



Ipsos MORI
Social Research Institute

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Millennium Cohort Study Sixth Sweep (MCS6)

Appendix B: English Language Survey Materials –
Household Materials and Thank you Mailing

Prepared for the Centre for Longitudinal Studies, UCL Institute of Education

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Advance Mailing

- **Advance letter for parents (generic)**
- **Advance letter for young people (generic)**
- **Advance booklet for parents**
- **Advance booklet for young people**



WILL YOU HELP US?

AGE 14 SURVEY

Ref:

Dear

I am writing to invite you to help us again with the next stage of Child of the New Century. This is an important national study. It follows the lives of thousands of young people born in the UK in 2000/2001 and is used to find out how they grow up. It helps to improve services and support for young people and their families across the countries of the UK.

As you know, your child is one of those young people who have been chosen out of all of the people in the country of their age. Now that your child is 14, we would like to visit you to find out how your family is getting on. **Your continued participation in the study is very important to us.**

The enclosed booklet tells you more about the survey. We have also provided a letter and booklet for your child. Please read this and encourage your child to read their booklet before the interviewer arrives to visit.

Where two parents (or a parent and their partner) are living with the child, we would like you both to take part, as well as your child. We would like you to take part even if your child does not want to take part themselves. This is really important to the study.

The Age 14 Survey is being carried out by Ipsos MORI (an independent research organisation which carries out surveys with families) on behalf of a university in London - the Centre for Longitudinal Studies at the Institute of Education. Child of the New Century is paid for by the Economic and Social Research Council (ESRC) and government departments in all countries of the UK.

An interviewer from Ipsos MORI will contact you to ask if you would be willing to take part, and answer any questions you may have. Their name and contact details can be found at the bottom of this letter. If you would like to take part, they will arrange a convenient time to visit. You can also contact them directly to arrange an appointment on the number below.

All interviewers are fully trained. They carry an identification card with their photograph and the Ipsos MORI logo. The logo is shown at the bottom of this letter. All information collected will be treated in strict confidence in accordance with the Data Protection Act.

If you have any questions or prefer not to be contacted, please contact Stephan Tietz at Ipsos MORI by email at childnc@ipsos.com or **Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, please check with your provider.

I hope that you will be able to help with this important study.

Professor Emla Fitzsimons
Study Director

Your interviewer on this study will be:

.....

Contact number:

**CHILD OF THE
NEW CENTURY** 

WILL YOU HELP US?

AGE 14 SURVEY

Ref:

Dear

I am writing to ask you and your family to help with Child of the New Century.

This important study follows the lives of thousands of young people born between 2000 and 2001 to understand what it is like growing up in the UK today. It provides information on young people's health, education and what they do for fun. As you know, you are one of those young people who have been chosen out of all of the people in the country of your age.

You and your family have helped us before. We would be really grateful if you could help us again.

Please read the booklet included with this letter as it explains what we would like you to do and what it will be like. It will help you decide whether or not you want take part.

Child of the New Century is run by the Institute of Education (IOE), a university in London. The IOE works with a company called Ipsos MORI, which does a lot of surveys with young people and their parents.

If you and your family want to take part, an interviewer from Ipsos MORI will come to your home to do the survey with you and your parent(s). The interviewer can answer any questions you have when they visit.

Your interviewer is a man/woman called:

Most young people find the activities we ask them to do fun and interesting. If you take part, you will receive a small gift as a thank you.

If you have any questions about the survey please talk to your parent(s) or contact Stephan Tietz at Ipsos MORI. You can email Stephan at childnc@ipsos.com or phone him on **Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, so please check with your provider.

I hope you will help us again with this important study.



Professor Emla Fitzsimons
Study Director

Ipsos MORI

HOW CAN I FIND OUT MORE...

...ABOUT THE AGE 14 SURVEY?

If you would like more information about the survey please contact Ipsos MORI:

Stephan Tietz
Ipsos MORI
79-81 Borough Road
London
SE1 1FY

Freephone 0808 238 5446 (costs from mobile phones may vary,
please check with your provider)

Email: childnc@ipsos.com

...ABOUT CHILD OF THE NEW CENTURY?

For further information about the study in general you can phone
0800 092 1250, or email childnc@ioe.ac.uk or visit the study website:
www.childnc.net.

FOLLOW US

 @childnewcentury
 www.facebook.com/childofthenewcentury



Ipsos MORI

THANK YOU FOR YOUR HELP

13-025042-02/B07

CHILD OF THE
NEW CENTURY 

AGE 14 SURVEY

WHAT WOULD WE LIKE YOU AND YOUR CHILD TO DO?

INFORMATION FOR PARENTS



A QUICK GUIDE TO THE AGE 14 SURVEY

WE WOULD LIKE YOU TO:

ANSWER SOME QUESTIONS ABOUT YOUR FAMILY (55 MINS USUALLY WITH MUM/25 MINS USUALLY WITH DAD)

- ☆ Get a full understanding of family life by speaking to the parent(s) and/or partner living with the young person
- ☆ You don't have to answer anything you don't want to
- ☆ Some private questions which are completed yourself

COMPLETE A SHORT WORD ACTIVITY (5 MINS)

- ☆ Looks at people's understanding of the meaning of words
- ☆ On a tablet computer
- ☆ Not a test!

GIVE A SALIVA SAMPLE FOR GENETIC RESEARCH (5 MINS)

- ☆ So we can extract a sample of DNA for research purposes
- ☆ Spit in a small container
- ☆ You can do it on your own in private

The interviewer will arrange the visit for when is most convenient for you and your family. They can vary the order of activities depending on who is available. You do not all have to be there for all of it and some things can be done at the same time. The interviewer can also arrange to come back on a different day to finish if necessary.

Your participation is entirely voluntary. You do not have to do all of the activities. You can choose to do some and not others.

WE WOULD LIKE YOUR CHILD TO:

ANSWER SOME QUESTIONS ABOUT THEIR LIFE (40 MINS)

- ☆ So young people have the opportunity to tell us about their lives
- ☆ Do it on their own in private
- ☆ Questions are relevant to young people of their age

DO SOME ACTIVITIES TO UNDERSTAND HOW THEY THINK (20 MINS)

- ☆ So we can understand how young people understand the meaning of different words and how they make decisions
- ☆ On a tablet computer
- ☆ Not a test!

BE MEASURED TO UNDERSTAND HOW THEY ARE GROWING (10 MINS)

- ☆ So we can see how tall they are, how much they weigh and their body fat percentage
- ☆ By standing on some scales and having their height measured using a height measure
- ☆ No one will be told their measurements (including your child) if they don't want them to

GIVE A SALIVA SAMPLE FOR GENETIC RESEARCH (5 MINS)

- ☆ So we can see how young people develop
- ☆ By spitting in a small container
- ☆ They can do it on their own in private

COMPLETE A TIME-USE RECORD AND WEAR AN ACTIVITY MONITOR (ONLY SOME YOUNG PEOPLE)

- ☆ So we can find out about young people's physical activity and how they spend their time
- ☆ By wearing a monitor on their wrist and completing a record of their time
- ☆ Completely secure and confidential

We are not able to ask all young people to do this because we do not have enough equipment for everybody. If your child is randomly selected to do these things the interviewer will send you both more information before the visit.

We will ask for your consent before we ask your child to do each of the activities.

WHAT WOULD WE LIKE YOU TO DO?

ANSWER SOME QUESTIONS ABOUT YOUR FAMILY

We would like to ask you some questions about your family.

THE QUESTIONS COVER:

- ☆ Your family situation
- ☆ Your child's education
- ☆ Things you do with your child
- ☆ Your child's health
- ☆ Your health
- ☆ Your employment
- ☆ Your income and housing

If there are two parents (or a parent and their partner) living with the young person, we would like to speak with both of you. We would like to speak with one of you (usually Mum) for around **55 minutes**, and the other parent (usually Dad) for around **25 minutes**. We will ask fewer questions but on similar topics. This is important to get a full understanding of family life.

You don't have to answer anything you don't want to. For some questions, which might be more private, you will fill in the answers yourself on the interviewer's tablet computer. The tablet is easy to use, and the interviewer can show you what to do. We would also like you to answer a small number of questions on paper.

COMPLETE A SHORT WORD ACTIVITY

You will also be asked to do a short word activity. This looks at people's understanding of the meaning of words. This is the same activity that your child is doing (but with different words). It takes around **5 minutes**. More information is provided later in this booklet.

GIVE A SALIVA SAMPLE FOR GENETIC RESEARCH

We would also like to ask natural (biological) parents to provide a saliva sample for genetic research. This will take around **5 minutes**.

DO WE HAVE TO TAKE PART?

No. Your participation is entirely voluntary and you or your child can choose not to take part. You do not have to do all of the things described in this booklet. You can choose to do some and not others.

DO YOU STILL WANT ME TO TAKE PART IF MY CHILD DOESN'T WANT TO?

Yes. Even if your child does not want to take part we would still like you to take part. Your participation is extremely important to us.

WHAT WOULD WE LIKE YOUR CHILD TO DO?

ANSWER SOME QUESTIONS ABOUT THEIR LIFE

(40 MINUTES)

We would like to ask your child to answer some questions on their own on the interviewer's tablet computer.

WHY IS THIS USEFUL?

Asking young people about their experiences and interests is important as it gives them the opportunity to talk about their lives. The information helps us to understand how different aspects of young people's lives - such as home, school, and social elements - affect their general wellbeing, emotional development, and educational progress. The information can also be compared to similar data collected from previous generations of young people around the same age, to understand how lifestyles have changed over time.

WHAT WILL WE BE ASKING YOUNG PEOPLE?

THE QUESTIONS ARE ABOUT A LOT OF DIFFERENT THINGS INCLUDING:

- ☆ How they spend their free time
- ☆ What they think about different issues
- ☆ How they feel about school and their future
- ☆ Their identity
- ☆ Their friends, family and relationships
- ☆ Their body, health and feelings
- ☆ Things they might have experienced, such as bullying
- ☆ Their personality

Most young people find the questions interesting and enjoyable to answer. They have been designed to reflect their lives and interests.

There are no right or wrong answers and if there are questions they don't want to answer they can skip them. It is important that young people answer the questions privately so we get their own answers.

Most questions will be relevant to all young people of their age. Some of the questions are about things that not all young people of this age will have done.

It is still important that all young people answer them so we know how many young people of this age have done these things.

If you would like to know more about what we will be asking your child, please ask the interviewer when they visit

WHAT WOULD WE LIKE YOUR CHILD TO DO?

DO SOME ACTIVITIES TO UNDERSTAND HOW THEY THINK
(20 MINUTES)

We would like to ask your child to do two activities on a tablet computer which help us understand how they think.

WHY IS THIS USEFUL?

These activities help us understand how young people of this age think and learn. This is useful in understanding, for instance, the extent to which activities that young people do in and out of school influence their learning and skills development.

WHAT ACTIVITIES WOULD WE LIKE YOUR CHILD TO DO?

WORD ACTIVITY –

This activity looks at young people's understanding of the meaning of words. They will be shown a list of 20 words. For each word they have to choose another word out of five others which they think has the same meaning. The words get harder as they go on. **Most people will not know all the words.** This is the same activity that parents are asked to do (but using different words).

DECISION-MAKING ACTIVITY –

This activity looks at how young people make decisions. Young people will need to decide how many points they are prepared to risk on finding a token in a red or a blue box on the computer screen.

You are welcome to be present during these activities. However, please do not interrupt the activity or help your child so we make sure the results are their own.

Ideally, the activities should be carried out in a quiet, well-lit room at a table.

WHAT WOULD WE LIKE YOUR CHILD TO DO?

BE MEASURED SO WE CAN UNDERSTAND HOW THEY
ARE GROWING (10 MINUTES)

We would like to measure your child's height, weight and body fat percentage.

WHY IS THIS USEFUL?

This provides valuable information about the growth of young people. For example, these measurements help to understand the extent to which diet and lifestyle contribute to young people being healthy. This helps policymakers decide which policies will be more effective in helping young people stay healthy - such as encouraging more physical activity or taxing sugar in soft drinks.

HOW DO WE MEASURE YOUR CHILD?

The height measurement will be taken using a device called a stadiometer. The interviewer will need to hold your child's head in a particular position in order to make sure their full height is measured.

For the weight and body fat measurements the interviewer will ask your child to stand on a special set of scales. The scales measure body fat by sending a weak electrical current around the body from one foot to the other. The electrical current is completely safe and painless. It cannot be felt at all.

We would like you to be present during the measurements, although the interviewer will have very little physical contact with your child.

The interviewer won't tell your child their measurements if they don't want to know. Your child will be offered a record of their measurements to keep if they would like it. It is up to your child if they want to show or tell these to anyone.

For the height and weight measurements, shoes and socks must be taken off, and for the weight measurement your child should remove any heavy clothing or items in their pockets.

GIVING A SALIVA SAMPLE FOR GENETIC RESEARCH

We are asking you and your child to give a saliva sample to extract a sample of DNA for research purposes.

We would like you to consent for your child to give a saliva sample as they are not yet an adult. We will also ask your child if they are happy to do this.

WHAT ARE GENES AND DNA?

Genes are the instructions which help determine the growth and development of all living things. For example, genes determine eye colour. Genes are made up of sections of DNA, which is the language our bodies use to write these instructions. Genes are inherited from our parents and they are the biological way parents pass on traits to their children. Everyone has a slightly different set of genes - so they are like our own personal recipe book.

WHY IS IT IMPORTANT TO STUDY GENES?

Researchers can use DNA samples to look at whether parents and their children have certain types of genes. Studying the relative importance of genes and other factors helps researchers to understand differences in young people's development, health, behaviour, growth and learning. For instance, recent research has identified genes associated with common allergies including pollen, dust-mite and cat allergies. It is believed that allergies are very often passed from one generation to the next. Understanding the genetic factors underlying allergies may be key to understanding who might be most likely to suffer from allergies and how this very common condition might best be treated.

WHO DO YOU WANT TO COLLECT DNA SAMPLES FROM?

As children inherit their genes from their parents, we would like to collect a saliva sample for DNA samples from natural (biological) parents who are living with the study child. This will allow researchers to understand which genes are passed from parent to child, and how parents' genes influence their children. As such, we are only collecting saliva samples from parents who are biologically related to the study child.

HOW DO YOU GIVE A SALIVA SAMPLE?

You and your child will be asked to spit your saliva into a small container. It is very easy and can be done in private. About half a teaspoon of saliva is needed. This typically takes about 5 minutes. There is no risk of harm to you or others when giving a saliva sample.

You should not eat, drink, smoke or chew gum for 30 minutes before giving a saliva sample

WHAT WILL HAPPEN TO THE SALIVA SAMPLES?

The interviewer will post the saliva samples to a research laboratory at the University of Bristol. A sample of DNA will be extracted from the saliva and stored for genetic research in the future. The saliva sample and DNA samples will be stored securely and anonymously. Your family's name and address will not be attached to the saliva sample when it is sent to the laboratory. Any researchers using the DNA will not have access to your family's name and address.

WHAT WILL THE DNA SAMPLES BE USED FOR?

The DNA samples will be used for research purposes only. This could include research by the commercial sector. Researchers who want to use the DNA samples to look at particular genes will have to apply for permission to an independent committee which oversees access to the samples. Researchers only get permission to use the samples if they put forward a strong scientific case and explain the potential impact of the research and its wider value to society.

The anonymised DNA samples will be treated in strict confidence in accordance with the Data Protection Act.

WHAT IF I CHANGE MY MIND AFTER I'VE GIVEN THE SAMPLE?

You can withdraw your consent for the use of your DNA, or your child's DNA until they are an adult, without giving any reasons, by writing to the Centre for Longitudinal Studies (see details at the end of this booklet). They will inform the laboratory and the stocks of your samples will be destroyed. When your child is an adult (or earlier if he or she can demonstrate that he or she is old enough to understand), he or she can withdraw permission for the storage and use of his/her DNA.

WHERE CAN I GET MORE INFORMATION ABOUT THE SALIVA COLLECTION ELEMENT OF THE SURVEY?

You can ask the interviewer any questions you may have. You may also want to look at the Frequently Asked Questions section of our website, www.childnc.net.

MORE INFORMATION ABOUT THE SURVEY

IS THERE ANYTHING ELSE YOU WILL ASK MY FAMILY?

With your permission we would like to ask your child if they would be willing to give us their mobile phone number and email address if they have one so we can keep in contact with them about the study. We will not give their contact details to anybody else, and we will not contact them about anything other than Child of the New Century.

If your child is one of the young people who have been asked to wear an activity monitor and complete a time-use record, we will also ask them if they would be happy for us to send them texts to remind them to complete them. We will only ask them to provide their mobile number for this purpose if you give your permission to allow us to do so.

WHO HAS APPROVED THIS SURVEY?

This survey has been reviewed and approved by an independent group of people called a Research Ethics Committee to protect your safety, rights, wellbeing and dignity.

WHO GIVES PERMISSION FOR MY CHILD TO TAKE PART?

We will ask for your written permission before we ask your child to take part in each of these activities. We will ask you to provide written consent for your child to give a saliva sample on their behalf. We are asking for your consent for this because your child is not yet an adult, and it is more complex to understand. Your child will still be able to decide for themselves whether to do this or not. The other elements are more straightforward to understand, and we think your child can verbally consent for themselves.

WILL YOU WANT TO SPEAK TO MY FAMILY AGAIN?

We don't know exactly when the next survey will be but we hope to visit the Children of the New Century every few years to see how they grow up. As your child gets older we will build up a detailed picture of how their generation develops from a very young age, through their school years and into adulthood.

WHAT IF MY CHILD HAS QUESTIONS OR CONCERNS AFTERWARDS?

After your child has taken part in the survey, they may have questions. You may wish to discuss with your child what they thought about taking part in the survey, particularly if you think they may be worried about something. The interviewer will give your child a leaflet containing information about how they can get advice, for example by talking to you, other adults or other support services. Young people are given contact details for:

CHILDLINE (0800 1111):

A 24-hour helpline for young people. www.childline.org.uk

GET CONNECTED (0808 808 4994):

Free confidential advice for young people on a wide range of issues including bullying, crime, health and education. www.getconnected.org.uk

TALK TO FRANK (0300 123 6600):

Free confidential advice on drugs and alcohol. www.talktofrank.com

WHAT IF I HAVE QUESTIONS OR CONCERNS AFTERWARDS?

If you have concerns about your child's education, speak to your child's teacher or head teacher. If you are concerned about your child's health, speak to your GP.

Family Lives provides confidential advice, information and support on a range of family issues. Contact Family Lives (www.familylives.org.uk) on 0808 800 222 (free from landlines and most mobiles).

Your local Citizens Advice Bureau (CAB) can offer independent advice in person on a range of general issues including housing, debt and consumer issues. You can find out more, including where your nearest CAB is, at www.citizensadvice.org.uk.

HOW CAN MY FAMILY WITHDRAW CONSENT?

If you or your child would like to withdraw consent please contact:

Freeport RTKC-KLUU-RSBH
Child of the New Century
20 Bedford Way
London
WC1H 0AL

HOW CAN I FIND OUT MORE...

...ABOUT THE AGE 14 SURVEY?

If you would like more information about the Age 14 Survey please contact Ipsos MORI:

Stephan Tietz
Ipsos MORI
79-81 Borough Road
London
SE11FY

Freephone 0808 238 5446 (costs from mobile phones may vary, please check with your provider)

Email: childnc@ipsos.com

...ABOUT CHILD OF THE NEW CENTURY?

For more information about the study you can phone 0800 092 1250, or email childnc@ioe.ac.uk or visit the study website: www.childnc.net.

FOLLOW US

@childnewcentury
www.facebook.com/childofthenewcentury

**THANK YOU
FOR YOUR HELP**

Ipsos MORI

13-025042-02/B08

CHILD OF THE
NEW CENTURY

AGE 14 SURVEY

WHAT WOULD WE LIKE YOU TO DO?

INFORMATION FOR STUDY MEMBERS

GIVE YOUR
IDEAS

WHAT YOU DO WITH
FREE TIME

MEASURE
YOU UP

RELATIONSHIPS
AND FAMILY

A QUICK GUIDE TO THE AGE 14 SURVEY

ANSWER SOME QUESTIONS ABOUT YOUR LIFE (40 MINS)

- ☆ Tell us about different things – such as your family, friends, school and what you do for fun
- ☆ Do it on your own using a tablet
- ☆ No one will see your answers

GIVE A SALIVA SAMPLE FOR RESEARCH ABOUT GENES (5 MINS)

- ☆ So we can see how young people develop
- ☆ Spit in a small container
- ☆ You can do it on your own in private



BE MEASURED TO UNDERSTAND HOW YOU GROW (10 MINS)

- ☆ So we can see how tall you are, how much you weigh and your body fat percentage
- ☆ Stand on some scales and have your height measured using a height measure
- ☆ You won't be told your measurements unless you want them



DO SOME ACTIVITIES TO UNDERSTAND HOW YOU THINK (20 MINS)

- ☆ Show us how you understand the meaning of different words and how you make decisions
- ☆ On a tablet
- ☆ Not a test!



COMPLETE A TIME-USE RECORD AND WEAR AN ACTIVITY MONITOR

- ☆ So we can find out about young people's physical activity and how they spend their time
- ☆ By wearing a monitor on your wrist and completing a record of your time
- ☆ Completely secure and confidential

Only **some** young people will be asked to complete a time-use record and wear an activity monitor. We are not able to ask all young people to do this because we do not have enough equipment for everybody to use. We will choose some people at random to do these things – a bit like pulling names out of a hat. If you are selected the interviewer will send you more information before the visit.



The interviewer will explain everything again when they come to visit and answer any questions you may have.

Voice of your
generation



IT'S YOUR
DECISION

? YOU MAKE A
DIFFERENCE

THANK YOU

TAKING PART AT AGE 14

WHY SHOULD I TAKE PART?

Child of the New Century is an important study of your generation. As you know, you are one of the young people who have been chosen out of all of the people in the country of your age. The study covers many different parts of young people's lives, including their health, education and what they do for fun, which helps us to see how everything fits together. Your unique contribution is incredibly valuable so we do hope that you will take part.

WHAT'S SO IMPORTANT ABOUT AGE 14?

Age 14 is a very important age - you are growing up and changing, and making some really important decisions about your future. In school you are likely to be choosing the subjects that you want to study for the next two years. You will also be experiencing new things, making new friends and thinking about what you want to do when you finish school.

Because this is such an important age, we want to record how you think, what you do, and how you feel, so we can see how you've changed since you were younger.

DO I HAVE TO TAKE PART?

It's crucial that all different kinds of young people continue to take part in the study - we need to make sure we are representing all of the different voices of your generation.

Most young people enjoy the different parts of the survey, but it's up to you whether you would like to take part. You can always choose to do some things and not others.

The interviewer will ask you about one activity at a time and you can say yes or no to each. You can stop at any time if you decide you don't want to do it anymore.



WHO DECIDES IF I CAN TAKE PART?

The interviewer will ask your parent first if it's okay for us to ask you to take part, but it's up to you to decide whether you want to or not.

Even if your parent agrees you can take part in these activities, you don't have to do them if you don't want to.

We will ask your parents' permission for you to give a saliva sample. We are required to get your parents' permission for this because of its special nature, and because you are not yet an adult. **Even if your parent says yes, it's still up to you whether you want to give the sample.**

WILL ANYONE ELSE IN MY FAMILY TAKE PART?

We would like to ask your parent(s) who live with you to answer some questions, do a word activity and give a saliva sample.

WHAT WILL I GET FOR TAKING PART?

As a thank you for your time, you will be given a small gift by the interviewer.

You're unique and the picture isn't complete without you. If you choose not to take part, we can't replace you with anyone else.



ANSWER SOME QUESTIONS ABOUT YOUR LIFE

(40 MINUTES)

We would like you to answer some questions yourself on the interviewer's tablet.

WHY?

These questions help us learn about different aspects of your life, like your family, friends, school, and what you do for fun.

HOW?

THE QUESTIONS ARE ABOUT DIFFERENT THINGS INCLUDING:

- ☆ How you spend your free time
- ☆ What you think about different issues
- ☆ How you feel about school and your future
- ☆ Your identity
- ☆ Your friends, family and relationships
- ☆ Things you might have experienced, like bullying
- ☆ Your body, health and feelings
- ☆ Your personality



It is not a test so there are no right or wrong answers. If you don't want to answer a question that's ok, you can skip it.

Some questions are about things that not all people your age will have done. We're just as interested in what people have done as well as what they haven't. It's important that you answer honestly.

Take as much time as you need. If you make a mistake or change your mind you can go back and change your answer.

The interviewer won't show or tell your answers to anyone.

DO SOME ACTIVITIES TO UNDERSTAND HOW YOU THINK

(20 MINUTES)

We would like you to do two activities on a tablet that help us measure how you think. **They are not like school tests.**

WHY?

How we think is an important part of who we are. By comparing these activities to your answers on other parts of the survey, we can figure out how things like your school, parents, and home life are related to how you think.

WHAT ARE THE ACTIVITIES?

WORD ACTIVITY -

This activity looks at how you understand the meaning of different words. The interviewer will show you a list of 20 words. For each word on this list, you need to pick another word, out of a total of five, which you think has the same meaning. The words get harder as they go on. Most young people will not know all the words, so don't worry if you don't.

DECISION-MAKING ACTIVITY -

This activity looks at how you make decisions. You will need to guess if a token is in a red or blue box on the screen, and decide how many points you want to risk on whether your guess is right.



BE MEASURED TO UNDERSTAND HOW YOU GROW

(10 MINUTES)

We would like to measure how tall you are, how much you weigh, and your body fat percentage. It is ok if you only want some of the measurements taken or if you don't want any taken.

WHY?

Taking these measurements helps us learn how 14-year-olds are growing. This is useful because we can look at how things like diet and lifestyle affect how you grow.

HOW?

The interviewer is trained in how to take these measurements and will make you feel comfortable. They will ask you to take your shoes and socks off. They will measure your height using a height measure. They will need you to stand in a certain position. They will hold your head to make sure they measure your full height.

To weigh you and to take your body fat percentage, the interviewer will ask you to stand on some scales.

Your parent(s) will be in the room with you when you have your measurements taken.

The interviewer won't read your measurements out loud, or show or tell anyone (including your parent[s]). They won't tell you your measurements if you don't want to know them. If you do want to know them, they will give you a paper copy of the measurements. You can choose to have a copy of just some of them if you like.



GIVING A SALIVA SAMPLE FOR RESEARCH ABOUT GENES

(5 MINUTES)

We will ask one of your parents whether they give permission for you to give a sample of your saliva. If your parent says yes, it will still be up to you whether you want to do it or not. We will also ask your parent(s) to give a saliva sample.

WHY?

The saliva sample will be used for research about genes. Genes are made up of sections of DNA. Your DNA contains the information that makes you who you are. For example, the DNA in your genes determines if you have curly or straight hair, or your height. It can even control how you might smile or laugh.

Families pass traits from one generation to the next through their genes. But everyone has a slightly different set of genes - like your own personal recipe book.

It is important to study genes so we can understand the way people develop.

HOW?

Giving a saliva sample is very easy - the interviewer will explain how.

You will be given a small container and asked to spit into it. You can do it in private.

You should not eat, drink, smoke or chew gum for 30 minutes before giving a saliva sample.

There is no risk of harm to you or others when giving a saliva sample. Your parent(s) will be asked to do the same thing.

