guilds - can't say which 7
Insignia Award in Technology (CGIA) 8

Joint Industry Board (JIB), National Joint Council (NJC) and Other Awards:

JIB/NJC or other Craft/Technician Certificates 9

National Diplomas and Certificates:

ONC/OND (or SNC/SHND) 0
HNC/HND (or SHNC/SHND) X

TEC/BEC/BTEC/SCOTEC/SCOTBEC/SCOTVEC Awards:

TEC/BEC/BTEC (or SCOTEC/SCOTBEC/SCOTVEC)
National General Certificate or Diploma Y
TEC/BEC/BTEC (or SCOTEC/SCOTBEC/SCOTVEC) (54)
Higher or Higher National Certificate or Diploma 1

Other Technical or Business Qualifications/HGV, DPSV etc:

Other technical or business qualification -
including HGV, PSV, etc 2

Professional Qualifications (Including Nursing):

Full professional qualifications - membership
awarded by professional institution 3
Part of a professional qualification, eg: Part I
of a two part course 4
Nursing qualifications - including Nursery
Nursery (NNEB) 5

CONTINUED.../

University, Polytechnic, and CNA A Awards:

- Polytechnic (or Central Institution) Diploma or Certificate (NOT CNA A VALIDATED) 6
- University or CNA A Diploma or Certificate - including Dip HE and Teacher Training College Certificate 7
- University or CNA A 1st degree - Including B Ed 8
- University or CNA A Post Graduate Diploma 9
- University or CNA A Higher degree - MSc, PhD, etc ... 0

Any Other Qualifications:

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=67) (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?

	(56)	NSS0556
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:	<input type="checkbox"/> <input type="checkbox"/>	NSS0557
	(57) (58)	
Qualifications 2:	<input type="checkbox"/> <input type="checkbox"/>	NSS0559
	(59) (60)	
Qualifications 3:	<input type="checkbox"/> <input type="checkbox"/>	NSS0561
	(61) (62)	

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	NSS0660
..... sports or exercise classes	2	ASK NSS0661
..... classes taken as a hobby or to help with a hobby ..	3	QF2 NSS0662
No - none	4	GO TO QF3 NSS0663

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.

NSS0611

(11) (12)

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

NSS0613

(13) (14)

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

	Course 1 (15)	Course 2 (17)	Course 3 (19)	Course 4 (21)	Course 5 (23)
01 Developing skills using your hands	1 NSS0664	1 NSS0677	1 NSS0679	1 NSS0774	1 NSS0868
02 Creativity, thinking of new or different ways of doing things	2	2	2	2	2
03 Making decisions	3	3	3	3	3
04 Communicating with other people	4	4	4	4	4
05 Managing or supervising the work of other people	5	5	5	5	5
06 Using your time efficiently	6	6	6	6	6
07 Developing technical skills, such as operating machines or office equipment	7	7	7	7	7
08 Working with numbers (non-specialised)	8	8	8	8	8
09 Working with numbers (specialised)	9	9	9	9	9
10 General reading and writing	0	0	0	0	0
11 Specialised writing, such as reports	X	X	X	X	X
12 Work experience	Y	Y	Y	Y	Y
13 Finding and applying for a job	(16) 1	(18) 1	(20) 1	(22) 1	(24) 1
Other (WRITE IN & CODE '2')	2 (N=55)	2 (N=23)	2 (N=14)	2 (N=8)	2 (N=4)

DETAILS NOT CODED

Did not provide training 3 NSS0678 3 NSS0693 3 NSS0773 3 NSS0788 3 NSS0882

QF5 SHOWCARD L Which of these best describes this course? SINGLE CODE ONLY

	Course 1 (25)	Course 2 (26)	Course 3 (27)	Course 4 (28)	Course 5 (29)
01 Course is part of work	1	1	1	1	1
02 Access course	2	2	2	2	2
03 Correspondence course	3	3	3	3	3
04 Open University course	4	4	4	4	4
05 Community Programme (CP)	5	5	5	5	5
06 Employment training (ET)	6	6	6	6	6
07 Youth Training (YT/YTS)	7	7	7	7	7
08 Enterprise Allowance Scheme (EAS)	8	8	8	8	8
Other (WRITE IN & CODE '9')	9 (N=56)	9 (N=16)	9 (N=7)	9 (N=3)	9 (N=3)

DETAILS NOT CODED

Don't know 0 0 0 0 0

NSS0625 NSS0626 NSS0627 NSS0628 NSS0629

QF6 SHOWCARD M And which of these best describes this course? SINGLE CODE ONLY

	Course 1 (30)	Course 2 (31)	Course 3 (32)	Course 4 (33)	Course 5 (34)
01 Full time course	1	1	1	1	1
02 Part time course	2	2	2	2	2
03 Sandwich course or a course with work experience/placement	3	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')	6 (n=30)	6 (n=18)	6 (n=14)	6 (n=10)	6 (n=8)

DETAILS NOT CODED

Don't know 7 7 7 7 7
 NSS0630 NSS0631 NSS0632 NSS0633 NSS0634

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

	Course 1	Course 2	Course 3	Course 4	Course 5
Days	<input type="text"/> <input type="text"/> (35) (36) NSS0635	<input type="text"/> <input type="text"/> (37) (38) NSS0637	<input type="text"/> <input type="text"/> (39) (40) NSS0639	<input type="text"/> <input type="text"/> (41) (42) NSS0641	<input type="text"/> <input type="text"/> (43) (44) NSS0643
Months	<input type="text"/> <input type="text"/> (45) (46) NSS0645	<input type="text"/> <input type="text"/> (47) (48) NSS0647	<input type="text"/> <input type="text"/> (49) (50) NSS0649	<input type="text"/> <input type="text"/> (51) (52) NSS0651	<input type="text"/> <input type="text"/> (53) (54) NSS0653

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

	Course 1 (55)	Course 2 (56)	Course 3 (57)	Course 4 (58)	Course 5 (59)
Completed it	1	1	1	1	1
Left before completion	2	2	2	2	2
Still on course	3	3	3	3	3
	NSS0655	NSS0656	NSS0657	NSS0658	NSS0659

REPEAT QF4-QF8 FOR EACH COURSE ATTENDED UP TO 5 COURSES. OTHERS GO TO QG1

CARD 7

9

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

PERSON NO.	NAME	SEX Male = 1 Female = 2	AGE 0-5 1 6-15 2 16-25 3 26-35 4 36-60 5 61+ 6	RELATIONSHIP TO RESPONDENT WRITE IN CODES FROM LIST BELOW	LEGAL STATUS Married/living married 1 Single 2 Widowed 3 Separated/Divorced 4 Under 16 5
NSS0710 (10)					
01	RESPONDENT	<input type="checkbox"/> (11)			<input type="checkbox"/> (12)
		NSS0711			NSS0712
02		<input type="checkbox"/> (13)	<input type="checkbox"/> (14)	(15) <input type="checkbox"/> <input type="checkbox"/> (16)	<input type="checkbox"/> (17)
		NSS0713	NSS0714	NSS0715	NSS0717
03		<input type="checkbox"/> (18)	<input type="checkbox"/> (19)	(20) <input type="checkbox"/> <input type="checkbox"/> (21)	<input type="checkbox"/> (22)
		NSS0718	NSS0719	NSS0720	NSS0722
04		<input type="checkbox"/> (23)	<input type="checkbox"/> (24)	(25) <input type="checkbox"/> <input type="checkbox"/> (26)	<input type="checkbox"/> (27)
		NSS0723	NSS0724	NSS0725	NSS0727
05		<input type="checkbox"/> (28)	<input type="checkbox"/> (29)	(30) <input type="checkbox"/> <input type="checkbox"/> (31)	<input type="checkbox"/> (32)
		NSS0728	NSS0729	NSS0730	NSS0732
06		<input type="checkbox"/> (33)	<input type="checkbox"/> (34)	(35) <input type="checkbox"/> <input type="checkbox"/> (36)	<input type="checkbox"/> (37)
		NSS0733	NSS0734	NSS0735	NSS0737
07		<input type="checkbox"/> (38)	<input type="checkbox"/> (39)	(40) <input type="checkbox"/> <input type="checkbox"/> (41)	<input type="checkbox"/> (42)
		NSS0738	NSS0739	NSS0740	NSS0742
08		<input type="checkbox"/> (43)	<input type="checkbox"/> (44)	(45) <input type="checkbox"/> <input type="checkbox"/> (46)	<input type="checkbox"/> (47)
		NSS0743	NSS0744	NSS0745	NSS0747
09		<input type="checkbox"/> (48)	<input type="checkbox"/> (49)	(50) <input type="checkbox"/> <input type="checkbox"/> (51)	<input type="checkbox"/> (52)
		NSS0748	NSS0749	NSS0750	NSS0752

01 Lawful Spouse	10 Fostered Brother/Sister	19 Great Grandparent
02 Live-in Partner	11 Step Brother/Sister	20 Other Blood Relative
03 Own Child	12 Brother/Sister in-law	21 Other Relative/in-law
04 Adopted Child	13 Own Parent	22 Friend/Unrelated Sharer
05 Fostered Child	14 Adopted Parent	23 Landlord
06 Stepchild/Child of partner	15 Step Parent/Guardian	24 Lodger
07 Full Brother/Sister	16 Parent in-law	25 Employer
08 Half Brother/Sister	17 Grandparent	26 Servant, Nanny, Au Pair etc
09 Adopted Brother/Sister	18 Grandchild	27 Other

CIRCLE
NO. IN
HOUSE-
HOLD
(TOTAL)

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

- (53) NSS0753
- | | | |
|---|--|---|
| 1 | Single, and never married | 1 |
| 2 | Married, first and only marriage | 2 |
| 3 | Re-married, second or later marriage | 3 |
| 4 | Legally separated/separated | 4 |
| 5 | Divorced | 5 |
| 6 | Widowed | 6 |

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

- (54) NSS0754
- | | | | |
|---|---|---|------------|
| 1 | Living alone | 1 | GO TO Q11a |
| 2 | Living with your husband or wife | 2 | ASK |
| 3 | Living as a couple with someone to whom you
are not married | 3 | QH3 |
| 4 | Living in some other arrangement
(CODE '4' AND GIVE DETAILS BELOW) | 4 | GO TO Q11a |
-

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

Month

--	--

(55) (56)

Year

--	--

(57) (58)

NSS0755

NSS0757

CARD 8

9

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

(10)
 01 I am currently pregnant 1
 02 I am not pregnant 2
 Refused 3
 Don't know 4
 NSS0810

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)?

(11) NSS0811
 Yes 1 GO TO Q12a
 No 2 GO TO QK1 (Page 28)

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

NSS0812
 (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?

	Day	Month	Year
Child 1 (14) NSS0814	<input type="text"/>	(15) (16) NSS0816	(17) (18) NSS0818 (19)
Child 2 (20) NSS0820	<input type="text"/>	(21) (22) NSS0822	(23) (24) NSS0824 (25)
Child 3 (26) NSS0826	<input type="text"/>	(27) (28) NSS0828	(29) (30) NSS0830 (31)
Child 4 (32) NSS0832	<input type="text"/>	(33) (34) NSS0834	(35) (36) NSS0836 (37)
Child 5 (38) NSS0838	<input type="text"/>	(39) (40) NSS0840	(41) (42) NSS0842 (43)
Child 6 (44) NSS0844	<input type="text"/>	(45) (46) NSS0846	(47) (48) NSS0848 (49)

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

	Child 1 (50)	Child 2 (51)	Child 3 (52)	Child 4 (53)	Child 5 (54)	Child 6 (55)
	NSS0850	NSS0851	NSS0852	NSS0853	NSS0854	NSS0855
Living with respondent	1	1	1	1	1	1
Living elsewhere	2	2	2	2	2	2
Stillborn	3	3	3	3	3	3
Died	4	4	4	4	4	4
Other (WRITE IN & CODE '5')	5	5	5	5	5	5

DETAILS NOT CODED

Q13 DO NOT ASK Q13 IF CHILD IS NOT ALIVE - GO TO QJ1
Is this child a boy or girl?

	Child 1 (56)	Child 2 (57)	Child 3 (58)	Child 4 (59)	Child 5 (60)	Child 6 (61)
Boy	1	1	1	1	1	1
Girl	2	2	2	2	2	2
	NSS0856	NSS0857	NSS0858	NSS0859	NSS0860	NSS0861

Q14 IF CHILD IS LIVING WITH RESPONDENT. CONFIRM WITH RESPONDENT THE ENTRY FOR THIS CHILD ON THE HOUSEHOLD GRID (QG1), AND CODE PERSON NUMBER FROM COLUMN HEADED 'NO', BELOW.