WHAT WILL HAPPEN TO THE SALIVA SAMPLES?

The interviewer will post the saliva samples to a research laboratory at the University of Bristol. A sample of DNA will be taken from your saliva. We will **not** attach your name and address to the saliva sample when it goes to the laboratory.



GOT QUESTIONS?

IS THERE ANYTHING ELSE YOU WILL ASK ME?

We would like to ask if you would be willing to give us your mobile phone number and email address (if you have one) so we can keep in touch with you about the study in the future. We will not give your contact details to anybody else, and we will not contact you about anything other than Child of the New Century.

If you are one of the young people who have been asked to wear an activity monitor and complete a time-use record, we will also ask if you would be happy for us to send you texts to remind you to complete them

WHAT WILL HAPPEN TO MY INFORMATION?

The information will be sent back to Ipsos MORI, the company doing the survey. The information will then be sent to the Institute of Education and added to the information collected from other young people in the survey. It will then be made available to researchers so they can find out more about your generation.

WILL ANYONE SEE THE INFORMATION I GAVE?

We keep your name and address completely separate from the other information you give us. This way no one knows whose information is whose.



HOW SECURE IS MY
information

WHAT IF I HAVE QUESTIONS OR CONCERNS?

After you have taken part the interviewer will give you a leaflet with some further information and guidance in case you have any questions.

WHEN WILL WE BE COMING BACK?

We hope to visit the Children of the New Century every few years to see how they are growing up. We don't know yet when the next survey will be. We hope you will be willing to take part again. You can decide at the time whether you would like to help us again.

WHAT IF I CHANGE MY MIND IN THE FUTURE?

You can change your mind about taking part at any time by contacting us at:

Freepost RTKC-KLUU-RSBH
Child of the New Century
20 Bedford Way
London
WC1H 0AL
Tel: 0800 092 1250
Email: childnc@ioe.ac.uk



Appointment Mailing

- Activity a onitor/Time-use record appointment leaflet for parents
- Activity a onitor/Time-use record appointment leaflet for young people
- Appointment card

CHILD OF THE
NEW CENTURY



AGE 14 SURVEY

WEARING AN ACTIVITY MONITOR AND COMPLETING A TIME-USE RECORD

INFORMATION FOR PARENTS

WEARING AN ACTIVITY MONITOR

We would like your child to wear an activity monitor that measures their physical activity on one weekday and one weekend day after the interviewer has visited.

If your child is happy to do this task, we would be very grateful if you can encourage and remind them to wear the activity monitor.

WHY IS THIS USEFUL?

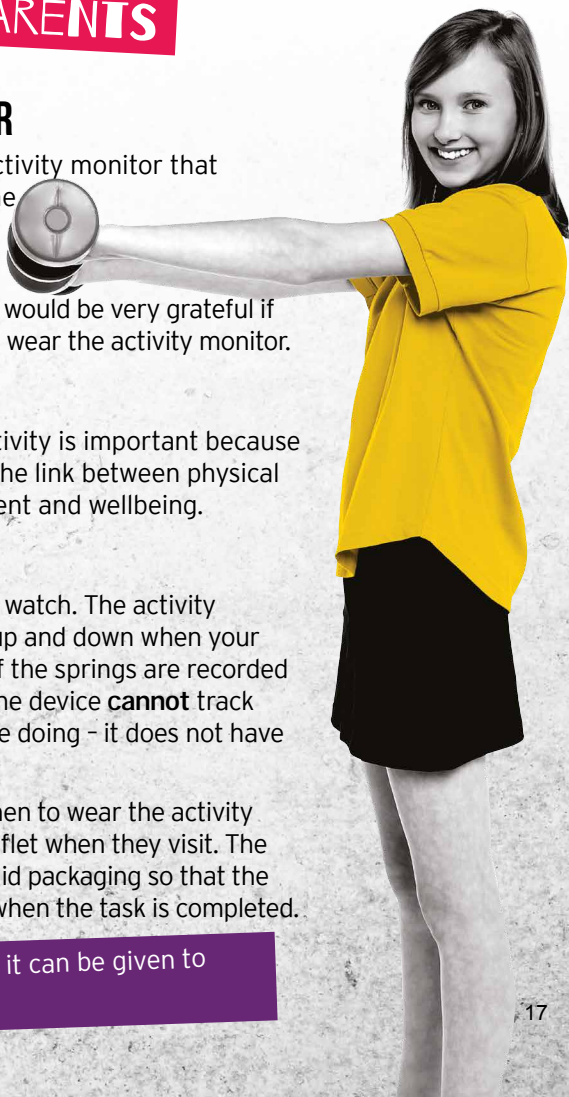
Measuring young people's physical activity is important because it provides helpful information about the link between physical activity and young people's development and wellbeing.

HOW DOES IT WORK?

The monitor is worn on the wrist, like a watch. The activity monitor contains springs which move up and down when your child moves around. The movements of the springs are recorded onto a micro-chip inside the monitor. The device **cannot** track where your child is or see what they are doing - it does not have GPS technology or a camera.

The interviewer will explain how and when to wear the activity monitor and give your child another leaflet when they visit. The interviewer will also provide postage-paid packaging so that the activity monitor can be returned to us when the task is completed.

Please return the monitor quickly so it can be given to another Child of the New Century.



COMPLETING A TIME-USE RECORD

We would like your child to let us know how they spend their time by filling in a time-use record on the same two days that we ask them to wear an activity monitor. Each day covers a 24 hour period, from early in the morning until the same time the next day. We are interested in what young people do while they are awake, as well as what times they're asleep.

If your child is happy to do this task, we would be very grateful if you can encourage and remind them to complete the record, and if necessary, help them to fill it in.

WHY IS THIS USEFUL?

This provides valuable information about how young people spend their time, and how the activities they participate in influence their physical and mental development.

WHAT WOULD WE LIKE YOUR CHILD TO DO?

Your child will be asked to choose whether to complete the time-use record online using a computer, or on an app using an Apple or Android smartphone or a tablet (it will not work on Windows or BlackBerry devices).

If your child doesn't have access to the Internet, the interviewer can give them a paper version of the record to fill in. Your child can talk to the interviewer about what method they prefer. Instructions will be provided to your child on how to fill it in.

If you would like to see the record, the interviewer will be happy to show you the paper version.

THANK YOU FOR YOUR HELP

Ipsos MORI

13-025042-02/Z01



CHILD OF THE
NEW CENTURY 

AGE 14 SURVEY

WEARING AN ACTIVITY MONITOR AND COMPLETING A TIME-USE RECORD

INFORMATION FOR STUDY MEMBERS

WEARING AN ACTIVITY MONITOR

We would like you to wear an activity monitor that measures your physical activity. We'd like you to do this for one weekday and one weekend day after the interviewer has visited. The interviewer will tell you which two days we would like you to wear the monitor. It doesn't matter if what you do on these days is not what you usually do. **You cannot swap the days selected for you for different days.**

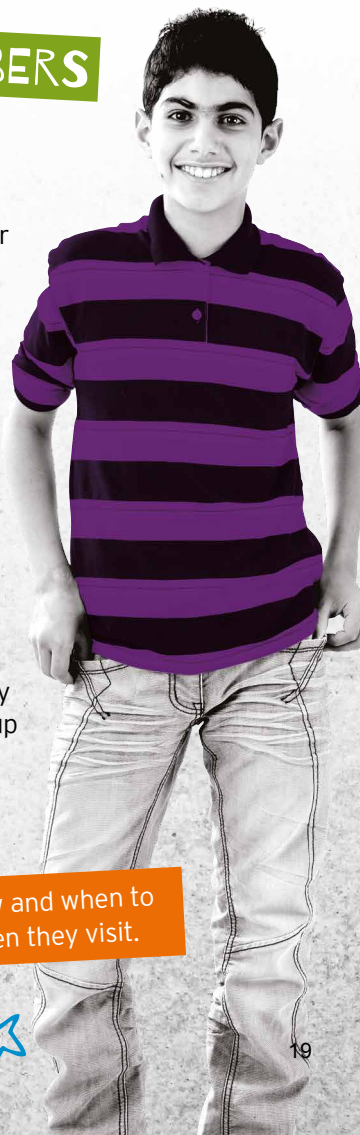
WHY?

Measuring young people's physical activity is important because it provides information about the link between physical activity and development and wellbeing.

HOW?

The monitor is worn on your wrist, like a watch, and is easy to wear. The activity monitor contains springs that move up and down when you move around. The movements of the springs are recorded onto a micro-chip inside the monitor. It **cannot** tell where you are or see what you are doing - it does not have GPS technology or a camera.

If you are happy to do this, the interviewer will explain how and when to wear the activity monitor and give you another leaflet when they visit.



COMPLETING A TIME-USE RECORD

We would like you to tell us how you spend your time by filling in a time-use record. We would like you to fill in the record on the same two days as you wear the activity monitor. The record for each day covers a 24 hour period, from early in the morning until the same time the next day. We are interested in what you do while you are awake, as well as what times you're asleep.

For each of the two days, it should take you around 30 minutes to fill in the record. The record can be completed the next day and your activities recorded in one go, or it can be filled in in stages throughout the day and finished the following morning.



WHY?

We are interested in understanding how young people spend their time, and how different activities relate to their development.



HOW?

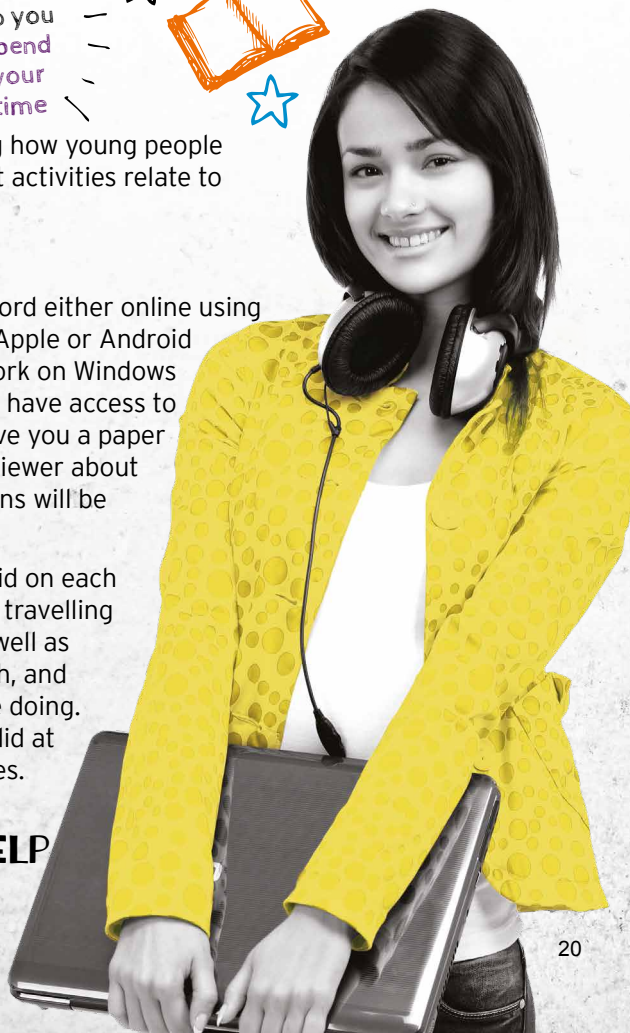
You can complete the time-use record either online using a computer, or on an app for your Apple or Android smartphone or tablet (it will not work on Windows or Blackberry devices). If you don't have access to the Internet the interviewer can give you a paper version. You can talk to your interviewer about what method you prefer. Instructions will be provided on how to fill it in.

The record will ask you what you did on each day (for example, eating breakfast, travelling to school, watching television), as well as where you were, who you were with, and how much you liked what you were doing. You will need to choose what you did at each time from a set list of activities.

THANK YOU FOR YOUR HELP

Ipsos MORI

13-025042-02/Z02



**CHILD OF THE
NEW CENTURY** 

AGE 14 SURVEY

Further to our recent conversation, I confirm that I have arranged to visit your family for the Child of the New Century Age 14 Survey

on at

Before I visit, it would be helpful if you and your child could read the information provided in advance.

If you need to rearrange the appointment, please contact me on the number below.

Name: Contact number:

Ipsos MORI

13-025042-02/M02

Materials used in the Household:

Consent

- **Consent form booklet**

**CHILD OF THE
NEW CENTURY** 

AGE 14 SURVEY

CONSENT BOOKLET

Case number:

Name of young person (PRINT):

SALIVA CONSENT

First name of parent(s) eligible
to provide consent (write in):

Who provided consent?

(TICK)

(TICK)

YP saliva:

☐
☐

LABELS

Strengths and
Difficulties

[YP1 BARCODE]

[YP1 BARCODE]

Time-use login

[TUD LOGIN]

[TUD LOGIN]

[TUD LOGIN]

Activity monitor
despatch form

[YP1 BARCODE]

[YP1 BARCODE]

Saliva

Confirm
respondent did
not eat, drink,
smoke or chew
gum for 30
minutes before
collection

Date collected

YP saliva

[YP1 BARCODE]

[YP1 BARCODE] YP

/ /

☐

Main saliva

[M BARCODE]

[M BARCODE] M

/ /

☐

Partner saliva

[P BARCODE]

[P BARCODE] P

/ /

☐

Interviewer use only:

HH BARCODE

Interviewer number:

Ipsos MORI
13-025042-02/CF01

MAIN PARENT/GUARDIAN

Name of main
parent/guardian (print)

Interview & word activity

Please tick or initial box

I give my consent to be **interviewed** as part of the Age 14 Survey of Child of the New Century.

☐

I give my consent to complete the **word activity** as part of the Age 14 Survey of Child of the New Century.

☐

Confirmation

I have read the letter of invitation and the information booklet ("**What would we like you and your child to do?**") about Child of the New Century: Age 14 Survey. I have discussed any outstanding questions with the interviewer and I wish to take part in the survey. I understand that I can stop the interview at any point or decline any question. I understand that all information will be treated in the strictest confidence in accordance with the Data Protection Act, and used for research purposes only.

Signed by main parent/guardian

Date

Saliva sample

Please tick or initial box

I give my consent to give a sample of my saliva for DNA extraction and research purposes.

☐

Confirmation

I have read and understood the information provided in the booklet about the use of my DNA for the purposes of the Child of the New Century: Age 14 Survey ("**Giving a saliva sample for genetic research**" in "**What would we like you and your child to do?**"). I have discussed any outstanding questions with the interviewer. I wish to provide a saliva sample. I understand that I can decline to provide the saliva sample at any point. I understand that this consent remains valid unless revoked by me in writing and that I may withdraw my consent at any time by contacting Child of the New Century in writing at FREEPOST RTKC-KLUU-RSBH, Child of the New Century, 20 Bedford Way, London WC1H 0AL.

Signed by main parent/guardian

Date

Interviewer confirmation

I confirm that I have explained the nature of the proposed studies to the person named on this form. I confirm that the person named on this form has read or heard the information booklet ("**What would we like you and your child to do?**"). I confirm that I have answered any questions they had. I believe that they have a sufficient understanding of the survey and have given their consent voluntarily. I have left a copy of this form with them.

Name of interviewer (print)

Signed by interviewer

Date

Interviewer use only:

M BARCODE

Ipsos MORI
13-025042-02/CF01

YOUNG PERSON ELEMENTS 1

Name of young person (print)

Name of parent/guardian (print)

Questionnaire

I give my consent for the interviewer to ask my child if they would be willing to complete the young person questionnaire.

Please tick or initial box

☐

Activities

I give my consent for the interviewer to ask my child if they are willing to take part in the:

Please tick or initial box

a) Word activity

☐

b) Decision-making activity

☐

Measurements

I give my consent for the interviewer to ask my child if they are willing to have the following measurements taken:

Please tick or initial box

a) Height

☐

b) Weight

☐

c) Body fat percentage

☐

Provision of contact details

I give my consent for the interviewer to ask my child if they are willing to provide their **mobile telephone number** for Child of the New Century to **keep in contact with them about the study**.

Please tick or initial box

☐

I give my consent for the interviewer to ask my child if they are willing to provide their **email address** for Child of the New Century to **keep in contact with them about the study**.

☐

IF APPLICABLE: Time-use record

Please tick or initial box

I give my consent for the interviewer to ask my child if they would be willing to complete the **time-use record**

☐

Activity monitor

Please tick or initial box

I give my consent for the interviewer to ask my child if they would be willing to wear an **activity monitor**

☐

I give my consent for the interviewer to ask my child if they are willing to provide their **mobile telephone number** for Child of the New Century to **text them reminders about the activity monitor and/or time-use record task(s)**.

☐

Parental confirmation

I have read or heard the information booklets ("What would we like you and your child to do?" and if applicable, "Wearing an activity monitor and completing a time-use record") about my child's participation in the Child of the New Century: Age 14 Survey. I understand what the survey involves and have discussed any outstanding questions with the interviewer. I am happy for my child named above to take part in the survey if they want to. I understand that my child or I can stop any part of the survey at any point or decline any part of it. I understand that all information will be treated in the strictest confidence in accordance with the Data Protection Act and will be used for research purposes only.

Signed by parent/guardian

Date

Interviewer confirmation

I confirm that I have explained the nature of the proposed studies to the person named on this form. I confirm that the person named on this form has read or heard the information booklets ("What would we like you and your child to do?" and if applicable, "Wearing an activity monitor and completing a time-use record"). I confirm that I have answered any questions they had. I believe that they have a sufficient understanding of the survey and have given their consent voluntarily. I have left a copy of this form with them.

Name of interviewer (print)

Signed by interviewer

Date

Interviewer use only:

YP BARCODE

Ipsos MORI

13-025042-02/CF01

YOUNG PERSON ELEMENTS 2
Name of young person (print)

Name of parent/guardian (print)

Saliva sample

I give my consent for my child to give a sample of their saliva for DNA extraction and research purposes.

Please tick or initial box

☐
Confirmation

I have read and understood the information provided in the booklet about the use of my child's DNA for the purposes of Child of the New Century: Age 14 Survey ("**Giving a saliva sample for genetic research**" in "**What would we like you and your child to do?**"). I have discussed any outstanding questions with the interviewer. I give permission for my child to provide a saliva sample. I understand that my child can decline to provide the saliva sample at any point. I understand that this consent remains valid unless revoked by me in writing and that I may withdraw my consent at any time until my child is an adult by contacting FREEPOST RTKC-KLUU-RSBH, Child of the New Century, 20 Bedford Way, London WC1H 0AL.

Signed by parent/guardian

Date

Interviewer confirmation

I confirm that I have explained the nature of the proposed studies to the person named on this form. I confirm that the person named on this form has read or heard the information booklet ("**What would we like you and your child to do?**"). I confirm that I have answered any questions they had. I believe that they have a sufficient understanding of the survey and have given their consent voluntarily. I have left a copy of this form with them.

Name of interviewer (print)

Signed by interviewer

Date

Interviewer use only:

Interviewer number:

YP BARCODE

Ipsos MORI
13-025042-02/CF01

PARTNER
Name of partner (print)

Interview & word activity

Please tick or initial box

 I give my consent to be **interviewed** as part of the Age 14 Survey of Child of the New Century.

☐

 I give my consent to complete the **word activity** as part of the Age 14 Survey of Child of the New Century.

☐
Confirmation

I have read the letter of invitation and the information booklet ("**What would we like you and your child to do?**") about Child of the New Century: Age 14 Survey. I have discussed any outstanding questions with the interviewer and I wish to take part in the survey. I understand that I can stop the interview at any point or decline any question. I understand that all information will be treated in the strictest confidence in accordance with the Data Protection Act, and used for research purposes only.

Signed by partner

Date

Saliva sample

Please tick or initial box

I give my consent to give a sample of my saliva for DNA extraction and research purposes.

☐
Confirmation

I have read and understood the information provided in the booklet about the use of my DNA for the purposes of the Child of the New Century: Age 14 Survey ("**Giving a saliva sample for genetic research**" in "**What would we like you and your child to do?**"). I have discussed any outstanding questions with the interviewer. I wish to provide a saliva sample. I understand that I can decline to provide the saliva sample at any point. I understand that this consent remains valid unless revoked by me in writing and that I may withdraw my consent at any time by contacting Child of the New Century in writing at FREEPOST RTKC-KLUU-RSBH, Child of the New Century, 20 Bedford Way, London WC1H 0AL.

Signed by partner

Date

Interviewer confirmation

I confirm that I have explained the nature of the proposed studies to the person named on this form. I confirm that the person named on this form has read or heard the information booklet ("**What would we like you and your child to do?**"). I confirm that I have answered any questions they had. I believe that they have a sufficient understanding of the survey and have given their consent voluntarily. I have left a copy of this form with them.

Name of interviewer (print)

Signed by interviewer

Date

Interviewer use only:

P BARCODE
Ipsos MORI
13-025042-02/CF01

**CHILD OF THE
NEW CENTURY** 

AGE 14 SURVEY

**YOUNG PERSON
(TO BE COMPLETED BY INTERVIEWER)**

Name of young person (print)

INTERVIEWER: You must make sure that the young person understands and agrees to the following points before you start the first young person element (refer to the advance booklet: "**What would we like you to do?**")

- a) **READ OUT:** Child of the New Century is an important study of your generation. As you know, you are one of the young people who have been chosen out of all of the people in the country of your age. It provides information on young people's health, education and what they do for fun.
- b) **READ OUT:** I will ask you to fill in some questions and do some different activities. I will also ask your parent(s) if they live with you to answer some questions and give us a saliva sample.
- c) **READ OUT:** It's up to you whether you want to take part in the survey. It's ok to do some things and not others. You can stop at any time.
- d) **READ OUT:** Do you have any questions about the study?

Interviewer use only:

YP BARCODE

Interviewer number:

Ipsos MORI
13-025042-02/CF01

INTERVIEWER CHECK: You must make sure that the young person has read and understood the information in the booklets **“What would we like you to do?”** and if applicable, **“Wearing an activity monitor and completing a time-use record”**. The headings below show which section of the booklets should be read and understood by the young person before asking consent.

For each, ensure that the young person has asked any questions they want to.

Questionnaire (“Answer some questions about your life” in “What would we like you to do?”)

READ OUT: I’d like you to answer some questions on my tablet. You can stop at any time. It is not a test so there are no right and wrong answers. If you don’t want to answer a question that’s ok, you can skip it. It usually takes about 40 minutes.

	Yes	No	N/A - No parent consent given
READ OUT: Are you OK to answer some questions about your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Young person’s contact details (“More information about the survey” in “What would we like you to do?”)

READ OUT: Would you be willing to give us your mobile phone number so that we can keep in touch with you about the study? It will only be used for Child of the New Century.
IF YES RECORD IN CAPI.

Yes	No	N/A - No parent consent given
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

READ OUT: Would you be willing to give us your email address so that we can keep in touch with you about the study? It will only be used for Child of the New Century.
IF YES RECORD IN CAPI.

Yes	No	N/A - No parent consent given
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activities (“Do some activities to understand how you think” in “What would we like you to do?”)

READ OUT: I’d like to ask you to do two activities on my tablet. The word activity looks at how you understand the meaning of words. The decision-making activity looks at how you make decisions. I will show you what to do. You can stop at any time. These usually take about 20 minutes in total.
Are you OK to complete the...

	Yes	No	N/A - No parent consent given
Word activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision-making activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurements (“Be measured to understand how you grow” in “What would we like you to do?”)

READ OUT: I would like to measure how tall you are, how much you weigh and your body fat percentage. It is ok if you only want some of the measurements taken or if you don’t want any taken. You can change your mind once you’ve started. I won’t show or tell anyone (including your parent(s)) your measurements. This will take about 10 minutes in total.
Are you OK for me to measure your...

	Yes	No	N/A - No parent consent given
Height?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weight?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Body fat percentage?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer use only:

YP BARCODE

13-025042-02/CF01

Saliva sample (“Giving a saliva sample for research about genes” in “What would we like you to do?”)

READ OUT: I’d like to ask you to give a sample of your saliva. Your parent is happy for you do this. It is still up to you whether you want to do it or not. It is very easy and I will explain how to do it. Your name and address will not be attached to the saliva sample.

READ OUT: Do you agree to give a sample of your saliva for research about genes?

Yes

No

N/A - No parent consent given

☐☐☐

IF APPLICABLE: Time-use record (“Completing a time-use record” in “Wearing an activity monitor and completing a time-use record”)

READ OUT: I would like you to tell us how you spend your time by filling in a time-use record. We’d like you to do this for one weekday and one weekend day after I’ve left. For each of the two days, it should take you around 30 minutes to fill in the record.

READ OUT: Are you OK to complete the time-use record?

Yes

No

N/A - No parent consent given

☐☐☐

IF APPLICABLE: Activity monitor (“Wearing an activity monitor” in “Wearing an activity monitor and completing a time-use record”)

READ OUT: I would like to ask you to wear an activity monitor that measures your physical activity. You will need to wear it on the same two days as the time-use record. It cannot tell where you are or see what you are doing.

READ OUT: Are you OK to wear an activity monitor?

Yes

No

N/A - No parent consent given

☐☐☐

READ OUT: Would you be willing to give us your mobile phone number so that we can send you text reminders about the activity monitor and/or time-use record task(s)?
IF YES RECORD IN CAPI.

Yes

No

N/A - No parent consent given

☐☐☐

Interviewer confirmation

I confirm the young person understands what the survey involves; that they have asked all questions they have about the survey and I have answered them to the young person’s satisfaction; that the young person is aware they only have to do activities they want to do; and they can stop taking part and change their mind at any time

Name of interviewer (print)

Signed by interviewer

Date

Interviewer use only:

YP BARCODE

13-025042-02/CF01

CHECKLIST (optional)

Household interview..... ☐

Young person elements

Written parental consent..... ☐

Verbal YP consent..... ☐

YP questionnaire..... ☐

Word Activity..... ☐

Decision-making task..... ☐

Height measurement..... ☐

Weight / Body fat measurement..... ☐

Measurement postcard (if requested) ☐

Saliva sample..... ☐

Activity monitor and time-use record placed (if applicable)..... ☐

Main parent elements

Written consent..... ☐

Interview..... ☐

Strengths and difficulties paper questionnaire..... ☐

Word Activity..... ☐

Saliva sample..... ☐

Partner elements

Written consent..... ☐

Interview..... ☐

Word Activity..... ☐

Saliva sample..... ☐

Before leaving the household

YP thank you gift..... ☐

YP "*I've helped – what now?*" leaflet..... ☐

Copies of consent forms..... ☐

Change of address card..... ☐

Ipsos MORI thank you leaflet..... ☐

After leaving the household

Final Element CAI module..... ☐

Complete ECS..... ☐

Despatch saliva..... ☐

Despatch consent forms to office..... ☐

Despatch strengths and difficulties paper questionnaire to office..... ☐

Interviewer use only:

HH BARCODE

Ipsos MORI
13-025042-02/CF01

Materials used in the Household: Interviewer

- **Laminated Decision-making task admin script**
- **Laminated Word Activity instructions**
- **Language card**
- **Respondent calendar**
- **Showcards – England**
- **Showcards – Scotland**
- **Showcards – Wales**
- **Showcards - Northern Ireland**

THE DECISION-MAKING TASK(CGT) ADMIN SCRIPT

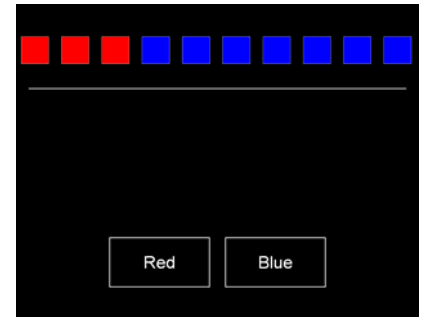
DECISION ONLY PHASE: 4 TRIALS

WITH THE DECISION-MAKING TASK (CGT) START SCREEN DISPLAYED, PRESS [SPACE] TO BEGIN THE DEMONSTRATION.