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6
Person number from household grid	<input type="checkbox"/> (62)	<input type="checkbox"/> (63)	<input type="checkbox"/> (64)	<input type="checkbox"/> (65)	<input type="checkbox"/> (66)	<input type="checkbox"/> (67)
	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

	Child 1 (10)	Child 2 (11)	Child 3 (12)	Child 4 (13)	Child 5 (14)	Child 6 (15)
...reading	1 NSS0961	1 NSS0967	1 NSS0973	1 NSS0979	1 NSS0985	1 NSS0991
...writing	2	2	2	2	2	2
...spelling	3	3	3	3	3	3
...numbers or simple arithmetic	4	4	4	4	4	4
No, none of these	5	5	5	5	5	5
Don't know	6 NSS0966	6 NSS0972	6 NSS0978	6 NSS0984	6 NSS0990	6 NSS0996

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

	Child 1 (16)	Child 2 (17)	Child 3 (18)	Child 4 (19)	Child 5 (20)	Child 6 (21)
Sight problem	1	1	1	1	1	1
Problem holding pen/pencil /using keyboard	2	2	2	2	2	2
Both problems	3	3	3	3	3	3
Just has difficulties	4	4	4	4	4	4
	NSS0916	NSS0917	NSS0918	NSS0919	NSS0920	NSS0921

- QJ3 Has (NAME CHILD) been given special help with this problem at school or elsewhere? CODE ALL THAT APPLY

	Child 1 (22)	Child 2 (23)	Child 3 (24)	Child 4 (25)	Child 5 (26)	Child 6 (27)
Yes, special help given at school	1 NSS1910	1 NSS1914	1 NSS1918	1 NSS1921	1 NSS1926	1 NSS1930
Yes, special help given elsewhere (CODE '2' AND ENTER DETAILS BELOW)	2 NSS1911	2 NSS1915	2 NSS1919	2 NSS1923	2 NSS1927	2 NSS1931

Child 1: (28)

Child 2: DETAILS...NOT...CODED (29)

Child 3: (30)

Child 4: (31)

Child 5: (32)

Child 6: (33)

No, no special help given . . . 3 NSS1912 3 NSS1916 3 NSS1920 3 NSS1924 3 NSS1928 3 NSS1932

Don't know . . . 4 NSS1913 4 NSS1917 4 NSS1921 4 NSS1925 4 NSS1929 4 NSS1933

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

	Child 1 (34)	Child 2 (35)	Child 3 (36)	Child 4 (37)	Child 5 (38)	Child 6 (39)
...reading with him/her	1 NSS1964	1 NSS1970	1 NSS1976	1 NSS1982	1 NSS1988	1 NSS1994
... correcting wrting	2	2	2	2	2	2
... correcting spelling	3	3	3	3	3	3
...helping with learning numbers or simple arithmetic	4	4	4	4	4	4
...In some other way (CODE '4' AND WRITE IN)	5 NSS1968	5 NSS1974	5 NSS1980	5 NSS1986	5 NSS1992	5 NSS1998

GO TO
QJ6

CHILD 1: (40)

CHILD 2: (41)

CHILD 3: DETAILS NOT CODED (42)

CHILD 4: (43) GO TO

CHILD 5: (44) QJ6

CHILD 6: (45)

No, none of these NSS1969 6 6 6 6 6 ASK QJ5
NSS1969 NSS1975 NSS1981 NSS1987 NSS1993 NSS1999

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

	(46)	
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.

	Child 1 (48)	Child 2 (49)	Child 3 (50)	Child 4 (51)	Child 5 (52)	Child 6 (53)
1 Never	1	1	1	1	1	1
2 Several times a year	2	2	2	2	2	2
3 Several times a month	3	3	3	3	3	3
4 Once a week	4	4	4	4	4	4
5 At least three times a week	5	5	5	5	5	5
6 Every day	6	6	6	6	6	6
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?

	(54)	
Yes	1	NSS0954
No	2	

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

	Child 1 (55)	Child 2 (56)	Child 3 (57)	Child 4 (58)	Child 5 (59)	Child 6 (60)
1 Every day	1	1	1	1	1	1
2 Several times a week	2	2	2	2	2	2
3 Several times a month	3	3	3	3	3	3
4 Several times a year	4	4	4	4	4	4
5 Never	5	5	5	5	5	5
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/MERCHANT 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 IS HIS/HER MAIN ADDRESS

Month		Year	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(10)	(11)	(12)	(13)

NSS1010

NSS1012

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

- | | (14) |
|---|------|
| 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 |

NSS1014

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

- | | (15) |
|--|------|
| 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 |

NSS1015

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

- | | (16) |
|---------------------------------------|------|
| Own outright | 1 |
| Buying on mortgage/loan | 2 |
| Rented - furnished | 3 |
| - unfurnished | 4 |
| - paying rent to parents | 5 |
| Squatting | 6 |
| Goes with the job (rent free) | 7 |
| Rent free (other) | 8 |
| Living with parents (rent-free) | 9 |
| Others (WRITE IN AND CODE '0') | 0 |

GO TO NSS1016
QK6

ASK QK5

GO TO
QK7

IF RENTED (CODES 3-5 AT QK4)

QK5 Who do you rent this property from?

- (17) NSS1017
- 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.....

- (18) NSS1018
- 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

NSS1019

(19) (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?

- (21) NSS1021
- Yes 1 ASK QL2a
 - No 2 GO TO
 - Refused 3 QL3
 - 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'

NAME OF BENEFIT/ ALLOWANCE	BENEFIT CODE	AMOUNT OF LAST PAYMENT (to nearest £) DK = 9998	PERIOD COVERED		WHO RECEIVED? Resp Spouse/ Both only partner only
			Weeks	Months	
			1 2 3 4 WRITE IN DK = 98	WRITE IN DK = 98	
	NSS1022 [][] (22) (23)	NSS1024 [][][][] (24)(25)(26)(27)	NSS1028 [][][] 1 2 3 4 (28)	NSS1029 [][] (29) (30)	NSS1031 1 2 3 (31)
	NSS1032 [][] (32) (33)	NSS1034 [][][][] (34)(35)(36)(37)	NSS1038 [][][] 1 2 3 4 (38)	NSS1039 [][] (39) (40)	NSS1041 1 2 3 (41)
	NSS1042 [][] (42) (43)	NSS1044 [][][][] (44)(45)(46)(47)	NSS1048 [][][] 1 2 3 4 (48)	NSS1049 [][] (49) (50)	NSS1051 1 2 3 (51)
	NSS1052 [][] (52) (53)	NSS1054 [][][][] (54)(55)(56)(57)	NSS1058 [][][] 1 2 3 4 (58)	NSS1059 [][] (59) (60)	NSS1061 1 2 3 (61)
	NSS1062 [][] (62) (63)	NSS1064 [][][][] (64)(65)(66)(67)	NSS1068 [][][] 1 2 3 4 (68)	NSS1069 [][] (69) (70)	NSS1071 1 2 3 (71)
	NSS1072 [][] (72) (73)	NSS1074 [][][][] (74)(75)(76)(77)	NSS1078 [][][] 1 2 3 4 (78)	NSS1079 [][] (79) (80)	NSS1081 1 2 3 (81)

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 (WRITE IN)
. DETAILS . NOT . CODED
98 Don't know
99 Refused

OTHER SOURCES OF INCOME

CARD 11

9

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?

(10)
 Yes 1 ASK QL4a NSS1110
 No 2 GO TO
 Refused 3 QM1
 Don't know 4

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'

QL4a	QL4a	QL4b	QL4c	QL4d
NAME OF SOURCE	SOURCE CODE	AMOUNT OF LAST PAYMENT (to nearest £) DK = 9998	PERIOD COVERED Weeks 1 2 3 4 Months WRITE IN DK = 98	WHO RECEIVED? Resp Spouse/ Both only partner only
	NSS111 (11) (12)	NSS1113 (13)(14)(15)(16)	NSS1117 (17)	NSS1118 (18) (19)
	NSS112 (21) (22)	NSS1123 (23)(24)(25)(26)	NSS1127 (27)	NSS1128 (28) (29)
	NSS113 (31) (32)	NSS1133 (33)(34)(35)(36)	NSS1137 (37)	NSS1138 (38) (39)
	NSS114 (41) (42)	NSS1143 (43)(44)(45)(46)	NSS1147 (47)	NSS1148 (48) (49)
	NSS115 (51) (52)	NSS1153 (53)(54)(55)(56)	NSS1157 (57)	NSS1158 (58) (59)
	NSS116 (61) (62)	NSS1163 (63)(64)(65)(66)	NSS1167 (67)	NSS1168 (68) (69)
				NSS1170 (70)

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

	(10)	
Excellent	1	NSS1210
Good	2	
Fair	3	
Or poor	4	

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

	(11)	
Good	1	NSS1211
Fairly good	2	
Or not so good	3	

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

	(12)	NSS1212
Yes	1	ASK QM4
No	2	GO TO
Don't know	3	QM5

QM4 What illness 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 (13-14)

QM5 Have you ever been registered as a disabled person?

	(15)	NSS1215
Yes	1	ASK QM6
No	2	GO TO INSTRUCTION
Unsure	3	BELOW QM6

QM6 Are you currently registered as a disabled person?

	(16)	NSS1216
Yes	1	
No	2	
Unsure	3	

TIME INTERVIEW BROKEN:

Hours		Mins	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(17)	(18)	(19)	(20)

(24 hour clock)

NSS1217 NSS1219

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? NSS1221

(21)

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.

.....

..... NSS2164 - NSS2173

.....

.....

.....

(22)

TIME INTERVIEW RE-STARTED:

Hours		Mins	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(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**

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

.....

 NSS2174 - NSS2178

(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

	Yes	No	Don't know	
.... recognise particular words	1	2	3	NSS1234 (34)
.... make sense of the whole thing	1	2	3	NSS1235 (35)
.... concentrate for very long	1	2	3	NSS1236 (36)
.... (Never try to read)	1			NSS1237 (37)

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

	(38)	NSS1238
Yes	1	GO TO QN10
No	2	GO TO INSTRUCTION BEFORE QN11

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	(40)	
2	Every day, excluding weekends		
3	Several times a week		
4	Once a week - weekend edition		
5	Less than once a week		
6	Never		

NSS1240

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

Hours Minutes
 (41) (42) (43) (44)
 NSS1241 NSS1243

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?

(45) NSS1245
 Yes 1 ASK QN14
 No 2 GO TO QN15
 Don't know 3

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

Hours Minutes
 (46) (47) (48) (49)
 NSS1246 NSS1248

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?

(50) NSS1250
 Writing only 1
 Spelling only 2 ASK QN16
 Both 3
 No 4
 Don't know 5 GO TO QN24
 Refused 6

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?

(51) NSS1251
 Eyesight problem 1 GO TO
 Problem holding pen/pencil using keyboard 2 QN24
 Both 3
 Difficulties writing generally 4 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?

(52) NSS1252
 Yes, easily 1
 Yes, with difficulty 2
 No 3

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?

(53) NSS1253
 Yes, easily 1
 Yes, with difficulty 2
 No 3

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?

(54) NSS1254
 Yes, easily 1
 Yes, with difficulty 2
 No 3

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?

(55) NSS1255
 Yes, easily 1
 Yes, with difficulty 2
 No 3

QN21 When you try to write something, what is it you find difficult? Do you find it difficult to.....READ OUT AND CODE ONE FOR EACH.....

	Yes	No	Don't know	
....spell words correctly 1	..... 2	..... 3		(56) NSS1256
....make you handwriting easy to read 1	..... 2	..... 3		(57) NSS1257
....put down in words what it is you want to say 1	..... 2	..... 3		(58) NSS1258
(Never try to write) 1				(59) NSS1259

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

(60)
 Writing 1 ASK QN23 NSS1290
 Spelling 2 NSS1291
 None 3 GO TO QN24 NSS1292

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?

(62) NSS1262
 Yes 1 ASK QN25
 No 2 GO TO INSTRUCTION BEFORE QN31
 Can't say 3

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?

(63) NSS1263
 Yes, easily 1
 Yes, with difficulty 2
 No 3

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?

(64) NSS1264
 Yes, easily 1
 Yes, with difficulty 2
 No 3

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?

(65) NSS1265
 Yes, easily 1
 Yes, with difficulty 2
 No 3

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

	Yes	No	Don't know	
....recognise and understand numbers when you				
see them 1	..... 2	..... 3	(66) NSS1266	
....add up 1	..... 2	..... 3	(67) NSS1267	
....take away 1	..... 2	..... 3	(68) NSS1268	
....divide 1	..... 2	..... 3	(69) NSS1269	

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

(70) NSS270
 Yes 1 ASK QN30
 No 2 GO TO INSTRUCTION BEFORE
 Can't say 3 QN31

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

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

INTERVIEWER CHECK QN1, QN15 AND QN24

CODE 1 OR 2 BELOW:

(73) NSS1273

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)

Always had these problems 1
Come about recently 2

NSS1274

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

Regularly Occassionally Never NA

IF CODE 1 AT QN01

Reading 1 NSS1275 2 3 4 (75)

IF CODE 1 or 3 AT QN15

Writing 1 NSS1276 2 3 4 (76)

IF CODE 1 AT QN24

Number work 1 NSS1277 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)

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

NSS1278

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 NSS1310 (10)

....cope with a job if you have one? 1 2 3 NSS1311 (11)

....to get on and get promotion in a job? 1 2 3 NSS1312 (12)

....manage your household business? 1 2 3 NSS1313 (13)

....help children read or learn things? 1 2 3 NSS1314 (14)

....to do the kinds of things you'd like

to do in your spare time? 1 2 3 NSS1315 (15)

....to communicate with official people? 1 2 3 NSS1316 (16)

....to get your point of view across when

you need to? 1 2 3 NSS1317 (17)

....to do other things 1 2 3 NSS1318 (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?

Yes 1 NSS1320
(PROBE FOR DETAILS AND RECORD)

.....
... DETAILS NOT CODED

.....
.....

..... (21)
No, able to do nothing 2

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?

	Yes	No	Don't know	
A daily newspaper	1	2	3	NSS1322 (22)
A weekly newspaper	1	2	3	NSS1323 (23)
Magazines	1	2	3	NSS1324 (24)
Comic books	1	2	3	NSS1325 (25)
A selection of other books in your home, say 25 or more	1	2	3	NSS1326 (26)
An encyclopedia	1	2	3	NSS1327 (27)
A dictionary	1	2	3	NSS1328 (28)
A radio or stereo	1	2	3	NSS1329 (29)
A television	1	2	3	NSS1330 (30)
A typewriter	1	2	3	NSS1331 (31)
A telephone	1	2	3	NSS1332 (32)
A computer	1	2	3	NSS1333 (33)

TIME INTERVIEW FINISHED:

Hours Mins

 (34) (35) (36) (37)
 (24 Hour Clock)

NSS1334 NSS1336

LENGTH OF QUESTIONNAIRE:

(38) (39)

NSS1338

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)

NSS1340
END INTERVIEW AND CONDUCT ASSESSMENTS

3.5 Literacy and numeracy assessment

CARD 1	9
--------	---

MORI/8722

Serial Number:

(10)	(11)	(12)	(13)	(14)	(15)	(16)

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)	(18)	(19)	(20)		(21)

TIME AT START OF ASSESSMENT
USE LEADING ZEROS

Hours		Mins	
(22)	(23)	(24)	(25)

(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

		Correct	Incorrect	NA	
Answer 1	Birmingham National Exhibition Centre/ Birmingham NEC/National Exhibition Centre/ NEC	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(26)
Answer 2	The Firm	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(27)
Performance criterion: Both correct		Yes <input type="checkbox"/> 1	No <input type="checkbox"/> 2		(28)

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

		Correct	Incorrect	Not Attempted
Answer 1	She wants her to do some shopping for her/buy some items for her	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³ (29)
Answer 2	Because she is going to be home late.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³ (30)
Answer 3	At about 9 o'clock (this evening).	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³ (31)

Performance criterion: Two or more correct

YES	NO	
<input type="checkbox"/> ¹	<input type="checkbox"/> ²	(32)

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

		Correct	Incorrect	NA
Answer 1	On the back of the transistor.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 (33)
Answer 2	The middle (or central) battery.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 (34)
Answer 3	The middle (or central) battery.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 (35)
Performance criterion: Two or more correct		YES <input type="checkbox"/> 1	NO <input type="checkbox"/> 2	(36)

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

		Correct	Incorrect	NA	
Answer 1	She was very much the worse for wear/unsteady on her feet.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(37)
Answer 2	She licked the dregs from the barrel.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(38)
Answer 3	In a cattery or in Scotland (words to that effect).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(39)

Performance criterion: Two or more correct

YES

☐ 1

NO

☐ 2

(40)

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

			Correct	Incorrect	NA	
Answer 1	Page 817 (Plumbers)		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(41)
Answer 2	Any of	081 948 8486 081 998 8412 081 998 5600 081 943 4525 081 995 4135 Cellnet (0860) 822285	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(42)

Performance criterion: Both correct

YES	NO	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	(43)

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

	Correct	Incorrect	NA	
Answer 1 There are approximately 10,000 types of grasses.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	(44)
Answer 2 Any three of wheat, rice, maize, barley, oats & rye.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	(45)
Answer 3 Rye.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	(46)
Answer 4 Ears of wheat are ground to make flour.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	(47)

Performance criterion: Three or more correct.

YES	NO	
<input type="checkbox"/> ¹	<input type="checkbox"/> ²	(48)

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

	Correct	Incorrect	NA	
Answer 1 1970.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(49)
Answer 2 40% or 21% + 19%	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(50)
Answer 3 Because more than one third of workers, who lived in the new town, walked to work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(51)
Performance criterion: Two or more correct	YES	NO		
	<input type="checkbox"/> 1	<input type="checkbox"/> 2		(52)

HOUSEHOLDS AND FAMILIES

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

	Correct	Incorrect	NA	
Answer 1 False	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(53)
Answer 2 False	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(54)
Answer 3 True	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(55)
Performance criterion: Two or more correct	YES <input type="checkbox"/> 1	NO <input type="checkbox"/> 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	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(57)	(58)	(59)	(60)

(24 hour clock time)

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

(61)

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

NO. OF PERSONS (USE LEADING ZERO)		EFFECT ON RESPONDENT'S PERFORMANCE		
		Seemed to <u>be harmful</u>	None <u>observable</u>	Seemed to <u>improve</u>
ADULTS	<input type="text"/> (62) (63)	1	2	3 (66)
CHILDREN	<input type="text"/> (64) (65)	1	2	3 (67)

Q3 a) Was this section ended prematurely?

(68)

YES 1 GO TO Q3b
 NO 2 GO TO NOs SECTION

b) Reason for premature termination of this section.

(69)

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

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?

Assessment guidelines

		Correct	Incorrect	NA	
Answer 1	42p given	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(70)
Performance criterion:	Item correct.	YES <input type="checkbox"/> 1	NO <input type="checkbox"/> 2		(71)

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

		Correct	Incorrect	NA
Answer 1	Selects the 10.32 train from Newgate	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³ (72)
Answer 2	Calculates arrival time as 11.05	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³ (73)
Performance criterion: One or more answers correct.		YES <input type="checkbox"/> ¹	NO <input type="checkbox"/> 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

	Correct	Incorrect	NA
294 Square feet	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 (75)
Performance criterion: Right answer	YES	NO	
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	(76)
Calculation correct but omitted "square feet"	YES	NO	
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	(77)
Used Calculator	YES	NO	
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	(78)

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.

CARD 2

9

Assessment guidelines

		Correct	Incorrect	NA
Answer 1	Calculates total as £24.66	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³ (10)
Answer 2	Calculates total per person as £4.11 (N.B. need exact answer)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³ (11)

Performance criterion:	Both correct.	YES <input type="checkbox"/> ¹	NO <input type="checkbox"/> ² (12)
	Used Calculator.	YES <input type="checkbox"/> ¹	NO <input type="checkbox"/> ² (13)

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

	Correct	Incorrect	NA	
45 Square feet	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(14)
Performance criterion: Right answer	YES	NO		
	<input type="checkbox"/> 1	<input type="checkbox"/> 2		(15)
Calculation correct but omitted "square feet"	YES	NO		
	<input type="checkbox"/> 1	<input type="checkbox"/> 2		(16)
Used Calculator	YES	NO		
	<input type="checkbox"/> 1	<input type="checkbox"/> 2		(17)

ASSESSMENT TASK 15**COUNCIL SPENDING****LEVEL 1****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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(18)
Answer 2	£2m to the nearest £million N.B. - incorrect if gives exact answers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(19)
Answer 3	Housing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(20)

Performance criterion: Three items correct.

YES	NO	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	(21)

ASSESSMENT TASK 16**LEVEL 2****AT THE RESTAURANT****INSTRUCTION TO INTERVIEWER****GIVE THE INTERVIEWEE CARD O. 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**

	Correct	Incorrect	NA	
Answer 1	£53.92	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 (22)

Performance criterion: Right answer

YES	NO	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	(23)

Used Calculator

YES	NO	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	(24)

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

		Correct	Incorrect	NA	
Answer 1	Bank loan	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(25)
Answer 2	Bank loan	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(26)
Answer 3	£21.12 (Need exact answer)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(27)

Performance criterion: Three correct

YES	NO	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	(28)

Used Calculator

YES	NO	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	(29)

ASSESSMENT TASK 18

LEVEL 2

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

		Correct	Incorrect	NA	
Answer 1	About 65%	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(30)
Answer 2	About 65%	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(31)
Answer 3	Earnings have risen faster than the cost of living since 1988	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(32)
Answer 4	4-5%	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	(33)

Performance criterion: Three or more correct.

YES	NO	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	(34)

Used Calculator

YES	NO	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	(35)

INTERVIEWER REMARKS (COMPLETE EVEN IF TEST ENDED PREMATURELY)

Q1 TIME AT COMPLETION OF NUMERACY TASKS

Hours	Mins
<div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div>
(36) (37)	(38) (39)

(24 hour clock time)

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

(40)

YES 1 GO TO Q2b
 NO 2 GO TO Q3

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

**EFFECT ON RESPONDENT'S
PERFORMANCE**

NO. OF PERSONS
(USE LEADING ZERO)

Seemed to
be harmful

None
observable

Seemed to
improve

ADULTS

(41) (42)

1 2 3 (45)

CHILDREN

(43) (44)

1 2 3 (46)

Q3 a) Was this section terminated prematurely?

(47)

YES 1 GO TO Q3b
 NO 2 END

b) Reason for premature termination of this section.

(48)

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

.....

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

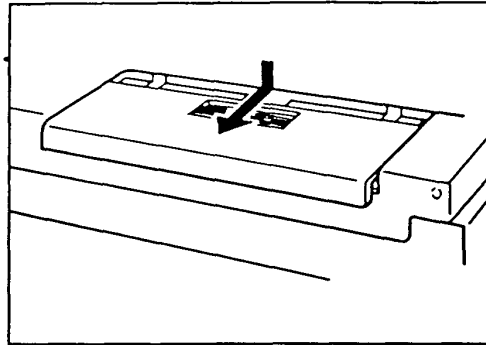
2 small plain yoghurts

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

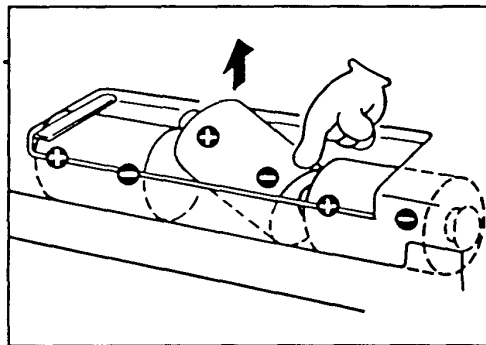
I hope to see you at about 9 o'clock this
evening.

Thank you very much for your kindness.

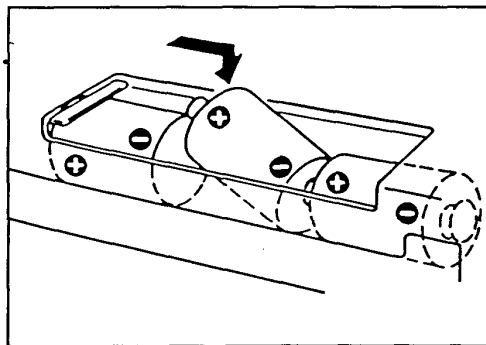
Jo

1.

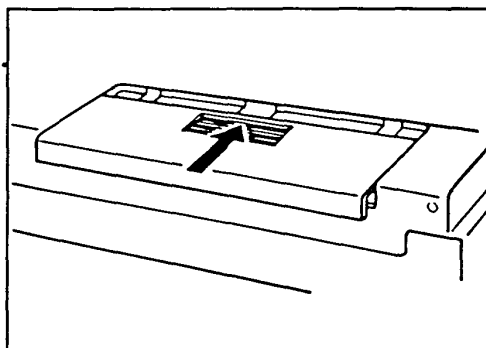
The battery compartment is found on the back of the transistor set. Remove the battery compartment cover by pressing on it and sliding the cover off.

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.

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 Angelia Johnson
The Guardian, 17.6.93