WHEN YOU SEE SCREEN 1 SAY:

You can see a row of boxes across the top of the screen. At the moment there are 3 red boxes and 7 blue boxes. The computer has hidden a yellow token under one of these boxes. All you have to do is decide whether you think it is hidden under a red or blue box and touch the “Red” or “Blue” square at the bottom of the screen. This time I think it is in the BLUE box, so I will touch the “Blue” square.

SCREEN 1



TOUCH THE “BLUE” SQUARE AND GET “YOU WIN” DISPLAYED. SAY:

Now you try. You get three turns to practise.

THE YOUNG PERSON WILL NOW COMPLETE 3 DECISION ONLY TRIALS.

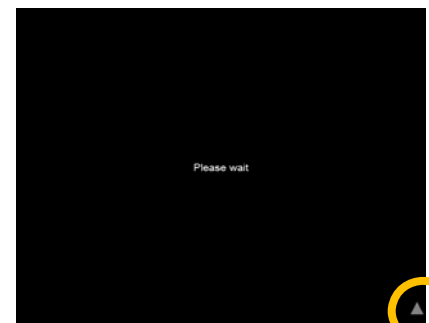
ASCENDING TRAINING PHASE: 4 TRIALS

THE SCREEN WILL NOW DISPLAY SCREEN 2. THE UPWARDS POINTING ARROW INDICATES THAT THE NEXT PHASE IS AN ASCENDING PHASE.

WHEN YOU SEE SCREEN 2 SAY:

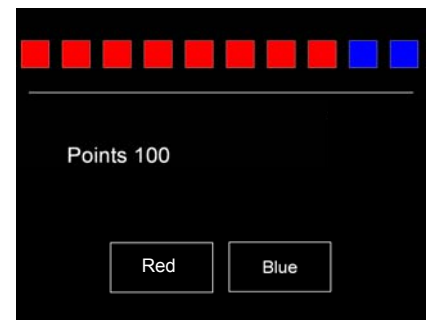
On the next screen you will be given 100 points to start with. After you choose red or blue, you have to risk a certain amount of points on your decision. The first number of points you will be shown will be small, but as you wait, the number of points gets larger, so you can choose how many you want to risk.

SCREEN 2



PRESS [SPACE] TO START THE DEMONSTRATION. WHEN YOU SEE SCREEN 3 SAY:

SCREEN 3



So first of all, I'll decide that it is in the RED box. TOUCH THE “RED” SQUARE.

Now you get offered points to risk in this square. POINT TO THE POINTS BOX THAT APPEARS.

To decide how many points you want to risk just touch it like this. TOUCH THE POINTS BOX.

AFTER THE DEMONSTRATION EXPLAIN: If you win, those points get added to your total, and if you lose they get taken away. That time I won <XXX> points, so now I have a total of <XXX>. POINT TO THE POINTS TOTAL. The idea is to build up as many points as you can. Try not to let your points get as low as 1, because then you will lose the game.

Now you try. You get three turns to practise.

THE YOUNG PERSON WILL NOW COMPLETE 3 PRACTICE ASCENDING TRIALS. IF NECESSARY, REMIND THE YOUNG PERSON THAT THEY MUST TOUCH THE POINTS BOX TO STOP THE POINTS INCREASING. AT THE END OF THE TRAINING PHASE, THE SCREEN WILL DISPLAY THEIR FINAL SCORE.

ASCENDING ASSESSED PHASE: 2 BLOCKS OF 9 TRIALS

PRESS [SPACE]. SCREEN 2 (*PLEASE WAIT*) WILL DISPLAY AGAIN, SAY:

Now we're going to do some more problems like that. Try to make as much as you can.

PRESS [SPACE] TO START. THE YOUNG PERSON WILL NOW COMPLETE 2 BLOCKS OF 9 TRIALS.

AT THE END OF THE FIRST BLOCK THE SCREEN DISPLAYS THE FINAL SCORE FOR THAT BLOCK. SAY:

Well done, that was good OR *Hard luck!* [IF FINAL SCORE = 0]

THEN SAY:

Now you're going to start off with 100 points again and you need to try to build up as many points as you can.

PRESS [SPACE] TO START THE SECOND BLOCK.

AT THE END OF THE SECOND BLOCK THE SCREEN DISPLAYS THE FINAL SCORE FOR THAT BLOCK. SAY:

Well done, that was good. OR *Hard luck!* [IF FINAL SCORE = 0]

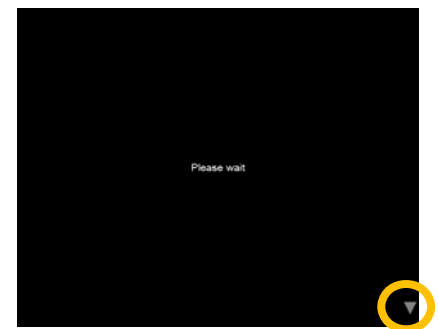
DESCENDING TRAINING PHASE: 4 TRIALS

PRESS [SPACE]. THE SCREEN WILL NOW DISPLAY SCREEN 4. THE DOWN-WARDS POINTING ARROW INDICATES THAT THE NEXT STAGE IS A DESCENDING STAGE.

WHEN YOU SEE SCREEN 4 SAY:

This time, the way you select the number of points you want to risk is slightly different. The first number of points you will be shown will be large and they will then get gradually smaller. Just have a go to practise.

SCREEN 4



PRESS [SPACE] TO START. THE YOUNG PERSON WILL NOW COMPLETE 4 PRACTICE DESCENDING TRIALS. IF NECESSARY REMIND YOUNG PERSON THAT THEY MUST TOUCH THE POINTS BOX TO STOP THE POINTS FROM DECREASING. AT THE END OF THE TRAINING STAGE, THE SCREEN AGAIN DISPLAYS SCREEN 4.

DESCENDING ASSESSED PHASE: 2 BLOCKS OF 9 TRIALS

PRESS [SPACE]. WHEN YOU SEE SCREEN 4 SAY:

Now we're going to do some more problems like that. Try to make as much as you can.

PRESS [SPACE] TO START. THE YOUNG PERSON WILL NOW COMPLETE 2 BLOCKS OF 9 TRIALS.

AT THE END OF FIRST BLOCK THE SCREEN DISPLAYS THE FINAL SCORE FOR THAT BLOCK. SAY:

Well done, that was good OR *Hard luck!* [IF FINAL SCORE = 0]

THEN SAY:

Now you're going to start off with 100 points again and you need to try to build up as many points as you can.

PRESS [SPACE] TO START THE SECOND BLOCK.

AT THE END OF THE SECOND BLOCK THE SCREEN DISPLAYS THE FINAL SCORE FOR THAT BLOCK. SAY:

Well done, that was good. OR *Hard luck!* [IF FINAL SCORE = 0]

WORD ACTIVITY INSTRUCTIONS**PLEASE READ THESE INSTRUCTIONS**

The purpose of this activity is to see if you know the meaning of certain words.

You will complete the activity on a tablet computer.

Please look at the example below.

You will see that the first word is printed in CAPITAL LETTERS. After it there are five other words. One of these words means the same or nearly the same as the word printed in capital letters. You have to decide which word it is by touching the word you think is correct with your index finger. When you touch the word it will become highlighted, which shows you have selected it.

EXAMPLE:

CHAIR	poor	step	seat	thick	mat
--------------	-------------	-------------	-------------	--------------	------------

Which of the words means the same, or nearly the same, as CHAIR?

The correct answer is “seat” so “seat” has been selected.

If you make a mistake you can touch the word again to deselect it. If you change your mind simply touch your preferred answer.

In the activity there are 20 questions. The questions get more and more difficult. Try to do as many of them as you can. If you're not sure or don't know the answer to a question you can guess or leave it blank and move on to the next one.

The 20 questions are split across two screens, with questions 1-10 on the first screen and questions 11-20 on the second screen. You can move back and forth between screens by touching the button displayed at the bottom of the screen. You will have **4 minutes** to do this activity.

A message will appear on the screen telling you when you have one minute left and when the time is up. If you finish before then, you can go back over your answers to check them, or hand the tablet back.

PLEASE SAY WHEN YOU ARE READY TO BEGIN THE ACTIVITY

ipsos MORI

13-025042-02/S08

INTERVIEWER LANGUAGE CARD

Unë flas Shqip	Albanian	Na lobaka Lingala	Lingala
አማርኛ፡ እኛላለሁ።	Amharic	Aš kalbu lituviškai	Lithuanian
أنا أتكلم اللغة العربية	Arabic	Jas zboruvam makedonski	Macedonian
Ես խոսում եմ հայերեն	Armenian	Saya bicara bahasa Malay	Malay
Мән азәрбајан дилиндә данышырам	Azeri	我说汉语	Mandarin
আমি বাংলা কথ	Bengali	मी मराठी बोलतो	Marathi
Govorim bosanski	Bosnian	Би Монгол хэлээр ярьдаг	Mongolian
	British Sign Language	म नेपाली बोल्छु	Nepali
Аз говорят български	Bulgarian	Mówię po polsku	Polish
ကျွန်ုပ် မြန်မာလိုတတ်ပါသည်။	Burmese	Falo Portugues	Portuguese
我会讲广东话 我會講廣東話	Cantonese	ਮੇਂ ਪੰਜਾਬੀ ਬੋਲਦਾ ਜਾਂ ਬੋਲਦੀ ਹਾਂ	Punjabi Gurmukhi
Govorim hrvatski	Croatian	میں پنجابی بولنا آں	Punjabi Urdu
Mluvim česky	Czech	زه پښتو خبرې کولای شم	Pashto
I speak English	English	Vorbese limba română	Romanian
Ma räägin Eesti keelt	Estonian	Я говорю русски	Russian
من فارسی حرف میزنم	Farsi	Ja говорим српски	Serbian
Je parle français	French	Ndino taura Shona	Shona
მე ვლაპარაკობ ქართულზე	Georgian	සමහරු මාගේ කතාවලට	Sinhalese
Ich spreche Deutsch	German	Rozprávam po slovensky	Slovak
Μιλώ Ελληνικά	Greek	Waxan ku hadlaa af Soomaali	Somali
હું ગુજરાતી બોલી શકું છું.	Gujarati	Hablo español	Spanish
NA YIA HAUSA	Hausa	Ninasema Kiswahili	Swahili
אני מדבר עברית	Hebrew	Jag talar svenska	Swedish
मैं हिंदी बोलता या बोलती हूँ	Hindi	সিলেটী	Sylheti
Beszélek Magyarul	Hungarian	Marunong ako magsalita ng Tagalog	Tagalog
Anam asu igbo	Ibo	నేను తెలుగు మాట్లాడతాను	Tamil
Saya bicara bahasa Indonesia	Indonesian	ትግርኛ እግረብ እየ።	Tigrignia
Labhairt liom gaeilge	Irish (Gaelic)	Meka Twi	Twi
Io parlo italiano	Italian	Я кажу український	Ukranian
Мен казахша билемин	Kazakh	میں اردو بولتا ہوں	Urdu
Nvuga ikinyarwanda	Kinyarwanda	Мен ўзбекча гапираман	Uzbek
나는 한국말을 합니다	Korean	Chúng tôi nói tiếng Việt	Vietnamese
من به کوردی قسه ئەکەم	Kurdish	Rwy'n siarad Cymraeg	Welsh
Es renāju latviski	Latvian	Me le so yoruba	Yoruba

CALENDAR

AGE 14 SURVEY

2001	J	F	M	A	M	J	J	A	S	O	N	D
2002	J	F	M	A	M	J	J	A	S	O	N	D
2003	J	F	M	A	M	J	J	A	S	O	N	D
2004	J	F	M	A	M	J	J	A	S	O	N	D
2005	J	F	M	A	M	J	J	A	S	O	N	D
2006	J	F	M	A	M	J	J	A	S	O	N	D
2007	J	F	M	A	M	J	J	A	S	O	N	D
2008	J	F	M	A	M	J	J	A	S	O	N	D
2009	J	F	M	A	M	J	J	A	S	O	N	D
2010	J	F	M	A	M	J	J	A	S	O	N	D
2011	J	F	M	A	M	J	J	A	S	O	N	D
2012	J	F	M	A	M	J	J	A	S	O	N	D
2013	J	F	M	A	M	J	J	A	S	O	N	D
2014	J	F	M	A	M	J	J	A	S	O	N	D
2015	J	F	M	A	M	J	J	A	S	O	N	D

**CHILD OF THE
NEW CENTURY** 

AGE 14 SURVEY

MAIN/PARTNER RESPONDENT CARDS (MAIN STAGE)

ENGLAND

Ipsos MORI

13-025042-02/S11E

CARD A1

Spouse/ Partner

- 1 Husband/ Wife
- 2 Partner/ Cohabitee

Son/ Daughter

- 3 Natural son/ daughter
- 4 Adopted son/ daughter
- 5 Foster son/ daughter
- 6 Step-son/ step-daughter/ Child of (current/ previous) partner

Parent

- 7 Natural parent
- 8 Adoptive parent
- 9 Foster parent
- 10 Step-parent/ Partner of parent

Brother/ Sister

- 11 Natural brother/ Natural sister
- 12 Half-brother/ Half-sister
- 13 Step-brother/ Step-sister
- 14 Adopted brother/ Adopted sister
- 15 Foster brother/ Foster sister

Grandchild/ Grandparent

- 16 Grandchild
- 17 Grandparent

Other

- 18 Nanny/ au pair
- 19 Other relative
- 20 Other non-relative

CARD B1

- 1 Legally separated**
- 2 Married, 1st and only marriage**
- 3 Remarried, 2nd or later marriage**
- 4 Single, never married and never in a Civil Partnership**
- 5 Divorced**
- 6 Widowed**
- 7 A Civil Partner in a legally recognised Civil Partnership**
- 8 A former Civil Partner (where Civil Partnership legally dissolved)**
- 9 A surviving Civil Partner (where Civil Partner has died)**

CARD B2

WHITE

- 1 English / Welsh / Scottish / Northern Irish / British**
- 2 Irish**
- 3 Gypsy or Irish Traveller**
- 4 Any other White background**

MIXED / MULTIPLE ETHNIC GROUPS

- 5 White and Black Caribbean**
- 6 White and Black African**
- 7 White and Asian**
- 8 Any other mixed / multiple ethnic background**

ASIAN / ASIAN BRITISH

- 9 Indian**
- 10 Pakistani**
- 11 Bangladeshi**
- 12 Chinese**
- 13 Any other Asian background**

BLACK / AFRICAN / CARIBBEAN / BLACK BRITISH

- 14 African**
- 15 Caribbean**
- 16 Any other Black / African / Caribbean background**

OTHER ETHNIC GROUP

- 17 Arab**
- 18 Any other ethnic group**

CARD B3

- 1 Relationship reasons (e.g. didn't get along, grown apart, too different, etc.)**
- 2 Financial reasons (unemployment, lack of money, etc.)**
- 3 Health reasons (depressed, sick, etc.)**
- 4 Alcohol/ drug problems**
- 5 Violent abusive behavior**
- 6 Other**

CARD B4

- 1 Parent(s) unable to cope/ needed a break**

- 2 Parent(s) mistreated child/ children or his/ her/ their siblings**

- 3 Parent(s) ill in hospital**

- 4 Parent(s) died**

- 5 Other reason**

CARD B5

- 1 Local authority children's home**
- 2 Local authority foster parents**
- 3 Voluntary society children's home**
- 4 Voluntary society foster parents**
- 5 Boarding school**
- 6 Living with relatives**
- 7 Prison/ Young Offenders Institute/ Borstal**
- 8 Some other place**

CARD B6

- 1 Under three months**
- 2 Three months, less than 1 year**
- 3 1 year, less than 2**
- 4 2 years, less than 5**
- 5 5 years, less than 10**
- 6 10 years or more**

CARD C1

- 1 Individual support in class from teacher/ assistant**
- 2 Individual support in class from a family member**
- 3 Special classes**
- 4 Adaptations have been made to physical environment**
- 5 Equipment has been provided**
- 6 Attends a special school**
- 7 Other**

CARD C2

- 1** **Continue in full-time education, such as school or college**

- 2** **Get an apprenticeship or other work-placed learning**

- 3** **Get a job (with some part-time education or training)**

CARD C3

- | | |
|----------|--------------------------|
| 1 | Very likely |
| 2 | Fairly likely |
| 3 | Not very likely |
| 4 | Not at all likely |

CARD C4

- 1 The child won't achieve the required grades**
- 2 The child won't want to go**
- 3 None of their friends are likely to go**
- 4 None of their family has been before**
- 5 We can't afford it**
- 6 I don't want my child to be in that much debt**
- 7 Won't need it for the career they're interested in**
- 8 Other**

CARD D1

- 1 Every day or almost every day**
- 2 Several times a week**
- 3 Once or twice a week**
- 4 Once or twice a month**
- 5 Less often than once a month**
- 6 Not at all**

CARD D2

1 Always

2 Usually

3 Sometimes

4 Never

CARD E1

- 1 Vision (for example blindness or partial sight)**
- 2 Hearing (for example deafness or partial hearing)**
- 3 Mobility (for example walking short distances or climbing stairs)**
- 4 Dexterity (for example lifting and carrying objects, using a keyboard)**
- 5 Learning or understanding or concentrating**
- 6 Memory**
- 7 Mental health**
- 8 Stamina or breathing or fatigue**
- 9 Socially or behaviourally (for example associated with autism, attention deficit disorder or Asperger's Syndrome)**
- 10 Other**

CARD E2

- 1 Men C (meningitis C) booster
(usually given around age 14)**

- 2 Td/IPV (tetanus, diphtheria and polio) booster
(usually given around age 14)**

- 3 MMR (measles, mumps and rubella)
(catch up vaccination, if missed when younger)**

- 4 Any other vaccinations (including vaccinations for travel
abroad)**

CARD F1

- 1 Vision (for example blindness or partial sight)**
- 2 Hearing (for example deafness or partial hearing)**
- 3 Mobility (for example walking short distances or climbing stairs)**
- 4 Dexterity (for example lifting and carrying objects, using a keyboard)**
- 5 Learning or understanding or concentrating**
- 6 Memory**
- 7 Mental health**
- 8 Stamina or breathing or fatigue**
- 9 Socially or behaviourally (for example associated with autism, attention deficit disorder or Asperger's Syndrome)**
- 10 Other**

CARD F2

- 1 Every day or almost every day**
- 2 Several times a week**
- 3 Once or twice a week**
- 4 At least once a month**
- 5 Every few months**
- 6 At least once a year**
- 7 Less often or never**

CARD G1

- 1 Maternity Leave**
- 2 Parental Leave**
- 3 Paternity Leave**
- 4 Other Leave/ holiday**
- 5 Sick/ injured**
- 6 Laid off/ on short time**
- 7 Other personal family reason**
- 8 Other reasons**

CARD G2

- 1 Private firm/ company/ PLC**
- 2 Nationalised industry/ state corporation**
- 3 Central government or civil service**
- 4 Local government or council (including police, fire services and local authority controlled schools/ colleges)**
- 5 University or other grant funded education establishment (include 'opted-out' schools)**
- 6 Health authority or NHS Trust**
- 7 Charity, voluntary organisation or trust**
- 8 Armed forces**
- 9 Some other kind of organisation**

CARD G3

- 1 Looking after the family**
- 2 Found a job, waiting to start it**
- 3 Out of work and looking for a job**
- 4 Out of work, for reasons of poor health**
- 5 Taking part in the New Deal (or Flexible New Deal) (job placement, training, task force or voluntary work)**
- 6 On another Government training scheme**
- 7 On a modern apprenticeship scheme**
- 8 Full-time student**
- 9 Retired from paid work**
- 10 Not in paid work for some other reason**

CARD G4

- 1 There are no jobs in the right place for me**
- 2 There are no jobs with the right hours for me**
- 3 There are no jobs available for me**
- 4 I am in full-time education**
- 5 I am on a training course**
- 6 My family would lose benefits if I was earning**
- 7 I am caring for an elderly or ill relative or friend**
- 8 I cannot work because of poor health**
- 9 I prefer not to work**
- 10 I prefer to be at home with the family rather than working**
- 11 I prefer to look after my children myself**
- 12 I cannot find a job which pays enough**
- 13 I cannot find suitable childcare**
- 14 My partner disapproves**
- 15 Other reason**

CARD G5

- 1 Jobseeker's Allowance**
- 2 Income Support**
- 3 Sickness, disability or incapacity benefits (including Employment Support Allowance)**
- 4 Any sort of pension including a private pension or the state pension, pension credit (Including guarantee credit, savings credit or housing credit)**
- 5 Child Benefit**
- 6 Tax credits, such as the Working Tax Credit, Disabled Person Tax Credit or Child Tax Credit**
- 7 Any other family related benefit or payment**
- 8 Housing Benefit (including direct payments to your landlord) (or Council Tax Reduction or any other form of relief on your Council Tax)**
- 9 Income from any other state benefit**

CARD G6

- 1 Incapacity Benefit**
- 2 Employment and Support Allowance**
- 3 Severe Disablement Allowance**
- 4 Carer's Allowance**
- 5 Disability Living Allowance**
- 6 Return to Work Credit**
- 7 Attendance Allowance**
- 8 Industrial Injury Disablement Benefit**
- 9 War Disablement Pension**
- 10 Sickness and Accident Insurance**
- 11 Any other disability related benefit or payment**

CARD G7

- 1 NI Pension or State Retirement (Old Age) Pension**
- 2 A pension from a previous employer**
- 3 A pension from a spouse's previous employer**
- 4 Pension Credit including Guarantee Credit , Savings
Credit and Housing Credit**
- 5 Private pension or annuity**
- 6 Widow's or War Widow's Pension**
- 7 Widowed Mother's Allowance, Parent's Allowance or
Bereavement Allowance**
- 8 War Disablement Pension**

CARD G8

- 1 Regular maintenance or child support payments (including payments made through the CSA) from a former partner**
- 2 Education grants/ studentships**
- 3 Training/ government training scheme allowance**

CARD G9

- 1 Regular cash help from parents**
- 2 Regular cash help from other relatives or friends outside the household**
- 3 Income from investments, including interest on savings**
- 4 Rent from boarders, lodgers or sub-tenants/ rent from other property**
- 5 Other income from organisations or other persons outside the household**
- 6 Any other source of regular family/ household income**

CARD G10

Weekly	Monthly	Annual	
2 Less than £100	Less than £440	Less than £5,000	2
3 £100 less than £210	£440 less than £900	£5,000 less than £11,000	3
4 £210 less than £290	£900 less than £1,200	£11,000 less than £14,500	4
5 £290 less than £320	£1,200 less than £1,350	£14,500 less than £16,000	5
6 £320 less than £350	£1,350 less than £1,500	£16,000 less than £18,000	6
7 £350 less than £370	£1,500 less than £1,600	£18,000 less than £19,000	7
8 £370 less than £450	£1,600 less than £1,900	£19,000 less than £23,000	8
9 £450 less than £520	£1,900 less than £2,200	£23,000 less than £26,000	9
10 £520 less than £590	£2,200 less than £2,500	£26,000 less than £30,000	10
11 £590 less than £660	£2,500 less than £2,800	£30,000 less than £33,000	11
12 £660 less than £750	£2,800 less than £3,100	£33,000 less than £37,500	12
13 £750 less than £850	£3,100 less than £3,600	£37,500 less than £43,000	13
14 £850 less than £1000	£3,600 less than £4,200	£43,000 less than £50,500	14
15 £1000 less than £1,100	£4,200 less than £4,800	£50,500 less than £57,500	15
16 £1,100 less than £1,300	£4,800 less than £5,500	£57,500 less than £66,000	16
17 £1,300 less than £1,600	£5,500 less than £6,900	£66,000 less than £83,000	17
18 £1,600 less than £2,100	£6,900 less than £8,900	£83,000 less than £110,000	18
19 £2,100 less than £2,700	£8,900 less than £11,500	£110,000 less than £140,000	19
20 More than £2,700	More than £11,500	More than £140,000	20

CARD G11

Weekly	Monthly	Annual	
2 Less than £60	Less than £260	Less than £3,000	2
3 £60 less than £130	£260 less than £580	£3,000 less than £7,000	3
4 £130 less than £180	£580 less than £760	£7,000 less than £9,000	4
5 £180 less than £200	£760 less than £870	£9,000 less than £10,500	5
6 £200 less than £220	£870 less than £940	£10,500 less than £11,000	6
7 £220 less than £230	£940 less than £1,000	£11,000 less than £12,000	7
8 £230 less than £280	£1,000 less than £1,200	£12,000 less than £15,000	8
9 £280 less than £320	£1,200 less than £1,400	£15,000 less than £17,000	9
10 £320 less than £350	£1,400 less than £1,500	£17,000 less than £18,000	10
11 £350 less than £390	£1,500 less than £1,700	£18,000 less than £20,000	11
12 £390 less than £420	£1,700 less than £1,800	£20,000 less than £22,000	12
13 £420 less than £470	£1,800 less than £2,000	£22,000 less than £24,000	13
14 £470 less than £520	£2,000 less than £2,200	£24,000 less than £27,000	14
15 £520 less than £550	£2,200 less than £2,400	£27,000 less than £29,000	15
16 £550 less than £600	£2,400 less than £2,600	£29,000 less than £31,000	16
17 £600 less than £700	£2,600 less than £3,000	£31,000 less than £37,000	17
18 £700 less than £860	£3,000 less than £3,700	£37,000 less than £45,000	18
19 £860 less than £1,100	£3,700 less than £4,700	£45,000 less than £56,000	19
20 More than £1,100	More than £4,700	More than £56,000	20

CARD G12

- 1 Account at a bank, building society or elsewhere**
- 2 Premium Bonds or National Savings Accounts or Certificates**
- 3 ISA – cash or TESSA**
- 4 ISA – stocks and shares or PEPS**
- 5 Stocks and/ or Shares (including share options, employee share ownership or share clubs)**
- 6 Unit or Investment Trusts/ Bonds and Gilts (government or corporate)**
- 7 Property or land, other than this home (including business or farm property and land, and property abroad)**
- 8 Other savings, investments or assets**

CARD G13

- 1 Credit card**
- 2 Store card**
- 3 Hire purchase agreement(s)**
- 4 Personal loan(s) (from bank, building society or other financial institution)**
- 5 Catalogue or mail order purchase agreement(s)**
- 6 DWP Social Fund loan**
- 7 Any other loan(s) from a private individual**
- 8 Student loan**
- 9 Other debt not listed here**