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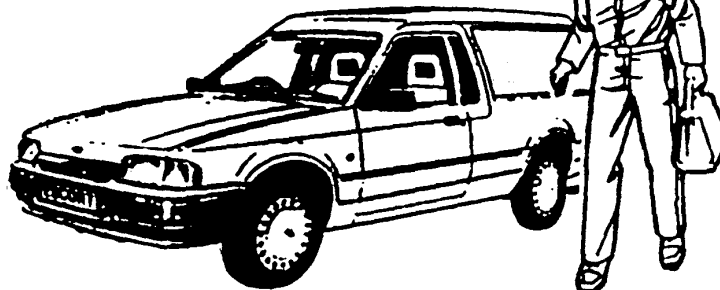
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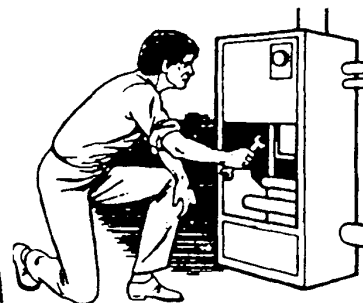
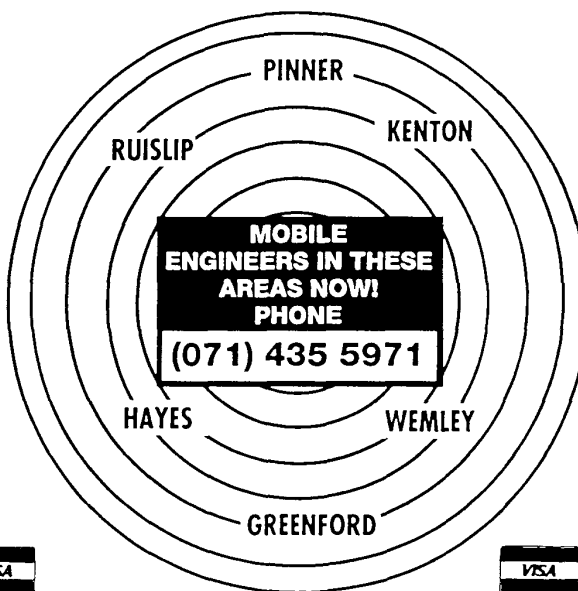
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*M.H. Luke, RP All-Ways (Emergency) 111 Beverley Drive HA8 5NH 081-952 5200 Cellnet (0860) 462008 <i>Plumbing, Heating & Cleaning Services incl Boiler & Saniflo Maintenance. CORGI Registered</i>	KINGSBURY G.F. McMullan, RP G.M. Plumbing & Heating Co 32a Leith Close Kingsbury NW9 8DE 081-205 5280 Cellnet (0860) 519741	NORTHWOOD *S.R. Curtis, AIP RP London & Home Counties Ltd 72 High Street HA6 1BL (0923) 821262
D.W. Smith, RP 186 Broadfields Avenue HA8 8TF 081-958 3868	NW2 D. Cheese, RP David Cheese Plumbing & Heating 71 Prayle Grove Cricklewood NW2 1BB 081-458 9293	*I.F. Keene, AIP RP Plumbing & Central Heating Services 67 Stanley Road HA6 1RJ CORGI Registered (0923) 825075
FULHAM R.W. Barron, Eng Tech MIP RP Barron Building Services 92 Stephendale Road SW6 2PQ 071-731 2561	NW6 *D. Sanford, MIP RP Sanden Plumbing Co Ltd 202 West End Lane Hampstead NW6 1SG 071-794 0064	RICKMANSWORTH *G. Maddison, AIP RP 51 Frankland Road Croxley Green WD3 3AS (0923) 770167
A.D. Williams, RP A.D. Williams Plumbing & Heating 57 Cuckoo Avenue W7 1BW 081-578 5237	NW7 M.P. Rudd, RP Rudd Engineering Ltd 12 Fernside Avenue NW7 3BD 081-959 8181	D.A.W. Stratford, RP 213 Baldwins Lane WD3 3LH (0923) 775600
HARROW P.L. Brown, Eng Tech MIP RP Peter Brown Plumbing & Heating Contractors Unit 3 29/31 Frogna Avenue HA1 2SG 081-863 1155 <i>Industrial Domestic And Contract Work</i>	NW9 *J.F. Green, MIP RP J.F. Green Plumbing & Heating Engineer 42 Mallard Way Kingsbury NW9 8JH 081-205 0486 Vodafone (0831) 832770 <i>Any Make - Gas Boiler Serviced/Repaired/Replaced</i>	*E.A. Tack, RP E.A. Tack, Plumbing & Heating 13 The Greenway WD3 2HX (0923) 778144
*M.J. Greenyer, AIP RP M. & M. Plumbing & Heating 115 Leamington Crescent HA2 9HJ 081-864 6827 Vodafone (0831) 320248	NW10 G.R. Beirens, RP Walkerfern 97 Leigh Gardens NW10 5HN 081-960 6787	RUISLIP J.F. Flynn, RP J.F. Flynn & Son Plumbing Contractors 16 Evelyn Avenue HA4 8AS (0895) 631238 081-569 1670
*A.A. Marshall, RP A.A. Marshall (Plumbing & Heating) 17 Twyford Road HA2 0SH 081-422 0979 081-205 6283	SW6 *T.C. Anderson, AIP, RP Anderson & Sons 25 Filmer Road Fulham SW6 7BP 071-381 3784 <i>Showers, Pumps, Wash Machines, Combination Boilers Installed, Burst Pipes, Block Drains, 24 Hr Emerg.</i>	SOUTH HARROW S.R. Newton, RP 162 Roxeth Green Avenue HA2 0QW 081-423 3090
*W.P. Murray, RP W. Murray & Associates 54 Headstone Road HA1 1PE 081-863 3824 Vodafone (0836) 549962 <i>Specialists in Domestic Plumbing and Heating Gas Installations</i>	W5 P.D. Corsini, RP Berkley Plumbing & Heating 20 Freeland Road W5 3HR 081-992 2908 Vodafone (0836) 634043 <i>Plumbing, Heating, Drainage & Leadwork</i>	SOUTHALL *K.K. Madar, RP K.M. Plumbing 75 Ranelagh Road UB1 1DJ 081-843 9365 Cellnet (0860) 887175
*A.S. Patel, RP A.P. Plumbing 11 Carlyon Avenue HA2 8SN 081-422 2145	*Anthony Halvey, RP Ash Services 37 Cumberland Road W7 2ED 081-566 2967 <i>Bathroom Design & Installation</i>	UXBRIDGE *A. Callaby, AIP RP A.C. Home Services 41 Church Road UB8 3NO (0895) 259178 <i>Domestic Commercial Industrial Plumbing/Heating</i>
*J.A. Sumner, RP L.H. Plumbing & Heating Services Ltd 132-134 Vaughan Road HA1 4ED 081-864 2311	W12 *D.A. Coughlan, RP Anthonies Plumbing & Heating Contractor 20 Foxglove Street Shepherds Bush, W12 8OD 081-749 6695	M.J. Fryer, RP Fryer Plumbing Services 142 Windsor Avenue Hillingdon UB10 9BO (0895) 255435
HAYES J.F. Heppelthwaite, MIP RP J.F. Heppelthwaite Ltd Caxton House Printing House Lane UB3 1AP 081-756 1608 081-573 9410 <i>Heating Installation, Servicing & Repairs, Domestic & Commercial Housing Assoc. Schools</i>	NEASDON *S.M. Gorsia, RP Plumbing & Heating 60 Ballogie NW10 1SY 081-452 7417 Mobile (0374) 132652	G.S. Weekes, RP F & G Weekes 180 Grosvenor Crescent Hillingdon UB10 9EZ (0895) 259326
	WEST DRAYTON *M.E. Connolly, RP Connolly Plumbing Services 17 Philpot's Close UB7 7RY (0895) 449452 Mobile (0831) 690564	

*Emergency Service
emergency service

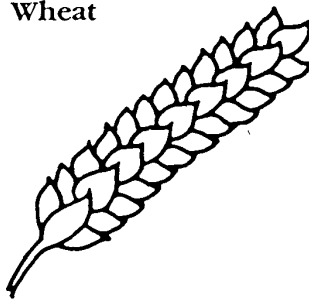
The following article recently appeared in a conservation magazine.

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.

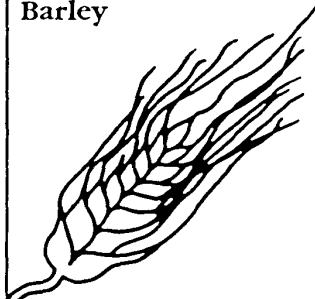
Our need for cereal grasses is very large. Cereal grasses cover over half of the land used to grow food in the world. Cereals include things such as wheat, rice, maize, barley oats and rye. The seeds of wheat make grain which is ground into flour for making bread, noodles, pasta and breakfast cereals. 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

Wheat



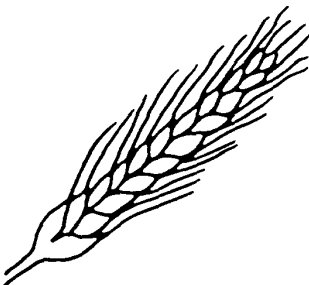
Wheat plants have upright ears which grow close together to make a compact head. Grain is removed from the ears of wheat and ground into flour for bread and pasta.

Barley



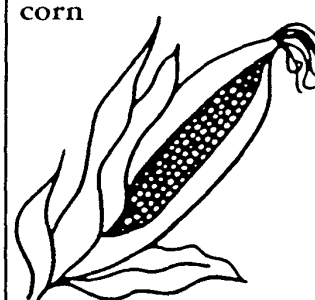
A head of barley is shorter than a head of rye and has loose ears and long "beards". When the ear is ripe it will hang down. When barley is sprouted and then dried, it becomes malt.

Rye



This looks similar to wheat except that the ears are extended by long "beards". Rye grows well on poor, sandy soil.

Maize or corn



Maize is grown in long rows. It has broad green leaves and can grow to over a metre in height. It is grown mostly for animal feed.

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.

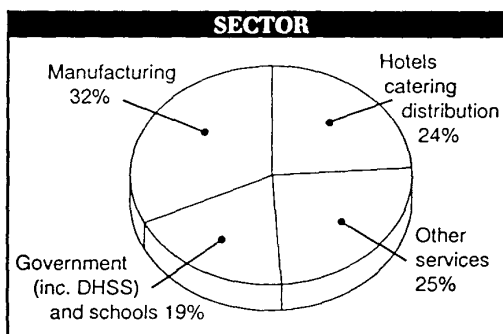
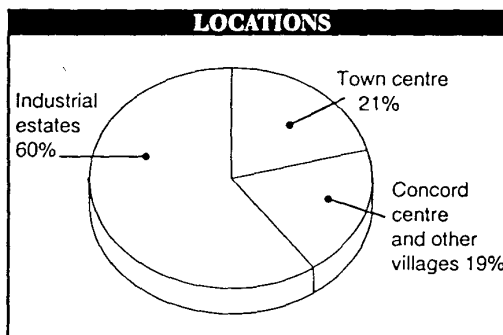
WASHINGTON NEW TOWN

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.

Where people work in Washington, and what kinds of job



Washington new town statistics

Year	Population	New Dwellings	New factory space (m2)
1965	20,000	59	–
1966	20,298	142	–
1967	20,483	88	–
1968	21,182	333	19,942
1969	22,856	797	42,013
1970	23,623	365	63,822
1971	25,200	1061	12,701
1972	28,566	1603	39,624
1973	30,609	973	13,730
1974	33,120	1023	28,265
1975	37,900	1238	38,960
1976	41,500	1668	55,051
1977	46,565	1047	17,750
1978	47,733	685	4,598
1979	49,620	595	11,291
1980	50,100	908	57,833
1981	51,960	952	25,030
1982	52,570	937	24,060

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

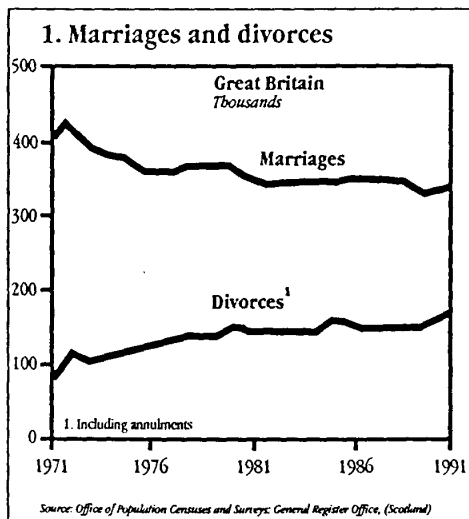
alone. Whilst the number of one person households has been growing, the number of 'traditional' households has been falling.

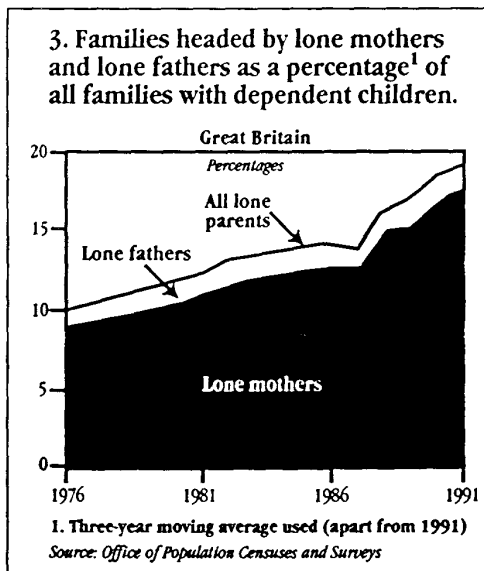
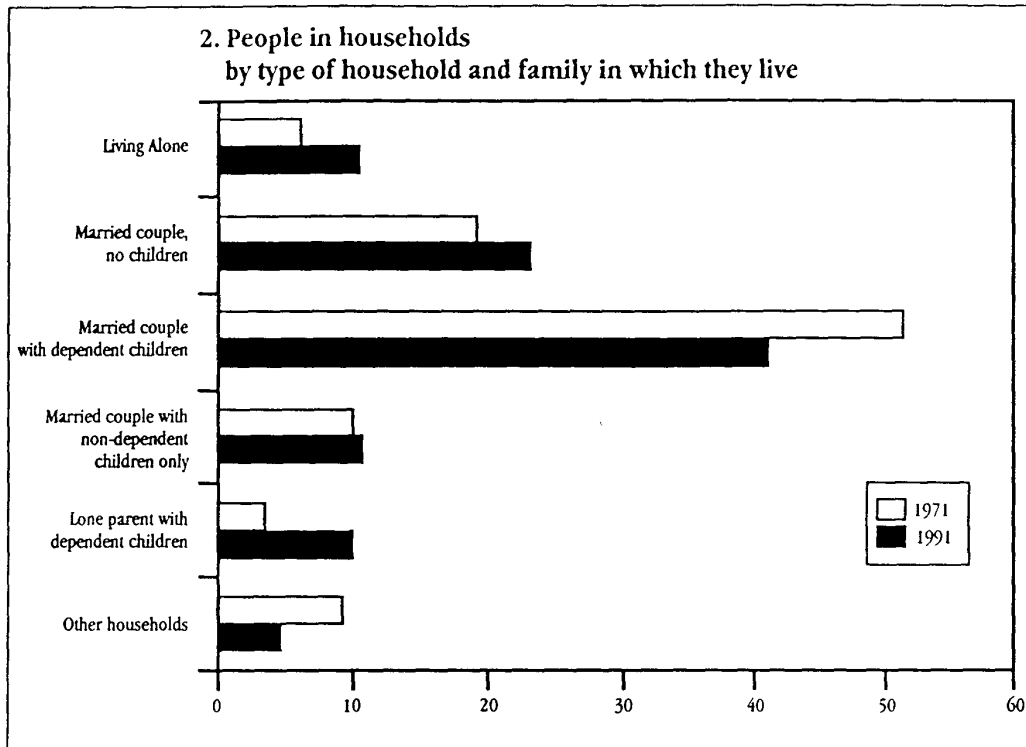
The most common household type in Great Britain is a married couple without children. One family households with between one or two children, or no children at all, comprise almost half the households in each country.

Families

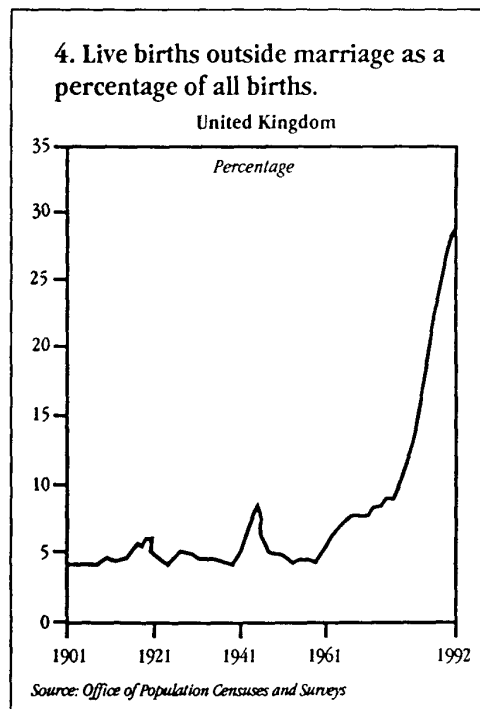
Whereas a household is defined as a person living alone or a group of people living together, a family is a married, or cohabiting, couple with or without children, or a lone parent with children. People living alone are not considered a family. Between 1961 and 1992 there was a threefold increase in 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.



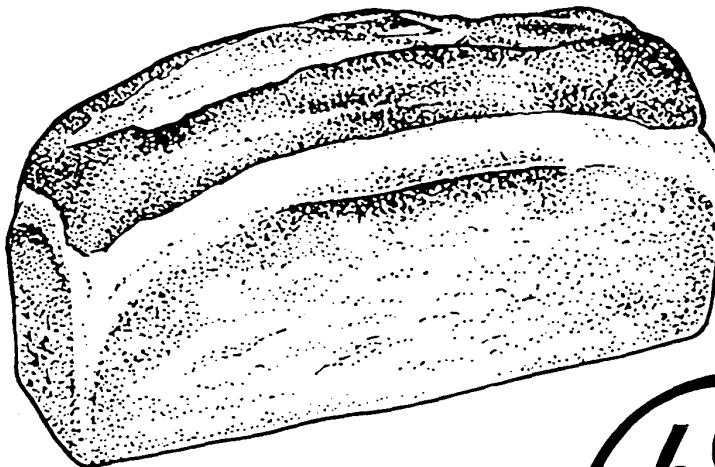


The number of births outside wedlock has increased dramatically since 1960. Even over the last decade, the proportion of live births outside marriage more than doubled to almost one in every three births in 1992 (Chart 4).



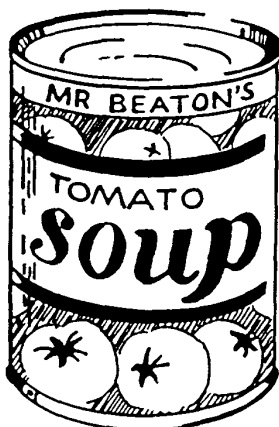
SHOPPING FOR A NEIGHBOUR

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

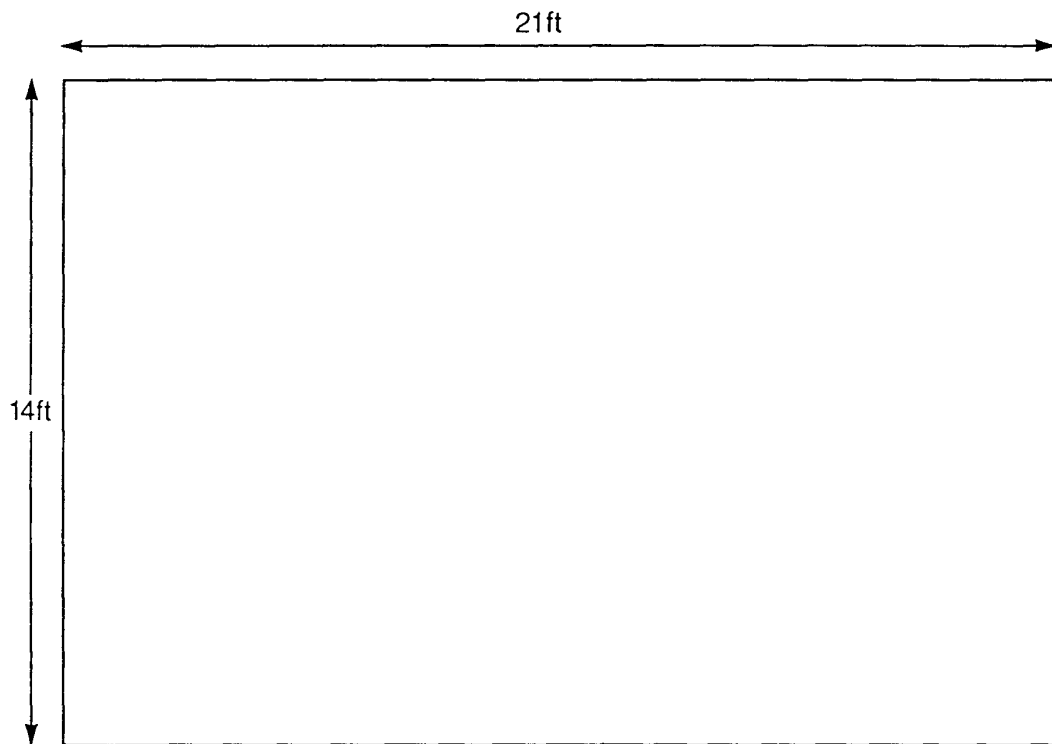
				Mon-Fri
Morton	10.17	10.37	10.57	11.17
Graves End	10.21	10.41	11.01	11.21
Newgate	10.32	10.52	11.12	11.32
Appleby	10.40	11.00	11.20	11.40
Meadstone	10.49	11.09	11.29	11.49
Almsford	10.55	11.15	11.35	11.55
Turnerstone	11.01	11.21	11.41	12.01

Turnerstone to Morton

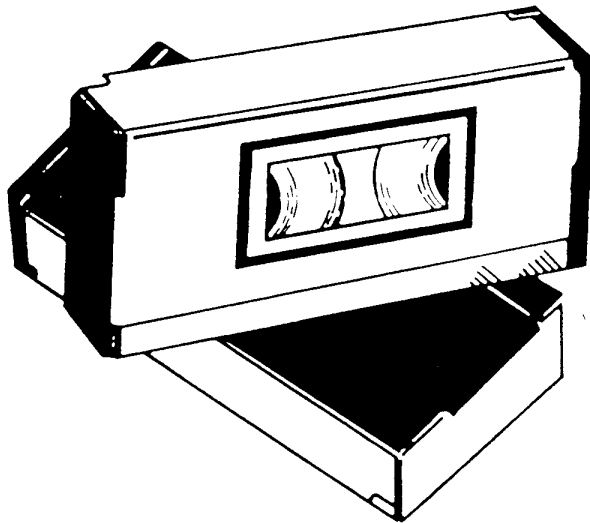
				Mon-Fri
Turnerstone	12.24	12.59	13.34	13.59
Almsford	12.30	13.05	13.40	14.05
Meadstone	12.36	13.11	13.46	14.11
Appleby	12.45	13.20	13.55	14.20
Newgate	12.53	13.28	14.03	14.28
Graves End	13.04	13.39	14.14	14.39
Morton	13.08	13.43	14.18	14.43

THE AMOUNT OF WORK SPACE IN A ROOM

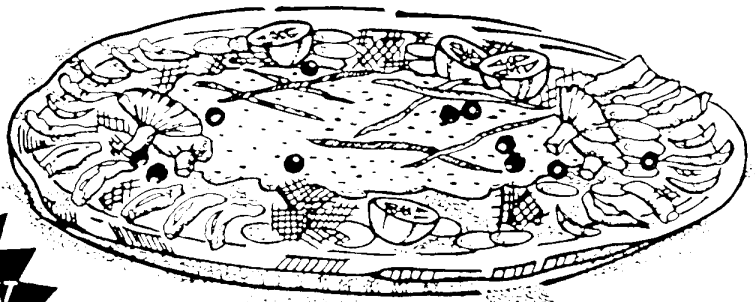
Diagram of the floor space in a room:



AN EVENING WITH FRIENDS



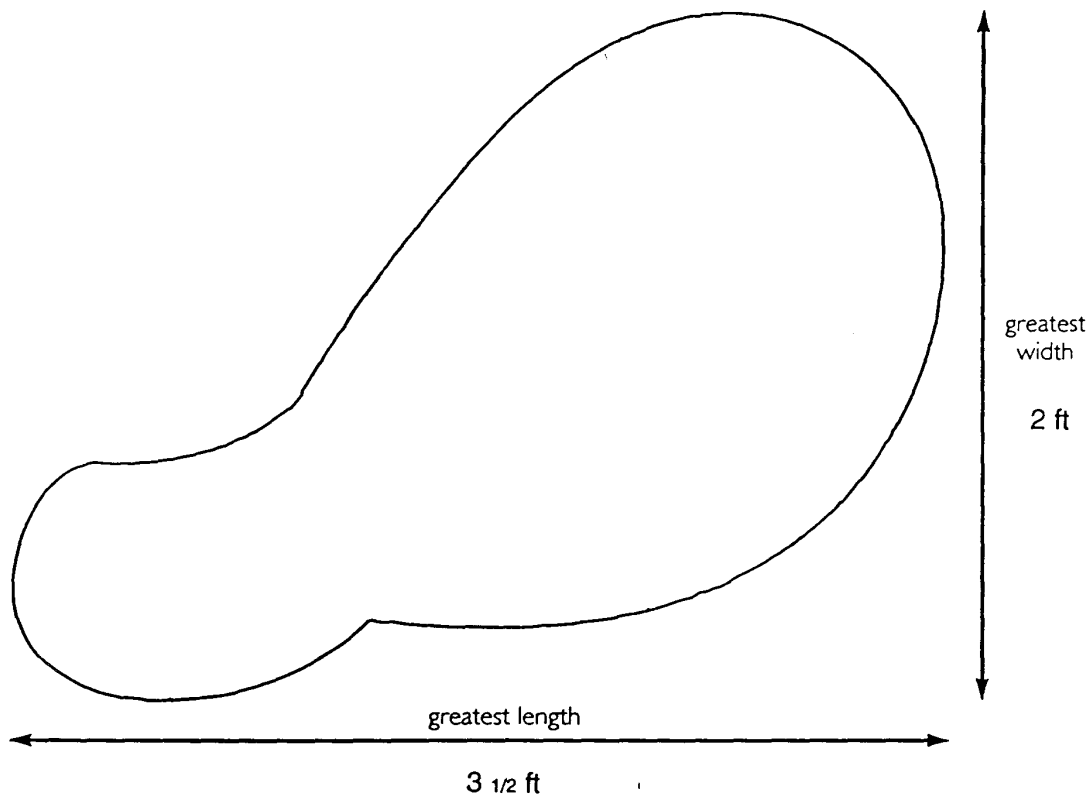
**2 Videos
£2.50
each**



**Take-away
Pizza
£19.66**

WORKING OUT THE AMOUNT OF POND LINER REQUIRED

1. The pond is 2ft deep



2. (a) To the greatest width add 2ft plus the depth of the pond.
(b) To the greatest length add 2ft plus the depth of the pond.
3. Use (a) and (b) to calculate the area of the liner required.

CITY COUNCIL SPENDING 1993 AND 1994 (£ MILLION)

DEPARTMENT	1993 (£m)	1994 (£m)
EDUCATION	23.73	24.28
HOUSING	6.24	5.96
CLEANSING	2.16	2.87
FIRE	1.99	2.31
POLICE	8.80	10.34
AMBULANCE	2.85	3.02
OTHER	6.50	10.25
TOTAL	52.27	58.85

ORDER

Family 1 orders:

2 x Steak & Chips	£4.95 each
2 x Fish & Chips	£3.95 each
1 Bottle of Red Wine	£4.99 each
3 x Ice Cream	£0.95 each
1 x Chocolate Pudding	£1.60 each

Family 2 orders:

1 x Steak & Chips	£4.95 each
2 x Fish & Chips	£3.95 each
1 Bottle of Red Wine	£4.99 each
3 x Ice Cream	£0.95 each

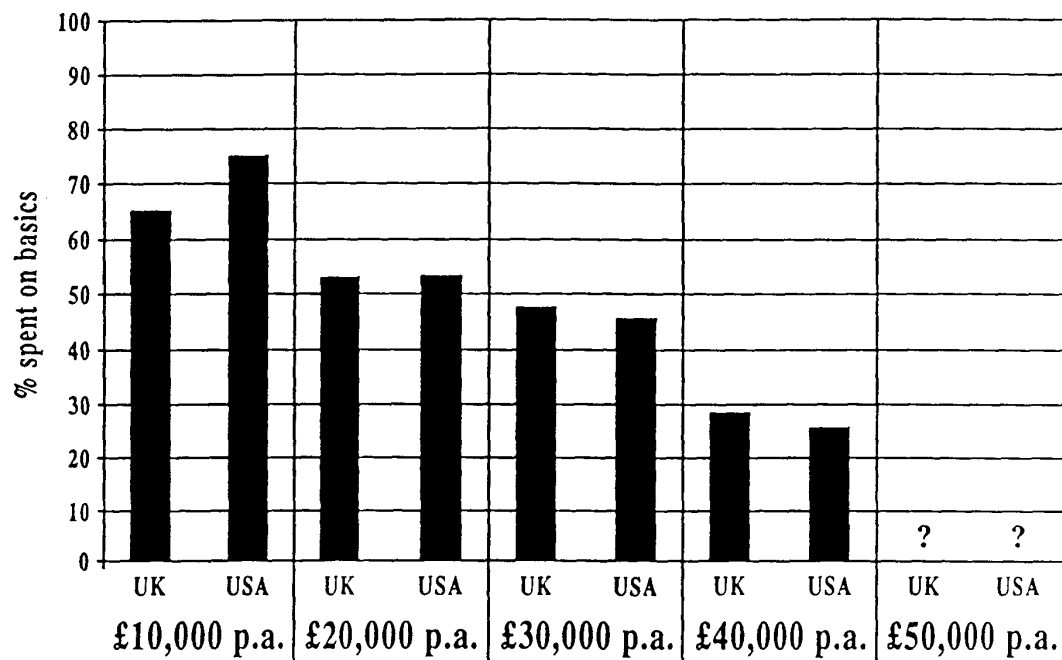
Bank Loan Rate Table

LOAN	60 month term		48 month term		36 month term		24 month term		12 month term	
	Monthly Repayment	Total Payable	Monthly Repayment	Total Payable	Monthly Repayment	Total Payable	Monthly Repayment	Total Payable	Monthly Repayment	Total Payable
1000	26.01	1560.60	29.97	1438.56	36.72	1321.92	50.47	1211.28	92.22	1106.64
1500	39.02	2341.20	44.95	2157.60	55.08	1982.88	75.71	1817.04	138.33	1659.96
2000	52.02	3121.20	59.94	2877.12	73.44	2643.84	100.94	2422.56	184.44	2213.28
2500	62.72	3763.20	72.70	3489.60	89.68	3228.48	124.13	2979.12	228.53	2742.36
3000	75.26	4515.60	87.24	4187.52	107.61	3873.96	148.96	3575.04	274.24	3290.88
4000	100.35	6021.00	116.33	5583.84	143.48	5165.28	198.61	4766.64	365.65	4387.80
5000	125.44	7526.40	145.41	6979.68	179.35	6456.60	248.26	5958.24	457.06	5484.72