CARD G14

- 1 We have this**

- 2 We would like to have this, but cannot afford it at the moment**

- 3 We do not want/ need this at the moment**

CARD G15

- 1 Child does this**

- 2 Child would like to do this, but we cannot afford it at the moment**

- 3 Child does not want/ need this at the moment**

CARD G16

- 1 We do this**

- 2 We would like to do this, but cannot afford it at the moment**

- 3 We do not want/ need this at the moment**

CARD G17

- 1 Higher Degree and Postgraduate qualifications**
- 2 First Degree (including B.Ed.)**
- 3 Post-graduate Diplomas and Certificates**
- 4 Diplomas in higher education and other higher education qualifications**
- 5 Teaching qualifications for schools or further education (below degree level)**
- 6 A/ AS/ S Levels/ SCE Higher, Scottish Certificate Sixth Year Studies, Leaving Certificate or equivalent**
- 7 O Level or GCSE grade A-C, SCE Standard, Ordinary grades 1-3 or Junior Certificate grade A-C**
- 8 CSE below grade 1/ GCSE or O Level below grade C, SCE Standard, Ordinary grades below grade 3 or Junior Certificate below grade C**
- 9 Other academic qualifications (incl. some overseas)**

CARD G18

- 1 Professional qualifications at degree level e.g. graduate member of professional institute, chartered accountant or surveyor**
- 2 Nursing or other medical qualifications (below degree level)**
- 3 NVQ or SVQ level 4 or 5**
- 4 HND, HNC, Higher Level BTEC/ RSA Higher Diploma**
- 5 NVQ or SVQ Level 3/ GNVQ Advanced or GSVQ Level 3**
- 6 OND, ONCM BTEC National, SCOTVEC National Certificate**
- 7 City & Guilds advanced craft, Part III/ RSA Advanced Diploma**
- 8 NVQ or SVQ Level 2/ GNVQ Intermediate or GSVQ Level 2**
- 9 BTEC, SCOTVEC first or general diploma**
- 10 City & Guilds Craft or Part II/ RSA Diploma**
- 11 NVQ or SVQ Level 1/ GNVQ Foundation Level or GSVQ Level 1**
- 12 BTEC, SCOTVEC first or general certificate/ SCOTVEC modules**
- 13 City & Guilds part 1/ RSA Stage I,II,III/ Junior certificate**
- 14 Other vocational qualifications (incl. some overseas)**

CARD G19

- 1 Working for a different employer**
- 2 Working for myself (self-employed)**
- 3 Unemployed/ looking for work**
- 4 Retired from paid work altogether**
- 5 Looking after family or home**
- 6 In full-time education/ student**
- 7 Sick/ disabled**
- 8 On government training scheme**
- 9 Something else**

CARD H1

- 1 Wanted to buy**
- 2 Wanted larger home**
- 3 Wanted place of my own**
- 4 Wanted better home**
- 5 Moving away from crime**
- 6 Problem with neighbours**
- 7 School catchment area**
- 8 Wanted to move to better area**
- 9 New relationship**
- 10 Relationship breakdown**
- 11 To be nearer relative(s)**
- 12 Job change/ nearer work**
- 13 Spouse or partner job change**
- 14 Could no longer afford last home**
- 15 Evicted/ repossessed from last home**
- 16 Had to move due to changes in benefit rules**
- 17 For children's education**
- 18 Just wanted a change**
- 19 Other reason**

CARD J1

- 1 Too much time**

- 2 More than enough time**

- 3 Just enough time**

- 4 Not quite enough time**

- 5 Nowhere near enough time**

CARD J2

- 1 I work long hours**
- 2 I work away from home**
- 3 Other work reasons**
- 4 Demands of domestic work**
- 5 Demands of other children**
- 6 I am in poor health**
- 7 Child is busy doing other things**
- 8 Child is away at boarding school**
- 9 Other**

CARD K1

- 1 Legally separated**
- 2 Married, 1st and only marriage**
- 3 Remarried, 2nd or later marriage**
- 4 Single, never married and never in a Civil Partnership**
- 5 Divorced**
- 6 Widowed**
- 7 A Civil Partner in a legally recognised Civil Partnership**
- 8 A former Civil Partner (where Civil Partnership legally dissolved)**
- 9 A surviving Civil Partner (where Civil Partner has died)**

CARD K2

WHITE

- 1 English / Welsh / Scottish / Northern Irish / British**
- 2 Irish**
- 3 Gypsy or Irish Traveller**
- 4 Any other White background**

MIXED / MULTIPLE ETHNIC GROUPS

- 5 White and Black Caribbean**
- 6 White and Black African**
- 7 White and Asian**
- 8 Any other mixed / multiple ethnic background**

ASIAN / ASIAN BRITISH

- 9 Indian**
- 10 Pakistani**
- 11 Bangladeshi**
- 12 Chinese**
- 13 Any other Asian background**

BLACK / AFRICAN / CARIBBEAN / BLACK BRITISH

- 14 African**
- 15 Caribbean**
- 16 Any other Black / African / Caribbean background**

OTHER ETHNIC GROUP

- 17 Arab**
- 18 Any other ethnic group**

CARD K3

- 1 Vision (for example blindness or partial sight)**
- 2 Hearing (for example deafness or partial hearing)**
- 3 Mobility (for example walking short distances or climbing stairs)**
- 4 Dexterity (for example lifting and carrying objects, using a keyboard)**
- 5 Learning or understanding or concentrating**
- 6 Memory**
- 7 Mental health**
- 8 Stamina or breathing or fatigue**
- 9 Socially or behaviourally (for example associated with autism, attention deficit disorder or Asperger's Syndrome)**
- 10 Other**

CARD K4

- 1 Maternity Leave**
- 2 Parental Leave**
- 3 Paternity Leave**
- 4 Other Leave/ holiday**
- 5 Sick/ injured**
- 6 Laid off/ on short time**
- 7 Other personal family reason**
- 8 Other reasons**

CARD K5

- 1 Private firm/ company/ PLC**
- 2 Nationalised industry/ state corporation**
- 3 Central government or civil service**
- 4 Local government or council (including police, fire services and local authority controlled schools/ colleges)**
- 5 University or other grant funded education establishment (include 'opted-out' schools)**
- 6 Health authority or NHS Trust**
- 7 Charity, voluntary organisation or trust**
- 8 Armed forces**
- 9 Some other kind of organisation**

CARD K6

- 1 Looking after the family**
- 2 Found a job, waiting to start it**
- 3 Out of work and looking for a job**
- 4 Out of work, for reasons of poor health**
- 5 Taking part in the New Deal (or Flexible New Deal) (job placement, training, task force voluntary work)**
- 6 On another Government training scheme**
- 7 On a modern apprenticeship scheme**
- 8 Full-time student**
- 9 Retired from paid work**
- 10 Not in paid work for some other reason**

CARD K7

- 1 Higher Degree and Postgraduate qualifications**
- 2 First Degree (including B.Ed.)**
- 3 Post-graduate Diplomas and Certificates**
- 4 Diplomas in higher education and other higher education qualifications**
- 5 Teaching qualifications for schools or further education (below degree level)**
- 6 A/ AS/ S Levels/ SCE Higher, Scottish Certificate Sixth Year Studies, Leaving Certificate or equivalent**
- 7 O Level or GCSE grade A-C, SCE Standard, Ordinary grades 1-3 or Junior Certificate grade A-C**
- 8 CSE below grade 1/ GCSE or O Level below grade C, SCE Standard, Ordinary grades below grade 3 or Junior Certificate below grade C**
- 9 Other academic qualifications (incl. some overseas)**

CARD K8

- 1 Professional qualifications at degree level e.g. graduate member of professional institute, chartered accountant or surveyor**
- 2 Nursing or other medical qualifications (below degree level)**
- 3 NVQ or SVQ level 4 or 5**
- 4 HND, HNC, Higher Level BTEC/ RSA Higher Diploma**
- 5 NVQ or SVQ Level 3/ GNVQ Advanced or GSVQ Level 3**
- 6 OND, ONCM BTEC National, SCOTVEC National Certificate**
- 7 City & Guilds advanced craft, Part III/ RSA Advanced Diploma**
- 8 NVQ or SVQ Level 2/ GNVQ Intermediate or GSVQ Level 2**
- 9 BTEC, SCOTVEC first or general diploma**
- 10 City & Guilds Craft or Part II/ RSA Diploma**
- 11 NVQ or SVQ Level 1/ GNVQ Foundation Level or GSVQ Level 1**
- 12 BTEC, SCOTVEC first or general certificate/ SCOTVEC modules**
- 13 City & Guilds part 1/ RSA Stage I, II, III/ Junior certificate**
- 14 Other vocational qualifications (incl. some overseas)**

**CHILD OF THE
NEW CENTURY** 

AGE 14 SURVEY

MAIN/PARTNER RESPONDENT CARDS (MAIN STAGE)

SCOTLAND

Ipsos MORI

13-025042-02/S11S

CARD A1

Spouse/ Partner

- 1 Husband/ Wife
- 2 Partner/ Cohabitee

Son/ Daughter

- 3 Natural son/ daughter
- 4 Adopted son/ daughter
- 5 Foster son/ daughter
- 6 Step-son/ step-daughter/ Child of (current/ previous) partner

Parent

- 7 Natural parent
- 8 Adoptive parent
- 9 Foster parent
- 10 Step-parent/ Partner of parent

Brother/ Sister

- 11 Natural brother/ Natural sister
- 12 Half-brother/ Half-sister
- 13 Step-brother/ Step-sister
- 14 Adopted brother/ Adopted sister
- 15 Foster brother/ Foster sister

Grandchild/ Grandparent

- 16 Grandchild
- 17 Grandparent

Other

- 18 Nanny/ au pair
- 19 Other relative
- 20 Other non-relative

CARD B1

- 1 Legally separated**
- 2 Married, 1st and only marriage**
- 3 Remarried, 2nd or later marriage**
- 4 Single, never married and never in a Civil Partnership**
- 5 Divorced**
- 6 Widowed**
- 7 A Civil Partner in a legally recognised Civil Partnership**
- 8 A former Civil Partner (where Civil Partnership legally dissolved)**
- 9 A surviving Civil Partner (where Civil Partner has died)**

CARD B2

WHITE

- 1 Scottish**
- 2 Other British**
- 3 Irish**
- 4 Gypsy or Traveller**
- 5 Polish**
- 6 Any other White ethnic group**

MIXED / MULTIPLE

- 7 Any mixed or multiple ethnic groups**

ASIAN / ASIAN SCOTTISH / ASIAN BRITISH

- 8 Pakistani/ Pakistani Scottish/ Pakistani British**
- 9 Indian/ Indian Scottish/ Indian British**
- 10 Bangladeshi/ Bangladeshi Scottish/ Bangladeshi British**
- 11 Chinese/ Chinese Scottish/ Chinese British**
- 12 Any other Asian background**

AFRICAN

- 13 African/ African Scottish/ African British**
- 14 Any other African**

CARIBBEAN OR BLACK

- 15 Caribbean/ Caribbean Scottish/ Caribbean British**
- 16 Black/ Black Scottish/ Black British**
- 17 Any other Caribbean or Black background**

OTHER ETHNIC GROUP

- 18 Arab/ Arab Scottish/ Arab British**
- 19 Any other ethnic group**

CARD B3

- 1 Relationship reasons (e.g. didn't get along, grown apart, too different, etc.)**
- 2 Financial reasons (unemployment, lack of money, etc.)**
- 3 Health reasons (depressed, sick, etc.)**
- 4 Alcohol/ drug problems**
- 5 Violent abusive behavior**
- 6 Other**

CARD B4

- 1 Parent(s) unable to cope/ needed a break**

- 2 Parent(s) mistreated child/ children or his/ her/ their siblings**

- 3 Parent(s) ill in hospital**

- 4 Parent(s) died**

- 5 Other reason**

CARD B5

- 1 Local authority children's home**
- 2 Local authority foster parents**
- 3 Voluntary society children's home**
- 4 Voluntary society foster parents**
- 5 Boarding school**
- 6 Living with relatives**
- 7 Prison/ Young Offenders Institute/ Borstal**
- 8 Some other place**

CARD B6

- 1 Under three months**
- 2 Three months, less than 1 year**
- 3 1 year, less than 2**
- 4 2 years, less than 5**
- 5 5 years, less than 10**
- 6 10 years or more**

CARD C1

- 1 Individual support in class from teacher/ assistant**
- 2 Individual support in class from a family member**
- 3 Special classes**
- 4 Adaptations have been made to physical environment**
- 5 Equipment has been provided**
- 6 Attends a special school**
- 7 Other**

CARD C2

- 1** **Continue in full-time education, such as school or college**

- 2** **Get an apprenticeship or other work-placed learning**

- 3** **Get a job (with some part-time education or training)**

CARD C3

- | | |
|----------|--------------------------|
| 1 | Very likely |
| 2 | Fairly likely |
| 3 | Not very likely |
| 4 | Not at all likely |

CARD C4

- 1 The child won't achieve the required grades**
- 2 The child won't want to go**
- 3 None of their friends are likely to go**
- 4 None of their family has been before**
- 5 We can't afford it**
- 6 I don't want my child to be in that much debt**
- 7 Won't need it for the career they're interested in**
- 8 Other**

CARD D1

1 Every day or almost every day

2 Several times a week

3 Once or twice a week

4 Once or twice a month

5 Less often than once a month

6 Not at all

CARD D2

1 Always

2 Usually

3 Sometimes

4 Never

CARD E1

- 1 Vision (for example blindness or partial sight)**
- 2 Hearing (for example deafness or partial hearing)**
- 3 Mobility (for example walking short distances or climbing stairs)**
- 4 Dexterity (for example lifting and carrying objects, using a keyboard)**
- 5 Learning or understanding or concentrating**
- 6 Memory**
- 7 Mental health**
- 8 Stamina or breathing or fatigue**
- 9 Socially or behaviourally (for example associated with autism, attention deficit disorder or Asperger's Syndrome)**
- 10 Other**

CARD E2

- 1 Men C (meningitis C) booster
(usually given around age 14)**

- 2 Td/IPV (tetanus, diphtheria and polio) booster
(usually given around age 14)**

- 3 MMR (measles, mumps and rubella)
(catch up vaccination, if missed when younger)**

- 4 Any other vaccinations (including vaccinations for travel
abroad)**

CARD F1

- 1 Vision (for example blindness or partial sight)**
- 2 Hearing (for example deafness or partial hearing)**
- 3 Mobility (for example walking short distances or climbing stairs)**
- 4 Dexterity (for example lifting and carrying objects, using a keyboard)**
- 5 Learning or understanding or concentrating**
- 6 Memory**
- 7 Mental health**
- 8 Stamina or breathing or fatigue**
- 9 Socially or behaviourally (for example associated with autism, attention deficit disorder or Asperger's Syndrome)**
- 10 Other**

CARD F2

- 1 Every day or almost every day**
- 2 Several times a week**
- 3 Once or twice a week**
- 4 At least once a month**
- 5 Every few months**
- 6 At least once a year**
- 7 Less often or never**

CARD G1

- 1 Maternity Leave**
- 2 Parental Leave**
- 3 Paternity Leave**
- 4 Other Leave/ holiday**
- 5 Sick/ injured**
- 6 Laid off/ on short time**
- 7 Other personal family reason**
- 8 Other reasons**

CARD G2

- 1 Private firm/ company/ PLC**
- 2 Nationalised industry/ state corporation**
- 3 Central government or civil service**
- 4 Local government or council (including police, fire services and local authority controlled schools/ colleges)**
- 5 University or other grant funded education establishment (include 'opted-out' schools)**
- 6 Health authority or NHS Trust**
- 7 Charity, voluntary organisation or trust**
- 8 Armed forces**
- 9 Some other kind of organisation**

CARD G3

- 1 Looking after the family**
- 2 Found a job, waiting to start it**
- 3 Out of work and looking for a job**
- 4 Out of work, for reasons of poor health**
- 5 Taking part in the New Deal (or Flexible New Deal) (job placement, training, task force or voluntary work)**
- 6 On another Government training scheme**
- 7 On a modern apprenticeship scheme**
- 8 Full-time student**
- 9 Retired from paid work**
- 10 Not in paid work for some other reason**

CARD G4

- 1 There are no jobs in the right place for me**
- 2 There are no jobs with the right hours for me**
- 3 There are no jobs available for me**
- 4 I am in full-time education**
- 5 I am on a training course**
- 6 My family would lose benefits if I was earning**
- 7 I am caring for an elderly or ill relative or friend**
- 8 I cannot work because of poor health**
- 9 I prefer not to work**
- 10 I prefer to be at home with the family rather than working**
- 11 I prefer to look after my children myself**
- 12 I cannot find a job which pays enough**
- 13 I cannot find suitable childcare**
- 14 My partner disapproves**
- 15 Other reason**

CARD G5

- 1 Jobseeker's Allowance**
- 2 Income Support**
- 3 Sickness, disability or incapacity benefits (including Employment Support Allowance)**
- 4 Any sort of pension including a private pension or the state pension, pension credit (Including guarantee credit, savings credit or housing credit)**
- 5 Child Benefit**
- 6 Tax credits, such as the Working Tax Credit, Disabled Person Tax Credit or Child Tax Credit**
- 7 Any other family related benefit or payment**
- 8 Housing Benefit (including direct payments to your landlord) (or Council Tax Reduction or any other form of relief on your Council Tax)**
- 9 Income from any other state benefit**

CARD G6

- 1 Incapacity Benefit**
- 2 Employment and Support Allowance**
- 3 Severe Disablement Allowance**
- 4 Carer's Allowance**
- 5 Disability Living Allowance**
- 6 Return to Work Credit**
- 7 Attendance Allowance**
- 8 Industrial Injury Disablement Benefit**
- 9 War Disablement Pension**
- 10 Sickness and Accident Insurance**
- 11 Any other disability related benefit or payment**

CARD G7

- 1 NI Pension or State Retirement (Old Age) Pension**
- 2 A pension from a previous employer**
- 3 A pension from a spouse's previous employer**
- 4 Pension Credit including Guarantee Credit , Savings
Credit and Housing Credit**
- 5 Private pension or annuity**
- 6 Widow's or War Widow's Pension**
- 7 Widowed Mother's Allowance, Parent's Allowance or
Bereavement Allowance**
- 8 War Disablement Pension**

CARD G8

- 1 Regular maintenance or child support payments
(including payments made through the CSA) from a
former partner**
- 2 Education grants/ studentships**
- 3 Training/ government training scheme allowance**

CARD G9

- 1 Regular cash help from parents**

- 2 Regular cash help from other relatives or friends outside
the household**

- 3 Income from investments, including interest on savings**

- 4 Rent from boarders, lodgers or sub-tenants/ rent from
other property**

- 5 Other income from organisations or other persons
outside the household**

- 6 Any other source of regular family/ household income**

CARD G10

Weekly	Monthly	Annual	
2 Less than £100	Less than £440	Less than £5,000	2
3 £100 less than £210	£440 less than £900	£5,000 less than £11,000	3
4 £210 less than £290	£900 less than £1,200	£11,000 less than £14,500	4
5 £290 less than £320	£1,200 less than £1,350	£14,500 less than £16,000	5
6 £320 less than £350	£1,350 less than £1,500	£16,000 less than £18,000	6
7 £350 less than £370	£1,500 less than £1,600	£18,000 less than £19,000	7
8 £370 less than £450	£1,600 less than £1,900	£19,000 less than £23,000	8
9 £450 less than £520	£1,900 less than £2,200	£23,000 less than £26,000	9
10 £520 less than £590	£2,200 less than £2,500	£26,000 less than £30,000	10
11 £590 less than £660	£2,500 less than £2,800	£30,000 less than £33,000	11
12 £660 less than £750	£2,800 less than £3,100	£33,000 less than £37,500	12
13 £750 less than £850	£3,100 less than £3,600	£37,500 less than £43,000	13
14 £850 less than £1000	£3,600 less than £4,200	£43,000 less than £50,500	14
15 £1000 less than £1,100	£4,200 less than £4,800	£50,500 less than £57,500	15
16 £1,100 less than £1,300	£4,800 less than £5,500	£57,500 less than £66,000	16
17 £1,300 less than £1,600	£5,500 less than £6,900	£66,000 less than £83,000	17
18 £1,600 less than £2,100	£6,900 less than £8,900	£83,000 less than £110,000	18
19 £2,100 less than £2,700	£8,900 less than £11,500	£110,000 less than £140,000	19
20 More than £2,700	More than £11,500	More than £140,000	20

CARD G11

Weekly	Monthly	Annual	
2 Less than £60	Less than £260	Less than £3,000	2
3 £60 less than £130	£260 less than £580	£3,000 less than £7,000	3
4 £130 less than £180	£580 less than £760	£7,000 less than £9,000	4
5 £180 less than £200	£760 less than £870	£9,000 less than £10,500	5
6 £200 less than £220	£870 less than £940	£10,500 less than £11,000	6
7 £220 less than £230	£940 less than £1,000	£11,000 less than £12,000	7
8 £230 less than £280	£1,000 less than £1,200	£12,000 less than £15,000	8
9 £280 less than £320	£1,200 less than £1,400	£15,000 less than £17,000	9
10 £320 less than £350	£1,400 less than £1,500	£17,000 less than £18,000	10
11 £350 less than £390	£1,500 less than £1,700	£18,000 less than £20,000	11
12 £390 less than £420	£1,700 less than £1,800	£20,000 less than £22,000	12
13 £420 less than £470	£1,800 less than £2,000	£22,000 less than £24,000	13
14 £470 less than £520	£2,000 less than £2,200	£24,000 less than £27,000	14
15 £520 less than £550	£2,200 less than £2,400	£27,000 less than £29,000	15
16 £550 less than £600	£2,400 less than £2,600	£29,000 less than £31,000	16
17 £600 less than £700	£2,600 less than £3,000	£31,000 less than £37,000	17
18 £700 less than £860	£3,000 less than £3,700	£37,000 less than £45,000	18
19 £860 less than £1,100	£3,700 less than £4,700	£45,000 less than £56,000	19
20 More than £1,100	More than £4,700	More than £56,000	20

CARD G12

- 1 Account at a bank, building society or elsewhere**
- 2 Premium Bonds or National Savings Accounts or Certificates**
- 3 ISA – cash or TESSA**
- 4 ISA – stocks and shares or PEPS**
- 5 Stocks and/ or Shares (including share options, employee share ownership or share clubs)**
- 6 Unit or Investment Trusts/ Bonds and Gilts (government or corporate)**
- 7 Property or land, other than this home (including business or farm property and land, and property abroad)**
- 8 Other savings, investments or assets**

CARD G13

- 1 Credit card**
- 2 Store card**
- 3 Hire purchase agreement(s)**
- 4 Personal loan(s) (from bank, building society or other financial institution)**
- 5 Catalogue or mail order purchase agreement(s)**
- 6 DWP Social Fund loan**
- 7 Any other loan(s) from a private individual**
- 8 Student loan**
- 9 Other debt not listed here**

CARD G14

- 1 We have this**

- 2 We would like to have this, but cannot afford it at the moment**

- 3 We do not want/ need this at the moment**

CARD G15

- 1 Child does this**

- 2 Child would like to do this, but we cannot afford it at the moment**

- 3 Child does not want/ need this at the moment**

CARD G16

- 1 We do this**

- 2 We would like to do this, but cannot afford it at the moment**

- 3 We do not want/ need this at the moment**

CARD G17

- 1 Higher Degree and Postgraduate qualifications**
- 2 First Degree (including B.Ed.)**
- 3 Post-graduate Diplomas and Certificates**
- 4 Diplomas in higher education and other higher education qualifications**
- 5 Teaching qualifications for schools or further education (below degree level)**
- 6 A/ AS/ S Levels/ SCE Higher, Scottish Certificate Sixth Year Studies, Leaving Certificate or equivalent**
- 7 O Level or GCSE grade A-C, SCE Standard, Ordinary grades 1-3 or Junior Certificate grade A-C**
- 8 CSE below grade 1/ GCSE or O Level below grade C, SCE Standard, Ordinary grades below grade 3 or Junior Certificate below grade C**
- 9 Other academic qualifications (incl. some overseas)**

CARD G18

- 1 Professional qualifications at degree level e.g. graduate member of professional institute, chartered accountant or surveyor**
- 2 Nursing or other medical qualifications (below degree level)**
- 3 NVQ or SVQ level 4 or 5**
- 4 HND, HNC, Higher Level BTEC/ RSA Higher Diploma**
- 5 NVQ or SVQ Level 3/ GNVQ Advanced or GSVQ Level 3**
- 6 OND, ONCM BTEC National, SCOTVEC National Certificate**
- 7 City & Guilds advanced craft, Part III/ RSA Advanced Diploma**
- 8 NVQ or SVQ Level 2/ GNVQ Intermediate or GSVQ Level 2**
- 9 BTEC, SCOTVEC first or general diploma**
- 10 City & Guilds Craft or Part II/ RSA Diploma**
- 11 NVQ or SVQ Level 1/ GNVQ Foundation Level or GSVQ Level 1**
- 12 BTEC, SCOTVEC first or general certificate/ SCOTVEC modules**
- 13 City & Guilds part 1/ RSA Stage I,II,III/ Junior certificate**
- 14 Other vocational qualifications (incl. some overseas)**

CARD G19

- 1 Working for a different employer**
- 2 Working for myself (self-employed)**
- 3 Unemployed/ looking for work**
- 4 Retired from paid work altogether**
- 5 Looking after family or home**
- 6 In full-time education/ student**
- 7 Sick/ disabled**
- 8 On government training scheme**
- 9 Something else**

CARD H1

- 1 Wanted to buy**
- 2 Wanted larger home**
- 3 Wanted place of my own**
- 4 Wanted better home**
- 5 Moving away from crime**
- 6 Problem with neighbours**
- 7 School catchment area**
- 8 Wanted to move to better area**
- 9 New relationship**
- 10 Relationship breakdown**
- 11 To be nearer relative(s)**
- 12 Job change/ nearer work**
- 13 Spouse or partner job change**
- 14 Could no longer afford last home**
- 15 Evicted/ repossessed from last home**
- 16 Had to move due to changes in benefit rules**
- 17 For children's education**
- 18 Just wanted a change**
- 19 Other reason**

CARD J1

- 1 Too much time**

- 2 More than enough time**

- 3 Just enough time**

- 4 Not quite enough time**

- 5 Nowhere near enough time**

CARD J2

- 1 I work long hours**
- 2 I work away from home**
- 3 Other work reasons**
- 4 Demands of domestic work**
- 5 Demands of other children**
- 6 I am in poor health**
- 7 Child is busy doing other things**
- 8 Child is away at boarding school**
- 9 Other**

CARD K1

- 1 Legally separated**
- 2 Married, 1st and only marriage**
- 3 Remarried, 2nd or later marriage**
- 4 Single, never married and never in a Civil Partnership**
- 5 Divorced**
- 6 Widowed**
- 7 A Civil Partner in a legally recognised Civil Partnership**
- 8 A former Civil Partner (where Civil Partnership legally dissolved)**
- 9 A surviving Civil Partner (where Civil Partner has died)**

CARD K2

WHITE

- 1 Scottish**
- 2 Other British**
- 3 Irish**
- 4 Gypsy or Traveller**
- 5 Polish**
- 6 Any other White ethnic group**

MIXED / MULTIPLE

- 7 Any mixed or multiple ethnic groups**

ASIAN / ASIAN SCOTTISH / ASIAN BRITISH

- 8 Pakistani/ Pakistani Scottish/ Pakistani British**
- 9 Indian/ Indian Scottish/ Indian British**
- 10 Bangladeshi/ Bangladeshi Scottish/ Bangladeshi British**
- 11 Chinese/ Chinese Scottish/ Chinese British**
- 12 Any other Asian background**