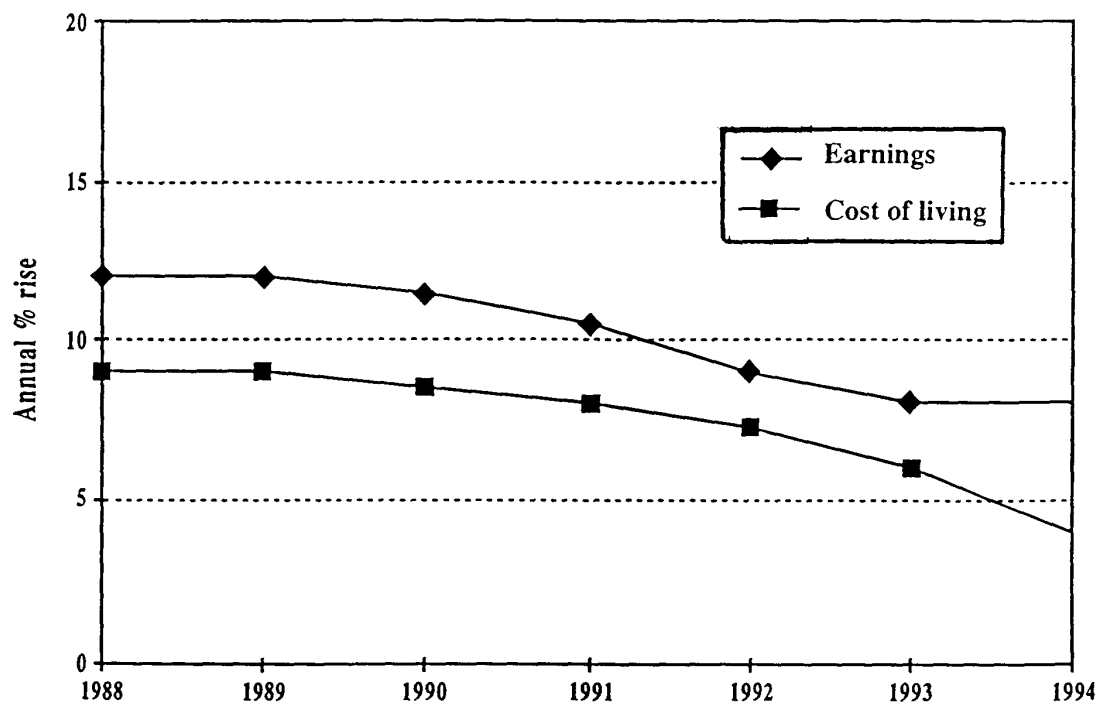
Hire Purchase Loan Rate Table

	LOAN	£500	£2,000	£2,500	£5,000	£10,000
12 MONTHS	Total to repay £	555.96	2223.60	2755.08	5436.12	10872.12
	Monthly repayment £	46.32	185.30	229.59	453.01	906.01
24 MONTHS	Total to repay £	611.04	2443.68	3005.04	5859.84	11719.68
	Monthly repayment £	25.46	101.82	125.21	244.16	488.32
36 MONTHS	Total to repay £	669.24	2676.96	3268.44	6303.96	12607.92
	Monthly repayment £	18.59	74.36	90.79	175.11	350.22
48 MONTHS	Total to repay £	730.56	2923.20	3545.76	6768.00	13536.00
	Monthly repayment £	15.22	60.90	73.87	141.00	282.00
60 MONTHS	Total to repay £	795.60	3181.80	3835.80	7251.60	14503.20
	Monthly repayment £	13.26	53.03	63.93	120.86	241.72

SPENDING ON BASICS GRAPH



EARNING vs COST OF LIVING GRAPH



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:-

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 Coding Classification
codot	CODOT Occupational Coding Classification
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?
c5prob	Child #5 Skill Difficulties?
c6prob	Child #6 Skill Difficulties?
c1_6prob	Any Child Skill Difficulties?
read37	Reading difficulties at age 37
write37	Write/spell difficulties at age 37
basic37	Basic skill difficulties at age 37
basic37c	Basic skill difficulties at age 37 - not spelling
litscor1	Literacy composite test scores (short version based on performance criteria)
litscor2	Literacy composite test scores (long version based on recoded test items)
numscor1	Numeracy composite test scores (short version based on performance criteria)
numscor2	Numeracy composite test scores (long version based on recoded test items)
litscor3	Literacy composite test scores (based on litscor1 but re-scaled to range 0 to 10)
numscor3	Numeracy composite test scores (based on numscor1 but re-scaled to range 0 to 10)
litscor4	Literacy composite test scores (based on litscor2 but re-scaled to range 0 to 10)
numscor4	Numeracy composite test scores (based on numscor2 but re-scaled to range 0 to 10)
litgrp1	Grouped literacy test scores (3 categories, based on litscor1)
litgrp2	Grouped literacy test scores (3 categories, based on litscor2)
litgrp2a	Grouped literacy test scores (4 categories, based on litscor2)
numgrp1	Grouped numeracy test scores (3 categories, based on numscor1)
numgrp2	Grouped numeracy test scores (3 categories, based on numscor2)
numgrp2a	Grouped numeracy test scores (4 categories, based on numscor2)
mala37	malaise scores at 37
mal37	grouped malaise scores 37
empcat8	Employment status at 37
everunem	Ever unemployed from march 1991 ?
manyunem	How many spells unemployed ?
home37	Own or Rent at age 37 ?
books	Hours reading Books per Week
mags	Hours reading Magazines per week
childa	Age had FIRST child
empcatp8	Employment status of partner at 37
empcatp5	Employment status of partner at 37
empfam	CM & partner employment status at 37
empfamb	No. of Wage Earners (cm and/or partner)
skill1	Literacy and numeracy skill levels (Very Low = Poor; Other = Competent)
skill2	VeryLow/Low Lit, VeryLow Num = Poor
job1 to job57	Employment Status in Mar 91 - Nov 95 (month-by-month).
year91 to year94	Employment Status in 12 months from March 1991(2/3/4)
intrvid	Interviewer Identification Number

The first five of these (rgsc91, seg91, soc, kos, codot) were derived by running the CASOC¹ 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 litscor1 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 litscor2 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
```



```

lit scor1
(0 thru 4 = 1) (5 thru 6 =2) (7 thru 10 =3) into litgrp1.

recode
lit scor2
(0 thru 15 =1) (16 thru 18 =2) ( 19 thru 23 =3) into litgrp2.

recode
lit scor2
(0 thru 15 =1) (16 thru 18 =2) (19 thru 21 =3) (22 thru 23 =4)
into litgrp2a.

recode
num scor1
(0 thru 3 =1) (4 thru 5 = 2) ( 6 thru 9 =3) into numgrp1.

recode
num scor2
(0 thru 10 = 1) (11 thru 13 = 2) (14 thru 18 = 3) into numgrp2.

recode
num scor2
(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 lit scor1)'.
variable labels numgrp1 'Grouped numeracy test scores (3 categories, based on num scor1)'.

variable labels litgrp2 'Grouped literacy test scores (3 categories, based on lit scor2)'.
variable labels numgrp2 'Grouped numeracy test scores (3 categories, based on num scor2)'.

variable labels litgrp2a 'Grouped literacy test scores (4 categories, based on lit scor2)'.
variable labels numgrp2a 'Grouped numeracy test scores (4 categories, based on num scor2)'.

* 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) (2=3) (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
 (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
 (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'


```

        4'3+ HOURS' .
EXECUTE .

** AGE HAD FIRST CHILD

DO IF
    (nserial ~= '310090K' & nserial ~= '514031D' & nserial ~= '528016M' & nserial ~= '730032N').

COMPUTE CHILD37 = (((nss0818 - 58) * 12) + (nss0816 - 3 )) / 12 .

END IF .

EXECUTE .

RECODE
    child37
    (Lowest thru 18.99=1) (19 thru 20.99=2) (21 thru 22.99=3) (23 thru
    24.99=4) (25 thru 27.99=5) (28 thru 29.99=6) (30 thru 31.99=7) (32 thru 34.99=8)
    (35 thru Highest=9) (ELSE=SYSMIS) INTO CHILDa .
VARIABLE LABELS CHILDa 'Age had FIRST child'.
VALUE LABELS CHILDa 1'<19'
                2'<21'
                3'<23'
                4'<25'
                5'<28'
                6'<30'
                7'<32'
                8'<35'
                9'35+' .
EXECUTE .

** CURRENT EMPLOYMENT STATUS OF PARTNER AT AGE 37

RECODE
    nss0412
    (1=1) (3=2) (2=3) (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'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 .

** 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'HOME CARE'
                5'F/T EDU/TRAIN'
                -1'SICK' .

```


MISSING VALUES EMPCATP5 (-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 & (EMPCATP8 = 1 | EMPCATP8 = 2)) EMPFAM = 7 .
IF ((EMPCAT8 = 1 | EMPCAT8 = 2) & EMPCATP8 = 6) EMPFAM = 8 .
IF ((EMPCAT8 = 7 | EMPCAT8 = 8) & EMPCATP8 <= 4) EMPFAM = 9 .

IF (EMPCAT8 <= 4 & (EMPCATP8 = 7 | EMPCATP8 = 8)) EMPFAM = 10 .
IF (EMPCAT8 >= 5 & EMPCATP8 >= 5) EMPFAM = 11 .
IF (EMPCAT8 = 6 & (EMPCATP8 = 3 | EMPCATP8 = 4)) EMPFAM = 12 .
IF ((EMPCAT8 = 3 | EMPCAT8 = 4) & EMPCATP8 = 6 ) EMPFAM = 13 .
```

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 P PT'
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)) |
((EMPCAT8 = 3 | EMPCAT8 = 4) & (EMPCATP8 = 1 | EMPCATP8 = 2)) |
((EMPCAT8 = 3 | EMPCAT8 = 4) & (EMPCATP8 = 3 | EMPCATP8 = 4))) EMPFAMb = 2 .
IF ((EMPCAT8 >= 5 & (EMPCATP8 = 1 | EMPCATP8 = 2)) |
((EMPCAT8 = 1 | EMPCAT8 = 2) & EMPCATP8 >= 5)) EMPFAMb = 3 .
IF ((EMPCAT8 >= 5 & (EMPCATP8 = 3 | EMPCATP8 = 4)) |
((EMPCAT8 = 3 | EMPCAT8 = 4) & EMPCATP8 >= 5)) 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	'1ft1pt or 2pt'
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 = 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 .

EXECUTE .

** 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 0 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 FULLOR 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.

** JOB4.

DO IF (NSS0161 = 2).
COMPUTE PART4S = (NSS0154 * 12) + NSS0152 - 1092.
DO IF (NSS0156 ~= 0 & NSS0158 ~= 0).
COMPUTE PART4E = (NSS0158 * 12) + NSS0156 - 1092.
ELSE IF (NSS0158 = 0 | NSS0156 = 0).
COMPUTE PART4E = 60.
END IF.
END IF.

** CALCULATING MONTHS IN FULL-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 PART-TIME WORK FROM MARCH 1991.

** JOB5.

DO IF (NSS0171 = 2).
COMPUTE PART5S = (NSS0164 * 12) + NSS0162 - 1092.
DO IF (NSS0166 ~= 0 & NSS0168 ~= 0).
COMPUTE PART5E = (NSS0168 * 12) + NSS0166 - 1092.
ELSE IF (NSS0168 = 0 | NSS0166 = 0).
COMPUTE PART5E = 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.
```

```
** CALCULATING MONTHS IN FULL-TIME WORK FROM MARCH 1991.  
** JOB9.
```

```
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.
```

```
** CALCULATING MONTHS IN PART-TIME WORK FROM MARCH 1991.  
** JOB9.
```

```
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.
```

```
** CALCULATING MONTHS IN FULL-TIME WORK FROM MARCH 1991.  
** JOB10.
```

```
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.
```

```
** CALCULATING MONTHS IN PART-TIME WORK FROM MARCH 1991.  
** JOB10.
```

```
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).
```


COMPUTE FTPT1E = 60.
END IF.
END IF.

** 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.

** 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.

** 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.

** 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.

** 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.

** 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.
```

** CALCULATING MONTHS OUT OF THE LABOUR FORCE FROM MARCH 1991.
** 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 .
```



```

COMPUTE PART6E = PART6E - 3 .
COMPUTE FULL7S = FULL7S - 3 .
COMPUTE FULL7E = FULL7E - 3 .
COMPUTE PART7S = PART7S - 3 .
COMPUTE PART7E = PART7E - 3 .
COMPUTE FULL8S = FULL8S - 3 .
COMPUTE FULL8E = FULL8E - 3 .
COMPUTE PART8S = PART8S - 3 .
COMPUTE PART8E = PART8E - 3 .
COMPUTE FULL9S = FULL9S - 3 .
COMPUTE FULL9E = FULL9E - 3 .
COMPUTE PART9S = PART9S - 3 .
COMPUTE PART9E = PART9E - 3 .
COMPUTE FULL10S = FULL10S - 3 .
COMPUTE FULL10E = FULL10E - 3 .
COMPUTE PART10S = PART10S - 3 .
COMPUTE PART10E = PART10E - 3 .
COMPUTE FTPT1S = FTPT1S - 3 .
COMPUTE FTPT1E = FTPT1E - 3 .
COMPUTE FTPT2S = FTPT2S - 3 .
COMPUTE FTPT2E = FTPT2E - 3 .
COMPUTE FTPT3S = FTPT3S - 3 .
COMPUTE FTPT3E = FTPT3E - 3 .
COMPUTE FTPT4S = FTPT4S - 3 .
COMPUTE FTPT4E = FTPT4E - 3 .
COMPUTE FTPT5S = FTPT5S - 3 .
COMPUTE FTPT5E = FTPT5E - 3 .
COMPUTE FTPT6S = FTPT6S - 3 .
COMPUTE FTPT6E = FTPT6E - 3 .
COMPUTE FTPT7S = FTPT7S - 3 .
COMPUTE FTPT7E = FTPT7E - 3 .
COMPUTE FTPT8S = FTPT8S - 3 .
COMPUTE FTPT8E = FTPT8E - 3 .
COMPUTE FTPT9S = FTPT9S - 3 .
COMPUTE FTPT9E = FTPT9E - 3 .
COMPUTE FTPT10S = FTPT10S - 3 .
COMPUTE FTPT10E = FTPT10E - 3 .

```

** RECODING ALL NEGATIVE VALUES TO 0.

** NEGATIVE VALUES INDICATE A START DATE PRIOR TO MARCH 1991.

** 0 INDICATES MARCH 1991.

RECODE

```

FULL1S FULL1E PART1S PART1E FULL2S FULL2E PART2S PART2E
FULL3S FULL3E PART3S PART3E FULL4S FULL4E PART4S PART4E
FULL5S FULL5E PART5S PART5E FULL6S FULL6E PART6S PART6E
FULL7S FULL7E PART7S PART7E FULL8S FULL8E PART8S PART8E
FULL9S FULL9E PART9S PART9E FULL10S FULL10E PART10S PART10E
FTPT1S FTPT1E FTPT2S FTPT2E FTPT3S FTPT3E FTPT4S FTPT4E
FTPT5S FTPT5E FTPT6S FTPT6E FTPT7S FTPT7E FTPT8S FTPT8E
FTPT9S FTPT9E FTPT10S FTPT10E
  (LOWEST THRU 0 = 0) (ELSE=COPY) .
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 ftpt9e ftpt10e /
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 (mftpt7s ~= 1 & mftpt7e ~= 1).
loop #g=ftpt7s to ftpt7e.
+ compute job (#g)=3.
end loop.
end if.
do if (mftpt8s ~= 1 & mftpt8e ~= 1).
loop #h=ftpt8s to ftpt8e.
+ compute job (#h)=3.
end loop.
end if.
do if (mftpt9s ~= 1 & mftpt9e ~= 1).
loop #i=ftpt9s to ftpt9e.
+ compute job (#i)=3.
end loop.
end if.
do if (mftpt10s ~= 1 & mftpt10e ~= 1).
loop #j=ftpt10s to ftpt10e.
+ 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.

```



```
+ compute job (#j)=1.
end loop.
end if.
```

```
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
job10 job11 job12 job13 job14 job15 job16 job17 job18 job19 job2 job20
job21 job22 job23 job24 job25 job26 job27 job28 job29 job3 job30 job31
job32 job33 job34 job35 job36 job37 job38 job39 job4 job40 job41 job42
job43 job44 job45 job46 job47 job48 job49 job5 job50 job51 job52 job53
job54 job55 job56 job57 job58 job59 job6 job60 job7 job8 job9 job1
(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
job10 job11 job12 job13 job14 job15 job16 job17 job18 job19 job2 job20
job21 job22 job23 job24 job25 job26 job27 job28 job29 job3 job30 job31
job32 job33 job34 job35 job36 job37 job38 job39 job4 job40 job41 job42
job43 job44 job45 job46 job47 job48 job49 job5 job50 job51 job52 job53
job54 job55 job56 job57 job58 job59 job6 job60 job7 job8 job9 job1
(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 PART92 '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' .

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) = OLF94) YEAR94 = 4 .

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'.

```
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.

```
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.
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.

```
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.
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 25 and ben1week le 28))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 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.

* For lone parents, increase range of plausible amounts to include the extra £7.15 One Parent Benefit entitlement

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.

* 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:

1 Elias, P. (1993). CASOC: Computer-Assisted Standard Occupational Coding.
London: HMSO. (Distributed by HMSO Publications Centre, PO Box 276, London SW8 5DT, UK).

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

Parents and Medical Records
Social & family background
Obstetric history
Antenatal care
Abnormalities during pregnancy
Length & abnormalities of labour
Analgesia & Anaesthesia
Sex, weight, progress, management & outcome of infant
Mother's smoking during pregnancy

National Child Development Study, First Follow-up (NCDS1): 1965

Parents
Family size
Parental situation
Father's occupation
Father's education
Mother's work
Type of accommodation
Tenure
Number of rooms
Household amenities
Periods 'In Care'
Hospital admissions
Clinic attendance
Medical history
Behaviour
Physical co-ordination
Adjustment to school
Separation from mother
Pre-school experience
Infant Welfare Clinic attendance

Medical
Height and weight
Head circumference
Tests & clinical assessments of motor co-ordination & laterality
Full clinical examination

School
School size and organisation
School and parents
Teachers assessment of child's abilities, attainment & behaviour

Subject
Southgate Reading Test
Copying Designs Test
Goodenough Draw-a-man Test
Problem Arithmetic Test

National Child Development Study, Second Follow-up (NCDS2): 1969

<i>Parents</i>
Family size
Parental situation
Father's occupation
Father's education
Mother's work
Type of accommodation
Tenure
Number of rooms
Household amenities
Periods 'In Care'
Hospital admissions
Clinic attendance
Medical history
Behaviour
Physical co-ordination
Adjustment to school
Separation from mother
Pre-school experience
Infant Welfare Clinic attendance
Financial situation
Housing satisfaction
Satisfaction with neighbourhood

<i>Medical</i>
Height and weight
Head circumference
Tests & clinical assessment
Full clinical examination
Pubertal development

<i>School</i>
School size and organisation
School and parents
Teachers assessment of child's abilities, attainment & behaviour

<i>Subject</i>
Reading comprehension test
Mathematics comprehension Test
General Ability Test
Copying-designs Test
Short questionnaire on interest out of school & educational aspiration
Essay describing their life at age 25

National Child Development Study, Third Follow-up (NCDS3): 1974

<i>Parents</i>
Family size
Parental situation
Father's occupation
Father's education
Mother's work
Type of accommodation
Tenure
Number of rooms
Household amenities
Periods 'In Care'
Hospital admissions
Clinic attendance
Medical history
Behaviour
Physical co-ordination
Adjustment to school
Separation from mother
Pre-school experience
Infant Welfare Clinic attendance
Financial situation
Child's future education and employment

<i>Medical</i>
Height and weight
Head circumference
Tests & clinical assessment
Full clinical examination
Pubertal development

<i>School</i>
School size and organisation
School and parents
Teachers assessment of child's abilities, attainment & behaviour, future education and development

<i>Subject</i>
Reading comprehension test
Mathematics comprehension test
Questionnaire covering: School; Education; Further & higher education; Future employment; Relationships with the family; Marriage & family plans; Leisure activities

Survey of Public Examination Entry and Performance (EXAMS), 1978

Schools (and colleges)
Details of entry and performance in public examinations

National Child Development Study, Fourth Follow-up (NCDS4): 1981

Subject
Employment & Unemployment Apprenticeship & training Education & qualifications since school Literacy & numeracy Periods out of the labour force Attitudes to school & work Number, age & sex of all natural children Children's health Marriage & cohabitation Characteristics of partners Marriage/family plans Contraceptive use Housing

Subject (continued)
Family income & savings Health, accidents & hospital admissions Height & weight Leisure & voluntary activities Economic status of parents Experience of 'Care' as a child Malaise Index

Area Data
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.

National Child Development Study, Fifth Follow-up (NCDS5): 1991

Cohort Member Survey

"Your Life Since 1974"
Self-completion event history questionnaire covering: Marriage/ cohabitation Children Jobs Periods not in a job Housing

Perceived job-related skills

"What Do You Think"
Self-completion attitude questionnaire covering: Marriage (including the Locke-Wallace "Quality of Relationship" battery) Women's roles Children and the family Social support Social and political values (left/right, traditional/modern) Environmentalism Racism Sexism Political trust/cynicism Orientation towards work Value of work Job control

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

Partner "Your Life..."

Self-completion event history questionnaire covering:
Marriage/ cohabitation
Children
Jobs
Periods not in a job
Housing

Mother and Child Survey

(All natural/adopted children in a sample of one in three cohort families)

Mother Interview Questionnaire

Gathering the following details for each child:
Family life
Pregnancy and birth
Health history
Separations from mother
Experience of being "in care"
Pre-school experience
Schooling history
Experience of day care

Mother "Your Child"

Self-completion questionnaire giving for each child:
Motor and Social Development
Behaviour Problems Index
Temperament
Home Environment

Child Height and Weight Measurement

Using portable measuring equipment.

Child Assessments (children 4 years and older)

Peabody Picture Vocabulary Test
McCarthy Scale of Children's
Abilities: Verbal Memory Subscale
Peabody Individual Achievement Tests:
- Math Subscale
- Reading Recognition Subscale
- Reading Comprehension Subscale
Wechsler Intelligence Scale for Children:
- Digit Span Subscale
Perceived Competence Scale
Self-Perception Profile
Plus, an interviewer evaluation of:
Testing Conditions
Child Temperament
Home Environment

National Child Development Study, Sixth Follow-up (NCDS6): 2000

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

NCDS National Child Development Study

NCDS Publications list, May 2004

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.

BUTLER N R, and BONHAM D G (1963) Perinatal Mortality. E & S Livingstone

BUTLER N R, and ALBERMAN E D (1969) Perinatal Problems. E & S Livingstone

DAVIE R, BUTLER N, and GOLDSTEIN H (1972) From Birth to Seven. Longman.

FERRI E (Ed) (1993) Life at 33: the fifth follow-up of the National Child Development Study. National Children's Bureau, City University, Economic and Social Research Council.

FOGELMAN K (1976) Britain's Sixteen-Year-Olds. National Children's Bureau

FOGELMAN K (Ed) (1983) Growing Up in Great Britain: collected papers from the National Child Development Study. Macmillan

[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.
In: BARNETT, and JOYCE J (Eds) *The Obstetrician Anaesthetist and the Paediatrician in the Management of Obstetrical Problems*. Oxford: Pergamon.

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.
In: Report on Symposium on the Role of Obstetricians in Maternal and Child Health Programmes.
Geneva, World Health Organisation

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.
Journal of Obstetrics and Gynaecology of the British Commonwealth, vol 72 no 6 pp 1001-1003

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



1970

ALBERMAN E, and GOLDSTEIN H (1970)
The 'at risk' register: a statistical evaluation.
British Journal of Social and Preventative Medicine, vol 24 no 3 pp 129-135

DAVIE R (1970)
Children at risk.
Froebel Journal, vol 16 pp 30-33

DAVIE R (1970)
Reading at the infant stage: some results from the National Child Development Study (1958 cohort).
In: DANIELS J C (Ed) Reading: Problems and Perspectives: a Report of the Nottingham Reading Study Conference, 1967. Stockport, United Kingdom Reading Association

FEDRICK J, and BUTLER N R (1970)
Certain causes of neonatal death, I: hyaline membranes.
Biology of the Neonate, vol 15 no 3-4 pp 229-255

FEDRICK J, and BUTLER N R (1970)
Certain causes of neonatal death, II: Intraventricular haemorrhage.
Biology of the Neonate, vol 15 no 5-6 pp 257-290

PETZING J, and WEDGE (1970)
Homes fit for children?
New Society, vol 16 no 15 pp 448-450

PRINGLE M K (1970)
Scotland for good parents and happy children.
Times Educational Supplement, 9 January p 4

PRINGLE M (1970)
The behaviour and adjustment of seven year-olds in England, Scotland and Wales: some comparative results from the National Child Development Study.
Scottish Educational Studies, vol 2 pp 3-10

PRINGLE M K (1970)
Why are the most stable pupils found in Scotland?
Education, vol 136 no 14 pp 318 - 328

WEDGE P, and PETZING J (1970)
Housing for children.
Housing Review, vol 19 no 6 pp 165-166

WEDGE P, ALBERMAN E, and GOLDSTEIN H (1970)
Health and height in children.
New Society, vol 16 no 428 pp 1044-1045



1971

ALBERMAN E, and BUTLER N R (1971)
Children with squints at seven years - a disadvantaged group? An enquiry from the National Child Development Study (1958 cohort).
The Practitioner, vol 206, pp 501-506

ALBERMAN E, BUTLER N, and SHERIDAN M (1971)
Visual acuity of a national sample (1958 cohort) at seven years.
Developmental Medicine and Child Neurology, vol 13 no 1 pp 9-14

BUTLER N R, GOLDSTEIN H, and ROSS E M (1971)
Cigarette smoking in pregnancy: influence on birth and perinatal mortality.
British Medical Journal, vol i pp 127-130

CRELLIN E, PRINGLE M K, and WEST P (1971)
Born Illegitimate. Windsor, NFER Publishing Company.