AFRICAN

- 13 African/ African Scottish/ African British**
- 14 Any other African**

CARIBBEAN OR BLACK

- 15 Caribbean/ Caribbean Scottish/ Caribbean British**
- 16 Black/ Black Scottish/ Black British**
- 17 Any other Caribbean or Black background**

OTHER ETHNIC GROUP

- 18 Arab/ Arab Scottish/ Arab British**
- 19 Any other ethnic group**

CARD K3

- 1 Vision (for example blindness or partial sight)**
- 2 Hearing (for example deafness or partial hearing)**
- 3 Mobility (for example walking short distances or climbing stairs)**
- 4 Dexterity (for example lifting and carrying objects, using a keyboard)**
- 5 Learning or understanding or concentrating**
- 6 Memory**
- 7 Mental health**
- 8 Stamina or breathing or fatigue**
- 9 Socially or behaviourally (for example associated with autism, attention deficit disorder or Asperger's Syndrome)**
- 10 Other**

CARD K4

- 1 Maternity Leave**
- 2 Parental Leave**
- 3 Paternity Leave**
- 4 Other Leave/ holiday**
- 5 Sick/ injured**
- 6 Laid off/ on short time**
- 7 Other personal family reason**
- 8 Other reasons**

CARD K5

- 1 Private firm/ company/ PLC**
- 2 Nationalised industry/ state corporation**
- 3 Central government or civil service**
- 4 Local government or council (including police, fire services and local authority controlled schools/ colleges)**
- 5 University or other grant funded education establishment (include 'opted-out' schools)**
- 6 Health authority or NHS Trust**
- 7 Charity, voluntary organisation or trust**
- 8 Armed forces**
- 9 Some other kind of organisation**

CARD K6

- 1 Looking after the family**
- 2 Found a job, waiting to start it**
- 3 Out of work and looking for a job**
- 4 Out of work, for reasons of poor health**
- 5 Taking part in the New Deal (or Flexible New Deal) (job placement, training, task force voluntary work)**
- 6 On another Government training scheme**
- 7 On a modern apprenticeship scheme**
- 8 Full-time student**
- 9 Retired from paid work**
- 10 Not in paid work for some other reason**

CARD K7

- 1 Higher Degree and Postgraduate qualifications**
- 2 First Degree (including B.Ed.)**
- 3 Post-graduate Diplomas and Certificates**
- 4 Diplomas in higher education and other higher education qualifications**
- 5 Teaching qualifications for schools or further education (below degree level)**
- 6 A/ AS/ S Levels/ SCE Higher, Scottish Certificate Sixth Year Studies, Leaving Certificate or equivalent**
- 7 O Level or GCSE grade A-C, SCE Standard, Ordinary grades 1-3 or Junior Certificate grade A-C**
- 8 CSE below grade 1/ GCSE or O Level below grade C, SCE Standard, Ordinary grades below grade 3 or Junior Certificate below grade C**
- 9 Other academic qualifications (incl. some overseas)**

CARD K8

- 1 Professional qualifications at degree level e.g. graduate member of professional institute, chartered accountant or surveyor**
- 2 Nursing or other medical qualifications (below degree level)**
- 3 NVQ or SVQ level 4 or 5**
- 4 HND, HNC, Higher Level BTEC/ RSA Higher Diploma**
- 5 NVQ or SVQ Level 3/ GNVQ Advanced or GSVQ Level 3**
- 6 OND, ONCM BTEC National, SCOTVEC National Certificate**
- 7 City & Guilds advanced craft, Part III/ RSA Advanced Diploma**
- 8 NVQ or SVQ Level 2/ GNVQ Intermediate or GSVQ Level 2**
- 9 BTEC, SCOTVEC first or general diploma**
- 10 City & Guilds Craft or Part II/ RSA Diploma**
- 11 NVQ or SVQ Level 1/ GNVQ Foundation Level or GSVQ Level 1**
- 12 BTEC, SCOTVEC first or general certificate/ SCOTVEC modules**
- 13 City & Guilds part 1/ RSA Stage I, II, III/ Junior certificate**
- 14 Other vocational qualifications (incl. some overseas)**

**CHILD OF THE
NEW CENTURY** 

AGE 14 SURVEY

MAIN/PARTNER RESPONDENT CARDS (MAIN STAGE)

WALES

Ipsos MORI

13-025042-02/S11W

CARD A1

Spouse/ Partner

- 1 Husband/ Wife
- 2 Partner/ Cohabitee

Son/ Daughter

- 3 Natural son/ daughter
- 4 Adopted son/ daughter
- 5 Foster son/ daughter
- 6 Step-son/ step-daughter/ Child of (current/ previous) partner

Parent

- 7 Natural parent
- 8 Adoptive parent
- 9 Foster parent
- 10 Step-parent/ Partner of parent

Brother/ Sister

- 11 Natural brother/ Natural sister
- 12 Half-brother/ Half-sister
- 13 Step-brother/ Step-sister
- 14 Adopted brother/ Adopted sister
- 15 Foster brother/ Foster sister

Grandchild/ Grandparent

- 16 Grandchild
- 17 Grandparent

Other

- 18 Nanny/ au pair
- 19 Other relative
- 20 Other non-relative

CARD B1

- 1 Legally separated**
- 2 Married, 1st and only marriage**
- 3 Remarried, 2nd or later marriage**
- 4 Single, never married and never in a Civil Partnership**
- 5 Divorced**
- 6 Widowed**
- 7 A Civil Partner in a legally recognised Civil Partnership**
- 8 A former Civil Partner (where Civil Partnership legally dissolved)**
- 9 A surviving Civil Partner (where Civil Partner has died)**

CARD B2

WHITE

- 1 Welsh / English / Scottish / Northern Irish / British**
- 2 Irish**
- 3 Gypsy or Irish Traveller**
- 4 Any other White background**

MIXED / MULTIPLE ETHNIC GROUPS

- 5 White and Black Caribbean**
- 6 White and Black African**
- 7 White and Asian**
- 8 Any other mixed / multiple ethnic background**

ASIAN / ASIAN BRITISH

- 9 Indian**
- 10 Pakistani**
- 11 Bangladeshi**
- 12 Chinese**
- 13 Any other Asian background**

BLACK / AFRICAN / CARIBBEAN / BLACK BRITISH

- 14 African**
- 15 Caribbean**
- 16 Any other Black / African / Caribbean background**

OTHER ETHNIC GROUP

- 17 Arab**
- 18 Any other ethnic group**

CARD B3

- 1 Relationship reasons (e.g. didn't get along, grown apart, too different, etc.)**
- 2 Financial reasons (unemployment, lack of money, etc.)**
- 3 Health reasons (depressed, sick, etc.)**
- 4 Alcohol/ drug problems**
- 5 Violent abusive behavior**
- 6 Other**

CARD B4

- 1 Parent(s) unable to cope/ needed a break**

- 2 Parent(s) mistreated child/ children or his/ her/ their siblings**

- 3 Parent(s) ill in hospital**

- 4 Parent(s) died**

- 5 Other reason**

CARD B5

- 1 Local authority children's home**
- 2 Local authority foster parents**
- 3 Voluntary society children's home**
- 4 Voluntary society foster parents**
- 5 Boarding school**
- 6 Living with relatives**
- 7 Prison/ Young Offenders Institute/ Borstal**
- 8 Some other place**

CARD B6

- 1 Under three months**
- 2 Three months, less than 1 year**
- 3 1 year, less than 2**
- 4 2 years, less than 5**
- 5 5 years, less than 10**
- 6 10 years or more**

CARD C1

- 1 Individual support in class from teacher/ assistant**
- 2 Individual support in class from a family member**
- 3 Special classes**
- 4 Adaptations have been made to physical environment**
- 5 Equipment has been provided**
- 6 Attends a special school**
- 7 Other**

CARD C2

- 1** **Continue in full-time education, such as school or college**

- 2** **Get an apprenticeship or other work-placed learning**

- 3** **Get a job (with some part-time education or training)**

CARD C3

- | | |
|----------|--------------------------|
| 1 | Very likely |
| 2 | Fairly likely |
| 3 | Not very likely |
| 4 | Not at all likely |

CARD C4

- 1 The child won't achieve the required grades**
- 2 The child won't want to go**
- 3 None of their friends are likely to go**
- 4 None of their family has been before**
- 5 We can't afford it**
- 6 I don't want my child to be in that much debt**
- 7 Won't need it for the career they're interested in**
- 8 Other**

CARD D1

- 1 Every day or almost every day**
- 2 Several times a week**
- 3 Once or twice a week**
- 4 Once or twice a month**
- 5 Less often than once a month**
- 6 Not at all**

CARD D2

1 Always

2 Usually

3 Sometimes

4 Never

CARD E1

- 1 Vision (for example blindness or partial sight)**
- 2 Hearing (for example deafness or partial hearing)**
- 3 Mobility (for example walking short distances or climbing stairs)**
- 4 Dexterity (for example lifting and carrying objects, using a keyboard)**
- 5 Learning or understanding or concentrating**
- 6 Memory**
- 7 Mental health**
- 8 Stamina or breathing or fatigue**
- 9 Socially or behaviourally (for example associated with autism, attention deficit disorder or Asperger's Syndrome)**
- 10 Other**

CARD E2

- 1 Men C (meningitis C) booster
(usually given around age 14)**

- 2 Td/IPV (tetanus, diphtheria and polio) booster
(usually given around age 14)**

- 3 MMR (measles, mumps and rubella)
(catch up vaccination, if missed when younger)**

- 4 Any other vaccinations (including vaccinations for travel
abroad)**

CARD F1

- 1 Vision (for example blindness or partial sight)**
- 2 Hearing (for example deafness or partial hearing)**
- 3 Mobility (for example walking short distances or climbing stairs)**
- 4 Dexterity (for example lifting and carrying objects, using a keyboard)**
- 5 Learning or understanding or concentrating**
- 6 Memory**
- 7 Mental health**
- 8 Stamina or breathing or fatigue**
- 9 Socially or behaviourally (for example associated with autism, attention deficit disorder or Asperger's Syndrome)**
- 10 Other**

CARD F2

- 1 Every day or almost every day**
- 2 Several times a week**
- 3 Once or twice a week**
- 4 At least once a month**
- 5 Every few months**
- 6 At least once a year**
- 7 Less often or never**

CARD G1

- 1 Maternity Leave**
- 2 Parental Leave**
- 3 Paternity Leave**
- 4 Other Leave/ holiday**
- 5 Sick/ injured**
- 6 Laid off/ on short time**
- 7 Other personal family reason**
- 8 Other reasons**

CARD G2

- 1 Private firm/ company/ PLC**
- 2 Nationalised industry/ state corporation**
- 3 Central government or civil service**
- 4 Local government or council (including police, fire services and local authority controlled schools/ colleges)**
- 5 University or other grant funded education establishment (include 'opted-out' schools)**
- 6 Health authority or NHS Trust**
- 7 Charity, voluntary organisation or trust**
- 8 Armed forces**
- 9 Some other kind of organisation**

CARD G3

- 1 Looking after the family**
- 2 Found a job, waiting to start it**
- 3 Out of work and looking for a job**
- 4 Out of work, for reasons of poor health**
- 5 Taking part in the New Deal (or Flexible New Deal) (job placement, training, task force or voluntary work)**
- 6 On another Government training scheme**
- 7 On a modern apprenticeship scheme**
- 8 Full-time student**
- 9 Retired from paid work**
- 10 Not in paid work for some other reason**

CARD G4

- 1 There are no jobs in the right place for me**
- 2 There are no jobs with the right hours for me**
- 3 There are no jobs available for me**
- 4 I am in full-time education**
- 5 I am on a training course**
- 6 My family would lose benefits if I was earning**
- 7 I am caring for an elderly or ill relative or friend**
- 8 I cannot work because of poor health**
- 9 I prefer not to work**
- 10 I prefer to be at home with the family rather than working**
- 11 I prefer to look after my children myself**
- 12 I cannot find a job which pays enough**
- 13 I cannot find suitable childcare**
- 14 My partner disapproves**
- 15 Other reason**

CARD G5

- 1 Jobseeker's Allowance**
- 2 Income Support**
- 3 Sickness, disability or incapacity benefits (including Employment Support Allowance)**
- 4 Any sort of pension including a private pension or the state pension, pension credit (Including guarantee credit, savings credit or housing credit)**
- 5 Child Benefit**
- 6 Tax credits, such as the Working Tax Credit, Disabled Person Tax Credit or Child Tax Credit**
- 7 Any other family related benefit or payment**
- 8 Housing Benefit (including direct payments to your landlord) (or Council Tax Reduction or any other form of relief on your Council Tax)**
- 9 Income from any other state benefit**

CARD G6

- 1 Incapacity Benefit**
- 2 Employment and Support Allowance**
- 3 Severe Disablement Allowance**
- 4 Carer's Allowance**
- 5 Disability Living Allowance**
- 6 Return to Work Credit**
- 7 Attendance Allowance**
- 8 Industrial Injury Disablement Benefit**
- 9 War Disablement Pension**
- 10 Sickness and Accident Insurance**
- 11 Any other disability related benefit or payment**

CARD G7

- 1 NI Pension or State Retirement (Old Age) Pension**
- 2 A pension from a previous employer**
- 3 A pension from a spouse's previous employer**
- 4 Pension Credit including Guarantee Credit , Savings Credit and Housing Credit**
- 5 Private pension or annuity**
- 6 Widow's or War Widow's Pension**
- 7 Widowed Mother's Allowance, Parent's Allowance or Bereavement Allowance**
- 8 War Disablement Pension**

CARD G8

- 1 Regular maintenance or child support payments
(including payments made through the CSA) from a
former partner**
- 2 Education grants/ studentships**
- 3 Training/ government training scheme allowance**

CARD G9

- 1 Regular cash help from parents**

- 2 Regular cash help from other relatives or friends outside
the household**

- 3 Income from investments, including interest on savings**

- 4 Rent from boarders, lodgers or sub-tenants/ rent from
other property**

- 5 Other income from organisations or other persons
outside the household**

- 6 Any other source of regular family/ household income**

CARD G10

Weekly	Monthly	Annual	
2 Less than £100	Less than £440	Less than £5,000	2
3 £100 less than £210	£440 less than £900	£5,000 less than £11,000	3
4 £210 less than £290	£900 less than £1,200	£11,000 less than £14,500	4
5 £290 less than £320	£1,200 less than £1,350	£14,500 less than £16,000	5
6 £320 less than £350	£1,350 less than £1,500	£16,000 less than £18,000	6
7 £350 less than £370	£1,500 less than £1,600	£18,000 less than £19,000	7
8 £370 less than £450	£1,600 less than £1,900	£19,000 less than £23,000	8
9 £450 less than £520	£1,900 less than £2,200	£23,000 less than £26,000	9
10 £520 less than £590	£2,200 less than £2,500	£26,000 less than £30,000	10
11 £590 less than £660	£2,500 less than £2,800	£30,000 less than £33,000	11
12 £660 less than £750	£2,800 less than £3,100	£33,000 less than £37,500	12
13 £750 less than £850	£3,100 less than £3,600	£37,500 less than £43,000	13
14 £850 less than £1000	£3,600 less than £4,200	£43,000 less than £50,500	14
15 £1000 less than £1,100	£4,200 less than £4,800	£50,500 less than £57,500	15
16 £1,100 less than £1,300	£4,800 less than £5,500	£57,500 less than £66,000	16
17 £1,300 less than £1,600	£5,500 less than £6,900	£66,000 less than £83,000	17
18 £1,600 less than £2,100	£6,900 less than £8,900	£83,000 less than £110,000	18
19 £2,100 less than £2,700	£8,900 less than £11,500	£110,000 less than £140,000	19
20 More than £2,700	More than £11,500	More than £140,000	20

CARD G11

Weekly	Monthly	Annual	
2 Less than £60	Less than £260	Less than £3,000	2
3 £60 less than £130	£260 less than £580	£3,000 less than £7,000	3
4 £130 less than £180	£580 less than £760	£7,000 less than £9,000	4
5 £180 less than £200	£760 less than £870	£9,000 less than £10,500	5
6 £200 less than £220	£870 less than £940	£10,500 less than £11,000	6
7 £220 less than £230	£940 less than £1,000	£11,000 less than £12,000	7
8 £230 less than £280	£1,000 less than £1,200	£12,000 less than £15,000	8
9 £280 less than £320	£1,200 less than £1,400	£15,000 less than £17,000	9
10 £320 less than £350	£1,400 less than £1,500	£17,000 less than £18,000	10
11 £350 less than £390	£1,500 less than £1,700	£18,000 less than £20,000	11
12 £390 less than £420	£1,700 less than £1,800	£20,000 less than £22,000	12
13 £420 less than £470	£1,800 less than £2,000	£22,000 less than £24,000	13
14 £470 less than £520	£2,000 less than £2,200	£24,000 less than £27,000	14
15 £520 less than £550	£2,200 less than £2,400	£27,000 less than £29,000	15
16 £550 less than £600	£2,400 less than £2,600	£29,000 less than £31,000	16
17 £600 less than £700	£2,600 less than £3,000	£31,000 less than £37,000	17
18 £700 less than £860	£3,000 less than £3,700	£37,000 less than £45,000	18
19 £860 less than £1,100	£3,700 less than £4,700	£45,000 less than £56,000	19
20 More than £1,100	More than £4,700	More than £56,000	20

CARD G12

- 1 Account at a bank, building society or elsewhere**
- 2 Premium Bonds or National Savings Accounts or Certificates**
- 3 ISA – cash or TESSA**
- 4 ISA – stocks and shares or PEPS**
- 5 Stocks and/ or Shares (including share options, employee share ownership or share clubs)**
- 6 Unit or Investment Trusts/ Bonds and Gilts (government or corporate)**
- 7 Property or land, other than this home (including business or farm property and land, and property abroad)**
- 8 Other savings, investments or assets**

CARD G13

- 1 Credit card**
- 2 Store card**
- 3 Hire purchase agreement(s)**
- 4 Personal loan(s) (from bank, building society or other financial institution)**
- 5 Catalogue or mail order purchase agreement(s)**
- 6 DWP Social Fund loan**
- 7 Any other loan(s) from a private individual**
- 8 Student loan**
- 9 Other debt not listed here**

CARD G14

- 1 We have this**

- 2 We would like to have this, but cannot afford it at the moment**

- 3 We do not want/ need this at the moment**

CARD G15

- 1 Child does this**

- 2 Child would like to do this, but we cannot afford it at the moment**

- 3 Child does not want/ need this at the moment**

CARD G16

- 1 We do this**

- 2 We would like to do this, but cannot afford it at the moment**

- 3 We do not want/ need this at the moment**

CARD G17

- 1 Higher Degree and Postgraduate qualifications**
- 2 First Degree (including B.Ed.)**
- 3 Post-graduate Diplomas and Certificates**
- 4 Diplomas in higher education and other higher education qualifications**
- 5 Teaching qualifications for schools or further education (below degree level)**
- 6 A/ AS/ S Levels/ SCE Higher, Scottish Certificate Sixth Year Studies, Leaving Certificate or equivalent**
- 7 O Level or GCSE grade A-C, SCE Standard, Ordinary grades 1-3 or Junior Certificate grade A-C**
- 8 CSE below grade 1/ GCSE or O Level below grade C, SCE Standard, Ordinary grades below grade 3 or Junior Certificate below grade C**
- 9 Other academic qualifications (incl. some overseas)**

CARD G18

- 1 Professional qualifications at degree level e.g. graduate member of professional institute, chartered accountant or surveyor**
- 2 Nursing or other medical qualifications (below degree level)**
- 3 NVQ or SVQ level 4 or 5**
- 4 HND, HNC, Higher Level BTEC/ RSA Higher Diploma**
- 5 NVQ or SVQ Level 3/ GNVQ Advanced or GSVQ Level 3**
- 6 OND, ONCM BTEC National, SCOTVEC National Certificate**
- 7 City & Guilds advanced craft, Part III/ RSA Advanced Diploma**
- 8 NVQ or SVQ Level 2/ GNVQ Intermediate or GSVQ Level 2**
- 9 BTEC, SCOTVEC first or general diploma**
- 10 City & Guilds Craft or Part II/ RSA Diploma**
- 11 NVQ or SVQ Level 1/ GNVQ Foundation Level or GSVQ Level 1**
- 12 BTEC, SCOTVEC first or general certificate/ SCOTVEC modules**
- 13 City & Guilds part 1/ RSA Stage I,II,III/ Junior certificate**
- 14 Other vocational qualifications (incl. some overseas)**

CARD G19

- 1 Working for a different employer**
- 2 Working for myself (self-employed)**
- 3 Unemployed/ looking for work**
- 4 Retired from paid work altogether**
- 5 Looking after family or home**
- 6 In full-time education/ student**
- 7 Sick/ disabled**
- 8 On government training scheme**
- 9 Something else**

CARD H1

- 1 Wanted to buy**
- 2 Wanted larger home**
- 3 Wanted place of my own**
- 4 Wanted better home**
- 5 Moving away from crime**
- 6 Problem with neighbours**
- 7 School catchment area**
- 8 Wanted to move to better area**
- 9 New relationship**
- 10 Relationship breakdown**
- 11 To be nearer relative(s)**
- 12 Job change/ nearer work**
- 13 Spouse or partner job change**
- 14 Could no longer afford last home**
- 15 Evicted/ repossessed from last home**
- 16 Had to move due to changes in benefit rules**
- 17 For children's education**
- 18 Just wanted a change**
- 19 Other reason**

CARD J1

- 1 Too much time**

- 2 More than enough time**

- 3 Just enough time**

- 4 Not quite enough time**

- 5 Nowhere near enough time**

CARD J2

- 1 I work long hours**
- 2 I work away from home**
- 3 Other work reasons**
- 4 Demands of domestic work**
- 5 Demands of other children**
- 6 I am in poor health**
- 7 Child is busy doing other things**
- 8 Child is away at boarding school**
- 9 Other**

CARD K1

- 1 Legally separated**
- 2 Married, 1st and only marriage**
- 3 Remarried, 2nd or later marriage**
- 4 Single, never married and never in a Civil Partnership**
- 5 Divorced**
- 6 Widowed**
- 7 A Civil Partner in a legally recognised Civil Partnership**
- 8 A former Civil Partner (where Civil Partnership legally dissolved)**
- 9 A surviving Civil Partner (where Civil Partner has died)**

CARD K2

WHITE

- 1 Welsh / English / Scottish / Northern Irish / British**
- 2 Irish**
- 3 Gypsy or Irish Traveller**
- 4 Any other White background**

MIXED / MULTIPLE ETHNIC GROUPS

- 5 White and Black Caribbean**
- 6 White and Black African**
- 7 White and Asian**
- 8 Any other mixed / multiple ethnic background**

ASIAN / ASIAN BRITISH

- 9 Indian**
- 10 Pakistani**
- 11 Bangladeshi**
- 12 Chinese**
- 13 Any other Asian background**

BLACK / AFRICAN / CARIBBEAN / BLACK BRITISH

- 14 African**
- 15 Caribbean**
- 16 Any other Black / African / Caribbean background**

OTHER ETHNIC GROUP

- 17 Arab**
- 18 Any other ethnic group**

CARD K3

- 1 Vision (for example blindness or partial sight)**
- 2 Hearing (for example deafness or partial hearing)**
- 3 Mobility (for example walking short distances or climbing stairs)**
- 4 Dexterity (for example lifting and carrying objects, using a keyboard)**
- 5 Learning or understanding or concentrating**
- 6 Memory**
- 7 Mental health**
- 8 Stamina or breathing or fatigue**
- 9 Socially or behaviourally (for example associated with autism, attention deficit disorder or Asperger's Syndrome)**
- 10 Other**

CARD K4

- 1 Maternity Leave**
- 2 Parental Leave**
- 3 Paternity Leave**
- 4 Other Leave/ holiday**
- 5 Sick/ injured**
- 6 Laid off/ on short time**
- 7 Other personal family reason**
- 8 Other reasons**

CARD K5

- 1 Private firm/ company/ PLC**
- 2 Nationalised industry/ state corporation**
- 3 Central government or civil service**
- 4 Local government or council (including police, fire services and local authority controlled schools/ colleges)**
- 5 University or other grant funded education establishment (include 'opted-out' schools)**
- 6 Health authority or NHS Trust**
- 7 Charity, voluntary organisation or trust**
- 8 Armed forces**
- 9 Some other kind of organisation**

CARD K6

- 1 Looking after the family**
- 2 Found a job, waiting to start it**
- 3 Out of work and looking for a job**
- 4 Out of work, for reasons of poor health**
- 5 Taking part in the New Deal (or Flexible New Deal) (job placement, training, task force voluntary work)**
- 6 On another Government training scheme**
- 7 On a modern apprenticeship scheme**
- 8 Full-time student**
- 9 Retired from paid work**
- 10 Not in paid work for some other reason**

CARD K7

- 1 Higher Degree and Postgraduate qualifications**
- 2 First Degree (including B.Ed.)**
- 3 Post-graduate Diplomas and Certificates**
- 4 Diplomas in higher education and other higher education qualifications**
- 5 Teaching qualifications for schools or further education (below degree level)**
- 6 A/ AS/ S Levels/ SCE Higher, Scottish Certificate Sixth Year Studies, Leaving Certificate or equivalent**
- 7 O Level or GCSE grade A-C, SCE Standard, Ordinary grades 1-3 or Junior Certificate grade A-C**
- 8 CSE below grade 1/ GCSE or O Level below grade C, SCE Standard, Ordinary grades below grade 3 or Junior Certificate below grade C**
- 9 Other academic qualifications (incl. some overseas)**

CARD K8

- 1 Professional qualifications at degree level e.g. graduate member of professional institute, chartered accountant or surveyor**
- 2 Nursing or other medical qualifications (below degree level)**
- 3 NVQ or SVQ level 4 or 5**
- 4 HND, HNC, Higher Level BTEC/ RSA Higher Diploma**
- 5 NVQ or SVQ Level 3/ GNVQ Advanced or GSVQ Level 3**
- 6 OND, ONCM BTEC National, SCOTVEC National Certificate**
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- 9 BTEC, SCOTVEC first or general diploma**
- 10 City & Guilds Craft or Part II/ RSA Diploma**
- 11 NVQ or SVQ Level 1/ GNVQ Foundation Level or GSVQ Level 1**
- 12 BTEC, SCOTVEC first or general certificate/ SCOTVEC modules**
- 13 City & Guilds part 1/ RSA Stage I, II, III/ Junior certificate**
- 14 Other vocational qualifications (incl. some overseas)**

**CHILD OF THE
NEW CENTURY** 

AGE 14 SURVEY

MAIN/PARTNER RESPONDENT CARDS (MAIN STAGE)

NORTHERN IRELAND

Ipsos MORI

13-025042-02/S11NI

CARD A1

Spouse/ Partner

- 1 Husband/ Wife
- 2 Partner/ Cohabitee

Son/ Daughter

- 3 Natural son/ daughter
- 4 Adopted son/ daughter
- 5 Foster son/ daughter
- 6 Step-son/ step-daughter/ Child of (current/ previous) partner

Parent

- 7 Natural parent
- 8 Adoptive parent
- 9 Foster parent
- 10 Step-parent/ Partner of parent

Brother/ Sister

- 11 Natural brother/ Natural sister
- 12 Half-brother/ Half-sister
- 13 Step-brother/ Step-sister
- 14 Adopted brother/ Adopted sister
- 15 Foster brother/ Foster sister

Grandchild/ Grandparent

- 16 Grandchild
- 17 Grandparent

Other

- 18 Nanny/ au pair
- 19 Other relative
- 20 Other non-relative

CARD B1

- 1 Legally separated**
- 2 Married, 1st and only marriage**
- 3 Remarried, 2nd or later marriage**
- 4 Single, never married and never in a Civil Partnership**
- 5 Divorced**
- 6 Widowed**
- 7 A Civil Partner in a legally recognised Civil Partnership**
- 8 A former Civil Partner (where Civil Partnership legally dissolved)**
- 9 A surviving Civil Partner (where Civil Partner has died)**

CARD B2

WHITE

- 1 White**
- 2 Irish Traveller**

MIXED / MULTIPLE

- 3 White and Black Caribbean**
- 4 White and Black African**
- 5 White and Asian**
- 6 Any other Mixed / Multiple ethnic background**

ASIAN / ASIAN BRITISH

- 7 Indian**
- 8 Pakistani**
- 9 Bangladeshi**
- 10 Chinese**
- 11 Any other Asian background**

BLACK / BLACK BRITISH

- 12 African**
- 13 Caribbean**
- 14 Any other Black/ African/ Caribbean background**

OTHER ETHNIC GROUP

- 15 Arab**
- 16 Any other ethnic group**

CARD B3

- 1 Relationship reasons (e.g. didn't get along, grown apart, too different, etc.)**
- 2 Financial reasons (unemployment, lack of money, etc.)**
- 3 Health reasons (depressed, sick, etc.)**
- 4 Alcohol/ drug problems**
- 5 Violent abusive behavior**
- 6 Other**

CARD B4

- 1 Parent(s) unable to cope/ needed a break**

- 2 Parent(s) mistreated child/ children or his/ her/ their siblings**

- 3 Parent(s) ill in hospital**

- 4 Parent(s) died**

- 5 Other reason**

CARD B5

- 1 Statutory children's home**
- 2 Foster parents**
- 3 Voluntary children's home**
- 4 Boarding school**
- 5 Living with relatives**
- 6 Prison or Offenders centre**
- 7 Some other place**

CARD B6

- 1 Under three months**
- 2 Three months, less than 1 year**
- 3 1 year, less than 2**
- 4 2 years, less than 5**
- 5 5 years, less than 10**
- 6 10 years or more**

CARD C1

- 1 Individual support in class from teacher/ assistant**
- 2 Individual support in class from a family member**
- 3 Special classes**
- 4 Adaptations have been made to physical environment**
- 5 Equipment has been provided**
- 6 Attends a special school**
- 7 Other**

CARD C2

- 1** **Continue in full-time education, such as school or college**

- 2** **Get an apprenticeship or other work-placed learning**

- 3** **Get a job (with some part-time education or training)**

CARD C3

- | | |
|----------|--------------------------|
| 1 | Very likely |
| 2 | Fairly likely |
| 3 | Not very likely |
| 4 | Not at all likely |

CARD C4

- 1 The child won't achieve the required grades**
- 2 The child won't want to go**
- 3 None of their friends are likely to go**
- 4 None of their family has been before**
- 5 We can't afford it**
- 6 I don't want my child to be in that much debt**
- 7 Won't need it for the career they're interested in**
- 8 Other**

CARD D1

- 1 Every day or almost every day**
- 2 Several times a week**
- 3 Once or twice a week**
- 4 Once or twice a month**
- 5 Less often than once a month**
- 6 Not at all**

CARD D2

1 Always

2 Usually

3 Sometimes

4 Never

CARD E1

- 1 Vision (for example blindness or partial sight)**
- 2 Hearing (for example deafness or partial hearing)**
- 3 Mobility (for example walking short distances or climbing stairs)**
- 4 Dexterity (for example lifting and carrying objects, using a keyboard)**
- 5 Learning or understanding or concentrating**
- 6 Memory**
- 7 Mental health**
- 8 Stamina or breathing or fatigue**
- 9 Socially or behaviourally (for example associated with autism, attention deficit disorder or Asperger's Syndrome)**
- 10 Other**

CARD E2

- 1 Men C (meningitis C) booster
(usually given around age 14)**

- 2 Td/IPV (tetanus, diphtheria and polio) booster
(usually given around age 14)**

- 3 MMR (measles, mumps and rubella)
(catch up vaccination, if missed when younger)**

- 4 Any other vaccinations (including vaccinations for travel
abroad)**

CARD F1

- 1 Vision (for example blindness or partial sight)**
- 2 Hearing (for example deafness or partial hearing)**
- 3 Mobility (for example walking short distances or climbing stairs)**
- 4 Dexterity (for example lifting and carrying objects, using a keyboard)**
- 5 Learning or understanding or concentrating**
- 6 Memory**
- 7 Mental health**
- 8 Stamina or breathing or fatigue**
- 9 Socially or behaviourally (for example associated with autism, attention deficit disorder or Asperger's Syndrome)**
- 10 Other**

CARD F2

- 1 Every day or almost every day**
- 2 Several times a week**
- 3 Once or twice a week**
- 4 At least once a month**
- 5 Every few months**
- 6 At least once a year**
- 7 Less often or never**

CARD G1

- 1 Maternity Leave**
- 2 Parental Leave**
- 3 Paternity Leave**
- 4 Other Leave/ holiday**
- 5 Sick/ injured**
- 6 Laid off/ on short time**
- 7 Other personal family reason**
- 8 Other reasons**

CARD G2

- 1 Private firm/ company/ PLC**
- 2 Nationalised industry/ state corporation**
- 3 Central government or civil service**
- 4 Local government or council (including police, fire services and local authority controlled schools/ colleges)**
- 5 University or other grant funded education establishment (include 'opted-out' schools)**
- 6 Health authority or NHS Trust**
- 7 Charity, voluntary organisation or trust**
- 8 Armed forces**
- 9 Some other kind of organisation**

CARD G3

- 1 Looking after the family**
- 2 Found a job, waiting to start it**
- 3 Out of work and looking for a job**
- 4 Out of work, for reasons of poor health**
- 5 Taking part in the New Deal (or Flexible New Deal) (job placement, training, task force or voluntary work)**
- 6 On another Government training scheme**
- 7 On a modern apprenticeship scheme**
- 8 Full-time student**
- 9 Retired from paid work**
- 10 Not in paid work for some other reason**

CARD G4

- 1 There are no jobs in the right place for me**
- 2 There are no jobs with the right hours for me**
- 3 There are no jobs available for me**
- 4 I am in full-time education**
- 5 I am on a training course**
- 6 My family would lose benefits if I was earning**
- 7 I am caring for an elderly or ill relative or friend**
- 8 I cannot work because of poor health**
- 9 I prefer not to work**
- 10 I prefer to be at home with the family rather than working**
- 11 I prefer to look after my children myself**
- 12 I cannot find a job which pays enough**
- 13 I cannot find suitable childcare**
- 14 My partner disapproves**
- 15 Other reason**

CARD G5

- 1 Jobseeker's Allowance**
- 2 Income Support**
- 3 Sickness, disability or incapacity benefits (including Employment Support Allowance)**
- 4 Any sort of pension including a private pension or the state pension, pension credit (Including guarantee credit, savings credit or housing credit)**
- 5 Child Benefit**
- 6 Tax credits, such as the Working Tax Credit, Disabled Person Tax Credit or Child Tax Credit**
- 7 Any other family related benefit or payment**
- 8 Housing Benefit (including direct payments to your landlord) (or Council Tax Reduction or any other form of relief on your Council Tax)**
- 9 Income from any other state benefit**

CARD G6

- 1 Incapacity Benefit**
- 2 Employment and Support Allowance**
- 3 Severe Disablement Allowance**
- 4 Carer's Allowance**
- 5 Disability Living Allowance**
- 6 Return to Work Credit**
- 7 Attendance Allowance**
- 8 Industrial Injury Disablement Benefit**
- 9 War Disablement Pension**
- 10 Sickness and Accident Insurance**
- 11 Any other disability related benefit or payment**

CARD G7

- 1 NI Pension or State Retirement (Old Age) Pension**
- 2 A pension from a previous employer**
- 3 A pension from a spouse's previous employer**
- 4 Pension Credit including Guarantee Credit , Savings Credit and Housing Credit**
- 5 Private pension or annuity**
- 6 Widow's or War Widow's Pension**
- 7 Widowed Mother's Allowance, Parent's Allowance or Bereavement Allowance**
- 8 War Disablement Pension**

CARD G8

- 1 Regular maintenance or child support payments (including payments made through the CSA) from a former partner**
- 2 Education grants/ studentships**
- 3 Training/ government training scheme allowance**

CARD G9

- 1 Regular cash help from parents**
- 2 Regular cash help from other relatives or friends outside the household**
- 3 Income from investments, including interest on savings**
- 4 Rent from boarders, lodgers or sub-tenants/ rent from other property**
- 5 Other income from organisations or other persons outside the household**
- 6 Any other source of regular family/ household income**

CARD G10

Weekly	Monthly	Annual	
2 Less than £100	Less than £440	Less than £5,000	2
3 £100 less than £210	£440 less than £900	£5,000 less than £11,000	3
4 £210 less than £290	£900 less than £1,200	£11,000 less than £14,500	4
5 £290 less than £320	£1,200 less than £1,350	£14,500 less than £16,000	5
6 £320 less than £350	£1,350 less than £1,500	£16,000 less than £18,000	6
7 £350 less than £370	£1,500 less than £1,600	£18,000 less than £19,000	7
8 £370 less than £450	£1,600 less than £1,900	£19,000 less than £23,000	8
9 £450 less than £520	£1,900 less than £2,200	£23,000 less than £26,000	9
10 £520 less than £590	£2,200 less than £2,500	£26,000 less than £30,000	10
11 £590 less than £660	£2,500 less than £2,800	£30,000 less than £33,000	11
12 £660 less than £750	£2,800 less than £3,100	£33,000 less than £37,500	12
13 £750 less than £850	£3,100 less than £3,600	£37,500 less than £43,000	13
14 £850 less than £1000	£3,600 less than £4,200	£43,000 less than £50,500	14
15 £1000 less than £1,100	£4,200 less than £4,800	£50,500 less than £57,500	15
16 £1,100 less than £1,300	£4,800 less than £5,500	£57,500 less than £66,000	16
17 £1,300 less than £1,600	£5,500 less than £6,900	£66,000 less than £83,000	17
18 £1,600 less than £2,100	£6,900 less than £8,900	£83,000 less than £110,000	18
19 £2,100 less than £2,700	£8,900 less than £11,500	£110,000 less than £140,000	19
20 More than £2,700	More than £11,500	More than £140,000	20

CARD G11

Weekly	Monthly	Annual	
2 Less than £60	Less than £260	Less than £3,000	2
3 £60 less than £130	£260 less than £580	£3,000 less than £7,000	3
4 £130 less than £180	£580 less than £760	£7,000 less than £9,000	4
5 £180 less than £200	£760 less than £870	£9,000 less than £10,500	5
6 £200 less than £220	£870 less than £940	£10,500 less than £11,000	6
7 £220 less than £230	£940 less than £1,000	£11,000 less than £12,000	7
8 £230 less than £280	£1,000 less than £1,200	£12,000 less than £15,000	8
9 £280 less than £320	£1,200 less than £1,400	£15,000 less than £17,000	9
10 £320 less than £350	£1,400 less than £1,500	£17,000 less than £18,000	10
11 £350 less than £390	£1,500 less than £1,700	£18,000 less than £20,000	11
12 £390 less than £420	£1,700 less than £1,800	£20,000 less than £22,000	12
13 £420 less than £470	£1,800 less than £2,000	£22,000 less than £24,000	13
14 £470 less than £520	£2,000 less than £2,200	£24,000 less than £27,000	14
15 £520 less than £550	£2,200 less than £2,400	£27,000 less than £29,000	15
16 £550 less than £600	£2,400 less than £2,600	£29,000 less than £31,000	16
17 £600 less than £700	£2,600 less than £3,000	£31,000 less than £37,000	17
18 £700 less than £860	£3,000 less than £3,700	£37,000 less than £45,000	18
19 £860 less than £1,100	£3,700 less than £4,700	£45,000 less than £56,000	19
20 More than £1,100	More than £4,700	More than £56,000	20

CARD G12

- 1 Account at a bank, building society or elsewhere**
- 2 Premium Bonds or National Savings Accounts or Certificates**
- 3 ISA – cash or TESSA**
- 4 ISA – stocks and shares or PEPS**
- 5 Stocks and/ or Shares (including share options, employee share ownership or share clubs)**
- 6 Unit or Investment Trusts/ Bonds and Gilts (government or corporate)**
- 7 Property or land, other than this home (including business or farm property and land, and property abroad)**
- 8 Other savings, investments or assets**

CARD G13

- 1 Credit card**
- 2 Store card**
- 3 Hire purchase agreement(s)**
- 4 Personal loan(s) (from bank, building society or other financial institution)**
- 5 Catalogue or mail order purchase agreement(s)**
- 6 DWP Social Fund loan**
- 7 Any other loan(s) from a private individual**
- 8 Student loan**
- 9 Other debt not listed here**

CARD G14

- 1 We have this**

- 2 We would like to have this, but cannot afford it at the moment**

- 3 We do not want/ need this at the moment**

CARD G15

- 1 Child does this**

- 2 Child would like to do this, but we cannot afford it at the moment**

- 3 Child does not want/ need this at the moment**

CARD G16

- 1 We do this**

- 2 We would like to do this, but cannot afford it at the moment**

- 3 We do not want/ need this at the moment**

CARD G17

- 1 Higher Degree and Postgraduate qualifications**
- 2 First Degree (including B.Ed.)**
- 3 Post-graduate Diplomas and Certificates**
- 4 Diplomas in higher education and other higher education qualifications**
- 5 Teaching qualifications for schools or further education (below degree level)**
- 6 A/ AS/ S Levels/ SCE Higher, Scottish Certificate Sixth Year Studies, Leaving Certificate or equivalent**
- 7 O Level or GCSE grade A-C, SCE Standard, Ordinary grades 1-3 or Junior Certificate grade A-C**
- 8 CSE below grade 1/ GCSE or O Level below grade C, SCE Standard, Ordinary grades below grade 3 or Junior Certificate below grade C**
- 9 Other academic qualifications (incl. some overseas)**

CARD G18

- 1 Professional qualifications at degree level e.g. graduate member of professional institute, chartered accountant or surveyor**
- 2 Nursing or other medical qualifications (below degree level)**
- 3 NVQ or SVQ level 4 or 5**
- 4 HND, HNC, Higher Level BTEC/ RSA Higher Diploma**
- 5 NVQ or SVQ Level 3/ GNVQ Advanced or GSVQ Level 3**
- 6 OND, ONCM BTEC National, SCOTVEC National Certificate**
- 7 City & Guilds advanced craft, Part III/ RSA Advanced Diploma**
- 8 NVQ or SVQ Level 2/ GNVQ Intermediate or GSVQ Level 2**
- 9 BTEC, SCOTVEC first or general diploma**
- 10 City & Guilds Craft or Part II/ RSA Diploma**
- 11 NVQ or SVQ Level 1/ GNVQ Foundation Level or GSVQ Level 1**
- 12 BTEC, SCOTVEC first or general certificate/ SCOTVEC modules**
- 13 City & Guilds part 1/ RSA Stage I,II,III/ Junior certificate**
- 14 Other vocational qualifications (incl. some overseas)**

CARD G19

- 1 Working for a different employer**
- 2 Working for myself (self-employed)**
- 3 Unemployed/ looking for work**
- 4 Retired from paid work altogether**
- 5 Looking after family or home**
- 6 In full-time education/ student**
- 7 Sick/ disabled**
- 8 On government training scheme**
- 9 Something else**

CARD H1

- 1 Wanted to buy**
- 2 Wanted larger home**
- 3 Wanted place of my own**
- 4 Wanted better home**
- 5 Moving away from crime**
- 6 Problem with neighbours**
- 7 School catchment area**
- 8 Wanted to move to better area**
- 9 New relationship**
- 10 Relationship breakdown**
- 11 To be nearer relative(s)**
- 12 Job change/ nearer work**
- 13 Spouse or partner job change**
- 14 Could no longer afford last home**
- 15 Evicted/ repossessed from last home**
- 16 Had to move due to changes in benefit rules**
- 17 For children's education**
- 18 Just wanted a change**
- 19 Other reason**

CARD J1

- 1 Too much time**

- 2 More than enough time**

- 3 Just enough time**

- 4 Not quite enough time**

- 5 Nowhere near enough time**

CARD J2

- 1 I work long hours**
- 2 I work away from home**
- 3 Other work reasons**
- 4 Demands of domestic work**
- 5 Demands of other children**
- 6 I am in poor health**
- 7 Child is busy doing other things**
- 8 Child is away at boarding school**
- 9 Other**

CARD K1

- 1 Legally separated**
- 2 Married, 1st and only marriage**
- 3 Remarried, 2nd or later marriage**
- 4 Single, never married and never in a Civil Partnership**
- 5 Divorced**
- 6 Widowed**
- 7 A Civil Partner in a legally recognised Civil Partnership**
- 8 A former Civil Partner (where Civil Partnership legally dissolved)**
- 9 A surviving Civil Partner (where Civil Partner has died)**

CARD K2

WHITE

- 1 White**
- 2 Irish Traveller**

MIXED / MULTIPLE

- 3 White and Black Caribbean**
- 4 White and Black African**
- 5 White and Asian**
- 6 Any other Mixed / Multiple ethnic background**

ASIAN / ASIAN BRITISH

- 7 Indian**
- 8 Pakistani**
- 9 Bangladeshi**
- 10 Chinese**
- 11 Any other Asian background**

BLACK / BLACK BRITISH

- 12 African**
- 13 Caribbean**
- 14 Any other Black/ African/ Caribbean background**

OTHER ETHNIC GROUP

- 15 Arab**
- 16 Any other ethnic group**

CARD K3

- 1 Vision (for example blindness or partial sight)**
- 2 Hearing (for example deafness or partial hearing)**
- 3 Mobility (for example walking short distances or climbing stairs)**
- 4 Dexterity (for example lifting and carrying objects, using a keyboard)**
- 5 Learning or understanding or concentrating**
- 6 Memory**
- 7 Mental health**
- 8 Stamina or breathing or fatigue**
- 9 Socially or behaviourally (for example associated with autism, attention deficit disorder or Asperger's Syndrome)**
- 10 Other**

CARD K4

- 1 Maternity Leave**
- 2 Parental Leave**
- 3 Paternity Leave**
- 4 Other Leave/ holiday**
- 5 Sick/ injured**
- 6 Laid off/ on short time**
- 7 Other personal family reason**
- 8 Other reasons**

CARD K5

- 1 Private firm/ company/ PLC**
- 2 Nationalised industry/ state corporation**
- 3 Central government or civil service**
- 4 Local government or council (including police, fire services and local authority controlled schools/ colleges)**
- 5 University or other grant funded education establishment (include 'opted-out' schools)**
- 6 Health authority or NHS Trust**
- 7 Charity, voluntary organisation or trust**
- 8 Armed forces**
- 9 Some other kind of organisation**

CARD K6

- 1 Looking after the family**
- 2 Found a job, waiting to start it**
- 3 Out of work and looking for a job**
- 4 Out of work, for reasons of poor health**
- 5 Taking part in the New Deal (or Flexible New Deal) (job placement, training, task force voluntary work)**
- 6 On another Government training scheme**
- 7 On a modern apprenticeship scheme**
- 8 Full-time student**
- 9 Retired from paid work**
- 10 Not in paid work for some other reason**

CARD K7

- 1 Higher Degree and Postgraduate qualifications**
- 2 First Degree (including B.Ed.)**
- 3 Post-graduate Diplomas and Certificates**
- 4 Diplomas in higher education and other higher education qualifications**
- 5 Teaching qualifications for schools or further education (below degree level)**
- 6 A/ AS/ S Levels/ SCE Higher, Scottish Certificate Sixth Year Studies, Leaving Certificate or equivalent**
- 7 O Level or GCSE grade A-C, SCE Standard, Ordinary grades 1-3 or Junior Certificate grade A-C**
- 8 CSE below grade 1/ GCSE or O Level below grade C, SCE Standard, Ordinary grades below grade 3 or Junior Certificate below grade C**
- 9 Other academic qualifications (incl. some overseas)**

CARD K8

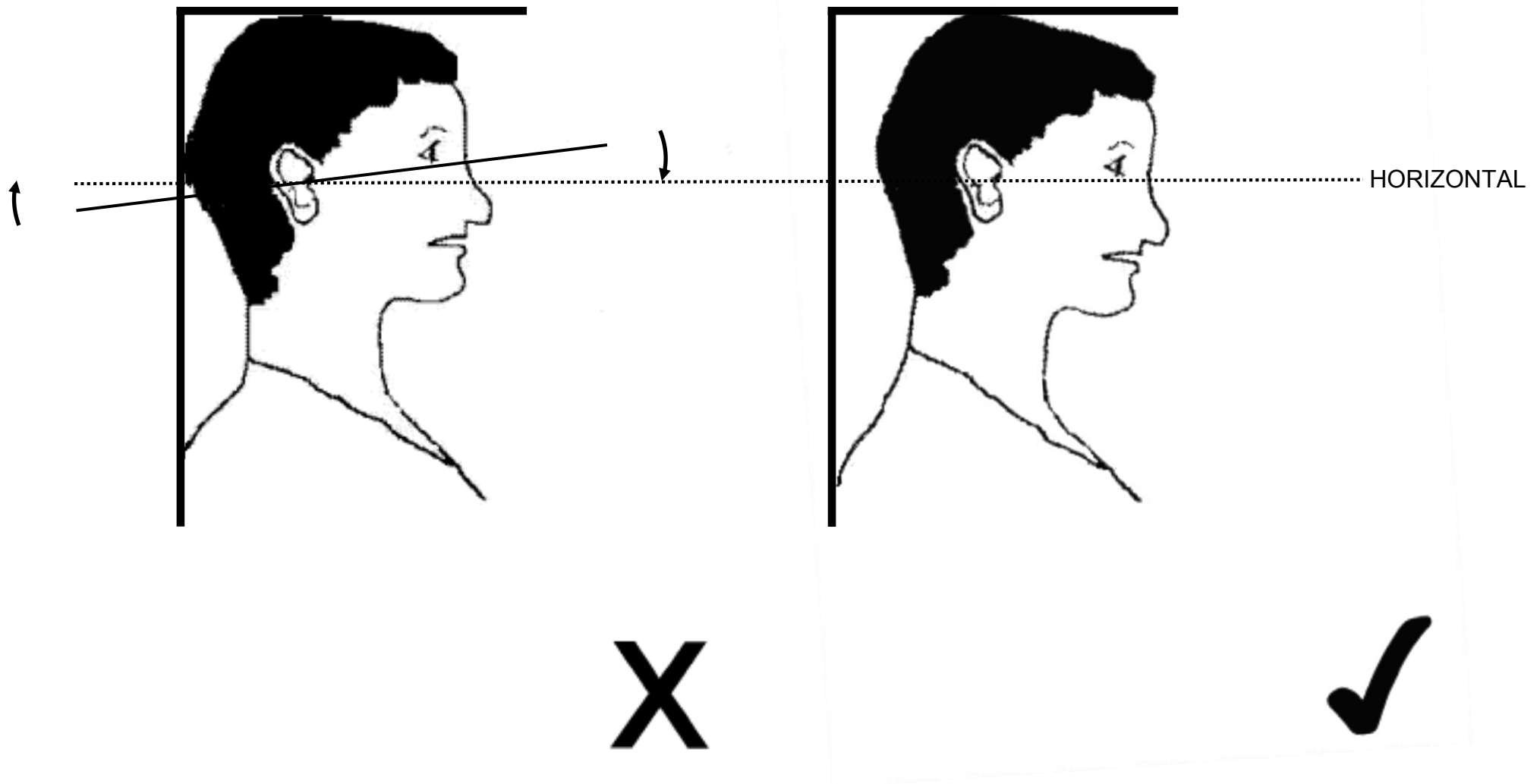
- 1 Professional qualifications at degree level e.g. graduate member of professional institute, chartered accountant or surveyor**
- 2 Nursing or other medical qualifications (below degree level)**
- 3 NVQ or SVQ level 4 or 5**
- 4 HND, HNC, Higher Level BTEC/ RSA Higher Diploma**
- 5 NVQ or SVQ Level 3/ GNVQ Advanced or GSVQ Level 3**
- 6 OND, ONCM BTEC National, SCOTVEC National Certificate**
- 7 City & Guilds advanced craft, Part III/ RSA Advanced Diploma**
- 8 NVQ or SVQ Level 2/ GNVQ Intermediate or GSVQ Level 2**
- 9 BTEC, SCOTVEC first or general diploma**
- 10 City & Guilds Craft or Part II/ RSA Diploma**
- 11 NVQ or SVQ Level 1/ GNVQ Foundation Level or GSVQ Level 1**
- 12 BTEC, SCOTVEC first or general certificate/ SCOTVEC modules**
- 13 City & Guilds part 1/ RSA Stage I, II, III/ Junior certificate**
- 14 Other vocational qualifications (incl. some overseas)**

Materials used in the Household:

Physical Measurements

- **Frankfurt Plane card**
- **Physical Measurements Summary sheet**
- **Measurements postcard**

FRANKFURT PLANE CARD



Physical Measurements Summary Sheet

HEIGHT MEASUREMENT

Assembling the height measure

1. Ensure the four measuring sections are in the correct order by matching the icons (★ to ★) (● to ●) (■ to ■).
2. Ensure the measuring sections have only one colour on each side.
3. Ensure both stabilisers are on the correct way round – i.e. facing the wall.
4. Ensure one stabiliser is on the first measuring section and the other is on the fourth above the blue measuring arm. Ensure both stabilisers are clear of joins.
5. Ensure the blue measuring arm is on correctly – i.e. right way up and facing the base plate.
6. Ensure the assembled height measure is against a wall or door.

Preparing the young person

1. Ensure the young person's shoes and socks or tights are removed. Ensure they have nothing in their pockets and they are wearing light clothing.
2. Ask young person to take off glasses if worn and remove hair accessories and hairstyles that may affect the reading.

Taking the measurement

1. Ensure the blue measuring arm is raised to allow sufficient room for the young person to stand beneath it.
2. Ask the young person to stand correctly:
 - their feet together flat on the centre of the base plate (on footprints if present)
 - heels as close together as possible touching the back of the base plate.
 - legs and back should be as straight as possible and against the height measure.
 - the back of their head should also be in contact with the height measure.
 - facing forward and arms hanging loosely by sides.
3. Slide the blue measuring arm by the handle firmly on to the young person's head, ensuring the blade touches the skull.
4. Stand in front of the young person and place the palms of your hands on their cheeks and your fingers resting on the top of the bony bits just behind the ears.
5. Tilt the young person's head forward until it is in the Frankfurt Plane. The young person's head should raise the blue measuring arm.
6. Release the young person's head and ask them to duck off the base plate ensuring they do not knock the blue measuring arm.

Recording the measurement

1. Read the height measurement in metric units from between the red pointers to the nearest **completed** millimetre.
2. Immediately record the measurement in CAPI, the number of attempts made, time measurement was taken, any special circumstances and other information. **Do not read the measurement out loud.**

Dismantling and packing away

1. Slot stabilisers into ends of measuring sections.
2. Slot measuring sections correctly into base plate.
3. Slot measuring arm into base plate (turn it upside down to do this).
4. Place height measure into the box and secure with strap.