DAVIE R (1971)
Likely outcomes of longitudinal studies: National Child Development Study (1958 cohort).
In: WALL W D, and WILLIAMS H L Longitudinal Studies in the Social Sciences. London:
Heinemann for the Social Science Research Council

DAVIE R (1971)
Size of class, educational attainment and adjustment.
Concern, no 7 pp 8-14

FEDRICK J (1971)
Neonatal deaths - time of death, maturity and lesion.
Biology of the Neonate, vol 18 pp 369-378

FEDRICK J, and BUTLER N R (1971)
Certain causes of neonatal death, III: pulmonary infection (a) clinical factors.
Biology of the Neonate, vol 17 pp 458-471

FEDRICK J, and BUTLER N R (1971)
Certain causes of neonatal death, III: pulmonary infection (b) pregnancy and delivery.
Biology of the Neonate, vol 18 pp 45-47

FEDRICK J, and BUTLER N R (1971)
Certain causes of neonatal death, IV: massive pulmonary haemorrhage.
Biology of the Neonate, vol 18 pp 243-262

FEDRICK J, and BUTLER N R (1971)
Certain causes of neonatal death, V: cerebral birth trauma.
Biology of the Neonate, vol 18 pp 321-329

FEDRICK J, ALBERMAN E, and GOLDSTEIN H (1971)
Possible teratogenic effects of cigarette smoking.
Nature, vol 231 no 5304 pp 529-530

GOLDSTEIN H (1971)
Factors influencing the height of seven-year-old children. Results from the National Child
Development Study (1958 cohort).
Human Biology, vol 43 no 1 pp 92-111

WEDGE P (1971)
The right to a full life.
In: SHOTTON HALL The "Poor" of the 1970's; the Report of an Interprofessional Conference.



1972

ADAMS B (1972)
Adoption and after.
New Society, vol 19 no 495 pp 590-592

- DAVIE R (1972)
Socio-biological influences on children's development.
In: MONKS F J and others (Eds) Determinants of Behavioural Development. London, Academic Press
- DAVIE R (1972)
The longitudinal approach.
Trends in Education, no 28 pp 8-13
- DAVIE R (1972)
The unequal start.
Sunday Times Colour Supplement, 4 June pp 25-31
- DAVIE R (1972)
Houses before school.
Times Education Supplement, no 2977 9 June p 4
- DAVIE R (1972)
The missing year.
Guardian, Sept 12 p 16
- DAVIE R (1972)
Where is the evidence that children suffer from being in large classes?
Where, no 67, pp 69-73
- DAVIE R, BUTLER N, and GOLDSTEIN H (1972)
From Birth to Seven. London, Longman in association with the National Children's Bureau
- DAVIE R, and others (1972)
Report to the Social Science Research Council on the Second Follow-up of the National Child Development Study. (Unpublished copy lodged at British Library Lending Division, Boston Spa).
- DONNISON D (Ed) (1972)
A Pattern of Disadvantage. Windsor, NFER Publishing Company.
- FEDRICK J, and ALBERMAN E (1972)
Reported influenza in pregnancy and subsequent cancer in the child.
British Medical Journal, vol ii pp 485-488
- FEDRICK J, and BUTLER N R (1972)
Accuracy of registered causes of neonatal deaths in 1958.
British Journal of Preventive and Social Medicine, vol 26 no 2 pp 101-105
- FERRI E (1972)
Children in one-parent families.
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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)

The childhood origins of adult bronchitis in a British cohort born in 1958 (The National Child Development Study).

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

Harvard University PhD Thesis: Malcolm Wiener Center for Social Policy Working Papers, Dissertation Series #D-94-1

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.

[NCDS4 Working Paper 11.](#)

BOWLING A (1983)

Initial analyses with the malaise inventory.

NCDS4 Working Paper 2

BOWLING A (1983)

Accidents.

[NCDS4 Working Paper 3.](#)

BOWLING A (1983)

People reporting a long-term sickness, disability or infirmity.

[NCDS4 Working Paper 6.](#)

COOK L (1983)

Completed apprenticeships.

[NCDS4 Working Paper 15.](#)

HENDERSON D (1983)

Lone parenthood in NCDS IV.

[NCDS4 Working Paper 8.](#)

HENDERSON D (1983)

Early parenthood, marriage and cohabitation.

[NCDS4 Working Paper 9.](#)

IVES R (1983)

Some preliminary educational findings.

[NCDS4 Working Paper 7.](#)

IVES R (1983)

Voluntary activities.

[NCDS4 Working Paper 14.](#)

PAYNE J (1983)

Summary variables for employment history data.

[NCDS4 Working Paper 16.](#)

SIMONITE V (1983)

Literacy and numeracy: evidence from the National Child Development Study.

NCDS4 Working Paper 1.

[Not available for download, but now published as: SIMONITE V (1984) 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.

[NCDS4 Working Paper 12.](#)

SUCH C (1983)
Home ownership.
[NCDS4 Working Paper 13.](#)

1984

BOWLING A (1984) (Revised by FOGELMAN K)
Drinking patterns.
[NCDS4 Working Paper 4.](#)

BOWLING A (1984) (Revised by FOGELMAN K)
Smoking patterns.
[NCDS4 Working Paper 5.](#)

COOK L (1984)
Giving up before time: apprentices who do not complete their apprenticeship.
[NCDS4 Working Paper 18.](#)

COOK L (1984)
Current labour-market experience of the apprentice-trained.
[NCDS4 Working Paper 26.](#)

GHODSIAN M (1984)
Unexpected success and failure in obtaining qualifications.
[NCDS4 Working Paper 30.](#)

HENDERSON D (1984)
A comparison of marriage and cohabitation in NCDS IV.
[NCDS4 Working Paper 20.](#)

HENDERSON D (1984)
The partners of cohort members: a comparison of the characteristics of married and cohabiting partners.
[NCDS4 Working Paper 23.](#)

HENDERSON D (1984)
Partnership breakdown and the formation of new families.
[NCDS4 Working Paper 28.](#)

IVES R (1984)
Careers advice and obtaining a job.
[NCDS4 Working Paper 17.](#)

IVES R (1984)
Unsuccessful education courses.
[NCDS4 Working Paper 27.](#)

IVES R (1984)
School examinations failure.
[NCDS4 Working Paper 36.](#)

IVES R (1984)
Education from sixteen to twenty-three.
[NCDS4 Working Paper 37.](#)

IYER R (1984)
Analysis of response.
[NCDS4 Working Paper 25.](#)

PAYNE J (1984)

Self-employment in NCDS IV.
[NCDS4 Working Paper 10.](#)

[Now published as:
PAYNE J (1984) Young self employed workers. Employment Gazette, 92 11 pp 497-503].
PAYNE J (1984)
A comparison of various measures of unemployment and their correlates.
[NCDS4 Working Paper 21.](#)

PAYNE J (1984)
Destinations of young people who left full-time education at different ages.
[NCDS4 Working Paper 24.](#)

POWER C (1984)
Health and health-related behaviour in NCDS IV.
[NCDS4 Working Paper 22.](#)

POWER C (1984)
Relationship of body mass index to morbidity in young adults.
[NCDS4 Working Paper 29.](#)

SHEPHERD P (1984)
Earnings, income and other aspects of the financial circumstances of the NCDS Cohort at 23.
[NCDS4 Working Paper 19.](#)



1985

PAYNE J (1985)
Work histories and employment outcomes at age 23.
[NCDS4 Working Paper 31.](#)

PAYNE J (1985)
Attitudes to work.
[NCDS4 Working Paper 32.](#)

PAYNE J (1985)
TOPS trainees.
[NCDS4 Working Paper 38.](#)

PAYNE J (1985)
Characteristics of training courses.
[NCDS4 Working Paper 39.](#)

1986

SHEPHERD P (1986)
Size and composition of family income.
NCDS4 Working Paper 35.

HENDERSON D (1986)
Material circumstances of NCDS families.
[NCDS4 Working Paper 33.](#)

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.

[NCDS User Support Group Working Paper 2 \(Revised 1995\)](#)

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:

KERCKHOFF A (1986) Effects of ability grouping in British secondary schools.

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?

British Journal of Sociology of Education, vol 8 no 4 pp 425-445]

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](#)



1988

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](#)

POWER C, MANOR O, FOX A J, and FOGELMAN K (1988)

Health selection: an explanation of social inequalities in young adults?

[NCDS User Support Group Working Paper 28](#)



1989

ESTAUGH V and POWER C (1989)

Family disruption in early life and drinking in young adulthood

[NCDS User Support Group Working Paper 33](#)



1991

JOSHI H and HINDE P R A (1991)

Employment after childbearing in post-war Britain: Cohort study evidence on contrasts within and across generations

[NCDS User Support Group Working Paper 35](#)

POWER C (1991)

A review of child health in the 1958 birth cohort: National Child Development Study

[NCDS User Support Group Working Paper 34](#)



1993

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](#)



1994

WARD C, DALE A and JOSHI H (1994)
Combining employment with childcare: an escape from dependence?
[NCDS User Support Group Working Paper 38](#)



1995

MACRAN S, JOSHI H AND DEX S (1995)
Employment after childbearing: A survival analysis
[NCDS User Support Group Working Paper 40](#)

DI SALVO P, ERMISCH J and JOSHI H (1995)
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](#)



1996

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](#)

BYNNER J, UKOUMUNNE O AND WIGGINS R D (1996) Modelling childhood antecedents of political cynicism using structural equation modelling
[NCDS User Support Group Working Paper 43](#)

DI SALVO P (1996) Who's at home at 33?
[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](#)

MONTGOMERY S, BARTLEY M J AND WILKINSON R G (1996) The association of slow growth in childhood with family conflict
[NCDS User Support Group Working Paper 48](#)



1997

FERRI E AND SMITH K (1997)
Family breakdown and family conflict: The NCDS Cohort as parents
[NCDS User Support Group Working Paper 49](#)



1998

JOSHI H, COOKSEY E, CLARKE L, WIGGINS R and McCULLOCH A (1998)
Family disruption and the cognitive and behavioural development of children in longitudinal data from Britain and USA
[NCDS User Support Group Working Paper 50](#)



2000

WIGGINS, R.W., ELY, M. and LYNCH, K. (2000)

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](#)



2002

GOLDSTEIN H., PAN H. AND BYNNER J. (2002)

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](#)

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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

BLANCHFLOWER D, DEEKS A, GARRETT M, and OSWALD A (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

Working Paper No. D-94-1, Cambridge MA: Harvard University, Malcolm Wiener Centre for Social Policy



1995

ERMISCH J, DI SALVO P and JOSHI H (1995)

Household formation and housing tenure decisions of young people.

Occasional Papers of the ESRC Centre for Micro-social Change, Occasional Paper 95-1, Colchester: University of Essex

KIERNAN K E (1995)

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

University of Southampton, Department of Social Statistics Working Paper No. 95-2, 1995. (English language version of 1994 Population article in French)



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

DEX S, JOSHI H, McCULLOCH A and MACRAN S (1996)
Women's employment transitions around childbearing.
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



1997

BURKE A E, FITZROY F R and NOLAN M A (1997)
Entrepreneurial choice and performance: a re-appraisal of liquidity and human capital constraints.
Discussion Paper, no. 9723, Centre for Research into Industry, Enterprise and the Firm (C.R.I.E.F.F.)

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)



1998

KIERNAN K E and MUELLER G (1998)
[The Divorced and Who Divorces?](#) (published as ch.16 in "Changing Britain: Families and Households in the 1990s", S McRae (ed), OUP, 1999)
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



1999

BYNNER J and JOSHI H (1999)
[Equality mapping](#): published seminar held May 1999 at 11 Downing Street
The Smith Institute, London

HOBcraft 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](#)

Institute for Social and Economic Research, Working Paper 99-15, University of Essex. (forthcoming in Journal of Population Economics)



2000

BYNNER J (2000)

The Social Benefits of Higher Education

In [Equality in Action](#): series of five published seminars by The Smith Institute, London

BYNNER J, JOSHI H and TSATSAS M (2000)

[Obstacles and Opportunities on the Road to Adulthood: Evidence from two British Birth Cohort Studies](#)

Occasional Paper, The Smith Institute, London

DEARDEN L, McINTOSH S, MYCK M and VIGNOLES A (2000)

[The Returns to Academic and Vocational Qualifications in Britain](#)

Centre for the Economics of Education Discussion Paper no 4, November 2000

HOBcraft 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](#)

ISER Working Paper 2000-24

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

BLANDEN J, GOODMAN A, GREGG P and MACHIN S (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](#)
ISER Working Paper 2002-11 (August 2003)

JENKINS A, VIGNOLES A, WOLF A and GALINDO-RUEDA F (2002)
[The Determinants and Effects of Lifelong Learning](#)
Centre for the Economics of Education Discussion Paper no 19, April 2002



2003

BLANDEN J, GREGG P and MACHIN S (2003)
Changes in Educational Inequality Centre for the Economics of Education mimeo
(to appear soon as CEE discussion paper)

CASE A, FERTIG A and PAXSON C (2003)
[From Cradle to Grave? The Lasting Impact of Childhood Health and Circumstance](#)
National Bureau of Economic Research Working Paper No. w9788, June 2003

GALINDO-RUEDA F (2003)
Employer Learning and Schooling-Related Statistical Discrimination in Britain
IZA Discussion Paper No.778, May 2003 (Forschungsinstitut zur Kukunft 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

HOBcraft 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

KIERNAN K E (2003)

[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

JENKINS A and WOLF A (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

EKINSMYTH C, BYNNER J, MONTGOMERY S and SHEPHERD P (1992)

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*](#)

BYNNER J., BUTLER N.R., FERRI E., SHEPHERD P. AND SMITH K. (2000)

The 1990-2000 surveys of the National Child Development Study & the 1970 British Cohort Study: summary of content.

[**CLS paper Draft 1**](#)

Cohort studies working papers

2000

BYNNER, J, BUTLER, N, FERRI, E, SHEPHERD, P, SMITH, K (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

DOLTON, P, JOSHI, H, MAKEPEACE, G (2002)

Unpacking Unequal Pay Between Men and Women.

[CLS Cohort Studies Working Paper No.2.](#)

BYNNER, J, WOODS, L, BUTLER, N. (2002)

Youth Factors and Labour Market Experience in Job Satisfaction.

[CLS Cohort Studies Working Paper No.3.](#)

JACKSON, S, FEINSTEIN, L, LEVACIC, R, OWEN, C, SIMON, A, BRASSETT-GRUNDY, A (2002)

The Costs and Benefits of Educating Children in Care.

[CLS Cohort Studies Working Paper No.4.](#)