WEIGHT AND BODY FAT MEASUREMENT

Preparing the equipment and young person

1. Place the scales on a firm, level surface.
2. Ensure the young person's shoes and socks or tights are removed. Ensure they have removed belts, have nothing in their pockets and are wearing light clothing.
3. **IMPORTANT:** Make sure young person does not have a pacemaker before taking body-fat.

Taking the measurement – weight and body-fat

1. Check scales are set to Kg mode by pressing grey 'kg/lb' button.
2. Switch the scales on by pressing the yellow 'ON/SET' button on the right hand side of the hand-held console. The console will beep and the display screen will flash with the default age (30).
3. Enter the young person's age in years. Use the yellow arrow buttons to scroll down to the desired age. Press the 'SET' button to confirm the selection. The console will beep.
4. Select the young person's gender using the yellow arrow buttons. Then press the 'SET' button to confirm the selection. The console will beep.
5. Next enter the young person's height in whole centimetres from CAPI. The console will display the default height (170). Use the arrow buttons to scroll down to the desired height. Press the 'SET' button to confirm the selection. The console will beep.
6. The console will beep twice and the display will show '0.0'. Ask the young person to step onto the scales.
7. The young person should stand with both feet flat on the surface of the foot pads. Make sure their feet are positioned touching the front and back foot pads. The young person should face forward, stand up straight with their arms by their sides. They should stand still.
8. Once stabilised, the weight measurement will appear in the display and the scales will beep. You should not attempt to note the weight at this point.
9. The young person should remain on the scales while their body fat is measured. Five zeros (00000) will appear on the display. After they have all disappeared, the scales will beep twice to indicate that body fat has been measured. Ask the young person to step-off the scales.
10. The display will rotate between body fat percentage (%) and the weight (kg) for about 30 seconds. You should note both the weight and body fat percentage at this point. **Do not read the measurements out loud.**
11. The scales will turn off automatically after about 30 seconds. Press the OFF button to turn the scales off before 30 seconds. In order to take the measurement again, you should turn the scales off and back on again.

Taking the measurement – weight only

1. Check scales are set to Kg mode by pressing grey 'kg/lb' button.
2. To turn the scales on in weight only mode, press the red WEIGHT button.
3. The display will show '8888.8' (and beep) and then display '0.0' (and beep).
4. Ask the young person to step onto the scales.
5. The young person should stand with both feet flat on the surface of the foot pads. The young person should face forward, stand up straight with their arms by their sides. They should stand still.
6. Once stabilised, the weight measurement will appear on the display and the scales will beep and the display will flash.
7. Read the weight from the display with the young person on the scales and then ask them to step off the scales. **Do not read the measurement out loud.**

Recording the measurement

Read the measurements from the display, but not out loud. Immediately record the measurements in CAPI, whether the young person was barefoot or socks/tights were worn, the number of attempts made, and whether the scales were placed on an uneven floor, a carpet, or neither. In addition record whether there were any special circumstances that affected the measurement and any additional information.

CHILD OF THE
NEW CENTURY 

AGE 14 SURVEY

WHAT ARE MY MEASUREMENTS?

My Name: Date: Time:

How tall am I? cm

(..... feet inches)

How much kilograms
do I weigh?

(..... stones pounds)

What is my body
fat percentage? %

Ipsos MORI
13-025042-02/M08

Materials used in the Household:

Activity monitor/Time-use record

- **Activity monitor information letter for sports clubs**
- **Activity monitor despatch slip**
- **Activity monitor placement leaflet**
- **Time-use notebook**
- **Time-use record app explanation leaflet**
- **Time-use record online explanation leaflet**
- **Time-use record/Activity monitor teacher explanation letter**



Ipsos MORI

Dear Sir/Madam,

**Child of the New Century - Age 14 Survey
Activity Monitor**

Name:

I am writing to let you know that the young person named above is taking part in an important national study called Child of the New Century. The study is exploring what it is like to grow up in the 21st century by following around 19,000 young people who were born in the UK in 2000/2001.

The study is run by the Centre for Longitudinal Studies, a research centre in the UCL Institute of Education, University College London. The study is funded by the ESRC (the government's Economic and Social Research Council), as well as government departments from all countries of the UK. The Age 14 Survey is being carried out by Ipsos MORI, an independent research organisation.

Part of the study involves collecting information about young people's physical activity. This information is collected using an activity monitor which we ask participants to wear for two days (one during the week and one at the weekend). The anonymised data will be available to academics, researchers and policy-makers, providing the most comprehensive resource about the activity levels of 14 year olds in the UK.

The activity monitor is a small, lightweight device that is worn on the wrist, like a watch. **It is important that we attempt to collect a complete picture of young people's physical activity, which requires them to wear the device at all times. We would like young people to wear the monitor whilst doing sport, including swimming.** It is safe for them to do so and it won't damage the device.

We very much hope that you will be able to offer your support to this important study. We would like to thank you for contributing to a major research resource.

With kind regards,

A handwritten signature in black ink, appearing to read 'Emla Fitzsimons'.

Professor Emla Fitzsimons
Study Director

If you have any questions about the activity monitor, please contact Stephan Tietz at Ipsos MORI. Stephan can be emailed on childnc@ipsos.com or called on Freephone 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, please check with your provider.

To find more about the Child of the New Century Study you can visit the website for study participants (www.childnc.net) or the Centre for Longitudinal Studies website (www.cls.ioe.ac.uk).

ACTIVITY MONITOR DESPATCH FORM

Interviewer: Complete and place in despatch packaging

Young person's details

First name: _____

Sex (M/F): _____

Barcode label from consent form

HOW SHOULD I WEAR THE ACTIVITY MONITOR?

We would like you to wear it on the wrist of the hand you **don't** write with.

- ☆ It is waterproof so you can wear it in the bath or shower.
- ☆ We would like you to wear it when you are doing sports, including swimming, and it is safe for you to do this. You should take it off if you dive more than 10 metres underwater.
- ☆ If you are taking a flight you should put the monitor in your checked luggage. If you are only taking carry-on luggage then don't take the activity monitor with you.

CAN IT TRACK WHERE I AM?

The monitor measures and records movements. It is not able to track where you are. It does not have GPS or a hidden camera.

WHAT ABOUT WHEN I AM AT SCHOOL OR PLAYING TEAM SPORTS?

We would like you to wear the activity monitor at school and when you are playing team sports. We hope that your teachers and sports clubs will be happy for you to do this. The interviewer will give you letters that you can give to teachers or sports clubs that explain why you are wearing the monitor.



THANK YOU FOR YOUR HELP

HOW SHALL I SEND IT BACK?

After the second day, please put it in the return package and post it back to us as soon as possible. You don't need to put a stamp on it. If you lose the package and need another one, let us know and we will send you one.

WILL I GET ANY FEEDBACK ABOUT MY ACTIVITY LEVELS?

Unfortunately we will not be able to give you any feedback about your individual activity levels while you were wearing the monitor. The data we get from your activity monitor will be combined with similar information from thousands of other fourteen year olds. This will allow us to build a detailed picture of activity among your generation.



CONTACT US

If you have any questions about the activity monitor you can contact us on:

Tel: 0808 238 5446

Email: childnc@ipsos.com

Calls from landlines are free but costs from mobile phones may vary, please check with your provider.



PLAYING SPORTS



Ipsos MORI

ACTIVITY LIST



Activity Type	Activities
Sleep and personal care	Sleeping and resting (including sick in bed)
	Personal care (including taking a shower/bath, grooming, getting dressed etc.)
School, homework, and education	Homework
	In class
	School breaks
	School clubs
	Detention
Paid or unpaid work	Paid work (including paid babysitting and paid work for the family)
	Unpaid work for family or other non-household (e.g. help in family business)
Chores, housework, and looking after people or animals	Cooking, cleaning, and shopping for the household
	Fixing things around the house, fixing bike, gardening
	Looking after brothers, sisters, other children in the household
	Looking after parent or other adult in the household (medical or personal care)
	Looking after animals
Eating and drinking	Eating or drinking in a restaurant or café
	Eating a meal
	Eating a snack or having a drink
Physical exercise and sports	Cycling
	Individual ball games and training (e.g. tennis, badminton)
	Jogging, running, walking, hiking
	Team ball games and training (e.g. football, hockey)
	Swimming and other water sports
	Other physical exercise (e.g. dancing, keeping fit) and other sports (e.g. skateboarding, gymnastics)
Travelling (including walking to school)	Travel by bus, taxi, tube, plane
	Travel by car, van (including vehicles owned by friends and family)
	Travel by physically active means (walk, bike etc.)
Social time and family time	Attending live sporting events
	Cinema, theatre, performance, gig etc.
	Exhibition, museum, library, other cultural events
	Shopping (including window shopping, hanging out at shopping centre)
	Speaking on the phone (including Skype, video calls)
Internet, TV, and digital media	Speaking, socialising face-to-face
	Answering emails, instant messaging, texting
	Browsing and updating social networking sites (e.g. Twitter, Facebook, BBM, Snapchat)
	General internet browsing, programming (not time on social networking sites)
	Listening to music, radio, iPod, other audio content
	Playing electronic games and Apps
	Watch TV, DVDs, downloaded videos
Volunteering and religious activities	Volunteering
	Religious activities (including going to places of worship, praying etc.)
Hobbies and other free time activities	Did nothing, just relaxing, bored, waiting
	Hobbies, arts and crafts, musical activities, writing stories, poetry etc.
	Reading (not for school)
Any other activity	Other activities not listed

Ipsos MORI 13-025042-02/B04

CHILD OF THE
NEW CENTURY

AGE 14 SURVEY

TIME-USE NOTEBOOK

WHAT DID YOU DO TODAY?

Day / /
Day (Mon-Sun) DD MM YYYY

This notebook is for you to use to write down what you are doing on the day written above. This will help you remember what you were doing when you fill in your time-use record.

HOW TO USE THIS NOTEBOOK

Please write down what you do - from waking up to going to sleep - along with the time you started doing it, like this.



Time	What did you do?
8:20	Had a shower
8:40	Got dressed
8:50	Had breakfast
9:20	Walked to the bus stop



- ★ The best way to complete this notebook is to carry it with you and fill it in throughout the day.
- ★ Remember to include things like getting dressed, eating and drinking, travelling, and waiting around or doing nothing.
- ★ If you feel something is too personal to write down, just write 'personal'.
- ★ If it's a school day, you should write in the times that you were in class but you don't need to write in what you did in class.
- ★ You should also write in all the times you were eating and drinking during the day.
- ★ There is a list of activities on the back page of this notebook, which also appears in the time-use record. When you fill in your time-use record, you will need to decide which of the activities on the list best describes what you were doing.

THANK YOU!

•



CHILD OF THE
NEW CENTURY 

AGE 14 SURVEY

TIME-USE RECORD

APP

This leaflet gives you more information about how to log in to and use the time-use record. Please keep it safe and don't lose it!

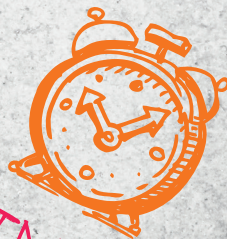
Please tell us how you spent your time by completing the time-use record for both of your days.

FOR EACH DAY, WE WOULD LIKE TO KNOW:

- ☆ What you were doing
- ☆ Where you were
- ☆ Who you were with
- ☆ How much you liked each activity

For each day, please make sure that you fill in what you were doing from 4am to 4am, and try not to miss out any times. If you used your paper time-use notebooks to write down how you spent your time, you can use these to help you remember what you did when you fill in your record using the app. The activity list printed on the back of your notebooks is the same as the list you will be asked to select your activities from in the app record.

WHAT DID
YOU DO



TIME-USE

HOW TO DOWNLOAD THE APP AND LOG IN

- ★ Go to the app store (if you are using an Apple device) or to Google Play (if you are using an Android device) and search for 'Ipsos Mobile'. You can also find the app by typing: <https://bit.ly/ipsosmobile> into the internet browser of your smartphone or tablet.
- ★ Download the 'Ipsos Mobile' app onto your Apple or Android smartphone or tablet. You will not need to pay for the app but it is best to connect to a wifi network to avoid possible data charges. Note that the app will not work on Windows or Blackberry devices. If you have any difficulties accessing the app please call 0808 238 5446 or email childnc@ipsos.com
- ★ Open the Ipsos Mobile app. You will see the following screen. (The screenshots in this leaflet are from an iPhone. Your screen may look slightly different if you are using a different device).

From this screen, enter your username:

Affix log-in sticker

You do not need to enter a password.

Touch the box to accept the terms and privacy policy, then touch 'Sign in'



- ★ You will see the following screen. Enter your username again, then touch 'Next'.

There is a short delay between your interviewer visit and your record being ready to fill in. If your record is not yet ready to fill in, you will be asked to come back to it later. It will be ready to fill in by your first selected day.



GETTING STARTED

After you have logged in, you will see this screen:



From this screen you can see a guide to the time-use app. This will show you how to fill it in. You should go through the guide before starting to fill in the record.

Your two days will be shown on the screen too (where it says Day 1 and Day 2 in the screenshot on the left). When you are ready to start filling one in, just touch it.

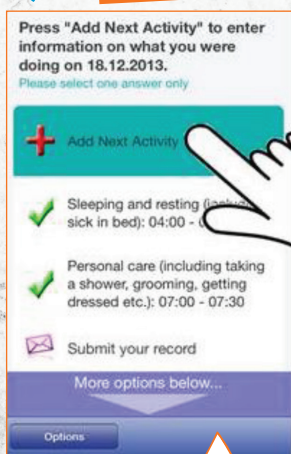
Make sure you fill in what you did for both of your days.

HOW TO FILL IT IN:

You need to enter all of the activities you do throughout each day, starting at 4am. For each activity, you will need to:

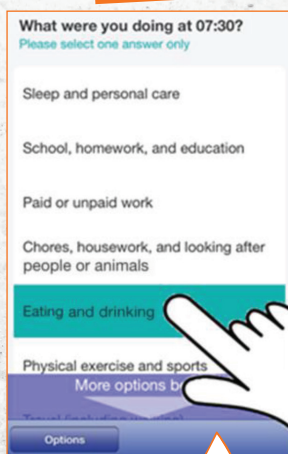


STEP 1



Select "Add next activity"

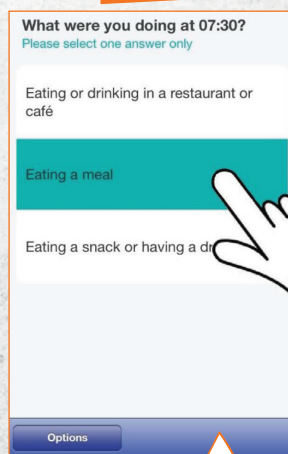
STEP 2



Find the type of activity from the list and select it.

If you would prefer not to tell us what you were doing, please enter 'Any other activity'.

STEP 3



You will now see a list of more specific activities to choose from.

Choose the activity that best describes what you were doing.





STEP 4

CNC time-use record

What time did you finish eating a meal?
08:00 am

06	58
07	59
08	00
09	01
10	02

Options Next

Enter the time when you finished doing that activity.

After each activity, you will then be asked where you were, who you were with and how much you liked it.



STEP 5

CNC time-use record

✓ Watching TV, DVDs, downloaded videos: 21:00 - 22:00

✓ Sleeping and resting (including sick in bed): 22:00 - 04:00

✉ Submit your record

← Back

Options

Once you have finished recording all your activities for the whole day you should touch 'Submit your record'.

You will then be asked some final questions about filling it in. Remember to fill in what you did for both of your days!

It is best to submit your record while you are connected to the internet so that it is sent right away.



KEEPING YOUR INFORMATION PRIVATE

The app will automatically save your data as you go along. If you are completing your record on a smartphone or tablet which you share with other people, you should close the app when you are not using it.

Your login is just for you - nobody else has been given your login, so nobody else can see what you have entered.

THANK YOU FOR YOUR HELP

Ipsos MORI

13-025042-02/Z06

**CHILD OF THE
NEW CENTURY** 

AGE 14 SURVEY

TIME-USE RECORD

ONLINE

This leaflet gives you more information about how to log in to and use the time-use record. Please keep it safe and don't lose it!

Please tell us how you spent your time by completing the time-use record for both of your days.



FOR EACH DAY, WE WOULD LIKE TO KNOW:

- ☆ What you were doing
- ☆ Where you were

- ☆ Who you were with
- ☆ How much you liked each activity



For each day, please make sure that you record what you were doing from 4am to 4am the next morning, and try not to miss out any times. If you used your paper time-use notebooks to write down how you spent your time, you can use these to help you remember what you did when you fill in your record online. The activity list printed on the back of your notebooks is the same as the list you will be asked to select your activities from in the online record.

HOW TO ACCESS THE TIME-USE RECORD AND LOG IN

- ☆ You will need to use a desktop computer, a laptop computer or a netbook. The computer must have a mouse.
- ☆ Go to the following web-page: www.cnc-time-use.com
- ☆ Enter your login:

AFFIX LOGIN STICKER

There is a short delay between your interviewer visit and your record being ready to fill in. If your record is not yet ready to fill in, you will be asked to come back to it later. It will be ready to fill in by your first selected day.

You are now ready to begin filling in your time-use record. Please turn over to see how to do this.

BEFORE YOU START

To view your record properly your web browser view, or zoom, should be set to 100%. Press CTRL-0 to set this if you are using a Windows desktop or laptop or Command-0 for Apple.

GETTING STARTED

After you login, you will see some instructions for how to fill in the record online. Once you have read the instructions, click the 'Go to time-use record' button to access your time-use record.

We would like you to fill in what you did on both of your days. Your days are at the top left of the screen. For instance, if your days were Thursday 16th January and Sunday 19th January, they would look like this:

Thursday 16-Jan	Sunday 19-Jan
-----------------	---------------

WHAT DID YOU DO

You can select which day you are filling in by clicking on it.

If you get stuck at any time, press the 'Help' button at the bottom left of the screen.

HOW TO FILL IT IN

For each day, the time-use record is a big grid. You will see a list of different types of activities down the side, and time going across the top.

To record what you have done, you need to find the type of activity that you were doing from the list, and then click on the + button to see the different activities in that group. You will then need to draw a line across the boxes using the mouse, from the time you started that activity to the time you stopped. You can do this by clicking and dragging from the start time to the end time. Alternatively, you can click once in each box to record the time. A blue bar will appear in the boxes for the times you have selected. For example, if you woke up at 6:30am, ate breakfast until 7:00am, then had a shower and got dressed until 7:30am, your lines would look like this:

Early morning

Activities	4am	5am	6am	7am
What were you doing?	10 20 30 40 50	10 20 30 40 50	10 20 30 40 50	10 20 30 40 50
Sleep and personal care	[Solid black bar from 4:00 to 6:00]			
Sleeping and resting (including sick in bed)	[Blue bar from 4:00 to 6:00]			
Personal care (including taking a shower/bath, grooming, getting dressed etc.)				[Blue bar from 6:30 to 7:00]
School, homework, and education				
Paid or unpaid work				
Chores, housework, and looking after people or animals				
Eating and drinking				
Eating or drinking in a restaurant or café				
Eating a meal				[Blue bar from 6:30 to 7:00]
Eating a snack or having a drink				

The black bar at the top of the screen shows you the times you have filled in, so you can tell if you have left any gaps.

If you would prefer not to tell us what you were doing for any times during the day, please enter 'Any other activity'.

WHAT IF I WAS DOING SOMETHING ELSE AT THE SAME TIME?

If you were doing more than one activity (for instance, eating a snack while watching TV), you will need to decide which was your main activity, and record only that one. You can only record one activity at a time.



WHAT ELSE SHOULD I FILL IN?

At the bottom of the grid, please record for **each** activity where you were (the **green** question), who you were with (the **pink** question) and how much you liked it (the **purple** question), as shown in the screen below. You can do this by drawing lines across the boxes using the mouse. You will need to remember to scroll down on the screen to find these questions.

Where were you?	
At home	1 2 3 4 5 6 7 8 9 10 11 12
Indoors, but not at home	13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
Outdoors	63 64 65 66 67 68 69 70

Who were you with?	
Alone	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
Mother	11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
Father	11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
Friends or other young people	71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
Siblings (brother or sister)	11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
Other adults	

How much did you like it?	
1 - Strongly liked	71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
2 - Liked	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
3 - Neither disliked or liked	
4 - Disliked	
5 - Strongly disliked	



WHAT YOU DO WITH FREE TIME



WHAT DO I DO WHEN I HAVE FINISHED FILLING IN ONE OF MY DAYS?

When you have finished filling in one of your days, click on the 'Submit' button to send it back to us. You can find the submit button at the bottom of the screen, and also at the top of the screen. It doesn't matter which one you use. You will then be shown a summary of what you have completed. You can go back to the record to fill in any gaps if you need to. You will also be asked some final questions about filling the record in.



Remember to fill in and submit both of your days!



HOW DO I MAKE SURE MY INFORMATION IS SAFE?



If you are completing your record on a computer which you share with other people, you should click 'Save and logout' at times you are not using it, so that nobody else can see what you have entered. When you return to your record, you will need to enter your login again.

Your login is just for you - nobody else has been given your login, so nobody else can see what you have entered.



TIME-USE



THANK YOU FOR YOUR HELP



SUBMIT

Ipsos MORI

13-025042-02/Z05



Ipsos MORI

Dear Sir/Madam,

Child of the New Century - Age 14 Survey

Name:

I am writing to let you know that the young person named above is taking part in an important national study called Child of the New Century. The study is exploring what it is like to grow up in the 21st century by following around 19,000 young people who were born in the UK in 2000/2001.

The study is run by the Centre for Longitudinal Studies, a research centre in the UCL Institute of Education, University College London. The study is funded by the ESRC (the government's Economic and Social Research Council), as well as government departments from all countries of the UK. The Age 14 Survey is being carried out by Ipsos MORI, an independent research organisation.

Part of the study involves collecting information about how young people spend their time. This information is collected by young people wearing an activity monitor, and completing a time-use record, for two days (one during the week and one at the weekend). The anonymised data will be available to academics, researchers and policy-makers, providing the most comprehensive resource about the activity levels and time-use of 14 year olds in the UK.

Activity Monitor

The activity monitor is a small, lightweight device that is worn on the wrist, like a watch. It is important that the monitor is worn at all times, including during school hours, so that we collect a complete picture of young people's physical activity. We would also like young people to wear the monitor whilst doing sport, including swimming. It is safe for them to do so and it won't damage the device.

Time-Use Record

The time-use record asks young people to record how they have spent their time throughout the day. Young people can complete the record either online, using an app, or on paper. We have also given young people a notebook, where they can make notes during the day, as a useful reminder when completing the time-use record later.

While we will ask young people about what they've done throughout the day (including the times they were in class), there is no requirement for them to record what they actually did while in class. As such, we hope that this task will not cause any disruption to lessons.

We very much hope that you will be able to offer your support to this important study. We would like to thank you for contributing to a major educational research resource.

With kind regards,

A handwritten signature in black ink, appearing to read 'Emla Fitzsimons'.

Professor Emla Fitzsimons
Study Director

If you would like further information on the activity monitor or time-use record, please contact Stephan Tietz at Ipsos MORI. Stephan can be emailed on childnc@ipsos.com or called on Freephone 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, please check with your provider.

To find more about the Child of the New Century Study you can visit the website for study participants (www.childnc.net) or the Centre for Longitudinal Studies website (www.cls.ioe.ac.uk).

Materials used in the Household:

Saliva

- **Saliva despatch form**



SALIVA SAMPLES DESPATCH FORM

Interviewer number:

		Barcode reference
Samples enclosed:	1	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	2	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	3	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	4	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	5	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	6	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	7	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	8	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	9	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	10	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	11	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	12	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	13	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	14	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	15	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

No. samples enclosed: _____

Materials used in the Household:

Other

- **Calling card**
- **Further information leaflet for young people**
- **Partner letter**
- **Young person questionnaire topic list for parents**
- **Study and Saliva FAQs**

**CHILD OF THE
NEW CENTURY** 

AGE 14 SURVEY

Date Ref:...../13-025042

Dear.....

Earlier today I called to speak to you and your family about the Child of the New Century Age 14 Survey. You were out when I called but I will try again in the next few days. If you would prefer to contact me to make an appointment or if you have any questions about the survey, please call me

on

Alternatively, you can leave a message on Freephone **0808 238 5446** quoting the reference number above.

Interviewer: **Ipsos MORI**

13-025042-02/M21

CHILD OF THE NEW CENTURY

AGE 14 SURVEY

I'VE HELPED — WHAT NOW?

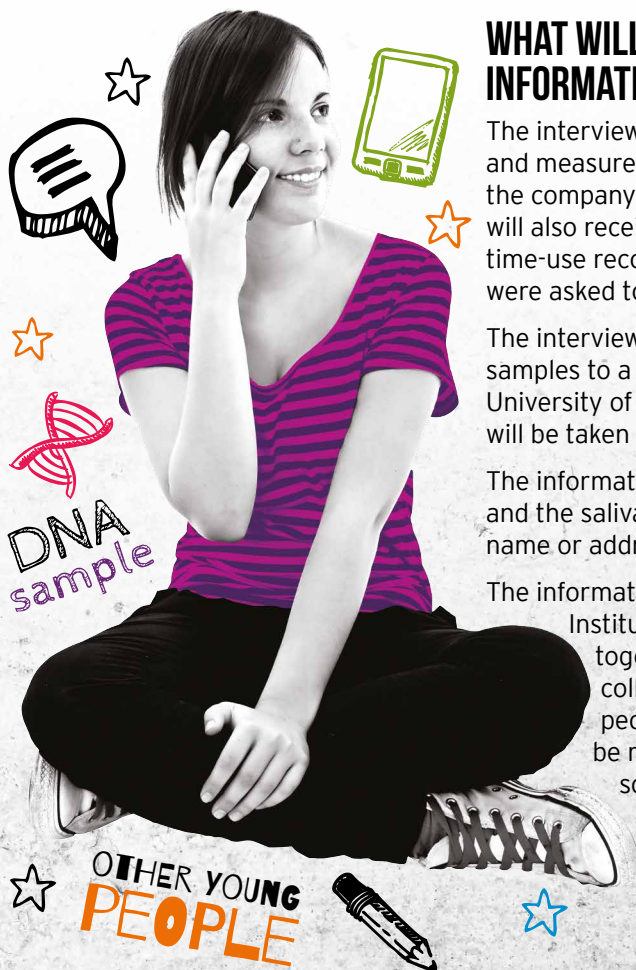
WHAT WILL HAPPEN TO THE INFORMATION ABOUT ME?

The interviewer will send your answers and measurements back to Ipsos MORI, the company doing the survey. Ipsos MORI will also receive the information from the time-use record and activity monitor if you were asked to complete these.

The interviewer will post the saliva samples to a research laboratory at the University of Bristol. A sample of DNA will be taken from your saliva.

The information collected in the survey and the saliva sample will **not** have your name or address on it.

The information will then be sent to the Institute of Education and added together with the information collected from other young people in the survey. It will then be made available to researchers so they can find out about young people your age.



WHAT IF I WANT TO TALK TO SOMEONE ABOUT THE THINGS IN THE SURVEY?

We hope you enjoyed taking part. If you are worried, upset or have questions about anything in the survey, or anything else in your life, talking to someone about it can help.

If you feel able to, the first person to talk to is a parent. Otherwise you should talk to an older brother or sister, another grown-up in your family or any other adult you trust, like a teacher or other adult at your school.

Below are some numbers you can call if you feel like there isn't anyone you can talk to.

★ **CHILDLINE (0800 1111):**

A 24-hour helpline for young people. It is confidential and calls are free. You can also look at their website: www.childline.org.uk. If you are deaf, hard of hearing or speech impaired, textphone 0800 400 222.

GET CONNECTED **(0808 808 4994):**

Free, confidential advice for young people on a wide range of issues including bullying, crime, health and school. You can also text them for free on 80849 or get advice via webchat at www.getconnected.org.uk

TALK TO FRANK **(0300 123 6600):**

Free confidential advice on drugs and alcohol. You can email, text (on 82111), phone FRANK for free, or get advice via webchat at www.talktofrank.com



★ **HOW CAN I FIND OUT MORE?**



ABOUT THE SURVEY

If you have any questions about the survey you can contact Stephan Tietz at Ipsos MORI at childnc@ipsos.com or on 0808 238 5446 between 9.30am and 5.30pm (Monday to Friday). Calls from landlines are free but calls from mobile phones may vary, please check with your provider.

ABOUT CHILD OF THE NEW CENTURY

If you want to know more about the Child of the New Century study you can look at the website: www.childnc.net, email childnc@ioe.ac.uk or phone 0800 092 1250.

FOLLOW US

 @childnewcentury
 www.facebook.com/childofthenewcentury

**THANK YOU
FOR YOUR HELP**

Ipsos MORI 258





WILL YOU HELP US?

AGE 14 SURVEY

Date:

Dear

A short while ago, I sent you and your partner some information about the Child of the New Century Age 14 Survey. Today I have been talking with your partner and child. I would very much like to speak to you too.

It is very important for this study that we speak to **both parents or both adults living with a child**, whenever possible. It is only by interviewing both of you that we can build up a full picture of the lives of young people of this age.

The interview will only last around 25 minutes. We would also like you to do a short word activity and to provide a saliva sample; these will take around 5 minutes each to do.

I can interview you at a time that is convenient for you. I will call back to arrange a time. If you would prefer to call me to arrange a time please contact me on the number below.

The information I sent to you and your partner contains more details about the study. I would appreciate it if you could read this before I visit you.

If you have any questions or would prefer not to be contacted, please contact Stephan Tietz at Ipsos MORI by email at childnc@ipsos.com or **Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, please check with your provider.

I very much hope you can help with this important study.

Best wishes,

.....

Contact number:

WHAT DOES THE YOUNG PERSON'S QUESTIONNAIRE COVER?

Things that they do	<ul style="list-style-type: none"> • What activities they do in their free time • Watching TV and using internet, computers, games consoles • Getting pocket money or money from paid work
Their views	<ul style="list-style-type: none"> • Attitudes to gender roles and consumerism • Attitudes to activities like fighting, shoplifting, and spray painting
School and their future	<ul style="list-style-type: none"> • What subjects they study at school • Homework • How they feel about school • Behaviour in school and truancy • Their future education and work
About them	<ul style="list-style-type: none"> • Religion and ethnicity
Their family	<ul style="list-style-type: none"> • Relationship with parents and grandparents • Parental control and discipline • Contact with parents who don't live with them
Their friends	<ul style="list-style-type: none"> • Type of friends, and what their friends are like • How much time they spend with friends
Relationships	<ul style="list-style-type: none"> • Support from friends and family • Romantic relationships • Sexual experiences
Things they may have tried	<ul style="list-style-type: none"> • Smoking • Drinking alcohol • Illegal drugs • Gambling
Things they may have experienced	<ul style="list-style-type: none"> • Being bullied and bullying, including cyber-bullying • Being a victim of attack and crime
Things they may have done	<ul style="list-style-type: none"> • Being involved with illegal and anti-social behaviour • Contact with the police
Their health	<ul style="list-style-type: none"> • What they eat and drink • Sight and hearing problems • Dental health • Sleeping habits
Their body	<ul style="list-style-type: none"> • Dieting and trying to lose weight • Puberty
How they feel	<ul style="list-style-type: none"> • How happy they feel with their lives • Moods and feelings
More about them	<ul style="list-style-type: none"> • Attitude to trust, patience and risk

STUDY AND SALIVA FAQs

This document provides further information to help you respond to queries parents may have on:

- The study overall
- What CNC has found out
- The saliva sample

STUDY FAQs

WHY SHOULD I TAKE PART?

By taking part in Child of the New Century, families are helping to make life better for others in their generation, as well as for future generations. Politicians, teachers, doctors, nurses, and others use findings from the study to improve services and inform policies to help young people. Each family is unique, and helps us to build a picture of a whole generation. If families choose not to take part, we can't replace them with anyone else.

It's also important that we understand what life is like for different kinds of families – from different parts of the country, different backgrounds, different ethnicities etc. That's why we need as many people as possible to keep taking part – everybody brings something new to the story.

WHY AGE 14?

Age 14 is an important time in young people's lives – they are growing up and changing, and making some important decisions about their lives. Many have settled in to secondary school but are still making new friends, and are starting to think about their futures, and what they hope to do after they finish school. Because this is such an important age, we want to record how young people think, what they do, and how they feel, so we can see how they've changed since they were younger.

WHO RUNS THE STUDY?

The study is managed by the Centre for Longitudinal Studies at the Institute of Education, a university in London. The university works with a company called Ipsos MORI, which has lots of experience doing research with young people and their families.

WHO IS PAYING FOR THE SURVEY?

This study is funded by:

- the Economic and Social Research Council (ESRC), and
- a range of government departments in the UK.

WILL THESE FUNDERS SEE MY REPLIES?

No, they will not know who said what. The names and addresses of respondents interviewed in this survey are known only to the small team of researchers at Ipsos MORI and the Centre for Longitudinal Studies involved in this study. Names and addresses will be kept separate from the questionnaire, and will never be revealed without permission from the respondent. This means that replies can never be personally identified.

HOW CAN I BE SURE YOU ARE A GENUINE INTERVIEWER?

All interviewers who work for Ipsos MORI carry an identity card on them at all times. They will also have with them a copy of the letter sent to families in advance informing them that an interviewer from Ipsos MORI would be contacting them shortly about the survey. The identity of interviewers working for Ipsos MORI can be verified by calling the Ipsos MORI Freephone number (0808 238 5446).

WHAT'S IN IT FOR MY FAMILY?

Taking part in the study is a chance for young people to represent their generation. It's their chance to tell us what it's like growing up as a young person in the UK, and inform what support and services are available in the future for children and young people. Young people usually enjoy taking part and parents often say that their children benefit from participating.

WHAT HAS CNC FOUND OUT?

The CNC website has lots of examples of findings from the study: www.childnc.net. Some of these findings are provided below.

PREGNANCY

- Children whose mothers drank heavily while they were pregnant were more likely to have behaviour problems at age 3 than those whose mothers didn't drink or drank lightly.
- Having only one or two alcoholic drinks a week during pregnancy is not related to children's behaviour or abilities at later ages.

HOME AND FAMILY

- Children who have a regular bedtime tend to do better at school in areas such as reading and maths than those who don't. The same researchers found that children who go to bed at the same time every night benefit from being in a better mood and generally get on better with others.
- Watching TV for more than three hours a day could be linked to anti-social behaviour such as stealing or fighting, although the authors emphasise that lots of other factors influence children's behaviour too.

SCHOOL

- The month in which children were born could influence which classes or sets they are in. Children born in the summer months were more likely to be placed in lower sets because they were almost a year younger than their classmates born in September.

HAPPINESS AND ASPIRATIONS

- In the Age 11 Survey more than half of young people said they were 'completely happy' at school, while nearly 3 in 4 were 'completely happy' at home.
- Overall, the most popular jobs with children in the Age 7 Survey included teacher, scientist, hairdresser, sports player, firefighter, vet, doctor, artist and builder.

SALIVA FAQs

WHY ARE YOU ASKING FOR THIS?

We are asking you to give a saliva sample to extract a sample of DNA for genetic research.

HOW ARE SALIVA SAMPLES HELPFUL TO THE STUDY, AND TO SOCIETY AS A WHOLE?

Researchers can use DNA samples to look at whether parents and their children have certain types of genes. Studying the relative importance of genes and other factors helps researchers to understand differences in young people's development, health, behaviour, growth and learning. For instance, recent research has identified genes associated with common allergies including pollen, dust-mite and cat allergies. It is believed that allergies are very often passed from one generation to the next. Understanding the genetic factors underlying allergies may be key to understanding who might be most likely to suffer from allergies and how this very common condition might best be treated.

WHAT IS A GENE/DNA?

DNA (Deoxyribonucleic acid) is the genetic material in every cell of the body including blood, saliva, skin and hair. Everyone has DNA. We inherit our DNA from our parents. A gene is a section of DNA that contains the information our bodies need to make chemicals called proteins. In this way, they tell your cells how to function and what characteristics to express, and thus influence what we look like on the outside and how we work on the inside. For example, one gene contains the code to make a protein called insulin, which plays an important role in helping your body control the amount of sugar in your blood.

WHY ARE YOU STUDYING DNA?

We are studying DNA in order to look at the way genes (nature) and lifestyle (nurture) are related to feelings, behaviour, health, and development. It will help us to understand how nature and nurture work together. Although we all have very similar genes, there are many small variations. These different versions of our genes can make us more or less likely to develop many common diseases, such as allergies (asthma, for example), diabetes or heart disease. These differences can also affect our personality and behaviour.

WHAT WILL HAPPEN TO MY SALIVA SAMPLE?

The interviewer will post the saliva samples to a research laboratory at the University of Bristol. A sample of DNA will be extracted from the saliva and stored for genetic research in the future. The saliva sample and DNA samples will be stored securely and anonymously. Your family's name and address will not be attached to the saliva sample when it is sent to the laboratory. Any researchers using the DNA will not have access to your family's name and address.

WHERE AND HOW ARE THE DNA SAMPLES KEPT?

Samples will be stored in a laboratory at the University of Bristol which is licensed by the Human Tissue Authority. Access to laboratory and sample areas is restricted to authorised personnel. Samples are stored in freezers covered by a 24 hour alarm system in case of freezer breakdown.

WHY ARE YOU COLLECTING DNA FROM BOTH BIOLOGICAL PARENTS?

We want to learn more about the influence of parents' DNA on their children. An important aim of Child of the New Century is to look at children's genes and their environment to see how they interact to affect health and development. Each child's genes come from both their mother and father, so the value of the genetic information is increased greatly if we are able to look at both parents (if both are living in the household). Genes can have different effects depending on whether they come from the mother or father. DNA from parents will let us explore these differences. This is why - when looking at complex conditions such as asthma, obesity or diabetes - we need to look at DNA from parents as well as children.

HOW IS A BIOLOGICAL/NATURAL PARENT DEFINED?

Biological parents are those who have conceived with their own egg (mother) or sperm (father), and therefore whose genes have been transmitted to the child.

WILL WE GET ANY RESULTS FROM THE DNA SAMPLES?

No, we will not provide you with routine feedback of the results of genetic testing. Tests done on your DNA are not the same as clinical genetic tests and cannot be used for diagnosis. If, however, throughout the course of the research we find something that we think could indicate a preventable medical issue, we would contact you and advise you to consult with a medical professional.

HOW WILL MY DNA BE USED?

Your DNA will be used for research purposes only. It could be used by researchers who work in the commercial sector (e.g. a private company). Organisations which want to use the DNA samples to look at particular genes will have to apply for permission to an independent committee which oversees access to the samples. Researchers only get permission to use the samples if they put forward a strong scientific case and explain the potential impact of the research and its wider value to society.

CAN MY DNA BE USED BY LAWYERS OR INSURANCE COMPANIES?

No. Your DNA will be used for research purposes only.

CAN YOU SHARE THE DNA WITH SOMEONE LIKE MY CHILD'S DOCTOR?

No, that is not possible. We use a research laboratory and not a clinical or medical laboratory. Your DNA will only be used for research relating to Child of the New Century.

WILL THIS DNA BE USED FOR PATERNITY TESTING?

Child of the New Century will not use your DNA for paternity testing. Whilst it would be possible during quality checking to compare genes within a family and in this way confirm paternity, this comparison will *not* be carried out by laboratory researchers.

COULD THIS DNA BE USED FOR CLONING HUMANS?

Child of the New Century will not use your DNA for cloning humans. The use of human tissue, DNA and cell lines is strictly controlled. The charities and government organisations which fund this research, the Institute of Education, and the Child of the New Century Ethics Committee, do not allow human cloning.

WILL THE INFORMATION BE KEPT CONFIDENTIALLY?

All of the information in the Child of the New Century study is kept separate from participant names so no one can link it back to individuals. This personal information is completely confidential.

WHAT IF I CHANGE MY MIND?

Parents have the right to withdraw consent for the storage and use of their own DNA, without giving any reason. Parents can also withdraw consent on behalf of their child **until they are aged 16**. This can be done by writing to the Centre for Longitudinal Studies (CLS). When your child is 16 (or earlier if he or she can demonstrate that he or she is old enough to understand), he or she can withdraw permission for storage and use of his/her DNA. Upon withdrawal of consent, CLS will instruct the laboratory to destroy all stocks of the samples.

Tracing Materials

- **Change of address card**
- **Occupier letter**
- **School tracing letter**
- **Stable contact letter**
- **Schools Tracing letter for parents**
- **Tracing letter**

Please complete using BLOCK CAPITALS

Once complete please moisten strip, fold on the dotted line and seal

Freepost RTKC-KLUU-RSBH
Child of the New Century
20 Bedford Way
London
WC1H 0AL



Ipsos MORI

Date:

Dear Sir/Madam,

We are trying to make contact with the person named below who is part of a very important research programme. According to our records, they are living at this address. An interviewer from our partner organisation, Ipsos MORI, has visited the address several times but has been unable to find anyone at home.

If you are the person, please let us know that you are still living here and we will ask the interviewer to try to make contact with you again. If this letter has been forwarded to you from a different address, please let us have the full details of your current address. By giving us your address, you are not agreeing to take part again, though, of course, we hope that you will wish to do so.

If you are not the person who took part in the study, please can you help by forwarding this letter to them; or by giving us details of their new address, or the name and address of someone who can?

If you do not know of any way of getting in touch with this person, please let us know so that we can avoid bothering you again.

Please complete the form below and return it to Ipsos MORI in the enclosed Freepost envelope - you won't need a stamp if you post it in the UK. If you prefer, you can contact Ipsos MORI by email at cohort@ipsos.com or **Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, please check with your provider.

Thank you for your help.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Emla Fitzsimons'.

Professor Emla Fitzsimons
Study Director



Date:

Serial number:

Dear Head Teacher,

Child of the New Century – Age 14 Survey

We are writing to seek your help to contact the parent(s) of:

Name **Date of Birth**

The young person named above has previously participated in the Child of the New Century Study, a UK wide multi-disciplinary longitudinal birth cohort following the lives of over 19,000 children born in the UK in 2000/2001. Information has been collected from families when the children were aged 9 months, 3 years, 5 years, 7 years and 11 years. The Age 14 Survey is currently taking place.

This major study seeks to improve our understanding of how events and circumstances in early life, including schooling and educational development, impact on outcomes and achievements later on.

The study is run by the Centre for Longitudinal Studies (CLS), which is part of the UCL Institute of Education (IoE), University College London. The study is funded by ESRC (the national Economic and Social Research Council) and several government departments, including those with responsibility for education, in all countries of the UK. Our partner organisation, Ipsos MORI, are conducting the interviews.

We are writing to seek your help in contacting the young person named above. The young person's family participated in previous rounds of the study when they told us that the young person was attending or planning to attend your school. We have recently tried to contact the family at the last known address we have for them but have been unable to locate them and believe they may have moved to a different address. We would like to contact the family to invite them to take part in the Age 14 Survey. If you know the young person's current address, we would be grateful if you could forward the enclosed pack to their parents.

If you have any questions please contact Ipsos MORI by email at childnc@ipsos.com or **Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, please check with your provider. You can also visit the website for young people (www.childnc.net) or the CLS website (www.cls.ioe.ac.uk).

Thank you in anticipation of your help.

Yours sincerely

Professor Emla Fitzsimons
Study Director

**CHILD OF THE
NEW CENTURY** 

WILL YOU HELP US?

AGE 14 SURVEY

Date.....

Dear

I would like to ask your help with the Child of the New Century Age 14 Survey. It follows the lives of thousands of young people born in the UK in 2000/2001 and is used to find out how they grow up. It helps to improve services and support for young people and their families across the countries of the UK. A young person that you know helped us with the study when they were aged 9 months, 3, 5, 7 or 11.

We have recently been trying to get in touch with the family of the young person named below so that we can invite them to take part in the Age 14 Survey.

Name

Unfortunately we have been unable to do so as they are no longer living at the address that we have on record for them. A member of this family gave us your name and address and their permission to contact you if they moved address, in order to try to find out where they have moved to.

If you know where they are living, please let Ipsos MORI, our partner organisation who are conducting the interviews, know their address. You can contact Ipsos MORI by email at childnc@ipsos.com or **Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, please check with your provider. If you prefer you can return the form below in the enclosed Freepost envelope - you will not need a stamp if you post it in the UK.

By telling us their address, you are not committing them to taking part again. They will be able to decide this for themselves when we get in touch with them.

If you know their address but would prefer to pass this letter on to this family and ask them to return it to us themselves, please do so. If the family has any questions about the study, or would prefer not to be contacted again, please ask them to let us know.

Thank you very much for your help.

Yours sincerely,



Professor Emla Fitzsimons
Study Director

Please complete this form using BLOCK CAPITALS Serial number:

Title..... First name..... Surname.....

Address.....

.....

Postcode..... Telephone number.....

Email address.....

Please turn over

Please return the completed form in the enclosed Freepost envelope - you won't need a stamp if you post it in the UK.

If you have any questions about this form, or about the Child of the New Century please call:

Freephone 0808 238 5446 or email at childnc@ipsos.com

THANK YOU FOR YOUR HELP

Ipsos MORI
Freepost RSRJ-BLAK-YHCY
77-81 Borough Rd London SE1 1FY

CHILD OF THE NEW CENTURY



WILL YOU HELP US?

AGE 14 SURVEY

Date.....

Dear

I am writing to invite you to help us again with the next stage of Child of the New Century. This is an important national study. It follows the lives of thousands of young people born in the UK in 2000/2001 and is used to find out how they grow up. It helps to improve services and support for young people and their families across the countries of the UK.

As you know, your child is one of those young people who have been chosen out of all of the people in the country of their age. Now that your child is aged 14, we would very much like to visit you to find out how your family is getting on. **Your continued participation in the study is very important to us.**

An interviewer from our partner organisation, Ipsos MORI has recently been trying to contact you at the last known address we have for you to invite you to take part in the Age 14 Survey but has unfortunately been unable to do so. In order to try to contact you, we wrote to the Head Teacher of the school that you told us your child was intending to attend when we last spoke to you and they kindly agreed to send this letter to you.

I would be most grateful if you would let Ipsos MORI know your current address. You can return the form below in the enclosed Freepost envelope - you will not need a stamp if you post it in the UK. If you prefer you can contact Ipsos MORI by email at childnc@ipsos.com or **Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, please check with your provider.

By giving us your name and address you are not committing yourself to be interviewed for the Age 14 Survey. You can decide that when the interviewer contacts you. If you do take part, your answers will be treated in strict confidence in accordance with the Data Protection Act.

If you have any questions about the study, or would prefer not to be contacted again, please call Freephone 0808 238 5446.

Thank you very much for your help.
Yours sincerely,

Professor Emla Fitzsimons
Study Director

13-025042-02/L13

Please complete this form using BLOCK CAPITALS Serial number:

Title..... First name..... Surname.....

Address.....

.....

Postcode.....Telephone number.....

Email address.....

Please turn over

Please return the completed form in the enclosed Freepost envelope - you won't need a stamp if you post it in the UK.

If you have any questions about this form, or about the Child of the New Century please call:

Freephone 0808 238 5446 or email at childnc@ipsos.com

THANK YOU FOR YOUR HELP

Ipsos MORI
Freepost RSRJ-BLAK-YHCY
77-81 Borough Rd London SE1 1FY

**CHILD OF THE
NEW CENTURY** 

WILL YOU HELP US?

AGE 14 SURVEY

Date.....

Dear

I am writing to invite you to help us again with the next stage of Child of the New Century. This is an important national study. It follows the lives of thousands of young people born in the UK in 2000/2001 and is used to find out how they grow up. It helps to improve services and support for young people and their families across the countries of the UK.

As you know, your child is one of those young people who have been chosen out of all of the people in the country of their age. Now that your child is aged 14, we would very much like to visit you to find out how your family is getting on. **Your continued participation in the study is very important to us.**

An interviewer from our partner organisation, Ipsos MORI spoke to;

.....
who did not wish to give your address without your permission, but did agree to send this letter to you. I **would be most grateful if you would let Ipsos MORI know your current address.**

You can contact Ipsos MORI by email at childnc@ipsos.com or **Freephone 0808 238 5446** between 9:30 am and 5:30 pm (Monday to Friday). Calls from landlines are free but costs from mobile phones may vary, please check with your provider. If you prefer you can return the form below in the enclosed Freepost envelope - you will not need a stamp if you post it in the UK.

By giving us your name and address you are not committing yourself to be interviewed for the Age 14 Survey. You can decide that when the interviewer contacts you. If you do take part, your answers will be treated in strict confidence in accordance with the Data Protection Act.

If you have any questions about the study, or would prefer not to be contacted again, please call Freephone 0808 238 5446.

Thank you very much for your help.
Yours sincerely,



Professor Emla Fitzsimons
Study Director

Please complete this form using BLOCK CAPITALS Serial number:

Title..... First name..... Surname.....

Address.....

Postcode.....Telephone number.....

Email address.....

Please turn over

Please return the completed form in the enclosed Freepost envelope - you won't need a stamp if you post it in the UK.

If you have any questions about this form, or about the Child of the New Century please call:

Freephone 0808 238 5446 or email at childnc@ipsos.com

THANK YOU FOR YOUR HELP

Ipsos MORI
Freepost RSRJ-BLAK-YHCY
77-81 Borough Rd London SE1 1FY

Thank You Mailing

- **Thank you letter for parents**
- **Thank you postcard for young people**
- **Activity monitor/Time-use record reminder slips**

**CHILD OF THE
NEW CENTURY** 

THANK YOU

AGE 14 SURVEY

<<Parent title>><<Parent first name>><<Parent surname>>
<< & Partner title>><<Partner first name>><<Partner
surname>>
<<Address>>
Ref: <<IM serial number>>: 13-025042-02

<<Month>> <<Year>>

Dear <<Parent first name>><< & Partner first name>>,

We would like to take this opportunity to thank you and your family for giving up time to take part in the Child of the New Century Age 14 Survey. We hope you found it interesting.

Your continued participation in the study is of great value in helping to understand how today's young people grow and develop and for making young people's lives better in the future.


Included with this letter is a thank you postcard for your child. We would be grateful if you could pass it on to them and thank them again from us.

We don't know exactly when the next survey will be but we hope to visit the Children of the New Century every few years to see how they grow up. As your child gets older we will build up a detailed picture of how their generation develops from a very young age, during their school years and through adulthood. We very much hope your child will continue to take part in this important study, but they can, of course, decide at the time.

If you have any questions about the study, please call us on **Freephone 0800 092 1250** or email childnc@ioe.ac.uk. You can also visit the study website: www.childnc.net.

Thank you again.

With kind regards,



Professor Emla Fitzsimons
Study Director

Thank you postcard for young people

**CHILD OF THE
NEW CENTURY** 



Thank you postcard for young people

DEAR <<FIRST NAME>>

Thank you for giving up your time to help with the Child of the New Century Age 14 Survey. We hope you enjoyed taking part. This study looks at what it's like growing up in England, Scotland, Wales and Northern Ireland today. It will help to make things better for young people in the future.

We hope to visit the Children of the New Century every few years to see how they are growing up. We don't know yet when the next survey will be. We hope you will be willing to take part again. You can decide at the time whether you would like to help us again.

If you have any questions, please call us on **Freephone 0800 092 1250** or email **childnc@ioe.ac.uk**. You can also visit the Child of the New Century website: **www.childnc.net**.

Follow us @**childnewcentury**, or Like us at **www.facebook.com/childofthenewcentury!**



Professor Emla Fitzsimons
Study Director



<<TITLE>><<FIRST NAME>><<SURNAME>>

<<ADDRESS LINE 1>>

<<ADDRESS LINE 2>>

<<ADDRESS LINE 3>>

<<POSTCODE>>

13-025042-02/L05

According to our records <<YP name>> was given an activity monitor to wear and time-use record to complete after the interview. We have not yet received the activity monitor or time-use record data and would be very grateful if you could return the activity monitor to us and ask <<YP name>> to complete and submit their time-use record. It is very important that we get the monitor back quickly so that it can be given to another young person, even if it wasn't worn.

If you have recently returned the activity monitor and submitted the time-use record please accept our thanks.

According to our records <<YP name>> was given an activity monitor to wear and time-use record to complete after the interview. We have not yet received the activity monitor or time-use record and would be very grateful if you could return the activity monitor to us and ask <<YP name>> to complete and return their time-use record. It is very important that we get the monitor back quickly so that it can be given to another young person, even if it wasn't worn.

If you have recently returned the activity monitor and time-use record please accept our thanks.

According to our records <<YP name>> was given an activity monitor to wear after the interview. We have not yet received the activity monitor and would be very grateful if you could return it to us. It is very important that we get the monitor back quickly so that it can be given to another young person, even if it wasn't worn.

If you have recently returned the activity monitor please accept our thanks.

According to our records <<YP name>> was asked to complete a time-use record after the interview. We have not yet received the time-use record data and would be very grateful if you could ask <<YP name>> to complete and submit their time-use record.

If you have recently submitted the time-use record please accept our thanks.

According to our records <<YP name>> was given a time-use record to complete after the interview. We have not yet received the time-use record and would be very grateful if you could ask <<YP name>> to complete and return it.

If you have recently returned the time-use record please accept our thanks.

Kirsty Burston

Research Manager
Kirsty.Burston@ipsos.com

Anne Conolly

Associate Director
Anne.Conolly@ipsos.com

Andrew Cleary

Research Director
Andrew.Cleary@ipsos.com

Peter Dangerfield

Research Manager
Peter.Dangerfield@ipsos.com

Colin Gardiner

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Olivia Michelmore

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Nickie Rose

Research Director
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Paul Sheriffs

Research Executive
Paul.Sheriffs@ipsos.com

Stephan Tietz

Senior Research Executive
Stephan.Tietz@ipsos.com

For more information

3 Thomas More Square
London
E1W 1YW

t: +44 (0)20 3059 5000

www.ipsos-mori.com

<http://twitter.com/IpsosMORI>

About Ipsos MORI's Social Research Institute

The Social Research Institute works closely with national governments, local public services and the not-for-profit sector. Its c.200 research staff focus on public service and policy issues. Each has expertise in a particular part of the public sector, ensuring we have a detailed understanding of specific sectors and policy challenges. This, combined with our methodological and communications expertise, helps ensure that our research makes a difference for decision makers and communities.